



Report of the State and Progress of Education in the Central Provinces and Berar

For the quinquennium ending 31st March 1927

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No. 487.

GOVERNMENT OF THE CENTRAL PROVINCES.

EDUCATION DEPARTMENT
(MINISTRY OF EDUCATION).

Nagpur, the 10th March 1928.

READ—

The Quinquennial Report of the Director of Public Instruction on the State and Progress of Education in the Central Provinces and Berar for the period ending the 31st March 1927.

RESOLUTION.

The Report of the Director of Public Instruction summarizes the work of the Education Department during the years 1922—27. These years coincide approximately with the period during which, as a result of the Reforms, Education has been a transferred subject. In the circumstances it was natural that the work of the Department should have been subjected to a steady scrutiny both in the Legislative Council and the public press. Public opinion has been voiced also on various important committees and in informal conferences. Government notes with satisfaction, therefore, that the Director's review of the work accomplished during the last five years shews a steady expansion and improvement, especially in the higher stages of education, and that in spite of disappointment at the slow progress in primary education, especially the primary education of girls, the general tone of the Report is one of determined effort and robust optimism for the future.

2. The number of institutions has increased by 8·6 per cent from 4,991 to 5,422 and the number of pupils under instruction by 19·8 per cent from 333,303 to 399,289. The increase, however, has to be discounted to some extent because the previous quinquennium witnessed a decline of 5·1 per cent, or 17,867, in the

number of students. The increase, both in the number of institutions and of pupils, though general, has been most marked in collegiate and secondary education and most disappointing in primary education. The number of colleges has increased by 14·3 per cent and the number of college students by 88·8 per cent. Secondary education shews an increase of 5·3 per cent in the number of institutions and 43·3 per cent in the number of pupils. The number of primary schools increased by 4·8 per cent and the number of pupils in the primary stage by 11·7 per cent. A similar phenomenon is seen in the education for girls, the percentage of increase being 12·4 in the number of girls' high schools and 92·6 in the number of pupils therein, as compared with an increase of 2·5 per cent in the number of primary schools for girls and of 14·5 per cent in the number of girls' primary school pupils.

3. The total expenditure on public instruction increased by 39·8 per cent from 81·27 lakhs to 113·64 lakhs. Towards this expenditure Government has contributed 63 per cent, District Councils 11·9 per cent and Municipalities 6·5 per cent, whilst the remaining 18·5 per cent has been derived from fees and other sources. The major portion of the increase of nearly 32·37 lakhs in the total expenditure is attributed to measures for the improvement of education and to the fact that the greatest development has taken place in the collegiate and secondary stages of education. The Report mentions, among the factors which contributed to this increase, such important measures as the construction of buildings for King Edward College, Amraoti, and the new Victoria College of Science, Nagpur, contributions to Nagpur University, special large grants to local authorities for vernacular school buildings, the creation of new assistant professorships, and of teacherships for the opening of additional sections in Government and aided schools, increased grants to Municipalities and private bodies, the opening of classes for optional English in vernacular middle schools and developments in primary education. All these bear witness to the activity of the Department and will, Government trusts, find their justification in the extension of education which it has been the aim of the Department to produce.

4. During the period under review several important measures have been carried out which will have far-reaching effects on the future development of education in the Province. Nagpur University has been established. Collegiate education has been developed and improved by the establishment of the University College of Law, by the opening of King Edward College, Amraoti, and by additions to the college staffs generally. Further improvements are indicated by the construction, on approved modern lines, of new and extensive buildings for the Victoria College of Science and by the recent opening of a hostel for the students of that college.

5. In school education the outstanding events have been the creation of the High School Education Board, the revision of the syllabus for primary, middle and high schools, the introduction of the vernaculars as a medium of instruction and the introduction of optional English in some vernacular middle schools. The two latter measures have given rise to certain difficulties. These have been adequately and judiciously reviewed in the Report. It is yet too early to make a definite pronouncement on either subject. With regard to the medium of instruction Government recognizes the reasonable nature of the claims which have been put forward that as far as possible instruction should be given through the pupils' own mother-tongue and has framed its policy accordingly. Instruction in all Government Secondary Schools is now given through the vernacular which is the Court language of the district in which the school is situated. It has been found necessary, however, to maintain some English medium sections in those high schools where the classes contain more than one section, in order to meet the needs of minority communities. Certain administrative and instructional difficulties have resulted from the change of medium but these are being overcome. Government views with concern, however, the fact that "in places where the vernacular is most popular and successful, the standard of English has deteriorated" as shown by examination results. This is a matter which deserves serious attention. For while it is desirable that children should be educated in their own national language and literature, in the existing

conditions in India it is equally desirable that the standard of English should be maintained. Government trusts that as education in the vernaculars develops, this side of the question will be kept in view. Meanwhile, since the period covered by the Report, assistant professorships of Hindi and Marathi have been created in order to improve the standard of the chief vernaculars of the Province. The introduction of optional English has produced conditions which, as indicated in the Report, may result in the vernacular middle schools competing with the Anglo-Vernacular middle schools as the ordinary means of entering the high schools. For the reasons given in the Report Government views this possibility with misgiving. For inadequate instruction in the vernacular middle schools would undoubtedly result in a gradual lowering of standards in the middle and high schools and re-act on education as a whole. On the other hand, the Report indicates that one beneficial result of the introduction of optional English is that it has induced members of the agricultural classes to keep their sons at school beyond the primary stage. This is all to the good. Meanwhile the movement needs careful and sympathetic guidance. To this Government is devoting its attention and has already appointed a Committee to examine and report on the effects of the introduction in the schools maintained by Local Bodies in Berar.

6. The new powers and responsibilities with regard to vernacular education which have been given to Local Authorities by the Local Self-Government Acts and the growing interest which Local Authorities have shown in vernacular education have been adequately dealt with in the Report. This interest has received the sympathetic help of Government. Large grants-in-aid have been distributed to Local Authorities, especially in Berar, for the improvement of vernacular school buildings. In certain districts Government Deputy Inspectors have been transferred, as an experimental measure, to the services of District Councils to enable the latter more adequately to carry out the duties and responsibilities which they have acquired through the Local Self-Government Act. The period during which the experiment was to operate has been extended from time to time. Difficulties connected with the transfer are indicated

in the Director's Report. These are receiving the careful consideration of Government with a view to determining whether the experiment should be continued or some more suitable method devised to enable both Government and the District Councils to carry out their respective duties in connection with education. Meanwhile the progress made in primary education has on the whole been disappointingly slow. The number of primary schools and of primary school pupils has increased. But the number of boys in the primary classes represents only 4·5 per cent of the total male population and of these only 6·7 per cent passed the primary examination in 1926-27. Many of these boys are said to lapse into illiteracy, but Government agrees with the Director that it is possible to exaggerate the extent to which this is general. But that it does occur to a substantial degree can scarcely be denied and Government is considering the possibility of combating it by instituting village libraries. This is a form of social work which Government trusts will appeal also to public-spirited individuals.

7. Legislation has been passed to enable Local Authorities to introduce schemes of compulsory primary education in certain defined areas within their jurisdiction. Several schemes have already been introduced. The idea of compulsion is new and progress has naturally been slow. But Government notes with pleasure that there are indications that the demand for compulsion is likely to increase in the near future. Several new schemes have been sanctioned since the period covered by the Director's Report and several others are under consideration. Government desires to reiterate the view it has already expressed that in the progressive application of compulsion lies the best hope for future progress. With this end in view, an officer has been placed on special duty to advise the larger Municipalities in the preparation of new schemes. But compulsion to be effective must be enforced in fact as well as in name. Government has recently introduced a Bill before the Legislative Council which enables it to compel local authorities to introduce compulsion in specified areas.

8. Equally important, perhaps, at the present stage, is the necessity to create in the minds of the villagers

a desire for primary education and Government trusts that public-spirited workers will help to create this desire. For it cannot be too strongly emphasized that a sound primary education is the foundation of all progress. The difficulty is largely financial, and the increase in the expenditure on this stage of boys' education from Rs. 24,64,778 to Rs. 28,53,948 is altogether inadequate to enable a big advance to be made. Government proposes to hold an enquiry into the financial position of Local Authorities in order to devise a more satisfactory system of awarding grants-in-aid of vernacular education, with a view to paving the way to further developments.

9. The education of girls has received the careful attention of Government and a Committee has been appointed to examine the present position and to suggest means for expansion and improvement. The report of the Committee, as well as the account given in the quinquennial report, indicates that, although a certain amount of progress has been made in the cause of girls' education, the progress has been both slight and slow. The demand for girls' education is at present almost inappreciable, especially among the agricultural classes. Government regards the present position with anything but complacency and trusts that an earnest endeavour will be made by the more advanced sections of the community to create a demand for girls' education. For there can be little doubt that if the masses of the people really want education for their girls, they will get it.

10. The training of teachers, for both boys' and girls' schools of all grades, has received special attention during the period under review. The number of trained certificated teachers has been steadily and appreciably increased.

11. Efforts have been made to improve technical education along the lines recommended by the Vocational Training Committee of 1922, particularly by the institution of scholarships for extra-provincial study in India and for study abroad. Manual training has been developed. Physical training and hygiene have received attention and a Superintendent of Physical Training has

recently been recruited from America with a view to carrying into effect the recommendations of the Physical and Military Training Committee which was appointed in 1925.

12. During the quinquennium the grant-in-aid to European schools has been reduced from one-half to one-third in order to place these schools on the same basis as Indian schools. As a result Government grants fell from Rs. 97,225 in 1921-22 to Rs. 74,845 in 1926-27. It is satisfactory to record that in spite of this considerable decrease the efficiency of the schools has been maintained and that the total expenditure in the schools has actually increased during the quinquennium.

13. Government notes with pleasure the decided advance which has been made in all stages of Muhammadan education and trusts that this is but the prelude to further progress.

14. The education of the Depressed Classes has received special attention during the quinquennium. The principle of the equal rights of all castes to education has been emphasized and maintained. In accordance with the recommendations of the Depressed Classes Committee, Government has given grants-in-aid equal to one-half of the approved expenditure on hostels for students of these classes and has increased the number and value of high and middle scholarships for Depressed Classes pupils. Government notes with satisfaction that the Depressed Classes are taking advantage of these opportunities. This and the gradual breaking down of prejudice, which is noticed in the Report, is a hopeful sign for their gradual uplift and for the development among them of a spirit of self-reliance and self-help.

15. Attention has been drawn in the Report to the cessation of recruitment, both of Europeans and of Indians, to the Indian Educational Service, and to the gradual disappearance of the European element in the Service. These are matters which deserve the attention of all who are interested in the education of the Province. The important bearing of education on the development of the Province and the necessity for its extension, rendered mor-

pressing by the rapid growth of political life and the urgent need for the more general education of the electorate, makes it imperative that efforts should be made to recruit highly qualified Indians for the Department. Government has for some time had under consideration the re-organization of the Educational Services as a result of the Lee Commission's proposals, and contemplates creating scholarships to enable Indian students of ability to prosecute their studies abroad so that they may take advantage of the best training available in their particular department of study. Government hopes that if this is done some of the students who secure such scholarships for study abroad will be willing to return to the re-organized Educational Services of the Province and so make their knowledge available to the younger generation.

16. Finally, Government desires to record its appreciation of the work done by the Education Department as a whole, by the various officials and non-officials who have been mentioned in the Director's Report and, in particular, by Messrs. Mayhew, Jones and Beckett who have acted as Directors of Public Instruction during the period under review. By the premature retirement of Mr. Mayhew the Department lost the services of an able and enthusiastic educationalist.

By order of the Government
(Ministry of Education),

R. H. BECKETT,

*Offg. Secretary to Government,
Central Provinces.*

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CHAPTER I.

GENERAL POLICY AND PROGRESS.

1. **Policy.**—There has been no marked change in general policy during the quinquennium.

2. **Numerical Results.**—The number of institutions has increased by 431 from 4,991 to 5,422 : an increase of 8.6 per cent as compared with an increase of 9.4 per cent at the end of the previous quinquennium. The number of pupils under instruction has increased by 65,986, or 19.8 per cent, from 333,303 to 399,289 as compared with a decrease of 17,867, or 5.1 per cent in 1921-22. The increase, both in the percentage of institutions and of pupils, has been most marked in collegiate and secondary education and most disappointing in primary education. In colleges the percentage of increase during the quinquennium was 14.3 for institutions and 88.8 for students, in secondary education 5.3 and 43.3, in primary education 4.8 and 11.7. Primary education for girls showed an increase of only 2.5 per cent for institutions and 14.5 for pupils as against an increase of 12.4 and 92.6 for girls' high schools and pupils therein. The percentage of pupils under instruction to the total population increased from 2.39 in 1921-22 to 2.86 in 1926-27, males rising from 4.23 to 5.11 per cent and females from .56 to .62. The figures for the population in each case were based on the 1921 census.

3. **Expenditure.**—The total expenditure on public instruction has risen by nearly 32.37 lakhs, or 39.8 per cent, from 81.27 lakhs to 113.64 lakhs. The normal increase in incremental salaries accounts for a small part of the increase. The major portion is due to measures taken for the improvement of education and to the fact that the greatest development has taken place in the collegiate and secondary stages. The construction of buildings for King Edward College and the new Science College, contributions to the newly established Nagpur University, special large grants (amounting to nearly eight lakhs in 1926-27) to Local Bodies for vernacular school buildings, the creation of new professorships

and assistant professorships, of teacherships for the opening of additional sections in Government and aided schools, increased grants to Municipal and private bodies as a result of a re-assessment of their grants, the opening of classes for optional English in vernacular middle schools and developments in primary education have all contributed towards the increase in expenditure and will, it is hoped, find their justification in an extension of education. The percentage of direct expenditure to the total expenditure fell from 76 to 64.7; the percentage of indirect expenditure rose from 24 to 35.3. As in the previous quinquennium Government contributed 63 per cent of the total expenditure. The percentage from local funds fell from 12.7 to 11.9 for District Councils and from 7 to 6.5 for Municipalities. The income derived from fees and other sources rose from 17.3 to 18.5 per cent of the total expenditure. The average annual cost per pupil has risen from Rs. 18-6-10 to Rs. 29-0-3; the latter figures include indirect expenditure. Subscriptions from endowments have risen from 7.5 lakhs in 1921-22 to 9.17 lakhs in 1926-27, but they now contribute only 8.1 per cent (as compared with 9.3 per cent in 1921-22) of the total expenditure on education. Towards this Christian Missions contribute Rs. 2,39,586 as against Rs. 2,64,000 in 1921-22. Indian munificence (mostly Hindu and Muhammadan) contributes 5.9 per cent of the total expenditure. The sum realized from this source amounted to Rs. 6,77,234 in 1926-27 as compared to Rs. 4,94,000 in 1921-22.

4. **Buildings.**—Important building operations have been carried out during the quinquennium. These include the construction of King Edward College, Amraoti (begun during the last quinquennium), the University Convocation Hall and Library and the new Science College buildings at Nagpur. The total spent through the Public Works Department on buildings throughout the quinquennium was Rs. 22,57,168, the heaviest annual expenditure being incurred in 1926-27 when a provincial grant of nearly 8 lakhs, out of a sanctioned allotment of 9 lakhs, was distributed to Local Bodies for the improvement of vernacular school buildings.

5. **Public Opinion and Co-operation.**—Public opinion has been represented in the Legislative Council, on the Departmental Standing Committee for Education, on the

University and High School Board, on various important committees and in many informal conferences and interviews. In the Legislative Council and in the local press, educational policy and administration have been sharply scrutinized. Numerous resolutions and questions, amounting in 1926-27 alone to 41 of the former and 117 of the latter, testify to the interest of Legislative Council members. In the local press articles on educational activities have occupied a prominent place.

6. Important Events.—Important administrative and educational developments are shown in the following events, all of which are described in the appropriate sections of this report :—

- (1) The appointment of the Director as Secretary to Government for Education.
- (2) The reduction in the number of inspectorships and in the number of circles.
- (3) The transference, as a temporary measure, of deputy inspectors of schools to the service of Local Bodies in four districts—Amraoti, Hoshangabad, Balaghat and Bhandara.
- (4) The opening of King Edward College, Amraoti.
- (5) The establishment of the Nagpur University and the High School Education Board.
- (6) The introduction of compulsory primary education in certain districts and Municipalities.
- (7) The creation of posts of instructors in hygiene and first aid for normal schools and of a lecturer in physical training for the Training College, Jubbulpore.
- (8) The appointment of a committee to consider the needs of the Province in the matter of vocational training and the publication of the committee's report and of a Government resolution thereon.
- (9) The publication of a resolution in which Government declared its policy on the recommendations of the committee appointed in 1921 to consider the educational needs of the depressed classes and the steps taken in accordance with that policy.

- (10) The use of vernaculars as the medium of instruction in the secondary schools and as the medium of examination for the High School Certificate.
- (11) The revision of the syllabus for primary, middle and high schools.
- (12) The reduction of the primary course from five to four years.
- (13) The introduction of optional English in the vernacular middle schools and the subsequent appointment of a committee to examine into the working and effects of the system under which English is imparted in vernacular middle schools maintained by Local Bodies in Berar.
- (14) The transference of the Victoria Technical Institute, Berar, to the Department of Industries in accordance with the recommendation of the Vocational Training Committee.
- (15) The appointment of the Female Education Committee.
- (16) The separation of the Government Engineering School from the Victoria College of Science and the opening of a hostel for the students of the latter institution.

CHAPTER II.

ADMINISTRATION AND CONTROL.

7. **Direction and Popular Control.**—In August 1922, the Director of Public Instruction was appointed Secretary to Government in the Education Department. He was thus brought into direct relations with the Minister in charge of Education. As Director he remained the administrative head of the department and technical adviser to the Minister to whom he is responsible for the working of the department.

Owing to the action of the Legislative Council on the budget of 1924-25, the Department remained without a Minister for Education until towards the end of the quinquennium when the Hon'ble Mr. E. Raghavendra Rao,

Bar.-at-Law, was appointed Minister. Meanwhile, new expenditure was postponed but normal expenditure was certified by His Excellency the Governor. The Standing Committee on Education, however, continued to meet throughout the quinquennium.

8. The Director.—The post of Director has been held during the quinquennium by Messrs. Mayhew, Jones, Staley (from the 1st to the 24th October 1926) and myself. Mr. Mayhew retired on a proportionate pension on the 6th March 1923. His tenure of office had seen the carrying into effect of several important schemes for the development and improvement of education and the inception of others which have since been carried out. His retirement has been a great loss to education in the Province.

9. The Deputy Director.—The post of Deputy Director has been held by Messrs. Goldsworthy, Dix and Staley. Mr. Goldsworthy was transferred at his own request to the University of Rangoon in June 1923. In 1923, the Deputy Director was appointed Secretary to the High School Education Board in addition to his other duties.

10. Inspecting Agency.—Two posts, that of Inspector of Schools, Chhattisgarh, and of Additional Inspector of Schools, Berar, have been in abeyance since August 1922. In 1923, the post of Inspector of European Schools was amalgamated with that of the Deputy Director of Public Instruction. As a result of the re-organization of the administrative branch of the department in 1922-23, the number of inspectorial circles was reduced to four by the transfer of Saugor and Damoh from Jubbulpore Circle to the Nerbudda Circle and by the addition of Drug, Bilaspur and Raipur to the Jubbulpore Circle. It is by no means certain that this number of circles is sufficient. It is generally admitted that the work in Berar is heavy. The Inspector thinks that "clearly Berar has already outgrown the limits of an average and wieldy circle".

Of the posts for Assistant Inspectors of Schools, two have been allotted to Nagpur Circle, three to Berar and one each to the Nerbudda, Jubbulpore and Chhattisgarh Circles. The opening of new primary schools has necessitated an increase in the number of Deputy Inspectors from 68 to 74.

Charges of inefficiency are sometimes brought against the Deputy Inspectors who are said to be lacking in enthusiasm and administrative ability. Their work is said to be perfunctory and their inspection notes dull and stereotyped. But, as the Inspector of Jubbulpore Circle remarks, "to criticise adversely the Deputy Inspector is far from difficult, but there is another side to the question". The Deputy Inspectors are recruited from the ranks of secondary school and normal school teachers without any definite training in inspecting and administrative work and with little knowledge of the conditions in primary schools when they are appointed. The Deputy Inspector spends much of his time travelling from place to place, over long distances and rough roads, often in very bad weather, to inspect a large number of schools twice a year. His second visit is generally made at the time of the annual school examinations and his tour programme does not permit of surprise visits to schools. The wonder is not that the Deputy Inspector's work is so unsatisfactory, but that, in such adverse circumstances, he does so well.

In certain circles, frequent changes have been made during the quinquennium in the personnel of the inspecting staff. In this respect, the Nagpur and Berar Circles have been more fortunate than the Jubbulpore and Nerbudda Circles. In the Nagpur Circle only two officers have held charge of the inspectorship, one of them from 1922 to July 1926. In Berar three officers have held charge. In the Nerbudda Circle, the inspectors "have changed more rapidly than the years". The Inspector, Jubbulpore Circle, remarks on the fact that "in all there have been ten changes in the inspectorate in this circle during the five years Seven different inspectors held charge of the circle" of whom only "one remained in charge for a complete year". The fact is that the administrative branch of the service has been considerably weakened by the absence of direct recruitment to the Indian Educational Service; and the problem of providing an adequate inspecting agency is one which requires the serious and careful consideration of Government.

The sanctioned number of inspectresses and of assistant inspectresses was two and four respectively throughout

the quinquennium. The work of the inspectresses is particularly arduous and difficult. Owing to the fact that the post of an assistant inspectress in Berar has been vacant since 1923, the inspection work of reserved schools in the Marathi districts had to be given to deputy inspectors.

Expenditure on inspection has risen from Rs. 4,31,443 during the previous quinquennium to Rs. 4,35,031 during the present quinquennium. This, however, represents an actual fall in the percentage of expenditure on inspection to the total expenditure on education from 5.3 per cent in the previous quinquennium to 3.9 per cent during the present.

The following table shows the number of schools under the inspection of each inspector and inspectress :—

Name of Circle	Number of officers.	Number of normal schools.	Number of high schools.	Number of anglo-vernacular middle schools.	Number of vernacular middle schools.	Number of primary schools.	Total.
<i>Inspectors of Schools.</i>							
Nagpur Circle ...	1	2	11	27	...	...	40
Jubbulpore Circle	1	5	12	16	...	...	33
Nerbudda Circle...	1	1	11	18	...	...	30
Berar Circle ...	1	3	11	46	...	...	60
European Schools, (inspected by Deputy Director of Public Instruction, Central Provinces).	...	...	4	...	...	...	4
Total ...	4	11	49	107	...	...	167
<i>Inspectresses of Schools.</i>							
Nagpur Circle ...	1	2	2	1	10	180	195
*European Schools	...	...	1	2	...	2	5
Jubbulpore Circle	1	4	2	3	15	141	165
*European Schools	...	...	2	1	...	6	9
Total ...	2	6	7	7	25	329	374

*In 1926-27 the Inspectresses were entrusted with the work of inspecting European and English teaching schools situated in these Provinces.

Number of schools reserved for female inspection by Inspectresses of Schools :—

(a) Nagpur Circle	...	140
(b) Jubbulpore Circle	...	133

11. **The Indian Educational Service.**—The number of European ladies in the Indian Educational Service—two Inspectresses of Schools—has remained unchanged during the quinquennium. The European male element in the service is gradually disappearing owing to the stoppage of recruitment and the retirement of officers. No European has been recruited to the Indian Educational Service in this Province since 1915. The only officer recruited in that year was transferred at his own request to Dehra Dun. During the present quinquennium three European officers from the administrative side have left the Province, two of them on proportionate pension and a third by transfer, at his own request, to Burma. A fourth, from the collegiate branch, is on leave preparatory to retirement. Of the 12 European men who remain in the Indian Educational Service, one was on deputation with the Government of India during the last year of the quinquennium and another is officiating as Director of Public Instruction. This leaves ten European male officers actually holding posts below that of Director. Of these, five are in the collegiate and five in the administrative branch of the Service. Among the latter are included the Deputy Director of Public Instruction and the Principal of the Training College, Jubbulpore. This leaves a total of three European inspectors or head masters for the whole Province. Of the total number of European male officers only two are under forty years of age. It is safe to assume, therefore, that, in the absence of recruitment to fill posts which have long remained vacant, the European element in the Indian Educational Service will disappear during the next ten or twelve years at the latest.

12. **Divisional and District Officers.**—With the changed conditions brought about by the Local Self-Government Act, whereby Local Authorities were entrusted with the management of vernacular schools, the important position formerly occupied by District officers with regard to these schools was modified. Local Authorities were at first naturally inclined to be jealous of their new powers and to resent anything in the nature of interference from local officers. The Inspector of Schools, Nagpur, remarks that at the beginning of the quinquennium the visits of the revenue officers to the schools became less frequent. In the Jubbulpore Circle the introduction of the Reforms and the non-co-operation

movement are reported to have contributed to the same end. Wherever this happened there was at first a falling off in attendance as the pressure formerly exercised by District officers relaxed. The position, however, improved during the quinquennium. One inspector remarks that Local Bodies "have now begun to realise that the responsibility of improving enrolment and attendance chiefly lies upon them and that the revenue officers can only help them indirectly in their work". This is a decidedly healthy sign. In Berar schools are still visited by the District officials, but "official pressure does not appear to be necessary at all, so far as individual schools go". The problem there "is not, as elsewhere, to find boys for schools, but to provide enough schools for the boys who want them".

13. **Local Bodies.**—Of the total number of boys under vernacular instruction, the proportion who are in schools managed by Local Bodies has risen from 92 to 92.9 per cent during the quinquennium. Annual expenditure on education from District Council funds has increased from Rs. 10,31,000 in 1921-22 to Rs. 13,53,695 in 1926-27, but the percentage which these amounts bear to the total annual expenditure on education has decreased from 12.7 to 11.9. Similarly, the annual expenditure from Municipal funds has increased from Rs. 5,67,359 in 1921-22 to Rs. 7,37,953 in 1926-27 whilst the percentage to the total annual expenditure has fallen from 7 to 6.5. In addition to these sums District Councils and Municipalities have spent grants amounting to Rs. 18,77,159 from Provincial funds for vernacular education and Rs. 1,12,486 for anglo-vernacular education. The total expenditure on all schools managed by Local Bodies in 1926-27 was Rs. 37,20,249, and the amount given as grant-in-aid by Local Bodies to schools under private management was Rs. 34,480.

14. **Relations of the Department to Local Bodies.**—Under the Local Self-Government Act, Local Bodies are entrusted with the management and maintenance of vernacular schools. Over boys' primary education Local Bodies have claimed an increased control during the last few years and Government has gone a long way in the direction of meeting this claim. It was felt that Local Bodies had not the necessary staff to enable them adequately to carry out their duties of management. In

1922-23, therefore, the Deputy Inspectors of four districts, Amraoti, Hoshangabad, Balaghat and Nagpur, were transferred as an experimental measure to the services of the District Councils of those districts. The period of transfer has been extended annually and was still continuing at the end of the quinquennium. In some places the District Councils have appointed supervisors to assist them in controlling and co-ordinating the work of the Deputy Inspectors. In certain places, also, the Deputy Inspectors have been given a place on the School Boards. The result of the experimental transfer has hitherto been disappointing. Generally speaking, "it does not seem to have had an appreciable effect on the progress of the schools". Two instances illustrate this. First, the scheme of compulsory education which came into force during the quinquennium, enables Local Bodies to introduce compulsion in limited areas under their jurisdiction. Although several Local Bodies have taken advantage of these facilities, those to whose services deputy inspectors have been transferred were not the first to do so. Secondly, although an increase in the number of primary school pupils has taken place in two of the four districts in which the transfer has been ordered, a decrease has taken place in the remaining two districts. Difficulties have in certain cases arisen in the relations between the District Councils and the Deputy Inspectors under their control. From the position of advisers the Deputy Inspectors, in the districts concerned, have become the servants of the District Councils. The Inspector, Nagpur Circle, says that "there is reason to believe that as servants of the District Councils, it is not always possible for the Deputy Inspectors to express their unbiased opinions on controversial questions involving a criticism on the policy of the Council, and owing to the existence of rival parties in most of the Councils and Local Bodies they often find it difficult to discharge satisfactorily their duty in the capacity of Secretary or Joint Secretary of the School Board". Most of the difficulty centres around the proposals of the Deputy Inspectors regarding appointments, transfer, punishments and promotions. The District Councils are large and unwieldy and are composed of men who are busy in other occupations, sometimes enthusiastic in the cause of education but without expert knowledge. The members of these Councils desire to administer the schools

down to the minutest detail. The problem, apparently, is to reconcile this desire with the need to delegate certain purely administrative powers to the Deputy Inspectors. Occasionally, teachers have taken advantage of these difficulties openly to disregard the orders of the Deputy Inspectors. The Commissioners of Divisions, after seeing the working of the experiment, have spoken unfavourably of it. The position created by the experiment in the districts concerned is anomalous. The responsibility of Local Bodies for the management and maintenance of schools is chiefly administrative; and, admittedly, certain Local Bodies need an executive officer to see that the administration of their schools is properly carried out. But for the maintenance of a uniform and adequate standard of education and the proper expenditure of public funds Government, in the Education Department, is responsible to the Legislative Council and, through the Council, to the tax-payer. Government, therefore, must obviously be in a position to examine and inspect the schools through an agency responsible to itself. The only agency at present by which Government can adequately carry out this work are the Deputy Inspectors. The transfer of the latter to the service of District Councils therefore gives rise to several important questions. How far, for example, would the transfer result in each District Council having its own small cadre of Deputy Inspectors? How far would this, in its turn, tend ultimately to a diversity of standards unless Government increased its super-inspecting staff to ensure the maintenance of a reasonable and uniform standard throughout the Province? And would not such an increase in the super-inspecting staff mean an expensive duplication of effort? It would appear to be a matter for careful deliberation whether, in view of these and cognate considerations, the experimental transfer should continue, or whether it is not possible to devise and introduce some other system more in accordance with the duties and functions both of Government and of the Local Bodies themselves.

In the remaining districts Government supervision continues to be carried out through its Deputy Inspectors who examine the schools and offer suggestions to the Local Bodies concerned. In the past, remarks on difficulties in the relations between Local Bodies and the inspecting

agency were not infrequent. Such remarks are now noticeable because they are becoming exceptional. Reviewing the quinquennium as a whole it may be said that the relations between Local Bodies and Government inspecting officers have shown progressive improvement and "a growing appreciation of the recommendations and suggestions which these officers make".

15. Private Agency.—Missions.—In accordance with the practice in the Government of India reports on education, the term 'Mission', as used below, is restricted to "private bodies or associations which are engaged in philanthropic work of a general nature either on religious or social grounds and which include, among their various activities, the maintenance of educational institutions." The term therefore includes in this Province Christian Missions and the Hindu Mission for the Depressed Classes. It does not include societies, such as the Hitkarini Sabha, the Anjuman, the Maratha and other Education Societies which are engaged solely in educational work. The work of these societies will find appropriate mention elsewhere in this report.

(a) *Christian Missions.*—Several Christian Missions, British, French, American and Swedish, of Roman Catholic, Anglican and Protestant denominations, are engaged in educational work for Indians and Europeans in this Province, and maintain a total of 248 institutions. These include one college, 18 high schools, 27 vernacular middle schools, 178 primary schools and four special schools. Besides the college, which is maintained by the United Free Church Mission at Nagpur, British and French Missions maintain seven high schools, nine anglo-vernacular middle and 12 primary schools which are classed as European schools, and six high schools, nine anglo-vernacular middle, 11 vernacular middle, 60 primary and three special schools for Indians. American Missions maintain five high schools, eight anglo-vernacular middle, seven vernacular middle and 87 primary schools and one special school. Swedish Missions maintain one anglo-vernacular middle, two vernacular middle and 19 primary schools.

The number of pupils in these institutions has fallen slightly from 18,360 in 1912-22 to 18,300 in 1926-27. During the latter year 8,704 pupils, of whom 2,039 are

Europeans and 6,665 are Indians, were in institutions maintained by British and French Missions; 8,017 were in American and 1,579 in Swedish Mission Schools.

These schools are doing useful work in all branches of education. In the Nagpur Circle, efforts are being made by certain of the American Missions to raise the status of some of their schools from vernacular to anglo-vernacular schools. In Berar, most of the Mission schools are primary schools intended for Christians though in some of them the majority of children are non-Christians. The Inspector reports that in this Circle the "Christian Missions appear to show a tendency to restrict their efforts in the direction of higher education and even to curtail their activities in the sphere of lower education". At Wun, for example, they "have completely closed their station and have under consideration a scheme of education in home and cottage industries". In the Jubbulpore Circle, the American Mission maintains schools of all grades and is running primary schools for depressed classes in three villages and a leper school at Chandkhuri. In this circle, the Church Missionary Society was obliged "to close down its long-established and very useful high school at Jubbulpore in 1922 owing to paucity of funds; but two years ago they revived it, at the same place, beginning with an anglo-vernacular middle school and are now gradually developing it into a high school". The Inspector states his opinion that "in the matter of female education the Church of England Zenana Mission stands unrivalled, at least in the northern district. It maintains a high school, at Katni. which is patronized by people of many neighbouring and remote districts."

Expenditure on these institutions from Mission funds has fallen from Rs. 2,64,000 in 1921-22 to Rs. 2,39,586 in 1926-27. Towards the latter figure, British and French Missions contributed Rs. 82,934, American Missions Rs. 1,43,175 and Swedish Missions Rs. 13,477. The grants-in-aid from Provincial funds fell from Rs. 2,36,000 in 1921-22 to Rs. 2,05,494 in 1926-27. In the latter year, British and French Missions received Rs. 68,235 for the education of Europeans and Rs. 75,814 for the education of Indians; American Missions received Rs. 56,324 and Swedish Missions Rs. 5,125.

(b) *Hindu Missions*.—The Depressed Classes Mission Society maintains nine recognized primary schools with a total of 386 pupils. In 1926-27, the total expenditure on these schools was Rs. 5,407 towards which the Mission contributed Rs. 1,325 and Provincial Funds Rs. 2,534. The remainder was obtained from local funds and other sources.

16. School Committees.—School committees are attached to all Government and Board schools. In 1923 new committees were made under the revised rules for Government high and anglo-vernacular middle schools. The Inspector of Schools, Nagpur, reports that these have taken an adequate interest in their schools, but he adds that the attitude of the village school committees towards their schools leaves much to be desired. In the Nagpur, Wardha and Bhandara districts “few have been found to exert their influence for improving enrolment and daily attendance,” but “those in Chanda and Balaghat are mostly inactive and indifferent”. “Attempts made by some Local Bodies to encourage the school committees to take more interest in the schools under their supervision by deputing powers to them have not been conducive of any better results. From the experience in the past, it seems that the school committee can give little assistance to the Local Bodies in the administration of rural vernacular schools, unless they consist of members having a majority of educated gentlemen.” In the Jubbulpore Circle, “village school committees meet only when invited by the teacher who acts as Secretary but almost everywhere a quorum is found, if it can be found at all, with members living in the main village; members representing feeder villages are generally absent from meetings and rarely pay a visit to the school. There are places where committee members have been helpful and schools in such places are prosperous, but they are very few in each district”. The Inspector, Jubbulpore, adds, however, that he is convinced “that primary education in rural districts will never prosper until the school committees come to realize their responsibility and function accordingly”. The Commissioner, Chhattisgarh Division, thinks that this happy period will never be reached: “there are unfortunately no grounds for hope that the school committees will ever become less useless than they generally are at

present." The report from the Berar Circle is more encouraging. "From the few committees that I have seen" writes the Inspector, "it is clear that they are more intelligent, enthusiastic and show more active interest than the committees in the Central Provinces. The patels of Berar are certainly more useful and helpful in spreading and maintaining education than the malguzars and mukaddums of the Central Provinces."

CHAPTER III.

UNIVERSITY AND ARTS COLLEGES.

17. **General.**—The outstanding events in the quinquennium under review have been the establishment of Nagpur University and its accommodation in suitable buildings, the opening of King Edward College, Amraoti, the construction of new buildings for the Victoria College of Science, Nagpur, of which the hostel is already completed, the separation of the Law classes from Morris College and the establishment of the University College of Law.

18. **Statistics.**—The number of Arts colleges, including the Victoria College of Science, has increased from 4 to 5. The number of students in the Arts colleges has more than doubled, the increase being from 677 to 1,410. The number of students in college hostels has increased from 247 to 676. The increase in numbers in the various colleges is shown in the following table:—

Name of college.	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Morris College, Nagpur ...	280	188	359	414	446	447
Hislop College, Nagpur ...	134	154	212	252	281	273
Science College, Nagpur ..	93	124	138	159	169	170
Robertson College, Jubbul- pore.	170	187	243	264	267	279
King Edward College, Amraoti.	...	...	70	173	220	241
Total ...	677	653	1,022	1,262	1,383	1,410

A noticeable feature of the quinquennium has been the increase in the number of women students, there being 13 at Morris College, one at Robertson College and three at King Edward College at the end of the quinquennium as compared with a total of two in all colleges in 1921-22.

Expenditure on Arts colleges has increased from Rs. 3,41,041 to Rs. 4,88,901, an increase of 43.3 per cent against 66.1 per cent during the previous quinquennium. The amount realized from fees increased from Rs. 58,346 to Rs. 1,12,008. Expenditure in aided colleges decreased from Rs. 68,906 to Rs. 65,999 of which the Government share decreased from Rs. 26,063 to Rs. 21,075. The average annual cost for each Arts college increased from Rs. 85,260 to Rs. 1,22,225. The average annual cost per student, on the other hand, fell from Rs. 432-12-8 to Rs. 346-11-9 for all Arts colleges, Government and aided. In Government colleges alone the average annual cost per student fell from Rs. 495-11-2 to Rs. 371-15-1, the Government share falling from Rs. 412-14-6 to Rs. 294-12-11. In aided colleges, the average annual cost per student fell from Rs. 495-11-7 to Rs. 241-12-1, the Government share falling from Rs. 187-8-0 to Rs. 77-3-2. The actual rate of tuition fees in Government and aided colleges remained at Rs. 90 per annum throughout the quinquennium. The average annual tuition fee paid by each student, including those in Government and aided colleges, increased from Rs. 74-0-8 to Rs. 79-7-0. Expenditure on scholarships in Arts and professional colleges increased from Rs. 25,447 to Rs. 31,728.

19. Nagpur University.—The establishment of Nagpur University was foreshadowed in the last quinquennial report on education when the University Bill was being discussed by the local Legislative Council. The Nagpur University Act is, in all essentials, the same as the Bill which was described in the last report. The constitution of the University consists of a Court, an Executive Council, an Academic Council and a Committee of Reference. The Governor General in Council is the Visitor and the Governor of the Central Provinces is the Chancellor of the University. When the University came into existence in August 1923, it was of the examining, affiliating type with the colleges at Nagpur, Jubbulpore and Amraoti as the units of instruction. The Act "is so framed, however, that the University may subsequently and without further

Statement showing number of Pupils in each Class.

NON-EUROPEAN SCHOOLS.

Special Education.		General Education.	
Professional Collegiate, 423.	L.T.-1 year.	Sixth year 23 + Nil	} M. A. and } } M. Sc.
	LL. B.-2 years	Fifth year 42 + 2	
	L. Ag.-3 years	Fourth year 284 + 1	} B. A. and } } B. Sc. } Course.
		Third year 197 + 4	
		Second year 481 + 4	} Intermediate } } course.
		First year 366 + 6	
		XI Class 1268 + 44	} High De- } } partment.
		X Class 1597 + 51	
		IX Class 1911 + 50	} Middle } } Department. } Elementary, } } VII 2841 + 51
		VIII Class 3731 + 110	
	VII Class 4966 + 127	} IV 47521 + 3073	
	VI Class 6587 + 199		} III 56118 + 4521
	V Class 7916 + 275	} II 65195 + 6398	
Technical and Industrial			} I 132295 + 24736
160 males. +			
101 females.			

EUROPEAN SCHOOLS.

Special Education.

General Education.

	Ninth Standard	} High Department	{ 66 + 13 53 + 32
	Eighth Standard		
	Seventh Standard	} Middle Department	{ 74 + 57 91 + 63 105 + 79
	Sixth Standard		
	Fifth Standard		
	Fourth Standard	} Primary Department	{ 110 + 150 115 + 143 155 + 157 431 + 495
	Third Standard		
	Second Standard		
	First Standard		

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

legislation develop into a teaching and residential University by maintaining and managing colleges and hostels of its own or by taking over the management and control of existing colleges and hostels as the need arises and funds permit". Intermediate education is under the control of the University and undertaken by the various colleges which have been admitted to the privileges of the University. There is nothing in the Act, however, "to prevent the subsequent transfer of intermediate education from the University to the Board of High School Education" which was created in November 1922. Already, under the statesmanlike and energetic guidance of its first Vice-Chancellor, Sir Bepin Krishna Bose, Kt., C.I.E., M.A., B.L., the University has developed from the position which it occupied as an examining body. The Law classes have been separated from Morris College and the University College of Law has been opened with a temporary hostel. University extension lectures on various subjects have been delivered in Nagpur, at the initiation of the University, by well-known authorities from other parts of India. Wherever possible these lectures have been repeated at Robertson College, Jubbulpore, and at King Edward College, Amraot. The University Union Debating Society, organized along the lines of the Union Societies of Oxford and Cambridge, forms an intellectual bond between the students of the various colleges and graduates residing in Nagpur. The University Inter-Collegiate Tournament has drawn the various colleges of the Province together in friendly competition in athletics and team games. The result has been a quickening of the intellectual life of Nagpur and the gradual formation of a University atmosphere and of a corporate University life. This has been helped by a system of inter-collegiate lectures for certain classes in M. A. work between Hislop College and Morris College.

The University has been recognized by other Universities in India and by the British Universities of London, Durham, Leeds, Belfast and St. Andrews and by the Scottish Universities Entrance Board, by the Council of Legal Education for entrance to the Inns of Court, and by the Secretary of State for India for admission to the Indian Civil Service Examinations. Other British Universities are considering the question of recognition. The University is aware that further recognition will depend upon its keeping up the high standard which had been set by

the University of Allahabad with which the schools and colleges of this Province had the privilege of association for 31 years.

In addition to its other activities the University has established an Information Bureau for students desiring to proceed abroad for further study. This bureau has replaced the Central Provinces and Berar Students' Advisory Committee. The University is represented also on the Government of India Inter-University Board.

Public interest in the University has been shown by subscriptions towards the building fund of the University and by benefactions for the founding of University scholarships and prizes. These, on the whole, have been disappointing and the time has not yet come when the gifts of pious benefactors, to which the Universities of Oxford and Cambridge owe so much, will make the University an autonomous body independent of aid from Government. Public interest in the University has been shown also by the keenness with which election to the bodies of the University has been sought, and by frequent comments in the local press, oftener critical than constructive, on the University and its activities, and by an increasing number of resolutions and questions and by the exercising of financial pressure in the local Legislative Council.

20. Buildings.—Large building projects have been carried out and others have been begun during the quinquennium. When the University came into existence it was without a permanent habitation and conducted its office work in a modest habitation lent by Government. The old University scheme of a residential University with a site outside the civil station and the city had been given up. A new site, conveniently situated near the existing Government colleges in the civil station, Nagpur, was chosen. There the University buildings have been constructed. One building contains the University offices, an Examination and Convocation Hall and lecture-rooms which are now being used by the University College of Law. An adjoining building contains the University library and reading-room. The estimated cost of these buildings amounted to Rs. 3,05,000. Public subscriptions towards this sum amounted to Rs. 1,70,558 of which the handsome sum of Rs. 1,00,000 was given by Messrs. Tata and Sons. Government grants amounted to Rs. 1,65,000.

A long projected scheme for the better accommodation of the Victoria College of Science has been undertaken during the quinquennium. A hostel for the college has already been constructed and a handsome new building for the college, of which the sanctioned estimated cost is Rs. 11,00,000, is in course of construction. These buildings are situated on the same site as the University buildings.

A scheme has long been under the consideration of the home body of the Mission Society which owns, manages and controls Hislop College, for the removal of that college from Nagpur city to a site in the immediate neighbourhood of the University. If that scheme is carried into effect the University buildings, with all the colleges and hostels in Nagpur, and the Y. M. C. A. hostel which accommodates students from the colleges, will be grouped in one locality which includes also the Agricultural College and its hostel and the Agricultural Research Institute. University and inter-collegiate life and lectures will be facilitated to an extent which will greatly increase the residential and teaching character of the University.

Morris College, Nagpur, still continues to hold its classes in the old Residency buildings. These buildings, always unsuitable for the purposes of a college, have now become far too small for the growing needs of the college.

At Robertson College, Jubbulpore, two new bungalows have been built for the members of the college staff.

King Edward College, Amraoti, was opened in July 1923 as a self-contained institution with residential bungalows for the professorial, medical, clerical and menial staff, a hospital and dispensary; and its own conservancy arrangements, water-supply and electric light and power plant. Its buildings bear comparison with those of any similar institution in India. During the quinquennium, two additional bungalows have been built for the members of the college staff.

21. Staff.—The opening of a new Government Arts college and the increase in the number of students have necessitated an increase in the staff from 37 to 56. Of these, the sanctioned number of Indian Educational Service collegiate posts was 12 in 1921-22 and 16 in 1926-27. But some of the Indian Educational Service posts remain unfilled pending the reorganization of the Services as a result of recommendations of the Lee Commission. The number of Europeans in the Service is so small that it is

doubtful, under present conditions, whether there will ever be more than four European officers at one time on the staffs of the four Government Arts colleges of the Province, an average of one for each college. Even this small number will reach the end of their service, as shown in the chapter on administration and control, during the next few years. Nor is it likely that new European recruits will be forthcoming except under special contract arrangements.

22. Examination Results.—The following table shows the total number and the percentage of passes in the various University examinations during the quinquennium under review and during the preceding quinquennium :—

Examination.	1917-18 to 1921-22.			1921-22 to 1926-27.		
	Candi- dates.	Passed.	Per- centage.	Candi- dates.	Passed.	Per- centage.
M.A. Final ...	68	35	51	60	52	86.66
M.A. Previous ...	128	44	34	127	85	66.93
M.Sc. Final ...	7	7	100	20	18	90
M.Sc. Previous ...	10	8	80	37	26	70.27
B.A. ...	1,026	340	33	795	405	50.94
B.Sc. ...	124	58	46	187	119	63.63
Intermediate ...	1,449	688	47	1,852	978	52.89

The results in the science examinations have been particularly good and are the more noteworthy when it is remembered that owing to inadequate accommodation students at the Science College have to work in relays, that work has been interrupted on occasions by faulty drains in the laboratory and that the majority of examiners in science are external examiners. "A distinct feature of this quinquennium," remarks the Principal of Morris College, "has been a noticeable tendency for the best qualified students from the schools to take the science course in college". This, combined with the efficient teaching of the Science College, has produced a noticeable decline in the number of science students who are satisfied with a third class in the University examinations. Lack of accommodation in the Government colleges, Nagpur, and the attraction of the University centre for many students,

enabled Morris College, Nagpur, to insist on candidates for admission passing an entrance test in English in 1926 to weed out the more unsatisfactory students. This is all to the good and will have a healthy effect on the intellectual life of Nagpur and on the University generally. But these students seek and often obtain admission to Robertson College, Jubbulpore, and King Edward College, Amraoti, where the accommodation affords no reason for the rejection of candidates. The Principal, Robertson College, Jubbulpore, remarks on a deterioration of the intellectual calibre of students in that institution and states that he is "obliged to admit students who have been rejected by the other colleges". This is equally true of King Edward College, Amraoti, where large numbers of ill-prepared students from cramming institutions are admitted after passing the Calcutta and Punjab Matriculation examination. The annual returns from the Principal, King Edward College, since 1924, show indisputably the difference in the results attained in the Nagpur University by students who were admitted to the college from such cramming institutions and those who had been adequately prepared in the local high schools for the Central Provinces High School Examination. Practically all of the former fail in the Intermediate Examination. The percentage of passes among the latter class of students compares favourably with those from other colleges. Meanwhile, the college is attracting an annually increasing number of students. Among these there has been during the last two years an increase in the number of applications for admission from candidates adequately qualified by their previous school training. This is due in no small measure to the fact that the college is richly endowed with scholarships and to the fact that priority is given to its students in the selection of candidates for King Edward Memorial Scholarships for post-graduate study elsewhere in India and abroad. All the colleges report that the standard of English of Intermediate students has shown a distinct tendency to decline during the quinquennium. How far this is due to the introduction of the vernacular as the medium of instruction in the schools, how far to the abolition of the minimum age for matriculation and how far to the admission to certain colleges of ill-equipped students from cramming institutions, it is not easy to determine. In all colleges efforts have been made to overcome this tendency by a more intensive teaching of English and by tutorial work.

23. **Academic Life.**—The intellectual and social life of the colleges has improved considerably during the quinquennium. The break-down of the non-co-operation movement was followed by a return of students to the colleges before the end of the previous quinquennium. Although in certain cases the effects of the movement were still visible at the beginning of the present quinquennium, its break-down was succeeded in most cases by a settling down to work and to the more usual occupations of student life. The establishment of the University has had consequences which it is still too early to estimate. But it is already clear, as one principal remarks, that “both staff and students have had their interests broadened and their activities increased. Particularly members of the staff have had a new and more valuable insight into the organization of their subjects as apart from the teaching of a small portion of a subject on lines laid down for them by others.” But attendance at the Court, Academic and Executive Councils of the University, at meetings of the Faculties and Boards of Studies, make a heavy demand on the time of principals and members of the college staffs. This affects particularly the colleges outside Nagpur. The Principal of Robertson College remarks that there is “a danger that, if the University authorities do not take into consideration the circumstances of the colleges, they may impose on them burdens which are beyond their strength”. The quickening effect on the intellectual life of the students by the establishment of the University has been helped by the development of the residential system consequent on the opening of the Amraoti college and the provision of extra hostel accommodation in Nagpur, and by the University Union, by the University extension lectures, and by inter-collegiate lectures in Nagpur. In the colleges themselves tutorial instruction has been developed. The colleges outside Nagpur are not so well off. A growing need of the colleges at Jubbulpore and Amraoti is the extension and the development of college libraries to meet the needs of the staff and students. College extension lectures have been instituted in Nagpur and at King Edward College, Amraoti. Existing literary, philosophical, scientific and debating societies have been improved and new societies started. College magazines have been developed. At Morris College, where there are graduate students, the magazine is managed entirely by students. Elsewhere the magazines are managed by committees of professors and

students. Social gatherings are held annually and invoke enthusiasm "but are still far removed from the dignity or distinction which one would like to see associated with such gatherings. We can see some faint signs of an evolution in the right direction." Students' co-operative stores and funds to help poor students exist. When properly managed they afford useful training in business methods and practical philanthropy. Interest in them fluctuates, however, and depends largely on the personal influence of a member of the college staff or of particular students. Too often the stores lead to the buying and selling of articles of luxury as well as to the books, food and other necessities of student life. A sense of responsibility has been developed through the prefect system in the college hostels and by the association of students and staff in the managing of games and games' funds. On the athletic side interest in games has been quickened by the University Tournament and by inter-year team games in the colleges themselves. The first University Tournament served as an occasion for the students of the newly opened King Edward College to present the University with a silver cup to be competed for by students of all the colleges. This example has been followed elsewhere. Further developments of the out-door side of college life are expected after the arrival of a recently appointed officer as Director of Physical Training. He is due to arrive during the early part of the next quinquennium. These activities, intellectual and physical, have provided the stimulus to action which adolescence naturally and rightly demands and have brought colour into the otherwise drab scheme of students' life. As a result, discipline throughout the quinquennium has been satisfactory. There have been no "crises" due to undue outside political influence. The students themselves have found in their own college-world plenty to interest and occupy their minds and bodies. A college and University spirit is slowly but steadily growing up. As one Principal remarks, the problem of the colleges is no longer to inculcate the elementary principles of loyalty to the college. This is growing gradually but with increasing strength. The problem at present is to consolidate the ground that has been gained and to develop the public opinion of the colleges so that questions of discipline can be raised above the school-boy level by the creation and development of sound traditions.

CHAPTER IV.

SECONDARY EDUCATION OF BOYS (EUROPEAN SCHOOLS EXCLUDED).

I.—Anglo-Vernacular Schools.

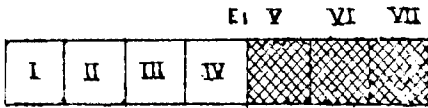
24. Policy.—The policy during the quinquennium, as during the previous quinquennium, has been to “improve the quality of secondary education and to provide for its ultimate expansion beyond the restricted range of Government schools”. Efforts have been made to improve the teaching staff by increasing the number of trained teachers. New Government schools have been opened and more generous grants-in-aid have been given to aided secondary schools in Berar for the construction of new school buildings which had long been needed.

25. The High School Education Board.—The High School Education Act, which was brought into operation in August 1923 has, through the institution of the High School Education Board, “provided an opportunity of bringing public opinion to bear in an increased measure on the problems of secondary education”. The Director of Public Instruction is *ex-officio* Chairman, and the Deputy Director has been appointed Secretary of the Board by the Local Government. The Board includes also an inspector of schools, six head masters, and representatives of the University, of the Training College, of Women’s Education, of Medicine, Commerce, Engineering, Agriculture, the Legislative Council, Local Bodies, and Minorities, and two co-opted members. “Considerable powers (including the power of recognition of high schools and the prescription of courses of study and text-books for high and middle schools) have been vested in the Board, and the maintenance of an efficient standard of high school education now lies mainly in its hands.”

26. Numbers.—During the quinquennium under review two high schools, the Church Mission Society High School, Jubbulpore, and the Friends’ Mission High School, Hoshangabad, have been closed. Recognition of the Marwari High School, Wardha, has been withdrawn and the Raj Kumar College, Raipur, is no longer shown in the educational returns. On the other hand, four Government anglo-vernacular middle schools, at Drug, Morsi, Buldana and Basim, have been raised to the status of high schools with the necessary extensions in accommodation

DIAGRAM SHOWING THE SCHEME OF SCHOOL CLASSES.




Primary and Middle (Vernacular).




High and Middle (English).




References.

- High stage. 
- Middle stage. 
- Primary stage. 

English teaching begins } E_1 , as an optional subject under certain conditions.
 E_2 Compulsory.

Vernacular used as the medium of instruction except in a few schools which use also English as a medium. 

Passage to English Schools 

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

... of which ...
 ... 59 per cent in 1926-27 ...
 ... funds. Anglo-vernacular

and equipment. A new municipal high school has been opened at Katni Murwara. Two aided high schools have been opened, one at Amraoti under the auspices of the New Education Society and one at Telhara. The Hitkarni High School, Jubbulpore, which was closed as the result of the non-co-operation movement, was re-opened in 1923-24. Two unaided high schools, the Quadaria High School, Burhanpur, and the Shri Shivaji Maratha High School, Amraoti, have been opened. As a result, the total number of high schools has increased from 39 to 45, a result which has more than counterbalanced the fall from 43 to 39 during the previous quinquennium. The 45 existing schools include 24 Government, 4 municipal, 15 aided and 2 unaided institutions. The number of pupils in these schools increased from 2,940 to 4,778, the numbers at the beginning and end of the quinquennium being 2,099 and 3,185 in Government, 158 and 302 in municipal, 649 and 1,208 in aided and 34 and 83 in unaided institutions. It is probable that the enrolment in the various high schools would have exceeded the record of 5,154 in 1917-18, but for the fact that hundreds of boys crammed in unrecognized institutions for the Punjab University Matriculation Examination. In one year the Inspector, Nagpur, reported that not less than 300 boys from his circle attended such institutions and in the following year the Inspector, Berar, placed the number in his circle at 299.

The number of anglo-vernacular middle schools increased from 147 to 152. At the beginning and end of the quinquennium there were respectively 52 and 51 Government, 41 and 38 municipal, 48 and 51 aided and 6 and 12 unaided institutions. The number of anglo-vernacular middle school pupils increased steadily from 13,280 to 23,234, the increase being from 5,757 to 7,992 in Government, from 4,042 to 7,711 in municipal, from 3,164 to 6,795 in aided and from 317 to 736 in unaided schools. This is the highest figure ever reached in this Province.

27. **Expenditure.**—The total expenditure on anglo-vernacular schools, high and middle, increased from Rs. 12,83,779 to Rs. 15,93,811 of which in each case 56 per cent was paid from public funds (Government and local). Expenditure on high schools increased from Rs. 4,69,375 to Rs. 6,18,854 of which 60 per cent in 1921-22 and 59 per cent in 1926-27 was paid from public funds. Anglo-vernacular

middle education cost Rs. 8,14,404 towards which public funds contributed 68 per cent in 1921-22 and Rs. 9,74,957 of which 55 per cent came from public funds in 1926-27. The average cost per pupil in Government anglo-vernacular schools, high and middle, decreased from Rs. 87-4-6 to Rs. 73-6-0 and the average cost in all anglo-vernacular schools from Rs. 83-11-10 to Rs. 56-14-4. The net cost of each pupil to Government decreased from Rs. 46-0-10 to Rs. 28-5-2. The fee income from high school pupils increased from Rs. 1,15,448 to Rs. 2,00,996 and the fee income from anglo-vernacular middle schools from Rs. 1,79,741 to Rs. 3,71,469. This large increase does not include fees from the Raj Kumar College which ceased to be aided during the quinquennium and is now omitted from the departmental returns. The increase was due in each case to the increase in the number of pupils and to an enhancement of the school fees from Rs. 2-8-0 to Rs. 3 and Rs. 3 to Rs. 3-8-0 per mensem in the high school classes and from Re. 1 to Re. 1-8-0 per mensem in the middle classes.

At the beginning of the quinquennium a revised scheme of scholarships was brought into force as foreshadowed in paragraph 33 of the last quinquennial report. The scheme has remained substantially the same throughout the quinquennium, the only modification being an enhancement of Rs. 2 per mensem on allowances, to meet the cost of living, on a percentage of the scholarships reserved for depressed classes.

28. **Buildings.**—Extensive building plans have been or are being carried out. These include the extension of ten existing Government high schools, four of which were provided with laboratories and promoted from the status of middle schools, the provision of new hostels for four Government high schools and the extension of others. Four new buildings and one hostel for anglo-vernacular middle schools and the extension of an existing hostel complete the programme for Government schools. In order to stimulate the building operations for aided schools in Berar, the grant given by Government has been raised from $\frac{1}{3}$ to $\frac{1}{2}$ of the approved expenditure. The New High School, Amraoti, and ten anglo-vernacular middle schools have taken advantage of this. Altogether two new aided high schools and 14 aided anglo-vernacular schools have been or are being built. Three aided high schools and four aided anglo-vernacular middle schools have been

extended. Grants amounting to Rs. 2,43,271 have been disbursed on buildings during the quinquennium, the total sanctioned amount for grants payable as funds permit on buildings actually completed or begun being Rs. 3,90,223. The budget allotments for building and furniture grants in 1926-27 were Rs. 1,90,558 for buildings and Rs. 16,578 for furniture as compared with Rs. 25,000 for buildings and Rs. 12,000 for furniture in 1921-22. In addition to the above, plans and estimates have been sanctioned for the construction of new buildings for the Roman Catholic High School, Nagpur, at an estimated cost of Rs. 2,00,000 and for the Municipal Anglo-Vernacular Middle School, Saoner, at an estimated cost of Rs. 25,000. Estimates, amounting to Rs. 55,000, have been sanctioned for a new building for the High School at Telhara in the Akola district. The result of these measures is that the position with regard to aided school buildings has considerably improved and Government high schools with one or two exceptions are now suitably housed and equipped. One of the exceptions is the Patwardhan High School, Nagpur, of which the Inspector of Schools says with justice that its building "is in many respects an unsuitable one for accommodating a Government high school at the Provincial headquarters". Another is the Government High School, Mandla, "which is accommodated in three separate buildings, two of which are unsuitable for the purpose in view". Government high and anglo-vernacular middle schools are adequately equipped with science apparatus and generally adequately furnished. But it is still possible for one Inspector to remark that "there are many Government schools in which backless benches still predominate the school furniture". Aided schools are not as well furnished or equipped as Government schools but their defects in this respect are gradually being remedied.

29. Staff.—The following table shows the difference in the number of trained and untrained teachers in Government high and anglo-vernacular middle schools :—

		Trained.	Untrained.	Total.	Percentage of trained to total.
1921-22	...	345	206	551	60.8
1926-27	...	516	94	610	84.5

Of the 610 teachers employed in 1926-27, 255 taught in the high school classes. They were all graduates, 234 of them were trained and 21 were untrained. Of the 355 employed in the middle school classes, in high and anglo-vernacular middle schools, two are graduates and 353 are under-graduates in the Subordinate Educational Service.

Owing to a change in the form of General Table VI it is impossible to give accurate details of the number of teachers employed at the beginning and end of the quinquennium in aided and municipal anglo-vernacular middle schools. But one of the encouraging signs of progress is the fact that managers of aided schools are sending their under-graduate teachers for training in increasing numbers. Much leeway, however, has to be made up before the position becomes satisfactory.

The salaries of Government secondary school teachers were fixed in 1919. In 1926-27 they included posts in the Indian Educational Service on Rs. 400 to Rs. 1,250; posts in the Provincial Service on Rs. 250—800; and posts in the Subordinate Educational Service on Rs. 250—10—300, on Rs. 200—10—250 and Rs. 80—80—5—175 for graduates, and Rs. 100—5—150, Rs. 100—5—125 and Rs. 60—2—100 for under-graduates. The Subordinate Educational Service posts include select grade posts for head masters and senior assistant masters. The average pay of a Government secondary school teacher has decreased from Rs. 133 to Rs. 131-4-0 per mensem. In aided secondary schools the average pay of a teacher is Rs. 64.4 as against Rs. 69 per mensem in 1921-22. In aided anglo-vernacular middle schools in Berar the average salary has risen from Rs. 44 to Rs. 53-4-0. In municipal schools the average salary has fallen from Rs. 58 to Rs. 57.7. All teaching posts in Government schools are pensionable. In municipal schools pensionable posts were abolished on the 1st April 1925 and a provident fund was substituted. Teachers already employed in such schools were given the option of remaining in pensionable service or of subscribing to the provident fund. For teachers appointed after the 1st April 1925 membership of the provident fund is voluntary. In aided schools teachers are obliged to subscribe to the provident fund unless specially exempted. Out of 437 teachers in aided and municipal schools, four are in pensionable service, 365 contribute to provident funds and 68 are exempted for various reasons.

The Inspector of Schools, Nagpur, reports that the scale of pay as revised in 1919 for teachers in Government high schools has attracted a better type of men than formerly. And there is certainly no dearth of candidates for teachers' posts. But there is evidence that the teaching profession still fails to attract to the schools either the most intellectual men or those who are best fitted for character training. The Inspector of Schools, Berar, reports that "at least six applications (for teachers' posts) are received daily in the Inspector's office from December to July each year. Ninety-five per cent of these are from men who are unable to find employment elsewhere and about 50 per cent of these again are from men who are really seeking University degrees under the shelter of the department. Few, indeed, are sportsmen of any standing. It is from such material that a selection has to be made every year and thus each year we add to the ranks of our teachers largely men who are not wanted elsewhere. No great improvement is therefore possible in the way of character training in secondary schools. Men of the type necessary for training boys in character building do not look to the Education Department for a remunerative appointment." The Inspector, Jubbulpore, writing with many years' personal experience of work in schools in England and India writes of the teachers in his circle, that "nearly all teachers now in Government high schools are trained, and therefore, presumably competent men, but one cannot but be struck by the almost complete absence of really able men—men of personality and driving power—who might be expected to become the head masters of the future. One meets a few men who are interested in their work, but they lack that guidance which it is the duty of the head master to give. They have a fair idea of how to teach but what to teach is beyond them, with the result that half their efforts are wasted. . . . From fear of ridicule or unpopularity they take cognizance of nothing except what happens in the class-room and even then refer everything possible to the decision of the head masters." A further illustration, taken from the Nerbudda Circle, indicates that training and the supply of equipment do not always guarantee correct methods of instruction. The Inspector writes as follows of certain schools in his circle :— "Hoping to make the school course more practical, the Department supplied to each school science apparatus including a rain-gauge. The schools locked the rain-gauge

in almirahs. Some schools drew water from the well to illustrate the theory. A normal school fixed the lessons for the dry weather, and drew a picture on the black-board, leaving the rain-gauge in the almirah. Such is the work of trained teachers." The general impression left by a reading of the circle reports may be summarized by quoting the remarks of one Inspector. "If this is the position with regard to Government schools, the condition in municipal and private institutions is even worse. Teachers' posts in these schools are looked upon as mere stepping stones either for Government employ or more remunerative posts elsewhere. The result of the existing system and scale of pay can best be judged by the fact that the selection from senior assistants for the post of head master has during the quinquennium been invariably accompanied by doubt and uncertainty as to the fitness of the candidates to organize, control and lead a school in these days. The older generation of head masters is rapidly passing away and with the material to select from, it becomes increasingly difficult each year to fill the vacancies with that confidence and assurance that things will go better." Another Inspector reports that "pay and prospects in some of the aided schools are still poor; these have an adverse effect on their general efficiency as well as examination results, as owing to constant changes in the staff from year to year there are few men who take a lasting interest in their work and in the prosperity of the school".

But whatever his defects, the secondary school teacher is generally a hard-worked man, working to the utmost of his ability. He has little time for cultured leisure, and long hours in the class-room deprive him of most of the energy necessary to take an active part in the out-door and larger life of the school. And whatever may be the teacher's defects, men of a better type are not likely to be attracted to the teaching profession until a more general recognition is given of the importance of that profession in the social system.

30. **Medium of Instruction.**—The vernacular, Hindi, Marathi, or Urdu according to local circumstances, was introduced as the medium of instruction in the high schools in 1922-23. In the case of aided schools the change from English to the vernacular was left to the discretion of the managers. In Government schools the introduction of the vernacular as the medium of instruction was made compulsory in the lowest class of the high school.

Government schools which contained more than one section of this class were permitted to retain English as the medium of instruction in one section if there was a substantial demand for it on the part of minority communities in the locality concerned. The change inevitably produced difficulties and during the quinquennium much controversy has centred around the relative merits of English and the vernacular as media of instruction. The effects of the change, so far as they can be estimated after an experience of five years, may most conveniently be considered under the four main heads under which they have been detailed in the various annual reports since 1922-23. These are as follows :—

- (i) the effects on administration ;
- (ii) the effects on instruction ;
- (iii) the attitude of the general public towards the vernacular ;
- (iv) the number of schools employing the vernacular medium.

(i) The introduction of the vernacular has complicated the problems of administration both with regard to instruction in the schools and with regard to the conduct of examinations. Except in the Muhammadan High School, Amraoti, where Urdu has been prescribed as the medium of instruction, one or other of the two main vernaculars of the Province, Marathi or Hindi, has been prescribed in all Government high schools. To prescribe both vernaculars as media in any one school would be likely to involve a duplication of staff and buildings. Considerations of economy have therefore of necessity limited the prescription to one vernacular for each school, the particular vernacular chosen being the court language of the district. This has led to the sacrifice of the language of minorities, of Gujrathi and Bengali generally and of Urdu, Marathi and Hindi in districts where these languages are not the court language. In such districts pupils in schools which maintain only one section in the high school classes are faced with the alternative of learning through the medium of a vernacular with which they are not familiar or of migrating to schools which provide instruction in their mother-tongue. An interesting point was noted in the 1923-24 report that, in the aided municipal school at Burhanpur "where the claims of Urdu, Marathi and Gujrathi are equally great, English is the medium". The conduct of the High School Leaving Certificate Examination has

been complicated by the need of examining candidates in four languages, English, Marathi, Hindi and Urdu, and by the difficulty of securing uniformity of translations and of standards.

(ii) The effects on instruction have apparently varied with the district. One of the early difficulties, that of providing suitable text-books in mathematics, history, science and geography, is gradually disappearing. Difficulties still exist with regard to the staff, particularly in the Hindi districts. In the Marathi-speaking districts, where the mother-tongue of the teacher is generally the same as that of the majority of the pupils, little difficulty arises. Reports have been received during the quinquennium that "the quality of the vernacular used is not of the best" and teachers are apt to use a hybrid language, compounded of English and Marathi "which neither helps the pupils to grasp the subject-matter nor to improve their knowledge of English". But the position has improved and there is evidence that in the Marathi-speaking districts teachers are now competent to give instruction in the vernacular. The same is probably true of the Muhammadan High School, Amraoti. In the Hindi-speaking districts the position is complicated by the difficulty experienced in obtaining teachers with an adequate knowledge of Hindi. Examination results indicate an approximately equal percentage of passes in schools which use the vernacular and the English media, the percentage in 1927 being 35 among candidates offering the English medium, 30 Hindi, 35 Marathi and 31 Urdu. But in a report on the High School Certificate Examination the remark occurs that "as stated in the reports of the previous years, no conclusions can be drawn from these figures regarding the success or otherwise of instruction through the vernacular compared with instruction through English, owing to a variety of factors involved. For each medium there is at least one school in which the results are highly satisfactory and at least one other in which the standard attained is deplorable." And even where English medium candidates show a decided superiority over the vernacular candidates, it is difficult to attribute this to one language or the other. The report from one Inspector indicates how complicated is the problem. The best boys, he thinks, usually choose the English medium when they have a choice; text-books are still superior in English and some teachers still find themselves more at their ease when teaching through the medium of

English. More, perhaps, can be gathered from the results achieved in particular subjects of the High School Certificate Examination. It is significant that in places where the vernacular is most popular and successful the standard of English has deteriorated. This is particularly true of Berar where the percentage of passes in English in the 1927 examination ranged from 31 to 66 as compared with 84 to 92 in the Central Provinces. Nor does accurate knowledge of the vernacular appear to have improved as it should. "Faulty grammar and bad spelling are common" in the paper on Marathi; "knowledge of the language is generally poor", especially among Chhattisgarh candidates, in the Hindi paper. In the history paper the language of the papers answered in Hindi "was poor, being marred by the influence of dialects, Marathi and casual English words," and a few candidates employing Urdu as the medium do not appear to have understood the questions.

(iii) The attitude of the general public is more difficult to gauge. In the Hindi-speaking districts there is no definite demand for the vernacular whilst in some cases there is very definite preference on the part of parents for the English medium in the high schools. In the Marathi districts, on the other hand, there is either an absence of complaints at the introduction of the vernacular or a demand for it.

(iv) The number of schools using the vernacular may, perhaps, afford some clue to the popularity of the vernacular and English media of instruction. The following table shows the number of Government and aided schools which adopted the vernacular as the medium of instruction when it was introduced in 1922-23 and the number using the vernacular in 1926-27. European Schools and high schools in Feudatory States are excluded :—

Number.	Government schools.		Aided schools.	
	1922-23.	1926-27.	1922-23.	1926-27.
Schools which entirely adopted the Vernacular medium	10	17	5	8
Schools which continued to use only the English medium ..	4	...	12	15
Schools with Vernacular and English sections ...	7	8	2	1
Total ...	21	25	19	24

31. Examination Results.—The following table shows the number of candidates and the results in the Matriculation or High School Certificate Examination during the quinquennium :—

	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Candidates	949	1,073	1,150	1,335	1,530
Passed	507	589	406	425	556
Percentage	53	59	35·7	31·8	36·3

The results during the five years of the previous quinquennium afford an interesting comparison. In 1917-18, 18 per cent of the candidates passed the Matriculation Examination; in 1918-19, 38 per cent; in 1919-20, 35 per cent; in 1920-21, 40 per cent and in 1921-22, 45 per cent. The average percentage of passes throughout the quinquennium ending in 1921-22 was 31.5 as compared with 41.1 during the present quinquennium. Various reasons have been advanced for these unsatisfactory results. These have been dealt with in the various annual reports on education but particularly in the report for the year 1925-26. It has been suggested that the courses for the High School Certificate Examination are too heavy and that either History or Geography should be excluded from the optional subjects. But both History and Geography were included in the Allahabad Matriculation course for which candidates from our schools formerly entered and both are necessary for a liberal education. It has been suggested also that English History should be omitted from the course, but the examiners express surprise at the good progress which has been made in English History. A second objection, that the standard of the examination is too high, is met by the reply that the papers are set and examined either by teachers actually engaged in preparing the candidates for examination or by members of the college staffs who will teach them later; and the results in the University Intermediate Examination indicate that the High School Leaving Examination is, if anything, not high enough. More valid objections centre around the work in the schools. It is alleged that promotion from one class to another is too easily earned; this is being remedied. A tightening up of the test for promotion is bound to produce temporary hardship but will have beneficial results as soon as teachers and pupils realize that promotion can be earned by more steady and accurate

work. The neglect to supervise and regulate preparation-work is undoubtedly one cause of failure. But the main cause lies probably in defective teaching. And it is significant that complaints regarding the alleged difficulty of the examination come only from schools which produce poor results in particular subjects. From other schools the percentage of passes in the same subjects is extraordinarily high and from these no complaints are received. The comments of the examiners on the failure of candidates to think out before-hand an answer to a question, or to revise an answer, irrelevance, inaccuracy, bad spelling, bad grammar, bad syntax "are indications of a lack of precision and thoroughness, and these defects spring largely from a lack of systematic, intelligent and disciplined teaching". How far these difficulties have been enhanced in certain districts through the introduction of the vernacular as the medium of instruction has already been indicated. Not all schools come under this indictment. In some the teaching is highly efficient, in others moderately efficient and in others inefficient. Extraordinarily striking variations in the results obtained in the same subject of examination by different schools prove not that the examination is too high or too low but that certain schools are better staffed than others. The pupils are not altogether exempt from criticism in their methods of work. A certain number "do too much work, but the majority do little or none till the time of examination approaches. They then gather in groups of three or four, drone out their notes or text-books in cacophonous monotone and imagine that they are doing all that is required to pass." And so we revert to the need for more efficient and better trained teachers competent to guide, organize and supervise as well as to instruct.

The following table shows the results of the High School Scholarship and Entrance Examination throughout the quinquennium :—

		1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Candidates	...	2,622	6,360	2,640	3,486	3,381
Passed	...	1,564	3,951	1,647	1,768	1,990
Percentage	...	59	62	62	50.8	63.2

Examination results and reports from the Inspectors of Schools indicate that the general standard of instruction is improving in the middle schools. Promotion from class to class is granted with more discretion than formerly though in some schools undue leniency in this respect is still noticeable. And there are definite indications that the schools are adapting themselves to the requirements of the revised middle school curriculum which was published in 1925.

32. **Manual Training.**—The High School Education Board has given careful consideration to the provision of manual training in the secondary schools of the Province, not as a subject for examination but as a hobby which should provide valuable training in hand and eye and serve as a corrective to a too literary course of studies. Evidence before the Board showed that in many cases high school pupils had enthusiastically taken up the subject as a hobby. Previous to 1925-26, under the regulations of the High School Board, middle school departments were allowed to provide instruction either in manual training or in drawing. They may now teach both subjects if their arrangements for doing so are satisfactory. The total number of manual training centres at present is 17 for the Central Provinces and Berar. On the recommendation of the High School Board the Department is endeavouring to increase this number until there are two in each district. "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 his own school. Arrangements are also being made to depute selected instructors for short courses of training in wood-work at the Training College, Jubbulpore. Every effort is made, within the prescribed syllabus, to teach the boys to make articles which not only illustrate the principles they are being taught, but are also of direct use to them.

33. **School Life.**—The number of secondary school hostels for boys has fallen from 72 to 51, but the number of boys residing in them has increased from 1,785 to 2,384. The increase is mainly in hostels managed by Government and Local Bodies. Medical examination is carried out regularly in all Government secondary schools and the

attention of parents and guardians is drawn to the existence of ailments and defects in their children. Several aided schools have followed the example of Government in this respect. Instruction in physical drill is given by drill masters in most of the high schools and by the class masters in the middle schools. The Physical Training Instructor in the Training College, Jubbulpore, has done his best to turn the ordinary under-graduate teacher into an efficient drill master, but the teachers remain amateurs. A Superintendent of Physical Training is being recruited from America and is expected to arrive in India soon after the close of the quinquennium. He will be attached to the Training College, Jubbulpore. Organized games flourish in most of the schools. Government schools are generally well provided with playing-fields and applications from the managers of aided schools for grants for playing fields are frequent. Foot-ball, hockey and occasionally cricket, as well as volley ball, khokho and atyapatya are played with zest and vigour. In certain schools swimming, rowing and water-polo have been started. In Berar akhadas provide training in wrestling, malkhamb and other healthy activities. Provincial Olympic Sports, District and Circle Tournaments testify to a growing enthusiasm for sports. The boy scout movement has made further satisfactory progress. Social gatherings are held in many of the schools. Very successful scout camps have been organized. Scout-masters are being recruited from members of the general public and include, besides educationalists, two sons of a former Member of Government, a retired District Superintendent of Police, an editor, a member of the Indian Civil Service, several missionaries, lawyers, a secretary of an akhada, members of the depressed classes and others. The boy scouts of the schools have rendered useful social service in various ways in certain districts. This has been appreciated by the general public and has exercised a healthy influence over school-life. Co-operative shops, managed largely by the boys, do useful work. These and other activities, besides debating societies, school magazines and reading outside of the school course, serve as a healthy outlet for the enthusiasm of youth and have had a beneficial influence. Discipline throughout the quinquennium has been satisfactory. Much has been accomplished, but more needs to be done to promote *esprit-de-corps* in the schools, and "to keep old boys in

touch with the institution in which they were educated". More important still is the need "to foster a feeling of responsibility among the older boys". In one circle, the Inspector notes that "in no school is there even a school captain, the universal custom of appointing class monitors with few duties and no privileges has little to recommend it". This is a development towards which it is hoped that the improvements already noted are tending.

34. Agricultural School, Powarkhera.—An interesting experiment was started by the opening of an Agricultural School at Powarkhera in 1919. The following extract from a report submitted by the Deputy Director of Agriculture, Northern Circle, Jubbulpore, gives a detailed account of the work of the school:—

The school at Powarkhera was first opened in 1919 with the object of providing the sons of large land-owners with a training in practical agriculture in order that they may be competent agriculturists. This course extended for two years. This was subsequently extended to four years and the institution was made a regular anglo-vernacular middle school with agriculture as compulsory subject. The progress of the school during the last quinquennium is detailed in the following statement:—

Year.	Number of students on the roll.	Receipts.	Expenditure.	Percentage of receipts to expenditure.	Length of course.	
		Rs.	Rs.			
1922-23	...	9	97	755	13	2
1923-24	...	15	160	612	...	2
1924-25	...	23	264	585	...	2
1925-26	...	28	358	623	...	3
1926-27	...	43	1,144	1,841	62	4

The above statement shows that the school is fast growing in popularity and the proportion of receipts to contingent expenditure is steadily increasing.

The educated malguzars take a very keen and lively interest in the institution which is vouched for by the fact that they regularly visit the school and have made several donations for the purchase of implements, medicines and lights, etc.

The subjects taught in this school are English, Mathematics, Hindi, Geography and Civics prescribed for the anglo-vernacular middle schools under the Education Department and Survey

and Agriculture (practice and theory) as proposed by the Director of Agriculture, Central Provinces. The school has been recognized as a regular Agricultural anglo-vernacular middle school by the Education Department last year. Three boys have successfully completed the anglo-vernacular middle school course in March last. Out of these, two are intending to continue their studies further into a high school with the aim of joining the Agricultural College, Nagpur, after being matriculated and one has gone back to look after his own home-farm.

All the boys reside in the school hostel and do the practical agriculture work most willingly. They keep excellent health and no political movement affected the institution in any way during the quinquennium.

Several games are played. Hygienic drill on modern lines has been introduced. The boys celebrate their school day every year which is attended by the old boys, parents, officials and other well-wishers of the school. A reading-room with a library is provided and all in and out-door games are provided. Almost all boys are enlisted as scouts.

The following statement shows the information regarding occupation or pursuits of boys who were admitted into this school since 1919 :—

Home-farming	...	...	75
Helping parents in affairs other than agriculture			5
Private agricultural service	...	...	1
Service other than agriculture	...	...	4
Studying in high schools	...	...	6
Studying elsewhere in anglo-vernacular middle schools	...	...	14
Dead	...	...	2
On roll in school on 31st March 1927		...	53
Occupation not known	...	...	13
		Total	173

II.—Vernacular Middle Schools.

35. **General.**—The number of vernacular middle schools has increased from 317 to 335 and the number of pupils, including those in the primary classes, from 45,838 to 61,402. The increase has been greatest in Berar where the number of schools and of pupils is almost as great as in the whole of the Central Provinces.

The majority of vernacular middle schools, with the exception of those attached to the Government normal schools, are maintained by District Councils; Municipalities maintain 20, and private agencies 10, a few of the

latter being unaided. Government grants-in-aid amounted to Rs. 7,28,723 in 1921-22 and to Rs. 8,34,812 in 1926-27. This expenditure was met as follows:—

	1921-22.		1926-27.	
	Expendi- ture.	Per- centage.	Expendi- ture.	Per- centage.
	Rs.		Rs.	
Government Funds . . .	3,42,690	47.02	3,91,310	46.87
Board Funds . . .	3,25,442	44.66	3,18,332	38.13
Municipal Funds . . .	37,738	5.18	44,896	5.38
Fees . . .	5,315	0.73	54,616	6.55
Other sources . . .	17,538	2.41	25,658	3.07
Total . . .	7,28,723	100	8,34,812	100

During the quinquennium, several problems connected with these schools have engaged the attention of Government. These problems are of two kinds. The first set of problems is connected with the number of boys in the primary and middle classes and the measures to be taken to induce boys to proceed from the primary to the middle classes of the schools, with the inadequacy of buildings and equipment, the lack of hostels, the inadequacy of the salaries of the staff and defects in the instruction. The second set of problems arises out of the introduction of English as an optional subject in the schools. Both sets of problems are dealt with below.

36. Numbers.—Of the 61,402 boys in the middle schools in 1926-27, 46,184 were in the primary and only 15,218 in the middle school sections. To induce boys to proceed to the middle classes it has been suggested that the number of scholarships should be increased. This, however, can obviously provide for only a very small percentage of the pupils. Other suggestions are that the number of hostels and the supply of trained and adequately paid teachers should be increased. It is significant that

whereas during the quinquennium the total number of pupils in the vernacular middle schools, including those in the primary classes, has risen by only 33.9 per cent, the number in the middle classes has increased by 103.7 per cent. This increase has been attributed very largely, especially in Berar, to the introduction of optional English.

37. **Buildings.**—In all circles the buildings generally require extension. “Many of the buildings in Berar are hopelessly inadequate for the increased numbers which have been attracted to these schools by the provision of English.” Improvements are, however, gradually being made, especially in Berar where buildings are being extended with the help of a special grant allotted to Local Bodies. But, in spite of improvements here and there, the most essential equipment is still lacking even in the largest schools. “Some schools vainly expect a supply of equipment, while others do not know what to do with the supply they have got.” The condition of school libraries is even worse.

38. **Hostels.**—Of the 335 schools, only 82 are provided with hostels and of the 61,402 pupils, only 1,654 live in the school hostels. In certain circles, however, efforts have been made to improve hostel accommodation and there has been an increase of 37 hostels and 1,109 residents in them during the quinquennium. District Councils in certain districts are realizing the necessity of providing hostels for young boys coming from distant villages. Rented houses have been secured in some places. But one Inspector points out that “the mere provision of a house to live in does not go a long way to relieve the want. Hostels should be provided with the necessary furniture, servants and contingent allotment, if they are to be popular.”

39. **Staff and Instruction.**—In the Nagpur Circle the percentage of untrained teachers has been reduced from 40 to 20, most of whom are in the Nagpur district. In other districts, excepting Wardha, the number of trained teachers is reported to be small. In Berar “there are a large number of second-year men employed in these middle classes, a system about which all Deputy Inspectors complain bitterly”. “Yeotmal is the worst off” in this respect. In the Jubbulpore Circle, “every Government and Board middle school has now a number of vernacular

middle certificated teachers on its staff, but their proportion should be higher in order to improve the instruction in all classes of these schools. In Raipur district, only 25 out of 117 teachers hold Vernacular Middle Teachers' Certificates and 28 are not trained. In Bilaspur only 102 out of 131 teachers are trained."

The pay of these teachers is said to be inadequate to secure better men or to get the best work out of those already employed. In 1925-26, the Inspector of Schools, Nagpur, noted that "in the Nagpur district even some of the third year course trained teachers are paid Rs. 18 only, while in Balaghat a few trained hands are paid Rs. 16 only". At the end of the quinquennium the same Inspector stated that District Councils are generally reluctant to employ men holding Vernacular Trained Teachers Certificates on account of the higher initial and recurring cost. In Berar "the Yeotmal District Council offers no attractive salary for third year course trained teachers". In the Jubbulpore Circle the Inspector reports that "the average pay of teachers is shown to be Rs. 24 in Raipur and Bilaspur and Rs. 26 in Seoni. The lower figure is obviously due to the existence of untrained men on the staff. . . . I found a head master in Mandla district getting only Rs. 30 (including acting allowances) and in Jubbulpore district a head master gets only Rs. 23, while his assistants get Rs. 22 or Rs. 20." In the Nerbudda Circle separate figures are not available for vernacular middle schools, but the highest average pay for primary and vernacular middle school teachers "in any district is Rs. 24½ and the lowest Rs. 21½. There is little or no promotion for any one."

It is not surprising that with such defective equipment, and so inadequately paid and trained a staff of teachers the instruction should be unsatisfactory. The wonder is that any Inspector should have been able to report an improvement. It cannot be too strongly impressed on Local Bodies that on these schools depends the supply of candidates for training in the normal schools and the spread and efficiency of vernacular, middle and primary education for which Local Bodies are now responsible.

40. Optional English.—Until recently the vernacular middle schools have performed a double function. They have been the source of supply of candidates for training in the normal schools as primary and vernacular middle school teachers. They have also been continuation schools for boys of the rural classes who desire to prosecute their

studies beyond the primary but not up to the high school stage, entrance to the high schools being through the anglo-vernacular middle schools. But in 1923-24, on the recommendation of the Curricula Committee (appointed in 1921) a uniform curriculum was introduced into the vernacular middle and the first three classes of the anglo-vernacular middle schools with English as an optional subject in the former. As District Councils are mainly responsible for the extension and improvement of vernacular, especially primary, education and Government for secondary and higher education, it was decided that the extra cost of providing English instruction in such vernacular middle schools as desired it should be met from public subscriptions and fees. In spite of the extra cost to parents the popularity of English among the rural population is shown by the rapidly increasing demand for instruction in English in the vernacular middle schools. In 1924-25, 46; in the following year, 76; and, in 1926-27, 94 vernacular middle schools with 4,700 pupils were teaching English as an optional subject. Of these, 77 with 4,007 pupils were in Berar alone. Many boys, unable to gain admission to the anglo-vernacular middle schools, are now content to obtain admission to vernacular middle schools which teach English as an optional subject. This has tended to change the character of the vernacular middle schools by fostering the idea that the vernacular middle schools should compete equally with the anglo-vernacular middle schools in preparing boys for the high schools. This is giving rise to misgivings. Unsatisfactory as are the qualifications of teachers and the equipment in the majority of aided anglo-vernacular middle schools, the conditions in the vernacular middle schools as regards staff, equipment and instruction, are far worse. There the teachers rarely, if ever, have any qualifications beyond the middle standard followed by a two or three years' course in a normal school. The insistence on the possession of a Matriculation Certificate for the teaching of English does not raise the qualifications of the vernacular staff. There is, however, a decided danger that pressure will be brought to bear to admit an increasing number of boys from the vernacular middle school classes to the corresponding classes of the anglo-vernacular middle schools or to add a fourth class to the vernacular middle schools to give them equal status with the anglo-vernacular middle schools. The result will be, first, a much larger percentage of

failures in the High School Entrance Examination and, almost inevitably, a subsequent lowering of standards throughout the middle and high school courses. This would ultimately affect the standards of the University and professional schools and colleges and re-act on the general progress of the Province. And it is doubtful whether the short period of instruction in English in the vernacular middle schools is sufficient to benefit persons, commercially or culturally, who do not pursue their studies beyond the middle stage. The seriousness of the problem is increased by two tendencies which became apparent during 1925-26. The first is the fact that certain private aided anglo-vernacular middle schools, maintained at great sacrifice, have been unable to compete with District Council vernacular middle schools which teach English, and have closed down. A possible result of this tendency is that public-spirited enterprise may be discouraged from opening schools. The second tendency is illustrated by an instance mentioned by the Commissioner of Berar of the action of a village in Yeotmal which induced the District Council to raise a primary school to the status of a middle school and then added English classes though there was a vernacular middle school only two miles away. This tends to increase unnecessarily the expenditure of District Councils. It may be said generally that the introduction of optional English into the vernacular middle school curriculum has increased the demand for admission to the vernacular middle schools and thereby tended to induce Local Bodies to spend on vernacular middle education money which might have been spent on primary education. On the other hand, it might reasonably be argued that one beneficial result of the introduction of optional English lies in the fact that it has induced members of the agricultural classes to keep their sons at school beyond the primary stage. These questions are of such interest, especially in Berar, that in November 1926 Government appointed a committee "(a) to examine and report on the working and effects of the system under which instruction in English is imparted in vernacular middle schools maintained by Local Bodies in Berar, and (b) to make recommendations in regard thereto, regard being had to the declared policy of Government that District Councils are debarred from spending their own funds on instruction in English". The report of the committee has not yet been published.

CHAPTER V.

PRIMARY EDUCATION OF BOYS (EUROPEAN SCHOOLS
EXCLUDED).

41. Expenditure.—The annual total expenditure on primary education increased by 16 per cent from Rs. 24,64,778 in 1921-22 to Rs. 28,53,948 in 1926-27. This, however, represents a fall from 40 to 39 per cent in the proportion which the annual expenditure on primary education bears to the annual total direct expenditure on all grades of education. Principles governing the assessment of Government recurring grants to Municipalities for vernacular education were laid down in 1917-18. No principles have been laid down for the assessment of grants to District Councils. In 1921-22 Provincial Funds provided 65 per cent and, in 1926-27, 55 per cent of the total expenditure on primary education. The amounts contributed by Government and board funds, by fees and other sources of income are shown in the following table :—

Year.	Government funds.	Board funds.	Fees.	Other sources.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22 ...	15,91,366	7,19,546	33,963	1,19,903	24,64,778
1926-27 ...	15,89,760	10,46,506	52,229	1,65,453	28,53,948
Difference ...	-1,606	+3,26,960	+18,266	+45,550	+3,89,170

In Government and Board schools the fee has remained fixed at one anna per mensem. But the provision of free education to large numbers of pupils in certain Municipal and many Mission schools considerably reduces the average fee for primary schools. In 1921-22 the average fee was As. 2-2 per annum. In 1926-27 it was As. 3-1 per annum. The annual expenditure on each primary school has risen from Rs. 619-4-7 to Rs. 682-6-11 and on each primary school pupil from Rs. 10-1-0 to Rs. 10-9-6.

42. Numbers.—The following table shows the number of boys' primary schools in each circle and the number

of pupils in them at the beginning and end of the quinquennium :—

Circles.	No. of primary schools.			No. of pupils.		
	1921-22.	1926-27.	Difference.	1921-22.	1926-27.	Difference.
Nagpur ...	792	808	+ 16	49,390	56,938	+ 7,548
Jubbulpore ...	1,114	1,117	+ 3	81,919	76,850	- 5,069
Nerbudda ...	819	810	- 9	43,300	48,355	+ 5,055
Berar ...	1,255	1,447	+192	66,901	87,300	+20,399
Total ...	3,980	4,182	+202	241,510	269,443	+27,933

Although the majority of these schools are village schools they supply only a small part of the population with the elements of education. Out of a total of 39,265 villages in the Central Provinces and Berar, of which 13,918 have each a population of over 300 inhabitants, only 4,159 contain schools. But these provide instruction for 11,833 feeder villages. The result is that only 10.6 per cent of the villages have schools of their own and only 40.7 per cent have access to primary schools. In 23,273 villages, nearly 60 per cent of the total number, there are no facilities for primary education. And of the existing schools, the Inspector, Jubbulpore, remarks that "there are, in every district, a few schools which exist only nominally, without sufficient enrolment and attendance."

Primary education is given also in primary classes attached to secondary schools. The following table shows the increase in primary instruction in both classes of institutions :—

Year.	Primary schools for boys.	Pupils in the primary stage		
		In primary schools.	In secondary schools.	Total.
1921-22 ...	3,980	241,510	38,371	279,881
1926-27 ...	4,182	269,443	46,184	315,627
Difference ...	+202	+27,933	+7,813	+35,746

This increase in the number of pupils more than makes up for the decrease of 27,450 during the quinquennium ending in 1921-22.

43. Examination Results.—The following table shows that a very large number of pupils never get beyond the lowest class of the schools :—

Class I	...	142,111	} 315,627
Class II	...	67,735	
Class III	...	57,544	
Class IV	...	48,237	

Few of the boys in the primary stage ever appear for the primary school examination; fewer still pass it. In the first year of the quinquennium, 1922-23, there were 26,234 candidates for the primary examination of whom 15,219 or 58 per cent passed. In the following year, 1923-24, the number of candidates rose to 40,883 on account of the reduction of the primary course from five to four years and the consequent examination of boys from classes IV and V for the primary certificate. In that year the number of passes was 20,911 or 51 per cent of the number of candidates. Since then there has been a gradual decrease in the number of candidates to 37,676 and an increase in the number of passes to 21,317 or 57 per cent in 1926-27. But it is doubtful whether this larger percentage of passes shows any improvement in the qualifications of the candidates. The Inspector of Schools, Nerbudda Circle, points out that the Primary School Examination is "only the roughest test of the work of schools. The standard varies from school to school and range to range and the only real test at present is the Middle School Scholarship Examination, for which all boys under 13 years of age in any class of a vernacular school may appear." Still more pertinent are the remarks of the Inspector in the same circle which were quoted in the Annual Report on Education for the year 1925-26: "The standard has been lowered in many districts. If it were not, teachers and pupils would both be considerably discouraged and the struggle against ignorance and illiteracy would be rendered more difficult and the result would probably be the gradual annihilation of primary schools especially in the more backward areas." Comment is unnecessary.

44. The Present Position.—Of the 315,627 pupils in the primary classes of boys' schools, 14,626 are girls. The 301,001 boys represent 4.5 per cent of the total male

population. The 48,237 pupils who reached the highest primary class and the 21,317 who passed the primary examination, in 1926-27, represent respectively 15.3 per cent and 6.7 per cent of the total number of primary school boys. A considerable number are in the lowest class which is very much in the nature of a crèche and the numbers in the class are swollen by the fact that many of the boys remain in it for more than one year. From the second class upwards the decline in numbers is less considerable. In certain district and circle reports it is stated that a large proportion of the boys get very little benefit from instruction in the primary schools and lapse into illiteracy after leaving school. The Commissioner, Chhattisgarh, says, "I have myself frequently in camp in other parts of the Province assembled the villagers over the camp fire and asked the young men who had passed through the village school to read a passage of easy Hindi and found that they did not remember a single letter. In the case of most boys the education which stops at the primary standard leaves no mark on their intelligence. It does not enable the cultivator to understand his Rasid-Bahi or to protect himself from being cheated in the ordinary affairs of life." That there is in certain districts a lapse into illiteracy is true, but it is possible to over-estimate the extent to which it is general. It is also stated in certain district reports that village parents are apathetic or even antipathetic to primary education, because it has so little beneficial effect on their boys. And it is reported that in Nerbudda Circle there has been a set-back in the number of schools, and, in Jubbulpore Circle, in the number of pupils. But this is certainly not true of all parts of the Province. In Berar the people are alive to the advantages of education. The Chairman of the District Council, Amraoti, remarks on the "growing taste and appreciation for education among the general public". Striking as is the progress made in Berar during the quinquennium, as shown by the statistics given in paragraph 40 above "there can be no question that the demand in Berar for literacy is still far from being satisfied". But further progress in Berar, in spite of the keenness and enthusiasm of all concerned has been retarded by the "disastrous effects of plague and the last three years of scarcity."

To prevent the lapse into illiteracy, wherever it occurs, the opening of village libraries has been suggested.

This should afford an excellent opportunity for social work on the part of well-to-do villagers. To make primary education more popular it has been suggested that agriculture should be included in the primary school course. But it cannot be too strongly emphasized that vocational training is impossible in this stage of education owing to the tender age of the children. The revised primary school curriculum already includes drawing, gardening and hand-work as training for hand and eye. This is as much as can be accomplished in the primary stage. And it is sometimes accomplished with difficulty. In Berar, for example, climatic conditions and the lack of water make the maintenance of school gardens very uncertain. And in Berar the "growing taste and appreciation for education" is evidence that the villager realizes that a sound, though elementary, general education is a useful preparation for the duties of village life.

Much of the alleged unpopularity of primary education in certain districts, and most of the relapse into illiteracy could probably be traced to the large number of boys who never get beyond the lowest class of the schools. The Inspector, Nerbudda Circle, quotes instances of boys who remained in the lowest primary class of a vernacular middle school for five, four, three and two years. The Inspector, Jubbulpore, speaks of boys who remain in the first class "for years together and one Deputy Inspector reports that boys of ages between four and sixteen are to be found in the first class and I myself have seen boys who have remained in this class for six years". It has been suggested that the course for the first class is too heavy, but there is little evidence to support this. The Inspector of Schools, Jubbulpore, traces the trouble to irregularity of attendance. Statistics show that the percentage of average daily attendance to the total enrolment has increased from 64.1 to 70 during this quinquennium. In Berar it is said to be 75. But no great reliability can be placed on these figures. The Inspector, Nerbudda Circle, says "on the roll of almost every primary school which I have seen there are the names of boys who have left the village for months." The Inspector, Jubbulpore, says that at the time of an unexpected visit, inspecting officers find "attendance records not marked for some time and record of attendance, if up-to-date, not agreeing with the actual number of pupils present at the time of visit". And the

same Inspector notes that many of the boys, especially from the feeder villages, have to be fetched to school by the teachers almost every day and do not arrive "until late in the morning, by which time their classes should have received instruction in one or two subjects. Since neither teachers nor pupils desire to be late for their breakfast the school work is finished and classes let off at about the appointed time, and the result is that the actual teaching in village primary schools is done for a little over an hour a day." This lack of attendance or partial attendance is attributed to a variety of causes. In certain places the withdrawal of Revenue officers has affected attendance. In the Jubbulpore Circle the opening of 'biri' factories has drawn a number of poor children from the schools on account of the high wages offered.

Lack of progress generally has been attributed to financial stringency in the Central Provinces, or, in Berar, to inadequate inspection, to diversion of attention among the staff, and, finally, to indifference, lack of enthusiasm and apathy on the part of Local Bodies. A general account of the work of Deputy Inspectors, of the difficulties of inspecting a large number of schools over large distances, and of the relations of Deputy Inspectors of Local Bodies and of the place of the latter in the educational system has already been given in the chapter on controlling agencies. Here it need only be added that the charge against the Local Bodies, expressed variously as "apathy" "slackness", "indifference" or "procrastination," centres around the question of the attitude of Local Bodies towards the staff of the schools, the construction and extension of buildings and the provision of funds for all these by local taxation. It has been said that one result of "the present régime has been a grave deterioration in the standard of discipline among the pupils, the morale of the teaching staff, and in the effectiveness of instruction". The question of staff and buildings will be examined in later sections of this chapter. It is sufficient here to note that certain Local Bodies have not displayed the energy and enthusiasm which the importance of vernacular education deserves. But District Councils have not always received sufficient support from their own members or from the Local Boards. One Chairman of a District Council says frankly that "members of Board and Council do not seem to exhibit their keenness in the matter

of supervision which, at times they do, at the time of elections". And in the majority of cases it is clear that the apparent "apathy" is due not to any desire to obstruct, but to ignorance of the best methods of dealing with the problems of education, to financial stringency and to the unwieldy size of the Councils. One of the most hopeful signs is the fact that several District Councils are genuinely anxious to develop and extend primary education and that several of them have already achieved most encouraging results in this direction.

One difficulty in connection with primary education is ignored in the criticisms which are often made of the work of teachers, of the inspecting agency and of Local Bodies. Insufficient allowance is made for the fact that the educational authorities have to work on raw material. The homes of the poorer agricultural classes, from which the majority of village primary school pupils are drawn, afford little or no back-ground of culture or literacy. The educationalist often has to work against a dead-weight of ignorance. There is no jumping-off place from which primary education may make the spring necessary for a more accelerated advance.

45. Staff.—The average number of boys to each teacher in the primary classes rose from 23.5 in 1921-22 to 26.7 in 1926-27. In the latter year primary school teachers, including those employed in the primary classes of vernacular middle schools, numbered 10,018 of whom 4,635 were trained and 5,383 were untrained. Of these, 8,978 (4,443 trained and 4,535 untrained) were employed in Municipal and District Council schools; 626 (113 trained and 513 untrained) were employed in private aided schools. Unaided schools employed 359 teachers of whom only 41 were trained and 318 were untrained. The remainder were in the few Government schools. The proportion of trained teachers to the total number of teachers rose from 35.8 per cent in the first year of the quinquennium to 46.3 per cent in 1926-27. The policy which the Department urges on Local Bodies is the gradual replacing of unconfirmed and untrained teachers by trained teachers. In the Nagpur Circle the percentage of trained teachers rose from 37 to 50. But there are a "large number of untrained teachers holding primary certificates and Local Bodies have been addressed from time to time to send

the junior unqualified men for training, and to replace such of them as are either unwilling or incapable of securing admission to normal schools. Last year, District Councils were supplied with a detailed scheme by which this could be done". In Jubbulpore Circle "there was some improvement in the number of trained teachers on the staff of primary schools" though in the Raipur district only 260 out of 800 teachers are trained, and "in Seoni 80 teachers and in Jubbulpore 68 teachers are still uncertificated". The Inspector, Berar, reports that "in the Akola district, there are as many as 585 teachers who are untrained. Similarly in Yeotmal district, 436 are untrained of whom about 100 are confirmed and cannot therefore be easily replaced. Only 392 out of 867 primary school teachers are trained in Amraoti district, and about 100 are confirmed but untrained". The Inspector remarks that "this is perhaps the most unsatisfactory feature of primary education in Berar".

But it is not always possible to replace untrained by trained teachers. The Inspector of Schools, Nerbudda Circle, reports that "in the District Council schools of the Hoshangabad Division there are only 87 unconfirmed teachers, and of them 24 are certificated. There are only 63 possible vacancies for trained teachers. Some have long service and the councils would not be willing to dispense with them. In Municipal schools there are 254 posts, in which there are said to be 165 certificated teachers. Only 39 men are neither certificated nor confirmed." A similar note is struck by the Chairman, District Council, Wardha, who expresses the view that "the replacement of untrained by trained teachers is too rapid and that the process should be limited or it throws out of employment many over seven years standing as teachers".

The employment of trained teachers is intimately connected with the question of salaries. In 1921-22 the minimum salaries prescribed for vernacular school teachers were Rs. 20 per mensem for trained and Rs. 15 for untrained teachers in village schools with an additional Rs. 3 per mensem in "dear districts". In town schools the minimum salaries were higher by Rs. 2 per mensem with a similar allowance of Rs. 3 in dear districts. Since then almost all Municipalities and many District Councils have adopted time-scales of pay rising from the minima

prescribed by Government to Rs. 50 and Rs. 60 per mensem. As a result the average salaries have risen in District Council schools from Rs. 18.3 to Rs. 20, in Municipal schools from Rs. 23.5 to Rs. 27.2 and in private-aided schools from Rs. 15.3 to Rs. 20.2 as compared with Rs. 32 per mensem in Government primary schools.

In April 1925 Local Bodies, District Councils and Municipalities were permitted to substitute a provident fund for the existing pension scheme. The result is shown in the following table :—

	Total No. of teachers.	No. in pensionable service.	No. enjoying provident fund scheme.
District Councils ...	10,571	2,701	5,085
Municipalities ...	1,818	574	560
Private aided ...	719	...	387
Total ...	13,108	3,775	6,032

The remaining teachers in District Council and Municipal schools are either unconfirmed or the Local Bodies are still considering their provident fund rules. A number of teachers are exempted from contributing to the provident funds either because they already contribute to other funds or because they are drawing less than the minimum salary prescribed for admission to the fund.

The prospects of teachers should, therefore, have improved during the quinquennium, but not all teachers have benefited to the extent indicated above. In Jubbulpore Circle, the "teachers pay in primary schools is not adequate; in aided schools it is at places as low as Rs. 8 but in Board schools there are still some teachers, e.g., in Drug and Sihora, who gets Rs. 15 and Rs. 16 only when, being certificated, they should have got at least Rs. 20". In the Nagpur Circle the Inspector says that "it is a matter for regret that in some Local Bodies, e.g., in Balaghat and Chanda, the scale of pay offered to primary grade and even to vernacular middle grade trained teachers is even lower than the initial pay fixed for those districts. The flow of promotion not being liberal, out of 2,764 teachers

working in vernacular schools in the circle, as many as 621 are serving in the lowest grade. There are also instances in which, for a number of years, no promotions have been granted to persons working in the lowest grade." In Berar "there is a great deal of dissatisfaction and discontent in some districts, the most affected district being Yeotmal, where the lowest grade is that of Rs. 14 only and an extremely small margin for promotion to the higher grades". In the Nerbudda Circle the lowest grade in District Council schools is Rs. 15 and the highest is Rs. 50, but the range for promotion is narrow. In Hoshangabad district, for example, the Deputy Commissioner points out that the posts carrying Rs. 27 per mensem number only 21 out of the total number of 389.

On these scales of pay it is difficult to recruit trained teachers. District Councils generally recognize this. Several have already taken steps to improve the pay and prospects of their school staffs and to increase the number of trained teachers. In Berar, for example, the Chairman, District Council, Yeotmal, points to a change in the maximum scale of pay by the creation of a post on Rs. 60 per mensem, to the creation of posts on Rs. 55, Rs. 18 and Rs. 16, to the abolition of a post on Rs. 15, and to an increase in the number of trained teachers. The Commissioner, Berar, hopes for larger grants to enable District Councils "to consolidate and extend primary education and to raise the quality of the teaching by instituting more posts in the higher grade." In the Nerbudda Division the Chairman of the District Council, Hoshangabad, regrets that "it is unfortunate that it has not been found possible to do much in the way of increasing the prospects of teachers. Rs. 20 is hardly a living wage for a teacher, and prospects are not exhilarating but the Council spends two-fifths of its total income on education by really encroaching upon the demands of other departments under its charge and can hardly hope to do more." Similar examples of a desire, accompanied by an expressed inability, to increase the pay and prospects of the staff and to employ more trained teachers, could be quoted from other sources. Low pay, poor prospects and in certain cases deferred pay have undoubtedly produced discontent and given the teachers little inducement to exert themselves to their utmost. One instance of deferred pay and its result will suffice: the Deputy Commissioner, Jubbulpore,

speaks of the "lack of enthusiasm on the part of rural schoolmasters who have at times been put to hardship by inordinate delays in receipt of their modest salary from the District Council." This, remarks the Commissioner, Jubbulpore, "seems a particularly avoidable method of discouraging primary education". The same official reports on the "gloomy" condition of the teachers "mainly on account of inadequate pay and slowness of promotion and to a less extent owing to inconsiderate treatment by their employers". The cure is financial. District Councils and other Local Bodies do the best they can with their limited resources. They tend, however, to rely on Government for increased resources, whilst certain divisional and district officers suggest "the imposition of heavy additional taxation on the people at large in the form of a school rate."

These evils have been aggravated by frequent transfers in some districts. A Deputy Commissioner in the Jubbulpore Division says that the frequent transfer of schoolmasters leading to considerable dislocation of school work was so great that "the matter had become a scandal in the district". Another Deputy Commissioner, in the Nerbudda Division, mentions "the ordering of 212 changes among the staff in the course of the last twelve months of the quinquennium under report". An Inspector in another circle speaks of "unnecessary and ill-conceived transfers".

The Chairman of the District Council, Saugor, suggests that defective instruction in the normal schools may be to some extent responsible for defective teaching in the primary schools. He says "it is regrettable to note that in spite of the almost complete supplanting of untrained by trained teachers in the District Council schools the quality of instruction has not shown improvement to the extent desired. This cannot be wholly accounted for by the meagre prospects offered and throws some reflection upon the quality of training received in normal schools". This remark receives support from criticisms received from certain Inspectors of Schools on the training of teachers. These are dealt with in the chapter on the training of teachers.

In Berar Circle the diversion of the teacher's enthusiasm to other than school activities is remarked on by the Inspector: "the teachers' interference in village

politics and party disputes is perhaps more frequent and more continuous than in the Central Provinces. He has certainly come to realize during this quinquennium that he can play an important part in the local elections." And the Inspector is inclined to believe that the teacher shows "a greater tendency to divert his attention to interests in cultivation and money-lending than is done in the Central Provinces".

The net result of all these factors—the large proportion of untrained teachers, discontent and lack of enthusiasm owing to low pay, deferred pay and poor prospects, a diversion of attention to outside interests and possibly defective training in certain normal schools—has undoubtedly been a lowering of discipline among the school staffs and a deterioration in the quality of the instruction in many schools. The remarks of one Deputy Commissioner are typical: "Discipline amongst the school teachers is still as lax as ever. What is wanted to improve the situation is the continuous and steady supervision and pressure that can only be brought to bear by the members of the School Committees and the Local Boards." But members of Committees and Local Boards have not always been ready to apply the pressure.

46. **Buildings.**—At the end of the quinquennium 527 primary schools for boys were still without buildings. Of these, three were Government schools, 335 were District Council schools, 74 were Municipal schools, 72 were aided and 43 were unrecognized schools. It is estimated that 1,059 schools require new buildings, 3 of them being Government schools, 683 District Council, 72 Municipal, 209 aided and 92 unrecognized schools. And 273 require extension of which 219 are District Council, 49 are Municipal, 3 are aided and 2 are unrecognized schools. In the Jubbulpore Circle "every district has a considerable number of schools which have no building of their own. In many places extension is necessary and several school-houses are in decay for want of timely repairs." In Berar "the building programme of many Local Bodies will . . . continue to be a heavy one". To deal with this problem the Local Government sanctioned a special building grant of nine lakhs of rupees during the last year of the quinquennium. With the help of this money, most of which was expended during the quinquennium, provision has

been made for the construction of 197 new buildings and the extension of 99 others for District Council primary schools for boys and for the construction of 25 new buildings and the extension of 17 others for municipal primary schools for boys.

47. **Compulsory Education.**—Under the Primary Education Act of 1920 rules were published in November 1921 to empower Local Bodies to introduce compulsory education in the areas under their jurisdiction, and a lump sum was provided in the Education budget of 1922-23 to assist Local Bodies in meeting the expenditure which compulsion might involve. The response on the part of the Local Bodies was small, the lead being taken by the District Board, Akola, Berar, and the Municipal Committee, Warora, in the Chanda district of Nagpur Circle. Compulsion was introduced into five villages in the Akola district in August 1923 with a recurring grant of Rs. 1,583 and a non-recurring grant of Rs. 2,134, and in the municipal area, Warora, in October of the same year with a recurring grant of Rs. 990.

The scheme having been launched, Government enunciated its policy as regards primary education in a Resolution on the Vernacular Education Committee's report. Whilst realizing that compulsion on a large scale was then a counsel of perfection Government declared that it saw "in the cautious application of the compulsory principle the best hope of achieving literacy". Government expressed the opinion also that "compulsion should be applied in the first case to Municipal areas, and in those places in rural areas in which its application will be attended with least difficulty". Government deprecated the adoption of measures such as the "double-shift system" which "while it might facilitate the wide spread application of compulsion, would certainly lead to a deterioration in the standard of primary education, especially when the primary course is reduced from five to four years".

The idea of compulsion "took on" in Berar. The modest beginning of 1923 in Akola and Warora was followed in April 1924 by the introduction of compulsion in six villages in Amraoti district. A year later, April 1925, the scheme was adopted by the Buldana Municipal area and ten more villages in the Akola district. In

March 1926 compulsion was introduced in the Ellichpur Municipal area. In April of the same year Bhandara, in the Nagpur Circle, applied the scheme to 42 villages and, in July, Raipur, in the Jubbulpore Circle, introduced compulsion in three villages. These schemes have been aided by recurring grants amounting to Rs. 38,983 and non-recurring grants amounting to Rs. 44,820.

It is possible now to "take stock" and review the progress up to date. A somewhat melancholy note is struck in the report received from the Jubbulpore Circle where compulsion was not introduced until July 1926. "Since the introduction of compulsory education means extra expenditure and the estrangement of the sympathies of voters, members of Local Bodies have in most places been merely dallying with an intriguing catchword without meaning or doing anything serious in the matter. District Councils find themselves hard up for money and have only one source left open to them and that is additional taxation but, with one honourable exception, none of these bodies in this circle have found it practicable to utilize that power As for Raipur it was nominally introduced into Arang and Baihar villages in July 1926. But no action was taken by the District Council to enforce attendance and though there was a slight increase in the total enrolment of the compulsory area, the average attendance actually fell during the year. The honorary attendance officer failed to function and the only visible effect of the introduction of compulsion was that owing to loss of fees, the two schools concerned were almost without funds to meet their contingent expenditure during the first half of the school year. The recent amendment to the Act should make the task of the local authorities more smooth, but the fact remains that, in rural areas at any rate, the people as a whole can see no advantage in education except as a convenient method of keeping their young children out of mischief until they are old enough to look after the live-stock on the farm." And the Commissioner, Jubbulpore, after enumerating some of the factors militating against primary education, says that it is "evident from all these reports that the introduction of compulsory education is somewhat speculative. This is especially the case in rural areas. There are numerous technical difficulties with which such schemes bristle. Moreover it is obvious that the raising

of the necessary funds will cause a good deal of trouble, especially in rural areas."

In the Nagpur Circle the Inspector of Schools reports that "the Municipalities at Wardha and Balaghat have prepared schemes for compulsory education A few other municipalities in this circle are in a position to introduce compulsory primary education, but there is little advance on their part. . . . The District Council, Bhandara, alone has introduced compulsory primary education with considerable energy and success in 42 villages in the district". The same Inspector reports that in Warora, where compulsion was introduced in 1923, attendance has risen and "the people seem to have taken kindly to this measure during the last four years. Only seven breaches of the Act were brought to the notice of the Municipality. These were successfully dealt with by warning six parents and fining the seventh Re. 1. The Deputy Commissioner, Chanda, notes that "compulsory education continues to be successful in the Warora Municipal area." He sees no adequate reason why it should not be introduced at the headquarters of the district in Chanda Municipal area and is bringing the matter to the notice of the committee.

The Inspector of Schools, Berar, reports that in the schools in Ellichpur city in which compulsion has been introduced the "attendance is not more than 70 per cent, an average which is outclassed by many rural schools where the Act has not been applied. To the Akola district must go the credit of applying the Act as widely as it was possible to do and for a progressive programme in this direction

. . . . In this district also, attendance in compulsory areas is far from what it should be. In fact, at Ugwa, I observed that the schools showed both similar and higher averages in years when compulsion was not even thought of." To induce parents to comply with the Act the Amraoti District Council have sanctioned penal measures though with "no very satisfactory results. The Akola District Council has adopted persuasive measures". Whilst emphasizing these deficiencies the Inspector hopes that "the next step will be not only the extension of the Act to other areas, but a proper enforcement of the law in those areas where it already exists."

A note of decided optimism is struck by the energetic and enthusiastic Chairman of the District Council, Bhandara: "In Bhandara compulsion was welcomed by the majority of parents, specially of the backward classes." After describing the time spent in preparing the villagers for the introduction of compulsory education into 42 villages, the Chairman of the District Council says that "the enthusiasm and interest created thereby was so catching that the School Committee of some of the surrounding schools approached the Council requesting the Council to make the Act applicable to their schools too. The tone of the schools too is distinctly superior to other schools. They show more life and brightness than other schools Bhandara villagers are keenly alive to the advantages of imparting education to their children but the Council is hampered by lack of funds." In spite of this, the Council will "not be satisfied with the introduction of compulsory education in 42 villages only, but it has the ambition of seeing that attempts should be made to remove illiteracy on a still wider scale". In the 42 villages compulsion was introduced into ten existing and eleven new schools. The Inspector of Schools states that "in the ten schools the numbers on the rolls rose from 1,480 to 3,265 during the year under report, the number of prosecutions during the year being 68". The Deputy Commissioner, Bhandara, says that under compulsory education "the schools were much crowded". There were "more boys than there was room for". There was "no distinction between touchables and untouchables". Boys were "recruited freely and admitted to the schools without demur from any quarter".

Reviewing the position as a whole it is noteworthy that although the average attendance may not have improved, enrolment with one or two exceptions shows a decided increase. In view of the newness of the idea of compulsion to the rural populace, and the consequent natural reluctance of Local Bodies to enforce the maximum *edūcar* of the law, it was hardly to be expected that attendance would immediately rise to its maximum. But speculative difficulties "with which the scheme bristles" There are named by a recent amendment to the Primary schemes bristle. Introduce compulsion by stages and to at the commencement of the school

year of all boys liable to compulsion. The first amendment will enable Local Bodies to incur the necessary additional expenditure gradually and progressively. The second will prevent the disorganization of class work which would otherwise result from the admission of boys to schools throughout the year.

Meanwhile, the position in the Jubbulpore and Nagpur circles has improved. Applications have been received for the introduction of compulsion in the Municipal area, Balaghat, and into 13 wards in Raipur Municipal area and 49 villages in Raipur district. It is hoped that these schemes, together with a scheme for the East Ward, Yeotmal Municipality, will come into force soon after the close of the quinquennium. Elsewhere, more recent applications for the introduction of compulsion have been received from the District Councils of Sironcha and Bilaspur and from the Municipalities of Bilaspur, Saugor and Wardha.

A further hopeful sign is the fact that additional posts in higher grades are always sanctioned in connection with schemes for compulsory education. Arrangements are made for reasonable prospects of promotion for deserving teachers, and only trained teachers are appointed to the additional posts.

48. **Aided, Unaided and Indigenous Schools.**—These schools form a very small part of our primary school system. The number of aided primary schools increased from 232 to 310 and the number of boys in them from 11,412 to 13,660. The returns for unaided primary schools show a decrease from 205 to 142 in the number of schools and from 8,097 to 5,781 in the number of scholars. These figures, however, do not necessarily indicate an actual decrease for only recognized unaided schools are included in the revised general tables. Formerly, unrecognized schools were included.

The so-called indigenous schools are a special feature of the educational system of Berar and exist almost exclusively in that circle. They are schools which have been started and maintained by villagers. The Inspector of schools, Berar, describes them as being "outcomes of private enterprise in no way different to such enterprise in the secondary sphere of education in Berar. They are really aided or unaided lower primary schools. They are

not in a satisfactory state, largely because they are not sufficiently guided in their organization and management and lack financial support."

The number of indigenous schools in Berar has increased from 232 to 413 during the quinquennium. They are distributed and receive grants from local funds as follows :—

District	Aided.	Unaided.	Total.	Grant from local funds.
				Rs.
Amraoti ...	47	37	84	2,299
Akola ...	44	32	76	2,349
Buldana ...	55	45	100	3,890
Yeotmal ...	65	88	153	8,000
Total ...	211	202	413	16,538

In the Central Provinces only 40 indigenous schools exist, all of them in Nimar district in the Nerbudda Circle. The Deputy Inspector of Schools, Nimar, reports that the distance of these schools from District Council schools in some places is less than two miles. The teachers are uncertificated and get Rs. 20 to Rs. 22 per mensem by charging Re. 1 to Re. 1-8 per pupil. The object of these schools, says the Deputy Inspector, "is to keep boys from attending District Council schools where they are said to pass four or five years which is supposed to be a distinct loss by the parents in not being able to utilize their services in agricultural and other home work. The teacher is happy as he is not responsible for the progress of the children who come whenever they like, and the parents are satisfied that the children are not under restrictions and allowed to remain with them so long as they desire. As the schools have short life, boys do not learn beyond reading and writing of the second book. All the Nimar indigenous schools are needless to add unaided."

49. **Night Schools.**—The number of night schools has risen from 19 with 1,398 pupils to 36 with 865 pupils. They are distributed as follows :—

Circles.		Schools.	Pupils.
Nagpur	...	4	80*
Jubbulpore	...	8	178
Nerbudda	...	3	89
Berar	...	21	518
Total		36	865

The four recognized schools in Nagpur Circle are all situated in Nagpur city. They are aided institutions managed by the Depressed Classes Mission. These schools give instruction for one and half hours daily to 80 boys. Besides these four schools there are, in Nagpur city, eight unaided and unrecognized schools managed by the Y. M. C. A. for the benefit of the workers in the Empress Mills, the expense being borne by the Managers of the Mills.

The night school at Allapalli, in the Chanda district, for teaching forest guards continues to work, though not regularly.

Two experimental schools, one at Pulgaon and the other at Sironcha, were started during the quinquennium, but had to be closed for want of pupils.

50. **Factory Schools.**—The number of factory schools for the education of children employed in factories fell from 8 to 5 owing to the closing down of two schools at Akola and the removal of Chandur Railway school from the list of factory schools as it is no longer attended by factory workers. Two of these schools are attached to the Empress Mills, Nagpur, one to the Lalbag Factory, Burhanpur, one to the Gokuldas Ballabdas Mill and one to the Badnera factory. In 1926-27 they provided instruction for 555 boys and received grants amounting to Rs. 9,899.

Besides the above, there are five other schools for workers and the children of workers in factories and mills. These are maintained at Hinganghat and Pulgaon by the Mill-owners, at Jubbulpore by the Gun Carriage Factory and by the Perfect Pottery Company, and at Kymore, Murwara tahsil, by the Cement Factory.

The factory school maintained by the Empress Mills Welfare Association on the mills premises continued to do good work, though its enrolment declined from 115 in 1925-26 to 77 in 1926-27. During the year 1926-27 it sent up six candidates for the Primary Certificate Examination. Three of them were successful.

51. **Boy-Orderlies.**—A school is maintained in the Secretariat, Nagpur, for boy-orderlies in the Police Department. It is reported that in the last Primary Certificate Examination six boy-orderlies appeared for examination in Marathi of whom four passed; four appeared for examination in Hindi of whom two were successful.

52. **Conclusion.**—The above review of primary education, revealing as it does less progress than one would desire in the number of pupils and of passes in the primary examination and in the quality of the instruction, is less disappointing than at first sight appears. The gradual replacing of untrained by trained teacher in spite of financial and administrative difficulties, the introduction of compulsory education in certain areas, the rise of enrolment—though not always of attendance—in those areas, the increasing demand for compulsory education in other areas and the existence of private enterprise, as shown by the indigenous schools in Berar, are all hopeful signs. The defects which have been pointed out in the above review have in most cases been frankly admitted by the Local Bodies and the educational authorities concerned. In this admission lies the foundation on which the local authorities and educational officers can build up a determination to create in the agricultural classes a greater and deeper demand for primary education. The development of primary education is largely in the hands of Local Bodies; and the enthusiasm with which certain Local Bodies have tackled the problems before them is a good augury for the future.

CHAPTER VI.

PROFESSIONAL COLLEGES AND SCHOOLS.

53. **Law.**—During the early part of the quinquennium the old unsatisfactory arrangement was continued whereby legal instruction was given in Law classes attached to Morris College by three practising lawyers who, in return for honoraria for this work, delivered

lectures from 7-30 a.m. to 9-30 a.m. three days a week. These Law classes were a source of income to Government which maintained them. The whole system had been condemned by the Allahabad University, by local educationalists and by others interested in legal education in the Province. Soon after its establishment Nagpur University took up the question of reform. As a result, the University College of Law was opened in July 1925. The Law classes are now conducted in two rooms in the University building which are suitably furnished and are each capable of accommodating 125 students. The college is administered by a committee responsible to the Executive Council of the University with the Principal as Secretary. Instruction is given by a part time staff consisting of the Principal and four lecturers all of whom are practising lawyers. The Law Library, a new and conveniently planned adjoining building with a commodious reading-room, contains valuable and useful books which had been taken over from Morris College, others which had formed the Law Library of Sir Maneckji Dadabhoj and had been presented by him to the University, and still others which have been purchased by the University authorities. A small and temporary hostel to accommodate 22 students of the college has been opened by the University in a bungalow which, with the land on which it stands, forms part of the University property. Efforts are being made to raise funds for a larger permanent building.

The courses for the Law Examinations are post-graduate. Candidates for the LL. B. degree are required to pass a previous and a final examination, the first of which may be taken one year and the second two academic years after passing the B. A. or B. Sc. Examination of Nagpur or any recognized University. Candidates become eligible for examination for the degree of Master of Laws two academic years after passing the LL. B. Examination. Any person who has obtained the degree of Master of Laws of Nagpur University may offer himself as a candidate for the degree of Doctor of Laws of the University. For this he is required to submit a thesis and to satisfy the University that he has "practised his profession with repute for five years, and that in character and habits he is a fit and proper person for the degree of Doctor".

The results of the Law Examinations during the quinquennium are given in the following table :—

Year.	Number of scholars on roll.	Number of scholars appeared.	Number of passes.
1922-23	103	75	59
1923-24	163	74	52
1924-25	156	79	45
1925-26	135	69	45
1926-27	194	112	55
Total	751	409	256

Of the 55 who passed in 1926-27, 53 were Hindus and two were Muhammadans. The percentage of passes to the total number of candidates was 62.5 for the whole quinquennium.

54. Teaching.—The training of teachers at the Training College, Jubbulpore, is dealt with in a separate chapter of this report.

55. Agriculture.—Training in agriculture is given in the Agricultural College, Nagpur, which is controlled by the Department of Agriculture. The aim of this college is primarily to give the sons of landlords and larger cultivators an education of practical value to enable them to develop the resources of their estates, and to give them a better understanding of the value of agriculture as an asset to the Province. The college also provides a suitable training-ground for lower and upper subordinates and for Provincial Service men for departmental work. To this end the importance of sound practical knowledge in addition to theory and science has been kept prominently in view. Apparatus and outfit have been expanded to meet the growing needs of the college and leave little to be desired. As a result, the development of the college has been marked by a steady raising of standards. At the beginning of the quinquennium, the college provided two courses of studies (1) a Diploma course of practically four years' duration with Matriculation as the entrance qualification and (2) a Certificate course of two years' duration with a college entrance examination as qualification for

admission. These courses are described by the Principal as follows :—

- (1) The Diploma course "included agriculture in all its aspects, agricultural engineering and the cognate sciences. Special stress was laid on the elements of technical agriculture and mathematics in the first year. In the second year the above were still the most important, but there was in addition the first introduction to the sciences. This part of the course concluded in the certificate examination. Students who passed this in the first division were permitted to take the second part in which agriculture was studied from its economic and scientific standpoint and more attention was given to the cognate sciences."
- (2) The Certificate course "was on the lines of the first two years of the Diploma course, but without elementary science and with greater attention to the practice of agriculture".

The Certificate course has remained unchanged during the quinquennium except that more specialised training is being given in agricultural machinery and dairying. The Diploma classes, on the other hand, have risen in status. In 1925 a Faculty of Agriculture was created in Nagpur University and the Diploma classes of the Agricultural College were admitted to the privileges of the University. In these classes, students are now prepared for the Intermediate Examination in Agriculture and for the degree of Bachelor of Agriculture. The first Intermediate Examination was held in March 1927 and the first degree examination will be held in 1929. The Principal states that "as far as the college was concerned, the change was rather one of name than of character. Affiliation had been in view for some time and had been gradually prepared for, so that when it took place. . . . there was little or no change in subject-matter or standard. At the present time the course as given appears to be a satisfactory combination of theory and practice leading to a sound general knowledge of modern agriculture. The degree is given on an all round acquaintance with the subject and its cognate sciences. There is no attempt at specialization, or so-called specialization, in

the under-graduate stage. If a demand should arise, such post-graduate specialization can be arranged for at Pusa or may be met by post-graduate specialization for a higher degree at the hands of the local University."

The numbers in the college have risen from 68 in 1922-23 to 109 in 1926-27, mostly during the last two years. The Principal attributes this to affiliation with the University and to the greater attraction of a degree over a licentiate. Men of a better type are being admitted and the hostel "is at present filled to more than the limits of its efficient accommodation".

Ten scholarships are awarded annually to sons of agriculturists in high schools to encourage them to join the Agricultural College after completing their high school course. For the college itself "sixteen scholarships of the value of Rs. 12 per mensem of which eleven are available in the Degree class, are allotted among students of the first year of the Intermediate, primarily to the sons of agriculturists and in accordance with their ability, as shown after joining, and their means. Eight scholarships of the value of Rs. 15 per mensem are available in each year for students in the second part of the course, studying for the degree of Bachelor of Agriculture.

"These stipends are given by the Department of Agriculture and require that the holders will serve in the department on qualifying, should the same need their services. In addition there are two scholarships of the annual value of Rs. 120, the gifts of the Society of Agriculture and Industries and tenable in the Intermediate or certificates classes and another of Rs. 13 per mensem, termed the Makrai scholarship, reserved for students from that State or from the Hoshangabad district."

56. **Medicine.**—Medical education is given in the Robertson Medical School, Nagpur, which is under the control of the Medical Department. The school admits men and women students desirous of qualifying as Licensed Medical Practitioners. The course is a four years' course. The qualification for admission is the possession of a Matriculation, School Final, High School, or equivalent certificate. Scholarships, tenable in the school and awarded and renewed on the results of examinations, are awarded to *bona fide* residents of the Central Provinces and Berar. These are of the value of Rs. 15 for the 1st and 2nd years

and of Rs. 25 per mensem for the 3rd and 4th years of the course. The majority are reserved for men students, but the Inspector-General of Civil Hospitals is empowered to award similar scholarships to women students. A maximum of five free studentships may also be given annually to deserving students in need of financial assistance. "The course has been evolved for administrative and not for purely academic reasons" in order to provide sub-assistant surgeons "competent to undertake the duties of a general practitioner in the more remote places of the Provinces and to perform their very important medico-legal duties. To meet the needs of the rural areas, where cheap doctors are required with sound ideas of ordinary diseases and their treatment, the training at present given to the Licensed Medical Practitioners turned out by the school is adequate."

In addition to the facilities for medical study in the Robertson Medical School, Nagpur, scholarships are awarded for the encouragement of education in medicine in places outside of the Central Provinces.

CHAPTER VII.

TECHNICAL AND INDUSTRIAL EDUCATION.

57. The Vocational Training Committee and Technical Education.—Technical education formed one of the subjects of enquiry by a Committee appointed by the Local Government in 1922 to consider the question of vocational training. The report of the Committee was published in 1923 and was followed by a Resolution of the Local Government in May 1924. The Committee expressed the view that ample provision existed in the Province for the training of overseers in civil and mechanical engineering. With regard to training of a similar standard in textile industry, electrical and sanitary engineering and applied chemistry, the Committee thought that the needs of the Province could be met by the provision of scholarships tenable in institutions outside the Province and, if necessary, by provincial contributions to the maintenance of such institutions. The Committee found that there was insufficient demand for higher technical training, *i.e.*, training of a degree standard, to justify the establishment of a College of Engineering. The needs of the Province

in this respect could be met, so the Committee advised, by scholarships tenable outside the Province and, where necessary, by provincial contributions towards the maintenance of colleges in other provinces. The Committee also saw no need for increasing the number of technical scholarships tenable in Great Britain and other countries.

58. Extra-provincial Provision for Technical Training.—In addition to the facilities for technical training which the Engineering School, Nagpur, provides, arrangements are made by the Department for the technical training of students of this Province in extra-provincial centres in India and abroad. For this purpose scholarships are awarded as follows :—

(i) *State technical scholarships.*

During the five years under review three State technical scholarships have been awarded, one in 1924 for coal-mining, one in 1925 for dyeing, bleaching and calico printing, and one in 1926 for electrical engineering.

(ii) *Other scholarships for technical education.*

Place of study.	Monthly value.	Annual number.	Number awarded during the quinquennium.
Senior college scholarships in engineering tenable in any engineering college for Intermediate passed students.	Rs. 35 per mensem.	2	3
Special scholarships in engineering for graduates or under-graduates tenable at Roorkee, Sibpur or Poona. (From 1926-27 these scholarships have been made tenable only at Roorkee College for graduates and under-graduates. The value of these scholarships is Rs. 50 per mensem each.)	Rs. 50 or Rs. 35 per mensem.	2	1 in Poona Civil Engineering College.
Mining scholarships tenable at the Bengal Engineering College, Sibpur (abolished from 1927-28).	Rs. 35 per mensem.	1	4
Technical scholarships tenable at the Victoria Jubilee Technical Institute, Bombay, or the Technological Institute, Cawnpore.	Rs. 35 per mensem.	5	22

59. Engineering School, Nagpur.—The Government Engineering School, Nagpur, was established in July 1914. From that date until the end of the present quinquennium

the dual post of Principal of the Victoria College of Science and of the Government Engineering School, Nagpur, was held by the Principal of the former institution. This close connection between the two institutions was severed on the 31st March 1927, when the Engineering School became a separate institution. At the opening of a new period in its existence, it is a pleasure to look back and note that the record of the school, since it was first opened, has been one of steady and continued success whether it be judged from the point of view of admissions and successes in examinations or from the ease with which students obtain employment after they leave the school. This success has been largely due to the system of control of the civil and mechanical engineering departments of the school, to the practical nature of its courses, to the close touch which the school maintains, through its Board of Control and its Visiting and Advisory Board, with the Public Works Department and with professional engineers of private firms. But the success is due also to the unflagging zeal of the Principal and staff.

The school contains departments in which are taught civil engineering, mechanical engineering and automobile work. These departments have been described in detail in previous reports. In 1922 a class for oil-engine drivers was started in the mechanical engineering department, and in 1926 a class for sub-overseers in the civil engineering department.

60. Statistics.—The increase in the number of students on the rolls of the Engineering School and their distribution between the different parts of the school is shown in the following table :—

Year.	Civil Engineer- ing.		Mecha- nical engineer- ing.	Motor mecha- nics.	Oil- engine drivers.	Total.
	Over- seer.	Sub-over- seer.				
1922-23	37	...	39	18	5	94
1926-27	66	18	44	21	11	149

The Principal reports that "the maximum number of students, for which the school provides accommodation, has now been reached; and the type of student seeking admission is of a higher standard than formerly, especially for the Overseer and Sub-overseer classes where there is very keen competition. Few candidates from outside the Province make application, this being due to the difficulty in obtaining admission." The number of students in the hostel has varied from 36 to 45 during the quinquennium and there is need for an additional four rooms to meet the present demand for accommodation.

The number of scholarships annually awarded on the results of the entrance examination has been increased from 24 to 36. Out of 149 students attending the school in March 1927, 103 were in receipt of scholarships or stipends. The stipends are of the monthly value of Rs. 30. The value of the scholarships ranges from Rs. 10 to Rs. 25 according to the course for which they are given. The total expenditure under this head has increased from Rs. 15,291 in 1922-23 to Rs. 22,680 in 1926-27. Scholarships from private sources increased from Rs. 318 in 1921-22 to Rs. 805 in 1926-27. The expenditure on staff increased approximately from Rs. 31,953 in 1921-22 to Rs. 37,825 in 1926-27, the total for the quinquennium being Rs. 1,73,208. Expenditure under all heads increased from Rs. 83,503 in 1922-23 to Rs. 1,00,048 in 1926-27, the total expenditure for the quinquennium being Rs. 4,53,562.

During the quinquennium work to the value of Rs. 95,565 was carried out by the repairing department of the school and, after deducting Rs. 53,013 for material, sums amounting to Rs. 42,552 were credited to the Treasury. With regard to this department, the above result, as the Principal notes in his report, "is very gratifying when it is considered that the primary object of having a workshop with a maistri staff is to give instruction to students in workshop practice; and the above amount has been principally earned by instructors who are for a great part of their time giving instruction to students."

61. Examinations Results.—The Engineering School examinations are conducted "by outside examiners appointed by the Board of Control, and the reports of all the examination results have been highly satisfactory.

Previous to 1922 it was necessary for Mechanical Engineering students to pass the Central Provinces Boiler Act examination before obtaining the school diploma, but as this stipulation was found to be unfair to students who had completed their one year's practical training in an engineering workshop instead of with a steam power plant, this stipulation was removed in 1922 with the consent of the Advisory Board. Students can now receive the diploma irrespective of whether they pass the Boiler Act examination or not." The detailed results are shown below for the beginning and end of the quinquennium :—

	Civil engineering.				Mechanical engineering.	Motor mechanics.	Boiler Act examination.	Oil-engine.					
	Over-seers.		Sub-over-seers.					No. appeared.	No. passed.	No. appeared.	No. passed.		
	No. appeared.	No. passed.	No. appeared.	No. passed.									
1922-23	...	4	3	3	1	6	4	2	2	8	5	3	3
1926-27	...	21	12	...	...	12	9	4	4	13	10	19	19

62. **The Future.**—The use of electric plant and the number of electrical installations are increasing in the Province. To qualify students to work as engineers in charge of these installations the Principal of the Engineering School suggests that "the next addition to the school curriculum should be the inclusion of a course of training in electrical engineering".

63. **Student Life.**—"Great activity and keenness continued to exist in all sections of the games and . . . the opportunity of meeting outside teams has been possible. This has been appreciated by the students who have played football and cricket and have been able to render a good account of themselves when matches have been played against local teams."

64. **Industrial Education.**—Industrial education remains under the control of the Director of Industries although figures relating to industrial schools are included

in our tables. The following report on the schools of handicrafts in the Central Provinces and Berar is included through the courtesy of the Director of Industries and the Inspector of Industrial schools :—

Owing to financial stringency, it has not been possible to open new schools at Itarsi and Raipur, referred to in the last quinquennial report. The number of the schools of handicrafts in the Province therefore remained the same, but the capacity of the existing schools was increased to meet the demand for industrial education.

The carpentry school attached to the Berar Victoria Memorial Technical Institute, Amraoti, now trains 60 carpenters against 40. Similarly, the Government School of Handicrafts, Akola, now trains 60 pupils in carpentry and blacksmithy (turning, fitting and forging) against 40 in the last quinquennium. The Menno-nite Mission Carpentry School, Dhamtari, trains 20 carpenters against six, 10 non-Christians and two Christian pupils receive scholarships from Government while the remaining eight pupils are paid by the Mission authorities. A special three years' course combining general education with technical training with 10 pupils in each year's class has been introduced during 1926-27 at the Government School of Handicrafts, Nagpur, on the recommendations of the Vocational Training Committee appointed by Government in 1922.

The number of Christian pupils in the Swedish Mission Carpentry School was reduced from 20 to 10, while the number of non-Christian pupils was increased from 10 to 14 owing to the paucity of Christian pupils of the Mission and the increased demand from non-Christian pupils for admission to the school.

The work-sheds of the Industrial School, Chandametta, Chhindwara district, have been removed to Messrs. Shaw Wallace and Company's workshops under the direct supervision of the Workshop Superintendent, and the school building has been converted partly into a hostel and partly into class rooms for drawing. A proposal to construct special class rooms in a separate building for the drawing classes and, to convert the existing building entirely into a hostel is under the consideration of Government. The number of pupils in the industrial school has been increased from 20 to 40 owing to increased demand for admission from pupils both from and outside the Chhindwara district.

A Mining class has been attached to Messrs. Shaw Wallace and Company's coal mines at Chandametta to train candidates to become mines assistants. The class has not succeeded appreciably owing to the slump in the coal trade, but endeavours are being made by a committee of management appointed by Government to make the class successful.

65. Drawing.—There is no School of Art in this Province. Two scholarships formerly of the monthly value of Rs. 25 to Rs. 35 and one, since 1923, of the monthly value of Rs. 30 to Rs. 35 each, are awarded

annually for study in the School of Art, Bombay. Ten such scholarships were awarded during the present quinquennium.

66. Commerce.—There is no School of Commerce in the Province. But a scholarship of the value of Rs. 35 per mensem tenable at the Sydenham College of Commerce, Bombay, was instituted by the King Edward Memorial Society, Nagpur, in 1921-22. Four such scholarships were awarded during the present quinquennium.

CHAPTER VIII.

TRAINING OF TEACHERS—BOYS' SCHOOLS.

(i) *Anglo-Vernacular School Teachers.*

67. Spence Training College, Jubbulpore.—Training for anglo-vernacular school teachers is given in the Spence Training College, Jubbulpore. The college is divided into two departments; (1) the Collegiate or Graduates' Department, which prepares students for the L. T. degree of Nagpur University and (2) the Secondary or Under-graduates' Department, which prepares students for a Departmental examination known as the T. T. C. or Trained Teachers' Certificate Examination. The Collegiate Department has a staff of professors and the Secondary Department a staff consisting of a superintendent and lecturers. The number of lecturers has increased from six to eight during the quinquennium. The principal of the college and the head master of the Model High School, which is attached to the college, are in the Indian Educational Service. The college hostel has accommodation for 120 boarders and four messes. Twenty-five stipends of the value of Rs. 50 per mensem, as against 40 of the same value during the previous quinquennium, are available for award to graduates and 100 stipends of the value of Rs. 40 per mensem are available for under-graduates under training. The number of students in the college has increased from 135 in 1921-22 to 170 in 1926-27. The total annual expenditure on the college has decreased from Rs. 1,51,347 in 1921-22 to Rs. 1,22,903 in 1926-27. The annual cost of training each student has fallen from Rs. 1,104-11-6 to Rs. 722-15-4.

The following extracts from the Principal's report give the salient features in the work of the college during the quinquennium :—

68. Principles of Training.—Training in the past has laid more emphasis on the necessity for good oral class teaching, the planning of the lesson, notes, exposition, illustration and so on, than on the necessity for exacting work involving individual effort from each pupil. Consequently, there has been a tendency for trained teachers to imagine that little is required of them in schools beyond giving good oral lessons. The policy now adopted in this college is, without minimising the value of good oral lessons, to emphasise as far as possible the importance of setting and exacting from each pupil a regular and adequate amount of work involving individual effort both in class and at home. The basic idea of the Dalton Plan is individual work and, although for many reasons the full working of the plan has not been adopted, the underlying principle has been accepted as sound.

69. The Post-Graduate Course.—In 1922-23, the number of students in the L. T. class was only 12, but the number increased each year until in 1926-27 the full number of stipends (25) was awarded, though only 23 students were finally admitted.

70. Examination Results.—Examination results were very satisfactory, as of all the candidates presented for the L. T. Examination during the five years only two failed. In 1923, candidates were sent up for the L. T. Examination of Allahabad University and in the following year the examination was conducted by Allahabad University on behalf of Nagpur University. In 1925 and the following years the class appeared for the L. T. Examination of Nagpur University. The Nagpur course is in its broad outline similar to that of Allahabad, but in place of the paper on the "History of Education" a paper on "Methods of Teaching Particular Subjects" has been substituted, each student being required to specialize in two school subjects. Preparation for this paper is conducted on the lines of the tutorial system, each group of students meeting its professor once or twice a week for discussion and direction of studies. In addition to practical teaching and study for the written examination students have to go through practical courses in English Phonetics, Pedagogical Drawing and Physical Training.

71. The Under-Graduate Course.—The number of candidates for admission to this course was greatly in excess of the number of vacancies and fifty stipends were awarded in each year Besides practice in Teaching and Pedagogy the course includes the consolidation and extension of the students' knowledge of the subject-matter they will have to teach The co-operation of the authorities of the Hitkarni High School and the Anjuman High School in allowing students to practise teaching Marathi and Urdu, respectively, in their schools is gratefully acknowledged.

72. Drawing.—Before 1922 only Pedagogical Drawing was taught to enable teachers to illustrate their lessons graphically.

In 1922 a special class was opened for those students of the T. T. C. classes who showed marked aptitude for drawing, in order to enable them to become qualified to teach drawing in middle schools. This class is a useful addition to the T. T. C. course.

In 1923 a class for High School Drawing Teachers was opened. The course lasts for one year and is distinct from the T. T. C. course. Scholarships formerly given to candidates for training in the Bombay School of Art were made tenable in this college.

The training of Drawing teachers for both middle and high school work is now on a sound footing.

73. Manual Training.—All students in the under-graduate classes take a course in Manual Training and most of them display a keen interest in the work. In 1925 a special two-year course was opened for the training of Instructors of Manual Training for work in middle schools. Twenty-one candidates were admitted to the course which included Pedagogy, English, Mathematics and Physical Training in addition to Manual Training.

74. Physical Training.—Physical training was made compulsory for all students during the first year of the quinquennium. For two years instruction was given by an instructor lent by the military authorities. In 1924 a physical training lecturer was appointed to the college staff. He has "evolved a syllabus of physical training on sound modern lines". The result is described by the Principal as follows:—

Experience has shown that, whereas all students can be put through a course of training which will bring them up to a reasonable standard of efficiency in performing prescribed exercises and in taking part in recreational activities, training students to become competent Physical Training Instructors is quite another matter. Some students are of poor physique and others are of sedentary habits and averse from physical activities of any kind. These will never become competent Physical Training Instructors, though they may be trained to carry on the work in an inefficient manner. Others do not wish to be regarded as competent instructors because they fear they may be called on to take up physical training work in their schools instead of ordinary class work. The policy at present adopted is to compel all under-graduate students to pass as Instructors by a very low standard and to include the words "Physical Training" in the certificate of those only who are regarded as really competent.

Graduate teachers are required to go through the prescribed course, but are not being trained as Instructors. The question of training specialists for high and normal school work remains to be settled by the Department.

75. Publications.—The college has published since 1927 the "Spence Training College Annual", the object being "first, to enable past students to keep in touch with

college activities and ideas and secondly, to provide articles of educational interest and practical value for the teachers of the Province and others interested in education." A small pamphlet, "Notes on the Methods of Teaching Different Subjects", which are prescribed for high and middle schools, was prepared by the staff and published by the High School Board. The Principal's "Exercises in English Grammar and Idiom" has met a want, a second edition being called for within a year of publication.

76. Games.—A crew of Rovers has been organized in the college and the college scouters have done useful public work during the quinquennium. Hockey, cricket and football as well as Indian games are played and the college first teams acquitted themselves well in various local tournaments. But "the bulk of the students have been of a type unaccustomed to physical activity and unlikely to take a useful part in organizing games". They take "little interest in games except perhaps, tennis".

77. Model High School.—The number of boys in the Model High School attached to the Training College rose from 332 to 492. The following table shows the increase in the number of candidates sent up from the school for various examinations in 1921-22 and 1926-27 :—

	Quinquennium ending 1922.			Quinquennium ending 1927.		
	Number appeared.	Number passed.	Percentage.	Number appeared.	Number passed.	Percentage.
Martication or High School Certificate Examination.	189	94	50	259	156	60
High School Entrance and Scholarship Examination.	248	142	57	338	238	71
B. S. A. { Intermediate ...	28	19	68	38	27	71
Drawing { Elementary ...	42	25	59	39	32	82

The Model High School teams did well in local tournaments in various English team games. Indian games are played and the school scouts have done good work.

(ii) *Vernacular School Teachers.*

78. Normal schools.—The training of vernacular school teachers is undertaken in the various normal schools of the Province. All are Government institutions. Candidates for training are recruited from the vernacular middle schools of the Province and 660 stipends annually are sanctioned for award to first year students: 185 for the Berar Division, 125 each for the Nagpur and Chhattisgarh Divisions, 150 for the Jubbulpore Division and 75 for the Nerbudda Division. All these, except 30 at the Urdu Normal School, Amraoti, are renewed in the second year. For third year students 100 stipends are awarded annually. A fourth year class is attached to the Marathi Normal School, Amraoti, for which 25 stipends are awarded annually. These stipends vary in value. Those for the first and second year classes are of the monthly value of Rs. 12 at Saugor, Seoni, Raipur and Jubbulpore; Rs. 12 in the first year and Rs. 13 in the second year at Bilaspur, of Rs. 14 at Nagpur, Wardha, Khandwa, Akola and the Marathi Normal School, Amraoti; and of Rs. 15 in the first year and Rs. 16 in the second year at the Urdu Normal School, Amraoti. Third year stipends are of the monthly value of Rs. 13 at Raipur and Jubbulpore and of Rs. 15 at Nagpur and the Marathi Normal School, Amraoti. The fourth year stipends are of the monthly value of Rs. 20. Two factors influence the competition for these stipends and, consequently the supply of trained teachers. The first is the quality of the instruction in the vernacular middle schools. The second is the prospect which candidates have, after training, of employment. How far these two factors react on one another to the detriment of vernacular, especially primary, education is indicated elsewhere in this report. They have so affected the supply of qualified candidates for stipends that several remain vacant every year. As a result the number of normal schools has been reduced from 12 to 11 by the closing of the Yeotmal Normal School in 1922. The number of sections in the normal schools at Seoni, Saugor Akola and Bilaspur was reduced in 1923-24 and again in 1925-26. The total number of students in the normal schools has decreased from 1,421 to 1,137. The annual output of trained teachers is 630 as against the 825 which the normal schools were designed to supply. The total annual expenditure on the normal schools amounted to

Rs. 3,40,639 in 1926-27 as against Rs. 3,12,978 in 1921-22. The annual cost of training each student increased from Rs. 239-13-3 to Rs. 299-9-7.

79. **Work and Examination Results.**—Eleven posts of Hygiene Instructors on Rs. 80—80—5—175 per mensem were created in the Subordinate Educational Service and attached to the normal schools. In 1922-23 the fourth year retraining class which had been established in the normal schools at Nagpur, Jubbulpore, Amraoti and Raipur were abolished owing to the difficulty of framing courses suitable to students of varying attainments and to the fact that certain District Councils ceased to send their teachers for the course. Short courses of five months were substituted to instruct third year trained men and other suitable teachers in certain parts of the revised middle school curriculum which was introduced in the following year. In 1923-24 these short courses were abolished and a full fourth year course was introduced in continuation of the third year course. This fourth year class has since been abolished in all schools except the Marathi Normal School, Amraoti.

The following table shows the results in the Trained Teachers' Certificate Examination during the last year of the previous quinquennium and the five years of the present quinquennium :—

Number.	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Candidates ..	700	782	743	578	633	687
Passed ...	492	617	553	480	535	590
Percentage ...	73	79	74	83	84	86

The number of failures who reappeared for re-examination and passed are shown below :—

Number.	1921-22.	1922-23.	1923-24.	1924-25	1925-26.	1926-27.
Candidates ..	179	216	151	203	177	114
Passed .	56	22	51	106	76	63

The syllabus of studies in the normal schools was revised in 1924 in accordance with the requirements of the

revised curriculum for middle schools. Gardening has been substituted for nature study. The St. John Ambulance Association course has been introduced in place of the old first-aid course. Hand-work and drawing have been developed. Instruction is given in manual training. Practising schools for practical work in teaching are attached to the normal schools. One Inspector of Schools suggests that the normal school courses are too theoretical and the theory too advanced and detailed for the class of students in the schools. Another suggests that the training is more adapted to training teachers for work in secondary than in primary schools. He suggests that this "persistent tendency" on the part of trained teachers "to adopt methods of the secondary schools in the primary school . . . has been largely responsible for the drudgery experienced by primary school children during their early career in schools. This, together with the fact that candidates selected for training are not always specially qualified by nature for primary school work, is responsible to a great extent for the lingering prejudice entertained by some members of the Local Bodies against trained teachers."

80. **Student Life.**—In most normal schools the students manage their own messes. Indian and English games are played in the schools. Certain normal schools produce school magazines. Debating societies and in some schools Ganpati festivals add to the interests of the students. The Raipur Normal School has a co-operative shop which is managed satisfactorily by the students under the guidance of a member of the staff.

CHAPTER IX.

FEMALE EDUCATION.

81. **General.**—The following table shows the number of schools for Indian girls and of pupils under instruction during each year of the quinquennium :—

—	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Schools ...	381	369	373	372	375	385
Pupils ...	22,601	22,471	23,655	23,466	23,466	26,194

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quest

The number of schools increased by 1 per cent against 7.3 per cent during the preceding quinquennium. Government schools increased from 257 to 269, aided decreased from 92 to 77, and unaided increased from 23 to 28, most of the unaided being Mission schools. Schools under Local Bodies increased from 5 to 11. The average number of pupils in each school rose from 59 to 68. In 1916-17 it was 57.

In addition to the above, there were 15,110 girls reading in boys' schools in 1926-27 against 15,633 in 1921-22, giving a decrease of 3.3 per cent as against a decrease of 3.6 per cent during the previous quinquennium. Including girls in boys' schools, and excluding boys in girls' schools, the total number of girl pupils increased from 38,075 in 1921-22 to 41,175 in 1926-27. These figures represent an increase of 8.1 per cent as against an increase of 4.1 per cent during the previous quinquennium. The percentage of girl pupils to the total female population increased from .56 per cent in 1921-22 to .62 per cent in 1926-27.

The total expenditure on girls' schools rose by 12.1 per cent from Rs. 4,60,173 to Rs. 5,15,776 as compared with a rise of 102.6 per cent during the preceding quinquennium. The average annual cost for each school rose from Rs. 1,221 to Rs. 1,339, the Government share being Rs. 855 and Rs. 928, respectively. The average annual cost of each pupil fell from Rs. 20-5-9 to Rs. 19-11-0 of which the Government share was Rs. 14-6-8 and Rs. 13-10-3.

There has been progress in female education during the years under review, but the progress has been both slight and slow. It has, of course, varied in different parts of the Province. One Inspector of Schools sees signs of progress and one Deputy Commissioner reports on gradual progress, whilst a Commissioner of a certain division comments on the "stagnation of female education" in his division. An Inspector of Schools in another part of the Province says of one district "the outlook for female education is not on the whole very encouraging". The Chairman of a District Council says that there is "no real demand for female education in the interior of the district"; a remark which would appear to apply to other districts in the Province. A Deputy Inspector of Schools for instance states that "there seems to be little demand

for the education of girls in the rural areas, and the existing institutions are being run with difficulty. The staff is put to much inconvenience in securing the attendance and people in general are reluctant to send their girls. In one instance, a School Committee expressed its inability to do anything towards securing attendance and the circumstances in other places are not unlike this." This attitude, unfortunately, received a stimulus during the non-co-operation period. Writing in 1923-24, one Inspectress remarked that "during the past few years, thanks to non-co-operation and other causes the villager has realized that primary education is entirely in his own hands and that he can send his girls to school or not as he likes. He no longer pretends that his great desire is to educate his daughter and that it is only some circumstance beyond his control which prevents it, but says quite honestly that he has no wish to send his child to school. In this circle, except in large towns and a few small places, it can safely be said that there is no genuine desire for girls' education." The remarks of the other Inspectress, written at the end of the quinquennium, indicate that "this is one of the lasting effects of the movement which still remains". The fact is that in this Province female education has still to struggle against apathy, amounting in certain rural districts to antipathy, born of long-standing prejudice, social customs and conservatism. Financial pressure, which makes the education of boys an economic necessity, retards the education of girls. Against this all the forces of education, official and non-official, need to be organized with a view to changing the outlook of the parent and creating an irresistible demand for female education. A hopeful sign already exists in the growing demand for education in the urban districts. Improvements have been made in the curricula of girls' schools of all grades, in the supply of trained efficient teachers and in the number of separate primary schools for girls. This has been accompanied by an increase in the number of girls under instruction, in the number of passes in the primary school examinations and in the standard of work of successful candidates. The middle and high schools show distinct, if slow, improvement and one Inspectress remarks that she considers "the future is more hopeful than it has ever been". Meanwhile, a Committee of officials and non-officials was appointed by the Local Government during the last few months of the quinquennium to enquire into the whole question of female

education and to suggest measures for its extension and improvement. The Committee includes ladies among its members. Its terms of reference include such subjects as co-education, curricula, schools, the training of a sufficient number of efficient teachers, and the control and management of vernacular schools. The Committee is still deliberating.

82. Co-Education.—Of the 15,110 girls reading in boys' schools the majority are in the primary stage. Co-education in this stage flourishes partly owing to the system of paying bonuses to head masters for admitting girls to their schools, and partly to the fact that the instruction in the boys' schools must often be better than that in those girls' schools which are staffed by old men or untrained women. Bonuses are based on average attendance and vary in value according to the class in which the pupils for whom they are given are reading. It is doubtful whether they are needed in the lower standards which are regarded as crèches by the parents. The number of pupils, in the first standard alone, is greater than in the whole of the remaining classes of the primary schools. During the quinquennium the total amount paid annually in bonuses rose from Rs. 4,000 to Rs. 4,322. The feeling regarding co-education varies in different parts of the Province. In certain districts there is a definite feeling against it, but this feeling is gradually breaking down and the increase in the number of girls in boys' schools shows a growing demand for girls' education. One Inspectress remarks that "the people of Chhattisgarh . . . are beginning to feel that girls are better in institutions of their own". The other Inspectress states that it is her "experience as an inspecting officer that the general public prefer to send their children to girls' schools than have them read in boys' schools. I have evidence that the girls themselves find a happier, more corporate life in their own schools than in schools for boys." Co-education, therefore, even in those districts in which it is least unpopular, cannot be regarded as more than a preliminary to the opening of separate girls' schools. But until the number of girls in each village is sufficiently large to justify the opening of a girls' school, co-education remains a valuable means of propoganda and an incentive to stimulating interest and creating a large demand for girls' primary education.

83. Vernacular Primary Schools.—The following table shows the number of girls' primary schools and pupils during each year of the quinquennium :—

	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Schools ...	317	313	317	314	318	324
Pupils ...	17,590	17,720	18,836	18,236	19,087	19,900

It will be noticed that the number of separate girls' schools has increased slightly and that at the end of the quinquennium the number of girls in these schools exceeded the number reading in boys' schools. The results of the primary examination also show improvement, there being 1,049 successful candidates out of a total of 1,817 in 1926-27 as against 523 out of a total of 937 in 1921-22. There has been a slight improvement also in the quality of the work of successful candidates, a sign that is distinctly encouraging. But the figures for this examination show, in the words of an Inspectress, that "the large numbers that swell the lower classes are like the brook of poetical fame. They go on for ever—always flowing in, always flowing away". The teacher, discouraged by the waste of energy over the large numbers of merely fugitive pupils in the lower classes, "sits down in the middle of the stream and lets it eddy and flow around her". The Inspectress suggests, as a means of stemming the tide, that "a date limit should be fixed for admission to the lowest class. This will prevent the class being used as a crèche . . . it will make possible educational work in the class . . . Under such a measure, possibly, annual reports would show a smaller number of girls under instruction but the figures would be a truer representation of educational progress." The problem, indeed, appears to be to retain the girls in the school until they have passed the two lowest standards. Once they have entered the third class they get interested in their work and desire to stay at school and in many cases the parents acquiesce in their desire

84. Vernacular Middle Schools.—The following table shows the number of vernacular middle schools and pupils during the quinquennium :—

	1921-22.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
Schools ...	38	36	35	36	37	40
Pupils ...	3,660	3,650	3,645	3,891	4,446	4,883

Vernacular middle schools contain three classes, the fifth, sixth and seventh. Girls from these schools who desire to prosecute their education beyond this stage, enter the high schools through the eighth class of the anglo-vernacular middle schools. But for many girls the vernacular middle school marks the end of their educational career. For others, who are scholarship-holders, it is the entrance to the normal schools. The Inspectress, Jubbulpore, remarks that the number of girls who stay on in the middle classes is still small, but for the most part they attend "with some object in view and there is no difficulty in getting them to attend regularly and punctually, and their work is satisfactory on the whole".

85. Anglo-Vernacular Schools.—There are eight anglo-vernacular schools, four of them being middle schools. The remaining four are high schools with middle school classes. All the middle schools are aided institutions, three of them being Mission schools. Of the four high schools, one is the Government Girls' High School, Amraoti; the remaining three are aided Mission schools situated at Nagpur, Jubbulpore and Katni.

The number of girls in the middle school stage has increased from 489 to 677 and in the high school stage from 74 to 143. The figures for the Matriculation Examination of Allahabad University during the early part of the quinquennium, and for the Central Provinces High School Certificate Examination during the latter part of the quinquennium, show that 158 girls appeared for one or other of these examinations. Of these 158, six were private candidates of whom only two were successful. Of the 152 candidates from the high schools, 58 were successful.

Expenditure on anglo-vernacular schools increased from Rs. 56,811 to Rs. 81,767 of which the Government share was Rs. 23,850 and Rs. 33,420, respectively. The average cost for each pupil fell from Rs. 122-3-4 to Rs. 99-11-5 of which the Government share was Rs. 59-5-3 in 1925-26 to Rs. 41-15-7, respectively. Tuition fees increased from Rs. 50 of which the average fee per pupil was Rs. 9-8-3 in 1925-26 to Rs. 8,662 of which the average fee per pupil was Rs. 9-0 in 1926-27.

to justify the object.—During the quinquennium, the curriculum of the schools have been improved. In the primary school curriculum includes reading, writing, to stimulating interest in sewing and physical exercise.

In the middle stage, there is no definite bifurcation of subjects to suit the needs of those girls whose vocation will lie in the home and of those who will proceed to higher studies with a view to adopting a profession. The curriculum in the middle and high school stages aims at supplying the needs of both classes of girls through the choice which it offers in the optional subjects.

Throughout the middle school stage, the medium of instruction is the vernacular except for the teaching of English. In the Government High School, Amraoti, the medium of instruction is the vernacular. In the aided high schools, discretion is left to the managers whether the medium of instruction is to be English or the vernacular.

87. **School Life.**—Except in the Mission schools, no definite moral or religious teaching is given though stories from the Indian Scriptures are included in the literature lessons. Certain schools open with prayer and this is never discouraged so long as it is not allowed to interfere with the ordinary work of the school. In the hostels, girls are free to practise and observe their religious principles. Medical inspection is regularly carried out and every attempt is made to put into practice the class room lessons on hygiene by inculcating habits of cleanliness and tidiness. Attention is paid to physical culture. Drill, physical exercises, all kinds of Indian games suitable for girls, and such European games as badminton are played. The girls are also taken out for walks by the teachers. The girl guide movement has found many recruits in the girls' schools and is doing useful work. The mental and physical equipment of the girls is improving. In the Girls' High School, Amraoti, the debating society, the fellowship fund and the school magazine have been well maintained. At Sohagpur the Friends' Mission have started an interesting experiment which is described by the Inspectress, Jubbulpore, as "a cottage system, girls being divided into groups, each group to form a small family, under a house-mother, all purchase of food, cooking and house-work being done by them. This is proving most successful and besides other things is giving girls some idea of the purchasing value of money."

88. **Scholarships.**—No scholarships are awarded to induce girls to attend the primary schools. In the vernacular middle schools 95 scholarships of Rs. 5 per mensem,

which partake more of the nature of stipends to apprentices for pre-vocational training, are awarded to girls who intend to proceed to the normal schools of the Province. In the anglo-vernacular middle and high schools 56 scholarships are awarded, 35 for day-scholars and 21 for boarders. These vary in value from Rs. 3 to Rs. 5 per mensem for day-scholars and from Rs. 7 to Rs. 9 per mensem for boarders according to the class in which they are tenable. For collegiate study two junior college scholarships of Rs. 18 per mensem and two senior college scholarships of Rs. 22 per mensem and one post-graduate scholarship of Rs. 30 per mensem, tenable in a recognized college of the Province, are awarded to girls. Dai scholarships, for girls from the classes which provide the midwives of the Province were instituted in 1917. They failed in their object and were abolished in 1925-26.

89. Staff.—In this Province one of the great difficulties—perhaps the greatest—in female education is to create and maintain an adequate supply of trained and efficient teachers. The field of recruitment, already narrow because of the small number of educated girls, is further restricted by social customs, early marriage and a still prevalent prejudice among the well-to-do educated classes against teaching as a profession for girls. The result is that women teachers, particularly in the primary schools, generally come from the poorer classes. But during the years under review the total number of teachers has increased from 661, of whom 270 were trained, in 1921-22 to 731, of whom 364 were trained in 1926-27. A large percentage of teachers still remain untrained. Many of these are “past middle age and past all likelihood of absorbing modern ideas of teaching or benefiting in any way by training”. Their schools suffer accordingly. But with regard to the increasing number of trained teachers both Inspectresses observe that the standard of teaching, of discipline and tone is slowly but steadily rising. “A spirit of enthusiasm and a sense of duty appear to be working among some of the younger members of the staff.” These results are due not only to the training in the normal schools, but also to “annual conferences and to regular inspection, both of which have brought teachers into close communication with the inspecting staff”. These are most hopeful signs, which, it is hoped, will lead to a higher appreciation on the part of the general public of the teaching profession. Meanwhile various devices are adopted to

protect the woman teacher in the villages. If she is married, every endeavour is made to train her husband as a teacher and to provide employment for him in the same village. Wherever possible, quarters are provided for unmarried or widowed teachers. More are urgently needed because of the high rents in certain districts and of the unwillingness of villagers to let their spare rooms. As far as possible, unmarried or widowed teachers are employed in their native villages. The total number of sanctioned posts in the Government vernacular cadre for women teachers has increased from 703 to 747.

90. Normal Schools.—There are six normal schools for women in the Province of which two, one at Amraoti and the other at Jubbulpore, are Government schools. The remaining four are Mission schools aided by Government.

The average annual cost for each Government normal school has increased from Rs. 22,205 to Rs. 24,380. The average cost of each student has decreased from Rs. 321-3-11 to Rs. 320-12-8.

The Government normal schools include both preparatory and normal school classes. The object of the preparatory classes is to provide middle school instruction for girls who come from places in which there is no middle school. The entrance qualification to these classes is the possession of a Primary School Certificate.

Fifty stipends are annually awarded to girls in the preparatory classes, each of the value of Rs. 8 per mensem at Jubbulpore and of Rs. 9 at Amraoti. These scholarships correspond to the vernacular middle school scholarships which are given to girls in those schools who intend proceeding to the normal schools. After completing the course in the preparatory classes the girls pass on, like those from the vernacular middle schools, to the first and second year classes of the normal schools where 80 stipends are annually awarded, each of the value of Rs. 10 per mensem at Jubbulpore and of Rs. 12 per mensem at Amraoti. In these classes the students receive training for the Junior Training Certificate Examination. Theoretical training is given in the first year classes and theoretical and practical training in the second year. The students are then posted to various schools. Training for the Senior Training Certificate Examination is given to girls who have passed the ninth class of an anglo-vernacular school and

to trained women teachers who have returned to the normal schools to take a further course of training. During the quinquennium there has been a steady increase in the number of students from 194 in 1921-22 to 228 in 1926-27. The number of girls who obtained the Junior Training Certificate was 33 in 1926-27, and the number who obtained the Senior Training Certificate was 32.

Practising schools are attached to these normal schools with beneficial results. "A higher standard of practical teaching work is the mark of normal school students year by year. Old defects, so prominent at the beginning of the quinquennium, are fast becoming obsolete."

As far as possible students are accommodated in the school hostels. Medical inspection of the students is regularly carried out. Drill, hygiene and sanitation, first aid and infant-welfare classes are regularly conducted. The girl guide movement has received enthusiastic support with great benefit to the students. Proposals are being considered to change the site of the Normal School for Women, Amraoti, and to erect a new building. A site has been selected and plans and estimates, amounting to Rs. 55,064, have been sanctioned by the Local Government. More hostel accommodation is required for the Normal School for Women, Jubbulpore. The work done by the aided Mission normal schools has varied during the quinquennium. Two schools, where the results at one period of the quinquennium were poor, are now reported to have improved. A third was closed in 1922 but re-opened in 1925. The fourth, at Nagpur, conducted by the Roman Catholic Providence Mission, did good work throughout the quinquennium in the kindergarten training class which is attached to the Mission's girls' school. This Mission opened a training class for needlework, hygiene and domestic economy in 1922-23 and did valuable work. A proposal was made to send teachers from Government schools for training in this class, but it was found impossible to spare them for the year which the training required. The standard of training in needlework improved in the normal schools until the need for a separate training class became unnecessary. The class in the Provident Mission was therefore closed in 1924-25.

91. Extra-provincial Training.—In addition to the training which they may receive in the Government Normal Schools for Women, women may compete for the

25 scholarships of Rs. 50 per mensem for graduates and for the 100 scholarships of Rs. 40 per mensem for under-graduates which are annually awarded for training in the Spence Training College, Jubbulpore. The majority of these scholarships, however, are taken up by men. Two stipends of Rs. 50 per mensem for graduates and two of Rs. 40 per mensem for under-graduates are annually available for the training of women teachers in training institutions outside the Central Provinces and Berar.

92. **Training Abroad.**—One State scholarship of the annual value of £300, plus a bonus, is awarded for training outside of India. During the present quinquennium two women graduates have proceeded to England for training in education as against three during the previous quinquennium.

93. **Industrial Schools.**—There are three industrial schools in the Province. All of them are under Mission management; two are in receipt of annual grants-in-aid from Government. The Bhandara school had 37 girls on the rolls at the end of the quinquennium. The Inspectress, Nagpur, reports that “the needle-work in this school is excellent in every respect. Instruction in cooking and hygiene continues well. The curriculum is practical and the class turns out handy girls ready for the duties of a household.”

The Swedish Mission Industrial School at Saugor had 62 pupils on the rolls in 1926-27 of whom 41 were in the hostel. All are Indian Christians. “Those that live in the hostel do their own house-work, cooking, etc. Those that live outside are for the most part married women, who supplement their husband’s income by cooking in the Industrial School”. Drawn thread work, embroidery, lace and crochet work, button-making, the weaving of dusters and carpets and tape-making are taught. Material is supplied to the workers who are paid for the work done which is sold through the Mission. Most of the work is sent to Sweden except the thread buttons which are sold in many thousands in India. “The school is doing excellent work” and “it is calculated that each worker should be able to support herself by the amount of work done, after she has been in the school for a short period”.

The Industrial Women’s Home, Sohagpur, now numbers 20 students. The women make woollen animals of

all sorts, Indian dolls, stockings and caps for infants, and garments for children, also leather bags and shoes for infants. These are all sold in India. Embroidery work is done by the girls of the Sohagpur Boarding School and the sale of this work is satisfactory. Bead work is the principal occupation of the workers and during the last quinquennium the Home was able to support itself on this work.

94. **Zenana Schools.**—The Home Class at Akola, conducted by Mrs. Manubai Bapat continues to do good work. The number of pupils in this school rose from 60 to 65 during the quinquennium. The institution is maintained from private subscriptions. The staff of women teachers consists mostly of honorary workers. The C. E. Z. Mission, Jubbulpore, have a number of centres for zenana ladies who are taught reading, writing, arithmetic and needle-work. The United Free Church of Scotland Mission, Nagpur, also conducts zenana classes. “The standard is not high, but it is encouraging that these women should desire education at all.”

95. **Conferences.**—Conferences of teachers have been held annually throughout the quinquennium at Jubbulpore and Amraoti, except in 1924 at Amraoti and in 1926 at Jubbulpore. Attendance at these Conferences has been excellent. Exhibitions of needle-work and hand-work of a high standard have been sent. Courses of lessons in various subjects have been given. Teachers have been encouraged to bring their practical difficulties before the Conferences and to join in discussions on subjects of practical utility to teachers. The Inspectress, Jubbulpore, remarks that “the amount of good teachers get from these Conferences is almost unbelievable. Apart from revising their methods, and seeing new ways of handling old subjects, the mistresses seem to get a real inspiration from these gatherings, and find the discussion most helpful in their daily lives. Many problems of all sorts are discussed, and it is put to the Conference often to decide matters of difficulty which are met with in village and town schools. One can judge of the popularity of these Conferences by the fact that many teachers come at their own expense when not ordered to do so”. The Assistant Inspectress of Schools, Nagpur Range, reports that at her inspections following the Conference, she “found a few teachers endeavouring to put into practical

use their experiences of the Conference". This is a hopeful sign and the Conferences should bear fruit in the future.

96. Ladies' Committees.—The Inspectress, Nagpur, says that "the committees in the Chanda City and Jatpura Girls' School, Chanda, are doing fairly well. But for the most part ladies' committees are a negligible factor." The Inspectress, Jubbulpore, says categorically that ladies' committees "have proved a complete failure". At Betul the ladies' committee of the Municipal School "is held together by its President. If she happens to be away from Betul no meetings are held for months. Indian ladies in the Hindi-speaking districts do not seem to be willing to give even a small portion of their time to public work. If one or even two ladies are found who are willing to serve on a committee others will not co-operate with them, and even though their names may be put down as members of a committee they give no service as members."

97. Men's Committees.—The Inspectress of one circle is silent on the subject of men's committees. In the other Circle, the Inspectress says that each school has a committee but, with few exceptions, she does "not think they can be said to take much interest in the education of girls". She names a few "real helpers" who are anxious to advance the cause of women's education. The majority of the members "attend when officials visit the school, but give no help otherwise".

98. Inspecting Agency.—The work of the Inspectresses is particularly arduous and difficult. Owing to the fact that the post of an Assistant Inspectress in Berar has been vacant since 1923 the inspection work of reserved schools in Berar had to be given to Deputy Inspectors of Schools. This is reported to be neither satisfactory nor efficient. The Inspectress cannot put in more than one annual inspection and "occasionally one comes upon a school keen to go ahead, desiring help and direction but because supervision is lacking, being forced into a position of nonentity The Deputy Inspectors do what they can, but the weight of their work must be given to the boys' schools. The schools themselves face that the inspection of the Deputy Inspectors of Schools does not bear the same responsibility as the Inspectress." Certain schools, 31 Government schools, 31 Government aided, could not be visited at all by the Inspectress of schools. The necessity for filling the

of Assistant Inspectress in this circle is a matter which needs considering as a necessary step not only towards the improvement and extension of female education but also for the maintenance of existing standards.

CHAPTER X.

RAJKUMAR COLLEGE, RAIPUR.

99. Finance.—The expenditure of the Rajkumar College, Raipur, increased from Rs. 1,05,241 in 1921-22 to Rs. 1,36,068 in 1926-27. During the same period the income from fees increased from Rs. 29,220 to Rs. 37,228. This was very largely due to the raising of the school fees from Rs. 40 to Rs. 60 per mensem in 1922. Towards its expenditure the college received an annual grant of Rs. 35,435 from provincial funds up to the end of 1922-23. The grant was then discontinued, because the Provincial Legislative Council showed a somewhat natural disinclination to continue to support an institution over which, as a central subject, 'they had no control'. The loss of this income and the additional expenditure consequent on the promotion of the college to the full status of a chiefs' college in 1921-22 induced the college authorities to issue an appeal for subscriptions to raise a new endowment fund. Subscriptions totalling nearly Rs. 9,00,000, were received. To this was added the sum of Rs. 21,000 already in possession of the college. The investment of these two sums resulted in an annual income of Rs. 50,000 which, with other resources from an earlier endowment and school fees, has made the college entirely self-supporting.

100. Constitution.—When the college became self-supporting its constitution was amended to reduce the official element in the college councils and to give a larger measure of control to the chiefs and zamindars whose generosity supports it and who provide the kumars for the college. The General Council of the college now comprises "all Ruling Chiefs of the Central Provinces and Bihar and Orissa who are in possession of their full powers of their Zamindars, two each from the Central Provinces at their own and Orissa, nominated by their respective Assistant Inspectors, while the number of official members has that at heretofore reduced to five including the Principal of the college and a few *ex-officio* Secretary. His Excellency the

Governor of the Central Provinces is *ex-officio* President of the Council, but in the Managing Committee an elected Chairman chosen by the members themselves from their own numbers has taken the place of an official Chairman, and the present Chairman is a Ruling Chief, the Maharaja of Mayurbhanj. The Committee consists of four Ruling Chiefs and two Zamindars in equal proportion from the Central Provinces and Bihar and Orissa, all elected by the General Council, with four official members including the Principal of the college as Secretary."

101.—Buildings.—The only important addition to the buildings of the college during the quinquennium is a guest-house, built at a cost of Rs. 40,000 subscribed outside the Central Provinces, mostly by the Orissa chiefs, to accommodate old boys of the college and parents desirous of visiting the college.

102. Staff.—The number of the regular staff has remained the same throughout the period. Valuable assistance has been received from two English private tutors and the Principal considers, "and more than one Inspector has remarked, that the college would be greatly benefited by the permanent addition of a third Englishman to the staff". And "the fact that nearly always five vernaculars have to be taught in the college with at least two vernaculars always, Hindi and Oriya, in each class, taxes the teaching facilities of the college and renders an increased staff very advisable. Again, experience has shown the need of assistant house masters to relieve the house masters of a portion of their exacting duties".

103. Numbers.—"In July 1922 the college roll stood at 44 and in April 1927 at 50. During the period it rose to 54, but a more than usually large diploma class in 1926 and unexpected withdrawals during the last school year reduced the numbers to 50 at the end of the year. Two features of the roll have been a continuous increase in the proportion of kumars from outside the Central Provinces to Central Provinces kumars and the expansion of the recruiting areas of the college outside the two provinces which form its main source of supply While wards of Government continue and are likely to continue to form the greater part of the college roll, the majority of new kumars for the past three years have not been wards of Government sent to the college by

Government but have been sent by their own parents and relations, in several cases old boys of the college."

104. General Training of Kumars.—Physical training includes riding, drill, gymnastics, motor instruction, cricket, hockey and tennis. "A satisfactory development in the general training given at the college has been the steady growth of the boy scout movement. In 1922 scouting was confined to less than half the kumars at the college: at the present time every kumar is either a scout or a Wolf cub Attention throughout has been chiefly concentrated on the formation of qualities of character specially necessary in boys at a school like this, such as readiness to help others, thrift, personal hygiene, self-reliance, responsibility, and leadership. The cultivation in leisure hours of interests and tastes which may be an asset in after life has received special attention throughout the period under review, by the encouragement of hobbies, reading and special out-door pursuits such as golf, small game shooting and motoring which are outside ordinary school life. In many cases hobbies have been practised in connection with scout work". The prefect system has been revived to supplement the effects of scouting in promoting and developing a sense of responsibility and leadership. To encourage enthusiasm for games and develop a corporate feeling the college has been divided into sets which compete with one another in athletics and other branches of the college life, each kumar being able to earn marks for his set. To encourage an interest in matters outside the school tours are arranged at Christmas to places of interest in other parts of India. On college holidays similar tours are arranged to places in the neighbourhood of the college. Fortnightly lantern lectures, private reading of books in the college library and of selected newspapers, debates and the college magazine, form a definite part of the intellectual training of the kumars.

105. Class Work.—In the class rooms a modified form of the Dalton system, adapted to the needs of the college, has been introduced in the five top classes of the college.

"From 1922 to 1927 the college sent up a total of 23 kumars for the Chiefs' College Diploma Examination. Of these, 20 passed, 11 with First Classes, 6 with Second

Classes, and 3 with Third Classes, and 3 failed. The three failures in each case were due to a natural weakness in arithmetic only, and one of them appearing the next year headed the total list with a First Class. In each of the six years except the last (1927) candidates from this college have headed the total list of candidates from all the Chiefs' Colleges. In one year (1922) the four Raipur candidates obtained the first four places in the total list, and in another (1926) with five candidates the college secured the first four places. During the period the 23 candidates gained 52 distinctions between them; on several occasions an individual candidate from the college secured a distinction in five out of six subjects and on one occasion (1926) a Raipur candidate gained a distinction in every subject."

CHAPTER XI.

EUROPEAN SCHOOLS.

106. Administration.—At the beginning of the quinquennium, as during the greater part of the previous quinquennium, the post of Inspector of European Schools and Science was held by the Deputy Director of Public Instruction. The science part of the work during the same period was carried out by the Inspectors of Schools. In 1922, the post of Inspector of European Schools and of Science was definitely abolished on receipt of orders from the Secretary of State. The inspection of all primary European and English-teaching schools for boys and girls and of all European and English-teaching middle and high schools for girls was then transferred to the Inspectresses of Schools. The inspection of European and English-teaching middle and high schools for boys is now done by the Deputy Director of Public Instruction as part of his normal duties.

107. Numbers.—The total number of schools was 34 at the beginning and end of the quinquennium. This figure includes 8 high, 10 middle and 16 primary schools at the beginning as against 7 high, 10 middle and 17 primary schools at the end of the quinquennium, each department of the schools being classified as a separate institution. During the five years under review, several changes have taken place in the status of the various institutions. In 1923-24, St. Joseph's Convent High School, Saugor, was

reduced to the status of a middle school owing to the lack of pupils in the high school classes. St. Joseph's Convent School, Kamptee, was reduced to a primary school. The primary classes for boys of Christ Church High School, Jubbulpore, were amalgamated with Christ Church High School for Girls. In 1925-26, the J. N. Tata Girls' School, Nagpur, was recognized as a middle school with middle and primary departments and the Railway European Girls' School, Itarsi, was recognized as a primary school. The total number of pupils increased by approximately 29 per cent from 1,843 to 2,388. The numbers in the high and middle school classes, however, are still small as compared with those in the primary department. The figures for each department at the beginning and end of the quinquennium were 104 and 164 for the high, 427 and 468 for the middle and 1,321 and 1,756 for the primary classes.

108. Expenditure.—The total expenditure for the quinquennium amounted to Rs. 23,26,556 as against Rs. 18,17,208 during the previous quinquennium. Of these sums, Rs. 6,90,019 was met by Government grants and Rs. 16,36,537 from other sources during the five years under review as against Rs. 6,65,873 and Rs. 11,51,335 during the previous five years. The capital expenditure included in the above figures amounted to Rs. 1,50,476 for the quinquennium, of which Rs. 48,335 are from Government funds and Rs. 1,02,141 from other sources. Annual maintenance grants from Government fell from Rs. 97,225 in 1921-22 to Rs. 74,845 in 1926-27. This was due to the fact that a revised grant-in-aid system was introduced during 1925-26. The change and its immediate effects may best be described in the words of the annual report for that year—

The effect of the change is to place European and Anglo-Indian schools on the same basis as Indian schools in respect of grants: Whereas formerly grants for European schools were assessed at one-half of the approved annual expenditure, they are now assessed at one-third of the approved annual expenditure. As a result of the revision, the amount of maintenance grants decreased from Rs. 1,00,445 to Rs. 73,442. It is satisfactory to find that, in spite of this considerable decrease, the efficiency of the schools was maintained and the total expenditure actually increased The schools were enabled to meet the increased cost partly by an increase in the income from fees, partly by an increase in the income from Mission funds and other sources and partly by economies.

Fee receipts have increased from Rs. 66,399 in 1921-22 to Rs. 89,530 in 1926-27. The average cost of educating each pupil has decreased from Rs. 238-9-11 to Rs. 201-4-2 in the secondary schools and from Rs. 83-5-7 to Rs. 75-9-4 in the primary schools. The cost to Government has decreased from Rs. 114-6-9 to Rs. 61-7-3 in secondary and from Rs. 33-11-4 to Rs. 20-8-0 in primary schools. The average annual fee per pupil has increased from Rs. 68-12-2 to Rs. 72-2-7 in secondary and decreased from Rs. 27-2-9 to Rs. 25-0-3 in primary schools. The total expenditure on scholarships during the quinquennium is Rs. 43,986 which represents a decrease of Rs. 3,918 on the previous quinquennium. Orphan grants, on the other hand, have increased by Rs. 26,583 to a total of Rs. 1,27,591 during the quinquennium, the increase being due mainly to the rise in the number of scholars.

109. Staff, Class-Work and Examination.—There has been a slight improvement in the proportion of trained to untrained teachers, the numbers being 59 trained and 63 untrained in 1921-22 and 66 trained and 61 untrained in 1926-27. The effect of this difference in staff is reflected in the work done in the schools, and early in the quinquennium the Inspector of European Schools reported that "some of the kindergarten teaching in the large schools is satisfactory, but as the work of the school advances from class to class so the quality declines". This appears still to be true. In their last reports on the kindergarten classes of various schools, the Inspectresses note that "the whole kindergarten seems to be in a very satisfactory condition". In their reports such phrases occur as "the children are quite unself-conscious and seem to be enjoying themselves", the children "seem keen and happy in their work"; the children's "attention is held throughout". Of one middle school for girls, the Inspectress notes in her last annual report that the majority of the staff have had some sort of training and she remarks that "the work throughout the school is of a high standard. English, geography, nature study are excellent in all the classes in which they are taught. Hand work is very good. So is drill The whole atmosphere of the school is educational. The pupils are not merely taught and instructed. They are being educated. It is a happy, healthy, busy school". With regard to another girls' school, however, the same

Inspectress notes that "the school maintains a fair standard. But the characteristic of the class is one of cut and dried sameness. There is no feature of self-expression or individuality. Pupils are merely conforming to a norm with the least possible mental effort to themselves.

This is particularly noticeable in the high school and in English exercises. Essays are almost word for word alike. No essay contains an original thought or a thought different from that expressed in the same essays of the rest of the class". During the quinquennium hygiene has been added to the syllabus for middle schools. Another welcome change is that French for girls and Latin for boys are gradually giving 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 curriculum of the European schools is based mainly on the syllabuses of the Cambridge Local Examinations. These examinations have been introduced in the Province in response to demands made by the schools and have increased in popularity during the quinquennium.

As a result "after consulting with the European School Board and the school managers, Government has decided to abolish the Departmental examinations and to make the Cambridge examinations the sole examinations for these schools from January 1928". In this connection it is interesting to note as a guide to future requirements that in the last annual report on one high school for boys the Inspector recorded the fact that whereas 80 per cent of the boys who appeared at the Departmental examination were successful only five out of nine, or about 56 per cent, passed the Cambridge Local (Senior) Examination. In another school the same Inspector stated that "the results of public examinations have been fairly satisfactory though the Cambridge results show that a good deal of improvement is desirable. This difference in results is probably due to the fact that the Cambridge course is still very new both to the staff and the pupils. A careful study of the Cambridge syllabus is necessary. The course, particularly in science, is more searching and practical in character than is at present appreciated and when it becomes more familiar better examination results may be expected".

110. **School and Hostel Life.**—The total number of boarders in 1926-27 was 764. The expenditure on hostels in that year amounted to Rs. 1,62,502. The amounts spent on messing, superintendence and servants in 1926-27 were—

		Rs.
Messing	...	1,17,001
Superintendence	...	10,060
Servants	...	12,940

The corresponding figures for the last year of the previous quinquennium, 1921-22, when the total number of boarders was 745, were as follows:—

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

Hostel fees vary from Rs. 19 to Rs. 30 per mensem in different institutions and the cost of messing from Rs. 12 to Rs. 25 per mensem for each boarder. The average cost per boarder per annum is Rs. 213 and the average cost per mensem Rs. 17-8-0. Religious and moral instruction is the basis of teaching in the schools and of the life in the hostels. The general tone of the pupils, both in the schools and the hostels, is good. Games are played regularly. In the boys' schools cadet-corps and scouting, and in the girls' schools girl-guides, play a large part in the life of the pupils. Annual camps are held for the scouts and similar camps for the girl-guides of the Province. In connection with the Indian Auxiliary Force boxing has been introduced in the schools. Tournaments, in which the military and the members of the Auxiliary Force take part, have been arranged by the Adjutant of the Nagpur Rifles. In these tournaments boys from the various European schools have taken part. As a result, boxing is fast becoming popular in the schools.

CHAPTER XII.

MUHAMMADAN EDUCATION.

111. **Statistics.**—The percentage of Muhammadan pupils to the total number of pupils of all classes and

creeds in schools and colleges is more than twice as great as the percentage of the Muhammadan population to the total population. The former has risen by .2 per cent to 9.5 per cent ; the latter is 4.05 per cent. It would appear, therefore, that from the point of view of literacy the Muhammadan community is in advance of the population as a whole. But the following facts deserve attention :—

- (1) Nearly all the Muhammadans under instruction are in the primary stage, the percentage being 86.8 for boys and 99.2 for girls in 1926-27.
- (2) The proportion of Muhammadan pupils to the total Muhammadan population has risen from 5.5 to 6.7 per cent. The total Muhammadan population is 563,574, of whom 31,003 were under instruction in 1921-22 and 37,920 in 1926-27 : an increase of 22.3 per cent.
- (3) The proportion of Muhammadan male pupils to the Muhammadan male population is still only 11.6 per cent as compared to 8.7 per cent in 1921-22. The Muhammadan male population is 294,928, of whom 25,744 were under instruction in 1921-22 and 34,389 in 1926-27 : a rise of 33.6 per cent.
- (4) The percentage of Muhammadan female pupils to the Muhammadan female population has fallen from 1.9 per cent in 1921-22 to 1.3 per cent in 1926-27 : a fall of 32.9 per cent.

Of the total number of Muhammadan pupils, 4.4 per cent, or 1,683, are said to be reading in unrecognized institutions as compared with 1,919 in 1921-22. But very little reliance can be placed on these figures as they are obtained only with great difficulty and vary from year to year according to the insistence of compiling officers and the energy of the maktab teachers.

The number reading in recognized institutions of all kinds, including those which are open to pupils of all classes and creeds and those which are reserved for Muhammadans, has increased by 24.5 per cent from

29,084 to 36,237. Details regarding their distribution in the various recognized institutions are tabulated below :—

Class of institution.	Number of Muhammadan pupils						Percentage of increase or decrease in the totals.
	1921-22.			1926-27.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Colleges ...	68	..	68	118	...	118	+42.3
High schools (high department) ...	315	...	315	423	1	424	+34.2
Anglo-vernacular middle schools and middle departments of high schools. ...	1,591	4	1,595	2,777	1	2,778	+74.1
Vernacular middle schools ...	1,080	11	1,091	1,018	22	1,040	-4.7
Primary schools ..	21,056	4,719	25,775	28,483	3,044	31,527	+22.3
Normal schools ...	168	1	169	127	1	128	-24.2
Other special schools ...	41	30	71	178	44	222	+212.7
Totals ...	24,819	4,765	29,084	33,524	3,113	36,237	+24.5

Expressed in percentages the above figures give the following proportions in the various stages of instruction in 1926-27 :—

Stage of instruction.			Boys.	Girls.
College stage	...	...	4	...
High stage	...	...	1.2	...
Middle stage	...	...	11.6	8
Primary stage	...	...	86.8	99.2
Total			100.0	100.0

The percentage of Muhammadan pupils to the total number of pupils of all classes and creeds in the various stages of instruction is given below :—

Stage of instruction.		1921-22.	1926-27.
College stage	...	7.0	6.4
Secondary stage (including high stage and middle stages)	...	10.5	9.4
Primary stage	...	8.3	9.2
Special schools	...	9.6	11.9
		8.8	9.3

In the high and middle stages, anglo-vernacular and vernacular, the percentage of Muhammadan pupils to the total number of all classes and creeds in 1926-27 was as follows :—

Stage of instruction.	Total number of scholars.	Number of Muhammadan scholars.	Percentage of Muhammadan scholar to total number of scholars.
High stage	5,085	424	8.3
Middle stage (anglo-vernacular and vernacular)	40,149	3,818	9.5
Total	45,234	4,242	9.4

112. Scholarships and Stipends reserved for Muhammadans.—In addition to the scholarships open to all classes including Muhammadans, certain scholarships and stipends are reserved for Muhammadans. Of these, 19 are tenable in the anglo-vernacular middle schools. They are of the value of Rs. 3 per mensem with an extra allowance of Rs. 3 per mensem for $12\frac{1}{2}$ per cent of the total number for scholars not living with their parents or guardians. In the high schools 16 scholarships of the value of Rs. 5 per mensem are awarded, with an extra allowance of Rs. 3 per mensem for $37\frac{1}{2}$ per cent of the total number for scholars not living with their parents or guardians. The full number of these high and anglo-vernacular middle school scholarships are awarded annually. In addition to these, there are 90 stipends, 60 of the value of Rs. 15 per mensem and 30 of Rs. 16 per mensem tenable in the Urdu Normal School for Men, Amraoti, and 14 Urdu middle school scholarships of the value of Rs. 5 per mensem tenable in the practising school thereof.

113. Institutions specially designed for Muhamadans, *i.e.*, offering instruction partially or entirely through the medium of Urdu.—The following table gives the number of Anglo-Urdu and Urdu institutions with their pupils and the expenditure incurred in them :—

Classes of schools	Number of schools.		Number of pupils.		Expenditure.		No. of Government institutions in 1926-27.
	1921-22.	1926-27.	1921-22.	1926-27.	1921-22.	1926-27.	
High schools ...	4	5	527	643	75,638	82,310	1, including middle department.
Anglo-vernacular middle schools ...	7	11	343	1,021	28,311	53,546	3
Vernacular middle schools	19	21	2,168	2,994	40,013	41,142	...
Primary schools	202	242	13,234	17,389	1,54,505	2,06,793	2
Normal schools	1	1	89	87	28,457	30,162	1
Total ...	233	280	16,361	22,134	3,26,924	4,13,953	
Increase in percentage.	20.2		35.3		26.6		

The total number of hostels for Muhammadan pupils is 8.

The total number of residents in these hostels is 449.

The total recurring expenditure on hostels (excluding messing) is Rs. 12,968.

In addition to these anglo-vernacular middle schools, anglo-vernacular classes are attached to four Government anglo-vernacular middle schools at Akot, Basim, Balapur and Malkapur.

In addition to the above, there are 20 unrecognized institutions, bringing the total up to 300. These are distributed as under :—

Schools,	Central Provinces.	Berar.	Total.
High schools ...	4	1	5
Anglo-vernacular schools ...	3	8	11
Vernacular middle schools ...	...	21	21
Primary schools ...	64	178	242
Normal schools ...	...	1	1
Unrecognized institutions ...	15	5	20
Total ...	86	214	300

Of the high schools, one is the Government Muhammadan High School, Amraoti. The remaining four are the Anjuman High School, Nagpur, the Anjuman High School, Jubbulpore, and the two Bohra High Schools at Burhanpur. The advance in Muhammadan education, slight though it is in the number of anglo-vernacular and vernacular middle schools, is encouraging from other points of view. There has been a general consolidation and improvement in every circle and signs are not wanting that the Muhammadan community is taking an increased interest in education. The Inspector of Schools, Nagpur, reports that "the Anjuman High School, which was in a very low state of efficiency for some years past, showed signs of improvement towards the close of the quinquennium, when there were many changes on its staff. It stood second in the circle in the last High School Certificate Examination". Again, "steady rise in the number of Urdu schools indicates the growing desire among the Muhammadan community in the circle to have facilities for educating their children".

An interesting feature in the Jubbulpore Circle was the opening of an Urdu pardah school for girls which was started by the Muhammadan public of Seoni during 1926-27. In the Nerbudda Circle, "the most conspicuous feature of education in Urdu is the establishment of two high schools by Bohras in Burhanpur. Unfortunately they are rivals, which is not entirely without advantages, for they search for pupils. Both are recognized and the older one is aided Already the older school has undertaken to relieve the strain on the Municipality by admitting Urdu-speaking boys other than Bohras. Negotiations have begun with the younger institution to the same end." In Berar, where the demand for instruction through the medium of Urdu is most widespread, the Inspector of Schools reports that "there is much cause for gratification. In the first place, the Urdu classes attached to anglo-vernacular schools were in a tottering condition; some of them were on the verge of being closed. All of these are now well established and without any apprehension or doubt as to their future. Secondly, the aided and recognized Anglo-Urdu school at Khamgaon and the efforts to establish similar institutions at Yeotmal and Kali are a distinct advance with regard to the attitude of the Muhammadan community.

This is the first time in the history of Muhammadan education in Berar that private Muhammadan enterprise has shouldered a part of the burden of secondary education in Berar". And there are signs of desire for further advance: "Another high school for West Berar is importunately sought for by the community. Their case is now before the Local Government. Besides this, several towns would like to have Anglo-Urdu schools, but the community being poor, private enterprise cannot shoulder the burden" The Inspector goes on to report that the Muhammadan High School, Amraoti, "has shown considerable development. The school has doubled itself during the quinquennium and is said to need class accommodation for three classes. The number of pupils in the school hostel has risen from 59 to 154 and the hostel has been extended to meet the growing needs of the school. The physical and other activities of the school are good". Examination results, however, have not improved.

During the first year of the quinquennium a third year class was opened in the Urdu Normal School, Amraoti, with 30 stipends in order to increase the qualification of teachers in the Urdu middle schools and improve the instruction given in them and, ultimately, to increase and improve the supply of candidates from these schools for training in the Urdu normal school. Extensive additions to the class room and hostel accommodation of the school were made in the same year.

114. Collegiate Education.—Muhammadan students have done well in collegiate education. The Principal, King Edward College, Amraoti, bears witness to the fact that, in spite of their small numbers as compared with students of other communities in the college, the Muhammadan students have taken a prominent part in all phases of college life. They have shown energy and enthusiasm and have acquitted themselves extraordinarily well, exerting a healthy influence both in the class-room and in the general life of the college. Some of them have won Government and King Edward Memorial scholarships and have distinguished themselves in the University examinations. They have also taken a prominent part in the University sports and in college games and have done well in the inter-collegiate debates of the Nagpur University Union.

115. Examination Results.—The following table shows the number of Muhammadan students who have passed the various University and school examinations during the quinquennium :—

	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.	Total.
M.A. ... { Final ...	...	1	...	1	1	3
M.A. ... { Previous ...	...	...	1	2	2	5
M. Sc. ... { Final ...	...	...	...	...	...	...
M. Sc. ... { Previous ...	...	...	...	...	...	...
B. A. ...	2	2	5	8	9	26
B. Sc. ...	...	1	...	3	2	6
L. T. ...	...	...	...	3	4	7
Inter. ... { Arts ...	10	7	19	13	15	64
Inter. ... { Science ...						
Inter. Agriculture ...	...	...	...	...	2	2
LL. B. ... { Final ...	1	3	...	1	2	7
LL. B. ... { Previous ...	3	...	...	1	2	6
Matriculation ...	32	44	27	24	37	164
High School Entrance and Scholarship Examination	179	*344	119	176	195	1,013

*In 1923-24 classes VIII and IX were examined together owing to a re-classification, as an experimental measure, of the schools when the middle school course was reduced from four years to three. From class VIII 167 pupils and from class IX 177 pupils passed the examination. The old classification with a four year course was reverted to in 1924-25.

116. Muhammadan Employés.—There are 1,541 Muhammadan teachers in the schools of the Province. Of these, 198 are in Government schools, 769 in District Council schools, 417 in Municipal schools and 157 in recognized private institutions. Of the teachers in Government service, one is in the Provincial Educational Service (Rs. 250—800 per mensem), one is in the select grade (Rs. 200—250 per mensem), 27 are in the upper division (Rs. 80—175 per mensem) and 67 are in the lower division (Rs. 60—150 per mensem), including the lower select division of the Subordinate Educational Service. Besides these, there are two Assistant Inspectors of Schools and four Assistant Professors in the Provincial Educational Service (Rs. 250—800 per mensem), and five Deputy Inspectors of whom two are in the select division (Rs. 200—250 per mensem) and three are in the upper division (Rs. 80—175 per mensem) of the Subordinate Educational Service.

117. Maktab and Mullah Schools.—Information about Maktab and Mullah Schools is supplied in an

appendix to this report as required by the Board of Education. The Koran is the only text-book used in the Maktab or Mullah Schools.

CHAPTER XIII.

BACKWARD CLASSES.

118. Numbers.—The total number of pupils of all backward classes reading in recognized institutions has risen by 13.4 per cent from 35,134 in 1921-22 to 39,856 in 1926-27. In addition to the above 821 pupils are reported to have been reading in unrecognized institutions in 1926-27. These figures include (a) pupils from the depressed classes, *i.e.*, classes with which the idea of pollution is associated; (b) pupils from aboriginal and hill tribes; (c) pupils from criminal tribes. The numbers of each are shown below:—

Classes.	Total number under instruction.	
	1921-22.	1926-27.
Depressed classes	28,919	34,531
Aboriginals or hill tribes	5,993	5,157
Criminal tribes	222	168
Total	35,134	39,856

The educational position of each of these classes is shown under the approved headings in the following statement:—

	Males.	Females.	Total.
(a) <i>Depressed classes</i> —			
Population (1921 census)	1,320,349	1,355,457	2,675,806
Pupils	34,002	529	34,531
Percentage	2.57	.04	1.29
(b) <i>Aboriginals and hill tribes</i> —			
Population (1921 census)	1,238,314	1,299,459	2,537,773
Pupils	4,961	196	5,157
Percentage	.4	.01	.015
(c) <i>Criminal tribes</i> —			
Population (1921 census)	264,403	259,693	524,096
Pupils	222	168	390

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

	Boys.	Girls.	Total.
(a) <i>Depressed classes</i> —			
College stage ...	16	...	16
High stage ...	59	...	59
Anglo-vernacular middle stage ...	735	...	735
Vernacular middle stage ...	284	3	287
Primary stage ...	32,602	521	33,123
(b) <i>Aboriginals and hill tribes</i> —			
High stage ...	1	...	1
Anglo-vernacular middle stage ...	8	...	8
Vernacular middle stage ...	312	...	312
Primary stage ...	4,632	196	4,828
(c) <i>Criminal tribes</i> —			
Vernacular middle stage ...	19	1	20
Primary stage ...	142	6	148

119. *Expenditure.*—The following statement shows the expenditure on education for pupils from the backward classes in the schools and colleges of the Province :—

	Depressed classes.	Forest hill tribes.	Criminal tribes.	Total.
<i>Colleges</i> —				
Males ...	1,086	...	...	1,086
Females ...	...	...	...	...
<i>High schools</i> —				
Males ...	1,550	...	...	1,550
Females ...	...	...	...	...
<i>Anglo-vernacular middle schools</i> —				
Males ...	542	...	...	542
Females ...	...	...	...	...
<i>Vernacular middle schools</i> —				
Males ...	8,357	4,841	375	13,573
Females ...	59	76	25	160
<i>Primary schools</i> —				
Males ...	59,049	47,375	1,259	107,683
Females ...	4,034	1,001	60	5,095
<i>Other special schools</i> —				
Males ...	8,152	1,567	...	9,719
Females ...	...	...	...	...
(Total ...)				
Males ...	78,736	53,783	1,634	134,153
Females ...	4,093	1,077	85	5,255
Ed GRAND TOTAL ...	82,829	54,860	1,719	139,408

120. **Depressed Classes: General Policy.**—Towards the end of the last quinquennium, in accordance with a resolution moved in the Legislative Council, Government appointed a Committee of officials and non-officials to enquire into and report on the problem of the depressed classes with reference to (a) the employment of these classes in the public services and (b) facilitating industrial and technical education among them. The report of the Committee was published in March 1922, and in November of the same year Government issued a resolution stating the measures which it proposed to adopt as a result of the Committee's recommendations. In the following year the report of the Vocational Training Committee was published. Government accepted the recommendation of the Committee that no special steps should be taken to provide vocational training for boys of the depressed classes. "The number of members of these classes possessing a standard of general education necessary to enable them to take full advantage of vocational training is too small to justify the maintenance of depressed classes industrial schools." And, further, "all existing vocational training institutions are at present open to members of the depressed classes qualified for admission".

In accordance with the recommendations of the Depressed Classes Committee, however, Government has taken action during the quinquennium as follows:—

- (i) Government has recognized the principle of grants-in-aid for hostels specially intended for pupils of the depressed classes attending recognized institutions and has given grants-in-aid equivalent to one half of the approved expenditure on depressed class hostels. A grant of Rs. 25,000 has been paid towards the construction of the new Chokamela Hostel, Nagpur. Other grants have been given to this hostel and to depressed classes hostels at Amraoti, Chikhli and Yeotmal.
- (ii) The number and value of high and middle scholarships reserved for pupils of the depressed classes have been increased during the quinquennium. Owing to the decrease in the cost of living the value of collegiate scholarships was reduced by the Standing Committee for Education in July 1923. The

changes made in the number and value of these scholarships are shown below :—

Scholarships.	1921-22.	1926-27.	Number awarded during the quinquennium.	Remarks.
Middle schools...	15, at Rs. 3 or Rs. 6 per mensem.	22, at Rs. 3 or Rs. 8 per mensem.	108	In each case scholarships of the higher value are awarded to pupils not living with their parents or guardians.
High schools ...	11, at Rs. 5 or Rs. 8 per mensem.	15, at Rs. 5 or Rs. 10 per mensem.	63	
Collegiate ...	5, at Rs. 16 or Rs. 22 per mensem.	5, at Rs. 10 or Rs. 14 per mensem in the Intermediate classes and Rs. 14 or Rs. 18 per mensem in the B.A. or B.Sc. classes.	14	

(iii) The principle of the equal rights of all castes to education which was laid down in 1870 and strenuously maintained by the Department has been emphasized by amendments to the Education Manual with a view to the prohibition of differential treatment of depressed classes pupils in public schools.

121. **General Progress.**—These measures have naturally not produced the millennium, the lion does not yet lie down with the lamb, and depressed classes pupils do not always obtain admission to the local schools without a struggle. But two tendencies have become increasingly manifest during the quinquennium. First, the depressed classes have evinced a growing consciousness of their educational and social disabilities and a growing assertion of claims to social and political recognition. In Chhattisgarh, where “some of the School Committees discourage the attendance of the depressed class boys in their schools”, the Deputy Inspector reports that “the Chamars and Mahars are showing signs of bitterness and resentment against the higher castes and appear to be anxious to improve their social status, but they do not seem to realize

the importance of education as a means of their social uplift". The latter part of this statement finds support in the fact that in Jubbulpore Circle very few girls of the depressed classes ever enter a school and those who do are mostly in the lowest primary class, that few boys, even of those who pass the primary examination, care to proceed further and that, consequently, the middle school scholarships reserved for depressed class boys are rarely competed for. In Nerbudda Circle, "there is no prominent movement amongst the depressed classes". Elsewhere this consciousness of their entity and disabilities is accompanied by a healthy activity. In the Nagpur and Berar Circles the depressed classes are beginning to manifest a determination to work for their own amelioration and to endeavour to secure recognition of their efforts by grants from Government. In Nagpur Circle, for example, a primary school was started in 1923, by the Central Provinces and Berar Depressed Classes Education Society for the education of Mehtars. In Berar the depressed classes community "seem to be making special and persevering efforts to establish hostels wherever they can". And both in the Nagpur and Berar Circles there has been considerable progress in the education of the depressed classes. In both circles, however, the depressed classes are still too prone to rely almost exclusively on Government aid. The second tendency has been a growing recognition on the part of the more advanced classes of the claims of the depressed classes.

Two incidents illustrating these tendencies were recorded in the annual report on education in 1923-24. The first tendency is illustrated by an incident in the village of Bela in the Nagpur district where boys from the depressed classes were required to sit in the verandah of the primary school apart from their fellow pupils. "The community bitterly resented this and claimed equality of treatment." On meeting no response, although there was plenty of accommodation in the main school, they opened a school of their own. Both tendencies are illustrated by a second incident. Competition for admission to the Patwardhan High School is so great that candidates are selected for admission to class V on the results of the Primary Certificate Examination; and candidates for admission to class VIII on the results of the High School Entrance Examination. In 1923-24 a representative c'

the depressed classes in the local Legislative Council "moved that pupils of the depressed classes should be admitted to the Patwardhan High School irrespective of the number of marks they obtained. The resolution was carried by a large majority". The same tendency towards a breaking-down of prejudice is reported by the Inspector of Schools, Nagpur, who says that in one of the municipal primary schools at Wardha, "some Mehtar boys were receiving instruction along with the boys of other castes, without any distinction". And in Berar the Inspector notes that "both in vernacular and anglo-vernacular schools one now sees Mahar boys sitting side by side on the same bench with Brahmin children". The two classes meet in the class room and on the play-ground. "The distinctions with regard to food and drink have, however, not altered very much." The Mahar community in Berar is reported to be alive to the need for progress and "to be sparing no effort to arouse both its own people as well as the higher castes to the need for closer co-operation in raising both the social and religious status of the community". Opposition is, of course, still encountered and prejudice still lingers, but there has been a notable advance towards a more politic regard for the claims of the depressed classes.

Besides gaining admission to schools maintained by Local Bodies, the depressed classes receive education in Mission schools and in their own schools. Several of these schools have received grants-in-aid from Government. The Depressed Classes Mission Society maintains nine primary schools with 386 pupils. In 1926-27 the total expenditure on these schools was Rs. 5,407. The Chokamela, Nagpur, maintains one primary school with 36 pupils and spent Rs. 372 on it in 1926-27. The Y. M. C. A., Nagpur, has opened a number of night schools for workers in the Empress Mills, many of whom are members of the depressed classes.

CHAPTER XIV.

RELIGIOUS, MORAL AND PHYSICAL TRAINING.

122. **General.**—Much has already been said on this subject, especially on moral and physical training, in connection with the discipline and general life of colleges and schools in the sections relating thereto.

123. Religious Instruction.—Definite religious instruction is confined to sectarian and mission schools and is given in European schools, in all mission institutions, most makhtabs, pathshalas and Jain schools, and generally in Muhammadan schools. The attitude of Government was described in the last quinquennial report and may be summarized as an attitude of sympathetic neutrality. Facilities are afforded to communities for providing at their own expense religious instruction in Government or Board schools. The instruction is given out of school hours and all arrangements are subject to the approval of the Inspector of Schools. In aided schools the only restriction placed by Government on religious instruction is that no part of the Government grant-in-aid should be spent on such instruction.

124. Moral Training.—The general position taken up with regard to moral training is that it cannot satisfactorily be taught directly, but must be the natural outcome of the general school life and discipline, and of the formation of good habits and the encouragement of clear thinking. Example is better than precept and the personality of the teacher and of hostel prefects and monitors plays a large part in the formation of a healthy public opinion in schools and colleges. It is satisfactory to note that the growing development of hostel life and games is having a most salutary effect in this connection. Another important factor in the formation of character in the schools is the development of boy-scouting in the Province. Other activities, such as the maintenance by the students of co-operative stores, poor students' aid societies and, in the schools, the encouragement of gardening and other hobbies, tend to make the student less morbidly introspective and more self-reliant.

125. Physical Training.—Direct physical training is being given increasing prominence in the educational system and is attracting increased public attention and interest. The old system of teaching physical drill in schools by retired military non-commissioned officers is giving way to instruction by members of the school staffs who have been through a short course of instruction at the Spence Training College, Jubbulpore. In 1925 a Physical and Military Training Committee was appointed by Government to enquire into the nature and extent of the physical training and drill to be given in schools and colleges and

to make recommendations regarding the best methods of constituting a University Corps. Towards the end of the quinquennium arrangements were made for the appointment of an officer, trained in America, as Superintendent of Physical Training. Apart from this direct training, the increased attention which is given to organized and other games and to athletics generally in our schools and colleges, is having a beneficial effect on the minds and bodies of the students.

CHAPTER XV.

HOSTELS.

126. Numbers.—In spite of the closing of a few hostels as a result of the closing down of the schools to which they were attached the number of hostels, including those of European schools, has increased from 164 to 178, and the number of boarders from 5,480 to 6,506. This represents an increase of 8.5 per cent in the number of hostels and of 18.7 per cent in the number of boarders, as compared with an increase of 26 per cent each in the number of hostels and of boarders during the previous quinquennium. One of the satisfactory features in connection with the growth of hostels is that they no longer cater solely for the convenience of boys coming from distant places. Instances occur, especially with regard to college hostels, in which students reside in the hostels although their parents live in the town in which the college is situated. This is a tribute not only to the fact that Government hostels are well built and situated in healthy surroundings but also to the discipline and healthy corporate life in the hostels. Among the hostels which have been opened the following are interesting. They represent the efforts of particular communities to provide accommodation suited to their own particular needs or accommodation not yet available for them, because of lingering religious or social prejudices, in the hostels attached to the various schools: the Maratha hostels at Nagpur and Wardha; the Anath Vidyarthi Grah, Nagpur; and the Chokamela hostels at Nagpur, Amraoti, Chikhli and Yeotmal. The extent to which the Chokamela hostels have been helped by Government grants has been mentioned in the chapter on the depressed classes. The Y. M. C. A. hostel, which provides accommodation for a number of students from the Arts Colleges and the Law

College, Nagpur, was extended in 1925-26 with the help of a Government grant of Rs. 7,500. The increase in the number of hostels has been followed in several instances by an increase in the number of pupils in the schools to which they are attached.

127. Expenditure.—The total annual recurring expenditure on hostels, including messing charges in European schools, has decreased from Rs. 2,98,966 to Rs. 2,28,059. The messing charges included in the above have increased from Rs. 1,10,234 to Rs. 1,17,001. The annual hostel fee in Robertson College, Jubbulpore, and King Edward College, Amraoti, is Rs. 54 for a "single-seated" room and Rs. 45 for each student in a "three-seated" room. These fees are inclusive charges which cover the cost of hostel and mess servants, cooks, rent, light, water, the hire of furniture, and conservancy. Messing charges are extra and depend on the standard of living in each particular mess and on the ability of the student mess-secretaries and mess-committees (elected monthly by the members of the mess) to manage their messes. At Morris College, Nagpur, the fees were reduced, during the quinquennium, to Rs. 20-4-0 and Rs. 29-4-0 per annum to cover rent, conservancy and hostel menials. The charges for light vary according to consumption and are paid separately by the students who bear also the cost of the mess servants and cooks, and employ and manage the latter. The Principal reports that he does not think that many of the students "consider now that it has simplified, if it has slightly cheapened, their life in the hostel". In all the Government colleges students arrange their messes to suit their own convenience. The messes are arranged generally to suit the varying needs of Muhammadan and Hindu students and, among the latter, of students from the Marathi, or Hindi-speaking districts. At Robertson College there is also a Bengali mess. At King Edward College a non-Brahmin, non-vegetarian, mess was opened in 1926-27. Just after the close of the quinquennium, arrangements were being made to meet the messing requirements of Marwari students. In Government secondary schools the hostel fee is Rs. 18 per annum and towards the hostel charges Government contributes Rs. 20 per head per annum on the number of boarders. As in the Government colleges, so in the secondary schools, messing charges are borne by the

boarders themselves. The average cost of messing, so far as it can be ascertained, is Rs. 6-8-0 per mensem in Jubbulpore Circle. It varies from Rs. 6-8-0 to Rs. 9 per mensem in Nagpur Circle, and from Rs. 6 to Rs. 8 per mensem in Nerbudda Circle. In Jubbulpore Circle "a combined mess in the high schools is the exception rather than a rule. In fact in the backward districts the majority of the boys cook their own food. In Mandla only six out of thirty boys joined the mess".

The following table—from which messing charges are excluded—shows the average annual cost and the average annual fee collections per boarder in Government college, secondary and normal school hostels and also the Government share in the former:—

	Arts College hostels.	Secondary school hostels.	Male Normal School hostels.	Female Normal School hostels.	Girls' High School hostels.
Number of residents ...	411	1,287	1,091	127	75
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Recurring expenditure ...	8,249	30,104	28,498	2,904	3,912
Fees ...	12,009	23,616	...	...	794
Average cost per resident	20 1 1	23 6 2	26 1 9	22 13 10	52 2 6
Average fees ...	29 3 6	18 5 7	...	...	10 9 4
Net cost to Governmet ...	...	5 0 7	26 1 9	22 13 10	41 9 2

128. Supervision.—All Government hostels are in charge of a superintendent. In the colleges the superintendent is assisted either by an assistant superintendent and a hostel prefect or only by a prefect. In the schools he is assisted by a monitor. The superintendent is a member of the staff. The prefect and the monitor are selected from among the senior and most influential students and do useful work in connection with the internal management of the hostel and in helping to maintain discipline. Medical aid is provided by Government and medical examination and inspection is taking an increasingly important part in the arrangements made for the welfare of the

students. In most cases reports are regularly sent to the parents and guardians of students and in some cases details of the pupils' work in class are also communicated.

129. **Hostel Life.**—Hostel life has been described in the chapters on college and secondary education. It is sufficient to note here that the boarders are taking an increasingly active part in the internal management of the hostels and the messes. In-door and out-door games, the students' common room, literary, discussion and other societies, Ganpati festivals for the Hindus and Mushaeras for the Muhammadans, and, in some of the colleges, the tea-shop, provide ample opportunity for friendly meetings and add to the corporate life of the hostel. This, and constant and informal meetings between the staff and the students, especially in the colleges, have resulted in a healthier atmosphere all round.

CHAPTER XVI.

MEDICAL INSPECTION AND SCHOOL HYGIENE.

130. **Medical Inspection.**—At Robertson College, Jubbulpore, and King Edward College, Amraoti, the medical inspection of students is regularly carried out by the resident Sub-Assistant Surgeon in charge of the college hospital and dispensary. Medical officers conduct a medical inspection of Government anglo-vernacular school hostels once a month and attend cases in the hostel which require treatment. The sight of every pupil is tested as soon as possible after he enters the school and at intervals during his stay there. The result is recorded in a chart which is kept by the head master and sent by him to the head master of the school to which any pupil migrates. Every pupil is weighed once every three months and the result recorded in a weight chart. Cases of defective weight and vision are reported to the medical officer concerned who inspects each Government anglo-vernacular school every six months. The medical officer submits through the Civil Surgeon a half-yearly report to the Inspector of Schools on the sanitation of the school premises and surroundings and on the health of the pupils. The attention of the Director is drawn by the Inspector to any matters which, in the opinion of the Inspector, deserve notice. Boarders who require treatment are dealt with by the local dispensary. Cases which require treatment

among day-pupils are brought to the notice of the parents or guardians concerned and the latter are free to take whatever further steps they think necessary to provide treatment. All aided schools are advised to follow the system which obtains in Government schools, and most aided schools do so. Any expenditure which they incur for this purpose is recognized as admissible when claims for maintenance and special grants are considered by the Department.

131. **School Hygiene.**—Enough has been said in the preceding chapters of this report to indicate that special attention has been paid throughout the quinquennium to the provision of suitable hostel accommodation for schools and colleges. Many new hostels have been built and existing ones enlarged to meet an increased demand. Standard plans for different types of schools—high, middle, normal and primary—are carefully followed for Government and aided institutions. Special attention is paid to the selection of a healthy site, to drainage, orientation, light, ventilation, area per student, and other requirements. Modifications of the plan are made from time to time to suit local conditions.

The cooking and messing arrangements in Government school hostels is under the supervision of the superintendent and careful attention is paid to personal cleanliness among the pupils.

Instructors in Hygiene have been appointed to teach this important subject. First aid and hygiene are taught in the normal schools. Simple books on the relation of sanitation to health are sanctioned as prizes and as suitable for school libraries.

CHAPTER XVII.

MISCELLANEOUS.

132. **Imperial Grants.**—Imperial grants as such no longer exist.

133. **European Code.**—This Code has been revised during the present quinquennium. The following important changes have been made:—

- (a) The schools in which the majority of pupils follow the European mode of living but in

which the proportion of Europeans is less than 75 per cent are now classified as English teaching schools.

- (b) The procedure in connection with maintenance, building and furniture grants has been changed to conform with that of Indian schools. According to the previous Code these grants were given at the rate of one half of approved expenditure. They have been reduced to one-third of the approved expenditure in accordance with the general rule for grants-in-aid as given in Volume I, Chapter III, of the Educational Manual.

134. **Education Manual.**—The revision of the Education Manual was begun towards the end of the quinquennium, an officer being placed on special duty for the purpose.

135. **Education of Defectives.**—The Bhonsla School at Nagpur for the education of deaf and dumb pupils is managed by Mr. V. V. Gadge. It has an enrolment of 19 of whom eight are girls. A liberal grant of Rs. 766 was paid to the school for the year 1926-27. Private subscriptions and donations also contribute towards its support. The Inspector of Schools, Nagpur, reports that the school continued to do very useful work.

136. **Jains and Sikhs.**—The following statement shows the total number of Jains and Sikhs under instruction in 1921-22 and 1926-27 and their distribution in the various stages of instruction :—

(i) *Jains.*

Name of circle.	College.	Secondary schools.	Primary schools.	Special schools	Total.
Nagpur	...	106	611	4	721
Jubbulpore	6	293	840	13	1,152
Nerbudda	...	259	2,754	4	3,017
Berar	...	487	1,057	2	1,546
Total for 1926-27	6	1,145	5,262	23	6,436
Total for 1921-22	5	1,340	3,891	25	5,261

(ii) Sikhs.

Name of circle.	Colleges.	Secondary schools.	Primary schools.	Special schools.	Total.
Nagpur ...	4	18	20	6	48
Jubbulpore ...	2	26	75	...	103
Nerbudda ..	...	7	19	...	26
Berar ...	...	6	16	...	22
European schools	...	...	2	...	2
Total for 1926-27	6	57	132	6	201
Total for 1921-22	...	17	30	...	47

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

	1921-22.	1926-27.			Total by the High School Education Board, 1923—1927.
		Director of Public Instruction.	High School Education Board.	Director of Public Instruction.	
Books submitted to Director of Public Instruction.	395	253	405	1,008	1,499
Rejected by Director of Public Instruction.	101	39	49	146	241
Sent to Preliminary Readers.	170	253	375	1,008	1,259
Sent to Text-book Committee.	60	175	...	858	...
Sanctioned as text-books	34	52	74	133	213
Sanctioned as prize and library books.	249	124	152	536	622
Still under consideration...	14	38	140	38	140

138. Students' Advisory Committee.—The Students' Advisory Committee was established in Nagpur in 1910. In accordance with the recommendation of the Committee on

Indian Students in Great Britain, the Nagpur University agreed to establish a Students' Information Bureau to take the place of the Students' Advisory Committee. The change was effected during the year 1925-26.

During the whole of the sixteen years' existence of the Students' Advisory Committee Mr. S. R. Pandit, Barrister-at-Law, acted as its Secretary. The Committee gave advice regarding courses of study on a wide range of subjects which included Law, Sanitation, Public Health, Mining, Physical Science, Agriculture, Commerce, Forestry, Engineering and the ordinary University courses. It also advised students regarding their expenses and living arrangements in Great Britain. From the beginning of the quinquennium to the date of the transference of the Committee's activities to the University 214 students sought its assistance as compared with 358 during the previous quinquennium. Of these, only a small percentage have left India. The following acknowledgment of Mr. Pandit's efforts on behalf of the Committee was given by the Director of Public Instruction in the 1925-26 Report on Education in this Province :—

During the whole period of the Committee's existence Mr. S. R. Pandit, Barrister-at-Law, acted as Secretary, and I take this opportunity of paying my tribute to the zeal and devotion which he has brought to bear on his self-imposed task. I understand that he has been appointed by the University as a member of the Students' Information Bureau. His knowledge and experience will therefore still be at the disposal of students who may wish to avail themselves of the facilities afforded by the Bureau.

139. Acknowledgments.—To the energy and ability of Sir Bipin Bose, the first Vice-Chancellor of Nagpur University, is due in no small measure the steady development of the University since its initiation in 1923. Public appreciation of his services has been shown by his recent re-election as Vice-Chancellor by an overwhelming majority of votes.

Several Chairmen of District Councils have done good work in the cause of school education. Among these may be mentioned Rao Bahadur V. M. Jakatdar, Chairman of the District Council, Bhandara, as an example of a keen and enthusiastic worker, particularly in connection with compulsory education.

Of the Department as a whole, I desire to endorse the high opinions of its work expressed by my predecessors and to express my own thanks for loyal support and conscientious service.

The office staff has responded loyally and cheerfully to the demands made by work which has grown steadily in bulk and complexity.

Finally, I desire to express my thanks to Mr. Dix, the Deputy Director of Public Instruction, who at all times has given valuable and ready help, and to Mr. F. P. Tostevin, Principal of King Edward College, Amraoti, who was on special duty to write this report.

R. H. BECKETT,

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

General Summary of Educational Institutions and Scholars for 1926-27.

Area in square miles 99,876 ..	Percentage of scholars to total population.				Remarks.	
	Population.	Recognized institutions.		All institutions.		
		1926-27.	1925-26.	1926-27.		1925-26.
		Males ..	Females ..	Males ..		Females ..
Males ... 6,951,399	5'02	4'75	5'11	4'86		
Females .. 6,961,361	'61	'56	'62	'57		
Total ... 13,912,760	2'81	2'65	2'86	2'72		

Recognized institutions.	Institutions.			Scholars.			Stages of instruction of scholars entered in column 4.	Remarks.
	1927.	1926.	Increase or decrease.	1927.	1926.	Increase or decrease.		
	1	2	3	4	5	6			7	8
Universities ...	1	1	...	...	...	...	...
<i>For males.</i>								
Arts Colleges ...	5	5	...	1,410	1,383	+ 27	{ (a) 553 (b) 857	
Professional Colleges	3	3	...	423	350	+ 73	(a) 423	
High Schools ..	49	45	+ 4	4,602	4,657	+ 245	(c) 4,902	
Middle Schools ..	491	470	+ 21	84,913	76,520	+ 8,393	{ (c) 38,729 (d) 46,184	
Primary Schools ..	4,189	4,096	+ 93	270,072	257,904	+ 12,168	(d) 270,072	
Special Schools ..	45	38	+ 7	2,351	2,190	+ 161	...	
Totals ...	4,783	4,658	+ 125	364,071	343,004	+ 21,067	...	
<i>For females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
High Schools ...	7	7	...	183	181	+ 2	(c) 183	
Middle Schools ...	54	51	+ 3	5,751	4,927	+ 824	{ (c) 1,470 (d) 4,331	
Primary Schools ..	334	327	+ 7	21,027	20,068	+ 959	(d) 21,027	
Special Schools ...	9	8	+ 1	591	607	- 16	...	
Totals	404	393	+ 11	27,552	25,783	+ 1,769	...	
UNRECOGNIZED INSTITUTIONS.								
For males ..	215	279	- 64	6,759	8,442	- 1,683	...	
For females ..	20	19	+ 1	907	754	+ 151	...	
Totals ...	235	298	- 63	7,666	9,196	- 1,530	...	
GRAND TOTALS ..	5,422	5,349	+ 73	369,289	377,983	+ 21,206	...	

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

(1) 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 1926-27.

	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	*1927.	*1926.	Increase or decrease.	Government funds.	Local funds.	Fees	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.									
Direction and Inspection	5,43,452	5,20,514	+ 21,938	98.67	1.33	...	...	...	...	...	...	...
Universities	99,994	87,721	+ 12,273	50.0	...	50.0	...	..	...	...	...	...
Miscellaneous	34,66,810	28,57,937	+ 6,08,873	67.72	16.18	9.95	6.15	...	...	...	...	...
Total	41,09,256	34,66,192	+ 6,43,084	71.37	13.83	6.41	8.39	...	...	...	...	...
<i>Institutions for males.</i>								Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Arts Colleges	4,88,901	4,66,256	+ 22,645	72.87	...	22.91	4.22	252 10 10	...	79 7 0	14 9 11	346 11 9
Professional Colleges	2,15,353	1,97,175	+ 18,177	90.47	...	8.86	0.67	460 9 8	...	41 1 7	3 6 5	509 1 8
High Schools	6,49,681	6,11,465	+ 38,216	55.0	2.42	32.68	9.90	72 14 4	3 3 3	43 5 0	13 1 11	132 8 6
Middle Schools	18,55,491	71,53,961	+ 1,01,530	46.12	24.19	23.94	5.75	10 1 3	5 4 7	5 3 8	1 4 1	21 13 7

Primary Schools	29,09,144	25,86,544	+ 2,22,600	55'16	35'9 ⁸	2'3 ⁸	6'48	5 15 1	3 14 0	0 4 1	0 11 2	10 12 4
Special Schools	4,92,151	4,66,246	+ 25,905	67'65	0'29	1'37	0'49	204 13 6	0 9 9	2 13 9	1 0 4	209 5 4
Total	66,10,720	61,81,647	+ 4,29,073	58'24	22'68	13'07	5'81	10 9 2	4 2 6	2 5 11	1 0 10	18 2 5
<i>Institutions for females.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...
High Schools	45,711	41,614	+ 1,097	43'25	...	15'56	41'19	10 ⁸ 0 8	...	38 13 11	102 14 0	249 12 7
Middle Schools	1,63,419	1,51,318	+ 12,101	47'96	...	11'3	40'71	13 10 0	...	3 3 7	11 9 1	2 ⁸ 6 8
Primary Schools	2,51,596	3,46,698	+ 4,898	67'06	3'15	8'19	21'60	11 3 5	0 8 5	1 5 11	3 9 9	16 11 6
Special Schools	83,221	82,015	+ 1,216	67'58	...	0'43	31'99	95 2 9	...	0 9 7	45 0 11	140 13 3
Total	6,43,657	6,24,645	+ 19,312	60'59	1'72	8'51	29'18	14 2 7	0 6 5	1 15 10	6 13 1	23 5 11
GRAND TOTAL	1,13,63,933	1,02,72,464	+ 10,91,469	63'12	1'41	10'40	8'07	18 5 1	5 5 5	3 0 4	2 5 5	29 0 3

* 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.

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

1.—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	6	..	..	3	..	9
High Schools ...	24	..	4	19	2	49	
Middle Schools ...	{ English { Vernacular	..	38	55	12	156	
	..	11	294	20	60	4	335
Primary Schools ...	9	(a) 3,419	(b) 302	(c) 317	142	4,189	
Totals	95	3,713	364	397	160	4,729	
Special Schools—							
Art ...	..	..	..	..	..	..
Law ...	..	..	..	..	..	..
Medical ...	1	..	..	..	..	1
Normal and Training ...	11	..	..	..	..	11
Engineering† ...	1	..	..	..	..	1
Technical and Industrial ...	..	..	..	..	..	..
Commercial ...	..	..	..	..	..	..
Agricultural ...	..	..	..	..	..	..
Reformatory ...	..	..	..	..	..	..
Schools for defective ...	..	..	..	1	..	1
Schools for Adults ...	..	2	9	5	13	(e) 29
Other Schools ...	..	..	..	1	1	2
Totals	13	2	9	7	14	45	
Totals for Recognized Institutions	114	3,715	373	407	174	4,783	
Unrecognized Institutions	..	15	11	1	(f) 188	215	
GRAND TOTALS, ALL INSTITUTIONS	114	3,730	384	408	362	4,998	

* Includes

† Includes

Figures for European Schools are

(a) Includes 1 night school.

(b) " 1 night school.

(c) " 6 night schools.

TABLE I.

Institutions for 1926-27.

For females.						Remarks.
Govern ment.	District Board.	Municipal Board	Aided.	Unaided	Total.	
7	8	9	10	11	12	
...	
...	
...	
...	
...	
...	
...	
...	
...	
1	6	...	7	
1	11	2	14	
24	13	3	40	
241	7	4	60	(d) 22	334	
257	7	4	90	27	395	
...	
...	
...	
...	
...	
...	
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...	
...	
2	6	1	9	
269	7	4	96	28	404	
...	1	2	...	17	20	
269	8	6	96	45	424	

no Oriental Colleges.

Survey Schools.

included in this table.

(a) Includes 1 night school.

(c) All these are night schools.

(f) Includes 8 night schools.

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.—</i>									
Arts and Science †	1,137	991	411	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	120	117	107	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Agriculture	109	103	109	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	1,366	1,211	67	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools	3,185	2,877	667	...	...	...	302	271	46
„ Middle (English	7,992	7,244	620	...	...	...	7,711	6,890	299
Schools. { Vernacular	13,75	1,182	64	54,426	40,349	1,444	4,642	3,775	43
„ Primary Schools	1,089	802	(c)	2,09,358	142,779	16	39,555(d)	31,155	...
Totals	13,641	12,105	1,351	263,784	182,728	1,460	52,210	42,091	383
In Art Schools	...	...	...	...	...	...	...	...	...
„ Law Schools	...	...	...	...	...	...	...	...	...
„ Medical Schools	247	233	122	...	...	...	...	...	...
„ Normal and Training Schools.	1,137	7,098	1,069	...	...	...	...	...	...
„ Engineering Schools*	160	148	39	...	...	...	...	...	...
„ Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
„ Commercial Schools	...	...	...	...	...	...	...	...	...
„ Agricultural Schools	...	...	...	...	...	...	...	...	...
„ Reformatory Schools	...	...	...	...	...	...	...	...	...
„ Schools for Defectives	...	...	...	...	...	...	...	...	...
„ Schools for Adults	...	...	...	33	24	...	706	119	...
„ Other Schools	...	...	...	...	...	...	...	...	...
Totals	1,544	1,479	1,230	33	24	...	206	119	...
Totals for Recognized Institutions.	16,551	14,795	3,205	263,817	182,752	1,460	52,416	42,210	388
In Unrecognized Institutions	...	...	...	848	558	...	684	597	...
GRAND TOTALS, ALL INSTITUTIONS FOR MALES.	16,551	14,795	3,205	264,665	183,310	1,460	53,100	42,807	388

* Includes

† Includes number of scholars in

This table includes

(a) All these are pupils

(b) Includes 124 scholars

(c) Includes 23 scholars

(d) Includes 22 scholars

(e) Includes 419 scholars

(f) Includes 4,667 scholars learning

TABLE II-A.

males in the Central Provinces and Berar for 1926-27.

75

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
273	254	49	...	...	...	1,410	1,245	460	17
194	158	...	...	...	...	194	158	...	...
...
...	...	...	...	...	...	120	117	107	2
...	...	...	...	...	...	109	103	109	...
...
...
...
467	412	49	...	...	...	1,833	1,623	676	19
1,332	1,183	216	83	71	33	4,902	4,402	962	7
7,072	6,367	528	736	636	142	23,511	21,137	1,589	41
645	566	31	314	281	72	(f) 61,402	46,153	1,654	1,626
(b) 14,289	10,758	219	5,781	4,249	...	270,072	189,343	235	13,554
23,338	18,874	994	6,914	5,237	247	359,887	261,035	4,440	15,228
...
...
...	...	...	...	...	...	247	233	122	4
...	...	...	...	...	...	1,137	1,098	1,069	...
...	...	...	...	...	...	160	148	39	...
...
...
...
19	15	...	...	...	...	19	15	...	8
147	103	...	310	226	...	(a) 696	472	...	7
52	51	...	40	24	5	92	75	5	...
218	169	...	350	250	5	2,351	2,041	1,235	19
24,023	19,455	1,043	7,264	5,487	252	364,071	264,699	6,351	15,266
41	35	...	(e) 5,183	3,513	17	6,759	4,703	17	281
24,067	19,490	1,043	12,447	9,000	269	370,830	269,402	6,368	15,547

Survey schools.

Oriental Colleges or reading Law.

European scholars.

in night schools.

in night schools.

in night schools.

in night schools.

in night schools.

English as an optional subject.

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.</i>									
Arts and Science ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	39	34	28	...	...	...	...	...	...
„ Middle Schools. { English ...	100	87	47	...	...	...	...	...	...
„ Vernacular ...	3,027	2,131	8	...	...	...	...	...	...
„ Primary Schools ...	14,801	9,979	..	244	124	...	297	173	...
Totals ...	17,967	12,231	83	244	124	...	297	173	..
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training School's.	152	143	127	...	...	...	...	...	...
„ Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
„ Commercial Schools	...	...	...	...	...	...	...	...	...
„ Agricultural Schools	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	152	143	127	...	...	...	...	...	...
Totals for Recognized Institutions.	18,119	12,374	210	244	124	...	297	173	..
In Unrecognized Institutions.	...	...	..	40	34	...	178	120	...
Grand totals, all Institutions for females.	18,119	12,374	210	284	158	...	475	293	...
Grand totals, all Institutions for males.	16,551	14,755	3,208	264,665	183,310	1,460	53,100	42,807	353
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	34,670	27,169	3,418	264,949	183,468	1,460	53,575	43,100	388

This table includes
(a) Includes 23 pupils
(b) Includes 57 scholars

TABLE II-B.

females in the Central Provinces and Berar for 1926-27.

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
...
...
...
...
144	132	116	..	...	...	183	166	144	...
694	639	557	74	64	40	868	790	644	...
1,458	1,203	289	308	300	83	(b) 4,883	3,634	380	27
4,661	3,577	273	(a) 1,024	759	...	21,027	14,612	273	428
6,957	5,551	1,235	1,496	1,123	123	26,961	19,202	1,441	455
...
67	66	58	9	9	9	218	218	194	...
101	90	66	...	...	...	101	90	66	...
...
...
262	203	...	...	...	...	262	203	...	...
...
430	359	124	9	9	9	591	511	260	...
7,387	5,910	1,159	1,505	1,132	132	27,552	19,713	1,701	455
...	...	...	689	499	9	907	653	9	21
7,387	5,910	1,359	2,194	1,631	141	28,459	20,366	1,710	476
24,067	19,450	1,043	12,447	9,000	269	370,830	269,402	6,368	15,247
31,454	25,400	2,402	14,641	10,631	410	359,289	289,768	8,078	16,021

European Scholars.
in night schools.
learning English as an optional subject.

GENERAL

Expenditure on Education for males in the

Expenditure on buildings includes Rs. 7,58,349 spent by the Public Works
"Miscellaneous" includes the following main items :—

1. Scholarships including orphan and cadet grants ...
2. Hostel boarding charges ...
3. Games expenditure ...
4. Capital expenditure ...
5. Miscellaneous ...

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 ...	3,35,201	...	...	87,221	480	4,22,902
Professional Colleges—						
Law ...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	1,22,903	...	...	...	...	1,22,903
Engineering ...	...	...	...	...	...	...
Agriculture ...	71,932	...	...	5,629	1,440	79,001
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals ...	5,30,036	...	...	92,850	1,920	6,24,806
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	2,75,141	...	...	1,31,087	487	4,06,715
Middle Schools { English ...	2,67,389	...	...	1,44,647	1,388	4,13,424
{ Vernacular ...	48,670	...	...	625	1	49,296
Primary Schools ...	17,675	...	...	323	586	18,584
Totals ...	6,08,875	...	...	2,76,682	2,462	8,88,019
<i>Special.</i>						
Art Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	78,480	...	...	6,543	546	85,569
Normal and Training Schools ...	3,40,621	...	...	...	18	3,40,639
Engineering Schools ...	61,720	...	...	...	...	61,720
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	4,80,821	...	...	6,543	564	4,87,928
GRAND TOTALS ...	16,19,732	...	...	3,76,075	4,946	20,00,753

(1) Other sources include income from

(2) This table includes expenditure

(3) A grant is given to the Nagpur University

TABLE III-A.

Central Provinces and Berar for the year 1926-27.

Department, on Educational buildings.

Rs.
1,45,985
1,57,458
43,423
21,794
4,84,903
8,53,363

District Board and Municipal Institutions.						Aided institutions.		
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.
...	50,000	...	...
...	21,075	...	...
...
...
...
...
...
...
...
...	71,075	...	...
...
12,791	...	14,480	10,836	14	38,121	69,404	...	1,219
99,695	...	79,161	1,03,027	2,614	2,84,497	97,375	2,282	4,099
3,39,173	3,18,332	44,671	52,956	2,919	7,58,051	3,457	...	225
15,37,986	6,17,522	4,07,031	43,154	33,884	26,39,580	49,076	15,029	6,922
19,89,645	9,35,854	5,45,346	2,09,973	39,431	37,20,249	2,19,322	17,311	12,464
...
...
...
...
...
...
...
...
...	...	1,170	...	...	1,170	766	...	...
...	72	...
...	200
...	...	1,170	...	...	1,170	765	71	200
19,89,645	9,35,854	5,46,516	2,09,573	39,431	37,21,419	2,91,163	17,383	12,664

endowments, subscriptions, contributions, etc.
 on European Schools.
 which manages the Law College also.

GENERAL
Expenditure on education for males

Direction ...
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
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	49,994	...	99,994	...	...	...
Arts Colleges ...	24,787	20,137	65,999	...	...	...
Professional Colleges—						
Law ...	13,448	...	13,448	...	...	...
Medicine ...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...
Intermediate Colleges ...	...	...	...	...	...	...
Totals	88,229	20,137	1,79,441	...	...	...
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools ...	68,139	59,807	1,98,569	2,260	4,016	6,276
Middle Schools.. { English ...	1,33,047	56,223	2,93,026	8,961	20,771	29,732
{ Vernacular ...	801	14,870	19,363	234	7,868	8,102
Primary Schools ...	24,179	1,04,955	2,00,160	1,657	49,163	50,820
Totals	2,26,166	2,35,855	7,11,118	13,112	81,818	94,930
<i>Special.</i>						
Art Schools ...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...
Technical and Industrial Schools...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...
Schools for Defectives ...	175	504	1,445	...	...	...
Schools for Adults ...	...	...	72	...	50	50
Other Schools ...	...	822	1,022	...	464	464
Totals	175	1,326	2,539	...	514	514
GRAND TOTALS	3,14,570	2,57,318	8,93,098	13,112	82,332	95,444

(1) Other sources include income from
(2) This table includes expenditure

TABLE III-A.

in the Central Provinces and Berar for the year 1926-27.—(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.
1,07,421	..	..	..	..	1,07,421
3,78,350	4,394	2,831	..	..	3,85,605
17,17,550	2,75,303	1,30,137	19,643	95,828	22,38,501
4,31,313	1,17,264	37,680	1,69,923	97,383	8,53,563
26,31,704	3,96,961	1,70,648	1,89,566	1,93,211	35,85,090
50,000	..	..	49,994	..	99,994
3,56,276	..	..	1,12,008	20,617	4,88,901
..	..	..	13,448	..	13,448
..
1,22,903	..	..	..	..	1,22,903
..
71,932	..	..	5,629	1,440	79,001
..
..
..
..
6,01,111	..	..	1,81,079	22,057	8,04,247
3,57,336	..	15,699	2,12,322	64,324	6,49,681
4,64,459	2,282	83,260	3,89,682	80,996	10,20,679
3,91,310	3,18,332	44,896	54,616	25,658	8,34,812
16,04,737	6,32,551	4,13,955	69,313	1,88,588	29,09,144
28,17,842	9,53,165	5,57,810	7,25,933	3,59,566	54,14,316
..
..
76,480	..	..	6,543	546	85,569
3,40,621	..	..	..	18	3,40,639
61,720	..	..	..	..	61,720
..
..
..
..
..
766	..	..	175	504	1,445
..	72	1,170	..	50	1,292
..	..	200	..	1,286	1,486
4,81,587	72	1,370	6,718	2,404	4,92,151
65,35,244	13,50,198	7,29,828	11,03,296	5,77,238	1,02,95,804

endowments, subscriptions, contributions, etc.
on European Schools.

GENERAL

Expenditure on education for females

Expenditure on buildings includes Rs. 56,153 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 ...	7,997	...	...	411	...	8,408
Middle Schools .. { English ...	7,311	...	...	521	...	7,832
{ Vernacular ...	44,559	...	...	...	...	44,559
Primary Schools ...	2,01,608	...	...	...	...	2,01,608
Totals ...	2,61,475	...	...	932	...	2,62,407
<i>Special.</i>						
Medical Schools ...	...	...	...	...	...	...
Normal and Training Schools ...	48,760	...	...	...	...	48,760
Technical and Industrial Schools ...	...	...	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...
Other Schools ...	...	...	...	...	...	...
Totals ...	48,760	...	...	...	...	48,760
GRAND TOTALS FOR FEMALES ...	3,10,235	...	...	932	...	3,11,167
GRAND TOTALS FOR MALES ...	16,19,732	...	...	3,76,075	4,946	20,00,753
GRAND TOTALS FOR ALL	19,29,967	...	...	3,77,007	4,946	23,11,920

(1) Other sources include income from
 (2) This table includes expenditure

TABLE III-B.

in the Central Provinces and Berar for the year 1926-27.

Department on Educational buildings.

Rs.
34,957
57,848
121
11,119
51,384

1,55,409

District Board and Municipal institutions.						Aided institutions.		
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.
...
...
...
...
...
...
...	...	...	...	...	...	11,775	...	...
...	...	...	...	...	...	19,103	...	...
...	...	...	...	...	...	7,388	...	...
402	3,196	3,455	...	...	7,053	33,757	180	4,253
402	3,196	3,455	...	...	7,053	74,023	180	4,253
...
...	...	...	...	...	...	4,687	...	...
...	...	...	...	...	...	1,700	...	...
...
...	...	...	...	...	...	1,100	...	...
...
...	...	...	...	...	...	7,487	...	...
402	3,196	3,455	...	...	7,053	79,510	180	4,253
19,89,645	9,35,854	5,46,516	2,09,973	39,431	37,21,419	2,91,163	17,383	12,664
19,90,047	9,39,050	5,49,971	2,09,973	39,431	37,28,472	3,70,673	17,563	16,917

endowments, subscriptions, contributions, etc.
on European Schools.

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
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 ..	6,702	18,826	37,303	...	...	...
Middle Schools ..	17,098	39,299	75,500	...	3,373	3,373
{ English ..	908	20,468	28,764	...	3,391	3,391
{ Vernacular ..	28,563	64,580	1,31,333	250	11,352	11,602
Primary Schools ..	...	...	...	...	...	...
Totals ..	53,271	1,43,173	2,72,900	250	18,116	18,366
<i>Special.</i>						
Medical Schools ..	...	...	...	...	...	...
Normal and Training Schools ..	312	6,050	11,049	4	1,297	1,301
Technical and Industrial Schools ..	...	14,410	16,110	...	...	...
Commercial Schools ..	...	...	...	...	...	...
Agricultural Schools ..	...	...	...	...	...	...
Schools for Adults ..	39	4,872	6,011	...	...	...
Other Schools ..	...	...	...	...	...	...
Totals ..	351	25,332	33,170	4	1,297	1,301
GRAND TOTALS FOR FEMALES ..	53,622	1,68,505	3,06,070	254	19,413	19,657
GRAND TOTALS FOR MALES ..	3,14,570	2,57,318	8,93,098	13,112	82,332	95,444
GRAND TOTALS FOR ALL	3,68,192	4,25,823	11,99,168	13,366	1,01,745	1,15,111

(1) Other sources include income from

TABLE III-B.

in the Central Provinces and Berar for the year 1926-27.—(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.
49,426	...	...	...	...	49,426
1,15,496	72	91	...	1,03,678	2,19,337
83,279	49	326	23,769	47,686	1,55,409
2,48,201	121	417	23,769	1,51,664	4,24,172
...
...
...
...
...
19,772	...	...	7,113	18,826	45,711
26,414	...	...	17,619	42,672	86,705
51,947	...	...	908	23,859	76,714
2,35,767	3,376	7,708	28,813	75,932	3,51,596
3,33,900	3,376	7,708	54,453	1,61,289	5,60,726
...
53,447	...	...	316	7,347	61,110
1,700	...	...	...	14,410	16,110
...
...
1,100	...	...	59	4,872	6,011
...
56,247	...	...	355	26,629	83,231
6,28,348	3,497	8,125	78,577	5,39,582	10,68,129
65,35,244	13,50,198	7,29,828	11,03,396	5,27,238	1,02,95,804
71,73,592	13,53,695	7,37,953	11,81,873	9,16,820	1,13,63,933

endowments, subscriptions, contributions, etc.

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	1,270,511		
<i>School Education.</i>							
		<i>Classes.</i>					
Primary	I	229	965	92,261	19,552
			II	91	484	46,647	8,241
			III	76	565	41,578	5,766
			IV	86	535	36,702	3,817
†Middle	V	...	342	13,034	678
			VI	72	271	9,095	400
			VII	65	209	6,523	217
			VIII	53	130	3,085	63
†High	IX	...	41	1,644	26
			X	40	44	1,405	21
			XI	49	35	1,114	13
Totals ...		...	761	3,621	253,088	38,794	
<i>University and Intermediate Education.</i>							
Intermediate classes	{ 1st year ...	5	9	329	4
			{ 2nd " ...	6	5	423	1
Degree classes	{ 3rd year ..	4	4	172	3
			{ 4th " ..	1	1	252	2
Post-graduate classes	{ 5th year ...	1	...	41	...
			{ 6th " ..	...	...	21	...
			{ 7th " ..	...	...	...	...
Research students—							
Totals ...		...	17	19	1,238	10	
Number of scholars in recognized institutions ...		...	778	3,640	254,326	38,804	
Number of scholars in unrecognized institutions ...		...	...	43	3,974	821	
GRAND TOTAL ...		...	778	3,683	258,300	39,625	

European Scholars are

* N. B.—The following are included under

Ghasia, Mehra or Mahar, Chamar, Panka, Mang, Basor, Kori, Dom, Katia, Mehtar, Balahi Ganda, Madgi, Manepwar, Dhobi, Khangar, Chadar, Chipa, Beldar, Mochi, Gadaria Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangar, Dhangar

TABLE IV-A.

males in the Central Provinces and Berar for the year 1926-27.

Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
294,928	17	985	1,050	787,020	6,951,399
13,402	2	15	48	15,929	142,403
6,137	...	9	27	6,219	67,855
5,062	..	12	18	4,572	57,649
3,882	...	19	13	3,295	48,349
1,515	...	2	17	266	15,854
1,102	...	20	16	189	11,165
739	...	9	10	129	7,901
439	...	8	3	28	3,809
183	...	1	6	11	1,912
130	...	5	4	6	1,655
110	..	7	1	6	1,335
32,701	2	107	163	30,650	359,887
13	...	11	1	...	372
35	...	14	...	1	485
15	...	2	1	...	201
24	...	3	2	...	285
2	...	...	...	...	44
1	...	1	...	...	23
...
90	...	31	4	1	1,410
32,791	2	138	167	30,651	361,297
1,265	..	3	3	650	6,759
34,055	2	141	170	31,301	368,056

included in the above figures.

the heading "Depressed Classes":—

Madhi, Mala, Pasi, Pardhan, Ozi, Hala, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Kushta, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir Gunsai, Bahena, Dhanak, Chauhan, Garwali.

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	402	919	10,076	531
	{ II	134	475	2,867	80
	{ III	114	525	2,220	65
	{ IV	117	581	1,578	45
†Middle	{ V	...	339	253	3
	{ VI	59	188	139	1
	{ VII	43	114	64	...
	{ VIII	44	72	34	...
†High	{ IX	...	27	21	...
	{ X	21	27	25	...
	{ XI	12	31	13	...
Totals		946	3,298	18,190	727
<i>University and Intermediate Education.</i>					
Intermediate classes	{ 1st year ...	...	...	...	...
	{ 2nd ,, ..	...	...	...	...
Degree classes	{ 3rd year ...	...	...	...	...
	{ 4th ,, ...	...	...	...	...
Post-graduate classes	{ 5th year ...	...	...	...	...
	{ 6th ,, ..	...	...	...	...
	{ 7th ,, ..	...	...	...	...
Research students	...	...	...	...	...
Totals		...	...	...	...
Number of scholars in recognized institutions		946	3,298	18,190	727
Number of scholars in unrecognized institutions		...	104	385	...
GRAND TOTALS		946	3,402	18,575	727

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

TABLE IV-B.

females in the Central Provinces and Berar for 1926-27.

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
268,646	11	798	479	827,051	6,961,361
2,273	...	140	19	292	15,554
383	...	36	5	71	4,051
252	...	23	...	49	3,248
136	...	18	2	28	2,505
19	5	619
3	...	11	...	...	401
1	...	15	...	...	237
...	...	13	...	...	163
1	49
...	...	3	...	2	78
...	56
3,068	...	259	26	447	26,961
...
...
...
...
...
...
...
...
3,068	...	259	26	447	26,961
418	907
3,486	...	259	26	447	27,868

included in the above figures.

the heading "Depressed classes":—

Madhi, Mala, Pasi, Pardhan, Ozi, Holi, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir Gansai, Bahena, Dhangar, Dhanak, Chauhan, Garwadi.

GENERAL

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

	Europeans and Anglo- Indians.	Indian Chris- tians.	Hindus.	
			Higher castes.	*De- pressed classes.
	1	2	3	4
<i>Schools.</i>				
Art Schools	...	...	...	...
Law Schools	...	...	...	...
Medical Schools	...	7	228	...
Normal and Training Schools	...	12	964	31
Engineering and Surveying Schools	1	5	134	3
Technical and Industrial Schools	...	...	...	...
Commercial Schools	...	...	...	...
Agricultural Schools	...	...	...	...
Reformatory Schools	...	...	...	...
Schools for Defectives	...	...	18	...
Schools for Adults	...	...	251	280
Other Schools	...	...	92	...
Totals	1	24	1,687	314
<i>Colleges.</i>				
Law	1	1	183	...
Medicine	...	...	...	...
Education	...	4	103	...
Engineering	...	...	...	...
Agriculture	...	1	88	6
Commerce	...	...	...	...
Forestry	...	...	...	...
Veterinary Science	...	...	...	...
Totals	1	6	374	6
GRAND TOTALS	2	30	2,061	320

European Scholars are

*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, Galaria,
Mirdha, Bhoi, Gopal, Kaikari, Kaiyar, Bhangi, Dhangar,

TABLE V-A.

education of males in the Central Provinces and Berar for the year 1926-27.

Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
...
11	1	...	247
127	3	1,137
12	5	...	160
...
...
...
...
1	19
154	11	696
...	92
305	6	14	2,351
9	194
...
13	120
...
6	2	6	109
...
...
...
28	2	6	423
333	8	20	2,774

included in the above figures.

the heading "Depressed classes".—

Madhi, Mala, Pasi, Pardhan, Ozi, Holi, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Madgi, Kuchta, Bedar, Koshti, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir Gunsai, Bahena, Dhanak, Chauhan, Garwadi.

GENERAL

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

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher castes.	*Depressed classes.
	1	2	3	4
<i>Schools.</i>				
Medical Schools
Normal and Training Schools	105	117	5
Technical and Industrial Schools	96	5	...
Commercial Schools
Agricultural Schools
Schools for Adults	218	...
Other Schools
Total	201	340	5
<i>Colleges.</i>				
Medicine
Education
Total
GRAND TOTAL	201	340	5

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

TABLE V-B.

tion for females in the Central Provinces and Berar for the year 1926-27.

Muham- madans.	Budhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
...
1	228
...	101
...
...
44	262
...
45	59†
...
...
...
45	59†

included in the above figures.

under the heading "Depressed classes" :—

Madhi, Mala, Pasi, Pardhan, Ozi, Hola, Hol, Dohar, Nagarchi, Gadikhasi, Khatik, Ganda, Bedar, Koshli, Hasia, Dhimar, Patharia, Dhilia, Ladia, Kir Gonsai, Bahena, Mirdha, Dhangar, Dhanak, Chauhan, Garwadi,

GENERAL

Men Teachers in the

		Trained teachers with the following educational qualifications.				
		A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
1		2	3	4	5	6
CLASS OF INSTITUTIONS.						
<i>Primary schools.</i>						
Government	...	...	...	33	5	...
Local Board and Municipal	...	...	2	3,334	954	153
Aided	...	...	15	105	16	...
Unaided	...	...	...	28	12	1
	Totals	...	17	3,500	987	154
<i>Middle schools.</i>						
Government	...	7	282	46	7	1
Local Board and Municipal	...	11	80	1,579	283	27
Aided	...	10	55	30	2	1
Unaided	...	...	2	5	...	...
	Totals	28	419	1,660	292	29
<i>High schools.</i>						
Government	...	193	3	4	...	...
Local Board and Municipal	...	13	...	1	...	...
Aided	...	43	1	4	...	1
Unaided	...	...	...	...	...	...
	Totals	249	4	9	...	1
	GRAND TOTALS	277	440	5,169	1,279	184

Teachers in European Schools

TABLE VI-A.

Central Provinces and Berar for 1926-27.

Untrained teachers.				Total trained tea- chers.	Total untrain- ed tea- chers.	Grand totals of tea- chers.	Remarks.
Possessing a degree.		Possessing no degree.					
Certifi- cated.	Uncerti- ficated.	Certifi- cated.	Uncerti- ficated.				
7	8	9	10	11	12	13	14
...	...	5	12	38	17	55	
...	...	728	3,807	4,443	4,535	8,978	
...	...	44	475	136	519	655	
...	...	9	309	41	318	359	
...	...	786	4,603	4,658	5,389	10,047	
...	11	14	84	343	109	452	
2	8	95	782	1,980	887	2,867	
5	18	65	215	98	303	401	
...	...	16	48	7	64	71	
7	37	190	1,129	2,428	1,363	3,791	
8	17	1	2	200	28	228	
...	13	...	1	14	14	28	
8	41	3	19	49	71	120	
5	3	...	1	..	9	9	
21	74	4	23	263	122	385	
28	111	980	5,755	7,349	6,874	14,223	

are included in the above figures.

Women Teachers in the Central

			Trained teachers with the following educational qualifications.				
			A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.
1	2	3	4	5	6		
CLASS OF INSTITUTIONS.							
<i>Primary Schools.</i>							
Government	113	175	3		
Local Board and Municipal	6	5	...		
Aided	...	13	74	19	...		
Unaided	6	4	...		
Totals	...	13	199	203	3		
<i>Middle Schools.</i>							
Government	...	1	51	47	...		
Local Board and Municipal		
Aided	...	21	36	4	...		
Unaided	...	1	5	4	...		
Totals	...	23	92	55	...		
<i>High Schools.</i>							
Government	...	2	...	...	1		
Local Board and Municipal		
Aided	...	5	...	...	...
Unaided		
Totals	...	5	...	...	1		
GRAND TOTALS	...	41	291	258	4		

Teachers in European Schools

TABLE VI-B.

Provinces and Berar for 1926-27.

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand totals of teachers.	Remarks.
Possessing a degree.		Possessing no degree.					
Certificated.	Uncertificated.	Certificated.	Uncertificated.				
7	8	9	10	11	12	13	14
...	...	14	366	291	280	571	
...	...	...	18	11	18	29	
...	...	19	107	106	126	232	
...	...	2	36	10	38	48	
...	...	35	427	418	462	880	
...	1	...	29	99	30	129	
...	"	"	
...	2	8	65	63	75	138	
...	...	...	14	10	14	24	
...	3	8	108	172	119	291	
...	2	..	..	3	2	5	
...	
3	2	2	2	13	9	22	
...	
3	4	2	2	16	11	27	
3	7	45	537	606	592	1,198	

are included in the above figures.

GENERAL

European Education in the

Total European population 9,239 ...	Male ...	6,214		
		Female ...	3,025	
	Total		9,239	

	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.
	1	2	3	4
<i>Institutions for males.</i>				
Arts Colleges
Training Colleges
High Schools	..	4	124	5
Middle Schools	..	4	277	7
Primary Schools	..	7	629	144
Training Schools
Technical and Industrial Schools
Commercial Schools
Other Schools
Totals	..	15	1,030	156
<i>Institutions for females.</i>				
Arts Colleges
Training Colleges
High Schools	..	3	40	7
Middle Schools	..	6	191	45
Primary Schools	..	10	1,127	326
Training Schools
Technical and Industrial Schools
Commercial Schools
Other Schools
Totals	..	19	1,358	326
GRAND TOTALS FOR INSTITUTIONS	..	34	2,388	482

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

	Rs.
(a) Orphan grants (Boarding charges) ...	1,34,331
(b) Scholarships ...	11,275
(c) Miscellaneous ...	14,183
Total ...	1,59,789

* Include both District Board
 Other sources include

TABLE VII.

Central Provinces and Berar for 1926-27.

Percentage to European population of those at school.

Males 16'57

Females 44'89

Total 25'84

Teachers.		Expenditure from				Total expenditure.
Trained.	Untrained.	Government funds.	Local funds*.	Fees.	Other sources.	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
...
...
2	7	10,874	...	11,326	8,627	30,827
5	13	16,199	...	18,213	11,310	45,722
23	6	14,977	...	17,084	23,135	55,196
...
...
...
...
30	26	42,050	...	46,623	43,072	1,31,745
...
...
2	1	3,395	...	3,333	4,980	11,708
14	3	8,371	...	12,737	17,823	38,941
20	31	21,029	420	26,837	29,246	77,532
...
...
...
...
36	35	32,795	420	42,907	52,059	1,28,181
66	61	74,845	420	89,530	95,131	2,49,926
Inspection	...	...	...	...	...	...
Buildings, etc.	...	19,954	...	..	37,522	57,476
Miscellaneous	...	40,720	...	49,773	69,296	1,59,789
Totals	..	60,674	...	49,773	1,06,818	2,17,265
GRAND TOTALS	..	1,35,519	420	1,39,303	2,01,949	4,77,191

and Municipal Funds.
income from endowments, subscriptions, contributions, etc.

GENERAL
Examination Results in the Central

Examinations.	Males.					
	Number of Examinees.			Number passed.		
	Public* 2	Private. 3	Total. 4	Public* 5	Private. 6	Total. 7
1						
DEGREE EXAMINATION.						
<i>Arts and Science.</i>						
D. Litt. ...	...	...	...	...	...	...
Ph. D. ...	...	...	...	...	...	...
D. Sc. ...	...	...	...	...	...	...
M. A. ...	12	6	18	11	4	15
M. Sc. ...	9	1	10	9	...	9
B. A. (Honours) ...	...	...	...	...	...	...
B. Sc. (Honours) ...	...	...	...	...	...	...
B. A. (Pass) ...	210	3 ¹	243	110	4	114
B. Sc. (Pass) ...	53	1	53	26	...	26
<i>Law.</i>						
Master of Law ...	...	...	...	...	...	...
Bachelor of Law ...	112	...	112	55	...	55
<i>Medicine.</i>						
M. D. ...	...	...	...	...	...	...
M. B. B. S. ...	...	...	...	...	...	...
L. M. & S. (Bombay) ...	...	...	...	...	...	...
M. C. P. & 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. ...	23	...	22	21	...	21
<i>Commerce.</i>						
Bachelor of Commerce ...	...	...	...	...	...	...
<i>Agriculture.</i>						
Master of Agriculture ...	...	...	...	...	...	...
Bachelor of Agriculture ...	...	...	...	...	...	...

* I. e., appearing from a
European Scholars are included

TABLE VIII.
Provinces and Bazar for 1926-27.

Females.						Remarks.
Number of Examinees.			Number passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
8	9	10	11	12	13	
						14
..	
..	
..	
..	
..	
..	
..	
..	
1	..	1	1	..	1	
..	
..	
..	
..	
..	
..	
..	
..	
..	
..	
..	
..	
..	
..	
..	
1	..	1	1	..	1	
..	
..	
..	
..	

re. ognized institution.
in the above figure.

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 ..	287	36	323	165	9	174
Intermediate in Science ...	188	2	190	101	2	103
Licentiate of Civil Engineering ...	...	...	...	...	...	...
Licence, Diploma or certificate in teaching ...	45	2	47	41	2	43
Intermediate or Diploma in Commerce ...	...	...	...	...	...	...
Licentiate of Agriculture ..	7	...	7	5	...	5
Veterinary Examination ..	...	...	...	...	...	...
SCHOOL EXAMINATIONS.						
<i>(a) On completion of High School course.</i>						
Matriculation ..	1,315	195	1,510	496	44	540
School Final, etc. ...	...	...	...	...	...	...
European High School ...	28	...	28	17	...	17
Cambridge, Senior ...	43	7	50	26	3	29
<i>(b) On completion of Middle School course.</i>						
Cambridge Junior ...	17	...	17	7	...	7
European Middle ...	42	...	42	19	...	19
Anglo-Vernacular Middle ...	3,674	...	3,674	2,175	...	2,175
Vernacular Middle ...	...	...	...	...	...	...
<i>(c) On completion of Primary course.</i>						
Upper Primary ...	37,550	126	37,676	21,252	65	21,317
Lower Primary ...	...	...	...	...	...	...
<i>(d) On completion of Vocational course.</i>						
For teacher's certificates :—						
Vernacular, Higher ...	153	18	171	149	14	163
Vernacular, Lower ...	534	95	630	441	49	490
At Art Schools † ...	1,097	23	1,120	525	7	532
At Law Schools ...	...	...	...	...	...	...
At Medical Schools ...	77	...	77	46	...	46
At Engineering Schools † ...	62	7	69	51	3	54
At Technical and Industrial Schools ...	...	...	...	...	...	...
At Commercial Schools ...	...	...	...	...	...	...
At Agricultural Schools ...	32	...	32	18	...	18
At other Schools ...	...	...	...	...	...	...

* I.e., appearing from a

† Include Survey

(1) Intermediate Examinations. — The Intermediate Examination means

(2) European scholars are

† Bombay School of Art

TABLE VIII.
and Berar for 1926-27.—(Contd.)

Females.						Remarks.
Number of examinees.			Number passed.			
Public.*	Private.	Total.	Public.*	Private.	Total.	
8	9	10	11	12	13	14
4	6	10	3	5	8	
...	2	2	...	1	1	
...	
...	
...	
...	
42	1	43	15	1	16	
...	
27	...	27	14	...	14	
9	1	10	2	...	2	
5	...	8	6	...	6	
34	...	34	23	...	23	
50	...	50	16	...	16	
...	
1,789	28	1,817	1,036	13	1,049	
...	
40	...	40	32	...	32	
43	2	45	32	1	33	
16	...	16	10	...	10	
...	
...	
...	
...	
...	
...	
...	
...	

recognized institution.

schools.

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

Examination, Bombay.

GENERAL TABLE IX.

Scholars by classes and ages.

Class.	Primary.				Middle.				High.			Total.	Interme- diate.		Degree.		Post-Graduate.			Total.	Grand total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.		1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.	7th yr.		
Ages—																					
Below 5	3,459	8	...	...	...	...	...	...	...	...	3,467	...	...	...	...	...	...	...	...	...	3,467
5 to 6	16,693	795	19	...	...	...	...	...	...	...	17,507	...	...	...	...	...	...	...	...	...	17,507
6 to 7	29,326	3,862	747	6	...	...	...	...	...	...	33,941	...	...	...	...	...	...	...	...	...	33,941
7 to 8	33,334	8,684	2,639	373	1	...	...	...	...	...	45,031	...	...	...	...	...	...	...	...	...	45,031
8 to 9	29,203	13,324	6,939	1,733	39	2	...	...	...	...	51,240	...	...	...	...	...	...	...	...	...	51,240
9 to 10	21,292	14,845	10,835	4,508	558	57	3	1	...	...	52,099	...	...	...	...	...	...	...	...	...	52,099
10 to 11	12,007	12,681	12,241	8,349	1,521	354	52	...	...	...	48,105	...	...	...	...	...	...	...	...	...	48,105
11 to 12	6,612	8,388	11,186	10,205	2,651	1,007	252	6	1	...	40,308	...	...	...	...	...	...	...	...	...	40,308
12 to 13	2,931	5,058	7,911	9,453	3,414	1,852	728	79	6	1	31,433	...	...	...	...	...	...	...	...	...	31,433
13 to 14	1,435	2,357	4,545	7,310	3,165	2,296	1,175	339	54	7	22,686	...	...	...	...	...	...	...	...	...	22,686
14 to 15	444	1,270	2,289	4,465	2,346	2,156	1,509	592	188	68	15,337	...	1	...	...	...	...	...	...	1	15,338
15 to 16	192	380	1,095	2,444	1,475	1,652	1,502	787	336	164	10,085	4	1	...	...	...	...	...	...	5	10,091
16 to 17	63	161	318	1,262	754	1,143	1,260	838	375	294	6,622	20	5	...	...	...	...	...	...	25	6,647
17 to 18	26	55	87	461	332	634	841	616	430	395	4,108	64	11	...	1	...	...	...	...	76	4,184
18 to 19	16	35	27	206	138	243	468	394	281	303	2,467	92	66	13	...	...	...	...	...	171	2,638
19 to 20	4	5	12	52	53	107	224	200	165	252	1,564	85	95	38	10	...	...	...	...	237	1,601
over 20	20	8	7	27	26	58	124	130	125	189	1,047	107	306	150	205	44	23	...	...	895	1,042
Total	157,957	71,906	60,897	50,854	16,473	11,566	8,138	3,972	1,961	1,733	1,391	386,845	372	485	201	285	44	23	...	1,410	388,258
Withdrawals	65,118	21,336	17,213	24,557	9,529	4,681	3,298	3,050	844	486	993	151,015	110	109	137	102	39	23	...	529	151,544
Admissions	90,407	21,389	18,246	18,422	14,137	4,491	3,772	2,261	1,876	712	658	1,76,371	242	241	189	187	45	24	...	928	1,77,299

(1) European scholars are included in the above figures.

APPENDIX A.

Return showing the general and statistical summary for the preparation of maps.

	Population.			1926-27.				
	Males.	Females.	Total.	Total number of children under instruction.	Total number of children in colleges and special schools.	Total number of boys in secondary schools.	Total number of boys in primary schools.	Total number of girls under instruction.
1	2	3	4	5	6	7	8	9
THE NER- BUDDA VALLEY.								
British territory.								
{ Saugor ...	272,298	256,682	528,980	12,753	133	2,472	7,969	2,179
{ Damoh ...	146,914	140,212	287,126	8,699	...	1,424	6,137	1,138
{ Jubbulpore ...	376,959	368,726	745,685	18,715	1,070	4,118	10,605	2,622
{ Narsinghpur ...	158,345	156,817	315,162	9,876	...	2,523	5,930	1,423
{ Hoshauga bad ...	226,632	219,101	445,733	13,746	...	3,588	8,562	1,596
Total ...	1,151,148	1,140,938	2,292,086	63,789	1,203	14,125	39,503	8,958
Percentage ...	...	...	...	275	.05	118	334	78
THE SA- PURA RANGE.								
{ Nimar ...	205,444	191,110	396,554	11,043	95	2,519	7,438	990
{ Betul ...	179,591	184,146	363,737	5,681	...	1,207	3,767	707
{ Chhindwara ...	242,748	249,087	491,835	8,596	...	1,692	6,157	747
{ Seoni ...	170,631	178,240	348,871	7,356	59	1,299	5,396	602
{ Balaghat ...	251,803	259,831	511,634	10,806	...	1,698	8,557	551
{ Mandla ...	192,083	194,363	386,446	7,189	47	1,054	5,072	723
Total ...	1,242,300	1,256,777	2,499,077	50,671	195	9,769	36,387	4,320
Percentage ...	...	...	...	202	.01	78	293	34
THE MA- RATHA COUNTRY.								
{ Wardha ...	235,074	228,622	463,696	14,630	116	3,295	9,878	1,341
{ Nagpur ...	402,869	389,652	792,521	29,219	1,832	7,866	16,346	3,235
{ Bhandara ...	354,509	363,238	717,747	15,688	...	3,341	11,668	679
{ Chanda ...	328,994	331,666	660,660	12,710	...	2,306	9,569	835
Total ...	1,321,446	1,313,178	2,634,624	72,247	1,948	16,748	47,461	6,090
Percentage ...	...	...	...	274	.07	127	359	46
CHHAT- TIS- GACH.								
{ Raipur ...	624,398	722,278	1,406,676	31,114	104	3,727	23,104	4,179
{ Bilaspur ...	601,761	620,004	1,221,765	23,052	115	3,425	16,953	2,559
{ Drug ...	354,502	388,744	743,246	13,311	...	1,095	10,618	1,568
Total ...	1,640,661	1,741,026	3,381,687	67,477	219	8,247	50,705	8,306
Percentage ...	...	...	...	199	.01	50	309	47
BHAR.								
{ Akola ...	407,742	390,802	798,544	41,916	426	11,402	25,047	4,951
{ Amraoti ...	424,079	404,305	828,384	41,664	611	12,610	24,013	4,420
{ Buldana ...	353,508	345,921	699,429	33,278	52	10,331	19,951	2,944
{ Yeotmal ...	380,545	368,414	748,959	20,581	121	4,846	13,179	1,735
Total ...	1,565,874	1,509,442	3,075,316	137,439	1,210	39,279	82,890	14,060
Percentage ...	...	...	...	447	.03	251	529	93
Grand Total ...	6,951,399	6,961,361	13,912,760	391,623	4,775	88,168	256,945	41,734
Percentage ...	...	...	...	281	.03	127	369	59

APPENDIX B.

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

Year.	Amounts expended on buildings, furniture and apparatus.						
	University and Colleges.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools.	Special Schools.	Total amount expended (as given in column 27 of General Tables Nos. III-A and III-B).
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1922-23.							
Provincial Revenues ...	3,32,809	63,569	19,291	10,881	30,685	1,29,961	5,87,196
Local Funds ...	...	...	...	31,266	1,11,272	..	1,42,538
Municipal Funds ...	...	3,062	7,024	1,088	43,661	...	54,835
Subscriptions and other private sources ...	...	76,350	15,512	2,426	17,825	...	1,12,113
Total ...	3,32,809	1,42,981	41,827	45,661	2,03,443	1,29,961	8,96,682
1923-24.							
Provincial Revenues ...	94,920	72,330	29,464	2,352	60,434	32,626	2,92,126
Local Funds ...	...	..	...	1,00,689	1,17,589	...	2,18,278
Municipal Funds ...	...	2,162	14,169	2,751	76,283	...	95,465
Subscriptions and other private sources ...	..	16,521	7,957	9,242	54,226	...	86,016
Total ...	94,920	91,013	51,600	1,15,034	3,06,692	32,526	6,91,885

1924-25.									
Provincial Revenues	...	...	...	7,330	19,129	4,729	20,677	3,333	55,198
Local Funds	...	...	...	...	...	1,35,475	2,18,552	...	3,54,027
Municipal Funds	...	...	...	2,877	25,402	4,645	68,592	...	1,01,516
Subscriptions and other private sources	...	4,008	27,803	14,139	2,198	50,271	150	...	98,569
Total	...	4,008	38,010	58,670	1,47,047	3,58,092	3,483	...	6,09,310
1925-26.									
Provincial Revenues	...	2,85,953	1,72,378	1,23,795	12,717	2,26,203	11,553	...	8,38,599
Local Funds	...	...	...	...	1,19,067	2,54,705	...	...	373,772
Municipal Funds	...	...	2,412	41,312	12,540	85,674	...	...	1,41,938
Subscriptions and other private sources	...	57,841	39,125	46,428	42,088	1,20,934	170	...	3,06,586
Total	...	3,43,794	2,13,915	2,17,535	1,86,412	6,87,516	11,723	...	16,60,895
1926-27.									
Provincial Revenues	...	4,59,112	1,69,239	2,71,558	2,43,457	6,29,810	59,910	...	18,33,086
Local Funds	...	...	...	...	67,883	2,07,492	...	...	2,75,375
Municipal Funds	...	...	2,131	54,872	8,019	65,206	...	...	1,30,228
Subscriptions and other private sources	...	4,119	39,465	1,00,626	4,630	68,258	2,051	...	2,19,149
Total	...	4,63,231	2,10,835	4,27,056	3,23,989	9,70,766	61,961	...	2,457,838

APPENDIX C.

Statement showing the municipal institutions and expenditure on them.

Kind of institution.	Number of institutions.			Recurring expenditure from						Capital expenditure from					
	Maintained by Municipalities.	Aided by Municipalities.	Total.	Provincial Revenue.	Municipal Funds.	Other public funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Municipal Funds.	Other public funds.	Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22.															
Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High schools ..	3	2	5	8,067	11,594	..	3,953	...	23,614	...	3,015	...	191	61	3,267
Middle English schools.	41	6	47	65,472	1,11,965	...	34,530	1,410	2,13,377	2,062	13,425	...	...	...	15,487
Middle Vernacular schools.	18	4	22	20,673	35,466	500	979	...	50,618	...	3,108	...	...	...	3,108
Primary schools ...	245	59	304	1,42,591	2,83,352	600	6,420	1,477	4,34,440	...	68,773	...	...	..	68,773
Special schools ...	...	2	2	..	1,350	...	...	...	1,350	...	...	...	...	...	...
Total ...	307	73	380	2,36,803	4,46,727	1,100	45,882	2,887	7,33,399	2,062	88,321	...	191	61	90,635
1926-27.															
Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High schools ...	4	...	4	11,791	15,099	...	10,836	14	38,310	11,411	2,026	...	1,886	808	16,131
Middle English schools.	38	2	40	97,064	83,260	...	1,05,250	2,961	2,88,515	31,341	42,654	...	11,761	3,582	92,348
Middle Vernacular schools.	20	2	22	15,689	44,896	...	6,800	259	67,644	6,242	5,671	...	...	594	12,507
Primary schools ..	306	37	343	1,93,004	4,21,663	...	9,011	9,095	6,32,773	1,23,433	79,897	...	...	8,920	2,12,210
Special schools ..	9	2	11	...	1,170	...	...	822	2,192	...	...	...	...	...	...
Total ...	377	43	420	3,17,548	5,66,888	..	1,31,877	1,3151	10,29,464	1,75,417	1,30,228	...	13,647	13,904	3,33,196

APPENDIX D.

Classification and pay of officers.

Service	Number of officers.			Average pay in rupees to one place of decimals.
	Europeans or domi- ciled com- munity.	Indian.	Total.	
1	2	3	4	5
Indian Educational Service ...	15	7	22	1,070'0
Provincial Educational Ser- vice.	3	78	81	400'3
Subordinate Educational Ser- vice.	...	827	827	107'0
Unclassified posts ...	...	852	852	24'4

APPENDIX E.

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

Kind of employment.	Number of teachers in public institutions which are not managed by Government.	Average pay in rupees to one place of decimal.				Remarks.
		Colleges.	Secondary schools.	Primary schools.	Other schools.	
1	2	3	4	5	6	7
1921-22.						
Board ...	9,112	...	22'2	18'3	...	The figures are given as they have been called for, but in regard to secondary schools they are without significance since the term includes Anglo-Vernacular, Vernacular Middle and High Schools, and the averages (if class of management or the two periods are compared) are affected by the grade of institution which predominates, e. g., Board averages are low, because secondary schools under Board management are only Vernacular Middle.
Municipal ...	1,604	...	47'4	23'5	...	
Private (Aided and Unaided) including Colleges.	1,890	32'3	50'3	14'7	30	
Total ...	12,606	32'3	32'3	18'5	30	
1926-27.						
Board ...	9,872	...	25'4	21'2	...	The figures are given as they have been called for, but in regard to secondary schools they are without significance since the term includes Anglo-Vernacular, Vernacular Middle and High Schools, and the averages (if class of management or the two periods are compared) are affected by the grade of institution which predominates, e. g., Board averages are low, because secondary schools under Board management are only Vernacular Middle.
Municipal ...	2,030	...	47'9	27'1	...	
Private (Aided and Unaided) excluding Colleges.	2,079	275'0	53'6	18'6	30'4	
Total ...	13,981	275'0	34'4	21'8	30'4	

APPENDIX F.

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

Particulars.	Classed in general Table No. I as primary schools.	Classed in general Table No. I as other schools.	Classed in general Table No. I as unrecognized institutions.	Total.	Remarks.
1	2	3	4	5	6
MAKTABS.					
1. Institutions	{ for males ...	...	4	4	
	{ for females ...	...	5	5	
2. Pupils	{ for males ...	...	244	244	
	{ for females ...	...	170	170	
3. Expenditure from Provincial Funds	...	...	...	...
4. " District or Local Funds	...	...	...	...
5. " Municipal Funds	...	...	175	175	
6. Fees	...	...	...	...
7. Other sources	...	...	1,666	1,666	
8. Total expenditure	...	...	1,841	1,841	
MULLAH SCHOOLS.					
1. Institutions	{ for males ...	...	10	10	
	{ for females ...	...	4	4	
2. Pupils	{ for males ...	...	386	386	
	{ for females ...	...	299	299	
3. Expenditure from Provincial Funds	...	...	...	...
4. " District or Local Funds	...	...	...	...
5. " Municipal Funds	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	5,884	5,884	
8. Total expenditure	...	...	5,884	5,884	
PATHSHALAS.					
1. Institutions	{ for males ...	1	44	45	
	{ for females ...	...	3	3	
2. Pupils	{ for males ...	40	1,080	1,120	
	{ for females ...	...	86	86	
3. Expenditure from Provincial Funds	...	...	...	...
4. " District or Local Funds	...	...	3,252	3,252	
5. " Municipal Funds	...	...	300	300	
6. Fees	...	...	...	...
7. Other sources	...	464	14,120	14,584	
8. Total expenditure	...	464	17,672	18,136	

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