

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1914-15

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# Central Provinces Administration

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## EDUCATION DEPARTMENT

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*Nagpur, the 4th November 1915.*

READ—

Letter No. 6981, dated the 1st September 1915, from the Director of Public Instruction, Central Provinces, forwarding the Report on the State and Progress of Education in the Central Provinces and Berar for the year 1914-15.

READ ALSO—

The Circle and District Reports.

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### RESOLUTION.

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The great impetus given to the expansion of educational schemes by the generous grants from Imperial Funds and the considered statements of educational policy issued by the supreme Government have of late brought the work of the Education Department into great prominence and have materially added to the responsibilities of the officers of the Department. The total amount spent by or on behalf of the Department during the year was over 48½ lakhs, and this sum does not take into account the large expenditure incurred on educational objects from their own resources by Municipalities, Local Funds and private bodies. The Report of the Director of Public Instruction for the year 1914-15 contains an interesting and comprehensive review of the steady progress which is being made in working out the important schemes approved in the past and indicates clearly the directions in which improvement may be sought in the future.

2. The demand for the provision of greater facilities for Secondary and Collegiate education has been a marked feature in the reports of recent years. The question has attracted special attention in the past year, but the difficulties which have to be faced are not always realised or appreciated. The financial aspect is only one side of the problem, and the erection and equipment of buildings and the training of a competent staff are matters that take time. The ideal which the Administration has set before itself is the co-ordinate development of education in its Primary, Secondary and Collegiate branches, and the present report sufficiently indicates the steps taken in this direction by the opening of new schools and by the expansion and improvement on established lines of existing schools and colleges. The Report of the Central Provinces and Berar University Committee, which is shortly to be considered by the Administration, marks a further stage of development towards equipping the Province with a self-contained educational organisation. Underlying this policy is the determination to secure that institutions provided or recognised by Government maintain a high standard of efficiency and quality and that the instruction which they give exercises a thoroughly sound influence on the rising generation.

3. The increasing recognition of the value of English education is a conspicuous feature of the report, but the satisfaction of the demand for such education is a serious problem for the Department. The policy of the Administration in Secondary education laid down in 1911 includes the provision of a High School at the head-quarters of every district. These schools are not meant to meet the entire demand for Secondary education, but to serve as models for

further schools, the supply of which should be secured through the agency of local bodies or of the general public as the demand for High School education increases. During the year the number of pupils in High School classes increased by 471 and six new High Schools were opened, of which three are under Government management, while further accommodation in the high sections of the existing High Schools was provided by the transfer of lower sections to Municipal management. Anxious as the Administration is to do all in its power to provide for higher education, the resources at its disposal for this purpose are not unlimited, and the bulk of the demand in the future must be borne by private effort or by local bodies, aided by the Education Department with funds and expert advice. Thirty-two new Middle Schools were brought under recognition in the course of the year, the increase in pupils being over 2,000. The majority of these schools are under private management, and in this connection Mr. Mayhew, in paragraph 16 of the Report, sounds a note of warning regarding the danger of a disproportionate growth of Anglo-Vernacular Middle Schools and the consequent increase in the number of boys who after the completion of the Anglo-Vernacular course are stranded by the impossibility of finding accommodation in the available High School classes. The proper control of these Anglo-Vernacular Schools and the arrangements for adequately financing and properly staffing them present problems which will require the most careful consideration.

4. In the matter of Collegiate education, interest centres chiefly in the Report of the University Committee, which has been mentioned above. The future development of the existing Colleges depends in large measure on the part assigned them in the scheme of the Provincial University, while the Colleges of the future will come into existence as definite parts of the proposed University. In these circumstances, it is inevitable that many problems in connection with Collegiate education should await the decision on the University scheme and that the Colleges should not be committed now to developments which may have no part in that scheme. It is gratifying to note, however, that the administration and progress of the Colleges in the past year were satisfactory. The further increase of 164 in the number of College students necessitated increases in the staff of all the Colleges. The completion of the fine building for the Arts College at Jubbulpore will provide more satisfactorily for the immediate needs of the Northern portion of the Province, while temporary arrangements will, as far as possible, be made in the Nagpur Colleges to meet for the present the increasing demand for accommodation.

5. In the Primary stage the increase in the number of pupils was small as compared with the previous year, and though 127 new schools were opened the number was less than in 1912-13. But the results of the efforts made to keep the lower classes of these schools within reasonable proportions and to eliminate habitual absentees must be recognised, as well as the fact that in the figures of 1912-13 the immediate effects of the liberal Imperial grants given in previous years were visible. Grants amounting to over 4 lakhs are now in the hands of local bodies for expenditure on Primary School buildings, and a school building programme has been devised so as to secure the fullest value for the available funds and their most effective distribution. The pay and prospects of the staff have been improved, existing Normal Schools are being extended to provide facilities for the training and re-training of teachers, and arrangements are being made to open as soon as possible an additional school of this type at the head-quarters of the Seoni District.

6. Closely connected with the expansion of Primary education is the question of Vernacular Middle Schools. Though a policy of consolidation has caused a temporary drop in the number of these schools (but not of their pupils) during the year under report, the development of schools of this type on carefully considered lines is an important matter, as, apart from the fact that they provide the masters for the Primary Schools, the Administration looks to them to supply the class from which the lower ranks of Government Service, Head Constables, Patwaris and so forth, are drawn.

7. Female education proceeded on established lines. Six aided Primary Schools were provincialised, and it is satisfactory to note that the Amraoti Girls' High School is receiving encouraging support and fulfilling the promise with which it began. The question of the organisation of Female education in the Province as a whole calls for examination, and a comprehensive scheme of reconstruction is now being considered by the Administration.

8. The arrangements for the construction of the Muhammadan High School for boys at Jubbulpore are under consideration and the foundation stone of the main building was laid by the Chief Commissioner in May last. A contribution of Rs. 30,000, of which half was a special grant from the Government of India and the remainder was added by the Local Administration, was sanctioned for this purpose.

9. The Report shows that the provision of educational facilities for special classes, *e. g.*, the Chamars of Chhattisgarh and the depressed classes in Berar and Nagpur, is not being neglected.

10. The Chief Commissioner is glad to recognise the efforts that are being made in the schools to supplement the literary training imparted in them. The promotion of organised games in which the pupils generally are encouraged to take part should do much to increase their smartness and alertness, and the organisation of courses in First Aid is a useful addition to the purely literary side of instruction. The satisfactory beginning made by the Engineering School at Nagpur is another gratifying feature of the report, and the Chief Commissioner hopes that the provision made for technical instruction will be the means of assisting those who are neither inclined nor fitted for purely literary studies to find a career in which they can contribute to the material welfare of the community.

11. The change in the office of Director, necessitated by Mr. Wright's illness, during a period of exceptional activity might have been a matter of serious consequence, and the Department was fortunate in obtaining as its head an officer of Mr. Mayhew's exceptional ability and zeal. Sir Benjamin Robertson desires to record his indebtedness to Mr. Mayhew, both for his work during the year and for his practical and suggestive report.

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ORDER.—Ordered, that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette*.

J. T. MARTEN,  
*Chief Secretary to the Chief Commissioner,  
 Central Provinces.*

I N D E X.

Serial No.	Subject.	Paragraph.
1	Administration ... ..	2—5
2	General Statistics ... ..	6 & 7
3	University ... ..	8
4	Colleges ... ..	9—14
5	Boys' Secondary Education (High and Anglo-Vernacular Middle).	15—21
6	Government Secondary School buildings ...	22
7	Vernacular Middle Schools—Boys ... ..	23
8	Primary Education—Boys ... ..	24—28
9	Vernacular School buildings ... ..	29
10	Training of Teachers ... ..	30 & 31
11	Technical and Special Education ... ..	32—35
12	Rajkumar College ... ..	36—38
13	Female Education ... ..	39—44
14	European Education ... ..	45—48
15	Muhammadan Education ... ..	49
16	Aborigines and backward classes ... ..	50
17	Moral and Physical Training ... ..	51—56
18	Text-Book Committee ... ..	57
19	Students' Advisory Committee ... ..	58
20	General ... ..	59—65
21	Government of India grants expenditure (Statements A, B and C).	7

No. 6981.

FROM

THE HON'BLE MR. A. I. MAYHEW, B. A.,

OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

*Central Provinces,*

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

*Central Provinces.*

*Nagpur, the 1st September 1915.*

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces and Berar for the year 1914-15.

2. Mr. Wright, Director of Public Instruction, was on leave throughout the year during which period I have officiated in his place. Administration.

3. Mr. Kilroe, Assistant Director of Public Instruction, enjoyed two months privilege leave, his work being temporarily taken by Mr. Evans, Inspector of Schools, Nagpur, for whom his Assistant, Rai Sahib Gulab Singh, officiated. Mr. Sells, Principal of the Arts College, Jubbulpore, was deputed during the year for inspection of Chiefs' Colleges, and Mr. Rowlands was in charge of the College during his absence. Mr. Jones was on Special Duty throughout the year as Secretary to the Central Provinces University Committee. In his place the services first of Mr. Watchmaker of the Provincial Educational Service and subsequently of Mr. F. Kynoch Clark, a new recruit in the Indian Educational Service, were lent to the Morris College authorities, Mr. Tostevin continuing to occupy the post of Principal.

Mr. Beckett's leave of ten months was curtailed on the outbreak of war, and he returned to the Victoria College of Science as Principal in September, subsequently taking up in January the new post of Inspector of European Schools and Science. Mr. Owen officiated as Principal of the College during Mr. Beckett's absence on leave and has now succeeded him as Principal, while Mr. L. J. Goldsworthy, another addition to the Indian Educational Service, has taken Mr. Beckett's place as Professor of Chemistry. Mr. Macnee, Inspector of Schools, Berar, enjoyed three months' leave at the beginning of the year and proceeded on active service with the Maxim Gun Contingent of the Nagpur Volunteer Rifles in September. His Assistant Mr. Kulkarni officiated for him while on leave and on active service till January when Mr. A. G. Dix, a third Indian Educational Service recruit, was posted to the Circle. Besides Mr. Macnee three members of the Department volunteered for active service, but the Hon'ble the Chief Commissioner was unable to spare their services in this Province.

4. At the beginning of the year the new office of Inspectress of Schools, Jubbulpore Circle, and at the close of the year the new office of Inspector of European Schools and Science, were formed. Further references to these offices will be found in last year's report and later in this report.

The sanction of the Secretary of State was also accorded to the addition to the cadre of a third Indian Educational Service High School Headmaster and of two Indian Educational Service Inspectors of Schools. The number of Circles will thus be increased to seven, and at the same time sanction has been given for the appointment of an Assistant Inspector for each Circle, the present number of these officers being only three.

The minimum pay of Assistant Inspectresses in the Provincial Educational Service has been raised from Rs. 150 to Rs. 200 in view of the expenses incurred by these officers, and the pay of the post of Headmistress of the Girls' High School, Amraoti, has been raised from Rs. 250, with House Allowance Rs. 50, to Rs. 400 with free quarters. Some personal allowances were also granted to officers in the Provincial Service pending reorganisation of that service.

5. Four officers joined the Indian Educational Service in this Province during the year. Of these Messrs. Goldsworthy, Clark and Dix have been mentioned in paragraph 3. The last two are destined eventually to occupy the important posts of High School Headmasters, but temporarily it has been found necessary, owing to leave and war vacancies, to give them other work which will afford them experience likely to be of value to them as Headmasters. It has also been found possible to post both these future Headmasters on special duty at the Training College, Jubbulpore, for a few months. The same procedure has been adopted in the case of Mr. H. S. Staley, the fourth recruit who was engaged by the Secretary of State as one of the new Inspectors. He joined in March and was allowed three months for study of the Vernacular and a further period at the Training College. I attach the greatest importance to the deputation of new men to the Training College before taking up Inspectors' or Headmasters' work. From Mr. Spence and the various institutions under him they can learn much, and the new ideas they bring with them are beneficial to the institutions. We are fortunate this year in having secured recruits who have gained valuable teaching experience prior to their appointment, and I expect much from each of them.

Statistics.

6. The year's figures show an increase of 210 schools and 9,213 scholars. This increase is not nearly so large as that recorded in last year's report, and the reasons for this decline in the rate of increase are given below in connection with Primary education where alone the decline has been noticeable. But in general it may be said that, while in the Chhattisgarh and Berar Divisions steady numerical progress continued, there was a distinct decline in the rate of progress in the other three divisions and particularly in the Jubbulpore and Nerbudda Divisions. These divisions seem to have been hard hit by plague and in some cases cholera while the financial effects of the war are said to have had a depressing effect throughout. In only two districts, Saugor and Narsinghpur, has there been any actual falling off in the percentage of pupils under instruction, and, if there is anywhere any slackening of the general demand for education, it is due to circumstances of a purely local or temporary nature. The other reasons given below for diminution of rate of increase in Primary Schools are for the most part what might be expected as the result of increased efficiency of administration. There is no doubt that, if we were to throw considerations of efficiency to the winds, we could fill an indefinite number of additional badly housed and badly staffed institutions at a rate that would satisfy the most ardent believer in statistics. Fortunately the Commissioners, Deputy Commissioners and most District Councils and Municipal Committee members, who have considered the question carefully, are vigorously opposed to such a policy and are continually giving the Education Department most salutary reminders as to the need for increased efficiency as a condition of further numerical advance.

7. The total expenditure on education rose from Rs. 39,80,802 to Rs. 48,29,941, of which Rs. 4,25,052 from Government of India grants was spent through the Public Works Department and is not included in the table of expenditure. The total expenditure from Government of India grants was approximately 11½ lakhs. Full details regarding progress in the utilisation of these grants are given, as required by the Hon'ble the Chief Commissioner in the special statements attached to the report.



8. The Central Provinces and Berar University Committee referred to in last year's report held eight sittings in July and August to discuss general principles and laid down the main lines of their scheme in two meetings in September. Details were then elaborated by Sub-Committees whose reports were considered and adopted at four meetings in December. The final report was passed at two meetings in March and was submitted to the Local Administration at the close of the year. It has subsequently been published for criticism. The Hon'ble the Chief Commissioner has already acknowledged the valuable services rendered by Mr. Jones, the Committee's Secretary, and the labours of all members of the Committee, official and non-official, who gave up very much time that they could ill spare to the work, are worthy of high praise. University.

9. There was a further increase of 164 in the number of students undergoing Collegiate education. A temporary lecturer was added to the staff of the Jubbulpore Arts College, the staff of the Morris College was increased by one and the staff of the Hislop College by two. To meet the continually growing demand, the staff of the Morris and Hislop Colleges have been further strengthened during the current year, and in these Colleges as in the Arts College, Jubbulpore, where owing to difficulties of accommodation additional teachers cannot be employed, everything possible has been done to accommodate the maximum number of eligible students. The completion of the new Jubbulpore College buildings during the current financial year will render it possible to admit more students and if necessary increase the staff of the College. Now that the University Committee has finished its work, it is possible to push forward plans and estimates for the new Amraoti College, and in general the numerical problem of Collegiate education is receiving most careful consideration from all points of view. Apart from questions of finance it is difficult to estimate accurately the additional number for whom provision has to be made. The figures relating to rejected students quoted at the beginning of each college year in the local press can only be accepted with caution. Many of "the rejected" apply for admission in all the colleges and ultimately gain admission somewhere while others are "hardly annuals" who will not believe that repeated failure in examination justifies their giving place to others. To what extent we should re-admit those who have failed to profit by instruction is a difficult question requiring careful study. Colleges.

10. Final preparations for the provincialisation of the Morris College were completed during the year and my proposals were sanctioned early in the current year. The college has been under Government management from July 1st, 1915, and details regarding its staff and position belong to the next annual report. The College Council have expressed their grateful recognition of the services rendered to the college by Messrs. Jones and Tostevin as Principals during the *régime* that has now come to an end.

11. The administration of this college and also of the Arts College, Jubbulpore, and Hislop College, Nagpur, was satisfactory throughout and progress continued on established lines. Progress in studies was impeded by the advent of plague which necessitated the closure of the Nagpur Colleges in January. For the safety and convenience of the large number of students appearing for the University Examinations at Nagpur during the plague, I authorised the holding of an Examination Camp for students near the Central Jail. This camp was organised with economy and success by Mr. Tostevin, aided by the Municipal Secretary and members of the Morris College staff. Progress in games is hindered particularly in Nagpur by the want of good playing fields fit for use throughout the year. This want limits the activities of the less competent students though the college teams have plenty of scope and the Inter-Collegiate Tournament excites keen interest and results in well-fought matches. Existing hostel accommodation has also been found insufficient. These wants have led the Young Men's Christian Association to propose that the grant already promised to them should be utilised in construction of a hostel and preparation of a playing field near the Morris College and available for students of this college and the Hislop College. The proposal is now being considered by the Local Administration.

12. Very substantial progress was made with the new buildings for the Jubbulpore Arts College during the year, the main college block, Professors' bungalows, servants' quarters and subsidiary hostel being completed and the laboratories and other works begun. The total expenditure up to the close of the year slightly exceeded five lakhs. Schemes for laying out of the grounds, sanitation, water-supply and electric installation were prepared. It is possible that the execution of these schemes may delay the moving of the college into its new quarters till the beginning of the next academic year, the date originally hoped for being January 1916.

13. The numbers in the College of Science increased from 72 to 79, but the Principal complains that it is still difficult to persuade those who pass the Intermediate Science examination to continue in the college for the B. Sc. course. Possibly the arrangements made during the year for holding the practical portion of the examination at Nagpur instead of Allahabad will increase the attractiveness of the B. Sc. course. For the Intermediate classes more accommodation has been found necessary and the Agricultural Department has kindly allowed the college the use of four rooms hitherto belonging to that department, which will be fitted up for laboratory use. A substantial sum was allotted for additional apparatus during the year. Though the students come from both the Hislop and Morris Colleges, they now form a separate team for the Inter-Collegiate athletic tournament.

14. The University Examination results of 1914 compare favourably with those of the University as a whole. In law the results were slightly below and in the Intermediate and B. A. rather above the University average. The Science results were the best obtained so far.

Boys' Secondary  
Education (High  
and Anglo-Vernacular  
Middle).

15. The number of pupils in the high section increased by 471 and six new High Schools were opened, three under Government management at Khamgaon, Damoh and Betul, two under private management at Hoshangabad and Nagpur, and one under Municipal management at Ellichpur. Only the fifth classes of these new Schools were opened, the sixth being added during the current year. All these schools have been recognised by the University of Allahabad. The number of sections in some Government High Schools was also increased without additions to the staff by the transfer of a corresponding number of Middle Department sections to Municipal Schools in the same locality. In the middle stage of Secondary education there was an increase of 2,078 pupils and 32 new schools were brought under recognition, 5 under Municipal management and 27 under private management. The necessary staff was also provided for completing certain Government Anglo-Vernacular Schools in Berar by the addition of a fourth class. All the new Schools under private management are in Berar where the growing demand for Secondary education is most marked. They have grown out of the private English Classes previously attached to District Board Schools and have only been provisionally recognised and registered for aid for a period of two years. It is probable that with few exceptions they will be found unfit for permanent recognition at the close of this period unless the Commissioner's scheme for bringing all of them under a strong central Committee with adequate financial resources is realised. The prospects of the new Municipal Schools with pensioned staff and more responsible management are brighter, but until the survey of Vernacular Education in Municipalities is completed, the funds available for development of Municipal Secondary education cannot accurately be determined.

16. This very marked increase in the number of Secondary Schools and scholars is most cheering in so far as it indicates a growing recognition of the value of English education. It is also satisfactory to note that the increase in the number of pupils has not been accompanied by any relaxation of the strict rules limiting the number of pupils in each Class and that the number of teachers has grown with the number of sections. The sanctioned increase in the Inspectorate, recorded above, will no doubt increase the efficiency of this class of school. At the same time there are many problems arising out of the expansion of Secondary education that still await solution and give rise to much

anxiety. The limits of Government enterprise have been strictly demarcated and it is still uncertain to what degree private management with grants-in-aid will be able to deal satisfactorily with the ever-growing number of pupils for whom Government cannot provide. The difficulties may be summarised as follows.

*Financial.*—It is by no means certain yet that the Committees of the aided schools that are now rising will financially be in a position to maintain a properly paid and qualified staff even with the aid of the maximum grant allowable under the rules. And if the present rate of increase in the number of aided schools continues, the time will come when payment of the maximum grant will be possible only in exceptional cases and when some schools will probably have to be left entirely unaided. This is what has happened in other Provinces where aided Secondary Education has been widely extended. Before this time comes, the question of raising the present rates of fees ought to be settled.

*Administrative.*—Rapid increase of Secondary Schools necessitates corresponding increase in the number of teachers. But even now it is difficult to secure a sufficient number of graduate teachers. The recruitment of teachers in schools under private management is attended by very special difficulties, and teachers are already being employed on inadequate salaries and with no prospects without due enquiry regarding character, antecedents or ability. In dealing with staff appointments and other important school affairs some Committees betray marked ignorance of educational requirements.

At present it is customary for 60 per cent or 65 per cent of our candidates to fail in the Matriculation Examination, and many candidates fail more than once. These lamentable results continue in spite of strict orders regarding the special testing of candidates for admission to Middle and High Schools, the conduct of promotion examinations and the expulsion of "overtimers" whose further progress is improbable. With a growth in the number of schools under private management which cannot be controlled from without so effectively as Government schools, there is a real danger of a large increase in the number of unfortunate youths who are taken up to the Matriculation Class and left stranded there without hope of passing the examination. It may be added as a corollary that the extent of the genuine need for more Secondary Schools cannot accurately be determined without searching enquiries regarding the number of obviously unfit pupils at present reading in our schools.

At present the number of Anglo-Vernacular Middle Schools is growing out of all proportion to the number of High Schools, and very few of these new Anglo-Vernacular Schools show any signs of being High Schools in the making. The Anglo-Vernacular Middle course is not an end in itself but is merely preparatory to the High School course. A large increase in the number of boys who after completion of the Anglo-Vernacular Middle course are unable to find room in a High School is not to be desired. Their actual attainments will be by no means commensurate with the aspirations aroused by their education. To a small extent this difficulty is being met by the closure of Middle School classes in Government Schools and the opening of a corresponding number of High School classes as private Middle Schools increase. But this policy involves additional expenditure to Government and cannot indefinitely be pursued.

It is right that these difficulties which are receiving the careful attention of the Department should be duly appreciated and discussed. Without contemplating any change in the Secondary Education policy laid down in the Resolution of 1911, I am convinced that its elaboration will demand great caution and tax the resources of the Department to the utmost.

17. Further progress in the Provident Fund Scheme for teachers in Aided Secondary Schools has temporarily been suspended as the general advice of the Government of India in this important matter is awaited. The policy of admitting to the Training College teachers from Aided Schools and of paying grants for their substitutes was continued.

18. The reorganisation of the grades and salaries of Government Secondary School teachers which was described in the last annual report was brought into effect from the beginning of the year under review and many teachers received in consequence substantial promotion while the prospects of all were improved. Deputy Inspectors of Schools have been included with Secondary School teachers in the select division, graded from Rs. 150 to Rs. 250, and in the upper division graded from Rs. 60 to Rs. 125, according to service and merit, while Normal School teachers here have been placed in the select or upper division if graduates and in the lower division, graded from Rs. 40 to Rs. 125, if undergraduates. There was a further increase in the number of candidates for the Matriculation Examination, 1915. The percentage of passes fell from 42 to 38, which was however considerably above the University percentage. The Mission High School, Seoni, had the highest percentage of passes, but the Berar Schools sent in more candidates and secured a creditable number of passes. The Amraoti Hindu High School did particularly well. The quality of teaching in Berar is undoubtedly superior to that in the Central Provinces. I have now visited all the High Schools in the Province. Though the work on the whole is conscientious and the headmasters' organisation and supervision are often careful, there is throughout a deplorable dead level of mediocrity and sameness in method. The teachers who have been recently trained at Jubbulpore succeed to some extent in applying what they have learned, but the conspicuous and inspired teacher is hard to find, and there is not enough experimental work. It is especially disquieting to find so few men likely to make good headmasters in the future.

19. During the year some important orders were published relating among other things to the admission of pupils from outside the Province, the employment of teachers from outside the Province, the appearance of teachers for University Examinations, home-work regulations and the conduct of the admission tests.

20. The newly appointed Inspector of Science is making a careful survey of High School Laboratories and their requirements and is also drawing up a new course in Elementary Science for Anglo-Vernacular Middle Schools. His work has been co-ordinated with that of the Circle Inspectors.

21. It was decided during the course of the year, in accordance with the request of the Managing Committee, that the Jagannath High School, the District High School of Mandla, which has hitherto been supported from the Jagannath Trust Fund and Government grant, should be taken under Government management. As many intricate legal technicalities are involved and many details have to be settled, the execution of this scheme is likely to be deferred for some time. If funds are available, the Municipal High School, Bilaspur, will be taken over by Government next year.

Government Secondary School buildings.

22. During the year one new High School Laboratory, three new High School Hostels and one Anglo-Vernacular School building were completed and one High School and one Middle School building extended. One High School Laboratory and six High School buildings were begun and further progress made with one Middle School building. Substantial grants were also paid or promised towards the construction or equipment of aided school-buildings.

Vernacular Middle Schools—Boys.

23. There was a further slight increase of 340 pupils in the Vernacular Middle School stage. The decline in the number of such schools is due to the closure of certain schools in Berar where a wise policy of consolidation has been initiated. Many District Councils are anxious to extend this most important class of school, but the extent of such development will depend largely on whether funds are available for increasing the recurring grant sanctioned by the Local Administration for this purpose. The question is receiving careful consideration in connection with the Normal School scheme. I am convinced that even apart from their function as feeders of Normal Schools, there is a hopeful future for these schools, and that if only they are located at wisely chosen head-quarters stations, they will attract many more pupils and relieve the pressure on English Schools.

24. There was an increase of 6,407 pupils in the Primary stage against an increase of 26,495 pupils recorded in last year's report. In 1913-14 the results of the extremely generous grants allotted by the Government of India in 1912-13 and 1913-14 were visible. The recurring grant of Rs. 50,000 received from the Government of India in 1914-15 was devoted entirely to the opening of more Primary Schools and was distributed among four divisions, the Jubbulpore Division alone being excluded for local reasons, in time for 127 schools to be opened before the close of the year, but not in time for these schools to attain to their full strength. The presence of plague and cholera and possibly to some extent financial depression resulting from the war affected attendance. Moreover determined efforts were made during the year to get habitual absentees struck off the rolls and to bring unwieldy classes, particularly the lower classes, within the limits imposed by staff and accommodation. Several Deputy Commissioners very wisely, in my opinion, oppose all attempts to increase the attendance at the cost of efficiency. The Deputy Commissioner of Saugor in a very interesting note questions the desirability of bringing pressure to bear on those castes and classes which are averse to education with a view to the school enrolment of their children in so far as such a policy involves the crowding out or comparative neglect of pupils from castes or classes that demand education. And other Deputy Commissioners draw attention to the overcrowded infant classes. There are 97,049 pupils in these classes and only 36,851 in the fourth class. The wastage is therefore very great and it is doubtful to what extent we are justified in devoting precious space and the time of the staff to a large number of infants whose parents use the school apparently as a crèche. Much attention is being paid to such problems as these, and the question of distribution of schools is also being discussed. Schools that are not adequately patronised are freely transferred to villages where a real need exists. "Outpost" schools are being tried in jungly and backward areas, though in several quarters the planting of such schools at a time when the needs of more progressive areas cannot fully be met is not viewed with much favour.

25. It is disappointing to note that there was an increase of only 770 pupils in the upper primary stage of instruction and a fall of nearly 1,000 in the number of candidates for the Primary Examination. For this the facts referred to in the preceding paragraph may be urged as reasons, but, if one remembers that a Primary School course which stops short of the fourth standard is hardly worthy of the name of education and fails to produce permanent results, it is impossible to view these figures with equanimity. On the other hand a slight increase in the percentage of Primary Examination passes and slight improvement in the average daily attendance are signs of slowly growing efficiency.

26. The pension scheme referred to in the last Annual Report was brought into force at the beginning of the year, and District Council posts of more than Rs. 10 are now pensionable while the pay of certificated teachers has been raised to a minimum of Rs. 11. The policy of allowing only posts of Rs. 12 and upwards to be created from the Government of India grant and of insisting on a proportionate number of higher posts being created from these grants was continued and has recently been confirmed by the Local Administration. A few Municipalities still keep certificated teachers on salaries of less than Rs. 11, but pressure is being brought to bear on them. Our next aim must be to raise the minimum pay of uncertificated teachers to Rs. 10 and to increase the number of well-paid posts for teachers of merit and standing. A step in this direction has been taken during the current year by raising the minimum pay of uncertificated teachers to Rs. 8 and in Berar a scheme was prepared last year for general improvement of teachers' prospects. There is some chance of this being done in Berar from the District Boards' own surplus funds.

27. A separate cadre was formed during the year for teachers in the few Primary Schools under Government management, and such members of the staffs in Normal and Practising Schools as were not provided for in the Secondary School reorganisation scheme were included in this cadre. In all 70 posts ranging from Rs. 12 to Rs. 60 have been provided.

28. One of the necessary conditions of increased efficiency in Primary Schools is a further development of the subordinate inspecting agency. In several Districts the need for an additional Deputy Inspector is obvious, but unfortunately no steps could be taken in this direction during the year under review and the provision proposed for the creation of new posts in the current year's Budget has been necessarily omitted owing to the reduction of new expenditure on account of the war.

**Vernacular School buildings.**

29. A Government of India grant of Rs. 5,00,000 for the construction of Vernacular Schools buildings was distributed among District Councils and Municipalities early in the year and certain instructions of a broad and general nature were issued in regard to the expenditure of the allotments. Commissioners were allowed with my approval to redistribute the total amounts allotted to their Divisions among their Local Bodies and the general programme of expenditure for each Division was to receive my approval, details regarding plans and estimates, sites and so on being left to the local authorities for settlement in consultation with the Inspector of Schools. From some Divisions programmes were received and approved sufficiently early to allow a good start to be made with construction during the year. But in other Divisions there was regrettable delay and the programme of one Division was not received till after the close of the year. Only 66 District Council buildings and 5 Municipal buildings were actually completed during the year. The delay though regrettable was due to determined efforts on the part of Deputy Commissioners and Commissioners to distribute their funds wisely and to get full value for the money. In future years there will not be the same delay in distribution of funds and framing of programmes if the proposals that have been made with the approval of Commissioners for a standard distribution of Government of India grants are sanctioned, if an approved list of schools requiring buildings in order of priority is maintained for each district, and if standard plans and estimates for the various types of Vernacular Schools adapted to the needs and circumstances of various localities are approved and published. Such plans and estimates are under consideration. It is also essential that sites should be selected and marked down for the buildings of all schools not yet provided and that villages which offer such sites free of charge should receive preference. The policy of entrusting the construction of village school buildings to School Committees or local Malguzars is being tried in at least one district, and I should like to see more such experiments. Though the results are not always encouraging, the difficulty of obtaining contractors and the heavy burden of work falling on the Divisional Local Fund Engineering Department make it imperative to enlist local co-operation wherever possible.

**Training of teachers.**

30. The results of examinations in the Training College, Jubbulpore, continued to be satisfactory. The number of graduates under training rose to 11 and the steady increase in the number of undergraduates under training continued. There was satisfactory development of the work in the several institutions under Mr. Spence's charge. Pamphlets on the teaching of various subjects were prepared by various members of his staff and will be published in due course for the benefit of teachers. Useful attempts were also made to give a more practical turn to Nature Study and to encourage students in Nature Study collections. The class for the re-training of Vernacular School teachers, opened at Jubbulpore during the year and referred to in the last annual report, made a most satisfactory start, and as the result of the year's experimenting and a useful note on the subject, I have been able to issue necessary instructions for the two additional re-training classes that have been opened this year at Amraoti and Nagpur. It has now been decided that the primary aim of these classes shall be the preparation of teachers who have shown merit in the past for work in Vernacular Middle Schools or as Headmasters of Primary Schools.

31. The Practising School of one Normal School was raised to the Vernacular Middle stage and in two Normal Schools courses of blackboard drawing for teachers were instituted in a more definite and practical fashion than has hitherto been the case. The Hon'ble the Chief Commissioner approved of the general proposal to establish an additional Normal School at Seoni and preliminary steps were taken in regard to the selection of a site and preparation of

plans for its building. A general scheme for the reorganisation and multiplication of Normal Schools was under consideration during the year and it is hoped that the details of a complete and approved scheme will be chronicled in the next annual report. I was able to see something of the work of the schools during the year and am pleased with what the staff are doing, subject to their present conditions, which are admittedly capable of improvement. There was no falling off in the quality or quantity of their work.

The new buildings for the re-training class at Nagpur were completed during the year and progress made with the new buildings for the Amraoti class.

32. The most important event was the opening of the Engineering School, Nagpur, in July and the attachment to this school of a Motor Class in November. In the last annual report reference was made to the provision of buildings for this school and the appointment of a Superintendent of Workshops. The Engineering School provides a three years' Civil Engineering course up to the Sub-Overseers' or in special cases the Overseers' standard and six Government scholarships of Rs. 10 to Rs. 12 and one Nagpur Volunteer Rifle Scholarship of Rs. 15 to Rs. 20 are offered for this course. In the Entrance examination which is confined to those who have passed the Matriculation Examination or European Middle School Examination eight candidates including three Europeans obtained admission and seven won scholarships. A four years' course in Mechanical Engineering is provided leading up to the first class Boiler Certificate and eight candidates including three Muhammadans won admission and scholarships. Eight Government scholarships ranging from Rs. 8 to Rs. 25 and a Nagpur Volunteer Rifle Scholarship of Rs. 15 to Rs. 25 are provided. Instruction in the Civil and Mechanical Engineering courses is given by the staff of the College of Science, the Principal of which is in charge of the institution, and by the Superintendent of Workshops (Rs. 400) and two Assistants (Rs. 300—400+ house allowance Rs. 50 and carriage allowance Rs. 30 and Rs. 100—200). There are also five Mstries. These posts have been satisfactorily filled and the staff is reported to have worked well. It has been found necessary to increase the staff during the current year. The work of the school suffered at the end of the year from closure owing to plague.

Technical and  
Special Education.

33. The Motor Class offers a course of two months for Chauffeurs who are taught to drive and execute minor repairs. Fees are charged for admission to this class. It offers also a four years' course for the thorough training of motor mechanics, and for this scholarships of Rs. 7 to Rs. 25 are offered. To the Chauffeur class 8 persons were admitted and in the Motor Mechanics class 4 scholarships were awarded. For this class a motor-shed was constructed and equipped, two practice Motor Cars provided (one kindly placed at the disposal of the school by the Hon'ble the Chief Commissioner) and a Motor mechanic (Rs. 50—75) appointed. An allowance of Rs. 100 has been sanctioned for the Superintendent of Workshops in view of the extra work imposed on him by the development of the class, and further increase to the staff has been found necessary this year. Extensive repairs work is undertaken by the class at rates sanctioned by the Local Administration and great care has to be exercised in limiting this work to what is required for instructional purposes and can effectively be undertaken by the staff. There is no doubt that the establishment of this class, without interfering in any way with local private enterprise, has conferred a real boon on owners of motor cars in this Province, and that it is the means of keeping in good order cars used extensively for official purposes. On an average 30 cars were received monthly for repairs and a sum of Rs. 1,674 was credited to Government as the result of five months' work.

34. An office building was begun for the school and further extensions of the building are now under consideration.

35. A sum of Rs. 4,000 was again transferred from a Government of India grant to the Agricultural Department for the award of scholarships to sons of cultivators in High Schools and subsequently in the Agricultural College.

**Rajkumar College.**

36. Under Mr. Stow's energetic administration this College continues to make good progress on sound lines. The post of a Vice-Principal in the Indian Educational Service has been sanctioned but not yet filled owing to the war. The strength has risen from 34 to 45. Construction of the new boarding-house was begun and various servants' quarters and a cricket pavilion were completed. The College Council has pressed for the recognition of the College on the same footing as other Chief's Colleges and such recognition appears to be justifiable and desirable.

37. The progress of the Reformatory School at Jubbulpore continues to be satisfactory. At the close of the year on the transfer of the Superintendent Mr. Mahdi Hussain, I.S.O. from Jubbulpore, the system of appointing a Revenue Officer as Superintendent, in addition to his ordinary duties, was abandoned and Mr. Date, the Deputy Superintendent, was appointed as Superintendent in the Provincial Educational Service, the post of Deputy Superintendent being abolished.

38. Two schools conducted by private managers for instruction of the deaf and dumb are now receiving grants-in-aid and their work is being watched with interest.

**Female education.**

39. The number of pupils in institutions for Indian girls rose from 18,524 to 19,006.

**Secondary education.**

40. There was an increase of 38 in the strength of Anglo-Vernacular Middle and High Schools, and in 1914 one candidate and in 1915 four candidates passed the Matriculation Examination, one of the latter having studied in a Government Boys' High School. The Girls' High School, Amraoti, has been recognised for the Matriculation Examination by the University of Allahabad, but it is not intended that its course shall be dominated by this examination. The strength of the school rose to 30 and a separate building was rented for the hostel accommodation of the growing number of boarders, the hostel being placed under the Headmistress who resides in it and bullock tongas being provided for the conveyance of girls from the hostel to the School. Plans and estimates for a school building and hostel are under preparation. The Headmistress resigned at the beginning of the year and temporary arrangements had to be made owing to the difficulty of securing a suitable Headmistress for the sanctioned salary. At the close of the year the salary was raised (see paragraph 4) and the services of a suitable Headmistress with experience as Headmistress of a High School in Madras Presidency were secured. A chowkidar's post was also added to the School.

**Vernacular education.**

41. There was no further development of Vernacular Middle education. Six Aided Primary Schools were provincialised. Numbers in the primary stage rose by 344, but there was a fall of 942 in the number of girls reading in Boys' Schools. I attribute this to local circumstances in certain areas and not to any change in the general attitude towards co-education which up to a certain stage is accepted as a temporary substitute for the opening of sufficient girls' schools and is considered by many authorities to be distinctly preferable to the rapid expansion of girls' school in their present condition.

42. In the Amraoti Normal School there was a fall in the number of students. I was not satisfied with the results of my inspection of this school and have taken steps to remedy some of the defects. The Jubbulpore Normal School continued to do useful work despite changes in the staff owing to the absence of the permanent Lady Superintendent on leave.

43. The formation of the second Inspectresses' Circle referred to in the last report was effected at the beginning of the year. The position of Assistant Inspectresses was improved as has been reported in paragraph 4.

44. During the year a scheme for the sorely needed improvement of female education was under preparation. The proposals which have now been submitted to the Local Administration will be described in the next report, and meanwhile it is unnecessary to draw attention again to the various obstacles to progress which have been sufficiently emphasised in previous reports.



45. The sanction of the new post of Inspector of European Schools and Science was referred to in the last report and its creation during the year under review has been chronicled above. There has been no change in the number of schools. The attendance figures show a slight increase. A sum of over Rs. 19,000 was contributed by Government towards the maintenance and education of orphans and poor children, and efforts were made to ascertain the number of children not attending school and the reasons for such non-attendance. From what he has been able to discover the Inspector does not think that the number of such children is large. Proposals have been made for a further allotment of funds for orphan grants and with this further allotment there will be no reason to fear that any children of the community need be deprived of the benefits of education. European education.

46. There was great activity in school building during the year. More than Rs. 67,000 was paid from the special Government of India grant set apart for the purpose and the whole of this grant of Rs. 1,50,000 was distributed though the date of payment in some cases has not been fixed at present owing to the financial situation.

47. Owing chiefly to the sanction of additional supplementary grants there was an increase of over Rs. 5,000 in recurring grants. A scheme was prepared during the year for the distribution of the unallotted portion of the Government of India recurring grant and for revising at the same time the conditions under which recurring grants are given. It is proposed that they shall be calculated on an approved scale of expenditure which provides, among other things, for a minimum teacher's salary of Rs. 60 per mensem.

48. Grants were given for the training of teachers outside the Province and there was an increase in the number of trained teachers. Only 10 per cent of the teachers possess University degrees at present and progress in Boys' Schools will not be rapid till the community is able to draw more freely on its best material for the teaching profession.

49. There has been only a slight increase of 142 pupils under instruction against an increase of over 2,000 last year. In considering the decline in the rate of increase, the factors referred to in paragraph 6 and paragraph 21 have to be taken into account. The number of pupils in Secondary Schools rose by 195 and some numerical progress has been made in Girls' Schools. The Muhammadan High School Hostel at Amraoti was completed and the construction of the High School begun. A contribution of Rs. 30,000, of which half was a special grant from the Government of India and the remainder was added by the Local Administration, was sanctioned at the close of the year for the construction of a building for the Anjuman High School, Jubbulpore. It is hoped that the school will gradually make itself worthy of the fine building that is being planned. Proposals were also made during the year for the expenditure of the recurring Government of India grant of Rs. 10,000 for Muhammadan education. These proposals which have been approved include an increase in the staff of Muhammadan Deputy Inspectors, additional scholarships for Muhammadan pupils and additional provision for the teaching of Urdu and Persian in Government High Schools. The carrying into effect of these proposals has been temporarily deferred owing to the financial situation, but the grant meanwhile is available for non-recurring expenditure on Muhammadan education. Muhammadan Education.

50. The statistics show a distinct falling off in the number of pupils under instruction, but as I remarked last year, when I reported an equally marked increase, the difficulty of classification and the constant variations in the figures make these figures unreliable. Aborigines and backward classes.

In Chhattisgarh, among the Chamars, a distinct advance is being made. From the last year's grant for the opening of Vernacular Schools a specially generous allotment was made to this Division to enable the District Councils to open more schools in places with a large Chamar population and to give bonuses to teachers for enrolling Chamar pupils in accordance with proposals

approved during the year by the Local Administration. In the northern districts of the Province where the Chhambars are not numerically or in other respects so important a factor as in Chhattisgarh, very little attention is being paid at present to the problem of their education and references to the subject in annual reports are very sparse. In Berar and Nagpur there are signs of progress, mainly due to private agency, as for instance the Depressed Classes Mission and Christian Missions.

**Moral and Physical Training.**

51. At an early stage in the war I issued a circular pointing out in what ways the various lessons taught by the war could be brought home to boys in a practical fashion and used for the purpose of character building. Necessary literature regarding the origin and meaning of the war has been circulated and Lord Roberts' message to the children of the Empire has been widely supplied. An illustrated children's history of the war has been ordered for the larger schools. The official summary of war news is supplied to Anglo-Vernacular and the larger Vernacular Schools, and Headmasters of the former class of schools are required to read out and explain this summary periodically and also to narrate special deeds of heroism. They are also expected to impress on all pupils the need for doing something involving some personal sacrifice to help forward the great cause and to tell them what funds are open for subscriptions and what other help can be given. I emphasised, however, the necessity for all help being purely voluntary and forbade any attempt at compulsion. The opening of school subscription lists was allowed only when the pupils asked for such a list to be opened. I believe that Headmasters have done their best to carry out these orders, and I have received several reports from Colleges and schools where students on their own initiative have given up what they value for purposes of war contribution. It is also pleasing to record that some students of the Mission High School at Narsinghpur and the Mission Vernacular School at Khandwa have proceeded on ambulance service to the front. Offers of service were also received from several teachers in Government Schools.

52. Thanks to the enterprise of Mr. R. B. Chapman, Deputy Commissioner of the district, and with the full support of this Department, an interesting experiment has been initiated in Yeotmal, where a School Boys' League of Honour has been organised in the Government High School and a few other carefully selected schools. The aims and methods of this League are similar to those of the Boys' Scouts with necessary adaptation to Indian circumstances. The experiment is being carefully watched and every effort is being made to prevent so useful an organisation degenerating, owing to premature expansion, into something nominal and lifeless. Advance is being made cautiously on very limited lines and the necessity for the natural growth of the movement from within and not as the result of external pressure and support is constantly emphasised.

The courses of First Aid which are being organised in Colleges and High Schools by the St. John's Ambulance Association in co-operation with this Department will help to give a practical direction to activities such as have been described above.

53. One Deputy Commissioner has commented adversely on school discipline in his district, but no other such complaints have been received nor have I had occasion to note any serious breach of discipline. At the same time it is obvious that in almost all our schools far more vigour, smartness and alertness is required.

54. During the year a sum of over Rs. 35,000 was spent from a special Government of India grant of  $1\frac{1}{2}$  lakhs on the preparation of playing fields and plans and estimates are under consideration for the expenditure of the balance of the grant. For the present further expenditure on this object has been postponed owing to the financial situation and advantage is being taken of this respite to examine carefully the whole situation and to estimate more precisely what can effectively be accomplished with the available funds. At the outset there was a tendency to underestimate the amount required both for the

acquisition and preparation of grounds in black cotton areas and consequently the provision of such grounds was planned on rather too generous and ambitious a scale. At the same time it is clear that what is wanted, quite as much as additional playing fields, is more careful organisation of the school for games purposes. Though inter-school games and tournaments are keenly contested and excite great interest, the need for participation of all pupils in school games and athletics is not yet engaging sufficient attention in many schools.

55. There has been further development of football and athletics in the Vernacular Schools of several districts and, with one exception, the Deputy Commissioners of these districts testify to the fruits of this activity. The Deputy Commissioner of Seoni considers the energy to be misdirected for reasons which are not explained. I have no doubt regarding the usefulness of the movement provided that it does not necessitate any large expenditure of District Council educational funds.

56. A scheme for the more thorough medical inspection of schools was completed during the year, but the final decision of the Local Administration has been reserved pending improvement of the financial situation.

57. The number of books submitted for orders was 292, and 183 books were sanctioned for use, chiefly for library and prize purposes. Text-book Committee.

58. The work on the Committee proceeded on the usual lines. The number of applicants for advice and aid fell from 831 to 63 as a result of abnormal conditions in Europe which led the Committee to advise students to postpone their plans for European study. Six students to the knowledge of the Committee proceeded to the United Kingdom. The honorarium of the Secretary of the Committee was raised from Rs. 50 to Rs. 100. Students' Advisory Committee.

59. The Government grant to the Second Class Scientific Library, Nagpur, was raised from Rs. 815 to Rs. 1,615. General.

60. An attempt was made during the year to determine the principles on which provincial grants should be allotted to Municipalities for Vernacular education. After much discussion it was decided to conduct a general survey of the educational needs of each Municipality and on the basis of this survey to estimate the grants that would be given in accordance with one of the several proposals that had been discussed with a view to testing its practicability. This work is now in progress.

61. Proposals for the revision of the Grant-in-Aid Code were submitted in accordance with the instructions of the Local Administration. These proposals were accepted by the Hon'ble the Chief Commissioner after the close of the year under review. The annual grants to schools were re-assessed under the provisions of the existing Code.

62. A new agreement was entered into with the Newal Kishore Press for a period of two years only for the supply of text-books and school-books in the Central Provinces.

63. Though work in connection with the University Committee prevented me from doing as much touring as I should have liked, I was able during the course of the year to visit all the Indian High Schools and Normal Schools, most of the European Schools and a considerable number of Anglo-Vernacular Schools. I visited all District head-quarters, except Drug and Buldana, and several other Municipalities and saw something of the Vernacular Schools during these visits. I was able to visit only a very few village schools, and I fear that it is no longer possible for the Director to find sufficient time for this most attractive work.

64. This report bears witness to the large number of important matters that are engaging at present the attention of the Department. Though there

was much activity during the year in the consideration and preparation of schemes, there are still many fields in which proposals still await elaboration, approval or the provision of funds. In addition to the numerous schemes already referred to in this report, the revision of the Education Manual and the revision of text-books, which press for urgent disposal, will occupy much time and proposals have to be made for the expenditure of such portions of the Government of India grants as have not yet been distributed in detail. For the revision of text-books I have been given the valuable services of Mr. Spence. If it had not been for the war and the financial situation, I should have asked before now for additional help in order to dispose finally of all arrears. But I feel strongly that this is not the time to make such a request and that the present financial situation justifies a slow rate of progress with all new schemes. It is better to have carefully considered schemes ready for putting into effect when funds are plentiful once more than to press for expenditure on hastily matured and crude schemes at a time when strict economy is essential.

65. The administrative work of the Department was carried on smoothly during the year, and I owe thanks to all my officers and particularly to my assistant Mr. Kilroe for their zealous and loyal co-operation. Much additional work of an arduous and responsible kind has been imposed on my office establishment by the number of new schemes under preparation and the disposal of Government of India grants. They have responded to the calls made on them with cheerfulness and zeal.

I have the honour to be,

Sir,

Your most obedient Servant,

A. I. MAYHEW,

*Offg. Director of Public Instruction,*

*Central Provinces.*

## GOVERNMENT OF INDIA GRANTS.

*STATEMENT A.—Showing the recurring expenditure during 1914-15 out of Government of India recurring grants.*

Object.	Total amount of Government of India recurring grants available for 1914-15.	Recurring expenditure in 1914-15. *
	Rs.	Rs.
Elementary Schools—Boys	3,63,000	(a) 2,37,943
Girls' Schools	48,000	(b) 29,808
Hostels	17,000	...
Technical	9,000	(c) ...
European Schools	31,000	(d) 13,970
Secondary Schools	58,000	58,000
Manual Training	3,000	3,000
Colleges and Training Schools	40,000	(e) 9,988
Muhammadan Education	10,000	(f) ...
Aided Schools	35,000	(g) 11,525
Total	6,14,000	3,64,234

\* NOTE.—(1) These figures are subject to correction in regard to funds transferred to other Departments and to Local Bodies.

(2) In addition to the recurring expenditure recorded for 1914-15 arrangements have been made for the recurring expenditure of an additional amount of about Rs. 1,27,000 as funds become available, in accordance with sanctioned schemes; detailed proposals have been submitted for the expenditure of an additional amount of about Rs. 13,000; and proposals are now being framed for the expenditure of an additional amount of about Rs. 93,000. Explanatory figures are given below.

(a) This includes—

(i) the cost of Vernacular Schools maintained from Government of India grants, the full expenditure on which will not be reached till 1916-17. A sum of Rs. 68,952 in addition to the amount actually spent in 1914-15 is set apart for these schools.

(ii) the cost of the Pension Scheme for Vernacular teachers. A sum of Rs. 5,175 in addition to the amount actually spent in 1914-15 is set apart for this scheme.

(iii) the cost of classes for the retraining of Vernacular teachers. A sum of Rs. 4,800 in addition to the amount actually spent in 1914-15 is set apart for this scheme. Proposals have also been sanctioned involving a recurring expenditure of Rs. 7,000 on a new cadre for Government Vernacular School teachers and on raising the minimum pay of uncertificated teachers.

Thus it will be seen that from the total allotment of Rs. 3,63,000 for Elementary Schools a balance of only about Rs. 39,000 awaits proposals for expenditure. Some, if not all, of this will be required for the training of teachers for which a scheme is under preparation.

(b) This includes the cost of raising the minimum salary of Assistant Inspectresses of Schools and of increasing and improving the staff of the Amraoti Girls' High School. The full expenditure on these two sanctioned schemes will exceed by nearly Rs. 4,500 the actual expenditure in 1914-15. Thus the balance of the total allotment still awaiting expenditure is about Rs. 13,500 and proposals for this distribution are now before the Local Administration.

(c) Proposals for the expenditure of the whole of this amount have been sanctioned. A sum of Rs. 3,000 is placed at the disposal of the Department of Agriculture and Industries, but has not yet been used. The balance of Rs. 6,000 has been appropriated for the Motor Class of the Engineering School. The whole of this grant will probably be spent this year.

(d) This includes part of the cost of the newly created post of Inspector of European Schools and Science. The full expenditure on this post will exceed by nearly Rs. 7,000 the actual expenditure in 1914-15. Proposals for the expenditure of the balance of the allotment for European Schools have now been sanctioned and the allotment will be spent in full this year.

(e) Proposals for the utilisation of the balance of Rs. 30,000 from this allotment on the training of teachers are under preparation.

(f) Proposals for the expenditure of the full allotment have been approved, but the execution of the scheme has been temporarily deferred.

(g) A scheme for the expenditure of the balance of this allotment on a Provident Fund for aided schools teachers is under consideration.

GOVERNMENT OF INDIA GRANTS.

STATEMENT B.—Showing the non-recurring expenditure during 1914-15 out of Government of India non-recurring Grants.

Object.	Total Allotment.	Non-recurring expenditure up to end of 1913-14.	Expenditure in 1914-15.	Total.	Balance on 31st March 1915.
	Rs.	Rs.	Rs.	Rs.	Rs.
Elementary Schools—Buildings—Boys	6,51,000	1,51,000	2,43,067	3,94,067	2,56,933
" " Girls	50,000	2,000	11,431	13,431	36,569
Secondary Schools—Buildings—Boys	3,20,000	{ 20,000 } { 7,500 }	98,000	1,25,500	1,94,500
Laboratories	95,000	{ 45,000 } { 7,000 }	12,882	64,882	30,118
Hostels	1,60,000	1,11,961	41,752	1,53,713	6,287
Play-grounds	1,50,000	...	35,891	35,891	1,14,109
Special	50,000	50,000	...	50,000	...
European Schools	2,16,000	51,000	67,400	1,18,400	97,600
Technical—Engineering	70,000	70,000	...	70,000	...
Medical	50,000	50,000	...	50,000	...
Colleges—Buildings	32,000	32,000	...	32,000	...
Hostels	2,38,000	16,000	2,02,000	2,18,000	20,000
Total	20,82,000	6,13,461	7,12,423	13,25,884	7,56,116
Amount reserved for Hostels of Colleges or Schools but not yet allotted to particular institutions.	2,43,000				2,43,000
GRAND TOTAL	23,25,000				9,99,116

NOTE.—(1) Out of a total of 23½ lakhs, over 13½ had been spent up to the end of the last financial year, while subsequent expenditure already sanctioned for current year amounts to about 4 lakhs. (2) These figures are subject to correction in regard to funds transferred to other departments and to Local Bodies.

## GOVERNMENT OF INDIA GRANTS.

*STATEMENT C.—Showing the non-recurring expenditure out of unspent balances of Government of India recurring grants.*

Object.	Unspent balance on 31st March 1914.	Amount spent in 1914-15.
	Rs.	Rs.
Elementary Schools—Boys ... ..	2,37,813	36,260 (a)
Girls' education ... ..	65,553	1,895 (b)
Technical and Industrial education ... ..	15,000	7,200 (c)
Aided Schools ... ..	21,450	15,000 (d)

*Objects of expenditure.*

- (a) (i) Buildings to accommodate classes for the retraining of teachers of elementary schools at Amraoti and Nagpur.
- (ii) Equipment of elementary schools maintained from Government of India grants.
- (b) Equipment of hostel of the Girls' High School, Amraoti.
- (c) Buildings and equipment of Motor Class of Engineering School, Nagpur.
- (d) Building grant to Anjuman High School, Jubbulpore.

\* NOTE.—These figures are subject to correction in regard to funds transferred to other Departments and to Local Bodies.

## EDUCATION—GENERAL TABLE I.

*Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1914-15.*

(FOR DETAILS SEE GENERAL TABLE III.)

Area and Population.			Institutions and scholars.	Public Institutions.									Grand Total.	Percentage of	Remarks.		
Total area in square miles.	Number of towns* and villages.	Population.		Collegiate Education.		School Education, General.			School Education, Special.			Private Institutions.					
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.				Elementary.	
							Upper.	Lower.									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
British Territory Native States Total	Towns. British Territory. 112 Native States ... Total ... 112	Males. British Territory. 6,930,392 Native States ... Total .. 6,930,392	Institutions. For Males ... For Females... Total ...	4	2	399	2,680	1,047	6	11	4,149	17	...	4,166	10'65 Institutions to number of towns and villages.	NOTE—Figures for Native States have been excluded.	
				...	...	40	210	108	2	2	362	...	1	363			92
				4	2	439	2,890	1,155	8	13	4,511	17	1	4,529			11'57
	Villages. British Territory. 39,005 Native States ... Total ... 39,005 GRAND TOTAL. 39,117	Females. British Territory. 6,985,916 Native States ... Total ... 6,985,916 GRAND TOTAL 13,916,308	Scholars. Males ... Females ... Total ...	1,013	206	52,604	2,13,735	44,245	573	379	312,755	402	...	513,157	30'12 Male scholars to male population of school-going age. † Female scholars to female population of school-going age †		
				1	...	2,725	25,358	6,175	54	75	34,388	43	78	34,509			3'29
				1,014	206	55,329	239,093	50,420	627	454	347,143	445	78	347,666			16'65

NOTE—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized, subject to the modifications enumerated below.

\* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.



EDUCATION--GEN

Abstract Return of Expenditure on Public Instruction in the

		Total Direct Expenditure on Public Instruction.							Total.
		Collegiate Education.		School Education, General.			School Education, Special.		
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	
					Upper.	Lower.			
1	2	3	4	5	6	7	8	9	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions	{ For Males	1,91,394	56,033	10,33,181	11,02,246	1,73,253	82,618	65,970	27,04,635
	{ For Females	...	...	69,802	1,40,390	28,180	21,845	3,161	2,63,378
	Total	1,91,394	56,033	11,02,983	12,42,636	2,01,433	1,04,463	69,131	29,68,073
2. (a)	Percentages* of Provincial Expenditure included in columns 2-17 to Total Provincial Expenditure on Public Instruction.	7'78	3'29	22'60	9'16	1'56	7'44	4'04	55'87
(b)	Percentages* of District Fund Expenditure included in columns 2-17 to Total District Fund Expenditure on Public Instruction.	...	...	13'70	52'37	9'29	...	...	75'36
(c)	Percentages* of Municipal Expenditure included in columns 2-17 to Total Municipal Expenditure on Public Instruction.	...	...	32'38	40'23	1'51	...	'32	74'44
(d)	Percentages of Total Expenditure in columns 2-17 to Total Expenditure on Public Instruction.	4'34	1'27	25'04	28'96	3'83	2'37	1'57	67'38
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution	{ Cost to Provincial Revenues	238 1 11	620 4 0	18 11 9	7 2 7	6 13 6	170 9 5	635 6 9	22 8 1
	{ Cost to District and Municipal Funds.	...	...	0 0 2	...	0 0 1	...	...	0 0 1
	Total Cost	295 13 10	620 4 0	33 12 8	7 3 11	6 13 6	170 11 0	635 6 9	29 5 11
District Fund Schools	{ Cost to Provincial Revenues	...	...	...	...	...	...	...	...
	{ Cost to District Funds	...	...	7 5 2	4 6 8	4 0 6	...	...	4 11 5
	Total Cost	...	...	7 5 2	4 6 8	4 0 6	...	...	4 11 5
Municipal Schools	{ Cost to Provincial Revenues	...	...	...	...	...	...	...	...
	{ Cost to Municipal Funds	...	...	17 10 7	6 9 1	4 3 11	...	...	9 0 5
	Total Cost	...	...	17 10 7	6 9 1	4 3 11	...	...	9 0 5
Aided Institutions	{ Cost to Provincial Revenues	50 4 5	29 3 1	16 15 7	3 11 0	0 8 5	...	51 8 5	8 8 1
	{ Cost to District and Municipal Funds.	...	...	0 1 6	1 0 9	1 6 3	...	4 13 2	1 0 3
	Total Cost	145 14 2	101 2 2	46 12 1	12 7 1	3 11 3	...	86 5 0	24 5 3
Unaided Institutions	Total Cost	...	...	28 11 0	4 7 5	4 12 2	...	10 11 8	7 9 9
All Institutions	{ Cost to Provincial Revenues	110 14 9	225 4 1	5 10 6	0 8 8	0 7 1	170 9 5	107 12 5	2 4 6
	{ Cost to District and Municipal Funds.	...	...	7 1 0	4 10 4	3 11 1	...	4 13 2	4 14 11
	Total Cost	194 4 10	273 5 4	19 1 1	5 4 4	4 1 6	170 11 0	131 6 10	8 10 3

GENERAL TABLE II.

Central Provinces and Berar for the official year 1914-15.

Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	77,342	2,19,618	70,437	6,06,883	60,859	2,19,948	12,55,087	39,59,782	
...	...	37,601	9,891	61,275	4,486	68,476	1,81,729	4,45,107	
...	77,342	2,57,219	80,328	6,68,158	65,345	2,88,424	14,36,816	44,04,889	
...	5'51	17'92	5'17	6'26	1'50	7'77	44'13	100'00	
...	...	'38	'03	20'69	1'77	1'77	24'64	100'00	
...	...	...	'76	18'65	1'69	4'46	25'56	100'00	
...	1'76	'584	1'82	15'17	1'48	6'55	32'62	100'00	

\* The percentages required for 2 (a), 2 (b), 2 (c) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.  
 † The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.  
 ‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.  
 § Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

EDUCATION—GENE

Return of Colleges, Schools and Scholars in the

		Public								
		Under Public Management.								
		Managed by Government.				Managed by District or Municipal Boards.				
Class of Institutions.		Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during year.	Average daily attendance.	
		2	3	4	5	6	7	8	9	
COLLEGIATE EDUCATION.	ARTS COLLEGES.									
	English	...	2	315	318	254	...	...	...	
	Oriental	...	...	...	...	...	...	...	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law	...	...	...	...	...	...	...	...	
	Medicine	...	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	...	
	Teaching	...	1	69	68	65	...	...	...	
	Agriculture	...	...	...	...	...	...	...	...	
		Total	3	384	386	319	...	...	...	...
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.									
	For Boys.	High Schools	18	1,976	2,050	1,795	4	208	262	227
		Middle Schools	English	42	5,692	6,058	5,318	44	4,625	5,037
	Vernacular		5	536	568	471	186	31,576	31,211	24,307
	For Girls.	High Schools	1	...	...	...	...	...	...	...
		Middle Schools	English	1	30	32	29	...	...	...
			Vernacular	8	866	869	643	...	...	...
		Total	75	9,100	9,577	8,256	234	36,499	36,510	28,715
	SCHOOL EDUCATION, SPECIAL.	PRIMARY SCHOOLS.								
		For Boys.	Upper	9	934	920	789	2,434	208,950	205,878
Lower			2	254	231	212	704	35,948	35,231	27,057
For Girls.		Upper	151	9,664	9,476	6,727	1	32	30	15
		Lower	58	2,615	2,549	1,777	...	...	...	...
		Total	220	13,467	13,176	9,505	3,139	244,930	241,139	180,247
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools for Masters		...	6	573	557	530	...	...	...	...
Training Schools for Mistresses		...	2	54	55	45	...	...	...	...
Schools of Art		...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	...	...	...	
Engineering and Surveying Schools	...	1	14	14	11	...	...	...	...	
Industrial Schools	...	...	...	...	...	...	...	...	...	
Commercial Schools	...	...	...	...	...	...	...	...	...	
Agricultural Schools	...	...	...	...	...	...	...	...	...	
Other Schools, Reformatory	...	1	53	50	49	...	...	...	...	
Deaf and Dumb Schools	...	...	...	...	...	...	...	...	...	
	Total	10	693	676	635	...	...	...	...	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		308	23,644	23,815	18,715	3,373	281,429	277,649	2,08,962	
PRIVATE INSTITUTIONS.	1.—Advance teaching—									
	(a) Arabic or Persian	...	...	...	...	...	...	...	...	
	(b) Sanskrit	...	...	...	...	...	...	...	...	
	(c) Any other Oriental Classic	...	...	...	...	...	...	...	...	
	2.—Elementary, teaching a Vernacular	only or mainly,	{ For Boys...	...	...	...	...	...	...	...
			{ " Girls...	...	...	...	...	...	...	...
3.—Elementary, teaching the Koran		{ For Boys...	...	...	...	...	...	...	...	
		{ " Girls...	...	...	...	...	...	...	...	
4.—Other Schools not conforming to Departmental Standards.		{ For Boys...	...	...	...	...	...	...	...	
		{ " Girls...	...	...	...	...	...	...	...	
	Total	...	...	...	...	...	...	...	...	
GRAND TOTAL		...	...	...	...	...	...	...	...	

‡ Statistics relating to this Institution are shown under  
 § Excludes 4 boys who have passed

RAL TABLE III.

Central Provinces and Berar for the official year 1914-15.

Institutions.

Under Private Management.								Grand Total of Public Institutions.	Grand Total of scholars on the 31st March.
Aided by Government or by District or Municipal Boards.				Unaided.					
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
10	11	12	13	14	15	16	17	18	19
2	699	667	571	...	...	...	...	4	1,014
...	...	...	...	...	...	...	...	...	...
1	137	137	110	...	...	...	...	1	137
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	69
...	...	...	...	...	...	...	...	...	...
3	836	804	681	...	...	...	...	6	1,220
19	1,775	1,895	1,588	1	23	23	21	42	4,072
29	3,086	3,259	2,724	34	1,720	1,711	1,373	149	15,123
15	1,741	1,757	1,171	2	103	80	65	208	33,956
5	35	36	31	1	8	7	6	7	43
10	291	287	262	...	...	...	...	11	321
13	911	881	716	1	37	35	30	22	1,814
91	7,839	8,115	6,492	39	1,891	1,856	1,495	439	55,329
159	10,640	10,821	8,487	78	5,380	4,700	3,172	2,680	225,904
177	4,829	4,715	3,906	164	4,951	4,723	3,504	1,047	45,982
56	3,389	3,808	2,895	2	104	87	60	210	13,189
16	610	580	412	34	1,213	1,188	905	108	4,438
408	19,468	19,924	15,701	278	11,648	10,698	7,641	4,045	289,513
...	...	...	...	...	...	...	...	6	573
...	...	...	...	...	...	...	...	2	54
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	14
7	265	290	241	3	103	151	102	9	368
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	52
2	20	21	16	...	...	...	...	2	20
9	285	311	257	2	103	151	102	21	1,081
511	28,428	29,154	23,131	319	13,642	12,705	9,238	4,511	347,143
...	...	...	...	7	217	237	180	7	217
...	...	...	...	10	228	234	176	10	228
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	78	75	65	1	78
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	18	523	547	421	18	523
...	...	...	...	337	14,165	13,252	9,659	4,529	347,665

Middle Schools as no High School Classes have yet been opened. the Primary Examination.

Return of Colleges, Schools and Scholars in the

Class of Institutions.		Number of Scholars on the 31st of March learning—			Classification of Scholars on the 31st					
		English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadians.	
		20	21	22	23	24	25	26	27	
<b>COLLEGIATE EDUCATION.</b>										
COLLEGIATE EDUCATION.	ARTS COLLEGES.		1,014	369	...	21	11	711	204	59
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.	English	...	...	...	...	...	...	...	...
		Oriental	...	...	...	...	...	...	...	...
		Law	137	...	...	1	...	111	19	5
		Medicine	...	...	...	...	...	...	...	...
		Engineering	...	...	...	...	...	...	...	...
		Teaching	69	...	58	...	3	57	8	1
Agriculture	...	...	...	...	...	...	...	...		
Total		1,220	369	58	22	14	879	231	65	
<b>SCHOOL EDUCATION, GENERAL.</b>										
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.		4,072	2,315	1,850	54	64	2,109	1,393	394
	For Boys.	High Schools	15,123	867	15,053	203	298	5,285	7,273	1,913
		Middle Schools	18	...	33,956	...	756	4,418	24,206	2,011
	For Girls.	High Schools	43	23	20	22	17	2	...	...
		Middle Schools	305	5	177	140	140	20	17	...
	Total		19,561	3,210	52,870	419	1,842	12,228	33,592	5,359
	<b>SCHOOL EDUCATION, SPECIAL.</b>									
SCHOOL EDUCATION, SPECIAL.	PRIMARY SCHOOLS.		642	168	225,509	474	970	20,077	157,395	20,503
	For Boys.	Upper ...	...	...	45,982	...	289	1,981	32,283	3,133
		Lower ...	635	119	12,918	591	761	2,574	7,277	1,396
	For Girls.	Upper ...	...	...	4,438	...	108	738	2,310	1,095
		Lower ...	...	...	...	...	...	...	...	...
	Total		1,277	287	288,847	1,065	2,128	25,370	199,265	26,127
	SCHOOLS FOR SPECIAL INSTRUCTION.		...	95	573	...	10	166	311	79
	Training Schools for Masters	...	...	54	...	5	10	38	1	
	Training Schools for Mistresses	...	...	...	...	...	...	...	...	
	Schools of Art	...	...	...	...	...	...	...	...	
Law Schools	...	...	...	...	...	...	...	...		
Medical Schools	...	...	...	...	...	...	...	...		
Engineering and Surveying Schools	14	...	...	4	...	5	2	3		
Industrial Schools	23	...	233	...	333	13	18	4		
Commercial Schools	...	...	...	...	...	...	...	...		
Agricultural Schools	...	...	...	...	...	...	...	...		
Other Schools—Reformatory	...	...	52	...	2	1	24	8		
Deaf and Dumb Schools	...	...	20	...	...	10	8	1		
Total		37	95	932	4	350	205	401	96	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION		22,095	3,961	342,707	1,510	4,334	38,682	233,489	31,647	
<b>PRIVATE INSTITUTIONS.</b>										
PRIVATE INSTITUTIONS.	1.—Advanced teaching—		...	217	...	...	...	...	145	
	(a) Arabic or Persian		...	228	...	...	...	...	...	
	(b) Sanskrit		...	...	...	...	222	6	...	
	(c) Any other Oriental Classic		...	...	...	...	...	...	...	
	2.—Elementary, teaching a Vernacular (For Boys... only or mainly.		...	...	...	...	...	...	...	
	3.—Elementary, teaching the Koran. (For Boys... Girls...		...	...	78	...	...	...	78	
	4.—Other Schools not conforming to Departmental Standards. (For Boys... Girls...		...	...	...	...	...	...	...	
Total		...	445	78	...	...	222	6	223	
GRAND TOTAL		22,095	4,406	342,785	1,510	4,334	38,904	233,495	31,870	

RAL TABLE III.—(Concl'd.)

Central Provinces and Berar for the official year 1914-15.—(Concl'd.)

March according to race or creed.						Remarks.
Buohists.	Parsis.	Gonds and other aborigines.	Others.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	
28	29	30	31	32	33	34
...	7	...	I	I	...	Figures for Native States have been excluded from this year. For figures of last year see Appendix B.
...	...	...	...	...	...	
...	1	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	8	...	I	I	...	
29	21	...	8	3	...	
38	25	21	67	12	...	
38r	2	452	830	532	...	
...	2	...	...	...	...	
...	3	...	I	...	...	
...	...	8	I	...	...	
448	53	481	907	547	...	
780	33	14,686	10,986	12,406	...	
108	2	5,825	2,361	1,748	...	
61	31	230	268	...	237	
30	75	26	55	...	11	
979	141	20,767	13,671	14,154	248	
...	...	6	I	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	6	11	...	...	
...	I	...	...	3	...	
...	1	12	12	3	...	
1,427	203	21,260	14,591	14,705	248	
...	72	...	...	43	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	72	...	...	43	...	
1,427	275	21,260	14,591	14,748	248	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed, for the official year 1914-15.

1	Euro- peans and Eu-ra- sioans.	Native Chris- tians.	Hindus.		Maho- medans.	Budhists.	Parsis.	Gonds and other abori- gines.	Others.	
			Brah- mans.	Non- Brah- mans.						
2	3	4	5	6	7	8	9	10		
<b>COLLEGIATE EDUCATION.</b>										
<b>ARTS COLLEGES.</b>										
English	{ Male ...	21	11	710	204	59	...	7	...	1
	{ Female ...	...	...	1	...	...	...	...	...	...
Oriental	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>										
Law	{ Male ...	1	...	111	19	5	...	1	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Medicine	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Engineering	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Teaching	{ Male ...	...	3	57	8	1	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Agriculture	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	...	...	...	...	...	...	...	...
Total	...	22	14	879	231	65	...	8	...	1
<b>SCHOOL EDUCATION—GENERAL.</b>										
<b>SECONDARY SCHOOLS.</b>										
<i>For Boys.</i>										
High Schools	{ Male ...	51	64	2,109	1,393	394	29	21	...	8
	{ Female ...	3	...	...	...	...	...	...	...	...
Middle Schools—										
English	{ Male ...	192	297	5,285	7,273	1,913	38	25	21	67
	{ Female ...	11	1	...	...	...	...	...	...	...
Vernacular	{ Male ...	...	717	4,310	23,882	2,905	363	2	446	794
	{ Female ...	...	39	108	324	6	13	...	6	36
<i>For Girls.</i>										
High Schools	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	22	17	2	...	...	...	2	...	...
Middle Schools—										
English	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	140	140	20	17	...	...	3	...	1
Vernacular	{ Male ...	...	...	...	...	...	...	...	...	...
	{ Female ...	...	567	394	703	141	...	...	8	1
Total	...	419	1,842	12,228	33,592	5,359	448	53	481	907

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed, for the official year 1914-15. — (Contd.)

1	2	3	Hindus.		6	7	8	9	10			
			Brah- mans.	Non- Brah- mans.								
SCHOOL EDUCATION—GENERAL.— (Concl'd.)												
PRIMARY SCHOOLS.												
For Boys.												
Upper	...	...	Male ...	365	882	18,704	148,782	20,065	764	33	13,684	10,219
			Female ...	109	88	1,373	8,613	438	16	...	1,002	767
Lower	...	...	Male ...	...	264	1,778	31,182	3,032	108	2	5,576	2,292
			Female ...	...	25	203	1,101	101	...	...	249	69
For Girls.												
Upper	...	...	Male ...	161	57	3	4	2	...	6	...	4
			Female ...	430	704	2,571	7,273	1,394	61	25	230	264
Lower	...	...	Male ...	...	1	4	6	...	...	...	...	
			Female ...	...	107	734	2,304	1,095	30	75	26	56
Total		...	1,065	2,128	25,370	199,265	26,127	979	141	20,767	13,671	
SCHOOL EDUCATION—SPECIAL.												
SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools	...	...	Male ..	...	10	166	311	79	...	...	6	1
			Female ...	...	5	10	38	1	...	...	...	...
School of Arts	...	...	Male ...	...	...	...	...	...	...	...	...	
			Female ...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	Male ...	...	...	...	...	...	...	...	...	
			Female ...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	Male ...	...	...	...	...	...	...	...	...	
			Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	Male ...	4	...	5	2	3	...	...	...	
			Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	Male ...	...	261	13	18	4	...	...	...	
			Female ...	...	72	...	...	...	...	...	...	...
Other Schools—Reformatory	...	...	Male ...	...	2	1	24	8	...	...	6	11
			Female ...	...	...	...	...	...	...	...	...	...
Deaf and Dumb Schools	...	...	Male ...	...	...	9	7	1	...	...	...	
			Female ...	...	...	1	1	...	...	1	...	...
Total		...	4	350	205	401	96	...	1	12	12	
Total of Colleges and Schools of Public Instruction.			1,510	4,334	38,682	2,33,489	31,647	1,427	203	21,260	14,591	



EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1914-15.—(Concl'd.)

1	2	3	Hindus.		6	7	8	9	10
			Brahmans.	Non-Brahmans.					
<b>SCHOOL EDUCATION—SPECIAL.—</b>									
<i>(Concl'd.)</i>									
<b>PRIVATE INSTITUTIONS.</b>									
<b>1. Advanced Teaching—</b>									
(a) Arabic or Persian	Male	...	...	...	111	...	63	...	...
	Female	...	...	...	34	...	9	...	...
(b) Sanskrit	Male	...	...	222	6	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(c) Any other Oriental classes	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
<b>2. Elementary Teaching—A Vernacular only or mainly.—</b>									
For Boys	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
<b>3. Elementary Teaching—the Koran only.—</b>									
For Boys	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	78	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
<b>Other Schools not conforming to Departmental Standards.</b>									
For Boys	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
<b>Total of Private Institutions</b>									
	...	...	222	6	223	...	72	...	...
<b>GRAND TOTAL</b>									
	1,510	4,334	38,904	2,33,495	31,870	1,427	275	21,260	14,591

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T A B L E S.

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EDUCATION.—GENE

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.		Public								
		Under Public								
		Managed by Government.								
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Eudowments and other sources.	Total.		
1	2	3	4	5	6	7	8			
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
<b>COLLEGIATE EDUCATION.</b>										
ARTS COLLEGES.										
COLLEGIATE EDUCATION.	English	75,722	...	...	18,363	...	94,085			
	Oriental	...	...	...	...	...	...			
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law	...	...	...	...	...	...			
	Medicine	...	...	...	...	...	...			
	Engineering	...	...	...	...	...	...			
	Teaching	42,177	...	...	...	...	42,177			
Agriculture	...	...	...	...	...	...				
Total		1,17,899	...	...	18,363	...	1,36,262			
<b>SCHOOL EDUCATION, GENERAL.</b>										
SECONDARY SCHOOLS.										
SCHOOL EDUCATION, GENERAL.	For Boys	High Schools	63,501	...	...	77,760	226	682	1,42,169	
		Middle Schools	89,794	50	...	63,856	708	465	1,54,873	
	For Girls	High Schools	English	14,090	...	...	370	...	...	14,460
			Vernacular	...	...	...	...	...	...	...
		Middle Schools	English	5,455	...	...	87	...	...	5,542
			Vernacular	6,591	...	18	...	12	...	6,621
Total		1,79,431	50	18	1,42,073	946	1,147	3,23,665		
PRIMARY SCHOOLS.										
SCHOOL EDUCATION, GENERAL.	For Boys	Upper	6,734	...	...	359	...	330	7,423	
		Lower	722	...	...	...	...	...	722	
	For Girls	Upper	67,760	...	37	...	99	3	67,899	
		Lower	18,309	...	...	...	...	...	18,309	
Total		93,525	...	37	359	99	333	94,353		
<b>SCHOOL EDUCATION, SPECIAL.</b>										
SCHOOLS FOR SPECIAL INSTRUCTION.										
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters	82,556	...	...	...	...	62	82,618		
	Training Schools for Mistresses	21,845	...	...	...	...	...	21,845		
	School of Arts	...	...	...	...	...	...	...		
	Law Schools	...	...	...	...	...	...	...		
	Medical Schools	...	...	...	...	...	...	...		
	Engineering and Surveying Schools	24,510	...	...	...	...	...	24,510		
	Industrial Schools	...	...	...	...	...	...	...		
	Commercial Schools	...	...	...	...	...	...	...		
	Agricultural Schools	...	...	...	...	...	...	...		
	Other Schools—Reformatory	16,157	...	...	...	...	...	16,157		
Deaf and Dumb Schools	...	...	...	...	...	...	...			
Total		1,45,068	...	...	...	...	62	1,45,130		
Buildings	4,461	...	...	...	...	...	4,461			
Furniture and apparatus (special grants only)	14,572	...	...	454	446	...	15,472			
Total		19,033	...	...	454	446	...	19,933		
University	...	...	...	...	...	...	...			
Direction	...	...	...	...	...	...	...			
Inspection	...	...	...	...	...	...	...			
SCHOLARSHIPS HELD IN	Arts Colleges	...	...	...	...	...	...			
	Medical Colleges	...	...	...	...	...	...			
	Professional Colleges	...	...	...	...	...	...			
	Secondary Schools	...	...	...	...	...	...			
	Primary Schools	...	...	...	...	...	...			
	Medical Schools	...	...	...	...	...	...			
	Technical and Industrial Schools	...	...	...	...	...	...			
Other special schools...	...	...	...	...	...	...				
Miscellaneous	...	...	...	...	...	...				
Total		...	...	...	...	...	...			
<b>TOTAL EXPENDITURE ON PUBLIC INSTRUCTION</b>		5,54,956	50	55	1,61,249	1,491	1,542	7,19,343		

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school managed by the Government or by District or Municipal Board exceeds the expenditure income from fees or other private sources alone exceeds expenditure, the excess should be proportionately deducted from the sub-Revenues and from Local and Municipal

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-Revenues and from Local and Municipal

IV.—In calculating the expenditure under Provincial Revenues or any other Fund, all payments or contribution from fees

V.—The expenditure under 'University,' 'Direction,' 'Inspection,' 'Scholarships' and Miscellaneous should be shown only

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 16, 17 and 18 should be included in columns 38 and 39 and not in columns 34, 35

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in



EDUCATION—GENE

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.		Public							
		Under Private							
		Aided by Government or by District or Municipal Boards.							
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
1		23	24	25	26	27	28	29	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
<b>ARTS COLLEGES.</b>									
COLLEGIATE EDUCATION.	English ... ..	33,536	...	...	41,408	...	22,365	97,309	
	Oriental... ..	...	...	...	...	...	..	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
	Law ... ..	4,000	...	...	9,856	...	...	13,856	
	Medicine ... ..	...	...	...	...	...	...	...	
	Engineering ... ..	...	...	...	...	...	...	...	
	Teaching ... ..	...	...	...	...	...	...	...	
Agriculture ... ..	...	...	...	...	...	...	...		
Total		37,536	...	...	51,264	...	22,365	1,11,165	
<b>SECONDARY SCHOOLS.</b>									
SCHOOL EDUCATION, GENERAL.	For Boys	High Schools ...	47,571	...	600	59,318	6,394	15,203	1,29,086
		Middle Schools ... { English Vernacular	63,510	...	1,540	58,722	2,496	49,665	1,75,933
	For Girls	High Schools ...	4,774	...	...	427	...	12,208	17,409
		Middle Schools ... { English Vernacular	5,674	...	...	1,475	2,173	1,758	11,080
			12,031	...	...	6,140	2,870	7,048	28,689
			4,204	...	602	188	...	12,228	17,222
	Total		1,37,764	...	2,742	1,26,270	13,933	98,710	3,79,419
	<b>PRIMARY SCHOOLS.</b>								
	For Boys	Upper ... ..	30,240	1,826	10,795	17,969	7,086	42,396	1,10,312
		Lower ... ..	1,494	7,052	216	3,815	30	2,777	15,384
For Girls		Upper ... ..	23,739	144	2,407	11,680	964	32,804	71,738
		Lower ... ..	1,309	...	100	...	704	2,127	4,240
Total		56,782	9,022	13,518	33,464	8,784	80,104	2,01,674	
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>									
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters ...	...	...	...	...	...	...	...	
	Training Schools for Mistresses ...	...	...	...	...	...	...	...	
	Schools of Arts ... ..	...	...	...	...	...	...	...	
	Law Schools ... ..	...	...	...	...	...	...	...	
	Medical Schools ... ..	...	...	...	...	...	...	...	
	Engineering and Surveying Schools ...	...	...	...	...	...	...	...	
	Industrial Schools ... ..	...	...	1,400	...	...	7,140	23,815	
	Commercial Schools ... ..	...	...	...	...	...	...	...	
	Agricultural Schools ... ..	...	...	...	...	...	...	...	
	Other Schools—Reformatory ... ..	...	...	...	...	...	...	...	
Deaf and Dumb Schools ... ..	750	...	...	260	...	2,019	3,029		
Total		16,025	...	1,400	260	...	9,159	26,844	
Buildings ... ..	83,336	...	...	...	427	1,42,837	2,26,600		
Furniture and apparatus (special grants only) ...	6,522	...	...	475	1,492	4,733	13,222		
Total		89,858	...	...	475	1,919	1,47,570	2,39,822	
University Direction ... ..	...	...	...	...	...	...	...		
Inspection ... ..	...	...	...	...	...	...	...		
SCHOLARSHIPS HELD IN	Arts Colleges ... ..	...	...	...	...	...	...	...	
	Medical Colleges ... ..	...	...	...	...	...	...	...	
	Professional Colleges ... ..	...	...	...	...	...	...	...	
	Secondary Schools ... ..	...	...	...	...	...	...	...	
	Primary Schools ... ..	...	...	...	...	...	...	...	
	Medical Schools ... ..	...	...	...	...	...	+	...	
	Technical and Industrial Schools ... ..	...	...	...	...	...	...	...	
Other Special Schools ... ..	...	...	...	...	...	...	...		
Miscellaneous ... ..	...	...	...	...	...	...	...		
Total		...	...	...	...	...	...	...	
<b>TOTAL EXPENDITURE ON PUBLIC INSTRUCTION</b>		3,37,965	9,022	17,660	2,11,733	24,636	3,57,908	9,58,924	

RAL TABLE IV.

Provinces and Berar for the official year 1914-15.—(Concl'd.)

Institutions.				Total Expenditure from							Remarks.
Management.				Provincial Revenues.	District Funds.	Municipal Funds.	Fees..	All other sources.		Grand Total.	
Unaided.								Private.	Public.		
Fees.	Subscriptions.	Endowments and other sources.	Total.								
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs..	Rs.	Rs.	Rs.	
...	...	...	...	1,09,258	...	...	59,777	22,365	...	1,91,594	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,000	...	...	9,845	...	...	13,856	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	42,177	...	...	...	...	...	42,177	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,55,435	...	...	69,627	22,365	...	2,47,427	
...	...	...	...	...	...	...	...	...	...	...	
...	1,182	3,727	4,909	1,11,072	..	17,279	1,37,078	27,414	...	2,92,843	
17,859	7,631	20,433	45,923	1,53,304	15,417	97,765	1,40,433	81,398	...	4,88,321	
4	...	1,761	1,765	18,864	1,95,880	22,503	8601	13,969	...	2,52,017	
123	265	...	388	5,674	...	...	1,5598	4,106	...	11,468	
...	...	...	...	17,486	...	...	6,2227	10,518	...	34,231	
...	260	...	260	10,795	...	620	1188	12,500	...	24,103	
17,986	9,338	25,921	53,245	3,17,195	2,11,297	1,38,167	2,86,329	1,49,995	...	11,02,983	
...	...	...	...	...	...	...	...	...	...	...	
2,737	9,649	8,480	20,866	36,974	8,07,052	1,69,214	21,0665	67,941	...	11,02,246	
4,794	3,740	6,548	15,082	2,216	1,43,203	6,130	8,6009	13,095	...	1,73,253	
...	...	507	507	91,499	390	2,444	11,6680	34,377	...	1,40,390	
56	2,954	2,421	5,431	19,618	...	300	556	8,206	...	28,180	
7,587	16,343	17,956	41,886	1,50,307	9,50,645	1,78,088	41,4110	1,23,619	...	14,44,069	
...	...	...	...	82,556	...	...	...	62	...	82,618	
...	...	...	...	21,845	...	...	...	...	...	21,845	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	24,510	...	...	...	...	...	24,510	
...	...	1,620	1,620	15,275	...	1400	...	8,760	...	25,435	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	16,157	...	...	...	...	...	16,157	
...	...	...	...	750	...	...	2660	2,019	...	3,029	
...	...	1,620	1,620	1,61,093	...	1,400	2660	10,841	...	1,73,594	
...	12,459	4,651	17,110	87,797*	3,18,942	79,556	...	1,81,863	...	6,68,158	
...	1,020	1,153	2,173	21,094	27,267	7,211	9229	8,844	...	65,345	
...	13,479	5,804	19,283	1,08,891	3,46,209	86,767	9229	1,90,707	...	7,33,503	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	77,342	...	...	...	...	...	77,342	
...	...	...	...	2,51,415	5,804	...	...	...	...	2,57,219	
...	...	...	...	11,004	...	...	...	1,225	...	12,229	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	5,327	...	...	...	...	...	5,327	
...	...	...	...	51,388	455	3,263	...	2,556	...	57,662	
...	...	...	...	2,856	...	...	...	15	...	2,871	
...	...	...	...	904	...	...	...	...	...	904	
...	...	...	...	1,055	...	...	...	280	...	1,335	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,08,977	27,376	19,040	73,5550	59,481	...	1,2,88,424	
...	...	...	...	5,10,268	33,635	22,303	73,5550	63,557	...	7,03,313	
25,573	39,160	51,301	1,16,034	14,03,189	15,41,786	4,26,725	4,72,1095	5,61,084	...	44,04,889	

Figures for Native States have been excluded from this year. For figures of last year see Appendix B.

\* Excludes Rs. 4,25,052 on account of special grants spent through the Public Works and Agriculture Departments.

† Includes Rs. 1,77,058, on account of hostel expenditure.

EDUCATION—GENE

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools,	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage.			Middle Stage.				
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage).				
			1			2				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.		
<b>SECONDARY SCHOOLS—</b>										
For Boys ...	Departmental ...	{ English ...	600	7,668	1,976	...	1,976	5,692	...	5,692
		{ Vernacular ...	55	536	...	...	...	91	...	91
	District Fund ...	{ English ...	88	552	...	...	...	552	...	552
		{ Vernacular ...	1722	28,492	...	...	...	4,671	4	4,675
	Municipal ...	{ English ...	400	4,371	298	...	298	4,073	...	4,073
		{ Vernacular ...	144	3,084	...	...	...	462	...	462
	Native States ...	{ English ...	...	...	...	...	...	...	...	...
		{ Vernacular ...	...	...	...	...	...	...	...	...
	Aided ...	{ English ...	448	4,861	1,772	3	1,775	3,074	12	3,086
		{ Vernacular ...	115	1,741	...	...	...	274	5	279
Unaided ...	{ English ...	335	1,743	23	...	23	1,720	...	1,720	
	{ Vernacular ...	2	103	...	...	...	14	...	14	
Total ...		3999	53,151	4,069	3	4,072	20,623	21	20,644	
For Girls ...	Departmental ...	{ English ...	2	30	...	...	...	...	30	30
		{ Vernacular ...	8	866	...	...	...	...	61	61
	District Fund ...	{ English ...	...	...	...	...	...	...	...	...
		{ Vernacular ...	...	...	...	...	...	...	...	...
	Municipal ...	{ English ...	...	...	...	...	...	...	...	...
		{ Vernacular ...	...	...	...	...	...	...	...	...
	Native States ...	{ English ...	...	...	...	...	...	...	...	...
		{ Vernacular ...	...	...	...	...	...	...	...	...
	Aided ...	{ English ...	115	326	...	35	35	...	275	275
		{ Vernacular ...	113	911	...	...	...	...	158	158
Unaided ...	{ English ...	1	8	...	8	8	...	...	...	
	{ Vernacular ...	1	37	...	...	...	...	2	2	
Total ...		440	2,178	...	43	43	...	526	526	
TOTAL SECONDARY SCHOOLS.		4339	55,329	4,069	46	4,115	20,623	547	21,170	
<b>PRIMARY SCHOOLS—</b>										
For Boys...	Departmental ...	111	1,188	...	...	...	...	...	...	
	District Fund ...	2,9770	219,073	...	...	...	...	...	...	
	Municipal ...	1668	25,825	...	...	...	...	...	...	
	Native States ...	...	...	...	...	...	...	...	...	
	Aided ...	3336	15,469	...	...	...	13	...	13	
	Unaided ...	2442	10,331	...	...	...	12	...	12	
Total ...		3,7227	271,886	...	...	...	25	...	25	
For Girls...	Departmental ...	2009	12,279	...	...	...	...	...	...	
	District Fund ...	1	32	...	...	...	...	...	...	
	Municipal ...	...	...	...	...	...	...	...	...	
	Native States ...	...	...	...	...	...	...	...	...	
	Aided ...	772	3,999	...	...	...	...	...	...	
	Unaided ...	336	1,317	...	...	...	...	...	...	
Total ...		3118	17,627	...	...	...	...	...	...	
TOTAL PRIMARY SCHOOLS		4,0445	289,513	...	...	...	25	...	25	
GRAND TOTAL		4,4884	344,842	4,069	46	4,115	20,648	547	21,195	

NOTE.—The number of girls shown in this table should correspond with the Mixed Schools should be entered as boys' schools or girls

RAL TABLE V.

Education in the Central Provinces and Berar at the end of the official year 1914-15.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	7,668	...	7,668
85	...	85	294	...	294	66	...	66	536	...	536
...	...	...	...	...	...	...	...	...	552	...	552
3,768	19	3,787	13,846	188	14,034	5,700	296	5,996	27,985	507	28,492
...	...	...	...	...	...	...	...	...	4,371	...	4,371
435	...	435	1,544	...	1,544	642	1	643	3,083	1	3,084
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	4,846	15	4,861
192	2	194	751	8	759	500	9	509	1,717	24	1,741
...	...	...	...	...	...	...	...	...	1,743	...	1,743
10	...	10	20	...	20	59	...	59	103	...	103
4,490	21	4,511	16,455	196	16,651	6,967	306	7,273	52,604	547	53,151
...	...	...	...	...	...	...	...	...	...	30	30
...	95	95	...	471	471	...	238	238	...	866	866
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	3	3	...	11	11	...	2	2	...	326	326
...	89	89	...	334	334	...	330	330	...	911	911
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	...	16	16	...	15	15	...	8	8
...	...	...	...	...	...	...	...	...	...	37	37
...	192	192	...	832	832	...	585	585	...	2,178	2,178
4,490	213	4,703	16,455	1,028	17,483	6,967	891	7,858	52,604	2,725	55,329
123	...	123	649	...	649	416	...	416	1,188	...	1,188
24,421	562	25,053	121,719	5,906	1,27,625	59,780	16,615	66,395	2,05,990	13,083	219,073
4,163	4	4,167	15,699	31	15,730	5,861	67	5,928	25,723	102	25,825
...	...	...	...	...	...	...	...	...	...	...	...
1,460	43	1,503	9,127	183	9,310	4,444	199	4,643	15,044	425	15,469
520	22	542	5,063	245	5,308	4,192	277	4,469	9,787	544	10,331
39,757	631	31,388	152,257	6,365	158,622	74,693	7,158	81,851	257,732	14,154	271,886
...	740	740	...	6,570	6,570	...	4,969	4,969	...	12,279	12,279
...	1	1	...	14	14	...	17	17	...	32	32
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
24	353	377	158	1,816	1,974	65	1,583	1,648	247	3,752	3,999
...	9	9	...	496	496	1	811	812	1	1,316	1,317
24	1,103	1,127	153	8,895	9,054	65	7,380	7,446	248	17,379	17,627
30,781	1,734	32,515	152,415	15,261	167,676	74,759	14,538	89,297	257,980	31,533	289,513
35,271	1,947	37,218	168,870	16,289	185,159	81,726	15,429	97,155	310,584	34,258	344,842

number returned under Primary and Secondary Schools in General Forms I and III. schools, according as the number of boys or of girls is greater.



Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
<b>ARTS COLLEGES.</b>									
1. Master of Arts ...	...	2	...	2	...	5	...	...	5
{ Final	...	...	...	...	...	...	...	...	...
{ Previous	...	1	...	1	...	11	...	...	11
2. Bachelor of Arts	1	2	...	3	41	74	...	...	115
3. B. Sc.	2	...	...	2	8	17	...	...	25
{ First B. A.	...	...	...	...	...	...	...	...	...
{ First B. Sc.	...	...	...	...	...	...	...	...	...
{ First Arts	1	2	...	3	86	182	...	...	268
{ Previous Examination	...	...	...	...	...	...	...	...	...
<b>ORIENTAL COLLEGES.</b>									
1. Master of Oriental learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...
Do. Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
Do. do. Arabic	...	...	...	...	...	...	...	...	...
Do. do. Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...
Do. Persian	...	...	...	...	...	...	...	...	...
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>									
<b>LAW.</b>									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law. { Final	...	1	...	1	...	76	...	...	76
{ Previous	...	1	...	1	...	98	...	...	98
<b>MEDICINE.</b>									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery	...	...	...	...	...	...	...	...	...
4. { First M. B.	...	...	...	...	...	...	...	...	...
{ First L. M.	...	...	...	...	...	...	...	...	...
5. { First M. B.	...	...	...	...	...	...	...	...	...
{ First L. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...



EDUCATION—GENE

Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
<b>COLLEGES FOR PROFESSIONAL TRAINING.—(Concl'd.)</b>									
<b>ENGINEERING.</b>									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
<b>TEACHING.</b>									
1. Licentiating in Teaching	1	...	...	1	8	...	...	...	8
<b>SCHOOLS FOR GENERAL EDUCATION.</b>									
Matriculation	{ Boys ... 17	{ 17	{ 1	{ 35	{ 636	{ 348	{ 4	{ 49	{ 1,037
	{ Girls ...	{ 6	{ 1	{ 7	{ ..	{ 16	{ 1	{ ..	{ 17
School leaving certificate.	{ Boys ... 17	{ 13	{ 1	{ 31	{ 504	{ 252	{ 4	{ ..	{ 760
	{ Girls ...	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..
Upper Secondary Examination.	{ Boys ...	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..
	{ Girls ...	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..
Middle School Examination for European Schools.	{ Boys ...	{ 4	{ ..	{ 4	{ ..	{ 27	{ ..	{ ..	{ 27
	{ Girls ...	{ 5	{ ..	{ 5	{ ..	{ 27	{ ..	{ ..	{ 27
High School Scholarship Examination.	{ Boys ...	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..
	{ Girls ...	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..	{ ..
Primary Examination	{ Boys ... 2,560	{ 129	{ 55	{ 2,744	{ 26,483	{ 1,092	{ 333	{ 28	{ 27,936
	{ Girls ... 131	{ 48	{ 1	{ 180	{ 877	{ 200	{ 5	{ 1	{ 1,083
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>									
1. Training School Examination for Masters.	{ Upper ... 1	{ ..	{ ..	{ 1	{ 23	{ ..	{ ..	{ ..	{ 23
	{ Lower ... 23	{ 6	{ 1	{ 30	{ 487	{ 19	{ 6	{ 137	{ 649
2. Training School Examination for Mistresses.	{ Upper ... 1	{ ..	{ ..	{ 1	{ 3	{ ..	{ ..	{ 3	{ 6
	{ Lower ... 3	{ 4	{ ..	{ 7	{ 22	{ 18	{ ..	{ 14	{ 54
3. School of Art Examination.	{ Boys ... 100	{ 16	{ 3	{ 119	{ 2,672	{ 587	{ 21	{ 132	{ 3,412
	{ Girls ... 1	{ 3	{ ..	{ 4	{ 15	{ 34	{ ..	{ 5	{ 54
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination	...	1	...	1	...	19	...	...	19
7. Veterinary Examination	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture	...	...	...	...	...	...	...	...	...

NOTE.—Any other special examination, such as the "Intermediate"  
(a) Includes the University School Final Examination.

RAL TABLE VI.

Central Provinces and Berar during the official year 1914-15.—(Concl'd.)

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadians.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	23	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	8	...	...	6	2	...	...	...	...	...
288	129	2	4	423	11	7	251	110	41	3	..	..	...
...	7	...	...	7	7	...	...	...	...	...	...	...	...
79	53	1	133	...	1	76	38	18	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	15	...	...	15	15	...	...	...	...	...	...	...	...
...	14	...	...	14	12	...	...	...	...	...	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
17,093	791	204	26	18,114	9	120	2,819	12,513	1,522	136	44	951	...
630	112	5	...	747	3	78	108	468	53	2	...	35	...
23	...	...	...	23	...	...	19	4	...	...	...	...	...
327	4	1	41	373	...	15	107	205	43	...	2	...	...
3	...	...	3	6	...	2	...	4	...	...	...	...	...
15	10	...	7	32	...	13	17	2	...	...	...	...	...
1,608	357	9	78	2,052	...	33	838	937	219	8	11	6	...
8	16	...	2	26	...	10	10	6	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	18	...	...	18	...	...	10	8	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

NOTE.—No figures against High and Middle School Examinations for Natives have been entered as under the present system these examinations are mere tests for the award of scholarships. No results of passes are published and no certificates awarded.

or other examinations of the Punjab University may be added to this list.

EDUCATION—GENERAL

Return showing the Distribution of District Fund and Municipal Expenditure

Objects of Expenditure.		Expenditure of District Board						
		In Institutions managed by						
		Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.	
1	2	3	4	5	6	7		
<b>ARTS COLLEGES.</b>						Rs.	Rs.	
Collegiate Education.	English ...	...	..	...	...	...	...	
	Oriental ...	...	..	...	...	...	...	
	<b>COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.</b>							
	Law ...	...	...	...	...	...	...	
	Medicine ...	...	...	...	...	...	...	
	Engineering ...	...	...	...	...	...	...	
	Teaching ...	...	...	...	...	...	...	
Agriculture ...	...	...	...	...	...	...		
Total ...		...	...	...	...	...	...	
<b>SECONDARY SCHOOLS.</b>								
School Education, General.	For Boys. {	High Schools ...	...	...	...	...	...	
		Middle Schools. { English ... Vernacular ...	8 172	552 28,492	607 28,238	500 21,919	...	15,367 1,95,880
	For Girls. {	High Schools ...	...	...	...	...	...	...
		Middle Schools. { English ... Vernacular ...	...	...	...	...	...	...
	Total ...		180	29,044	28,845	22,419	...	2,11,247
	<b>PRIMARY SCHOOLS.</b>							
School Education, General.	For Boys {	Upper ...	2,283	1,84,592	1,81,759	1,33,851	...	8,05,226
		Lower ...	687	34,481	33,792	25,857	...	1,36,151
	For Girls. {	Upper ...	1	32	30	15	...	246
		Lower ...	...	...	...	...	...	...
Total ...		2,971	2,19,105	2,15,581	1,59,723	...	9,41,623	
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>								
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...	
	Training Schools for Mistresses ...	...	...	...	...	...	...	
	Schools of Arts ...	...	...	...	...	...	...	
	Law Schools ...	...	...	...	...	...	...	
	Medical Schools ...	...	...	...	...	...	...	
	Engineering and Surveying Schools ...	...	...	...	...	...	...	
	Industrial Schools ...	...	...	...	...	...	...	
	Commercial Schools ...	...	...	...	...	...	...	
	Agricultural Schools ...	...	...	...	...	...	...	
	Other Schools—Reformatory ...	...	...	...	...	...	...	
Total ...		...	...	...	...	...	...	
Buildings ...	...	...	...	...	...	...	3,18,942	
Furniture and apparatus (special grants only) ...	...	...	...	...	...	...	27,267	
Total ...		...	...	...	...	...	3,46,209	
Inspection ...	...	...	...	...	...	...	5,804	
Scholarships held in	Arts Colleges ...	...	...	...	...	...	...	
	Medical Colleges ...	...	...	...	...	...	...	
	Professional Colleges ...	...	...	...	...	...	...	
	Secondary Schools ...	...	...	...	...	...	455	
	Primary Schools ...	...	...	...	...	...	...	
	Medical Schools ...	...	...	...	...	...	...	
Technical and Industrial Schools ...	...	...	...	...	...	...		
Other Special Schools... ..	...	...	...	...	...	...		
Miscellaneous ...	...	...	...	...	...	...	27,376	
Total ...		...	...	...	...	...	33,635	
<b>GRAND TOTAL</b> ..		3,151	2,48,149	2,44,426	1,82,142	...	15,32,714	

I.—The sum of the expenditure in columns 12 and 27 should agree with II.—The sum of the expenditure in columns 16 and 31 should agree with III.—The expenditure under Inspection, Scholarships and Miscellaneous



EDUCATION—GENE

Return showing the Distribution of District Fund and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Municipal Boards							
		In Institutions managed by							
		Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.		
I	17	18	19	20	21	22			
<b>ARTS COLLEGES.</b>						Rs.	Rs.		
Collegiate Education.	English ... ..	...	...	...	...	...	...		
	Oriental ... ..	...	...	...	...	...	...		
	<b>COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.</b>								
	Law ... ..	...	...	...	...	...	...		
	Medicine ... ..	...	...	...	...	...	...		
	Engineering ... ..	...	...	...	...	...	...		
	Teaching ... ..	...	...	...	...	...	...		
Agriculture ... ..	...	...	...	...	...	...			
Total ... ..		...	...	...	...	...	...		
<b>SECONDARY SCHOOLS.</b>									
School Education, General.	For Boys. {	High Schools ... ..	4	298	262	227	...	16,679	
		Middle { English	36	4,073	4,430	3,681	...	96,225	
		Schools. { Vernacular	14	3,084	2,973	2,388	...	22,503	
	For Girls. {	High Schools ... ..	...	...	...	...	...	...	
		Middle { English	...	...	...	...	...	...	
		Schools. { Vernacular	...	...	...	...	...	...	
	Total ... ..		54	7,455	7,665	6,296	...	1,35,407	
	<b>PRIMARY SCHOOLS.</b>								
	School Education, General.	For Boys. {	Upper ... ..	15	24,358	24,119	19,324	...	1,58,419
			Lower ... ..	17	1,467	1,439	1,200	...	5,914
For Girls. {		Upper ... ..	...	...	...	...	...	...	
		Lower ... ..	...	...	...	...	...	200	
Total ... ..		168	25,825	25,558	20,524	...	1,64,533		
<b>SCHOOLS FOR SPECIAL INSTRUCTION.</b>									
School Education, Special.	Training Schools for Masters ... ..	...	...	...	...	...	...		
	Training Schools for Mistresses ... ..	...	...	...	...	...	...		
	Schools of Arts ... ..	...	...	...	...	...	...		
	Law Schools ... ..	...	...	...	...	...	...		
	Medical Schools ... ..	...	...	...	...	...	...		
	Engineering and Surveying Schools ... ..	...	...	...	...	...	...		
	Industrial Schools ... ..	...	...	...	...	...	...		
	Commercial Schools ... ..	...	...	...	...	...	...		
	Agricultural Schools ... ..	...	...	...	...	...	...		
	Other Schools—Reformatory ... ..	...	...	...	...	...	...		
Total ... ..		...	...	...	...	...	...		
Buildings ... ..	...	...	...	...	...	...	79,556		
Furniture and apparatus (special grants only) ... ..	...	...	...	...	...	...	7,211		
Total ... ..		...	...	...	...	...	86,767		
Inspection ... ..	...	...	...	...	...	...	...		
Scholarships held in	Arts Colleges ... ..	...	...	...	...	...	...		
	Medical Colleges ... ..	...	...	...	...	...	...		
	Professional Colleges ... ..	...	...	...	...	...	...		
	Secondary Schools ... ..	...	...	...	...	...	3,263		
	Primary Schools ... ..	...	...	...	...	...	...		
	Medical Schools ... ..	...	...	...	...	...	...		
	Technical and Industrial Schools ... ..	...	...	...	...	...	...		
Other Special Schools ... ..	...	...	...	...	...	...			
Miscellaneous ... ..	...	...	...	...	...	...	19,040		
Total ... ..		...	...	...	...	...	22,303		
<b>GRAND TOTAL</b> ... ..		222	33,280	33,223	26,820	..	4,09,010		

I.—The sum of the expenditure in columns 22 and 27 should agree with expenditure  
 II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure  
 III.—The expenditure under Inspection, Scholarships and Miscellaneous should be shown





## EDUCATION—GENERAL TABLE VIII.—FOR BOYS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1914-15.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government ...	27	1,224	134	591	2	497	20,124	...	52	9,586	29,762	
2.—Managed by Local or Municipal Boards.	18	274	...	271	3	...	...	1,016	2,129	685	3,831	
3.—Aided by Government or by Local or Municipal Boards.	8	459	2	239	218	...	7,501	319	14,823	21,635	44,278	
4.—Unaided ...	27	802	175	507	120	...	...	150	13,131	19,300	32,581	
Total ...	80	2,759	311	1,608	343	497	27,625	1,485	30,135	51,207	1,10,452	

## EDUCATION—GENERAL TABLE VIII.—FOR GIRLS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1914-15.

Class of Hostels or Boardings-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government ...	4	71	...	29	...	42	11,781	...	...	143	11,924	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	5	298	...	86	212	...	10,964	...	11,217	17,374	39,555	
4.—Unaided ...	4	311	...	116	170	25	...	...	10,302	4,825	15,127	
Total ...	13	680	...	231	382	67	22,745	...	21,519	22,342	66,606	

NOTES I.—Return of the Boarding Establishments for females should be given separately.  
 II.—Boarding-houses maintained by Native States should not be included in the return.

GENERAL TABLE IX FOR 1914-15.

Number and qualifications of Teachers.

	In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Teachers of Vernacular.	Trained	169	1,893	300	94	18	41	476	64	27	1	...	...	...	...	...	...	...	...	...	3,083
	Untrained	293	4,531	541	721	424	17	524	52	147	12	...	...	...	...	...	...	...	...	...	7,262
	Total	462	6,424	841	815	442	58	1,000	116	174	13	..	...	...	...	...	...	...	...	...	...
Anglo-Vernacular teachers and teachers of classical languages.	Trained	...	...	..	...	...	106	7	39	26	2	48	...	1	13	1	...	...	...	...	243
	Untrained	...	...	...	...	...	173	27	163	146	99	71	...	24	95	4	18	...	...	30	850
	Total	...	...	...	...	...	279	34	202	172	101	119	...	25	108	5	*18	...	...	30	1,093
	Possessing a degree	..	...	...	...	...	3	1	5	15	5	75	...	9	62	4	18	...	...	29	226
	Possessing no degree	...	...	..	...	...	276	33	197	157	96	44	...	16	46	1	..	...	...	1	867
Total	...	...	...	...	..	279	34	202	172	101	119	...	25	108	5	18	...	...	30	...	1,093
European Schools...	Trained	...	...	...	19	...	...	...	17	...	...	...	...	3	...	...	...	...	...	...	39
	Untrained	...	...	...	51	...	...	...	18	...	...	...	...	11	...	...	...	...	...	...	80
	Total	...	...	...	70	...	...	...	35	...	...	...	...	14	...	...	...	...	...	...	119
	Possessing a degree	...	...	...	...	...	...	...	6	...	...	...	...	5	...	...	...	...	...	...	11
	Possessing no degree	...	...	...	70	...	...	...	29	...	...	...	...	9	...	...	...	...	...	...	108
Total	...	...	...	70	...	...	...	...	35	...	...	...	...	14	...	...	...	...	...	...	119
GRAND TOTAL	462	6,424	841	885	442	337	1,034	318	381	114	119	...	25	122	5	18	...	...	30	...	11,557

N. B.—Teachers in Training College and Special Schools have been excluded.  
\* Last year Training College teachers were included.

GENERAL TABLE X FOR THE YEAR 1914-15.

Classification by ages.

Ages.	Infants.		Primary.				Vernacular Middle.		Middle English.				High.			Arts Colleges affilia ted to Universities.						Total.
	A.	B.	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	VII.	1	2	3	4	5	6	
I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5	4,616	...	19	I	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,636
5 to 6	24,829	6,911	4,170	143	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,953
6 to 7	19,448	7,759	13,263	4,451	55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	44,976
7 to 8	16,190	735	20,911	9,816	1,363	31	...	...	I	...	...	...	...	...	...	...	...	...	...	...	...	49,047
8 to 9	7,476	589	16,344	11,408	5,353	1,021	...	...	15	I	...	...	...	...	...	...	...	...	...	...	...	42,207
9 to 10	4,500	312	12,714	11,776	8,821	4,240	20	3	146	18	3	...	...	...	...	...	...	...	...	...	...	42,553
10 to 11	2,094	212	7,610	8,562	9,026	7,513	320	32	630	155	19	...	...	...	...	...	...	...	...	...	...	36,173
11 to 12	729	162	3,809	5,937	8,127	7,047	400	70	1,050	459	107	10	...	...	...	...	...	...	...	...	...	27,907
12 to 13	383	43	1,398	3,348	5,796	6,159	487	240	1,267	785	322	89	6	...	...	...	...	...	...	...	...	20,323
13 to 14	33	...	716	1,480	3,205	4,485	636	382	944	913	638	240	27	4	...	...	...	...	...	...	...	13,703
14 to 15	22	...	126	907	1,760	3,073	544	378	671	733	821	474	205	21	I	...	...	...	...	...	...	9,736
15 to 16	6	...	37	243	885	1,668	448	384	330	518	696	647	408	184	12	I	...	...	...	...	...	6,467
16 to 17	...	...	15	37	377	908	262	319	164	247	411	487	459	305	126	12	...	...	...	...	...	4,129
17 to 18	...	...	4	24	233	426	124	278	55	123	209	264	323	311	210	68	4	...	...	...	...	2,656
18 to 19	...	...	5	7	82	140	76	184	26	51	104	122	175	223	264	70	68	2	...	...	...	1,599
19 to 20	...	...	8	4	63	102	18	80	5	17	32	43	79	112	228	73	97	52	11	...	...	1,024
Over 20	...	...	29	12	7	38	12	45	4	6	18	10	32	74	250	74	196	73	187	19	7	1,093
Total	80,326	16,723	81,178	58,156	45,153	36,851	3,347	2,395	5,308	4,026	3,380	2,386	1,714	1,234	1,091	298	365	127	198	19	7	344,282
GRAND TOTAL	97,049		221,338				5,742		15,100				4,039			1,014						

NOTE.—Figures for European and Special Schools have been excluded in this table.

EDUCATION—SUBSIDIARY TABLE II.—(FOR EUROPEANS ONLY.)

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1914-15.

1	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
2	3	4	5	6	7	8	9	10	11	12	13	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions... { For Males	...	43,122	34,607	...	77,729	6,048	70,798	1,551	42,830	1,21,227	1,98,956	
Institutions... { For Females	...	27,370	32,672	...	60,042	5,560	55,705	951	41,520	1,03,736	1,63,778	
Total	...	70,492	67,279	...	1,37,771	11,608	1,26,503	2,502	84,350	2,24,963	3,62,734	
(a) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	22'85	16'55	...	39'40	6'72	40'33	'58	12'97	60'60	100'00	
(b) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	100'00	...	100'00	...	...	...	...	...	100'00	
(c) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	19'43	18'55	...	37'98	3'20	34'87	0'69	23'26	62'02	100'00	
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions ... { Cost of Provincial Revenues.	...	95 9 11	24 6 7	...	43 9 8							
Aided Institutions ... { Cost of Municipal Funds ..	...	...	1 9 7	...	1 9 7							
Total	...	170 10 11	57 7 3	...	86 15 7							
Unaided Institutions	...	...	...	...	...							
Total	...	170 10 11	57 7 3	...	86 15 7							

EDUCATION—SUBSIDIARY TABLE III—(FOR EUROPEANS ONLY).

Return of European Schools and Scholars in the Central Provinces for the year 1914-15.

		Public Institutions.								Grand Total of Public Institutions.	Grand Total of scholars on 31st March.	Number of scholars on 31st March learning.			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
		Under private management.										English.	A classical language.	A vernacular language.			
		Aided by Government District Fund or Municipal Board.				Unaided.											
		Number of Institutions.	Number of scholars on rolls on the 31st March 1915.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March 1915.	Average number on rolls monthly during the year.	Average daily attendance.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
<b>COLLEGES.</b>																	
<b>SECONDARY SCHOOLS.</b>																	
School Education—General.	For Boys ...	High Schools ...	4	53	46	44	...	...	...	4	53	53	44	52	3	...	
		Middle " ...	4	212	207	198	...	...	...	4	212	212	176	212	12	...	
	For Girls ...	High Schools ...	4	23	23	20	...	...	...	4	23	23	23	...	...	...	
		Middle " ...	6	141	137	122	...	...	...	6	141	141	141	...	...	...	
	Total ...		18	429	413	384	...	...	...	18	429	429	384	264	15	...	
	<b>PRIMARY SCHOOLS.</b>																
For Boys ...		8	510	507	466	...	...	...	8	510	510	168	115	109	...		
For Girls ...		8	635	664	567	...	...	...	8	835	635	119	...	...	170		
Total ...		16	1,145	1,171	1,033	...	...	...	16	1,145	1,145	287	115	109	170		
<b>SCHOOL EDUCATION—SPECIAL.</b>																	
Industrial Schools ...		Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...		
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Total of Schools or Public Institutions.		34	1,574	1,584	1,417	...	...	...	34	1,574	1,574	671	379	124	170		

The Industrial Department is shown under Indian Schools as there are no European students in it.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1914-15.

Class of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
<b>COLLEGIATE EDUCATION.</b>									
<b>ARTS COLLEGES.</b>									
English ...	...	...	...	...	...	...	...	...	...
Oriental ...	...	...	...	...	...	...	...	...	...
<b>COLLEGES FOR PROFESSIONAL TRAINING.</b>									
Law ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...	...	...
Teaching ...	...	...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
<b>SCHOOL EDUCATION—GENERAL.</b>									
<b>SECONDARY SCHOOLS.</b>									
<i>For Boys.</i>									
High Schools ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ...	...	...	...	...	...	...	...	...	...
Vernacular...	...	...	...	...	...	...	...	...	...
<i>For Girls.</i>									
High Schools ...	...	...	...	...	...	...	...	...	...
Middle Schools—									
English ...	...	...	...	...	...	...	...	...	...
Vernacular...	...	...	...	...	...	...	...	...	...
Total ...	405	3	5	...	2	...	13	...	1

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1914-15.—(Contd.)

Class of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.			
			Brahmins.	Non-Brahmins.								
<b>SCHOOL EDUCATION—GENERAL.—</b> (Concl'd.)												
PRIMARY SCHOOLS.												
For Boys ...	...	...	Male ...	357	6	6	...	3	...	29	...	...
			Female ...	109	...	...	...	...	...	...	...	...
For Girls ...	...	...	Male ...	161	2	1	...	...	...	6	...	...
			Female ...	430	6	4	...	...	...	...	25	...
Total ...			...	1,057	14	11	...	3	...	60	...	...
<b>SCHOOL EDUCATION—SPECIAL.</b>												
SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Schools of Arts... ..	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Other Schools ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
Total ...			...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.				11,462	17	16	...	5	...	73	...	1
PRIVATE INSTITUTIONS.												
1. Advanced Teaching—												
(a) Arabic or Persian ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
(b) Sanskrit ...	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classics.	...	...	Male ...	...	...	...	...	...	...	...	...	...
			Female ...	...	...	...	...	...	...	...	...	...

\* Figures against the Industrial School are omitted in the totals as they are included in Middle Schools.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1914-15.—(Concl'd.)

Class of Institution.	Euro-peans and Eurasians.	Native Christians.	Hinduss.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
<b>SCHOOL EDUCATION—SPECIAL—</b>									
<i>(Concl'd.)</i>									
PRIVATE INSTITUTIONS.— <i>(Concl'd.)</i>									
2. Elementary Teaching—A Vernacular only or mainly—									
For Boys ...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
For Girls ...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only—									
For Boys ...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
For Girls ...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—									
For Boys ...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
For Girls ...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	...	...	...	...	...	...	...
GRAND TOTAL	1,462	17	16	...	5	...	73	...	1



EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1914-15.

Objects of Expenditure.	Public Institutions.										Total of expenditure from				
	Under Private Management.														
	Aided by the Government.					Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>COLLEGES:</b>															
<b>SECONDARY SCHOOLS, ENGLISH.</b>															
For Boys { High Schools	9,816	...	2,753	315	3,047	15,931	...	...	...	...	9,816	...	2,753	3,362	15,931
For Boys { Middle " "	14,298	...	8,608	456	3,829	27,191	...	...	...	...	14,298	...	8,608	4,285	27,191
For Girls { High Schools	4,982	...	1,043	245	1,758	8,028	...	...	...	...	4,982	...	1,043	2,003	8,028
For Girls { Middle " "	10,396	...	4,990	356	3,600	19,342	...	...	...	...	10,396	...	4,990	3,956	19,342
Total	39,492	...	17,394	1,372	12,234	70,492	...	...	...	...	39,492	...	17,394	13,606	70,492
<b>PRIMARY SCHOOLS.</b>															
For Boys	12,968	1,740	11,769	555	7,575	34,607	...	...	...	...	12,968	1,740	11,769	8,130	34,607
For Girls	15,616	134	10,916	264	5,742	32,672	...	...	...	...	15,616	134	10,916	6,006	32,672
Total	28,584	1,874	22,685	819	13,317	67,279	...	...	...	...	28,584	1,874	22,685	14,136	67,279
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in—	931	...	...	...	...	931	...	...	...	...	931	...	...	...	931
Colleges { Arts	5,107	...	...	...	...	5,107	...	...	...	...	5,107	...	...	...	5,107
Colleges { Professional	5,570	...	...	...	...	5,570	...	...	...	...	5,570	...	...	...	5,570
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Buildings	63,682	...	...	126	56,695	1,26,503	...	...	...	...	69,682	...	...	56,821	1,26,503
Furniture	1,000	...	...	66	1,436	2,502	...	...	...	...	1,000	...	...	1,502	2,502
Miscellaneous	22,418	...	39,009	...	22,923	84,350	...	...	...	...	22,418	...	39,009	22,923	84,350
Total	1,04,708	...	39,009	192	81,054	2,24,963	...	...	...	...	1,04,708	...	39,009	81,246	2,24,963
<b>Total expenditure on European Institutions</b>	<b>1,72,784</b>	<b>1,874</b>	<b>79,088</b>	<b>2,383</b>	<b>1,06,605</b>	<b>3,62,734</b>	...	...	...	...	<b>1,72,784</b>	<b>1,874</b>	<b>79,088</b>	<b>1,08,988</b>	<b>3,62,734</b>

EDUCATION—SUBSIDIARY TABLE V.—(FOR EUROPEANS ONLY.)

Return of the stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1914-15.

Class or school.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.			Remarks.		
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.											
			1			2			3			4			5								
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
<b>SECONDARY SCHOOLS.</b>																							
For Boys	{	Aided	{	English ...	8	265	50	3	53	200	12	212	...	...	...	...	...	...	...	250	15	265	
		Unaided		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total		...	8	265	50	3	53	200	12	212	...	...	...	...	...	...	...	250	15	265	
For Girls	{	Aided	{	English ..	10	164	...	23	23	...	141	141	...	...	...	...	...	...	...	...	...	164	164
		Unaided		Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total		...	10	164	...	23	23	...	141	141	...	...	...	...	...	...	...	...	164	164	
Total Secondary Schools		...	18	429	50	26	76	200	153	353	...	...	...	...	...	...	...	...	...	250	179	429	
<b>PRIMARY SCHOOLS.</b>																							
For Boys	{	Aided	...	8	510	...	...	...	...	173	34	207	202	64	266	26	11	37	401	109	510		
		Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total	...	8	510	...	...	...	...	173	34	207	202	64	266	26	11	37	401	109	510		
For Girls	{	Aided	...	8	635	...	...	...	...	21	139	160	121	285	406	28	41	69	170	465	635		
		Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Total	...	8	635	...	...	...	...	21	139	160	121	285	406	28	41	69	170	465	635		
Total Primary Schools		...	16	1,145	...	...	...	...	...	194	173	367	323	349	672	54	52	106	571	574	1,145		
GRAND TOTAL		...	34	1,574	50	26	76	200	153	353	194	173	367	323	349	672	54	52	106	821	753	1,574	

Notes.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' Schools or Girls' Schools, according to the number of boys or of girls is greater.

GOVERNMENT OF INDIA TABLE X.—(FOR EUROPEAN SCHOOLS.)

*Classification of pupils by age for the year 1914-15.*

Ages.	Primary.					Middle Stage.			High Stage.		Total.
	Lower Primary.			Upper Primary.		V.	VI.	VII.	VIII.	IX.	
	Infants or Preparatory Classes.	I.	II.	III.	IV.						
Below 5	24	...	...	..	...	...	...	...	...	...	24
5 to 6	126	...	...	...	...	...	...	...	...	...	126
6 to 7	114	12	1	...	...	...	...	...	...	...	127
7 to 8	77	66	11	11	...	...	...	...	...	...	155
8 to 9	52	54	51	100	...	...	...	...	...	...	167
9 to 10	10	22	52	455	15	1	...	...	...	...	145
10 to 11	7	15	37	433	53	21	...	...	...	...	176
11 to 12	1	3	16	344	40	15	10	...	...	...	119
12 to 13	...	9	12	244	37	38	27	10	4	...	161
13 to 14	...	1	2	133	30	29	26	15	8	2	126
14 to 15	...	...	...	22	13	27	19	33	13	2	109
15 to 16	...	...	1	...	2	12	13	15	15	3	61
16 to 17	...	...	2	...	5	3	4	15	12	4	45
17 to 18	...	...	...	...	...	6	2	9	7	3	27
18 to 19	...	...	...	...	...	...	...	1	1	...	2
19 to 20	...	...	...	...	...	...	...	1	1	...	2
Over 20	...	...	...	...	...	...	...	1	...	1	2
Totals	411	182	185	1722	195	152	101	100	61	15	1,574
Totals	1,145					353			75		1,574

APPENDIX A.

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

Territory,	Population.		Children of school-going age.		1914-15.					
	Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.	
1	2	3	4	5	6	7*	8	9	10	
<i>British Territory.</i>										
The Nerbudda Valley.	Saugor ...	276,233	265,177	41,435	39,777	11,295	53	2,381	7,003	1,858
	Damoh ...	168,060	164,987	25,209	24,748	6,982	...	725	5,649	608
	Jubbulpore ...	373,173	372,719	55,976	55,908	19,973	574	2,979	13,986	2,434
	Narsinghpur ...	161,795	163,882	24,269	24,582	9,506	43	1,788	6,443	1,232
	Hoshangabad ...	230,632	226,763	34,595	34,014	13,079	13	3,279	8,823	964
Total ...	1,209,893	1,193,528	181,484	179,029	60,835	683	11,152	41,904	7,096	
Percentage ...	...	...	...	...	16.87	.18	6.14	23.09	3.96	
The Satpura Range.	Nimar ...	200,765	190,306	30,115	28,546	9,842	91	1,394	7,373	984
	Betul ...	194,163	196,223	29,124	29,433	5,729	...	846	4,574	309
	Chhindwara ...	255,884	261,064	38,383	39,160	8,800	...	1,089	7,333	378
	Seoni ...	192,642	202,839	28,896	30,426	6,735	...	634	5,568	483
	Balaghat ...	190,469	198,451	28,570	29,768	11,646	...	935	9,501	1,210
	Mandla ...	200,872	204,362	30,131	30,654	11,307	...	1,476	8,743	1,088
Total ...	1,234,795	1,253,245	185,219	187,987	54,059	91	6,424	43,092	4,452	
Percentage ...	...	...	...	...	14.48	.02	3.46	23.21	2.36	
The Maratha Country.	Wardha ...	231,871	227,925	34,781	34,189	13,895	...	1,697	11,142	1,056
	Nagpur ...	408,843	401,058	61,326	60,159	24,405	1,135	5,203	15,693	2,374
	Bhandara ...	380,014	393,663	57,002	59,049	12,041	19	921	10,651	450
	Chanda ...	337,540	340,004	50,631	51,000	11,855	...	1,426	9,829	600
Total ...	1,358,268	1,362,650	203,740	204,398	62,196	1,154	9,247	47,315	4,480	
Percentage ...	...	...	...	...	15.23	.28	4.53	23.21	2.19	
Chhattisgarh.	Raipur ...	645,186	679,670	96,778	101,951	31,926	103	1,982	24,628	5,113
	Bilaspur ...	558,477	587,746	83,771	88,162	26,539	...	2,662	20,345	3,532
	Drug ...	373,159	402,529	55,974	60,379	18,031	...	371	14,360	3,300
Total ...	1,576,822	1,669,945	236,523	250,492	76,396	103	5,015	59,333	11,945	
Percentage ...	...	...	...	...	15.89	.02	2.12	25.08	4.76	

\* N. B.—Female scholars in the Special Schools and Colleges have been included in column 7 and omitted in column 10.



Return showing the General and Statistical Summary for the preparation of Maps.—(Concl'd.)

Territory.	Population.		Children of school-going age.		1914-15.					
	Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.	
1	2	3	4	5	6	7*	8	9	10	
<i>British Territory.—(Concl'd.)</i>										
Berar.	Akola	400,893	387,970	60,134	58,196	25,336	56	5,984	17,584	1,712
	Amraoti	447,216	428,688	67,082	64,303	33,001	214	7,942	22,631	2,214
	Buldana	337,179	332,003	50,577	49,800	22,646	...	4,516	16,578	1,552
	Yeotmal	365,326	357,887	54,799	53,683	13,197	...	2,324	9,945	928
	Total	1,550,614	1,506,548	232,592	225,982	94,180	270	20,766	66,738	6,406
Percentage	...	...	...	...	20.53	.05	8.92	28.69	2.83	
GRAND TOTAL	6,930,392	6,985,916	1,039,558	1,047,868	347,666	2,301	52,604	258,382	34,379	
PERCENTAGE	...	...	...	...	16.65	.11	5.06	24.85	3.28	

\*N.B.—Female scholars in the Special Schools and Colleges have been included in column 7 and omitted in column 10.

APPENDIX B.

*Information regarding Native States.*

No.	Names of the States.	Population of the States.	Area of the States.	Total number of pupils in all kind of institutions, public and private, on the 31st March 1914.	An approximate estimate of the expenditure.	Remarks.
1	2	3	4	5	6	7
1	Nandgaon ... ..	1,683,692	Acres.	26,675	1,48,911	
2	Khairagarh ... ..					
3	Chuikhadan ... ..					
4	Kawardha ... ..					
5	Kanker ... ..					
6	Sakti ... ..					
7	Raigarh .. ..					
8	Sarangarh ... ..					
9	Udaipur ... ..					
10	Jashpur ... ..					
11	Sarguja ... ..					
12	Korea .. ..					
13	Changbakhari ... ..					
14	Makrai ... ..					

XIXXX