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GOVERNMENT OF THE CENTRAL PROVINCES

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EDUCATION DEPARTMENT  
(MINISTRY OF EDUCATION)

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*Nagpur, the 22nd February 1923.*

READ—

The Quinquennial Report of the Director of Public Instruction on the State and Progress of Education in the Central Provinces and Berar for the period ending the 31st March 1922.

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RESOLUTION.

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**1. Numerical Results.**—The quinquennium under review witnessed a decline in the number of pupils in public institutions from 349,061 to 330,631, in spite of an increase in the number of such institutions by 418. All classes of institutions except Normal schools, Vernacular Middle schools and Girls' schools shared in the decline in enrolment. In colleges the number of pupils fell from 1,094 to 677, in high schools from 5,214 to 3,021, in Anglo-vernacular middle schools from 16,054 to 13,487, and in primary schools from 269,452 to 242,065. The enrolment in vernacular middle schools for boys rose from 35,308 to 45,838 and in girls' schools from 20,407 to 22,601. The causes of the general retrogression are not far to seek. The quinquennium was marked by a series of crop failures, amounting in some years to famine, which, combined with the rise in world prices that accompanied and followed the war, affected adversely all classes of the people, and the unfavourable economic conditions find expression in an almost progressive decline in attendance throughout the period. This decline was most marked in the Anglo-vernacular schools which are attended mainly by the children of the middle classes—the classes most affected by the enhancement of prices. In 1919-20 and 1920-21 the non-co-operation movement further reduced the number of pupils in the colleges and the Anglo-vernacular schools. It is significant that the effects of this movement were not fully felt in the vernacular schools till 1921-22 by which time it had practically exhausted its influence in the schools for

higher education. In the high schools the last year of the quinquennium witnessed a recovery in numbers which seems to show that the boycott of schools has not been successful. There are signs that the movement is also losing its force among primary schools.

**2. Improvements in the Educational System.**—While, however, the numerical results are disappointing, the period was one of great activity in the preparation of schemes and the execution of measures for the improvement of the educational system. The inspectorate was strengthened by the addition of one inspector in the Indian Educational service, two assistant inspectors in the Provincial Educational service and seven deputy inspectors in the Subordinate Educational service, and the pay and prospects of all three services received a much needed enhancement. At the same time large grants were given to local bodies for the purpose of raising the pay of vernacular teachers. Facilities for the training of teachers (without which no real advance is possible) were increased and improved by the reorganization of the Training College and the extension of normal schools. In the sphere of university education a notable advance was made in the direction of providing the province with a university of its own by the preparation of a University Bill which has been introduced in the Legislative Council in the present year. Secondary education was the subject of important reforms, among which may be mentioned the introduction of manual training, the institution of the High School Scholarship Entrance Examination, the revision of scholarships, the provincialization of district council Anglo-vernacular schools, while preliminary steps were taken with a view to transferring the regulation and supervision of high school education to a representative Board, reclassifying the schools on a more logical and satisfactory basis, introducing the vernacular as the medium of instruction in high schools, and revising the curriculum. In the field of primary education, the period was noteworthy for the enactment of the Primary Education Act which permits compulsion by local bodies and for measures to adapt the curriculum to the needs of the agricultural population. The reorganization and extension of the Engineering School, Nagpur, the establishment of a School of Handicrafts at Jubbulpore, and the preparation of a scheme for another at Akola bear witness to the activity of Government in the matter of technical and industrial education. Finally, proposals (which have been sanctioned since the close of the quinquennium) were elaborated for the transfer of deputy inspectors to certain district councils with a view to enlarging the control of these bodies over their schools.

3. **Finance.**—Expenditure rose from Rs. 48,96,316 in 1916-17 to Rs. 81,26,933. For this increase the general enhancement of salaries must be held primarily responsible. Other important causes were the extension and improvement of training institutions, the strengthening of the inspectorate, and general improvements in collegiate, secondary and primary education.

The following table shows the expenditure from various sources in 1916-17 and 1921-22 :—

	Rs.	1916-17. Rs.	1921-22. Rs.	Rs.
Provincial Revenues.		27,54,839	51,23,148	
Local Board Funds ...		6,83,763	10,31,444	
Municipal Funds ...		3,69,678	5,67,359	
Fees ...		5,72,955	6,46,649	
Endowments	} 10,88,036	1,04,535	2,17,467	} 14,04,982
Subscriptions and		4,10,546	5,40,866	
other sources.				
Total ...		48,96,316	81,26,933	

The large increase in expenditure from provincial revenues stands in startling contrast to the small increase in fees, endowments and subscriptions. In view of the heavy burden now borne by Government—a burden which is likely to be increased in the near future by its commitments under the Primary Education Act of 1920—the Local Government considers that the time has come for the exercise in the field of higher and secondary education of a wider and more generous private benevolence and for requiring from those who take advantage of these forms of education a more equitable share of the expenditure. Primary education has the first claim on public revenues. Beyond the limits for which provision has been sanctioned, higher forms of education are suitable objects of private enterprise and philanthropy, supplemented by grants. The Local Government trusts that this is a principle which will commend itself to public opinion.

4. **The need for co-operation.**—The provision of funds, however, is not the only form which the interest of the general public in education should take. What is especially needed at the present moment is a clear realization of the aim of education and a firm determination to co-operate in its achievement. Intelligent, well-informed and constructive criticism, propaganda for the conversion of the masses to an appreciation of the advantages of education, personal service on school committees and other educational bodies, are more than ever needed now when progress depends on an educated electorate.

**5. University Education.**—Few fields of education afford wider scope for the exercise of private munificence than university education, and the University of Nagpur, which, it is hoped, will shortly come into existence, should make a special appeal in this respect. Planned in 1914-15, examined and criticized by successive committees of educationalists and non-officials, the University scheme has at last emerged in the form of a bill for the consideration of the Legislative Council. Meanwhile the first instalment, as it were, of the University Bill has passed into law in the shape of the High School Education Board Act, which transfers the control of High School Education to a Board, consisting of representatives, partly elected and partly nominated, of the various educational interests, including the University. The High School Education Board cannot, however, be brought into operation until the University Bill has passed into law, since the University representatives who form a considerable proportion of the Board cannot be appointed. The establishment of the University has become a matter of pressing importance so far as the matriculation examination is concerned. This examination (as well as the intermediate examination) will be conducted by the University of Allahabad in 1923 for the last time. After that year it will be conducted by the United Provinces Intermediate and High School Education Board which has no jurisdiction over the educational institutions of this province. Pending the constitution of the University of Nagpur and the Central Provinces High School Education Board, arrangements have been made for the utilization of the papers and examiners of the United Provinces Board for the school leaving (matriculation) and intermediate examinations in this province in 1924. After that date it will be impossible to make the same arrangements for the school leaving examination (though it might be possible to arrange for the intermediate examination), for the introduction of the vernacular as the medium of instruction in high school classes in this province in the current year, will require that the school leaving examination of 1925 should be through the medium of the vernacular while the medium of the United Provinces Board High School Examination is English. In these circumstances, it is clearly important that the University and the High School Education Board should be constituted and put into operation well before 1925.

The abnormal fall in the number of college students from 1,094 in 1916-17 to 677 in 1921-22 — a fall to which the non-co-operation movement materially contributed — has led to the postponement of the opening of the King Edward College, Amraoti, till next year (1923-24), when it is anticipated that there will be a considerable

increase in the number enrolled. Meantime the construction of the college building is rapidly nearing completion.

6. One of the most striking features of collegiate education during the quinquennium has been the demand for admission to the Science courses of the Victoria College, Nagpur. This demand has taxed the accommodation of the college to the utmost limits, and the well-meant efforts of the college authorities to meet the demand for ordinary intermediate and B. Sc. teaching have to a certain extent militated against the efficiency of the laboratory instruction. The congestion has especially affected the Previous and Final M. Sc. classes. The opening of intermediate Science classes in the King Edward College, Amraoti, will probably relieve to some extent the pressure on the Victoria College. But the problem of the provision of adequate facilities for advanced Science teaching is one which must be faced in the near future, if the needs of the province are to be properly met. The Victoria College building has been condemned by the Inspectors of the Allahabad University.

7. **Anglo-Vernacular Secondary Education.**—In Anglo-vernacular secondary education the Local Government has steadily pursued the policy laid down by Sir Reginald Craddock in a Resolution in 1911. The Government high schools (which have been established at all but three district head-quarters) have been steadily improved, district council Anglo-vernacular middle schools have been provincialized and adequately staffed, and liberal grants have been given to private and municipal bodies for the maintenance of secondary institutions. Beyond the provision of a high school at each district head-quarters and the provincialization of district council Anglo-vernacular middle schools, Government has relied on private and, to a certain extent, on municipal enterprise for the expansion of secondary education.

8. It is necessary to emphasize this feature of Government policy in view of the changes in the structure of the educational system which are contemplated as the result of the recommendations of the Curricula Committee and the Resolution of April 1922 on its report. It is proposed to introduce in 1924 a reclassification of schools involving the reduction of the number of primary classes from five to four, the substitution of a uniform middle school of three classes for the present vernacular middle school of two classes and the present Anglo-vernacular middle school of four classes, and an increase of high school classes from three to four. The main features of the change are the reduction of the total length of the school course from 12 to 11.

years, and the introduction of a uniform type of middle school in which English will be an optional subject. It is anticipated that the latter innovation may lead to a demand for the teaching of English in middle schools maintained by district councils in which only vernacular instruction has hitherto been given. It is essential, however, that district councils should not divert their funds from vernacular education (which is and has always been regarded as the primary charge on the revenues of local bodies) especially in view of the demand which is persistently raised for compulsory primary education, and it is the intention of Government that district councils, while permitting English as an optional subject in these schools, should require the cost of instruction in that subject to be met entirely from fees, private subscriptions and endowments, supplemented by Government grants, without assistance from council funds, until such time as they have made full provision for primary education. It is proposed to apply this principle also to municipalities so far as the future expansion of English education is concerned. Existing municipal English schools will continue to be financed as they always have been, namely, from municipal funds supplemented by Government grants. But until the municipalities have made full provision for primary education within their areas, the provision of further facilities for English education will depend on fees and subscriptions supplemented by Government grants, but without assistance from municipal funds.

9. Among the important developments in secondary education which are recorded in the report, the introduction of boy scouting and manual training in the schools deserves mention. While the League of Honour which Mr. R. B. Chapman, Deputy Commissioner, Yeotmal, started still maintains its hold in certain parts, the boy scout movement has made rapid progress and bids fair to be a factor of the highest moral and social value in the schools. The Boy Scout Association is a purely non-official association, although it receives a grant from Government. The introduction of manual training has met with a ready response and should go far towards removing the reproach which has frequently been levelled against the educational system that it is too literary. It must be recognized, however, that manual training is intended to form a part of that general education which aims at the production of good men and good citizens and not to turn out skilled craftsmen.

10. The secondary school system has been the subject of much criticism and towards the end of the quinquennium this criticism (whether sincere or not it is difficult to say) swelled into

a partial boycott of the schools which resulted in a considerable diminution of attendance. The schools, however, with one or two exceptions, remained firm, and discipline for the most part was maintained. Additional grants were awarded to aided schools to enable them to tide over the financial difficulties resulting from loss of fees; and by the end of the period under report only one high school had collapsed. It is worthy of remark that the Government high schools suffered least and have been the first to recover from the effects of the non-co-operation movement. Since the close of the quinquennium, Government has met genuine criticism by the adoption with certain modifications of the recommendations of the Curricula Committee appointed in 1921. Among the recommendations, the introduction of the vernacular as the medium of instruction in high as well as middle schools and the reclassification of schools, occupy the most important place. Reference has been made above to the reclassification of schools and its probable effect in stimulating a demand for English education. Of the effects of the introduction of the vernacular as the medium of instruction it is as yet too early to form an estimate.

**II. Vernacular Education.**—The serious decline in the number of pupils in primary schools must be attributed mainly to economic causes and only in a subsidiary degree to the non-co-operation movement, the influence of which appears to have been transitory and ineffective. It is significant that the sharpest decline in numbers, *i.e.*, from 257,935 in 1920-21 to 241,510 in 1921-22, synchronised with a relaxation of the modified compulsion exercised by the executive authorities, owing to the development of local self-government and the consequent transfer to local bodies of the responsibility of securing attendance. The Primary Education Act of 1920 has made it possible for local bodies to make primary education compulsory within their areas, and Government has undertaken to make grants equivalent to half the expenditure. But hitherto only two local bodies have applied for permission to apply the Act. Propaganda work can do much. Members of the Legislative Council and local bodies, the leaders of communities and private philanthropists can render valuable service by bringing home to the masses the advantages of education. School committees can help by stimulating parents to send their children to school. The paramount need at the present moment is a healthy alert public opinion watchful of opportunities to bring pressure to bear where pressure is needed. Meantime a committee appointed by Government is preparing a programme of the lines on which a system of compulsory education may be introduced in municipal and district council areas within a period of ten years.



12. In no branch of education are funds more needed than in primary education. Government has made large allotments for recurring and non-recurring expenditure. Out of a total expenditure of Rs. 25,11,515 for boys' schools in 1921-22, Government contributed Rs. 16,10,948, local funds Rs. 4,42,891, municipal funds Rs. 2,77,375 and fees, private subscriptions and endowments Rs. 1,80,301. The Retrenchment Committee (paragraph 106 of its Report) called attention to the comparatively small allotments made by the district councils of the Central Provinces for education from their own resources and considered that "Government should as soon as possible make the local bodies (of the Central Provinces) raise larger revenues for expenditure on schools and should reduce its own contributions to not more than half of their total expenditure on education." While the Local Government is not prepared in the near future to cut down its contributions to the local bodies, and indeed is prepared to increase them if well-planned schemes for compulsory primary education are submitted, it is convinced that the power conferred by the new Local Self-Government Act to impose an additional cess for schools as well as a special school rate, should be utilized more freely and the principle of allotting grants equivalent to half the expenditure on primary education ultimately applied. Expansion on an extensive scale is impossible in the absence of a more liberal system of local taxation.

13. **Training of Teachers.**—The training of teachers for both primary and secondary schools has rightly occupied a prominent place in educational policy. It cannot be too strongly urged that, without trained teachers, much of the education which is given in the schools is valueless and much of the expenditure on it, money thrown away. While therefore the ground has been prepared for the expansion of primary and secondary schools, steps have been taken to meet as far as possible the demand for competent teachers which such expansion must create. To this end, the Training College, Jubbulpore, which is the only institution in the Central Provinces for the training of secondary school teachers, has been re-organized for the production of an annual output of trained teachers sufficient to meet the demands of the high and middle schools. Meantime proposals are under consideration for the introduction of changes in the grant-in-aid system which will, it is hoped, induce the managers of aided schools to send more teachers for training. The deficiency of trained teachers in these schools is at present most marked.

14. The proportion of untrained teachers is even more conspicuous in vernacular schools where, out of a total of 12,568

teachers, no less than 7,719 are untrained. Among the subsidiary causes of the lack of progress in primary education, the reports of certain districts mention the "dead weight of incompetence" of untrained teachers. Energetic measures were taken during the quinquennium to remove this reproach and by the opening of five new normal schools and the extension of others the annual output was raised from 525 to 825. This number, however, provides for little more than wastage on the existing cadre, and if, as may reasonably be expected, public opinion is roused to the necessity of expanding primary education on a large scale, the question of providing further facilities for training will arise. The contemplated reduction of the primary school course from five to four years, involving as it does a decrease in the length of the total school course from 12 to 11 years, compels the maintenance of the present standard of training. Any lowering of that standard, which should be regarded as the minimum, would react with fatal effect on the standards of secondary, university, and professional education.

**15. Industrial and Technical Education.**—Since the close of the quinquennium, Government has shown itself alive to the importance of industrial and technical education by the appointment of a committee to examine the whole question of vocational training. Meantime it is satisfactory to note that the Engineering School has fully justified the anticipations which found expression in the Resolution on the last Quinquennial Report. During the period under review the system of associating with the Principal a board of expert advisers was extended to the mechanical engineering department with conspicuous success. This system has enabled the Principal to utilize the knowledge and experience of men fully acquainted with engineering and general industrial conditions, in preparing courses of instruction (in which great stress is laid on practical training) and in finding employment for the students when they have completed the courses. The examination results have been most successful, and it is gratifying to record that every student who has successfully passed out of the school has obtained suitable employment. Starting modestly, this institution has adapted itself to changing industrial conditions and kept steady pace with the demand for its products. Its success is a striking demonstration of the value of careful training in relation to actual industrial development.

**16.** In the current year the Berar Victoria Technical Institute, Amraoti, has ceased to provide instruction in mechanical engineering, and has confined itself to carpentry and smithy work. The question of the future of this institution has been

referred to the Vocational Training Committee for consideration. Of the purely industrial schools, the Schools of Handicrafts at Nagpur and Jubbulpore have made good progress. During the current year Government has opened a third School of Handicrafts at Akola.

**17. Female Education.**—The quinquennium witnessed a large increase in expenditure on the improvement and expansion of female education with comparatively poor results. It is noteworthy that, while a very considerable increase took place in the enrolment in the high and middle (especially Anglo-vernacular middle) stages, the number of pupils in the primary classes rose comparatively little while the enrolment in the upper primary stage positively declined. The fact is that the education of girls as yet makes little appeal to the imagination of the masses, and, while many parents are prepared to utilize the primary schools as creches for their younger children, few are willing to continue this education to the stage at which it becomes of any real value.

**18.** The outlook for secondary education is more encouraging. Educated men are beginning to realize the paramount value of education for their daughters from both the professional and the social points of view, and this growing appreciation is reflected in the statistics of attendance. But no big advance is possible in female education generally without a complete change of outlook in the people as a whole. Progress in the education of boys depends primarily on the removal of apathy: in the education of girls it demands a transformation of social values.

**19. The Rajkumar College.**—The Rajkumar College was raised to the status of a full Chiefs' College during the quinquennium, and this step has been fully justified by the excellence of the results in examinations and in other branches of activity. In view of the financial stringency, however, the Local Government has, since the close of the quinquennium, announced its intention of discontinuing the maintenance grant. This step has necessitated an appeal for more liberal support from the Feudatory Chiefs in whose interest the college is maintained. It is hoped that the appeal will meet with a generous response which will enable the institution to continue on the present lines.

**20. Muhammadan Education.**—Among the special measures taken during the quinquennium to extend and improve vernacular education for the Muhammadan community, the increase in the number of vernacular (Urdu) middle schools, the improvement of the Urdu normal school and the strengthening of the staff of Urdu-speaking deputy inspectors deserve special mention.

These measures have effected a certain increase in the enrolment in vernacular middle schools and in the normal school. For the rest, Muhammadan education has shared in the general numerical decline. The most important problem in regard to Muhammadan education at present (apart from the question of popularizing primary education) is the provision of adequate facilities for Anglo-Urdu instruction with due reference to cost and efficiency. This problem engaged the attention of the Retrenchment Committee which expressed the opinion that "there is no justification for separate Urdu classes in a combined (Anglo-vernacular) school in which the number of boys is less than 10 in each class or for a separate Muhammadan school in which the total number of boys is less than 60." While Government has no intention of restricting its expenditure on Anglo-Urdu education for the Muhammadan community, it considers that the present expenditure on small schools or classes is wholly disproportionate to the results. Proposals for a readjustment of expenditure on Anglo-Urdu education are now under the consideration of Government. It remains only to add that, as was stated in the Resolution on the last Quinquennial Report, "the necessity for the co-operation of the public in securing an adequate standard of instruction is perhaps nowhere so marked as in the case of this community."

**21. European Education.**—Much improvement has been effected in the European schools owing largely to the increased grants-in-aid assessed for the quinquennium 1920—25, and this improvement has shown itself especially in the quality of instruction. The system of grant-in-aid for European schools, however, met with considerable criticism in the last part of the quinquennium, and, after considering the report of a representative committee appointed in 1921, Government has come to the conclusion that, while circumstances may arise in which favourable treatment is necessary, no special justification exists for the permanent maintenance of the present system. Government has accordingly decided that at the end of the present period of grant-in-aid assessment, that is, after 1924-25, European schools shall be brought under the general grant-in-aid system which allows for special consideration in certain circumstances.

**22. Backward Classes.**—The efforts of the Department to encourage education among the backward classes have not resulted in an increase in attendance. Indeed, with the exception of the depressed classes, all the backward castes have shared in the general numerical decline which marked the period under review. Among the depressed classes there was a slight increase which is of hopeful augury for the future. With a view to:

examining the question of extending and improving facilities for the education of these classes Government in 1921 appointed a representative committee which issued its report after the close of the quinquennium. The report has been sympathetically reviewed by Government, and steps are now being taken to encourage further efforts on the part of these communities.

23. The thanks of the Local Government are due to Mr. Mayhew for his efficient administration of the Department during the greater part of the quinquennium, to Mr. Evans, Assistant Director, who ably supported him and twice acted as Director in his absence, to Mr. Tostevin, Principal of the Morris College, Nagpur, who rendered material assistance in the compilation of the report under review, and to the members generally of the Department who have carried out their duties with unflagging zeal. The Minister also desires to express his acknowledgments to the members of the Standing Committee for Education and of the other Committees which have been appointed from time to time for the good work that they have accomplished.

By order of the Government

(Ministry of Education),

C. E. W. JONES,

*Secretary to Government,*

*Central Provinces.*

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## CHAPTER I.

### GENERAL POLICY AND PROGRESS.

1. **Policy.**—The quinquennium witnessed no marked change in educational policy. Established principles were recognised and applied in the initiation and preparation of new measures, and a sound foundation was laid for future development. The component parts of the educational system had been designed with care and its authors were justified in the expectation that it would work smoothly and be well able to bear the strain that is likely to be put upon it by the recognised need for the propagation of education among the masses as well as for the promotion of higher education. It is too early yet to estimate fully the effects of the transfer of the control of education to the Legislative Council. But it may be noted that the change has resulted in a quickening of public interest in educational matters, including details of administration. That few fundamental changes in the basis of the educational system have been seriously advocated is a tribute to the achievements of Government in the past and an earnest of future development.

2. **The War and general progress.**—Several schemes which were under consideration were held up during the war and have since been greatly modified owing to economic depression and the resulting financial stringency. The most important of these schemes is, perhaps, the Nagpur University scheme which has been under consideration since 1914-15. Important building schemes which were under contemplation, such as the construction of new buildings for the Victoria College of Science and for the Morris College on the University site have been abandoned or indefinitely postponed. The University scheme has been substantially modified and the site abandoned. The recruitment of European officers to the Indian Educational Service has been practically suspended during the quinquennium, only one such officer having joined the service, though several Indian officers have been recruited or promoted. Matured schemes, on the other hand, have been carried out in spite of difficulties, financial stringency and a general rise of prices which greatly increased original estimates of expenditure. Among these schemes are the construction of the King Edward College,

Amraoti, the reorganisation of normal schools and of secondary education. The rise in prices and in the cost of living brought to a head the demand for an increase of salaries and resulted in long delayed improvements in the pay and prospects of all branches of the Educational Service.

**3. Numerical Results.**—These are disappointing and out of all proportion to the increase in expenditure. Institutions have increased by 430 or 9·4 per cent as against an increase of 22 per cent during the previous quinquennium. Expenditure has increased by Rs. 32·5 lakhs or 65·9 per cent, whilst the number of pupils and students under instruction has decreased by 17,867 or 5·1 per cent as compared with an increase of 21 per cent during the previous quinquennium. The percentage of pupils under instruction to the total population has fallen from 2·52 to 2·39 per cent. Of these the percentage of males has fallen from 4·53 to 4·23, whilst the percentage of females has risen from '5 to '56. The total population has remained almost constant, decreasing by less than 4,000 from 13,916,308 in 1911 to 13,912,760 in 1921. The decrease in the number of pupils is 28 per cent in colleges, 38·7 per cent in high schools for boys, 16·5 per cent in Anglo-vernacular middle schools for boys and 10·2 per cent in primary schools for boys. The reasons which have been adduced to account for this decrease will be found in the chapters dealing with the various branches of education.

**4. Expenditure.**—The total expenditure on public instruction has risen by Rs. 32·5 lakhs or 65·9 per cent to Rs. 81·27 lakhs. This is largely due to the increase in salaries, to the opening of new normal schools and to improvements in secondary and primary education. Vernacular education absorbed 37 per cent of the total increase in expenditure and secondary education 30 per cent as compared with 32 per cent and 21 per cent, respectively, in 1916-17. Expenditure on collegiate education increased by 86 per cent over the expenditure under the corresponding head during the previous quinquennium. The percentage of total direct expenditure to the total expenditure has increased from 70 to 76, whilst the percentage of indirect expenditure to the total expenditure has fallen from 30 to 24 during the quinquennium. Expenditure from public funds has risen from 32 to 63 per cent of the total expenditure, whilst the corresponding proportion of expenditure from local funds has fallen from 33·8 to 12·7, from Municipal funds from 11·4 to 7, and from fees and other sources from 22 to 17 per cent. The average cost per

pupil has risen from Rs. 9-13-0 to Rs. 18-6-10 as compared with an increase of Rs. 2 during the previous quinquennium. The increase is most marked in collegiate education, the average cost per student having risen from Rs. 191-2-1 to Rs. 495-11-2. There has, however, been an increase in the nett cost to Government per pupil in all classes of schools owing to the general reorganisation, including the revision of salaries of the members of the Education Department and to the large grants which have been given to local bodies for vernacular education. Subscriptions and endowments have risen from Rs. 5.15 lakhs to Rs. 7.5 lakhs, but this represents a decrease from 10.5 per cent to 9 per cent of the total expenditure. In spite of economic depression and an unfavourable exchange the contribution from Christian Missions reached Rs. 2.64 lakhs in 1921-22 as compared with Rs. 2.83 lakhs during the previous quinquennium, leaving a balance of Rs. 4.94 lakhs to Hindu and Muslim munificence as compared with Rs. 2.32 lakhs in 1916-17.

**5. Public opinion and co-operation.**—Throughout the present as during the previous quinquennium, public opinion has been sought in many conferences and has been usefully represented on committees for the discussion of such important questions as the University scheme, the revision of curricula and the High School Education Bill, the position of the depressed classes, salaries of Board vernacular school teachers, grants-in-aid to European schools and, since the close of the quinquennium, vocational training. During the first half of the quinquennium public opinion was sought also on the Primary Education Bill and on proposals to enhance school fees in Anglo-vernacular schools. Since the initiation of the Montagu-Chelmsford Reforms scheme the transference of the control of education to a Minister who is responsible to the Legislative Council and the creation of a Standing Committee for Education have brought the Department into still closer contact with public opinion. Throughout the quinquennium criticism on all educational matters has been forthcoming in the local Legislative Council and in the Press, and public interest in education has been most marked.

**6. The Non-cooperation movement.**—In December 1920 the Indian National Congress met at Nagpur and passed resolutions enjoining a boycott of schools recognized by Government. The effect of the movement on the schools and colleges of the province was first apparent in Nagpur where the immediate influence of the Congress was strongest. The movement spread to other parts of the province and at the end of the departmental year, on the

31st March 1921, it was recorded that 293 students had left the colleges, 2,211 pupils the high schools and 1,513 pupils the Anglo-vernacular middle schools of the province. One professor from Hislop College, an aided institution in Nagpur, and ten teachers from Government schools, mostly temporary men with very little experience, resigned their appointment. Two aided institutions, the Hitkarini High School, Jubbulpore, and the Anglo-vernacular middle school at Mehkar, in Berar, became "nationalised." A number of other "national" schools sprang up in the various circles in the province. The general effect of the movement on discipline has been slight. In the colleges work continued without interruption in spite of unrest among the students, of severe pressure from outside and of the absence of a large number of students, especially in the aided college in Nagpur which, owing to its position in the city, was most affected by the decline in numbers. After a surfeit of excitement college students realised the nearness of the university examinations and refused to be distracted by external events. In certain cases the collateral activities of student life suffered from the apathy of reaction but the actual damage to college discipline was slight. The majority of non-cooperating students have returned to college and the subsidence of political excitement has been marked by noticeably friendly relations between the students and their professors. The general effect of the movement on the discipline of the schools varied in different parts of the province. In the Nerbudda Circle the effect has been comparatively small though in some cases the tone of the schools has been lowered. In the Chhattisgarh Circle the Inspector considers that the movement has harmed the individuals who left the schools more than it has harmed the schools themselves. In Berar, in spite of the efforts of agitators to wreck Government and aided schools, the class-room discipline is reported to have remained intact. The fee income of schools and colleges suffered owing to the decline in the number of students and pupils but a recovery has set in along with the recovery in numbers. Economic as well as political causes contributed to the decline in attendance at school and college. The principal of one college remarks in this connection that in his college the students most affected by the non-cooperation movement were "those who desire their education to be as cheap as possible," that only those students who are likely to do well at college are willing to undertake the expense of collegiate education, and that poor students who are not likely to do well "have come to the conclusion, fostered by non-cooperation, that education is not worth the cost." Other interesting facts emerge. The recovery in numbers has been greatest and

most rapid in Government institutions. This applies both to schools and colleges. Many of the "national" schools have collapsed and of some of those that remain it is reported that they are not likely to last long. One Inspector reports that parents and guardians are losing faith in these schools. They are sending their boys back to recognised institutions because they realise that recognised institutions are better managed and that they offer better chances to the boys in after-life. The number of pupils in aided schools in the province and of students in the aided college, Nagpur, has decreased. In the Government schools and colleges, on the other hand, there has been a decided recovery, and in certain cases the number of students and pupils in Government institutions has increased at the expense of the aided institutions. In Nagpur, although the number of pupils in the aided college is still low, the number in the Government Arts college has reached its normal level. The effect is similar in the schools. Another interesting feature has been the sudden demand for science. In the Morris College, Nagpur, half the students admitted to the first year class in July 1921 took science. The Victoria College, Nagpur, which works in conjunction with the Morris and Hislop Colleges, has been full to overflowing since the decline of the non-cooperation movement. In school education the need has been felt for less literary and more practical courses and has resulted in a demand for vocational training.

7. **Associations.**—During the quinquennium a definite class consciousness has grown up among the teachers in the province and has resulted in the formation of teachers' associations for the protection of the teachers' interest and the improvement of their position. Associations of primary school teachers exist in every district in the province and in the Jubbulpore Circle there are associations of secondary school teachers. At present these associations have done little but express the grievances of their members and it is too early to state what their ultimate effect will be.

8. **Important events.**—(1) The transference of the Education Department to the control of the Ministry of Education in January 1921 with the Hon'ble Rao Bahadur N. K. Kelkar as Minister and the appointment of a Standing Committee for Education.

(2) *Organization and pay of the educational services.*—The reorganization of the Indian, Provincial and Subordinate educational services and the improvement of the pay and prospects of all

classes of Government educational officers. Two posts in the Imperial and five in the Provincial service were created for Head Masters of High Schools and five in the Provincial service for Superintendents of Normal Schools. The Inspecting staff was strengthened by the creation of the post of Additional Inspector of Schools, Berar, and of two posts of Assistant Inspectors and seven Deputy Inspectors.

(3) *Pay of Board School teachers.*—The allotment of grants to all Local Bodies for the purpose of paying enhanced minimum salaries for trained and untrained Board vernacular teachers.

(4) *Training institutions.*—The extension and reorganization of the Training College, Jubbulpore, and the extension of facilities for Normal School training by opening new and enlarging existing Normal Schools.

(5) *Collegiate education.*—The improvement of existing Arts Colleges and the construction of the King Edward College, Amraoti. The preparation of legislation for the establishment of a university.

(6) *Secondary education.*—The introduction of Manual Training in secondary schools and the appointment of a Director of Manual Training to train instructors and to organize and supervise the instruction in the schools. The introduction of Boy Scouting in schools and a further development in games and hostel life. The framing of the High School Education Bill towards the close of the quinquennium. The appointment of a committee to consider the need for revision of Anglo-vernacular (and vernacular) school courses. The institution of the High School scholarship and Entrance examination. The provincialization of District Council Anglo-vernacular schools. The establishment of a Provident Fund for aided schools. Revision of Government scholarships.

(7) *Primary education.*—The passing of the Primary Education Act (1920), the framing of rules under the Act, and the appointment of a committee (1921) to prepare a "definite programme showing the various steps which should be successively taken so that a system of free and compulsory education may be introduced within a period of ten years for each Municipal and District Council or Board area." Co-operation between the Departments of Education and Agriculture for the purpose of adapting vernacular schools to rural needs.



(8) *Technical and Industrial education.*—The reorganization and extension of the Engineering School, Nagpur, The opening of a school of handicrafts at Jubbulpore, and the preparation of a scheme for another such school at Akola.

9. **Buildings.**—In spite of financial stringency and other difficulties during and after the war there has been great building activity during the quinquennium. More than Rs. 33 lakhs have been spent through the Public Works Department, the heaviest expenditure being Rs. 8.5 lakhs in 1919-20. Besides the above nearly Rs. 5 lakhs have been spent on the construction through private agency of normal school buildings at Wardha and Akola. This activity has proved a heavy burden both on the Public Works Department and on my office which is responsible for general directions regarding the buildings and for seeing that plans and estimates are in accordance therewith.

10. **The future.**—As to the future, the following measures are under contemplation or have already been introduced :—

- (1) The reorganisation of the Education Department after the close of the quinquennium, in August 1922, in accordance with which the Director became the Secretary to the local Government in the Education Department.
- (2) The contemplated transfer of Deputy Inspectors to service under Local Bodies with a view to making the latter responsible for the inspection of vernacular education subject to general Government control. As an experiment this scheme has been proposed for four districts by the transference of Deputy Inspectors to District Councils in those districts.
- (3) The introduction in the local Legislative Council, in September 1922, of the Nagpur University Bill and the passing of the High School Education Act in November 1922. An account of the University which the Bill is designed to provide will be found in the chapter on university and collegiate education. It is necessary only to state here that the University Bill and the High School Education Act have been framed after consideration of the Sadler Commission's recommendations with suitable modifications to suit the needs and conditions of this province. The High School Education Act, which is a corollary of

the University scheme, provides for a High School Leaving Certificate Examination and for the institution of a Board of High School Education on which the University, the Education Department, the schools and the general public will be adequately represented. The High School Education Act and the University Bill are so framed that although Intermediate education will, in the first instance, be controlled and conducted by the University in its colleges it may at any moment and without further legislation be transferred to the control of the High School Board should the need arise.

- (4) A general revision of school curricula and the introduction of the vernacular as the medium of instruction up to the matriculation standard in all Anglo-vernacular schools and the consequent amalgamation of all Anglo-vernacular and vernacular middle schools under the general term "middle schools" with English as an optional subject. A start was made after the close of the quinquennium, in July 1922, by the introduction of the vernacular in the upper middle classes and the lowest high school class of Anglo-vernacular schools.
- (5) The introduction of pre-vocational training in schools and the extension of vocational training in special schools. The report of the Vocational Training Committee is still awaited.
- (6) The reduction of the number of classes in the primary department from 5 to 4 and the re-classification of classes in all schools as below:—

<i>Present Classes.</i>	<i>Proposed Classes.</i>
Primary Schools—1 to V	1 to IV.
Middle Schools—Vernacular and VII.	} New type of middle schools.
Anglo-vernacular—VI to IX	
High Schools—X to XII inclusive.	VIII to XI inclusive.

It is proposed to introduce the re-classification as soon as possible.

- (7) The enhancement of school fees from Re. 1 to Re. 1-8-0 in middle classes and from Rs. 2-8-0 and Rs. 3 to Rs. 3 and Rs. 3-8-0 in the high department.

## CHAPTER II.

## THE WAR.

**II. Military Service.**—Messrs. Macnee, Craddock and Cuerden were still on active service when the quinquennium opened. Messrs. Goldsworthy and Hunter proceeded on active service during the year 1917-18. Messrs. Tostevin and Rowlands attended Young Officers' Training Courses at Poona in 1917 and proceeded on military duty shortly before the end of the war. Mr. Cheshire continued to hold a Commission in the Indian Defence Force. The remaining officers in the Indian Educational Service were either too old or could not be spared for military duty though several of them had applied several times for leave to proceed on military service. All the above officers returned to duty in 1919-20 or 1920-21 with the exception of Mr. Craddock who has retired from service on account of ill-health.

**12. War and the schools.**—In all sixteen teachers from various schools proceeded on active service. All, with the exception of two, returned to duty. From several schools, recruits were sent on active service and several others helped recruitment. The circulation of correct war news in all schools and addresses to the boys on deeds of heroism, particularly by Indian troops, on the origin of the war and the intentions of the Allies, on ambulance and Red Cross work was continued during the quinquennium. The raising of subscriptions on an essentially voluntary basis among school boys continued during the present as in the previous quinquennium. Wide publicity continued to be given on all matters relating to the war. The Central Provinces Weekly Summary of War News, written by an officer of the Department, was circulated in English, Marathi and Hindi throughout the province. The Berar school paper disseminated information on the war. In addition to the newspapers and pamphlets mentioned in the previous report, three fortnightly illustrated magazines, Jhangi Akbar, Satya Vani and Al Hakikat, were supplied to schools and colleges. The following books were also supplied: "The War, its Causes and its Message," being a collection of speeches of the Prime Minister from August to October 1914, and "The Children's Story of the War." Prizes were distributed in every Circle to pupils who obtained the greatest number of marks in an examination on the war, to teachers who exhibited the best collection of materials for awakening and stimulating an interest on the part of their pupils and to schools that had displayed the greatest interest and activity. At Mr. Mayhew's suggestion the Publicity Committee arranged with gratifying results a successful

cinematograph campaign to shew war films in district head-quarters. Rao Saheb Gulab Singh, Assistant Inspector of Schools, Nagpur, was placed on special duty to carry out the arrangements. More interest was shewn in the war by the schools than by the colleges. A few students joined the Indian branch of the Indian Defence Force, but with a few exceptions the interest shewn by college students in the war was vague and impersonal.

Most members of the school and college staffs and most of the boys in the Rajkumar College, Raipur, subscribed to the various war loans. In Berar school boys purchased postal cash certificates.

During "Our Day" celebrations several boys throughout the province did useful work in collecting subscriptions and in selling flags which were supplied to them by district authorities. Deputy Inspectors acted for a time as lecturers during the recruiting campaign.

### CHAPTER III.

#### CONTROLLING AGENCIES.

**13. Direction.**—During the quinquennium the post of Director has been held by Messrs. Mayhew, Evans and myself. After the close of the quinquennium, with effect from the 1st August 1922, the Director was appointed also Secretary to Government in the Education Department. The post of Assistant Director has been held by Messrs. Evans, Staley, Macnee, Goldsworthy and Tostevin during the quinquennium, and in February 1921 the designation "Deputy Director" was substituted for that of "Assistant Director."

**14. Inspecting Agency.**—The sanctioned number of Inspectors, including the Inspector of European Schools, has increased from 6 to 7 and of Assistant Inspectors from 3 to 7 during the quinquennium. The sanctioned number of Inspectresses and Assistant Inspectresses, 2 and 4 respectively, has remained constant. The sanctioned number of Deputy Inspectors has increased from 61 to 68. At the beginning of the quinquennium 4 of the 6 Inspectors were in the Indian Educational Service and 2 in the Provincial Educational Service. At the end of the quinquennium the 7 Inspectors were all in the Indian Educational Service. In consequence of the Secretary of State's reorganisation of the Educational Services the pay and prospects of all branches of the services were considerably improved with

effect from the 1st December 1919. The following comparative table shows the changes made in the pay and prospects of the inspectorial staff:—

1916-17.		1921-22.	
Inspectors—			
Indian Educational Service.	Rs. 100—50—1,000.	Rs. 550—50—1,500 ...	(Europeans.)
Provincial Educational Service.	Rs. 400—20—700.	„ 400—50—1,250 ...	(Indians.)
			<i>Nil.</i>
Assistant Inspectors	... Rs. 300—20—400.	Rs. 250—25—650—30—800.	
Inspectresses	... „ 400—20—500.	„ 425—25—900.	
Assistant Inspectresses	... „ 200—300.	„ 200—10—400.	
Deputy Inspectors—			
Upper Division	... „ 60 to 125.	„ 80—5—175	} <i>Plus Rs. 50 duty allowance for head-quarters Deputy Inspectors.</i>
Select Division	... „ 150 to 250.	„ 200—10—250	

The increase in the numbers of the collegiate staff, of head masters of high schools and of superintendents of normal schools is dealt with in the various chapters which deal with those branches of education.

During the quinquennium owing to the insufficiency of the inspecting agency and the particularly onerous duties of the Inspector of Schools, Berar Circle, the post of an Additional Inspector of Schools, Berar, was created. Mr. Kilroe was appointed to it in November 1919 and was given charge of vernacular education in that Circle. The creation of a seventh Circle was sanctioned but the war and subsequent financial stringency prevented its formation. The increase in the number of Assistant Inspectors from 3 to 7 gave one Assistant Inspector to each Circle and more to the Nagpur and Berar Circles. The opening of new primary schools necessitated an increase in the number of Deputy Inspectors which rose, as has already been mentioned, from 61 to 68. Owing to the economy of staff which was necessary during the war the post of Inspector of European Schools was held by the Assistant, or Deputy, Director in addition to his own duties during the greater part of the quinquennium, the science part of the work being distributed among the various Circle Inspectors. A Director of Manual Training has been appointed. The appointment of an Inspector of Drawing has been under consideration during the quinquennium but has not been carried into effect owing to lack of funds and of suitable candidates for the post. A post of Lecturer in Drawing for the Training College, Jubbulpore, was sanctioned and filled towards the end of the quinquennium. It was proposed also that a Lecturer in Hygiene and Physical Education should be appointed who should be attached to the Training College, Jubbulpore, and should organise physical training and hygiene throughout the province. The appointment has not been made owing to financial stringency.

The percentage of expenditure on inspection to total expenditure, which fell from 6.3 to 5.5 during the previous quinquennium, has fallen to 5.3 during the present quinquennium. This is due to the increased expenditure on other branches of education during the period under review. The total expenditure on inspection amounted to Rs. 4,31,443 in 1921-22 as against Rs. 2,69,981 in 1916-17. The following statement gives the number of schools under the inspection of each Inspector and Inspectress:—

Name of Circle.	Number of officers.	Number of Normal Schools.	Number of High Schools.	Number of Anglo-vernacular Middle Schools.	Number of vernacular Middle Schools.	Number of Primary Schools.	Total.
<i>Inspectors of Schools.</i>							
Nagpur Circle ...	1	2	11	25	...	...	38
Jubbulpore Circle ..	1	3	7	10	...	...	20
Nerbudda Circle ..	1	1	9	14	...	...	24
Chhattisgarh Circle.	1	2	5	7	...	...	14
Berar Circle (English Schools).	1	...	6	47	...	...	53
Additional Berar Circle (Vernacular Schools).	1	4	..	...	...	...	4
European Schools	1	...	8	2	..	16	26
Total ...	7	12	46	105	...	16	179
<i>Inspectresses of Schools.</i>							
Nagpur Circle ...	1	3	2	2	13	147	167
Jubbulpore Circle ..	1	3	2	4	24	150	183
Total ...	2	6	4	6	37	297	350

Vernacular schools reserved for female inspection by Nagpur Inspectress. 142

Vernacular schools reserved for female inspection by Jubbulpore Inspectress. 128

*N.B.*—(a) Inspectors are expected to keep in touch with vernacular education by visiting at least some vernacular schools in all parts of their Circles. In Berar, the Additional Inspector is held responsible for vernacular education and the Inspector for Anglo-vernacular education in the Circle.

(b) The Inspector of Schools, Nagpur, and the Inspectresses of Schools, Nagpur and Jubbulpore, have two assistants each; the Inspectors of the other Circles have each one assistant. The Inspector of European Schools has no assistant.

**15. Divisional and District Officers.**—In the last quinquennial report it was remarked that “the Commissioners and Deputy Commissioners continue to occupy a most important position. Their general responsibility and the need for consulting them in all important matters is universally recognized by educational officers. As has often been remarked, the condition of vernacular education in a district largely depends on the influence of the Deputy Commissioner exerted both directly and indirectly through the tahsildars.” This still remains true, and it is to be regretted that in certain districts the help given by the tahsildars is resented as interference by the District Councils and that in most districts more important duties leave the tahsildars little time for the help which most District Councils gladly welcome. The effect on attendance in primary schools of the relaxation of the pressure exerted by the tahsildars is dealt with in the chapter on primary education.

**16. Local Bodies.**—Of the total number of boys under vernacular instruction 92 per cent are in Board schools as compared with 90 per cent during the previous quinquennium. Expenditure on education from District Council funds amounted to Rs. 10·31 lakhs in 1921-22 and represented 12·7 per cent of the total expenditure on education. In addition to this, grants amounting to nearly Rs. 17·1 lakhs were made from imperial and provincial funds towards maintaining District Council schools. The expenditure on Municipal education amounted to Rs 5·67 lakhs from Municipal funds, or 7 per cent of the total expenditure on education and to Rs. 2·42 lakhs from Government grants.

**17. Relation of the Department to Local Bodies.**—In the chapter on secondary education mention is made of the fact that the provincialisation during the quinquennium of the few Anglo-vernacular schools which were managed by District Councils has relieved those bodies of all responsibility for secondary education. District Councils are now responsible only for the vernacular education of boys. As regards Municipalities, the tendency has been towards an increase in the number of Municipal Anglo-vernacular schools, the number of such schools being 46 in 1916-17 and 44 in 1921-22.

Meanwhile the position of Municipal Anglo-vernacular schools has remained unchanged. From the point of view of grants and general control these schools are regarded as equivalent to privately managed schools. Our departmental officers inspect these schools but their work is purely advisory. Cases have occurred during the quinquennium in which the advice of the inspecting officers has been disregarded or resented.

Towards the end of the quinquennium the position of these officers was rendered more difficult owing to the fact that certain of the Local Bodies came under the influence of the non-cooperation movement and more than one Divisional and District officer has drawn attention to the strained relations between Local Bodies and District and Circle officers. Generally speaking, however, the relations between the Local Bodies and departmental and other officers concerned with education have been friendly and several Local Bodies have acknowledged the value of the work done by these officers.

**18. Private Agency.—(A) Missions.**—Several Christian Missions, Roman, Anglican and various Protestant denominations, are engaged in educational work and maintain 1 college, 17 high schools, 28 Anglo-vernacular middle schools, 28 vernacular middle schools, 194 primary schools and 8 special schools. The total expenditure from Mission funds in 1916-17 was Rs. 2·83 lakhs and in 1921-22 Rs. 2·64 lakhs, the expenditure from public funds amounting to Rs. 2·01 and Rs. 2·36 lakhs during the same years. In 1921-22 the number of pupils in Mission schools amounted to 18,360 as against 20,685 in 1916-17. The American Evangelical Mission Society maintains the largest number of Mission schools and has the largest number of pupils under instruction among Mission schools, whilst the United Free Church Mission still holds what is perhaps the firmest position among Mission Societies. In this connection I regret to have to record the death in Scotland of the Rev. Alexander Robertson, Emeritus Principal of Hislop College, and the retirement for University work in Canada of the Rev. J. F. McFadyen who succeeded Dr. Robertson as Principal of Hislop College. The work of both these gentlemen in the cause of education will long be remembered in this province. The Mission high schools at Seoni and Narsinghpur are still accepted as substitutes for Government high schools in those districts. The Friends' Mission high school at Hoshangabad has received departmental recognition during the quinquennium. The Church of England Zenana Mission at Jubbulpore continues its work among purdah ladies. A ladies' academy for married Indian ladies was opened in Nagpur by the United Free Church but has since been closed. Financial stringency owing to the war and an unfavourable rate of exchange has resulted in the closing of the Church Missionary Society high school at Jubbulpore.

**19. (B) Indian Associations and Committees.**—In the last quinquennial report mention was made of the need for more expenditure of money and time on these schools by leaders of the



Indian community. During the present quinquennium these schools have suffered from a reduced fee income owing to economic depression and the non-cooperation movement. For some time certain of these schools maintained only a precarious existence and several of them were saved only by special Government grants. Two others were "nationalised." Mention is made in the chapter on female education of the ladies' academy which has been opened at Akola by Mrs. Bapat. Excellent work is being done by the Depressed Classes Mission which has opened schools at Nagpur and Amraoti for members of the depressed classes. Other gentlemen and societies working in the same field of activity maintain hostels at Nagpur and Akola. Their work, as well as the work of the Y. M. C. A., in this direction, is mentioned elsewhere in this report.

20. (C) **Proprietary Schools.**—Proprietary schools still form no part of our recognised system and no school is encouraged which is not managed by a managing committee and cannot produce evidence of financial stability.

21. **School Committees.**—Committees are attached to all schools. In the case of aided schools these committees are responsible for the management of the schools. In the case of Government and Board schools the committees have advisory functions, the scope of which is defined in the Education Manual which was revised in 1917. Except in a few urban areas the work of these committees has not been satisfactory. Mention is made in several circle reports of the apathy of members of the committees as shewn by their absence from committee meetings, but this may be due in part to the tendency shown by certain Local Boards to ignore the suggestions offered by members of their school committees. In other districts, on the other hand, mention is made in the Circle reports of the valuable assistance rendered by individual members of the school committees, and in Berar these committees are reported to have been of great assistance in settling complaints between teachers and parents. Since the close of the quinquennium revised rules enlarging the functions of school committees attached to Government schools have been under consideration. It is hoped that the increased scope thereby given to the committees will foster greater interest among the members and render them more valuable agencies.

22. **Parents.**—In all Anglo-vernacular schools half-yearly reports on the progress of pupils are sent in a prescribed form to the pupils' parents or guardians. The Inspector of Schools, Berar,

notes that in his Circle monthly reports are submitted and that in a few schools teachers and guardians meet informally to discuss the progress of the pupils. In certain Circles parents are invited to school social gatherings and other functions. Whilst all this is to the good, more co-operation of parents with the teacher is needed. One Inspector writes that parents consider that contact with teachers and co-operation with the school are unnecessary beyond an examination of the school report at the end of the year, that visits from teachers are not appreciated whilst enquiries into the private life of pupils are resented. Another Inspector notes that no change in the prevailing apathy is noticed and that the system of reports on pupils has apparently borne no fruit.

## CHAPTER. IV.

### UNIVERSITY AND ARTS COLLEGES.

**23. The University scheme.**—As a result of the recommendations of the Central Provinces and Berar University Committee which sat in 1914 and 1915, definite proposals were submitted to the Government of India in 1917 for the establishment of a residential, teaching university of the multi-collegiate type at Nagpur. To this central institution were to be affiliated colleges situated in other parts of the Central Provinces and Berar. A site, 1,100 acres in area, was selected along the Kamptee road at a very short distance from the city and the civil station of Nagpur and approximately four lakhs of rupees were spent on its acquisition between 1918 and 1921. Plans were prepared by the local Consulting Architect to Government for spacious playing-fields, university and college buildings, hostels, residential accommodation for the professorial, clerical and menial staffs, for a hospital, dispensary, co-operative store and other buildings. Further action was delayed first on account of the great war and afterwards by the publication of the Calcutta University Commission Report. In 1919 Mr. F. P. Tostevin, Principal of the Morris College, Nagpur, was placed on special duty to consider the proposals of the 1914-15 committee in the light of the Sadler Commission's proposals and the whole scheme was discussed in detail by committees of educationalists and non-officials interested in education and competent to give advice regarding public opinion thereon. Final proposals have now been submitted in the form of a report and a draft University Bill which, with a few minor alterations, was introduced into the local Legislative Council during the September session, 1922. The Bill differs from the 1917 scheme in several important respects and is a compromise between that

# STATEMENT SHOWING NUMBER OF PUPILS IN EACH CLASS.

## NON-EUROPEAN SCHOOLS.

Special Education.		General Education.				
Professional Collegiate 294			Sixth year ...	9 + 0	} M. A. and M. Sc. } Course ...	} Arts Collegiate.
			Fifth year ...	14 + 0		
			Fourth year ...	136 + 0	} B. A. Course ...	} Arts Collegiate.
			Third year ...	87 + 0		
			Second year ...	213 + 0	} Intermediate Course... }	} Arts Collegiate.
			First year ...	221 + 2		
			XII Class ...	819 + 20	} High Department ... }	} Secondary.
			XI Class ...	861 + 17		
			X Class ..	1,260 + 35	} Middle Department. }	} Secondary.
			IX Class ...	2,354 + 62		
			VIII Class ...	2,823 + 67	} Elementary. }	} Secondary.
			VII Class ...	3,689 + 100		
Technical and Industrial 177                      148			VI Class ..	4,472 + 206	} Middle Department. }	} Secondary.
					VII C. 3,165 + 88	} Primary. }
					VI ,, 4,284 + 221	
					V ,, 33,308 + 1,871	
				IV ,, 38,296 + 3,297		
				III ,, 45,160 + 5,349		
				II ,, 56,212 + 8,323		
				I ,, 91,819 + 17,205		

## EUROPEAN SCHOOLS.

Special Education.		General Education.			
		Ninth Standard	.. }	} High Department.	31 + 15
		Eighth Standard	... }		48 + 10
		Seventh Standard	... }	} Middle Department.	49 + 64
		Sixth Standard	... }		81 + 55
		Fifth Standard	... }	} Primary Department.	90 + 88
		Fourth Standard	... }		95 + 91
		Third Standard	... }	} Primary Department.	99 + 106
		Second Standard	... }		102 + 114
		First Standard	... }	107 + 104	} Primary Department.
		Infant Standard	... }	266 + 228	

NOTE.—The numbers to the left of the sign + indicate male scholars, and those to the right female scholars.

scheme and the recommendations of the Calcutta University Commission and of university legislation subsequent thereto. In the expectation of large monetary grants from Imperial Revenues the 1917 scheme provided for a residential, teaching university. The provision of such funds, however, was prevented by the war and more recently by the Montagu-Chelmsford Reforms Scheme. Each province has now become responsible for its own expenditure on university education, and it is realised that for several years to come the Central Provinces will have to be content with a less ambitious and costly type of university than was proposed in 1917. The university site has therefore been abandoned and the Bill which has now been introduced into the local Legislative Council provides for a university which at the outset will be of the examining, affiliating type with the colleges as the unit of instruction. The Bill is so framed, however, that the university may subsequently and without further legislation develop into a teaching and residential university by maintaining and managing colleges and hostels of its own or by taking over the management and control of existing colleges and hostels as the need arises and funds permit. Intermediate education will at the outset be under the control of the University and undertaken by the various colleges affiliated thereto. There is nothing in the Bill, however, to prevent the subsequent transfer of intermediate education from the University to the Board of High School Education created by the High School Education Act in November 1922 as a corollary to the University Bill. The Bill provides for a constitution consisting of a Court, an Executive and an Academic Council and a Committee of Reference. The Governor-General is to be the Visitor and the Governor of the Central Provinces the Chancellor of the University.

**24. College buildings.**—Pending the settlement of the university question several important measures have been postponed during the quinquennium under review and that which preceded it. Perhaps the most important of these is the provision of adequate accommodation for the Victoria College of Science, Nagpur. The need for more adequate buildings has been felt and commented on in the annual reports on education for several years and has now become serious. In the latest report on the Victoria College the principal states that the accommodation in the present building is inadequate and leads to a restriction of numbers and leaves no room in which the staff can work or in which special work can be carried out. The principal is of the opinion that adequate remedy of the more serious defects is impossible

and that "if the building of a new Science college is not speedily undertaken, heavy and wasteful expenditure will have to be incurred on refurnishing and refitting the present laboratories". The matter is the more serious because of the growing importance of the college and the increasing demand for education in science during the quinquennium. The need for extra accommodation has been met to a slight extent by taking over a large room from the Agricultural College which is located in the same building. It would, however, be a grave mistake, as was remarked in the last annual report on education, to suppose that anything of permanent value has been effected by this slight improvement. Considerable additions have been made to the equipment on which approximately Rs. 41,000 have been spent during the quinquennium and good instruments have been purchased annually for the M. Sc. classes. The physics section is particularly well equipped for advanced work.

**25. Morris College.**—Class accommodation at Morris College, Nagpur, has been increased during the quinquennium by taking over the old Accounts office. The provision for adequate and suitable buildings for this college, however, as for the Victoria College, has been long delayed owing to the war and the consideration of the university scheme. Financial stringency and uncertainty regarding numbers of students in view of the decline in recent years and the opening of the King Edward College, Amraoti, render it unlikely that Morris College will be removed to more adequate quarters in the near future. During the quinquennium a bungalow for the principal has been built in the college compound and has added greatly to the facilities for friendly intercourse with the students and for the supervision and development of all outside college activities. Playing-fields with sufficient room for one hockey ground, one football ground, and one cricket ground which, however, overlaps the hockey and football ground, have been provided in Dhantoli at a short distance from the college.

**26. Robertson College.**—The Robertson College, Jubbulpore, continues in the spacious buildings which were provided during the preceding quinquennium. Several additions have been made during the present quinquennium but four bungalows for Indian professors in the Indian Educational Service are still required, whilst the construction of a cricket pavilion and swimming bath has been kept pending for want of funds. An anti-malarial gang which had been employed during the greater part of the quinquennium in ridding the college grounds of malarial mosquitoes was

discontinued in September 1921 for lack of funds, but the principal reports that the situation of the college makes it necessary that measures should be taken every year to cut rank vegetation and grass, to fill up borrow pits and to oil the drains in order to prevent mosquitoes from breeding.

**27. King Edward College, Amraoti.**—In the early part of the quinquennium sanction was received for the establishment of a new college, to be known as the King Edward College, at Amraoti. A site of nearly 200 acres was acquired on rising ground north-east of the town. Plans for the college buildings were drawn up by the Consulting Architect with the Government of India. These have since been modified in detail after discussion with the Consulting Architect to the local Government. Construction was begun in 1918 and the foundation stone laid by the Chief Commissioner in November of that year. The total abstract estimate exceeded 13 lakhs of rupees; but owing to the rise of prices following on the war it may confidently be expected that this estimate will be exceeded and already over  $11\frac{1}{2}$  lakhs of rupees have been spent on the buildings. The college will accommodate 300 day-students with hostel accommodation in the first instance for 150 students and ultimately for 300 students, with residential quarters for the staff. It is expected that the college will be opened in July 1923.

The total amount spent by the Public Works Department during the quinquennium on the new buildings at Amraoti and on improving existing college buildings elsewhere is Rs. 11,93,484 of which Rs. 11,52,351 were spent on the Amraoti College, Rs. 20,030 on Morris College, Rs. 313 on the Victoria College of Science, and Rs. 20,790 on Robertson College, Jubbulpore. Besides this, Rs. 1,07,089 were spent by the Education Department on Government and aided colleges in buildings, furniture and apparatus.

**28. Statistics.**—The number of students in the Arts and Science colleges increased from 1,094 in 1916-17 to 1,127 in 1917-18 and then decreased fairly steadily to 677 in 1921-22. This decline may be attributed primarily to the large number of failures in the Matriculation examination of 1918, but also to some extent to economic depression and to a change in the examination rules of the Allahabad University by which Arts candidates who have failed more than once in any particular examination are now permitted to re-appear for re-examination without further attendance at a college. During 1920-21 and 1921-22 the non-cooperation movement also contributed towards the decrease in numbers. The decline was most noticeable in the Hislop College, Nagpur, where the number of students has decreased from 547 to 134. In the

Robertson College, Jubbulpore, the numbers decreased steadily from 238 to 170. At Morris College, Nagpur, on the other hand, the numbers increased from 268 in 1917-18 to 311 in 1919-20 and then decreased to 280 at the end of the quinquennium, owing mainly to the effects of the Nagpur Congress, but also to a considerable extent to economic depression. The figures show a slight increase over those at the beginning of the quinquennium. At the Victoria College of Science, which includes all science students from Morris College and B. Sc., physics and chemistry, students from Hislop College, the numbers have increased steadily from 74 to 93. This is due mainly to the larger number of students in the first year classes in each succeeding year and testifies to the increased importance which is now being attached to the study of science in the Central Provinces and Berar. The accommodation of the Science College is now taxed to the utmost limit and the triangular arrangement whereby the College gives instruction in science to students who go to the Hislop or Morris Colleges for English and mathematics makes any elasticity in the time-table extremely difficult. The staff of the Science College have long urged, and the principals of the other two colleges have agreed, that the Victoria College should become a self-contained College of Science, giving the whole of the instruction in science, mathematics and English up to the B. Sc. degree instead of in Science only, as at present. Meanwhile, the mathematics work of Morris College has recently been transferred as an experimental measure to Victoria College. The staffs of the various Government colleges have been increased from 38 at the beginning to 51 at the end of the quinquennium. There are now 15 Indian Educational Service, 28 Provincial Educational Service and 8 Subordinate Educational Service teachers under the Education Department, including those in the Training College, Jubbulpore.

The total expenditure on Arts and Science colleges increased from Rs. 2,05,275 in 1916-17 to Rs. 3,82,073 in 1920-21 when large payments of arrears were made on the increased salaries which resulted from the Secretary of State's re-organization of the services. In 1921-22 the expenditure was Rs. 3,41,041. The cost per student in all colleges has risen from Rs. 191-2-1 to Rs. 495-11-2 and in Government colleges from Rs. 269-11-5 to Rs. 495-10-4. During the previous quinquennium the college fees were Rs. 6-8-0 in aided colleges but have now been raised to the Government level of Rs. 7-8-0 per mensem or Rs. 90 per annum. In spite of this the fee income, which was Rs. 70,644 in 1916-17 and reached Rs. 70,853 in 1920-21, fell to Rs. 58,348 in 1921-22, the decrease being due to the depletion of numbers during the latter part of the quinquennium.

29. **Examination results.**—The total number of passes in the various examinations during the quinquennium under review and the preceding quinquennium is as follows :—

	1912-13 to 1916-17.	Percentage of passes to number of candidates.	1917-18 to 1921-22.	Percentage of passes to number of candidates.
M. A. ..	12	50	79	40.3
M. Sc. ...	1	100	15	88.2
B. A. ..	324	42	340	33.1
B. Sc. ..	35	32	58	46.7
Intermediate ...	658	44	688	47.4

The most encouraging fact in the above table is the very great increase in the number of students taking post-graduate courses and the high standard of attainment shewn in the M. Sc. results. It is worth mentioning in this connection that in 1921-22 a first division was secured in the M. Sc. examination from the Victoria College of Science and another in the Final M. A. History examination from Morris College. These post-graduate results, especially in Arts subjects, are very creditable. The B. A. figures show a slight increase in the number, but a decrease in the percentage of passes. The B. Sc. and Intermediate results show an increase in the number and percentage of passes. The percentage of passes has in no year been distinctly below the average of the University and in certain years has been decidedly above it. Taken as a whole, however, the results can hardly be called satisfactory and indicate the necessity of increasing the amount of tutorial and library work. Steps in this direction have already been taken, though in certain cases only with great difficulty owing to the proportion of teachers to students, the complexity of the college time-tables and the fact that most teachers have to teach a variety of subjects and are responsible for both undergraduate and post-graduate teaching.

During the quinquennium four students of Morris College, three of whom are also students of the Victoria College of Science, have received direct appointment to the Indian Civil Service. Two have already returned from England, one from Oxford and the other from Cambridge, and have entered upon their duties in India.

30. **Student life.**—Corporate college life has developed greatly during the quinquennium. At Robertson College, corporate college life is secured by the position of the college and the fact



that the principal and certain members of the staff live in the college area and have ample opportunities for social intercourse of all kinds with the students. In Nagpur, in spite of the disadvantages under which professors labour by living at a distance from the colleges, one of the noticeable features of the quinquennium has been the continuance and development of friendly relations and social intercourse between professors and students. The inter-collegiate hockey tournament still continues at Nagpur to excite great interest and enthusiasm. The inter-collegiate sports were discontinued in 1921 owing to the expense which they involved. All colleges play regular matches in cricket, hockey and football and at Morris College inter-year matches have been arranged within the college itself. The annual social gatherings of past and present students are held regularly in all colleges but attract few apart from the students actually studying in the colleges. The students' co-operative stores at the Robertson and Morris Colleges and the co-operative society for helping poor students at Morris College still continue. At Hislop College a students' Representative Council has been established as a permanent and responsible body to represent the students in things which concern them collectively. The principal reports that it has worked well and that it promotes discipline. Literary and scientific societies exist in all the colleges and are a useful means of interesting students in subject of study, not directly connected with examinations. Certain of these societies, such as the Nagpur Philosophical Society, the Sanskrit Society, the History Society and the Economics Society attract students from both Arts colleges in Nagpur as well as outsiders to their lectures. The latter are frequently given by specialists not on the college staffs. A Scientific Society has been started at the Victoria College of Science, Nagpur, and literary, essay and scientific societies exist in the Robertson College, Jubbulpore. Besides these societies one of the features of the quinquennium was the starting in the early part of the quinquennium of the Nagpur lecture series under the patronage of Sir Frank Sly (now His Excellency Sir Frank Sly), who was then Commissioner of Nagpur. Lectures were given in subjects of current interest by men well known in the public life of India each of whom was a specialist in the subject on which he lectured. These lectures, though intended for the general public, were made especially available to the students of all the Nagpur colleges who were admitted free of charge. Similar lectures, often by the same lecturers, were given at Morris College, Nagpur. Later in the quinquennium lectures were given also at Hislop College and at the Y. M. C. A. hostel which was opened at Nagpur during the quinquennium. Use has also been

made of the magic lantern as a means of imparting knowledge on subjects included in the University curriculum as well as on subjects of general interest.

**31. Discipline.**—General college discipline has been threatened twice owing to political activities. In 1917, the Hislop and Morris Colleges were closed for a month as the result of political excitement common to all the students of Nagpur, and the determination of certain students to defy college authority by attending a series of lectures at which inflammatory and irresponsible speeches were delivered on Home Rule. No further trouble occurred when the colleges re-opened and although two students were rusticated the friendliest relations continued between the students and the members of the college staffs throughout the period of excitement.

The second attempt to interfere with college discipline occurred during the meetings of the National Congress at Nagpur in December 1920, when a direct effort was made to empty the local colleges. The effect on college discipline was slight and is described in the section on non-cooperation in the first chapter of this report. It is realised that certain students will always be led away by political excitement and in the first flush of enthusiasm may commit themselves to a course of action which they afterwards regret. The problem may be tackled inside the colleges by providing a healthy outlet for the enthusiasm of youth and of the provision in the colleges of opportunities for discussion on matters of political and current interest. This is already being done by means of lectures, debating societies and discussion. But the problem needs tackling also from outside the colleges by greater co-operation of parents and guardians with the college authorities and by an endeavour to make public speakers realise their responsibility towards the student world.

**32. Epidemic diseases.**—During the early part of the quinquennium college life in Nagpur was seriously interrupted by an outbreak of plague in 1917-18 and by the influenza epidemic in 1918-19. In this connection a paragraph from the 1918-19 report may be quoted. "The excellent relief work performed during the latter epidemic by the Morris College staff generally and by certain members in particular elicited the special commendation of the Chief Commissioner. The practical interest of some of the students was also aroused. Some members of the Hislop College staff also rendered most valuable assistance. The Robertson College, owing to its isolated position, was not able to render corporate assistance to the same extent, but the arrangements for meeting the epidemic within the college seem to have been satisfactory"

## CHAPTER V.

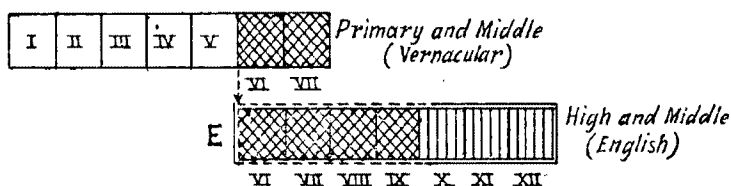
## SECONDARY EDUCATION—BOYS (EUROPEAN SCHOOLS EXCLUDED).

**33. Policy and quantitative results.**—The development of secondary education during the quinquennium has continued along the lines laid down in 1911 and described in the last quinquennial report:—







"The Resolution of 1911 imposed definite limits on the expansion of Government schools, raised the fees in all schools, stopped all exemption from fees in Government schools and limited them in other schools, increased the number of scholarships and systematised their distribution and award for merit, restricted the number of pupils in class and school, and invited and encouraged private and municipal co-operation by a generous system of grant-in-aid. The expressed aim of the policy thus enunciated was to improve the quality of secondary education and to provide for its ultimate expansion beyond the restricted range of Government schools. Simultaneously a scheme for the improvement of the position of Government secondary school teachers was elaborated, and at the beginning of 1914-15 these teachers were placed, together with Deputy Inspectors and Normal School teachers, in the Subordinate Educational Service with pay and prospects considerably in advance of what had been offered previously. There has been no departure from this 1911 policy and extension in accordance therewith has been remarkably rapid. Additional Government high schools have been established and with the exception of Drug, for which provision is made in the complete scheme, the programme of providing every district head-quarters with a Government high school or a school explicitly accepted as its equivalent.....has been completed. The provincialisation of District Council secondary schools which is planned for the near future will complete the programme to which the Government is committed."

During the current quinquennium progress has been made along the lines described above. The salaries of teachers have been further improved with effect from December 1919, in order to bring them more into conformity with the general rise in the cost of living which has resulted from the war. School fees have remained the same since 1911, but, the value and number of scholarships have been increased. On account of financial stringency and the fact that no suitable accommodation at present exists, Drug has not yet been provided with a Government high school or one explicitly accepted as its equivalent. The provincialisation of District Council schools was carried out in 1918-19. Grants to Municipal and privately managed Anglo-vernacular schools for boys have increased from Rs. 1,22,000 in 1916-17 to Rs. 2,19,337 in 1921-22. The present normal annual budget allotments for building and furniture grants have risen from Rs. 15,000 and Rs. 5,000, respectively, to Rs. 25,000 and Rs. 12,000. The total number of high schools has been

**DIAGRAM SHOWING THE SCHEME  
OF  
SCHOOL CLASSES**



**REFERENCES.**

- High Stage ----- 
- Middle Stage ----- 
- Primary Stage ----- 
- English teaching begins ----- E
- English used as a medium of instruction ----- 
- English used as a medium of instruction }  
in some subjects. ----- 
- Passage to English Schools ----- 

*The classes have been renumbered during the quinquennium beginning from Class I to XII as shown in the diagram above.*

39 for the past six years, but the number of Government high schools has been increased from 19 to 20 by the provincialisation of the Jagannath High School, Mandla, at the beginning of the quinquennium. The number of Municipal high schools was increased from 3 to 4 in 1918-19 by the opening of high school classes at Amraoti but fell again to 3 in 1920-21 with the result that the number of such schools was the same at the end as at the beginning of the quinquennium. In 1916-17 there were two efficiently maintained recognised unaided high schools under private management, the Marwari school at Wardha and the Bohra school at Burhanpur. The latter has now become an aided school with the result that the number of aided schools has increased from 14 to 15 during the quinquennium. The number of Anglo-vernacular middle schools has decreased from 149 to 147. Of these, the number of Government schools has been increased from 42 to 52 by the opening of middle classes in three existing schools and by the provincialisation of seven district council schools. This fact and the closing of three municipal schools at Damoh, Karanja and Gotegaon, decreased the number of schools managed by local bodies, but the opening of a new school at Bina operated in the opposite direction, the nett result being a reduction in the number of schools managed by local bodies from 50 to 41 during the quinquennium. By the end of the year 1917-18 the number of high school pupils had increased to 5,154 as compared with 4,883 at the end of the quinquennium ending in 1916-17. In 1918-19 the number was 4,516 but decreased to 3,842 in the following year and to 2,806 in 1920-21. At the end of the quinquennium the number of high school pupils was 2,940, a decrease of 1,943 or 39.8 per cent since the close of the previous quinquennium. The number of matriculation candidates fell by 36.89 per cent from 1,450 in 1916-17 to 915 in 1921-22. The number of middle school pupils, which stood at 15,929 at the end of the quinquennium ending in 1916-17, decreased by 80 in the following year and by another 725 to 15,124 in 1918-19. In 1919-20, there was a slight recovery, but in 1920-21 the number of middle school pupils dropped from 15,833 to 13,738 and by the end of the quinquennium the number had fallen to 13,280. This represents a decrease of 2,671 or 16.6 per cent since the close of the preceding quinquennium. The fall in the numbers of pupils in the high as in the middle school classes during the early part of the quinquennium is attributed to economic depression and a general rise in prices consequent on the war, to a period of scarcity and to epidemic diseases such as plague, malaria and influenza. The

non-co-operation movement contributed to the decrease in 1920-21. In the middle school classes the effects were still felt during the last year of the quinquennium, but in the high school classes a slight recovery was apparent. The institution of a high school scholarship and entrance examination also helped to decrease the number of pupils in the high school classes by weeding out pupils who were unfit for secondary education. The comparatively high standard of the Allahabad University matriculation examination is said to have contributed, though to a small extent, to the decrease in the number of candidates for that examination.

The total expenditure on Anglo-vernacular schools, high and middle, has increased from Rs. 8.38 lakhs to Rs. 12.83 lakhs, the expenditure on high school education alone increasing from Rs. 3.28 to Rs. 4.69 and on Anglo-vernacular middle school education from Rs. 5.10 to Rs. 8.14. The increase is due partly to normal development in accordance with prescribed policy and partly to the necessity of raising the salaries of teachers in Government and, to a less extent, in Municipal and aided schools in view of the increased cost of living.

Of the total expenditure on Anglo-vernacular schools Government has borne 56 per cent as against 33.4 per cent during the previous quinquennium, the percentage on high school education alone being 60 per cent in 1921-22 as against 31 per cent in 1916-17 and on Anglo-vernacular middle school education 68 per cent in 1921-22 as against 39 per cent in 1916-17.

The average cost per pupil in Government Anglo-vernacular schools, high and middle, has increased from Rs. 41-0-5 to Rs. 87-4-6 and in all Anglo-vernacular schools, Government, Board, aided and unaided, from Rs. 38-11-3 to Rs. 83-11-0. The nett cost of each pupil to Government has increased from Rs. 13-7-6 to Rs. 46-0-10.

The fee income from high school pupils has fallen from Rs. 1,65,050 in 1916-17 to Rs. 1,15,448 in 1921-22. The fee income from Anglo vernacular middle school pupils, on the other hand, has risen from Rs. 1,31,274 to Rs. 1,79,741. In view of the decreased number of pupils and the fact that the rate of fees in Government schools has remained unchanged, this increase must be attributed entirely to the enhancement of the rates of fees in some of the aided Anglo-vernacular middle schools. Proposals to raise the rate of fees in Government schools were made during the quinquennium but were not sanctioned.

In 1919-20 the value of scholarships was increased by Rs. 2 in the case of boys who reside in places where high or middle school education is not available. In order to make the value of

scholarships approximate more closely to actual educational expenses consequent on the increased cost of living the number and value of the various classes of scholarships were revised towards the end of the quinquennium. According to the new scheme—which did not come into force until after the close of the quinquennium—320 middle school scholarships open to general competition and 25 reserved for Muhammadans, varying in value from Rs. 4 to Re. 1, have been replaced respectively by 296 and 19 at a fixed value of Rs. 3 each. For the backward classes 15 middle school scholarships, each of Rs. 2 or Rs. 5, have been replaced by 22 of Rs. 3. In the high schools 95 scholarships open to general competition and 25 reserved for Muhammadans, varying in value from Rs. 6 to Rs. 2, have been replaced respectively by 108 and 16 at Rs. 5. For the backward classes 11 high school scholarships of Rs. 5 have been substituted for 10 at Rs. 4 or Rs. 7. In the old scheme there were 145 scholarships for Government servants in the middle schools, varying in value from Rs. 4 to Re. 1, and in the high schools 80, varying in value from Rs. 6 to Rs. 2. These have been abolished. In addition to the above, an extra allowance of Rs. 3 to meet the cost of living in hostels will be given on one-eighth of the total number of scholarships. This revision of scholarships will not involve any increase in expenditure over the old scheme.

34. **Buildings.**—Two school buildings, five hostels and three laboratories have been constructed and two school buildings, two hostels and one laboratory have been extended for Government high schools. For Municipal and aided high schools four school buildings and one laboratory have been constructed. This includes the Robertson Anjuman High School, Jubbulpore, which was completed in 1917-18 and the New English High School, Nagpur, which was nearing completion at the close of the quinquennium and has since been opened by His Excellency the Governor. For Anglo-vernacular middle schools five school buildings have been constructed for Government and four for Municipal and aided schools. Extensions to one Municipal and three Government school buildings and to one Government school hostel have also been carried out.

Adverse financial conditions have prevented the completion of the programme of construction which included the removal of the Patwardhan High School to more adequate and suitable buildings, the building of two Government Anglo-vernacular school buildings and three Government Anglo-vernacular school hostels, the extension of six school buildings and one hostel for Government high schools and of two school buildings and one hostel for

Government Anglo-vernacular middle schools. Financial stringency has prevented also the provision of buildings for a number of aided high and vernacular middle schools.

Improvements have been made in the school and laboratory equipment of Government and aided schools.

**35. Qualitative results.**—In the last quinquennial report it was stated that the results of our educational policy were not altogether satisfactory and that although the increase in cost per pupil had facilitated some reforms it had not yet justified a complacent attitude towards our secondary schools. Though examination results alone were not sufficient evidence the matriculation results suggested what closer inspection verified, that the work of the schools was still appallingly bad and that in some respects there had been deterioration. The percentage of matriculation results ranged from 23 to 42 per cent. In the worst year the low percentage was due to the disorganisation of school work by plague. The results generally and in each year had not fallen below those for the University as a whole but could not on that account be condoned. They were stated to reveal radical defects and were giving rise to insoluble and undesirable problems. The reasons, real and alleged, for those results were stated to be (a) the excessive size of classes, (b) the number and qualifications of our teachers, (c) unwise promotions, (d) inadequate direction and control, and (e) the unsuitability of the curriculum. Each of these reasons was discussed at length with the measures which had been taken to remedy the defects. It will be convenient to state briefly how far those measures have been continued or developed during the present quinquennium.

(a) *Size of classes.*

The strict limitation of numbers to 30 and 35 respectively in Government and aided high school classes and to 35 and 40 respectively in Government and aided middle school classes has been enforced throughout the present quinquennium.

(b) *Number and qualifications of teachers.*

During the previous quinquennium it was stated that in Government schools with few exceptions (mainly in Muhammadan schools) only graduates were employed in the high departments and, in the middle departments, only men who have passed at least the Matriculation or School Leaving Certificate Examination. During the present quinquennium the high department of the Muhammadan High School, Amraoti, has been fully staffed by graduates. During the present as in the previous quinquennium



the sanctioned cadre of teachers still provides for each Government high school a teacher for each class or section exclusive of a head master, science teacher, second language teacher and drawing teacher, and for each Government Anglo-vernacular middle school a teacher for each class exclusive of a head master and a drawing master.

For the purposes of grants-in-aid the same staff is accepted in aided schools but certain Municipal schools and most of the aided Anglo-vernacular middle schools in Berar still manage to provide one teacher for each class only by the inclusion of the head master and a drawing master. The percentage of trained teachers to the total number of teachers in all high schools has increased from 26.5 in 1916-17 to 67.5 in 1921-22. In the Anglo-vernacular middle schools the percentage of trained teachers has risen from 24 approximately to 33 approximately. The difference in numbers of each class of teacher is shewn in the following table:—

Schools.	Date.	Trained.	Untrained.	Total.
High schools	{ 1916-17	85	234	319
	{ 1921-22	221	106	327
Anglo-vernacular middle schools	{ 1916-17	215	658	873
	{ 1921-22	292	600	892

Details regarding the reorganisation of the Training College, Jubbulpore, are given in the chapter on the training of teachers. It is sufficient to notice here that the number and value of the stipends has been increased from Rs. 45 to Rs. 60 for graduates and from Rs. 30 to Rs. 45 for undergraduates and that the annual out put of trained teachers from the college is 40 graduates and 50 undergraduates. The position, pay and prospects of secondary school teachers, already improved in 1914-15, have been further improved during the present quinquennium. In December, 1919, the average pay of Government secondary school teachers was raised from Rs. 85 to Rs. 133. The staff of Government schools teaching up to the matriculation standard now consists of 190 teachers of whom 167 are graduates and 23 are undergraduates. Of these two are head masters in the Indian Educational Service, five are head masters in the Provincial Educational Service and the remainder are in the Subordinate Educational Service, some of them in select posts. The staff of Government Anglo-vernacular middle schools now consists of 21 graduates and 340

undergraduates in the Subordinate Educational Service on salaries ranging from Rs. 60—60—62—2—100 per mensem to Rs. 200—10—250 per mensem including those in select posts. The Department recommends that in aided schools the minimum salaries should be Rs. 70 and Rs. 50 per mensem for graduates and undergraduates respectively as against Rs. 50 and Rs. 30 which were the minimum prescribed salaries during the previous quinquennium. In aided English secondary schools the average pay per teacher in 1921-22 was Rs. 69 as compared with Rs. 53 in 1916-17. The average monthly salary for a teacher in aided Anglo-vernacular schools in Berar has increased from Rs. 34 to Rs. 44. In Municipal schools the average salary has increased from Rs. 42 to Rs. 58. All teachers in Government and Municipal schools are in pensionable service. In aided schools out of 360 teachers three are in pensionable service and 317 participate in the benefits of a provident fund, the remainder being exempted from contributing to the fund. Though it is realised—to quote from the previous quinquennial report—that “a conversion of public opinion on the dignity and value of a teacher's life is more necessary than increase of salary” it is hoped that the measures detailed above may go far towards attracting able and qualified men to the teaching profession and may thereby give a wider choice for the annual selection of the 40 graduates for training in the Training College, Jubbulpore.

(c) *Class promotions.*

The High School Scholarship and Entrance examination was established in 1917-18 to regulate promotions at the conclusion of the middle school course. Since that date, out of 2,691, 2,840, 3,008, 2,424 and 2,150 candidates respectively during the five years from 1917-18 to 1921-22 inclusive, only 1,241, 1,093, 1,373, 1,414 and 1,215 boys or 46, 38, 46, 58 and 56 per cent of the total numbers have passed the examination. There has therefore been a definite weeding out of boys who are not fit for secondary education.

(d) *Direction and control.*

The Inspectors of Schools unanimously report that instruction and discipline have improved with the increase in the number of trained teachers.

(e) *Curriculum.*

In August, 1921, the local Government appointed a committee to consider the revision of curricula for primary and secondary schools. The Committee's report was published in December of the same year. In its recommendations are

made regarding the teaching of elementary national and international history as a means of stimulating enlightened patriotism, manual training, the vernacular as the medium of instruction, a re-classification of schools, religious instruction, physical training and the provision of vocational courses for pupils who do not intend taking up a literary career. With the above recommendations the local Government has expressed its sympathy and steps are being taken to give effect to them with certain modifications.

The results in the matriculation examination were still very bad during the first year of the quinquennium, the percentage of passes being only 18 in 1917-18 as compared with 28 during the last year of the previous quinquennium. The average percentage for the quinquennium was 31.5 but there has been a distinct improvement during the last four years of the quinquennium, the percentage of passes rising to 38 in 1918-19, 35 in 1919-20, 40 in 1920-21 and 45 in 1921-22. The results at the end of the quinquennium compare favourably with those of the Allahabad University as a whole.

**36. School-boy life.**—In spite of the fact that new hostels have been opened during the quinquennium the total number of boarders has decreased from 2,041 in 1916-17 to 1,785 in 1921-22. This, however, was to be expected in view of the decrease in the total number of pupils under instruction. Hostels have been improved. All Government and most aided schools are now provided with playing-fields. Definite attempts have been made to enlarge the school horizon and brighten the dullness of school-life by excursions, sports, and the encouragement of hand-work as a means of developing hobbies and to develop a sense of responsibility by allowing the boys to make all arrangements, under supervision, for their social gatherings, school ceremonies and festivals. The League of Honour during the early, and boy-scouting during the latter, part of the quinquennium have helped considerably to this end.

#### VERNACULAR MIDDLE SCHOOLS.

**37. General.**—The schools are still classed for statistical purposes as secondary schools though they are, in fact, merely a continuation of vernacular education. During the present as in the past quinquennium definite attempts have been made to improve the output of these schools by grants to local bodies for raising the pay of the teachers and by appointing as teachers men who have received a third year of training. Among the senior teachers, however, the salaries are still felt to be inadequate and various Circle reports shew that a great deal of discontent exists. Almost all the vernacular middle schools meet in buildings of their own though some require extension and others ought to be alto-

gether replaced. The question of the improvement of vernacular middle schools with a view especially to the production of a better type of candidate for the normal schools has lately been under consideration. This is referred to in the chapter on the training of teachers.

**38. Statistics.**—The number of vernacular middle schools has increased by 45 per cent from 218 to 317 and of pupils by 29·8 per cent from 35,308 to 45,838. The number of pupils in the vernacular middle stage has risen from 6,833 to 7,467 or 9·1 per cent. The cost per pupil has risen from Rs. 8·6·10 to Rs. 15·11·11. The number of teachers has increased from 1,504 to 2,275, the increase of trained teachers being from 794 to 1,499 and of untrained from 710 to 776.

**39. Future.**—As a result of the recommendation of the Curricula Committee referred to above, it has been decided that as soon as practicable one type of middle school shall take the place of the vernacular middle and Anglo-vernacular middle schools. The course will be a three years' course, and instruction will be given entirely through the medium of the vernacular (except in English which will be an optional subject).

## CHAPTER VI.

### PRIMARY EDUCATION\*—BOYS.

**40. General.**—During the quinquennium the number of primary schools has been increased by 290 but the general policy has been one of consolidating and improving existing resources rather than of expansion. Large grants have been given to local bodies for the construction of vernacular school buildings. The opening of more normal schools in various parts of the province and improvements in the pay and prospects of primary school teachers have resulted in increasing the supply of trained teachers for these schools. The Local Self-Government Act has increased the resources of District Councils by empowering them to raise larger cesses. The Municipal Survey which was carried out during the years 1917-18 and 1918-19 has made it possible for Municipalities to obtain larger grants from provincial funds.

**41. Expansion of Primary Education.**—The number of primary schools has increased by 290 whilst the number of pupils has decreased by 27,450 as compared with an increase of 712 schools

\* Figures for European schools are excluded.

and 50,513 pupils during the previous quinquennium. The results, as measured by the number of pupils, are disappointingly low and incommensurate with the rise in expenditure. Analysis of the distribution of pupils among classes shows that numbers have increased in the first class and decreased in each of the others. At the end of the quinquennium over one-third of the pupils were in the first class, over one-half in the first and second, only one-sixth in the third, less than one-seventh in the fourth and less than one-eighth in the fifth class. The number of candidates for the primary examination in 1921-22 was 25,209 as compared with 29,691 in 1916-17.

Epidemic diseases such as plague, influenza, malaria and cholera, adverse economic conditions with periods of famine and scarcity and a general rise in the cost of living, accompanied in certain cases by higher wages which induced parents to withdraw their children from schools at harvest time, are among the causes to which the decline in the number of pupils has been attributed. The non-co-operation movement also helped in certain districts to bring down the number of pupils in primary schools though in others it had very little appreciable effect and in most districts a recovery had set in before the end of the quinquennium. Another contributory cause has been the weeding out of habitual absentees and the strict limitation of the size of classes to 40 pupils. It is remarked that the influence of the tahsildars, which used to keep up the attendance and numbers, is no longer employed to the same extent as formerly, partly because the development of Local Self-Government has transferred to local bodies the responsibility for securing attendance and partly because increased work resulting from periods of scarcity has left the tahsildars very little time to use their influence in inducing parents to send their boys to school. This relaxation of the pressure exerted by the revenue officers has been received with mixed feelings. Certain District Councils deplore the relaxation of pressure and would welcome the help of the revenue officer in inducing parents to send their children to school. Others resent as interference the inspection and visiting of Council schools by Sub-Divisional Officers in the course of their ordinary touring. The Chairman of one District Council thinks that "the little interest taken by the teachers in their work and the general dislike of the average villager to educate his children" are among the causes of the decline in numbers. Against this, however, must be set the opinion of the Chairman of another District Council who thinks that the School Committees have not been sufficiently energetic but notes that although these committees have, in certain cases, failed to wield their influence in the past, whatever progress has

been achieved is by the constant awakening of these committees and the untiring efforts of the school masters. There can be little doubt, however, that in certain districts the employment of untrained teachers has been one of the causes of the lack of progress in primary education. The Deputy Commissioner, Drug, states that "the elimination of this dead weight of incompetence is a task which will require the sustained attention of the District Council for some years to come." The one fact, however, which stands out in the reports of the various District and Circle officials is that there is no real demand for primary education among the people. The agricultural classes are stated to be apathetic, if not hostile, to education which, it has been asserted, tends to produce in the boys disinclination to continue their life as agriculturists. Various remedies for this undesirable state of affairs, such as weeding out unfit pupils and concentrating on increasing the quality of the output have already been mentioned. Other suggested remedies include the reform of the curricula and the exercise of legal compulsion. On the recommendation of the Curricula Committee which was appointed by the local Government in 1921 a definite reform of the curricula in these schools is being undertaken with a view to keeping the boys more in touch with local conditions. The question of legal compulsion has already been taken up by the local Government by the passing of the Primary Education Act in the local Legislative Council in March, 1920. The rules under this Act empower local bodies to introduce compulsory education in the areas under their jurisdiction. In August 1921 the local Legislative Council passed a resolution recommending that a scheme of expansion of primary education should be prepared with a view to the introduction of legal compulsion throughout the province within a period of ten years. The question is now being considered by a vernacular education committee. Meanwhile two local bodies have applied for permission to introduce compulsory primary education in the areas under their control. There are indications that other local bodies are beginning to take steps in the same direction.

The Inspector of Schools, Berar, reports that "the system of a three-hours school for some classes in the morning and for other classes in the afternoon was tried in 15 places in Akola District, with uncertain results and is being tried again on a larger scale." The scheme, however, is unpopular with the teachers, the parents and the children and it is yet too early to gauge the result of the experiment as a means of economising staffs and funds or of increasing the number of pupils.

**42. Aided, unaided and indigenous Schools.**—These schools form only a small part of our primary educational system and their number has declined both during the previous and the present quinquennium. The decline during the previous quinquennium was attributed to the inability of Missions to expand during the war, to the absorption of indigenous and "venture" schools into board schools and to the difficulty of inducing many of these schools to send in returns. During the present quinquennium the decline is attributed to economic depression but, as Mr. Mayhew remarked in the last quinquennial report, "a really wide-spread demand for education would show itself in a rapid growth of these schools." In 1916-17 the number of aided schools was 246 and of unaided 230 as compared with 232 and 205 respectively in 1921-22. The number of scholars in the aided schools was 12,652 and in the unaided 9,718 in 1916-17 as compared with 11,412 and 8,097 respectively in 1921-22. In Berar there are 248 indigenous schools. District Boards support by small grants the more promising of these schools until they are ready to be converted into board schools. During the present quinquennium grants amounting to Rs. 7,500 have been paid to 100 of these schools as compared with 131 which received grants during the previous quinquennium. The number of schools which have been converted into board schools is 49 as against 208 during the previous quinquennium.

**43. Night Schools.**—Night schools were developed during the previous quinquennium in Yeotmal District and in one or two Municipalities. In 1916-17 there were 32 such schools with 515 pupils. At the end of the present quinquennium there were 19 night schools with 1,398 pupils. Of these 7, with about 800 pupils, have been opened at Nagpur by the Y. M. C. A. for the benefit of the employèes of the Empress Mills and for members of the depressed classes. The Manager of the Empress Mills finances these seven schools.

**44. Factory Schools.**—At the close of the previous quinquennium five schools were maintained for the general education of children employed in factories. Of these two were maintained by a Municipality and three by Government with the help of the Municipality and factory owners. These schools are situated just outside the factory gates. The management of the three Government schools and others which have been opened during the present quinquennium has been transferred to local bodies. There were 8 such schools at the close of the present

quinquennium besides a school, in the Secretariat compound, Nagpur, for boy orderlies. The total enrolment in these schools was 955 as against 1,233 in 1920-21. The number of pupils in the schools at Nagpur and Jubbulpore decreased towards the close of the quinquennium, but steps have been taken to effect an improvement. In the Empress Mills School at Nagpur the decline in numbers was attributed to the transfer of old and experienced teachers who have now been re-transferred to the schools. In Jubbulpore arrangements have been made with the managers of the mills to induce boys to attend the schools. The number and salaries of teachers employed in these schools have been increased by grants from provincial funds, and during the quinquennium a total of Rs. 7,800 has been given to local bodies for the maintenance of these schools. The management of the Empress Mills contributes Rs. 600 per annum towards the maintenance of the two factory schools attached to the Mills and also gives bonuses to pupils for regular attendance.

#### 45. Improvement of primary schools curriculum.—

In 1918-19 an important step was taken towards making our village schools more popular by adapting them more closely to rural needs and circumstances. The services of Mr. Nand Kishore, B.A., of the Agricultural Department, were placed temporarily at Mr. Mayhew's disposal by the Director of Agriculture for the special purpose of advising the Education Department on the adaptation of village schools to rural needs. The immediate aim was to connect the school gardens more closely with the instruction given in the village schools and to make work in these gardens a means of keeping pupils in touch with their agricultural surroundings. Mr. Nand Kishore concentrated his attention on the improvement of village school gardens and of the training of future teachers in nature study. He also revised the nature study syllabus and drew up instructions for the use of Government farms for instructional purposes in connection with vernacular schools. Mr. S. B. Gokhale, Public Prosecutor, Khandwa, who has shewn a marked interest in rural education, was also placed on special duty for two months in 1920 to tour the Nimar and Hoshangabad Districts in order to advise the Department regarding any future steps for adapting village schools to rural needs.

In order to meet a popular demand experiments have been made in certain schools in giving definite instruction in practical agriculture. The Department has welcomed experiments in this connection conducted in individual schools by District Councils or by private individuals where active local support is forthcoming and particularly where the neighbourhood of a Government farm



has enabled the services of the Agricultural Department subordinates to be placed partially at the disposal of the schools. The Chaurai School in the Chhindwara District has been working under these conditions since 1917-18 with a fair amount of success. In 1919-20 two farm schools were opened at Chandkuri and Powarkheda by the Agricultural Department but have hitherto not been successful. Trained and certificated teachers have been sent to the Agricultural College, Nagpur, for definite training in agriculture for employment in the agricultural schools at Chaurai, Chandkuri and Powarkheda as nature study instructors in the normal schools and as Deputy Inspectors.

Another important step in the direction of making Vernacular Schools more useful assets in village life was taken in 1920 when 15 selected teachers were sent for a two years' course of training in the Robertson Medical School, Nagpur, for the purpose of becoming instructors in Hygiene and Sanitation in the normal schools.

**46. Examination results.**—The following table shews the Primary Examination results during the quinquennium :—

Years.	Number of candidates.	Successful candidates.	Percentage of passes.
1917-18	30,103	16,928	56.2
1918-19	31,415	17,328	55.1
1919-20	29,708	16,301	54.8
1920-21	28,978	15,946	55
1921-22	25,209	14,848	58.8

The percentage of successful candidates to the total number of candidates at the close of the previous quinquennium was 63.6.

**47. Proportion of teachers to pupils.**—The decline in the number of pupils has resulted in a reduction in the number of pupils to each teacher during the quinquennium, the number falling from 30 to 23.5. The number of pupils in each class has been limited to a maximum of 40. The average attendance has fallen from 71 per cent in 1916-17 to 64.1 per cent in 1921-22 in spite of the weeding-out of habitual absentees and the restriction of the size of classes.

**48. Training and pay of teachers.**—The proportion of trained teachers to the total number of teachers in primary schools was 32 per cent throughout the quinquennium though in the primary and vernacular middle schools together the percentage has risen from 35 to 38 per cent, the latter schools being classed for statistical purposes as secondary schools though they are in

fact merely a continuation of vernacular education. The total number of teachers in primary and vernacular middle schools increased by 1,658 and of trained teachers by 1,026.

The position of District Council and Municipal school teachers was improved in 1920-21 and in 1921-22 by raising the minimum salaries and giving a flat increase of Rs. 3 per mensem in all higher grades, a grant from Government being given for the purpose. The grant given in 1920-21 amounted to Rs. 4.36 lakhs and in 1921-22 to Rs. 2.18 lakhs. The total recurring expenditure in Government grants for this purpose will be Rs. 6.54 lakhs. At the close of the quinquennium the minimum salaries of vernacular school teachers were Rs. 20 for trained and Rs. 15 for untrained teachers in village schools with an additional Rs. 3 in dear districts. In town schools the minimum salaries were Rs. 22 for trained and Rs. 17 for untrained teachers with an additional Rs. 3 in dear districts. These increases were necessary owing to the general rise in the cost of living and previous to their adoption teachers were being paid war and scarcity allowances at Government rates.

In Government schools the average pay of primary school teachers has risen from Rs. 20 to Rs. 32 and of vernacular middle school teachers from Rs. 31 to Rs. 40 per mensem. In District Council schools the average pay has increased from Rs. 12.2 to Rs. 18.3 per mensem, in Municipal schools from Rs. 14.5 to Rs. 23.5 and in private aided schools from Rs. 10.4 to Rs. 15.3. The institution of a provident fund has improved the position of these teachers in aided schools and out of a total of 10,437 teachers in District Council and Municipal vernacular schools, 9,477 are in pensionable service. Of the 954 teachers in aided private schools 396 subscribe to provident funds. Many Mission school teachers contribute to a separate provident fund and are therefore exempted from contributing to a government provident fund. In addition to the salaries mentioned above allowances varying from Rs. 3 to Rs. 9 per mensem are given to teachers for work in connection with the post office, sanitation, cattle-pounds and cattle-registration.

**49. Buildings.**—During the quinquennium approximately Rs. 13 lakhs have been spent on buildings by District Councils and Rs. 5.27 lakhs by Municipalities. Towards this expenditure grants of Rs. 4.22 and Rs. 1.34 have been paid from provincial funds. This represents a smaller allotment than was given during the previous quinquennium but urgent calls in other directions have been accompanied by general financial stringency. New buildings are still required by 692 District Council and 69 Municipal schools whilst 206 District Council and 28 Municipal schools require extending. In 1917-18 instructions

were issued regarding the construction of cheap school buildings with details regarding orientation, ventilation, area, and cubic space per pupil. School committees were empowered to supervise the construction of school buildings and were allowed to adapt their own plans to the departmental regulations provided that the cost of the building did not exceed Rs. 15 for each pupil for whom accommodation was to be provided. Grants amounting to Rs. 4 lakhs were given to Local Bodies in 1917-18 and 1918-19 for the construction of buildings in accordance with these regulations but reports from the Local Bodies concerned shew that although the cost of construction does not exceed the prescribed limit it is difficult to induce the school authorities to undertake the supervision of the work which is therefore given to contractors. It is reported also that although the capital expenditure on these school buildings is comparatively small the need of frequent repairs tends to make them expensive in the long run.

**50. Games.**—Games continue to exert a beneficial influence on the pupils in primary schools ; football and hockey are played in certain Circles in addition to indigenous games.

**51. Libraries.**—The Inspector of Schools, Nagpur, reports that 30 new school and village libraries have been opened in the various districts in his Circle. In the Nerbudda Circle libraries are maintained in large villages from subscriptions, fees and grants from District Councils and the books are freely used by villagers, ex-pupils and boys in the top classes of the primary schools. The Deputy Commissioner, Betul, urges that more interesting books should be provided in those libraries. Instructions regarding the care of books and the management of village libraries have recently been issued.

**52. The financial position.**—The cost per pupil has risen from Rs. 5-3-10 to Rs. 10. Direct expenditure has increased by 77 per cent in 1921-22 but bears the same proportion, *i.e.*, 40 per cent, to the total direct expenditure as during the previous quinquennium. The total provincial grants to Local Bodies for education in 1921-22 were 24.1 per cent of the total expenditure on education as compared with 11.58 per cent in 1916-17. Of the total grants in 1921-22, 22.3 per cent represents recurring grants for vernacular education, Rs. 73,539 being expended on Anglo-vernacular schools. The Municipal Survey, which was completed in 1917-18, lays it down that Municipal Committees should spend at least 6½ per cent of their nett income on education and that Government should give a grant equal to half the excess of expenditure

on education above this prescribed proportion. Grants to all Municipalities in the Central Provinces and Berar have accordingly been re-assessed on this basis. In the case of District Councils, no change has been made during the quinquennium in the principle of distribution of grants. The Local Self-Government Act has given enhanced powers to Local Bodies in the matter of taxation and the collection of cesses for educational purposes. All Anglo-vernacular schools previously managed by District Councils were provincialised in 1918-19.

## CHAPTER VII.

### PROFESSIONAL COLLEGES AND SCHOOLS.

53. **The Law Classes.**—The Law classes prepare graduates for the Law examinations of the Allahabad University. They are maintained by Government and continue to be held in the Morris College under the administration of the college principal. Students are taught by three members of the local Bar who receive honoraria for their work in this connection. The classes are attended by students from all parts of the Central Provinces and Central India. Almost all of them are following at the same time other pursuits. For this reason, and also to suit the convenience of the lecturers and because the class-rooms are needed for the ordinary college students during the middle of the day, the classes are held three days a week from 7-30 to 9-30 A.M. The University of Allahabad has condemned the whole system and an integral part of the proposals of the Central Provinces and Berar University Committee of 1914-15, and of the recommendations of subsequent committees which have discussed the university scheme, is the establishment of a University College of Law with its own hostels and an academic status and educational value greatly in advance of what can now be claimed. It is unlikely, however, that such a scheme will be carried into effect until some time after the establishment of the proposed Nagpur University. The number of students who passed the Final Law Examination during the quinquennium was 237 which represents 48 per cent of the total candidates as against 57 per cent in the previous quinquennium. The number of students has fallen from 130 to 107 owing partly to the non-co-operation movement but also to economic causes. In spite of this the classes continue to be a source of income to Government.

54. **The Training College.**—The Training College, Jabulpore, is separately dealt with in the chapter on the training of teachers.

55. **The Agricultural College.**—The Agricultural College continues to be controlled by the Department of Agriculture. The aim of this college has been to produce suitable lower and upper subordinates and Provincial Service men for departmental work and also to provide instruction which is likely to give the sons of landlords and larger cultivators an education of practical value. To this end the courses of instruction have been changed several times during the quinquennium in a steady effort to raise the standards reached by different sections of the students. Latterly the need of having a course which would permit of affiliation to the proposed Nagpur University has been kept to the fore. The importance of sound practical knowledge in addition to theory and science has been kept prominently in view in every form of course which has been tried and the College provides instruction in dairy and motor tractor work in addition to the usual farm work. Ten scholarships each of Rs. 6 per mensem are awarded annually to students in high school classes with a view to their subsequent admission to the Agricultural College. Fifteen scholarships, each of Rs. 12 per mensem, tenable for one year but renewable for a second year, are awarded to students of the first and second year classes of the college. Seven scholarships, each of Rs. 15 per mensem for one year but renewable for a second year, are awarded annually to students in the third and fourth year classes of the college.

56. **The Medical School.**—The Medical School, Nagpur, is under the control of the Medical Department. The following scholarships are offered for medical studies :—

Institution in which held.	Value.	Annual number.	Total awarded during the quinquennium.
	Rs.		
Medical School, Nagpur ...	15 to 17	20	86
Any Medical College ...	10 or 15	2	10
For post-graduate work, any Medical College.	14 or 20	2	4
Female medical probationers, any school.	5	6	2
Female Medical School, Agra ...	10	1	4
Special scholarships for Dai classes, any school.*	1 to 3 in Berar and Chhattisgarh Divisions and 2 to 4 in Nagpur Division.	180	340
Midwifery, Dufferin Hospital training class.	15	7	8

\* See reference under female education, industrial schools, paragraph 81.

**57. Veterinary Scholarships.**—During the previous quinquennium the Education Department awarded annually one scholarship of Rs. 16 per mensem for study in the Veterinary College of Calcutta or Bombay. The control of this scholarship has now been transferred to the Veterinary Adviser to Government.

**58. School of Forestry.**—The School of Forestry of Balaghat, which was controlled by the Forest Department, was closed during the year 1919-20.

## CHAPTER VIII.

### TECHNICAL AND INDUSTRIAL EDUCATION.

**59. Engineering School, Nagpur.**—The Government Engineering School, Nagpur, was established in July 1914. It contains three departments—

- (i) Civil Engineering, in which students are trained up to the Overseer standard of the Public Works Department;
- (ii) Mechanical Engineering, in which students are trained for the Diploma and Certificate of Mechanical Engineering and for the Second Class Boiler Certificate Examination;
- (iii) Automobile, in which students are trained during a four years' course as capable chauffeurs and motor mechanics. A shorter course of two months for the training of motor drivers was discontinued during the latter part of the quinquennium as training of this type is now provided locally by commercial firms.

The record of the school has been one of steady and continued success alike from the point of view of the increase in the number of students who annually seek admission to its courses as from the ease with which those who have passed its examinations succeed in obtaining employment immediately after they leave the school. This is due to the admirable system of control of the two main departments of the school and to the practical nature of its courses. In 1916-17 a Board of Control of the civil engineering department was established, consisting of the Chief Engineer, Irrigation Branch, the Director of Public Instruction, and the principal who acts as secretary. The object of the Board is to control the final examinations of overseers and sub-overseers, appoint external examiners, and issue certificates to successful candidates. This Board continued to function throughout the present as during the preceding quinquennium. In 1917 a

Visiting and Advisory Board with similar but rather wider advisory duties was established for the mechanical engineering department including the motor mechanics. It consists solely of professional engineers with the principal as secretary. It advises and makes recommendations on all matters which primarily concern the mechanical engineering students and motor mechanics and, in practice, regulates the courses of study for these students. Its object, like that of the Board of Control, is to keep the school in touch with the employers of labour for whom the school caters. The principal notes that several changes in the syllabus have been effected on the recommendation of the Advisory Board and the Board of Control.—

“The course for motor mechanics has been altered so that students do not enter the motor repair shop until their last and final year. During their first year at the school, they now undergo an intensive training in the other shops so that they are well acquainted with the use of tools before they are given instruction in motor repairs. This change has had the effect of stopping stipend-holders from leaving the school at the end of their first or second year and accepting fairly lucrative posts as motor drivers.”

“As appointments to the Public Works Department are made preferentially from passed students of the school, it was natural that the re-organization scheme of that department should reflect on the nature and amount of training given to our civil engineering students. When the school was first started, all civil engineering students entered the sub-overseer course for two and a half years, including two years at the school followed by six months' practical training under the supervision of an Executive Engineer. The first 30 per cent in the sub-overseer examination held at the end of the first two years were promoted to the overseer class for a further one year's study, ultimately followed by six months' practical training, making  $3\frac{1}{2}$  years altogether for the overseer course. On the recommendation of the Board of Control, it was decided to abolish the sub-overseer course. A new scheme of study was introduced, corresponding in the matter of syllabus very closely to the old overseer course, and occupying four years—three years in the school and one year on practical training. Students have taken very kindly to this new scheme, and the increased length of the course is compensated by the attraction of an increased initial salary offered by the Public Works Department to new recruits.”

“It is satisfactory to be able to record that every student who has successfully passed out of the school has obtained suitable employment. From the outset it has been our policy to specialise particularly on the practical side of the instruction, and the success of the school may be largely attributed to the practical nature of its courses. In the workshops, which are in charge of an experienced European engineer assisted by a competent staff, outside work to the value of nearly one lakh of rupees has been carried out since the school opened, work which, whilst providing practical experience for the students, has enabled the school to employ a better and more liberal staff of instructors than would otherwise have been possible. In addition to the training received in the school shops, mechanical engineering students spend their vacations and fifteen months

towards the end of the course working in mills and factories as ordinary apprentices, whilst civil engineering students obtain their practical experience in the Public Works Department under the supervision of Executive Engineers. The thanks of the school are due to these gentlemen and to the managers and engineers of mills, for without their assistance a really practical training under commercial conditions would be impossible."

"The work in the lecture rooms and workshops has been very satisfactory and the reports on students serving their apprenticeship in outside mills as with the Executive Engineers have been favourable."

During the quinquennium out of 21 civil engineering students who appeared for the Overseers' Examination, 17 passed and out of 38 candidates for the Sub-Overseers' Examination 24 passed, whilst 15 out of a total of 19 mechanical engineering students passed the Diploma Certificate Examination. The total percentage of passes was 72. In the Second Class Boiler Examinations 20 out of 24 candidates, or 83 per cent, passed. Of the motor mechanics 7 out of 8 candidates, or 88 per cent were successful.

When the school was established in 1914, it was attached to the Victoria College of Science. The principal of that institution is still the principal of the Engineering School but the appointment of a full-time Science master was sanctioned during the year 1921-22 and was filled at the beginning of the school year in July. Another important event during the quinquennium was the opening of the new school building by His Excellency the Viceroy, Lord Chelmsford, on the 23rd October 1920. This building is admirably arranged, can be readily extended and should supply the wants of the school for many years to come. The whole of the school buildings and the workshops are now situated in their own ground on the Kamptee road with their own playing-fields and tennis-courts. In addition to these buildings a new machine shop has been erected and the old machine shop converted into a foundry, the steam-engine power-house has been enlarged and an extension has been built on to the oil-engine power-house. "The latter is now arranged to accommodate a heavy oil-engine, a kerosene engine, a petrol engine, and an oil-engine testing plant. The school thus possesses the chief types of internal combustion engines and has opened its oil-engine classes during the current year." In order to complete the buildings quarters for the assistant superintendent of the hostel are still required and the principal notes that in view of the increase in the number of students the hostel will need extension in the near future.

New furniture for the new building and additional machines, including 8 lathes, 2 electric motors, a surfacing machine, a Morgan cupola, a milling machine, a 44 H. P. semi-diesel crude oil-engine with its 20 kilowatt direct coupled dynamo, a forging hammer,



new forges for the smithy, a back-saw machine, a wood turning lathe, a planing machine and a circular saw have been purchased during the quinquennium. "The equipment of the various shops is thoroughly up-to-date and all the machines are now electrically driven, the power being derived from motors connected either to our own steam engine, oil-engine, or to the mains of the Nagpur Electric Power Company." The bulk of the electric power, however, is derived from the school plant for "as the steam and oil-engines must be run frequently for instructional purposes it is more economical to utilise the power so derived in running the work-shop" than to allow it "to be dissipated on no load circuit." To complete its equipment the school still needs a slow-speed horizontal steam engine and an engine testing plant.

At the end of the last quinquennium the number of students on the rolls, excluding those taking the two months' motor-drivers' course, was 44. At the end of the present quinquennium the number was 86, an increase of practically 100 per cent in five years. The increase has been steady and continuous in each department, the civil engineering students increasing from 16 to 31, the mechanical engineering from 28 to 38 and the motor mechanics from 13 to 17. The numbers in the hostel also increased steadily from 24 in 1917-18 to 36 in 1921-22 when 18 out of a total of 81 students left the college, 14 of them being residents of the hostel. In 1921-22 the numbers in the hostel rose to 32, an increase of  $33\frac{1}{3}$  per cent since the beginning of the quinquennium.

The number of scholarships annually awarded as a result of the entrance examination has been increased from 6 to 12 in the case of the civil engineering department, but remained the same, 8 and 4 respectively, for mechanical engineers and motor mechanics. At the end of the quinquennium 62 students, or 75 per cent of the total, were in receipt of scholarships or stipends. The value of all scholarships and stipends has been increased in view of the increased cost of living so that they now constitute a heavy item of expenditure for the Education Department. The expenditure under this head increased from Rs. 1,482 to Rs. 3,301 in the civil engineering department and from Rs. 2,721 to Rs. 5,452 in the mechanical engineering department, whilst the stipends to motor mechanics rose from Rs. 1,196 to Rs. 2,162. Scholarships from private sources fell from Rs. 491 to Rs. 318. The total expenditure for the quinquennium was Rs. 43,479.

The expenditure on staff increased approximately from Rs. 23,935 in 1917-18 to Rs. 34,953 in 1921-22, the total for the quinquennium being Rs. 1,49,128. The expenditure under other heads, mostly on furniture and apparatus, increased from Rs. 14,240 in 1917-18 to Rs. 50,480 in 1921-22, the total for the quinquennium

being Rs. 1,83,033. Receipts from fees and other sources decreased respectively from Rs. 325 and Rs 193 to Rs. 10 and Rs. 149. The total receipts during the quinquennium amounted to Rs. 1,550 from fees and to Rs. 857 from other sources. In addition to the above, sums varying from Rs. 4,781 in 1917-18 to Rs. 5,460 in 1921-22 were paid into the Treasury by the repairing department. The work done by this department may best be described in the words of the Principal :—

“ A large amount of repairing work was undertaken during the quinquennium, and the temporary labour scheme, introduced in 1917 and amplified considerably during the last two years, proved a great success. The amount of money paid annually to the Treasury as labour and supervision charges recoups to a large extent the expenditure on the maistri staff. This result is highly satisfactory considering that the shops and maistries are used for instructional purposes for the major portion of the time, and that a large amount of work is done for the school itself, which does not enter into the accounts. The following table gives an idea of the amount of repair of work done by this department :—

Year.		Total billed to customers.	For material.	Labour and supervision charges paid into Treasury.
		Rs.	Rs.	Rs.
1917-18	...	15,251	10,470	4,781
1918-19	...	11,323	8,641	3,282
1919-20	...	9,933	6,087	3,846
1920-21	...	10,789	5,496	5,293
1921-22	...	12,645	7,185	5,460
Total	...	59,941	37,279	22,662

The drop in the takings for 1918-19 is explained by the fact that the motor firm of Messrs. A. Hyland, Ltd., Bombay, opened a branch in Nagpur about this period, which contained up-to-date appliances for motor repairer. As it is the policy of Government not to interfere with private enterprise, the number of cars admitted to the shops dwindled considerably. Our policy since then has been to take in just sufficient cars for repairs to provide efficient instructional facilities for our motor mechanics classes. More and more work is now being taken in by the shops from ginning and other factories, specially from the Agricultural Engineer and repairs of this nature have a distinct educational value for our mechanical engineering students.”

“ Since the opening of the new building in 1920, the school has been in possession of its own playing-fields, which have now been properly levelled and association football, hockey and tennis are regularly played. A committee composed of students arranges all matters with regard to games. A compulsory monthly fee of eight annas for scholarship-holders, and four annas for motor mechanics and non-scholarship-holders is made towards the up-keep of sports materials, etc.”

Games and athletics are enthusiastically taken up by students of the school who, in spite of their small numbers, have acquitted themselves remarkably well in the inter-collegiate hockey tournaments and in the inter-collegiate sports. In the latter they were helped to some extent by students from the Victoria College of Science. The Engineering School held its first social gathering on large scale in 1921.

During the months of January and February 1921 the school suffered in common with other educational institutions from the non-co-operation movement but was able to carry on without closing for a single day although 18 students, chiefly from the first year, left the school. Apart from this short period the general tone and discipline of the school and hostel have been satisfactory throughout the quinquennium.

**60. The Berar Technical Institute.**—A very full description of the Berar Victoria Memorial Technical Institute was given in the last quinquennial report on education. Parts of this may conveniently be quoted :—

“The Berar Victoria Memorial Technical Institute was opened in 1909 by the Berar Victoria Technical and Industrial Society and is controlled by a Governing Body consisting of the Commissioner and Inspector of Schools, Berar, the Executive Engineer, East Berar Division, and six nominees of His Excellency the Governor of the Central Provinces, Berar Municipalities and members of the Society. One of the nominees is an experienced Engineer in the employ of Messrs. Ralli Brothers. It is maintained from investments of the Society which include Rs. 53,600 in Government Promissory Notes, from a Government recurring grant of Rs. 11,360 and a recurring grant of Rs. 1,500 from Berar Municipalities.”

The Institute consists of two departments an upper and a lower.

“The Upper Department provides a three years' course in Mechanical Engineering for the 2nd class certificate under the Central Provinces Boiler Act. Nine scholarships are offered. The entrance qualifications are the 6th English class. The Lower Department provides industrial training in carpentry, smithy, fitting and turning for those who have completed the 3rd vernacular class course. An oil-engine drivers' class has also been started. There are 20 scholarships. The main building of the institute is a fine and spacious structure. The institute is equipped with a good laboratory and a fairly well furnished library containing books and periodicals giving up-to-date information about mechanical engineering and other allied subjects. The workshop is well fitted with steam and oil engines, boiler, lathes, planing, shaping and slotting machines, and such like equipment calculated to give training of a high class in metal-working and carpentry.”

A special carpentry class under Government control was attached to the school towards the end of the last quinquennium. As the students of the Institute are generally employed in ginning factories after completing their course, two gins have been erected to

give them practical experience of this type of work. Repairs to machinery are undertaken by the Institute to train the students in accurate work and to acquaint them with the making of parts of engines and other machinery.

The Superintendent of the Institute holds a First Class Mechanical Engineering certificate and has Assistants and maistries working under him. The staff enjoys a provident fund. The scholarships to students are provided from funds at the disposal of the Governing Body and not by Government.

The Institute has failed to attract students in any large numbers and at the end of the present quinquennium the total number on the rolls was only 46. The output of successful students has been small and the school has hitherto failed to realize the high hopes of its founders. The unpopularity of the Institute among students is attributed by the managers to the lack of sufficiently liberal provision for scholarships, to the fact that the three years' certificate granted by the Institute enables students to appear only for the Boiler Act Examination at Nagpur, and not for the Bombay examination. The Bombay examination, on the other hand, is recognised in the Central Provinces with the result that Berar students prefer to go to Bombay where persons who have served an apprenticeship of three years in a gin or factory in the Central Provinces or Berar are permitted to appear for examination.

During the current year proposals have been made for confining the activities of the Institute to the lower department.

**61. Industrial Education.**—As was stated in the last quinquennial report, industrial education is now mainly controlled by the Director of Industries although figures relating to industrial schools are included in our tables. The following remarks on the Schools of Handicrafts and the Reformatory School, Jubbulpore, are taken from a note by the Director of Industries :—

“In 1917 there existed the School of Handicrafts at Nagpur with classes for carpenters, blacksmiths, fitters, turners, and mochis; the carpentry school attached to the Berar Victoria Memorial Technical Institute, and the carpentry schools at Saugor and Dhantari attached to the Swedish Mission and the Mennonite Mission respectively.

“In 1918 the Robertson Industrial School, Jubbulpore, was opened with classes for carpenters, blacksmiths, fitters, turners, and mochis. This school is really a copy of the Nagpur School. It occupies the workshops and offices once occupied by the Reformatory School. The Reformatory School at one time had 200 boys under detention but these numbers dropped to about 53. Modifications and additions including a dividing wall were made to the buildings and new workshops were erected for the Reformatory School, so that this school and the Robertson Industrial School are in one block of buildings, quite separated from each

other, with different entrances. It is proposed to build a new hostel for the Robertson Industrial School as soon as funds become available. The present hostel which was once a tent godown is not quite satisfactory.

In August 1920, an industrial school was opened with classes for carpenters, blacksmiths, fitters and turners at Chandametta, Pench, attached to Messrs. Shaw Wallace and Company's collieries and workshop. The Company provide the superintendent who is also the workshop superintendent. They provide scholarships for the pupils and materials for practice. Government provide tools and plant and drawing materials and provide and pay the instructors.

At Akola has been opened this year the Government School of Handicrafts with classes for carpenters, blacksmiths, fitters and turners.

The schools at Nagpur, Jubbulpore, Akola and Amraoti are hostel schools and there is a proposal to build a hostel for the school at Pench. For the accommodation of the non-Christian pupils of the Saugor school Government pays the rent of a small house. The Christian pupils live in the Mission hostel. At Dhamtari the Mission propose to allot a large room as a hostel for the pupils of the carpentry school.

Sites have been chosen and plans and estimates prepared for Government hostel schools at Itarsi and Raipur which will be built when funds become available."

*Statement showing the careers of pupils discharged from the Reformatory School at Jubbulpore in five years—1917-18 to 1921-22.*

Year.	Name of school.	No. who left school.	Em- ploy- ed.	Un- em- ploy- ed.	Re- con- victed.	Bad charac- ter.	Died.	Total.	Un- trace- able.
1917-18 ..	Reformatory School.	15	5	..	3	1	..	9	6
1918-19 ...	Do. ..	24	7	..	1	..	..	8	16
1919-20 ..	Do. ..	9	5	..	1	..	..	6	3
1920-21 ...	Do. ...	8	5	..	1	..	..	6	2
1921-22 ...	Do. ..	21	21	..	..	..	..	21	..
		77	43	..	6	1	..	50	27

62. State Technical Scholarships.—A note by the Director of Industries on the subsequent careers of State technical scholarship-holders who have returned to India since 1920 shows that of ten scholars who proceeded to England between 1905 and

1913 eight have returned and have secured useful and remunerative employment. One has not yet returned to India and the tenth has died since his return. During the present quinquennium three scholarships have been awarded, one in 1919 for cotton textile industries and two in 1920 for electrical engineering.

**63. Other State Scholarships.**—Three State scholarships tenable in England have been awarded for educational purposes. One of these scholarships was awarded for training in the education of deaf-mutes and of the blind. The holder returned to India in 1922 but has not yet succeeded in obtaining suitable employment. The two remaining scholarships were awarded to ladies in 1921 for educational training. The holders have not yet returned to India.

**64. Other Scholarships for technical education (Government Engineering School, Nagpur, excluded).**—The following scholarships are offered annually by Government :—

Place of study.	Monthly value.	Annual number.	Number awarded during the quinquennium.
	Rs.		
Any Engineering College for Intermediate passed students.	10 or 15	2	<i>Nil.</i>
Advanced classes of Roorkee College for graduates.	40	1	5
Upper Subordinates } Roorkee, Sibpur, Poona for graduates. }	20	1	1
Mining scholarships ...	20 or 30	3	<i>Nil.</i>
For technical classes in Victoria Technical Institute, Bombay.	25-35	3	13

**65. Drawing.**—There is no School of Art in this province. Candidates are prepared in our schools for the course in drawing for the Allahabad Matriculation Examination and for the Bombay School of Art Examinations. During the preceding quinquennium proposals were made for the creation of a post of Inspector of Drawing who should re-organise as well as inspect all arrangements for drawing in the province. This post was not sanctioned but in February 1922 a Lecturer in Drawing was appointed in the Provincial Educational Service to the Training College, Jubbulpore.

Two scholarships of the monthly value of Rs. 25 to Rs. 35 are awarded annually for study in the Bombay School of Art. Nine such scholarships were awarded during the present quinquennium.

**66. Commerce.**—There is no School of Commerce in the province. But a scholarship of the value of Rs. 35, tenable at the Sydenham College of Commerce, was instituted in 1921-22 by the Trustees of the King Edward Memorial Scholarship Fund.

**67. Manual Training.**—Manual training was introduced into the secondary schools during the year 1918-19 and was also made part of the ordinary secondary teachers' training certificate course. A Director of Manual Training was appointed on the 11th January 1919 to the Training College, Jubbulpore, to teach this subject to teachers under training in the college as well as to supervise and direct the work at the nine centres which it was proposed to open with suitable buildings in various parts of the province. It was hoped that the scheme with buildings would be completed by July 1922 but up to the present centres have been opened only at Jubbulpore, Nagpur, Khandwa and Raipur. Besides visiting the more important high and normal schools and supervising and advising on manual training therein the Director gave detailed instruction in the Training College and Model High School, Jubbulpore. The following extracts are taken from his report on the work accomplished at Jubbulpore during the year 1921-22 :—

"Second year trained teachers' certificate students from the Training College attended the Manual Training centre in two sections, each section putting in four periods per week. For the most part the time was devoted to woodwork with occasional work in clay and cardboard modelling to give the pupils a knowledge of form. Almost without exception the students showed marked interest in the work and several of them did extremely well especially when it is taken into account that most of the men were totally unacquainted with tool manipulation on their joining the classes. Rather with the view to enabling the students to acquire good technical style in working than to turn out a big number of models, careful and steady instruction was given in the use of the commoner wood-working tools : planes, saws, chisels, etc., but, in order that the students should have liberal idea of the educational connection of the work with the subjects of the curriculum, as much variety as possible was introduced into the scheme of models, the better students being given more difficult models to construct. The results were very satisfactory and the only regret is that, with a few exceptions, the students have no further opportunities for cultivating their skill at the bench on leaving the College."

"In addition to the practical woodworking at the bench the students received instruction and practice in orthographic drawing, each model being drawn to scale before the tool work was undertaken. The

instruction, as far as possible, was individual but lectures were given whenever opportunity and time permitted in the pedagogy of educational handwork."

"First year trained teacher's certificate students attended the Centre in two sections—each section putting in four periods per week. For the greater part of the session instruction was given in clay and cardboard modelling, two periods weekly being devoted to each branch of work. Towards the end of the year the men received instruction in woodwork to enable them to make better progress in this latter more important work during the second year session."

"Only those L. T. students who were taking the Special Subjects Examinations attended the Centre—one period weekly being given by each class to the work. Those taking geography did clay and cardboard modelling, the mathematics students did cardboard modelling, and the Science men give their time to woodwork. Although the class time was very limited some of the students did a good deal of work in their spare hours and derived much benefit from the course. Those doing woodwork did not accomplish so much as they had to overcome their awkwardness with the tools before the models they turned out were of much use. However, they managed to make some simple science apparatus and no doubt the technical experience thereby gained, if continued as opportunity permits, will prove most useful when they are called upon as Science teachers to fix up simple apparatus or effect repair."

"In the Model High School, Jubbulpore, Classes VII and VIII attended the Centre, the former in three sections and the latter in two, for two periods weekly, and received instruction in woodwork. The work by these boys, although disappointing as regards quantity, was quite good and encouraging as a beginning and compared very favourably with English standards. One can hardly measure the good derived at this stage but judging by the intelligent interest and keen application of the boys, it would appear that Manual Training is likely to prove its value, educationally as to a certain extent technically, within the next year or two."

## CHAPTER IX.

### TRAINING OF TEACHERS (BOYS' SCHOOLS).

68. **Anglo-Vernacular School teachers. Training College, Jubbulpore.**—In the training of Anglo-Vernacular School teachers the outstanding feature of the quinquennium is the reorganisation of the Training College, Jubbulpore. The scheme of reorganisation was planned in 1917. After receiving the sanction of the Secretary of State it was brought into effect, though not completely, in 1919. The scheme, which was fully described in the 1919-20 annual report on education, provides for the training of 40 graduates for work in high school departments and of 100 undergraduates for work in middle school departments. As the former go through a one-year course for the L. T. Examination of the Allahabad University and the latter a two-year course for the Trained Teachers' Certificate



Examination the annual output is 90 trained teachers for the high and middle departments. It is estimated that this will suffice to staff all Government high and Anglo-vernacular middle schools in a few years and should go far to mitigate the deficiencies of aided schools in this respect. Under the scheme the collegiate or graduate department of the Training College, which prepares students for the L. T. Examination of the University of Allahabad, has been separated from the secondary, or undergraduate department, which prepares students for the Trained Teachers' Certificate Examination. One of the objects of the scheme was to provide in the Training College a body of specialists competent to draw up courses of study and to give general advice on any questions regarding special subjects. The scheme therefore provided in the college department for a staff consisting of the principal, in the Indian Educational Service, one professor, for English, in the Indian Educational Service and five professors in the Provincial Educational Service. The post of Professor in the Indian Educational Service has not been filled. The scheme also contemplated the appointment of a teacher in hygiene and physical culture. This part of the scheme has not been carried out owing to lack of funds. Each professor is a specialist in his own subject and not only trains students but supervises work in that subject in the undergraduate department and in the Model High School. The staff of the secondary grade department consists of 6 lecturers, including a Superintendent, in the upper division of the Subordinate Educational Service. In the special posts sanctioned under the scheme a lady-lecturer in kindergarten subjects, a Director of Manual Training, and a Lecturer in Drawing were appointed during the quinquennium. An account of the work done by the Director of Manual Training is given in the chapter on technical and industrial education. The expansion of the college as the result of the scheme of reorganisation has necessitated the construction of additional accommodation at a cost of 1.28 lakhs of rupees. The new buildings, which were opened by the Chief Commissioner, Sir Benjamin Robertson, in December 1919, include an additional hostel block with a separate mess for Muhammedan students, additional laboratory accommodation, extra class rooms, a museum, a drawing hall, a model lesson hall, a students' common-room and a dispensary.

During the quinquennium 154 graduate students, out of a total of 202 who were sent up for the examination, qualified for the L. T. degree as compared with 50 successful candidates during the previous quinquennium. Of the under-graduate students 141 out of 153 who were sent up for the examination,

were granted the Trained Teachers' Certificates as compared with 111 who received the college diploma during the previous quinquennium. Examining these figures more closely we see that only 5 out of 38, 3 out of 42, 6 out of 41 and 13 out of 37 candidates have failed in the L. T. Examination during the four years from 1918-19 to 1921-22 respectively, and that during the same period only 2 out of 31, 2 out of 21, 5 out of 48 and 3 out of 53 candidates have failed in the Trained Teachers' Certificate Examination.

In the Model High School, attached to the Training College, the numbers increased from 158 to 211 during the previous quinquennium. During the present quinquennium the numbers have risen from 211 to 504. This is due to the temporary dislocation, arising out of the nationalist movement, of the Hitkarini High School and to the closure of the C. M. S. High School, Jubbulpore, at the end of the quinquennium. There are only two high schools in the town and district of Jubbulpore, the Anjuman High School and the Model High School. The result has been that since the close of the quinquennium the head-master of the Model High School has been "besieged by candidates for admission and their guardians, large numbers of whom he has been obliged to refuse" in spite of the fact that the number of sections in the school has been increased from 14 to 20. The Matriculation results show 34 per cent of passes in 1917-18, 61 per cent in 1918-19, 52 per cent in 1919-20, 45 per cent in 1920-21 and 50 per cent in 1921-22. In 1917-18 the percentage of passes was abnormally low among all candidates in the Allahabad University. With regard to the figures for 1921-22 the Principal remarks that they would have been much better had it not been for the admission of comparatively ill-prepared boys from the Hitkarini High School who had to be sent up for the Matriculation Examination from the Model High School. This has taxed the accommodation in the High School to the utmost and the Principal of the Training College makes the following remarks in his report:—

"The increase in numbers has brought to a head the question of accommodation. Even regarding it as a two-section school, it is worse housed than any Government High School I have seen in the Province. Many of the class rooms are deficient in light and ventilation and fall short of the minimum dimensions prescribed in the Education Manual for recognised schools. Now that most of the classes have three sections, some sections have to meet in the examination hall and in rooms belonging to the Training College."

The results of the High School Entrance Examination were rather better than those of the Matriculation.

The cost per student in the college, which fell during the previous quinquennium from Rs. 793-14-10 to Rs. 721-15-0, has

risen from the latter figure to Rs. 1,104-11-6 in spite of the fact that the number of students has increased from 65 to 137. The increase in cost is due to the reorganisation of the college.

Plague and influenza have had a dislocating effect on work in the Training College and its ancillaries during the quinquennium. In 1921-22 the college and its ancillaries were closed for 53 days owing to plague and in 1918-19 out of a total of 52 boarders in the college hostel 47 contracted influenza. Two teachers in the Model High School, two in the retraining class, one college student, one normal school student and a number of pupils in the Model High School and in the Model Vernacular school died from influenza during that year.

Discipline has been good though non-co-operation disturbed the work of the college and its ancillaries to some extent during 1920-21—

“No college students left, but the minds of the Trained Teachers' Certificate students were agitated and they spent much time and thought on the subject. The normal school suffered most and 22 students left. The prospects of the Normal School students after training had a good deal to do with the trouble in the normal school. In the Model High School only two boys left.”

On the other hand, it has already been noted that difficulties in connection with the Hitkarni High School resulted in an enormous demand for admission into the Model High School and an increase of nearly 400 in the number of its pupils. This sudden accession of large numbers created problems of discipline which have already been largely solved by the loyal co-operation of a staff imbued with the traditions built up by Mr. Spence, the late Principal of the Training College.

#### 69. Vernacular School Teachers. Normal schools.—

The scheme for the extension of normal schools described in the last quinquennial report was revised in 1918-19 with a view to further increasing the total output of trained teachers. The 1916 scheme provided for an annual output of 525 teachers. In the revised scheme this number is increased to 825. In order to secure this number of teachers every year, five new normal schools have been opened—one each at Seoni, Bilaspur, Wardha, Yeotmal and Saugor. This has raised the number from 7 to 12 during the quinquennium, two more than the number contemplated in the 1916 scheme. At the same time the accommodation in certain of the normal schools has been increased so that each normal school, with the exception of the Urdu Normal School, will provide training for 150 men in the 1st and 2nd or in the 1st, 2nd, 3rd and 4th year classes. Owing to the lack of Muhammedan candidates for the teaching profession the Urdu Normal School provided accom-

modation for only 70 students during the quinquennium but this number has been increased to 90 during the current year, 1922-23. Owing to the difficulty of securing temporary accommodation the Yeotmal Normal School has been closed since the end of the quinquennium, in May 1922.

**70. Reorganisation of Normal schools.**—In spite of the improved facilities for training which have resulted from putting into effect the scheme for the extension of normal schools in 1918-19 great difficulty was experienced both in that year and the next in obtaining recruits in sufficient number and of the right quality, particularly in backward places such as Chhattisgarh. In order to overcome this difficulty preparatory classes for teachers not qualified for admission were opened at Bilaspur and Seoni with a view to bringing the teachers up to the required standard in one year. This was found to be unsatisfactory and was discontinued in 1920-21. A scheme of territorial distribution was introduced during the year 1919-20 by which admission to each normal school was ordinarily to be confined to the area from which students for that school can most conveniently be recruited. In February 1921 a conference of all superintendents of normal schools was held at Jubbulpore under the presidentship of the principal of the Training College. Various important subjects were discussed such as the means of improving the quality of candidates for normal schools and measures for improving the results of normal school work.

The salaries of normal school staffs have been improved and five posts have been taken into the Provincial Educational Service.

The value of stipends tenable in normal schools has been increased from Rs. 8 to Rs. 12 per mensem. The responsibility for the award of middle school scholarships for students who will ultimately enter normal schools has been transferred from the Department to District Councils in order to make the conditions of award more adaptable to local needs and circumstances.

**71. Statistical results.**—As a result of the scheme for the extension of normal schools the number of students has increased from 609 in 7 normal schools in 1916-17 to 1,421 in 12 normal schools in 1921-22. The percentage of trained teachers in Government, Local Fund, Municipal and aided schools has risen from 45, 33, 42 and 17 to 48, 39, 51 and 22 respectively.

The annual cost of educating a normal school student has risen from Rs. 142.15.1 to Rs. 239.13.3.

The following table shows the number of candidates from normal schools who have appeared for and were successful in the

Trained Teachers' Certificate Examination during the quinquennium :—

	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
Appeared ...	218	308	439	585	711	700
Passed ..	190	198	311	378	507	492
Percentage of passes ...	87	64	70	64	71	73

The decrease in the percentage of successful candidates in 1917-18 was due partly to the poor quality of candidates for admission but also to the introduction of the new system of examination. The percentage increased as the staffs of the normal schools became familiar with the revised courses and it may be noted that among the failures in each year those who fail in not more than two subjects may appear for re-examination. The results among such candidates are as follows :—

	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
Appeared, ...	49	38	72	101	179
Passed ...	11	14	19	58	56

**72. General.**—The curricula for the 1st, 2nd, 3rd and 4th year classes were prepared in 1917-18 and syllabuses in most subjects prescribed in the normal schools were elaborated in greater detail in 1918-19. In this work advantage was taken of the expert knowledge of the staff provided for the Training College under the reorganisation scheme. A committee of the Training College and its ancillaries drew up courses in pedagogy, civics and the subjects of the new curricula. With the assistance of the Agricultural Adviser the nature study course has been revised and full instructions drawn up for the maintenance of normal school gardens. Indian music has been introduced as a subject in several schools, instruction being provided by the utilisation of spare posts in the lower division of the Subordinate Educational Service and by the addition of special posts for this purpose. Special attention has been given to drawing and a four years' course drawn up for teaching the subject both as a means of expression and as training for hand and eye. During the first

half of the quinquennium a batch of teachers was sent to the Robertson Medical School, Nagpur, for a two years' course in physiology and hygiene with a view to qualifying them to give instruction in sanitation and hygiene in normal schools. The teachers completed their course in 1921-22 and will be posted to the various normal schools as funds allow. A system of compartmental studies has been tried in the Seoni Normal School with considerable success. The system consists in the separation of the general from the purely pedagogical subjects of the two years' course. The whole of the first year and part of the second are devoted to subjects of general education, the latter part of the second year being reserved for theoretical and practical training in pedagogy. The system secures greater concentration on the theory and practice of pedagogy which is the main object of a training school. The concentration on practical work during the last few months of the course requires a larger number of classes than the practising schools can provide and has necessitated the utilisation of certain primary schools for the purpose. This means that Local Boards must co-operate with the normal school authorities if the system is to be a success elsewhere. It is disappointing in this connection to have to record that in one case a local body in one of the northern districts of the province has refused to permit the use of its primary schools as a practising school for normal school students.

Manual training has been introduced into all normal schools and the cultivation of useful hobbies is encouraged.

The Berar school paper continues to be supplied. The Hitkarni Magazine ceased to be published for more than a year owing to the "nationalisation" of the Hitkarni High School. A school magazine has been started in the Seoni Normal School. Educational exhibitions and dramatic performances have been given in certain schools.

Football and atya-patya are the chief games usually played in normal schools. Discipline in general has been good. Prefects and room-monitors assist the superintendents in the internal administration of the hostels.

With regard to the future it is realised that improvement in the quality and quantity of candidates for training will depend on more and better vernacular middle schools which are the recruiting ground for normal schools, and on the profession of vernacular teachers being made attractive. Most local bodies have taken up the question of opening new vernacular middle schools and Government, by large grants to local bodies during the past three years, has raised considerably the minimum salaries of teachers.

**CHAPTER X.**  
**FEMALE EDUCATION.\***

**73. Statistics.**—The following table shows the number of schools for Indian girls and of pupils under instruction at the end of the previous and during each year of the present quinquennium :—

	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.
Schools	355	559	381	379	374	381
Pupils	20,407	20,653	21,658	22,031	22,397	22,631

The number of schools has increased by 7·3 per cent and of pupils by 10·7 per cent against 10·2 per cent and 17·3 per cent, respectively, during the preceding quinquennium. The average number of pupils per school has risen from 57 to 59. In 1911-12 it was 54.

In addition to the above number of pupils there were 15,633 girls reading in boys' schools in 1921-22 as compared with 16,229 in 1916-17, there being a decrease of 3·6 per cent against a corresponding increase of 53 per cent in the previous quinquennium. The total amount paid as bonuses for the attendance of girls to head-masters of boys' schools in 1921-22 was approximately Rs. 4,000 for 15,633 girls against Rs. 3,467-1-0 in 1916-17 for 16,229 girls. It is interesting to note that 41 per cent of the total number of girls under instruction are reading in boys' schools.

Including girls in boys' schools and excluding boys in girls' schools the total number of pupils increased from 36,571 in 1916-17 to 38,075 in 1921-22. These figures represent an increase of 4·1 per cent as compared with an increase of 30·8 per cent in the previous quinquennium and of 63·9 per cent during the quinquennium ending 1911-12. The percentage of girl pupils under instruction to the total female population has increased during the quinquennium from 53 to 56. This is due to the fact that the latest census report, 1921, shows a decrease in the female population of the province. Government schools increased from 226 to 257 and aided schools from 88 to 92, but unaided decreased from 32 to 23. Schools under local bodies increased from 1 to 5. Most of the aided girls' schools are still Mission-managed schools.

The total expenditure on girls' schools rose from Rs. 2,27,105 to Rs. 4,60,173 or 102·6 per cent as compared with an increase of 43·4 per cent during the previous quinquennium. The expenditure from provincial revenues increased by 113·9 per cent from

\*Figures for European Schools are excluded.

Rs. 1,52,282 to Rs. 3,25,843 against 36 per cent during the preceding quinquennium. The average annual cost per school increased from Rs. 655 to Rs. 1,221 and per pupil from Rs. 10-13-10 to Rs. 20-5-9, the Government share being Rs. 7-9-10 and Rs. 14-6-8, respectively.

The classification according to race and creed shows that Indian Christians increased by 40·5 per cent, Muhamnadans by 41 per cent, and Brahmins by 6·9 per cent. Non-Brahmins decreased by 7·6 per cent and Parsees by 45·5 per cent.

**74. Anglo-Vernacular Schools.**—The number of Anglo-Vernacular schools, 8, has remained unchanged. The number of pupils has increased from 260 to 561. Four of the schools are high schools, one each at Nagpur, Jubbulpore, Amraoti and Katni. All the high schools, except the Government High School, Amraoti, are aided Mission schools. Of the remaining 4 schools 2 are Mission middle schools, and 1 unaided, the fourth being an unaided Parsee middle school. The grants to the aided schools have risen from Rs. 3,937 in 1916-17 to Rs. 10,579 in 1921-22.

There are 74 girls in the high stage and 489 in the Anglo-Vernacular stage against 31 and 236, respectively, during 1916-17. During the quinquennium 75 girls appeared for the Matriculation Examination, 4 as private candidates and 71 from high schools. One of the former and 34 of the latter were successful. Of the successful candidates 22 were Indian Christians, 8 were Brahmins and 5 were non-Brahmins. These figures illustrate the difficulty of securing properly qualified women teachers for our schools of lower grade and also explain the absence of a section on collegiate female education.

The Government Girls' High School, Amraoti, was established during the early part of the previous quinquennium and was recognised by the University of Allahabad. During the present quinquennium its strength has risen from 54 to 73 and that of its hostel from 27 to 49. The predominating caste in the school is Brahmin but for the first time since the establishment of the school admission was asked for last year by a Muhammadan girl. Application was received also for the admission of a Parsee child but the difficulty over the vernacular in the lower classes of the school prevented the admission. One Mahar day-scholar has been admitted to the school. Of the total number admitted 84, or more than half, have been withdrawn during the quinquennium. The Inspectress of Schools, Nagpur, notes in her report that whilst withdrawals occur at all stages they are "most frequent after the first year. These girls mostly leave to get married, many of them after



only a few months at the school ... .. but girls who do not leave after the first year not infrequently continue as far as the pre-matriculation class." Educated men of the last generation desire to have educated wives for their sons and also educate their daughters but generally "withdraw them from school on any manifestation of a desire to adopt a profession or push education to any length which might interfere with or delay marriage. It follows that the numbers reaching matriculation are very small and they are generally poor girls, frequently widows who are entirely dependent on their own efforts for support." During the quinquennium the staff has been strengthened by the addition of one assistant and one hostel assistant so that "the whole time of one educated and experienced woman would be devoted to what might be called the home side of the school, the health, cleanliness, and personal hygiene of the pupils, the cleanliness of the hostel and its offices, the superintendence of the servants and, by no means the least important of her duties, the domestic accounts. The result has been very marked and includes reduction in hostel living expenses, better food, cleaner bill of health and in some cases the transformation of delicate girls into comparatively healthy ones." Owing to the difficulty of obtaining graduate or trained women teachers in this province the staff includes two men teachers and the Indian women teachers are drawn mostly from Bombay and Poona though "one post in the lower grade has been filled during the past year by one of the students who matriculated from the school the year before." The staff has improved considerably during the quinquennium. In 1918 the school (including the hostel) was removed from rented buildings to its own permanent quarters and the hostel assistant and three members of the staff live in the hostel. No additions have been made to the curriculum during the quinquennium. "Little if anything has been done towards the originally contemplated bifurcation of studies—that is, the institution of a purely domestic side to the high school education for such girls as do not contemplate matriculation and for whom a course of domestic science would be most useful. This would entail an increase of staff and apparatus and has not been possible in view of the impossibility of getting an Indian teacher trained in such subjects." Pupils of the school are examined twice a year by the lady doctor of the local Dufferin Fund Hospital who also attends the hostel in cases of illness. Her record of the health of the pupils has proved invaluable to the school. The life of the girls in the hostel is a happy and busy one, the head mistress and resident staff "providing plenty of useful and at the same time recreative occupations for spare time." These include a league of help for helping poor students, a debating society, entertainments,

the production of a school magazine in manuscript, games such as badminton and clock golf, drill, walks and local outings.

The average annual cost per Anglo-Vernacular school has risen from Rs. 3,490 to Rs. 4,913 and per student from Rs. 109-7-11 to Rs. 122-3-4. The Government share in the cost per school has risen from Rs. 1,773 to Rs. 2,385 and in the cost per pupil from Rs. 55-10-1 to Rs. 59-5-3. The above figures do not include two schools which receive no aid from Government and which take no fees from their pupils.

Tuition fees realised in these schools amounted to Rs. 1,915 in 1916-17 and to Rs. 3,750 in 1921-22. The average fees paid by each student rose from Rs. 7-8-2 to Rs. 9-8-3 exclusive of the two unaided schools already mentioned.

The following table shows the scheme of scholarships available:—

(1) *Middle and High School scholarships for girls available in all Government or Aided Girls' Anglo-Vernacular schools.*

<i>For day-scholars.</i>	<i>For boarders.</i>
3 @ Rs. 3 per mensem each in class VI.	2 @ Rs. 7 each in class VI.
3 @ Rs. 3 per mensem each in class VII.	2 @ Rs. 7 each in class VII.
3 @ Rs. 4 per mensem each in class VIII.	2 @ Rs. 7 each in class VIII.
3 @ Rs. 4 per mensem each in class IX.	2 @ Rs. 7 each in class IX.
3 @ Rs. 5 per mensem each in class X.	2 @ Rs. 9 each in class X.
3 @ Rs. 5 per mensem each in class XI.	2 @ Rs. 9 each in class XI.
3 @ Rs. 5 per mensem each in class XII.	2 @ Rs. 9 each in class XII.
21 Total.	14 Total.

(b) *Middle and High School scholarships for girls available only in the Government Girls' High School, Amraoti.*

<i>Day scholars.</i>	<i>For boarders.</i>
2 @ Rs. 3 per mensem in each of classes VI and VII.	1 @ Rs. 7 in each of classes VI to IX.
2 @ Rs. 4 per mensem in each of classes VIII and IX.	1 @ Rs. 9 in each of classes X to XII.
2 @ Rs. 5 per mensem in each of classes X, XI and XII.	
14 Total.	7 Total.

**75. Vernacular schools.**—The number of vernacular middle schools has risen from 25 to 38, Government schools increasing by 12 and aided schools by 1. The number of pupils in these schools has increased by 70·7 per cent from 2,143 to 3,660.

The number of primary schools has increased by one from 316 to 317. Pupils decreased from 18,014 to 17,590. Mission schools have suffered and in certain cases have been closed mostly on account of the high rate of exchange which followed the war, bad economic conditions and the non-co-operation movement. For this reason the total grants to aided primary girls' schools decreased from Rs. 11,397 in 1916-17 to Rs. 11,151 in 1921-22.

The number of girls in the 5th or topmost class in the primary department is only 5·2 per cent of the total girls in primary schools. The number of girl candidates for the primary examination has risen from 795 to 937 but the number of passes has fallen, from 545 to 523. The percentage of passes has fallen from 68·5 in 1916-17 to 55·8 in 1921-22, the fall being attributed to plague and cholera on account of which schools had to be closed just before the examination.

**76. Staff.**—In Jubbulpore Circle almost all the teachers, 291 out of 321, are women. Of these 165 or 56·7 per cent are trained and certificated as compared with 55 per cent during the previous quinquennium. In the Nagpur Circle the majority of teachers, 187 out of 340, are men. Of the 153 women teachers in this Circle 105, or 68·6 per cent, are trained as compared with 68·4 per cent during the previous quinquennium. The sanctioned number of posts and grades for vernacular school teachers for Government girls' schools, including posts in normal schools and Anglo-Vernacular schools, according to the revised scheme of 1919-20, is:—3 at Rs. 60 per mensem, 11 at Rs. 50, 30 at Rs. 40, 68 at Rs. 30, 99 at Rs. 25, 210 at Rs. 20 and 282 at Rs. 15 per mensem. In addition to their grade pay all teachers receive a special allowance of Rs. 4 per mensem, and dear district allowances are granted at the rate of Rs. 5 per mensem for trained and Rs. 3 per mensem for untrained teachers. In addition to the above 30 compensatory allowances of Rs. 5 per mensem each are given for mistresses in Chhattisgarh Division in order to encourage trained mistresses to seek service in girls' schools in the division.

**77. Ladies' Committees.**—These committees of local ladies are supplementary to the School Committees established for each school. During the previous quinquennium there were 26 of these committees. They have generally been a failure. The Inspector of Schools, Nagpur, reports that in the Nagpur Circle "the ladies' committees have not been uniformly successful though some very good work has been done by the individual members of them. The great difficulty is that very few educated women are available for committees and, even of those, very few have any business experience to enable them to deal with committee matters." Rivalry between the members of the committee and the difficulty of preserving amicable relations between them and the staffs of the schools have also contributed to their failure. "In at least two schools it is nearly impossible to keep both parties working equably. On the other hand the ladies' committees in Yeotmal continue to do very good work and the mixed committee of the Akola Middle Vernacular School deserves a very special mention

for its sound and helpful suggestions in many trying circumstances and its unflagging interest in the school."

The Inspectress, Jubbulpore, also reports that these committees have proved a failure. "All have ceased except the one at Dhamtari which is kept alive by the president, who is always one of the Mission ladies."

**78. Buildings.**—Out of 355 vernacular, 8 Anglo-vernacular, 6 normal and 2 industrial schools only 261 have buildings of their own, the remainder being in rented buildings or in private houses. During the quinquennium 29 schools have been supplied with new buildings and the buildings of 10 others have been extended; 20 buildings still require extension.

**79. Financial.**—The average annual cost per vernacular school and per pupil in it has risen from Rs. 509-7-0 to Rs. 893-2-1 and from Rs. 8-10-7 to Rs. 15-0-6. The net cost to Government has risen from Rs. 358-1-9 to Rs. 775-10-8 and from Rs. 6-1-5 to Rs. 13-0-11. The increased cost is due to a liberal revision of the salaries in 1919-20 and to extensions and improvements which have been effected during the quinquennium.

The yearly provision for extension and improvement of female education has risen from Rs. 10,000 to Rs. 20,000.

The Church of England Zenana Mission is still working at Jubbulpore, and in 1921-22 was giving instruction to 313 ladies as against 424 in 1916-17. The Lady Craddock Academy, which had been conducted at Nagpur by the ladies of the United Free Church Mission, was closed during the quinquennium but similar institutions for adult ladies exist at Akola and Jubbulpore. In these schools English, the local vernacular and subjects of domestic utility are taught. Except the Church of England Zenana Mission School at Jubbulpore these schools are unaided but after visiting Mrs. Bapat's school at Akola His Excellency the Governor recently gave it a grant of Rs. 1,000 for building purposes.

**80. Normal schools.**—There are in all 6 normal schools of which two are Government schools, one at Amraoti and the other at Jubbulpore. The remaining 4 schools are aided Mission schools and are situated at Nagpur, Jubbulpore, Bilaspur and Katni. The Nagpur school is conducted by the Sisters of the Providence Mission and is an experimental class for kindergarten teaching to which 8 Government teachers have been deputed for training during the last two years. Sanction has also been given as an experiment to the deputation of six teachers annually this school for a domestic course including elementary hygiene

and domestic economy in order that a beginning might be made in teaching of domestic subjects in some of the larger schools of the province.

Of the Government Normal School for Women, Jubbulpore, the Inspectress of Schools writes as follows:—

“The work of the school has been carried on successfully in spite of most discouraging features, such as long breaks on account of epidemics, etc. Miss Levi and her staff have put in excellent work during the quinquennium and only those who see the difference in the student as she enters and as she leaves at the end of her course, can really appreciate the care and attention that have been bestowed on each girl throughout her residence. Without exception the students themselves look back on their stay in the normal school as the happiest period in their lives.”

The Government Normal School for Women, Amraoti, has shown signs of improvement during the quinquennium. The type of student available has tended to improve partly because the larger number seeking admission has made a choice possible and “probably also because the economic stress of the past years has brought to wage earning a type of woman who was formerly just beyond that necessity.” In the school hostels at Amraoti and at Jubbulpore the greater part of the house work in the hostel as well as in the school vegetable garden is done by the girls themselves. Medical attendance at the hostel is provided by Government. Lectures in first aid and hygiene are given. Drill is insisted on and games are played.

The value of stipends in Government normal schools has been increased during the quinquennium from Rs. 9 and Rs. 12 to Rs. 13 and Rs. 16 per mensem. The total number of stipends available in these schools in 1921-22 was 130, 70 at Jubbulpore and 60 at Amraoti. In 1916-17 the number was 50 at Jubbulpore and 40 at Amraoti. The total output for all the normal schools during the quinquennium is 170 trained mistresses of whom 42 are from the Government Normal School for Women, Amraoti, and 55 from the Government Normal School for Women, Jubbulpore, as compared with 31 and 73 during the previous quinquennium.

The average annual cost per Government school has risen from Rs. 8,767 to Rs. 22,005 and the annual cost per student from Rs. 240-3-3 to Rs. 321-3-11. The increase is due to improvements in the salaries and to the increase in the number and value of stipends.

In 1916-17 there were two Lady Superintendents each on Rs. 200-10-250; one is now on Rs. 450-10-500 and the other on Rs. 200-10-400. Two Assistant Superintendents have been appointed during the quinquennium on Rs. 175- $\frac{1}{2}$ -250 and the pay of the remaining 9 members of the staff has been improved.

**81. Industrial schools.**—During the quinquennium the purely Industrial Schools have all been transferred to the Department of Industries. The Education Department aids only those industrial schools which give, in addition to industrial training, instruction in the vernacular in accordance with the prescribed curriculum. There are now only two such schools; the Providence Girls' Industrial School at Nagpur and the Swedish Mission Industrial School, Saugor. Both are aided by Government. The Saugor school, which is doing excellent work, contains 80 pupils all of whom are Indian Christians. Of the Nagpur school, the Inspector of Schools, Nagpur, writes as follows :—

"This school, formerly an ordinary primary school, is attended chiefly by Hindi and Tamil speaking children from the Sadar Bazar side and by the orphans and other children belonging to the boarding school attached. Many of these children are of low caste and low intelligence. The majority are children in poor circumstances where practical training would be of more use than a primary certificate even supposing these children were likely to obtain one. It was realised that these children would remain at school longer if they were taught certain things that appealed to the poorer parents. Hence cooking, sewing and cutting out, laundry work and house-keeping were introduced and the primary school, greatly reduced in numbers, became a separate institution. The practical side was developed into an industrial school which is doing very well and sending out girls well trained in all that pertains to house-keeping and able if necessary not only to make their own and their children's garments but to earn money in their spare time by fine needlework or embroidery. The curriculum is a special one adopted as nearly as may be from the "Ecoles menagères" of France and Belgium and includes the geography of the Central Provinces, nature study (common plants, trees and animals), arithmetic (market rates, domestic accounts and budgets), house-keeping, care and cleanliness of house and furniture, hygiene including first aid, invalid cookery, drawing to scale as required in cutting out paper patterns to measurement, laundry, cooking. The school was first begun as a separate institution in 1920 and is in receipt of a grant of Rs. 1,200 per annum."

*Dai scholarships* are given for the vernacular education of children of the Dai class in the hope that at a later stage they will be fit for some kind of professional instruction. They are of the value of Re. 1, Rs. 2 and Rs. 3 per mensem. Formerly awarded only in Berar, they are now given also in Nagpur and Chhattisgarh Divisions, the number in each Division being 60.

During the quinquennium three Indian ladies have been sent to England with scholarships for training in educational subjects.

**82. Inspecting Agency.**—The number of Inspectresses and their Assistants is the same as during the previous quinquennium, *i.e.*, 2 Inspectresses (in the Women's Indian Educational Service) and 4 Assistants (in the Provincial Educational Service). Their salaries have been improved. The two Inspectresses receive

Rs. 425—25—900 per mensem as compared with Rs. 400—20—500 in 1916-17. The four Assistant Inspectresses receive Rs. 200—10—400 as compared with Rs. 200—25—300 in 1916-17.

The following remarks from the last quinquennial report regarding the work of these ladies still hold true :—

“ The work of our lady officers is particularly arduous and difficult, and is performed most conscientiously and on the whole with good results. The inspection of remote and not easily accessible schools is left with satisfactory results to Deputy Inspectors of boys' schools.”

## CHAPTER XI.

### RAJ KUMAR COLLEGE, RAIPUR.

**83. General.**—During the year 1917-18 the college was recognised as a Chiefs' College to the extent of its being admitted to the Chiefs' College Diploma Examination and of being inspected annually by the Inspectors of the Chiefs' Colleges. In 1921 this limited recognition was extended by the Government of India with the approval of the Secretary of State to the full status of a Chiefs' College. A European vice-principal was appointed to the college staff in 1920-21 the post, like that of the principal, being included in the Chiefs' College cadre of the Indian Educational Service.

**84. Management.**—The Governing Body of the college was re-organised in 1919-20 and replaced by a General Council and a Managing Committee. The College caters principally for the Central Provinces and Bihar and Orissa. The General Council which is the larger of the two bodies, includes all chiefs of the Central Provinces and of Bihar and Orissa who are in possession of their powers, as well as six zamindars. The General Council met for the first time in July 1920.

**85. Numbers.**—The numbers on the college roll increased from 55 at the end of the previous quinquennium to 67 in 1920-21. This was due partly to the extension of the recruiting ground of the college to Bihar and Orissa. In 1921-22 the numbers fell from 67 to 55, the fall being due partly to the circumstance that three kumars joined the college later in the preceding session and were therefore practically new kumars when the 1921-22 session opened, and partly to the fact that a number of senior kumars came to the end of their course at a time when there was a temporary dearth of recruits. The principal thinks that it is unlikely that the present number will rise during the coming year as a further batch of kumars is due to leave the college in July. He hopes that in 1923 the numbers will be restored to 60. In view of the limited recruiting

area he regards this as the maximum number which can be permanently expected. The rise above 60 during the present quinquennium caused some overcrowding and 60 may be regarded as the number most suited to the accommodation available and to the other resources of the college.

**86 Finances.**—With the fall in numbers in 1921-22 the fee income of the college decreased by Rs. 7,000 and the college finances at the end of the year showed a deficit of Rs. 5,000. It is proposed, therefore, by the Managing Committee, to raise the school fees for kumars from Rs. 40 to Rs. 60 per mensem with effect from the 1st April 1922 as the only means at present available of increasing the income of the college to meet the increased expenses resulting from the general rise in prices.

**87. Gifts to the college.**—During the quinquennium the gift of an electric installation has been made to the college by the Maharaja of Sirguja. Other gifts include a cinema outfit, the renewal of the college billiard table, a challenge cup for riding and one for competition twice a year among the boy scout patrols, and a portrait of the late Feudatory Chief of Khairagarh.

**88. Buildings.**—The new main buildings were completed in 1919. A house for the vice-principal, a new science laboratory and new kitchens, as well as a power house as part of the new electric installation, have been erected during the quinquennium and the electric installation has been in use since July 1921. A dispensary with a doctor's quarters and a guest house for the accommodation of chiefs, old boys, when visiting the college, are recommended by the Inspectors in their recent report.

**89. Work and examinations.**—The Inspectors' reports on the work of the college have been satisfactory throughout the quinquennium. In 1920 the three candidates sent up by the College for the Chiefs' Diploma Examination secured the first, second and ninth places among the candidates from all colleges. The first two were the only candidates placed in the first division from all colleges. In 1921 no candidates appeared for the examination from Raipur but in 1922 the College sent up four of its pupils and secured the first four places among the 25 candidates from all colleges, three of them being the only candidates in the first division whilst the fourth secured the top place in the second division. During the same year the College won 14 out of a total of 18 distinctions awarded to all candidates. These results are more than satisfactory in view of the small size of the college and the short time since it was raised to the status of a Chiefs' College. They reflect the greatest credit on the principal and his staff.



90. **Religious instruction.**—Proposals have been made to improve the religious and moral instruction given at the college and have been referred by the Managing Committee to all the Chiefs of the two provinces for which the college caters.

91. **College life.**—During the quinquennium the experiment has been tried of concentrating, as far as possible, all the senior kumars in one boarding house and the juniors in the other. The principal reports that although "the change lessened the possibility of athletic and other competitions between the two houses it justified itself by the more effective supervision of junior kumars which it made possible." A special master now looks after the kitchen arrangements of the junior kumars and sees that the food supplied to them is sufficient in quality and quantity as there was reason to believe that in the past the greater part of the food was kept for themselves by the kumars' servants.

The college debating society has been revived and a college magazine has been started.

A boy-scout troupe has been instituted and meets regularly twice a week in the afternoons and camps out for week-ends. The general standard of riding has improved. The first two divisions have been put through a progressive course on the lines of the most up-to-date recruit training in the army, and cross-country riding with the college pack of 'long dogs' takes place regularly and is supplemented by scouting and paper-chases and regular bi-weekly lectures on horse and stable management. Cricket has improved and an inter-school athletic sports meeting has been held in which the college, the two local high schools and the normal school took part. Besides these outdoor activities at Raipur itself tours have been arranged to places outside and parties have visited Bombay, Nasik and Puri as well as places in the neighbourhood of Raipur.

92. **Visit of the Prince of Wales.**—During the visit of His Royal Highness the Prince of Wales to Nagpur in January 1922 special arrangements and accommodation for the kumars and the members of the college staff in charge were made at the durbar held by His Royal Highness. All the college kumars, except three who were prevented by sickness, were present in Nagpur.

## CHAPTER XII.

### EUROPEAN SCHOOLS.

93. **Administration.**—Early in the quinquennium the services of Mr. L. J. Goldsworthy, Inspector of European Schools and of Science, were placed at the disposal of the Army Department,

The inspection and administration of the European schools since then has been carried out by the Deputy Director of Public Instruction in addition to his own regular duties. From the same date the work of inspecting the Science classes in Anglo-Vernacular schools was transferred to the Circle Inspectors. The post of Inspector of European Schools, along with the post of Deputy Director of Public Instruction, has changed hands no less than nine times, during the quinquennium.

**94. Numbers.**—The total number of schools has remained unchanged but the numbers of secondary girls' and secondary boys' schools have increased and decreased respectively by one owing to the reclassification of the middle department of the Bishop Cotton School, Nagpur, as a girls' school towards the end of the quinquennium. The number of pupils increased by 247 or 15·5 per cent from 1,596 to 1,843. The high, middle and primary departments have increased by 36, 29 and 182, respectively. These numbers are significant and are typical of the relatively small number of pupils in the high school classes where, in spite of an increase of approximately 50 per cent, the number of scholars represents only 5·6 per cent of the total number of pupils in the schools. In view, however, of the higher qualifications which are now required of Anglo-Indian candidates for Government, railway and other kinds of employment, the number of pupils studying beyond the middle stage may be expected to increase in the near future. At the same time it must be confessed that the number of European students in the Arts classes of the colleges of the provinces is still deplorably low. At present there are only 7 European students in the colleges as against 86 pupils in the high school classes, 113 and 186 at the conclusion of the middle and primary stages and 494 in the infant classes of the European schools. One can only repeat the remark made in the last quinquennial report that these figures deserve the earnest attention of the domiciled community.

**95. Expenditure.**—The total expenditure of the quinquennium has increased by about 15·3 per cent over that of the previous quinquennium and now amounts to Rs. 18,17,208. Of this 36·6 per cent, or Rs. 6,65,873, was met by Government as against 45·2 per cent, or Rs. 7,36,770, in the previous quinquennium. Towards a capital expenditure of Rs. 90,720 Government has contributed Rs. 34,917 or less than one-sixth of the Government contribution during the preceding quinquennium. Annual maintenance grants, on the other hand, have risen from Rs. 76,000 in 1916-17 to Rs. 97,225 in 1921-22. This is due to the introduction in 1920-21 of new time-scales of pay for teachers as a result of

the increase in the cost of living during recent years. These grants, as in the previous quinquennium, are based on schedules of approved expenditure, half the approved expenditure being allowed as a grant-in-aid. The cost per pupil in secondary schools has risen from Rs. 175-8-10 to Rs. 238-9-11, *i.e.*, Rs. 1,12,153 for 47 pupils, and in primary schools from Rs. 68-4-3 to Rs. 83-5-7 or Rs. 10,634 for 1,291 pupils. The cost to Government has correspondingly increased and Government now pays Rs. 114-6-9 as against Rs. 88-4-6 in secondary and Rs. 33-11-4 as against Rs. 31-8-11 in primary schools. On the other hand the average fee per pupil has risen from Rs. 43-4-9 to Rs. 68-12-2 in secondary and from Rs. 20-11-5 to Rs. 27-2-9 in primary schools. The average salaries of teachers have risen from Rs. 103 to Rs. 161 for secondary and from Rs. 64 to Rs. 88 for primary school teachers. The total expenditure on scholarships is Rs. 47,904 or slightly less than in the previous quinquennium. Orphan grants, on the other hand, have increased by Rs. 6,615 to a total of Rs. 1,01,008, the increase being due partly to an increase in the number of pupils to whom grants were awarded but mainly to the raising of the value of the grants from Rs. 8 to Rs. 12 per mensem.

**96. Instruction.**—With regard to instruction the Inspector reports as follows :—

“The increased grants-in-aid assessed for the quinquennium 1920—25 for the maintenance of staff and the establishment of a Provident Fund for teachers have enabled schools to obtain the services of well-qualified teachers, and so to improve the quality of the instruction. In the middle and high school examinations the percentage of passes for the whole period under review, *viz.*, 42 per cent for the high and 44 per cent for the middle school, although differing but slightly from the corresponding figures for the previous five years, nevertheless represent a distinct improvement, owing to the fact that the standard of the examination in certain subjects, especially English, has risen. The improvement in the instruction, owing to the recruitment of young trained teachers, has been most noticeable in the kindergartens of some of the schools, and in the teaching of Nature-study, geography and (in one or two schools) French in the primary classes.

“In the middle and high school classes there is much scope for further improvement, particularly in the teaching of science, Latin and the vernaculars in boys' schools, and of French in girls' schools. English is well taught in some schools, especially the large girls' schools, but in many the work is still of a low standard. Science is taught at present only in the two boys' high schools at Nagpur, which have laboratories. The possibility of constructing laboratories at the boys' high schools at Jubbulpore has been considered, but owing to lack of funds nothing has yet been done. For the same reason it has not been possible to give effect to the proposals of the head-masters of the Bishop Cotton and Christ Church Boys' High Schools to start manual training classes.”

**97. - Examinations and Curricula.**—An important change which has taken place in the examination system may best be described in the words of the Inspector.

“With the object of making the examinations less ‘external’ than they were under the old system and more in touch with the life and work of the schools, a Board containing among its members representatives of the schools, was formed for the purpose of conducting the examinations. This Board, which meets two or three times a year, consists of the Director of Public Instruction (President), two non-official members representing the Protestant and Roman Catholic schools, the Inspector of Schools, Nagpur Circle, and the Inspector of European Schools (Secretary). Its main work is in connection with the annual examinations, and comprises the appointment of examiners, the moderation of question papers and the passing of results, in which not only the marks obtained by candidates, but also their conduct and record of school work are taken into consideration. On the recommendations of the Board the Primary School Examination was abolished at the beginning of the quinquennium as it was considered that the instruction in primary schools was unduly hampered by the necessity of preparing young children for a competitive examination.

“In addition to its work in connection with the examinations the Board has rendered valuable assistance to the Department in revising the curricula and suggesting text-books. Among the more important changes in the courses of study have been the introduction of a practical test in First Aid, as part of the examination in First Aid and Hygiene, and of an oral test in French.”

**98. Games.**—With regard to games the Inspector notes that “games are played regularly at the boys’ high schools, and hockey, basket-ball, tennis and badminton are the usual forms of recreation at the large girls’ schools.”

During several of the years under review the Christ Church Boys’ School has been remarkably successful in the Jubbulpore inter-school and collegiate sports.

At most schools a short period is set apart daily for some form of drill or physical exercise.

Under the new Army Rules relating to cadets in the Auxiliary Force the school cadet companies have been disbanded. Some of the older boys have, however, enrolled themselves in the local Rifle Corps, Indian Auxiliary Force. All the boys’ high schools have flourishing troops of boy-scouts under the leadership of members of the staff, of whom several have attended the training camps for scout masters held at Chhindwara and Pachmarhi. Companies of girl guides, some of which have reached a high standard of efficiency, have been in existence for several years at the large girls’ schools.

**99. Hostels and hostel life.**—The Inspector’s report on hostels and hostel life during the quinquennium is as follows:—

“All the hostels, with the exception of that attached to the Christ Church Girls’ School at Jubbulpore, are in large well ventilated buildings

with good lavatory arrangements and special sick-room accommodation. The bungalow used as a hostel for the Christ Church Girls' High School is not suitably constructed and does not provide nearly sufficient accommodation for the number of boarders. It is to be hoped that the school authorities will do their utmost to raise the necessary funds for the construction of a suitable building. During the period under review a small hostel has been opened for the girls of the Bishop Cotton School, and the sanitary arrangements at the Christ Church Boys' and Girls' Schools have been improved. The hostels are inspected either by the Civil Surgeons or their assistants, whose reports on the health of the boarders and the sanitary arrangements have been on the whole very satisfactory."

"As regards the supervision of the hostels by the school authorities and the life of the boarders I have little to add to the following remarks made by Mr. Beckett in the last quinquennial report, which represent my own experience: I have been struck during my inspections by the excellence of the supervision and by the forethought shown in the arrangement of the time-tables. The boarders are kept busy without being overworked, definite time being assigned for meals, work, recreation and moral instruction. All of the boarding houses are denominational and the best kind of moral instruction, that which is associated with religion, forms parts of the daily routine. In the girls' hostels, needlework, hygiene, care of clothes, and in some cases household work and accounts, are taught and I have come across cases in convent schools where orphan girls have been educated, taught good housewifery, and then had excellent marriages arranged for them. Most of the boarding houses are provided with libraries and many of them have debating and literary societies. In some schools, plays are got up annually and often charges are made for admission, the proceeds being devoted to charitable organisations."

Boarding fees vary from about Rs. 16 to Rs. 34 per mensem. In Roman Catholic schools many boarders are admitted on reduced fees and some non-Europeans, who are not eligible for orphan grants, are admitted free. In one or two schools there are different classes of boarders. Fees at the rates quoted above cover roughly the cost per boarder. The cost of messing alone varies from about Rs. 10 to Rs. 30 per mensem per boarder, the average cost being Rs. 18 per month. The following are the figures for the expenditure during the year 1921-22 for boarders on messing, superintendence and servants:—

			Rs.
Messing	...	...	1,10,234
Superintendence	...	...	7,160
Servants	...	...	12,900

The corresponding figures for the year 1916-17, when the number of boarders was 621, are as follows:—

			Rs.
Messing	...	...	81,650
Superintendence	...	...	6,220
Servants	...	...	10,850

## CHAPTER XIII.

## MUHAMMADAN EDUCATION.

**100. General.**—The total number of Muhammadan pupils under instruction has decreased by 4·1 per cent as compared with a corresponding decrease of 5·1 per cent in the total number of pupils of all classes under instruction. The reasons for the decline in the case of Muhammadan as of other pupils are economic pressure and, to a certain extent, political movements and epidemic diseases. In the vernacular middle and in normal and special schools there has been an increase in numbers. This is due to the special efforts which have been made to increase the number of Urdu middle schools in Berar, to the improvements which have been effected in the Urdu Normal School, Amraoti, and in the other normal schools in the province and to the general tendency to enter special schools for technical education. Special concessions and facilities continue to be given for Muhammadan education but 73 per cent of the total number of Muhammadans under instruction have failed to reach the upper primary stage as compared with 76 per cent in the previous quinquennium. In the upper primary and middle stages the percentages have increased respectively from 12 to 14 and from 8 to 11. Only 1 per cent of the total number of Muhammadan pupils have reached the high stage this figure being the same as during the previous quinquennium.

**101. Statistics.**—The number of Muhammadans in all classes of institutions is 31,003 as compared with 32,356 in 1916-17, including those in private institutions. These figures represent a decrease of 4·1 per cent during the present as against an increase of 13·3 per cent during the previous quinquennium. The percentage of Muhammadans at school to the total number of pupils of all creeds at school is 9·3 as compared with 4·05 which represents the percentage of the Muhammadan population to the whole population. The former figure shows an increase of ·1 per cent and the latter an increase of ·75 per cent during the quinquennium. Of the total number at school, 25,744 are boys and 5,259 are girls as against 28,632 and 3,724, respectively, in 1916-17. Boys have thus decreased by 10·1 per cent whilst girls have increased by 41·2 per cent, the increase being solely in the lower primary stage. Of the total number of Muhammadans under instruction, 47·4 per cent are in Berar. The percentage of male students to male population, female students to female population and of the total number of pupils to the total population in the case of Muhammadans are 8·7, 1·9 and 5·5 as compared with 4·45, ·56 and 2·39, respectively. The increases or

decreases in public institutions are tabulated below :—

Class of institution.	Number of Muhammadan pupils in.		
	1916-17.	1921-22.	Percentage of increase or decrease.
Colleges ... ..	71	68	-4.2
High Schools (High Department) ...	454	315	-30.6
Anglo-Vernacular Middle Schools and Middle Departments of High Schools.	1,908	1,595	-11.1
Vernacular Middle Schools ... ..	3,287	5,126	+35.8
Primary Schools ... ..	25,042	21,740	-13.2
Normal Schools ... ..	52	169	+225
Other special schools ... ..	33	71	+115.1
Total ... ..	30,847	29,084	-2.4

The number of pupils in private institutions has increased from 1,509 to 1,919 during the quinquennium. Very little importance can be attached to these figures which are obtainable only with very great difficulty and vary from year to year according to the insistence of compiling officers and the energy of the maktab teachers :—

Class of institution.	Percentage of Muhammadan pupils to the total number of pupils of all creeds in various classes of public instruction.	
	1916-17.	1921-22.
Colleges ... ..	5.2	7.0
Secondary Schools ... ..	9.5	10.5
Primary Schools ... ..	8.7	8.3
Special schools ... ..	6.7	9.6
Average ... ..	8.8	8.8

Excluding pupils in special schools and private institutions the percentage of Muhammadan pupils in the various stages of instruction are :—

Stage of instruction.	Boys.	Girls.
College stage ... ..	3	<i>Nil.</i>
High stage ... ..	13	<i>Nil.</i>
Middle stage ... ..	111	3
Upper Primary stage ... ..	140	10
Lower Primary stage ... ..	733	981
	1000	1000

The percentage of Muhammadan scholars to the total number of scholars in the high and middle stages is :—

Stage of instruction.	Total number of scholars.	Number of Muhammadan scholars.	Percentage of Muhammadan scholars to total number of scholars.
High stage ... ..	3,116	315	10.1
Middle stage (English and Vernacular) ... ..	21,954	2,686	12.2
Total ... ..	25,070	3,001	11.9

During the quinquennium 3 Muhammadan students have passed the M. A. Final and 1 the M. A. Previous Examination, 1 the M. Sc. Final and 1 the M. Sc. Previous Examination, 22 the B. A. Examination, 6 the B. Sc. Examination, 36 the Intermediate Examination, 30 in Arts and 6 in Science, 160 the Matriculation Examination, 12 the LL. B. Previous and the 10 the LL. B. Final Examination.

During the quinquennium 594 have passed the High School Scholarship and Entrance Examination which was started in 1917-18, 110 in 1917-18, 89 in 1918-19, 121 in 1919-20, 155 in 1920-21 and 119 in 1921-22.

As compared with a total of 7,632 boys and 189 girls who passed the Primary Examination during the previous quinquennium, the figures for the present quinquennium are :—

	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.	Total.
Boys ...	1,389	1,909	1,226	1,342	1,220	7,086
Girls ...	29	56	24	44	16	169



**102. Special concessions, special measures and their results.**—In addition to the scholarships open to all classes, including Muhammadans, certain scholarships are reserved for Muhammadans. The number and value of the latter have been revised as below during the quinquennium :—

*Reserved scholarships.*

Previous value and number.	Present value and number.
25 Middle School scholarships of Re. 1 to Rs. 4 per mensem.	19 scholarships of Rs. 3 per mensem with an extra allowance of Rs. 3 for 12½ per cent of the total number for students not living with their parents or guardians.
25 High School scholarships of Rs. 2 to Rs. 6 per mensem.	16 scholarships of Rs. 5 per mensem with an extra allowance of Rs. 3 for 37½ per cent of the total number for pupils not living with their parents or guardians.
30 stipends in the Urdu Normal School at Rs. 9 per mensem.	Increased to 90 in accordance with the general revised scheme for the extension of Normal Schools. (See chapter on the training of teachers.)
10 scholarships of Rs. 5 per mensem for Urdu Middle Schools.	Increased to 14 and tenable in the Practising School attached to the Urdu Normal School. These scholarships continue to be awarded by Government although responsibility for the award of similar scholarships in other schools has been transferred to local bodies. (See chapter on the training of teachers.)

**103. Institutions specially designed for Muhammadans, i.e., offering instruction partially or entirely through the medium of Urdu.**—No figures are available to show the percentage of Muhammadan pupils attending institutions specially intended for them to the total number of all castes and creeds in such schools. During the first few years of the quinquennium difficulty was experienced in getting competent Muhammadan teachers for these schools but the position has somewhat improved since the introduction of a new scale of pay in December 1919 and the Inspector of Schools, Berar, reports that in his Circle there is now no difficulty in securing candidates for the lower division. Except in the five Government High Schools mentioned in the last quinquennial report no provision has been made during the quinquennium

for special teachers for Urdu and Persian in addition to the staff usually allowed for ordinary schools. During the last quinquennium proposals were framed for a special institution to train Muhammadan female teachers as a means towards the development of Urdu vernacular schools for girls. It has not been possible to carry these proposals into effect and at present the average annual number of passes among Muhammadan girls in the Primary Examination is only 34. The subjoined table gives the number of Anglo-Urdu and Urdu institutions with their pupils and expenditure at the beginning and end of the quinquennium:—

Class of schools.	Number of schools.		Number of pupils.		Expenditure.		Number of Government institutions in 1921-22.
	1916-17.	1921-22.	1916-17.	1921-22.	1916-17.	1921-22.	
High Schools ...	4	4	604	527	Rs. 42,610	Rs. 75,638	1
Anglo-Vernacular Middle Schools.	7	7	361	343	15,703	28,311	7
Vernacular Middle Schools.	6	19	634	2,168	7,106	40,013	1
Primary Schools ..	199	202	13,756	13,234	1,14,771	1,54,505	37
Normal Schools ..	1	1	21	89	5,623	28,457	1
Total ...	217	233	15,376	16,361	1,85,813	3,26,924	47
Increase: percentage ..	7.4		6.4		75.9		

Total number of hostels for Muhammadan pupils—8.

Total number of residents in these hostels—356.

Total recurring expenditure (excluding messing)—Rs. 12,757.

With the exception of 3 High Schools and 56 Primary Schools, all these institutions are in Berar where alone there is a wide-spread demand for education through the medium of Urdu. Reasons have already been given for the decrease in the numbers of pupils in high, Anglo-vernacular and primary schools. Reference has also been made to the normal school reorganisation scheme under which the number of stipends tenable in Urdu Normal Schools has been increased from 30 to 90 during the quinquennium. To this may be attributed the increase in the number of pupils in these schools. For the inspection of Urdu Schools the number of Deputy Inspectors of Schools has been increased from 3 to 4.

The Government Anglo-Urdu Middle School at Ellichpur has been provided with a building of its own during the quinquennium.

The Commissioner, Berar, remarks in his report on the education in his Division, that "the great desideratum in regard to Muhammadan education is undoubtedly that it should be combined with religious instruction. It is not clear from the reports that satisfactory progress has been made towards this end." There is, however, nothing in the departmental rules to prevent this. Under the rules Committees of Government and Board schools may arrange, in consultation with the Department, for religious instruction on the school premises out of school hours and from private funds. Religious instruction in accordance with these rules is given in the Muhammadan High School and in the Urdu Normal School, Amraoti, as well as in two Board Urdu Primary Schools. For the use of the boys in the Muhammadan High School, Amraoti, the mosque which was begun during the last quinquennium has been completed. The construction has been entirely from private funds towards which H. E. H. the Nizam of Hyderabad has generously contributed.

**104. Muhammadan employés.**—There are in all 1,278 Muhammadan teachers, 184 in Government schools, 694 in District Council schools, 277 in Municipal schools and 123 in Aided schools. Out of the 184 teachers in Government service, 1 is in the Provincial Educational Service (Rs. 250—25—800), 1 is in the select division (Rs. 250—10—300), 16 are in the upper division (Rs. 80—5—175) and 44 are in the lower division (Rs. 60—2—100—5—150) of the Subordinate Educational Service. The remainder are in boys' and girls' primary schools. There are also the following Muhammadan officers:—1 Inspector in the Indian Educational Service (Rs. 400—50—1,250), 1 Assistant Inspector in the Provincial Educational Service (Rs. 250—25—800), 2 Professors in the Provincial Educational Service (Rs. 250—25—800), 1 Deputy Inspector in the select division (Rs. 200—10—250 with a charge allowance of Rs. 50) and 3 Deputy Inspectors in the upper division (Rs. 80—5—175).

Information about maktabas, mulla schools, etc., is given in Appendix F. The Koran is the only text-book used in these schools.

## CHAPTER XIV.

### BACKWARD CLASSES.

**105. Statistics.**—The total number of pupils from backward classes under instruction appears to have fallen from 53,687 in 1916-17 to 35,134 in 1921-22. The following comparative statement shews the figures recorded under the three approved heads

depressed classes, aboriginals and hill tribes, and criminal tribes:—

Class.	Total number under instruction.	
	1916-17.	1921-22.
Depressed classes ... ..	26,668	28,919
Aboriginals and hill tribes ... ..	26,961	5,993
Criminal tribes ... ..	58	222
Total ... ..	53,687	35,134

Little reliance can, however, be placed on the above or indeed on any figures relating to these classes owing to the difficulties of classification and the varying measures of success in obtaining correct information. It is not improbable that the apparently marked decrease in the number of pupils under instruction is due to a misclassification under aboriginals and hill tribes in which an increase of about 10,000 pupils was recorded in the previous quinquennium as against the decrease of about 21,000 noted above. The following statements shew under each of the three approved heads the educational position of the various classes:—

(a) Depressed classes, *i.e.*, classes with which the idea of pollution is associated:—

—		Males.	Females.	Total.
Population (1921 Census) ... ..	...	13,20,349	13,55,457	26,75,806
Pupils ... ..	...	26,975	1,914	28,919
Percentage ... ..	...	2'04	'14	1'08

(b) Aboriginals and hill tribes—

—		Males.	Females.	Total.
Population ... ..	...	12,38,314	12,99,459	25,37,773
Pupils ... ..	...	5,795	198	5,993
Percentage ... ..	...	'46	'01	'23

## (c) Criminal tribes—

—				Males.	Females.	Total.
Population	...	...	...	2,64,403	2,59,693	5,24,096
Pupils	...	...	...	221	1	222

The following statement shows the number of pupils under each of the approved heads in the various stages of instruction :—

## (a) Depressed classes—

—				Boys.	Girls.	Totals.
College stage	...	...	...	8	Nil.	8
High stage	..	...	...	30	Nil.	30
Middle stage	...	...	...	592	9	601
Upper primary stage	...	...	...	3,210	77	3,287
Lower primary stage	...	..	..	23,026	1,853	24,879

## (b) Aborigines and hill tribes—

—				Boys.	Girls.	Totals.
High stage	...	...	..	4	Nil.	4
Anglo-Vernacular middle stage	...	...	...	8	Nil.	8
Vernacular middle stage	...	...	...	155	1	157
Primary stage	...	...	...	5,627	197	5,824
			Total	5,795	198	5,993

## (c) Criminal tribes—

—				Boys.	Girls.	Totals.
Vernacular middle stage	...	..	..	13	Nil.	13
Primary stage	...	..	..	208	1	209
			Total	221	1	222

**106. Depressed classes.—General policy and special schools.**—In the last quinquennial report it was noted that the principle of equal rights of all castes to education has been established since 1870 and under departmental rules admission cannot be refused on grounds of caste prejudice to any boys or girls who are clean in their habits and persons. This policy, which was strenuously maintained throughout the last quinquennium, has been equally strenuously continued during the present. Although in certain portions of the province it is reported that undesirable caste distinctions still obtain or that local bodies are apathetic to the interests of the depressed classes, there is reason to believe that in our schools the evil effects of prejudice are gradually disappearing. Consistently with the policy of equal right of all castes to education, and lest the opening of special schools should be held to justify the exclusion of depressed classes pupils from the ordinary schools in the same locality, Government has never encouraged the opening of specially designated schools for depressed classes in localities in which facilities exist for education in ordinary schools. On the other hand, in localities where the majority of the pupils are drawn from the depressed classes 42 vernacular schools ostensibly intended for these classes exist. One of these is maintained by Government and is no longer specially designated a depressed classes school but takes its name from the locality in which it is situated. Six other schools of this class are maintained by local bodies, five by the Depressed Classes Mission Society and the remainder by ordinary missionary or non-missionary private agency.

The grant-in-aid rules have been amended during the quinquennium to allow a grant equal to two-thirds of the annual expenditure on schools of this class which are opened by private bodies. The efforts of foreign Missions in this field have been limited during the quinquennium owing to financial difficulties resulting from the war and high rate of exchange. The Depressed Classes Mission continues its labours and has opened the five schools referred to above, 3 at Nagpur and 2 at Amraoti, besides a hostel in each of those places. A hostel for school-boys of these classes also exists at Akola. At the request of the Management of the Empress Mills, which finances the scheme, the Y. M. C. A. has started an active campaign of welfare work among the workmen of the Empress Mills, Nagpur. An American Secretary, Mr. J. L. Mott, assisted by several Indian Assistant Secretaries, is engaged in this work which includes seven night schools, with about eight hundred pupils.

**107. Depressed Classes Committee.**—In accordance with an undertaking given by the local Government in reply to a resolution moved in the local Legislative Council in March 1921, His Excellency the Governor in Council appointed a committee of officials and non-officials to enquire into and report on the problem of the depressed classes with reference to (a) the employment of these classes in the public services, and (b) facilitating industrial and technical education amongst them. The Committee submitted its report in May, 1922, after taking into consideration the evidence both of officials and non-officials, the latter including representative of the classes affected. The Committee confined its attentions to the depressed classes or so called "untouchables," and made certain recommendations which have now been considered by the local Government. The policy of Government may be summed up under the following heads:—

(a) *Special schools for depressed classes.*

Government is prepared to assist by grants local bodies which successfully establish vernacular schools in places convenient to a large depressed class population and in which it may be expected that the majority of pupils will be drawn from such classes. These schools, however, are not to be known as depressed classes schools and are to be open to all classes of the people.

(b) *Night schools.*

Government has reserved for further consideration the opening of night schools and their organisation on a utilitarian basis.

(c) *Admission to ordinary schools.*

The rules in the Education Manual at present insist on the admission of all classes to publicly managed schools but the local Government has agreed to amend these rules with a view to securing equality of treatment for the children of the depressed classes after they have been admitted to the schools.

(d) *Scholarships.*

With a view to enable boys from backward classes, including the depressed classes, to meet hostel expenses Government has undertaken to revise along the following lines the scheme of scholarships available for pupils for these classes:—

Present scheme.	Revised scheme to come into force from 1923-24.
22* Middle school scholarships of Rs. 3 or 6 per mensem.	22 at Rs. 3 or Rs. 8 per mensem.
* 15 up to the close of the quinquennium under report.	

Present scheme.	Revised scheme to come into force from 1923-24.
11 High school scholarships at Rs. 5 or Rs. 8 per mensem.	15 at Rs. 5 or 10 per mensem.
5 College scholarships at Rs. 16 or 22 per mensem.	5 at Rs. 16 or Rs. 22 per mensem.

(e) *Special hostels.*

Government has agreed to give maintenance grants of one-half of approved expenditure, including rent, current repairs, wages of superintendents, cooks and sweepers, for special hostels for pupils from the depressed class.

(f) *Miscellaneous.*

Government is prepared to make grants to local bodies for the purpose of giving bonuses to head-masters for boys of the depressed classes who pass the Primary Certificate Examination from their schools.

(g) *Industrial and technical education.*

Government is prepared to reserve one scholarship for mechanical engineering and one for civil engineering for students of the depressed classes in the Government Engineering School, Nagpur. The question of providing further facilities in this direction has been referred to a committee which met in December, 1922, to consider the question of Vocational Training.

**108. Scholarships.**—The following table shows the increase in the value of scholarships reserved for the depressed classes :—

	1916-17.	1921-22.	Number awarded during the quinquennium.
Middle school scholarships ...	15 at Rs. 2 or Rs. 5 per mensem.	*15 at Rs. 3 or Rs. 6 per mensem.	51
High school scholarships ...	10 at Rs. 4 or Rs. 7 per mensem.	11 at Rs. 5 or Rs. 8 per mensem.	38
College scholarships ...	5 at Rs. 8 or Rs. 12 per mensem.	5 at Rs. 16 or Rs. 22 per mensem.	9

\*Raised to 22 since the close of the quinquennium.

The special scholarships for girls of the depressed classes are recorded in the chapter on female education.

**109. Aboriginal tribes.**—During the last quinquennium a system was introduced in the Chhattisgarh Division by which local



bodies make special rewards to masters of schools for the attendance of Chamar pupils. This system is being continued and the number of Chamar pupils has risen from 10,956 to 12,288. The District Councils of Drug and Bilaspur are also giving rewards of this kind, the former spending Rs. 96 and the latter Rs. 93 during the year 1921-22.

Under the revised scheme for the training of teachers which is described in the chapter on the training of teachers no stipends are reserved in normal schools for students from the backward classes but students from these classes who are admitted to the normal schools are given Re. 1 per mensem in addition to the ordinary stipend.

## CHAPTER XV.

### RELIGIOUS, MORAL AND PHYSICAL TRAINING.

**110. Religious Instruction.**—Religious instruction is confined to sectarian and Mission schools. The attitude of Government is one of sympathetic neutrality. Facilities are afforded to communities for providing at their own expense religious instruction in Government or Board Schools. The instruction is given out of school hours and all arrangements are subject to the general approval of the Inspector of Schools. These facilities have been taken advantage of by the Government Muhammadan High School and the Government Urdu Normal School, Amraoti, and by two Board Urdu Schools in other parts of Berar as well as by the Government Anglo-Vernacular School, Chikhli, and the Municipal Anglo-Vernacular Middle School, Seoni. In aided schools the only restriction placed by Government on religious instruction is that no part of the Government grant-in-aid should be spent on such instruction. In the Government Muhammadan High School, Amraoti, the time-table is adjusted to permit of daily prayers and other religious observances in the neighbouring mosque. During the Ganpati festival religious celebrations are permitted in several Hindu institutions under public management in the Maratha part of the province and occasionally distinguished religious leaders have been permitted to address school boys on religious subjects in the school.

**111. Moral Training.**—In accordance with the policy enunciated in paragraph 105 of the last quinquennial report on education in this province no attempt has been made to impart any direct moral instruction in the schools. Such instruction is however, given indirectly whenever opportunity offers through lessons in the school text-books and brief biographical sketches,

It is realised that such lessons are at most a second-best and that moral training must go hand in hand with and be a natural outcome of the general school life and discipline and that the formation of character depends more on the development of a good general tone in the life of the school, on the insistence on good habits and the encouragement of clear thinking through the personality of the teacher than on the inculcation of moral precepts through text-books. To the attainment of this end the satisfactory development of hostel life and games is largely contributing. The Inspector of Schools, Berar, remarks that "the hostel for the boarder and the playing field for all" are the best places for the development of moral qualities and states that much is being done in this direction. In the Jubbulpore Circle the Inspector reports that the superintendent of one of the normal schools, whilst "sceptical about moral instruction under the general environment and prevailing conditions" has "organised a students' court of honour for the settlement of students' disputes and petty offences."

A most important factor in the formation of character has been the development of the School-Boy League of Honour and the establishment of boy-scouting in the schools of the province. The School-Boy League of Honour, established by Mr. R. B. Chapman, I.C.S., in Berar was described in the last quinquennial report as follows:—"It embodies the essential principles of the boy-scout movement but operates to a large extent through the agency of games, sports and excursions and depends more on the efforts of the school staff." After the retirement from service in 1918-19 of Mr. Chapman, to whom the movement owed not only its origin but also most of its progress in the province, Mr. Gruer, I.C.S., who succeeded Mr. Chapman as Deputy Commissioner, Yeotmal, was appointed as Commissioner of the League of Honour. In 1919-20 the Revd. (now Canon) J. R. McKenzie of the Scottish Episcopal Mission, Chanda, trained some teachers in scouting and formed six scout-troops. The movement "took on" from the outset and was received with enthusiasm. In Nagpur Mr. Vivian Bose, and at the Training College, Jubbulpore, Mr. D'Silva, were prominent in starting the movement. Government supplied boy-scouting literature and badges to the various patrols. In 1920-21 with the help of the Y.M.C.A., Government secured the services of Mr. Joseph Ross as Deputy Camp Chief for the Central Provinces and Berar. Mr. Ross, who had been a Commissioner of Scouts in Aberdeen, Scotland, entered on his duties on the 1st January 1921. He is responsible for the organization and supervision of scout troops in the various schools of the province. A sum of Rs. 14,500 per mensem

has been allotted to pay for his salary, travelling allowance and camp expenses. He has "toured a great part of the province visiting troops, giving public lectures, and lantern talks" and in other ways fostering the boy-scout movement. Courses of instruction have been given in various parts of the province at Saugor, Jubbulpore, Pachmarhi, Chhindwara, Buldana and elsewhere. By September, 1921, no less than 624 scouts, 67 "cubs" and 57 officers were registered with the Baden-Powell Scout Association and 3 local associations had been registered at Nagpur, Jubbulpore and Chhindwara. The above figures include boys from 22 school-troops to which another 14 school-troops have since been added.

In February, 1921, an assembly of 225 boys, half of them boy-scouts and the remainder League of Honour boys, from different parts of the Central Provinces and Berar, was inspected by Sir Robert Baden-Powell, Chief Scout of the world, and gave a display before the Chief Scout and Lady Baden-Powell in the presence of a large audience which included His Excellency the Governor. In January, 1922, His Royal Highness the Prince of Wales visited Nagpur and inspected troops of boy-scouts who came to Nagpur from all parts of province to greet His Royal Highness. A number of troops have spent short periods in camp and one ex-scout of the Model High School, Jubbulpore, has won the King's scout badge. Mr. Ross reports that "numerous private and public good turns have been done by individuals and troops. Several troops have done excellent public service at *melas* while one case of life-saving and some of assistance rendered at fires have come to our notice." Similar reports have been received concerning League of Honour boys who distinguished themselves during the influenza epidemic as well as in life-saving from drowning, in extinguishing fires and in various other ways. In certain cases they were awarded medals or given certificates or money by private individuals. "The last were used for the benefit of the institution and in no case for that of individual members."

Other school activities, such as the maintenance by the pupils of co-operative shops for the supply of books and other school necessities—the profits being utilised for the benefit of poor students—and the devoting of a part of the pupils' spare time to hobbies have also had a beneficial effect on the formation of character and the development of a healthy tone in the schools. Dramatic performances, gardening, drawing, clay-modelling, painting, cane-work and toy-making have in certain cases been made a source not only of pleasure and healthy recreation but also of profit.

**112. Physical Training.**—During the quinquennium Rs. 74,129 have been spent on the provision and preparation of playing-fields for 52 secondary schools. Football, hockey, cricket and Indian games such as Khokho and Atypatya are played by most of the pupils in the secondary schools. Annual circle tournaments held in all circles have developed a spirit of friendly rivalry and stimulated an interest in games both among the boys and the general public. One feature of the Circle tournament in Nagpur during the year 1921-22 was ambulance drill. For girls action songs and calisthenics form part of the curriculum. In secondary schools badminton, clock golf and Indian games are played. In the Government Girls' High School, Amraoti, walks and other outings are arranged.

## CHAPTER XVI.

### HOSTELS.

**113. Numbers.**—The increase of 26 per cent in the number of hostels and of boarders is small as compared with the 71 per cent increase during the previous quinquennium. The increase has nevertheless been steady and the number of hostels and of boarders has risen from 130 to 164 and from 4,328 to 5,480 respectively. The significance of these figures will be better understood when it is remembered that during the same period the total number of college students and pupils in the various schools of the province has decreased. The Kayastha hostel at Saugor has been closed for want of boarders and no new denominational hostels have been opened during the quinquennium. The Jain hostel at Jubbulpore has only 10 boarders although it is well housed in an excellent building with accommodation for 68 boarders. One reason for the paucity of numbers in this hostel is perhaps the restriction during the past year of admission to Jains whereas in previous years boys of other denominations were admitted. A hostel for the depressed classes has been opened at Nagpur. At Jubbulpore the Y.M.C.A. hostel has been closed but a hostel has been opened by this Association at Nagpur to supplement the accommodation provided for undergraduate students in the Morris and Hislop College hostels. This Y.M.C.A. hostel is conveniently situated on a piece of land which immediately adjoins Morris College and had previously been allotted by Government to that institution but was transferred towards the end of the last quinquennium to the Y.M.C.A. with the consent of the Morris Memorial Council which controlled Morris College previous to its provincialisation in 1915. Together with this grant of land Government gave a money grant of Rs. 25,000

towards the total cost of Rs. 51,000 for the building and a grant of Rs. 1,000 for equipment. The hostel was opened in January 1918 and accommodates 30 students of whom 18 on an average have been drawn annually from Morris College and 12 from Hislop College. Of these 30 the average number of Hindus has been 22, of Muhammedans 7 and of Parsees 1 during the quinquennium. The hostel is supervised by a resident American warden, Mr. J. L. Mott, who is assisted by a student prefect. The hostel is doing very excellent work and supplies a want among college students in Nagpur.

**114. Expenditure.**—The non-recurring expenditure is shown in General Table VIII, and the recurring in General Table IV, under the sub-head "Indirect expenditure: hostel boarding charges". The recurring expenditure represents the cost of servants, light, rent, rates and taxes, superintendence, medical aid and minor contingencies and includes messing charges of European hostels only. In college hostels the Government bears all the recurring expenditure and provides free quarters for the superintendent and realises Rs. 36 or Rs. 45 per annum from each resident student according as he occupies an ordinary or a single room. In secondary school hostels Government provides free quarters for the superintendent, pays for medical aid and the scavenger, contributes Rs. 20 per annum per head towards the other recurring expenditure and recovers Re. 1 per mensem from each boarder. In normal schools the boarder pays nothing, all the recurring expenditure being incurred by Government. In the Government Girls' High School hostel each resident pays Re. 1 per mensem and the Government pays all the recurring expenditure which in all colleges and Indian schools excludes messing charges. The subjoined table gives the average annual cost and fee collections per boarder for 1921-22 in the hostels attached to Government colleges, secondary and normal schools. It shows also the Government share in the cost:—

	Arts College hostels.	Secondary school hostels.	Male normal school hostels.	Female normal school hostels.	Girls' High school hostels.
No. of residents ...	229	926	1,395	84	47
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Recurring expenditure ...	12,976 0 0	21,627 0 0	37,631 0 0	4,561 0 0	3,292 0 0
Fees ..	7,355 0 0	11,321 0 0			514 0 0
Average cost per resident...	56 10 7	23 5 8	26 15 7	54 4 8	70 0 7
Average fees ...	32 1 10	12 3 7			10 15 0
Nett cost to Government...	24 8 9	11 2 1	26 15 7	54 4 8	59 1 7

These figures exclude messing charges. In the Training College, together with its ancillaries, the recurring expenditure for residents during the year 1921-22 was Rs. 2,832 for 99 residents which gives Rs. 28-8-0 as the average annual cost per student. This is all borne by Government and the figures exclude messing charges.

Messing charges are borne by residents in the hostels. They range from Rs. 14 to Rs. 16 per mensem in colleges, from Rs. 7 to Rs. 12-5-0 in high schools and from Rs. 6-9-0 to Rs. 8 in normal and Anglo-vernacular schools.

In the Y.M.C.A. hostel, Nagpur, where the students' fees are the same as in the Government college hostels the balance, equal approximately to the amount received from the students, is paid by the National Council of the Y.M.C.A. During the current session the experiment is being tried at Morris College, Nagpur, of reducing the hostel fees to Rs. 20-4-0 per student per annum and of making the students responsible for the entire cost and management of the messes, mess servants and electric light. It has been calculated that in this way the Morris College hostel will be self-supporting during the current year.

**115. Supervision** — The system of supervision by a superintendent assisted by a hostel monitor or prefect has continued during the quinquennium. The superintendent is a member of the staff who resides in free quarters attached to the hostel. The monitor or prefect is a boy selected from among the senior boarders to assist in the internal management of the hostel. In the Saugor High School hostel the superintendent, who is the head-master, has appointed room monitors from among the boys and made them responsible for all the minor items of discipline. This system has so far worked satisfactorily and the Inspector considers that it is worth trying in some other schools. In Berar the Inspector reports that the general management of the hostels "is vested in a hostel committee consisting of the head-master, one assistant master, two members of the school committee and two boarders elected by the whole body of the boarders. The superintendent is assisted in the management of details by the representatives of the boarders. They elect a prefect and in some cases an assistant prefect. The prefects then nominate the office-bearers," and the delegation of powers is carried so far that "in one hostel the number of office-bearers is reported to be 20 while in another out of 100 boarders nearly 40 are office-bearers". The Inspector laconically remarks that "this appears to be a little overdoing the thing". In the Y. M. C. A. hostel at Nagpur a Council of four students, elected by the hostel members, is entrusted with enforcing a large share

of the discipline of the hostel. The warden reports that this has so far been most successful. Each hostel has its time-table and rules. The roll is called at fixed hours at night and early in the morning.

**116. Hostel Life.**—The account given in the last quinquennial report still holds true with regard to the situation, general plan and sanitary arrangements of Government hostels, of the dormitory space per pupil and the furniture provided. Medical aid can be had wherever necessary and the local Assistant Surgeon pays regular visits to the hostels.

The boarders take an increasingly active part in the management of the hostel and mess. Purchases are as a rule made by the boarders themselves. In certain hostels Councils are elected by the boys themselves to settle complaints subject to confirmation by the superintendent. Some hostels have their own magazines which are circulated in manuscript and to which the boarders contribute articles and drawings. In the Y.M.C.A. hostel, Nagpur, as in the Government colleges and the aided college, Nagpur, lectures on a wide range of subjects are given regularly each week. In the Muhammedan High School hostel religious observances are regularly carried out with the help of a Moulvi who lives on the premises and is paid by the Berar Muhammedan Education Society. In other hostels bhajans (prayers with songs) are held once or twice a week but no religious instruction is systematically given. Most of the Hindu hostels have their Ganpati festival. Reports on pupils are sent regularly to the parents and guardians of students and in some hostels details of the pupils' work in class are also communicated. Special stress is laid on games and healthy living.

The influence of the regularity and good fellowship of hostel life on the moral and physical growth of students in colleges and of pupils in schools is now obtaining universal recognition. One Inspector notes that in one district the guardians of some of the pupils prefer to keep their boys in the school hostel rather than at home although the hostel is in the same town as the boys' home.

## CHAPTER XVII.

### MEDICAL INSPECTION AND SCHOOL HYGIENE.

**117. Medical Inspection.**—Medical inspection of pupils in schools is conducted so far as the resources of the Medical Department permit. All Government school hostels are under the medical charge of an Assistant Surgeon or a Sub-Assistant Surgeon who receives a monthly allowance. All schools in dispensary towns are regularly inspected once a month by the Assistant or Sub-Assistant Surgeon. The inspection of vernacular primary and middle

Schools in villages is less regular and systematic. It is conducted mainly by Civil Surgeons and other touring medical officers who inspect and report on the conditions of such schools as they come across in their tours. In certain districts itinerant doctors in charge of dispensaries instituted by the Sanitary Department inspect the schools in the more remote villages. Vaccinators visit the schools and voluntary vaccination is now practically universal. Plague inoculation is becoming popular even in villages. In the Mandla and Seoni districts a system of administering quinine free of charge to pupils three times a week has produced good results. The usefulness of the medical inspection of schools is, however, impaired by the difficulty of persuading parents to act on the advice of the medical officers. In one district the Inspector reports that some of the parents in villages are indifferent "even to defects of hearing and eye-sight." Attempts are being made in certain schools to overcome this indifference by storing such medicines as quinine on the premises. In order to make the medical inspection of schools more regular and systematic and the medical examination of pupils more thorough, proposals were made during the quinquennium for the appointment of an Inspector of School Hygiene but were given up owing to adverse financial conditions. Meanwhile a scheme has been sanctioned and will be introduced during the current year to extend the benefits of medical inspection and attendance to day-boys as well as to boarders in Government Anglo-vernacular schools. The scheme includes medical attendance on cases requiring treatment in hostels, the regular inspection of hostels once a month and of school buildings and all school pupils every half-year and the submission of a report by the medical officers in charge, the weighing and recording of the weight of every school pupil once every three months and the testing and recording of the test of the sight of every pupil on admission to the schools and of those already admitted.

**118. School Hygiene.**—During the quinquennium the policy has been adhered to of paying special attention to the provision of suitable hostel accommodation for the students of colleges and the pupils of secondary schools who do not reside with their parents or guardians. Four existing hostels of Government secondary and normal schools have been extended and nine new hostels have been built for Government schools. These include normal schools. In consultation with the Public Works and Sanitary Departments a list of building regulations has been drawn up. These give clear instructions regarding the selection of sites, the orientation of buildings, ventilation and light, floor area and cubic space per student, latrine and urinal requirements.



Furniture regulations have been published together with a book of standard plans and designs. Antiquated and unsuitable buildings and furniture are gradually being replaced by buildings and furniture in which the regulations and standard plans for different types of schools, high, Anglo-vernacular middle and primary, are carefully followed for both Government and aided institutions. Improvements are made in the plans themselves from time to time to suit particular conditions. In the construction of hostels for certain normal schools, *e.g.*, at Wardha, Akola, Seoni and Bilaspur, double-storeyed buildings have been constructed, for the sake of economy, with class-room accommodation on the ground floor and dormitories above.

In all school hostels the superintendent closely supervises the cooking and messing arrangements. In the schools inspecting officers pay special attention to personal cleanliness among the pupils.

With a view to introducing instruction in hygiene in normal schools a batch of fifteen teachers was sent to the Robertson Medical School, Nagpur, during the latter part of the quinquennium for a two years' course in hygiene and the local Government has sanctioned the appointment of a Lecturer in Hygiene and Physical Training to the Training College, Jubbulpore, with effect from the 1st April 1924.

Simple books on the relation of sanitation to health are sanctioned as prizes and as suitable for school libraries. Pamphlets giving useful information in clear and simple language on epidemic and other diseases and the relation of sanitation to health are distributed among the schools. In 1917-18 Dr. Bhatra, Health Officer, Nagpur, delivered a series of useful and informative lectures to college students at Nagpur on sanitation and contagious diseases. Magic lantern slides on plague, tuberculosis and malaria, with lectures prepared by the Scientific Research Committee, have been supplied to Deputy Inspectors. Arrangements have been made for the co-operation of medical officers in delivering these lectures throughout the province.

A syllabus on temperance prepared by Mr. Dix on the lines of the Board of Education syllabus in England, has been published after scrutiny by certain non-official Indian members of the local Legislative Council. Full instructions have been given to teachers to enable them to teach the subject as part of the general laws of health without any attempt at dogmatism.

The services of teachers of schools and professors of colleges have been freely utilised in times of epidemics such as influenza and relapsing fever.

**119. First-Aid and Hygiene Classes.**—Courses in first-aid and hygiene were established during the latter part of the previous quinquennium in 1916-17. During the year 1921-22 there were 62 centres for instruction in this subject. For the First-Aid Certificate Examination 726 candidates appeared and 284 passed. In the Hygiene Certificate Examination 339 candidates out of 671 passed. Medallions were won by 67 out of 134 candidates. Labels were bestowed on 17 and pendants on 2 candidates who competed for these distinctions. The course in hygiene and first-aid has been discontinued during the current year.

## CHAPTER XVIII.

### MISCELLANEOUS.

**120. Imperial grants.**—Consequent on the coming into effect of the Montagu-Chelmsford Reforms scheme in January 1921 grants from imperial revenues have ceased. Separate accounts for such grants are no longer maintained, the accounts of grants already received being merged with provincial grants. Prior to the Reforms, however, non-recurring imperial grants to the extent of Rs. 1·3 lakhs and recurring grants to the extent of Rs. 3·2 lakhs were received. The recurring grants have been fully expended on the objects for which they were received with the exception of a portion which still remains unspent of a grant of Rs. 1 lakh for the teaching of practical agriculture. Of the non-recurring grants 1·07 have been spent in addition to 3·3 from the unspent balance of 3·85 in 1917. The total unspent balance of non-recurring grants amounts to 77 of which 23 are from grants received during the present quinquennium and 54 from the balance left over at the end of the last quinquennium.

Of the non-recurring grants 55 for technical and industrial education have been spent on building the new Engineering School, Nagpur, and in grants to the Second Class Scientific Library, Nagpur, 5 to the former and 05 to the latter; 5 have been spent on apparatus and equipment for the Engineering school and 23 on agricultural education by means of the cinematograph.

Of the recurring grants vernacular education, including normal schools, has received the largest share. Of Rs. 1·6 lakhs for the improvement of the pay of teachers in secondary and primary schools, 03 have been spent on raising the value of stipends in the Training College, Jubbulpore, 52 on extending and improving normal schools and 88 in grants to District Councils for the extension and improvement of vernacular education; of Rs. 1·5 lakhs for the development of primary education 1·4 have been spent on improving the salaries of vernacular

teachers, '08 in grants to Berar District Boards for the extension of vernacular education and '02 to local bodies for maintaining factory schools. A grant of Rs. 1 lakh for the entertainment of local men to teach practical agriculture has not been fully expended on account of the lack of suitable teachers.

**121. Grant-in-aid Code. Non-European schools.**—This code was revised during the previous quinquennium, the important changes being summarised in the 1915-16 report. During the present quinquennium certain alterations have been made. The Director's powers of sanction, which were unlimited during the previous quinquennium, have been limited to Rs. 2,500. Annual grants upto a limit of two-thirds of the admissible annual expenditure can now be sanctioned in the case of schools for the depressed classes. The power to check the financial statements of aided schools has been delegated to Inspectors and Inspectresses. The Director's power of sanction has been raised from Rs. 500 to Rs. 1,000 for furniture and from Rs. 2,000 to Rs. 5,000 for building grants. A revision and an increase have been made in the rates at which rewards are paid to teachers of boys' schools to encourage the attendance of girls in boys' schools in places where there are no girls' schools.

**122. Education Manual.**—The present edition of the Education Manual, prepared by Mr. Kilroe in 1916-17, was published in 1917. The changes embodied in it were referred to in various sections of the last quinquennial report.

**123. Departmental standing orders.**—These have been compiled and published in three volumes during the quinquennium.

**124. Plague and open-air classes.**—Outbreaks of plague have not been as frequent as during the previous quinquennium but whenever they have occurred classes have been held in the open air and arrangements have been made for the accommodation of boarders.

**125. Reformatory School, Jubbulpore.**—This school is now under the control of the Department of Industries and it has been decided that the report on its working should be included in the report on the Department of Industries.

**126. Education of defectives.**—The Amraoti school for the deaf and dumb which was described in the last quinquennial report has been closed owing to the death of its manager, Mr. Phadke, to whose enterprise in opening the school much credit is due. The Nagpur school was closed owing to the lack of a manager during

the absence of Mr. Parande who had been given a scholarship for further training in England in the teaching of the deaf and dumb. Mr. Parande has returned to India since the close of the quinquennium but the school has not been re-opened. A new school with 11 pupils has, however, been opened in Nagpur by Mr. Gadge who was Mr. Parande's assistant.

With the exception of Mr. Parande no teachers have been specially trained in the instruction of the deaf and dumb. In the Central Provinces and Berar schools for the deaf and dumb the instruction has been literary and not industrial or vocational. No arrangements have been made for keeping in touch with ex-pupils of the schools and no expert has been available to arrange for occasional inspection of the schools. No information is available in the Education Department to show whether any measures have been taken to prevent or cure the infirmities of the deaf and dumb.

**127. Jains.**—The number of Jain students has remained almost stationary, being 5,273 at the beginning and 5,261 at the end of the quinquennium. In colleges the number was 5 both at the beginning and at the end of the quinquennium. At the beginning and end of the quinquennium respectively, the number in secondary schools was 1,280 and 1,340, in primary schools 3,960 and 3,891, and in special schools 28 and 25. Of the total number of Jain pupils 2,711 or about half, are in the Jubbulpore division.

Jain schools still give religious instruction along with secular education and do not seek Government aid.

**128. Sikhs.**—The total number of Sikhs in 1921-22 was 47 of whom 17 were in secondary and 30 in primary schools. The distribution according to circles is, Nagpur 14, Jubbulpore 18, Nerbudda 10, Berar 3 and Chhattisgarh 2.

**129. Text-book Committee.**—The subjoined table shows the work done by the Text-book Committee:—

Number of books	1916-17.	1921-22.	During the quinquennium 1917-22.
Submitted to Director of Public Instruction	714	395	1,083
Rejected by Director of Public Instruction	84	101	436
Sent to preliminary readers	237	170	676
Sent to Text-book Committee	188	60	410
Sanctioned as text-books	58	34	328
Sanctioned as prize and library-books	545	249	1,205
Still under consideration	27	14	14

The organisation and methods of the Text-book Committee remained unchanged during the quinquennium but the number of books submitted for examination has fallen owing to the war and the consequent rise in the cost of paper and of publication.

**130. Book Depôts.**—Further reorganisation of the arrangements for the supply of school books, maps and other materials has been effected and, as a result, the Jubbulpore Educational Book Depôt no longer works on any direct agreement with Government. Local bodies have been given an entirely free hand and have been made responsible for the supply of books, maps and other educational material to vernacular schools; Anglo-vernacular schools make their own arrangements. Vernacular readers are supplied by the Oxford University Press, Bombay, and other departmental vernacular books by the Newal Keshore Press, Lucknow.

**131. Keys.**—The use of keys, epitomes and other cram books is discouraged and condemned by the Department. Inspecting officers and heads of institutions take all possible care to insist on departmental orders in this connection but books of this nature are still published and reports from inspecting officers show that they are still in circulation among pupils and students in institutions mainly above the vernacular stage. The opinion has been expressed by various inspectors of schools that such books will be used by pupils and students so long as the present method of examination, with prescribed text-books, remains the sole test for promotion. Signs are not wanting, however, that with improved methods of teaching and more intelligent and searching examination questions the use of cram books and keys is gradually decreasing.

**132. Cinematograph lectures and demonstrations.**—The experiment has been tried during the quinquennium of utilising the cinematograph and the magic-lantern as a means of widening the outlook of school pupils and college-students. In 1919-20 an officer in the Provincial Educational Service was placed on special duty for the purpose of displaying and explaining films dealing with the war, agriculture, geography, various industries, natural history, sanitation and other subjects. Arrangements for a travelling cinematograph were made by the Publicity Board and films were shown at 21 centres in different parts of the province.

**133. Students' Advisory Committee.**—The Students, Advisory Committee, Nagpur, completed the 12th year of its existence in February 1922. The Director of Public Instruction continued to be Chairman of the Committee and Mr. S. R. Pandit,

Barrister-at-Law, discharged the duties of Secretary carefully and effectively throughout the quinquennium.

During the period under review 358 students have sought the assistance of the Committee, 45 in 1917-18, 60 in 1918-19, 114 in 1919-20, 89 in 1920-21 and 50 in 1921-22. Of these only a small percentage have left India the number, 25, in 1919-20, being a "record figure in this respect" and the Secretary reports that in 1921-22 the number of students "who are believed to have proceeded to England, America and Germany was 8 as against 20 in the previous year."

During the year 1921-22 a resolution was moved in the local Legislative Council that the Committee should collect information regarding technical and industrial courses in countries other than the United Kingdom, *i.e.*, Japan, America and Germany. The High Commissioner was addressed on the subject. The result may be seen from the following extract from the Secretary's report on the working of the Committee during the year 1921-22 :—

"In reply the High Commissioner referred to the pamphlets issued by Professors Sorabjee and Coyajee, Secretaries of the Advisory Committees, Allahabad and Calcutta, respectively, on the subject and said that they contained all the information available at his office regarding educational facilities in America and Japan. As regards industrial and technical courses provided elsewhere than in the British Empire, America and Japan the High Commissioner intimated that his Department was unable to supply any information or to advise as to how such information could be obtained, but possibly the Education Department of the Government of India may be able to give some particulars or to obtain the information through the Consular officers in India or the countries concerned. The Government of India were accordingly addressed who furnished to the Committee a list of books containing information on the subject which was being published in the August 1921 number of the Journal of Indian Industries and Labour. They, however, hoped in due course to be able to institute a system for obtaining accurate detailed information relating to all countries. Such of the books from the above list as were available, have been purchased by the Secretary for reference in his office. Intimation has also been received since the close of the year from the High Commissioner's office that enquiries are at present being made concerning the technical and industrial courses provided in America, Germany, Canada and Japan and that this information will be circulated in due course to the Advisory Committees in India."

The Secretary also notes that "a suggestion was made to the High Commissioner that Colleges at Oxford and Cambridge would be glad to have particulars, for incorporation in their records, of the after-careers of Indian students who had been members of those Universities" and the High Commissioner was assured that it was practicable and desirable to forward such information to his office at stated periods.

134. **Acknowledgments.**—Mr. F. P. Tostevin, Principal, Morris College, Nagpur, was relieved of a part of his collegiate work for the purpose of preparing this report and performing other important duties in connection with the University and Vocational Training. He has responded cheerfully to the heavy demands which have been made upon his time and energy and I desire to record my deep appreciation of the care and thoroughness which he has devoted to the report among his other duties.

Of the department as a whole I can write from personal knowledge of only a few months. But during that time I have learned enough to enable me to bear testimony to its loyal and conscientious service (rendered sometimes under the greatest difficulties) and to endorse the high opinions of its work expressed by my predecessors in the annual reports. When so many have aimed high and succeeded, it would be invidious to select a few for special praise, but I shall follow Mr. Mayhew's practice of conveying to those who have been specially mentioned in Circle, District or College reports the appreciation of the Head of the Department.

Finally, the office staff under the zealous and sympathetic superintendence of Mr. C. Biden deserves recognition for its loyal co-operation in meeting the heavy demands made by work that, as this report reveals, has grown steadily in volume and complexity.

C. E. W. JONES,

*Officiating Director of Public Instruction,  
Central Provinces.*

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GENERAL TABLES.

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GENERAL

*Abstract Statement of Colleges, Schools and Scholars in Central*

(For details, see

Area and Population.			Particulars.	Public				
Total area in square miles.	Number of towns* and villages.	Population.		University Education.		School Education, General.		
				Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Total.
1	2	3	4	5	6	7	8	9
			<i>Institutions.</i>					
99,623	Towns* ... 112	Males 6,951,399	For Males...	4	3	510	3,987	4,504
	Villages ... 39,005	Females 6,961,361	For Females ...	...	...	61	326	387
	Total ... 39,117	Total (a) 1,39,12,760	Total ...	4	3	571	4,313	4,891
			<i>Scholars.</i>					
			Males ...	675	294	61,159	228,327	290,455
			Females ...	2	..	5,651	32,085	37,738
			Total ...	677	294	66,810	260,412	328,193

\* All places containing 5,000 inhabitants or upwards and all  
 (a) The figures of population are taken from the *Central Provinces*

TABLE I.

Provinces and Berar at the end of the official year 1921-22.

General Table III.)

Institutions.		Total.	Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to population of scholars in	
School Education, Special.			Ad- vanc- ed.	Ele- ment- ary.	Total.		Public institu- tions.	Public or private institu- tions.	Public institu- tions.	Public or private institu- tions.
Train- ing schools.	All other special schools.									
10	11	12	13	14	15	16	17	18	19	20
12	8	4,524	20	46	66	4,590	8.6	8.5	...	...
6	4	397	...	4	4	401	98.5	97.5	...	...
18	12	4,921	20	50	70	4,091	7.9	7.8	...	..
1,421	415	292,291	454	1,608	2,062	294,353	...	...	4.20	4.23
194	458	38,390	58	502	560	38,950	...	...	3.55	3.56
1,615	873	330,681	512	2,110	2,622	333,303	...	...	2.37	2.39

municipalities whatever their population are entered as towns.  
*Gazette* of 11th February 1922 as the Census Report is not yet out.

GENERAL

Abstract Statement of Expenditure on Public Instruction in

(For details, see

1	Total direct expenditure on				
	University Education.		School Education, General.		
	Arts colleges,	Colleges for professional training.	Secondary schools.	Primary schools.	
				Upper.	Lower.
2	3	4	5	6	
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>1. Institutions—</b>					
For Males ... ..	3,41,041	1,99,908	20,63,080	22,61,376	2,60,130
For Females ... ..	...	...	1,84,022	2,60,870	49,234
Total ... ..	3,41,041	1,99,908	22,48,011	25,22,246	2,99,373
<b>2. a) Percentages of Provincial expenditure included in columns 2—16 to total Provincial expenditure on Public Instruction ...</b>	4'93	3'71	23'23	32'77	3'11
<b>(b) Percentages of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on Public Instruction ...</b>	...	...	31'55	34'48	8'55
<b>(c) Percentages of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction ...</b>	...	...	28'57	46'52	3'42
<b>(d) Percentages of total expenditure in columns 2—16 to total expenditure on Public Instruction ...</b>	4'20	2'46	27'66	31'03	3'68
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
<b>3. Average annual cost of educating each pupil in—</b>					
<b>Government Institution—</b>					
Cost to Provincial Revenues ... ..	412 14 6	636 2 4	55 5 8	15 6 0	12 15 10
Do. Local and Municipal Funds ... ..	...	...	...	...	...
Total cost ... ..	495 10 4	698 8 11	60 4 6	15 7 3	13 0 9
<b>Local Fund and Municipal Board schools—</b>					
Cost to Provincial Revenues ... ..	...	...	7 5 3	6 15 11	5 9 1
Do. Local and Municipal Funds ... ..	...	...	10 0 6	2 15 8	4 13 11
Total cost ... ..	...	...	18 4 6	10 0 2	10 8 1
<b>Aided institutions—</b>					
Cost to Provincial Revenues ... ..	187 8 0	...	20 0 5	6 4 2	0 15 9
Do. Local and Municipal Funds ... ..	...	...	0 6 0	0 14 9	1 11 7
Total cost ... ..	495 11 7	...	76 3 2	20 0 4	6 5 1
<b>Unaided institutions—</b>					
Total cost ... ..	...	...	36 5 8	7 4 8	5 1 7
<b>All institutions—</b>					
Cost to Provincial Revenues ... ..	367 5 10	636 2 4	17 8 9	7 3 5	5 1 9
Do. Local and Municipal Funds ... ..	...	...	7 2 9	2 10 7	3 7 3
Total cost ... ..	495 11 2	693 9 5	33 2 5	10 13 5	9 9 11



GENERAL  
Colleges, Schools and Scholars in the Central

Class of Institution.	Public									
	Under Public Management.								Under	
	Managed by Government.				Managed by Local Funds and Municipal Boards.				Aided by Local Funds and Boards	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11
<b>UNIVERSITY EDUCATION.</b>										
<i>Arts Colleges.</i>										
English—Males	3	543	549	444	...	...	...	...	1	134
Oriental	...	...	...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>										
Law—Males	1	107	109	91	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...
Teaching—Males	1	135	137	132	...	...	...	...	...	...
Agriculture—Males	1	52	53	53	...	...	...	...	...	...
Veterinary	...	...	...	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...	...
Total	6	837	848	720	...	...	...	...	1	134
<b>SCHOOL EDUCATION, GENERAL.</b>										
<i>Secondary Schools.</i>										
High schools for males	20	2,099	1,972	1,737	3	158	146	133	19	730
Middle schools for males—										
English	52	5,757	5,617	4,872	41	4,043	4,296	3,580	51	2,371
Vernacular	11	1,205	1,167	950	290	42,802	43,855	30,729	13	1,589
High schools for females...	1	17	18	17	...	...	...	...	7	78
Middle schools for females										
English	1	56	52	51	...	...	...	...	12	494
Vernacular	22	2,232	2,225	1,519	...	...	...	...	15	1,331
Total	107	11,366	11,051	9,146	334	47,002	48,297	34,447	117	7,593
<i>Primary Schools.</i>										
For males—Upper	8	807	805	650	2,065	2,00,464	2,03,994	1,26,157	133	9,019
Lower	2	246	251	218	568	20,484	20,672	14,310	106	2,958
For females—Upper	173	10,314	10,375	6,446	1	49	43	23	57	3,758
Lower	58	2,823	2,783	1,911	4	185	202	142	13	448
Total	241	14,192	14,211	9,235	3,538	2,21,182	2,24,911	1,40,657	309	16,173

\* Includes 19 night schools

TABLE III.

Provinces and Berar for the Official year 1921-22.

Institutions.							Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Number of scholars on 31st March learning.			Number of girls in boys' schools.	Number of boys in girls' schools.
Private Management.						English.			A classical Language.	A Vernacular Language.			
Government, by or Municipal rds.		Unaided.											
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	12	13	20	21	22	23	24	
139	119	...	...	...	...	4	677	587	248	...	2	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	1	107	107	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	1	135	135	...	102	...	...	
...	...	...	...	...	...	1	52	52	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
139	119	...	...	...	...	7	971	881	248	102	2	...	
696	610	1	34	47	30	43	3,021	3,021	1,862	1,477	2	...	
3,460	2,881	6	317	338	274	150	13,487	13,487	378	13,487	9	...	
1,598	1,299	3	243	240	204	317	45,838	...	...	45,838	1,263	...	
73	69	...	...	...	...	8	95	95	43	74	...	...	
477	418	2	159	156	122	15	709	636	195	519	...	76	
1,274	986	1	97	97	85	38	3,660	10	...	3,660	...	11	
7,578	6,263	13	849	878	715	571	66,810	17,249	2,478	65,055	1,274	87	
9,019	6,228	71	4,650	4,728	2,849	3,177	2,14,930	555	76	2,14,555	12,738	...	
2,933	2,352	134	3,447	3,131	2,597	810*	27,135*	...	11	27,124	1,291	...	
3,653	2,834	1	40	40	32	232	14,161	757	88	13,404	...	291	
440	311	19	728	707	534	94	4,186	...	...	4,186	...	...	
16,045	11,725	225	8,865	8,606	6,002	4,313	2,60,412	1,312	175	2,59,269	14,029	291	

with 1,398 Scholars.

GENERAL  
Colleges, Schools and Scholars in the Central

Class of Institution.	Public									
	Under Public Management.								Under	
	Managed by Government.				Managed by Local Funds and Municipal Boards.				Aided by Local Funds and Boards.	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11
<b>SCHOOL EDUCATION.</b>										
<b>SPECIAL.</b>										
Training Schools—Males.	12	1,421	1,305	1,181	...	..	..	..	..	..
Females.	2	127	137	119	...	..	..	..	4	67
Schools of Art	..	..	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..	..	..
Medical do.—Males	1	160	141	120	..	..	..	..	..	..
Engineering and Surveying Schools—Males	1	82	86	72	..	..	..	..	..	..
Technical and Industrial Schools—Males	2	97	87	71	..	..	..	..	3	69
Females	..	..	..	..	..	..	..	..	2	141
Commercial Schools—Males	..	..	..	..	..	..	..	..	..	..
Agricultural do.	..	..	..	..	..	..	..	..	..	..
Reformatory do.	..	..	..	..	..	..	..	..	..	..
Other Schools—Males	..	..	..	..	..	..	..	..	..	..
Females...	..	..	..	..	..	..	..	..	2	313
<b>Total</b>	18	1,887	1,756	1,503	...	...	...	...	11	581
<b>TOTAL OF COLLEGES &amp; SCHOOLS OF PUBLIC INSTRUCTION.</b>	372	28,282	27,866	20,664	3,872	268,184	273,208	175,104	438	24,481

TABLE III.—(Concid.)

Provinces and Berar for the Official year 1921-22.

Institutions.						Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.
Private Management.								English.	A classical Language.	A Vernacular Language.		
Government, by or Municipal rds.		Unaided.										
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	18	19	20	21	22	23	24
...	...	...	...	...	...	12	1,421	...	...	1,421	...	...
66	63	...	...	...	...	6	194	...	...	194	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	160	160	...	...	4	...
...	...	...	...	...	...	1	82	82	...	...	...	...
67	56	...	...	...	...	5	157	...	...	157	...	...
135	112	...	...	...	...	2	141	...	...	141	...	...
...	...	1	20	19	18	1	20	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
314	183	...	...	...	...	2	313	...	...	313	...	...
582	414	1	20	19	18	30	2,488	242	...	2,226	4	...
24,344	18,521	239	9,734	9,503	6,735							
PRIVATE INSTITUTIONS.												
I. ADVANCED, teaching—												
(a) Arabic or Persian—Males ... 6 263 ... 263 ... 58 ...												
(b) Sanskrit—Males ... 14 249 ... 249 ... ..												
(c) Any other Oriental Classic ... ..												
2. ELEMENTARY, teaching—												
(a) A vernacular only or mainly—Males 6 217 ... 217 7 ...												
Females 1 36 ... 36 ...												
(b) The Koran only—Males 31 1,573 ... 1,465 108 365 ...												
Females 2 47 ... 47 ... 12												
3. OTHER SCHOOLS not conforming to Departmental Standards—Males ... 9 178 ... 178 ...												
Females ... 1 59 ... 59 ...												
TOTAL OF PRIVATE INSTITUTIONS ... 70 2,622 ... 1,977 645 430 12												
GRAND TOTAL OF ALL INSTITUTIONS—Males ... 4,590 3,99,702 18,186 4,552 3,04,664 15,739 ...												
Females ... 401 23,601 1,498 325 22,633 ... 390												
Total ... 4,991 3,31,303 19,684 4,878 3,27,297 5739 390												



GENERAL TABLE III-A.

Number of Scholars on 31st March 1922, in the Central Provinces and Berar classified according to sex, race or creed.

1	2	3	Hindus.		6	7	8	9	10
			Brahmans.	Non-Brahmans.					
<b>UNIVERSITY EDUCATION.</b>									
<b>ARTS COLLEGES.</b>									
English—Male	7	9	431	152	39	...	4	3	675
Female	...	2	...	...	...	...	...	...	2
Oriental	...	...	...	...	...	...	...	...	...
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>									
Law—Male	...	2	85	13	7	...	...	...	107
Medicine	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Teaching—Male	...	3	93	20	18	...	...	1	135
Agriculture—Male	...	...	22	25	4	...	...	1	52
Veterinary	...	...	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
<b>Total</b>	<b>7</b>	<b>16</b>	<b>631</b>	<b>240</b>	<b>68</b>	<b>..</b>	<b>4</b>	<b>5</b>	<b>971</b>
<b>SCHOOL EDUCATION, GENERAL.</b>									
<b>SECONDARY SCHOOLS.</b>									
<i>For Males.</i>									
High Schools—Male	68	65	1,566	905	315	1	26	73	3,019
Female	2	...	...	...	...	...	...	...	2
Middle Schools—	...	...	...	...	...	...	...	...	...
English—Male	188	402	4,770	6,273	1,591	4	41	209	13,478
Female	...	1	5	3	...	...	...	...	9
Vernacular—Male	...	1,177	5,623	28,919	4,998	2	2	3,854	44,575
Female	...	22	248	828	74	...	...	91	1,263
<i>For Females.</i>									
High Schools—Female	19	53	15	5	...	...	3	...	95
Middle Schools—	...	...	...	...	...	...	...	...	...
English—Male	11	1	...	...	...	...	64	...	76
Female	174	281	113	31	4	...	20	10	633
Vernacular—Male	...	10	...	...	...	...	...	1	11
Female	...	1,100	971	1,391	54	...	64	69	3,649
<b>Total</b>	<b>462</b>	<b>3,112</b>	<b>13,311</b>	<b>38,355</b>	<b>7,036</b>	<b>7</b>	<b>220</b>	<b>4,307</b>	<b>66,810</b>
<b>PRIMARY SCHOOLS.</b>									
<i>For Males—</i>									
Upper Primary—Male	407	1,306	18,040	1,24,738	15,907	...	39	41,755	2,02,192
Female	99	138	1,255	7,197	593	...	4	3,452	12,738
Lower Primary—Male	...	121	1,271	17,481	2,209	...	...	4,762	25,844
Female	...	13	87	852	125	...	3	201	1,291
<i>For females—</i>									
Upper Primary—Male	197	23	25	30	1	...	10	5	291
Female	439	868	2,353	7,318	1,652	...	41	1,169	13,870
Lower Primary—Female	...	69	576	2,068	1,253	...	...	220	4,186
<b>Total</b>	<b>1,142</b>	<b>2,538</b>	<b>23,607</b>	<b>1,59,724</b>	<b>21,740</b>	<b>...</b>	<b>97</b>	<b>51,564</b>	<b>2,60,412</b>

GENERAL TABLE III-A.—(Concl'd.)

Number of Scholars on 31st March 1922, in the Central Provinces and Berar classified according to sex, race or creed.—(Concl'd.)

1	2	3	Hindus.		6	7	8	9	10	
			Brahmans.	Non-Brahmans.						
SCHOOL EDUCATION, SPECIAL.										
Training Schools—Male	...	30	372	805	168	...	...	46	1,421	
Female	...	81	33	70	1	...	...	9	194	
Schools of Art	...	...	...	...	...	...	...	...	...	
Law Schools	...	...	...	...	...	...	...	...	...	
Medical Schools—Male	...	3	80	58	15	...	...	...	156	
Female	2	...	1	1	...	...	...	...	4	
Engineering and Surveying Schools—Male	...	5	31	38	7	...	1	...	82	
Technical and Industrial Schools. { Male	14	6	20	99	11	...	...	7	157	
{ Female	...	141	...	...	...	...	...	...	141	
Commercial Schools—Male	...	...	7	5	8	...	...	...	20	
Agricultural Schools	...	...	...	...	...	...	...	...	...	
Reformatory Schools	...	...	...	...	...	...	...	...	...	
Other Schools—Female	...	...	98	185	30	...	...	...	313	
Total	...	16	266	642	1,261	240	...	1	62	2,438
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	1,627	5,932	38,191	1,99,580	29,084	7	322	55,938	3,33,681	
PRIVATE INSTITUTIONS. ADVANCED, TEACHING.										
(a) Arabic or Persian—Male	...	...	...	...	205	...	...	...	205	
Female	...	...	...	...	58	...	...	...	58	
(b) Sanskrit—Male	...	...	201	49	...	...	...	...	249	
(c) Any other oriental classic	...	...	...	...	...	...	...	...	...	
ELEMENTARY, TEACHING.										
(1) A vernacular only or mainly—										
For Males—Male	...	1	11	63	...	...	...	135	210	
Female	...	2	2	3	...	...	...	...	7	
For Females—Female	...	...	...	...	36	...	...	...	36	
(2) The Koran only—										
For Males—Male	...	...	...	...	1,208	...	...	...	1,208	
Female	...	...	...	...	365	...	...	...	365	
For Females—Male	...	...	...	...	12	...	...	...	12	
Female	...	...	...	...	35	...	...	...	35	
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.										
For Males—Male	...	20	35	101	...	...	...	21	178	
For Females—Female	...	...	18	41	...	...	...	...	59	
TOTAL OF PRIVATE INSTITUTIONS.	...	23	268	255	1,919	...	...	155	2,622	
GRAND TOTAL OF ALL INSTITUTIONS.	1,627	5,955	38,459	1,99,836	31,003	7	322	56,094	3,33,393	

GENERAL

Number of European Colleges, Schools and Scholars in

Class of Institution.	Public					
	Managed by Government.				Under	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Aided by Government (Municipal)	
Number of Institutions.					Number of Scholars on the rolls on 31st March.	
1	2	3	4	5	6	7
<b>UNIVERSITY EDUCATION.</b>						
<i>Arts Colleges.</i>						
English ...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>						
Teaching ...	...	...	...	...	...	...
Total	...	...	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>						
<i>Secondary Schools.</i>						
High Schools for males ..	...	...	...	...	4	81
Middle do.—English—for males	...	...	...	...	3	207
High do.—for females ...	...	...	...	...	4	23
Middle do.—English—for females	...	...	...	...	7	220
Total	...	...	...	...	18	531
<i>Primary Schools.</i>						
For males ...	...	...	...	...	7	555
For females ...	...	...	...	...	9	757
Total	...	...	...	...	16	1,312
<b>SCHOOL EDUCATION, SPECIAL.</b>						
Training Schools ...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...
Technical and Industrial do.	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Other do. ...	...	...	...	...	...	...
Total	...	...	...	...	...	...
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>					34	1,843
<b>PRIVATE INSTITUTIONS.</b>						
Other schools not conforming to Departmental Standards—						
For males ...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...
<b>TOTAL OF PRIVATE INSTITUTIONS</b>					...	...
<b>GRAND TOTAL OF ALL INSTITUTIONS.</b>					34	1,843

**TABLE III-B.**

*the Central Provinces and Berar for the Official year 1921-22.*

Institutions.						Grand Total of Institutions.	Grand Total of Scholars on 31st March.
Private Management.							
Management, by Local Funds or Boards.		Unaided.					
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
8	9	10	11	12	13	14	15
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
75	68	...	...	...	...	4	81
187	174	...	...	...	...	3	207
20	20	...	...	...	...	4	23
188	165	...	...	...	...	7	220
470	427	...	...	...	...	18	531
543	462	...	...	...	...	7	555
748	622	...	...	...	...	9	757
1,291	1,084	...	...	...	...	16	1,312
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,761	1,511	...	...	...	...	34	1,843
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,761	1,511	...	...	...	...	34	1,843

GENERAL

Number of European Colleges, Schools and Scholars in

Class of Institution.	Number of Scholars on the 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
I	16	17	18	19	20
<b>UNIVERSITY EDUCATION.</b>					
<i>Arts Colleges.</i>					
English ... ..	...	...	...	...	...
<i>Colleges for Professional Training.</i>					
Teaching ... ..	...	...	...	...	...
Total	...	...	...	...	...
<b>SCHOOL EDUCATION GENERAL.</b>					
<i>Secondary Schools.</i>					
High Schools for males . . . . .	81	17	79	2	...
Middle do.—English—for males ...	207	97	207	...	...
High do.—for females ...	23	21	2	...	...
Middle do.—English—for females	220	195	30	...	13
Total	531	330	318	2	13
<i>Primary Schools.</i>					
For males ... ..	555	76	180	104	...
For females ... ..	757	88	...	...	218
Total	1,312	164	180	104	218
<b>SCHOOL EDUCATION, SPECIAL.</b>					
Training Schools ... ..	...	...	...	...	...
Schools of Art ... ..	...	...	...	...	...
Engineering and Surveying schools	...	...	...	...	...
Technical and Industrial do. ...	...	...	...	...	...
Commercial Schools ... ..	...	...	...	...	...
Other do. ... ..	...	...	...	...	...
Total	...	...	...	...	...
<b>TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.</b>					
	1,843	494	498	106	231
<b>PRIVATE INSTITUTIONS.</b>					
Other Schools not conforming to Departmental Standards—					
For males ... ..	...	...	...	...	...
For females ... ..	...	...	...	...	...
<b>TOTAL OF PRIVATE INSTITUTIONS</b>					
	...	...	...	...	...
<b>GRAND TOTAL OF ALL INSTITUTIONS</b>					
	1,843	494	498	106	231

TABLE III-B.—(Concl'd.)

the Central Provinces and Berar for the Official year 1921-22.—(Concl'd.)

Classification of Scholars on the 31st March according to race or creed.

Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muham-madans.	Buddists.	Parsis.	Others.
		Brahmans.	Non-Brahmans.				
21	22	23	24	25	26	27	28
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
68	5	1	...	...	...	7	...
158	3	2	...	...	...	14	...
18	2	...	...	...	...	3	...
185	4	3	...	3	..	15	10
459	14	6	...	3	...	39	10
506	11	5	1	1	...	31	...
636	36	12	1	3	...	49	20
1,142	47	17	2	4	...	80	20
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,601	61	23	2	7	...	119	30
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1,601	61	23	2	7	...	119	30

GENERAL  
Expenditure on Public Instruction in the Central

Object of expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
	2	3	4	5	6	7	8
<b>UNIVERSITY EDUCATION.</b>							
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Arts Colleges.</i>							
English—Males	2,26,687	...	...	45,448	...	...	2,72,135
Oriental	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law—Males	...	...	...	9,699	...	...	9,699
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching—Males	1,51,347	...	...	...	...	...	1,51,347
Agriculture Males	38,862	...	...	...	...	...	38,862
Veterinary	...	...	...	...	...	...	...
Commercial	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...
Total	4,16,896	...	...	55,147	...	...	4,72,043
<b>SCHOOL EDUCATION, GENERAL.</b>							
<i>Secondary Schools.</i>							
High schools for males	2,10,821	...	...	76,298	...	632	2,87,751
Middle do.	2,91,149	...	...	71,768	3,432	726	3,67,075
	53,333	...	...	638	...	...	53,971
High schools for females	7,979	...	...	172	...	...	8,151
Middle do.	5,292	...	...	244	...	...	5,536
	43,154	...	18	...	...	14	43,186
Total	6,11,728	...	18	1,49,120	3,432	1,372	7,65,670
<i>Primary Schools.</i>							
For males	17,704	...	...	414	...	400	18,518
	1,615	...	...	16	...	150	1,781
For females	1,54,235	...	12	...	...	42	1,54,289
	37,768	...	...	...	...	...	37,768
Total	2,11,322	...	12	430	...	592	2,12,356

NOTE.—The amount of Imperial funds shown as Provincial revenues in columns 2, 9, 16 and 27 which of Provincial funds

TABLE IV.

Provinces and Berar for the official year 1921-22.

Institutions.

Management.

Managed by Local funds and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
8,067	...	11,244	3,953	...	...	23,264
65,472	...	1,10,175	34,530	...	1,410	2,11,587
2,80,476	3,25,442	37,738	4,425	...	122	6,48,203
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
3,54,015	3,25,442	1,59,157	42,908	...	1,532	8,83,054
...	...	...	...	...	...	...
14,27,417	3,55,278	2,52,178	23,223	120	2,244	20,60,460
1,16,318	81,807	18,849	1,277	...	17	2,18,268
...	...	474	...	...	...	474
...	941	144	...	...	...	1,085
15,43,735	4,38,026	2,71,645	24,500	120	2,261	22,80,287

is expended upon institutions, etc., included in General Table III direct and not through the medium is nil.



**GENERAL**  
*Expenditure on Public Instruction in the Central*

Object of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local or Municipal Boards.						
	Pro- vincial Reven- ues.	Local Funds.	Muni- cipal Funds.	Fees.	Endow- ments.	Sub- scrip- tions and other sour- ces.	Total.
1	16	17	18	19	20	21	22
<b>UNIVERSITY EDUCATION.</b>							
<i>Arts Colleges.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English—Males ...	26,063	...	...	12,900	583	29,360	68,906
Oriental ...	...	...	...	...	...	...	...
<i>Colleges for Professional Training.</i>							
Law—Males ...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...
Teaching—Males ...	...	...	...	...	...	...	...
Agriculture—Males ...	...	...	...	...	...	...	...
Veterinary ...	...	...	...	...	...	...	...
Commercial ...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...
Total ...	26,063	...	...	12,900	583	29,360	68,906
<b>SCHOOL EDUCATION, GENERAL.</b>							
<i>Secondary Schools.</i>							
High schools for males ...	70,137	...	350	42,130	13,616	54,716	1,80,949
Middle do. { English ...	1,01,299	...	1,790	78,547	10,297	50,499	2,42,432
Middle do. { Vernacular ...	8,881	...	...	252	2,956	12,552	24,641
High schools for females ...	14,240	...	...	4,181	80	16,206	34,707
Middle do. { English ...	24,480	...	...	14,350	781	21,746	61,400
Middle do. { Vernacular ...	5,102	...	710	572	3,306	13,556	23,336
Total ...	2,24,229	...	2,850	1,40,072	31,039	1,69,275	5,67,465
<i>Primary Schools.</i>							
For males { Upper ...	46,120	376	6,248	19,521	16,209	60,415	1,49,079
For males { Lower ...	1,774	5,430	100	1,480	383	8,095	17,202
For females { Upper ...	33,466	...	5,047	21,676	9,926	34,540	1,04,655
For females { Lower ...	1,549	...	300	...	25	1,754	3,628
Total ...	82,909	5,806	11,695	42,777	26,633	1,04,804	2,74,624

NOTE.—The amount of Imperial Funds shown as Provincial Revenue in columns 2, 9, 16 and 27 medium of Provincial

TABLE IV.—(Contd.)

Provinces and Berar for the Official year 1921-22.—(Contd.)

Institutions.				Total expenditure from.						Grand Total.
Management.				Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	
Unaided.										
Fees.	Endowments.	Subscriptions and other sources.	Total.							
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	2,52,750	...	...	58,348	583	29,360	3,41,041
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,699	...	...	9,699
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,51,347	...	...	...	...	...	1,51,347
...	...	...	...	38,862	...	...	...	...	...	38,862
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,42,959	...	...	68,047	583	29,360	5,40,949
...	...	...	...	...	...	...	...	...	...	...
1,585	4,197	...	5,782	2,89,025	...	11,594	1,23,966	17,813	55,348	4,97,746
3,460	6,746	6,220	16,426	4,57,920	...	1,11,965	1,88,305	20,475	58,855	8,37,520
...	...	1,908	1,908	3,42,690	3,25,442	37,738	5,315	2,956	14,582	7,28,723
...	...	...	...	22,219	...	...	4,353	80	16,206	42,858
...	6,420	1,263	7,683	29,772	...	...	14,634	7,204	23,009	74,619
...	...	23	23	48,346	...	728	572	3,306	13,593	66,545
5,045	17,363	9,414	31,822	11,89,972	3,25,442	1,62,025	3,37,145	51,834	1,81,593	22,48,011
1,209	9,879	22,231	33,319	14,91,241	3,55,654	2,58,426	44,467	26,298	85,290	22,61,376
819	480	11,529	12,828	1,19,707	87,237	18,949	3,592	863	19,791	2,50,139
...	1,452	...	1,452	1,87,701	...	5,533	21,676	11,378	34,582	2,60,870
...	300	6,453	6,753	39,317	541	444	...	325	8,207	49,234
2,028	12,111	40,213	54,352	18,37,966	4,43,832	2,83,352	69,735	38,864	1,47,870	28,21,619

which is expended upon institutions, etc., included in General Table III direct and not through the Funds is nil.

*Expenditure on Public Instruction in the Central*

Object of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provin- cial Reve- nues.	Local Funds.	Muni- cipal Funds.	Fees.	En- dow- ments.	Sub- scrip- tions and other sour- ces.	Total.
1	2	3	4	5	6	7	8
SCHOOL EDUCATION, SPECIAL.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... { For males ...	3,12,911	...	...	...	...	67	3,12,978
... { For females ...	44,011	...	...	...	...	...	44,011
Schools of Art ... { For males ...	...	...	...	...	...	...	...
... { For females ...	...	...	...	...	...	...	...
Law Schools ... { For males ...	...	...	...	...	...	...	...
... { For females ...	...	...	...	...	...	...	...
Medical Schools ... { For males ...	57,154	...	...	2,650	...	...	59,804
... { For females ...	...	...	...	...	...	...	...
Engineering and surveying Schools—							
For males ...	60,456	...	...	...	...	...	60,456
For females ...	...	...	...	...	...	...	...
Technical and industrial schools—							
For males ...	25,529	...	...	760	...	...	26,299
For females ...	...	...	...	...	...	...	...
Commercial Schools... { For males ...	...	...	...	...	...	...	...
... { For females ...	...	...	...	...	...	...	...
Agricultural Schools... { For males ...	...	...	...	...	...	...	...
... { For females ...	...	...	...	...	...	...	...
Reformatory Schools... { For males ...	...	...	...	...	...	...	...
... { For females ...	...	...	...	...	...	...	...
Other schools ... { For males ...	...	...	...	...	...	...	...
... { For females ...	...	...	...	...	...	...	...
Total ...	5,00,071	...	...	3,410	...	67	5,03,548
Total Direct Expenditure ...	17,40,017	...	30	2,08,107	3,432	2,031	19,53,617
<i>Buildings, furniture and apparatus</i> ...	1,30,090	604	...	226	502	642	1,32,064
Total ...	1,30,090	604	...	226	502	642	1,32,064
Total Indirect Expenditure ...	1,30,090	604	...	226	502	642	1,32,064
Total Expenditure on Public Instruc- tion.	18,70,107	604	30	2,08,333	3,934	2,673	20,85,681

NOTE—The amount of Imperial Funds shown as Provincial Revenues in columns 2, 3, 4 and 5 is the medium of Provincial



GENERAL

*Expenditure on Public Instruction in the Central*

Object of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	16	17	18	19	20	21	22
SCHOOL EDUCATION, SPECIAL.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... { For males ...	...	...	...	...	...	...	...
Training Schools ... { For females ...	3,923	...	...	330	2,499	7,030	13,773
Schools of Art ... { For males ...	...	...	...	...	...	...	...
Schools of Art ... { For females ...	...	...	...	...	...	...	...
Law Schools ... { For males ...	...	...	...	...	...	...	...
Law Schools ... { For females ...	...	...	...	...	...	...	...
Medical do. ... { For males ...	...	...	...	...	...	...	...
Medical do. ... { For females ...	...	...	...	...	...	...	...
Engineering and Surveying Schools—							
Males	...	...	...	...	...	...	...
Females	...	...	...	...	...	...	...
Technical and Industrial Schools—							
Males	11,833	250	1,100	...	1,472	110	14,765
Females	383	...	...	...	...	17,882	18,265
Commercial Schools.. { For males ...	...	...	...	...	...	...	...
Commercial Schools.. { For females ...	...	...	...	...	...	...	...
Agricultural do. { For males ...	...	...	...	...	...	...	...
Agricultural do. { For females ...	...	...	...	...	...	...	...
Reformatory do. { For males ...	...	...	...	...	...	...	...
Reformatory do. { For females ...	...	...	...	...	...	...	...
Other Schools ... { For males ...	...	...	...	...	...	...	...
Other Schools ... { For females ...	2,176	...	250	45	1,981	5,799	10,251
Total	18,315	250	1,350	375	5,943	30,821	57,054
Total Direct Expenditure	3,51,516	6,056	15,895	1,96,124	64,198	3,34,250	9,68,049
Buildings, furniture and apparatus	34,225	...	...	527	49,699	36,139	1,20,590
Total	34,225	...	...	527	49,699	36,139	1,20,590
Total Indirect Expenditure	34,225	...	...	527	49,699	36,139	1,20,590
Total Expenditure on Public Instruction.	3,85,741	6,056	15,895	1,96,651	1,13,897	3,70,399	10,88,639

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in columns 2, 9, 16 and 27 medium of Provincial

TABLE IV.—(Contd.)

Provinces and Berar for the Official year 1921-22.—(Contd.)

Institutions.				Total expenditure from						Grand Total.
Management.				Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	
Unaided.										
Fees.	Endowments.	Subscriptions and other sources.	Total.							
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	3,12,911	...	...	...	...	67	3,12,978
...	...	...	...	47,934	...	...	330	2,490	7,030	57,784
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	57,154	...	...	2,650	...	...	59,804
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	60,456	...	...	...	...	...	60,456
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	37,372	250	1,100	760	1,472	110	41,064
...	...	...	...	383	...	...	...	...	17,882	18,265
800	...	...	800	...	...	...	800	...	...	800
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2,176	...	250	45	1,681	5,799	10,251
800	...	...	800	5,18,386	250	1,350	4,585	5,943	30,888	5,61,402
7,873	29,474	49,627	86,974	39,89,283	7,69,524	4,46,727	4,79,512	97,224	3,89,711	61,71,981
36	12,667	2,804	15,507	2,09,706	1,81,000	88,321	9,018	62,568	39,674	5,90,587
36	12,667	2,804	15,507	2,09,706	1,81,000	88,321	9,018	62,868	39,674	5,90,587
36	12,667	2,804	15,507	2,09,706	1,81,000	88,321	9,018	62,868	39,674	5,90,587
7,509	42,141	52,431	1,02,181	41,98,939	9,50,524	5,35,048	4,88,530	1,60,092	4,29,385	67,62,168

which is expended upon institutions, etc., included in General Table III direct and not through the Funds is nil.

GENERAL

*Expenditure on Public Instruction in the Central*

Object of Expenditure.	Total		
	Provincial Revenues.	Local Funds.	Municipal Funds.
1	27	28	29
	Rs.	Rs.	Rs.
Buildings, furniture and apparatus ... ..	2,09,706	1,81,000	88,321
University ... ..	...	...	...
Direction ... ..	1,00,064	...	...
Inspection ... ..	4,27,189	2,465	1,788
Scholarships held in—			
Arts Colleges .. ..	10,879	...	...
Medical Colleges ... ..	3,113	...	...
Engineering Colleges ... ..	1,200	...	...
Other Professional Colleges ... ..	16,702	157	1,244
Secondary Schools ... ..	74,758	2,358	1,626
Primary Do. ... ..	1,743	...	...
Medical Do. ... ..	11,425	...	...
Engineering Do. ... ..	11,334	...	...
Technical and Industrial Schools ... ..	8,438	350	...
Other special Schools. ... ..	...	...	...
Miscellaneous ... ..	1,70,601	72,456	27,109
Hostel Boarding Charges... ..	86,713	3,133	544
Total ... ..	9,24,159	80,920	32,311
Total Indirect Expenditure ... ..	11,33,865	2,51,920	1,20,632
Total Expenditure on Public Instruction .. ..	51,23,148	10,31,444	5,67,359

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in columns 2, 9, 16 and 27 medium of Provincial

TABLE IV.—(Concl'd.)

Provinces and Berar for the Official year 1921-22.—(Concl'd.)

expenditure from			Grand Total.	Remarks.
Fees.	Endowments.	Subscriptions and other sources.		
30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	
9,018	62,863	39,674	5,90,587	
...	...	...	...	
...	...	...	1,00,064	
...	...	...	4,31,443	
...	14,220	348	25,447	
...	...	...	3,113	
...	...	...	1,200	
...	...	...	18,103	
...	1,441	1,267	81,450	
...	...	31	1,774	
...	...	...	11,425	
...	...	...	11,334	
...	267	286	9,341	
...	...	...	...	
26,882	32,094	41,563	(A) 3,79,705	(A) "Miscellaneous" represents—
1,31,237	9,353	67,986	(B) 2,98,666	(a) Games expenditure. (b) Rewards and prizes. (c) Capital expenditure. (d) Other minor miscellaneous items.
1,58,119	57,375	1,11,481	13,64,365	"Fees" under "Miscellaneous" may be taken to be games fees, tuition fees being excluded altogether.
1,67,137	1,20,243	1,51,153	19,54,952	(B) This includes Rs. 1,10,234 on account of messing charges in European Schools.
6,46,549	2,17,467	5,40,865	81,26,933	

which is expended upon institutions, etc., included in General Table III direct and not through the Funds is nil.



GENERAL

*Expenditure on Public Instruction for Europeans in the*

Objects of Expenditure	Public				
	Under Public Management.				
	Managed by Government.				
	Provincial Revenue.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY EDUCATION.</b>					
<i>Arts Colleges.</i>					
English	...	...	...	...	...
{ Males	...	...	...	...	...
{ Females	...	...	...	...	...
<i>Colleges for Professional Training.</i>					
Teaching	...	...	...	...	...
{ Males	...	...	...	...	...
{ Females	...	...	...	...	...
Total	...	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>					
<i>Secondary Schools.</i>					
High Schools for males	...	...	...	...	...
Middle do. —English— for males	...	...	...	...	...
High do. for females	...	...	...	...	...
Middle do. —English— for females	...	...	...	...	...
Total	...	...	...	...	...
<i>Primary Schools.</i>					
Males	...	...	...	...	...
Females	...	...	...	...	...
Total	...	...	...	...	...

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in columns 2, 7 through the medium of

TABLE IV-A.

Central Provinces and Berar for the Official year 1921-22.

Institutions. —(Contd.)						
Under Private Management.—(Contd.)						
Aided by Government or by Local or Municipal Boards.						
Provincial Revenues.	District Funds,	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
14,062	...	...	8,518	997	4,794	28,371
11,576	...	...	8,564	710	2,266	23,116
9,955	...	...	2,368	80	7,054	19,457
18,186	...	...	12,869	784	9,370	41,209
53,779	...	...	32,319	2,571	23,484	1,12,153
19,582	...	720	14,096	1,414	10,925	46,737
23,864	...	1,020	19,984	2,550	12,169	59,587
43,446	..	1,740	34,080	3,964	23,094	1,06,324

and 18 which is expended upon Institutions, etc., included in General Table III direct and not Provincial Funds is nil.

GENERAL.

*Expenditure on Public Instruction for Europeans in the*

Objects of Expenditure.	Public Institutions.—(Concl'd.)			
	Under Private Management.—(Concl'd.)			
	Unaided.			
	Fees.	Endowments.	Subscriptions and other sources.	Total.
14	15	16	17	
	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY EDUCATION.</b>				
<i>Arts Colleges.</i>				
English	{ Males ...	...	...	...
	{ Females ...	...	...	...
<i>Colleges for Professional Training.</i>				
Teaching	{ Males ...	...	...	...
	{ Females ...	...	...	...
	Total ...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>				
<i>Secondary Schools.</i>				
High Schools for males	...	...	...	...
Middle do.—English—for males	...	...	...	...
High do. for females	...	...	...	...
Middle do.—English—for females	...	...	...	...
	Total ...	...	...	...
<i>Primary Schools.</i>				
Males	...	...	...	...
Females	...	...	...	...
	Total ...	...	...	...

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in columns 2, 7 through the medium of

TABLE IV-A.—(Contd.)

Central Provinces and Berar for the Official year 1921-22.—(Contd.)

Total Expenditure from						Grand Total.	Remarks.
Provincial Revenue	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.		
18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
14,062	...	...	8,518	997	4,794	28,371	
11,576	...	...	8,564	710	2,266	23,116	
9,955	...	...	2,368	80	7,054	19,457	
18,186	...	...	12,869	784	9,370	41,209	
53,779	...	...	32,319	2,571	23,484	1,12,153	
19,582	...	723	14,096	1,414	10,925	46,737	
23,864	...	1,020	19,984	2,550	12,169	59,587	
43,446	...	1,740	34,080	3,964	23,094	1,06,324	

and 18 which is expended upon Institutions, etc., included in General Table III direct and not Provincial Funds is nil.

GENERAL

*Expenditure on Public Instruction for Europeans in the*

Objects of Expenditure.	Public				
	Under Public Management				
	Managed by Government.				
	Provincial Revenue.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6
<b>SCHOOL EDUCATION, SPECIAL.</b>	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Engineering and Surveying Schools. { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Technical and Industrial Schools. { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Commercial Schools.. { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Other Schools ... { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Total	...	...	...	...	...
Total Direct Expenditure	...	...	...	...	...
<i>Buildings, furniture and apparatus</i>	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in—					
Arts Colleges	...	...	...	...	...
Medical Colleges	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...
Secondary Schools	...	...	...	...	...
Primary Schools	...	...	...	...	...
Hostel Boarding charges	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total	...	...	...	...	...
Total Indirect Expenditure	...	...	...	...	...
Total Expenditure on Public Instruction.	...	...	...	...	...

NOTE.—The amount of Imperial Funds shewn as Provincial Revenues in columns 2, 7 through the medium of

TABLE IV-A.—(Contd.)

Central Provinces and Berar for the Official year 1921-22.—(Contd.)

Institutions.—(Contd.)

Under Private Management.—(Contd.)

Aided by Government or by Local or Municipal Boards.

Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
97,225	...	1,740	66,309	6,535	46,578	2,18,477
6,451	...	...	...	...	16,348	22,799
4,728	...	...	...	...	...	4,728
2,269	...	...	...	...	...	2,269
...	...	...	...	...	...	...
4,806	...	...	...	...	...	4,806
2,054	...	...	...	...	...	2,054
...	...	...	...	...	...	...
24,568	...	...	94,064	7,720	42,726	1,69,108
3,259	...	...	...	600	15,042	18,94
48,205	...	...	94,064	8,320	74,116	2,24,705
48,205	...	...	94,064	8,320	74,116	2,24,705
1,45,430	...	1,740	1,60,463	14,855	1,20,694	4,43,162

and 18 which is expended upon Institutions, etc., included in General Table III direct and not Provincial Funds is nil.

GENERAL

*Expenditure on Public Instruction for Europeans in the*

Objects of Expenditure.	Public				
	Under Public Management				
	Managed by Government.				
	Provincial Revenue.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6
<b>SCHOOL EDUCATION, SPECIAL.</b>	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Engineering and Sur- { Males	...	...	...	...	...
veying Schools. { Females	...	...	...	...	...
Technical and Indus- { Males	...	...	...	...	...
trial Schools. { Females	...	...	...	...	...
Commercial Schools.. { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Other Schools ... { Males	...	...	...	...	...
{ Females	...	...	...	...	...
Total	...	...	...	...	...
Total Direct Expenditure	...	...	...	...	...
<i>Buildings, furniture and apparatus</i>	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in—					
Arts Colleges	...	...	...	...	...
Medical Colleges	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...
Secondary Schools	...	...	...	...	...
Primary Schools	...	...	...	...	...
Hostel Boarding charges	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total	...	...	...	...	...
Total Indirect Expenditure	...	...	...	...	...
Total Expenditure on Public Instruction.	...	...	...	...	...

NOTE.—The amount of Imperial Funds shewn as Provincial Revenues in columns 2, 7 through the medium of

TABLE IV-A.—(Contd.)

Central Provinces and Berar for the Official year 1921-22.—(Contd.)

Institutions.—(Contd.)

Under Private Management.—(Contd.)

Aided by Government or by Local or Municipal Boards.

Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
97,225	...	1,740	66,309	6,535	46,578	2,18,477
6,451	...	...	...	...	16,348	22,799
4,728	...	...	...	...	...	4,728
2,269	...	...	...	...	...	2,269
...	...	...	...	...	...	...
4,806	...	...	...	...	...	4,806
2,054	...	...	...	...	...	2,054
...	...	...	...	...	...	...
21,568	...	...	94,064	7,720	42,726	1,69,108
3,299	...	...	...	600	15,042	18,94
48,205	...	...	94,064	8,320	74,116	2,24,705
48,205	...	...	94,064	8,320	74,116	2,24,705
1,43,430	...	1,740	1,60,463	14,855	1,20,694	4,43,182

and 18 which is expended upon Institutions, etc., included in General Table III direct and not Provincial Funds is nil.



GENERAL

*Expenditure on Public Instruction for Europeans in the*

Objects of Expenditure.	Public Institutions.—(Concid.)			
	Under Private Management.—(Concid.)			
	Unaided.			
	Fees.	Endowments.	Subscriptions and other sources.	Total.
I	14	15	16	17
	Rs.	Rs.	Rs.	Rs.
<b>SCHOOL EDUCATION, SPECIAL.</b>				
Training Schools ... { Males ...	...	...	...	...
... { Females ...	...	...	...	...
Engineering and Surveying Schools. { Males ...	...	...	...	...
... { Females ...	...	...	...	...
Technical and Industrial Schools. { Males ...	...	...	...	...
... { Females ...	...	...	...	...
Commercial Schools ... { Males ...	...	...	...	...
... { Females ...	...	...	...	...
Other Schools ... { Males ...	...	...	...	...
... { Females ...	...	...	...	...
Total	...	...	...	...
Total Direct Expenditure	...	...	...	...
Buildings, furniture and apparatus	...	...	...	...
Inspection	...	...	...	...
Scholarships held in—				
Arts Colleges	...	...	...	...
Medical Colleges	...	...	...	...
Other Professional Colleges	...	...	...	...
Secondary Schools	...	...	...	...
Primary Schools	...	...	...	...
Hostel boarding charges	...	...	...	...
Miscellaneous	...	...	...	...
Total	...	...	...	...
Total Indirect Expenditure	...	...	...	...
Total Expenditure on Public Instruction	...	...	...	...

NOTE.—The amount of Imperial Funds shown as Provincial Revenues in columns 2, 7 through the medium of

TABLE IV-A.—(Concl'd.)

Central Provinces and Berar for the Official year 1921-22.—(Concl'd.)

Total expenditure from						Grand Total.	Remarks.
Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.		
18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
97,225	...	1,740	66,299	6,535	46,578	2,18,477	
6,451	...	...	...	...	16,348	22,799	
4,728	...	...	...	...	...	4,728	
2,269	...	...	...	...	...	2,269	
...	...	...	...	...	...	...	
4,806	...	...	...	...	...	4,806	
2,054	...	...	...	...	...	2,054	
...	...	...	...	...	...	...	
24,558	...	...	94,064	7,720	42,726	(a) 1,69,108	(a) This includes Rs. 1,10,234 for messing charges. The fees shown represent hostel fees and boarding house charges excluding all tuition fees.
3,299	...	...	...	600	15,042	(b) 18,941	(b) Under "Miscellaneous" are shown cadet grants and capital expenditure on hostels.
48,205	...	...	94,064	8,320	74,116	2,24,705	
48,205	...	...	94,064	8,320	74,116	2,24,705	
1,45,430	...	1,740	1,60,473	14,855	1,20,694	4,43,182	

and 18 which is expended upon Institutions, etc., included in General Table III direct and not Provincial Funds is nil.

GENERAL

Stages for Instruction of pupils in public schools for general education in

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage.		
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			Males.	Females.	Total.
1	2	3	4	5	6
<b>SECONDARY SCHOOLS.</b>					
<b>FOR MALES.</b>					
Government ... { English ...	72	7,856	2,099	...	2,099
... { Vernacular ...	11	1,205	...	...	...
Local Fund ... { English ...	...	...	...	...	...
... { Vernacular ...	272	39,453	...	...	...
Municipal Fund ... { English ...	44	4,200	158	...	158
... { Vernacular ...	18	3,349	...	...	...
Aided ... { English ...	70	4,101	728	2	730
... { Vernacular ...	13	1,589	...	...	...
Unaided ... { English ...	7	351	34	...	34
... { Vernacular ...	3	242	...	...	...
Total ...	510	62,346	3,019	2	3,021
<b>FOR FEMALES.</b>					
Government ... { English ...	2	73	...	17	17
... { Vernacular ...	22	2,232	...	...	...
Local Fund ... { English ...	...	...	...	...	...
... { Vernacular ...	...	...	...	...	...
Municipal Fund ... { English ...	...	...	...	...	...
... { Vernacular ...	...	...	...	...	...
Aided ... { English ...	19	572	...	78	78
... { Vernacular ...	15	1,331	...	...	...
Unaided ... { English ...	2	159	...	...	...
... { Vernacular ...	1	97	...	...	...
Total ...	61	4,464	...	95	95
Total Secondary Schools ...	571	66,810	3,019	97	3,116
<b>PRIMARY SCHOOLS.</b>					
<b>FOR MALES.</b>					
Government ...	10	1,053	...	...	...
Local Fund ...	3,290	1,92,162	...	...	...
Municipal Fund ...	243	28,786	...	...	...
Aided ...	239	11,967	...	...	...
Unaided ...	205	8,097	...	...	...
Total ...	3,927	2,42,065	...	...	...
<b>FOR FEMALES.</b>					
Government ...	231	13,139	...	...	...
Local Fund ...	3	130	...	...	...
Municipal Fund ...	2	104	...	...	...
Aided ...	70	4,206	...	...	...
Unaided ...	20	768	...	...	...
Total ...	326	18,347	...	...	...
Total Primary Schools ...	4,313	2,60,412	...	...	...
GRAND TOTAL ...	4,884	3,27,223	3,019	97	3,116

TABLE V.

the Central Provinces and Berar at the end of Official year 1921-22.

Middle Stage.			Total Secondary Stage.			Upper Primary Stage.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.						Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.		
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
5,752	5	5,757	7,851	5	7,856	...	...	...
299	...	299	299	...	299	187	2	189
...	...	...	...	...	...	...	...	...
6,537	12	6,549	6,537	12	6,549	5,219	49	5,268
4,040	2	4,042	4,198	2	4,200	...	...	...
425	2	427	425	2	427	523	1	524
3,370	1	3,371	4,098	3	4,101	...	...	...
164	4	168	164	4	168	182	2	184
316	1	317	350	1	351	...	...	...
24	...	24	24	...	24	21	...	21
20,947	27	20,954	23,916	29	23,975	6,132	54	6,186
...	56	56	...	73	73	...	...	...
...	157	157	...	157	157	...	202	202
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
13	481	494	13	559	572	...	...	...
...	127	127	...	127	127	...	136	136
63	96	159	63	56	159	...	...	...
...	7	7	...	7	7	...	9	9
76	924	1,000	76	1,019	1,095	...	347	347
21,003	951	21,954	24,022	1,048	25,070	6,132	401	6,533
...	...	...	...	...	...	116	...	116
...	...	...	...	...	...	22,003	423	22,426
...	...	...	...	...	...	3,764	8	3,772
...	...	...	...	...	...	1,035	26	1,061
...	...	...	...	...	...	349	6	355
...	...	...	...	...	...	27,267	463	27,730
...	...	...	...	...	...	...	708	708
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3	3
...	...	...	...	...	...	4	384	388
...	...	...	...	...	...	...	3	3
...	...	...	...	...	...	4	1,098	1,102
...	...	...	...	...	...	27,271	1,561	28,832
21,003	951	21,954	24,022	1,048	25,070	33,403	1,962	35,365

GENERAL

*Stages for Instruction of pupils in public schools for general education in the*

Class of School.	Lower Primary Stage					
	Comprising all pupils who have not passed beyond the					
	Reading Printed Books.			Not Reading Printed Books.		
	Males.	Females.	Total.	Males.	Females.	Total.
1	17	18	19	20	21	
<b>SECONDARY SCHOOLS.</b>						
FOR MALES.						
Government	{ English	...	...	...	...	...
	{ Vernacular	711	6	717	...	...
Local Fund	{ English	...	...	...	...	...
	{ Vernacular	26,464	1,172	27,636	...	...
Municipal Fund...	{ English	...	...	...	...	...
	{ Vernacular	2,397	1	2,398	...	...
Aided	{ English	...	...	...	...	...
	{ Vernacular	1,225	12	1,237	...	...
Unaided	{ English	...	...	...	...	...
	{ Vernacular	197	...	197	...	...
Total		30,994	1,191	32,185	...	...
FOR FEMALES.						
Government	{ English	...	...	...	...	...
	{ Vernacular	...	1,873	1,873	...	...
Local Fund	{ English	...	...	...	...	...
	{ Vernacular	...	...	...	...	...
Municipal Fund	{ English	...	...	...	...	...
	{ Vernacular	...	...	...	...	...
Aided	{ English	...	...	...	...	...
	{ Vernacular	11	1,057	1,068	...	...
Unaided	{ English	...	...	...	...	...
	{ Vernacular	...	81	81	...	...
Total		11	3,011	3,022	...	...
Total Secondary Schools		3,1005	4,202	35,207	...	...
<b>PRIMARY SCHOOLS.</b>						
FOR MALES.						
Government		937	...	937	...	...
Local Fund		1,57,439	12,297	1,69,736	...	...
Municipal Fund		24,772	242	25,014	...	...
Aided		10,346	560	10,906	...	...
Unaided		7,275	467	7,742	...	...
Total		2,00,769	13,566	2,14,335	...	...
FOR FEMALES.						
Government		...	12,431	12,431	...	...
Local Fund		...	130	130	...	...
Municipal Fund		...	101	101	...	...
Aided		287	3,531	3,818	...	...
Unaided		...	765	765	...	...
Total		287	16,958	17,245	...	...
Total Primary Schools		2,01,056	30,524	2,31,580	...	...
<b>GRAND TOTAL</b>		<b>2,32,061</b>	<b>34,726</b>	<b>2,66,787</b>	...	...

TABLE V.—(Concl'd.)  
 Central Provinces and Berar at the end of Official year 1921-22.—(Concl'd.)

Lower Primary Stage.			Total Primary Stage.			Grand Total.		
Total.			Males.	Females.	Total.	Males.	Females.	Total.
Males.	Females.	Total.						
22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	7,851	5	7,856
711	6	717	898	8	906	1,197	8	1,205
...	...	...	...	...	...	...	...	...
26,464	1,172	27,636	31,683	1,221	32,904	38,220	1,233	39,453
...	...	...	...	...	...	4,198	2	4,200
2,397	1	2,398	2,920	2	2,922	3,345	4	3,349
...	...	...	...	...	...	4,098	3	4,101
1,225	12	1,237	1,407	14	1,421	1,571	18	1,589
...	...	...	...	...	...	350	1	351
197	...	197	218	...	218	242	...	242
30,994	1,191	32,185	37,126	1,245	38,371	61,072	1,274	62,346
...	...	...	...	...	...	...	73	73
...	1,873	1,873	...	2,075	2,075	...	2,232	2,232
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	13	559	572
11	1,057	1,068	11	1,193	1,204	11	1,320	1,331
...	...	...	...	...	...	63	96	159
...	81	81	...	90	90	...	97	97
11	3,011	3,022	11	3,358	3,369	87	4,377	4,464
31,005	4,202	35,207	37,137	4,603	41,740	61,159	5,651	66,810
937	...	937	1,053	...	1,053	1,053	...	1,053
1,57,439	12,297	1,69,736	1,79,442	12,720	1,92,162	1,79,442	12,720	1,92,162
24,772	242	25,014	28,536	250	28,786	28,536	250	28,786
10,346	560	10,906	11,381	686	11,967	11,381	586	11,967
7,275	467	7,742	7,624	473	8,097	7,624	473	8,097
2,00,769	13,566	2,14,335	2,28,036	14,029	2,42,065	2,28,036	14,029	2,42,065
...	12,431	12,431	...	13,139	13,139	...	13,139	13,139
...	130	130	...	130	130	...	130	130
...	101	101	...	104	104	...	104	104
287	3,531	3,818	291	3,915	4,206	291	3,915	4,206
...	765	765	...	758	758	...	768	768
287	16,958	17,245	291	18,056	18,347	291	18,056	18,347
2,01,956	30,524	2,31,580	2,28,327	32,085	2,60,412	2,28,327	32,085	2,60,412
2,32,161	34,726	2,66,887	2,65,464	36,688	3,02,152	2,89,496	37,736	3,27,232

GENERAL

Table showing the number of pupils in each stage of

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhamadans.
				Brahmans.	Non-Brahmans.	
1		2	3	4	5	6
College stage	{ Males	7	14	631	234	68
	{ Females	...	2	...	...	...
High stage	{ Males	68	65	1,566	898	315
	{ Females	21	53	15	5	...
Middle stage	{ Males	199	565	5,995	10,528	2,671
	{ Females	174	383	128	131	15
Upper Primary stage	{ Males	72	392	5,158	17,232	3,393
	{ Females	42	211	332	947	74
Lower Primary stage	{ Males	532	2,405	18,429	143,994	17,663
	{ Females	496	1,576	5,245	17,734	4,645
Special Schools	{ Males	14	44	510	901	209
	{ Females	2	222	132	256	31
Private institutions	{ Males	...	21	248	206	1,425
	{ Females	...	2	20	44	494
GRAND TOTAL	{ Males	892	3,506	32,537	174,073	25,744
	{ Females	735	2,449	5,922	19,117	5,259
	{ Total	1,627	5,955	38,459	193,190	31,003

NOTE.—Column 11 will contain the total of all depressed classes, whether Hindu, Muhamadan, belonging to the creeds or races specified exclusive of those who are regarded as depressed classes together will accordingly equal the grand

TABLE V-A.

*instruction, classified according to sex, race or creed.*

Buddhists.	Parsis.	Others.	Total of columns 1-9	Depressed classes.	Total of columns 10 and 11.	Remarks.
7	8	9	10	11	12	13
...	4	3	961	8	969	
...	...	...	2	...	2	
1	26	60	2,989	30	3,019	
...	3	...	97	...	97	
4	107	342	20,411	592	21,003	
...	84	27	942	9	951	
1	17	3,928	30,193	3,210	33,403	
...	22	207	1,885	77	1,962	
1	32	25,979	209,035	23,026	232,061	
...	26	3,151	32,873	1,853	34,726	
...	1	20	1,789	47	1,836	
...	...	4	647	5	652	
...	...	100	2,000	62	2,062	
...	...	...	560	...	560	
7	187	30,432	267,378	26,975	294,353	
...	135	3,389	37,006	1,944	38,950	
7	322	33,821	304,384	28,919	333,303	

Animistic, etc. The preceding columns and the total in column 10 will give the numbers of those and hence shown in column 11. The grand total of columns 10 and 11 (as shown in column 12) total of pupils shown in General Tables I and III.



GENERAL

Results of the prescribed examination in the Central

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
<b>ARTS COLLEGES.</b>									
Doctor of Philosophy	..	..	..	..	..	..	..	..	..
Doctor of Science	..	..	..	..	..	..	..	..	..
Master of Arts—									
Previous... Males	..	1	..	..	1	10	..	..	13
Final .. Males	..	1	..	..	1	4	..	..	4
Master of Science—									
Final ... Males	..	1	..	..	1	4	..	..	4
Bachelor of Arts (honours)	..	..	..	..	..	..	..	..	..
Bachelor of Arts (pass)—Males	..	2	1	..	3	66	31	..	119
Bachelor of Science (honours)	..	..	..	..	..	..	..	..	..
Bachelor of Science (pass)—Males..	..	2	1	..	3	24	3	..	29
Intermediate in Arts—Males	..	2	1	..	3	100	29	..	135
Intermediate in Science—Males	..	2	1	..	3	43	20	..	64
<b>ORIENTAL COLLEGES.</b>									
Master of Oriental Learning	..	..	..	..	..	..	..	..	..
Bachelor of do.	..	..	..	..	..	..	..	..	..
Intermediate, Oriental Faculty	..	..	..	..	..	..	..	..	..
Title examinations conducted by Universities or taken by students from institutions of Collegiate grade—									
Sanskrit	..	..	..	..	..	..	..	..	..
Arabic	..	..	..	..	..	..	..	..	..
Persian	..	..	..	..	..	..	..	..	..
Pali	..	..	..	..	..	..	..	..	..
Hindi	..	..	..	..	..	..	..	..	..
Urdu	..	..	..	..	..	..	..	..	..
Bengali	..	..	..	..	..	..	..	..	..
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>									
<b>LAW.</b>									
Doctor of Law	..	..	..	..	..	..	..	..	..
Master of Law	..	..	..	..	..	..	..	..	..
Bachelor of Law—									
Previous ... Males	..	1	..	..	1	99	..	..	99
Final .. Males	..	1	..	..	1	98	..	..	98
<b>MEDICINE.</b>									
Doctor of Medicine or Surgery	..	..	..	..	..	..	..	..	..
Doctor of Hygiene	..	..	..	..	..	..	..	..	..
Master of Surgery	..	..	..	..	..	..	..	..	..
Master of Obstetrics	..	..	..	..	..	..	..	..	..
Bachelor of Medicine or Surgery	..	..	..	..	..	..	..	..	..
Bachelor of Hygiene	..	..	..	..	..	..	..	..	..
Bachelor of Sanitary Science	..	..	..	..	..	..	..	..	..
Licentiate of Medicine and Surgery	..	..	..	..	..	..	..	..	..

TABLE VI.

*Provinces and Berar during the Official year 1921-22.*

Number passed					Race or creed of passed scholars.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Tqтал.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muham- madans.	Bu- dhists.	Parsis.	Others.
11	12	13	14	15	16	17	Brah- mins.	Non- Brah- mins.	20	21	22	23
4			1	5			4	1				
3				3			3					
2				2			1	1				
34	14		3	51	1	2	30	11	5		1	1
13	3			16			3	9	4			
51	15		1	67		1	51	10	5			
27	11		1	39			20	18	1			
32				32			24	8				
55				55		1	41	9	4			

## Results of the prescribed examination in the Central

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
<b>COLLEGES FOR PROFESSIONAL TRAINING.—(Concl'd.)</b>									
<b>ENGINEERING.</b>									
Master of Civil Engineering ..	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering ...	...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering ..	...	...	...	...	...	...	...	...	...
EXAMINATIONS NOT CONDUCTED BY UNIVERSITIES FOR									
Civil Engineers ..	..	...	...	...	...	...	...	...	...
Electrical Engineers ..	..	...	...	...	...	...	...	...	...
Upper Subordinates ..	..	...	...	...	...	...	...	...	...
Lower Subordinates ..	..	...	...	...	...	...	...	...	...
<b>TEACHING.</b>									
Post-graduate degrees or licenses—									
Males ..	..	1	...	1	37	...	...	...	37
Under-graduate licenses or diplomas.	..	...	...	...	...	...	...	...	...
<b>AGRICULTURE.</b>									
Master of Agriculture ..	..	...	...	...	...	...	...	...	...
Bachelor of Agriculture ..	..	...	...	...	...	...	...	...	...
Licentiate of Agriculture—Males ..	..	1	...	1	17	...	...	...	17
Veterinary examinations ..	..	...	...	...	...	...	...	...	...
Commercial examinations ..	..	...	...	...	...	...	...	...	...
<b>SCHOOLS FOR GENERAL EDUCATION.</b>									
Matriculation .. { Males ..	23	14	...	37	613	194	...	92	899
{ Females ..	1	2	...	3	4	13	...	...	17
School final or leaving certificate..	...	...	...	...	...	...	...	...	...
'B' Final examination ..	...	...	...	...	...	...	...	...	...
High school examination for Europeans—									
Males ..	...	4	...	4	..	24	...	...	24
Females ..	...	4	...	4	...	10	...	...	10
Cambridge senior local examination	...	...	...	...	...	...	...	...	...
Cambridge junior local examination	...	...	...	...	...	...	...	...	...
Cambridge preliminary local examination.	...	...	...	...	...	...	...	...	...
High School Scholarship and Entrance examination—									
Males ..	88	35	2	125	1,764	413	13	...	2,190
Females ..	1	4	1	6	13	23	2	...	38



GENERAL

Results of the prescribed examination in the Central

Nature of Examination.	Nature of Institutions sending examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
<b>SCHOOLS FOR GENERAL EDUCATION.—(Concl'd.)</b>									
Anglo-vernacular middle examination.	...	...	...	...	...	...	...	...	...
Vernacular middle examination ..	...	...	...	...	...	...	...	...	...
Middle examination for Europeans—									
Males	...	3	...	3	...	31	...	...	31
Females	...	7	...	7	...	20	...	...	20
Upper Primary examination—									
Males	3,108	127	66	3,301	23,943	1,017	224	25	25,209
Females	161	54	...	215	631	300	2	4	937
Lower Primary examination	...	...	...	...	...	...	...	...	...
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>									
Training School examinations for masters—									
Secondary	...	1	...	1	53	...	...	...	53
Primary	...	12	...	12	700	...	...	179	879
Training School examinations for mistresses—									
Secondary	...	...	...	...	...	...	...	...	...
Primary	...	2	3	5	46	35	...	9	90
Teachers' examinations for those who are not students of a training school.	...	...	...	...	...	...	...	...	...
School of Art examinations—									
Males	91	31	...	122	743	206	...	12	961
Females	...	1	...	1	...	10	...	...	10
Engineering school examinations—									
Males ..	...	1	...	1	26	...	...	...	26
Examination in Surveying	...	...	...	...	...	...	...	...	...
Industrial school examination—									
Males..	...	1	...	1	...	33	...	...	33
Commercial school examination ..	...	...	...	...	...	...	...	...	...
Agricultural school examination ..	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade—									
Sanskrit	...	...	...	...	...	...	...	...	...
Arabic	...	...	...	...	...	...	...	...	...
Persian	...	...	...	...	...	...	...	...	...
Pali	...	...	...	...	...	...	...	...	...
Other school examinations	...	...	...	...	...	...	...	...	...
Licensed Medical Practitioners of Central Provinces —									
Males	...	1	...	1	2	...	...	...	27

TABLE VI.—(Concl'd.)

Provinces and Berar during the Official year 1921-22. —(Concl'd.)

Number passed.					Race or creed of passed scholars.							
Insti- tutions under public man- age- ment.	Aided in- stitu- tions.	Other in- stitu- tions.	Pri- vate stu- dents.	Total.	Euro- peans and Anglo- In- dians.	In- dian Chris- tians.	Hindus.		Muham- madans.	Bud- hists.	Parsis.	Others
							Brah- mins.	Non- Brah- mins.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	17	...	...	17	16	1	...	...	...	...	...	...
...	9	...	...	9	8	...	...	...	...	...	1	...
14,075	646	110	17	14,848	...	212	2,458	9,318	1,220	134	15	1,491
381	139	1	2	523	...	105	112	266	16	6	...	24
...	...	...	...	...	...	...	...	...	...	...	...	...
50	...	...	...	50	...	1	34	8	7	...	...	...
498	...	...	56	548	...	9	150	303	58	1	...	27
...	...	...	...	...	...	...	...	...	...	...	...	...
29	24	...	6	59	...	29	9	19	...	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...
379	109	...	10	498	...	11	180	244	50	4	1	8
...	6	...	...	6	...	6	...	...	...	...	...	...
17	...	...	...	17	...	1	4	9	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	32	...	...	32	...	3	8	1	3	...	...	17
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
18	...	...	...	18	...	2	2	10	4	...	...	...

GENERAL

Return showing the distribution of Local Board and Municipal for the Official

Objects of expenditure.	Expenditure of Local					
	In institutions managed					
	Number of Institutions.	Number of Schclars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.
1	2	3	4	5	6	7
<b>UNIVERSITY EDUCATION.</b>						
<i>Arts Colleges.</i>						R s.
English	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
Oriental	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
<i>Colleges or Departments of Colleges for Professional Training.</i>						
Law	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
Medicine	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
Engineering	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
Teaching	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
Agriculture	{ Males	...	...	...	...	...
	{ Females	...	...	...	...	...
Total	...	...	...	...	...	...
<b>SCHOOL EDUCATION, GENERAL.</b>						
<i>Secondary Schools.</i>						
High schools for males	...	...	...	...	...	...
Middle do.	{ English	...	...	...	...	...
	{ Vernacular	272	39,453	40,408	28,240	2,59,803
High schools for females	...	...	...	...	...	...
Middle do.	{ English	...	...	...	...	...
	{ Vernacular	...	...	...	...	...
Total	...	272	39,453	40,408	28,240	2,59,803
<i>Primary Schools.</i>						
For males	{ Upper	2,764	174,599	177,793	106,032	12,56,424
	{ Lower	526	17,563	17,839	12,168	1,04,720
For females	{ Upper	...	...	...	...	...
	{ Lower	3	130	119	78	...
Total	...	3,293	192,292	195,751	118,278	14,01,144

TABLE VII.

*Expenditure on Public Instruction in the Central Provinces and Berar year 1921-22.*

Boards on Public Instruction.

by Local Boards.				Total.	In Institutions managed by			Total Local Boards expenditure on Public Instruction.
Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.		Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	3,446	...	122	5,88,313	...	500	...	5,88,813
...	...	...	...	...	...	...	...	...
...	3,446	...	122	5,88,313	...	500	...	5,88,813
...	17,203	...	887	16,69,792	...	...	376	16,70,168
...	877	...	17	1,86,821	...	...	5,430	1,92,251
...	...	...	...	...	...	...	...	...
...	...	...	...	941	...	...	...	941
...	18,080	...	904	18,57,554	...	...	5,806	18,63,360



GENERAL

*Return showing the distribution of Local Board and Municipal  
for the Official*

Objects of expenditure.	Expenditure of Municipal					
	In institutions managed					
	Number of Ins- titutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attend- ance.	Provincial Grants.	Municipal rates.
1	17	18	19	20	21	22
<b>UNIVERSITY EDUCATION.</b>					Rs.	Rs.
<i>Arts Colleges.</i>						
English	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
Oriental	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
<i>Colleges or Departments of Colleges for Professional Training.</i>						
Law	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
Medicine	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
Engineering	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
Teaching	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
Agriculture	{ Males ..	..	..	..	..	..
	{ Females ..	..	..	..	..	..
Total	..	..	..	..	..	..
<b>SCHOOL EDUCATION, GENERAL</b>						
<i>Secondary Schools.</i>						
High Schools for males	..	3	158	146	138	8,067
Middle do.	{ English ..	41	4,042	4,296	3,580	65,472
	{ Vernacular ..	18	3,349	3,447	2,489	20,673
High Schools for females	..	..	..	..	..	..
Middle do.	{ English ..	..	..	..	..	..
	{ Vernacular ..	..	..	..	..	..
Total	..	62	7,549	7,889	6,207	94,212
<i>Primary Schools.</i>						
For Males	{ Upper ..	201	25,865	26,201	20,125	1,30,993
	{ Lower ..	43	2,921	2,833	2,162	11,598
For Females	{ Upper ..	1	49	43	28	474
	{ Lower ..	1	55	83	64	144
Total	..	245	28,890	29,160	22,379	1,42,591



GENERAL

Return showing the distribution of Local Board and Municipal for the official

Objects of expenditure.	Expenditure of Local					
	In institutions managed					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Fndds.
1	2	3	4	5	6	7
SCHOOL EDUCATION, SPECIAL.					Rs.	Rs.
Training Schools ... { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Schools of Art ... { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Law Schools ... { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Medical Schools ... { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Engineering and Survey- ing Schools. { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Technical and Industrial Schools. { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Commercial Schools .. { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Agricultural Schools ... { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Other Schools ... { Males ..	...	...	...	...	...	...
... { Females ..	...	...	...	...	...	...
Total ..	...	...	...	...	...	...
Total direct expenditure ..	3,565	231,745	236,159	146,518	16,60,947	7,62,368
<i>Buildings, furniture and apparatus.</i>	...	...	...	...	43,329	1,80,396
University ...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	2,466
Scholarships held in—	...	...	...	...	...	...
Arts Colleges ..	...	...	...	...	...	...
Medical Colleges ..	...	...	...	...	...	...
Other professional Colleges ..	...	...	...	...	1,762	157
Secondary Schools ..	...	...	...	...	2,387	2,358
Primary Schools ..	...	...	...	...	39	...
Medical Schools ..	...	...	...	...	..	350
Technical and Industrial Schools ..	...	...	...	...	...	...
Other Special Schools ..	...	...	...	...	...	...
Hostel Boarding Charges ..	...	...	...	...	...	3,133
Miscellaneous ..	...	...	...	...	403	72,456
Total Indirect Expenditure ..	...	...	...	...	47,919	2,61,316
Grand Total ..	3,565	2,31,745	2,36,159	1,46,518	17,08,866	10,23,684

TABLE VII.—(Contd.)

*Expenditure on Public Instruction in the Central Provinces and Berar year 1921-22.*

Boards on Public Instruction.								
by Local Boards.				Total.	In institutions managed by			Total Local Boards expenditure on Public Instruction.
Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.		Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	250	250
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	250	250
...	21,526	...	1,026	24,45,867	...	500	6,056	24,52,423
...	8,038	...	28	2,31,791	604	...	...	2,32,395
...	...	...	...	...	...	...	...	...
...	...	...	...	2,466	...	...	...	2,466
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	43	1,967	...	...	...	1,967
...	...	...	68	4,813	...	...	...	4,813
...	...	...	...	33	...	...	...	33
...	...	...	...	350	...	...	...	350
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	60	...	...	3,213	...	...	...	3,213
...	11,509	3 <sup>2</sup>	121	84,871	...	...	...	84,871
...	19,027	382	265	3,29,509	604	...	...	3,30,113
...	41,153	382	1,291	27,75,376	604	500	6,056	27,82,536

GENERAL

Return showing the distribution of Local Board and Municipal for the official

Objects of expenditure.	Expenditure of Municipal					
	In institutions managed					
	Number of institutions,	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates.
1	17	18	19	20	21	22
<b>SCHOOL EDUCATION, SPECIAL.</b>					Rs.	Rs.
Training Schools ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Schools of Art ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Law Schools ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Medical Schools ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Engineering and Surveying Schools. { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Technical and Industrial Schools. { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Commercial Schools ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Agricultural Schools ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Other Schools ... { Males ...	...	...	...	...	...	...
... { Females ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Total direct expenditure ...	307	36,439	37,049	28,586	2,36,803	4,30,801
Buildings, furniture and apparatus ...	...	...	...	...	2,062	88,321
University ...	...	...	...	...	...	...
Inspection ...	...	...	...	...	...	1,788
Scholarships held in—						
Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	1,851	352
Secondary Schools ...	...	...	...	...	459	1,477
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Hostel Boarding Charges ...	...	...	...	...	...	544
Miscellaneous ...	...	...	...	...	702	27,109
Total Indirect Expenditure ...	...	...	...	...	5,074	1,19,591
<b>GRAND TOTAL</b> ...	<b>307</b>	<b>36,439</b>	<b>37,049</b>	<b>28,586</b>	<b>2,41,877</b>	<b>5,50,393</b>

TABLE VII.—(Concl'd.)

Expenditure on Public Instruction in the Central Provinces and Berar  
year 1921-22.—(Concl'd.)

Boards on Public Instruction.									
by Municipal Boards.					In institutions managed by			Total Municipal expendi- ture on public instruc- tion.	Total expendi- ture of Local and Municipal Boards and Public Instruc- tion.
Local Board's Grants.	Fees.	Endow- ments.	Subs- criptions and other sources.	Total.	Govern- ment.	Local Boards.	Private persons or Associa- tions.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1,100	1,100	1,350
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	250	250	250
...	...	...	...	...	...	...	1,350	1,350	1,600
1,100	45,882	120	2,767	7,17,474	30	...	15,895	7,33,399	31,85,822
...	191	...	61	90,635	...	...	...	90,635	3,23,030
...	...	...	...	1,788	...	...	...	1,788	4,254
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	64	171	2,438	416	...	476	3,330	5,297
...	...	...	...	1,936	149	...	...	2,085	6,898
...	...	...	...	...	...	...	...	...	38
...	...	...	...	...	...	...	...	...	350
...	...	...	...	...	...	...	...	...	...
...	762	...	167	1,473	...	...	...	1,473	4,686
...	352	...	11	28,174	...	...	...	28,174	1,13,045
...	1,205	64	410	1,26,444	565	...	476	1,27,485	4,57,598
1,100	47,187	184	3,177	8,43,518	595	...	16,371	8,60,884	36,43,420

GENERAL

*Attendance and expenditure in hostels*

	Number of		Number of boarders who		
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.
1	2	3	4	5	6
<b>MANAGED BY GOVERNMENT.</b>					
Males	54	2,710	229	160	951
Females	4	136	...	...	49
<b>MANAGED BY LOCAL OR MUNICIPAL BOARDS.</b>					
Males	45	452	...	...	432
Females	...	...	...	...	...
<b>AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS.</b>					
Males	25	779	...	...	495
Females	11	812	...	...	314
<b>UNAIDED.</b>					
Males	24	543	18	...	461
Females	1	48	...	...	40
Total	164	5,480	247	160	2,741
Males	148	4,484	247	160	2,339
Females	16	996	...	...	403
<b>GRAND TOTAL</b>	164	5,480	247	160	2,742

The body of the report will contain a statement of the typical total cost of a boarder

TABLE VIII.

or boarding-houses for the official year 1921-22.

are students of		Capital expenditure from						Remarks.
Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	
7	8	9	10	11	12	13	14	15
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
20	1,350	14,466	...	...	...	316	14,782	
5	82	1,052	...	...	...	...	1,052	
20	...	...	284	...	44	8	336	
...	...	...	...	...	...	...	..	
282	2	394	...	1,200	1,226	...	2,820	
461	37	264	...	...	5,132	...	5,396	
60	4	321	..	109	10,373	296	11,099	
8	...	...	...	...	...	...	...	
856	1,475	16,497	284	1,309	16,775	620	35,485	
382	1,356	15,181	284	1,309	11,643	620	29,037	
474	119	1,316	...	...	5,132	...	6,448	
856	1,475	16,497	284	1,309	16,775	620	35,485	

separately for Indians and for Europeans, and where necessary for different types of schools.



GENERAL

Number and qualification of teachers in the

		(a) In Primary Schools.					(b) In Middle				
		Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	
I		2	3	4	5	6	7	8	9	10	
In Schools for Indians.	Teachers of Vernacular.	Trained ..	237	2,383	568	141	21	3,350	135	1,193	103
		Untrained ...	338	5,010	605	624	366	6,943	54	526	49
		Total ...	575	7,393	1,173	765	387	10,293	189	1,719	152
	Anglo-Vernacular teachers and teachers of classical languages.	Trained ...	...	...	...	...	...	...	183	...	56
		Untrained ...	...	...	...	...	...	...	178	...	205
		Total ...	...	...	...	...	...	...	361	...	261
		Possessing a degree.	...	...	...	...	...	...	21	...	25
		Possessing no degree.	...	...	...	...	...	...	340	...	236
	Total ...	...	...	...	...	...	...	361	...	261	
	In Schools for Europeans.	Trained	...	...	...	23	...	23	...	...	...
Untrained		...	...	...	38	...	38	...	...	...	
Total ...		...	...	...	61	...	61	...	...	...	
Possessing a degree		...	...	...	...	...	...	...	...	...	
Possessing no degree.		...	...	...	61	...	61	...	...	...	
Total ...		...	...	...	61	...	61	...	...	...	
GRAND TOTAL OF ALL TEACHERS..		575	7,393	1,173	826	387	10,354	550	1,719	413	

TABLE IX.

Central Provinces and Berar, for the official year 1921-22.

Schools.			(c) In High Schools.						(d) In Colleges.						GRAND TOTAL.
Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
67	1	1,499	...	...	...	...	...	...	1	...	...	...	...	...	4,849
122	25	776	...	...	...	...	...	...	...	...	...	...	...	...	7,719
189	26	2,275	...	...	...	...	...	...	...	...	...	...	...	...	12,568
48	5	292	162	...	8	48	3	221	...	...	...	...	...	...	513
197	20	600	28	...	10	67	1	106	51	...	...	12	...	63	769
245	25	892	190	...	18	115	4	327	51	...	...	12	...	63	1,282
16	1	63	167	...	9	73	4	253	51	...	...	12	...	63	379
229	24	829	23	...	9	42	...	74	...	...	...	...	...	...	903
245	25	892	190	...	18	115	4	327	51	...	...	12	...	63	1,282
18	...	18	...	...	...	18	...	18	...	...	...	...	...	...	59
11	...	11	...	...	...	14	...	14	...	...	...	...	...	...	63
29	...	29	...	...	...	32	...	32	...	...	...	...	...	...	122
3	...	3	...	...	...	7	...	7	...	...	...	...	...	...	10
26	...	26	...	...	...	25	...	25	...	...	...	...	...	...	112
29	...	29	...	...	...	32	...	32	...	...	...	...	...	...	122
463	51	3,196	190	...	18	147	4	359	51	...	...	12	...	63	13,972

EDUCATION—

Return showing the classification of Pupils by ages in the

Age.		Infants.		Primary.				Vernacular middle stages.	
		I		II.	III.	IV.	V.	VI.	VII.
		A	B						
I		2	3	4	5	6	7	8	9
Below	5	...	2,820	16	...	...	...	...	...
	5 to 6	...	18,900	1,831	131	...	...	...	...
	6 to 7	...	26,350	7,487	1,459	60	...	...	...
	7 to 8	...	24,263	12,482	4,979	840	83	...	...
	8 to 9	...	17,053	14,017	9,577	3,661	668	4	...
	9 to 10	...	8,957	11,431	10,833	6,682	2,916	40	1
	10 to 11	...	5,576	7,846	8,875	8,033	4,974	162	73
	11 to 12	...	2,912	4,683	6,268	8,002	6,550	362	139
	12 to 13	...	1,231	2,441	4,094	5,871	6,815	717	305
	13 to 14	...	427	1,314	2,494	4,351	5,867	950	331
	14 to 15	...	211	634	1,173	2,288	3,628	871	617
	15 to 16	...	115	191	420	1,194	2,201	624	610
	16 to 17	...	66	76	145	441	933	330	493
	17 to 18	...	74	17	32	123	364	249	358
	18 to 19	...	18	8	11	30	106	112	149
	19 to 20	...	15	5	7	5	18	66	93
Over	20	...	36	6	11	12	16	18	34
Total		...	1,09,024	64,535	59,509	41,593	35,179	4,505	3,253
Grand Total		...	1,09,024	1,91,816			7,758		

Figures for European Schools are not included but are separately  
 \* Excluding Train  
 Figures for "Professional Colleges, Schools for Special Training

GENERAL TABLE X.

Central Provinces and Berar for the official year 1921-22.

SECONDARY:							*Arts Colleges affiliated to Universities.						Total.
English middle stages.				High stages.									
VI.	VII.	VIII.	IX.	X.	XI.	XII.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...	2,835
...	...	...	...	...	...	...	...	...	...	...	...	...	20,912
...	...	...	...	...	...	...	...	...	...	...	...	...	35,356
2	...	...	...	...	...	...	...	...	...	...	...	...	42,649
19	2	...	...	...	...	...	...	...	...	...	...	...	45,001
158	21	3	...	...	...	...	...	...	...	...	...	...	41,042
475	119	16	..	...	...	...	...	...	...	...	...	...	36,149
795	390	56	9	...	...	...	...	...	...	...	...	...	30,246
1,054	722	294	67	7	2	...	...	...	...	...	...	...	23,620
876	838	515	247	50	4	...	...	...	...	...	...	...	18,314
677	718	660	448	177	35	5	...	...	...	...	...	...	12,142
352	506	537	517	298	103	19	...	...	...	...	...	...	7,689
172	272	380	482	298	203	111	4	...	...	...	...	...	4,406
67	124	220	328	229	214	163	23	6	...	...	...	...	2,591
23	56	116	194	148	169	221	65	25	1	...	...	...	1,452
6	19	40	87	66	95	164	63	47	11	...	...	...	807
2	2	12	34	22	51	156	68	135	75	136	14	4	844
4,678	3,789	2,889	2,413	1,295	878	839	223	213	87	136	14	4	325,056
13,769				3,012			677						3,26,056

shown *vide* Subsidiary Table X for European Schools, including College and Private Institutions" (whether advanced or elementary) should be excluded from the table.

**EDUCATION—SUBSIDIARY TABLE**  
*Abstract Return of Expenditure on Institutions in the Central*

		Total Direct Expenditure.				
		Col- legiate Edu- cation.	School Education, General.		School Educa- tion, Special.	Total.
		Arts Col- leges.	Secondary Schools.	Primary Schools.	Indust- rial Schools.	
1	2	3	4	5	6	
		Rs.	Rs.	Rs.	Rs.	Rs.
Institutions ...	{ For Males	...	51,487	46,737	...	98,224
	{ For Females	...	60,666	59,587	...	1,20,253
	Total	...	1,12,153	1,06,324	...	2,18,477
(a) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.		...	36'97	29'83	...	66'85
(b) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.		...	...	100'00	...	100'00
(c) Percentages of total expenditure included in columns 2 to 11 to total expenditure.		...	25'30	23'99	...	49'29
		Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.
Average annual cost of educating each pupil—						
Aided Institu- tions.	{ Cost of Provincial Revenues	...	114 6 9	33 10 5	...	55 3 4
	{ Cost of Municipal Funds...	...	...	1 5 7	...	1 5 7
	Total	...	238 10 0	82 5 9	...	124 1 0
Unaided Institutions		...	...	...	...	...
	Total	...	238 10 0	82 5 9	...	124 1 0

NO II.—(FOR EUROPEANS ONLY).

Provinces and Berar for the official year 1921-22.

Total Indirect Expenditure.					Total Expenditure.	Remarks.
Scholarships.	Inspection.	Buildings and furniture.	Miscellaneous.	Total.		
7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,581	4,728	9,418	92,774	1,10,501	2,08,725	
5,548	...	13,381	95,275	1,14,204	2,34,457	
6,129	4,728	22,799	1,88,049	2,24,705	4,43,182	
6'28	3'26	4'44	19'17	33'15	100'00	
...	...	...	...	...	100'00	
2'05	1'07	5'15	42'43	50'71	100'00	

EDUCATION—SUBSIDIARY

*Return of the stages of Instruction of pupils in Public Schools for the official*

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March 1922.	High stage.			Middle stage.		
			Comprising all pupils who have passed beyond the Lower secondary (Middle) stage, but have not passed the Matriculation examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>SECONDARY SCHOOLS.</b>								
For Boys—Aided—English	7	288	79	2	81	207	...	207
Total	7	288	79	2	81	207	...	207
For Girls—Aided—English	11	243	...	23	23	13	207	230
Total	11	243	...	23	23	13	207	220
TOTAL SECONDARY SCHOOLS.	18	531	79	25	104	220	207	427
<b>PRIMARY SCHOOLS.</b>								
For Boys ... Aided	7	555	...	...	...	...	...	...
Total	7	555	...	...	...	...	...	...
For Girls ... Aided	9	757	...	...	...	...	...	...
Total	9	757	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS.	16	1,312	...	...	...	...	...	...
<b>GRAND TOTAL</b>	<b>34</b>	<b>1,843</b>	<b>79</b>	<b>25</b>	<b>104</b>	<b>220</b>	<b>207</b>	<b>427</b>

NOTE.—The number of girls shown in this table should correspond with the number returned schools or Girls schools, according to the

TABLE No. V.—(FOR EUROPEANS ONLY).

*General Education in the European Schools of the Central Provinces for year 1921-22.*

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	286	2	288
...	...	...	...	...	...	...	...	...	286	2	288
...	...	...	...	...	...	...	...	...	13	230	243
...	...	...	...	...	...	...	...	...	13	230	243
...	...	...	...	...	...	...	...	...	299	232	531
91	7	98	360	97	457	...	...	...	451	104	555
91	7	98	360	97	457	...	...	...	451	104	555
4	84	88	214	455	669	...	...	...	218	539	757
4	84	88	214	455	669	...	...	...	218	539	757
95	91	186	574	552	1,126	...	...	...	669	643	1,312
95	91	186	574	552	1,126	...	...	...	968	875	1,843

under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boy's number of boys or of girls is greater.



EDUCATION—SUBSIDIARY

*Return of the stages of Instruction of pupils in Public Schools for the official*

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March 1922.	High stage.			Middle stage.		
			Comprising all pupils who have passed beyond the Lower secondary (Middle) stage, but have not passed the Matriculation examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>SECONDARY SCHOOLS.</b>								
For Boys—Aided—English	7	288	79	2	81	207	...	207
Total	7	288	79	2	81	207	...	207
For Girls—Aided—English	11	243	...	23	23	13	207	220
Total	11	243	...	23	23	13	207	220
<b>TOTAL SECONDARY SCHOOLS.</b>	<b>18</b>	<b>531</b>	<b>79</b>	<b>25</b>	<b>104</b>	<b>220</b>	<b>207</b>	<b>427</b>
<b>PRIMARY SCHOOLS.</b>								
For Boys ... Aided	7	555	...	...	...	...	...	...
Total	7	555	...	...	...	...	...	...
For Girls .. Aided	9	757	...	...	...	...	...	...
Total	9	757	...	...	...	...	...	...
<b>TOTAL PRIMARY SCHOOLS.</b>	<b>16</b>	<b>1,312</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>...</b>	<b>...</b>
<b>GRAND TOTAL</b>	<b>34</b>	<b>1,843</b>	<b>79</b>	<b>25</b>	<b>104</b>	<b>220</b>	<b>207</b>	<b>427</b>

NOTE.—The number of girls shown in this table should correspond with the number returned schools or Girls schools, according to the

TABLE No. V.—(FOR EUROPEANS ONLY).

*General Education in the European Schools of the Central Provinces for year 1921-22.*

Upper Primary stage.			Lower Primary stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	286	2	288
...	...	...	...	...	...	...	...	...	286	2	288
...	...	...	...	...	...	...	...	...	13	230	243
...	...	...	...	...	...	...	...	...	13	230	243
...	...	...	...	...	...	...	...	...	299	232	531
91	7	98	360	97	457	...	...	...	451	104	555
91	7	98	360	97	457	...	...	...	451	104	555
4	84	88	214	455	669	...	...	...	218	539	757
4	84	88	214	455	669	...	...	...	218	539	757
95	91	186	574	552	1,126	...	...	...	669	643	1,312
95	91	186	574	552	1,126	...	...	...	968	875	1,843

under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boy's number of boys or of girls is greater.

GENERAL TABLE X.—

*Return showing the classification of Pupils by ages in the*

Ages.	Primary.		
	Infant or pre- paratory classes.	I	II
1	2	3	4
Below 5	42	...	..
5 to 6	117	...	...
6 to 7	136	23	...
7 to 8	95	43	13
8 to 9	61	51	44
9 to 10	29	47	51
10 to 11	8	25	40
11 to 12	4	16	29
12 to 13	2	2	15
13 to 14	...	3	6
14 to 15	...	...	7
15 to 16	...	1	1
16 to 17	...	...	..
17 to 18	...	...	...
18 to 19	...	...	...
19 to 20	...	...	...
Over 20	...	...	...
Total	494	211	216
GRAND TOTAL			1,312

(FOR EUROPEANS ONLY).

Central Provinces and Berar for the official year 1921-22.

		Middle stage.			High stage.		Total.
III	IV	V	VI	VII	VIII	IX	
5	6	7	8	9	10	11	12
...	...	...	...	...	...	...	42
...	...	...	...	...	...	...	117
...	...	...	...	...	...	...	159
2	...	...	...	...	...	...	153
16	...	...	...	...	...	...	172
30	15	...	...	...	...	...	182
49	29	15	1	...	...	...	167
50	55	56	11	...	...	...	201
26	40	47	32	17	4	...	185
19	29	43	30	19	7	5	161
9	13	22	33	23	9	5	121
2	5	10	17	30	11	11	88
2	...	5	9	16	16	13	61
...	...	...	3	7	10	7	27
...	...	...	...	1	1	2	4
...	...	...	...	...	...	3	3
...	...	...	...	...	...	...	...
205	186	178	136	113	58	46	1,843
		427			104		1,843

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

1	Population.			1921-22.					
	Males.	Females.	Total.	Total number of children under instruction.	Total number of children in colleges and special schools.	Total number of boys in secondary schools.	Total number of boys in primary schools.	Total number of girls under instruction.	
2	3	4	5	6	7	8	9		
<b>BRITISH TERRITORY.</b>									
The Nerbudda Valley.	{ Saugor ..	272,298	256,082	528,380	10,671	221	2,120	6,760	1,570
	{ Damoh ..	146,914	140,212	287,126	7,523	...	1,117	5,426	980
	{ Jubbulpore ..	376,959	368,726	745,685	17,467	839	2,995	11,115	2,518
	{ Narsinghpur ..	158,345	156,817	315,162	8,764	...	1,846	5,768	1,150
	{ Hoshangabad ..	226,633	219,101	445,733	12,551	...	3,309	8,259	983
Total	1,181,148	1,140,938	2,322,086	56,976	1,060	11,387	37,328	7,201	
Percentage	...	...	...	2.45	.04	.96	3.16	.63	
The Satpura Range.	{ Nimar ..	205,444	191,110	396,554	9,544	110	1,999	6,422	1,013
	{ Betul ..	179,591	184,146	363,737	5,359	...	1,167	3,682	510
	{ Chhindwara ..	242,748	249,087	491,835	6,891	...	1,025	5,278	588
	{ Seoni ..	170,631	178,240	348,871	6,663	122	1,008	5,979	754
	{ Balaghat ..	251,803	259,831	511,634	9,512	...	1,209	7,734	569
{ Mandla ..	192,083	194,363	386,446	8,164	...	953	6,652	559	
Total	1,242,300	1,256,777	2,499,077	46,433	232	7,361	34,847	3,993	
Percentage	...	...	...	1.85	.01	.59	2.80	.31	

The Maratha Country.	Wardha	...	235,074	228,622	463,696	11,605	100	2,265	8,200	1,040
	Nagpur	...	402,869	389,652	792,521	22,613	1,171	3,786	15,191	2,465
	Bhandara	...	354,509	363,238	717,747	10,207	...	678	8,937	592
	Chanda	...	328,964	331,666	660,630	11,234	...	1,873	8,463	898
	Total	...	1,321,416	1,313,178	2,634,594	55,659	1,271	8,602	40,791	4,995
	Percentage	...	..	...	...	2'11	'05	'65	3'03	'37
Chhattisgarh	Raipur	...	684,398	722,278	1,406,676	31,125	236	3,014	23,009	4,866
	Bilaspur	...	601,761	630,004	1,231,765	24,149	150	2,772	18,106	3,121
	Drug	...	354,502	388,744	743,246	14,319	...	892	10,878	2,549
	Total	...	1,640,661	1,741,026	3,381,687	69,593	386	6,678	51,993	10,536
	Percentage	...	...	...	...	2'05	'1	'40	3'16	'60
Purat	Alola	...	407,742	390,802	798,544	30,855	144	7,341	19,731	3,639
	Amraoti	...	424,079	404,305	828,384	32,702	338	8,983	19,697	3,684
	Buldana	...	353,508	345,921	699,429	25,294	...	7,081	15,792	2,421
	Yeotmal	...	389,545	368,414	748,959	13,169	23	3,726	8,148	1,267
	Total	...	1,565,874	1,509,442	3,075,316	102,020	510	27,131	63,368	11,011
	Percentage	...	...	...	...	3'31	'2	1'73	4'04	'72
	Grand Total	...	6,951,399	6,961,361	13,912,760	330,681	3,459	61,159	228,327	37,736
	Percentage	...	...	...	...	2'37	'02	'87	3'28	'54

## APPENDIX B.

*Statement showing the expenditure on buildings, furniture and apparatus in each kind of institution.*

Year.	Amounts expended on buildings, furniture and apparatus.						Total amount expended (as given in column 33 of General Table IV).
	Colleges.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools.	Special Schools.	
1	2	3	4	5	6	7	8
<b>1917-18.</b>							
Provincial revenues (including Imperial).	5,119	16,516	18,839	29,081	259,193	13,337	342,085
Local Funds ...	...	...	739	20,191	122,563	...	143,547
Municipal Funds ...	...	5,293	21,654	1,157	110,123	...	138,227
Subscriptions and other private sources.	...	12,494	38,545	2,338	9,663	...	63,040
Total ...	5,119	34,303	79,831	52,767	501,542	13,337	686,899
<b>1918-19.</b>							
Provincial revenues (including Imperial).	8,541	33,885	28,110	6,388	110,441	19,357	206,722
Local Funds ...	...	...	...	24,823	159,250	...	184,073
Municipal Funds ...	...	4,628	42,751	7,362	57,675	...	112,416
Subscriptions and other private sources.	...	21,077	17,312	1,256	10,880	151	50,776
Total ...	8,541	59,590	88,173	39,929	338,746	19,508	553,987
<b>1919-20.</b>							
Provincial revenues (including Imperial).	14,100	42,600	46,436	4,537	49,796	17,619	175,088
Local Funds ...	...	...	...	54,811	226,278	...	281,109
Municipal Funds ...	...	1,881	16,445	3,963	93,783	...	116,072
Subscriptions and other private sources.	...	46,698	35,938	1,203	11,803	2,779	98,421
Total ...	14,100	91,179	98,819	64,534	381,660	20,398	670,690
<b>1920-21.</b>							
Provincial revenues (including Imperial).	56,961	36,304	41,152	2,512	39,206	24,824	200,959
Local Funds ...	...	...	...	64,994	219,395	...	284,389
Municipal Funds ...	...	7,945	13,308	8,512	62,756	...	92,561
Subscriptions and other private sources.	...	11,863	45,118	2,564	24,912	815	85,272
Total ...	56,961	56,112	99,578	78,582	346,309	25,639	663,181
<b>1921-22.</b>							
Provincial revenues (including Imperial).	22,368	23,022	38,613	10,234	46,276	69,193	209,706
Local Funds ...	...	...	...	31,059	149,941	...	181,000
Municipal Funds ...	...	3,015	13,425	3,108	68,773	...	88,321
Subscriptions and other private sources.	...	18,214	51,058	7,832	34,487	369	111,560
Total ...	22,368	44,251	103,096	52,203	299,077	69,562	599,587

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APPENDIX C.

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## APPEN

## Statement showing Municipal Institutions

Kind of Institution.	Number of Institutions.			Recurring		
	Maintained by Municipalities.	Aided by Municipalities.	Total.	Provincial Revenues.	Municipal Funds	Other Public Funds.
1	2	3	4	5	6	7
<b>1916-17.</b>				Rs.	Rs.	Rs.
Colleges ..	...	...	...	...	...	...
High Schools ..	3	1	4	5,925	1,442	...
Middle English Schools ..	43	4	47	44,571	35,021	42
Middle Vernacular Schools ..	17	5	22	5,215	24,173	18
Primary Schools ..	186	52	238	40,967	1,63,878	416
Special Schools ..	...	2	2	...	1,575	...
<b>Total ..</b>	<b>249</b>	<b>64</b>	<b>313</b>	<b>95,678</b>	<b>2,26,089</b>	<b>506</b>
<b>1921-22.</b>						
Colleges ..	...	...	...	...	...	...
High Schools ..	3	2	5	8,667	11,594	...
Middle English Schools ..	41	6	47	63,472	1,11,963	...
Middle Vernacular Schools ..	18	4	22	20,673	38,466	500
Primary Schools ..	245	59	304	1,42,591	2,83,352	600
Special Schools ..	...	2	2	...	1,350	...
<b>Total ..</b>	<b>307</b>	<b>73</b>	<b>380</b>	<b>2,36,803</b>	<b>4,46,727</b>	<b>1,100</b>

DIX C.

and the expenditure on them.

expenditure from			Capital expenditure from					Total.
Fees.	Other Sources.	Total.	Provincial Revenues.	Municipal Funds.	Other Public Funds.	Fees.	Other Sources.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
13,208	...	21,275	15,804	893	...	366	...	17,063
61,644	832	1,42,160	10,842	37,304	111	1,242	9,136	58,635
1,524	705	31,616	5,143	5,552	500	295	...	11,491
12,043	676	2,18,010	60,000	6,196	742	874	...	55,420
...	...	1,575	...	900	...	...	...	900
89,099	2,264	4,14,636	91,789	38,453	1,353	2,778	9,136	1,43,509
...	...	...	...	...	...	...	...	...
3,953	...	23,614	...	3,015	...	191	61	3,267
34,530	1,410	2,13,377	2,062	13,425	...	...	...	15,487
979	...	60,618	...	3,108	...	...	...	3,108
6,420	1,477	4,34,440	...	68,773	...	...	...	68,773
...	...	1,350	...	...	...	...	...	...
45,852	2,887	7,33,359	2,062	88,321	...	191	61	90,635

## APPENDIX D.

### *Classification and pay of Officers.*

Service.	No. of officers.			Average pay in Rupees to one place of decimal.
	European or domiciled community.	Indian.	Total.	
1	2	3	4	5
Indian Educational Service	23	6	28	1,020'0
Provincial Educational Service	8	47	55	520'8
Subordinate Educational Service	...	773	773	117'2
Unclassified posts	...	766	766	23'2

## APPENDIX E.

### *Statement showing the average pay of teachers not in Government employ.*

Kind of employment.	Number of teachers in public institutions which are not managed by Government.	Average pay in Rupees to one place of decimal.				Remarks.
		Colleges.	Secondary Schools.	Primary Schools.	Other Schools.	
1	2	3	4	5	6	7
<b>1916-17.</b>						
Board	7,937	...	18'2	12'2	...	These figures are given as they have been called for, but in regard to Secondary Schools they are without significance since the term includes Anglo-Vernacular, Vernacular Middle, and High Schools, and the averages (if class of management or the two periods are compared) are affected by the grade of institution which predominates, e. g., Board averages are low because Secondary Schools under Board management are only Vernacular Middle.
Municipal	1,420	...	32'3	14'5	...	
Private (Aided and Unaided).	1,754	225'3	40'5	10'4	40'	
Total	11,111	225'3	27'	12'3	40'	
<b>1921-22.</b>						
Board	9,112	...	22'2	18'3	...	
Municipal	1,604	...	47'4	23'5	...	
Private (Aided and Unaided).	1,890	328'3	50'3	14'7	30'	
Total	12,606	328'3	32'3	18'5	30'	

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**APPENDIX F.**

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## APPENDIX F.

Statement showing particulars of *Maktabs*, *Mulla Schools*, *Tols*, *Pathshalas* and *Kyaung Schools*.

Particulars.	Classed in General Table III as Primary Schools.	Classed in General Table III as Other Schools.	Classed in General Table III as Private Institutions.	Total.	Remarks.
1	2	3	4	5	6
<i>Maktabs.</i>					
1. Institutions	...	...	30	30	
...	...	...	3	3	
2. Pupils	...	...	1,199	1,199	
...	...	...	457	457	
3. Expenditure from Provincial Funds	...	...	...	...	
4. „ District or Local Funds	...	...	...	...	
5. „ Municipal Funds	...	...	125	125	
6. Fees ...	...	...	...	...	...
7. Other sources	...	...	4,636	4,636	
8. Total expenditure	...	...	4,761	4,761	

*Mullah Schools.*

1. Institutions	{ for males	...	...	...	7	7
	{ for females	...	3	...	1	4
2. Pupils	{ for males	...	...	...	226	226
	{ for females	...	177	...	57	244
3. Expenditure from Provincial Funds	...	...	...	...	...	...
4. " District or Local Funds	...	...	...	...	...	...
5. " Municipal Funds	...	...	...	...	...	...
6. Fees	...	...	...	...	51	51
7. Other sources	...	...	1,866	...	1,498	3,364
8. Total expenditure	...	...	1,866	...	1,549	3,415

*Pathshalas.*

1. Institutions	{ for males	...	...	...	29	29
	{ for females	...	...	...	...	...
2. Pupils	{ for males	...	...	...	637	637
	{ for females	...	...	...	36	36
3. Expenditure from Provincial Funds	...	...	...	...	...	...
4. " District or Local Funds	...	...	...	...	...	...
5. " Municipal Funds	...	...	...	...	...	...
6. Fees	...	...	...	...	120	120
7. Other sources	...	...	...	...	13,582	13,582
8. Total expenditure	...	...	...	...	13,702	13,702

*N.B.*—There are no 'Tols or Kyaung Schools.