

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1924-25

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No. 900.

GOVERNMENT OF THE CENTRAL PROVINCES

EDUCATION DEPARTMENT

Nagpur, the 31st October 1925.

READ—

The Annual Report of the Director of Public Instruction on the state and progress of education in the Central Provinces and Berar for the year 1924-25.

RESOLUTION.

Numerical and Financial Returns.—The number of pupils under instruction increased by 9,013 from 353,140 to 362,153. This increase, though smaller than in the previous year, is satisfactory and is shared by all classes of institutions except recognized girls' schools and special schools in which the numbers decreased by 91 and 297, respectively. Expenditure increased from Rs. 88,35,773 to Rs. 90,40,444 towards which provincial funds contributed 55·4 per cent. The average cost per pupil increased from Rs. 18-15-1 to Rs. 19-4-10.

2. University and Collegiate Education.—Government notes with pleasure the marked and satisfactory growth in the development of the University under the vigorous and able direction of its Vice-Chancellor, Sir Bipin Krishna Bose; K.T., C.I.B. During the year under review the University has completed its organization for the discharge of its statutory functions, published a complete set of statutes, ordinances and regulations in its calendar, held its first convocation, conducted its own examinations and obtained recognition of its degrees by most of the Universities in India and by the British Universities of London, Durham and Leeds and secured consideration of the question of recognition by other Universities. The University is represented on the Inter-University Board which

was recently constituted by the Government of India, and is now considering the question of creating a University Students' Information Bureau to take the place of the present Students' Advisory Committee. Arrangements have also been made for the continuation of the University Extension Lectures and of the University Games and Sports' Tournament which were started during the year under review. Steps were taken during the year for the admission of the Agricultural College to the privileges of the University, for the constitution of a Faculty of Agriculture and for the constitution of a University College of Law by taking over the Law classes from the Morris College. These measures have since been carried into effect. The construction of the University building is being pushed forward with all possible speed. A fundamental need of all University education and the basis of all research is a library, appointed, equipped and administered according to the most approved modern methods, rendering accessible to the student not only the best thought of the past but the results of the most recent modern research. It is therefore a matter of satisfaction to Government that at a recent meeting of the Legislative Council a grant was voted which will enable the University to provide the buildings necessary for a University library. Government trusts that this is but the first step and that in the future adequate provision will be forthcoming for the necessary furnishing, equipment and administration of the library.

3. The number of students in colleges increased from 1,022 to 1,262. The demand for admission to the Science courses was again greater than the capacity of the Victoria College of Science but will shortly be met by the construction, at an estimated cost of eleven lakhs of rupees, of a College of Science near the University building in Nagpur. Sanction has also recently been accorded for the construction of a hostel for this college. The staffs of the colleges have been increased by the appointment of Additional Demonstrators and Assistant Professors for the Morris, Victoria and King Edward Colleges. Government notes with satisfaction the development which has taken place in college education and that the good general tone, discipline and work of the colleges have been maintained.

4. Anglo-Vernacular and Secondary Education.—

A promising feature in the secondary education of the province is the work which has already been accomplished

by the High School Education Board, during the first year of its existence. The Board has drafted regulations, laid down the subjects of the High School Certificate Examination, arranged for the preparation of a syllabus in Agricultural Botany, recommended the opening of new centres of Manual Training until there are two in each district and the encouragement of Manual Training as a hobby, though not as a subject of examination in the High Schools, and, for the first time, conducted its own High School Examination. The re-transference to the Middle School of the top class which had been transferred to the High School in the previous year—a transference which was unpopular—was largely due to the representations of the Board. The High School Examination was complicated by the fact that it was conducted in no less than four languages. It is still too early to estimate the ultimate results of the change from English to the Vernaculars as the medium of instruction and of examination, but some of the problems which it raised are indicated in the Director's report and deserve the careful and serious attention of all who are interested in this important matter. Certain of the difficulties, such as the provision of suitable text-books, have already been dealt with by the High School Board. Government is confident that the Board will continue to give to this and other problems of education the careful and dispassionate consideration, cordial spirit of co-operation and prompt and efficient despatch in the conduct of its business which the Director notes as the characteristics of its work throughout the present year.

5. The total number of pupils, 23,368, attending both High and Middle Schools for Indians during the year is the highest on record by no less than 2,365. The numbers attending the Middle Schools increased from 16,958 to 19,196. In the high department alone the numbers rose from 3,759 to 4,172 and the Director expresses the opinion that there is little doubt that in the high departments the high water-mark, which was recorded in 1917-18, will soon be passed. A considerable number of pupils still attend unrecognized coaching classes or read privately for the Punjab or Calcutta University Matriculation Examinations, and it is noteworthy that in the Nagpur Circle alone the number of such pupils is reported not to fall short of 300. The deleterious effects of such cramming are indicated in the figures and remarks quoted by the Director from the report of the Principal of one of the colleges. These figures and

remarks deserve the careful consideration of all parents and guardians. To meet the growing demand for High School Education, new High Schools have been opened at Katni and Amraoti and extensions to existing institutions, both with regard to class-rooms and hostel accommodation, are being carried out elsewhere. With few exceptions the Government Anglo-Vernacular Middle Schools are suitably housed and where this is not the case the question of providing new buildings or extending existing buildings is receiving the attention of the Education Department. A large number of Aided Anglo-Vernacular Middle Schools are still badly housed, equipped and staffed, but a distinct improvement has taken place during the year. Much still remains to be done, but the improvements noted in the report indicate that the public is becoming increasingly alive to its responsibilities and to the educational needs of the country.

6. The revised scheme of medical inspection which came into operation during the year under review has already proved its value in bringing to light various ailments and defects in the pupils of higher schools. At the Model High School, Jubbulpore, for example, 120, out of 474 pupils examined, were found to be defective. These defects are brought to the notice of parents and guardians. The boys are reported to be taking a keen interest in this inspection and to shew themselves anxious to remedy the defects which are pointed out. Government trusts that this interest will be shared by parents and guardians and that the latter will co-operate with the school authorities and medical officers in this important matter.

7. **Vernacular Education.**—The report again emphasises two main problems in connection with the Vernacular Middle Schools. The first is concerned with the introduction of optional English as a subject of instruction in the schools, and the second with the unsatisfactory state of the staff, buildings and equipment of these schools. The teaching of English in these schools is undoubtedly popular and probably accounts to some extent for the increase in the number of pupils in Vernacular Middle Schools in Berar where pupils, who were unable to get admission to Anglo-Vernacular Middle Schools, have been content to enter Vernacular Middle Schools and study English as an optional subject. This, however, as the Director points out, may have detrimental effects on both Anglo-Vernacular Middle and High School Education. For the syllabus

5

of the three years' course in the Vernacular Middle Schools is the same as that of the first three classes in the Anglo-Vernacular Middle Schools. The former, however, are not nearly so well staffed and the instruction is consequently on a lower level. The danger, as the Director points out, is that the two courses may come to be regarded as equivalent and that pressure may be brought to bear to admit considerable numbers of badly prepared pupils from the Vernacular Middle Schools into the corresponding classes of the Anglo-Vernacular Middle Schools. The possible deterioration in the standard of both Middle and High School education which might result from such a step is a matter which cannot lightly be dismissed. On the other hand, it is doubtful whether the amount of English which can be imparted by an ill-trained and incompetent staff during the short period of the Vernacular Middle School course will ever be of benefit to a pupil who does not continue his education to a higher standard. With regard to the unsatisfactory nature of the staff etc., it may be pointed out that the education imparted in the Vernacular Middle Schools is the natural complement of that imparted in the Primary Schools for the benefit of the rural population. These schools are also the recruiting ground for Primary School teachers who are selected for a course of training in the Normal Schools. No elementary education can, therefore, be developed along satisfactory lines until the Vernacular Middle Schools are improved. The problem of Compulsory Primary Education still continues to occupy the careful attention of Government. Progress has been slow during the year under report and the increase in the number of pupils in those villages in the Amraoti and Akola districts in which compulsion has been introduced is reported to be less than was anticipated. Signs are not lacking, however, that progress will be more rapid in future. Schemes have been prepared for an extension of Compulsory Primary Education by various Municipalities and District Councils and are now under consideration. Meanwhile it is for Local Bodies, through their attendance officers, to see that the time which must elapse between the introduction of compulsion and the attainment of maximum attendance is reduced as far as possible. Wherever Compulsory Primary Education has been introduced, Government has allowed new posts in higher grades so that the existing district cadres are improved and teachers who do good work can look forward to improved pay and prospects. In 1921, as a result of the general rise in the cost of living, Government sanctioned recurring grants to enable Local

Bodies to raise the minimum salaries of their teachers. The educational returns from Local Bodies last year, however, revealed the fact that in certain cases the prescribed minimum is not paid. Certain Local Bodies also still display a tendency to confirm untrained teachers. This is to be deprecated, for the presence of ill-paid, untrained teachers is bound to militate against present efficiency and future improvement. Certain Local Bodies are still apathetic in the conduct and management of Primary Schools which have been entrusted to them and some of the complaints which have been made against them are mentioned in the Director's report. Others, however, have taken a living interest in this most important work and Government notes with satisfaction the Director's view that this interest is increasing. Progress, however, must necessarily be slow until Local Bodies have the courage to obtain by taxation the funds which in many cases are at present lacking for the carrying out of necessary improvements.

8. Education of Girls.—The number of recognized schools for Indian girls decreased by one from 373 to 372 and of pupils from 23,655 to 23,466. The number of Anglo-Vernacular Schools remained at 12, of which 4 are High Schools, but the number of pupils increased from 614 to 702, the increase in the High department being from 120 to 144. The number of Vernacular Middle Schools increased from 35 to 36 and of pupils from 3,645 to 3,891. In some of these schools English is taught as an optional subject and is said to be popular. The number of Primary Schools fell from 317 to 314 and the enrolment from 18,836 to 18,236. The proportion of girls who complete the school course is still too low. Considerable difficulty is sometimes experienced in getting teachers for the Anglo-Vernacular Middle Schools and in obtaining candidates for training as teachers for Primary Schools. Meanwhile in many cases men act as teachers in Girls' Primary Schools and an increasing number of girls—12,394 as against 12,167 in the previous year—attend Boys' Primary Schools. Except in the Amraoti and Yeotmal districts and in the more backward parts of Chhattisgarh there seems to be no great objection to co-education at this stage. In view of the difficulty of obtaining suitable women teachers, Government trusts that the rewards which it gives to Head Masters will result in increasing the Primary education of girls through attendance at boys' schools.

9. Other activities.—The number of Muhammadan pupils has increased in all kinds of institutions except in

unrecognized girls' schools. It is satisfactory to note that, as in the previous year, there has been an increase of Muhammadan students in colleges. A temporary post of Assistant Professor of Persian in the Provincial Educational Service has been sanctioned in the Morris College for the purpose of teaching Persian up to the M. A. standard.

The work of training institutions has been satisfactorily reported on. One of the important features of the year in connection with the Spence Training College, Jubbulpore, has been the appointment of a Lecturer in Physical Culture to train students of the Training College as instructors of Physical Training. The number of Normal Schools for males remained unchanged at 11, but there has been a reduction from 1,403 to 1,120 in the number of students under training. Out of a total of 660 stipends which are sanctioned for award each year no less than 72 remained vacant. In some districts there is a shortage of qualified candidates. The remedy lies in the improvement by certain District Councils of the quality of their Vernacular Schools, in the improvement in the pay and prospects of the Middle School staffs and in the employment by Local Bodies of only trained teachers. The matter is important, not only because the quality of the instruction given in the Vernacular Schools depends on the work done in the Normal Schools, but also because the introduction of Compulsory Primary Education should carry with it an increased demand for the product of the Normal Schools.

The total number of pupils of the Depressed Classes increased by 2,406 from 28,553 to 30,959. It is satisfactory to note that the numbers attending Middle and High School classes increased by 527 and that this year candidates were forthcoming for the five college scholarships which are sanctioned for annual award although only one scholarship could be awarded during the previous year. Government grants for hostels for pupils and students of the Depressed Classes increased during the year and bonuses were given as usual to Head Masters of schools from which boys of the Depressed Classes pass the Primary Examination.

The number of pupils in European Schools increased from 1,977 to 2,128. Of this increase 53 were boys and 98 were girls. It is regrettable that the great majority of pupils of the European Schools do not proceed beyond the Middle School stage. During the year under review only 153 European pupils attended High School classes and

only 8 were admitted to colleges. The year under review is the last of the old system of assessing grants to European Schools. In future the grants paid to these schools will be assessed on exactly the same principles and will form the same proportion to expenditure as in the case of Indian Schools.

The report from the Government Engineering School, Nagpur, indicates that progress has been satisfactory both from the point of view of results and of numbers.

During the year under review a new constitution for the Rajkumar College, Raipur, came into force with the approval of the Government of India. The two main features of the change are, first, the placing of the governing control of the college more in the hands of the Ruling Chiefs and Zamindars and, secondly, the giving to Behar and Orissa representatives an equal share in the control with those of the Central Provinces.

The Boy Scout Movement has continued to develop in a most gratifying manner and the admirable training which the movement gives in good citizenship is shown by the extent to which advantage is taken of the services of scouts in connection with large public gatherings of all kinds.

10. Acknowledgments.—Government desires to place on record its appreciation of the work done by the University through its Vice-Chancellor, Sir Bipin Krishna Bose, and the members of the various University Bodies; of the zeal and efficiency displayed by the administrative staffs and by the teaching staffs of the schools and colleges; and, in particular, of those specially mentioned in the Director's report. To Mr. Jones, the permanent Head of the Department, and to Mr. Beckett, who held charge during the latter half of the year, and who has written the interesting report under review, the obligations of Government are due for the whole-hearted devotion with which they have discharged their arduous duties. Government also desires to acknowledge the valuable services rendered by Mr. Dix, Deputy Director of Public Instruction.

By order of Government,

R. H. BECKETT,

*Officiating Secretary to Government,
Central Provinces.*

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CHAPTER I.

GENERAL.

Mr. C. E. W. Jones, held charge of the office of Director of Public Instruction and Secretary to Government in the Education Department till the 8th November 1924 when he proceeded on leave and I succeeded him.

2. Administrative arrangements.—Mr. A. G. Dix was Deputy Director of Public Instruction and Secretary of the High School Education Board throughout the year. Rao Bahadur Gulabsingh retired from service on the 1st January 1925. Mr. Kilroe was on leave from the 15th February 1925 and Mr. Kanetkar was then appointed temporary Inspector of Schools, Berar, *vice* Mr. Kilroe. The services of Mr. L. J. Goldsworthy, I. E. S., were permanently transferred to Burma. Khan Bahadur Nizamuddin Ahmad, on return from long leave, was posted to the Nerbudda Circle from the 1st October 1924.

3. Standing Committees and the Legislative Council.—The Departmental Standing Committee met three times in the year. In consequence of the action of the Central Provinces Legislative Council on the Budget of 1924-25 the normal expenditure of the Department was certified by His Excellency the Governor. New expenditure was, however, postponed and the Department was without a Minister for Education. In response to a resolution of the Legislative Council in March 1925 arrangements are being made to open High Schools at Basim, Buldana and Morsi during 1926-27.

4. Important events.—(i) **Administration.**—The period of the experimental transfer of Deputy Inspectors and their establishments to the charge of the District Councils at Balaghat, Bhandara, Hoshangabad and Amraoti has been extended for another year.

Additional powers were delegated to Inspectors and Inspectresses of Schools and to the Principals of Colleges.

(ii) **Secondary Education.**—Vernaculars were used for period the first time as media of examination for the High School Certificate.

A revised curriculum was brought into force in Anglo-Vernacular and Vernacular Middle Schools and the latter were permitted to teach English as an optional subject provided no portion of the cost of the additional staff for this purpose was met from local body funds. The Anglo-Vernacular Middle School course now extends over Classes V-VIII, while the Vernacular Middle School Course ends with Class VII.

To meet the growing demand for High School Education in Berar, the number of Middle School Sections attached to Government High Schools was reduced and additional High School Sections were substituted.

(iii) **Primary Education.**—The curriculum for Primary Schools has been revised to suit the reduction of the course from five to four classes.

Compulsory Education was introduced in six villages in the Amraoti district and in 10 villages in the Akola district. The Buldana Municipal Committee introduced compulsion from the 1st April 1925 and a scheme has been sanctioned for Ellichpur City.

The Local Government has now permitted local bodies to substitute a provident fund for the present pension scheme, for all teachers in their service.

(iv) **Training of teachers.**—The compartmental system of examination in Normal Schools was abolished.

The fourth year classes attached to certain Normal Schools have been abolished. A special course for the training of High School Drawing Masters was instituted at the Spence Training College.

(v) **Technical and Industrial Education.**—The Victoria Technical Institute, Berar, was transferred to the Department of Industries in accordance with the recommendations of the Vocational Training Committee.

(vi) **Depressed Classes Education.**—Bonuses aggregating Rs. 3,051 were paid to teachers in Primary Schools on account of boys of the Depressed classes who passed the Primary Certificate Examination from their schools.

5. Numbers—The total number of pupils under instruction increased from 3,53,140 to 3,62,153, *i.e.*, by 9,013. The increase in pupils under recognized institutions for males is 5,455. Arts and professional colleges show an increase of 248, High Schools 419, Middle Schools 2,417, Primary Schools 2,668, while in special schools numbers decreased by 297. The enrolment in recognized girls' schools fell by 91 from 24,639 to 24,548. Pupils in unrecognised schools increased from 7,693 to 11,342 or by 3,649. The number of these schools increased by 112, the increase being almost entirely confined to Berar. Towards the total increase in pupils, Berar Circle contributed 3,470, Nagpur 3,422 and Nerbudda 1,973. In Jubbulpore the numbers remained stationary.

6. Expenditure.—Expenditure increased by Rs. 2,04,671 from Rs. 88,35,773 to Rs. 90,40,444. Of this increase Rs. 52,000 was spent on Collegiate Education (owing chiefly to the development of the Nagpur University and of King Edward College, Amraoti), Rs. 71,000 on High Schools, Rs. 69,000 on Anglo-Vernacular Middle Schools for boys and Rs. 82,000 on Primary Education (boys). The increase of Rs. 28,000 under inspection is due to the normal increase in salaries, to the creation of additional posts of Deputy Inspectors of Schools and to the revision in the rates of travelling allowances of all touring officers of the Department. There is a fall of Rs. 40,000 under Technical Education owing to the omission from these returns of the expenditure on the Berar Victoria Technical Institute. Local bodies spent Rs. 82,000 less than in the previous year on school buildings and equipment.

Provincial funds contributed 55.40 per cent of the total expenditure. The average cost of educating a pupil increased from Rs. 18-15-1 to Rs. 19-4-10.

CHAPTER II.

UNIVERSITY AND COLLEGIATE EDUCATION.

7. The Nagpur University.—The Nagpur University now publishes its own annual report, so that anything in the nature of a detailed account of its activities would be a work of supererogation. In the year under report the

University was able to complete its organization for the discharge of its statutory functions. The statutes, ordinances and regulations were completed and found their place in the first calendar of the University which was issued in November 1924, in which month the University also held its first Convocation.

8. Degrees and Examinations.—This year the University held its own examinations. The following is a summary of the results:—

Name of examination.	Number of examinees.	Number of passes.	Percentage.
M. A. Previous	28	20	71
M. Sc. "	7	4	57
M. A. Final	16	13	81
M. Sc. "	2	2	100
LL.B. Previous	162	31	19
" Final	77	45	58
B. A.	153	98	64
B. Sc.	35	24	68
L. T.	18	18	100
Intermediate	380	233	61

Recognition of the degrees of the University has been granted by the Calcutta, Patna, Benares, Allahabad, Rangoon, Osmania, Punjab, and Bombay Universities in India, and by the British Universities of London, Durham and Leeds. Other Universities have the matter under consideration.

9. University Buildings.—Vigorous measures were taken to collect funds for the erection of a suitable University building, which is to contain the University Offices, an Examination and Convocation Hall, and the class-rooms of the University College of Law. Public subscriptions for this purpose amounted to Rs. 1,70,558 including a handsome donation of Rs. 1,00,000 from Messrs Tata & Sons. Government also contributed Rs. 1,00,000 for this purpose.

The cost of the building is estimated at about 2 lakhs of rupees and its construction is being pushed forward with all possible speed. The provision of a University Library is also receiving attention and its construction will be started in 1925-26.

10. Other activities.—Steps were taken in the year under report for the affiliation of the Agricultural College and the constitution of a Faculty of Agriculture, also for taking over the Law Classes from the Morris College and the constitution of a University College of Law. All of these measures have since been carried into effect. Amongst other activities of the University may be mentioned the institution of a University Games and Sports Tournament (held in December 1924), which promises to have an invigorating and stimulative effect on college athletics, and the institution of a series of University Extension lectures.

11. Inter-University Board and University Students' Information Bureau.—In order to co-ordinate the work and generally to advance the well-being of Indian Universities, the Government of India have constituted an Inter-University Board on which the Nagpur University has a representative. This "Board" which seems destined to influence widely University policy and education, held its first meeting in Bombay in March 1925. The constitution of a University Students' Information Bureau to take the place of the present Students' Advisory Committee is under consideration and will probably be effected in 1926-27.

12. Finance.—Excluding the opening balance of Rs 25,074 of last year, the total receipts during the year were Rs. 74,601, the chief sources of income being a Government grant amounting to Rs. 50,000 and fees for examinations and registration etc. amounting to Rs. 28,784. Donations for medals and prizes etc. amounted to Rs. 11,079. The total expenditure was Rs. 70,420. The chief items of expenditure were (i) office establishment and contingencies Rs. 28,319, (ii) travelling allowance Rs. 12,544, (iii) investments for endowments for medals and prizes Rs. 8,632 and (iv) examination charges including fees to examiners, printing charges and conduct of examinations, Rs. 11,672.

13. The Colleges. Buildings.—As foreshadowed in last year's report, a grant was sanctioned towards the end of the year which will enable work to be started in 1925-26 on

the erection of a new College of Science, a building which it is anticipated will cost about eleven lakhs. The question of the provision of a hostel for this College also received consideration, and its erection has since been sanctioned. It is anticipated that the accommodation thus provided will relieve the pressure on the Morris College hostel, so that the proposal to extend this hostel has, for the time being, been dropped. Both of these new buildings will be situated near the new University building. The authorities of the Hislop College have under consideration a scheme for building their College on a site near the Agricultural College. Should this eventuate, all the Colleges at Nagpur will be grouped near the University building, a development which would, *inter alia*, facilitate inter-collegiate lectures. Two bungalows for the members of the staff of the Robertson College, Jubbulpore, were completed in the year under report and it is proposed to build two additional bungalows for the staff of King Edward College, Amraoti. In October one of the engines of the Robertson College electric installation broke down and has had to be replaced. The second engine has also been overhauled, the estimated cost of the whole work being Rs. 25,000.

14. Staff.—Several changes took place in College staffs during the year. The following were the more important. Mr. Beckett, Principal of the Victoria College of Science and Government Engineering School, was appointed to officiate as Director of Public Instruction and Secretary to Government in the Education Department, *vice* Mr. Jones, who proceeded on leave. Messrs. Owen and Hunter were appointed to officiate as Principals of the Science and Morris Colleges respectively. Towards the end of the year Mr. Hunter proceeded on leave and was relieved by Mr. Cheshire. Messrs. Belekar and Dhar were permanently transferred from the Morris College to the Science College staff, as all Mathematics is now being taught in the Science College. The two new posts sanctioned last year of Demonstrator in Chemistry and of Assistant Professor of English in King Edward College, Amraoti, were filled by the appointment of Messrs. V. N. Thatte and D. S. Colaco. Three new posts, *viz.*, those of Demonstrator of Physics in the Science College, Nagpur, Assistant Professor of History in the Morris College, Nagpur, and Assistant Professor of Sanskrit in King Edward College, Amraoti, were created towards the end of the year and have since been filled by the appointment on proba-

tion of Messrs. Dabhadgao, Sinha, and Hiralal Jain. It is anticipated that next year an Additional Assistant Professor of English will be provided for the Morris College and an Additional Assistant Professor of Mathematics for the Science College, Nagpur. The health of Professor Bremner of the Hislop College completely broke down and he was compelled to cease lecturing, a serious loss to the College staff.

15 Numbers.—The number of students on the roll in Arts and Science Colleges on the 31st March 1925 was 1,262 as compared with 1,022 on the same date in 1924. The increase was shared by all colleges, the largest increase occurring in King Edward College, Amraoti, where the numbers on the roll rose from 68 to 172. In the Morris College, Nagpur, a record number of 414 students excluding the Law Classes has to be recorded, a number which is really beyond the proper capacity of the college. Pressure was great on the Science side and the number of candidates for admission to the Science College had to be limited on account of lack of accommodation.

16. Work and Discipline.—The following table gives percentage results for the University Arts and Science examinations:—

	Morris College.	Amraoti College.	Robertson College.	Hislop College.	Science College.
M. A. Previous	75	...	...	50	...
M. A. Final	100	...	...	100	...
M. Sc. Previous	...	...	...	...	50
M. Sc. Final	...	...	...	...	100
B. A.	78	70	75	68	...
B. Sc.	...	...	63	...	71
Intermediate	65	56	81	55	...

The students from the Morris College taking Intermediate with Science did their Science work in the Victoria College of Science. Out of 55 students who took the Intermediate Examination from the Morris and Victoria Colleges 39 passed, including 7 First Classes, a noteworthy result. Nine students from the Morris College (including the 7 above-

mentioned) and six from the Robertson College passed the Intermediate examination in the First Division. One candidate from the Victoria College of Science took a first class in Physics in the Final M.Sc. This College also sent up two candidates for the Indian Civil Service examination, but neither succeeded in gaining an appointment, although one was placed 19th in order of merit. It is clear from the result sheets that improvement is needed in the teaching of English in our colleges if our students are to be successful in these open competitive examinations, more especially as the standard of English is said to have gone down in High Schools as the result of instruction being given through the medium of the vernaculars. Steps are being taken to strengthen the Morris College staff for English.

17. The general tone and discipline in colleges was good throughout the year. The report from the Principal, King Edward College, Amraoti, is interesting in view of the fact that this is only the second year in the life of the college, which is suffering on account of the low standard of academic attainment of many of the pupils who obtained entry in the first year. He says:—"There was a distinct improvement all round on the previous year. The opening year of the college, 1923-24, was marked by an almost total lack of college spirit and by a disappointing standard of attainment in the class-room and in the playing fields. During the year under review the college was strengthened by changes in the staff, by the recruitment of a larger proportion of students from the recognized schools of the province and by a few admissions from other well established colleges, and, to a certain extent, by the approach of the first University examinations to which the college was sending up candidates. The result was a most noticeable and encouraging improvement in every department of college life. More interest and intelligence were shown in the class room. A Philosophical, a Persian, and a Debating Society as well as a College Magazine and an Excursions Society were started. Games and athletics, under the leadership of a few energetic and forceful students, were taken up with an enthusiasm and success which would have done credit to any college in the University. The college foot ball team won the shield in the Berar foot-ball tournament, the college hockey team made a creditable display in the University tournament, whilst the college athletic team won the cup for athletics in the Nagpur

University tournament and nearly succeeded in winning the cup which the college itself had presented, in memory of the late Rao Bahadur Mudholkar, to be awarded to the college which secured the greatest aggregate number of marks for all games and athletics in the tournament. One student won the Vice-Chancellor's gold medal and several won silver medals for athletics in the University tournament. The college first social gathering was an unqualified success. One of the items was a dramatic performance which was afterwards repeated in the Ganesh Theatre, Amraoti, in order to raise funds for the purchase, at a cost of over Rs. 500, of the King Edward College Cup, to which reference has already been made, for the University tournament.

"The following table, showing the results secured in the University examinations in April 1925, indicates the extent to which the college suffered from the admission during the first year of its life, 1923-24, of students who came from institutions which had crammed them for the Calcutta and Punjab Matriculation Examinations.

Intermediate (Arts) Examination result 1925.

Class of candidates.	Number sent up	No. passed.	No. passed in division.			Percentage of students passed in division.			Total percentage of students passed.
			1st	2nd	3rd	1st	2nd	3rd	
Allahabad Matriculates.	12	10	...	2	8	...	16.67	66.66	83.33
Failures from other C. P. Colleges.	3	2	...	...	2	...	...	66.67	66.67
Calcutta Matriculates.	11	4	...	...	4	...	...	36.36	36.36
Punjab Matriculates.	1	...	...	...	...	...	...	...	...
Total from all sources.	27	16	..	2	14	..	7.40	51.86	59.26

18. The majority of students admitted from such institutions suffer the usual penalties of cramming. Their minds are undisciplined and untrained, many of them are almost totally ignorant of the subjects in which they have passed the Matriculation examination, their knowledge of English is deplorably weak and the majority are far below the standard required for college education. The results shown in the University examination are but a reflection of the results shown in their class-work. The best improve after much heart-breaking efforts on their own part and on that of their professors. The majority remain a drag on the better students."

19. The above remarks of the Principal on the deleterious effect of cramming institutions deserve the careful consideration of all parents and guardians. The improvement effected in the tone and work of the college and the evidence of sound *esprit de corps* and of good feeling between the staff and students during the year under review reflect great credit on the Principal and on the staff of the college.

CHAPTER III.

SECONDARY EDUCATION—BOYS' ANGLO-VERNACULAR SCHOOLS.

20. **High School Education Board.**—This Board, which came into being last year as a result of the Central Provinces High School Education Act, has functioned throughout the year in a way which shows that the hopes which were entertained regarding the services which such a Board would render to the cause of Secondary education in the Province, are well on their way to fulfilment.

The Board held three meetings, in July and September 1924 and in February 1925. At the July meeting criticisms which had been received on the draft regulations published in the *Central Provinces Gazette* were considered and the amended regulations were submitted to Government for sanction. In September, which is the ordinary annual meeting of the Board, the proceedings of the various Committees of the Board were considered and orders passed thereon. The subjects for the High School examination were laid down and arrangements were made for the preparation of a syllabus in Agricultural Botany. The budget for 1925-26

was passed. At the February meeting the Board was consulted regarding the High School Entrance and Scholarship Examination of 1925. The High School Certificate Examination, the first examination to be conducted by the Board (in 1924, the examination papers were set and corrected by the Intermediate and High School Education Board of the United Provinces), was held in March 1925.

21. The High School Board has wide powers, which include the recognition of High Schools, the prescription of courses of study, text-books and syllabuses and the conduct of the High School Certificate examination; and the way in which, assisted by its various Committees,—it has carried out these duties throughout the year, is a happy augury for the future. All meetings have been well attended. They were characterised throughout by a spirit of cordial co-operation, and the heavy agenda of some of the meetings was disposed of in a prompt and efficient manner. It is impossible in this short review to go into details of the work done. One of the ideas underlying the institution of the Board was that it would provide an opportunity for bringing public opinion to bear in an increased measure on the problems of Secondary education. This it has done. For example, the transference of the top Middle School class to the High School was unpopular with parents and with the public generally and its re-transference to the Middle School was to a large extent the result of representations of members of the Board. This re-transference has given general satisfaction.

22. The expenditure of the Board during the year under review was Rs. 21,796, whilst the income from examination fees was Rs. 19,028, the net cost to Government being only Rs. 2,768.

23. **Numbers.**—The total number of High Schools of all kinds, Government, Aided, Unaided but Recognized, increased from 38 to 39, new High Schools being opened at Amraoti under the auspices of the Berar Education Society and at Katni Murwara where the school is managed by the Municipality. Recognition of the Marwari High School, Wardha, was withdrawn. The Raj Kumar College, Raipur, ceased to be aided.

24. There was an increase of 413 in the total number of pupils attending High Schools which rose from 3,759 to 4,172. Of this increase the High Departments of Government Schools accounted for 143, Municipal schools 36, aided schools 179 and unaided but recognised schools 55. The number of pupils attending Anglo-Vernacular Middle Schools shows the large total increase of 2,238, the number rising from 46,958 to 49,196, of which Municipal schools account for 1,100, aided schools 668, unaided 248 and Government Schools 222. This increase is partly, but by no means entirely, due to the Primary School course having been reduced from 5 to 4 years from 1914, with the result that two classes, *viz*, the 4th and 5th, entered the Middle School in the same year. It is interesting to compare the above numbers with the highest figures attained in previous years. The largest number of pupils was reached in the High Departments in 1917-18, when it stood at 5,154, and in the Middle Schools and Middle departments last year, when it stood at 16,958. The total attending both Middle and High Schools, namely 23,368, is the highest enrolment on record by no less than 2,365 and there is little doubt that the high water mark in the case of the High Departments which was reached in 1917-18 will soon be passed. That it has not been passed already is probably an aftermath of the influenza epidemic. No doubt the good monsoons of the past few years have been a contributory factor to the increase which has taken place. To the total increase in the combined High and Middle Departments the Nagpur Circle contributed 812, the Berar Circle 763, the Nerbudda Circle 559 and the Jubbulpore Circle 517. Notwithstanding these increases, a considerable number of students are still attending unrecognized coaching classes or reading privately for the Punjab or Calcutta University Matriculation examinations. In the Nagpur Circle alone the Inspector of Schools reports that the number of such pupils does not fall short of 300.

25. **Expenditure.**—Out of a total expenditure of Rs. 15,22,445 on Anglo-Vernacular Schools Government contributed Rs. 6,88,694 and Municipal funds Rs. 95,543, leaving Rs. 7,38,208 to be met from fees and other sources including endowments and subscriptions, which amounted to Rs. 2,07,111. The expenditure increased by Rs. 1,38,837 over that of the previous year owing to ordinary increments in salaries of staff, to the opening of new High Schools at Katni and

Amraoti and to the necessity for increasing the number of sections in the Middle Departments to meet the sudden extraordinary demand which arose. This demand was partly due to the IVth and Vth classes being examined together for the Primary Certificate Examination in March 1924, in consequence of the reduction in the length of the Primary School course from 5 to 4 years. Endowments and subscriptions increased by Rs. 77,445, while contributions from Provincial revenues and Municipal funds decreased by Rs. 23,204 and Rs. 26,354 respectively. There was an increase in fee receipts of Rs. 1,10,950 partly because fees were charged during the year under report at enhanced rates for the full 12 months and for an increased number of pupils also enhanced rates were charged in a larger number of Aided School.

26. **Fees**—There was no change during the year in the rates charged in Government Schools.

27. **Buildings and Equipment**—As regards High Schools, grants were sanctioned towards the end of the year for extending the Government High Schools at Wardha and Balaghat and these extensions are now under construction. Accommodation is inadequate in the Government High Schools at Hoshangabad and Damoh and it is hoped that in the former case extension will be undertaken in 1926-27. The question of extending the Government High School, Yeotmal, is also receiving attention. The Municipal Anglo-Vernacular School building at Katni-Murwara is being extended to provide accommodation for High School classes and a grant of Rs. 6,838 has been sanctioned for this work. Plans and estimates are being prepared for a new building for the Telhara Aided High School.

28. New buildings will be erected in 1925-26 for the Government Anglo-Vernacular Middle Schools at Murtizapur and Mungeli. With few exceptions the Government Anglo-Vernacular Middle Schools are suitably housed and where this is not the case the question of providing new buildings or extending the existing buildings is engaging the attention of the Department. As regards Aided Anglo-Vernacular Middle Schools a grant of Rs. 13,610 has been made for the construction of a new building for the Municipal Anglo-Vernacular School, Khandwa. It is expected that a new building, for which plans and estimates have been sanctioned, will be erected in

the coming year (1925-26) for the Laurie Municipal Middle School at Raipur. This building which, it is anticipated, will cost Rs. 32,000, is urgently needed to meet the increasing demand for accommodation. A grant of Rs. 1,500 was made to the Gun Carriage Factory Anglo-Vernacular Middle and Primary Schools, Jubbulpore. Much, however, remains to be done, for in a large number of cases Aided Anglo-Vernacular Middle Schools are still housed in unsuitable buildings. This is particularly the case in Berar where, however, signs are not lacking that the managing bodies of schools are beginning to realize the necessity for effecting improvement in this direction.

29 Government schools are adequately equipped but in many cases the same cannot be said of Aided Institutions. Grants aggregating Rs. 5,829 were made to Aided Schools for equipment during the year.

30. **Staff.**—Of the sanctioned cadre of 218 and 347 graduate and undergraduate teachers in Government High and Anglo-Vernacular Middle Schools 200 and 298 are trained graduates and undergraduates in the High and Middle Departments respectively, the percentage of trained teachers being 92 and 86 as against 97 and 84 in the previous year. Of 118 and 456 teachers in Aided High and Middle Schools respectively 53 and 136 are trained, the percentage of trained to untrained teachers being 44.9 and 29.8 as compared with 47.5 and 27.5 of last year. Out of 18 and 50 candidates admitted during the year under report to the L. T. and T. T. C. Classes respectively of the Spence Training College, Jubbulpore, 5 and 25 were sent by the Aided Schools. As remarked in the report for last year, until the managers of Aided Schools are prepared to pay adequate salaries to trained teachers, the recruitment of teachers of the requisite qualifications will continue to remain one of the great needs of these institutions. In the Nagpur Circle service in Municipal Schools is said to be unpopular on account of the inadequacy of salaries, lack of prospects and a sense of insecurity, with the result that teachers are reluctant to return to Municipal Schools on completion of their training and only do so when they cannot get employment elsewhere in Government or in private Anglo-Vernacular Schools that offer better prospects.

31. **Examinations.**—Eleven hundred and fifty candidates, excluding 27 absentees, appeared for the High School

Certificate Examination, of whom 411 passed, including 16 candidates who took one subject only, 21 being placed in the First Division, 228 in the Second and 146 in the Third. The percentage of passes was only 35·7 as compared with 55 in the previous year. Since this is the first examination in which the papers were answered in languages other than English, the following analysis is of interest.

Medium of examination.	No of candidates appeared.	Percentage of passes.
English	657	36
Marathi	347	33·8
Hindi	139	39
Urdu	34	23·5

The Government High Schools at Nagpur, Bhandara, Saugor, Damoh and Bilaspur, and the following Aided High Schools, the U. F. C. Mission Girls High School, Nagpur, the New English High School, Nagpur, and the Haqimia Coronation High School, Burhanpur, obtained more than 60 per cent of passes, that of Saugor High School being 88 per cent. The largest percentage of failures again occurred, in History and Geography, no less than 39 per cent of the candidates failing in this group. In English, Science and Mathematics the percentage of failures was 35, 20 and 33 respectively.

32. At the High School Scholarship and Entrance Examination 2,640 candidates appeared of whom 1,647 passed or 62·4 per cent as compared with 62 per cent last year, the highest percentage 68·45 being attained in the Berar Circle.

33. **Instruction.**—The above examination results for the High School Certificate are of particular interest, not only because it was the first examination conducted by the C. P. High School Education Board, but also because the examination was conducted in no less than 4 different languages for the first time. From the examiners' reports it appears that in English the standard was distinctly lower than in former years and this was especially noticeable in the case of those candidates who have been instructed through the medium of the vernacular. In this connection one examiner writes—

“The valuation of this paper has given a good opportunity of comparing the English of students taking different media; and the difference is so glaring that after reading a few lines one can

at once say whether the medium of instruction has been English or the vernacular. The work of the one is spontaneous and direct, showing that he thinks in English, whereas that of the other is laborious and artificial, showing that he first thinks in the vernacular and then struggles to put his ideas into English. Examples could be quoted to show that the candidates using the English medium have freely utilized the vocabulary gained in the study of various subjects whereas those using other media were considerably handicapped.

Many examiners emphasize the fact that "the quality of the vernaculars used by candidates left much to be desired". Thus in Hindi, "The questions on the text-books and the unseens were well done but handwriting, grammar, punctuation and spelling require much more attention". The language used by the candidates bore evidence of a good deal of provincialism in it. This was specially noticeable in the answers from Chhattisgarh, where correct literary Hindi seems to be an exception rather than a rule. The answers from the Nagpur Centre showed the influence of Marathi construction. Though these dialectical peculiarities cannot be totally banished even from the written Hindi, their predominance can, with careful attention, be diminished.

34. Except for the outstanding inferiority of the English of those candidates who were instructed through vernacular media, little can be gleaned from the examination as to the superiority of one medium of instruction over another. The examination has shown that the superior results which, it was anticipated, would be obtained in most subjects from instruction being given in the pupils' own vernacular have not been obtained. On the other hand, except in English, the results in the different subjects do not appear to have varied much with the medium of instruction. Clearly it is too early to arrive at any definite conclusion. Instruction through the vernaculars has no doubt suffered to some extent because the teaching staff has had to accustom itself to the change and also because of the dearth of good text-books. The provision of suitable text books has occupied the attention of the High School Education Board, and a large number of books have been reviewed by the Text-Book Committee, with the result that the position is slowly righting itself and better text-books are gradually being prescribed as they become available.

35. The introduction of the vernaculars has undoubtedly complicated the problems of administration. It has also complicated the conduct of the examination, for examination papers had to be translated into three vernaculars. Nor is it possible to ensure absolute uniformity of standard in the marking of papers by examiners in the different media. With

regard to the examination itself complaints were made, not without cause, that the translators had, in some cases, failed to make the meaning of the question clear. Instructions were, however, issued to examiners which ensured that no candidate suffered on this account. That such a complicated examination should have been conducted with so little friction is a tribute to the efficient administration of the Secretary of the High School Education Board.

36. There is still a wide difference of opinion regarding the merits of instruction through the vernacular as opposed to instruction through the medium of English. Generally speaking, it appears that the vernacular medium is more popular in the Marathi than in the Hindi-speaking districts. Some aided schools which had previously introduced instruction in the vernacular have now reverted to English as the medium of instruction.

37. It is hoped that Head Masters and their staffs will profit from the lessons of the last High School Certificate examination and that, in consequence, the results obtained next year will be more satisfactory. Neither the working of the system nor the quality of the instruction can be fairly judged from the results of a single examination.

38. **Manual Training.**—The High School Education Board has given careful consideration to this subject which it recognizes as a valuable training in hand and eye and a corrective to a too literary course of studies. The Board recognized, however, that the subject is not suitable for examination purposes and decided that, although High School pupils should be encouraged to take Manual Training as a hobby, it should not be taken as a subject for examination. The evidence before the Board showed that in many cases High School pupils have taken up the subject as a hobby with enthusiasm. At present there are 11 Manual Training Centres in the Central Provinces and Berar. The Curriculum Committee recommended, and the High School Board endorsed the recommendation, that the number of Manual Training Centres should be increased until there were two such centres in each district. It is hoped to be able to give effect to this recommendation in Berar by the opening of six new centres there in the coming year. Instructions have been issued to Head Masters of High Schools to which Manual Training Centres are attached, fully to utilize the services of

Manual Training Instructors by admitting pupils from other schools in cases where the Instructor's time is not fully occupied in teaching pupils in the particular school to which the Centre is attached. In order that Instructors may receive additional training in wood work to enable them to extend the scope of instruction so as to include pupils from High Schools taking the subject as a hobby, arrangements will be made to depute selected Instructors to undergo short courses at the Training College, Jubbulpore, under specialists in woodwork so as to improve their efficiency as craftsmen.

39. Hostels.—The number of boarders in High and Anglo-Vernacular Middle Schools for Indians shows a further increase of 214 from 2,130 to 2,344. The increase is mainly in hostels managed by Government or Local Bodies, which show increases of 90 and 115 respectively. There was a decrease of 58 in hostels attached to aided schools. The extension of the hostel attached to the Hindu High School, Amraoti, was completed in the year under review. Towards the end of the year grants were sanctioned for new hostels at Morsi, Murtizapur, and the Model High School, Jubbulpore, and for the extension of the hostel attached to the Akola High School. Plans and estimates are under consideration for extending the hostels attached to the Muhamaddan High School, Amraoti, and the Government High School, Yeotmal. The cost of living varied from Rs. 6-5-9 to Rs. 8-8-0 per mensem.

40. Discipline, health, games and corporate life.—Discipline continued to be satisfactory. The revised scheme of medical inspection referred to in paragraph 37 of last year's report came into operation during the year under review. Every student in a Government High School is now required to undergo a thorough medical examination and a record is kept of his weight, height, sight, etc. The annual report, which the Medical Officer is required to submit, will give the Department valuable information of the extent to which pupils are subject to various ailments and defects. The boys are reported to be taking a keen interest in this inspection and to show themselves anxious to remedy defects which are pointed out. These defects, such as defective vision, chest troubles, enlarged spleen, etc., are immediately brought to the notice of parents and guardians, remedies or treatment being suggested in accordance with the Medical Officer's

recommendation. At the Model High School, Jubbulpore, out of 474 pupils examined, 120 were found to be defective in some way. These figures provide food for thought and overwhelmingly demonstrate the necessity for medical examination such as that which has been instituted. It is hoped that parents and guardians will realize their responsibility and co-operate with the school authorities and medical officers in this very important matter, and so do what is possible towards curing ailments or developing the physical condition of pupils who are constitutionally weak. Orders have been passed which will enable Aided Schools to count expenditure incurred on this account for the calculation of grants-in-aid, and it is confidently expected that the majority of Aided Schools will now follow the example set by Government and see that their pupils are thoroughly examined every year by a competent medical officer.

41. School activities were by no means confined to the classroom. Prize distributions, social gatherings of past and present students, exhibitions of handwork, debating societies, co-operative school shops, now form part of the life of almost all High and Middle Schools. Games, which are compulsory in all Secondary Schools, are developing satisfactorily and cricket, hockey, football, wrestling, *atya-patya* etc., are played with enthusiasm.

42. Tournaments were held at Bilaspur for the schools of the Chhattisgarh Division; at Chanda for the schools, of the Nagpur Circle; whilst schools of the Jubbulpore Circle took part in the tournament at Jubbulpore arranged by the Athletic Association. It is to be regretted that no tournament was held this year in Berar. The Hanuman *Akhadas* at Amraoti and Yetmal are reported to be doing valuable work in fostering physical culture. A sum of Rs. 3,199 was spent on the provision of play-grounds for Anglo-Vernacular Schools, Rs. 2,639 of which was given to the Municipal Committee, Nagpur, and Rs. 512 to the Government Anglo-Vernacular Middle School, Akola. The play-grounds in Fox-Strangway's Park, Jubbulpore, have been put in order by the Municipal Committee for the use of boys from the local Secondary Schools. Rs. 3,000 was provided for the upkeep of existing playing fields.

43. The Boy Scout movement has continued to develop in a most gratifying manner as shown by the 1924 report of the

Central Provinces and Berar Provincial Scout Council. From this report it appears that there are now local associations in 16 districts in the Central Provinces, in two districts in Berar and in one centre in the Central Provinces Feudatory States. The Empire census for the last 4 years shows the progress of the movement.

		Scouters.	Scouts.	Cubs.	Total.
1921	...	61	620	67	748
1922	...	87	1,449	109	1,645
1923	...	165	2,517	160	2,842
1924	...	217	3,427	281	3,925

1,545 Tenderfoot, 379 second class and 6 first class and a number of proficiency badges were awarded during the year. Lantern lectures on scouting were given and 152 training courses were run by the Organizing Secretary. At many big gatherings, *melas*, *Ram Lila* festivals, Divisional, School and Olympic Sports, etc., the services of the scouts have been invaluable and many testimonials to this effect have been received. At a Scout Rally held at Mandla over a thousand scouts and scouters were present for ten days. The great success which this camp attained must largely be attributed to the initiative and keen personal interest of Sir Frank Sly, the Provincial Chief Scout. Not only was the camp his idea, but he supervised its organization from the beginning. He was present throughout the whole time of its duration and took part in all its activities. All camped out in May on the banks of the Narbudda and did their own cooking etc. The scouts were divided into standard size groups and elaborate competitions along the lines of the World Jamboree contests revealed the fact that the best group was that which included some Rajkumar College scouts, a few from Harda Mission School and a good number from the Dhamtari Mission School. This group was closely followed by a group of Wardha troops. All sorts and conditions of men and boys were there and lived under trees as one huge happy family. It is satisfactory to note that this movement, which gives such a valuable training in good citizenship, is increasing in popularity. In the Rajkumar College, Raipur, 44 out of 54 Kumars are scouts or wolf cubs.

44. **Aided Schools.**—Reference was made in last year's report to the unsatisfactory condition of many Aided Schools which, with the exception of some of the High Schools, were described for the most part as ill-staffed, ill-housed and ill-equipped, especially in the Berar Circle. This year the picture is brighter. The Khandwa Municipality, with the assistance of Government, has erected a new Anglo-Vernacular Middle School; the Raipur Municipality has a scheme under way for erecting a new building for the Laurie Middle School; the Municipal Middle School at Katni-Murwara has, through the generosity of a private individual, been able to extend its building for the opening of High School classes; the St. Paul's High School, Raipur, and the Sule Anglo-Vernacular Middle School, Nagpur, are extending their buildings. In Berar the Maratha Educational Society, which for a number of years has contributed towards the maintenance and school-fees of a number of deserving pupils from its community, has now collected a quarter of a lakh of rupees, with promises of a lakh of rupees, for the construction of a new High School. Grants were sanctioned at the end of the year to enable 5 of the private Anglo-Vernacular Middle Schools to construct new buildings. The Church Missionary Society, Jubbulpore, have re-opened their Anglo-Vernacular Middle School and it is hoped that in due course High School classes will again be opened. A proposal is under consideration to convert the Aided Middle School at Telhara into a High School. It is to be regretted that the Friends' Missionary Society which, for many years, maintained a High School at Hoshangabad and subsequently reduced it to a Middle School, has had to close even the latter owing to the financial difficulties in which it was placed after the war. It is true that much yet remains to be done and that this must be done by the general public, with the assistance of grants-in-aid from Government; more and better buildings are required, equipment is still, in a large number of cases, poor and inadequate; salaries must be such as to attract better teachers. The main obstacle in the way of improvement, as pointed out last year, is not so much lack of money, as is usually said (though in some cases this may be true), as lack of will which flows perhaps from a lack of real appreciation of what true education means. But signs are not lacking that the clouds are lifting, that the dark days of non-co-operation are over and that the public is becoming increasingly alive to its responsibilities.

45. **Vernacular Middle Schools.**—The number of Vernacular Middle Schools decreased from 334 to 323, this decrease being due to certain poor Vernacular Middle Schools having been reduced to the status of Primary Schools in the Nagpur, Jubbulpore, and Nerbudda Circles. The number of scholars, however, increased from 52,356 to 52,502, the figures being an increase of 904 in Berar and a decrease of 538,149 and 71 in the Jubbulpore, Nagpur and Nerbudda Circles respectively. One-thousand and twenty-eight pupils live in approved hostels. It is in Berar that most of these schools are situated, the numbers being 49, 60, 59 and 155 in the Nagpur, Jubbulpore, Nerbudda and Berar Circles respectively. The large increase of 904 pupils in the Berar Circle is no doubt due to some extent to the introduction of English as an optional subject in Vernacular Middle Schools, pupils who could not get admission in Anglo-Vernacular Middle Schools being content to obtain admission in Vernacular Middle Schools which were teaching English as an optional subject.

46. The general condition of these schools, most of which are under the management of Local Bodies, cannot be described as other than unsatisfactory. In this connection the Inspector of Schools, Nagpur Circle, writes:—

“The Deputy Inspectors are generally handicapped by the fact that their suggestions and proposals do not always receive the consideration they deserve. The chief defects are slack supervision, loose management, unsatisfactory postings, and untimely changes of the staff, inadequate equipment, and insufficient and unsuitable accommodation. The results of the two Government Practising Schools show what can be achieved with satisfactory management and supervision.”

47. The Inspector of Schools, Nerbudda Circle, states that no extension, alterations or construction were undertaken in any district in his Circle, though schools need immediate attention. In Berar few of these schools have buildings that can satisfactorily accommodate Middle School classes. In addition the staff of many of these schools leaves much to be desired. It is essential that Local Bodies should realize their responsibilities in this matter. The crying need of the Province is the necessity for extending and improving elementary education. It is from these Middle Schools, after a course in the Normal Schools, that teachers for Primary Schools are recruited, and if elementary education is to be developed on satisfactory lines, it behoves Local Bodies to see that the Vernacular Middle Schools are improved.

48. There is another problem in connection with Vernacular Middle Schools which is a matter for anxious consideration: *viz*, the teaching of optional English. Optional English was introduced in 46 schools in the year under report, of which no less than 38 were in Berar, and 27 additional schools, of which 24 are in Berar, have since introduced it. The fact that a subscription of Rs. 600 has to be raised and fees of Re. 1-8-0 per mensem are charged for this subject is an indication of its popularity. The desire to acquire a knowledge of English is praiseworthy, but whether in the end the result will be beneficial is open to serious question. The Vernacular Middle Schools have the same syllabus for their three years' course as the first three classes of the Anglo-Vernacular Middle Schools. They are, however, not nearly so well-staffed and the quality of instruction is on a lower level. The danger is that the two courses may come to be regarded as equivalent and that there will be pressure brought to bear to admit considerable numbers of boys from Vernacular Middle Schools teaching English into the corresponding class in Anglo-Vernacular Middle Schools. Should this occur, it may entail a serious lowering of standards throughout the Middle and High School courses. On the other hand, it is doubtful whether the amount of English acquired from the rather incompetent staff during the short period of the Vernacular Middle School course will ever be of benefit to the pupil who does not continue his education to a higher standard. I view the position with considerable misgiving.

CHAPTER IV.

PRIMARY EDUCATION FOR BOYS.

49. Progress in Compulsory Primary Education has been slow in the year under report. Schemes were sanctioned for 10 villages in the Akola district and for the Municipal Area of Buldana. But, although progress has been slow in the part, signs are not lacking that it will be much more rapid in the near future. Schemes have been prepared by the Municipalities of Saugor, Balaghat, Harda, Burhanpur, Raipur, Amraoti, Ellichpur and Yeotmal; also by District Councils for two villages in the Raipur district, 54 villages in the Bhandara district and 9 villages in the Buldana district. These schemes are under consideration and will, it is hoped, be put into operation in the coming year. The increase in

the number of pupils in the villages in the Amraoti and the Akola districts, where compulsion was applied this year, is reported to be less than was anticipated. This is attributed to inertness on the part of attendance authorities. In referring to this the Deputy Commissioner, Amraoti, says "The year has been marked by the actual introduction of compulsory education in six places. I have visited one of them, Itki, and what I found there gave good prospects for the future. Attendance was good and was obtained without much compulsion. When the new buildings in the village are completed, Itki will be a real focus of progressive educational efforts. The difficulties at other places are only what were anticipated. You cannot introduce an entirely new principle such as compulsion without running up against all manner of established prejudices and difficulties. I believe however that the coming year will see a great improvement in this respect. Nothing will be done till the attendance authorities realize their responsibilities and really carry them out. I am afraid their present slackness is symptomatic of the too prevalent fear of making oneself unpopular with one's neighbour which retards so much progress...." This view is probably correct. It is only natural that some little time must elapse between the introduction of compulsion and the attainment of the maximum attendance. It is for Local Bodies to see that this time is reduced as far as possible and that the regular attendance of pupils in those places where compulsion has been introduced is insisted upon. As remarked in the Government resolution on primary education "in the cautious application of the compulsory principle the best hope of achieving general literacy lies."

50. Numbers and attendance.—The number of recognized schools increased by 18 from 3,948 to 3,966 and the enrolment by 2,654 from 242,943 to 245,597. Distributed over circles the increases were as under:—

	Schools.	Scholars.
Nagpur Circle ...	-7	+1,255
Jubbulpore " ...	-2	+194
Nerbudda " ...	-1	+967
Berar " ...	+28	+238

The enrolment increased in all districts except Nagpur (-951), Jubbulpore (-186), Drug (-276), Hoshangabad (-119), Betul (-44), Damoh (-3), Amraoti (-1,158.) There was an increase of 216 boys in Bhandara, 518

in Chanda, 312 in Wardha, 1,160 in Balaghat, 406 in Seoni, 103 in Mandla, 143 in Raipur, 132 in Narsinghpur, 453 in Chhindwara, 106 in Nimar, 442 in Saugor, 713 in Akola, 392 in Yeotmal and 291 in Buldana. The percentage of average attendance to enrolment for the Province was 68. It is between 70—76 in the districts of Chanda and Wardha in the Nagpur Division; Nimar, Saugor and Damoh in the Nerbudda and Jubbulpore Divisions; and Amraoti, Akola, Yeotmal and Buldana in the Berar Division. It is between 62—69 in Nagpur and Bhandara in the Nagpur Division; Jubbulpore, Raipur, Drug and Bilaspur in the Jubbulpore and Chhattisgarh Divisions; Hoshangabad, Narsinghpur, Betul and Chhindwara in the Nerbudda Division. The lowest percentages 55—59 are in Balaghat, Seoni and Mandla. As compared with the percentages for last year, the fluctuations of rise and fall are not significant.

51. Primary education is liable to be affected by a variety of causes. Thus in the Amraoti district the large fall of 1,158, in spite of compulsory primary education having been introduced in six villages from the 1st April 1924, was ascribed to the prevalence of plague during the year. In the Jubbulpore district the opening of 'bidi' workshops drew a number of poor children away from school on account of the high wages offered. In some cases also, falling off in attendance can be attributed to a relaxation of official pressure in consequence of the enlargement of the powers of Local Bodies. Thus the Chairman of the Bhandara District Council says—

Out of 142 schools under the District Council only 38 were inspected by the Tahsildars and Naib-Tahsildars during the year. The remaining 104 left uninspected will, it is hoped, receive their inspection during the current year.

The Chairman of the District Council, Nagpur, says—

I am never tired of bringing to the notice of the District authorities how very necessary it is in the interests of education that the Tahsildar and his Naib should pay inspecting visits to the different schools when on tour. Such interest in education by these authorities goes a great way not only in securing larger attendance of boys in the school but also in infusing in the School Committee Members and the school teachers greater keenness and impetus in their work.

52. It is clear that in a large number of cases official assistance is welcomed. Deputy Commissioners have shown

themselves willing to co-operate with Local Bodies in all cases when asked to do so and it is hoped that Local Bodies will not be slow to take advantage of such assistance as Tahsildars and Naib-Tahsildars are able to give in securing regular attendance and increasing enrolment in schools.

53. Indigenous Schools.—The Berar District Councils continue to encourage the establishment of indigenous schools. There are 189 such schools in the Yeotmal district, 101 in Buldana, 37 in Amraoti and 43 in Akola. Sixteen of the best schools established in the Buldana district were taken over by the District Council and 51 earned grants aggregating Rs. 4,413.

54. Staff.—There are 8,541 teachers employed in Board Schools and 848 in Aided Schools out of whom 4,598 Board School and 620 Aided School teachers are still untrained. Board Schools in the Bhandara, Chanda, Hoshangabad, Mandla, Raipur, Drug, Amraoti, Akola and Buldana districts have still a large number of untrained teachers in their cadres. It is hoped that these districts will make efforts to raise the percentage of trained teachers, for, so long as the number of untrained teachers is large, satisfactory progress cannot be expected. In 1921, as a result of the general rise in the cost of living, the local Government sanctioned recurring grants to enable Local Bodies to raise the minimum salaries of their teachers to the following amounts:—

	District Councils.		Municipalities	
	Un-trained.	Trained.	Un-trained.	Trained.
For Berar division, Nagpur, Wardha, Nimar districts.	18	23	20	25
For other districts ...	15	20	17	22

But the educational returns obtained from Local Bodies last year have revealed the fact that in some cases the prescribed minimum is not being paid. It is essential that teachers should receive a living wage, that the number of trained teachers should be increased, and that the cadres should be arranged so as to give a reasonable flow of promotion.

Wherever compulsory primary education has been introduced, Government has allowed new posts in higher grades so that the existing cadre is improved and teachers who do good work can look forward to improved pay and prospects, without which there is a tendency either to relax effort or to give up teaching for more lucrative occupations. Certain Local Bodies still display a tendency to confirm untrained teachers. Such action is to be deprecated as the presence of a large number of such teachers in the cadre is bound to militate against present efficiency and against future improvement.

55. Buildings.—Five hundred and thirty-one Board schools are still without buildings of their own and 285 require extension. Forty-six buildings were constructed during the year and 51 are said to be under construction. Similarly, 64 Municipal Primary Schools are without buildings and 22 require extension. Three buildings were constructed during the year and one is under construction. Towards the end of the year a grant of Rs. 50,000 was sanctioned for 1925-26 to Local Bodies in Berar for Vernacular School buildings. In a large number of cases school buildings have been allowed to fall into disrepair. In the Wardha district it is reported that even the most essential repairs have not been undertaken for about three years and as many as ten schools are reported to be in a dangerous condition. One such school actually collapsed. School buildings in the Hoshangabad and Narsinghpur districts are reported to be in a very unsatisfactory state. The suggestion made to Local Bodies in the last annual report that the school committees should be charged with the responsibility of constructing and of repairing school buildings, allotments for this purpose being made to them by the Local Bodies, does not appear to have been adopted. In some cases, however, notably in Buldana where the District Council spent about Rs. 72,500 during the year and in addition gave grants of Rs. 2,200 for the same purpose, real efforts have been made, and it is apparent that Local Bodies are becoming increasingly alive to the necessities of the situation as shown by the number of buildings which were erected and are under construction.

56. Local Bodies and School Committees.—As was perhaps to be expected, the degree of success attained by Local Bodies in the conduct and management of Primary

Schools varied greatly. It is unfortunately true that the attitude of many of them can best be described as apathetic. It is equally true that others have taken a living interest in this most important branch of public service. Special mention may be made of the valuable work in this connection which has been done by Rao Bahadur K. V. Brahma, the late Vice-Chairman of the Amraoti District Council, and by Mr. V. M. Jakatdar, the energetic Chairman of the District Council, Bhandara. A few outstanding points need emphasis. It is a common thing to find that even reasonable recommendations made by Deputy Inspectors for the punishment, transfer, or promotion of schoolmasters, have not been given effect to by the Local Bodies to whom they were made.

The inevitable result of this is to undermine the influence of the Deputy Inspectors and reduce the efficiency of the schools. The Inspector of Schools, Nerbudda Circle, says—

There have been indications in almost every District that the average Primary School teacher has begun to show a tendency to belittle the advice and the authority of the Deputy Inspectors.

The Inspector of Schools, Jubbulpore Circle, says—

Teachers under Local Bodies, with few exceptions, seem to have been careless and irresponsible, since they can manage to disregard the orders of the Deputy Inspectors. Absence without leave or intimation has been dealt with lightly. No serious attempts have been made to secure the attendance of pupils and the staff of some schools is suffered to sit idle.

57. Clearly, it is in the interests of education that the advice of the Deputy Inspector, the officer who knows most about schools and the staffs of the schools, should be given due consideration. Attention has also to be drawn to the fact that the masters, in some cases, have been asked to carry out work unconnected with their school duties. Thus, the Inspector of Schools, Nerbudda Circle, reports that the Betul District Council ordered their teachers to make collections for a certain fund. Also that the Saugor District Council levied a bazar tax and asked teachers to collect it. The performance of extraneous and often unpopular duties of this kind cannot but have an adverse effect on the work of the schools. Surprise visits by Inspectors of Schools have shown that frequently masters are not regular in their attendance, that the roll is not properly kept, that sometimes the school is even found to be closed. These defects can only be permanently remedied if school committees are constituted

who take an interest in the schools and see that the masters attend and carry out their duties efficiently. The members of school committees therefore should be carefully selected, should be given a certain amount of responsibility, and should receive every encouragement and support. Much good would also result if members of the Local Bodies themselves were to visit schools more frequently.

58. Reports received from the four districts in which Deputy Inspectors have been transferred indicate that the Local Bodies concerned favour the complete transfer of Deputy Inspectors to their control; whereas the evidence available shows that these officers as a body are reluctant to accept service under these conditions. Generally speaking, the transfer does not seem to have had an appreciable effect on the progress of the schools. Complaints have been made in these cases also that the recommendations of the Deputy Inspectors have not been given proper consideration. The District Council, Bhandara, has appointed the Senior Deputy Inspector of Schools as Secretary of the School Board. He is given a vote and is able to represent to the School Board the real position of affairs. The result has been beneficial, for the Board takes action on his recommendations and schoolmasters are ceasing to show indifference to the remarks of the Deputy Inspectors. This is a big step in the right direction, but, in my opinion, it does not go far enough. If District Councils, as recommended in last year's report were to delegate larger powers to Deputy Inspectors of Schools, such as those of appointment, transfer, and even dismissal of teachers (subject to the control of the Local Body), in other words, if the Senior Deputy Inspector were made the Educational Administrative Officer of the Council, I am confident that an increase in the efficiency of the schools would result. Government considered that the experiment had not been in operation for a sufficient length of time fully to expose the merits or demerits of the system and in consequence extended the period of transfer for one year longer.

59. The general impression gained from the reports received is that Local Bodies are taking an increasing amount of interest in educational matters. They are in most cases well acquainted with the defects which need remedy. There is, however, a general complaint that improvements cannot be effected on account of lack of funds. Until Local Bodies have the courage to tax, progress necessarily will be slow.

60. Class work and Examination results.—The number of candidates for the primary examination decreased from 40,883 to 39,857, of whom 20,573 were successful as against 20,911 of the previous year. The fall in the number of candidates is misleading because last year two classes, V and IV were examined together on account of the reduction of the primary course from 5 to 4 years. There was really a large increase compared with 1923 when the number was 26,234. This increase is probably due in part to the larger number of failures last year as a result of the combination of two classes referred to above. The percentage of passes remained unchanged at 51 and ranged from 75 in Jubbulpore district to 33 in the Drug district.

61. Factory Schools.—The number of factory schools and the attendance at these schools remain the same as before, *i.e.*, at 6 and 853 respectively. Government grants decreased from Rs. 9,986 to Rs. 8,801, owing to the withdrawal of a grant paid to the Akola Mid-India Mills School. The Empress Mills School shows a further decline from Rs. 260 to Rs. 219. The management of the newly opened Model Mills at Nagpur have consented to open a Primary School for the education of the juvenile workers in the mills.

A Primary School was started on the premises of the Empress Mills, Nagpur, by the Mill Welfare Association for educating the children of mill hands. It is reported to be in a prosperous condition. The Mill School at Hinganghat and the Perfect Potteries School at Jubbulpore are unaided.

62. Night Schools.—Night schools for males increased from 34 to 40 on account of the opening of 4 schools in the Jubbulpore Circle and 2 in Berar. In spite of this increase, the number of pupils decreased from 1,421 to 1,319. Unless teachers are really interested in this work these schools do not seem to thrive. The pupils are workers. They are tired at the end of the day and often only attend when special inducements are held out. The night schools in Nagpur increased from 11 to 12, of which 5 are said to be aided by other than Government agencies. Of the 12 schools, 4 are managed by the Depressed Classes Mission Society, one by the Chhokhamela Samaj and the remaining 7 by the Young Men's Christian Association. An evening school at Allapalli continues to be held for the instruction of Forest Guards.

63. Special Schools.—The Bhonsla Deaf and Dumb School is attended by 18 pupils as against 17 of last year. The Government grant to the school was increased from Rs. 360 to Rs. 400.

CHAPTER V.

EDUCATION OF GIRLS.

64. Numbers.—The number of recognized schools for Indian girls decreased from 373 to 372 and enrolment from 23,655 to 23,466. The total expenditure on girls' schools decreased from Rs. 4,81,469 to Rs. 4,80,427, the closure of one school being responsible for this decrease.

65. Anglo-Vernacular Schools.—The number of Anglo-Vernacular Schools remained at 12 of which 4 are High Schools, but the number of pupils increased from 614 to 702, the increase in the High Department being from 120 to 144. Of the High Schools one, the Girls' High School, Amraoti, is a Government institution, and three are maintained by Missions, namely, the C. E. Z. Girls' High School, Katni, the Johnson Girls' High School, Jubbulpore, and the U. F. C. Mission Girls' High School, Nagpur. Eleven candidates appeared at the High School Certificate Examination from the Girls' Government High School, Amraoti, of whom 5 were successful, all being placed in the 2nd Division, a creditable result in view of the percentage of failures from the province as a whole. Eight candidates appeared from the U.F.C. High School, Nagpur, of whom 5 passed, 3 being placed in the 2nd division. Eleven candidates appeared from the C.E.Z. Girls' High School, Katni, of whom 4 were successful. None of the 7 candidates from the Johnson Girls' High School, Jubbulpore, succeeded in passing the examination. There is an Intermediate Class attached to the C.E.Z. High School, Katni, from which 2 candidates were sent up for the Intermediate Examination of the Nagpur University and both were successful. The number of pupils in the Girls' High School, Amraoti, rose from 110 to 113, the increase being due to an increase in the number residing in the hostel which totalled 70 throughout the year. From this school 25 girls from Classes VIII & IX appeared for the High School Entrance and Scholarship Examination, of whom 7 succeeded in winning scholarships. The Girl Guide movement has been introduced

into the school and is being taken up with enthusiasm. Greater interest is shown in games and the tone and discipline of this school are reported to be good and hostel life is said to be happy and cheerful.

66. Vernacular Middle Schools.—The number of Vernacular Middle Schools increased from 35 to 36 and the enrolment from 3,645 to 3,891. Considerable difficulty is sometimes experienced in getting qualified teachers for these schools. English is taught as an optional subject in some schools and is popular. No noticeable changes in the conditions under which the schools are working have to be recorded.

67. Primary Schools.—Primary Schools fell from 317 to 314 and the enrolment from 18,836 to 18,236. One of the disappointing features of these primary girls' schools continues to be the comparatively small percentage of pupils who complete the full school course. Only 1,574 candidates appeared for the Primary Certificate examination, of whom 801 were successful. Progress in this branch of education is unfortunately slow and will continue to be so until the outlook of the bulk of the people changes.

68. Of 382 and 330 teachers in the girls' schools of Nagpur and Jubbulpore Circles, 130 and 214 respectively are trained. Difficulty is felt in obtaining suitable candidates for training, especially in the Nagpur Circle. Meanwhile in many cases men act as teachers in girls' schools. Rs. 4,206 was allotted for the extension and improvement of girls' education and devoted to improving the salaries, etc., of the teachers. Further improvement in this respect is required, especially in the Jubbulpore Circle.

69. Girls in Boys' Schools.—The number of girls in boys' primary schools increased from 12,167 to 12,394. There seems to be no great objection to co-education at this stage. Nevertheless it is reported to be unpopular in the Amraoti and Yeotmal districts in Berar and in the more backward parts of Chhattisgarh. It is hoped that the liberal scale of rewards to Head masters now in force will result in increasing the number of girls who attend boys' primary schools. Rs. 3,192 was distributed to Head masters under this head during the year.

70. Normal Schools.—There are 6 Normal Schools, 2 Government and 4 aided, in which the number of pupils increased from 211 to 212. The Burgess Memorial School at Bilaspur with its practising school will, it is hoped, soon be housed in a new building. At the Amraoti Normal School only 2 candidates were sent up for the Senior Women's Certificate examination. Both were successful, as were also 14 out of the 15 who appeared for the Junior Women's Certificate examination. The results of the Jubbulpore Normal School were equally satisfactory, 9 out of 9 being successful in the Senior and 8 out of 9 in the Junior examination. Both of these schools continue to do excellent work.

71. Plague, as usual, unfortunately, interfered with the working of the Normal School, Jubbulpore, but by moving the day students out of the city when plague first broke out, the Lady Superintendent was able to keep the school open all the time. The pupils lived in camp and went to school in the city every day. The Girl Guide movement was introduced in the Normal School at Amraoti and is said to be popular. The kindergarten class attached to the Providence Mission School, Nagpur, has been favourably reported on. The needlework, hygiene and domestic economy classes were abolished.

72. Special Schools and Zenana Work.—The Providence Mission School, Nagpur, and the Swedish Mission Industrial School, Saugor, have been well reported on. The Akola Ladies' Home Class with about 75 adult learners and that of the U. F. C. Mission, Nagpur, continue to do good work. The C. E. Z. Mission carries out this work in Jubbulpore, where instruction is said to be given to 264 women with satisfactory results, for even when they themselves do not study very seriously, they become interested in education and insist on their children attending school.

73. Scholarships and Prizes.—All the 4 Arts College scholarships and 2 out of 4 Medical scholarships tenable at the Lady Hardinge Medical College, Delhi, were awarded. One Medical scholarship tenable at the Agra or Nagpur Medical School lapsed for want of a candidate. Of the 14 scholarships available for training in Midwifery classes in Nagpur, Akola and Jubbulpore, 8 were awarded. Dai scholarships were abolished from the 1st April 1924 as it was felt that they served no useful purpose. The full

number of scholarships (56) tenable in Middle and High Schools were awarded. An allotment of Rs 1,100 (Rs. 500 for the Nagpur and Rs. 600 for the Jubbulpore Circles) sanctioned for prizes was distributed as usual.

74. **General.**—A successful conference, to which 6 teachers were sent from the Hindi districts, in the Nagpur Circle was held at Jubbulpore. Ladies' School Committees are reported to be rather disappointing in their results as, with some few exceptions, it is difficult to find ladies who are willing to give the time and trouble which this really useful work entails.

CHAPTER VI.

MUHAMMADAN EDUCATION.

75. **Numbers.**—The total number of Muhammadan pupils in all kinds of schools and colleges increased by 2,906 from 32,921 to 35,827, much of the increase, 1,302, occurring in Primary schools. The figures given below show the number of boys and girls under instruction in each Circle.

	Boys	Girls.
Berar Circle	14,734	2,221
Nerbudda Circle	6,270	284
Nagpur Circle	6,244	243
Jubbulpore Circle	5,311	499
Total	32,559	3,245
	<hr/> 32,559 + 3,245 = 35,804. <hr/>	

These figures exclude Muhammadan pupils who are studying in European schools. A comparison with last year's figures shows increases in Berar of 1,395, Nagpur 1,133, Jubbulpore 401 and in the Nerbudda Circle of 46, in the number of boys under instruction.

76. The number of girls declined from 3,320 to 3,245, the decline taking place in unrecognized schools. In recognized schools there was an increase. Only 2 Muhammadan girls were attending Middle schools; there was only one in a Normal School and none in any High School or College. The girls in special schools increased by 45 and those in Primary schools by 21.

77. A satisfactory increase took place in the number of Muhammadan pupils in Secondary schools, the increases being 703 in Middle Schools and 48 in High Schools. The percentages of Muhammadan pupils to the total number of pupils under instruction in the Secondary and Primary stages of education were 10·0 and 9·5 respectively as compared with 10·2 and 9·0 in the previous year.

78. **Collegiate Education.**—The number of Muhammadans in colleges increased from 102 to 119. The proportion of Muhammadans students to the total number remained the same as last year, namely, 7·4 per cent. A temporary post of Assistant Professor of Persian in the Provincial Educational Service was sanctioned by the local Government in the Morris College, Nagpur, for the purpose of teaching Persian up to the M.A. standard.

79. **Anglo-Vernacular Education.**—The following results were obtained in the Central Provinces High School Certificate Examination by pupils from the Muhammadan High Schools.

	Appeared.	Passed.
Government Muhammadan High School, Amraoti.	16	5
Hakimia High School Burhanpur	8	5
Anjuman High School, Jubbulpore	15	4
Do. Nagpur ...	13	2
	—	—
	52	16

Nineteen Middle School and 16 High School scholarships, the full sanctioned number, were awarded. Gratifying progress was made during the year by the Anglo-Urdu schools in Berar. The Government Muhammadan High School, Amraoti, is almost full; certain Anglo-Urdu schools which might, it was thought, have to be closed on account of poor attendance, are now flourishing. Additional sections for Class V were opened at Akola and Darwha and the opening of Class VIII has been sanctioned for the Anglo-Urdu schools at Balapur and Basim. Darwha will soon have a building of its own. In other circles progress has been slow.

80. **Vernacular Education.**—Pupils in recognised Primary schools increased from 28,027 to 29,329, girls accounting for an increase of 21. Urdu Middle and Primary schools

in Berar are said to be suffering from too frequent transfers of staff. Four new Primary schools were opened during the year and Urdu classes have, for the first time, been attached to 3 Middle schools in the Nagpur Circle. The Urdu Vernacular schools in this Circle, except a few in distant places, have been placed under the Muhammadan Deputy Inspectors of the Berar Circle. The number of students in Normal schools decreased from 158 to 128 due to the fact that a third year class is held at the Urdu Normal School, Amraoti, only once in three years. More trained teachers are required for Urdu schools. In Berar, only 163, out of a total of 330 teachers, are trained.

CHAPTER VII.

EDUCATION OF THE BACKWARD CLASSES.

81. Numbers.—The total number of pupils of the Depressed Classes increased by 2,406 from 28,553 (including four in European schools) to 30,959. There was an increase of 4,338 pupils in boys' schools in the Nagpur, Nerbudda and Berar Circles and a large decrease of 2,031 in the Jubbulpore Circle, where the Inspector reports that these pupils are very irregular in attendance, with the result that many names are struck off the rolls. These pupils were distributed among the various classes of instruction as follows :—

	Class.	Boys	Girls.
Primary	I	13,993	422
	II	5,955	150
	III	4,087	93
	IV	3,869	68
Middle	V	712	4
	VI	394	1
	VII	100	...
	VIII	45	..
High	IX	27	1
	X	15	..
	XI	6	..

The small number of pupils in the post-Primary stage of education is striking, but it is gratifying to find that in the year under report the numbers attending Middle and High School classes increased by 527.

82. Measures for the improvement of Depressed Classes Education—Grants amounting to Rs. 2,145 as compared with Rs. 1,865 last year were made to the Depressed

Classes hostels at Amraoti, Nagpur and Chikhli. A building grant of Rs 25,000 was sanctioned for the construction of a new building for the Chokamela hostel in Nagpur. Of this amount Rs. 15,000 was paid last year, Rs. 5,000 was paid during the year under review and the balance has since been paid. The hostel is reported to contain 46 boys who are lodged and fed free of charge, the expenditure being met from subscriptions and donations supplemented by a Government grant. Twenty-two Middle School, 15 High School and 5 College scholarships, the full sanctioned number, were awarded. It is pleasing to find that this year qualified candidates were forthcoming for all the College scholarships whereas last year only one scholarship could be awarded. A sum of Rs. 3,051 was distributed as rewards to the Head masters of those schools from which boys of these classes passed the Primary examination.

CHAPTER VIII.

EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

83. Institutions and Pupils.—The number of institutions classified as European or English-Teaching Schools remained the same as last year, namely, 7 High, 9 Middle and 15 Primary schools, each department of the schools being classified as a separate institution. The number of pupils increased from 1,977 to 2,128. Of this increase 53 were boys and 98 girls. The number of Anglo-Indians reading in colleges during the year was 8. The number of pupils attending High School classes was 153.

84. Expenditure.—Maintenance grants for the year amounted to Rs. 1,00,445, an increase of Rs. 1,498 on the previous year. Income from private sources remained practically stationary, while fees brought in Rs. 6,103 more than last year. The demands for assistance to indigent pupils increased again this year and the existing allotment of Rs. 26,500 is quite inadequate for relief to other than the most deserving cases. The Missions have continued to support a large number of free boarders in their hostels. The average cost of educating a pupil in a secondary school for the year was Rs. 222 against Rs. 236 last year. The corresponding figure for the Primary school was Rs. 74 against Rs. 72 last year.

85. Examinations—The number of pupils appearing examinations and the results are summarized below :—

	Appeared.	Passed.
1. Cambridge, Junior ..	41	15
2. Cambridge School - Certificate.	48	19
3. Departmental Middle School Certificate.	74	46
4. Departmental High School Certificate.	51	26

The curriculum of the European Schools is based mainly on the syllabus of the Cambridge Local Examinations. High School pupils appear for the Junior Cambridge Certificate from Class VIII and for the Cambridge School Certificate from Class IX. The Central Provinces Departmental Middle School Certificate Examination is held at the end of Class VII and the High School Certificate Examination at the end of Class IX. The Cambridge examinations have been introduced in the province in response to demands made by the schools and these examinations are undoubtedly increasing in popularity. During the year opinions were canvassed on the advisability of abolishing the Departmental Certificate Examinations. It was felt however that in view of the higher fees charged for the Cambridge examinations and the short period during which the schools of this province have had experience of these examinations, it was advisable to retain the Departmental examinations for the present. The European School Board will however reconsider the matter at a later date. The Board was of opinion that in view of the higher standard in English required by the European Schools and the impossibility of the pupils attaining the standard required in a vernacular by the Indian High School Certificate Examination, it was not possible to adopt the latter examination for European Schools.

86. Hostels.—The number of boarders increased by 22 to 778. The average cost per mensem per pupil was Rs. 17 against Rs. 19 last year. Charges varied from Rs. 15 to Rs. 30 and the total expenditure fell by Rs. 6,000 to Rs. 1,85,825.

Games continue to form a good feature of school life.

87. General.—Owing to the lack of qualified candidates all the scholarships available for High Schools and Colleges could not be awarded. It is to be regretted that a large propor-

tion of the pupils entering European Schools in this province do not proceed beyond the middle school stage, while the number who proceed to colleges is very small. French for girls and Latin for boys have now begun to give way to Hindi. This is satisfactory, for the utilitarian value of a sound knowledge of a vernacular is indisputable, whereas very few pupils ever reach the stage at which a cultural advantage is derived from the study of Latin or French.

The year under review is the last year of the present system of assessing grants to European Schools. In future, the grants paid to the European schools will be assessed on exactly the same principles and form the same proportion to expenditure as in the case of Indian schools.

CHAPTER IX.

TRAINING OF TEACHERS (MEN).

88. **The Spence Training College, Jubbulpore** — Of the 25 stipends for graduates and 100 for undergraduates, 17 and 89 stipends were actually awarded.

89. **Staff.** During the absence of Mr. E. A. Macnee on leave Rai Sahib Lajja Shankar Jha officiated as Principal of the Spence Training College, Jubbulpore. Mr. G. G. Kanetkar was appointed to officiate twice as Inspector of Schools for short periods during the year 1924-25 and Mr. G. D. Tamaskar, Lecturer, officiated in his place. Mr. S. H. Gokhale was transferred as Superintendent, Normal School for Men, Wardha, and Mr. N. K. Behere was appointed as his successor. The post of Director of Manual Training remained vacant. Two members of the staff of the College are members of the C. P. High School Education Board, four are on the Committee of Courses, and three are members of the Faculty of Education in the Nagpur University. Valuable work in connection with the revision of the syllabus of studies for the Middle School department and in connection with the review of text-books was carried out by the staff throughout the year.

90. **Class work and Examination Results.**—The freedom from plague which the college and its auxiliary establishments, the Normal School and the Model High School,

enjoyed, in spite of the outbreak of plague which occurred in Jubbulpore, is attributed by the Principal to the employment of a professional rat-catcher. The experiment is being continued.

91. There were 18 students in the L. T. Class of whom 17 appeared for the L. T. examination of the Nagpur University, the course being practically the same as that of the Allahabad University, except that instead of only one paper on "Methods of Teaching" two papers were set, one on "Methods of Teaching in General" and the other on "Methods of Teaching Particular Subjects", the students being required to specialize in two subjects for the latter paper. The change is welcomed as making the course more practical for teachers. In addition to practical teaching and the course for the written examination of the L. T. degree, students were required to undergo courses in English phonetics, physical training, pedagogical drawing and manual training. Of the 17 students who appeared for the L. T. examination all were successful.

92. The T. T. C. Classes contained 89 students, 43 being in the first and 46 in the second year class. Forty two students appeared for the Trained Teachers' Certificate examination of whom 39 were successful. The Principal and the staff of the college are to be congratulated on these results.

93. Three teachers were admitted to the class for high school drawing masters, a one year course, and spent their whole time in studying drawing. Eighteen pupils of the second year T. T. C. Class were selected to undergo an additional special course of instruction to qualify them to teach drawing in Middle Schools. Of these, 15 successfully completed the course. The policy of sending High School drawing teachers to the college for training, which was started two years ago, has proved to be very successful.

94. **Adult Class.** An interesting experiment in the training of adults was attempted during the year with a view to gain experience of such a class and to assist the movement to combat adult illiteracy. During the first month the number on the rolls was 35 and the class seemed to be popular. The pupils belonged to the labouring classes, 29 being Hindus and 7 Muhammadans. Of the Hindus, 5 belonged to the Depressed Classes. The class was under the supervision of Professor Ghoshal and the teaching was done voluntarily by students of the Training College and the Normal School.

The syllabus included reading, writing and arithmetic and the course was designed to last for six months. The work, however, suffered a severe set-back, first on account of the Hindu-Muhammadan disturbances and then on account of plague. At the end of December the average attendance had dwindled to 4 pupils and the class had to be closed.

95. Physical Training.—One of the most important features of the year was the appointment of Mr. K. R. Dube, who was specially trained for the post, as Lecturer in Physical Culture, a somewhat misleading designation as the most important part of Mr. Dube's work is of a practical nature. All the students of the college underwent a course of physical training and although it was not at first popular, students in the end realized the importance of systematic exercises and found it beneficial to their health. However, the work done has shown clearly that learning to perform exercises in a class under an instructor does not necessarily qualify a man to become an instructor. In the second year T. T. C. Class 20 students were specially trained, but of these it was found that only 5 could be classed as competent instructors. The experiment was tried of training a class of teachers from local schools in the evenings after school hours, but the results were not encouraging. Hockey, foot-ball and cricket were played by the majority of students. In the local cricket quadrangular matches 5 players from the college played in the Hindu team and one also played in the provincial quadrangular matches. The college won the Jubbulpore Educational Athletic Association hockey and cricket shields. A few remarks about this Association may perhaps not be out of place. Tournaments on the league system were organized during the year in cricket, hockey, foot-ball, kho-kho, atya-patya and volley ball. A wrestling tournament was also arranged on the knock-out system. Teams competed from practically all the educational institutions in Jubbulpore. At the annual sports tournament held in November no less than 323 competitors entered for 20 events. The Association is doing valuable work and the President, Rai Sahib Lajja Shankar Jha, and the Honorary Secretary, Mr. M. L. Sharma, are members of the Training College staff.

96. Scouting.—Many of the students of the Training College are already trained scouts. Others are selected

to undergo training during the long vacation in the course held at Pachmarhi. No regular training course for scouters was, therefore, held at the college, but a scouters' club was formed with the object of maintaining the trained scouts of the college as an organized body, keeping up the scouting spirit, learning more of scouting from one another and taking part collectively in any of the scouts' activities.

97. Normal Schools.—The number of Normal Schools remained unchanged at 11. But there was a further reduction from 1,403 to 1,120 in the number of students under training. This reduction is partly the result of a 4th year retraining class having been abolished in certain Normal Schools and partly the progressive effect of the reduction of sections which took place last year. Six hundred and sixty stipends are sanctioned for award each year: 185 for the Berar Division, 125 each for the Nagpur and Chhattisgarh Divisions, 150 for the Jubbulpore Division and 75 for the Nerbudda Division; but only 588 stipends were awarded. This is chiefly on account of the difficulty found in obtaining a suitable number of qualified candidates. Twenty-eight stipends remained unallotted in the Chhattisgarh Division. The successful candidates from Wardha and Chanda were insufficient in number to utilize the number of stipends in the Wardha Normal School, so that some stipends were given to students from Nagpur. Similarly, candidates from the Nimar and Betul districts were insufficient to fill the Khandwa Normal School and their places had to be filled by sending pupils from the Hoshangabad district. It is most necessary that certain District Councils should improve the quality of their Vernacular-Middle Schools. In some districts there is a tendency to establish a vicious circle. The vernacular schools are so poor that an adequate number of pupils is not forthcoming for the Normal Schools and this again reacts on the staff in the Middle schools from which these pupils are drawn. The solution is to improve the pay and prospects of the Middle school staffs to an extent which will attract competent teachers from other districts.

98. The total expenditure on these institutions amounted to Rs. 3,00,212. The cost per pupil including stipends was Rs. 268. The fourth year retraining class was re-introduced in the Marathi Normal School for Men, Amraoti.

99. Examination Results.—Four hundred and ninety-one out of 670 candidates passed the Primary T. T. C. Examination, and 95 out of 111 candidates passed the examination at the end of the third year course. The total percentage of passes was 73 as compared with 65 in the previous year, the Normal Schools at Khandwa, Saugor and Amraoti securing over 90 per cent of passes, results which must be regarded as very satisfactory.

100. It is difficult to overestimate the importance of the work which is done by Normal Schools, for it is on this work that the quality of instruction given in Vernacular schools depends. Local Bodies have large numbers of untrained teachers in their service and in the past considerable numbers of these untrained men have been confirmed, thus making it difficult to find appointments for all the teachers who are trained. It was this difficulty which was the cause of the reduction in the number of sections to which reference has already been made. It is hoped that Local Bodies will co-operate in this respect, and that they will endeavour as far as possible to fill the appointments at their disposal with trained teachers. The introduction of compulsory primary education now beginning to take place in certain areas will create a greater demand for the product of the Normal Schools and when this demand comes, the question of re-opening the Normal School sections that were closed, will be considered.

CHAPTER X.

ENGINEERING SCHOOL, NAGPUR.

101. Numbers.—The total number of students at the beginning of the session was 122, but this was reduced during the course of the year to 119, an increase of 15 over the corresponding figure for last year. The following table shows their distribution :—

Year.	Civil.	Mechanical.	Motor Mechanics.
1st	17	15	4
2nd	16	10	4
3rd	11	12	4
4th	12	10	4
Total	56	47	16 = 119

This is approaching the maximum number which the school is able to accommodate without extension. It excludes those pupils admitted for short courses of instruction for oil engine drivers, which continue to be a popular feature.

102. Equipment.—New machinery, including a dynamo for the slow speed horizontal engine and a centrifugal pump, was added during the year at a cost of about Rs. 8,500.

103. Results.—The examination results were as follows:—

(1) Civil Engineering Department—

	Number appeared.	Number passed.
Overseers	11	9

(2) Mechanical Engineering Department—

	Number appeared.	Number passed.
Diploma and Certificate examination.	7	6

(3) Motor Mechanic Department—

	Number appeared.	Number passed.
	4	4

These results speak for themselves and must be regarded on the whole as highly satisfactory.

104. Repairing Department.—The total value of outside work done at the school was Rs. 13,355, whilst the amount earned for the Treasury was Rs. 7,171. The amount actually paid into the Treasury was Rs. 10,081, the excess of this figure over the amount earned being due to recovery of old debts.

105. Miscellaneous.—Games continue to flourish, the school team only losing the Inter-Collegiate Hockey Shield in the final match. The annual social gathering was held in December and was an unqualified success. The hostel is full and the question of its extension is under consideration.

In addition to the guaranteed appointments in the Irrigation Branch of the Public Works Department for the posts of the new Subordinate Engineering Service, three guaranteed posts are now given in the Roads and Buildings Branch of the Department. Apart from Government service students from all courses in the school continue to find employment in the open market, an indication that the training given is of the right type.

CHAPTER XI.

RAJKUMAR COLLEGE, RAIPUR.

106. The following extracts are taken from the report of the Principal of the College:—

1. **Constitution of the College.**—"During the year a revised constitution of the College, which received the approval of the Government of India, came into force. The two main features of the changes are, firstly, the placing of the governing control of the College more in the hands of the Ruling Chiefs and Zamindars, and, secondly, the giving of Behar and Orissa representatives an equal share in that control with those of the Central Provinces. The first has been effected by the reduction of the official element in the General Council and the Managing Committee and the substitution of an Elected Chairman of the Managing Committee chosen by the members from amongst themselves for a term of three years for an *Ex-officio* Chairman holding office for five years. The second has been secured by increasing the representation of Behar and Orissa on the two bodies and giving that province the same number of elected members as the Central Provinces."

2. **Finance.**—"The income of the College in 1924-25 from all sources amounted to Rs. 1,19,252 and the expenditure to Rs. 1,11,813. In the latter is included a special non-recurring item of Rs. 7,000 to renew the batteries of the Electric installation. The fact that this item has been met from income while still leaving an appreciable surplus on the receipts side, shows that the present financial position of the College is satisfactory."

3. **The College Roll.**—"The upward trend noticed in the previous report has continued and the College roll now numbers 54 against 49 at the beginning of the school year."

4. **General Training of Kumars.**—*The Set System.*—"The Set System, the starting of which was mentioned in the last report, has worked well and has produced plenty of keen competition".

The Scouts.—"Scouting is flourishing. The scouts have done a deal of good work in the right scout spirit and I am convinced that scouting now forms a most valuable agency of moral and general training at the college. The troop now numbers 24, of whom 2 are King's Scouts and four First Class Scouts, while the remainder with the exception of one tenderfoot hold the Second Class Badge. The Wolf Cub Pack is 20 strong, so that 44 Kumars in the college are now receiving Boy Scout training. Hobbies have been practised as before in many cases in conjunction with scouting."

"Handicraft has played an important part in the work done during the year and at the Rally held at Raipur in January in Honour of the retiring Provincial Chief Scout, the troop exhibited a model

camp which, complete with all furniture, was the entire work of their hands and won the first prize. The camp has since been pitched in the college grounds together with a flag staff made by the scouts, and now for us the headquarters of the troop in fine weather."

"Another prominent feature of the year has been week-end camps throughout the cold weather. At these camps the scouts do everything for themselves including pitching and preparing their tents and cooking their food and washing up. These camps provide a valuable experience and I am glad to say they have proved most popular."

5. Debatings Society.—"Debates have been held monthly, which is as much as can be managed with the claims of other activities to consider, while set competitions have added to the opportunities of practising speaking in public."

6. Lantern lectures—"The acquisition of a good magic lantern has rendered possible a series of fortnightly lectures throughout term time."

7. Class work.—"One candidate appeared for the Chiefs' Colleges Diploma Examination and upheld the reputation of the college by heading the total list with the only first class awarded and distinctions in three subjects."

8. Inspection.—"The college was inspected in February by Mr. R. Littlehales, Officiating Educational Commissioner, with the Government of India."

9. Physical training.—"This has proceeded on normal lines. The general standard of riding has continued to improve. The College Football XI was good and the Hockey XI has come on appreciably. Tennis continues to be very popular."

"The set matches for the various athletic cups have produced keen competition."

CHAPTER XII.

MISCELLANEOUS.

107. Conferences.—Circle Conferences were held in the Nagpur, Nerbudda, and Berar Circles, as well as District Conferences of teachers from vernacular schools. Difficulties in connection with the revised curriculum for classes V and VI were discussed and model lessons on important subjects were given by experts. There were exhibitions of pupils' handwork and demonstrations were given of apparatus which had been devised by teachers to aid instruction in the class rooms. The conferences proved useful and instructive.

108. Jain Education.—The total number of Jains under instruction increased from 5,788 to 5,874.

109. Text Book Committee.—The number of books received during the year under report was 488 as compared with 598 in the previous year. Eighty-three were sanctioned

as text books, 210 as prize and library books and 79 were rejected. Of the remainder, 71 are under consideration by the High School Board and 45 by members of the Text Book Committee.

II. Students' Advisory Committee.—The advice and assistance of the Committee was sought by 49 applicants as compared with 55 in the previous year. Of these 38 were Hindus, 6 Muhammadans and 5 Christians and Anglo-Indians. Eleven students are believed to have proceeded to England after consulting the Committee, (as compared with two in 1923-24), and two to America. Enquiries regarding courses of study ranged over the fields of Law, Medicine, Engineering, Banking, Agriculture, Teaching and Forestry. During the year under report a revised edition of the hand book of information for Indian students was issued which has been found very helpful in answering the enquiries of applicants. There was no change in the method of working of the Committee. Prospectuses, syllabuses, regulations and other useful material regarding several examinations held in the United Kingdom were, as usual, received in the office of the Committee from the office of the High Commissioner for India in London.

Action is being taken in accordance with the recommendation of the Committee on Indian Students for the establishment of a University Students' Information Bureau to take the place of the present Students' Advisory Committee.

III. Acknowledgments.—In conclusion, I desire to acknowledge the excellence of the work done by Rao Bahadur Gulab Singh, who retired during the year under review. This officer entered the Department in 1898 in a non-gazetted appointment and by sheer ability and merit raised himself to the position of an Inspector of Schools. Throughout his career his work was marked by a high sense of personal honour and devotion to duty. I also wish to record my appreciation of the efficient work performed by the administrative, teaching, and clerical staffs and, in particular, the valuable assistance rendered by Mr. A. G. Dix as Deputy Director of Public Instruction and Secretary of the High School Board. Mr. Biden, my Personal Assistant, has given me great help throughout the year.

R. H. BECKETT,

*Offg. Director of Public Instruction,
Central Provinces and Berar.*

General summary of educational institutions and scholars in the Central Provinces and Berar for 1924-25.

Area in square miles 99,876 ...		Percentage of scholars to total population.				Remarks.
Population—		Recognized institutions.		All institutions.		
		1924-25.	1923-24.	1924-25.	1923-24.	
Males ...	6,951,399	Males ...	4.69	4.60	4.84	4.7
Females ...	6,961,361	Females ...	.35	.35	.36	.36
Total ...	13,912,760	Total ...	2.52	2.48	2.60	2.53

	Institutions.			Scholars.			Percentage of scholars in each class of institution.	Remarks.
	1924-25.	1923-24.	Increase or decrease.	1924-25.	1923-24.	Increase or decrease.		
1	2	3	4	5	6	7	8	9
RECOGNIZED INSTITUTIONS.								
<i>For males.</i>								
Arts Colleges ...	5	5	...	1,262	1,022	+ 240	.39	
Professional Colleges ...	3	3	...	352	344	+ 8	.11	
High Schools ...	43	42	+ 1	4,280	3,861	+ 419	1.31	
Middle Schools ...	474	483	- 9	71,977	69,560	+ 2,417	22.06	
Primary Schools ...	3,974	3,950	+ 18	246,256	243,588	+ 2,668	75.48	
Special Schools ...	40	40	...	2,136	2,433	- 297	.65	
Totals ..	4,539	4,529	+ 10	326,263	320,808	+ 5,455	100	
<i>For females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
High Schools ...	7	7	...	189	152	+ 37	.77	
Middle Schools ...	49	48	+ 1	4,606	4,292	+ 314	18.76	
Primary Schools ...	321	324	- 3	19,116	19,635	- 519	77.87	
Special Schools ...	10	9	+ 1	637	560	+ 77	2.60	
Totals ...	387	388	- 1	24,548	24,639	- 91	100	
UNRECOGNIZED INSTITUTIONS.								
For males ...	327	217	+ 110	10,620	7,119	+ 3,501	...	
For females ...	20	18	+ 2	722	574	+ 148	...	
Totals ..	347	235	+ 112	11,342	7,693	+ 3,649	...	
GRAND TOTALS ...	5,273	5,152	+ 121	362,153	353,140	+ 9,013	...	

(1) *School Year.*—In this and the following tables, the school year is assumed to coincide with the financial year, i.e., to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, e.g., European Schools, may close in December and others, e.g., Colleges, in May.

(2) *European Scholars* are included in the above figures.

General Summary of Expenditure on Education for 1924-25.

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1925.	1924.	Increase or decrease.	Government funds.	Board funds (including Municipal.	Fees.	Other sources.	Government funds.	Board funds (including Municipal).	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Direction and Inspection.	5,07,710	4,74,943	+ 32,767	98'21	1'79	...	..	...	...	...	...	...
Universities ...	65,996	42,646	+ 23,350	45'46	...	41'46	13'08	...	..	...	...	...
Miscellaneous* ...	16,94,119	17,73,301	- 79,182	35'61	40'03	13'12	11'24	...	...	...	...	...
Totals ...	22,67,825	22,90,890	- 23,065	49'91	30'31	11'01	8'77	..	...	...	...	...
<i>Institutions for Males.</i>								Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Arts Colleges ...	4,55,085	4,25,991	+ 29,094	69'46	...	22'64	7'90	250 8 0	...	81 10 6	28 7 2	360 9 8
Professional Colleges ...	1,83,600	1,83,612	- 12	92'08	...	7'92	...	480 4 1	...	41 5 4	..	521 9 5
High Schools ...	6,13,027	5,42,328	+ 70,699	49'89	2'89	34'04	13'18	71 7 5	4 2 2	48 12 0	18 14 1	143 3 8
Middle Schools ..	17,64,116	16,88,032	+ 76,084	47'21	22'29	21'80	8'70	11 9 2	5 7 4	5 5 6	2 2 1	24 8 1

Primary Schools	27,00,387	26,18,387	+82,000	52'81	39'29	3'47	4'43	5 12 8	4 4 11	0 6 1	0 7 9	10 15 5
Special Schools	4,59,024	4,99,511	-40,487	97'01	'12	2'17	'70	208 7 6	0 4 2	4 10 9	1 7 11	214 14 4
Totals	61,75,239	59,57,861	+2,17,378	56'61	23'84	13'19	6'36	10 11 5	4 8 3	2 7 11	1 3 3	18 14 10
<i>Institutions for Females.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	53,155	51,079	+2,076	51'01	...	14'07	34'92	143 7 5	...	39 8 10	98 3 7	281 3 10
Middle Schools	1,41,352	1,39,101	+2,251	52'00	1'13	8'93	37'94	15 15 4	0 5 6	2 11 10	11 10 4	30 11 0
Primary Schools	3,22,285	3,15,997	+6,288	69'88	3'04	7'57	19'51	11 12 6	0 8 3	1 4 5	3 4 7	16 13 9
Special Schools	80,588	80,845	-257	65'53	'16	'56	33'75	82 14 6	0 3 2	0 11 4	42 11 2	126 8 2
Totals	5,57,380	5,87,029	+10,358	63'39	1'93	7'52	27'16	15 6 10	0 7 6	1 13 3	6 9 9	24 5 4
GRAND TOTALS	90,40,444	88,35,773	+2,04,671	55'38	24'01	12'27	8'34	11 0 8	4 3 8	2 7 2	1 9 4	19 4 10

* Includes expenditure on buildings.

(1) *School Year.*—In this and the following tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European Schools, may close in December and others, *e.g.*, Colleges in May.

E: (2) *Expenditure on European Schools* is included in the above figures.

GENERAL

Classification of Educational

	For males.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6
RECOGNIZED INSTITUTIONS.						
Universities. ....	...	...	...	1	...	1
Colleges—						
Arts and Science* ...	4	...	...	1	...	5
Law ...	1	...	...	...	...	1
Medicine ...	...	...	...	...	...	...
Education ...	1	...	...	...	...	1
Engineering ...	...	...	...	...	...	...
Agriculture ...	1	...	...	...	...	1
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate and 2nd grade Colleges ...	...	...	...	...	...	...
Totals ...	7	...	...	2	...	9
High Schools ...	20	...	4	17	2	43
Middle Schools ...	52	38	50	11	151	
{ English ...	52	...	38	50	11	151
{ Vernacular ...	11	285	16	8	3	323
Primary Schools ...	9	3,331	261	265	108	3,974*
Totals ...	92	3,616	319	340	124	4,491
Special Schools—						
Art ...	...	...	...	...	...	...
Law ...	...	...	...	...	...	...
Medical ...	1	...	...	...	...	1
Normal and Training ...	11	...	...	...	...	11
Engineering and Surveying ...	1	...	...	...	...	1
Technical and Industrial ...	1	...	...	1	...	2
Commercial ...	...	...	...	...	...	...
Agricultural ...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	1	...	1
Schools for Adults ...	...	6	...	10	6	22½
Other Schools ...	...	...	...	1	1	2
Totals ...	14	6	...	13	7	40
Totals for recognized institutions ...	113	3,622	319	355	131	4,540
Unrecognized institutions ...	...	19	16	...	292	327½
GRAND TOTALS, ALL INSTITUTIONS ...	113	3,641	335	355	423	4,867

Figures for European Schools are
* Includes no

TABLE I.

Institutions for 1924-25.

For females.						Remarks.
Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	
7	8	9	10	11	12	
...	
...	
...	
...	
...	
...	
...	
...	
1	6	...	7	
1	11	1	13	*Includes 7 night schools.
21	14	1	36	
240	4	1	59	17	321†	†Includes 2 night schools.
263	4	1	90	19	377	
...	
...	
...	
...	4	...	6	
...	2	...	2	
...	
...	
...	1	...	1	‡All these are night schools.
...	1	...	1	
2	8	...	10	
265	4	1	98	19	387	
...	3	1	1	15	20	§Includes 11 night schools.
265	7	2	99	34	407	

included in this table.
Oriental Colleges.

GENERAL

Distribution of scholars attending educational institutions for

	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) and (c)	1,010	862	390	...	...	...	...	...	...
Law	156	140	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	108	106	84	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	88	82	88	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	1,362	1,190	562	...	...	...	...	...	...
<i>School and Special Education</i>									
In High Schools	2,888	2,426	632	...	...	...	197	177	31
„ Middle Schools { English	7,134	6,246	625	...	...	...	6,383	5,319	287
„ Vernacular	1,146	953	77	46,571	133,436	951	3,606	2,821	...
„ Primary Schools	1,035	805	...	193,535	129,613	...	34,205	26,186	...
Totals	12,203	10,430	1,334	240,106	163,049	951	44,391	34,593	318
In Art Schools	...	...	...	...	...	...	...	...	...
„ Law Schools	...	...	...	...	...	...	...	...	...
„ Medical Schools	202	156	78	...	...	...	...	...	...
„ Normal and Training Schools.	1,120	1,103	1,050	...	...	...	...	...	...
„ Engineering Schools	124	119	44	...	...	...	...	...	...
„ Technical and Industrial Schools.	17	16	...	...	...	...	...	...	...
„ Commercial Schools	...	...	...	...	...	...	...	...	...
„ Agricultural Schools	...	...	...	...	...	...	...	...	...
„ Reformatory Schools	...	...	...	...	...	...	...	...	...
„ Schools for Defectives	...	...	...	...	...	...	...	...	...
„ Schools for Adults	...	...	...	120	85	...	...	...	...
„ Other Schools	...	...	...	...	...	...	...	...	...
Totals	1,463	1,394	1,172	120	85	...	...	...	...
Totals for recognized institutions.	15,028	13,014	3,068	240,226	163,134	951	44,391	34,593	318
In unrecognized institutions	...	...	...	843	576	...	955	667	...
GRAND TOTALS, ALL INSTITUTIONS.	15,028	13,014	3,068	241,069	163,710	951	45,346	35,170	318

*Includes 152 scholars

†All these are reading

‡Includes 686 scholars

(a) Scholars reading more than one of the following

(b) Includes *nil* scholars

(c) Includes *nil* scholars

This table includes

TABLE II-A.

males in the Central Provinces and Berar for 1924-25.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	No. of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
252	228	46	...	...	...	1,262	1,090	436	9
...	...	...	...	...	...	156	140	...	...
...	...	...	...	...	...	108	106	84	...
...	...	...	...	...	...	88	82	88	...
...
...
252	228	46	...	...	...	1,614	1,418	608	9
1,125	980	193	70	56	30	4,280	3,639	886	8
5,359	4,504	597	599	497	101	19,475	16,566	1,610	29
946	818	...	233	213	...	52,502	38,241	1,028	1,141
13,342	10,033	496	4,139	2,980	29	*246,256	169,617	525	11,383
20,772	16,335	1,286	5,041	3,746	160	322,513	228,063	4,049	12,561
...
...	...	...	...	...	...	202	156	78	4
...	...	...	...	...	...	1,120	1,103	1,050	...
76	65	...	...	...	...	124	119	44	..
...	...	...	...	...	...	93	81	...	...
...
...
18	12	...	...	...	...	18	12	...	5
239	188	..	122	76	...	†481	349	...	..
49	43	...	49	26	...	98	69	...	..
382	308	...	171	102	...	2,136	1,889	1,172	9
21,406	16,871	1,332	5,212	3,848	160	326,263	231,370	5,829	12,579
...	...	...	8,822	6,576	76	10,620	†7,819	76	199
21,406	1,6871	1,332	14,034	10,424	236	336,883	239,189	5,905	12,778

Night Schools.

Night Schools.

Night Schools.

Subjects should be entered under only one head.

so reading Law.

Oriental Colleges.

European scholars.

Distribution of scholars attending educational institution.

	Government.			District Board.			Municipal Board		No. of scholars in private institutions.
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	
	1	2	3	4	5	6	7	8	
READING—									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) and (c)	1,010	862	390	...	...	...	...	...	...
Law	456	140	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	108	106	84	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	88	82	88	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	1,362	1,190	562	...	...	...	...	...	...
<i>School and Special Education</i>									
In High Schools	2,888	2,426	632	...	...	...	197	177	...
" Middle Schools { English	7,134	6,246	625	...	...	...	6,383	5,319	...
" Vernacular	1,146	953	77	46,571	33,436	951	3,606	2,821	...
" Primary Schools	1,035	805	...	193,535	129,613	...	34,205	26,186	...
Totals	12,203	10,430	1,334	240,106	163,049	951	44,391	34,503	...
In Art Schools	...	...	...	...	...	...	...	...	...
" Law Schools	...	...	...	...	...	...	...	...	...
" Medical Schools	202	156	78	...	...	...	...	...	...
" Normal and Training Schools.	1,120	1,103	1,050	...	...	...	...	...	...
" Engineering Schools	124	119	44	...	...	...	...	...	...
" Technical and Industrial Schools.	17	16	...	...	...	...	...	...	...
" Commercial Schools	...	...	...	...	...	...	...	...	...
" Agricultural Schools	...	...	...	...	...	...	...	...	...
" Reformatory Schools	...	...	...	...	...	...	...	...	...
" Schools for Defectives	...	...	...	...	...	...	...	...	...
" Schools for Adults	...	...	...	120	85	...	...	...	...
" Other Schools	...	...	...	...	...	...	...	...	...
Totals	1,463	1,394	1,172	120	85	...	...	...	...
Totals for recognized institutions.	15,028	13,014	3,068	240,226	163,134	951	44,391	34,503	...
In unrecognized institutions	...	...	...	843	576	...	955	667	...
GRAND TOTALS, ALL INSTITUTIONS.	15,028	13,014	3,068	241,069	163,710	951	45,346	35,170	...

* Includes 152 sch

† All these are re

‡ Includes 686 sch

(a) Scholars reading more than one of the foll

(b) Includes nil sch

(c) Includes nil sch

This table inc

TABLE II-B.

females in the Central Provinces and Berar for the year 1924-25.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
...
...
...
154	128	96	...	...	...	189	159	127	..
592	541	368	45	40	...	715	652	408	1
1,681	1,380	54	95	71	95	3,891	2,953	158	14
4,216	3,193	415	736	489	...	*19,116	12,893	415	385
6,643	5,242	933	876	600	95	23,911	16,657	1,108	400
...
84	80	84	...	...	...	212	201	157	...
124	95	82	...	...	...	124	95	82	...
...
264	156	...	...	...	...	264	156	...	...
37	24	...	...	...	...	37	24	...	...
509	335	166	...	...	...	637	476	239	...
7,152	5,597	1,099	876	600	95	24,548	17,132	1,347	400
80	52	...	501	346	...	722	499	...	5
7,232	5,649	1,099	1,377	946	95	25,270	17,632	1,347	405

night schools,
 an one of the following subjects should be entered under only one head.
 Oriental Colleges.
 European scholars.

GENERAL

Expenditure on education for males in the

Expenditure on buildings includes Rs. 94,897 spent by the Public Works
"Miscellaneous" includes the following main items:—

- (a) Scholarships including orphan and cadet grants ...
- (b) Hostel boarding charges ...
- (c) Games expenditure ...
- (d) Capital expenditure ...
- (e) Other miscellaneous expenditure ...

Total ...

	Government Institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	...	...	...	...	...
Arts Colleges ...	2,95,327	...	...	80,284	...	3,75,611
Professional Colleges—						
Law ...	...	...	...	14,550	...	14,550
Medicine ...	...	...	...	...	...	...
Education ...	1,14,210	...	...	...	...	1,14,210
Engineering ...	...	...	...	...	...	...
Agriculture ...	54,840	...	...	...	...	54,840
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	4,64,377	...	...	94,834	...	5,59,211
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	2,31,034	...	...	1,25,658	967	3,57,059
Middle Schools ... { English	2,72,394	...	...	1,26,628	1,579	4,00,601
{ Vernacular	51,062	...	...	529	7	53,598
Primary Schools ...	17,154	...	...	329	550	18,033
Totals ...	5,72,644	...	...	2,52,544	3,103	8,28,291
<i>Special.</i>						
Art Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	54,718	...	...	7,243	556	62,517
Normal and Training Schools ...	3,00,106	...	...	...	16	3,00,212
Engineering and Surveying Schools ...	89,811	...	...	...	...	89,811
Technical and Industrial Schools ...	...	...	...	860	...	860
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for De'ectives ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	4,44,725	...	...	8,103	572	4,53,400
GRAND TOTALS ...	14,81,746	...	...	3,55,481	3,675	18,40,902

(1) Other sources include income from
 (2) Intermediate Colleges—An "Intermediate College" means an institution preparing students
 (3) Includes the expenditure

TABLE III-A.

Central Provinces and Berar for the year 1924-25.—(Contd.)

Department on Educational buildings.

Rs.
1,65,554
1,47,216
37,156
30,892
5,33,239

9,14,057

District Board and Municipal institutions.						Aided Institutions.—(Contd.)		
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	30,000	...	...
...	...	...	...	...	...	20,803	...	...
...
...
...
...
...
...
...
...	...	...	...	...	...	50,803	...	...
...
14,112	...	16,825	7,442	...	38,379	60,707	788	100
65,408	...	77,378	89,539	2,400	2,34,725	81,786	2,483	1,240
3,55,012	2,75,770	36,261	34,648	538	7,02,229	6,255	...	...
13,50,917	6,83,990	3,52,578	68,589	3,285	24,65,359	52,083	15,404	8,922
17,91,449	9,59,760	4,83,042	2,00,218	6,223	34,40,692	2,00,831	18,680	10,262
...
...
...
...
...	...	...	...	...	...	386	...	...
...
...
...	...	...	...	...	...	461	...	...
...	109	...	...	...	109	...	344	...
...	...	...	...	...	...	...	...	100
...	109	...	...	...	109	847	344	100
17,91,449	9,59,869	4,83,042	2,00,218	6,223	34,40,501	2,52,481	19,024	10,362

endowments, subscriptions, contributions, etc.
for admission to the degree courses of a University or for entrance into Vocational Colleges.
on European Schools.

GENERAL
Expenditure on education for males

	Aided Institutions—(Concl'd.)			Recognized unaided institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Universities	27,364	8,632	65,996	...	...	...
Arts Colleges	22,766	35,905	79,474	...	...	...
Professional Colleges	...	...	...	...	...	...
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Commerce	...	...	...	...	...	...
Forestry	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...
Intermediate Colleges	...	...	...	...	...	...
Totals	50,130	44,537	1,45,470	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	64,099	56,074	1,81,768	12,052	23,769	35,821
Middle Schools .. { English	99,824	57,999	2,43,337	33,080	74,020	1,07,100
{ Vernacular...	302	11,749	18,306	..	5,220	5,220
Primary Schools	23,143	87,997	1,87,549	1,687	27,759	29,446
Totals	1,87,368	2,13,819	6,30,660	46,819	1,30,768	1,77,587
<i>Special.</i>						
Art Schools	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Normal and Training Schools	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...
Technical and Industrial Schools	1,330	343	2,059	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...
Schools for Defectives	273	629	1,363	...	...	...
Schools for Adults	...	93	437	...	121	121
Other Schools	...	1,015	1,115	...	420	420
Totals	1,603	2,080	4,974	...	541	541
GRAND TOTALS	2,39,101	2,60,436	7,81,404	46,819	1,31,309	1,78,128

(1) Other sources include income from
 (2) Intermediate Colleges—An "Intermediate College" means an institution preparing students
 (3) Includes expenditure

TABLE III-A.

in the Central Provinces and Berar for the year 1924-25.—(Concl'd.)

Total expenditure from—					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand totals.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
85,586	...	...	...	...	85,586
3,65,106	6,380	2,688	...	...	3,74,174
44,925	3,54,022	1,00,788	10,318	66,584	5,76,637
4,72,418	1,51,389	70,663	1,58,055	61,532	9,14,057
9,68,035	5,11,791	1,74,139	1,68,373	1,28,116	19,50,454
...
30,000	...	...	27,364	8,632	65,996
3,16,130	...	...	1,03,050	35,905	4,55,085
...
...	...	...	14,550	...	14,550
...
1,14,210	...	...	...	...	1,14,210
...
54,840	...	...	...	...	54,840
...
...
...
...
5,15,180	...	...	1,44,064	44,537	7,04,681
...
3,05,853	788	16,925	2,08,651	80,810	6,13,027
4,19,588	2,488	78,618	3,49,071	1,35,998	9,85,763
4,13,329	2,75,770	36,261	35,479	17,514	7,78,353
14,26,154	6,99,394	3,61,500	93,748	1,19,591	27,00,387
25,64,924	9,78,440	4,93,304	6,86,949	3,53,913	50,77,530
...
...
54,718	...	...	7,243	556	62,517
3,00,196	...	...	...	16	3,00,212
89,811	...	...	...	...	89,811
...
386	...	...	2,190	343	2,919
...
...
461	...	...	273	629	1,363
...	453	...	...	214	667
...	...	100	...	1,435	1,535
...
4,45,572	453	100	9,706	3,193	4,59,024
44,93,711	14,90,684	6,67,543	10,09,992	5,29,759	81,91,689

endowments, subscriptions, contributions, etc.

for admission to the degree courses of a University or for entrance into Vocational Colleges.

in European Schools.

GENERAL

Expenditure on education for females

* Expenditure on buildings includes 21,421 spent by the Public Works
 "Miscellaneous." includes the following main items --
 (a) Scholarships including orphan and cadet grants ...
 (b) Hostel boarding charges ...
 (c) Games expenditure ...
 (d) Capital expenditure ...
 (e) Other miscellaneous expenditure...

Total ...

	Government institutions.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	11,504	...	...	387	...	11,891
Middle Schools ... { English ..	4,267	...	...	426	...	4,693
{ Vernacular.	41,567	...	...	...	...	41,567
Primary Schools ...	1,91,698	612	...	...	...	1,92,310
Totals ...	2,49,036	612	...	813	...	2,50,461
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	46,046	...	...	...	...	46,046
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	46,046	...	...	...	...	46,046
GRAND TOTALS FOR FEMALES ...	2,95,082	612	...	813	...	2,96,507
GRAND TOTALS FOR MALES ...	14,81,746	...	...	3,55,481	3,675	18,40,902
GRAND TOTALS FOR ALL ..	17,76,828	612	...	3,56,294	3,675	21,37,409

(1) Other sources include income from

(2) *Intermediate Colleges.*—An "Intermediate College" means an institution preparing students for

(3) Includes expenditure

GENERAL
Expenditure on education for females

Inspection
Buildings, etc.
Miscellaneous
Totals

	Aided institutions.—(Concl'd.)			Recognized unaided institutions.		
	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.
	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges ... ..	...	...	...	...	...	...
Professional Colleges ... ..	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...
Intermediate Colleges ... ..	...	...	...	...	...	...
Totals ... ..	...	...	...	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	7,089	18,564	41,264	...	...	...
Middle Schools .. { English	11,534	31,441	66,679	...	1,400	1,400
{ Vernacular..	665	19,810	26,039	...	977	977
Primary Schools	24,378	55,254	1,20,584	...	7,608	7,608
Totals	43,666	1,25,069	2,54,563	...	9,985	9,985
<i>Special.</i>						
Medical Schools ... ..	...	...	...	...	...	...
Normal and Training Schools ..	417	8,007	12,603	...	...	...
Technical and Industrial Schools.	...	14,838	16,447	...	...	...
Commercial Schools ... ..	...	...	...	...	...	...
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults	35	4,115	5,129	...	...	...
Other Schools ... ..	...	238	373	...	...	...
Totals	452	27,198	34,542	...	...	...
GRAND TOTALS FOR FEMALES	44,118	1,52,267	2,89,105	...	9,985	9,985
GRAND TOTALS FOR MALES	2,39,101	2,60,436	7,81,404	46,819	1,31,399	1,78,128
GRAND TOTALS FOR ALL	2,83,219	4,12,703	10,70,509	46,819	1,41,294	1,88,113

(2) Intermediate Colleges.—An "Intermediate College" means an institution preparing students
XVI (1) Other sources include income from
(2) Includes expenditure

TABLE III-B.

in the Central Provinces and Berar for the year 1924-25.—(Concl'd.)

Total expenditure form—					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand totals.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
47,950	...	...	...	...	47,950
10,273	5	728	...	21,667	32,673
75,560	32	575	53,913	40,672	1,70,752
1,33,783	37	1,303	53,913	62,339	2,51,375
...
...
...
...
...
...
...
27,115	...	...	7,476	18,564	53,155
26,371	1,600	...	11,960	32,841	72,772
47,128	...	...	665	20,787	68,580
2,25,242	5,738	4,065	24,378	62,862	3,22,285
3,25,856	7,338	4,065	44,479	1,35,054	5,16,792
...
50,225	...	...	417	8,007	58,649
1,609	...	...	...	14,838	16,447
...
...
979	...	...	35	4,115	5,129
...	...	125	...	238	363
52,813	...	125	452	27,198	80,588
5,12,452	7,375	5,493	98,844	2,24,591	8,48,755
44,93,711	14,90,684	6,67,543	10,09,992	5,29,759	81,91,689
50,01,163	14,98,059	6,73,036	11,08,836	7,54,350	90,40,444

endowments, subscriptions, contributions, etc.,
for admission to the degree courses of a University or for entrance into Vocational Colleges.
or: European Schools.

GENERAL

Race or creed of scholars in institutions for the general education of

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		
				Higher castes.	*Depressed classes.	
		1	2	3	4	
TOTAL POPULATION.		6,214	16,303	4,574,371	1,290,511	
<i>School Education.</i>						
Primary	Classes.	I ...	263	1,078	83,255	13,993
		II ...	100	639	41,967	5,955
		III ...	103	584	35,602	4,087
		IV ...	77	650	37,688	3,869
				1,48,512	2,14,04	
Middle	Classes.	V ...	3	368	12,333	712
		VI ...	90	206	7,351	394
		VII ...	73	125	3,627	100
		VIII ...	75	70	2,232	45
				21,33	299	
High	Classes.	IX ...	...	48	1,639	27
		X ...	50	29	1,115	15
		XI ...	44	20	832	6
Totals ...		878	3,817	227,641	29,203	
<i>University and Intermediate Education.</i>						
Intermediate classes	Classes.	1st year ...	6	11	385	2
		2nd ,, ...	...	6	371	4
Degree classes	Classes.	3rd ,, ...	2	1	157	1
		4th ,, ...	...	3	144	1
Post graduate classes	Classes.	5th ,, ...	...	...	31	...
		6th ,, ...	...	...	14	...
		7th ,, ...	...	...	...	...
Research students	Classes.	...	...	...	...
Totals ...		8	21	1,102	8	
No. of scholars in recognized institutions		886	3,838	2,28,743	29,211	
No. of scholars in unrecognized institutions		...	232	5,922	784	
GRAND TOTALS		886	4,070	234,665	29,995	

*N. B.—The following are included under Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Manepwar, Dhobi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria, Kushta, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, (2) European scholars are

TABLE IV-A.

males in the Central Provinces and Berar for the year 1924-25.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total
5	6	7	8	9	10
294,928	17	985	1,030	787,020	6,951,399
12,006	...	18	46	16,300	126,959
5,407	...	22	11	5,611	59,712
4,209	...	19	24	3,875	48,593
4,582	...	21	25	3,891	50,803
261,247				29,577	
1,631	...	5	11	491	15,554
941	...	15	6	326	9,329
536	...	7	8	67	4,543
275	...	9	7	27	2,740
3,796				926	
204	...	3	3	3	1,927
126	...	5	2	10	1,352
83	...	13	1	2	1,001
30,090	...	137	144	30,603	322,513
40	...	7	2	1	454
36	...	6	2	...	425
14	...	2	1	...	178
11	159
...	...	1	...	...	32
...	14
...
101	...	16	5	1	1,262
30,191	...	153	149	30,604	3,23,775
2,160	1,522	10,620
32,351	...	153	149	32,126	334,395

the heading "Depressed classes" :-

Madhi, Mala, Pasi, Pardhan, Ozi, Hola, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi, Bedar, Koshti, Hasia, Bhangi, Dhimar, Patharia, Ohilia, Ladia, Kir, Gunsai, Bahena, Dhanagar, Dhanak, Chauhan, Garwadi, included in the above figures.

GENERAL

Race or creed of scholars in institutions for the general education of

		Europeans and Anglo-Indians.	Indian Christians	Hindus.	
				Higher castes.	*Depressed classes.
		1	2	3	4
TOTAL POPULATION ...		3,025	15,903	4,547,169	1,298,279
<i>School Education.</i>					
	<i>Classes.</i>				
Primary	I ...	420	1,004	8,727	422
	II ...	110	452	2,941	150
	III ...	107	483	2,002	92
	IV ...	93	498	1,345	68
Middle	V ...	1	255	223	4
	VI ...	53	173	109	1
	VII ...	37	78	46	...
	VIII ...	45	45	21	...
High	IX ...	...	40	21	1
	X ...	21	33	14	...
	XI ...	15	25	14	...
Totals ...		902	3,096	15,463	738
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year ...	...	...	...	...
	{ 2nd " ...	...	...	...	...
Degree classes	{ 3rd " ...	...	...	...	...
	{ 4th " ...	...	...	...	...
Post-graduate classes	{ 5th " ...	...	...	...	...
	{ 6th " ...	...	...	...	...
	{ 7th " ...	...	...	...	...
Research students	...	...	...	...	...
Totals ...		...	...	...	...
No. of scholars in recognized institutions ...		902	3,096	15,463	738
No. of scholars in unrecognized institutions ..		...	7	547	...
GRAND TOTALS ...		902	3,103	16,010	738

*N. B.—The following are included under Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Manepwar, Dhobi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria, Kushta, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi, (1) European scholars are

TABLE IV-B.

Females in Central Provinces and Berar for 1924-25.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
268,646	11	798	479	827,051	6,961,361
2,118	...	41	2	377	13,111
478	...	13	1	89	4,244
292	...	6	1	58	3,041
147	...	14	...	51	2,216
...	485
...	2	7	...	1	346
...	...	2	...	...	164
...	...	2	...	2	115
...	62
...	...	1	...	2	71
...	...	1	...	1	56
3,037	2	87	4	582	23,911
...
...
...
...
...
...
...
...
...
3,037	2	87	4	582	23,911
150	18	722
3,187	2	87	4	600	24,633

the heading "Depressed classes" :-
 Madhi, Mala, Pasi, Fardhan, Ozi, Hola, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda,
 Madgi, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilla, Ladia, Kir, Gunsai, Bahena,
 Dhangar, Dhanak, Chauhan, Garwadi.
 included in the above figures.

GENERAL

Race or creed of scholars in institutions for the vocational and special

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher castes.	* Depressed classes.
	1	2	3	4
<i>Schools.</i>				
Art Schools
Law Schools
Medical Schools	...	7	184	..
Normal and Training Schools	...	20	923	34
Engineering and Surveying Schools	...	4	106	1
Technical and Industrial Schools	6	5	17	37
Commercial Schools
Agricultural Schools
Reformatory Schools
Schools for Defectives	15	...
Schools for Adults	283	144
Other Schools	98	...
Totals	6	36	1,626	216
<i>Colleges.</i>				
Law	153	...
Medicine
Education	...	3	92	1
Engineering
Agriculture	55	1
Commerce
Forestry
Veterinary Science
Totals	...	3	300	2
GRAND TOTALS	6	39	1,926	218

* N. B.—The following are included under Ghasia, Mehra or MahharChamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Manepwar, Dhbi, Pasi, Khangar Chadar, Chipa, Beldar, Mochi, Gadaria, Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi,
(1) European scholars are

TABLE V-A.

education of males in the Central Provinces and Berar for the year 1924-25.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
...
10	1	...	202
127	...	3	...	13	1,120
9	"	1	3	"	124
25	3	93
...
...
...
2	1	18
24	30	481
...	98
197	...	4	4	47	2,136
3	156
...
10	2	...	...	...	108
...
5	27	88
...
...
...
18	2	...	...	27	352
215	2	4	4	74	2,488

the heading "Depressed classes",
 Madhi, Mala, Pardhan, Ori, Holi, Dohar, Nagarchi, Gadikasi, Khatik, Gauda, Madgi,
 Kushta, Bedar, Kosti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena,
 Dhangar, Dhanak, Chauhan, Garwadi,
 included in the above figures.

GENERAL

Race or creed of scholars in institutions for the vocational and special edu-

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher castes,	*Depressed classes.
	1	2	3	4
<i>Schools.</i>				
Medical Schools
Normal and Training Schools	97	106	8
Technical and Industrial Schools	104	20	...
Commercial Schools
Agricultural Schools
Schools for Adults	46	...
Other Schools
Totals	201	172	8
<i>Colleges.</i>				
Medicine
Education
Totals
GRAND TOTALS	201	172	8

* N. B.—The following are included
 Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi, Madhi,
 Dhobi, Pasi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria, Kushta, Bedar,
 Bhoi, Gopal, Kaikari, Kaiyar, Bhangi.
 (1) European scholars are

TABLE V-B.

ation for females in the Central Provinces and Berar for the year 1924-25.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
1	212
...	124
...
...
36	182	264
37	37
74	182	637
...
...
...
74	182	637

under the heading "Depressed classes",
 Mala, Pardhan, Ozi, Hola, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi, Manepwar,
 Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir, Gunsai, Bahena, Mirdha,
 Dhangar, Dhanak, Chauhan, Garwadi.
 included in the above figures.

GENERAL

Teachers (men and women) in the Central

1	Trained teachers with the following Educational qualifications.				
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
2	3	4	5	6	
CLASS OF INSTITUTIONS.					
<i>Primary Schools.</i>					
Government	...	...	166	126	1
Local Board and Municipal	...	...	2,922	1,017	4
Aided	...	24	154	49	1
Unaided	...	...	10	17	...
Totals	...	24	3,252	1,209	6
<i>Middle Schools.</i>					
Government	7	253	102	53	2
Local Board and Municipal	9	65	1,430	240	...
Aided	7	58	66	19	1
Unaided	...	1	6	3	...
Totals	23	377	1,604	315	3
<i>High Schools.</i>					
Government	167	4	2	2	1
Local Board and Municipal	13	...	1	...	...
Aided	50	6	2	...	1
Unaided	3	...	1	...	...
Totals	233	10	6	2	2
GRAND TOTALS	256	411	4,862	1,526	11

Teachers in European Schools are

TABLE VI.

Provinces and Berar for 1924-25.

Untrained teachers.				Total trained tea- chers.	Total Un- trained tea- chers.	Grand Totals of tea- chers.	Remarks.
Possessing a degree.		Possessing no degree.					
Certi- ficated.	Uncerti- ficated.	Certi- ficated.	Uncerti- ficated.				
7	8	9	10	11	12	13	14
...	...	19	309	293	328	621	
...	...	815	3,783	3,943	4,598	8,541	
1	7	61	551	228	620	848	
...	...	9	406	27	415	442	
1	7	904	5,049	4,491	5,961	10,452	
...	5	11	109	417	125	542	
2	8	88	620	1,744	718	2,462	
1	31	53	248	151	333	484	
2	2	...	42	10	46	56	
5	46	152	1,019	2,322	1,222	3,544	
10	19	...	5	176	34	210	
...	11	...	1	14	12	26	
7	39	17	11	59	74	133	
7	1	...	...	4	8	12	
24	70	17	17	253	128	381	
30	123	1,073	6,085	7,066	7,311	14,377	

included in the above figures.

GENERAL

European education in the Central Provinces

Total European population ...	9,239	...	{ Male ... 6,214 { Female ... 3,025	Total ... 9,239
	Institutions.	Scholars on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges ...	...	...	...	...
Training Colleges ...	...	...	...	...
High Schools ...	4	108	89	8
Middle Schools ...	4	279	213	17
Primary Schools ...	8	659	443	130
Training Schools ...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...
Commercial Schools ...	...	...	...	...
Other Schools ...	...	...	...	...
Totals ...	16	1,046	745	155
<i>Institutions for Females.</i>				
Arts Colleges ...	...	...	...	...
Training Colleges ...	...	...	...	...
High Schools ...	3	45	33	...
Middle Schools ...	5	157	138	1
Primary Schools ...	7	880	733	299
Training Schools ...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...
Commercial Schools ...	...	...	...	...
Other Schools ...	...	...	...	...
Totals ...	15	1,082	904	300
GRAND TOTALS FOR ALL INSTITUTIONS .	31	2,128	1,649	455

Expenditure on Buildings includes *nil*.
 spent by the Public Works Department.
 " Miscellaneous " includes the following main items :—

	Rs.
Orphan grants (Boarding charges) ...	1,86,525
Scholarships ...	7,633
Miscellaneous ...	4,941
	}—12,574

TABLE VII.

and Berar for 1924-25.

Percentage to European population of those at school.						
Males 16.83		Females 35.77		Total 23.03		
Teachers.		Expenditure from—				Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
...
...
4	8	17,035	788	9,366	5,075	32,264
5	10	19,712	2,488	17,259	4,622	44,081
20	11	20,703	6,425	17,037	8,515	52,680
...
...
...
...
29	29	57,450	9,701	43,662	18,212	1,29,025
...
...
2	5	8,913	...	3,617	7,000	19,530
10	3	14,509	1,600	8,478	10,375	34,962
15	23	19,573	3,800	22,848	16,240	62,461
...
...
...
...
27	27	42,995	5,400	34,943	33,615	1,16,953
56	56	1,00,445	15,101	78,605	51,827	2,45,978
Inspection	...	...	...	...	...	...
Buildings etc.	...	1,067	476	...	15,453	17,006
Miscellaneous	...	38,068	...	1,12,903	48,128	1,99,099
Totals	...	39,135	476	1,12,903	63,591	2,16,105
GRAND TOTALS	...	1,39,580	15,577	1,91,508	1,15,418	4,62,083

GENERAL

Examination Results in the Central

Examinations.	Males.						
	Number of examinees.			Number passed.			
	Public.*	Private.	Total.	Public.*	Private.	Total.	
1	2	3	4	5	6	7	
DEGREE EXAMINATIONS.							
<i>Arts and Science.</i>							
D. Litt.	
Ph. D.	
D. Sc.	
M. A.	{ Final	13	4	17	11	2	13
	{ Previous	28	3	31	18	2	20
M. Sc.	{ Final	2	2	4	2	...	2
	{ Previous	6	1	7	3	1	4
B. A. (Honours)	
B. Sc. (Honours)	
B. A. (Pass)	...	131	30	161	88	9	97
B. Sc. (Pass)	...	37	1	38	24	...	24
<i>Law.</i>							
Master of Law	
Bachelor of Law	{ Final	79	...	79	45	...	45
	{ Previous	191	...	191	31	...	31
<i>Medicine.</i>							
M. D.	
M. B. B. S.	
L. M. & S. (Bombay)	
M. S. F. M. (Calcutta)	
M. S.	
M. Obstetrics	
B. Hyg.	
D. P. H.	
B. Sc. (Sanitary)	
D. T. M. (Calcutta)	
<i>Engineering.</i>							
Bachelor of C. E.	
Bachelor of M. E.	
<i>Education.</i>							
B. E., B. T. & L. T.	...	17	1	18	17	1	18
<i>Commerce.</i>							
Bachelor of Commerce	
<i>Agriculture.</i>							
Master of Agriculture	
Bachelor of Agriculture	

* i. e., Appearing from
 (1) Intermediate Examinations.—The Intermediate examination means
 (2) European scholars are included

GENERAL

Examination Results in the Central Provinces

Examinations.	Males.					
	Number of examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	199	19	218	120	7	127
Intermediate in Science	163	...	163	108	...	108
Licentiate of Civil Engineering	...	...	...	...	...	...
Licence, Diploma Certificate in teaching	42	...	42	39	...	39
Intermediate or Diploma in Commerce	...	...	...	...	...	...
Licentiate of Agriculture	...	...	...	...	...	...
Veterinary Examinations	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation	984	155	1,139	583	14	397
(C. P. High School Certificate Examination.)						
School Final, etc.	...	...	...	...	...	...
European High School	32	...	32	17	...	17
Cambridge, Senior	35	6	41	15	3	18
<i>(b) On completion of Middle School Course.</i>						
Cambridge, Junior	24	3	27	9	1	10
European Middle	34	...	34	21	...	21
Anglo-Vernacular Middle (High School Entrance and Scholarship Examination.)	2,640	...	2,640	1,647	...	1,647
Vernacular Middle						
<i>(c) On completion of Primary course.</i>						
Upper Primary	39,458	399	39,857	20,389	184	20,573
Lower Primary	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificate :—						
Vernacular, Higher	93	18	111	81	14	95
Vernacular, Lower	485	185	670	399	92	491
At Art Schools	1,144	95	1,239	527	19	546
At Law Schools	...	...	...	...	...	...
At Medical Schools	59	...	59	35	...	35
At Engineering and Surveying Schools	47	8	55	31	2	33
At Technical and Industrial Schools	...	...	...	...	...	...
At Commercial Schools	...	...	...	...	...	...
At Agricultural Schools	32	...	32	24	...	24
At Other Schools	...	...	...	...	...	...

* i.e., Appearing from a

(1) Intermediate Examinations.—The Intermediate examination means
(2) European scholars are included

TABLE VIII.

and Berar for 1924-25.—(Concl'd.)

Females.						Remarks.
Number of examinees.			Number passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
8	9	10	11	12	13	
1	2	3	1	2	3	
...	
...	
...	
...	
...	
37	1	38	14	...	14	
19	...	19	9	...	9	
7	...	7	1	...	1	
14	...	14	5	...	5	
40	...	40	25	...	25	
38	...	38	24	...	24	
...	
1,456	118	1,574	746	55	801	
...	
15	2	17	14	2	16	
52	3	55	34	2	36	
29	2	31	16	2	18	
...	
...	
...	
...	
...	
...	

recognized institution,
 an examination qualifying for admission to a course of studies for a degree,
 in the above figures.

GENERAL

Examination Results in the Central Provinces

Examinations.	Males.					
	Number of examinees.			Number passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	7
INTERMEDIATE EXAMINATIONS.						
Intermediate in Arts	199	19	218	120	7	127
Intermediate in Science	163	...	163	108	...	108
Licentiate of Civil Engineering	...	...	...	...	...	...
Licence, Diploma Certificate in teaching	42	...	42	39	...	39
Intermediate or Diploma in Commerce	...	...	...	...	...	...
Licentiate of Agriculture	...	...	...	...	...	...
Veterinary Examinations	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation (C. P. High School Certificate Examination.)	984	155	1,139	383	14	397
School Final, etc.	...	...	...	...	...	...
European High School	32	...	32	17	...	17
Cambridge, Senior	35	6	41	15	3	18
<i>(b) On completion of Middle School Course.</i>						
Cambridge, Junior	24	3	27	9	1	10
European Middle	34	...	34	21	...	21
Anglo-Vernacular Middle (High School Entrance and Scholarship Examination.)	2,640	...	2,640	1,647	...	1,647
Vernacular Middle	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary	39,458	399	39,857	20,389	184	20,573
Lower Primary	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificate :—						
Vernacular, Higher	93	18	111	81	14	95
Vernacular, Lower	485	185	670	399	92	491
At Art Schools	1,144	95	1,239	527	19	546
At Law Schools	...	...	...	...	...	...
At Medical Schools	59	...	59	35	...	35
At Engineering and Surveying Schools	47	8	55	31	2	33
At Technical and Industrial Schools	...	...	...	...	...	...
At Commercial Schools	...	...	...	...	...	...
At Agricultural Schools	32	...	32	24	...	24
At Other Schools	...	...	...	...	...	...

* i.e., Appearing from a

(1) Intermediate Examinations.—The Intermediate examination means
(2) European scholars are included