



Report on
Public Instruction
in Bengal

For the Year
1924-25

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REPORT ON PUBLIC INSTRUCTION IN BĒNGĀL, 1924-25.

CHAPTER I.

Introductory.

1. **Institutions and pupils.**—This report describes briefly the educational work undertaken, the changes effected, and the progress achieved in educational work in the province of Bengal during the year ending 31st March 1925. The number of recognised and unrecognised institutions in Bengal rose during the year under review from 56,001 to 57,173 or by 1,172. Of the total number of institutions returned on 31st March 1925, 43,415 were for males, and 13,758 were for females as compared with 42,761 and 13,240 institutions respectively returned on the corresponding date in 1924. The number of pupils attending both recognised and unrecognised institutions in 1924-25 increased from 2,057,062 to 2,150,942 or by 93,880. Recognised institutions increased in number from 54,649 to 55,890; the number of unrecognised institutions fell from 1,352 to 1,283. The number of pupils reading in recognised institutions rose from 2,009,827 to 2,107,127 or by 97,300; that in unrecognised institutions fell from 47,235 to 43,815 or by 3,420. Of the total number of pupils studying in all classes of institutions on 31st March 1925, 1,770,472 were males, and 380,470 were females; in the preceding year the corresponding figures were 1,692,688; and 364,374 respectively.

2. **Different classes of recognised institutions.**—Of the recognised institutions returned on 31st March 1925, 61 (including the special University classes) were arts and professional colleges; 996 were high schools, 1,691 were middle schools, 50,450 were primary schools; and 2,692 were special schools. On the corresponding date in 1924 there were 59 arts and professional colleges, 955 high schools, 1,664 middle schools, 49,425 primary schools, and 2,546 special schools. Of the recognised institutions, 334 were managed by Government and 3,656 by District and Municipal Boards; 43,307 received aid from public funds, and 8,593 were unaided. In the previous year the corresponding figures were 373, 3,465, 42,800 and 8,011 respectively. The decrease in the number of schools managed by Government was due to the de-provincialisation of the model primary schools for girls which however continue to exist as aided schools.

3. **Expenditure on public instruction.**—The total expenditure on public instruction amounted during the year under review to Rs. 3,56,45,939 as compared with Rs. 3,44,48,307 in the year preceding. Of the total expenditure Rs. 1,33,82,962 were met from Provincial Revenues; the contributions from District and Municipal funds amounted to Rs. 15,45,805 and Rs. 3,05,988 respectively; while Rs. 1,46,36,126 and Rs. 57,75,058 were provided from fees and other private sources respectively. In the previous year the contributions from Provincial Revenues; and District and Municipal funds amounted to Rs. 1,30,09,486, Rs. 14,89,234 and Rs. 3,30,354 respectively; while Rs. 1,40,16,364 and Rs. 56,02,869 accrued from fees and other private sources respectively. Thus expenditure increased from all sources except municipal funds.

4. **Noteworthy features of the period under review.**—No important development in education was carried out during the year under review. This was in part due to the absence of large new funds for development, as also to the fact that the unusual political conditions of the year, *viz.*, a ministry struggling for its very existence followed by the temporary breakdown of the reformed system of administration was not favourable to the initiation of a constructive educational policy. Little progress was made in the direction of University reform, or the establishment of a Provincial Board of Secondary Education, though attempts were made to ascertain how far an agreed bill acceptable both to the University and to Government, was possible. A strong committee of the University, however, sat during the winter and spring, and produced proposals for the stabilisation of the post-graduate department, which were later on carried into effect. In primary education there is little to record beyond a normal increase in schools and pupils, the sanctioning of a few schemes and the starting of a certain number of additional free primary schools by the Corporation of Calcutta. The following were some of the prominent educational features of the year:—

- (i) The dissolution of the Education Ministry in August 1924 and the consequent assumption of the control of the Department by His Excellency the Governor, Education at a later date becoming a Reserved subject administered by a Member, after a further short-lived ministry in March 1925.
- (ii) The provision of funds (Rs. 6,35,400) by the Legislative Council in August 1924 for expenditure on account of the salaries of the inspecting officers employed under the Education Department, the bulk of the provision for which had in the previous March been refused.
- (iii) The stoppage of recruitment to the Indian Educational Service, the Secretary of State deciding to make no more appointments, permanent or officiating, pending his formal orders on the Lee Commission's proposals on the future of the Service.
- (iv) The publication of the revised Maktab curriculum.
- (v) The revision of fee rates in Government High English Schools.
- (vi) The pronouncement by Government of its views on the revision of the Matriculation Regulations including the use of the vernacular as a medium of instruction and examination, and the appointment by the University of Calcutta of a committee to consider them.
- (vii) The abolition of fees in practising schools attached to Guru-training Schools.
- (viii) The laying of the foundation stone, by His Excellency the Governor, of the Islamia College, Calcutta.
- (ix) The prescription of 15 as the provisional age for admission to the Matriculation Examination.

5. But far the most notable, as also the most melancholy educational event of the year 1924-25 was the death of Bengal's most striking educational personality, Sir Ashutosh Mookerji. It is too early yet to estimate the real effect of his loss upon the educational progress of the province. Striking tributes were paid to his memory soon after the event, notable among them the speech delivered by His Excellency the

Chancellor at the special senate meeting over which he presided. The death of the man who was five times Vice-Chancellor of the University of Calcutta and who had made the University what it is to-day, left a gap in the educational life of Bengal which will long remain unfilled. This is not the place to repeat or supplement the tributes which were paid by all classes to the work accomplished by him, not only for education, but in other spheres of public activity, nor to attempt to frame an estimate of its significance. The chronicler of this brief record of the year's events in education can but place the event on regretful record and pass on. And in so doing, he has to add that within a few brief months of that event, the blow to education in Bengal was intensified by the death of another great Bengali administrator and educationalist. In the words of His Excellency the Chancellor, "When Sir Ashutosh Mookerji died, a feeling akin to consternation was created in our minds. In the midst of our sorrow and apprehension, however, we felt that though no one was capable of bringing to the administration of the University that unique combination of almost superhuman industry, knowledge, and intellectual grip, which characterised Sir Ashutosh, yet in Mr. Bhupendra Nath Basu, we had a great Bengali statesman and patriot who would, we hoped, be able in spite of his frail health, to steer us through the troubled waters that still lay ahead of us". Mr. Basu, however, died on September 16th, and the hope that as Vice-Chancellor of the University of Calcutta, to which post he had been appointed in the previous year, he would be able, at least in part, to fill the gap left by the death of his predecessor, fell to the ground.

These two great losses overshadow the educational year 1924-25, and leave upon the record a deep tinge of melancholy.

CHAPTER II.

Controlling Agencies.

1. The agencies which control educational activities in the Presidency of Bengal are the departmental staff, local bodies and missionary agencies, Indian and non-Indian.

2. **The Indian Educational Service.**—The future of the Indian Educational Service is uncertain, and recruitment even on a temporary or officiating basis has been suspended until further orders. The situation is productive of considerable inconvenience, but little can be done to ameliorate the position until final orders as to the future are passed by the Secretary of State. The effect of the Secretary of State's stoppage of all appointments to the Indian Educational Service is that such Indian Educational Service posts as can without grave loss of efficiency be thus filled are replaced by Bengal Educational Service posts, while those which need more highly paid officers are filled on special terms on a contract for a term of years. The Indian Educational Service posts concerned however have so far not been abolished, but merely kept in abeyance. While applications for appointment to the Indian Educational Service are not being entertained, arrangements have been made for the consideration by the Provincial Selection Committee of applications from persons possessing superior qualifications for higher educational appointments.

(i) *Men's Branch*.—On the 31st March 1924 the men's cadre of the Indian Educational Service consisted of 68 appointments of which 3 posts were in the higher selection grade, 10 in the lower selection grade and 1 on a special rate of pay. The remaining 54 posts were on the ordinary time-scale of the service. No change occurred during the year under review and the cadre of the service on the 31st March 1925 was the same as in the preceding year. During the year 1924-25 Rai Kumudini Kanta Banerji Bahadur, Principal, Rajshahi College, retired from the service of Government after a period of 37 years of untiring zeal spent largely at Rajshahi College, of which he became Principal in 1897. He died shortly after his retirement. He was a great Principal and Bengal is the poorer for his loss. During his tenure of office Rajshahi College developed from a humble mufassal college into an institution which can take rank with some of the finest colleges in India, and has distinct aspirations after the attainment of University status. Of the European members of the service Messrs. Hornell, Turner and Holme retired on the expiry of the leave which they had taken preparatory to premature retirement. Mr. W. C. Wordsworth proceeded on leave preparatory to retirement on proportionate pension.

(ii) *Women's Branch*.—The cadre of the Women's Branch of the Indian Educational Service consisted of 4 posts as in the previous year. During the year Miss L. Brock retired from service. Miss Brock served as Inspectress of Schools for upwards of 20 years. Her work was distinguished by indefatigable energy and earnest endeavour, and it is not too much to say that the great advance which has been recorded in the education of women and girls in Bengal since 1910 is due largely to her capable and effective administration.

3. **Bengal Educational Service.**—(i) *Men's Branch*.—On the 31st March 1924 the number of appointments in the Men's Branch of the Bengal Educational Service was 211 including 5 temporary posts. During the year under review one post at Dacca Intermediate College was replaced by a post in the Subordinate Educational Service and the post of Inspector of Residence of Students, Dacca, was abolished with effect from 1st April 1925. One of the temporary posts in the Bengal Educational Service was replaced by a post outside the Educational Services. Thus at the end of the year 1924-25 the Bengal Educational Service consisted of 208 appointments of which 4 were temporary.

(ii) *Women's Branch*.—On the 31st March 1925 the number of appointments in the Women's Branch of the Bengal Educational Service was 20, the same as in the previous year.

4. **The Subordinate Educational Service.**—On the 31st March 1925 the strength of the service consisted of 1,465 teaching and 330 inspecting appointments on varying rates of time-scale pay, the inspecting appointments including 4 posts of Subdivisional Inspectors created in terms of Education Department letter No. 1598 Edn., dated the 4th August 1922, with effect from 1st August 1922 but kept in abeyance for want of funds. During the year under review 3 teaching posts were added to the cadre and 133 teaching and 2 inspecting posts (of Assistant Sub-Inspectors) were abolished. The service therefore consisted of 1,663 appointments on 31st March 1925, *viz.*, teaching 1,335 and inspecting 328 appointments.

5. **Posts outside the classified lists.**—The number of posts outside the classified lists on 31st March 1924 was 490. Nine posts were added

to the number during the year under review and the total strength on 31st March 1925 stood at 499 as detailed below:—

| | |
|---|-----|
| Ministerial appointments, including the establishments of the Director of Public Instruction and the Assistant Director of Public Instruction for Muhammadan Education. | 390 |
| Miscellaneous | 109 |
| | 499 |

6. **Direction.**—Mr. E. F. Oaten was Director of Public Instruction throughout the period under report. He was confirmed in the appointment from 12th June 1924. For the first few months of the year under report Mr. W. B. Finnigan officiated as Assistant Director of Public Instruction, Bengal and Mr. J. M. Bottomley as Assistant Director of Public Instruction for Muhammadan Education. In July 1924 Khan Bahadur Maulvi Ahsanullah was appointed to act as Assistant Director of Public Instruction for Muhammadan Education, and Mr. Bottomley assumed the duties of Assistant Director of Public Instruction.

The strength of the directing staff is inadequate and a point has been reached at which it becomes a duty to state the fact explicitly. The organisation for the control and direction of Education in Bengal was found to be inadequate under pre-war and pre-reform conditions. The volume and complexity of educational work have increased enormously since then and the problem of the administration of the Department during the next few years will tax to the fullest degree the resources of a thoroughly organised and adequately manned headquarters staff. Compared with other provinces Bengal is not well served in this regard. The intolerable burden of work is borne cheerfully by all concerned, and if relief is sought it is not so much because the officers affected desire to lighten that burden, but rather because they are conscious of duties left unperformed or inadequately performed owing to the sheer impossibility of coping with them. Touring for instance has almost ceased, and, when undertaken, can consist only of a hurried journey and the quickest possible return to headquarters. The headquarters staff is losing touch with the mufassal. Various possible remedies have been discussed, but some amelioration of the situation seems inevitable.

7. **Inspecting agency.**—During the year under review the inspectorate lost the services of Mr. H. E. Stapleton who was appointed officiating Principal, Presidency College, and Khan Bahadur Maulvi Ahsanullah who was appointed to officiate as Assistant Director of Public Instruction for Muhammadan Education. Owing to these transfers and the stoppage of recruitment to the Indian Educational Service, the divisional inspecting staff cannot be regarded as strong. The question whether an English element shall be retained in the inspectorate is one which will have to be faced at an early date, and also the terms on which it is to be recruited if at all. There is also the question of the best method of recruiting Indian officers for the highest posts in the inspectorate. It is very doubtful whether we can serve all our needs by means of promotion only, though this will always be a valuable partial source of recruitment. Of the five Divisional Inspectors three were in the Indian Educational Service and two in the Bengal Educational Service. The inspectorate consisted of 388 appointments on 31st March 1924. During

the year under review 2 posts of Assistant Sub-Inspectors were abolished as an economy. The subjoined table indicates the strength, as it stood on 31st March 1925.

| Division. | Inspectors and Additional Inspectors. | Assistant Inspectors for Muhammadan Education. | District Inspectors. | Subdivisional Inspectors. | Sub-Inspectors. | Assistant Sub-Inspectors. | Assistant Inspectresses. | Inspectresses. | Inspector of European Schools. |
|----------------------------------|---------------------------------------|--|----------------------|---------------------------|-----------------|---------------------------|--------------------------|----------------|--------------------------------|
| Burdwan .. | 3 | 1 | 6 | 16 | 60 | 13 | 2 | 1 | 1 |
| Presidency (including Calcutta). | 4 | 1 | 6 | 11 | (a) 41 | 7 | 3 | | |
| Dacca .. | 3 | 1 | 4 | 14 | 66 | .. | 3 | | |
| Chittagong .. | 2 | 1 | 4 | 7 | 40 | .. | 1 | | |
| Rajshahi .. | 2 | 1 | 8 | 13 | 46 | .. | 2 | | |
| Total .. | 14 | 5 | 28 | (b) 61 | 243 | 20 | 12 | 2 | 1 |

(a) Including the post of Special Sub-Inspector of Schools for the surveillance of ex-pupils of Reformatory School.

(b) Excluding four posts kept in abeyance, vide paragraph 4.

8. Extra-departmental agencies.—District and Municipal Boards continued the work of administering Primary Education in their respective areas. The thanks of the Department are due to District and Subdivisional Officers many of whom helped the Department with valuable advice and co-operation as Presidents of the Managing Committees of Secondary Schools. A word of praise and appreciation is also due to the various Indian and non-Indian missionary bodies and societies for the zeal which they showed in spreading and improving Primary Education among girls and women and members of the backward classes. Enrolled in the missionary organisations are some of the most earnest and soundest thinkers upon current educational problems, and the Department has often to thank them not only for co-operation but also for intellectual stimulus.

CHAPTER III.

University and Collegiate Education.

1. Universities.—The two Universities of Bengal, Calcutta and Dacca, continued their work during the year, each on its own characteristic lines. Mr. Hartog, Vice-Chancellor of Dacca University, who received from the University during the year the distinction of an honorary doctorate, presided over the University during the whole of the period under review. Mr. Bhupendra Nath Basu who had been Vice-Chancellor of Calcutta University since April 1923, died on September 16th, 1924. His successor in that onerous dignity was Sir Ewart Greaves, to whose conduct of the almost insupportable burden of work which has fallen upon him a deserved tribute was paid at the Convocation of March 1925. A feature of the period under review due to special causes, was that two convocations were held, in one of which

the Chancellor personally conferred the degrees in the absence of the Vice-Chancellor through illness. The University year, as already stated, was overshadowed by the deaths of Sir Ashutosh Mookerji and Mr. Bhupendra Nath Basu who had both been Vice-Chancellor of the University.

2. The Arts and Science classes in the Post-Graduate Department of the University of Calcutta had on their rolls 994 and 205 students respectively on 31st March 1925 as compared with 1,051 and 199 students reading in these classes on the corresponding date of the previous year; there were also 168 students in the University Commerce classes.

The question of changes in the University of Calcutta on the lines of some of the recommendations made by the Sadler Commission is still under discussion between the University and Government; it was not possible during the year under report to undertake legislation towards this end.

On the 31st March 1925 there were 752 students (including 22 research scholars) in the Arts and Science classes of the University of Dacca as compared with 761 students on the corresponding date in 1924. In addition to these, 61 students were under instruction in the Commerce classes of the University. A permanent Head for the Department of Arabic and Islamic studies and an Additional Assistant Lecturer in Chemistry were appointed during the year. A fund was started by His Excellency the Chancellor for the endowment of a chair in Sanskritic studies but the support given has been inadequate. University work is hampered by the unsatisfactory condition of Secondary Education in Bengal.

3. **Board of Intermediate and Secondary Education, Dacca.**—The Board, of necessity, continues to function, though the necessity of its absorption or replacement by a body operating over a wider area is becoming obvious. It was never intended to be more than a temporary expedient, pending wider reform, but in the absence of reform, its life has to be prolonged. There were as in the previous year two intermediate arts colleges for men controlled by the Board of Intermediate and Secondary Education during the year 1924-25, *viz.*, the Dacca and Jagannath Colleges. The former needs expansion and the latter consolidation. The Jagannath Intermediate College continues to impart instruction in dyeing and commerce, besides teaching the usual arts and science subjects. It became obvious that there was room for another Intermediate College in Dacca, and the Imperial Seminary was raised to the status of an Intermediate College after the close of the year under review. The Intermediate Department of the Eden High School for Girls, which works under the Board, is in a state of arrested development. As was observed in the last annual report the small area within which the Board works and the temporary character of its existence continue to hamper its usefulness. It is impossible for the Board to raise its standards since students will be scared away to institutions outside the Board area, where the old standards prevail. The views of the Board in regard to vocational courses in connection with Intermediate Colleges are expressed in the following extract:—

Here we must prepare the ground. We must first of all try to turn the minds of the youths of Bengal to practical pursuits, to the possibility of seeking independent careers. * * * These men will not go out as experts. They will not perhaps be able even to claim to have completely learnt any craft. But if they take to practical pursuits, their early start, their general intelligence, their education, their practical training (even though imperfect) will all tell in their favour in the struggle.

All of which simply means that as there are not enough "black-coat" posts in Bengal to go round, education must be so devised that the middle class boy will be mentally and physically prepared to take up a "shirt-sleeve" job, if necessary. Brave words, for they postulate a social as well as an educational "volte-face". They are at least free from the pretence that schools for cultural education can give a young man enough cultural knowledge to secure him the social distinction of a degree or diploma, while at the same time equipping him with a practical vocation which will earn him his living directly, he leaves the institution.

The net cost to Government for the maintenance of the Board amounted last year to Rs. 24,754 as compared with Rs. 22,514 in 1923-24.

4. **Arts colleges.**—On 31st March 1925 the Presidency had 37 arts colleges for men and 4 (including the Intermediate Department of the Eden High School for Girls, Dacca) for women with 22,169 students on the rolls; the corresponding figures for the previous year were 36, 4 and 21,053 respectively. The starting of an intermediate college for men at Howrah under private management accounts for the increased number for 1924-25. Of the 41 arts colleges, 10 were maintained by Government, 17 received aid from Provincial Revenues, and 14 were unaided; as against 10, 17 and 13 in the preceding year.

The cost of maintaining arts colleges amounted altogether to Rs. 31,47,049 as compared with Rs. 29,56,126 in 1923-24. The average annual cost of maintaining an arts college amounted during the year under review to Rs. 76,757. The average cost of educating a student in an arts college was Rs. 141-15 per annum of which Rs. 53-14-1 were borne by Provincial Revenues.

Arts Colleges for Men.

5. **Number of colleges.**—On 31st March 1925, there were in Bengal 37 arts colleges for men as compared with 36 on the corresponding date of the previous year; the increase was due to the establishment of the Narasinha Dutta College in Howrah. Eight colleges (including the Islamic Intermediate College, Dacca) were managed by Government and 29 by private bodies.

6. **Number of students.**—The number of students reading in arts colleges for men increased from 20,805 to 21,919 of whom 18,697 were Hindus, 2,853 were Muhammadans, and 369 were of other communities. The corresponding figures for the previous year were 17,656, 2,756 and 393 respectively.

7. **Expenditure.**—The total expenditure for the upkeep of arts colleges for men rose from Rs. 28,39,808 to Rs. 30,21,296 of which Rs. 10,96,293 were met from Provincial Revenues, Rs. 600 from Municipal funds, Rs. 17,07,691 from fees and Rs. 2,16,712 from other private sources.

8. **Grants to private colleges.**—In accordance with the recommendations made by a Select Committee of the University of Calcutta Government distributed, as previously, a sum of Rs. 1,29,000 among 25 private colleges, the grants being devoted chiefly to the improvement of the college libraries and laboratories. Besides this amount a sum

of Rs. 2,19,263 was expended by Government directly in giving capital and maintenance grants to non-Government colleges during the year under review.

9. **Government colleges.**—*Presidency College.*—At the beginning of the year the college suffered a severe loss through the Principal, Mr. Wordsworth, proceeding on leave preparatory to retirement. He had with long interruptions due to the assumption of higher duties, managed the affairs of the college with tact and vigour since 1916. He was succeeded by Mr. Stapleton.

On 31st March 1925 the Presidency College had an enrolment of 958 students (including 206 University Post-Graduate students) as compared with 899 students returned on the corresponding date of the previous year. Of these students 772 were Hindus, and 156 were Muhammadans; the rest belonged to other creeds. The total cost of maintaining the college amounted during the year to Rs. 4,97,956 of which Rs. 3,48,449 were met from Provincial Revenues. The average annual cost of educating a student worked out at Rs. 510-3-2 of which Rs. 357-0-3 were borne by Provincial Revenues.

The Committee, which was constituted to examine various problems connected with the Presidency College, submitted an *ad-interim* report which dealt among other things with the questions of increased admissions and teaching staff, the enhancement of fee-rates and the status of the laboratory assistants. In July and August 1924 a systematic medical examination of the First, Second and Third Year classes was conducted through the co-operation of the Students' Welfare Committee of the University of Calcutta which revealed the distressing fact that of the students examined only about 20 per cent. enjoyed normal health. As a result of the medical examination it was decided to make games and physical exercises compulsory for the First Year classes and this reform was carried into effect after the year closed. In connection with the Founder's Day celebrations which were held in January 1925, Sir J. C. Bose gave an address to the students on 19th January 1925 and on the following day His Excellency Lord Lytton presided over a reunion of past and present students. The function was a very great success, and the honour of a visit from the head of the province—the first for many years—was much appreciated. Mr. Stapleton is to be congratulated on the successful revival of the function, the inauguration of which was one of the achievements of Mr. H. R. James' principalship.

10. *Dacca Intermediate College.*—Mr. A. K. Chanda held charge of the college during the year. The college had on its rolls 313 students on 31st March 1925 as compared with 318 returned on the corresponding date of 1924. Of the total enrolment 164 were Hindus, 147 were Muhammadans, and 2 were Indian Christians. The upkeep of the college cost Rs. 1,27,251 of which Rs. 97,629 were provided from Provincial Revenues. The average annual cost of educating each student amounted to Rs. 385-9-9 of which Rs. 295-13-6 were met from Provincial Revenues.

The Dacca Intermediate College is badly in need of expansion; but it cannot develop properly on its present site. The range of teaching is much restricted at present owing to the inadequacy of the space which is available. The scheme for removing the college to new buildings to be built at Amlapara has not yet materialised; meanwhile the

college continues to occupy the building in which the School of Engineering was previously accommodated. A scheme was under discussion during the year for the removal of the college to the New Government House.

11. *Hooghly College*.—Mr. R. B. Ramsbotham was Principal of the college throughout the year. The college had 276 students on 31st March 1925 as against 273 on the corresponding date of the year preceding. Of these students 245 were Hindus, 30 were Muhammadans and 1 was an Indian Christian. The total cost of maintaining the college amounted last year to Rs. 1,21,794 of which Rs. 97,958 were provided from Provincial Revenues. The average annual cost of educating a student works out at Rs. 447-12-4 of which Rs. 360-2-3 were met from Provincial Revenues. Hooghly College has applied for affiliation in Physics up to the B. Sc. Honours standard. It is desirable that the college should be affiliated to the University of Calcutta in Chemistry up to the B.Sc. Honours standard for which purpose the present unsuitable laboratory should be remodelled. Much attention was devoted, as usual, during the year under review to the physical side of student life. The College Debating Club is reported to be languishing in spite of the support and encouragement given to it by the staff. As against this is to be set the fact that the college military platoon has acquitted itself well.

12. *Sanskrit College*.—Dr. Adityanath Mockerjee was Principal throughout the year. The English Department of the Sanskrit College had 85 students (all Hindus) on 31st March 1925 as compared with 73 returned on the corresponding date of 1924. Besides this number 53 students were under instruction in the Oriental or *Tôl* Department of the college. The total cost of maintaining the college Department amounted to Rs. 52,058 of which Rs. 47,802 were provided from Provincial Revenues. The average annual cost of educating a student amounted last year to Rs. 627-3-3 of which Rs. 575-14-10 were met from Provincial Revenues. The figure is high, but no reduction in the average cost can take place without an increase of students, which seems difficult. For some reason or other, the Sanskrit College in spite of low fees has ceased to attract students. Students taking up Honours in History and Philosophy were allowed, as previously, to attend lectures at the Presidency College without paying any extra fees. A feature of the Sanskrit College, which, in the opinion of the Principal, deters many students from joining the college is that in the First and Third Year classes students have to read a fairly heavy Sanskrit course (in addition to that prescribed by the University) for which they receive no recognition from the University. The University alone can remedy matters. The college has secured affiliation in Mathematics in the Intermediate standard; the staff required was appointed after the close of the period under review. Although the numerical strength of the college increased slightly last year, the Principal is of the opinion that no permanent and satisfactory increase in the admission can be expected until the staff in English, Sanskrit and Philosophy are strengthened. This is however at least doubtful, since the strength of the college fell before the staff was reduced. As a matter of fact the reduction followed as a result of the falling off of students, and it is very difficult to justify an increase of staff for so small a number of students. No fees are charged to students studying in the *Tôl* or Oriental Department. The final report of the Committee appointed by Government to inquire into the condition of the Sanskrit College is still awaited.

13. *Krishnagar College*.—Mr. Egerton Smith was Principal of the college during the year. On 31st March 1925, Krishnagar College had 256 students as compared with 222 on the corresponding date of 1924. Of these students 231 were Hindus, 18 were Muhammadans and 7 were Indian Christians. The total cost of upkeep amounted last year to Rs. 1,22,855 of which Rs. 98,263 were provided from Provincial Revenues. The average annual cost of educating a student amounted last session to Rs. 493-6-3 of which Rs. 394-10-1 were borne by Provincial Revenues. As previously, the number of students in the Arts classes was smaller than that in the Science classes. Attendance at monthly examination which are held during term time is compulsory and the results of these examinations are taken into consideration in determining the fitness of a student for promotion to the next higher class or for being sent up for the University Examinations. Both the Hindu and Muhammadan hostels continued to occupy rented quarters during the year under review. A scheme for a specially built Hindu hostel has been approved. The present arrangement for the supply of water to the Science Laboratory is stated to be precarious and unsatisfactory. The urgent needs of the college are additional class rooms, a common room and a hostel for the Hindu students.

14. *Chittagong College*.—Shams-ul-Ulama Mr. Kamaluddin Ahmed was appointed to officiate as Principal during the year, Mr. J. R. Barrow proceeding on leave. On 31st March 1925 there were 537 students on the rolls of Chittagong College as against 546 on the corresponding date of the previous year. Of the total enrolment 339 were Hindus and 167 were Muhammadans, while 31 belonged to other communities. The total cost of maintaining the college amounted during the year under review to Rs. 1,16,387 of which Rs. 72,443 were met from Provincial Revenues. The average annual cost of educating a student amounted last year to Rs. 233-11-4 of which Rs. 145-7-6 were borne by Provincial Revenues. There has been of late a persistent demand for the opening of Botany and Geology classes at Chittagong College. In August 1924 a scheme for the construction of a hostel for Muhammadan students at a cost of Rs. 81,600 (including the cost of site) was approved by Government out of which a sum of Rs. 50,000 has been allotted for the work. This will remove a long-felt want and give considerable satisfaction to the students of the Muhammadan community. Much attention is given at the college to physical culture. A scheme for the expansion of the college is under preparation. The college magazine, which is a bilingual quarterly publication, was managed ably by a Board consisting of members of the teaching staff and students.

15. *Rajshahi College*.—The veteran principal of Rajshahi College Rai Kumudini Kanta Banerjee Bahadur retired and died amidst universal regret during the year and was succeeded by Mr. S. N. Maitra. Rajshahi College had 966 students on 31st March 1925 as compared with 908 on the corresponding date of the year preceding. Of these students 759 were Hindus, 206 were Muhammadans and 1 was a Buddhist. The total cost of maintaining the college amounted last year to Rs. 1,67,853 of which Rs. 83,676 were provided from Provincial Revenues. The average annual cost of educating a student amounted last session to Rs. 186-4-8 of which Rs. 92-13-11 were met from Provincial Revenues. The numbers in the Science classes were larger than those in the Arts classes. A new building for accommodating some of the Arts classes and the library was under construction, during the year.

The system of medical examination of students instituted in 1921-22 was continued during the year under report. A series of lantern lectures was delivered at the college by a lecturer of the Bengal Social Service League. Roughly about one-half of the total number of students live in the college hostels and attached messes. Rowing is the most popular sport among the students. Rajshahi people dream one day of a University at Rajshahi and there are various schemes for the development of Rajshahi College. The inauguration of an agricultural department of the college, leading eventually to an agricultural college, is a project cherished by a large section of influential people there. Others want Law classes, M.A. classes in History, M.Sc. classes in Chemistry and so on. Considerable local support is forthcoming for these projects, and it is probable that with some increase in the general fee-rate as a basis, a beginning will be possible at no distant date.

16. Aided colleges.—During the year under review the number of aided colleges for men in the Presidency remained stationary at 16; the number of students reading in aided colleges rose, however, from 8,582 to 9,122. Of these students 7,603 were Hindus, and 1,259 were Muhammadans; the rest belonged to other communities. The total cost of maintaining aided colleges amounted last year to Rs. 9,86,351 of which Rs. 2,18,430 were provided from Provincial Revenues. The average annual cost of educating a student in an aided college amounted during the year 1924-25 to Rs. 108-2 of which Rs. 23-15-1 were met from Provincial Revenues, a figure eloquent of the small extent to which the college system outside the directly maintained Government colleges, rests for support on Government, especially when the large unaided system is taken into account. The fact is that by methods of mass production combined with low salaries (there are of course notable exceptions), the college system is able to render itself well nigh self-supporting, and will continue to do so until the University insists on higher standards and the state or the parent provides funds to enable these higher standards to be attained. Among aided colleges the Jagannath College, Dacca, has provision for teaching Dyeing and Commerce in addition to the ordinary arts and science subjects. The Serampore College continues to occupy the unique position of a University in regard to the teaching of Theology, besides being affiliated to the University of Calcutta in Arts and Science. During the year under report the Daulatpur Hindu Academy obtained affiliation in English and Philosophy up to the B.A. Honours standard. The science classes at St. Xavier's College are deservedly popular. The Wesleyan College, Bankura, has commenced teaching Chemistry up to the B.Sc. Honours standard, a welcome development in view of the high standards and traditions of this college. Victoria College, Comilla, secured affiliation in English (Honours), Mathematics (Pass) and Economics (Pass) standard. The Scottish Churches College continued to help in maintaining high collegiate standards in Calcutta and last session had about a hundred *ex-students* belonging to the University Post-Graduate classes.

17. Unaided colleges.—During the year under report there were in Bengal 13 unaided arts colleges for men having on their rolls 9,546 students on 31st March 1925. The corresponding figures for the previous year were 12 and 9,125 respectively. The increase in the number of unaided colleges for men was due as explained above to the starting of an Intermediate College at Howrah. The total cost of maintaining

unaided colleges amounted last year to Rs. 8,11,932; the average annual cost of educating a student was Rs. 85-0-10. The South Suburban College, Bhowanipore, was re-named Ashutosh College after the late Sir Ashutosh Mukherjee, who was President of the Governing Body. The Vidyasagar College arranged to open classes in Botany for which additional class rooms were under construction during the year under report. The Central College, Calcutta, and the Uttarpara College both of which teach up to the Intermediate standard only, appear to be struggling for existence. The former has provision for teaching the arts course only and its fate is an eloquent tribute to the intensity of young Bengal's demand for instruction in natural science. In both cases, the roll number was below 100.

18. Advisory Committee for Higher Education.—At a meeting held on 29th November 1924 the Advisory Committee for Higher Education finally agreed to recommend the rate of 8½ per cent. to be contributed by the University of Dacca to the Provident Fund for teachers on condition that the same rate were adopted for the University of Calcutta (Post-Graduate Departments) and also on condition that Government would make a start with a provident fund for colleges.

The Committee also considered the question of standardising the Honours courses at the Universities of Calcutta and Dacca. In Calcutta the Honours course extends over a period of 2 years, while in Dacca it extends over 3 years. The three-year system was recommended by the Sadler Commission. Owing to this divergence of system many students who intend to take Honours are at present unwilling to join Dacca University. The general trend of opinion is in favour of making the Honours course of Calcutta University a three-year course as at Dacca. Sir Ewart Greaves, Vice-Chancellor of Calcutta University, indicated that time would be required to obtain the views of the Principals of Colleges affiliated to Calcutta University, and that there were many practical difficulties in the way. There is much to recommend the change since its real effect would be to reduce the period of general academic study for many students by one year, since a 3-year honours course would be sufficient academic preparation for large numbers of students, whereas a 2-year course is not, and a further 2-year M.A. course is entailed upon such students. It would be easy, by means of a co-operative system with the Post-Graduate Department to introduce the course in Calcutta City itself, but the mufassal problem presents difficulties. The question was postponed for the time being.

19. Conclusion.—There is still a remarkable demand everywhere for the study of science subjects. This is probably due, in part, to a vague idea that science study is in some way "vocational" in a sense in which Philosophy or History is not. So far as the demand is based on this belief, disappointment is in store for the enthusiasts of science. A Law Course, a Medical Course, a Teacher's Training Course, an Engineering Course, a Veterinary Course, are vocational, and a student, who means to take up one of these courses, will naturally select that preliminary course of studies, whether arts or science, which best prepares for these courses. But if, like so many, he intends to take up none of these specialised courses, but is seeking merely a general academic course leading to a degree, and the vague undefined possibilities that follow it, the choice as between a scientific and a philosophical or literary course is one to be made with careful reference to his temperament, his tastes and his intellectual capacity, and should not be biased

by any misconception as to its "vocational" value. The Principals of certain colleges report that there are already signs of a reaction in favour of the arts course, a reaction due in part to the high fees for science which it has been necessary for colleges in self defence to impose. Science education was too long neglected in India, and it is all to the good that it has come to its own. The next step is to give it its rightful place in the schools, which it has as yet scarcely yet reached. But nothing is gained and much lost if the University and College students of Bengal, while learning of the chemical reactions of matter or the theories of the atom, know, as regards the mass of them, nothing of the lessons of history and the splendour of ancient literature and culture.

CHAPTER IV.

Secondary Education.

1. **General statistics.**—On the 31st March 1925 all classes of secondary schools in Bengal numbered 2,637 as compared with 2,619 on the corresponding date of the preceding year; the increase was due to the opening of new high and middle English schools. The number of pupils reading in secondary schools rose during the year under review from 352,181 to 368,520 or by 16,339. The cost of maintaining secondary schools in Bengal amounted to Rs. 1,12,82,516 as compared with Rs. 1,09,56,312 in the previous year. The average annual cost of each secondary school was Rs. 4,198-14-9 and the cost per pupil worked out at Rs. 30-9-10.

Secondary Education for Indian Boys.

[The secondary education of Indian girls and Europeans is dealt with in other chapters.]

2. **Schools and pupils.**—The number of secondary schools for Indian boys rose during the period under review from 2,498 to 2,566 or by 68. High and Middle English schools increased by 40 and 49 respectively, but Middle Vernacular schools decreased by 21. Purely vernacular education is not popular, and this accounts for the gradual elimination of Middle Vernacular schools from the Educational system. High and Middle English schools gained 8,598 and 7,859 pupils respectively; while Middle Vernacular schools lost 659 pupils.

3. **Expenditure.**—The total direct expenditure on secondary schools for Indian boys amounted during the year under review to Rs. 93,12,095 as compared with Rs. 89,91,941 in the preceding year. Of the total expenditure incurred in 1924-25 Rs. 16,60,397 were provided from public funds, and Rs. 76,51,698 were met from private sources; against Rs. 16,99,228 and Rs. 72,92,713 respectively in the previous year. Thus with the opening of new secondary schools under private management the expenditure from private funds increased, but that from public

funds slightly decreased. At the close of the year the Legislative Council voted an increased annual grant of 3 lakhs of rupees for secondary education, but this did not take effect till after the close of the period under review. High English schools cost Rs. 71,03,121; Middle English schools cost Rs. 21,36,891; and Middle Vernacular schools Rs. 72,083.

4. **Manual instruction.**—As in the previous year 22 secondary schools in the Province possessed arrangements for imparting manual instruction. The extension of the scheme to other schools was not found possible owing to the lack of funds. The Conference of Educational Officers which met in Calcutta in February 1925 under the Presidentship of the Director of Public Instruction and considered *inter alia* the question of “vocational” and practical courses in high schools was of opinion that a Bengal high school is not the place for vocational training in the strict sense of the phrase; this might more properly be given in special institutions at the end of the general school course; it was however desirable that a choice from certain practical or non-literary subjects such as Carpentry, Weaving, Smithery, Agriculture, Gardening and Drawing should be introduced in high schools with a view to adding interest and diversion to the general course. The idea of giving instruction in such schools in subjects like type-writing and shorthand was deprecated. What the Bengali school boy of 12 to 16 needs, it would seem, is not so much vocational as “avocational” training, training that will take him away from his books, and help him to create hobbies, or teach him to use his hands in making things for himself, and to employ his spare time usefully and profitably; it confuses the issue and darkens thought if we conceive of secondary school education as being direct preparation for a vocation. As regards high schools the term “Vocational training” should disappear in favour of the more strictly correct phrase “practical training” or “practical arts training”. Beyond all this, however looms the vaster question: “Does not rural Bengal need an entirely different type of school?” a school which while not definitely “vocational”, will relate itself in every subject of its curriculum to the life of the village and prepare the boy not to desert it, but to stay in it and develop it?

5. **“B” Classes.**—The “B” or Science Course Classes attached to five Government schools in the Presidency had an enrolment of 110 pupils on 31st March 1925. Of the 36 candidates, who were sent up for the “School Final” examination, 24 were successful. The Examination has aimed at the creation in schools of a “modern” side, but it has operated within narrow limits, and has not achieved its aim, as for various reasons few boys have entered for the examination.

6. **High schools under the Board of Secondary and Intermediate Education, Dacca.**—The Board of Secondary Education, Dacca, has revised the curriculum of high schools under it. History and Geography have been made compulsory subjects and Science has been included in the curriculum. The small area allotted to the Board—the Board’s jurisdiction extends to twelve high schools only—and the arrangement by which its existence is sanctioned from year to year places the Board in a very unsatisfactory position. The necessities of the position were summed up last year in the phrase “end or extend”, which still stands as a statement of the two obvious alternatives, though pending a decision on University reform the adoption of either course presents

difficulties. The Chairman of the Board makes the following observations, with regard to High School Education which may be regarded as indicative of the present general situation:—

But there is no real life. All sense of larger purpose is gone out of school education. The old unquestioning faith in Western education has lost its hold on the country. And just as that faith was somewhat blind, the unfaith also is somewhat blind. The movement for "national" schools, captured the imagination of the country but did not last, and now a re-action has set in. The country has returned to the old schools, but it has returned to them with a heart that is sick. School-going has become mechanical and aimless. A complete reorganisation of intermediate and secondary education on a broader basis and with practical aims is the first, the greatest, and the most urgent need.

7. Experiments in Education.—The "Dalton Laboratory Plan", according to which each boy progresses in proportion to his own mental powers without retarding more capable boys, was introduced into the four top classes of the Armenitola High School, Dacca, in January 1925, by Mr. T. J. Collins, the Head Master, who made a special study of the subject while on leave in England last year. The two essentials of the scheme, *viz.*, (1) capable teachers and (2) a variety of reference books have been provided as far as possible. The students are reported to be working better according to this method than they did under the class system; and the parents of the pupils, who raised some objection at first, are beginning to appreciate its value. His Excellency the Governor of Bengal visited the school on 11th February 1925 and wrote as follows:—

I was much interested also to see some of the classes working in laboratories on the Dalton Plan—a most encouraging departure from the old established didactic method of teaching.

The scheme is frankly experimental, and will be abandoned if it is proved that it is not suitable in Indian conditions. It is understood, however, to have succeeded at Sylhet in Assam, and it is hoped that the result at Dacca will be equally encouraging.

Another very interesting experiment, which is being carried on in this school, is the working out of "projects", that is the systematic study of selected subjects not part of the prescribed curricula by a pupil or a group of pupils under the direction of a teacher. The work turned out by some of the pupils is reported to be extremely promising.

In certain schools under the control of the Board of Secondary Education, Dacca, the system of "grading" boys in particular subjects for the purpose of teaching according to their efficiency, irrespective of the classes to which they belong, is being tried. The system has the advantage of helping the better boys to go forward, and of adapting teaching to the capacity of those who are behind-hand.

8. Deprovincialisation of Government high schools.—It was decided during the year under review to abandon the idea of establishing a Government zilla school at the headquarters of the district of Burdwan. A high school on an aided basis was started in the buildings constructed recently at a cost of Rs. 2,17,000 for the proposed zilla school. Some of the teachers of the local Municipal High School obtained appointments in the new school, new staff also being recruited. Part of the grant of the Municipal School, together with a proportion of the pupils, was transferred to the school. The school, called Burdwan Town School, has been placed under a strong representative committee of management with the District Magistrate as President. The

site acquired in 1920 for the Zilla School together with the buildings erected thereon has been leased to the Managing Committee of the aided school at a nominal rent of Re. 1 per annum subject to the usual conditions imposed in such cases. The work of the school will be carefully watched, as its cost to Government is much less than that of a zilla school would have been, and if fully successful it will demonstrate the wisdom of the economical policy followed by Government in this instance.

The proposal to deprovincialise the High School at Jamalpur in the district of Mymensingh and to conduct it as an aided institution has been held in abeyance, and no general policy of deprovincialisation has been adopted.

9. The Matriculation Examination.—The results in the Matriculation Examination continue to be the subject of comment. The comparatively easy standard of the examination which makes it possible for large numbers of students who are not really ready for a University course to enter the University is being reflected in colleges as well as in schools. The remedy—the only remedy that really holds the field—lies in the creation by the Legislature of a representative authority which shall control and supervise secondary education. The problem is how to reconcile the rights and claims of the University of Calcutta in respect of secondary education with those of the community as a whole. So far the Gordian knot remains uncut. Meantime secondary education drifts without defined aims. There is probably no harder worked public body in India than the Syndicate of Calcutta University, but with all the good will in the world the busy professional men who compose it cannot give the school problem, which really needs the whole-time services of several first-rate administrators, one tithe of the attention which it really demands. It has become an administrative task, the duties of which demand undivided attention.

Until recently boys under the age of 16 years were debarred from appearing at the Matriculation Examination in terms of Section 3, Chapter XXX, of the University Regulations. This restriction has been removed and boys of 15 years of age may, under a recent regulation of the University of Calcutta, sanctioned by Government, be permitted to appear at the Matriculation Examination, provided that the Head Master certifies that the boy is fit for the responsibilities of college life. This is an *ad-interim* decision pending the final disposal of the question. The reform of the curriculum of the Matriculation Examination is overdue. The University submitted certain proposals for the necessary changes in 1922, but their acceptance *in toto* presented considerable difficulties, and Sir P. C. Mitter, as Minister of Education, thought it best to defer action till the formation of the Board of Secondary Education, which it was part of his policy to create. When Mr. Fazlul Haq became Minister, it became clear that the creation of a Board was likely to be in some measure delayed, and the views of Government in the Ministry of Education were communicated to the University. Two years had however been lost. Owing to the pre-occupation of the University with the post-graduate problem, a further year elapsed before the University's views on Government's communication were formulated and despatched. The proposals are now under the consideration of Government. Features of the proposals are the entire abandonment of an age-limit for the Matriculation, coupled with

an age-limit of 15 for entrance to colleges, the adoption of the Vernacular as the medium of instruction and examination in schools, the abolition of a compulsory classical language, the prescription of history and geography as compulsory subjects and the enforcement, where possible, of practical work like carpentry and other forms of manual or practical training. Though there may be difference of opinion in regard to details, the proposals are in the main on sound lines, and Government's communication in 1924 dealt with the proposals from this point of view.

10. **General conditions.**—The condition of secondary schools in general and of high schools particularly continues to be unsatisfactory. In a considerable number of the aided schools some improvement has been effected by an increase in grants, fee-rates, and in teachers' salaries. But a large proportion of the schools under private management is reported to be struggling for existence. It was stated in the last report that the remedies for the situation were new sources of revenue, *viz.*, new grants-in-aid, which cannot be large in the absence of new taxation, increased subscriptions or endowments, and increased fees. The department has been able to do something in regard to the first and the third sources. Three lakhs were voted in March last and in return for a grant from this source many schools have increased their resources by raising fees. The detailed report on the results belongs not to this, but to the next report. The essential problem however remains untouched, and only vastly greater resources can enable it to be tackled with any prospect of success. When one surveys the high school system in Bengal, with its well nigh thousand schools, recognised by the University, which are preparing candidates for a University education to which many of them can never attain, and in many cases are preparing them utterly badly, and yet are certainly preparing them for nothing else, one becomes convinced that the schools in a large number of cases are in urgent need of a new orientation. At present they are preparing their pupils for an examination, whereas their task is to prepare them for life. Probably—though here one must necessarily speak hesitatingly—at least one-third of the schools ought to cease to be recognised high schools, and become middle schools with a strong practical bias, which in many cases would in Bengal be agricultural. This would ensure that the genuine ordinary high school, worthy of the name, and competent to do its work, would not be weakened by the loss of pupils who now in many cases are lost to it owing to the attraction of the cheap fees of the undercutting bad high school. Bad schools, like bad money, drive out good. The whole problem however of the weak, struggling, and incompetent high school is one that needs the unremitting attention of first class whole-time thought. It is easy to say—"this is a bad school—let us refuse to recognise it". This, however, the University regards as school-murder, and normally it shrinks from drastic action of the kind. The problem of educational administration is to discover the right type or types of school required in place of the scores of struggling and incompetent high schools now attempting an impossible task. This discovered, the administrator can then say: "change or cease to be". For the great and immensely difficult task of laying down the lines of future school development in Bengal, and of directing and guiding this development detail by detail, the present organisation is unsuited. If custom had not staled us to its use, it would be clearly recognised

that the work involved has passed beyond the possibility of effective administration by a body which is necessarily so limited in constitution and character, and so hopelessly overworked in other directions, as the existing recognising authority. It has itself recognised this by devolving the main bulk of its school administrative work to a Schools Committee, but this solution can only be regarded as an unsatisfactory and temporary palliative of a situation that requires more fundamental treatment.

11. Principles of distribution of grants-in-aid to secondary schools.—The Conference of Educational Officers referred to above discussed the question and arrived at the following decisions among others:—

- (a) that a minimum expenditure scale of Rs. 540 (11 teachers) per month be insisted upon provided that the University insists on its own scale of minimum salaries.
- (b) that no grants should be given to schools in which the scale of fees is less than the minimum prescribed by the Department. (This is a descending scale commencing at Rs. 3 in the highest class.)
- (c) that financial inducements should be held out to non-Government schools to send their teachers for training and to employ trained teachers, by enabling them by special grants to pay trained teachers more highly.
- (d) that the minimum grant to a high school should be Rs. 100 a month.
- (e) that no grant should be given to a school, unless it has 150 boys at least, and its continued existence is educationally clearly desirable.

These general principles were followed, after the close of the period under review, in the distribution of the 3 lakhs grant for secondary education, though certain exceptions were made in special cases.

CHAPTER V.

Primary Education.

1. **General statistics.**—On the 31st March 1925 the Presidency of Bengal had 50,450 primary schools for boys and girls with an enrolment of 1,615,424 pupils as compared with 49,425 schools attended by 1,546,402 pupils on the corresponding date of 1924. A sum of Rs. 59,58,807 altogether was spent during the financial year 1924-25, for the upkeep of primary schools as against Rs. 56,73,154 in the year preceding. The average maintenance charges of each primary school amounted to Rs. 118-1-10 annually, and the cost of educating each pupil was Rs. 3-11.

Primary education of Indian boys.

(The primary education of Indian girls and Europeans is dealt with in other chapters.)

2. **Schools.**—The number of primary schools for Indian boys rose from 36,578 to 37,071 or by 493. The following table shows the distribution of primary schools for Indian boys (together with their enrolment) in the different parts of the Presidency during the last two years:—

| Division. | 1923-24. | | 1924-25. | |
|----------------------------------|----------|-----------|----------|-----------|
| | Schools. | Pupils. | Schools. | Pupils. |
| Burdwan | 8,273 | 259,084 | 8,458 | 268,286 |
| Presidency (excluding Calcutta). | 6,215 | 227,363 | 6,311 | 231,159 |
| Calcutta | 346 | 20,517 | 410 | 24,912 |
| Dacca | 9,091 | 321,789 | 9,090 | 326,514 |
| Chittagong | 5,679 | 209,117 | 5,910 | 235,528 |
| Rajshahi | 6,974 | 218,034 | 6,892 | 223,157 |
| Total | 36,578 | 1,255,904 | 37,071 | 1,309,556 |

3. **Pupils.**—At the close of the year under report primary schools for boys were attended by 1,309,556 pupils (including 52,997 girls) as compared with 1,255,904 children (including 53,198 girls) in 1923-24. In addition to this number 164,906 pupils were in the primary department of secondary schools on 31st March 1925 against 152,468 children reading in secondary schools in the previous year. Pupils reading in boys' primary schools and in the primary department of secondary schools together, therefore, numbered 1,474,462 in the year under review as compared with 1,408,372 pupils in the year preceding, an increase of 66,090 children.

4. **Relative progress of Hindus and Muhammadans.**—Primary schools for Indian boys were attended by 597,265 Hindu and 687, 399 Muhammadan pupils on 31st March 1925. The corresponding figures for 1923-24 were 575,637 and 657,204 respectively. Thus the number of Hindu pupils rose by 21,628 and of Muhammadan pupils by 30,195 during the year under review. Of the total Hindu male population 5·6 per cent. and of the total Muhammadan population 5·3 per cent. were in boys' primary schools on 31st March 1925; the percentages for the preceding year were 5·5 and 5·07 respectively.

5. **Expenditure.**—The total cost of maintaining primary schools for Indian boys amounted during the year under report to Rs. 49,26,451 as compared with Rs. 46,87,765 in the year preceding. Of the total expenditure Rs. 2,359,658 or 47·89 per cent. were contributed by public funds, while Rs. 25,66,793 or 52·11 per cent. were met from private sources. In the year 1923-24 public and private funds represented 49·16 and 50·84 per cent. respectively of the total expenditure on primary schools for Indian boys. The expenditure from public funds was made up of Rs. 15,39,775 contributed by Provincial Revenues and Rs. 6,97,323 and Rs. 1,22,560 by District and Municipal funds respectively. The corresponding figures for the previous year were Rs. 15,24,200, Rs. 6,67,786 and Rs. 1,12,835 respectively.

6. **Panchayati Union schools.**—Funds were allotted during the year under review for the construction of 84 Panchayati Union schools for boys. As a result of an inquiry instituted last year in connection with the expansion of the Panchayati Union scheme it is considered desirable to push forward the scheme to its completion. A sum of Rs. 1,00,000 was provided in the Education budget for 1925-26 for the establishment of new Panchayati Union schools in the Province. The Panchayati Union schools have so far been run on a Lower Primary basis in conformity with the standing orders of the Department, but with the introduction of the revised curriculum for primary schools in which no distinction between the Lower Primary and the Upper Primary course is retained, the question has arisen whether these schools should not teach the full five years' course equivalent to the old Upper Primary standard. It appears, however, to be necessary that pending the completion of the Panchayati Union scheme these schools should confine themselves to the three years' preliminary course unless District Boards undertake to supplement the Government aid by contributions from their own funds for the maintenance of the two years' extra course.

7. **Primary schools under Mr. Biss's proposals.**—A recurring sum of Rs. 75,000 was available for the introduction in Municipal and Union Board areas of schemes of primary education development deriving their impetus and character from the two reports of Mr. Biss. During the year under review 3 Municipalities in the Presidency, *viz.*, Dacca, Budge-Budge and Howrah, received sanction to the introduction of schemes of free Primary Education on the lines of Mr. Biss's proposals. The Dacca Municipality has started 3 schools in the first instance to serve equally Moslem and non-Moslem localities. The Budge-Budge Municipality has decided to devote the grants available in the first few years to the construction and maintenance of school houses. The number of boys aged 6 to 11 years in the Howrah Municipality being over 4,000 the Municipality has introduced the scheme tentatively in 5 primary schools having an enrolment of 750 pupils.

The following local bodies submitted schemes of free Primary Education which received sanction after the close of the year 1924-25 :—

1. Aichganti Union (Khulna).
2. Narayanpur Union (24-Parganas).
3. Kavirajpur Union Faridpur.
4. Palong Union (Faridpur).
5. Perhampur Municipality.
6. Comilla Municipality.
7. Sherpur Municipality (Bogra).
8. Panihati Municipality (24-Parganas).
9. Kurumgram Union (Birbhum).

Up to the close of the year under report sanction of Government had been accorded to the inauguration in connection with such schemes of 220 primary schools in 60 Union and Municipal Boards. The

sanctioned projects involved a recurring expenditure of Rs. 71,714 annually. Further progress was therefore impossible without the provision of additional funds. Additional provision was made after the close of the year under report.

8. Mr. Biss's proposals and the Panchayati Union scheme compared.—Mr. Biss's programme was far more ambitious than that aimed at by the Panchayati Union School scheme. The former aims at providing each Municipal or Union Board area with a central and one or more ancillary schools according to the needs of the locality on a scale of pay higher than is customary in existing primary schools, whereas the Panchayati Union scheme sets out to provide each Union with one school only and that too of a cheap type. The expenditure on the former is divided equally between Government and the Local Body, while that on the latter is borne exclusively by Government. Progress along the lines laid down by Mr. Biss must, of necessity, be slow unless Municipal and Union Boards come forward more readily with their share of the cost. Several projects even after sanction by Government had to be abandoned on account of the inability or unwillingness of the local bodies to make their pledged contribution. The Panchayati Union school scheme as a contribution towards the solution of the problem of the spread of literacy, has solid merits, but it also possesses defects, most of them fortunately remediable with increased funds. But more and more the thinker on the problem of primary education is forced to the view that everything so far attempted in this sphere merely skirts the problem. No solution of the problem is possible without a comprehensive bill which places the responsibility for the foundation of schools wherever they are needed upon local bodies, and in one way or other compels them to raise the bulk of the necessary funds within the area affected. It is for the statesman and the politician, and not the educationist, to say whether this essential basic foundation of the educationist's future work can possibly be laid, or whether the idea, and with it all future hope of development, must be put aside as a chimaera of the imagination.

9. Primary education in Calcutta.—The bulk of privately-managed primary schools in Calcutta continued to be miserably housed. On 31st March 1925, the city had 410 primary schools attended by 24,912 pupils as compared with 346 schools with an enrolment of 20,517 pupils on 31st March 1924. The increase was due to the inclusion of 3 suburban municipalities in the Corporation of Calcutta during the year under report. Of the total number of pupils 15,351 were Hindus and 8,044 were Muhammadans. The number of boys reading in primary schools and in the primary department of secondary schools together numbered 34,785 on 31st March 1925, as compared with 29,432 in the previous year. The primary schools in Calcutta cost Rs. 1,96,590 in the last year against Rs. 1,70,324 in the year preceding. Of this amount Rs. 86,293 was contributed by public funds, while Rs. 1,10,297 came from private sources. During the year under review the Corporation of Calcutta adopted a five-year programme for the expansion of primary education. It spent during the last year Rs. 24,308 on the upkeep of the free primary schools for boys and Rs. 27,996 on other primary schools.

10. Curriculum.—The revised curriculum for primary schools was introduced in January 1925 into all the districts of the Presidency.

It is a compromise between the two curricula formerly in use in the two parts of Bengal. The old curriculum of Western Bengal has been divested of superfluous items, while the Eastern Bengal curriculum has been made more comprehensive by the supply of certain deficiencies. The conference of educational officers which met in Calcutta in February, 1925 came to the decision that public examination at the end of class V should be revived. The question has therefore again come under review by Government.

11. **General remarks.**—As stated in the last annual report, higher pay for teachers, extension of training facilities, and the introduction, where possible, of free primary education are recognised as desirable palliatives of the present unsatisfactory condition of primary education in Bengal. But in the absence of a comprehensive scheme of advance, which honestly faces and solves the financial problem which underlies the whole question, they will remain palliatives only.

12. **School post offices.**—The number of teachers who worked as Postmasters during the year under review was 536 against 544 in the preceding year. The remuneration for postal work varied as before from Rs. 3 to Rs. 16 a month.

CHAPTER VI.

Training of Teachers for Indian Schools.

A.—Training of Men Teachers.

1. **Training Colleges, General.**—The two Government secondary training colleges had on their rolls 107 students on 31st March 1925 as compared with 92 on the corresponding date of the preceding year.

2. **The David Hare Training College.**—Twenty-nine students were under training in the B. T. and 14 in the L. T. class of the David Hare Training College on the last day of the year under report. The cost of maintaining the college was Rs. 54,913 as compared with Rs. 56,952 spent in the previous year. Twenty-two out of 29 students passed the B. T. and 8 out of 14 students passed the L. T. Examination during the year.

The new buildings for the Training College, the attached hostel, and the demonstration school at Ballygunj, are practically complete. Lectures on school hygiene and sanitation, vocational guidance, scout craft, corporate life among students, and the aims and scope of the League of Nations, were delivered at the Training College by gentlemen specially competent in those subjects. A beginning was made in experimental work in the way of educational measurements.

3. **The Teachers' Training College, Dacca.**—The college had 56 students in the B. T. and 8 students in the L. T. class on 31st March 1925. Of these students 47 belonged to Bengal, and 17 came from Assam. In addition to this number there were 2 scholars who were engaged in research work at the Training College. The cost of maintaining the Training College amounted during the year under report to Rs. 84,716 as compared with Rs. 82,064 spent for the purpose in the preceding year. The college presented 57 candidates at the B. T. and 7 at the L. T. Examination; 52 were successful in the former

and 5 in the latter Examination. The announcement that a Government post would be guaranteed to the best B. T. of the year was a considerable incentive to the students. The most important event of the last session was the Educational Exhibition which was organised at the college and opened by Lady Hermione Lytton on behalf of His Excellency the Governor of Bengal who was unable to perform the function owing to illness. The Exhibition, which in reality was an endeavour to show the activities of the Training College in the direction of training, research, and educational experiment, served a useful purpose. It attracted a large number of visitors—teachers as well as others interested in school work—from Dacca and outside. Mr. West is to be congratulated on its success, for which he was mainly responsible. Saturday lectures by gentlemen not members of the staff were resumed last session and several interesting and instructive discourses were given by members of the Dacca University staff and others.

4. These two colleges are doing very useful work within their sphere of action. Further facilities for secondary teachers' training are however necessary, and Bengal will have to create another college at no very distant date.

5. **Vernacular Training Schools.**—The number of Normal or First Grade Training Schools in Bengal remained stationary at 6, *viz.*, 5 directly managed by Government and 1 under aided management. These schools had altogether 371 pupils on their rolls on 31st March 1925 as compared with 399 on the corresponding date of 1924. The cost of maintaining the Vernacular Training Schools amounted during the year under review to Rs. 1,06,151 of which Rs. 1,01,451 were provided from Provincial Revenues. The corresponding figures for the preceding year were Rs. 1,11,757 and Rs. 1,06,264 respectively. Out of 172 candidates who appeared at the Final Examination, 135 were declared to have passed.

The Conference of Educational Officers, which met in Calcutta in February 1925, was of the opinion (a) that the course of studies in Normal Schools should extend over 2 years as at present in Eastern Bengal, and (b) that admissions to Normal Schools should be confined to Matriculates and that the value of the stipends should be raised to Rs. 10 a month. Instruction in "First aid" is a feature of the work of the Hooghly Training School, and teachers trained in this subject are reported to be in great demand. A boy scout organisation has been in existence in connection with the Chittagong Normal School for about 7 years.

6. **Guru and Muallim Training Schools.**—On the last day of the year under report the Presidency had 99 Guru and Muallim Training Schools with an enrolment of 1,765 pupils as compared with 99 schools with 1,740 pupils on the 31st March 1924. Of the 99 schools 5 were conducted as grant-in-aid schools; the rest were managed directly by the Department. The total cost of maintaining the Guru and Muallim Training Schools amounted during the financial year 1924-25 to Rs. 2,87,455 of which Rs. 2,81,732 were borne by Provincial Revenues. The corresponding figures in 1923-24 were Rs. 2,96,017 and Rs. 2,82,979 respectively. Out of 1,532 candidates who appeared in the Final Examination from Guru and Muallim Training Schools during the year under review, 1,237 were successful, as compared with

1,635 candidates and 1,261 passes in the preceding year. Buildings for the central Guru-training Schools at Suri and Midnapur were under construction during the year under review. The success of Guru-training Schools even of the new type is considered to be doubtful by some Inspectors of Schools in view of the low initial qualifications of the gurus which admit of no decent superstructure. The only remedy is increased pay of teachers, which when possible will attract a better type. The difficulty is one which faces any training system which works in the earlier stages of educational progress, and will be gradually removed, as it has been removed in Western countries, only by the growth of a higher general level of educational attainment. Of itself, of course, training, without other developmental agencies, can do little. Some Guru-training Schools afford facilities for experiments in gardening by parcelling out small plots among the gurus. A few schools have museums or collection of suitable objects attached to them.

7. Half-yearly Examination of Secondary School teachers.—Six candidates appeared in the Examination out of whom 5 were declared to have passed.

B.—The Training of Women Teachers.

8. Training Colleges for Women.—The proposal for starting under the direct control of the Department a Training College, where women teachers employed in secondary schools in the Province may be afforded facilities for training, continues to be in abeyance. On 31st March 1925 the Training class attached to the Diocesan College (which is aided by the Department) had 11 pupils in the B. T. class. The cost of maintaining the Training Department amounted during the year under review to Rs. 8,196 the whole of which was provided from Provincial Revenues. The college presented 11 candidates at the last B. T. Examination of whom 10 were successful. The Loreto House Training class presented 5 students at the L. T. Examination all of whom were successful.

9. Training School for Women.—On the 31st March 1925, the Presidency had 10 Training Schools and classes (with 178 pupils) which had facilities for training women teachers working in primary schools and the lower classes of secondary schools. The corresponding figures for the previous year were 11 and 189 respectively. The decrease in the number of training schools from 11 to 10 was due to the closing down of St. Margaret's Training class, the pupils of which have joined the United Missionary Training class. Seven of these training schools were managed by Christian and Brahma missions. The total cost of maintaining these schools amounted during the year under review to Rs. 70,053 of which Rs. 61,046 were provided from Provincial Revenues; the corresponding figures for the preceding year were Rs. 71,323 and Rs. 59,623 respectively. The permanent retention and reorganisation of the Training School for Moslem Women Teachers, a Government Institution, was approved by Government, after the close of the period under review. The scheme of reorganisation to which effect is to be given when funds are available, provides for additional stipends, two additional mistresses for the attached practising school, additional rent for increased accommodation, and an increase in the salary of the school clerk.

The Training classes maintained at the Brahmo Girls' and the United Missionary Society's schools are reported to be attracting well-qualified pupils—mostly Matriculates and a few who have read up to the I. A. standard. On the other hand the qualifications of the pupils who are admitted into the Hindu Widows' Training class and the Moslem Training class are decidedly low. The results of the Training School Examinations during the year under report were as follows:—

| | Candidates presented. | Candidates passed. | |
|--|-----------------------|--------------------|----------------|
| (1) Senior Vernacular Teachership Examination .. | 29 | 26 | } West Bengal. |
| (2) Junior Teachership Examination .. | 60 | 46 | |
| (3) Teachership Examination .. | 22 | 17 | East Bengal. |

10. **General observations.**—The officiating Inspectress of Schools, Presidency and Burdwan Divisions, observes that the number of trained teachers supplied annually by the Training classes is very much below the demand; indeed the demand is so great that every candidate presented at the examination secures a post before the result is out. Like her predecessor in office the Officiating Inspectress of Schools urges the appointment of a Physical Instructress to conduct classes in Physical Training in all Training Schools. The Inspectress of Schools, Dacca Circle, is of opinion that the facilities for training women teachers which exist at present in the 3 Eastern Divisions are lamentably inadequate.

CHAPTER VII.

Professional and Technical Education.

1. **Law Colleges and Classes.**—Arrangements for imparting legal education existed, as previously, in 3 institutions in the Presidency, *viz.*, the Calcutta University Law College, the Law Department of the Ripon College and the University of Dacca. The three institutions had altogether 3,634 pupils on 31st March 1925 as compared with 3,140 on the corresponding date of the year preceding. Of these students 3,076 were Hindus, 526 were Muhammadans, and 32 belonged to other communities. The upkeep of the University Law College and the Law Department of the Ripon College cost altogether Rs. 2,47,885 during the year ending 31st March 1925, as compared with Rs. 2,27,683 in the previous year. The cost of maintaining the Law Classes at the University of Dacca, which has not been shown separately in the University returns, has been included in the table under the head "Universities". Out of 1,369 candidates who appeared at the B. L. Examination in 1924-25, 633 were successful.

2. **Medical Colleges and Schools.**—As in previous years provision for the study of medicine was made in three institutions in Bengal, *viz.*, the Calcutta Medical College, the Carmichael Medical College, Belgachia, and the School (strictly College) of Tropical Medicine and Hygiene. The three institutions together had 1,682 students (including 12 women) on 31st March 1925 as compared with 1,708 pupils on the corresponding date in the year preceding. Of these students 1,486 were Hindus, 140 were Muhammadans, 41 were Indian

Christians, and 15 were of other communities. The cost of maintaining the 3 institutions amounted during the year under review to Rs. 10,44,220 as compared with Rs. 9,87,741 spent for their upkeep in 1923-24. Out of 457 candidates who appeared in the Final Examination from these institutions 217 passed.

On the 31st March 1925 there were in the Presidency 8 Medical Schools with 1,851 students (including 37 women) on their rolls as against 5 Medical Schools having 1,478 pupils in 1923-24. The upkeep of these Medical Schools cost Rs. 2,70,736 as compared with Rs. 2,49,813 in the year preceeding. Of 402 students, who appeared in the Final Examination from Medical Schools, 302 were declared to have passed.

3. **The Bengal Engineering College.**—Mr. Richardson the Principal was on leave during part of the period under review. Mr. A. Macdonald made a competent officiating Principal. On the 31st March 1925 the Bengal Engineering College had 321 pupils on its rolls, *viz.*, 138 in the Civil Engineering Classes, 80 in the Mechanical and Electrical Engineering Classes, 51 in the Mining Engineering Classes, and 52 in the Industrial Classes, as against 293 students on the corresponding date of 1924. The total of 321 was composed of 268 Hindus, 29 Muhammadans, 22 Europeans and Anglo-Indians, and 2 Indian Christians. The sum expended on the upkeep of the college amounted to Rs. 3,27,546 including Rs. 2,93,440 borne by Provincial Revenues: the corresponding figures for the preceding year were Rs. 3,08,001 and Rs. 2,72,706 respectively. The quantity of work turned out by the College Workshop during the year under report was valued approximately at Rs. 13,200. The results of the College in the various examinations held during 1924-25, are noted below:—

| | Examinations. | | | | Candidates. | Passes. |
|--|---------------|----|----|----|-------------|---------|
| B. E. | .. | .. | .. | .. | 21 | 18 |
| I. E. | .. | .. | .. | .. | 49 | 25 |
| Associateship in Mechanical Engineering | | | .. | .. | 3 | 3 |
| Diploma in Mechanical and Electrical Engineering | | | | .. | 22 | 14 |
| Diploma in Mining | .. | .. | .. | .. | 13 | 10 |

The construction of the new barrack for European and Anglo-Indian students and the Activated Sludge Sewerage system was completed during the year under review. The latter is a system of great interest, which has been adopted in India so far to an extremely limited extent. The Professorship of Civil Engineering was vacant. "This", the officiating Principal observes, "is fair neither to the students nor to their future employers". The situation was due to financial stringency, and budget provision for the post has since been made. The improved courses in Mechanical and Electrical Engineering introduced since 1922 have resulted in an increase in the work of the teaching staff, particularly in the Electrical Department, and the appointment of additional staff has become an urgent necessity. The Electrical Artisan Classes which are now attended by many students of the *bhadraloy* type are reported to be doing very useful work. The Annual Mining Camp was held at the Central Kirkond Colliery in

Jharia where underground and surface Surveys were made. The guarantee of an appointment to the Indian Service of Engineers, which was previously given to the students of the Bengal Engineering College, was withdrawn during the year in accordance with orders issued by the Government of India, but no announcement has been made as to the system of recruitment which it is proposed to apply in future to appointments in the Indian Service of Engineers and the Bengal Engineering Service. The withdrawal of the guarantee was made for certain administrative reasons which the department recognised to be unchallengeable. The College is confident that it can more than hold its own in the struggle for public appointments without such guarantee.

But it is not to public appointments that the College mainly directs its efforts. No better summary of the aims of the College exists than that given by His Excellency Sir John Kerr when he distributed the prizes in June 1925.

This College stands for the Indianisation of the Engineering profession in Bengal. It is only in recent years that engineering has been regarded by parents in Bengal as a suitable profession for their sons, and as an occupation worthy of the best brains and ability that Bengal can produce. The College, therefore, is engaged in pioneer work on behalf of engineering as a profession for the young men of Bengal, and on the success of its work depend very largely the future and the very existence of that profession in Bengal. Hitherto industrial concerns, and to some extent Government also, have been compelled to go to England and elsewhere for engineers of full qualifications and attainments, but if Bengal can turn out engineers equal to those who have obtained their training in other countries, it is clear that they would be in a strong position in competing for employment locally Firms which pay large salaries to engineers imported from Europe have got to be persuaded that the Indian Engineers trained in India would meet their needs. It is essential, therefore, that this College, as the nursery of the Engineering profession in Bengal, should be equipped and maintained at the highest possible standard, and no considerations, political or financial, must be allowed to lower its standard.

4. **The Ahsanullah School of Engineering, Dacca.**—Mr. Henderson was Principal throughout the year under review. On the 31st March 1925 the Ahsanullah School of Engineering, Dacca, had an enrolment of 478 students (268 in the Upper Subordinate, 125 in the Lower Subordinate and 85 in the Artisan Classes) as against 481 pupils on the corresponding date of 1924. Of these students 436 were Hindus, 39 were Muhammadans, and 3 were of other creeds. There were besides 46 passed students who were undergoing practical training in the school workshop and with the Public Works Department, Railway Companies and other authorities. The cost of maintaining the school amounted to Rs. 1,14,671 during the year 1924-25 of which Rs. 90,071 were met from Provincial Revenues. The corresponding figures for the previous year were Rs. 1,04,679 and Rs. 79,388 respectively. The term of 5 years for which the school was affiliated to the Overseer Examination Board having expired last session the Institution was inspected by Messrs. Weston and Gwyther on behalf of the Board with a view to its re-affiliation for a further period of 5 years. The Engineering School has succeeded in recent years in attracting candidates of a higher calibre than formerly. With the growing intensity of the struggle for appointments, and the increased willingness of the middle class to enter upon practical or industrial vocations, the process will doubtless continue. Care has had to be taken to ensure that Moslems are admitted in reasonable numbers to the school, which might not be the case if a purely merit or mark basis of admission were adopted.

The permanent duplication of the Upper Subordinate Classes had not been sanctioned at the close of the period under review, but it followed shortly after. Additional sections had, however, with the approval of Government, been opened temporarily in all the Upper Subordinate Classes, and an additional staff of 6 teachers appointed to cope with the increased work. The main hostel of the Engineering School is still located in the southern wing of the old Secretariat Building, a part of which is also occupied by the University of Dacca; the joint occupation of this building has proved inconvenient in many ways. The problem of increased hostel accommodation has become more pronounced as a result of the duplication of the Upper Subordinate Classes, and the financing of the approved scheme for a new hostel is a very urgent matter, which it is hoped will not long be delayed. During the year under review the school workshop turned out work valued at Rs. 7,173.

Of 17 candidates who appeared in the Pleaders' Survey Examination held at this centre only 5 were successful. The Practical Survey Training of Overseer and Sub-overseer students was carried on as usual for about 6 weeks in the local and mufassal fields. Thirteen of the Artisan students completed their training last session. A proposal for introducing a new Mechanical and Electrical Engineering course of the University type which was recommended by the Dacca Vocational and Technical Education Committee is now before Government, but the difficulties are considerable, not the least of them being the view which is strongly held by some that suitable practical training cannot be arranged for a largely increased number of University trained engineers.

The results of the Upper and Lower Subordinate Examinations are noted below:—

| | | | Presented. | Passed. |
|--|----|----|------------|---------|
| (1) Upper Subordinate Examination (Part B) | .. | .. | 58 | 43 |
| (2) Upper Subordinate Examination (Part A) | .. | .. | 124 | 58 |
| (3) Lower Subordinate Examination | .. | .. | 67 | 26 |

5. **The Mainamati Survey School.**—On the last day of the year under review there were 86 students including 4 Kanungoes on the rolls of the Survey School at Mainamati as compared with 80 pupils on the corresponding date of 1924. The upkeep of the school cost Rs. 17,367 of which Rs. 12,969 were provided from Provincial Revenues; the corresponding figures in 1923-24 were Rs. 14,736 and Rs. 11,164 respectively. Pending the completion of the permanent school house for which funds were allotted last year the Survey School continues to occupy temporary quarters. The syllabus for the first and second year classes has been modified with a view to reducing the length of the 1st year course from 14 to 12 months. Twenty-five students were sent up for the Final Survey Examination of whom 18 were successful. In the Amin Examination 44 students passed out of 53 who sat for the test. A revised scale of pay was sanctioned by Government last year for the teachers employed in the Survey School at Mainamati.

6. **The Government School of Art, Calcutta.**—Of the 5 Art Schools (1 Government, 3 Aided and 1 Unaided) which were returned on 31st

March 1925, the Government School of Art, Calcutta, is the most important. It had on its rolls 361 students on the last day of the year as against 340 in the year preceding. Of these students 343 were Hindus, 10 were Muhammadans, and 8 were of other communities. The cost of maintaining the school amounted last year to Rs. 47,987 of which Rs. 40,229 were provided from Provincial Revenues; in the year preceding the upkeep of the school cost Rs. 49,735 of which Rs. 45,244 were met from Provincial Revenues. With a view to making the school more self-supporting increased rates of fees were introduced in the School of Art with effect from July 1924; the number of free and half-free studentships was also reduced. As many as 33 scholarships were awarded last year by the various local bodies and states to their nominees under instruction in the School of Art. Mr. Percy Brown, Principal of the School, held charge during the greater part of the year.

7. The Government Commercial Institute, Calcutta.—At the close of the year under review there were 25 Commercial schools and classes (Government 1, Aided 6 and Unaided 18) for imparting Commercial education to Indian boys. The Government Commercial Institute, Calcutta, had 230 pupils on 31st March 1925 as compared with 349 students on the corresponding date of 1924. Mr. Sen continued to officiate as Principal. The Day and Evening Classes of the Institute were attended altogether by 89 and 485 students respectively last session. The cost of maintaining the Institute amounted during the year under review to Rs. 53,267 of which Rs. 38,700 were met from Provincial Revenues; the corresponding figures for 1923-24 being Rs. 54,721 and Rs. 34,554 respectively. Of 55 students who appeared last session in the Final Commercial Course Examination 30 were successful. In the special Commercial Course Examination 158 candidates appeared and of these 121 passed. Classes were started for the first time last year at the Commercial Institute for preparing students for examinations of the Institute of Bankers. The Imperial Bank of India and other Banking Institutions have declared their intention to throw open responsible posts to passed students of these classes. To give the students greater facilities for studying Commercial Geography and allied subjects the question of providing the Institute with a Commercial Museum has been raised.

The fee-rates for the Evening classes were slightly enhanced last session, greater uniformity being introduced in the matter of charges. The report of the committee appointed by Government in connection with the institution of a separate examination in Accountancy in Bengal is still under the consideration of Government. The whole future of the institute, especially the suggestion with regard to its deprovincialisation with a block grant, came under consideration during the year, and after its close a strong committee consisting mainly of business men was appointed to make recommendations.

8. The Government Weaving Institute.—The Government Weaving Institute, Serampore, returned 79 pupils on 31st March 1925 as compared with 118 students who were under training on the corresponding date of 1924. The abolition of stipends previously available (although 6 of these were restored last session) and the commencement of the session in November instead of July which is

customary in other schools, are reported to have kept admissions below the normal figure. The upkeep of the Institute cost Rs. 51,074 of which Rs. 50,493 were borne by Provincial Revenues; the corresponding figures for the previous year were Rs. 45,251 and Rs. 44,609 respectively. Forty students appeared in the Final Examination of whom 26 were awarded diplomas. Of the 55 students who appeared in the last London City and Guilds Examination 44 were successful, 5 being awarded bronze and silver medals for proficiency. Nine out of the 12 women who were admitted last session completed their training.

Demonstration parties were organised by the Institute as in previous years at important centres with a view to explaining to local weavers the value of improved appliances. Persistent efforts were also made during the year under review to introduce fly-shuttle looms among local weavers. A hand book containing useful information on small hand and power loom factories was prepared for the guidance of people interested in the matter. The outlying and peripatetic weaving centres continued to function effectively.

9. **Vocational courses at other centres.**—The subjoined table shows briefly the progress made in vocational courses conducted at other centres:—

| Centre. | Subjects taken up. | Candidates. | Passed. |
|--------------------------------|-------------------------------------|-------------|---------|
| Jagannath Intermediate College | I Sc. Examination with Dyeing. | 82 | 44 |
| Ditto. | .. I. A. Examination with Commerce. | 78 | 30 |
| Calcutta University | .. B—Commerce Examination | 107 | 34 |
| Dacca University | .. Ditto .. | 32 | 17 |

10. Of the Professional and Technical Schools returned on 31st March 1925, 3 were Music, and 4 were Agricultural Schools. The former had 63 pupils and cost Rs. 1,122 during the year under report; the latter had 83 pupils and cost Rs. 6,649.

CHAPTER VIII.

Education of Indian Girls and Women.

1. **Institutions and pupils.**—The year 1924-25 closed with 13,494 recognised schools of all types for Indian girls with a total enrolment of 317,873 pupils; in the preceding year there were 12,961 recognised schools for girls with 301,997 pupils. Both schools and pupils thus increased in number during the year under review, the former by 533 or by 4.1 per cent. and the latter by 15,876 or by 5.2 per cent. Of the total number of pupils reading in recognised schools for girls on 31st March 1925, 1,32,217 were Hindus and 178,191 were Muhammadans, the rest being drawn from other communities. The number of unrecognised schools for Indian girls in 1924-25 was 230 with an enrolment of 6,477 pupils, as compared with 243 schools and 6,888 pupils in the year preceding. Of the pupils reading in unrecognised schools on 31st March 1925, 3,389 were Hindus, 2,941 were Muhammadans and 147 were of other communities.

2. Controlling Agency.—In 1924-25 the Female Inspecting Agency consisted, as in the previous year, of 2 Inspectresses and 12 Assistant Inspectresses of Schools. Miss Irons returned from leave and resumed charge of the East Bengal Circle. During the year Miss Brock, Inspectress of the Presidency and Burdwan Divisions, proceeded on leave preparatory to retirement, and was succeeded by Miss H. B. Bose. The value of Miss Brock's energetic and competent work for the education of Indian girls, during a period of 20 years, can scarcely be over-estimated, and her departure constitutes a heavy loss to the Department, and to female education generally. The Assistant Inspectresses of Schools were divided equally between the Presidency and Burdwan Divisions and the Dacca, Chittagong and Rajshahi Divisions.

3. Collegiate Education, Arts Colleges.—During the year 1924-25 the number of Arts Colleges for Women remained unaltered. Of four such institutions two, Bethune College, Calcutta, and the Intermediate Department of the Eden High School, Dacca, are maintained by Government, one, the Diocesan College is aided by the Department, and one, Loreto House, is unaided.

On the last day of the year under review, Bethune College had on its rolls 140 students, as compared with 134 on the corresponding date of 1923-24. The cost of maintaining the College amounted during the year 1924-25 to Rs. 72,853 (as compared with Rs. 71,326 in the year preceding) of which Rs. 63,478 were borne by Provincial Revenues. The average annual cost of educating a student worked out at Rs. 505-14-9. The College presented 26 students at the B.A. and 30 students at the I.A. Examination; of the former 21 and of the latter 26 were successful. A course of valuable lectures on "Health in the Home" was delivered at the Bethune College last session under the auspices of the Bengal Social Service League.

There were 26 students at the Intermediate classes attached to the Eden High School, Dacca, on 31st March 1925 as compared with 25 on the corresponding date of 1924. Eleven candidates appeared at the Intermediate Examination in Arts, all of whom were successful. The cost of maintaining the Intermediate Department amounted during the year 1924-25 to Rs. 20,298 as compared with Rs. 16,300 in the previous year.

The Diocesan College had 62 students on its rolls against 64 in the preceding year. The upkeep of the College cost Rs. 24,182. It passed 8 candidates out of 10 presented at the B. A. Examination. All 13 candidates who were presented at the I. A. Examination were successful. Extra courses were given at the College last session in needlework, embroidery and home-nursing.

There were 22 pupils on 31st March 1925 at Loreto House as compared with 25 on the corresponding date of 1924. The cost of the College classes of the institution amounted to Rs. 8,420. Five candidates were presented at the I.A. Examination and all passed; at the B. A. Examination also five students were sent up and all five passed.

4. Secondary Education.—(i) HIGH SCHOOLS.—The number of High English schools for Indian girls rose during the year 1924-25 from 14 to 16; the increase in number was due to the starting of an aided High English school at Dinajpur and an unaided High school in the town of Dacca. There were 3,790 pupils reading in High English schools for girls on 31st March 1925 as compared with 3,166 in the preceding year. Of the 16 High schools for girls 4 were managed by

Government, 11 were aided and 1 was unaided. Special mention may be made of the Gokhale Memorial Girls' School, Calcutta, which was opened in 1920, by Lord Sinha. The maintenance charges of the school amount to over 2,300 rupees a month of which a sum of Rs. 650 a month is contributed by Government. The school has discarded the prescribed syllabus of studies and follows a special curriculum which covers six years. English is taught by European Mistresses. The object of the school is not to prepare pupils for examinations but to make them fit for the duties of life. At the same time the authorities feel that it is not possible for a modern school to disregard examinations and though they have not so far presented pupils for the Matriculation Examination, they cannot avoid a decision on the point in the near future. The supporters of the school including Mrs. P. K. Roy, its Honorary Secretary, went on deputation to His Excellency the Governor, with a view to obtaining a grant of land for a site for a new permanent school building. A grant of land was found impossible, but the question of the grant of a building contribution from which a site might be bought was taken up for consideration. Each day scholar is charged Rs. 5 and each boarder Rs. 35 a month. The school constitutes a very interesting experiment in girls' education, and meets a real need.

(ii) MIDDLE SCHOOLS.—On the last day of the year under review, there were in Bengal 36 Middle English schools for Indian girls, with 4,723 pupils; the corresponding figures for the preceding year were 35 and 4,482 respectively.

The number of Middle Vernacular schools for girls in 1924-25 remained unchanged at 27; but the number of pupils reading in these schools fell from 2,896 to 2,720. The Binapani Parda Middle English School, Calcutta, has opened classes beyond the Middle English stage and instructs the girls in first aid and Hygiene. The Sakhawat Memorial and Surhawardy Moslem Girls' schools rank with the best Middle English schools for girls in Calcutta. Of the other Middle schools those at Baniban, Contai, Narainganj, Faridpur, Noakhali, Comilla, Rajshahi and Rangpur, have been mentioned for successful work.

5. PRIMARY SCHOOLS.—The year 1924-25 closed with 13,363 primary schools for Indian girls, with 305,000 pupils as compared with 12,833 schools with 289,792 pupils on the 31st March 1924. Primary schools for girls belong to one or other of the following main types:—

- (a) *Model Primary schools*.—As a result of retrenchment these schools have been deprovincialised and are being conducted as grant-in-aid schools. The teachers employed in Model Primary schools are as a rule paid better than those working in other classes of Primary schools.
- (b) *Urban Girls' schools*.—Schools of this class exist only in certain important centres in East Bengal. They receive substantial grants from the Department and are on the whole efficiently managed.
- (c) *Panchayati Union schools*.—As stated in previous reports both the capital and maintenance charges of these schools are provided by Government. No funds were available during the year under review for the establishment of new panchayati union schools for girls.

- (d) *Peasant Girls' schools*.—There are 22 schools of this type, all located in backward areas and remote places of the Presidency Division. They have not been a success owing to local apathy.
- (e) *Aided Primary schools*.—Of the aided primary schools for girls those which are aided by the Department and municipalities are reported to be in a much better condition than those which are subsidised by District Boards.

The Corporation of Calcutta have opened a few free primary schools for girls. Twelve primary schools for girls, comprising "the Dacca town girls' schools scheme", were provided last year with additional trained mistresses at the expense of the Department. In spite of crippled resources European and American Missions continue to maintain a large number of primary schools. The Nari Sikha Samiti and the Society for the improvement of the backward classes, Bengal and Assam, are also doing valuable work, in maintaining with assistance from Government a large number of girls' primary schools scattered over the Presidency. The work of the Nari Sikha Samiti is being watched with special interest by the Department, since it is felt that the energy and enthusiasm in the cause of Indian girls' education which inspires the Samiti, and most of all its Honorary Secretary, Lady Bose, may in due time become a very valuable asset to the Department in its efforts for the extension of female education.

6. **SPECIAL SCHOOLS**.—The number of Technical, Industrial and Special schools for Indian girls, remained stationary at 46, during the year under review, but the number of pupils attending these schools fell from 1,405 to 1,379. Most of the Industrial schools for girls are under Mission management. In these schools technical instruction is usually combined with the rudiments of general education. The most prominent among special schools are the Lace schools at Kalimpong and Dacca and the Weaving school at Padrishibpur, Bakarganj.

7. **Zenana Education**.—On 31st March 1925 there were 58 Zenana teachers who taught altogether 1,278 pupils. The Zenana system of education has not succeeded and it has been decided to revise and remodel the scheme. It is hoped that a better system may be devised by borrowing certain methods from the well-known Parents' National Union Scheme of Education which has done so much for the improvement of educational method in England. For this purpose an experimental scheme is being tried at Dacca by Mr. West, Principal, Teachers' Training College, with the assistance of the Head Mistress of the Vernacular Training Class, Dacca, and a Zenana Governess. The course includes model lessons in Reading, Writing, Arithmetic, Hygiene and General information, prepared in fortnightly assignments of work. The standard is that of the Lower Primary Course. A Zenana Governess visits the pupils twice weekly at first but with the progress of the pupils her visits become less and less frequent, until the minimum of a fortnightly visit is reached. On finishing their assignments the pupils undergo a test and if successful they are allowed to begin the next assignment. The pupils do the greater portion of the work themselves; the governess merely assists them when difficulties arise. Independent work is thus encouraged. The basic object of the scheme is not so much to *teach* as to get the pupils to educate themselves which is essential, if Zenana education is ever to make headway.

8. **Needle-work.**—The peripatetic needle-work teachers continued to work well. The Inspectress of Schools, Dacca Circle, is of opinion that needle-work should be made a compulsory subject for girls' schools.

9. **Co-education.**—The number of girls reading in boys' schools rose slightly during the year under review from 54,096 to 54,907.

10. **Conclusion.**—The factors that hinder any rapid spread of female education in India are well known, and need not be repeated here. It is worth placing on record, however, the fact that of the girls reading in recognised schools at present, only 1·2 per cent. are in stages above the Primary. The figure is eloquent to prove that those many devoted workers who are striving for the spread of education among the women and girls of Bengal stand as yet only on the threshold of their task.

CHAPTER IX.

Education of Europeans and Anglo-Indians.

1. **Institutions.**—On the last day of the year 1924-25 the Presidency had 63 Institutions for the education of European and Anglo-Indian children as compared with 64 on the corresponding date of the year preceding. The decrease in the number of schools by 1 was due to the exclusion from the list of European schools of St. Gregory's School, Dacca, which has been recognised by the Board of Intermediate and Secondary Education as a school for Indians. Of the total number of European schools which existed in Bengal last year 58 imparted general education while the remaining 5 were meant to provide some form of special instruction. Of the schools for general education 14 were returned as Higher Secondary, 7 as Secondary, 20 as Higher Grade, 16 as Primary, and 1 as Ungraded. As previously only 3 of the institutions, *viz.*, the Victoria Boys' School, the Dow Hill Girls' School, and the Dow Hill Training College, Kurseong, were controlled by Government; the rest were controlled in the main by the different religious orders.

2. **Pupils.**—The following table compares the numerical strength of European schools by stages during the 2 years 1923-24 and 1924-25:—

| | 1923-24. | | | | 1924-25. | | | |
|------------------------|---------------------|--------------|---------------|--------|----------------------|--------------|---------------|--------|
| | No. of institutions | No. of boys. | No. of girls. | Total. | No. of institutions. | No. of boys. | No. of girls. | Total. |
| Higher Secondary | 14 | 2,043 | 1,747 | 3,790 | 14 | 2,047 | 1,798 | 3,845 |
| Secondary | 7 | 545 | 630 | 1,184 | 7 | 544 | 627 | 1,171 |
| Higher Grade | 23 | 1,798 | 2,506 | 4,304 | 20 | 2,218 | 1,958 | 4,176 |
| Primary | 13 | 476 | 192 | 668 | 16 | 508 | 360 | 868 |
| Ungraded | 2 | 222 | .. | 222 | 1 | 122 | .. | 122 |
| Special* | 5 | 303 | 103 | 406 | 5 | 316 | 118 | 434 |
| Total | 64 | 5,387 | 5,187 | 10,574 | 63 | 5,755 | 4,861 | 10,616 |

*Supplementary classes.

The above figures include 1,673 non-European children studying in European schools on 31st March 1925 as against 1,777 (1,040 boys and 737 girls) who were neither European nor Anglo-Indian on the corresponding date of 1924. The figures are worth noting since criticism of the amount of the European schools budget sometimes overlooks the fact that a very definite portion of the grant enures to the benefit of non-Europeans.

3. **Expenditure.**—The education of European and Anglo-Indian children in Bengal cost Rs. 35,36,616 during the year under review as compared with Rs. 35,78,078 in the preceding year. The expenditure was distributed as follows:—

| | Rs. |
|---|------------------|
| (i) Provincial Revenues | 9,75,427 |
| (ii) Municipal grant | 17,313 |
| iii) Fees | 16,26,444 |
| iv) Endowments, subscription and other sources .. | 9,17,432 |
| Total .. | <u>35,36,616</u> |

4. **Scholarships.**—During the financial year 1924-25 the expenditure on scholarships amounted to Rs. 30,485 as against Rs. 33,833 spent for the purpose in the previous year. The expenditure for 1924-25 did not include, as it did previously, the amount of extra-provincial scholarships paid in Bengal.

5. **Grants.**—The rejection by the Bengal Legislative Council of the sum of Rs. 99,000 provided in the Education Budget of 1924-25 for direct grants to non-Government primary schools for Europeans created consternation among the elementary schools. The resulting financial situation of these schools appeared likely to be very serious indeed, but matters were adjusted by Government in accordance with the announcement made after the action of Council, and in the end the schools did not suffer. An additional grant had also to be made to St. Andrew's Colonial Homes, Kalimpong. There was a change in the system of dispensing aid to the Kalimpong Homes during the year under review. Instead of making special capitation and other separate grants to the Homes it was decided to bring them under the operation of the ordinary grant-in-aid rules for European schools. It was also accepted that only as a matter of special urgency could the renewal of the old large special grants be contemplated, and that they could not be regarded as normal features of the European schools budget.

6. **Teachers.**—European schools in Bengal employed 696 teachers on 31st March 1925 as compared with 682 on the corresponding date of the previous year. Of these teachers 66 were graduates; 296 (including 26 graduates) were trained and 400 (including 40 graduates) were untrained.

7. **Training of teachers.**—There being no institution in Bengal for the training of European male teachers, intending candidates are in accordance with existing arrangements deputed to the Chelmsford Training class attached to the Lawrence School, Ghoragali, Punjab. Owing to lack of accommodation at the Training class no candidate was deputed from Bengal for training during the year under review. Twenty-two women teachers, as compared with nineteen in the previous

year, were under training at the Dow Hill Training College on 31st March 1925. At the annual examination held in November 1924 nine out of ten senior students who sat for the final examination passed. Of the eight junior students who sat for the first-year examination all were successful.

8. **Practical training.**—There were fourteen schools, which taught the school final course including commercial, industrial or technical subjects. There were 193 pupils on the rolls on 31st March 1925. Special classes in plain cookery and needle-work were maintained in the Dow Hill School and St. Helen's Convent, Kurseong, and at the Loreto House, Calcutta. Special classes for probationary sick nurses were held at Loreto Convent, Entally, and at St. Andrew's Colonial Homes, Kalimpong. Special classes for children's nurses were held at St. Andrew's Colonial Homes, Kalimpong.

9. **The City and Guilds Examinations.**—The City and Guilds Examination Committee continued to hold examinations in Domestic Science subjects. These examinations were held in November 1924 at Kurseong for candidates from Dow Hill School and at St. Helen's Convent, Kurseong. The entries and the results of the Examination were as follows:—

| | | | En'ries. | Pas es. |
|-----------------------|----|----|----------|---------|
| (1) Plain needle work | .. | .. | 14 | 12 |
| (2) Plain cookery | .. | .. | 10 | 8 |

10. **Examinations.**—The following table shows the results of the various examinations for which pupils entered in 1923 and 1924:—

| | 1923. | | | | 1924. | | | |
|--|--------------|--------|-------------------|--------|--------------|--------|-------------------|--------|
| | No. sent up. | | No. passed. | | No. sent up. | | No. passed. | |
| | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. | Boys. | Girls. |
| <i>Higher Grade Schools.</i> | | | | | | | | |
| (1) Higher Grade School Scholarship Examination. | 27 | 16 | Competitive test. | | 16 | 16 | Competitive test. | |
| (2) Higher Grade School Final Examination. | 23 | 20 | 19 | 13 | 26 | 30 | 15 | 17 |
| <i>Secondary Schools</i> | | | | | | | | |
| (1) Cambridge Junior School Certificate Examination. | 131 | 95 | 90 | 64 | 98 | 122 | 66 | 64 |
| (2) Cambridge School Certificate Examination. | 71 | 46 | 52 | 21 | 85 | 67 | 45 | 43 |
| (3) Cambridge Higher School Certificate Examination. | 5 | 4 | 2 | .. | 4 | 3 | 1 | .. |

11. **Education of deficient and defective children.**—The children's House, Kurseong, the only institution in Bengal where mentally and physically defective European children are trained by special methods

had on its rolls 11 pupils on 31st March 1925 against the same number in the year preceding. A sum of Rs. 1,800 was paid from Provincial Revenues towards the upkeep of the institution.

12. **The Sussex Trust.**—The income derived from the Sussex Trust Fund was utilised during the year under review for the objects noted below :—

- (i) Capital expenditure—Rs. 60,000 for the construction of dormitories at the Dow Hill Girls' School.
- (ii) Recurring expenditure—Rs. 15,942.

The latter amount represents the expenditure on the award of scholarships to European and Anglo-Indian boys and girls and to passed students of the Bengal Engineering College, besides the cost of the maintenance charges of 3 primary schools intended for backward communities. Altogether 34 boys and girls (studying in India and the United Kingdom) were benefited by the scholarships.

13. **Doveton Trust Fund.**—The total income (including the balance available on 31st March 1924 and also the interest up to October 1924) and the expenditure of the Doveton Trust Fund amounted to Rs. 13,738-3 and Rs. 6,509-6 respectively during the year under report. Fifteen scholarships at rates varying from Rs. 8 to Rs. 25 a month were awarded last year, and one of Rs. 30 a month was renewed.

14. **State scholarship.**—No new State scholarships were awarded during the year 1924-25. One of the existing State scholars forfeited his scholarship which was re-awarded to Mr. Eric Britter.

15. **Controlling Agency.**—Mr. W. F. Papworth was in charge of the duties of the Inspector of European Schools, Bengal, throughout the period under review.

16. **The European Schools Code.**—The new Code of regulations for European schools was under preparation during the year under report and is now practically complete.

17. **Educational Exploration.**—The main experiment that was made in European schools in new methods of teaching was in connection with the Dalton Laboratory system. The system was given a trial in three schools—St. Paul's School, Darjeeling, the Diocesan Girls School, Darjeeling, and the Pratt Memorial School, Calcutta. The system constitutes such a revolutionary change that it was natural that there should be a certain amount of nervousness in regard to the experiment. St. Paul's School, Darjeeling, after a time reverted to older methods, finding it unsuitable to its needs.

It is generally admitted that the " assignments " which are the crux of the Dalton system are not as suitable to the lower classes as they are to upper classes. The experiment has therefore been tried in Secondary schools only, so far. It has not yet been proved that the European schools in Bengal provide a suitable field for this form of teaching organisation but deductions from the experiments so far made must be postponed to a later report. For a proper working of the Dalton system specially provided rooms are needed for each subject and they must be furnished with a good library and equipped with manuals and books of reference related to each particular subject. If these conditions cannot be provided, it is useless to attempt an experiment of this kind.

The majority of European schools too are chained to prescribed examinations, success in which has an important bearing upon the obtaining of employment and consequently all the energies of the teachers are apt to be concentrated upon preparing pupils for public examinations. In these circumstances departures from mere routine can only be made with hesitation and in addition very few are equipped to make them. Very little, for instance, is being done in the matter of studying the psychology of the growing European or Anglo-Indian child in Bengal conditions. Measurements of mental fatigue, nervous tension and concentration ability, etc., are studies which require special training on the part of teachers, and provision of suitable apparatus. Both are in general absent. In other words owing to various causes, of which one basic factor is finance, there is not that vigorous professional educational life which in other better-equipped countries is constantly exploring the causes of things as they are, and pointing the way to things as they might be. But in all discussions it must never be forgotten that the condition of Anglo-Indian education is a reflection of political and economical conditions, and that the Anglo-Indian educational problem is basically a problem in economics and politics, and not in pedagogy.

18. Conclusion.—The condition of European and Anglo-Indian education is one which is giving food for serious anxiety to all those concerned with it. Almost all the schools are suffering from straitened finance, and the creation of a real teaching profession reasonably paid and satisfied with its conditions of work seems very far off. The situation, gloomy as it is, was shot through by one ray of sunshine, the munificent gift of eleven lakhs of rupees made to the Martinière schools by Sir Paul Chater, one of the old boys of the institution. As a result, the Martinière schools, which were suffering like the others from straitened finance, have been placed substantially on their feet, the envy of other less fortunate schools. That Claude Martin's ancient foundation has been permanently rescued from its distresses is a source of great satisfaction to all those who know what sterling work for European and Anglo-Indian education has been carried out by the school throughout its long history.

A feature of the Anglo-Indian system of education is that it ends with school life, and that very few boys and girls proceed to higher education. There is a growing tendency in the community to ask whether if the educational curriculum in the schools were brought into substantial conformity with that of the Indian schools and intermediate college system more pupils might be led to go on to university courses. In other words, should the European schools cease to sit for examinations conducted from England, and affiliate to or be recognised by the local University? The question will probably come up for discussion in the near future, and is one of great moment to the community concerned.

CHAPTER X.

Education of Muhammadans.

1. Statistics of Muhammadan pupils.—The year 1924-25 closed with 1,018,593 Muhammadan pupils studying in all types of educational institutions for Indians as compared with 961,101 returned on 31st March 1924. The proportion of Muhammadan pupils to the total

number of pupils under instruction in all classes of schools and colleges on 31st March 1925 rose from 46·9 to 47·3 per cent. In arts and professional colleges Muhammadans formed 12·9 and 12·2 per cent. respectively of the total number of pupils of all creeds, as in the preceding year. In the high and middle stages of instruction the proportion of Moslem pupils was also poor, *viz.*, 14·6 and 17·2 per cent. respectively of the pupils of all creeds as compared with 14·4 and 18·5 per cent. in the preceding year. In the primary stage however Moslem pupils more than held their own in the competition with Hindus; their proportion to the total number under instruction was 50·5 against 50·1 per cent. in the preceding year. In special schools the proportion of Moslem pupils rose from 60·6 to 63·8 per cent. owing mainly to the increasing popularity of the reformed Madrasahs.

2. **Hindu and Muhammadan pupils.**—Of the total number of Muhammadan pupils studying in all types of educational institutions for Indians on 31st March 1925, 837,461 were under instruction in schools for boys, and 181,132 were in schools for girls as compared with 948,807 Hindus attending boys' schools and 135,606 Hindus attending girls' schools.

3. **Special Moslem institutions.**—Besides schools and colleges for general education there are other institutions in Bengal intended to meet the special needs of the Muhammadan community. These special institutions may be grouped under the following heads:—

- (i) Islamic Intermediate colleges.
- (ii) Moslem High Schools.
- (iii) Madrasahs—Senior and Junior.
- (iv) Maktabs.
- (v) Koran schools.
- (vi) Muallim Training schools.

4. **Islamic Intermediate colleges.**—During the year under review the number of Islamic Intermediate colleges remained unchanged at 2, one at Dacca and the other at Serajganj; the former is maintained by Government and the latter is aided by the Department. The 2 colleges together had 78 students in the Intermediate classes on 31st March 1925. The 2 institutions sent up 26 candidates to the Islamic Intermediate Examination which was conducted by the Board of Intermediate and Secondary Education, Dacca; of them, 11 candidates, all from Dacca, were declared successful. The Serajganj Madrasah failed to pass any candidates, and it is obvious that this Madrasah has a long struggle before it, before it can rank as an institution of really intermediate status.

5. **Madrasahs.**—On the 31st March 1925 there were altogether 412 madrasahs in Bengal with an enrolment of 36,499 pupils against 374 madrasahs with 31,613 pupils on the corresponding date of the previous year. The number of madrasahs rose by 10·16 per cent. while the number of pupils attending them increased by 15·4 per cent. The reformed madrasahs show a steady increase from year to year both in number and strength. They are obviously more suited to the needs of the Muhammadan community than the ordinary secondary schools. They cost Rs. 7,72,135 during the year under review, of which Rs. 358,249 came from public funds; the corresponding figures for the

previous year were Rs. 7,12,067 and Rs. 3,39,296 respectively. The Inspector of Schools, Chittagong Division, alludes to the support of a large number of orthodox madrasahs by District Boards as a hindrance to a further growth of the reformed madrasah system in his division.

6. **Maktabs.**—The number of maktabs rose from 15,945 to 17,325 during the year under report; of these 11,619 were for boys and 5,706 were for girls. The number of pupils attending maktabs rose from 456,033 to 510,912 of whom 372,564 were boys and 138,348 were girls. The total expenditure on the maintenance of maktabs rose from Rs. 11,89,079 to Rs. 13,40,884 to which public funds contributed Rs. 6,60,673 as against Rs. 6,19,776 in the year preceding. As before, arrangements were made in each Division for the inspection of maktabs by Moslem Sub-Inspectors of Schools. Through the increasing efforts of these officers a large number of Koran schools were converted into maktabs by the introduction of the secular course into them. All the model maktabs directly managed by Government were deprovincialized in the preceding year with the exception of the one at Calcutta which too was discontinued after June last.

7. **Maktab curriculum.**—A revised curriculum for maktabs on the lines of that for primary schools was approved by Government during the year under review. The revised syllabus extends over 5 years instead of 4.

8. **Junior Madrasah Examination.**—In the Junior Madrasah Examination held in November 1924, 857 boys appeared, of whom 539 or 62·9 per cent. were declared successful, as compared with 61·53 in the year preceding.

9. **Islamic Matriculation Examination.**—One hundred and seventy-seven candidates appeared in the Islamic Matriculation (High Madrasah) Examination conducted by the Board of Intermediate and Secondary Education, Dacca, in which 63 students passed against 74 out of 131 candidates in the preceding year.

10. **Hostel accommodation for Moslem students in Calcutta.**—The Baker and Elliot hostels attached to the Calcutta Madrasah and the Taylor Hostel in Wellington Street provided, as previously, hostel accommodation for under-graduate Moslem students studying in Calcutta. The Carmichael Hostel managed by Calcutta University caters mainly for post-graduate Moslem students.

11. **Special facilities for Muhammadans.**—Muhammadan students continued to enjoy during the year 1924-25 the concessions that were extended to them in previous years, *viz.*, reservation of places in Government and aided schools, the grant of special scholarships and stipends, and free studentships to the extent of 15 per cent. of their total enrolment. The 4 scholarships of Rs. 12 a month and the 6 stipends of Rs. 8 a month each, which used to be awarded annually as a temporary measure on the results of the Islamic Matriculation examination were permanently sanctioned by Government in December 1924.

12. **The Islamia College, Calcutta.**—The Moslem community of Bengal has for nearly half a century looked forward to the construction of a special college for Moslems in Calcutta. With a view to the establishment of one in the immediate neighbourhood of the Calcutta Madrasah a plot of land was acquired some years ago in Wellesley Street, but the project was held up by financial stringency. The proposal was revived last year by Mr. Fazlul Huq, then Education

Minister and funds for the establishment of a first grade college for Muhammadans in Calcutta were voted by Council. The foundation stone of the College was laid by His Excellency the Governor of Bengal on 9th December 1924, with solemn and impressive ceremony.

His Excellency's speech contained a reasoned defence of the establishment of a communal or sectarian institution. Two felicitous passages from the speech may be placed on record, as summing up much of the motive behind the Moslem desire for this college.

In this Islamia College, that desire of the Moslem community will be met, and what Sir William Hunter described as a most powerful instinct of the Musalman heart will receive permanent and abiding satisfaction. That feeling which possibly still lurks in rural parts of Moslem Bengal that English education is not the education of a gentleman, that through it even though a Moslem may gain the whole world, he may lose his own soul, will surely disappear for ever when he sees this building in its final splendour, and realises that culture, though in modern form, can still be the handmaid of religion, and can co-operate with it here in Calcutta in producing in large numbers for the service of Bengal that type which has played its part on many stages in the past, and has yet, I believe, a great part to play—the cultured Moslem gentleman.

I perform the ceremony of formally laying the foundation stone of this Islamia College in the sure hope and belief that it will facilitate the harmonisation of the traditional and revered ideals of Islamic culture and Islamic piety with the insistent needs of modern life, and will enable the Moslems of Bengal to play that part in the making of the political and social future of the province to which their numbers, their past history and their very real importance in the body politic entitle them as their just and lawful due.

13. **Muallim Training schools.**—There are 3 such schools—one at Banspole in the Burdwan Division, one at Bagerhat in the Presidency Division and one at Feni in the Chittagong Division—for the training of Muallims or teachers of secularised maktabs and Moslem primary schools. The proposal for the conversion of the Guru Training school at Natore in the Rajshahi Division into a Muallim Training school is under consideration. There is as yet no Muallim Training school in the Dacca Division.

14. The general impression one receives from this record of Moslem education is that the community is making definite progress in education, but that its advance is not as rapid as its well-wishers could desire. It is hoped however that when the stimulus that is being administered or will be administered by the Moslem Hall in Dacca University and the Islamia College, Calcutta, has produced its full effects, there will be a distinct change for the better in the situation.

CHAPTER XI.

Education of Special Classes.

1. **Education of Chiefs and Nobles.**—There is no institution in Bengal specifically intended for the education of the sons and wards of Indian chiefs and nobles like those which exist in Upper India. The Nawab Bahadur's Institution at Murshidabad, however, provides special facilities for the education of the Nizam family, although as an ordinary High English school, it admits boys of all communities. There are four hostels attached to the school one of which is reserved entirely for boys of the Nizam family and is under the direct supervision of an English Headmaster, Mr. Barker, assisted by a qualified Muhammadan officer. A special feature of the school is its agricultural garden. As in the previous year twenty-six boys of the Nizam family

were in residence in the hostel on 31st March 1925. The cost to Government of the maintenance of the hostel amounted to Rs. 6,193 as against Rs. 6,186 in the preceding year.

2. Education of aborigines and the children of backward classes.—Among aboriginal races the Santhals are making appreciable progress in education, in spite of inadequate funds, as a result largely of missionary effort, while among backward Hindus, the Pods, Namasudras and Rajbansis are reported to be advancing steadily in the van of the main group. The table reproduced below shows the number of boys and girls belonging to backward communities that were under instruction in schools and colleges on 31st March 1925:—

| | Boys. | Girls. | Total. |
|--|---------|--------|---------|
| In arts colleges | 380 | .. | 380 |
| In professional colleges | 31 | .. | 31 |
| In secondary and primary schools | 166,404 | 14,607 | 181,011 |
| In special schools | 6,297 | 53 | 6,350 |
| Total | 173,112 | 14,660 | 187,772 |

The corresponding numbers on 31st March 1924 were 145,183, 14,194 and 159,377 respectively, and it is clear that there has been definite progress. The succeeding paragraphs give a brief account of the educational progress achieved by members of the backward classes during the year under review in each part of the Presidency separately:—

Calcutta.—On the 31st March 1925 there were in Calcutta 17 primary schools which had 493 pupils of the backward classes out of a total enrolment of 754. Thirteen of these primary schools were managed by Christian Missions. There were, besides, 2 special schools in the city which had 70 pupils belonging to backward communities on their rolls.

Presidency Division outside Calcutta.—During the year under review 55,146 pupils of the backward classes were attending schools for boys and 2,651 schools for girls. One High English and 2 Middle English schools in the district of Jessore were attended mainly by Namasudra children. In the district of Khulna there are several Middle English schools which cater chiefly for the education of Namasudras and Pods. In addition to secondary schools there exist large numbers of primary schools in the districts of 24-Parganas, Nadia, Jessore and Khulna which are attended mainly by the children of the backward classes; three of the primary schools in the 24-Parganas district were maintained from the income of the "Sussex Trust Fund". Nine Middle and 16 Upper Primary scholarships were secured by boys of the backward classes. A Pod boy, who also obtained a middle scholarship, was awarded the Chandra Nath Sapui Gold Medal for the year.

Burdwan Division.—As noted in previous reports the Santhals constitute the bulk of the aboriginal population of the Division. Out of 222 Santhal schools one was of the Middle English Standard, two were Middle Vernacular schools, 215 were primary, two others were Gurur-training schools, and the remaining two were Industrial schools. Steps have been taken to raise the Middle English School at Bhimpore in the

centre of the Santhal population to the status of a High English school. The school has over 200 pupils on its rolls, and has been provisionally recognised by the University for two years for the purpose of sending up candidates for the Matriculation examination. In this school at Bhimpore which is the central school and coping stone of a large system of primary schools in the north-western part of the Midnapore district established by the American Baptist Mission, the Mission is making a most interesting experiment, the object of which is to evolve a type of education which will give boys in rural areas endowed with ability the opportunity of proceeding to higher education, but which will at the same time in all the work of the school keep close touch with village life, will lead pupils to appreciate the privileges and opportunities of the village, and will equip and encourage them progressively to improve that environment. In short, an endeavour is being made to co-ordinate class room work with village industrial arts. This does not mean that Bhimpore is a vocational school in any strict technical sense. The aim throughout the school is not to have vocational work as an adjunct, as something supplementary to the ordinary curriculum, but to relate it directly and definitely to the ordinary curriculum of each class. For example jute-growing would be related to the Geography of Bengal. Spinning and weaving and the study of the cotton industry would include acquaintance with cotton-growing countries, cotton mills and various inter-related problems such as transportation, export and import, etc. The experiment will be followed with great interest as it will show how far what is known as the "project" method of education can be made generally applicable to conditions in Bengal. One of the main problems of the day is to discover what is the right type of rural secondary school for Bengal. The problem is not an easy one. What is certain is that the present academic high school is not the right type. Probably several types are required. But they must in the main cater essentially for rural needs, as does Bhimpore. "The great object of the rural high school should be to serve as a social and educational centre for the development of the potentialities resident in the rural culture and the rural population. All other aims should be subordinated to this one". So runs a passage from the recent American Survey of the Philippine educational system. America can help Bengal considerably in solving its rural school problem, and the results of the American experiment at Bhimpore will be carefully watched. Our present academic high school in rural areas obviously makes no attempt to cater for the special needs of that large proportion of its boys whose education will go no further than the school. Bhimpore aims at ascertaining by experiment whether something more suitable for that large proportion who must continue to live in the village cannot be devised, which will at the same time not neglect those who will go on to higher education and professional life of some kind or other. Whatever the result of the experiment, we shall learn much from it. Of the total expenditure incurred by the Santhal Education Board on the upkeep of the Santhal schools Rs. 25,443 came from Provincial Revenues, and Rs. 1,494 from the District Fund. One Middle, 2 Upper Primary and 12 Lower Primary scholarships were awarded to Santhal pupils. Altogether 29,168 pupils of the backward classes were under instruction during the year in the various recognised schools of the Division.

Dacca Division.—The number of pupils belonging to the backward and aboriginal classes studying in all classes of institutions in the

Division rose from 59,503 to 60,244 or by 1·3 per cent.; the Namasudras represented 82·2 per cent. of this number. Nine schools (3 of which were aided) for Fishermen and 5 for Muchis were returned from the Dacca district. The enrolment of special schools in the district is reported to have declined owing to the abolition of a certain number of night or continuation schools. There were 40 schools for aboriginal tribes and 1 for criminal races in Mymensingh. The District Board of Bakarganj maintained 12 free primary schools including 1 for girls in the colonisation areas of the Sundarbans for Magh pupils; the enrolment of these schools is reported to have decreased owing to economic stress. Eight Middle and 13 Upper Primary scholarships were awarded to pupils of the backward classes during the year under report.

Chittagong Division.—The schools in the Chittagong Hill Tracts, which are chiefly intended for hill tribes, included 1 High English school at Rangamati, 3 Middle, 151 Primary, 1 Training, 1 Industrial and 38 unrecognised schools, and had a total enrolment of 3,572 pupils. The Missionary Society at Chandragona in the Hill Tracts maintains a training school for primary school teachers. In the Lalmai Hills in Tippera there were 2 aided primary schools for Tipras. The high, middle and primary schools in the Cox's Bazar subdivision had altogether 469 Magh pupils on the rolls on 31st March 1925. This subdivision had besides 17 Kyang or Budhist monastic schools with 431 pupils. Pupils belonging to non-aboriginal backward communities, who were reading in the high, middle and primary schools in the Chittagong Division on the last day of the year, numbered 11,105—boys 9,457 and girls 1,648. Nine Middle and 13 Primary scholarships were awarded to boys of the backward classes.

Rajshahi Division.—The district of Dinajpur had 50 Santhal schools including 1 Middle English school, with 1,328 pupils. The local Santhal Education Board, of which the District Magistrate is President, directly managed 10 schools, and subsidised 23 others. The contributions from Provincial Revenues and District Funds towards the upkeep of the schools under the control of the Santhal Education Board amounted during the year to Rs. 3,254 and Rs. 1,968 respectively. The Baptist, Catholic, and Presbyterian Missions between them maintained 23 schools and are valuable agents in connection with Santhal education. The Malda district had 16 Santhal Primary schools with 397 pupils. The local Santhal Education Board (presided over by the District Magistrate) received from Government and the District Board financial assistance to the extent of Rs. 1,348 and 384 respectively. Pupils belonging to other backward communities numbered 23,989 including 1,480 girls; Rajbansis constituted about half of this number.

3. Education of defectives.—Eleven European children suffering from mental and physical defects were under training in the Children's House at Kurseong on 31st March 1925. The Deaf and Dumb School, Calcutta, had 110 pupils on the rolls including 14 girls, and the Blind School had 48 pupils including 14 girls. There were 20 pupils in the Deaf and Dumb School, Dacca, and 8, including 3 girls, at the Deaf and Dumb School at Faridpur. The Deaf and Dumb School at Barisal, which has a weaving class attached to it, had 16 pupils on its rolls. The Deaf and Dumb School at Chittagong had 8 pupils, including 2

girls. The financial assistance rendered by District Boards and Municipalities in the shape of scholarships and stipends to deaf mutes and blind children under training in the Calcutta schools was continued during the year under report. The total expenditure on the education of defectives was Rs. 66,544.

4. **Tea-garden schools.**—The district of Jalpaiguri returned 60 tea-garden schools of which 10 were "A" class, 20 "B" class and 30 "C" class. The work of some of the schools is criticised in the reports. They cost Government Rs. 4,708 and the District Board Rs. 360. The district of Darjeeling had 57 tea-garden schools with 1,483 pupils. The upkeep of these schools cost Rs. 10,106 to which Provincial Revenues and District Fund contributed Rs. 5,109 and Rs. 396 respectively.

5. **Education of factory children.**—The children of mill employes in the district of 24-Parganas are generally educated in the primary schools and maktabs which are in existence in the locality. The Special Primary School at Titagarh, and the Rifle Factory and Metal Factory Schools at Ichapore, which cater specially for the children of mill hands, are reported to be doing very useful work. The Titagarh School had, as previously, 3 sections, *viz.*, Hindi, Urdu and Telegu. The Rifle Factory School, which is subsidised by Government, was reorganised last year; the teaching staff was strengthened considerably, and the school building was extended and thoroughly equipped at a cost of Rs. 12,327. The Metal Factory School receives at present no aid from Government.

6. **Education of Jains.**—The Jain School at Bogra started in 1923-24 is reported to have deteriorated considerably. It had only 10 pupils on the rolls on 31st March 1925 against 57 on the same date in the preceding year.

CHAPTER XII.

Unrecognised Institutions.

On 31st March 1925 there were in Bengal 1,283 unrecognised schools with 43,815 pupils as compared with 1,352 schools attended by 47,235 scholars on the corresponding date of the preceding year. Of the total number of pupils under instruction in unrecognised schools on the last day of the year under review 19,963 were Hindus, and 22,484 Muhammadans; the rest belonged to other communities. Unrecognised schools are gradually passing into the fold of recognised schools, and this tendency supplies the explanation of the decrease in the number of schools and pupils which has occurred during the year. Indigenous schools teaching advanced courses in Arabic or Persian are found to develop in course of time into reformed Madrasahs and Koran schools into secularised maktabs teaching the recognised courses.

2. The majority of unrecognised institutions aim at imparting religious instruction combined with a smattering of general and "vocational" education. Absence of method, defective teaching and discipline, irregularity of attendance, and overcrowding of the curriculum are reported to be some of the normal features of these schools. The curriculum of some of these indigenous institutions aims as high as that of a university or college, while the lowest among them are elementary schools teaching the 3 R's. The most conspicuous among these

institutions for boys in Bengal are the Kabindra College, Goila, district Bakarganj, and Santiniketan, Bolpur, district Birbhum. The former is known as a seat of higher Sanskrit studies; in the latter the founder (Dr. Rabindra Nath Tagore) is attempting to combine the oldest Indian traditions with the best features of modern education. Santiniketan devotes considerable attention to the inculcation of religious and moral principles, manual and farm work, art, music, social service and self-help generally. The institution, which bears on every aspect of its work the impress of the culture, the spirituality and the idealism of its founder, values its independence of control as essential to its work. Without in any way surrendering that independence it has recently made arrangements to present such of its pupils as desire it at the examinations of the University of Calcutta. A special feature of its work is the co-education of boys and girls, and its system of open air class work under trees. The visitor has something to criticise and much to praise, but he will agree with wholehearted assent that its library is a scholar's joy, its spirit of unity an oasis of peace in a desert of jarring disharmonies, and that whatever the future may hold in store for it, Santiniketan has already achieved in three main directions, *viz.*, its department of advanced oriental research, in which foreign savants have co-operated, its art school, under the direction of Mr. Nanda Lal Bose, and its village industrial and social service work, in which it has had the skilled assistance of Mr. Elmhirst. Among girls' schools the Mahakali Pathshala at Mymensingh deserves special notice. The Pathshala, which had 236 pupils on its rolls on 31st March 1925, specialises in the teaching of religious subjects on orthodox lines in addition to the ordinary school curriculum. The Pathshala is in receipt of a grant-in-aid from Municipal Funds.

Sanskrit *tōls* of the old type, which are not under the control of the Calcutta Sanskrit Association, are included among unrecognised schools. In these *tōls* the Adhvapak (teacher) himself holds examinations and confers titles. They differ from recognised schools not only as regards the courses taught, but also as regards general organisation.

CHAPTER XIII.

Physical and Moral Training.

1. **Hostels.**—Hostels and boarding houses attached to educational institutions of various grades in the Presidency had 31,165 occupants on 31st March 1925 against 26,964 on the corresponding date of the previous year. Of this number 25,467 resided in hostels for Indians, and 5,698 in hostels for Europeans and Anglo-Indians, as compared with 21,866, and 5,098 on the 31st March 1924. Of the residents of Indian hostels 22,669 were males and 2,798 were females. Of the European and Anglo-Indian boarders 3,681 were boys and 2,017 were girls.

A project for constructing a hostel at a cost of Rs. 81,600 (including the cost of land) for the use of the Moslem students of Chittagong College received the administrative approval of Government during the year under report, and a sum of Rs. 50,000 has been allotted for the work. The need for larger hostel accommodation in connection with the Ahsanulla School of Engineering, Dacca, has become more pronounced with the opening of additional sections.

During the year under review orders were issued by Government in regard to the apportionment of hostel charges between Government and the boarders residing in hostels attached to Government schools and colleges. It was laid down that throughout the Presidency seat rents should be realised at a uniform rate, and that while Government would bear the cost of medical supervision, the cost of the medicine consumed should be paid by the boarders themselves, who should be liable also to pay furniture rent, lighting charges, and the occupier's share of municipal taxes. These general orders are not applicable to the hostels attached to the Presidency and Bengal Engineering Colleges, and hostels for girls and backward classes, which are regulated by specific Government orders.

2. **Messes.**—The mess scheme in Calcutta continued to be administered, as before by the Students' Residence Committee of Calcutta University. The post of the Proctor or Inspector of Messes in Dacca was abolished with effect from 1st April 1925, his duties having been transferred to the Board of Intermediate and Secondary Education, Dacca. The Board is now assisted in this work by an Assistant Inspector of Students' residence on a salary of Rs. 200 a month. The changes introduced in the mess scheme at Dacca are tentative and subject to reconsideration on the coming into existence of the Provincial Board of Secondary Education. Reserve funds are being started in connection with most of the Dacca messes with a view to making them gradually self-supporting.

3. **Physical training.**—As in the preceding year a six weeks' training class for Drill masters was conducted at the Y. M. C. A. gymnasium from the 7th November 1924 under the supervision of Mr. N. Ghosh, Adviser in Physical Education, Bengal. The class was attended by the teachers of Government as well as by teachers of non-Government schools. Successful candidates were awarded proficiency certificates on the completion of the course.

As mentioned in previous reports, boys in towns show a particular preference for such games as foot-ball, cricket, hockey and badminton. Boys in rural areas play both indigenous and other games. Schools and colleges located in large towns and in district and subdivisional headquarters are handicapped by want of adequate playing fields. Three grounds on the Calcutta maidan have been placed at the disposal of this Department and are utilised by the boys of various educational institutions in the city. In some of the Eastern Bengal districts boat-racing is a favourite sport during the rains, when the playing fields are under water. The importance of games and physical exercise as an essential factor in education is now generally admitted in Bengal owing to many young men of intellectual capacity, but poor physique, having been rejected for admission to the higher services. Much more attention must be paid to physical culture, it is now admitted, and the University has recently and since the close of the period under review placed its views before Government with regard both to physical and military training.

The Boy Scout movement continues to gain popularity but expansion is retarded by the want of properly qualified scout masters. Where it has taken firm root a visible all-round improvement in the boys is manifest.

4. **Medical inspection of students.**—An elaborate medical examination of the 1st, 2nd and 3rd year classes was conducted during the year

under review at the Presidency College with the assistance of the Students' Welfare Committee of the University. The results of the medical examination reveal that only about 20 per cent. of the students are in the enjoyment of normal good health. To remedy the present state of things it was decided to make physical exercise compulsory for the first year classes with effect from the session 1925-26, and arrangements to this end were made by the Principal in consultation with the Adviser to Government in Physical Education. It is only by systematic medical inspection conducted at regular intervals that parents as well as teachers can be made to realise what is happening under the present system where mental development is allowed to accrue at the expense of the health and physique of students. Fortunately parents are beginning to realise that a good degree coupled with a sick body is a very poor equipment for a young man starting life, and a better public opinion on the subject is in process of formation.

5. **Hygiene.**—Hygiene is included in the curricula for the Matriculation Examination conducted by the Board of Intermediate and Secondary Education, Dacca. As in previous years a series of lectures on Hygiene and Sanitation illustrated by lantern slides was delivered at several centres by lecturers deputed by the Bengal Social Service League as well as by District Health Officers. These lectures are reported to be very useful and popular, and there is reason to believe that organised efforts in this direction on the part of District Boards and Municipalities through their Health Officers and Sanitary Inspectors will prove to be of great value to the community at large.

6. **Religious and Moral Instruction.**—The question of religious instruction in schools continues to be a much debated one. As stated in previous reports direct religious instruction is given only in communal schools like madrasahs, makhtabs, *tôls*, mission schools and Mahakali pathshalas. It is extremely difficult to provide religious teaching in schools, where the pupils belong to diverse creeds and communities.

Lessons illustrating a high standard of morality, the inculcation of good habits, and the cultivation of truthfulness, obedience, honesty, respect for elders and similar virtues are incorporated in reading books prescribed or recommended for use in schools.

7. **Discipline.**—There was no grave general indiscipline during the year under review. But the question still remains one in which achievement is negative rather than positive. "The student" observes the Inspector of Schools, Presidency Division, "lives a parallel life in the atmosphere of two cultures—the quiet resignation of the East and the robust optimism of the West. Hence the present loss of balance in the intellectual and moral life of our students. One of the greatest duties of secondary school teachers is to restore equilibrium by the influence of character, example, culture, and experience".

The evil effects of non-co-operation have practically passed away and it is interesting to note that earnest endeavours are being made to counteract the tendency towards indiscipline by the authorities of several High schools by availing themselves of Durbar Day, Prize Day, and other special occasions to establish direct touch and co-operation with parents and guardians in the matter. The ease with which a new school can come into being owing to the low standards accepted is however a fruitful source of indiscipline. A case occurred during the year in which, in a school of over 300 boys, a new headmaster was resented

School and staff promptly went on strike, downed tools or rather books, and marched off to another building, where they started a new school under another name. The old school ceased to exist, and the new one is a recognised school.

8. **National schools.**—At the end of the calendar year 1924 the Presidency had 90 national schools with 6,993 pupils as compared with 109 schools with 9,081 pupils in the preceding year. The movement for “national schools”, which captured the imagination of the country, has subsided and a reaction appears to have set in. None of the national schools any where conforms to Departmental standards. The schools impart, as stated in previous reports, general education combined with religious instruction and handicrafts such as weaving, spinning, tailoring, etc.

CHAPTER XIV.

Conferences and Committees.

A conference of higher educational officers of the Bengal Presidency was held at Writers' Buildings from the 23rd to 26th February 1925 under the Chairmanship of the Director to discuss various outstanding matters connected with the organisation and administration of the Department. The main topics discussed at the conference were the delegation of powers to the Inspectors of Schools, the recruitment and promotion of subordinate officers, the principles governing the distribution of grants-in-aid to secondary schools, the improvement of the pay and prospects of teachers of non-Government secondary schools, practical training in schools, the revival of public examinations at the end of the middle and primary stages of instruction, and the improvement of High, Normal and Panchayati Union schools.

Conferences of Inspecting Officers were also held at the headquarters of the Burdwan, Dacca and Rajshahi Divisions and by the Inspectress of Schools, Presidency and Burdwan Divisions. A special feature which was much appreciated at the Dacca Conference was the provision of a series of lectures and demonstration lessons, illustrating the latest methods of teaching and organisation by Mr. M. P. West, Principal, Teachers' Training College, Dacca.

Reference has been made in chapters III and VII to the labours of the Sanskrit College Committee, the Presidency College Committee, the Advisory Committee for Higher Education, and the Dacca Vocational Education Committee.

CHAPTER XV.

Text-Book Committees.

Four vacancies in the Calcutta Text-Book Committee and three in the Dacca Text-Book Committee were filled up during the year 1924-25 by the appointment of new members.

Out of 867 books considered by the Calcutta Text-Book Committee during the year under review; 179 books were approved. The Dacca Text-Book Committee considered 868 books of which 325 were approved.

2. Under the recent orders of Government books intended for use as prize and library books in schools in Bengal are now submitted for consideration to the Provincial Text-Book Committees instead of to the Director of Public Instruction.

3. The special feature of the year under review was the introduction with effect from 1st January 1925, of the revised curriculum for primary schools for boys and girls in all the districts of the Presidency. This has simplified the work of the Text-Book Committees.

4. A complete re-organisation of the system of text-book recognition is overdue. In the ordinary course of events, this would naturally await the re-organisation of the control of secondary education in the province and possibly the adoption of a progressive primary education policy, but it is impossible to postpone action indefinitely, and action prior to any further administrative reform will probably be necessary.

CHAPTER XVI.

Education in the Legislative Council.

The year was notable for the small number of questions and resolutions dealing with educational topics in the local Legislature. This was due, in large measure, to the absence of Ministers in the closing months of the year, when, the Legislative Council having refused their salaries, they resigned and the control of the Department was taken over by His Excellency the Governor.

The provision of Rs. 6,35,400 required for the salaries of the Inspecting officers of this Department, which had been previously rejected, was passed by the Council in its August session, and the Hon'ble Mr. A. K. Fazlul Haq was thereupon able to withdraw the emergency motion standing in his name for a grant of Rs. 3,17,750 for a similar purpose. This figure represented the absolutely minimum requirements for a skeleton inspecting agency necessary to avoid a complete breakdown of the Educational system of the province. No real discussion of the subject on its merits took place, since Council, in its excitement over the immediately preceding rejection of Ministers' salaries for the second time, was not in a mood to discuss the matter seriously.

Questions were asked more than once about circle schools, and a certain amount of interest was evinced by members in the recent deprovincialisation of Model Maktabs and Model Girls' Schools. Questions on general subjects such as the spread of free Primary Education, grants to colleges, and so on, were fewer. In many cases the questions asked by members were of a communal and local character. The following may be mentioned as illustrative of the type of questions asked: the ratio of Muhammadan teachers to Muhammadan pupils in schools; the number of European and Anglo-Indian students studying in the various European schools in Bengal; the facilities (including provision of scholarships) provided for Moslem boys in Engineering schools and colleges; the refusal of financial help to madrasahs of the old type; the representation of backward classes on the Court of the University of Dacca; the cessation of the Government grant to a specific High English School; and the alleged unfair treatment of Muhammadan students in a certain institution.

The March session of the Council in 1925 had, as usual, for disposal, a very large number of motions for the reduction or refusal of grants for Education, as for other heads of expenditure. These motions, which were part of the policy of obstruction, amounted in all departments to over 1,000, and in Education alone to about 150. The circumstances in which the Budget Session of 1925 came to a close resulted in none of these motions for refusal or reduction being moved; but the labour of preparing material for a defence of almost every item in the Budget added to the burdens of an already overworked Department, which found little consolation from the fact that in the end the material was not required.

In short Education came before the Council in 1924-25 but little and when it did so, it figured purely as a pawn in the political struggle. In the meantime the University remained unreformed; the secondary school system continued to languish in anæmia; and primary education remained an unsolved problem. The Legislative Council by its open discussion of policy and principle has done much in the past and will do much in the future to focus public attention on the proper methods of advance, and the nature of the difficulties to be surmounted, in connection with the Education problem. In 1925, however, it abdicated its functions in this respect.

E. F. OATEN,

Director of Public Instruction, Bengal.

GENERAL SUMMARY.

GENERAL STATISTICS.

| | | | |
|----------------------|----|-------------------|---|
| Area in square miles | .. | 76,843 | General Summary of Educational Institutions and Scholars in Bengal for the year 1924-25. |
| Population— | | | |
| Males | .. | 24,151,222 | |
| Females | .. | 22,544,314 | |
| Total | .. | 46,695,536 | |

| | | Percentage of scholars to total population. | | | |
|--------------|----|---|-------------|-------------------|-------------|
| | | Recognised institutions. | | All institutions. | |
| | | 1925 | 1924 | 1925 | 1924 |
| Males | .. | 7·18 | 6·84 | 7·33 | 7·01 |
| Females | .. | 1·65 | 1·58 | 1·68 | 1·61 |
| Total | .. | 4·51 | 4·30 | 4·60 | 4·40 |

| | Institutions. | | | Scholars. | | | Percentage of scholars in each class of Institutions. |
|-----------------------------------|---------------|---------------|-----------------------|------------------|------------------|-----------------------|---|
| | 1925 | 1924 | Increase or decrease. | 1925 | 1924 | Increase or decrease. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| RECOGNISED INSTITUTIONS. | | | | | | | |
| For Males. | | | | | | | |
| Arts Colleges | 39* | 38* | +1 | 23,870 | 22,041 | +1,220 | 1·33 |
| Professional Colleges | 15 | 14 | +1 | 6,500 | 5,918 | +582 | ·37 |
| High Schools | 958 | 918 | +40 | 219,548 | 210,743 | +8,805 | 12·31 |
| Middle Schools | 1,627 | 1,601 | +26 | 133,336 | 126,251 | +7,105 | 7·47 |
| Primary | 37,079 | 36,583 | +496 | 1,310,004 | 1,256,209 | +53,855 | 73·42 |
| Special | 2,644 | 2,498 | +146 | 91,051 | 80,917 | +10,134 | 5·10 |
| Total | 42,362 | 41,652 | +710 | 1,784,389 | 1,702,679 | +81,710 | 100 |
| For Females. | | | | | | | |
| Arts Colleges | 4 | 4 | .. | 250 | 248 | +2 | ·07 |
| Professional Colleges | 3 | 3 | .. | 33 | 27 | +6 | ·01 |
| High Schools | 38 | 37 | +1 | 7,961 | 7,625 | +336 | 2·47 |
| Middle Schools | 64 | 63 | +1 | 7,635 | 7,562 | +93 | 2·37 |
| Primary | 13,371 | 12,842 | +529 | 305,360 | 290,193 | +15,167 | 94·62 |
| Special | 48 | 48 | .. | 1,493 | 1,493 | -14 | ·46 |
| Total | 13,528 | 12,997 | +531 | 322,738 | 307,148 | +15,590 | 100 |
| UNRECOGNISED INSTITUTIONS. | | | | | | | |
| Males | 1,053 | 1,100 | -56 | 37,338 | 40,347 | -3,009 | .. |
| Females | 230 | 243 | -13 | 6,477 | 6,888 | -411 | .. |
| Total | 1,283 | 1,352 | -69 | 43,815 | 47,235 | -3,420 | .. |
| Grand Total | 57,173 | 56,001 | +1,172 | 2,150,942 | 2,057,062 | +93,880 | .. |

*Includes University classes at Dacca and Calcutta.

General Summary of

| | Total Expenditure. | | | Percentage |
|----------------------------------|--------------------|--------------------|-----------------------|-------------------|
| | 1925. | 1924. | Increase or decrease. | Government funds. |
| | 1 | 2 | 3 | 4 |
| | Rs. | Rs. | Rs. | |
| Direction and Inspection | 13,73,433 | 14,09,077 | -35,644 | 96·14 |
| Universities .. | 29,08,670 | 28,59,389 | +49,281 | 35·16 |
| Miscellaneous* .. | 61,65,859 | 61,66,732 | -873 | 43·68 |
| Total .. | 1,04,47,962 | 1,04,35,198 | +12,764 | 48·20 |
| INSTITUTIONS FOR MALES. | | | | |
| Arts Colleges .. | 30,21,296 | 28,39,808 | +1,81,488 | 36·29 |
| Professional Colleges .. | 20,01,174 | 18,76,504 | +1,24,670 | 74·30 |
| High Schools .. | 78,03,118 | 75,56,181 | +2,46,937 | 18·05 |
| Middle Schools .. | 22,29,324 | 21,60,201 | +69,123 | 8·50 |
| Primary Schools .. | 49,71,248 | 47,10,922 | +2,60,326 | 31·42 |
| Special Schools .. | 25,73,492 | 23,65,775 | +2,07,717 | 53·69 |
| Total .. | 2,25,99,652 | 2,15,09,391 | +10,90,261 | 31·53 |
| INSTITUTIONS FOR FEMALES. | | | | |
| Arts Colleges .. | 1,25,753 | 1,16,318 | +9,435 | 78·12 |
| Professional Colleges .. | 24,272 | 19,661 | +4,611 | 100·00 |
| High Schools .. | 9,12,246 | 9,27,196 | -14,950 | 47·87 |
| Middle Schools .. | 3,37,828 | 3,12,734 | +25,094 | 38·38 |
| Primary Schools .. | 9,87,559 | 9,62,232 | +25,327 | 43·71 |
| Special Schools .. | 2,10,667 | 1,65,577 | +45,090 | 47·94 |
| Total .. | 25,98,325 | 25,03,718 | +94,607 | 47·01 |
| Grand Total .. | 3,56,45,939 | 3,44,48,307 | +11,97,632 | 37·54 |

Expenditure on Education.

| of expenditure from— | | | Cost per scholar to— | | | | Total cost per scholar. |
|----------------------|--------------|-------------------|--------------------------------|-----------------|----------------|-------------------|-------------------------------|
| Board funds. | Fees. | Other sources. | Gov- ern- ment funds. | Board funds. | Fees. | Other sources. | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. | Rs. A. P. |
| 3.86 | .. | .. | .. | .. | .. | .. | .. |
| .. | 51.48 | 13.36 | .. | .. | .. | .. | .. |
| 4.02 | 22.96 | 29.34 | .. | .. | .. | .. | .. |
| 2.88 | 27.88 | 21.04 | .. | .. | .. | .. | .. |
| ..02 | 56.52 | 7.17 | 45 14 10 | 0 0 5 | 71 8 8 | 9 1 3 | 126 9 2 |
| .. | 24.94 | .76 | 228 11 10 | .. | 76 12 7 | 2 5 6 | 307 13 11 |
| .21 | 67.37 | 14.37 | 6 6 8 | 0 1 2 | 23 15 2 | 5 1 8 | 35 8 8 |
| 14.06 | 50.75 | 26.69 | 1 6 9 | 2 5 7 | 8 7 9 | 4 7 5 | 16 11 6 |
| 16.53 | 42.57 | 9.48 | 1 3 1 | 0 10 1 | 1 9 10 | 0 5 9 | 3 12 9 |
| 5.81 | 17.51 | 22.99 | 15 2 10 | 1 10 3 | 4 15 2 | 6 7 11 | 28 4 2 |
| 5.76 | 49.39 | 13.32 | 3 14 7 | 0 11 5 | 6 2 0 | 1 10 5 | 12 6 5 |
| .. | 16.28 | 5.60 | 392 14 1 | .. | 81 15 1 | 28 3 0 | 503 0 2 |
| .. | .. | .. | 735 8 3 | .. | .. | .. | 735 8 3 |
| 1.35 | 40.60 | 10.18 | 54 13 9 | 1 8 9 | 46 8 2 | 11 10 9 | 114 9 5 |
| 4.31 | 20.02 | 37.29 | 16 14 10 | 1 14 5 | 8 13 5 | 16 7 5 | 44 2 1 |
| 22.28 | 7.97 | 26.04 | 1 6 7 | 0 11 6 | 0 4 1 | 0 13 6 | 3 3 8 |
| .99 | 11.33 | 39.74 | 68 4 7 | 1 6 8 | 16 2 1 | 56 9 8 | 142 7 0 |
| 9.59 | 21.59 | 21.81 | 3 11 4 | 0 12 1 | 1 11 3 | 1 11 7 | 7 14 3 |
| 5.20 | 41.06 | 16.20 | 6 3 7 | 0 13 9 | 6 12 10 | 2 10 11 | 16 9 1 |

I.—Classification of Educational Institutions.

| | For Males. | | | | | | For Females. | | | | | |
|---|-------------|-----------------|------------------|---------------|--------------|---------------|--------------|-----------------|------------------|---------------|--------------|---------------|
| | Government. | District Board. | Municipal Board. | Aided. | Unaided. | Total. | Government. | District Board. | Municipal Board. | Aided. | Unaided. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| RECOGNISED INSTITUTIONS. | | | | | | | | | | | | |
| Universities .. | .. | .. | .. | 2 | .. | 2 | .. | .. | .. | .. | .. | .. |
| Colleges— | | | | | | | | | | | | |
| Arts and Science .. | 6 | .. | .. | 12 | 0 | 27 | 1 | .. | .. | 1 | 1 | 3 |
| Law .. | .. | .. | .. | 2 | 1 | 3 | .. | .. | .. | .. | .. | .. |
| Medicine .. | 2 | .. | .. | 1 | .. | 3 | .. | .. | .. | .. | .. | .. |
| Education .. | 2 | .. | .. | .. | .. | 2 | 1 | .. | .. | 1 | 1 | 3 |
| Engineering .. | 1 | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. |
| Agriculture .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Commerce .. | .. | .. | .. | 4 | 1 | 5 | .. | .. | .. | .. | .. | .. |
| Forestry .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Veterinary Science .. | 1 | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. |
| Intermediate and 2nd grade Colleges. | 2 | .. | .. | 4 | 4 | 10 | 1 | .. | .. | .. | .. | 1 |
| Total .. | 14 | .. | .. | 25 | 15 | 54 | 3 | .. | .. | 2 | 2 | 7 |
| High Schools .. | 41 | .. | 3 | 360 | 554 | 958 | 5 | .. | .. | 31 | 2 | 38 |
| Middle Schools— | | | | | | | | | | | | |
| English .. | 4 | 43 | 3 | 1,054 | 434 | 1,538 | 3 | .. | 1 | 20 | 4 | 37 |
| Vernacular .. | .. | 15 | .. | 67 | 7 | 89 | .. | .. | 1 | 25 | 1 | 27 |
| Primary Schools .. | 105 | 3,340 | 74 | 29,125 | 4,435 | 37,079 | 22 | 154 | 14 | 10,714 | 2,467 | 13,371 |
| Total .. | 150 | 3,398 | 80 | 30,606 | 5,430 | 39,664 | 30 | 154 | 16 | 10,799 | 2,474 | 13,473 |
| Special Schools— | | | | | | | | | | | | |
| Art .. | 1 | .. | .. | 3 | 1 | 5 | .. | .. | .. | .. | .. | .. |
| Law .. | .. | .. | .. | .. | 2 | 2 | .. | .. | .. | .. | .. | .. |
| Medical .. | 4 | .. | .. | 2 | .. | 8 | .. | .. | .. | .. | .. | .. |
| Normal and Training. | 99 | .. | .. | 6 | .. | 105 | 3 | .. | .. | 7 | .. | 10 |
| Engineering and Survey. | 2 | .. | .. | .. | 1 | 3 | .. | .. | .. | .. | .. | .. |
| Technical and Industrial. | 10 | 8 | .. | 63 | 17 | 107 | .. | .. | .. | 27 | 1 | 28 |
| Commercial .. | 1 | .. | .. | 6 | 18 | 25 | .. | .. | .. | 2 | .. | 2 |
| Agricultural .. | 1 | .. | .. | .. | 3 | 4 | .. | .. | .. | .. | .. | .. |
| Reformatory .. | .. | .. | .. | 6 | .. | 6 | .. | .. | .. | 1 | .. | 1 |
| Schools for Defectives. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Schools for Adults .. | .. | .. | .. | 977 | 368 | 1,345 | .. | .. | .. | .. | .. | .. |
| Other Schools .. | 7 | .. | .. | 768 | 261 | 1,036 | .. | .. | .. | 7 | .. | 7 |
| Total .. | 134 | 8 | .. | 1,831 | 671 | 2,644 | 3 | .. | .. | 44 | 1 | 48 |
| Total for recognised Institutions. | 298 | 3,408 | 80 | 32,462 | 6,116 | 42,362 | 36 | 154 | 16 | 10,845 | 2,477 | 13,528 |
| UNRECOGNISED INSTITUTIONS. | .. | .. | .. | 37 | 1,016 | 1,053 | .. | .. | .. | 16 | 214 | 230 |
| Grand Total, all Institutions. | 298 | 3,408 | 80 | 32,499 | 7,132 | 43,415 | 36 | 154 | 16 | 10,861 | 2,691 | 13,758 |

**II-A.—DISTRIBUTION OF SCHOLARS ATTENDING EDUCATIONAL
INSTITUTIONS FOR MALES.**

GENERAL STATISTICS.

II-A.—Distribution of scholars attending

| | Government. | | | District Board. | | | Municipal Board. | | |
|---|---------------------------------|---------------------------|--|---------------------------------|---------------------------|--|---------------------------------|---------------------------|--|
| | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| READING— | | | | | | | | | |
| IN RECOGNISED INSTITUTIONS. | | | | | | | | | |
| UNIVERSITY AND INTERMEDIATE EDUCATION. | | | | | | | | | |
| Arts and Science .. | 3,251 | 2,475 | 986 | .. | .. | .. | .. | .. | .. |
| Law .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Medicine .. | 1,048 | 743 | 233 | .. | .. | .. | .. | .. | .. |
| Education .. | 107 | 104 | 81 | .. | .. | .. | .. | .. | .. |
| Engineering .. | 321 | 282 | 268 | .. | .. | .. | .. | .. | .. |
| Agriculture .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Commerce .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Forestry .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Veterinary Science .. | 132 | 108 | 132 | .. | .. | .. | .. | .. | .. |
| Total .. | 4,859 | 3,712 | 1,700 | .. | .. | .. | .. | .. | .. |
| SCHOOL AND SPECIAL EDUCATION. | | | | | | | | | |
| In High Schools .. | 13,191 | 10,678 | 1,402 | .. | .. | .. | 1,539 | 1,385 | .. |
| „ Middle Schools— | | | | | | | | | |
| English .. | 445 | 351 | .. | 3,718 | 2,632 | 29 | 513 | 388 | .. |
| Vernacular .. | .. | .. | .. | 856 | 603 | .. | .. | .. | .. |
| „ Primary Schools .. | 3,819 | 2,513 | .. | 143,902 | 108,326 | .. | 7,669 | 5,294 | .. |
| Total .. | 17,455 | 13,542 | 1,402 | 148,476 | 111,561 | 29 | 9,721 | 7,067 | .. |
| In Art Schools .. | 361 | 337 | 262 | .. | .. | .. | .. | .. | .. |
| „ Law .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Medical .. | 1,579 | 1,307 | 14 | .. | .. | .. | .. | .. | .. |
| „ Normal and Training Schools. | 2,039 | 1,750 | 1,803 | .. | .. | .. | .. | .. | .. |
| „ Engineering and Survey Schools. | 564 | 508 | 491 | .. | .. | .. | .. | .. | .. |
| „ Technical and Industrial Schools. | 521 | 442 | 249 | 377 | 287 | 26 | .. | .. | .. |
| „ Commercial Schools | 230 | 345 | 375 | .. | .. | .. | .. | .. | .. |
| „ Agricultural .. | 14 | 16 | 12 | .. | .. | .. | .. | .. | .. |
| „ Reformatory .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Schools for Defectives. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Schools for Adults | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Other Schools .. | 1,397 | 931 | 453 | .. | .. | .. | .. | .. | .. |
| Total .. | 6,705 | 5,696 | 3,719 | 377 | 287 | 26 | .. | .. | .. |
| Total for Recognised | 29,019 | 22,950 | 6,821 | 148,853 | 111,848 | 55 | 9,721 | 7,067 | .. |
| IN UNRECOGNISED INSTITUTIONS. | | | | | | | | | |
| Grand Total, all Institutions. | 29,019 | 22,950 | 6,821 | 148,853 | 111,848 | 55 | 9,721 | 7,067 | .. |

GENERAL STATISTICS.

Educational Institutions for Males.

| Aided. | | | Unaided. | | | Grand total of scholars on rolls. | Grand total of average attendance. | Grand total of residents in approved hostels. | Number of females included in column 16. |
|-----------------------------------|---------------------------|--|-----------------------------------|---------------------------|--|-----------------------------------|------------------------------------|---|--|
| Scholars on (Roll on) March 31st. | Average daily attendance. | Number of residents in approved hostels. | Scholars on (Roll on) March 31st. | Average daily attendance. | Number of (residents in) approved hostels. | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 11,073 | 9,982 | 3,051 | 9,546 | 8,327 | 1,565 | 23,870 | 20,784 | 5,002 | 24 |
| 3,034 | 3,009 | 618 | 600 | 590 | 1 | 3,634 | 3,599 | 617 | .. |
| 634 | 634 | 243 | .. | .. | .. | 1,682 | 1,377 | 476 | 12 |
| .. | .. | .. | .. | .. | .. | 107 | 104 | 81 | .. |
| .. | .. | .. | .. | .. | .. | 321 | 282 | 268 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 540 | 477 | 103 | 78 | 75 | .. | 624 | 552 | 103 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | 132 | 108 | 132 | .. |
| 15,287 | 14,102 | 4,013 | 10,224 | 8,992 | 1,566 | 30,370 | 26,806 | 7,279 | 36 |
| 85,517 | 64,002 | 7,765 | 119,301 | 91,533 | 3,538 | 219,548 | 107,598 | 12,705 | 526 |
| 80,344 | 67,515 | 1,146 | 33,952 | 24,913 | 90 | 127,972 | 95,799 | 1,265 | 224 |
| 4,076 | 3,114 | 71 | 452 | 332 | .. | 5,384 | 4,049 | 71 | 66 |
| 1,020,731 | 800,205 | 348 | 133,943 | 102,460 | .. | 1,310,064 | 1,018,798 | 348 | 53,139 |
| 1,199,668 | 934,836 | 9,330 | 267,648 | 219,238 | 3,628 | 1,662,968 | 1,286,244 | 14,389 | 53,955 |
| 169 | 137 | .. | 34 | 11 | .. | 564 | 485 | 262 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 229 | 175 | .. | 43 | 35 | .. | 1,851 | 1,517 | 14 | 37 |
| 97 | 89 | 53 | .. | .. | .. | 2,136 | 1,839 | 1,916 | .. |
| .. | .. | .. | 10 | 10 | .. | 574 | 578 | 491 | .. |
| 3,629 | 2,753 | 348 | 441 | 336 | 22 | 4,968 | 3,818 | 645 | 22 |
| 273 | 210 | .. | 927 | 723 | .. | 1,430 | 1,278 | 375 | 9 |
| .. | .. | .. | 69 | 53 | .. | 83 | 69 | 12 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 210 | 147 | 125 | .. | .. | .. | 210 | 147 | 125 | 41 |
| 10,146 | 14,831 | 102 | 6,714 | 4,961 | .. | 25,860 | 19,792 | 102 | 170 |
| 38,987 | 29,485 | 259 | 12,991 | 9,731 | 28 | 53,375 | 40,147 | 740 | 209 |
| 62,740 | 47,827 | 887 | 21,229 | 15,860 | 50 | 91,051 | 69,670 | 4,682 | 488 |
| 1,277,695 | 998,765 | 14,230 | 319,101 | 244,090 | 5,244 | 1,784,389 | 1,382,720 | 26,350 | 54,479 |
| 2,280 | 1,871 | .. | 35,049 | 24,060 | .. | 37,338 | 26,540 | .. | 1,004 |
| 1,279,984 | 998,638 | 14,230 | 354,150 | 268,759 | 5,244 | 1,821,727 | 1,409,260 | 26,350 | 55,573 |

II-B.—Distribution of Scholars attending

| | Government. | | | District Board. | | | Municipal Board. | | |
|--|---------------------------------|---------------------------|--|---------------------------------|---------------------------|--|---------------------------------|---------------------------|--|
| | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| READING— | | | | | | | | | |
| IN RECOGNISED INSTITUTIONS. | | | | | | | | | |
| UNIVERSITY AND INTER-MEDIATE EDUCATION. | | | | | | | | | |
| Arts and Science .. | 166 | 133 | 76 | .. | .. | .. | .. | .. | .. |
| Medicine .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Education .. | 22 | 18 | 22 | .. | .. | .. | .. | .. | .. |
| Total .. | 188 | 156 | 98 | .. | .. | .. | .. | .. | .. |
| SCHOOL AND SPECIAL EDUCATION. | | | | | | | | | |
| In High Schools .. | 1,373 | 1,087 | 266 | .. | .. | .. | .. | .. | .. |
| „ Middle Schools— | | | | | | | | | |
| English .. | 498 | 334 | .. | .. | .. | .. | 113 | 63 | .. |
| Vernacular .. | .. | .. | .. | .. | .. | .. | 134 | 87 | .. |
| „ Primary Schools .. | 800 | 570 | .. | 5,309 | 3,784 | .. | 1,301 | 1,048 | .. |
| Total .. | 2,660 | 1,991 | 266 | 5,309 | 3,784 | .. | 1,638 | 1,198 | .. |
| In Medical Schools .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Normal and Training Schools. | 66 | 59 | 66 | .. | .. | .. | .. | .. | .. |
| „ Technical and Industrial Schools. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Commercial Schools .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Agricultural „ .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Schools for Adults .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| „ Other Schools .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Total .. | 66 | 59 | 66 | .. | .. | .. | .. | .. | .. |
| Totals for recognised Institutions. | 2,934 | 2,206 | 430 | 5,309 | 3,784 | .. | 1,638 | 1,198 | .. |
| IN UNRECOGNISED INSTITUTIONS. | | | | | | | | | |
| Grand Totals, all Institutions. | 2,934 | 2,206 | 430 | 5,309 | 3,784 | .. | 1,638 | 1,198 | .. |

Educational Institutions for Females.

| Aided. | | | Unaided. | | | Grand total of scholars on rolls. | Grand total of average attendance. | Grand total of residents in approved hostels. | Number of males included in column 16. |
|---------------------------------|---------------------------|--|---------------------------------|---------------------------|--|-----------------------------------|------------------------------------|---|--|
| Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. | Scholars on roll on March 31st. | Average daily attendance. | Number of residents in approved hostels. | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 02 | 55 | 33 | 22 | 19 | 12 | 250 | 212 | 121 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 11 | 11 | .. | .. | .. | .. | 33 | 29 | 22 | .. |
| 73 | 66 | 33 | 22 | 19 | 12 | 283 | 241 | 143 | .. |
| 6,295 | 5,438 | 2,281 | 293 | 214 | 80 | 7,961 | 6,739 | 2,627 | 672 |
| 4,055 | 3,059 | 821 | 269 | 165 | 25 | 4,935 | 3,621 | 846 | 195 |
| 2,586 | 2,025 | 365 | .. | .. | .. | 2,720 | 2,112 | 365 | 71 |
| 247,399 | 189,735 | 315 | 50,452 | 38,495 | .. | 305,360 | 233,632 | 315 | 3,205 |
| 260,335 | 200,257 | 3,782 | 51,014 | 38,874 | 105 | 320,976 | 246,104 | 4,153 | 4,143 |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 112 | 108 | 101 | .. | .. | .. | 178 | 167 | 167 | .. |
| 840 | 676 | 334 | 7 | 7 | 7 | 847 | 683 | 341 | 53 |
| 178 | 149 | .. | .. | .. | .. | 178 | 149 | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 276 | 221 | 11 | .. | .. | .. | 276 | 221 | 11 | 10 |
| 1,406 | 1,154 | 446 | 7 | 7 | 7 | 1,479 | 1,220 | 519 | 63 |
| 261,814 | 201,477 | 4,261 | 51,043 | 38,900 | 124 | 322,738 | 247,565 | 4,815 | 4,206 |
| 1,642 | 1,252 | .. | 4,835 | 3,741 | .. | 6,477 | 4,993 | .. | 112 |
| 263,456 | 202,729 | 4,261 | 55,878 | 42,641 | 124 | 329,215 | 252,558 | 4,815 | 4,318 |

III-A.—Expenditure on

Expenditure on buildings includes Rs. 10,07,989 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items :—

- Hostel charges.
- Scholarships.
- Charges for abolished schools.
- Charges for conducting examinations.
- Payments to unrecognised schools.
- Cadet grants.
- Miscellaneous and Contingencies.

| | Government Institutions. | | | | | |
|--|--------------------------|----------------|------------------|-----------------|----------------|------------------|
| | Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| UNIVERSITY AND INTER-MEDIATE EDUCATION. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| Universities .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Arts Colleges | 7,48,591 | .. .. . | .. .. . | 3,09,050 | 20,362 | 10,78,003 |
| Professional Colleges— | | | | | | |
| Law .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Medicine | 7,80,142 | .. .. . | .. .. . | 1,56,291 | .. .. . | 9,36,433 |
| Education | 1,39,629 | .. .. . | .. .. . | .. .. . | .. .. . | 1,39,629 |
| Engineering | 2,03,440 | .. .. . | .. .. . | 31,336 | 2,770 | 3,27,546 |
| Agriculture .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Commerce .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Forestry .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Veterinary Science | 2,14,711 | .. .. . | .. .. . | 276 | .. .. . | 2,14,987 |
| Intermediate Colleges | 1,12,209 | .. .. . | .. .. . | 31,901 | .. .. . | 1,44,110 |
| Total | 22,88,722 | .. .. . | .. .. . | 5,29,754 | 23,132 | 28,41,608 |
| SCHOOL EDUCATION. | | | | | | |
| General. | | | | | | |
| High Schools | 7,10,301 | .. .. . | .. .. . | 3,30,080 | 3,091 | 10,43,472 |
| Middle Schools— | | | | | | |
| English | 24,361 | .. .. . | .. .. . | 3,242 | .. .. . | 27,603 |
| Vernacular .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Primary Schools | 84,060 | .. .. . | .. .. . | 354 | 32 | 85,046 |
| Total | 8,19,322 | .. .. . | .. .. . | 3,33,676 | 3,123 | 11,56,121 |
| Special. | | | | | | |
| Art Schools | 40,229 | .. .. . | .. .. . | 7,758 | .. .. . | 47,987 |
| Law .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Medical Schools | 2,03,599 | .. .. . | .. .. . | 54,724 | 3,960 | 2,62,283 |
| Normal and Training Schools | 3,70,064 | .. .. . | .. .. . | 825 | 24 | 3,70,913 |
| Engineering and Survey Schools | 1,03,040 | .. .. . | .. .. . | 22,380 | 6,618 | 1,32,038 |
| Technical and Industrial Schools | 1,08,040 | 7,166 | .. .. . | 4,439 | 9,578 | 1,20,223 |
| Commercial Schools | 38,700 | .. .. . | .. .. . | 14,567 | .. .. . | 53,267 |
| Agricultural Schools | 6,573 | .. .. . | .. .. . | .. .. . | .. .. . | 6,573 |
| Reformatory Schools .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Schools for Defectives .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Schools for Adults .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . | .. .. . |
| Other Schools | 1,69,999 | .. .. . | .. .. . | 10,977 | 2,569 | 1,83,545 |
| Total | 10,40,244 | 7,166 | .. .. . | 1,15,870 | 22,749 | 11,85,829 |
| Grand Total | 41,48,288 | 7,166 | .. .. . | 9,79,100 | 49,004 | 51,83,558 |

Education for Males.

| District Board and Municipal Institutions. | | | | | | Aided Institutions. | |
|--|-----------------|------------------|-----------------|----------------|-----------------|---------------------|-----------------|
| Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Total. | Government funds. | Board funds. |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| .. | .. | .. | .. | .. | .. | 10,22,841 | .. |
| .. | .. | .. | .. | .. | .. | 1,54,697 | .. |
| .. | .. | .. | .. | .. | .. | 30,000 | .. |
| .. | .. | .. | .. | .. | .. | 24,500 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | 4,400 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | 63,733 | .. |
| .. | .. | .. | .. | .. | .. | 13,00,171 | .. |
| 14,204 | .. | 858 | 40,278 | 2,241 | 57,581 | 6,84,085 | 800 |
| 160 | 47,686 | 2,620 | 38,023 | 1,810 | 90,299 | 1,59,864 | 2,24,095 |
| .. | 16,172 | .. | 2,941 | 229 | 19,342 | 5,050 | 10,190 |
| 3,80,662 | 1,17,802 | 36,469 | 1,95,888 | 16,770 | 7,47,591 | 10,96,411 | 5,79,521 |
| 3,95,026 | 1,81,660 | 39,947 | 2,77,130 | 21,050 | 9,14,813 | 19,45,410 | 8,14,606 |
| .. | .. | .. | .. | .. | .. | 23,030 | 475 |
| .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | 13,119 | .. |
| 5,868 | 32,920 | 244 | 4,206 | 28,565 | 71,803 | 44,940 | 4,852 |
| .. | .. | .. | .. | .. | .. | 1,560 | .. |
| .. | .. | .. | .. | .. | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | 14,108 | .. |
| .. | .. | .. | .. | .. | .. | 36,591 | 17,231 |
| .. | .. | .. | .. | .. | .. | 2,02,257 | 50,395 |
| 5,868 | 32,920 | 244 | 4,206 | 28,565 | 71,803 | 3,35,605 | 72,953 |
| 4,00,694 | 2,14,580 | 40,191 | 2,81,336 | 49,615 | 9,86,616 | 35,81,186 | 8,87,559 |

III-A.—Expenditure on

| | Aided Institutions— <i>concl'd.</i> | | | | Recognised |
|--|-------------------------------------|------------------|------------------|------------------|--------------------|
| | Municipal funds. | Fees. | Other sources. | Total. | Fees. |
| | 15 | 16 | 17 | 18 | 19 |
| | Rs. | Rs. | Rs. | Rs. | Rs. |
| UNIVERSITY AND INTER-MEDIATE EDUCATION. | | | | | |
| Universities | .. | 14,97,856 | 3,88,473 | 29,08,670 | .. |
| Arts Colleges | .. | 5,31,270 | 1,50,572 | 8,36,539 | 7,34,529 |
| Professional Colleges— | | | | | |
| Law | .. | 1,85,598 | .. | 2,15,598 | 32,287 |
| Medicine | .. | 83,287 | .. | 1,07,787 | .. |
| Education | .. | .. | .. | .. | .. |
| Engineering | .. | .. | .. | .. | .. |
| Agriculture | .. | .. | .. | .. | .. |
| Commerce | .. | 6,057 | 10,189 | 20,646 | 3,993 |
| Forestry | .. | .. | .. | .. | .. |
| Veterinary Science | .. | .. | .. | .. | .. |
| Intermediate Colleges | .. | 82,354 | 3,725 | 1,49,812 | 17,087 |
| Total | .. | 23,85,922 | 5,52,959 | 42,39,052 | 7,88,496 |
| SCHOOL EDUCATION. | | | | | |
| General. | | | | | |
| High Schools | .. | 14,326 | 21,56,464 | 4,15,476 | 32,71,151 |
| Middle Schools— | | | | | |
| English | .. | 12,593 | 8,19,544 | 4,02,972 | 16,19,068 |
| Vernacular | .. | .. | 19,443 | 15,557 | 50,240 |
| Primary Schools | .. | 88,148 | 17,36,280 | 3,85,989 | 38,86,349 |
| Total | .. | 1,15,067 | 47,31,731 | 12,19,994 | 88,26,808 |
| Special. | | | | | |
| Art Schools | .. | 1,200 | 2,193 | 10,239 | 37,137 |
| Law Schools | .. | .. | .. | .. | .. |
| Medical Schools | .. | 765 | 5,905 | 1,015 | 7,685 |
| Normal and Training Schools | .. | .. | 4,612 | 4,962 | 22,693 |
| Engineering and Survey Schools | .. | .. | .. | .. | .. |
| Technical and Industrial Schools | .. | 6,785 | 31,394 | 86,745 | 1,74,716 |
| Commercial Schools | .. | 162 | 7,855 | 606 | 10,183 |
| Agricultural Schools | .. | .. | .. | .. | .. |
| Reformatory Schools | .. | .. | .. | .. | .. |
| Schools for Defectives | .. | 9,635 | 3,955 | 37,046 | 64,744 |
| Schools for Adults | .. | 5,077 | 7,662 | 32,504 | 99,065 |
| Other Schools | .. | 12,365 | 1,83,007 | 2,48,931 | 6,96,955 |
| Total | .. | 35,989 | 2,46,583 | 4,22,048 | 11,13,178 |
| Grand Total | .. | 1,51,056 | 73,64,236 | 21,95,001 | 1,41,79,038 |
| | | | | | 40,34,986 |

Education for Males—concluded.

| | Total expenditure from— | | | | | |
|------------------|-------------------------|-----------------|------------------|-----------------|------------------|------------------|
| | Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Grand Total. |
| | 22 | 23 | 24 | 25 | 26 | 27 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| Direction .. | 1,82,914 | .. | .. | .. | .... | 1,82,914 |
| Inspection .. | 10,23,527 | 51,569 | 1,488 | .. | .. | 10,76,584 |
| Buildings, etc., | 14,12,833 | 1,10,044 | 23,384 | 2,69,568 | 8,66,784 | 26,82,613 |
| Miscellaneous | 8,86,487 | 89,253 | 7,283 | 6,40,025 | 4,91,421 | 21,14,467 |
| Total .. | 35,05,761 | 2,50,866 | 32,155 | 9,09,593 | 13,58,205 | 60,56,580 |

| Unaided Institutions. | | Total expenditure from— | | | | | | |
|-----------------------|------------------|-------------------------|------------------|------------------|--------------------|------------------|--------------------|--|
| Other sources. | Total. | Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Grand Total. | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | |
| .. | .. | 10,22,841 | .. | .. | 14,97,356 | 3,88,473 | 29,08,670 | |
| (a) 39,828 | 7,74,357 | 9,20,351 | .. | .. | 15,75,749 | 1,93,699 | 26,89,799 | |
| .. | 32,287 | 30,000 | .. | .. | 2,17,885 | .. | 2,47,885 | |
| .. | .. | 8,04,642 | .. | .. | 2,39,578 | .. | 10,44,220 | |
| .. | .. | 1,39,629 | .. | .. | .. | .. | 1,39,629 | |
| .. | .. | 2,93,440 | .. | .. | 31,336 | 2,770 | 3,27,546 | |
| 2,268 | 6,261 | 4,400 | .. | .. | 10,050 | 12,457 | 26,907 | |
| .. | .. | 2,14,711 | .. | .. | .. | .. | 2,14,987 | |
| (b) 19,888 | 37,575 | 1,75,942 | .. | 600 | 1,31,942 | 23,013 | 3,31,497 | |
| 61,984 | 8,50,480 | 36,05,956 | .... | 600 | 37,04,172 | 6,20,412 | 79,31,140 | |
| (c) 7,00,524 | 34,30,914 | 14,08,890 | 1,160 | 15,184 | 52,57,212 | 11,20,672 | 78,03,118 | |
| 1,73,370 | 4,20,271 | 1,84,385 | 2,71,781 | 15,213 | 11,07,710 | 5,78,152 | 21,57,241 | |
| 1,221 | 2,501 | 5,050 | 26,362 | .. | 23,664 | 17,007 | 72,083 | |
| 08,477 | 2,52,262 | 15,61,733 | 6,07,323 | 1,24,617 | 21,16,307 | 4,71,268 | 49,71,248 | |
| 9,43,592 | 41,05,948 | 31,60,058 | 9,96,626 | 1,55,014 | 85,04,893 | 21,87,099 | 1,50,03,690 | |
| 1,721 | 2,037 | 63,259 | 475 | 1,200 | 10,267 | 11,960 | 87,161 | |
| .. | 768 | 2,03,590 | .. | 765 | 61,397 | 4,975 | 2,70,736 | |
| .. | .. | 3,83,183 | .. | .. | 5,437 | 4,986 | 3,93,606 | |
| .. | 360 | 1,03,040 | .. | .. | 22,740 | 6,618 | 1,32,398 | |
| 9,641 | 11,715 | 1,58,848 | 44,038 | 7,029 | 42,113 | 1,34,523 | 3,87,457 | |
| 3,485 | 30,240 | 49,260 | .. | 162 | 49,186 | 4,691 | 93,999 | |
| 76 | 76 | 6,573 | .. | .. | .. | 76 | 6,649 | |
| .. | .. | 14,108 | .. | .. | .. | .. | .. | |
| 10,410 | 12,799 | 36,591 | 17,231 | 9,635 | 3,955 | 37,046 | 64,744 | |
| (d) 93,205 | 1,14,678 | 3,72,256 | 30,605 | 12,365 | 10,051 | 42,914 | 1,11,864 | |
| 1,18,538 | 2,02,682 | 13,81,717 | 1,13,249 | 36,233 | 4,50,603 | 5,91,690 | 25,73,492 | |
| 11,24,114 | 51,59,110 | 1,18,53,492 | 13,60,741 | 2,24,002 | 1,35,69,261 | 47,57,408 | 3,15,64,902 | |

(a) Includes Rs. 17,063 paid to some unaided institutions from Provincial Revenues.

(b) Includes Rs. 600 paid to some unaided institutions from Municipal funds.

(c) Includes Rs. 300 from Provincial Revenues and Rs. 360 from Board funds paid to some unaided institutions.

(d) Includes Rs. 210 from Board funds paid to some unaided institutions.

III-B.—Expenditure on

Expenditure on buildings includes Rs. 76,505 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items :—

- Hostel charges.
- Scholarships.
- Charges for abolished schools.
- Charges for conducting examinations
- Payments to unrecognised schools.
- Cadet grants.
- Miscellaneous and Contingencies.

| | Government Institutions. | | | | | |
|---|--------------------------|--------------|------------------|------------------|----------------|------------------|
| | Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| UNIVERSITY AND INTERMEDIATE EDUCATION. | Rs. | Rs. | | Rs. | Rs. | Rs. |
| Arts Colleges .. | 63,478 | .... | .... | 9,375 | .... | 72,853 |
| Professional Colleges— | | | | | | |
| Medicine .. | .... | .... | .... | .... | .... | .... |
| Education .. | 16,076 | .... | .... | .... | .... | 16,076 |
| Intermediate Colleges | 19,537 | .... | .... | 761 | .... | 20,298 |
| Total .. | 98,081 | .... | .... | 10,136 | .... | 1,09,227 |
| SCHOOL EDUCATION. | | | | | | |
| General. | | | | | | |
| High Schools .. | 1,78,254 | .... | .... | 25,297 | 550 | 2,04,101 |
| Middle Schools— | | | | | | |
| English .. | 20,628 | .... | .... | 2,068 | 687 | 23,383 |
| Vernacular .. | .... | .... | .... | .... | .... | .... |
| Primary Schools .. | 10,947 | .... | .... | .... | 5 | 10,952 |
| Total .. | 2,09,829 | .... | .... | 27,365 | 1,242 | 2,38,436 |
| Special. | | | | | | |
| Medical Schools .. | .... | .... | .... | .... | .... | .... |
| Normal and Training Schools. | 37,312 | .... | .... | .... | .... | 37,312 |
| Technical and Industrial Schools. | .... | .... | .... | .... | .... | .... |
| Commercial Schools | .... | .... | .... | .... | .... | .... |
| Agricultural Schools | .... | .... | .... | .... | .... | .... |
| Schools for Adults .. | .... | .... | .... | .... | .... | .... |
| Other Schools | .... | .... | .... | .... | .... | .... |
| Total .. | 37,312 | .... | .... | .... | .... | 37,312 |
| Grand Total for Females. | 3,46,232 | .... | .... | 37,501 | 1,242 | 3,84,975 |
| Grand Total for Males | 41,48,288 | 7,166 | .... | 9,79,100 | 49,004 | 51,83,558 |
| Grand Total for All | 44,94,520 | 7,166 | .... | 10,16,601 | 50,246 | 55,68,533 |

Education for Females.

| District Board and Municipal Institutions. | | | | | | Aided Institutions. | |
|--|-----------------|------------------|-----------------|----------------|------------------|---------------------|------------------|
| Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Total. | Government funds. | Board funds. |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| .. | .. | .... | .... | .... | .... | 13,205 | .... |
| .. | .. | .... | .... | .... | .... | 8,196 | .... |
| .. | .. | .... | .... | .... | .... | 21,401 | .. |
| .. | .. | .... | .... | .... | .... | 2,58,466 | .... |
| 1,755 | .. | 1,073 | 348 | 306 | 3,482 | 80,961 | 1,615 |
| 1,200 | .. | 1,800 | 869 | 36 | 3,905 | 25,038 | 603 |
| 28,697 | 1,087 | 6,991 | 829 | 1,202 | 39,706 | 3,91,989 | 1,69,303 |
| 31,652 | 1,987 | 9,864 | 2,046 | 1,544 | 47,093 | 7,56,454 | 1,71,581 |
| .. | .. | .... | .... | .... | .... | 23,734 | .... |
| .. | .. | .... | .... | .... | .... | 33,700 | .... |
| .. | .. | .... | .... | .... | .... | 2,640 | .... |
| .. | .. | .... | .... | .... | .... | 3,614 | .... |
| .. | .. | .... | .... | .... | .... | 63,688 | .... |
| 31,652 | 1,987 | 9,864 | 2,046 | 1,544 | 47,093 | 8,41,543 | 1,71,581 |
| 4,00,894 | 2,14,580 | 40,191 | 2,81,336 | 49,815 | 9,86,616 | 35,81,186 | 8,87,559 |
| 4,32,546 | 2,16,567 | 50,055 | 2,83,382 | 51,159 | 10,33,709 | 44,22,729 | 10,59,140 |

III-B.—Expenditure on

| | Aided Institutions— <i>concd.</i> | | | | Recognised |
|---|-----------------------------------|------------------|------------------|--------------------|------------------|
| | Municipal funds. | Fees. | Other sources. | Total. | Fees. |
| | 15 | 16 | 17 | 18 | 19 |
| UNIVERSITY AND INTERMEDIATE EDUCATION. | Rs. | Rs. | Rs. | Rs. | Rs. |
| Arts Colleges .. .. . | .... | 7,486 | 3,491 | 24,182 | 2,864 |
| Professional Colleges— | | | | | |
| Medicine .. .. . | .... | .... | .... | 8,196 | .... |
| Education .. .. . | .... | .... | .... | .... | .... |
| Intermediate Colleges .. .. . | .... | .... | .... | .... | .... |
| Total .. .. . | .... | 7,486 | 3,491 | 32,378 | 2,864 |
| SCHOOL EDUCATION. | | | | | |
| General. | | | | | |
| High Schools | 12,317 | 3,32,407 | 90,604 | 6,93,794 | 12,622 |
| Middle Schools— | | | | | |
| English | 5,763 | 49,754 | 80,415 | 2,18,508 | 1,650 |
| Vernacular | 3,735 | 12,980 | 33,768 | 76,104 | .... |
| Primary Schools | 41,719 | 71,997 | 2,25,022 | 9,00,090 | 5,882 |
| Total | 63,534 | 4,67,118 | 4,29,809 | 18,88,496 | 20,154 |
| Special. | | | | | |
| Medical Schools | 51 | 4,278 | 4,678 | 32,741 | .... |
| Normal and Training Schools | 244 | 8,191 | 77,392 | 1,19,527 | 36 |
| Technical and Industrial Schools .. .. . | .... | 9,981 | 414 | 13,035 | .... |
| Commercial Schools .. .. . | .... | .... | .... | .... | .... |
| Agricultural .. .. . | .... | .... | .... | .... | .... |
| Schools for Adults .. .. . | .... | .... | .... | .... | .... |
| Other Schools | 1,800 | 1,370 | 628 | 7,412 | .... |
| Total | 2,095 | 23,820 | 83,112 | 1,72,715 | 36 |
| Grand Total for Females | 65,629 | 4,98,424 | 5,16,412 | 20,93,589 | 23,054 |
| Grand Total for Males | 1,51,056 | 73,64,236 | 21,95,001 | 1,41,79,038 | 40,34,996 |
| Grand Total for All | 2,16,685 | 78,62,660 | 27,11,413 | 1,62,72,627 | 40,58,050 |

Education for Females—concluded.

| | Total expenditure from— | | | | | |
|------------------|-------------------------|---------------|------------------|-----------------|-----------------|------------------|
| | Government funds. | Board funds. | Municipal funds. | Fees. | Other sources. | Grand Total. |
| | 22 | 23 | 24 | 25 | 26 | 27 |
| | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| Inspection .. | 1,13,935 | .. | .. | .. | .. | 1,13,935 |
| Buildings, etc. | 1,36,740 | 7,280 | 1,586 | 67,175 | 1,59,562 | 3,72,343 |
| Miscellaneous .. | 2,57,368 | 4,216 | 4,907 | 4,38,665 | 2,91,278 | 9,96,434 |
| Total .. | 5,08,043 | 11,496 | 6,493 | 5,05,840 | 4,50,840 | 14,82,712 |

| Unaided Institutions. | | Total expenditure from— | | | | | |
|-----------------------|------------------|-------------------------|------------------|------------------|--------------------|------------------|--------------------|
| Other Sources | Total. | Government funds. | Board funds. | Municipal funds. | Fees. | Other Sources. | Grand Total. |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. | Rs. |
| *5,556 | 8,420 | 78,683 | .... | .... | 19,725 | 7,047 | 1,05,455 |
| .. | .. | 24,272 | .... | .... | .... | .... | 24,272 |
| .. | .. | 19,537 | .... | .... | 761 | .... | 20,298 |
| 5,556 | 8,420 | 1,22,492 | .... | .... | 20,486 | 7,047 | 1,50,025 |
| 1,720 | 14,351 | 4,36,720 | .... | 12,317 | 3,70,326 | 92,883 | 9,12,246 |
| 10,796 | 12,446 | 1,03,344 | 1,615 | 6,836 | 53,820 | 92,204 | 2,57,819 |
| .. | .. | 26,238 | 603 | 5,535 | 13,829 | 33,804 | 80,000 |
| 30,929 | 36,811 | 4,31,633 | 1,71,350 | 48,710 | 78,708 | 2,57,158 | 9,87,559 |
| 43,454 | 83,608 | 9,97,935 | 1,73,568 | 73,398 | 5,16,683 | 4,76,046 | 22,37,633 |
| .. | .. | 61,046 | .... | 51 | 4,278 | 4,078 | 70,053 |
| 604 | 640 | 33,700 | .... | 244 | 8,227 | 77,996 | 1,20,167 |
| .. | .. | 2,640 | .... | .... | 9,981 | 414 | 13,035 |
| .. | .. | | | | | | |
| .. | .. | 3,614 | .... | 1,800 | 1,370 | 628 | 7,412 |
| 604 | 640 | 1,01,000 | .... | 2,095 | 23,856 | 83,716 | 2,10,667 |
| 49,814 | 72,668 | 17,29,470 | 1,85,064 | 81,986 | 10,66,885 | 10,17,652 | 40,81,037 |
| 11,24,114 | 51,59,110 | 1,18,53,492 | 13,60,741 | 2,24,002 | 1,35,69,261 | 47,57,406 | 3,15,64,902 |
| 11,73,728 | 52,31,778 | 1,33,82,962 | 15,45,805 | 3,05,988 | 1,46,36,128 | 57,75,058 | 3,56,45,939 |

* Includes Rs. 2,000 paid to an unaided institutions from Provincial Revenues.

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

xviii

| | | | | Europeans and Anglo- Indians. | Indian Christians. | Hindus. | Muham- madans. | Buddhists. | Parsis. | Sikhs. | Others. | Total. |
|----------------------------|----|----|----|--|-----------------------|-------------------|-------------------|----------------|------------|--------------|----------------|-------------------|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Total Population .. | | | | 25,231 | 52,771 | 10,536,119 | 12,957,775 | 135,317 | 500 | 1,824 | 441,685 | 24,151,222 |
| SCHOOL EDUCATION. | | | | | | | | | | | | |
| Classes— | | | | | | | | | | | | |
| Primary | | | | | | | | | | | | |
| I | .. | .. | .. | 820 | 3,467 | 387,680 | 504,982 | 4,576 | 24 | 3 | 7,984 | 909,536 |
| II | .. | .. | .. | 487 | 1,207 | 143,227 | 117,939 | 1,116 | 11 | 8 | 1,936 | 265,930 |
| III | .. | .. | .. | 601 | 668 | 99,056 | 65,842 | 787 | 8 | 5 | 945 | 167,912 |
| IV | .. | .. | .. | 602 | 390 | 55,826 | 27,948 | 443 | 5 | 11 | 299 | 85,524 |
| V | .. | .. | .. | 596 | 297 | 38,631 | 9,411 | 4 | 7 | 15 | 185 | 49,146 |
| Middle— | | | | | | | | | | | | |
| VI | .. | .. | .. | 461 | 248 | 36,641 | 8,169 | 177 | 5 | 17 | 127 | 45,845 |
| VII | .. | .. | .. | 440 | 233 | 31,554 | 6,504 | 140 | 9 | 11 | 83 | 38,974 |
| High— | | | | | | | | | | | | |
| VIII | .. | .. | .. | 335 | 169 | 25,225 | 4,337 | 96 | 12 | 8 | 52 | 30,234 |
| IX | .. | .. | .. | 183 | 142 | 21,548 | 3,604 | 75 | 6 | 17 | 31 | 25,606 |

GENERAL STATISTICS.

| | | | | | | | | | |
|---|--------------|--------------|----------------|----------------|--------------|------------|------------|---------------|------------------|
| X | 104 | 112 | 18,533 | 3,135 | 64 | 6 | 12 | 22 | 21,088 |
| XI | 35 | 127 | 18,489 | 3,528 | 65 | .. | 14 | 15 | 22,273 |
| Total .. | 4,664 | 7,060 | 876,410 | 755,399 | 7,542 | 93 | 121 | 11,679 | 1,662,568 |
| UNIVERSITY AND INTERMEDIATE EDUCATION. | | | | | | | | | |
| Intermediate classes— | | | | | | | | | |
| 1st year | 4 | 63 | 6,342 | 965 | 23 | .. | 2 | 13 | 7,412 |
| 2nd year | 14 | 86 | 7,200 | 1,183 | 29 | 2 | 2 | 7 | 8,523 |
| Degree classes— | | | | | | | | | |
| 3rd year | 5 | 38 | 2,658 | 394 | 12 | 1 | .. | 10 | 3,118 |
| 4th year | 4 | 42 | 2,889 | 469 | 7 | 1 | .. | 4 | 3,416 |
| 5th year | 1 | 2 | 667 | 61 | 4 | .. | .. | 2 | 737 |
| Post graduates classes— | | | | | | | | | |
| 6th year | 2 | 3 | 577 | 56 | 3 | .. | .. | 1 | 642 |
| 7th year | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Research students | .. | .. | 20 | 2 | .. | .. | .. | .. | 22 |
| Total .. | 30 | 234 | 20,353 | 3,130 | 78 | 4 | 4 | 37 | 23,870 |
| Number of scholars— | | | | | | | | | |
| In recognised institutions .. | 4,694 | 7,294 | 896,763 | 758,529 | 7,620 | 97 | 125 | 11,716 | 1,686,838 |
| In unrecognised institutions .. | .. | 139 | 16,574 | 19,543 | 849 | 10 | 1 | 222 | 37,338 |
| Grand Total .. | 4,694 | 7,433 | 913,337 | 778,072 | 8,469 | 107 | 126 | 11,938 | 1,724,176 |

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females.

| | | | | Europeans and Anglo- Indians. | Indian Christians. | Hindus. | Muham- madans. | Buddhists. | Parsis. | Sikhs. | Others. | Total. |
|----------------------------|----|----|----|--|-----------------------|------------------|-------------------|----------------|------------|------------|----------------|-------------------|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Total Population .. | | | | 19,639 | 49,440 | 9,667,408 | 12,253,027 | 130,287 | 267 | 539 | 423,707 | 22,544,314 |
| SCHOOL EDUCATION. | | | | | | | | | | | | |
| Classes— | | | | | | | | | | | | |
| Primary— | | | | | | | | | | | | |
| I | .. | .. | .. | 1,304 | 2,511 | 96,051 | 154,961 | 988 | 33 | 1 | 294 | 256,143 |
| II | .. | .. | .. | 498 | 965 | 20,117 | 16,775 | 108 | 11 | .. | 77 | 38,551 |
| III | .. | .. | .. | 456 | 539 | 10,169 | 5,405 | 28 | 7 | .. | 49 | 16,653 |
| IV | .. | .. | .. | 421 | 367 | 2,643 | 828 | 17 | 9 | .. | 49 | 4,334 |
| V | .. | .. | .. | 373 | 271 | 984 | 76 | 2 | 2 | .. | 51 | 1,759 |
| Middle— | | | | | | | | | | | | |
| VI | .. | .. | .. | 313 | 214 | 508 | 32 | 6 | 5 | .. | 44 | 1,122 |
| VII | .. | .. | .. | 270 | 182 | 481 | 3 | 23 | .. | 7 | 35 | 1,001 |
| High— | | | | | | | | | | | | |
| VIII | .. | .. | .. | 171 | 81 | 256 | 10 | 2 | 3 | .. | 18 | 541 |
| IX | .. | .. | .. | 134 | 39 | 190 | 3 | 1 | .. | .. | 11 | 378 |

| | | | | | | | | | |
|--|--------------|--------------|----------------|----------------|--------------|-----------|-----------|------------|----------------|
| X | 89 | 25 | 131 | .. | 7 | 2 | .. | 6 | 260 |
| XI | 59 | 31 | 133 | .. | .. | .. | .. | 11 | 234 |
| Total .. | 4,088 | 5,225 | 131,663 | 178,093 | 1,182 | 72 | 8 | 645 | 320,976 |
| UNIVERSITY AND INTERMEDIATE EDUCATION. | | | | | | | | | |
| Intermediate classes— | | | | | | | | | |
| 1st year | 5 | 33 | 47 | 1 | .. | 1 | .. | 1 | 88 |
| 2nd year | 4 | 9 | 47 | .. | .. | 1 | .. | .. | 61 |
| Degree classes— | | | | | | | | | |
| 3rd year | 6 | 13 | 35 | .. | .. | .. | .. | .. | 54 |
| 4th year | 5 | 13 | 29 | 1 | .. | .. | .. | .. | 47 |
| 5th year | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Post-graduate classes— | | | | | | | | | |
| 6th year | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 7th year | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Research students | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Total .. | 20 | 68 | 157 | 2 | .. | 2 | .. | 1 | 250 |
| Number of scholars in recognised institutions. | 4,108 | 5,293 | 131,820 | 178,095 | 1,182 | 74 | 8 | 646 | 321,226 |
| Number of scholars in unrecognised institutions. | .. | 144 | 3,389 | 2,941 | .. | 3 | .. | .. | 6,477 |
| Grand Total .. | 4,108 | 5,437 | 135,209 | 181,036 | 1,182 | 77 | 8 | 646 | 327,703 |

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

| | Europeans and Anglo- Indians. | Indian Christians. | Hindus. | Muham- madans. | Buddhists. | Parsis. | Sikhs. | Others. | Total. |
|---|--|-----------------------|---------------|-------------------|------------|----------|----------|------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| SCHOOLS. | | | | | | | | | |
| Art Schools | 5 | .. | 545 | 13 | .. | .. | 1 | .. | 564 |
| Law Schools | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Medical Schools | 10 | 28 | 1,389 | 403 | 19 | .. | 2 | .. | 1,851 |
| Normal and Training Schools | .. | 75 | 985 | 1,060 | .. | .. | .. | 16 | 2,136 |
| Engineering and Surveying Schools | .. | 1 | 516 | 55 | 2 | .. | .. | .. | 574 |
| Technical and Industrial Schools | 216 | 308 | 3,628 | 770 | 9 | 3 | 1 | 33 | 4,968 |
| Commercial Schools | 29 | 20 | 1,222 | 152 | .. | .. | 1 | 6 | 1,430 |
| Agricultural Schools | .. | 2 | 56 | 25 | .. | .. | .. | .. | 83 |
| Reformatory Schools | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Schools for Defectives | 2 | 12 | 181 | 13 | .. | 1 | .. | 1 | 210 |
| Schools for Adults | .. | 307 | 11,980 | 12,811 | 65 | .. | .. | 697 | 25,860 |
| Other Schools | 119 | 4 | 9,724 | 43,377 | 84 | .. | 2 | 65 | 53,375 |
| Total | 381 | 757 | 30,226 | 58,679 | 179 | 4 | 7 | 818 | 91,051 |

| COLLEGES. | | | | | | | | | | | | |
|--------------------|----|----|----|------------|------------|---------------|---------------|------------|----------|----------|------------|---------------|
| Law | .. | .. | .. | 4 | 22 | 3,076 | 526 | 6 | .. | .. | .. | 3,634 |
| Medicine | .. | .. | .. | 32 | 9 | 1,486 | 140 | 13 | 2 | .. | .. | 1,682 |
| Education | .. | .. | .. | .. | 4 | 79 | 24 | .. | .. | .. | .. | 107 |
| Engineering | .. | .. | .. | 22 | 2 | 268 | 29 | .. | .. | .. | .. | 321 |
| Agriculture | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Commerce | .. | .. | .. | .. | 1 | 593 | 30 | .. | .. | .. | .. | 624 |
| Forestry | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Veterinary Science | .. | .. | .. | 4 | 8 | 73 | 45 | 2 | .. | .. | .. | 132 |
| Total | .. | .. | .. | 62 | 46 | 5,575 | 794 | 21 | 2 | .. | .. | 6,500 |
| Grand Total | .. | .. | .. | 443 | 803 | 35,801 | 59,473 | 200 | 6 | 7 | 818 | 97,551 |

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

| | Europeans and Anglo- Indians. | Indian Christians. | Hindus. | Muham- madans. | Buddhists. | Parsis. | Sikhs. | Others. | Total |
|--|--|-----------------------|------------|-------------------|------------|-----------|-----------|-----------|--------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| SCHOOLS. | | | | | | | | | |
| Medical Schools | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Normal and Training Schools | .. | 104 | 59 | 14 | 1 | .. | .. | .. | 178 |
| Technical and Industrial Schools | .. | 567 | 200 | 57 | 23 | .. | .. | .. | 847 |
| Commercial Schools | 173 | .. | .. | .. | .. | .. | .. | 5 | 178 |
| Agricultural Schools | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Schools for Adults | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Other Schools | 11 | .. | 216 | 49 | .. | .. | .. | .. | 276 |
| Total | 184 | 671 | 475 | 120 | 24 | .. | .. | 5 | 1,479 |
| COLLEGES. | | | | | | | | | |
| Medicine | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Education | 22 | 5 | 6 | .. | .. | .. | .. | .. | 33 |
| Total | 22 | 5 | 6 | .. | .. | .. | .. | .. | 33 |
| Grand Total | 206 | 676 | 481 | 120 | 24 | .. | .. | 5 | 1,512 |

VI.—Teachers (Men and Women).

| | Trained teachers with the following educational qualifications. | | | | | Untrained teachers. | | | | Total trained teachers. | Total untrained teachers. | Grand total of teachers. |
|---------------------------|---|--------------------------------|-----------------------|------------------------|-----------------------|----------------------|------------------|-----------------------|------------------|-------------------------|---------------------------|--------------------------|
| | A degree. | Passed Matric or School Final. | Passed Middle School. | Passed Primary School. | Lower qualifications. | Possessing a degree. | | Possessing no degree. | | | | |
| | | | | | | Certi-ficated. | Uncerti-ficated. | Certi-ficated. | Uncerti-ficated. | | | |
| | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| CLASS OF INSTITUTION. | | | | | | | | | | | | |
| Primary Schools— | | | | | | | | | | | | |
| Government .. | 1 | 3 | 108 | 21 | .. | 1 | .. | 50 | 20 | 133 | 71 | 204 |
| Local Board and Municipal | 1 | 15 | 2,287 | 757 | 13 | 29 | 1 | 2,119 | 975 | 3,073 | 3,124 | 6,197 |
| Aided .. | .. | 39 | 6,631 | 3,790 | 139 | 6 | 3 | 28,337 | 7,999 | 10,599 | 36,345 | 46,944 |
| Unaided .. | .. | 1 | 405 | 225 | 4 | 1 | .. | 4,944 | 1,249 | 635 | 6,194 | 6,829 |
| Total .. | 2 | 58 | 9,431 | 4,793 | 156 | 37 | 4 | 35,450 | 10,243 | 14,440 | 45,734 | 60,174 |
| Middle Schools— | | | | | | | | | | | | |
| Government .. | 3 | .. | 9 | .. | .. | 6 | .. | 21 | 10 | 12 | 37 | 49 |
| Local Board and Municipal | .. | 4 | 111 | 5 | 1 | 2 | 12 | 124 | 84 | 121 | 222 | 343 |
| Aided .. | 4 | 48 | 1,732 | 190 | 1 | 119 | 23 | 3,300 | 1,167 | 1,975 | 4,609 | 6,584 |
| Unaided .. | 1 | 3 | 476 | 39 | .. | 53 | 6 | 1,289 | 381 | 619 | 1,729 | 2,248 |
| Total .. | 8 | 55 | 2,328 | 234 | 2 | 180 | 41 | 4,734 | 1,642 | 2,627 | 6,597 | 9,224 |
| High Schools— | | | | | | | | | | | | |
| Government .. | 163 | 60 | 63 | 1 | .. | 111 | 24 | 194 | 99 | 287 | 428 | 715 |
| Local Board and Municipal | 4 | 1 | 6 | .. | .. | 17 | .. | 30 | .. | 11 | 47 | 58 |
| Aided .. | 130 | 267 | 428 | 22 | 2 | 1,221 | 135 | 2,169 | 685 | 849 | 4,210 | 5,059 |
| Unaided .. | 56 | 31 | 447 | 7 | .. | 1,836 | 231 | 3,251 | 846 | 541 | 6,164 | 6,705 |
| Total .. | 353 | 359 | 944 | 30 | 2 | 3,185 | 390 | 5,644 | 1,630 | 1,688 | 10,849 | 12,537 |
| Grand Total .. | 363 | 472 | 12,793 | 5,057 | 160 | 3,402 | 435 | 45,828 | 13,515 | 18,755 | 63,180 | 81,935 |

VII.—European Education.

| Total European population— | | | | Percentage to European population of those at school— | | | |
|----------------------------|----|--------|--|---|----|------|--|
| Males | .. | 25,231 | | Males | .. | 23·3 | |
| Females | .. | 19,639 | | Females | .. | 24·5 | |
| Total | .. | 44,870 | | Total | .. | 23·8 | |

| | Institu- tions. | Scholars on roll on March 31st. | Average daily attend- ance. | Number of females in institu- tions for males and <i>vice versa.</i> | Teachers. | | Expenditure from— | | | | Total Expenditure. | |
|-------------------------------------|--------------------|--|--------------------------------------|--|-----------|-----------------|----------------------|-----------------|----------|-------------------|-----------------------|------|
| | | | | | Trained. | Un- trained. | Government funds. | Board funds. | Fees. | Other sources. | | |
| | | | | | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 | 11 |
| INSTITUTIONS FOR MALES. | | | | | | | | | | | | |
| Arts Colleges | .. | .. | .. | .. | .. | .. | .. | Rs. | Rs. | Rs. | Rs. | Rs. |
| Training Colleges | .. | .. | .. | .. | .. | .. | .. | | | | | |
| High Schools | 17 | 4,534 | 3,839 | 524 | 101 | 148 | 2,46,090 | 5,708 | 3,25,740 | 1,22,459 | 6,99,997 | |
| Middle Schools | 2 | 397 | 350 | .. | 3 | 16 | 15,350 | 480 | 2,018 | 2,502 | 20,350 | |
| Primary Schools | 8 | 508 | 420 | 142 | 10 | 18 | 21,958 | 2,057 | 9,788 | 10,994 | 44,797 | |
| Training Schools .. .. | .. | .. | .. | .. | .. | .. | .... | .... | .... | .... | .... |  |
| Technical and Industrial Schools | 2 | 312 | 303 | .. | .. | 4 | 3,460 | .... | 15,784 | 4,689 | 23,933 | |

| | | | | | | | | | | | |
|--|----|--------|-------|-------|-----|-----|----------|--------|-----------|----------|-----------|
| Commercial Schools .. .. | .. | .. | .. | .. | .. | .. | .... | .... | .... | .... | .... |
| Other Schools .. .. | .. | .. | .. | .. | .. | .. | .... | .... | .... | .... | .... |
| Total | 29 | 5,751 | 4,912 | 666 | 114 | 186 | 2,86,858 | 8,245 | 3,53,330 | 1,40,644 | 7,89,077 |
| INSTITUTIONS FOR FEMALES. | | | | | | | | | | | |
| Arts Colleges .. . | .. | .. | .. | .. | .. | .. | .... | .... | .... | .... | .... |
| Training Colleges .. | 1 | 22 | 18 | .. | 4 | .. | 16,076 | .... | .... | .... | 16,076 |
| High Schools | 22 | 4,171 | 3,958 | 552 | 163 | 166 | 2,59,287 | 8,487 | 2,37,912 | 16,271 | 5,21,957 |
| Middle Schools | 1 | 212 | 179 | 43 | 5 | 12 | 6,458 | 412 | 7,132 | .... | 14,002 |
| Primary Schools | 8 | 360 | 316 | 123 | 8 | 13 | 11,875 | 169 | 3,405 | 8,597 | 24,046 |
| Training Schools .. .. | .. | .. | .. | .. | .. | .. | .... | .... | .... | .... | .... |
| Technical and Industrial Schools. | .. | .. | .. | .. | .. | .. | .... | .... | .... | .... | .... |
| Commercial Schools .. | 1 | 89 | 89 | .. | .. | 3 | 1,320 | .. .. | 5,729 | .... | 7,049 |
| Other Schools | 1 | 11 | 11 | 4 | 2 | 1 | 1,800 | .... | .... | .... | 1,800 |
| Total | 34 | 4,865 | 4,571 | 722 | 182 | 195 | 2,96,816 | 9,068 | 2,54,178 | 24,868 | 5,84,930 |
| GRAND TOTAL FOR INSTITU- TIONS. | 63 | 10,616 | 9,483 | 1,388 | 296 | 381 | 5,83,674 | 17,313 | 6,07,508 | 1,65,512 | 13,74,007 |
| Inspection | .. | .. | .. | .. | .. | .. | 31,860 | .... | .... | .... | 31,860 |
| Buildings, etc. .. . | .. | .. | .. | .. | .. | .. | 67,256 | .... | 1,34,960 | 1,26,871 | 3,29,087 |
| Miscellaneous | .. | .. | .. | .. | .. | .. | 2,92,637 | .... | 8,83,976 | 6,25,049 | 18,01,662 |
| Total | .. | .. | .. | .. | .. | .. | 3,91,753 | .... | 10,18,936 | 7,51,920 | 21,62,609 |
| GRAND TOTAL | .. | .. | .. | .. | .. | .. | 9,75,427 | 17,313 | 16,26,444 | 9,17,432 | 35,36,616 |

Expenditure on buildings includes " Nil " spent by the Public Works Department.

Miscellaneous includes the following main items—(1) Boarding charges, (2) Cadet grants, (3) Contingencies of schools, (4) Examination charges, (5) Scholarships.

VIII.—Examination Results.

XXVIII

| Examinations. | Males. | | | | | | Females. | | | | | |
|-----------------------------|----------------------|----------|--------|----------------|----------|--------|----------------------|----------|--------|----------------|----------|--------|
| | Number of Examinees. | | | Number passed. | | | Number of Examinees. | | | Number passed. | | |
| | Public.* | Private. | Total. | Public.* | Private. | Total. | Public.* | Private. | Total. | Public.* | Private. | Total. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| DEGREE EXAMINATIONS. | | | | | | | | | | | | |
| <i>Arts and Science.</i> | | | | | | | | | | | | |
| D. Litt. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Ph. D. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| D. Sc. | 1 | 2 | 3 | .. | 2 | 2 | .. | .. | .. | .. | .. | .. |
| M. A. | 391 | 100 | 491 | 290 | 64 | 354 | .. | .. | .. | .. | .. | .. |
| M. Sc. | 93 | 17 | 110 | 51 | 7 | 58 | .. | .. | .. | .. | .. | .. |
| B. A. (Honours) | 363 | 56 | 419 | 287 | 41 | 328 | 10 | .. | 10 | 8 | .. | 8 |
| B. Sc. (Honours) | 208 | 36 | 244 | 143 | 24 | 167 | .. | .. | .. | .. | .. | .. |
| B. A. (Pass) | 1,678 | 437 | 2,115 | 858 | 216 | 1,074 | 34 | 12 | 46 | 24 | 10 | 34 |
| B. Sc. (Pass) | 601 | 201 | 802 | 327 | 86 | 413 | .. | .. | .. | .. | .. | .. |
| <i>Law.</i> | | | | | | | | | | | | |
| Master of Law | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Bachelor of Law | 1,286 | 83 | 1,369 | 601 | 32 | 633 | .. | .. | .. | .. | .. | .. |
| <i>Medicine.</i> | | | | | | | | | | | | |
| M. D. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| M. B. B. S. | 413 | .. | 413 | 187 | .. | 187 | 2 | .. | 2 | 1 | .. | 1 |

GENERAL STATISTICS.

| | | | | | | | | | | | | | | |
|-------------------------|----|----|----|-----|----|----|----|----|----|----|----|----|----|----|
| I. M. S. (Bombay) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| M. C. P. & S. (Bombay) | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| M. S. F. M. (Calcutta) | .. | 4 | .. | 4 | 1 | .. | 1 | .. | .. | .. | .. | .. | .. | .. |
| M. S. . . | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| M. Obstetrics | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| B. Hyg. | .. | .. | .. | .. | 7 | .. | 7 | .. | .. | .. | .. | .. | .. | .. |
| D. P. H. | .. | 9 | .. | 9 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| B. Sc. (Sanitary) . . | .. | .. | 25 | 28 | 3 | 17 | 20 | .. | 1 | 1 | .. | 1 | .. | 1 |
| D. T. M. (Calcutta) | .. | 3 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| <i>Engineering.</i> | | | | | | | | | | | | | | |
| Bachelor of C. E. . . | .. | 21 | .. | 21 | 18 | .. | 18 | .. | .. | .. | .. | .. | .. | .. |
| Bachelor of M. E | .. | 22 | .. | 22 | 14 | .. | 14 | .. | .. | .. | .. | .. | .. | .. |
| <i>Education.</i> | | | | | | | | | | | | | | |
| B. E., B. T. & L. T. | .. | 86 | 10 | 96 | 72 | 4 | 76 | 11 | .. | 11 | 10 | .. | .. | 10 |
| <i>Commerce.</i> | | | | | | | | | | | | | | |
| Bachelor of Commerce | .. | 50 | 89 | 139 | 25 | 26 | 51 | .. | .. | .. | .. | .. | .. | .. |
| <i>Agriculture.</i> | | | | | | | | | | | | | | |
| Master of Agriculture | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Bachelor of Agriculture | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |

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

| | | | | | | | | | | | | |
|--|---------|-----|---------|--------|-----|--------|-------|----|-------|-------|----|-------|
| Anglo-Vernacular Middle .. | 30,850 | 4 | 30,854 | 25,656 | 4 | 25,660 | 330 | .. | 330 | 266 | .. | 266 |
| Vernacular Middle .. | 345 | .. | 345 | 235 | .. | 235 | 68 | .. | 68 | 55 | .. | 55 |
| <i>(c) On completion of Primary Course.</i> | | | | | | | | | | | | |
| Upper Primary | 48,029 | .. | 48,029 | 39,280 | .. | 39,280 | 1,095 | .. | 1,095 | 903 | .. | 903 |
| Lower Primary | 114,023 | .. | 114,023 | 88,489 | .. | 88,489 | 8,045 | .. | 8,045 | 4,351 | .. | 4,351 |
| <i>(d) On completion of Vocational Course.</i> | | | | | | | | | | | | |
| For Teachers' Certificates— | | | | | | | | | | | | |
| Vernacular, Higher .. | 163 | 6 | 172 | 133 | 2 | 135 | 37 | .. | 37 | 32 | .. | 32 |
| Vernacular, Lower .. | 1,418 | 114 | 1,532 | 1,177 | 60 | 1,237 | 74 | .. | 74 | 57 | .. | 57 |
| At Art Schools | 37 | .. | 37 | 29 | .. | 29 | .. | .. | .. | .. | .. | .. |
| At Law Schools | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| At Medical Schools .. | 392 | .. | 392 | 294 | .. | 294 | 10 | .. | 10 | 8 | .. | 8 |
| At Engineering and Survey Schools. | 327 | .. | 327 | 189 | .. | 189 | .. | .. | .. | .. | .. | .. |
| At Technical and Industrial Schools. | 284 | .. | 284 | 206 | .. | 206 | .. | .. | .. | .. | .. | .. |
| At Commercial Schools .. | 395 | 340 | 735 | 275 | 209 | 484 | .. | .. | .. | .. | .. | .. |
| At Agricultural Schools .. | 9 | .. | 9 | 7 | .. | 7 | .. | .. | .. | .. | .. | .. |
| At other Schools | 3,427 | 62 | 3,489 | 2,317 | 43 | 2,360 | 3 | .. | 3 | 3 | .. | 3 |

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

Statement showing particulars of Moktabs, Tols, Pathsalas, Kyaung Schools and Mulla Schools in the Presidency of Bengal for the year 1924-25.

| Particulars. | Classed in General Table I as Primary schools. | Classed in General Table I as Special schools. | Classed in General Table I as unrecognised schools. | Total. |
|-----------------------------|--|--|---|------------------|
| 1 | 2 | 3 | 4 | 5 |
| MOKTABS. | | | | |
| Institutions— | | | | |
| Boys | 10,692 | 416 | 511 | 11,619 |
| Girls | 5,519 | 2 | 185 | 5,706 |
| Pupils— | | | | |
| Boys | 3,51,445 | 9,749 | 11,370 | 3,72,564 |
| Girls | 1,34,746 | 90 | 3,512 | 1,38,348 |
| Expenditure from— | | | | |
| | Rs. | Rs. | Rs. | Rs. |
| Provincial Revenues .. | 4,24,546 | 6,038 | 277 | 4,30,861 |
| District and Local Funds .. | 1,97,289 | 4,036 | 88 | 2,01,413 |
| Municipal Funds .. | 27,431 | 968 | .... | 28,399 |
| Fees | 4,72,800 | 4,634 | 4,848 | 4,82,282 |
| Other sources .. | 1,85,829 | 5,712 | 6,388 | 1,97,929 |
| Total .. | 13,07,895 | 21,388 | 11,601 | 13,40,884 |
| TOLS. | | | | |
| Institutions— | | | | |
| Boys .. .. | .... | 672 | 2 | 674 |
| Girls .. .. | .... | .... | .... | .... |
| Pupils— | | | | |
| Boys .. .. | .... | 8,838 | 14 | 8,852 |
| Girls .. .. | .... | 1,050 | .... | 1,050 |
| Expenditure from— | | | | |
| | Rs. | Rs. | Rs. | Rs. |
| Provincial Revenues .. | .... | 40,795 | .... | 40,795 |
| District and Local Funds .. | .... | 28,572 | .... | 28,572 |
| Municipal Funds .. | .... | 11,430 | .... | 11,430 |
| Fees .. .. | .... | 96 | .... | 96 |
| Other sources .. | .... | 1,45,303 | .... | 1,45,303 |
| Total .. | .... | 2,26,196 | .... | 2,26,196 |

Statement showing particulars of Moktab, Tols, Pathsalas, Kyaung Schools and Mulla Schools in the Presidency of Bengal for the year 1924-25—contd.

| Particulars. | Classed in General Table I as Primary schools. | Classed in General Table I as Special schools. | Classed in General Table I as unrecognised schools. | Total. |
|-----------------------------|--|--|---|--------|
| 1 | 2 | 3 | 4 | 5 |
| PATHSALAS. | | | | |
| Institutions— | | | | |
| Boys | | 16 | 5 | 21 |
| Girls | | | 2 | 2 |
| Pupils— | | | | |
| Boys | | 378 | 146 | 524 |
| Girls | | | 53 | 53 |
| Expenditure from— | | | | |
| | Rs. | Rs. | Rs. | Rs. |
| Provincial Revenues .. | | 225 | .... | 225 |
| District and Local Funds .. | | 522 | .... | 522 |
| Municipal Funds .. | | | | |
| Fees | | 318 | 300 | 618 |
| Other sources | | 58 | 48 | 106 |
| Total .. | | 1,123 | 348 | 1,471 |
| KYAUNG SCHOOLS. | | | | |
| Institutions— | | | | |
| Boys | | | 55 | 55 |
| Girls | | | | |
| Pupils— | | | | |
| Boys | | | 833 | 833 |
| Girls | | | | |
| Expenditure from— | | | | |
| Provincial Revenues .. | | | | |
| District and Local Funds .. | | | | |
| Municipal Funds .. | | | | |
| Fees | | | | |
| Other sources | | | | |
| Total .. | | | | |

Statement showing particulars of Moktab, Tois, Pathsalas, Kyaung Schools and Mulla Schools in the Presidency of Bengal for the year 1924-25—concl'd.

| Particulars. | Classed in General Table I as Primary schools. | Classed in General Table I as Special schools. | Classed in General Table I as unrecognised schools. | Total. |
|----------------------------------|--|--|---|--------|
| 1 | 2 | 3 | 4 | 5 |
| MULLA SCHOOLS. | | | | • |
| Institutions— | | | | |
| Boys | | | | |
| Girls | | | | |
| Pupils— | | | | |
| Boys | | | | |
| Girls | | | | |
| Expenditure from— | | | | |
| Provincial Revenues .. | | | | |
| District and Local Funds .. | | | | |
| Municipal Funds .. | | | | |
| Fees | | | | |
| Other sources ¹ | | | | |
| Total | | | | |