

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1915-16

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Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 9th January 1917.

READ—

Letter No. 7053, dated the 12th October 1916, 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 1915-16.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

Although the rate of expansion in the year under report, measured by the number of schools and scholars, is less marked than in the two last preceding years, the total expenditure by or on behalf of the Department amounted to nearly fifty four lakhs of rupees and exceeded by five lakhs that of the previous year, the increase being in great part due to the carrying out of the programme of High School construction which was in hand during the year. Of the expenditure in the year under report, about eighteen lakhs was borne direct by Provincial funds, including sums spent on buildings by the Public Works Department; the expenditure by District Boards and Municipal Committees amounted to over seventeen and five lakhs respectively, while private bodies spent eight and a quarter lakhs and the balance of nearly five and a half lakhs was met from fees. The subventions given by Government towards the expenditure by local and private bodies amounted to twelve and three-quarter lakhs, the total Provincial expenditure being thus thirty one lakhs. In this connection it is desirable to correct the statement made in the Resolution on the Report of last year, which erroneously gave the whole expenditure on Education as having been incurred on Government account. Further progress was made with the utilisation of the Government of India grants, and while the balance remaining out of non-recurring grants stood at about five lakhs, the recurring grants, except for two small items, had been fully utilised on the objects for which they were allotted.

2. The scheme for the provincialisation of the Morris College at Nagpur, sanctioned by the Secretary of State, was carried into effect from the 1st July 1915. Since its provincialisation the College premises have been extended and the staff has been strengthened. The new buildings constructed for the Arts College at Jubbulpore, at a cost of over eight lakhs, were recently opened by the Chief Commissioner, and the College is now accommodated in a manner worthy of its standing. The numbers of students in Colleges increased by 67 during the year, and the pressure on the existing institutions continued. In Berar particularly the demand for wider facilities for higher education is pressing, and the proposal which has found most acceptance locally is the establishment at Amraoti of an Arts College, to be called the King Edward College, as a memorial to the late Sovereign. This proposal has been carefully examined and considered by the Chief Commissioner and a scheme embodying it has been drawn up and is in course of submission to the Government of India. The results in the University Examinations, with the exception of those for the M. A. and B. Sc. degrees, were disappointing; the percentage of successful candidates for the

B. A. degree declined from 47 in 1914 to 35 in the year under report, and although the figures are on a par with the results for the University as a whole, the standard cannot be considered satisfactory.

3. One new Government High School was opened and the number of pupils in the High School classes throughout the Provinces increased by 561. The percentage of successes in the Matriculation Examination fell from 41 in the previous year to 36 in 1915; these results, as the Director of Public Instruction remarks, are disquieting and forcibly emphasise the necessity of raising the standard of teaching and scholarship in these schools. The rate of expansion in the case of Anglo-Vernacular Middle Schools is more marked; three schools were added and the number of pupils in this stage increased by 779 during the year. There is no doubt that the demand for Secondary English Education is expanding at a rate which tends to outrun the supply, and complaints have been made of boys having been refused admittance to schools for want of accommodation. In Berar this demand had in the past resulted in a system of English classes attached to Vernacular Schools and paid for from fees and private subscriptions. In view of the danger of unregulated and inefficient teaching of this kind, arrangements were made to convert these English classes into recognised aided Anglo-Vernacular Schools and 26 such schools were established, but though some of these schools are attaining success, many of them are very far from efficient, and the Director of Public Instruction repeats the warning uttered in the previous year's Report regarding the growth of such schools and emphasises the need of some central organisation to secure their financial position and to provide an adequate staff. As a remedy for this situation, the Commissioner of Berar has proposed the constitution of a Joint Committee of the District Boards and Municipal Committees to undertake the management of the English Aided Schools in his Division, and this proposal is now under consideration. The Government of India in their recent pronouncement on the recommendations of the Royal Commission on Decentralization affecting education have expressed their acceptance of the principle that all Secondary institutions teaching English should eventually be financed by Government, but, so far as can be foreseen, unless the financial position of the Province is materially improved, it is unlikely that Provincial revenues will be in a position, without liberal assistance from the Government of India, to meet the whole of the increased expenditure which would be involved.

4. Although Vernacular Middle Schools number five less than in the previous year, the number of pupils in this stage increased by 637. The outlook for these schools is becoming brighter as the prospects for candidates educated up to the Vernacular Middle stage are improving; the candidates for training for the Vernacular teaching profession are drawn from this class and a useful career will also, it is hoped, be opened for them shortly in the ranks of the Police, when the scheme for the reorganisation of the rank and file is sanctioned and brought into effect.

5. In Primary Education, in contrast with the expansion of recent years, there was a decrease of 24 schools and 1,128 pupils. The decrease in the number of schools was due to the closure of 51 small indigenous schools in Berar for want of sufficient public support, while the fall in the number of pupils is ascribed chiefly to the unfavourable circumstances of the year and the prevalence of epidemic disease. No grants could be given to District Boards for the opening of new schools and the funds available for Primary Education were being fully utilised in meeting existing commitments. On the other hand it is satisfactory to observe that it was only in Lower Primary Schools that there was any falling off in number and that the upper classes accounted for a considerably larger number of pupils. Now that the programme of establishing a Model High School for each district of the Provinces has been practically completed, the Chief Commissioner considers that Primary Education has the next claim on the Provincial resources, and it is his intention to provide all available funds for its improvement and extension. A survey of the requirements in each Municipal and local area has been in progress during the year with a view to determining the amounts of the grants which will be necessary to bring the local facilities up to the accepted standard, and an educational officer has been specially employed on

the preparation and examination of these surveys. These schemes of expansion will involve a large increase of expenditure and it is satisfactory to note that the District Boards in Berar, with a view to meeting their growing responsibilities, have agreed to proposals for increasing their Education cess.

6. Although some advance has been made in recent years towards the improvement of the pay and prospects of Vernacular teachers, the measures taken so far are only provisional expedients and the present minimum pay of Rs. 11 (with pension) is insufficient for properly qualified teachers; the whole position will require re-examination in connection with the question of the supply and training of Primary teachers, before the problem of adequate and efficient staffs of masters for the increasing number of schools can be solved. In the year under report out of 10,531 Vernacular teachers only 3,426 and out of 1,191 Anglo-Vernacular teachers only 270 were trained. One of the most pressing needs of the present time is the improvement of the facilities for the training of teachers of all grades. A comprehensive scheme has been drawn up for the expansion of Normal Schools, and proposals are being framed for an extension of the Training College at Jubbulpore for Secondary teachers. The scheme for Normal Schools aims at training sufficient teachers to replace the untrained, to make good wastage, and to meet the expansion of schools. A course of two years is prescribed as the minimum period of training, while the curriculum has been revised and admission to the course is now limited to candidates who have passed the Vernacular Middle stage. The standards adopted, both as regards the supply to be maintained and the period of training, are, the Chief Commissioner believes, the least that will meet the local requirements.

7. In Female Education a slight increase in the number of girls at school is recorded, but the progress of the Girls' High School, Amraoti, during the year has not yet fulfilled expectations. A scheme for the organization of Female Education in the Province was under consideration when the Administration was addressed by the Government of India regarding a re-examination of the whole question of Girls' Education, and the matter was referred for report to a representative Committee whose recommendations are awaited.

8. The Rajkumar College at Raipur has a record of continued good progress during the year and the success of this institution has been a feature of the last few years' reports. The new buildings, which have been erected with funds provided through the liberality of the Rani of Nandgaon, have now provided the College with a home worthy of its purpose, while the increased endowment has also enabled the staff to be strengthened and improved. The Chief Commissioner has observed with interest the great improvement in the school to which testimony has been borne by all inspecting officers and which reflects great credit on the Principal, Mr. Stow, who has thrown himself whole-heartedly into his work.

9. The Engineering School and the School of Handicrafts, Nagpur, are progressing satisfactorily, but the scope of these institutions is necessarily limited and marks only the beginning of Technical Education in the Province. What further developments will take place will depend to a great extent on the recommendations of the Industrial Commission, but if Technical Education is to remain under the control of the Education Department, it will certainly be necessary to give the Director expert assistance in its development and supervision.

10. Measures for increasing the efficiency of the Reformatory School, Jubbulpore, have been engaging the attention of the Administration for some time, and a proposal has recently been under consideration for the transfer of the management to a private body with special experience of the working of institutions of this class. Before arriving at a final decision on the future of the School, however, the Chief Commissioner prefers to await the recommendations of the Industrial Commission with a view to considering the possibility of converting the School into a large and central Industrial School and of combining with it a scheme for the Industrial Education of the Depressed Classes. For the

present, special scholarships have been provided to encourage education among these and the aboriginal classes, in whose amelioration, which has hitherto been left chiefly to Missionary bodies, other private agencies, such as the local branch of the Depressed Classes Mission, are now interesting themselves.

11. The Chief Commissioner observes with pleasure the progress made in the Berar Districts by the School Boy League of Honour and he desires to congratulate Mr. Chapman, Deputy Commissioner of Yeotmal, the founder of the League, on the success achieved; he regards the moral and social advantages of the movement as of the highest value, and he would welcome the extension of the League to other districts.

12. The interruptions in the work of education caused by plague have been the subject of frequent notice in the reports of recent years. It is a matter for satisfaction that the Department has been able, as the present Report shows, to devise methods for minimising to some extent the dislocation of school work in localities attacked by plague.

13. The work of the Department during the year has been handicapped by unavoidable changes in the post of Director of Public Instruction. For the greater part of the year the post was held by Mr. Mayhew, and Sir Benjamin Robertson desires to record his indebtedness to him both for his able administration of the Department and his suggestive schemes for future development. The thanks of the Administration are also due to Mr. Jones, who has held charge from January to the end of the current year, for his zealous and capable management of the Department as well as for his succinct and instructive report, and to Mr. Kilroe for the valuable assistance he has rendered as Assistant Director.

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*.

F. S. A. SLOCOCK,
*Chief Secretary to the Chief Commissioner,
 Central Provinces.*

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No. 6814.

FROM

THE HON'BLE MR. C. E. W. JONES, M.A.,

OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COM-
MISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 3rd October 1916.

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 1915-16.

2. Mr. Wright, Director of Public Instruction, was on leave throughout the year, and Mr. Mayhew continued to officiate for him until December when he proceeded on leave. Mr. Kilroe, Assistant Director of Public Instruction, carried on the current duties of the office of Director until January when I took over charge. It is unfortunate that the Department has lost the services of Mr. Mayhew pending the return of Mr. Wright. Mr. Mayhew had planned and drawn up several schemes of far-reaching importance, and the Department has suffered by his inability to remain on till Mr. Wright's return in order to put his proposals into effect.

Mr. Kilroe continued to hold the office of Assistant Director of Public Instruction during the year.

3. Mr. Spence was placed on special duty for the year for the purpose of preparing new Readers and revising the curriculum for Vernacular Schools, while carrying on concurrently the duties of the office of Principal of the Training College, Jubbulpore. My services were lent to the North-West Frontier Provinces for six months from July to December.

4. Messrs. Beckett, Evans, Craddock, Dix and Kanhaya Lal Guru and Khan Bahadur Nizam-ud-din Ahmad continued to hold the posts of Inspector of European Schools and Science, and Inspectors of Schools, Nagpur, Jubbulpore, Berar, Nerbudda and Chhattisgarh Circles, respectively. Mr. Evans enjoyed six weeks' privilege leave in June and July, during which period Rao Sahib Gulab Singh officiated for him. Mr. Kanhaya Lal Guru took three months' privilege leave from November to February, and Rao Sahib Gulab Singh officiated for him during that period.

5. Miss Broughton, Inspectress of Schools, Nagpur Circle, proceeded on leave in May 1915 and in February 1916 her leave was extended for the remaining period of the war, her services being placed at the disposal of the Ministry of Munitions. Between May and July the post of Inspectress of Schools was held by Miss Collyer, Assistant Inspectress of Schools, and on her being posted as Officiating Lady Superintendent of the Normal School for Women, Amraoti, in the absence of Miss Bailey who proceeded on a year's leave, Mr. Kilroe was placed in charge of the Office of Inspectress of Schools. In July Miss Mahony was appointed Inspectress of Schools for a period of six months which was subsequently extended by one year.

6. Miss Barrett, Assistant Inspectress of Schools, Jubbulpore Circle, resigned her appointment in September and Miss Sarasvati Bai Singh, M.A., was appointed in her place.

7. The year's figures show an increase of 37 schools and 2,715 pupils under instruction as compared with an increase of 210 schools and 9,213 scholars in the year 1914-15. The reasons for this decline in the rate of increase are dealt with under the head Primary Education where alone the diminution took place to any considerable extent. It may be remarked, however, that the decline was most noticeable in Berar where as many as 51 indigenous schools were compelled to close owing to their inability to raise the subscriptions on which they relied for support. In Chhattisgarh on the other hand considerable numerical progress was made, while in the other Divisions there was little or no change. The conditions of the year were generally unfavourable to numerical progress. Plague and cholera were widely prevalent. Certain districts were adversely affected by the failure of the cotton crops. All districts shared the financial depression resulting from the war. Under these adverse circumstances little numerical progress could be expected. But, further, in estimating the causes of the diminution in the rate of increase, account must be taken of the effects of the increased efficiency in the administration of Primary Schools, which was noticed in the report for the preceding year. It is pleasing to observe that the policy of improvement of existing schools has been generally maintained in the year under report.

8. The total expenditure on education rose from Rs. 44,04,899 to Rs. 47,85,580, excluding Rs. 2,64,0117 from the Government of India grants spent through the Public Works and Agricultural Departments. This sum is not included in the table of expenditure. Special statements attached to the report supply full details regarding the progress which has been made in the utilization of Government of India grants. A word of explanation is necessary with regard to the Statement (A) of recurring grants. Hitherto it has been the practice to charge increased recurring expenditure on objects for which Government of India grants have been allotted partly to these grants and partly to Provincial funds. Since 1911-12, however, the year in which the Government of India grants were first allotted, increased expenditure on the objects for which the grants have been made has considerably exceeded the amounts of these grants. Statement A clearly shows that the Government of India grants have been fully worked off except in respect of two small items which will be worked off in the current year. There is therefore no point in retaining the present statement as regards recurring expenditure from Government of India grants, and henceforth it will be discontinued.

9. The Report of the Central Provinces and Berar University Committee was published for criticism in the course of the year. It is now under the consideration of the Local Administration, and proposals will shortly be submitted to the Government of India for the establishment of a University in these Provinces as soon as funds are available.

10. The returns for Colleges show an increase of one in the number of Colleges for Professional training. This is due to the inclusion of the College of Agriculture. The number of Arts and Science Colleges remained the same.

There was an increase of 67 in the number of students in the Arts and Science Colleges. In order to meet the expected increase in the number of students, the staff of the Morris College was increased by one. During the current year two lecturers have been added to the staff of the Jubbulpore College and one to that of the Morris College. Extra accommodation has been provided in the latter institution during the current year, and the new College buildings at Jubbulpore, which have been completed in the current year, will provide sufficient accommodation for immediate needs in that centre. It is satisfactory to note that there was an increase in the number of students taking the B. Sc. Course in the Victoria College of Science.

11. The Morris College was provincialized in July and the existing staff retained. The expenditure on this College from Provincial funds amounted to Rs. 56,459.

12. The administration of the four Arts and Science Colleges was satisfactory throughout the year. Progress was made in the development of the social life of all these institutions. It is interesting to note that in the Morris College the students started a Co-operative Society for aiding poor boys, and in Jubbulpore the fund for the payment of examination fees for poor students continued. The Nagpur Colleges still suffer from the lack of playing fields. To remedy this, as well as to supply facilities for games for the High Schools in the town, a scheme for laying out an area of some 14 acres of land near the Normal School as playing fields is under consideration. Hostel accommodation in Nagpur is still insufficient. Steps, however, have been taken to remove this deficiency by aiding the Young Men's Christian Association in their project of establishing a hostel. For this purpose, the field below the Morris College was given to the Association on a permanent lease, and a grant of Rs. 20,000 awarded to them in the year under review. Building operations will start this year.

13. The construction and equipment of the new buildings of the Jubbulpore College were completed during the year under review, and the sewage and water-supply systems and the electric installation have since been completed. Arrangements have been made for moving the College into its new quarters in the current year. Provision has been made in the current year's budget for a bungalow for the Principal of the Morris College in the College compound. The construction of a residence for the Principal of this College will supply a long felt want, and will have the additional advantage of setting free for the purpose of class work the quarters formerly occupied by the Superintendent of the Hostel. In the Victoria College of Science two extra rooms were fitted up as laboratories. This institution has suffered to some extent during the year from the difficulty of obtaining apparatus consequent on the war.

14. With the exception of the M.A. and B.Sc. examinations, the University results show a decline in the percentage of passes. In the B.A. and Intermediate examinations the percentage of successful candidates fell from 47 and 50 per cent in 1914 to 35 and 45 respectively in 1915. There was a fall of 25 per cent and 8 per cent in the percentage of passes in the Previous and Final Law examinations respectively. In the B.Sc. examination the percentage of successes rose from 40 to 45. The results however are generally on a par with the results for the University as a whole, except in the Law examinations. The comparatively poor results in the previous Law examination have not been accounted for.

15. The number of High Schools increased by one and the number of pupils from 4,072 to 4,633. The number of Boys' Secondary Education, High and Anglo-Vernacular Middle Schools increased from 149 to 152 and the number of pupils from 15,123 to 15,902. Of the 27 schools under private management in Berar mentioned in the Report for 1914-15, 26 were in receipt of grants in the year under review. Some of these schools have shown signs of promise, but in the case of the majority the outlook is depressing unless steps are taken to strengthen their financial resources with a view to the provision of adequate staff. The difficulties of these schools were pointed out at some length in the report for 1914-15, and I need not add anything to what is stated there except to emphasise the need for some central organization which will exercise a watchful care over their interests and make for their increased efficiency. The Municipal Anglo-Vernacular Middle Schools are better off financially, but in the matter of staff they are still inadequate.

16. The two notable features in the sphere of Secondary Education in the year under review were the revision of the Grant-in-Aid Code and the definite limitation of sections in Government Schools. The revision of the Grant-in-Aid Code

is dealt with in paragraph 16. In general, it may be said that the new Code allows greater scope for the improvement and development of Aided Schools than was possible under the old system. The limitation of sections in Government Schools is an elaboration of the principles laid down in Resolution No. 920—VI-1-43, dated the 14th June 1911, of the Local Administration, Education Department. In that Resolution it was stated that Government proposed to maintain a model combined High and Middle School in the headquarters of each district, and a certain number of model Anglo-Vernacular Middle Schools in other places. It has now been determined that a combined High and Middle Government School shall contain as a general rule one section of each Middle class and from 2 to 3 sections in each of the High School classes, and that a Government Middle School shall contain not more than 2 sections of each Middle class. For further provision of Secondary Education Government relies on local enterprise. Government by means of grants-in-aid will help any efforts which may be made in this direction so far as its financial resources permit and so long as the conditions of the Grant-in-Aid Code are complied with. But the resources of Government for this purpose are not unlimited, and with the growing demand for Secondary Education, more and more reliance must be placed on local effort. Signs are not wanting that Municipalities are beginning to realize their liabilities in this matter, and in one Municipality the question of levying an education rate has been definitely raised. Several privately managed institutions, notably in Berar, have endeavoured to maintain themselves by raising the rate of fees. This is another method of financing in part, at any rate, Secondary Education. A third resource lies in private philanthropic effort. There are few spheres of public service which afford greater scope for private philanthropy than the provision of Secondary Education.

17. The introduction of a Provident Fund scheme for teachers in aided Secondary Schools has been temporarily postponed owing to the financial stringency and pending the general advice of the Government of India. The practice of admitting teachers in aided Secondary Schools to the Training College and of paying grants to their substitutes was continued.

18. In the Report for 1914-15 allusion was made to the deplorable dead level of mediocrity and sameness in the methods of teaching in Secondary Schools. This defect is mainly attributable to the lack of general knowledge and attainments in the staff. It is hoped that an improvement in this respect will be effected by increasing the number of trained graduates, and steps have been taken in the current year with this object. For the improvement of the teaching of Science in Middle Schools a short course of training for teachers under the direction of the Inspector of Science has been established at the Victoria College of Science, Nagpur. It is disquieting to note that the percentage of success in the Matriculation examination in 1915 fell from 41 to 36.

19. It has been decided to provincialize the Jagannath High School, Mandla, with effect from the 1st of April 1917. A revised scheme for the administration of the Jagannath Trust Fund has been drawn up and generally approved by the administrators. As a part of the general scheme of revision, the Jagannath Trust Fund Vernacular Schools will be taken over and supported by the Municipality.

20. During the year main buildings for one Government High School and one Municipal High School, laboratories for three High Schools, and hostels for one High School and one Anglo-Vernacular Middle School were completed. Four Government High School buildings are in process of construction. Grants amounting to Rs. 24,000 were made to aided Secondary Schools for buildings and equipment.

21. There was a decrease from 208 to 203 in the number of Vernacular Middle Schools, but the number of pupils in the Vernacular Middle stage increased from 5,501 to 6,158. The increase in the number of pupils was most noticeable in the Jubbulpore Circle,

and the Inspector states that in that part of the province these schools are growing in popularity. There seems to be a larger scope for this class of schools in Municipalities and Tahsil head-quarters than has hitherto been supposed, and the question is worth consideration whether Municipalities should not be encouraged to maintain Vernacular Middle Schools as a means both of supplying candidates for the Normal Schools and of relieving the pressure of the demand for Secondary Education. The Bhandara Municipality and District Council have in the current year proposed to start a Vernacular Middle School mainly with the object of increasing the supply of candidates for the Normal Schools.

22. There was a decrease of 24 Primary Schools and 1,128 pupils in the year under review against an increase of 161 schools and of 6,407 pupils in the year 1914-15. The reasons for this decline are not far to seek. In the first place, it has to be noted that no grants from Imperial or Provincial Revenues were made for the opening of new schools, and consequently no considerable increase could be expected. The increase of 6,407 pupils in 1914-15 is largely attributable to the opening of 127 new District Council schools. The general prevalence of plague and cholera, and the financial depression arising out of the war, account in a large measure for the decrease. In Berar, for example, 51 indigenous schools were closed because they failed to realise the subscriptions on which they depended for support. In a certain measure, the decrease was due to the adoption of the policy of striking habitual absentees off the rolls and reducing unwieldy classes, especially the infant classes, so as to bring them within the limits imposed by staff and accommodation. It is satisfactory to note that there has been an increase in the number of pupils in the Upper Primary stage as compared with the number in 1914-15. In the year under review there were 37,672 pupils in the Upper stage as compared with 35,692 in that stage in 1914-15. In the Lower Primary stage there were 259,966 pupils as compared with 264,094 in 1914-15. There were 39,012 pupils in the fourth class in 1915-16 as compared with 36,851 in 1914-15. In the infant classes there were 91,715 pupils in the year under review as compared with 97,049 in 1914-15.

23. There was an increase in the number of candidates for the Primary Examination from 27,936 to 29,017, and in the number of passes from 18,114 to 18,849. These figures bear witness to the improvement which is now being effected in the schools and inspire hopes of further progress in efficiency in the future.

24. The policy of raising the minimum pay of uncertificated Assistant Masters to Rs. 8 in District Board Schools was continued, and a grant of Rs. 6,900 was allotted for this purpose.

25. It has been pointed out that one of the necessary conditions of improvement in Primary Schools is the strengthening of the subordinate inspecting agency. Unfortunately, no steps could be taken in this direction in the year under review. In the current year, however, 5 new Deputy Inspectorships have been created. There are still several districts in which additional posts are called for.

26. The second instalment of the Government of India grant of five lakhs for the construction of Vernacular School buildings was distributed among District Councils and Municipalities. Two hundred and twenty-four District Council and 12 Municipal School buildings were completed during the year, 313 District Council and 18 Municipal School buildings were under construction. In some Divisions there has been delay in carrying out building programmes.

27. During the year proposals were made with the approval of Commissioners for a standard distribution of future grants to District Councils for Vernacular Education. As regards recurring grants, the general principle laid down was that these should be distributed among the Divisions, and that 50 per cent

should be utilized for the improvement of existing schools and the remainder for expansion, the grants to each Division for expansion being made in proportion to the number of pupils of school-going age for whom accommodation and staff are not available. As regards non-recurring grants, a similar principle was accepted, namely, that they should be distributed to Divisions in proportion to the number of existing schools which require new buildings or extensions, and thereafter in proportion to the number of schools which may be established and which require new buildings. General instructions were also issued for the preparation of schemes of improvement of existing schools, and Commissioners were invited to make a survey of the needs of their Divisions in the matter of improvement and expansion. Some of these surveys have been received and are now under consideration. During the year a survey of the Educational needs of each Municipality was also undertaken with a view to determining the amount of grants that would be given, and statistics were collected. Mr. Kilroe has been placed on special duty in my office in the current year in connection with these surveys.

28. The number of graduates at the Training College, Jubbulpore, rose to 16. There was a slight decrease in the number of under-graduates from 34 to 28. In the examination for the degree of Licentiate of Teaching 8 out of 16 candidates were successful. Twenty-eight out of 33 passed the Departmental examination

Training of Teachers.

The work of the Normal Schools was generally satisfactory. There was, however, considerable difficulty in obtaining candidates for admission to the Urdu Training Class at Khandwa, and the question of the continued maintenance of this class is under consideration. The Retraining class at Jubbulpore continued to do satisfactory work. Retraining classes were also opened at Nagpur and Amraoti in the year under report. A noteworthy feature of the year in connection with these classes was the establishment by the Headmaster of the Retraining class at Jubbulpore of a Pedagogical Association with a number of branches for the purpose of bringing teachers together and keeping them up to date in methods of teaching.

29. Proposals were made in the course of the year for the improvement of the existing arrangements for the training of Vernacular School teachers. These proposals may be summarized as follows:—

I.—Qualifications for admission.

Candidates for admission must have completed the Vernacular Middle course, and be not less than 16 years of age. In order to encourage Primary Grade boys to continue their education with a view to subsequent admission to the Normal Schools, scholarships tenable in Vernacular Middle Schools attached to Normal Schools should be awarded.

II.—Period of Training.

The minimum period of training should be two years, at the conclusion of which a 3rd class certificate should be awarded. A 3rd year course should also be established in the larger schools, and a second class certificate awarded to those who complete this course. This certificate should be convertible into a first class certificate on the conclusion of a 4th year's training, which should be taken after five years' experience of teaching in Vernacular Schools. Only first and second class certificate holders should be eligible for headmasterships of Vernacular Middle and Primary Schools, and for teachers' posts in the Vernacular Middle classes.

III.—Stipends and Scholarships.

The monthly value of stipends should remain the same, namely, Rs. 8 per month, but an additional rupee should be allowed for Muhammadan and backward class students. Fourth year students should receive, as at present, the full pay of their permanent posts, allowances from Provincial funds being granted for their substitutes. Scholarships of Rs. 4 with an additional rupee for

Muhammadan and backward class students should be awarded for the Vernacular Middle course and made tenable in Practising Schools attached to the Normal Schools.

IV.—Number of Normal Schools.

There are at present (a) three Hindi Normal Schools, namely, at Jubbulpore, Raipur and Khandwa, (b) two Marathi Normal Schools, namely, at Nagpur and Amraoti, (c) one Muhammadan Normal School at Amraoti and one Urdu Training Class at Khandwa. There should be established (a) two additional Hindi Normal Schools, namely, at Seoni and Bilaspur, (b) two additional Marathi Normal Schools at Wardha and Akola. The maximum number of pupils in each class should be 25, and the maximum number of classes in a school six. Practising Schools of Vernacular Middle grade should be attached to each school.

V.—Annual output of Trained Teachers.

Under this scheme it was calculated that the annual output would be increased from 403 trained teachers plus 96 retrained teachers to 525 trained plus 105 retrained teachers, and, after five years of working, the percentage of trained teachers to the total number of teachers would be raised from 28 to 46, and educational facilities provided for 12,000 additional pupils.

30. In the current year these proposals have been partially put into effect—

- (i) The Vernacular Middle grade has been made the standard for admission.
- (ii) A new course of study has been introduced.
- (iii) Vernacular Middle Scholarships have been awarded.
- (iv) A new school has been opened at Akola.
- (v) The construction of Normal School buildings for Seoni has been commenced.
- (vi) Plans and estimates for the construction of buildings at Bilaspur and Akola have been called for, and if funds are available, the work of construction will be commenced in the ensuing year.

31. The Engineering School at Nagpur entered upon the second year of its existence. Eleven candidates appeared for the 6 scholarships awarded for the Civil Engineering Course, and 10 candidates for the 8 scholarships awarded for the Mechanical Engineering Course. At the end of the year 12 students were taking the Civil Engineering Course and the same number the Mechanical Engineering Course. Thirty-two candidates appeared for the 4 scholarships awarded for the Motor Mechanics' Course. There were 6 students taking this course at the end of the year. Twenty-five candidates were admitted for the Motor Drivers' Course. During the year the staff of the School was increased by the addition of one Assistant in Mechanical Engineering and one Motor Mechanic. Further additions to the staff have been made in the current year.

32. A spacious site for new class rooms and playing fields for this School was selected in the course of the year and the work of construction will be taken in hand as soon as funds become available. A few minor extensions and additions to the buildings were carried out in the year under report. In the current year provision has been made for the construction of a Power House and Mistries' quarters, and plans and estimates have been prepared for a new Machine Shop. It is hoped that these additions will be completed in the current year.

33. Of the Government of India grant of Rs. 4,000 earmarked for Agricultural scholarships, Rs. 1,200 was transferred to the Agricultural Department to meet the expenditure on scholarships awarded by that Department, and Rs. 2,200 was spent by the Education Department on the award of scholarships to the sons of cultivators in High Schools and subsequently in the Agricultural College.

34. By the courtesy of the Director of Agriculture and Industries, I include a brief reference to the work of the School of Handicrafts and the Mochi class in Nagpur. In the School of Handicrafts there were 36 pupils, 12 new pupils having been admitted in the Iron and Wood working classes. Instruction was given in the making of tools and machines, in scale and sectional drawing and also in ferro type printing and tracing. In the course of the year a number of new kinds of implements were made for experimental use by the Agricultural Department. In the Mochi class there were twelve pupils. A sum of Rs. 2,000 was distributed among these pupils as profits on the articles which they produced. It is reported that demands for the products of this class have been made from distant parts of India, and the influence of the institution is making itself felt by inducing small capitalists to start businesses of their own in Nagpur.

35. A Commercial Scholarship of the value of Rs. 35 tenable for three years at the Sydenham College of Commerce, Bombay, and two Art Scholarships at the Sir Jamsetjee Jijibhoy School of Art, Bombay, were awarded during the year.

36. This College made good progress during the year. The number of pupils rose from 45 to 49. Considerable progress was made in the construction of the new buildings. Proposals for the revision of the Final Examination on the lines of the Chiefs' College Diploma examination were submitted to the University of Allahabad. These were not accepted by the University, and modified proposals have been put forward in the current year. The recognition of this College on the same footing as other Chiefs' Colleges is only a question of time.

37. The efficiency of the Reformatory School, Jubbulpore, was maintained during the year. In one respect, however, there is room for improvement. While the boys receive an excellent training during their residence in the School, they are apt to be lost sight of when they leave, and the measures which have hitherto been taken to keep in touch with them have been inadequate. This question is now under consideration, and proposals have been made which may lead to an improvement in this important branch of the School's work.

38. The two schools conducted by private managers for the instruction of deaf and dumb pupils, which were mentioned in the last year's Report, continued to receive aid during the year.

39. The number of institutions for Indian girls rose from 340 to 341 and the number of pupils attending them from 19,006 to 19,356.

40. The number of girls in the High stage of Secondary Education rose from 20 to 25. In the Anglo-Vernacular Middle stage the number decreased from 180 to 157. Three candidates appeared for the Matriculation examination in 1915 and one was successful. The strength of the Girls' High School, Amraoti, rose from 30 to 38. In the course of the year the services of a suitable Headmistress were secured for this School; and two additional posts of teachers have recently been added. With a view to increasing the popularity of the School, eleven scholarships were awarded and proposals for further scholarships submitted during the year. The School still meets in a rented building, and a rented bungalow still provides inadequate accommodation for the boarders. An excellent site for a new building was, however, selected in the course of the year, and funds have been provided in the current year for the work of construction. It is anticipated that considerable progress will be made with this project before the beginning of the next session.

41. Vernacular Middle Schools for girls rose from 22 to 23 and the number of scholars from 1,814 to 1,907. There was an increase from 310 to 311 in the number of Primary

Schools for girls and from 16,992 to 17,267 in the number of girls attending them. Two Primary Schools were provincialized in the course of the year. The number of girls in boys' schools rose from 14,624 to 15,169. In the Chhattisgarh Division 9,701 out of a total of 12,583 girls attending schools were reading in boys' schools. The Inspector of Schools reports that co-education is popular in the Chhattisgarh Division.

42. It is satisfactory to note that there was an increase of 24.07 per cent in the number of girls in the Upper Primary stages. The general increase in the number of girls attending schools in spite of plague and other adverse influences is satisfactory. The system of granting bonuses to masters in boys' schools for the attendance of girls is no doubt very largely responsible for the increase in the number of girls in boys' schools. It is interesting to observe that attempts have been made by Inspectresses and their Assistants to enlist the support of women in the cause of Female Education by the formation of Ladies' Committees in various centres.

43. An interesting experiment was made in the course of the year in the shape of an award of scholarships tenable in Primary Schools in Berar for the daughters of Dais with a view to raising the general level of intelligence and attainments of that important class of the community. A sum of Rs. 1,500 has been allotted for this purpose in the current year.

44. Considerable improvements were effected in the Marathi Normal School for women at Amraoti and the number of students increased in the year under report. The Jubbulpore Normal School continued to do satisfactory work. Proposals for the strengthening and improvement of the staff of these schools have been made in the current year.

45. During the year a comprehensive scheme for the improvement and extension of Female Education was submitted to the Local Administration. This scheme has been discussed by a representative committee in the current year, and proposals for the improvement and extension of this important branch of education will be submitted in due course.

46. There was an increase of one in the number of schools, due to the opening of a Middle Department in the Railway School, Bina. The number of scholars increased from 1,574 to 1,669. There was a slight increase in the expenditure on orphan grants. The Inspector, however, anticipates that, as the result of his enquiries, there will be a fall in expenditure under this head in subsequent years.

47. Building activity continued, though on a decreased scale. Hostels for the St. Aloysius High School, Jubbulpore, and the Christ Church Boys' School, Jubbulpore, were completed, and progress was made in the new building of the Convent School, Saugor. A sum of nearly Rs. 29,000 was spent from the Government of India grant set apart for this purpose, in addition to a sum of nearly Rs. 4,000 from Provincial Revenues.

48. Grants-in-aid based on approved expenditure were made to these schools in accordance with a scheme prepared during the course of the year. The new grants which involve an increase in expenditure of about Rs. 7,000 have prepared the way for considerable improvements in these schools.

49. Grants were also given for the training of teachers outside the province, and there was an increase in the number of trained teachers. There is room, however, for considerable improvement in the staffs of these schools.

50. The number of Muhammadan pupils under instruction increased from 31,870 to 33,068. There was a slight increase in the number attending Colleges and High Schools, but in Anglo-Vernacular Middle Schools, Vernacular Middle Schools and Primary

Schools, the number of pupils declined. The number attending private institutions increased from 223 to 2,423. This is due to the inclusion in the statistics for the first time this year of pupils attending "Maktabas." The percentage of Muhammadan pupils to the total number of scholars in the Secondary stage of school education was 10.51, in the High School stage 9.63, and in the Middle School stage (English and Vernacular) 10.69.

During the year a site for a new building for the Anjuman High School, Jubbulpore, was selected and the foundation stone laid by the Hon'ble the Chief Commissioner, after whom the school will be named. Plans and estimates for this building were prepared and approved by the Public Works Department, and building operations have commenced. The main building of the Muhammadan High School, Amraoti, has been completed and formally opened by the Hon'ble the Chief Commissioner in the current year.

Proposals were made during the year for spending a part of the recurring Government of India grant of Rs. 1,00,000 in increasing the staff of Muhammadan Deputy Inspectors of Schools and in making additional provision for teaching Urdu and Persian in Government High Schools. These proposals have been partially carried into effect during the current year by the creation of an additional post of a Muhammadan Deputy Inspector for Berar and of two posts of Persian teachers.

51. The returns show an increase in the number of pupils under instruction from 35,851 to 36,166. The increase is chiefly noticeable in Chhattisgarh where allotments were made to enable District Councils to open more schools in places with a large Chamar population and to give bonuses to teachers for enrolling Chamar pupils. It is noteworthy that in Drug there were several Chamar assistant masters. In other Divisions there was no distinct advance, though in Berar and Nagpur the question of providing for the educational needs of these classes has been taken up by certain Municipalities and private agencies. In order to encourage these classes to continue their education special scholarships tenable in Colleges, High Schools and Anglo-Vernacular Middle Schools were sanctioned towards the close of the year.

52. There were 4,644 Jains under instruction. Of these, 4 were in Colleges, 1,186 in Secondary Schools, 3,432 in Primary Schools and 21 in special schools. The great majority of the students of this community attend schools in the Jubbulpore Circle.

53. Literature and news concerning the war have been distributed among the schools, as was pointed out in the Report for 1914-15. The Inspector of Schools, Jubbulpore, reports that occasional subscriptions are raised for comforts for wounded soldiers. The Inspector of Schools, Berar, considers that the war news summary has been productive of much good, especially in the villages. "The Schoolmaster reads out the news to the assembled villagers and having previously primed himself with the Jagad Vrita proceeds to tell the people exactly what the world is doing and thinking." Apart from these brief references, there is nothing in the reports to indicate the effects of the greatest event in secular history on the minds and character of the people. In one High School which I visited, I discovered a profound ignorance of the origin, history and present circumstances of the war. As far as I can make out, the war has come to be accepted as one of the commonplaces of existence, and, except in so far as it affects prices, has largely lost its interest.

54. A noticeable feature of the year was the progress made by the School Boys' League of Honour which was started two years ago by Mr. R. B. Chapman, Deputy Commissioner of Yeotmal. The League is intended to provide a moral directive force to boys' lives, operating largely through the agency of school sports and games. The first step taken to achieve this object was to encourage games and provide play-grounds and other facilities

for this purpose. Among other sports swimming was encouraged and 200 certificates for proficiency in this useful art were awarded during the year in the Yeotmal District. The movement, however, extends beyond the mere encouragement of games and the provision of facilities for them. Steps have been taken to inculcate a love of Nature in the boys. The Inspector of Schools, Berar Circle, reports that during the last Christmas vacation he met a number of pupils from the Yeotmal High School with a couple of masters on an excursion. "They wandered through the jungle with sketch books and cameras, bathed in the tanks, held swimming races, played water polo and spent the evening in looking at a selection of stereoscopic views which the Deputy Commissioner had lent, and masters and boys slept at night in the Chaudi after a day of clean hard living."

Closely associated with these activities is the inculcation of the spirit of fair play and the necessity of clean living, and out of this has been evolved a simple code of honour. "The laws of the League of Honour are neatly printed and framed and hung on school walls; under a portrait of the Prince of Wales, whom the boys regard as their hero. When the laws have been before a school for 6 months the school can be admitted to the League and worthy boys enrolled as members. Twenty-five schools and more than 200 boys have been enrolled." The League, which is non-official in character and dependent on private support and the efforts of the boys themselves for its success, has spread to other districts in Berar and is keenly appreciated by many Indians who take part in public affairs.

55. Courses of first aid for staff and pupils were organized during the year in Colleges and High Schools by the St. John's Ambulance Association in co-operation with the Education Department, and a certain measure of success was attained. The question of establishing courses in hygiene as well as in first aid for teachers only is now under consideration.

56. School discipline was generally satisfactory throughout the year.

57. Owing to the financial stringency only a small sum was allotted for the provision of playing fields, and schemes for acquiring and preparing land for this purpose had to be postponed pending the provision of further funds. A considerable advance has been made in the organization of school games, but the teachers might with advantage take a more active part in them. It is seldom that one finds the teachers themselves playing with the boys. There is nothing like a common interest in games for humanizing school discipline and drawing staff and pupils together. Circle and District reports testify to the development of football and athletic sports in the Vernacular Schools.

58. The number of books submitted for orders was 539, and 297 were sanctioned for use. These were chiefly for library and prize purposes.

59. The war has restricted the activities of this Committee. The number of applicants for advice and aid fell from 63 to 44. Only two applicants proceeded to the United Kingdom to the knowledge of the Committee.

General.

60. A revised Grant-in-Aid Code was sanctioned and applied in the course of the year. The general principles laid down in 1911 for the regulation of grants-in-aid are maintained in the revised Code, but certain important changes in the application of these principles have been introduced. These changes may be summarized as follows:—

- (i) Under the old rules the quinquennium for which the annual grant was assessed began on the date of each school's admission to aid. For administrative and other reasons it is more convenient, however, to assess the grants of all schools so far as possible at one time, when the resources available are a known quantity

and the requirements of all the institutions which have applied for aid can be comprehensively reviewed. Accordingly it has been laid down that the grants sanctioned to all schools at the beginning or in the course of the same five years' period shall terminate on the same date, and the revision of all such grants will then be undertaken.

- (ii) Under the new rules the estimated expenditure and income of each institution for the ensuing quinquennium are considered in the assessment of grants, instead of the actual expenditure and income for the preceding school year. Provision is also made for progressive grants to cover the normal and gradual development of schools during the quinquennium. The grant actually paid, however, is not always the same as the grant assessed for any particular year, but is liable to reduction with reference to the actual income and expenditure of that year. This system is more suitable for the present needs of aided education in these Provinces, where newly established and steadily developing schools claim special attention and gradual growth and improvement are to be aimed at. Under its provisions managers are encouraged to make plans in advance for the systematic development of their schools during each period of five years, and the Education Department has the advantage of knowing in good time the demands that are to be made on its resources. The old method of paying grants in quarterly instalments is continued, but the position of managers of newly established schools is improved by the provision that grants may be given to cover the expenses of the year preceding that in which the schools are first admitted to the recurring benefits under the Grant-in-Aid Code.

61. Steps were taken in the course of the year for the much needed revision of the curriculum of Vernacular Schools, and the services of Mr. Spence, Principal of the Training College, Jubbulpore, were placed at the disposal of the Director of Public Instruction for this purpose. As a preliminary step, the preparation of New Readers was commenced, and the Oxford University Press, Bombay, selected for their publication. It is hoped that the new Readers will be introduced before the close of the current year. The two years' contract with the Newul Kishore Press expired in the current year.

62. This report would not be complete without a reference to the attempts which were made to cope with the outbreak of plague in various parts of the province. During the past few years, this epidemic has caused serious interruption to the work of education. Frequently schools and colleges have had to be closed for months at a time. In the year under report, plague broke out in several districts, and instructions were issued by the Department that every effort should be made to keep the schools going whether in temporary structures or in the open air in the neighbourhood of the plague camps which sprang up. In Berar, where the outbreak was especially widespread, a considerable measure of success attended these efforts and five High Schools and 30 Anglo-Vernacular Middle Schools continued their classes in the open air. In other parts also efforts were made to keep classes going on similar lines. The rural schools generally suffered. A valuable precedent, however, has been created. It is now recognized that the work of instruction should be carried on as far as possible in time of plague, and the administrative officers of the Department are provided with clear instructions with regard to the measures which should be taken to achieve this object.

I have the honour to be,

Sir,

Your most obedient Servant,

C. E. W. JONES,

Offg. Director of Public Instruction.

GOVERNMENT OF INDIA GRANTS.

STATEMENT A.—Showing the increased recurring expenditure since 1911-12 on objects for which Government of India recurring grants have been made.

Minor head.	Detailed head.	Items.	Amounts allotted from India grants.	Increased expenditure chargeable to the grants.
			Rs.	Rs.
22-B.—Inspector	Staff	(a) Boys' Schools	58,000	75,000
		(b) Girls' Schools		
22-C.—Government Colleges—General.	Improvement of Colleges	...	30,000	80,000
22-D.—Government Colleges, Professional.	Extension of Technical and Industrial Education.	(a) Engineering School	10,000	67,000
		(b) Agricultural College Scholarships.		
22-E.—Government Schools, General.	(1) Secondary Schools	(a) Boys' Schools Establishment, Hostels.	90,000	91,000
	(2) Primary Schools. managed by Government,	(b) Girls' Schools		
	(3) Grants to Local Bodies for Primary Education.	(a) Pay and Pensions of Teachers.	3,23,000	3,16,000
	(4) Industrial Education	(b) Extension of Education		
22-F.—Government Schools, Special...	Training Schools	Grants for Industrial Schools	(b) 3,000	...
22-G.—Grants-in-aid	Secondary Schools.	Normal Schools	13,000	42,000
		(a) Secondary Schools	59,000	(c) 1,20,000
		(b) European Schools		
22-H.—Scholarships	Secondary Schools (other than European).	For Mahammadans	1,000	25,000
		Total	6,14,000	8,39,000

N. B.—The figures in column 5 are based on actuals for 1915-16.

(a) The balance is provided for in the current year's estimates.

(b) This sum has since been allotted to the Director of Industries as grant-in-aid to the Saugor Industrial School.

(c) This includes the sum of Rs. 31,823 on account of a grant to the Rajkumar College.

GOVERNMENT OF INDIA GRANTS.

STATEMENT B.—Showing the non-recurring expenditure during 1915-16 out of Government of India non-recurring grants.

Object.	Total allotment.	Non-recurring expenditure up to end of 1914-15.	Expenditure in 1915-16.	Total.	Balance on 31st March 1916.	
	Rs.	Rs.	Rs.	Rs.	Rs.	
Elementary Schools	{ Buildings—Boys	6,553,000	3,96,067	1,66,666	5,62,733	90,267
	{ Do. —Girls	550,000	10,954	15,114	26,068	23,932
Secondary Schools	{ Buildings—Boys	3,280,000	1,23,684	1,85,960	3,09,644	10,356
	{ Laboratories	995,000	65,285	3,688	68,973	26,027
	{ Hostels	1,660,000	1,55,373	Nil.	1,55,373	4,627
	{ Play-grounds	1,550,000	35,539	11,074	46,613	1,03,387
	{ Special	550,000	50,000	Nil.	50,000	Nil.
European Schools	...	2,166,000	1,18,400	28,250	1,46,650	69,350
Technical	{ Engineering	700,000	70,000	Nil.	70,000	Nil.
	{ Medical	500,000	50,000	Nil.	50,000	Nil.
Colleges	{ Buildings	322,000	32,000	Nil.	32,000	Nil.
	{ Hostels	2,306,000	2,16,000	20,000	2,36,000	Nil.
Total	...	20,832,000	13,23,302	4,30,752	17,54,054	3,27,946
Amount reserved for hostels of Colleges or Schools, but not yet allotted to particular Institutions.	...	2,433,000	...	...	...	2,43,000
GRAND TOTAL	...	23,265,000	...	...	...	5,70,946

GOVERNMENT OF INDIA GRANT.

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

Object.	Unspent balances on 31st March 1915.	Amount spent in 1915-16.
	Rs.	Rs.
Elementary Schools—Boys	3,33,080	16,429
Girls' Education	81,850	1,080
Technical and Industrial Education	17,292	3,437
Secondary Schools	15,755	11,982
Muhammadan Education	11,000	21,000
Aided Schools	29,925	4,000
Total.	4,88,902	57,928

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1915-16.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and Population.			Institutions and scholars.	Public Institutions.									Private 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.								
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	Total of Public Institutions.	Ad- vanced.					Ele- mentary.	
							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	Males.	British Territory. 6,930,392	Institutions.	For Males ...	4	3	398	2,812	887	6	19	4,129	15	44	4,188	10.73 Institutions to number of towns and villages.
		Native States. ...		Native States. ...		For Females	41	226	97	2	3	369	...	9	378		.97
	Total ... 112	Total ... 6,930,392	Total ...	4	3	439	3,038	984	8	22	4,498	15	53	4,566	11.70			
	Villages.	British Territory. 39,005	Females.	British Territory. 6,985,916	Scholars.	Males ...	1,081	228	53,625	221,303	34,884	622	565	312,308	476	1,543	314,327	30.25 Male scholars to male population of school-going age †
		Native States. ...		Native States. ...		Females	2,746	27,273	5,231	59	85	35,394	39	621	36,054	3.44 Female scholars to female population of school-going age †
	Total ... 39,005	Total ... 6,985,916	Total ...	1,081	228	56,371	248,576	40,115	681	650	347,702	515	2,164	350,381	16.79			
	GRAND TOTAL. 39,117	GRAND TOTAL. 13,916,308	GRAND TOTAL. 13,916,308	Females ...	...	...	2,746	27,273	5,231	59	85	35,394	39	621	36,054	3.44
	GRAND TOTAL. 39,117	GRAND TOTAL. 13,916,308	GRAND TOTAL. 13,916,308	Total ...	1,081	228	56,371	248,576	40,115	681	650	347,702	515	2,164	350,381	16.79		

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.

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 ...	2,31,526	79,865	11,12,862	12,35,632	1,66,311	91,063	1,17,632	30,34,891
	{ For Females ...	...	...	50,117	1,65,490	27,145	19,911	8,892	2,71,555
Total		2,31,526	79,865	11,62,979	14,01,122	1,93,456	1,10,974	1,26,524	33,06,446
2. (a) Percentages* of Provincial Expenditure included in columns 2—18 to Total Provincial Expenditure on Public Instruction.		7'91	4'800	21'67	9'53	1'44	7'26	6'88	59'49
(b) Percentages* of District Fund Expenditure included in columns 2—18 to Total District Fund Expenditure on Public Instruction.		...	...	12'78	52'97	7'68	...	'01	73'44
(c) Percentages* of Municipal Expenditure included in columns 2—18 to Total Municipal Expenditure on Public Instruction.		...	...	29'53	34'63	1'44	...	'28	65'88
(d) Percentages of Total Expenditure in columns 2—18 to Total Expenditure on Public Instruction.		4'84	1'677	24'30	29'28	4'04	2'32	2'64	69'09
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 Institutions.	{ Cost to Provincial Revenues.	202 4 9	324 6 00	18 12 7	7 10 4	7 12 11	168 14 1	458 0 11	27 2 0
	{ Cost to District and Municipal Funds.	...	...	0 0 4	0 1 0	0 13 8	...	...	0 1 2
	{ Total Cost ...	326 9 6	353 6 22	35 3 10	7 12 5	7 15 10	168 14 6	473 5 7	36 14 5
District Fund Schools.	{ Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
	{ Cost to District Funds.	...	...	7 10 8	4 13 0	4 10 3	...	...	5 2 6
	{ Total Cost ...	...	...	7 10 8	4 13 0	4 10 3	...	...	5 2 6
Municipal Schools.	{ Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
	{ Cost to Municipal Funds.	...	...	18 11 11	7 0 2	6 5 2	...	...	9 10 10
	{ Total Cost ...	...	...	18 11 11	7 0 2	6 5 2	...	...	9 10 10
Aided Institutions.	{ Cost to Provincial Revenues.	14 6 1	...	15 9 10	4 8 8	0 9 2	...	55 11 3	8 0 10
	{ Cost to District and Municipal Funds.	...	...	0 10 10	0 14 3	1 5 3	...	5 6 3	0 15 5
	{ Total Cost ...	103 15 9	...	43 14 1	14 2 2	3 9 6	...	112 9 1	24 2 9
Unaided Institutions. Total Cost.	{ ...	...	...	28 1 11	3 14 3	5 11 4	...	40 8 6	6 3 4
	{ ...	118 12 5	324 6 00	5 13 6	0 9 7	0 9 7	168 14 1	92 0 1	2 11 0
All Institutions	{ Cost to Provincial Revenues.	...	...	8 5 2	4 9 7	4 2 5	...	1 6 1	4 14 2
	{ Total Cost ...	227 12 5	353 6 22	20 2 11	5 10 6	4 10 11	168 14 6	106 8 0	9 7 6

GENERAL TABLE II.

Central Provinces and Berar for the official year 1915-16.

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.	
...	63,791	2,36,496	88,629	6,39,392	62,1130	2,43,495	13,33,933	43,60,868	
...	...	37,935	7,357	35,104	3,3336	61,469	1,45,201	4,16,756	
...	63,791	2,74,431	95,986	6,74,496	65,4466	3,04,964	14,79,134	47,85,580	
...	4'17	17'52	5'60	3'79	22'12	7'31	40'51	100	
...	...	'38	'06	23'80	'77	1'55	26'56	100	
...	...	...	'77	26'30	11'73	5'32	34'12	100	
...	1'33	5'74	2'01	14'09	11'37	6'37	30'91	100	

* 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—GEN

Return of Colleges, Schools and Scholars in the Central

		Public						
		Under Public Management.						
Class of Institutions.		Managed by Government.				Managed by District.		
		Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of Scholars on the rolls on 31st March.	
1		2	3	4	5	6	7	
COLLEGIATE EDUCATION.	ARTS COLLEGES.							
	English	3	589	565	452	...	...
	Oriental ... ..	...	...	...	..	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Law	1	92	92	74	...	...
	Medicine ... ..	...	...	...	...	...	...
	Engineering ... ..	...	...	...	...	...	...
	Teaching	1	77	75	71	...	...
	Agriculture	1	59	59	58	...	...
		Total ...	6	817	791	655
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.							
	For Boys	High Schools... ..	18	2,327	2,381	2,121	4	366
		Middle Schools. { English	41	5,655	5,906	5,052	44	5,001
		Middle Schools. { Vernacular	5	561	541	456	184	31,411
	For Girls	High Schools... ..	1	4	4	4
		Middle Schools. { English	1	34	36	24
		Middle Schools. { Vernacular	9	894	953	624
		Total ...	75	9,475	9,821	8,281	232	36,778
	SCHOOL EDUCATION, SPECIAL.	PRIMARY SCHOOLS.						
		For Boys	Upper	91	974	980	791	2,594	218,654
Lower			21	242	234	198	578	27,434
For Girls		Upper	11611	10,060	10,026	6,753	1	27
		Lower	491	2,186	2,178	1,450
		Total ...	22211	13,462	13,418	9,192	3,173	246,115
SCHOOL EDUCATION, SPECIAL.		SCHOOLS FOR SPECIAL INSTRUCTION.						
		Training Schools for Masters	65	622	595	566
		Training Schools for Mistresses	23	59	62	56
		Schools of Art
	Law Schools ... ..	...	...	...	...	...	...
	Medical Schools	11	39	39	33	...	...
	Engineering and Surveying Schools	11	24	25	19	...	...
	Technical and Industrial Schools	11	54	54	41	...	...
	Commercial Schools ... ..	...	...	..	...	...	...
	Agricultural Schools ... ..	...	...	...	...	...	...
Reformatory Schools	11	50*	47	45	...	...
Other Schools	11	29	29	29	...	...
	Total ...	133	877	851	789	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		3155	24,631	24,881	18,917	3,405	282,893	
PRIVATE INSTITUTIONS.	1.—Advanced teaching—							
	(a) Arabic or Persian ... ..	...	...	...	...	...	...
	(b) Sanskrit ... ..	...	...	...	..	...	...
	(c) Any other Oriental Classic ... ..	...	...	...	...	...	...
	2.—Elementary, teaching a Vernacular only or mainly.							
	For Boys... ..	...	...	...	...	...	...
	For Girls... ..	...	...	...	...	...	...
	3.—Elementary, teaching the Koran.							
	For Boys... ..	...	...	...	...	...	...
	For Girls... ..	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards.								
For Boys... ..	...	...	...	...	...	...
For Girls... ..	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
GRAND TOTAL		...	...	...	...	...	...

I.—For the purposes of columns 20, 21 and 22, the language through which instruction is imparted should be adopted as the basis a Classical or Vernacular language does not form part of their curriculum. The term classical language in column 21 II.—Mixed schools should be shown as boys' schools or as girls' schools according as the number of boys or of girls is greater. III.—Where boys and girls attend the same schools the number of girls in boys' schools and the number of boys in girls' schools * Includes 10 boys who have passed

ERAL TABLE III.

Provinces and Berar for the official year 1915-16.

Institutions.

or Municipal Boards.		Under private management.							
		Aided by Government or by District Municipal Boards.				Unaided.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	1	492	452	400	...	...	...	...
...
...
...
...
...
...	...	1	492	452	400	...	...	...	...
377	316	19	1,887	1,945	11,674	2	53	54	46
5,240	4,282	52	4,521	4,642	33,853	15	725	762	585
31,838	23,691	12	1,441	1,495	11,146	2	140	141	112
...	...	6	52	46	41	...	...	...	...
...	...	10	286	266	246	...	...	...	...
...	...	14	1,013	1,000	783	...	...	...	...
37,455	28,289	113	9,200	9,394	71,743	19	918	957	743
217,908	157,401	132	9,666	9,579	77,505	77	4,960	5,173	3,499
28,704	21,381	169	4,639	4,771	33,821	138	3,988	3,795	2,690
31	17	61	4,050	3,968	23,863	3	185	145	104
...	...	16	606	619	404	32	1,020	1,000	738
246,643	178,799	378	18,961	18,937	141,593	250	10,153	10,113	7,031
...
...
...
...
...	...	8	231	274	235	1	46	45	41
...
...
...	...	2	20	18	12	5	157	147	134
...	...	10	251	292	247	7	203	192	175
284,098	207,088	502	28,904	29,075	222,983	276	11,274	11,262	7,949
...	...	...	...	...	...	6	279	246	162
...	...	...	...	...	...	9	236	246	191
...	...	...	...	...	...	43	1,529	1,518	1,420
...	...	...	...	...	...	8	527	514	487
...	...	...	...	...	...	1	88	95	70
...	...	...	...	...	...	1	20	21	18
...
...	...	...	...	...	...	68	2,679	2,640	2,348
...	...	...	...	...	...	344	13,953	13,902	10,297

of classification for Colleges or Departments of Colleges for professional training and such special schools where the study of English or includes European and Oriental classical languages.

should be shown in columns 32 and 33, respectively. the Primary Examination.

EDUCATION—GEN

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on 31st March learning.			Classification of Scholars on the		
			English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	
1	18	19	20	21	22	23	24	
ARTS COLLEGES.								
COLLEGIATE EDUCATION.	English	4	1,081	1,081	517	154	18	11
	Oriental ... ..	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Law	1	92	92	...	...	2	...
	Medicine ... ..	...	...	...	...	...	...	...
	Engineering ... ..	...	...	...	...	...	...	...
	Teaching	1	77	77	...	61	...	3
Agriculture	1	59	59	...	...	...	...
Total	7	1,309	1,309	517	215	20	14	
SECONDARY SCHOOLS.								
SCHOOL EDUCATION, GENERAL.	For Boys { High Schools	43	4,633	4,633	2,694	2,063	63	75
	{ Middle Schools { English... ..	152	15,902	15,902	1,469	15,633	223	279
	{ Vernacular	203	33,553	35	...	33,553	...	537
	For Girls { High Schools	7	56	56	33	25	31	15
	{ Middle Schools { English	11	320	320	159	157	156	111
	{ Vernacular	23	1,907	...	...	1,907	...	639
Total	439	56,371	20,946	4,355	53,338	473	1,656	
PRIMARY SCHOOLS.								
SCHOOL EDUCATION, GENERAL.	For Boys. { Upper	2,812	234,254	314	115	234,065	274	1,181
	{ Lower	887	36,303	...	...	36,303	...	207
	For Girls. { Upper	226	14,322	867	146	13,455	810	585
	{ Lower	97	3,812	3	...	3,812	...	77
Total	4,022	288,691	1,184	261	287,735	1,084	2,050	
SCHOOLS FOR SPECIAL INSTRUCTION.								
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters	6	622	...	93	622	...	9
	Training Schools for Mistresses	2	59	...	...	59	...	10
	Schools of Art ... ..	...	...	...	...	...	...	...
	Law Schools ... ..	...	...	...	...	...	...	...
	Medical Schools	1	39	39	...	...	...	...
	Engineering and Surveying Schools	1	24	...	...	...	5	...
	Technical and Industrial Schools	10	331	76	...	255	...	238
	Commercial Schools ... ..	...	...	...	...	...	...	...
	Agricultural Schools ... ..	...	...	...	...	...	...	...
	Reformatory Schools	1	50	...	...	50	...	2
Other Schools	9	206	...	157	49	...	...
Total	30	1,331	115	250	1,035	5	259	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.								
	4,498	347,702	23,554	5,383	342,323	1,582	3,979	
PRIVATE INSTITUTIONS.								
PRIVATE INSTITUTIONS.	1.—Advanced teaching—							
	(a) Arabic or Persian	6	279	...	279	...	...	...
	(b) Sanskrit	9	236	...	236	...	...	...
	(c) Any other Oriental Classic ... ..	...	...	...	...	...	...	...
	2.—Elementary, teaching a { For Boys Vernacular only or	43	1,529	...	...	1,529	...	...
	mainly. { For Girls	8	527	...	...	527	...	...
	3.—Elementary, teaching the { For Boys Koran.	1	88	...	...	88	...	...
	{ For Girls	1	20	...	...	20	...	...
	4.—Other Schools not conforming to Departmental Standards. { For Boys ... ..	...	...	...	...	...	...	...
	{ For Girls ... ..	...	...	...	...	...	...	...
Total	68	2,679	...	155	2,164	...	...
GRAND TOTAL	4,566	350,381	23,554	5,898	344,487	1,582	3,979	

ERAL TABLE III

Provinces and Berar for the official year 1915-16.—(Comd.)

31st March according to Race or Creed.

							Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
Brahmans.	Non-Brahmans.	Mohamedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.			
25	26	27	28	29	30	31	32	33	34
741	238	61	2	8	...	2	...	...
...	
73	14	...	...	...	...	...	...	...
...	...	3	...	...	...	...	...	...
62	9	3	...	...	...	...	...	...
29	28	2	...	...	...	...	...	...
905	289	69	2	8	...	2	...	...
2,433	1,569	443	31	18	...	1	3	...	
5,615	7,701	1,915	53	34	332	50	15	...	
4,487	24,306	2,824	395	3	3900	701	452	...	
3	5	...	...	2	...	...	...	...
27	17	...	...	6	...	3	...	3	
425	649	164	1	1	18	20	...	4	
12,990	34,247	5,346	390	64	4380	775	470	7	
19,931	1,63,812	20,058	782	34	15,5331	12,651	13,251	...	
1,319	26,120	2,621	101	...	4,1790	1,765	1,426	...	
2,938	7,956	1,244	68	42	2332	447	...	300	
555	1,792	1,191	30	50	437	70	...	7	
24,743	1,99,680	25,114	981	126	19,9880	14,933	14,677	307	
197	336	74	...	...	...	6	...	...
8	38	1	2	...	...	...	...	...
...	
21	5	3	1	...	...	9	...	...
11	5	3	...	...	...	...	...	...
11	54	8	...	...	...	20	...	...
...	
...	
1	25	10	1	...	...	6	...	...
167	18	17	2	2	...	...	5	...	
416	481	116	6	2	5	41	5	...	
39,054	2,34,697	30,645	1,379	200	20,4115	15,751	15,152	314	
...	...	279	...	...	...	...	39	...	
225	11	...	...	...	...	...	...	...
...	...	1,529	...	...	...	...	6	...	
...	...	527	...	...	...	...	...	...
...	...	88	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...
...	
245	11	2,423	...	...	...	...	45	...	
39,299	2,34,708	33,068	1,379	200	20,4115	15,751	15,197	314	

EDUCATION—GENERAL TABLE III-A. 1

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1915-16.

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others..		
			Brahmins.	Non-Brahmins.							
COLLEGIATE EDUCATION.											
ARTS COLLEGES.											
English	...	Male	18	11	741	238	61	2	8	...	21
		Female	...	...	...	...	...	...	...	...	...
Oriental	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.											
Law	...	Male	2	...	73	14	3	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Medicine	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Engineering	...	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Teaching	...	Male	...	3	62	9	3	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Agriculture	...	Male	...	...	29	28	2	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Total	...	20	14	905	289	69	2	8	...	21	
SCHOOL EDUCATION--GENERAL.											
SECONDARY SCHOOLS.											
<i>For Boys.</i>											
High Schools	...	Male	61	75	2,432	1,569	443	31	18	...	1
		Female	2	...	1	...	...	...	...	...	...
Middle Schools—											
English	...	Male	211	277	5,614	7,701	1,915	53	34	32	50
		Female	12	2	1	...	...	...	...	...	...
Vernacular	...	Male	...	514	4,378	24,026	2,797	297	3	390	696
		Female	...	23	109	280	27	8	...	...	5
<i>For Girls.</i>											
High Schools	...	Male	31	15	3	5	...	...	2	...	...
		Female	...	...	...	...	...	...	...	...	...
Middle Schools—											
English	...	Males	3	...	...	...	...	...	...	...	...
		Female	1153	111	27	17	...	...	6	...	3
Vernacular	...	Male	...	4	...	...	...	...	...	...	...
		Female	...	635	425	649	164	1	1	8	20
Total	...	4773	1,656	12,990	34,247	5,346	390	64	430	775	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1915-16.—(Contd.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.		
			Brahmins.	Non-Brahmins.							
SCHOOL EDUCATION—GENERAL—											
<i>(Concl'd.)</i>											
PRIMARY SCHOOLS.											
For Boys ...	Upper ...	Male ...	260	1,055	18,867	1154,596	19,650	756	33	14,099	11,687
		Female ...	14	126	1,064	9,216	408	26	1	1,432	964
	Lower ...	Male	191	1,254	25,272	2,479	101	...	3,913	1,667
		Female	16	65	848	142	257	98
For Girls ...	Upper ...	Male ...	245	6	8	25	1	...	15
		Female ...	565	579	2,930	7,931	1,243	68	27	232	447
	Lower ...	Male	7
		Female	77	555	1,785	1,191	30	50	47	70
Total ...	...	1,084	2,050	24,743	1,99,680	25,114	981	126	19,980	14,933
SCHOOL EDUCATION—SPECIAL.											
SCHOOLS FOR SPECIAL INSTRUCTION.											
Training Schools	Male ...	...	9	197	336	74	...	...	...	6
	Female ...	...	10	8	38	1	2	...	...	...
Schools of Arts	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Law Schools	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medical Schools	Male ...	...	...	21	5	3	1	...	...	9
	Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	5	...	11	5	3	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	...	158	11	54	8	...	...	...	20
	Female ...	...	80	...	...	...	...	...	...	...
Reformatory Schools	Male ...	...	2	1	25	10	1	...	5	6
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools	Male ...	...	...	166	18	17	...	...	...	...
	Female ...	...	...	1	...	...	2	2	...	...
Total ...	...	5	259	416	481	116	6	2	5	41
Total of Colleges and Schools of Public Instruction.	...	1,582	3,979	39,054	2,234,697	30,645	1,379	200	20,415	15,751	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1915-16.—(Concl'd.)

Class of Institutions.	Euro- peans and Eura- sians.	Native Chris- tians.	Hindus.		Maho- medans.	Budhists.	Parsis.	Gonds and other abori- gines.	Others.
			Brah- mins.	Non- Brah- mins.					
SCHOOL EDUCATION—SPECIAL—									
<i>(Concl'd.)</i>									
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(a) Arabic or Persian ...									
{ Male	...	...	...	...	240	...	...	...	...
{ Female	...	...	...	...	39	...	...	...	...
(b) Sanskrit ...									
{ Male	...	...	225	11	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classics.									
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
2.—Elementary Teaching—A Vernacular only or mainly—									
For Boys ...									
{ Male	...	...	...	...	1523	...	...	...	...
{ Female	...	...	...	...	6	...	...	...	...
For Girls ...									
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	527	...	...	...	...
3.—Elementary Teaching—the Koran only—									
For Boys ...									
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
For Girls ...									
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	88	...	...	...	...
Other Schools not conforming to Departmental Standards—									
For Boys ...									
{ Male	...	...	20	...	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
For Girls ...									
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
Total of Private Institutions	...	...	245	11	2,423	...	...	...	...
GRAND TOTAL	1,55822	3,979	39,299	234,708	33,068	1,379	200	20,415	15,751

GENERAL TABLE IV.

EDUCATION—GEN

Return of Expenditure on Public Instruction in the Central

Objects of expenditure.		Public						Total.
		Under Public						
		Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.		
1	2	3	4	5	6	7	8	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
COLLEGIATE EDUCATION.								
ARTS COLLEGES.								
English	1,114,297	...	...	40,919	1,048	28,261	1,84,525
Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Law	1,338	...	...	6,556	...	...	7,889
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	44,980	...	...	...	...	...	44,980
Agriculture	26,996	...	...	...	...	...	26,996
Total	1,187,606	...	...	47,475	1,048	28,261	2,64,390
SCHOOL EDUCATION, GENERAL.								
SECONDARY SCHOOLS.								
For boys	51,479	...	...	87,058	100	114	1,38,751
{ High Schools	...	...	...	...	...	...	...
{ Middle Schools	1,001,253	...	...	73,337	572	88	1,75,250
{ English	...	...	...	...	...	...	...
{ Vernacular	115,373	...	...	279	...	...	15,652
For girls	1,015	...	...	...	...	...	1,015
{ High Schools	...	...	...	...	...	...	...
{ Middle Schools	6,459	...	...	...	...	...	6,459
{ English	...	...	...	...	...	...	...
{ Vernacular	8,937	...	18	...	16	...	8,971	
Total	1,184,516	...	18	1,60,674	688	202	3,46,098	
PRIMARY SCHOOLS.								
For boys	7,991	...	456	399	...	360	9,205	
{ Upper	...	...	200	...	...	240	851
{ Lower	411	...	217	...	82	...	76,440	
For girls	776,141	...	...	...	...	...	18,424
{ Upper	...	...	...	...	...	...	...
{ Lower	18,424	...	...	...	...	...	...
Total	1,02,967	...	873	399	82	600	1,04,921	
SCHOOL EDUCATION, SPECIAL.								
SCHOOLS FOR SPECIAL INSTRUCTION.								
Training Schools for Masters	91,044	...	...	...	...	19	91,063
Training Schools for Mistresses	19,911	...	...	...	...	...	19,911
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	114,532	...	...	568	...	...	15,100
Engineering and Surveying Schools	24,740	...	...	...	...	...	24,740
Technical and Industrial Schools	114,683	...	...	...	...	...	14,683
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	116,172	...	...	...	...	...	16,172
Other Schools	118,736	...	...	2,400	...	...	21,136
Total	1,99,818	...	...	2,968	...	19	2,02,805
Buildings	4,937	...	...	...	...	...	4,937
Furniture and apparatus (special grants only)	25,480	...	...	523	454	50	26,507
Total	30,417	...	...	523	454	50	31,444
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	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	7,705,324	...	891	2,12,039	2,272	29,132	9,49,658	

N. B.—*Column 2.—This includes Rs. 8,91,934
* Column 11.—Includes Rs. 89,1300

I.—Fraction of a rupee are to be omitted.
 II.—If the income of any school managed by the Government or by District or Municipal Boards exceeds the expenditure the return of Government (or from fees or other private sources alone exceeds expenditure, the excess income and the sources from which it is derived should be shown in column 27.
 III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of endowments, Revenues and from Local and Municipal Funds should be shown in full.
 VI.—In calculating the expenditure from Provincial Revenues or from any other Fund all payments or contribution from fees or other sources credited to that Fund should be shown only in columns 27 to 33 and not in column 2.
 VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools not under the head of Scholarships.

Return of Expenditure on Public Instruction in the Centrall

Objects of expenditure.	Public						
	Under Private						
	Aided by G Government or by District or Municipal Boards.—(Concl'd.)					Un	
	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
I	18	19	20	21	22	23	24
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.							
ARTS COLLEGES.							
English	...	30,493	10,008	...	47,001	...	...
Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	...	30,493	10,008	...	47,001	...	...
SCHOOL EDUCATION, GENERAL.							
SECONDARY SCHOOLS.							
For boys.	High Schools	60000	69,882	16,540	12,551	1,48,927	1,316
	Middle (English Schools.) Vernacular	3,94848	83,796	8,335	36,204	2,14,646	7,789
For girls.	High Schools	...	883	...	9,764	14,952	387
	Middle (English Schools.) Vernacular	...	1,971	4,273	2,088	14,606	...
Total	60202	272	1,622	12,172	19,086	...	...
Total	5,15050	1,56,804	30,770	72,779	4,12,197	9,492	3,213
PRIMARY SCHOOLS							
For boys	Upper	7,69898	13,768	7,135	45,604	1,03,372	2,162
	Lower	27676	3571	323	3,271	15,995	3,631
For girls	Upper	3,52828	14,905	1,602	34,806	88,037	...
	Lower	10000	...	566	1,439	3,438	...
Total	11,60502	32,244	9,626	85,120	2,10,842	5,793	6,007
SCHOOLS FOR SPECIAL INSTRUCTION.							
Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	1,40400	...	...	12,967	29915	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	7 75	169	...	1,860	2,954	...	...
Total	1,47475	169	...	14,827	32,869	...	...
Buildings	20209	...	620	54,731	1,08,480	...	4388
Furniture and apparatus (special grants only)	13136	...	1,509	7,269	15,904	...	9
Total	34345	...	2,129	62,000	1,24,384	...	4477
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in...	Arts Colleges	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...
Miscellaneous	Medical Schools	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Other special schools	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	18,57572	2,19,710	52,533	2,34,726	8,27,293	15,285	9,6617

I.—Fraction of a rupee are to be omitted.
 II.—If the income of any school managed by the Government or by District or Municipal Boards exceeds the expenditure, the return of Government (or from fees or other private sources alone exceeds expenditure) the excess income and the sources from which it is derived should be shown in the
 III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of endowments, Revenues and from Local and Municipal Funds should be shown in full.
 IV.—In calculating the expenditure from Provincial Revenues or from any other Fund all payments or contribution from fees or other sources credited to that
 V.—The expenditure under 'University,' 'Direction,' 'Inspection,' 'Scholarships,' and 'Miscellaneous' should be shown only in columns 27 to 33 and not
 VI.—The expenditure on stipends held in Training schools should be shown as part of the expenditure in those schools not under the head of Scholarships.

RAL TABLE IV.

Provinces and Berar for the official year 1915-16—(Concl'd.)

Institutions.		Total Expenditure from							Remarks.
management.									
aided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.	
						Private.	Public.		
25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	R.Rs.	Rs.	Rs.	Rs.	
...	...	1,20,797	...	...	717,412	39,117	...	2,31,526	
...	
...	...	1,333	...	...	6,556	..	...	7,889	
...	
...	...	44,980	...	...	...	...	...	44,980	
...	...	26,996	...	...	...	...	...	26,996	
...	...	1,94,166	...	...	7,77,968	39,117	...	3,11,391	
3,933	7,349	1,00,833	...	22,164	1,58,58,256	35,138	...	3,16,591	
9,407	18,309	1,81,616	14,903	1,10,516	1,64,64,922	55,119	...	5,29,576	
868	1,255	19,678	2,09,625	25,111	1,15,49	10,132	...	2,66,595	
...	...	7,289	...	...	1,971	6,61	...	15,621	
...	...	6,459	...	...	...	...	...	6,459	
...	...	13,335	...	620	272	13,110	...	28,037	
14,208	26,913	3,31,210	2,24,528	1,58,411	3,24,26,970	1,21,160	...	11,62,979	
16,221	19,934	36,372	9,30,023	1,82,037	1,16,329	70,371	...	12,35,632	
8,224	14,204	2,171	1,34,822	7,619	7,202	14,497	...	1,66,311	
747	747	1,09,313	270	3,765	1,14,905	37,337	...	1,65,490	
3,266	5,283	19,757	...	100	...	7,38	...	27,145	
28,458	40,228	1,67,613	10,65,115	1,93,521	3,38,436	1,29,393	...	15,94,578	
...	...	91,044	...	...	...	19	...	91,063	
...	...	19,911	...	...	...	...	...	19,911	
...	
...	...	14,532	...	...	568	...	...	15,100	
...	...	24,740	...	...	...	...	...	24,740	
1,824	1824	30,231	...	1,400	...	14791	...	46,422	
...	
...	...	16,172	...	...	...	...	...	16,172	
...	...	19,486	100	75	2,569	1,860	...	24,090	
1,824	1,824	2,16,116	100	1,475	3,137	16,670	...	2,37,498	
1,619	2,057	57,857*	4,18,133	1,41,098	...	5,408	...	6,74,406	* Excludes Rs. 2,64,017 on account of special grants spent through the Public Works and Agriculture Departments.
482	491	32,470	13,426	9,274	523	5773	...	65,466	
2,101	2,548	90,327	4,31,559	1,50,372	523	6,181	...	7,39,962	
...	
...	...	63,791	...	...	...	...	...	63,791	
...	...	2,717	6,714	...	...	...	...	2,74,431	
...	...	10,332	...	...	...	3,380	...	12,712	
...	...	7,299	...	...	...	...	...	7,299	
...	...	57,277	688	4,149	...	1,890	...	64,004	
...	...	2,390	...	...	...	24	...	2,414	
...	...	2,843	...	...	...	...	...	2,843	
...	...	2,646	250	...	...	1,076	...	3,972	
...	...	2,742	...	...	...	...	...	2,742	
...	...	1,11,682	27,251	28,545	92,225	4,261	...	1,30,4964	† Includes Rs. 1,86,525 on account of hostel expenditure.
...	...	5,28,719	34,903	32,694	92,225	5,631	...	7,39,172	
46,591	71,543	15,28,091	17,56,205	5,36,473	5,539,259	4,5552	...	47,85,580	

District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school being thus equalized. If in such school the income column of Remarks. subscriptions, and other sources; or if the receipts from those sources are insufficient, from the sub-head of Fees also. The actual receipts from Provincial Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong in the preceding columns.

Return of 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.		
SECONDARY SCHOOLS.										
For Boys ...	Departmental ...	{ English ...	59	7,982	2,326	1	2,327	5,654	1	5,655
		{ Vernacular ...	5	561	111	...	111
	District Fund ...	{ English ...	8	565	565	...	565
		{ Vernacular ...	169	28,119	5,214	2	5,216
	Municipal ...	{ English ...	40	4,802	366	...	366	4,436	...	4,436
		{ Vernacular ...	15	3,292	590	...	590
	Native States ...	{ English
		{ Vernacular
	Aided ...	{ English ...	71	6,408	1,885	2	1,887	4,507	14	4,521
		{ Vernacular ...	12	1,441	226	2	228
Unaided ...	{ English ...	17	778	53	...	53	725	...	725	
	{ Vernacular ...	2	140	...	...	...	13	...	13
Total ...		398	54,088	4,630	3	4,633	22,041	19	22,060	
For Girls ...	Departmental ...	{ English ...	2	38	...	4	4	...	34	34
		{ Vernacular ...	9	894	64	64
	District Fund ...	{ English
		{ Vernacular
	Municipal ...	{ English
		{ Vernacular
	Native States ...	{ English
		{ Vernacular
	Aided ...	{ English ...	16	338	...	52	52	3	283	286
		{ Vernacular ...	14	1,013	147	147
Unaided ...	{ English ...	...	...	...	...	...	...	...	...
	{ Vernacular ...	...	...	...	...	...	...	...	...
Total ...		41	2,283	...	56	56	3	528	531	
TOTAL SECONDARY SCHOOLS ...		439	56,371	4,630	59	4,689	22,044	547	22,591	
PRIMARY SCHOOLS.										
For Boys ...	Departmental ...	...	11	1,216	...	...	...	...	...
	District Fund ...	...	2,999	2,20,342	...	...	...	...	...
	Municipal ...	...	173	25,746	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...
	Aided ...	...	301	14,305	...	...	5	...	55
	Unaided ...	...	215	8,948	...	...	...	...	...
Total ...		3,699	2,70,557	...	...	...	5	...	55
For Girls ...	Departmental ...	...	210	12,246	...	...	...	...	...
	District Fund ...	...	1	27	...	...	...	...	...
	Municipal ...	...	...	...	...	...	...	...	...
	Native States ...	...	...	...	...	...	...	...	...
	Aided ...	...	77	4,656	...	...	...	...	...
	Unaided ...	...	35	1,205	...	...	...	3	33
Total ...		323	18,134	...	...	...	...	3	33
TOTAL PRIMARY SCHOOLS ...		4,022	288,691	...	...	...	5	3	88
GRAND TOTAL ...		4,461	345,062	4,630	59	4,689	22,049	550	22,599	

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

ERAL TABLE V.

Education in the Central Provinces and Berar at the end of the official year 1915-16.

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.						Total.		
			Reading printed books.			Not reading printed books.					
3			4			55					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	7,980	2	7,982
93	...	93	286	...	286	71	...	71	561	...	561
...	...	...	...	...	...	...	...	...	565	...	565
4,063	13	4,076	13,529	203	13,732	4,891	2204	5,095	27,097	422	28,119
...	...	...	...	...	...	...	...	...	4,802	...	4,802
450	...	450	1,583	...	1,583	669	...	669	3,292	...	3,292
...
...	...	...	...	...	...	...	...	...	6,392	16	6,408
154	1	155	668	10	678	372	8	380	1,420	21	1,441
...	...	...	...	...	...	...	...	...	778	...	778
12	...	12	47	7	54	59	2	61	131	9	140
4,772	14	4,786	16,113	220	16,333	6,062	2214	6,276	53,618	470	54,088
...	...	...	...	...	...	...	...	...	...	38	38
...	106	106	...	475	475	...	2249	249	...	894	894
...
...
...
...
...
...	117	117	2	443	445	2	3902	304	3	335	338
...	...	...	...	...	...	...	...	...	4	1,009	1,013
...
...	223	223	2	918	920	2	5551	553	7	2,276	2,283
4,772	237	5,009	16,115	1,138	17,253	6,064	7665	6,829	53,625	2,746	56,371
85	...	85	684	...	684	447	...	447	1,216	...	1,216
26,370	553	26,923	123,315	6,715	130,030	56,836	...	53,389	206,521	...	220,342
4,168	4	4,172	15,852	41	15,893	5,638	443	5,681	25,658	88	25,746
...
1,343	12	1,355	8,618	133	8,751	4,079	1115	4,194	14,045	...	14,305
469	6	475	4,435	168	4,603	3,536	3334	3,870	8,440	260	8,948
32,435	575	33,010	152,904	7,057	159,961	70,536	7,0445	77,581	255,880	14,677	270,557
...	819	819	...	6,451	6,451	...	4,9776	4,976	...	12,246	12,246
...	2	2	...	9	9	...	116	16	...	27	27
...
...
36	590	626	188	2,058	2,246	83	1,7001	1,784	...	...	...
...	11	11	...	497	497	...	6994	694	307	4,249	4,656
...	...	...	...	...	...	...	...	...	...	1,205	1,205
36	1,422	1,458	188	9,015	9,203	83	7,3887	7,470	307	17,827	18,134
32,471	1,997	34,468	153,092	16,072	169,164	70,619	14,4332	85,051	256,187	32,504	288,691
37,243	2,234	39,477	169,207	17,210	186,417	76,683	15,1097	91,880	309,812	35,250	345,062

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

Return showing the Results of Prescribed Examination in the

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.
1	2	3	4	5	6	7	8	9	10	11	12
ARTS COLLEGES—											
1. Master of Arts	1	6	...	...	...	6	5	...
{ Final	1	6	...	...	...	6	5	...
{ Previous	1	1	...	2	7	3	...	6	16	5	22
2. Bachelor of Arts	2	1	...	3	101	63	...	15	179	38	199
3. B. Sc.	2	...	...	2	13	9	...	...	22	6	44
4. { First B. A.
{ First B. Sc.
{ First Arts	2	1	...	3	178	155	...	26	359	92	456
{ Previous Examination
ORIENTAL COLLEGES—											
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. do. Arabic
Do. do. Persian
COLLEGES FOR PROFESSIONAL TRAINING—											
LAW—											
1. Doctor of Law
2. Master of Law
3. Bachelor of Law	1	83	...	...	...	83	37	...
{ Final	1	...	...	1	83	...	...	...	83	37	...
{ Previous	1	...	...	1	117	...	...	...	117	33	...
MEDICINE—											
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

Return showing the Results of Prescribed Examination in the

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number		
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under public management.	Aided Institutions.	
1	2	3	4	5	6	7	8	9	10	11	12	
COLLEGES FOR PROFESSIONAL TRAINING.—(Concl'd.)												
ENGINEERING—												
1. M. C. E.	...	..	...	...	..	...	...	...	...	...	...
2. B. C. E.	...	..	...	...	..	...	...	...	...	...	...
3. L. C. E.	...	..	...	...	..	...	...	...	...	...	...
4. First L. C. E.	...	..	...	...	..	...	...	...	...	...	...
TEACHING—												
1. Licentiating in Teaching	...	1	..	...	1	11	...	...	...	11	10	...
SCHOOLS FOR GENERAL EDUCATION—												
Matriculation	Boys	18	16	1	35	608	526	4	145	1,283	268	174
	Girls	...	3	1	4	...	14	3	1	18	...	4
School Leaving Certificate Examination.	Boys	19	12	1	32	612	390	4	...	1,006	178	166
	Girls	...	..	...	...	...	...	...	...	...	...	...
Upper Secondary Examination.	Boys	...	..	...	...	...	...	...	...	...	...	...
	Girls	...	..	...	...	...	...	...	...	...	...	...
Middle School Examination for Europeans.	Boys	...	4	...	4	...	32	...	...	32	...	9
	Girls	...	6	...	6	...	36	...	...	36	...	16
High School Scholarship Examination.	Boys	...	..	...	...	...	...	...	...	...	...	...
	Girls	...	..	...	...	...	...	...	...	...	...	...
Primary Examination	Boys	2,671	14	54	2,839	27,616	1,027	349	25	29,017	17,832	785
	Girls	137	48	3	188	583	260	9	2	854	442	160
SCHOOL FOR SPECIAL INSTRUCTION—												
1. Training School Examination for Masters.	Upper	1	..	...	1	23	...	...	...	23	23	...
	Lower	34	1	1	36	533	15	8	171	727	432	5
2. Training School Examination for Mistresses.	Upper	...	..	...	...	...	...	...	...	...	...	...
	Lower	2	6	...	8	20	32	...	8	60	14	19
3. School of Art Examination.	Boys	71	24	1	96	947	323	4	10	1,284	583	176
	Girls	...	1	...	1	...	1	...	...	1	...	1
4. Medical Examination	...	..	...	...	...	...	...	...	...	...	...	...
5. Examination Engineering and Surveying.	...	..	...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination	...	1	...	1	...	19	...	...	...	19	...	15
7. Veterinary Examination	...	..	...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture	...	..	...	...	...	...	...	...	...	...	...	...

ERAL TABLE VI.

Central Provinces and Berar during the official year 1915-16.—(Concl.)

Passed.			Race or creed of passed Scholars.									Remarks.
Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhamadans.	Bud-hists.	Parses.	Gonds and other aborigines.	Others.	
					Brahmins.	Non-Brahmins.						
13	14	15	16	17	18	19	20	21	22	23	24	25
...
...
...
...
...	...	10	...	1	9	...	...	...	...	...	...	...
2	18	462	8	9	273	127	40	3	2	...	...	...
1	...	5	4	1	...	...	...	...	...	...	...	...
2	...	346	1	4	193	106	34	...	5	...	3	...
...
...
...	...	9	9	...	...	...	...	...	...	...	...	...
...	...	16	15	1	...	...	...	...	...	...	...	...
...
...
212	20	18,849	...	122	2,859	12,848	1,637	483	7	246	647	...
5	2	609	...	86	137	308	34	8	1	3	32	...
...	...	23	...	...	20	3	...	...	...	...	...	...
3	59	499	...	16	152	276	47	...	...	1	7	...
...
...	...	33	...	13	3	17	...	...	...	...	...	...
3	8	770	...	14	285	345	117	55	4	...	...	...
...	...	1	...	...	...	1	...	...	...	...	...	...
...
...
...	...	15	...	...	9	6	...	...	...	...	...	...
...
...

The results of the School of Art Examination were published in April, after close of the official year.

EDUCATION—GEN-

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

Objects of Expenditure.		Expenditure of District Board						
		In Institutions managed by						
		N 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		
ARTS COLLEGES.								
Collegiate Education.	English ...	...	...	...	...	Rs.
	Oriental ...	...	...	...	...	Rs.
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Law ...	...	...	...	...	...
	Medicine ...	...	...	...	...	...
	Engineering ...	...	...	...	...	...
	Agriculture ...	...	...	...	...	...
Total ...		...	...	...	...	...
SECONDARY SCHOOLS.								
School Education, General.	For Boys. {	High Schools ...	8	565	607	486	...	
		Middle Schools { English ...	169	28,119	28,673	21,074	14,9013	
		{ Vernacular	2,09,6215	
	For Girls. {	High Schools	
		Middle Schools { English	
		{ Vernacular	
	Total ...		177	28,684	29,280	21,560	224,5218	
	PRIMARY SCHOOLS.							
	School Education, General.	For Boys. {	Upper ...	2,436	1,94,040	1,93,108	1,38,750	9,29,2337
			Lower ...	563	26,302	27,575	20,528	1,28,0228
For Girls. {		Upper ...	1	27	31	17	2416	
		Lower	
Total ...		3,000	2,20,369	2,20,714	1,59,295	10,57,5111		
SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...
	School of Arts ...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...
	Reformatory Schools ...	...	...	...	...	...
Other Schools ...	...	...	...	...	...
Total ...		...	...	...	...	...
Buildings ...	...	...	...	...	...	4,18,1333
Furniture and apparatus (special grants only) ...	...	...	...	...	...	13,4226
Total ...		...	...	...	...	4,31,5559
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 ...		...	...	...	...	...
GRAND TOTAL ...		3,177	2,49,053	2,49,994	1,80,855	17,13,5988		

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

ERAL TABLE VII.

Instruction in the Central Provinces and Berar for the official year 1915-16.

on Public Instruction.								Total District Fund expenditure on Public Instruction.
District Fund Boards.					In Institutions managed by			
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13 13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	R Rs.,	Rs.	Rs.	Rs.
...
...
...
...
...
...
...
...
...	14,903	...	...	...	14,903
...	2,09,625	...	...	...	2,09,625
...
...
...
...	2,24,528	...	...	...	2,24,528
...
...	9,29,237	...	...	786	9,30,023
...	1,28,028	...	...	6,794	1,34,822
...
...	246	...	...	24	270
...
...	10,57,511	...	...	7,604	10,65,115
...
...
...
...
...
...
...
...	100	100
...	100	100
...	4,18,133	...	...	...	4,18,133
...	13,426	...	...	...	13,426
...	4,31,559	...	...	...	4,31,559
...	6,714
...
...	688
...	250
...	27,251
...	34,903
...	17,13,598	...	...	7,704	17,56,205

shown in column 15 of General Table IV. expenditure shown in columns 28 and 29, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded. shown only in columns 16, 31 and 32, and not in the other columns.

EDUCATION—GEN—

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.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	
I	17	18	19	20	21	22		
ARTS COLLEGES.						Rs.	Rs.	
Collegiate Education.	English ... ..	...	...	...	...	...	...
	Oriental ... ..	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Law ... ..	...	...	...	...	...	...
	Medicine ... ..	...	...	...	...	...	...
	Engineering ... ..	...	...	...	...	...	...
	Teaching ... ..	...	...	...	...	...	...
Agriculture ... ..	...	...	...	...	...	...
Total ... ..		...	...	...	...	...	...
SECONDARY SCHOOLS.								
School Education, General.	For Boys. { High Schools	4	366	377	316	...	21,564	
	{ Middle { English	36	4,436	4,633	3,796	...	1,06,568	
	{ Schools. { Vernacular	15	3,292	3,165	2,617	...	25,111	
	For Girls. { High Schools ... ..	...	...	...	...	...	...
	{ Middle { English ... ..	...	...	...	...	...	...
	{ Schools. { Vernacular ... ..	...	...	...	...	...	...
	Total	55	8,094	8,175	6,729	...	1,53,243	
PRIMARY SCHOOLS.								
School Education, General.	For Boys. { Upper	1158	24,614	24,800	18,651	...	1,73,883	
	{ Lower	15	1,132	1,129	853	...	7,143	
	For Girls... { Upper ... ..	...	...	...	...	...	20
	{ Lower ... ..	...	...	...	...	...	...
Total	1173	25,746	25,929	19,504	...	1,81,046		
SCHOOLS FOR SPECIAL INSTRUCTION.								
School Education, Special.	Training Schools for Masters ... ..	...	...	...	...	...	...
	Training Schools for Mistresses ... ..	...	...	...	...	...	...
	School of Arts ... ..	...	...	...	...	...	...
	Law Schools ... ..	...	...	...	...	...	...
	Medical Schools ... ..	...	...	...	...	...	...
	Engineering and Surveying Schools ... ..	...	...	...	...	...	...
	Technical and Industrial Schools ... ..	...	...	...	...	...	...
	Commercial Schools ... ..	...	...	...	...	...	...
	Agricultural Schools ... ..	...	...	...	...	...	...
	Reformatory Schools ... ..	...	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...
Buildings ... ..	...	...	...	...	...	1,40,889	
Furniture and apparatus (special grants only) ... ..	...	...	...	...	...	9,138	
Total ... ..	...	...	...	...	...	1,50,027	
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 ... ..	...	...	...	...	...	...
GRAND TOTAL		2228	33,840	34,104	26,233	...	84,316	

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

EDUCATION—GENERAL TABLE VIII—FOR BOYS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1915-16.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	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 ...	32	1,506	301	681	...	524	24,586	...	...	10,523	35,109	
2.—Managed by Local or Municipal Boards.	24	364	...	362	2	...	20	1,080	135	1,081	2,316	
3.—Aided by Government or by Local or Municipal Boards.	10	525	2	323	200	...	8,874	354	17,525	33,353	60,106	
4.—Unaided ...	33	840	65	621	104	50	...	330	13,478	15,395	29,203	
Total ...	99	3,235	368	1,987	306	574	33,480	1,764	31,138	60,352	1,26,734	

EDUCATION—GENERAL TABLE VIII—FOR GIRLS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1915-16.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	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	66	...	26	...	40	5,138	...	...	...	5,138	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...
3.—Aided by Government or by Local or Municipal Boards.	5	323	...	106	217	...	11,488	...	8,950	26,371	46,809	
4.—Unaided ...	4	317	...	135	182	...	...	...	2,342	5,502	7,844	
Total ...	13	706	...	267	399	40	16,626	...	11,292	31,873	59,791	

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.

EDUCATION—GENERAL TABLE IX.

Return showing the number and qualifications of Teachers in the Central Provinces and Berar for the official year 1915-16.

1	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.		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
IN SCHOOLS FOR INDIANS.	Teachers of Vernacular.	Trained	193	2,053	351	107	15	51	542	70	43	1	3,426
		Untrained	273	4,593	542	645	370	12	507	52	108	3	7,105
	Total	466	6,646	893	752	385	63	11,049	122	151	4	...	...	...	...	...	...	...	...	...	10,531
	Anglo-Vernacular teachers and teachers of classical languages.	Trained	111	6	40	35	5	54	...	1	16	2	270
		Untrained	176	29	186	224	28	81	...	22	108	18	34	15	921
		Total	287	35	226	259	33	135	...	23	124	20	34	15	1,191
Possessed of a University degree.		...	...	...	...	...	6	...	2	17	1	105	...	16	73	4	34	...	...	15	273
Possessing no degree.	...	...	...	...	...	281	35	224	242	32	30	...	7	51	16	...	...	...	...	...	918
Total	...	...	...	...	...	287	35	226	259	33	135	...	23	124	20	34	...	...	15	...	1,191
IN SCHOOLS FOR EUROPEANS.	Trained	...	...	...	19	...	...	...	13	...	...	...	...	6	...	...	...	...	...	...	38
	Untrained	...	...	...	47	...	...	...	20	...	...	...	...	9	...	...	...	...	...	...	76
	Total	...	...	...	66	...	...	...	33	...	...	...	...	15	...	...	...	...	...	...	114
	Possessed of a University degree.	...	...	...	...	...	...	...	5	...	...	...	...	4	...	...	...	...	...	...	9
	Possessing no degree.	66	28	11	105
Total	...	...	...	66	...	...	...	...	33	...	...	...	...	15	...	...	...	...	...	...	114
GRAND TOTAL	466	6,646	893	818	385	350	1,084	348	443	37	135	...	23	139	20	34	...	...	15	...	11,836

NOTE.—Figures for "Professional Colleges" and "Schools for special Training" should not be included in this table. The figures for private institutions whether advanced or elementary should also be excluded.

EDUCATION--GENERAL TABLE X.

Return showing the classification of pupils by ages in the Central Provinces and Berar for the official year 1915-16.

Age.	Infants.		Primary.				Secondary.									* Arts Colleges affiliated to Universities.						Total.
	A.	B.	I.	II.	III.	IV.	Vernacular middle stages.		English middle stages.				High stages.			1.	2.	3.	4.	5.	6.	
							V.	VI.	I.	II.	III.	IV.	V.	VI.	VII.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5	2,061	1,089	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,156
5 to 6	15,403	8,624	2,705	1,171	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27,903
6 to 7	10,000	10,041	10,710	3,589	104	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,738
7 to 8	10,720	7,602	18,996	8,517	1,326	56	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	47,218
8 to 9	6,436	2,068	17,368	10,999	4,977	1,026	...	...	17	...	...	...	...	...	...	...	...	...	...	...	...	42,891
9 to 10	3,477	1,073	13,965	12,461	8,888	3,373	45	...	99	11	1	...	...	...	...	...	...	...	...	...	...	43,393
10 to 11	1,731	372	7,011	10,167	10,795	6,337	173	12	509	131	24	2	...	...	...	...	...	...	...	...	...	37,264
11 to 12	871	274	3,334	6,916	10,071	7,765	465	85	1,031	480	106	4	...	...	...	...	...	...	...	...	...	31,402
12 to 13	338	92	1,543	3,594	6,849	7,333	704	195	1,320	910	407	98	7	...	...	...	...	...	...	...	...	23,390
13 to 14	127	6	745	1,587	3,569	5,528	727	318	1,020	1,077	706	305	30	1	...	...	...	...	...	...	...	15,746
14 to 15	16	5	432	555	1,590	3,444	655	363	623	718	787	640	203	35	...	...	...	...	...	...	...	10,066
15 to 16	4	3	67	200	663	2,030	450	506	409	511	637	726	519	191	17	1	...	...	...	...	...	6,934
16 to 17	2	...	12	40	228	1,201	294	484	194	261	439	479	485	369	165	18	...	...	...	...	...	4,671
17 to 18	...	...	8	15	49	543	155	308	80	122	213	215	346	389	243	77	4	...	...	...	...	2,767
18 to 19	...	...	5	5	18	278	57	158	36	34	118	135	170	250	261	70	65	11	...	...	...	1,671
19 to 20	...	...	6	3	5	57	22	123	10	16	35	65	84	153	252	68	123	48	7	...	...	1,077
Over 20	...	...	...	...	1	33	9	61	8	13	17	28	48	116	264	77	206	82	216	3	5	1,187
Total	59,866	31,849	76,919	59,819	49,133	39,012	3,756	2,613	5,356	4,285	3,490	2,697	1,892	1,504	1,202	311	398	141	223	3	5	3,44,474
GRAND TOTAL	91,715		2,24,883				6,369		3,756	4,285	3,490	2,697	1,892	1,504	1,202	311	398	141	223	3	5	3,44,474

Figures for European Schools are not included but are separately shown, vide Subsidiary Table X for European Schools.
 * Excluding Training Colleges.
 Figures for "Professional Colleges, Schools for Special Training and Private Institutions" (whether advanced or elementary) should be excluded from the table.

EDUCATION—SUBSIDIARY TABLE NO. II.—(FOR EUROPEANS ONLY).

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1915-16.

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.	
Institution ... { For Males	...	46,055	26,399	...	72,654	6,127	54,055	1,098	51,892	1,13,172	1,85,826	
... { For Females	...	32,992	50,182	...	83,174	4,884	19,218	2,101	48,819	75,052	1,58,226	
Total	79,047	76,781	...	1,55,828	11,011	73,303	3,199	1,00,711	1,88,224	3,44,052	
(a) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	28'68	21'70	...	53'38	7'55	22'46	'96	15'65	46'62	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.	...	22'97	22'32	...	45'29	3'20	21'31	'93	29'27	54'71	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	...	97 4 6	32 1 8	...	50 2 1							
... { Cost of Municipal Funds	1 8 10	...	1 8 10							
Total	173 6 5	68 6 11	...	100 5 5							
Unaided Institutions							
Total	173 6 5	68 6 11	...	100 5 5							

EDUCATION--SUBSIDIARY TABLE NO. III.--(FOR EUROPEANS ONLY.)

Return of European Schools and Scholars in the Central Provinces for the year 1915-16.

		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.															
		Aided by Government, District Fund or Municipal Board.				Unaided.											
		Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
COLLEGES.																	
SECONDARY SCHOOLS.																	
Schools--Education--General.	For Boys.	High Schools	4	60	52	49	...	...	...	4	60	60	48	60	2	...
		Middle "	4	239	215	198	...	...	...	4	239	239	171	239	12	...
	For Girls.	High Schools	4	31	25	23	...	...	...	4	31	31	31	...	...	...
		Middle "	7	163	139	130	...	...	...	7	163	163	159	...	...	3
	Total		...	19	493	431	400	19	493	493	409	299	14	3
	PRIMARY SCHOOLS.																
For boys		...	4	309	313	290	...	...	...	4	309	309	115	120	14	...
For Girls		...	12	867	809	698	...	...	...	12	867	867	146	...	...	270
Total		...	16	1,176	1,122	988	...	...	...	16	1,176	1,176	261	120	14	270
SCHOOL EDUCATION--SPECIAL.																	
Industrial Schools		Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Schools or Public Institutions			35	1,669	1,553	1,388	...	...	...	35	1,669	1,669	670	419	28	273

EDUCATION—GENERAL TABLE III-AA.—(EUROPEAN SCHOOLS.)

Number of scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1915-16.

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
1	2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.									
ARTS COLLEGES.									
English	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.									
Law	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL									
SECONDARY SCHOOLS.									
For Boys.									
High Schools	Male	58	...	...	...	...	...	...	...
	Female	2	...	...	...	...	...	...	...
Middle Schools—									
English	Male	209	2	1	1	...	14	...	...
	Female	12	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...

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

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1915-16.—(Contd.)

Class of Institutions.	Europeans and Eurasians.	Native Christians..	Hindue.		Mahomedans.	Buddhists.	Parseis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
1	2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.—(Contd.)									
SECONDARY SCHOOLS.—(Contd.)									
<i>For Girls.</i>									
High Schools ...	...	...	...	...	...	...	...	...	...
{ Male	...	...	...	...	...	...	...	...	...
{ Female	29	...	...	...	...	...	2	...	...
Middle Schools—									
English ...	...	...	...	...	...	...	...	...	...
{ Male	3	...	...	...	...	...	...	...	...
{ Female	150	11	3	...	...	...	6	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
Total	463	33	4	...	1	...	22	...	...
Primary Schools—									
For Boys ...	...	...	...	...	...	...	...	...	...
{ Male	259	8	2	...	1	...	25	...	...
{ Female	14	...	...	...	...	...	...	...	...
For Girls ...	...	...	...	...	...	...	...	...	...
{ Male	245	3	6	...	1	...	15	...	...
{ Female	565	5	1	...	...	...	26	...	...
Total	1,083	116	9	...	2	...	66	...	...
SCHOOL EDUCATION—SPECIAL									
SCHOOLS FOR SPECIAL INSTRUCTIONS.									
Training Schools ...	...	...	...	...	...	...	...	...	...
{ Male	...	...	...	...	...	...	...	...	...
{ Female	...	...	...	...	...	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...	...
{ 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.	1,546	119	13	...	3	...	88	...	...

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

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1915-16.5.—(Concl'd.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahommedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
1	2	3	4	5	6	7	8	9	10
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(a) Arabic
{ Male
{ Female
(b) Sanskrit
{ Male
{ Female
(c) Any other Oriental classics.
{ Male
{ Female
2. Elementary Teaching—A. Vernacular only or mainly—									
For Boys
{ Male
{ Female
For Girls
{ Male
{ Female
3. Elementary Teaching—the Koran only—									
For Boys
{ Male
{ Female
For Girls
{ Male
{ Female
Other schools not conforming to Departmental standards—									
For Boys
{ Male
{ Female
For Girls
{ Male
{ Female
Total of Private Institutions
GRAND TOTAL	1,546	19	13	...	3	...	88	...	...

EDUCATION—SUBSIDIARY TABLE NO. IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure of European Institutions in the Central Provinces for the official year 1915-16.

Object of Expenditure.	Public Institutions.														Grand Total.		
	Under private management.													Total of expenditure from—			
	Aided by the Government.						Unaided.						Municipal Funds.			Fees.	All other sources.
	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.
3a	3b	3c	3d	3e	3	3a	3b	3c	3	3a	3b	3c	3d	3e	3	4	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGES.																	
COLLEGES.																	
SECONDARY SCHOOLS, ENGLISH.																	
For boys .. { High Schools	9,852	..	3,255	127	3,777	17,011	..	..	..	..	..	..	..	..	..	..	..
For boys .. { Middle Schools	14,931	..	9,097	216	4,800	29,044	..	..	..	..	..	..	..	..	..	..	..
For Girls .. { High Schools	4,804	..	1,267	224	2,088	8,473	..	..	..	..	..	..	..	..	..	..	..
For Girls .. { Middle Schools	12,151	..	4,824	224	7,320	24,519	..	..	..	..	..	..	..	..	..	..	..
Total ..	41,828	..	18,443	791	17,985	79,047	..	..	..	..	..	..	..	..	..	..	..
PRIMARY SCHOOLS.																	
For Boys ..	10,962	600	8,436	35	6,566	26,599	..	..	..	..	..	..	..	..	..	..	..
For Girls ..	25,059	1,140	14,153	627	9,203	50,182	..	..	..	..	..	..	..	..	..	..	..
Total ..	36,021	1,740	22,589	662	15,769	76,781	..	..	..	..	..	..	..	..	..	..	..
Industrial Schools .. { Boys	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Industrial Schools .. { Girls	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in .. { Arts	1,032	..	..	..	..	1,032	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in .. { Professional	4,463	..	..	..	..	4,463	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in .. { Secondary Schools	5,516	..	..	..	..	5,516	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in .. { Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Buildings ..	32,754	..	..	..	40,549	73,303	..	..	..	..	..	..	..	..	..	..	..
Furniture ..	1,400	..	..	..	1,799	3,199	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous ..	22,822	..	57,500	..	20,389	1,00,711	..	..	..	..	..	..	..	..	..	..	..
Total ..	67,987	..	57,500	..	62,737	1,88,224	..	..	..	..	..	..	..	..	..	..	..
Total expenditure on European Institutions.	1,45,836	1,740	98,532	1,453	96,491	3,44,032	..	..	..	..	..	..	..	..	..	..	..

EDUCATION—SUBSIDIARY TABLE No. V.—(FOR EUROPEANS ONLY).

Return of the stages of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1915-16

Class of 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.			
SECONDARY SCHOOLS.																							
For Boys	{	Aided	English ...	8	299	58	2	60	227	12	239	...	...	...	...	...	...	...	...	285	14	299	
			Unaided.	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
				Total	8	299	58	2	60	227	12	239	285	14	299
For Girls	{	Aided	English ...	11	194	...	31	31	3	160	163	...	...	...	...	...	...	...	...	3	191	194	
			Unaided.	Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
				Total	11	194	...	31	31	3	160	163	3	191	194
Total Secondary Schools		...	19	493	58	33	91	230	172	402	...	...	...	...	...	...	...	...	288	205	493		
PRIMARY SCHOOLS.																							
For Boys.	...	{	Aided	4	309	...	...	...	...	...	...	122	2	124	163	6	169	10	6	16	295	14	309
			Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
				Total	4	309	122	2	124	163	6	169	10	6	16	295	14	309
For Girls	...	{	Aided	12	867	...	...	...	...	...	...	35	208	243	174	301	475	61	88	149	270	597	867
			Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
				Total	12	867	35	208	243	174	301	475	61	88	149	270	597	867
Total Primary Schools		...	16	1,176	...	...	...	...	...	...	157	210	367	337	307	644	71	94	165	565	611	1,176	
GRAND TOTAL		...	35	1,669	58	33	91	230	172	402	157	210	367	337	307	644	71	94	165	853	816	1,669	

NOTE.—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 No. X.—European Schools in the Central Provinces.
Classification of pupils by age for 1915-16.

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	17	...	...	...	...	...	...	...	...	...	17
5 to 6	121	...	...	...	...	...	...	...	...	...	121
6 to 7	119	15	...	...	...	...	...	...	...	...	134
7 to 8	90	56	9	1	...	...	...	...	...	...	156
8 to 9	35	51	43	15	2	...	...	...	...	...	146
9 to 10	21	27	69	41	19	...	...	...	...	...	169
10 to 11	7	12	37	54	51	11	...	...	...	...	172
11 to 12	5	6	20	39	49	39	6	...	...	...	164
12 to 13	2	5	7	15	42	34	23	4	...	...	132½
13 to 14	...	...	7	13	29	28	33	18	2	...	130
14 to 15	...	1	...	3	22	24	25	28	7	1	111
15 to 16	...	...	...	2	3	19	22	21	15	5	87
16 to 17	...	...	...	2	...	11	13	23	16	8	73
17 to 18	...	...	...	...	...	4	1	10	11	10	36
18 to 19	...	...	...	...	...	...	2	1	4	5	12
19 to 20	...	...	...	...	...	...	...	1	2	2	5
Over 20	...	...	...	...	...	1	...	...	3	...	4
Total	417	173	192	185	209	171	125	106	60	31	
Total	1,176					402			91		1,669

APPENDIX A.

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

Territory.	Population.		Children of school-going age.		1915-16.					
	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	11,091	97	2,335	6,862	1,797
	Damoh	168,060	164,987	25,209	24,748	7,253	...	623	5,963	667
	Jubbulpore	373,173	372,719	55,976	55,908	20,040	626	3,240	13,247	2,927
	Narsinghpur	161,795	163,882	24,269	24,582	9,246	33	1,826	6,281	1,106
	Hoshangabad	230,632	226,763	34,595	34,014	12,842	28	3,907	8,881	836
Total	1,209,893	1,193,598	181,484	179,029	60,472	784	11,121	41,234	7,333	
Percentage	...	...	...	...	16.77	.21	6.13	23.04	4.09	
The Satpura Range.	Nimar	200,765	190,306	30,115	28,546	9,994	93	1,849	7,165	887
	Betul	194,163	196,223	29,124	29,433	6,007	...	932	4,811	264
	Chhindwara	255,884	261,064	38,383	39,160	8,507	...	1,065	7,062	380
	Seoni	192,642	202,839	28,896	30,426	6,920	...	718	5,672	530
	Balaghat	190,469	198,451	28,570	29,768	12,053	29	1,012	9,751	1,261
	Mandla	200,872	204,362	30,131	30,654	10,636	51	1,300	8,304	981
Total	1,234,795	1,253,245	185,219	187,987	54,117	173	6,876	42,765	4,303	
Percentage	...	...	...	...	14.54	.04	3.71	23.11	2.32	
The Maratha Country.	Wardha	231,871	227,925	34,781	34,189	13,403	...	1,994	10,473	936
	Nagpur	408,843	401,058	61,326	60,159	25,325	1,278	5,677	15,882	2,488
	Bhandara	380,014	393,663	57,002	59,049	12,207	12	956	10,733	506
	Chanda	337,540	340,004	50,631	51,001	11,687	...	1,684	9,546	557
Total	1,358,268	1,362,650	203,740	204,398	62,622	1,290	10,311	46,534	4,487	
Percentage	...	...	...	...	15.34	.32	5.06	22.84	2.19	
Chhattisgarh.	Raipur	645,186	679,670	96,778	101,951	34,090	104	1,975	26,391	5,620
	Bilaspur	558,477	587,746	83,771	88,162	26,064	...	2,569	20,013	3,482
	Drug	373,159	402,529	55,974	60,379	18,872	...	409	14,968	3,495
Total	2,576,822	1,669,945	236,523	250,492	79,026	104	4,953	61,372	12,597	
Percentage	...	...	...	...	16.23	.02	2.09	27.64	5.03	

Return showing the General and Statistical Summary for the preparation of maps.—(Conclud.)

Territory.	Population.		Children of school-going age		1915-16.					
	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.—(Conclud.)</i>										
Berar.	Akola ...	400,893	387,970	660,134	58,196	24,735	46	5,637	17,212	1,11,840
	Amraoti ...	447,216	428,688	667,082	64,303	31,767	243	7,849	21,349	2,23,226
	Buldana ...	337,179	332,003	550,577	49,800	21,747	...	4,194	16,183	1,11,370
	Yeotmal ...	365,326	357,887	554,799	53,683	13,216	...	2,684	9,538	5,994
	Total ...	1,550,614	1,506,548	2332,592	225,982	91,465	289	20,364	64,282	6,5,530
Percentage ...	...	...	...	...	19.94	.06	8.76	27.73	22.90
GRAND TOTAL ...	6,930,392	6,985,916	11,0339,558	1,047,888	347,702	2,640	53,625	256,187	35,4,250	
PERCENTAGE ...	...	...	...	...	16.65	.13	5.16	24.64	33.37

N. B.—Female scholars in special schools and Colleges have been included in column 7 and omitted in column 10.

The number of children under Private Institutions have been excluded from this table.

APPENDIX B.

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

Particulars.		Classed in General Table III as "Primary Schools."	Classed in (General Table III as "Other Schools."	Classed in General Table III as "Private Institutions."	Total.
1		2	3	4	5
<i>Maktabas.</i>					
1. Institutions	... { For boys ...	32	...	43	
	... { For girls ...	20	...	9	
2. Pupils	... { Boys ...	2,959	...	1,529	
	... { Girls ...	1,362	...	*621	* 6 girls reading in boys' schools.
3. Expenditure from Provincial Funds	...	11,256	...	...
4. Expenditure from District or Local Funds	...	...	...	...
5. Expenditure from Municipal Funds	...	2,282	...	...
6. Fees	...	1,374	...	150	
7. Other sources	...	29,542	...	11,022	
8. Total Expenditure	...	44,454	...	11,172	
<i>Mulla Schools.</i>					
1. Institutions	... { For boys ...	...	...	6	
	... { For girls ...	...	...	...
2. Pupils	... { Boys ...	...	...	240	
	... { Girls ...	...	...	†39	† Reading in boys' schools.
3. Expenditure from Provincial Funds	...	...	...	...
4. Expenditure from District or Local Funds	...	...	...	...
5. Expenditure from Municipal Funds	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	1,338	
8. Total Expenditure	...	...	...	1,338	
<i>Tols.</i>					
1. Institutions	... { For boys ...	...	...	...
	... { For girls ...	...	...	...
2. Pupils	... { Boys ...	...	...	...
	... { Girls ...	...	...	...
3. Expenditure from Provincial Funds	...	...	...	...
4. Expenditure from District or Local Funds	...	...	...	...
5. Expenditure from Municipal Fund	...	...	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
8. Total expenditure	...	...	...	...

APPENDIX B.

Statement showing particulars of Maktabas, Mulla Schools, Toils, Pathshalas and Kyauung Schools.—(Concl'd.)

Particulars.	Classed in General Table III as "Primary Schools."	Classed in General Table III as "Other Schools."	Classed in General Table III as "Private Institutions."	Total.
1	2	3	4	5
<i>Pathshalas.</i>				
1. Institutions	6	10

2. Pupils	157	256

3. Expenditure from Provincial Funds
4. Expenditure from District or Local Funds
5. Expenditure from Municipal Funds	200
6. Fees	1,800
7. Other sources	*6,190	14,556
8. Total expenditure	6,190	16,556
<i>Kyauung Schools.</i>				
1. Institutions

2. Pupils

3. Expenditure from Provincial Funds
4. Expenditure from District or Local Funds
5. Expenditure from Municipal Funds
6. Fees
7. Other sources
8. Total expenditure
Etc. etc.

* Excludes from Table No. 3. as the information of Subordinate offices received late.

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