

# REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE QUINQUENNium ENDING 31ST MARCH

1917

IN ENGLAND.

CONSTABLE & CO., 10, Orange Street, Leicester Square, London, W. C.  
P. S. KING & SON, 9, Bridge Street, Westminster, London, S. W.  
KEGAN, PAUL, TRENCH, TRÜBNER & CO., 68/74, Carter Lane, London, E. C., and  
25, Museum Street, London, W. C.  
B. QUARITCH, 11, Grafton Street, New Bond Street, London, W.  
GRINDLAY & CO., 54, Parliament Street, London, S. W.  
DEIGHTON BELL & CO., LTD., Cambridge.  
B. H. BLACKWELL, 50 & 51, Broad Street, Oxford.  
HENRY S. KING & Co., 65, Cornhill, London, E. C.  
LUZAC & CO., 46, Great Russell Street, London, W. C.  
W. THACKER & CO., 2, Creed Lane, London, E. C.  
OLIVER & BOYD, Tweeddale Court, Edinburgh.  
E. PONSONBY, LTD., 116, Grafton Street, Dublin.  
T. FISHER UNWIN, LTD., 1, Adelphi Terrace, London, W.C.  
WILLIAM WESLEY & SON, 28, Essex Street, Strand, London.

IOD-36-4

ON THE CONTINENT.

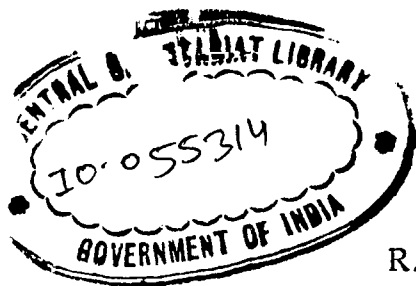
370.9543

ERNEST LEROUX, 28, Rue Bonaparte, Paris.  
MARTINUS NIJHOFF, The Hague.

EDU-S, 1917

IN INDIA AND THE COLONIES.

THACKER, SPINK & Co., Calcutta and Simla.  
NEWMAN & Co., Calcutta.  
R. CAMBRAY & Co., Calcutta.  
S. K. LAHIRI & Co., Calcutta.  
BUTTERWORTH & Co. (INDIA), LTD., 8-2, Hastings Street, Calcutta.  
CALCUTTA SCHOOL BOOK & USEFUL LITERATURE SOCIETY, Calcutta.  
THE WELDON LIBRARY, 18-5, Chowringhee Road, Calcutta.  
M. C. SIRCAR & SONS, 75, Harrison Road, Calcutta.  
A. J. COMBRIDGE & Co., Bombay.  
THACKER & Co., LTD., Bombay.  
D. B. TARAPOREVALA, SONS & Co., Bombay.  
RADHABAI ATMARAM SAGOON, Bombay.  
SUNDER PANDURANG, 25, Kalbadevi Road, Bombay.  
RAMCHANDRA GOVIND & SON, Booksellers, Kalbadevi, Bombay.  
A. J. COMBRIDGE & Co., Madras.  
HIGGINBOTHAM & Co., Madras.  
V. KALYANARAM IYER & Co., Madras.  
G. A. NATESAN & Co., Madras.  
S. MURTHY & Co., Madras.  
THOMPSON & Co., Madras.  
TEMPLE & Co., Madras.  
RAI SAHIB M. GULAB SINGH & SONS, Lahore.  
THE PROPRIETOR, NEWAL KISHORE PRESS, Lucknow.  
N. B. MATHUR, SUPERINTENDENT, NAZAIR KANUN HIND PRESS, Allahabad.  
A. H. WHEELER & Co., Allahabad, Calcutta and Bombay.  
SUPERINTENDENT, AMERICAN BAPTIST MISSION PRESS, Rangoon.  
MANAGER, GENERAL BOOK DEPÔT, Nagpur and Jubulpore.  
THE MANAGER, "THE HITAWAD," Nagpur.  
BABU S. C. TALUQDAR, Proprietor, Students & Co., Cooh Behar.  
A. M. & J. FERGUSON, Booksellers, Ceylon.



---

# Central Provinces Administration

---

## EDUCATION DEPARTMENT

---

*Nagpur, the 11th January 1918.*

READ—

Letter No. 9081, dated the 16th October 1917, from the Director of Public Instruction, Central Provinces, forwarding the Quinquennial Report on the State and Progress of Education in the Central Provinces and Berar for the period ending the 31st March 1917.

READ also—

The Circle and District Reports.

---

### RESOLUTION.

---

The Chief Commissioner desires at the outset to congratulate the Director of Public Instruction on his extremely interesting Report, which contains a full and discursive survey of the activities of the Education Department during the quinquennium which ended on the 31st March 1917. The tone of the introductory chapter is pessimistic, but Sir Benjamin Robertson considers that the achievements of the Department during the period under review justify a somewhat more complacent attitude. The statistical results are no doubt disappointing and far from commensurate with the increase of expenditure, but it must be remembered that there was much lost ground to be made up and that the Department has had its energies fully occupied in consolidating the positions already won and in preparing the ground for future progress. Progress would necessarily have been slow even in normal conditions, but it has been retarded by the war, and will, it is to be feared, continue to be retarded by the conditions which will supervene after the war; but, though the results of the efforts which have been made are not yet apparent and may perhaps not even be fully apparent in the next quinquennium, there is no reason to depreciate unduly what has been done in the past five years or to despair of the future. If we have succeeded to some extent in laying a sound foundation, we can at least hope that with vigorous efforts and with the provision of men and money our building will steadily rise, and that we shall gradually surmount the obstacle of illiteracy which is acknowledged on all hands to be retarding the activities which we are trying to develop in agriculture and co-operative credit.

2. The opening of the quinquennium coincided with the receipt of the first of the special grants from Imperial to Provincial Revenues in aid of educational development. These grants aggregated over six lakhs a year to meet recurring expenditure, while special non-recurring grants to meet capital non-recurring expenditure totalled nearly twenty lakhs of rupees. Among the more important developments which were facilitated by the non-recurring grants were the extension of the hostel system, the provision of suitable accommodation for a large number of primary schools and the construction of other educational buildings, while the principal objects to which the recurring grants were devoted were raising the pay of and the introduction of a pension scheme for District Council teachers and the increase of grants-in-aid to secondary schools. The receipt of these grants, however, was not allowed to check the steady growth of expenditure from Provincial revenues. The total expenditure on education rose from thirty-six lakhs in 1911-12 to over fifty-three and a half lakhs in 1916-17. By far the greatest proportion of this increase fell

on Provincial revenues, the expenditure from this source, including sums disbursed by the Public Works Department on educational buildings and grants to local bodies and aided schools, having risen from twenty lakhs to over thirty-two lakhs a year. During the same period the expenditure of local bodies from their own resources increased from nine to ten and a half lakhs, while fees contributed about five and three-quarter lakhs as against two and three-quarter lakhs at the beginning of the quinquennium.

3. In the Resolution on the Report for the last quinquennium Sir Benjamin Robertson expressed his sympathy with the demand for a Central Provinces University and his hope that the aspirations of the people in this respect would be fulfilled when the time was ripe. It affords him a mild satisfaction that a definite scheme for a University has now been worked out and submitted to the Government of India, though some time, it is feared, must elapse before that scheme takes practical shape. In the meantime the increase in the number of College students from 586 to 1,030 has necessitated so great an expansion of College accommodation that the effect of the schemes which have been concurrently undertaken for the improvement of Collegiate education has been somewhat obscured. Among the more important measures of improvement which have been taken during the quinquennium are the provincialisation of the Morris College, the addition of a third Professor of the Indian Educational Service for each of the Government Arts Colleges and of a second Professor for the College of Science, and the removal of the Jubbulpore Arts College to new, commodious and well-equipped buildings. The Colleges at Nagpur are at present housed in very inadequate and unsuitable buildings, and the construction of new buildings in a healthy situation is one of the most pressing needs with a view to increasing both their accommodation and their efficiency. A scheme for the establishment of an Arts College at Amraoti has been worked out and since the close of the quinquennium has been sanctioned by the Government of India, and the Chief Commissioner hopes to be able to provide funds in the ensuing year's budget for making a substantial beginning on the construction of the buildings. This new College, when it is opened, will help to meet the immediate pressure on our College accommodation, but much more will have to be done if we are to keep pace with the ever-expanding demand, and before long it will certainly be necessary to provide a third Arts College in Nagpur itself.

4. The increase in the number of pupils in the Anglo-Vernacular Secondary Schools—an increase which has been effected without any deviation from the principle of restricting the numbers of each class to the limits laid down in the interests of efficient instruction—is an indication of the progress which has been made during the quinquennium in developing the programme laid down in 1911. The policy of Government in the matter of the development of secondary education was laid down by Sir Reginald Craddock in a Resolution in 1911, and in pursuance of that policy the establishment of model Government High Schools at District Head-quarters and of model Government Anglo-Vernacular Schools at important centres has been steadily carried out during the quinquennium, and there are now only three small districts without a model Government High School; in two of these latter there are High Schools under private management which are at present accepted as equivalent to Government Schools. For the future expansion of secondary education the people must rely chiefly on local enterprise. In view of the recent acceptance by the Government of India of the principle that ultimately all expenditure on secondary institutions at present maintained by local bodies should be made a charge on Provincial revenues, it is desirable to restate the position of the Administration in this matter. So far as secondary schools maintained by District Councils are concerned, the principle now enunciated is in complete accordance with the declared policy of the Administration: the number of such schools is small, and their provincialisation in the near future is contemplated. In the case of secondary schools maintained by Municipalities, on the other hand, financial considerations definitely preclude the adoption of a policy of provincialisation, and for a long time to come Municipal Committees must be relied on not only for the maintenance of existing schools but also, with the help of liberal grants

from Provincial revenues, for such extension of secondary education as may be possible without detriment to the claims of primary education. Briefly stated, then, the policy of Government in the matter of expansion of secondary education is that it will rely in Municipal areas on Municipal and private enterprise, and in rural areas on private enterprise alone, such enterprise being, of course, supplemented by grants-in-aid to such extent as the not unlimited resources of the Administration permit. The Chief Commissioner takes this opportunity of calling attention to the great scope offered for the exercise of private benevolence in the field of higher and secondary education. The cost of building and endowing a High School is not very great, and here is an admirable object for any person who has money to devote to the public interest; hitherto, the Chief Commissioner regrets to observe, not much has been done in this direction by the wealthier classes, who have been content to leave the field almost entirely to Missionary Societies. The Marwaris of Wardha and the Bohras of Burhanpur have demonstrated what can be effected by private enterprise and enthusiasm, and it would be well if others would follow their excellent lead.

5. The Director of Public Instruction has summarised in his Report the causes to which he attributes the somewhat disappointing scholastic results of secondary education. The training of teachers will be dealt with in a later paragraph, and the other problems are receiving, and will continue to receive, the earnest attention of the Administration. The desirability of widening the outlook of the school-boys, and encouraging them to take up hobbies and interests natural to their years, is a matter to which the Chief Commissioner attaches particular importance, as he is convinced that mental development along such lines as these is the surest remedy not only against the tendency to cram but also against the pernicious influences which are at work stimulating the boys to indulgence in unwholesome political excitement. Something has no doubt been done by the extension of hostel life and the encouragement of games, and much good may be expected from the establishment of organisations similar to the League of Honour in Berar; but the advance made is not as yet great, and the Chief Commissioner looks to the Director of Public Instruction and the officers of the Department to exert their best efforts in this direction: they may rest assured that any proposals which they may have to make will receive his sympathetic consideration. In the light of recent events it is unfortunately no longer possible to say with the Director of Public Instruction that "political excitement has led to no marked breaches of discipline." Sir Benjamin Robertson has no desire to dwell on the unhappy state of affairs which has occurred in some of the schools at Nagpur and Wardha: he can only trust that his recent pronouncements and exhortations will take effect and that parents, guardians and the educated public in general will make up their minds to co-operate with the Educational authorities in restoring and maintaining that sense of discipline without which educational progress is impossible.

6. Mr. Mayhew has dealt so exhaustively with primary education in all its aspects that little remains to be said. Criticism is frequently directed against the policy of Government in the matter of the expansion of primary education and a cry is raised for the opening of more and more schools, irrespective of considerations of efficiency. Sir Benjamin Robertson does not propose to re-enter into this controversy, but he must decline to consider any proposal which would involve the further lowering of the standard of primary education which, as the Director of Public Instruction points out, is already distressingly low. Moreover, the fact that the increase in the number of pupils during the quinquennium has not been in proportion to the increase in the number of schools, and the small proportion of pupils in primary schools who rise to the upper primary classes, indicate fairly clearly that the demand for education is not so great as is asserted. It is suggested in the Report that, in the absence of a complete change in the public attitude towards education, nothing short of compulsory education will secure an adequate return for the money devoted to primary education. As a matter of fact there is a modified form of compulsion already in existence, for, as has been pointed out in the Report, it is only the unremitting efforts of

Deputy Commissioners and of the subordinate revenue officers that keep the school attendance up to its present figure in most rural areas. If it were possible to work it, a form of compulsion by local option for boys residing within a short distance of a school who have passed through the lower primary stage might be worth trying, as at present the disproportionately small attendance in the upper primary classes involves great waste of power, but that in the present stage of the development of the Central Provinces any thorough-going system of compulsion would be unworkable hardly requires demonstration. It is obvious that no such measure can be forced on a people the majority of whom are unwilling to accept it, and the facts and figures given in the Report show that in the rural areas of the Central Provinces a great majority of the people are indifferent to the advantages of education, while a not inconsiderable proportion are definitely opposed to it. In the Municipal areas, however, the case is quite different, and the Chief Commissioner has recently announced that provision will be made in the new Municipal Bill permitting Municipal Committees to introduce the principle of compulsion in the areas under their control; experience alone can show whether in these areas the introduction of this principle is premature or not.

7. In the sphere of industrial and technical education the chief event of the quinquennium has been the establishment of the Engineering School in connection with the Victoria College of Science. The success of this institution has been most gratifying, and its popularity, as indicated by the large excess of applications for admission over vacancies, augurs well for its future development. Practical training is given a prominent part in the curriculum, and during the last year of their course the students are apprenticed to local factories for some months, but there is no doubt that what is specially wanted is a system of apprenticeship in shops for at least two years after completion of the theoretical course of instruction.

The School of Handicrafts at Nagpur, which is under the control of the Department of Industries, has made good progress under the management of Mr. Ccve, and was reported by a high authority to be one of the best of its kind in India. At the close of the quinquennium proposals for the extension of the scheme of industrial and technical instruction, under the supervision of the Director of Industries, were being brought into effect, and a new school, similar to that at Nagpur, will shortly be started at Jubbulpore in connection with the Reformatory School, the management of which is also being transferred to the Department of Industries.

8. The training of teachers for both secondary and primary schools has received much attention. The Training College at Jubbulpore, which is the only institution in the Central Provinces for the training of secondary school teachers, has been developed and improved from time to time during the quinquennium. The outturn of trained teachers, however, is still inadequate to meet the demand, and proposals have recently been submitted to the Government of India which, if accepted, will not only provide more specialised instruction but will also double the annual output of teachers. These proposals involve a very large expenditure of money, and financial considerations will prevent complete effect being given to them at once; but, at any rate, it is so much to the good that a comprehensive scheme has been worked out to provide for future requirements and it can be introduced by instalments from time to time as funds permit.

Similarly, in the case of primary school teachers, a scheme was elaborated during the quinquennium for an increase in the number of Normal Schools to ten, with an annual output of 525 teachers: it is recognised, however, that even this supply is inadequate in view of the large number of untrained teachers already employed and the great expansion of primary education which may be expected in the near future, and the Director of Public Instruction has accordingly been instructed to frame proposals for increasing the outturn to 800, either by extension of existing schools or by the establishment of new ones, or by reducing temporarily the numbers of teachers who undergo the 3rd and 4th years' training. The question of reducing the normal course of training to one year was

carefully considered, but it was found that complaints were so rife of the inefficiency of teachers who only do a single year's training that it was considered wiser to sacrifice quantity to quality, and retain the two years' course as the minimum. This decision will no doubt involve greater expense, but the Chief Commissioner holds strongly that economy in the preliminary training of the future masters would be very false economy indeed. Many of the defects of the present system of education are directly attributable to the inferior qualifications of the teachers, and in the Chief Commissioner's opinion the importance of improving the quality of the instruction imparted cannot be over-estimated.

The schemes outlined above indicate what Government is prepared to do in order to obtain more and better-trained teachers, but, as the Director of Public Instruction has pointed out more than once in his Report, the co-operation of the educated public is no less necessary for the provision of an adequate teaching staff than in any other respect, and the Chief Commissioner trusts that the liberal policy of Government will meet with a prompt and adequate response in the shape of a better class of recruits.

9. Female education did not make much advance during the quinquennium. The plain reason is that there is no real demand for it as yet in these Provinces, and the recent survey of the problem in all its aspects revealed the fact that in every stage of education, except in the two lowest vernacular classes which are made use of as a crèche, the supply is in excess of the demand. During the quinquennium a Government High School for girls has been established at Amraoti: hitherto the institution has not been productive of many students, but it is gradually progressing, and no money is being spared in making it as attractive and efficient as possible. A scheme for the expansion of primary schools for girls has been drawn up and is being gradually given effect to. The Chief Commissioner fears that even with the improvements which have recently been effected not much progress can be anticipated in the near future. The most promising field at present is Berar, from which the Government Girls' High School draws most of its pupils:

10. The improvement of the Rajkumar College, Raipur, during the quinquennium has been most marked. The financial position of the College has been strengthened by Government grants and by donations, among which may be mentioned a munificent gift of five lakhs. of rupees from the Rajnandgaon State. This increased financial stability has allowed of improvements being made in every direction, and the Chief Commissioner was gratified to see from the report of the Educational Commissioner, who recently visited and inspected the College, that it compared not unfavourably with other Chiefs' Colleges in respect of buildings, equipment and standard of instruction. The result reflects the greatest credit on Mr. Stow, to whose efforts, since his appointment as Principal in 1912, the improvements are mainly due.

11. Muhammadan education calls for little remark. The Director of Public Instruction has pointed out the necessity of Muhammadans adopting the principle of self-help, and the Chief Commissioner has only to add that the necessity for the co-operation of the public in securing an adequate standard of instruction is perhaps nowhere so marked as in the case of this community.

12. Much improvement has been effected in the European Schools to which liberal grants of money have been made owing to generous subsidies having been provided by the Government of India. A separate Inspector of European Schools has been appointed, and the tone and general appointments of the schools have been appreciably raised. It is disappointing to learn from the Director's Report that so little advantage is taken of the opportunities for higher education, and it is trusted that his remarks in this connection will not escape the notice of the leaders of the community.

13. The necessity of the co-operation of the educated public in all matters concerning educational progress has already been touched upon. While gratefully acknowledging the assistance given, whether in the way of advice and

criticism or in the way of pecuniary contributions, the Chief Commissioner is constrained to agree with the Director of Public Instruction that much of the criticism is destructive rather than constructive, while there is a singular absence of any spirit of liberality such as might be expected with the rapid increase and greater diffusion of wealth among the people of the Province and the oft-repeated professions of interest in the development of education. He earnestly commends to the educated public the appeal of the Director of Public Instruction for a fuller realisation of their responsibilities, particularly in the matter of endowment of schools and the devotion of the best talent to the cause of education.

14. The Chief Commissioner cannot close this review without a reference to the premature retirement on account of ill health of Mr. Wright from the post of Director of Public Instruction. His ability and energy left their mark on the Department, and he was instrumental in introducing many fundamental reforms. By the sinking of the S. S. "Arabia" by enemy action, the Province lost a keen helper in the cause of primary education in Mr. Russell, I.C.S., who, as Deputy Commissioner of Mandla, had done much to extend instruction in that backward district. A well-known figure in the Nagpur educational world, the Revd. J. Douglas of the United Free Church Mission, has recently retired, and Sir Benjamin Robertson desires to place on record his appreciation of the whole-hearted work which he carried on for so many years in the Hislop College. To the keen interest which is taken by Mr. Chapman, Deputy Commissioner of Yeotmal, in the welfare of the youth of his district and to the School Boy League of Honour which he has established, fitting reference has been made in the Report. The Chief Commissioner joins with the Director in warmly thanking Mr. Chapman for the encouragement he has given to healthy sports and amusements and for the example he has set in leading the boys to a high conception of life and conduct.

15. The Chief Commissioner desires in conclusion to convey to Mr. Mayhew his acknowledgment of the excellent work which he has done as Director of Public Instruction. The enthusiasm which he devotes to his heavy and all-engrossing task is equalled by his knowledge and ability which will be recognised by all who read his most illuminating and suggestive Report. To the officers of the Department who have worked, in the face of many difficulties and discouragements due to the conditions arising from the war, with zeal and with hope for the future, the Chief Commissioner's thanks are also due.

---

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.*



I N D E X .

Chapter.	Subject.	Page.	Paragraph.	
I	<i>General Policy and Progress—</i>	3—4	1—8	
	Policy ... ..	3	1	
	The war and general progress ... ..	"	2	
	Numerical results ... ..	"	3	
	Expenditure ... ..	"	4	
	Public opinion and co-operation ... ..	"	5	
	Important events ... ..	4	6	
	Buildings ... ..	"	7	
The future ... ..	"	8		
II	<i>The War—</i>	5—6	9—10	
	Military Service... ..	5	9	
	War and the Schools ... ..	"	10	
III	<i>Controlling Agencies—</i>	6—9	11—22	
	Direction ... ..	6	11	
	Inspecting Agency ... ..	"	12	
	Inadequacy of Agency ... ..	"	13	
	Organization and Methods of Inspection ... ..	7	14	
	Divisional and District Officers ... ..	"	15	
	Local Bodies ... ..	"	16	
	Relations of the Department to Local Bodies ... ..	"	17	
	Private Agency—A.—Mission ... ..	"	18	
	B.—Indian Association and Com- mittees.	8	19	
	C.—Proprietary Schools ... ..	"	20	
	School Committees ... ..	"	21	
	Parents ... ..	"	22	
STATEMENT SHOWING THE NUMBER OF PUPILS IN EACH CLASS.		10		
IV	<i>University and Arts Colleges—</i>	12—14, 17	23—29	
	Central Provinces and Berar University ... ..	12	23	
	Arts Colleges and the College of Science—			
	Statistics ... ..	"	24	
	Academic results ... ..	13	25	
	New buildings of the Robertson College, Jubbulpore	14	26	
	Provincialization of the Morris College, Nagpur ... ..	"	27	
	Victoria College of Science ... ..	"	28	
	Student life ... ..	"	29	
	DIAGRAM SHOWING THE SCHEME OF SCHOOL CLASS.		15	
V	<i>Secondary Education—Boys—</i>	17—23	30—38	
	Policy and quantitative results ... ..	17	30	
	Buildings ... ..	18	31	
	Qualitative results ... ..	19	32	
	Reasons for poor results ... ..	19—20	33	
	School boy life ... ..	21	34	
	The future ... ..	22	35	
	Vernacular Middle Schools—			
	General Policy ... ..	22	36	
	Statistics ... ..	23	37	
The future ... ..	"	38		
VI	<i>Primary Education—Boys—</i>	23—28	39—52	
	General results ... ..	23	39	
	Expansion of Primary Schools ... ..	23—24	40	
	Aided, Unaided and Indigenous Schools ... ..	25	41	
	Night Schools ... ..	"	42	
	Factory Schools... ..	"	43	
	Improvement of Primary Schools. Readers and Curriculum.	"	44	

Chapter.	Subject.	Page.	Paragraph.
	Examination results ... ..	26	45
	Proportion of teachers to pupils ... ..	"	46
	Training and pay of teachers ... ..	"	47
	Buildings ... ..	27	48
	Games ... ..	28	49
	Libraries ... ..	"	50
	The financial position ... ..	"	51
	The future ... ..	"	52
VII	<i>Professional Colleges and Schools—</i>	28—29	53
VIII	<i>Technical and Industrial Education—</i>	29—34	54—61
	Engineering School, Nagpur ... ..	29—31	54
	Berar Technical Institute ... ..	32	55
	Industrial Education ... ..	33	56
	State Technical Scholarships ... ..	"	57
	Other Scholarships for Technical Education ... ..	"	58
	Drawing ... ..	34	59
	Commerce ... ..	"	60
	Manual Training ... ..	"	61
IX	<i>Training of Teachers (Boys' Schools)—</i>	34—36	62—66
	Anglo-Vernacular School teachers.—The—Train- ing College. ... ..	34	62
	Vernacular Schools teachers—Normal Schools ... ..	35	63
	Reorganization of Normal Schools ... ..	"	64
	Statistical results ... ..	36	65
	General ... ..	"	66
X	<i>Female Education—</i>	36—41	67—79
	General ... ..	36	67
	Statistics ... ..	37	68
	Anglo-Vernacular Schools ... ..	"	69
	Vernacular Schools ... ..	38	70
	Staff ... ..	39	71
	Ladies' Committees ... ..	"	72
	Curriculum ... ..	"	73
	Buildings ... ..	"	74
	Financial ... ..	40	75
	Zanana Classes ... ..	"	76
	Normal Schools ... ..	"	77
	Industrial Schools ... ..	"	78
	Inspecting Agency ... ..	41	79
XI	<i>Rajkumar College, Raipur—</i>	41—42	80—86
	General ... ..	41	80
	Finance ... ..	"	81
	Buildings and compound ... ..	"	82
	Staff ... ..	"	83
	Kumars and Boarding-house arrangements ... ..	42	84
	Curriculum and General Education ... ..	"	85
	Out-door life ... ..	"	86
XII	<i>European Schools—</i>	42—44	87—91
	Numbers ... ..	42	87
	Expenditure ... ..	"	88
	Quality of work ... ..	43	89
	Physical training <sup>a</sup> ... ..	"	90
	Hostels ... ..	"	91
XIII	<i>Muhammadian Education—</i>	44—47	92—97
	General ... ..	44	92
	Statistics ... ..	"	93
	Special concessions, special measures and their results. ... ..	45	94

Chapter.	Subject.	Page.	Paragraph.
	Institutions specially designed for Muhammadans...	46	95
	Imperial Grants ... ..	47	96
	Muhammadan employees ... ..	"	97
XIV	<i>Backward Classes—</i>	48—50	98—102
	Statistics ... ..	48	98
	Depressed Classes—General Policy and Special Schools.	"	99
	Special measures ... ..	49	100
	Aboriginal Tribes ... ..	"	101
	Criminal Tribes ... ..	50	102
XV	<i>Religious, Moral and Physical Training—</i>	50—51	103—106
	Religious Institution ... ..	50	104
	Moral Training ... ..	"	105
	Physical Training ... ..	"	106
XVI	<i>Hostels—</i>	51—53	107—110
	Numbers ... ..	51	107
	Expenditure ... ..	"	108
	Supervision ... ..	52	109
	Hostel life ... ..	"	110
XVII	<i>Medical Inspection and School Hygiene—</i>	53—54	111—112
	Medical Inspection ... ..	53	111
	School Hygiene ... ..	"	112
XVIII	<i>Miscellaneous—</i>	54—61	113—123
	Imperial Grants ... ..	54—57	113
	Grant-in-aid Code—Non-European Schools ... ..	58	114
	Education Manual ... ..	"	115
	Plague and Open Air Schools ... ..	"	116
	Reformatory School ... ..	"	117
	Education of Defectives ... ..	59	118
	Jains ... ..	"	119
	Text-Book Committee ... ..	"	120
	Book Depôts ... ..	60	121
	Keys ... ..	"	122
	Student's Advisory Committee ... ..	"	123
	Acknowledgments ... ..	"	124
Statements ...	General Tables I—X ... ..	i—li	
Appendix A.	General and Statistical Summary for the preparation of maps.	lii	
"	B. Expenditure on buildings, furniture and apparatus in each kind of institution.	liii	
"	C. Municipal institutions and the expenditure on them ...	liv	
"	D. Classification and pay of officers ...	lv	
"	E. Average pay of teachers not in Government employ ...	"	
"	F. Particulars of Maktabs, Mulla schools, Tols, Pathshalas and Kyaung Schools.	lvi	

No. 9081.

FROM

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

DIRECTOR OF PUBLIC INSTRUCTION,

*Central Provinces,*

TO

THE SECRETARY TO THE HON'BLE THE CHIEF  
COMMISSIONER,

EDUCATION DEPARTMENT,

*Central Provinces.*

*Dated Nagpur, the 16th October 1917.*

SIR,

I have the honour to submit the quinquennial Report on the State and Progress of Education in the Central Provinces and Berar for the period ending the 31st March 1917.

I have the honour to be,

Sir,

Your most obedient Servant,

A. I. MAYHEW,

*Director of Public Instruction.*

---



## CHAPTER I.

### GENERAL POLICY AND PROGRESS.

There has been no marked change in our policy during the quinquennium. In the initiation and preparation of new measures established principles have been recognised and applied. Policy.

2. The war has necessitated the postponement of some matured schemes and has retarded the progress of Primary Education by the restriction it has placed on Imperial and Provincial grants for this purpose. By stopping all recruitment for the Indian Educational Service and by its call to some members of the Department it has retarded the elaboration of schemes requiring more time than the existing staff can spare and has affected the administrative and organising efficiency of the Department. There has been a marked set-back to Primary Education during the last two years of the period, and this may be ascribed partly to the war. But the predominating feeling must be one of thankfulness that the injurious effects have been so slight. The Government has recognised that education expenditure is a provident investment for which even in times of financial anxiety funds must be found. The war and general progress.

3. These are disappointing. The percentage of pupils under instruction to the total population has risen only from 2·08 to 2·52, males rising from 3·74 to 4·53 and females from 1·4 to 1·5. When it is remembered that there has been no census and that no account is taken of a five-years' rise in population, the disappointment is increased. Though the percentage of increase in number of institutions (22) exceeds that of last quinquennium (19) the percentage of increase in pupils has fallen from 32 to 21. The falling-off has been most marked in Primary Education where the rate of increase has fallen from 36 (boys) and 32 (girls) to 23 and 14. Reasons for these results are discussed under the appropriate sections. Numbers afford no cause for complaint in higher education. The percentage of increase in the high department of Secondary Schools is 56 against 45 in last quinquennium and the Arts College percentage of 80, though not up to the last quinquennium figure, is numerically satisfying. It is also gratifying to note that in higher education the advance of non-Brahmins and Indian Christians has been more marked than that of Brahmins. Numerical results.

4. The total expenditure on public instruction has risen by 17½ lakhs or 56 per cent to nearly 49 lakhs. The very large increase is largely due to measures taken for the improvement of education. Improvements in the pay and training of teachers, restriction of numbers in classes and radical improvements in buildings are costly measures which have left their mark on schools, though it is yet too early to find their justification in examination results. The largest proportionate increase is under technical and special education, and it is also satisfactory that 32 per cent of the total increase is under Vernacular Education against 21 per cent under Secondary. The proportion of direct to indirect expenditure remains unchanged. Expenditure from public funds has fallen from 82 to 78 per cent of the total and from fees and other sources has risen from 18 to 22 per cent. The average cost per pupil has risen from Rs. 7-13-0 to Rs. 9-13-0 and the rise is most marked in Secondary Schools. Owing mainly to the increased rates of fees the net cost to Government per pupil has fallen in Secondary Schools and Colleges. Against these gratifying figures must be set the fact that endowments and subscriptions contribute less than 5¼ lakhs, *i. e.*, 10·5 per cent of the total expenditure. In a Province that produces an excise revenue of over a crore this is an appallingly low figure. Out of this the sum of 2·83 represents the contribution of Christian Missions, leaving a balance of 2·32 to Hindu and Muhammadan munificence in the Province. Any one who knows the wealth of certain parts of the Province and certain sections of the community and the amount spent on marriages will admit that ten times this amount could be raised with ease if the merit of educational endowment once obtained public recognition. Expenditure.

5. Apart from the devotion of time and money to the maintenance of schools, the leaders of communities can assist by intelligent, constructive and well-informed criticism, by missionary work for the conversion of the masses to an Public opinion and co-operation.

intelligent appreciation of the advantages of education and by instigating the best of their young men to adopt the educational profession. Public opinion has been usefully represented on the University, Female Education, and Vernacular Readers Committees and has been sought in many informal conferences and interviews. Criticism has not been withheld in the Legislative Council and the public Press, and the general interest in education has been most marked. While gratefully acknowledging the good work of the Committees and the good intentions of some of the criticism I cannot admit that public opinion on the whole has been helpful. Difficulties have not been appreciated, and pressure to aim at quantity in preference to quality has been steadily applied. The aim of education has not been understood, and demands to "keep moving" have been without regard to methods and aim of such movement. Missionary work among the masses has been left mainly to the Tahsildar and if the best of the young men have been urged to take up teaching work the harvest is still awaited.

**Important events.**

6. (1) Scheme for University of Central Provinces and Berar prepared by a Committee, considered by Government and submitted to the Government of India.

(2) Provincialisation of the Morris College and new buildings for the Robertson College.

(3) Completion of the programme for development of Government Secondary Schools.

(4) Revision of the Grant-in-Aid Code and extension of aided Secondary education.

(5) Reorganisation of the Subordinate Educational Service.

(6) Improvement of European Education (buildings and staff) with the help of Imperial grants.

(7) Establishment of the Government Engineering School, Nagpur.

(8) Development of the Jubbulpore Training College and extension and improvement of Normal Schools.

(9) Establishment of the Government Girls' High School, Amraoti.

(10) Survey of Female Education—its position and needs.

(11) Receipt and distribution of Imperial grants, particularly for Vernacular Education.

(12) Survey of Municipal Vernacular Education and revision of Provincial grants for the same.

(13) Survey of District Council Vernacular Education and establishment of principles of distribution of grants for the same.

(14) Pensions for District Council Vernacular School teachers and a minimum salary for trained teachers.

(15) Production of new departmental Vernacular Readers.

(16) Sanction of special scholarships for the depressed classes and Dai classes and measures for improving Chamar education in Chhattisgarh.

(17) Survey of School Hygiene and preparation of Medical Inspection scheme.

(18) Development of games and hostels and the School Boy League of Honour.

**Buildings.**

7. Building activity has been most conspicuous. More than 24 lakhs has been spent through the Public Works Department, the heaviest annual expenditure being 7 lakhs in 1914-15. This activity has imposed a heavy burden both on the Public Works Department and on my office which is responsible for general directions regarding the buildings and for seeing that plans and estimates are in accordance therewith. There is quite enough work in this department for a special Engineer.

**The future.**

8. A list of what ought to be done in the near future would far exceed the list of achievements. I have neither the time nor the space to show in how many directions we are held back by a shortage of administrative and organising staff. Routine work is being conscientiously carried out by all, but few have time for more than this. My report shows us as travellers on a road paved with good intentions. We can only hope to escape the proverbial destination of such travellers by frank recognition of past failure and by cautious preparation for the future. A vigorous offensive on a comparatively small front has been planned. Reinforced by men and money after the war and with more enlightened and effective support from the general public, we shall be able to extend our operations against the powers of darkness that still molest the land.

## CHAPTER II.

## THE WAR.

9. The following Officers of the Department obtained Commissions in the Military Service.  
Army :—

Mr. E. A. Macnee, Indian Educational Service, Indian Expeditionary Force, East Africa, Maxim Gun Section, Nagpur Volunteer Rifles, 1914.

Mr. H. E. F. Craddock, Indian Educational Service, Indian Cavalry, Indian Army Reserve of Officers, 1917.

Mr. F. H. M. Cheshire, Indian Educational Service, temporary Commission, Indian Army Reserve of Officers, attached three months to General Staff at Mhow, 1917.

Mr. F. J. Cuerden, Provincial Educational Service, Military Works, Indian Army Reserve of Officers, 1916.

Mr. Macnee has been engaged in active military operations and has been promoted to Captain's rank.

Three members of the Christ Church European School staff, Jubbulpore, have obtained Commissions, and the Principal and three Teachers of St. Francis de Sales' School, Nagpur, and one Teacher of St. Aloysius' School, Jubbulpore, have joined the French Army. Of these Brother Roustan was killed in the Dardanelles after being mentioned in Despatches and obtaining promotion on the field to Sergeant. Brother Poumier and Father Mengnier have been wounded and the former decorated. Many old boys of European Schools (*e. g.*, 33 from Christ Church School, Jubbulpore) have joined the Army and three pupils of Bishop Cotton School, Nagpur, joined and proceeded on active service.

Miss Broughton, Indian Educational Service, Inspectress of Schools, has been engaged since early in 1916 under the Ministry of Munitions in organising measures for the welfare of women workers and has recently received the Order of the British Empire. Father Palluel of St. Aloysius' School has gone as Military Chaplain, one clerk in the Department has joined the clerical staff of the Supply and Transport and two Teachers have devoted their holidays to voluntary Post Office War Loan work.

Of the seven unmarried men left in the Indian Educational Service four have applied at various times for leave to proceed on military service and of the remaining three one already holds a Commission, one is over 40, and the third knows that he cannot be spared. Of the eight married men four have offered their services, one is medically unfit, one is over 40 and the remaining two know that they cannot be spared.

10. Early in the war I issued instructions regarding (a) the circulation of correct war news in all schools, (b) addresses to the boys on deeds of heroism, particularly by Indian troops, on the origin of the war and intentions of the allies, on Ambulance and Red Cross work and work done by school boys and (c) the raising of subscriptions on an essentially voluntary basis. Wide publicity has been given to such documents as the King-Emperor's message, Lord Roberts' message to the children of the Empire and the War Loan advertisements and circulars. In staff and school meetings the purpose and methods of the War Loan have been carefully explained with good results and more success has, I think, been obtained in this direction than in any other. Staffs, and to some extent pupils, have contributed largely to the success of the Post Office loan in these Provinces. On the whole the general position of most schools towards the war is, I fear, one of ignorance and apathy, though here and there owing to the energy of individual Headmasters boys have been galvanised into interest. Collections have been made for Red Cross work and comforts, etc., spasmodically and without much system and cases are recorded of pupils giving up prizes for various War funds. The total amount so collected must be considerable, but I have intentionally refrained from calling for returns which would give rise to tactless or coercive measures on the Headmaster's part. Considerable enterprise has been shown in knitting and sewing by the Female Normal School, Jubbulpore, and a few girls' schools. Girls generally have been more easily stirred than boys. The following extract from the Berar Circle report deserves reproduction :—

“The weekly summary of the war news has been widely circulated, but except in a few Primary Schools, only a little use has been made of it. High



School boys are remarkably ignorant of all present day events connected with the war and of the names of Generals in command.

The Primary Schools of Amraoti District have contributed Rs. 1,182-14-6 for the Overseas Tobacco Fund for the Army, while the High Schools and Normal Schools of Amraoti Town have brought the amount to Rs. 1,500.

When the War Loan was floated, the Berar School Paper issued a special supplement on the matter setting forth the meaning of the loan, why India should contribute, how India should contribute, and the terms of subscription and repayment. Headmasters were requested to read this supplement to their pupils at a meeting to which parents, guardians and School Committees were invited. From the reports received, these meetings have been a great success and large numbers of teachers have subscribed by means of Post Office Certificates. Aided Anglo-Vernacular Schools have invested funds and certain Poor Student Funds have invested their capital. Altogether close upon one lakh must have been subscribed in the Berar Schools."

### CHAPTER III.

#### CONTROLLING AGENCIES.

Direction.

11. *Director and Assistant Director*—The Director's post changed hands five times during the quinquennium and was held by the following officers:—

Mr. R. M. Spence,  
 „ A. G. Wright,  
 „ E. G. Kilroe,  
 „ A. I. Mayhew,  
 „ C. E. W. Jones.

Mr. Wright's permanent retirement from service in 1916 after over two years' absence on sick leave was a very great loss to education in this Province. His ability and energy were responsible for many important and useful reforms. I was confirmed in the post on my return from leave after Mr. Wright's retirement. The administration of the Department proved to be too great a task for one officer and to relieve him a post of Assistant Director was created in the Indian Educational Service in 1913.

Inspecting Agency.

12. *Inspecting Staff*.—To cope with the increasing amount of work one Inspector and one Inspectress in the Indian Educational Service, two Assistant Inspectresses in the Provincial Educational Service and thirteen Deputy Inspectors in the Subordinate Educational Service were added to the staff. There are now six Inspectors including the Inspector of European Schools and Science, three Assistant Inspectors, two Inspectresses, four Assistant Inspectresses and sixty-one Deputy Inspectors. Of the six Inspectors two are in the Provincial Educational Service. Two more posts of Inspectors in the Indian Educational Service and four more posts of Assistant Inspectors in the Provincial Service were sanctioned during the quinquennium but have not yet been filled. Four additional posts of Deputy Inspectors were also sanctioned during the quinquennium and filled after the close of the period.

The posts of Assistant Inspectors originally filled by men in the Subordinate Educational Service on Rs. 250 were in 1916 finally placed in the Provincial Educational Service in the time scale of Rs. 300—20—400. The posts of Assistant Inspectresses were included with those of Lady Superintendents of Normal Schools in the Provincial Educational Service grades of Rs. 150 to Rs. 300 and the initial pay was subsequently raised to Rs. 200. All Deputy Inspectors' posts were merged in the Subordinate Educational Service on its re-organization in 1914. They enjoy the benefits of the Upper and Select Divisions of that service. Additions to the Collegiate staff and sanctioned posts of Headmasters in the Indian Educational Service are separately referred to under Colleges and Secondary Schools.

Inadequacy of Agency.

13. The percentage of expenditure on inspection to total expenditure has fallen from 6'3 to 5'5. An increase in this percentage is probable. The sanctioned but unfilled posts of Inspectors and Assistant Inspectors are a recognition of the needs of Secondary Schools. At present the Inspectors, particularly those in Nagpur and Berar, have insufficient leisure for actual inspection, purely educational work, and keeping in touch with pedagogic reforms and movements outside their Circle owing to their heavy administrative work. In course of time it should be possible to delegate much of the administrative

Government school work to the Headmasters. Meanwhile as aided education expands the number of problems requiring tactful and detailed investigation grows. The Assistant Inspectors, who are really personal Assistants to the Inspector without independent charge or responsibility, are attached to the heaviest Circles of Berar, Nagpur and Jubbulpore. A fourth has been added this year to the Nerbudda Circle. The increases made in the female inspecting agency, assisted in remote tracts by Deputy Inspectors, will suffice for several years to come. Our Deputy Inspectors' staff is keeping pace with the growth of Vernacular Schools, the average number of such schools per Deputy Inspector being 66, which is below our postulated maximum of 70. The addition of a special Inspector for European Schools and Science has already produced good results. Besides more thorough inspection, Mr. Beckett has been able to deal with general principles and introduce system and organization in both branches of this work. Further specialization in the shape of Drawing and Medical Inspection has been planned and is referred to separately.

The following statement gives the number of Schools under the Inspection of each Inspector and Inspectress :—

Name of Circle.	Number of officers.	Number of Normal Schools.	Number of High Schools.	Number of Anglo-Vernacular Middle Schools.	Number of Vernacular Middle Schools.	Number of Primary Schools.	Total.	Remarks.
1	2	3	4	5	6	7	8	9
<i>Inspectors of Schools.</i>								
* Nagpur Circle ...	1	1	12	27	...	...	40	
* Jubbulpore Circle ...	1	1	7	9	...	...	17	
Nerbudda Circle ...	1	1	9	14	...	...	24	
Chhattisgarh Circle...	1	1	4	9	...	...	14	
* Berar Circle ...	1	3	6	51	...	...	60	
Total ...	5	7	38	110	...	...	155	Vernacular Schools reserved for female inspection.
<i>Inspectresses of Schools.</i>								
Nagpur Circle ...	1	1	2	...	8	176	187	120
Jubbulpore Circle ...	1	2	1	2	17	132	153	121
Total ...	2	3	3	2	25	308	540	241

N. B.—(a) Inspectors are expected to keep in touch with the Vernacular education by visiting at least some Vernacular Schools in all parts of their Circles.

(b) Each Inspectress has two Assistants and the Inspectors marked with an Asterisk have one Assistant each.

14. There are no important changes to record. On the whole the Inspectors' and Inspectresses' methods are elastic and intelligent. The Provincial Educational Service Inspectors are perhaps inclined to lay too much stress on their own examinations. It has been found necessary to subject school examination papers, mark sheets and promotion lists to the strictest scrutiny and such scrutiny with examination of teachers' notes and boys' exercises is more informing than Inspector's examination. Deputy Inspectors' notes of inspection are as a rule sensible and to the point. If they are concerned largely with examination results, that is due to the infirmities of the teachers they are dealing with and the scarcity of other "records." On the whole they form an effective and hard-working body of men. Complaints against them are few and many District Council Chairmen have acknowledged their services most gratefully. Owing to the fact that their prospects are now no longer superior to those of graduate teachers in Government service it is becoming increasingly difficult to find graduates for work that is certainly less comfortable than that of a teacher. From our undergraduate teachers we have been able to select some excellent men, but the need for more graduates has been expressed and is receiving attention. There has been no important delegation of powers during the period, but scope for such delegation on generous lines has been provided in the new Education Manual and only time is required for devising means to take advantage of this provision.

Organization and  
Methods of Inspection.

Divisional and  
District Officers.

15. The Commissioners and Deputy Commissioners continue to occupy a most important position. Their general responsibility and the need for consulting them in all important matters is universally recognized by educational officers. As has often been remarked the condition of Vernacular Education in a District depends largely on the influence of the Deputy Commissioner exerted both directly and indirectly through the Tahsildars. It is inevitable but to be regretted that in some Districts more important duties leave little time for such work. The late Mr. R. V. Russell's work in Mandla and Mr. R. B. Chapman's work in Yeotmal will long be remembered.

Local Bodies.

16. Of the total number of boys under vernacular instruction 90 per cent are in Board Schools. District Council expenditure on education in 1916-17 was Rs. 16,54,000 (including 9.70 from Provincial and Imperial grants) or 33 per cent of the total expenditure on education and Municipal expenditure was Rs. 5,58,000 (1.88 from Provincial and Imperial grants) or 11.4 per cent of the total. It has now been clearly established that District Councils are to confine themselves to Vernacular Education and the few Secondary Schools that remain under their management will shortly be provincialised. On the other hand Municipal Secondary education is growing and it is difficult to ensure adequate and prior attention to Vernacular needs in some areas. At present fees and Provincial grant are covering a substantial portion of the increased outlay in Municipal Secondary Schools and only 13 per cent of the total increase in Municipal expenditure is due to Secondary Schools.

Relation of the  
Department to  
Local Bodies.

17. In the relations of local bodies to the department, the only marked change has been that Municipal Secondary Schools admitted to the benefit of the Grant-in-aid Code are entitled to the same independence as regards general control and all arrangements as schools under private management. My policy in regard to these relations generally has been to emphasise the advisory character of our departmental officers' work and the final responsibility of the Boards in all matters the control of which has not been expressly delegated to the department. The ambiguity of existing rules covering these mutual relations has now been cleared away in the new Manual which lays it down unequivocally that departmental officers are to advise local bodies and inspect their schools, and to take up only such administrative work as is expressly delegated. On the whole there has been a remarkable absence of friction, but some of the larger Municipalities have occasionally taken exception to advice or warnings rather vigorously conveyed, while some Inspectors have felt rather keenly that local bodies if left to manage their own schools should include at least one expert on their School Boards or Sub-Committees. Some Municipalities forget to consult the Department on obviously important and technical points or put it off until too late. Where the officers of local bodies and the department are in close and frequent contact difficulties never arise. I am always surprised that more use is not made of our Government School Headmasters on School Boards. Many of them would be valuable educational members and would form a link between the Board and the Department.

In regard to the expenditure of Imperial and Provincial grants, my policy has been to leave all the details to the Local Bodies concerned and to restrict my attention to the distribution of the grant among divisions (the district distribution being left to the Commissioners) and to the establishment of the general principles of wise expenditure. No Local Body maintains its own inspecting agency, but the Nagpur Municipality has recently appointed a Superintendent of its Vernacular Schools. This is a wise step, but the creation of a separate inspecting agency, though urged by several District Councils, would be a mistake. My experience of a double system of inspection has not been encouraging and funds urgently required for developing Vernacular Schools cannot be spared for their further inspection.

Private Agency.  
A.—Missions.

18. Several Christian Missions, 1 Roman, 1 Anglican and the rest other Protestant denominations, are engaged in educational work in this Province and maintain\* 1 College, 16 High Schools, 22 Anglo-Vernacular Middle Schools and

\* The figures given include European Schools under the Roman Catholic Mission but not those maintained by Anglican funds.

234 Vernacular Schools. The total expenditure from Mission Funds in 1912-13 and 1916-17 was 2'08 and 2'82, and their expenditure of Public Funds amounted to 1'51 and 2'01 in the same years. They had, in 1916-17, 20,685 pupils under instruction against 17,449 in 1912-13. The American Evangelical Mission had the largest number of pupils under instruction, while the United Free Church Mission has perhaps the most firmly established position owing to its College, its long standing and the work of such men as Mr. Hislop and Mr. Douglas. The Mission High Schools at Narsinghpur and Seoni have been accepted as substitutes for Government High Schools at those head-quarters, while the recently established Friends' Mission High School at Hoshangabad is doing useful experimental work in several directions. It is perhaps in female education that the co-operation of Missions is most valued. The supervision of experienced and sympathetic ladies is of supreme importance here. The work of the Church of England Zanana Mission in Jubbulpore is recognised by a grant-in-aid. In male vernacular education Missions have not yet gone far, nor have they systematically considered the question of providing trained teachers for such schools.

19. The need for more expenditure of money and time by leaders of the Indian Community has already been emphasised. In Berar and Nagpur Divisions Committee Schools are growing rapidly. Though some, as for instance the Marwari High School at Wardha and the New English and City High Schools at Nagpur are carefully managed, most of them are hampered by lack of assured funds and of competent experienced Committee members able to devote sufficient time to Committee work. It is hard to make the Committees understand that something more than fees and grant are required for a school and enquiries regarding endowments are met by vague references to unrealised subscriptions. Outside Nagpur and Berar we have the old established Hitkarni and Anjuman High Schools at Jubbulpore and the Bohra High School at Burhanpur.

B.—Indian Associations and Committees.

20. These form no part of our recognised system at present except in so far as indigenous vernacular schools "owned" by their teachers are supported until they are ready to be taken over by Local Bodies. The advent of the "one man" Proprietary School is not encouraged.

C.—Proprietary Schools.

21. These are attached to all Government and Board Schools. Their functions in Vernacular Schools are particularly important and a Committee that whips up the attendance and exempts from and spends the school fees wisely is a real power in the land. In Secondary Schools their work is essentially to advise the Head Master and Department and represent local needs. Interference in internal matters such as discipline and promotions is not welcomed and the new Manual removes all ambiguity on this point. Nor do we encourage a growing tendency in some Committees to represent the petitions of parents against strictness in promotions and discipline. One Committee member, from the local Bar, warned an Inspector recently that the refusal of a promotion might become the matter of a civil suit. "Solvuntur risu".

School Committees.

22. A famous Head Master once summed up the characteristics of a persistent and wayward pupil by saying that he would make an excellent parent. I am afraid the experience of most of our Head Masters is equally discouraging. As a controlling agency parents limit their desire for control to the promotion list and the Head Master's responsibility to the examination results. In other matters they assume no responsibility themselves and are surprised at such assumption by the Head Master. References to school discipline in the Press and on the platform are not always calculated to create a healthy public opinion in this matter.

Parents.

Half-yearly reports on Secondary School pupils are sent to parents.

In Berar a few Anglo-Vernacular Middle Schools, notably those at Akola Town and Morshi, have instituted an "Open day" on which parents are invited to attend the prize giving, meet the School Committees, see specimens of work done by the boys and witness football matches. These days have been a great success where the experiment has been tried. Exhibitions of hand work done by the boys were warmly welcomed by parents.

STATEMENT SHOWING NUMBER OF PUPILS IN EACH CLASS.  
NON-EUROPEAN SCHOOLS.

Special Education.		General Education.			
Professional Collegiate 254 + 0.	L.T.—1 year.	Sixth year ...	9 + 0	M. A. & M. Sc. } Course.	
	LL. B.—2 years.	Fifth year ..	18 + 0		
	L. Ag.—3 years.	Fourth year...	225 + 1	B. A. Course.	
		Third year ...	151 + 0		
		Second year...	423 + 0	Intermediate course.	
		First year ...	267 + 0		
		Seventh Class	1,531 + 6	High Department.	
		Sixth Class ...	1,468 + 12		
		Fifth Class ...	1,884 + 13	Middle Department.	
		Fourth Class.	2,743 + 65		
Technical and Industrial 303 + 79.		Third Class...	3,579 + 52	Elementary.	
		Second Class.	4,300 + 47		
		First Class ...	5,300 + 92	VI. Class ...	2,871 + 48
				V. Class ...	3,963 + 147
				IV. Class ...	38,128 + 2,119
				III. Class ...	46,738 + 3,097
			II. Class ...	53,501 + 4,770	Primary.
			I. Class ...	67,180 + 9,143	
			Infants ...	75,906 + 16,176	

EUROPEAN SCHOOLS.

Special Education.		General Education.	
	Ninth Standard ...	High Department.	22 + 9
	Eighth Standard ...		19 + 18
	Seventh Standard ...		60 + 45
	Sixth Standard ...	Middle Department.	66 + 47
	Fifth Standard ...		90 + 90
	Fourth Standard ...		89 + 94
	Third Standard ...		85 + 83
	Second Standard ...	Primary Department.	87 + 100
	First Standard ...		93 + 76
	Infant Standard ...		204 + 119

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



## CHAPTER IV.

## UNIVERSITY AND ARTS COLLEGES.

Central Provinces  
and Berar University.

23. In 1914 a Committee was constituted to frame proposals for the establishment of a University for the Central Provinces and Berar. Prior to the constitution of the Committee the location and general character of the University had been carefully discussed and public opinion sounded. The Committee were instructed to frame a scheme "which shall provide for a University of the teaching type at Nagpur, or in its immediate neighbourhood, and for the affiliation to this central institution of Colleges situated in other places in the Central Provinces and Berar." The committee was constituted as follows:—

The Hon'ble Mr. A. I. Mayhew,  
B.A., Officiating Director of Public Instruction, Central Provinces, President.

The Hon'ble Mr. C. E. Low, C.I.E.,  
B.A., I.C.S., Secretary to the Government of India in the Commerce and Industry Department, late Director of Agriculture, Central Provinces.

The Hon'ble Sir Bipin Krishna Bose,  
Kt., C.I.E., M.A., B.L., Nagpur.

The Hon'ble Rao Bahadur Ranganath Narsingha Mudholkar, C.I.E.,  
B.A., LL.B., Amraoti.

The Hon'ble Mr. Moreshwar Rao Dixit, B.A., Barrister-at-law, Nagpur.

Revd. A. Robertson, M.B., C.M.,  
Principal, Hislop College, Nagpur.

R. M. Spence, Esquire, M.A., Principal, Training College, Jubbulpore.

A. C. Sells, Esquire, M.A., Principal, Government College, Jubbulpore.

C. E. W. Jones, Esquire, M.A., Principal, Morris College, Nagpur, Secretary.

Nritya Gopal Bose, Esquire, M.A., B.L., Pleader, Narsinghpur.

M. Owen, Esquire, M.Sc., Principal, Victoria College of Science, Nagpur.

Khan Sahib Moulvi Abdul Qadir, B.A., LL.B., Pleader, Amraoti.

Rai Sahib Raghavar Prasad Dvivedi, Esquire, B.A., Headmaster, Hitkarini High School, Jubbulpore.

Khan Bahadur Nizam-ud-din Ahmad, M.A., Inspector of Schools, Chhattisgarh Circle, Central Provinces.

The labours of the Committee began in July 1914, and their report was submitted to Government in May 1915. The report was published and circulated for criticism and, after due consideration of this criticism, final and definite proposals were submitted to the Government of India at the conclusion of the period under review.

The report deals exhaustively with the past, present and future of University education in these Provinces and it is unnecessary to repeat here the substance of what has been widely circulated and freely discussed.

Pending the final settlement of the University question, it has been necessary to postpone some obviously important measures, as for instance the provision of suitable buildings for the Victoria College of Science and the Hislop College. Meanwhile much has been done to meet the most urgent needs by substantial extension of accommodation and increase of staff. The need for more accommodation than can be supplied in our existing Colleges has been recognised by the elaboration of complete and final proposals for the establishment of a College teaching up to the B.A. and Science Intermediate at Amraoti in Berar. These proposals are now before the Government of India and meanwhile a site has been selected and plans are under preparation.

Though our geographical position no less than the rapid development of the Provinces demands a separate University, the controlling authorities of the Allahabad University have done their best to minimise the disadvantages arising out of our remoteness from the University centre and have always shown a wish to consider our representations and local circumstances. It has unfortunately been impossible for the Director to be a regular attendant at the Syndicate meetings. But relations have been friendly and University Inspectors of our institutions have on the whole been satisfied and in some cases much pleased with what they have found.

Arts Colleges and  
the College of  
Science.  
Statistics.

24. Though there has been no increase in the number of institutions the number of students has risen from 586 to 1,030. The percentage of increase though slightly less than for the preceding quinquennium is sufficiently marked.

To meet this increase and also for the general improvement of the institutions totally new buildings have been constructed for the Arts College, Jubbulpore, now named the Robertson College, minor improvements have been effected in the Morris College and the College of Science buildings, the staffs of the Robertson College, Morris College and College of Science have been strengthened by the addition of three members of the Indian Educational Service, seven of the Provincial Educational Service and one of the Subordinate Educational Service (Demonstrator), and the staff of the Hislop College has been substantially improved. There are now 9 Indian Educational Service, 26 Provincial Educational Service and 3 Subordinate Educational Service teachers in Government Colleges under the Education Department. The number of students per teacher in the two Government Arts Colleges is 18 against 19 in the preceding quinquennium. The position of Provincial Service members of the Collegiate staff was improved by the grant of personal allowances to senior members in 1913 and 1914 pending reorganisation of the service. In 1916 the Collegiate Provincial Service was reorganised in four grades from Rs. 150 to Rs. 500, but this is subject to such further changes as may be necessitated with reference to the recommendations of the Public Service Commission.

Despite the increased expenditure due to improvement and increase of staff the cost per student in all Colleges owing to the increase in their number has fallen from Rs. 214-10-0 to Rs. 191-2-1 and in Government Colleges from Rs. 286-13-5 to Rs. 269-11-5. Owing to the increase of students and the raising of fee rates from Rs. 6-4-0 to Rs. 7-8-0 (Government) and from Rs. 5-4-0 to Rs. 6-8-0 (Aided) there has been a decrease in the net cost to Management, the net cost to Government per student in Government Colleges falling from Rs. 216-5-0 to Rs. 201-2-8. While the total expenditure on Arts Colleges has risen by 80 per cent, the fee income has increased by 134 per cent. These figures are satisfactory in so far as they show—

- (a) that additions to the staff have at least kept pace with the increase in strength, and
- (b) that the additional expenditure involved by expansion and improvement has been more than covered by the enhanced fee income.

25. The total number of passes in the various examinations during the Academic results. quinquennium under review and the preceding quinquennium is as follows :—

	1906-07 to 1911-12.	Percentage of passes to number of candidates.	1912-13 to 1916-17.	Percentage of passes to number of candidates.
M. A. ....	4	44	12	50
M. Sc. ....	...	...	1	100
B. A. ....	143	40	324	42
B. Sc. ....	30	34	35	32
Intermediate ..	422	46	658	44

Though these percentages have in no year been distinctly below the University percentages and in some cases have exceeded them, they show only a slight advance in one examination on the preceding quinquennium and in the others there is a slight falling off. The disappointing character of these results has frequently been pointed out. It cannot be attributed wholly to the Secondary Schools in view of the severe sifting of the Matriculation Examination. But it certainly shows that the severity of that examination is by no means misplaced and any improvement in our schools that makes our students more competent to work for themselves and to follow and take notes from lectures given in English in the early stages of their College course will make itself felt in the examination results. But equally important is the introduction on a more generous scale of tutorial and library work. This has already been attempted in all our Colleges and the arrangements made in certain classes of the Robertson College have won the praise of the University Inspectors. The proportion of students to teachers will have to be substantially reduced before further progress can be assured. It is significant that the number of students per teacher



in the arrangements recommended for Colleges taking only Pass work in Arts by the University Committee is only 14 against the present number 18 in the Morris and Robertson Colleges.

**New buildings of the Robertson College, Jubbulpore.**

26. The provision of spacious buildings for class rooms, laboratory, hostel and staff quarters for the Robertson College, Jubbulpore, has been one of the most satisfactory achievements of the quinquennium. The buildings which accommodate 300 students and 200 hostel residents stand in open and healthy country with extensive and beautiful views at a distance of about  $3\frac{1}{2}$  miles from the City. More than 150 acres have been acquired for the College. Owing to this remoteness the work of the College has continued undisturbed during a severe visitation of plague which closed every school in the town. The effect on the health and spirits of the students has been marked and a corporate feeling is arising out of the isolation and self-contained character of the buildings. The College has an electric power installation, water-supply and drainage system of its own and is fitted with electric lights and fans. A full-time Medical Officer is in charge of a dispensary and hospital and has already begun most valuable work in connection with medical inspection, recording of weights and the improvement of insanitary or mosquito-producing areas in the neighbourhood. A special building has been constructed for storage and sale of the stock of the Co-operative Supply Society that has recently been founded and is partially controlled by the students. The residence of the staff on the College premises is bringing all the members into close touch with the students, and three members of the staff known as Preceptors, have been invested with definite duties relating to the supervision and general guidance of groups of students, receiving in return the benefit of free quarters. The extension of the same system to the Morris College has now been proposed.

**Provincialisation of the Morris College, Nagpur.**

27. At the beginning of the quinquennium this College was maintained by a Committee from the Morris Memorial funds and the services of certain members of the Indian Educational Service were lent to the Committee. In 1915 the College was taken over by the Government and the Memorial funds previously devoted to the College are now set aside for the grant of scholarships in that College, for aiding secondary education under private management and for pensions to members of the staff prior to its provincialisation. Just before it was taken over a third Indian Educational Service man was lent to the College. Since its provincialisation the staff has been substantially improved by the addition of four Provincial Service posts.

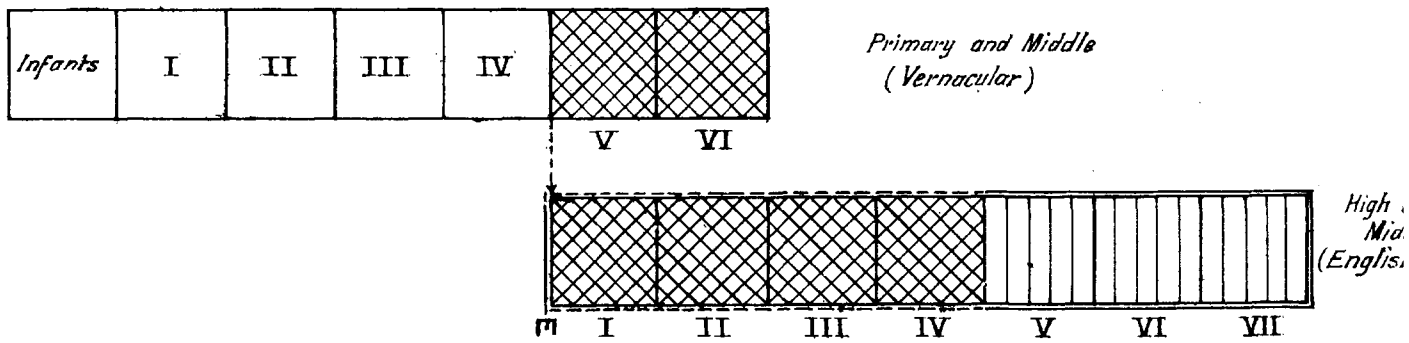
**Victoria College of Science.**

28. This College now takes all the Science students of the Morris College and Physics and Chemistry candidates for the B. Sc. and M. Sc. from the Hislop College. During the quinquennium it was affiliated for the D. Sc. courses of the Allahabad University. The figures in paragraph 25 show no marked increase in the number of candidates or passes in the B. Sc. As reasons for the unpopularity of the B. Sc. courses the Principal refers to the stiffness of the courses, the lack of openings for those who complete the course, and the natural disinclination of Indians for scientific studies. As a result of the unpopularity of the courses we find it most difficult to obtain Science teachers for our secondary schools. Further industrial development and a wider recognition of the industrial value of a scientific training must precede any large increase in the number of Science graduates. At present many Science graduates take to Law or seek refuge in a Government office. The College buildings, though outwardly imposing, are admittedly inadequate and unsuitable. Some additional rooms have been wrested from the Agricultural Department with whom the building is shared, but a totally new building cannot much longer be postponed and would by now have been completed but for its dependence on the University scheme. During the early part of the quinquennium good progress was made with the equipment of the College and the apparatus supplied is of a very high quality. Since the war began supplies have been obtained only slowly and with great difficulty.

**Student life.**

29. The Colleges continue to bring influence to bear on the student outside the class room by means of hostel life, games and societies. The Robertson and Morris Colleges now have Magazines. There is an annual inter-collegiate tournament in Nagpur which excites great interest and all Colleges play matches

# DIAGRAM SHOWING THE SCHEME of SCHOOL CLASSES



**REFERENCES.—**

- High Stage .....
- Middle Stage .....
- Primary Stage .....
- English teaching begins ..... **E**
- English used as a medium of instruction .....
- English used as a medium of instruction }
- in some subjects.....
- Passage to English Schools .....

*There has been no change in classification during the quinquennium.*



against other teams. Improvements have recently been made and further improvements are now contemplated in the supply of playing fields in Nagpur.

A new society which affords scope for useful work is the Co-operative Society for the helping of poor students in the Morris College. Hostel developments are mentioned in a separate section. The beneficial results of the new buildings at Jubbulpore have been described above. The importance of suitable self-contained buildings where staff and students can live together and come into frequent and close contact cannot be overrated, and pending the provision of such buildings the general life of the Morris and Hislop Colleges must be wanting in vitality. Meanwhile an English Professor is in charge of the Hislop College Hostel. Quarters are now being built for the Principal of the Morris College in the College compound and systematic efforts are being made to bring the staff into close touch with the students. It must, however, be admitted that in Nagpur political meetings and agitation, though not responsible for any grave breaches of discipline, have occupied the students' minds to a most undesirable extent. Political speakers have found in the students an audience easily moved by eloquence to sympathy and applause and students have obtained from the meetings that excitement and stimulus which adolescence demands. It has been found necessary to remind Principals of their responsibility for prohibiting attendance at such meetings as are likely to be harmful and participation in all forms of agitation. Such restrictive measures, though solely in the interests of students, are not in themselves sufficient, and I am sure that all Principals realise the supreme importance of substituting other interests and suggesting more suitable forms of activity. Our College staffs in Nagpur are at present working in difficult and unfavourable conditions. But Principals and Assistants here, no less than in Jubbulpore, are keenly conscious of their responsibilities. It is sometimes brought as a reproach against our Professors that they are not engaged in research work and make for themselves no academic name. Apart from the absence of facilities for such work in most cases, it may safely be said that under present conditions every member of a College staff requires every minute that he can spare from his class work for joining in and helping to make more effective the general life of the College.

## CHAPTER V.

### SECONDARY EDUCATION—BOYS (EUROPEAN SCHOOLS EXCLUDED).

30. The development of Secondary Education during the quinquennium has been on the lines laid down in the last year of the preceding quinquennium. The Resolution of June 1911 imposed definite limits on the expansion of Government Schools, raised the fees in all schools, stopped all exemption from fees in Government Schools and limited them in other schools, increased the number of scholarships and systematised their distribution and award for merit, restricted the number of pupils in class and school, and invited and encouraged private and Municipal co-operation by a generous system of grant-in-aid. The expressed aim of the policy thus enunciated was to improve the quality of Secondary Education and to provide for its ultimate expansion beyond the restricted range of Government Schools. Simultaneously a scheme for the improvement of the position of Government Secondary School teachers was elaborated, and at the beginning of 1914-15 these teachers were placed, together with Deputy Inspectors and Normal School teachers, in the Subordinate Educational Service with pay and prospects considerably in advance of what had been offered previously. There has been no departure from this 1911 policy and extension in accordance therewith has been remarkably rapid. Additional Government High Schools have been established and with the exception of Drug, for which provision is made in the complete scheme, the programme of providing every District Headquarters with a Government High School or a school explicitly accepted as its equivalent (there are now two such under Mission management) has been completed. The provincialization of District Council Secondary Schools which is planned for the near future will complete the programme to which the Government is committed. The expansion of aided education has been even more marked, thanks to Municipal and private enterprise and a generous increase in the provision for grants-in-aid from Rs. 58,000 to Rs. 1,22,000. The provision for building and furniture grants has been doubled.

Policy and quantitative results.

Aided Municipal High and Anglo-Vernacular Schools have increased by 1 and 19 respectively, and aided High and Anglo-Vernacular Schools under private management by 3 and 22. There are also 2 recognised but unaided High Schools under private management efficiently maintained by the generosity of Marwaris at Wardha and Bohras at Burhanpore. I hope they are the precursors of many more such institutions.

The number of pupils in the Anglo-Vernacular Middle stage has increased by 3,890 or 32 per cent and in the High stage by 1,934 or 65 per cent. In each case the percentage of increase exceeds that of the preceding quinquennium. The number of Matriculation candidates has grown by 50 per cent.

Financially also the development has been in accordance with the prescribed policy. It is satisfactory to note that while the average cost per pupil has risen in Government Schools from Rs. 32-1-1 to Rs. 41-0-5 and in all schools from Rs. 32-2-6 to Rs. 38-11-3, this increase in expenditure, which is necessitated by improvement in the pay of teachers, has been more than covered by increased fee income due to larger numbers and increased rates of fees which were raised at the close of last quinquennium to Re. 1 for Middle Department and Rs. 2-8-0 or Rs. 3 for High Department according to district. The net cost of each pupil to Government in Government Schools has fallen from Rs. 22-14-9 to Rs. 21-9-8. The net cost to Government in all schools is Rs. 13-7-0. The financial question of the immediate future is the desirability of a further increase of fees to ensure the further improvement of Secondary Education without additional expenditure from Provincial funds.

The scholarships policy carefully elaborated in 1911 with reference to expenditure and fee income has been closely followed, and with the exception of additional scholarships for the depressed classes and Muhammadans there has been no change in their rates, number or distribution. It has become clear, however, that higher rates should be given to boys residing in places without facilities for higher education, and proposals for effecting this and other changes of less importance are being considered. Scholarships for Middle School study are now awarded on the results of a separate examination similar in character to the High School Scholarships Examination introduced in the preceding quinquennium.

#### Buildings.

31. Good progress has been made with the accommodation and equipment of schools. The construction of ten school buildings, ten laboratories and eight hostels for Government High and Anglo-Vernacular Schools has been completed or begun and four hostels and nine school buildings have been substantially extended. For Anglo-Vernacular Schools under Board or private management seven school buildings and two hostels were constructed with the help of Provincial grants during the same period. For Government High Schools very little remains to be done, and within the next three years suitable provision will have been made for class rooms, laboratory and hostel for all such schools except the Patwardhan High School, Nagpur, which is waiting to step into the Morris College Building. The completion of the Government Anglo-Vernacular School building programme, exclusive of hostels for which a final programme has yet to be evolved, will not take much longer. We now have standard plans for High and Middle Schools, laboratory and hostel. Both Laboratory and Hostel plans have been revised of late and a double storied building is now in favour for hostels. Beauty has not yet been achieved, but ventilation and light have received attention, though these important problems require, and are receiving, further consideration. The class room accommodation provides 16 square feet floor space per pupil, and considerably more than the prescribed proportion of window space. The cost of a High School building is about Rs. 175 per pupil, according to the standard estimates, but the actual expenditure, owing to rise in cost of materials and labour, is almost always largely in excess of this. The equipment of Government Schools is satisfactory in regard to the bare essentials. There are few luxuries, and a larger supply of pictures would enlarge the very limited horizon of the pupils. Laboratory equipment made good progress under the care of the Inspector of Science until the war put difficulties in the way. We have now large orders awaiting shipment. In normal times we provided for practical work by all pupils in the High School classes. There are at present only two aided High Schools which have no matured schemes:

for suitable accommodation. For aided Anglo-Vernacular Middle Schools very much still remains to be done, and it is doubtful whether even with the Government grant the necessary funds will be forthcoming in a large number of cases. The report on the equipment of Government Schools is generally applicable to aided schools.

32. The results of the policy which has been described above are not at present satisfactory. The increase in cost per pupil has facilitated some reforms, but has not yet justified a complacent attitude towards our Secondary Schools. Though examination results alone are not sufficient evidence the Matriculation results suggest what closer inspection verifies that the work of these schools is still appallingly bad and that in some respects there has been deterioration. In the first four years of the quinquennium the percentage of passes ranged from 38 to 42 and in the last year it fell to 28. The average for the preceding quinquennium was 38. The marked fall in 1916-17 may be attributed largely to plague which, in spite of the establishment of open-air camp schools, disorganised school work to an even greater extent than in previous years. The results generally and in each year have not fallen below those for the University as a whole, but they cannot on this account be condoned. They reveal radical defects and are giving rise to insoluble and undesirable problems.

Qualitative results.

33. The reasons, real and alleged, for these results can be classified as follows :—

Reasons for poor results.

(a) *The excessive size of the classes.*—This view was strongly upheld at a recent Council meeting by an experienced member of an aided School Committee. Our numbers are at present very strictly limited to 30 and 35 in Government and aided High School classes and 35 and 40 in Government and aided Middle School classes. Further restriction is perhaps desirable, but is certainly not practicable at present. The view, however, deserves noting as a counterblast to the frequent requests for enlarging our classes.

(b) *The number and qualifications of our teachers.*—In Government Schools, with very few exceptions (mainly in Muhammadan Schools), we employ exclusively graduates for the High Department and men who have passed at least the Matriculation or School Leaving Certification Examination for the Middle Department. Our sanctioned cadre provides for every High School a teacher for each class or section exclusive of a Headmaster, Science teacher, Second language teacher and Drawing teacher. For purposes of grant we accept the same staff in aided schools which, with the exception of some Municipal Schools and most of the Anglo-Vernacular Schools in Berar, are not decidedly below our level in this respect. The percentage of trained teachers is 24 against 11 in 1912-13. There has been a steady increase in the number of Secondary School teachers sent for training to the Jubbulpore Training College, except in the last year of the quinquennium when the number of graduate stipends was raised from 10 to 40 to meet the exigencies of the situation, the number of under-graduates being accordingly reduced. Though owing to rapid expansion the percentage of untrained teachers is still unduly high, it will be seen from the chapter on the training of teachers, that our programme for the next ten years has taken this into account. Meanwhile we have suffered from the rate of our expansion which in respect of teaching staff has been at the cost of efficiency. It cannot be too strongly emphasised that efficient expansion depends not merely on adequate funds but also on a sufficient supply of competent teachers. Much has been done during the quinquennium to improve the position of teachers. The average pay of teachers in Government Secondary Schools has been raised from Rs. 65 to Rs. 85. Under-graduate teachers rise in grades from Rs. 40 to Rs. 125 and graduate teachers rise on a time-scale from Rs. 60 to Rs. 125, while 40 posts of Rs. 150 rising to Rs. 250 are reserved for special merit. In aided schools the average pay has risen from Rs. 50 to Rs. 53, and this average

would be far higher if the aided schools in Berar, where the average is only Rs. 34, were left out of account. By liberal grants-in-aid towards reasonable incremental schemes and by refusal of grants for salaries below a prescribed minimum we have substantially raised the position of teachers in all aided High Schools and in many Anglo-Vernacular Schools. All teachers in Government and Municipal Schools are in pensionable service. In schools under private management only 45 out of 427 teachers look forward to pension or provident fund. Our provident fund scheme is held up pending orders of the Government of India. The recent raising of the Training College stipends from Rs. 15 to Rs. 30 and from Rs. 25 to Rs. 45 for under-graduates and graduates will make the period of training economically less formidable to teachers. In spite of these measures, and quite apart from the scarcity of trained teachers, we have the greatest difficulty in getting at present a sufficient number of eligible graduate teachers. Vacancies are left for long unfilled, resignations are frequent, and in the end it is sometimes necessary to take men who spend all their leisure in studying for law and regard their work in schools as a necessary but unpleasant mode of approaching the Bar room. It must be remembered that the number of graduate teachers in the last five years has grown from 178 to 314. During this period our total output of graduates (B. A. and B. Sc.) from our Colleges has been only 359. If the needs and attractions of Law and other professions and Departments are considered and if it is also remembered that we are now sending our graduate teachers in yearly batches of 40 to be trained, it will be obvious that we cannot always afford to be very particular in our selection of teachers and that we have often to put up with long delay in appointment and eventually with the appointment of the casual inexperienced graduate whose characteristics are thus summarised by the *Inspector of Schools, Nagpur* : " The untrained B. A. brings to his work a self-satisfaction rarely justified by his attainments. His teaching is frequently unintelligible to his class, superficial and generally confined to an incorrect precis of an inferior text-book. The methods of unintelligent cram by which he has pursued his College Course are writ large over his efforts to teach. His knowledge of English is imperfect and his pronunciation defective." It is specially difficult to get qualified teachers for Science and Urdu and Persian work.

Further improvement of pay and prospects, which can only be effected by raising the fee rates, might enlarge our field of recruitment. But if we are to compete with the Law and the more lucrative posts of the Revenue Department we shall end by placing Secondary Education beyond the means of any but the wealthy. Moreover at present the profession of teaching does not in itself appeal to the keenest Indian minds, and a conversion of public opinion on the dignity and value of a teacher's life is more necessary than increase of salary. Finally, even men with the highest qualifications and ability take time to learn their work, and the inexperienced teacher will always be an obstacle to rapid and efficient expansion.

(c) Unwise promotion from class to class accentuates the results of defective instruction, hampers the progress of each class by the dragging weight of inefficients and eventually clogs the Matriculation class with an evergrowing number of hopeless cases. Though promotions are subject to the regulation of Inspectors, whose references to the subject in their reports are pointed and vigorous, the fear of the parent and public opinion dominates, and the School Committee's support is either lacking or ineffective. A Headmaster recently assured an Inspector that a percentage of 15 fully justified promotion, and as I write a letter is handed to me in

which an influential and educated parent begs that if his son cannot be promoted in his present school he may at least be given a certificate which will secure such promotion in another school. Careful scrutiny of the periodical examination answer papers and marks reveal most horrible details, and the results of the High School Scholarship Examination show that few boys in addition to the Scholarship winners and not even all these are really fit for entry to High School classes. During the last five years the percentage of promotions from the Middle to the High classes has risen out of all proportion to any increase in efficiency. It has now been decided that this very grave evil must be checked by the institution of a searching and properly conducted uniform examination to regulate promotion at the conclusion of the Middle School course. This will replace the unpopular and ineffective admission test held by individual Headmasters where the candidates for entry exceed the vacant seats.

(d) *Inadequate direction and control.*—We have not enough strong Headmasters capable of infusing energy and enthusiasm in staff and pupils. Weak discipline is manifested not so much by outward and visible signs, though late marking of attendance and other distressing features are not lacking, as by lassitude and torpor and an absence of the "vital spark of heavenly flame." By selection of energetic and enterprising men from the junior grades and by their rapid promotion if successful to the Select Division the qualifications required for a Headmaster are being demonstrated. The first of our Indian Educational Service Headmasters has recently joined his post, and it will rest with him and others who will be appointed after the war to exemplify the possibilities of these posts. The increase of Inspectors' Circles from five to seven, which has been sanctioned but delayed by the war, will also enable these officers to devote more time to actual inspection and purely pedagogic work and will raise the level of instruction. Meanwhile the appointment of a Science Inspector has certainly improved the Science work particularly in the Laboratories.

(e) The unsuitability of the curriculum has often been urged as a reason for failure. There has been no important change in our curriculum, which is still dominated by the Allahabad University, or in our School Leaving Certificate Examination, the defects of which were pointed out in the last Quinquennial Report. Reforms in this matter have awaited the establishment of our University. The most important question is that referred to by His Excellency the Viceroy at the recent Directors' Conference. We must either concentrate our attention more exclusively on English and simplify our curriculum or adopt more generally the Vernacular as our medium of instruction. Pending the settlement of this question the pupil's ignorance of English in the higher classes continues to be a most fruitful source of failure.

34. Other results of the past five years' development are more difficult to analyse. Extension of hostel life and discipline and encouragement of games have undoubtedly left their mark. The number of hostel residents has risen from 1,181 to 2,041. The League of Honour in Berar has emphasised new and most necessary ideals. The influence of the War has been extremely small. All these points are separately treated elsewhere. What impresses the careful observer most unfavourably is the limitation of the school horizon, the lack of suitable interests and the general dullness of school life. The school boy has few hobbies and is stung to alertness only by a reference to examinations or local politics. There is no re-action to the mention of Indian names renowned for industrial enterprise, administrative ability, scholarship or sport. But a reference to any well-known political leader seems to arouse in him the spirit of romance and adventure which is so natural to boyhood and is only awaiting absorption in a more appropriate sphere. Political excitement has led to no

School boy life.



marked breaches of discipline but has undoubtedly thrown too many boys off their balance and disturbed their work. In their interests it has been found necessary to enforce most strictly the existing prohibition of attendance at political meetings and to arouse the Headmaster's sense of responsibility by throwing on him the task of determining whether a boy may be allowed to attend any public meeting. The Deputy Commissioner of Yeotmal and the Inspector of Berar have shown us how the greyness of school and hostel life can be brightened by such simple devices as the encouragement of swimming, gardening and window boxes and the introduction of manual games such as Meccano and stereoscopic slides. It is on lines such as these that we must work and we must not be content with games and tournaments, excellent as they are, if we are to give to school life that variety and colour which boys demand and will find elsewhere if it is denied them at school.

The Commissioner of Berar puts in a strong plea for an alternative type of Secondary Education, less literary and more "real," adapted to commercial and industrial pursuits. Our present curriculum must be reformed and may perhaps be made more elastic. Provision for definite Manual training is necessary and is being planned. For an alternative type of school there is no demand. If efficient it would be no less expensive than our present type. What we want immediately is simplification rather than complexity and reform of our present system on the lines already laid down should precede any new departure.

The future.

35. The demand for Secondary Education shows no signs of slackening. Every year sees candidates for admission turned away. Statistics of candidates who fail to secure admission anywhere have not so far been procured. It is improbable that many who are really fit for Secondary Education fail at present to get it. But the problem of further expansion has to be faced and specially urgent is the problem of increasing our High Schools to meet the demands of those who surge onwards from the Anglo-Vernacular Middle Schools recently established and growing yearly in numbers. The elimination of the unfit by stricter promotion and of the aged by more general superannuation (11 per cent of our pupils are over 18 years of age and the percentage is increasing!) will improve the schools but not materially diminish the task of supply. The number of pupils that can be accommodated in each town served by a Government School is now known to the public and pains are taken to make it clear that further extension must be financed either by private endowment or increased fees. At present the ultimate efficiency of many of our existing aided Anglo-Vernacular Middle Schools is very far from being assured. Any large increase of Municipal expenditure on Secondary Education will be impossible if these Bodies attend properly to their Vernacular Schools. That fees can be raised without stopping the inrush is shown by the fact that 30 per cent of the pupils in Aided Anglo-Vernacular Middle Schools in Berar are paying more than the standard rates. But it is to private munificence that we must make our main appeal for extension of aided schools on approved lines. Even if this appeal is successful, two cautionary hints are necessary. Teachers do not grow on hedges and their production is not solely a matter of money. Managing Committees require in addition to funds an endowment of experience, energy and insight. Men as well as money must be consecrated to our Secondary Schools.

#### VERNACULAR MIDDLE SCHOOLS—BOYS.

General policy.

36. Though these schools are still classed for statistical purposes as secondary schools, they are in fact merely a continuation of Vernacular Education. Vernacular or Elementary Education which does not reach the VIth class which is the top class of these schools can hardly be considered a complete course of education. At present these schools are regarded mainly as a recruiting ground for Normal School—candidates for which must complete the Vernacular Middle course. During the quinquennium definite attempts have been made to improve the output of these schools by grants to Local Bodies for raising the pay of the teachers and by the selection for a further course of training of the most promising teachers in order that they may be well qualified for instructing these classes. With a view to increasing their strength and economising funds,

classes have been transferred from small centres where they have not been successful and some classes have been abolished. To a large number of schools hostels have been added on a humble scale and with very little expenditure from public funds. These hostels have been well attended by boys from outside villages.

37. As a result of this policy the number of Vernacular Middle Schools has fallen from 244 to 218. But there has been a most gratifying increase of 41·6 per cent in the number of pupils in the Vernacular Middle stage which is now 6,833. The Inspector of Schools, Berar, reports that the Marathi Middle Schools are showing considerable vitality and form a centre of educational thought and experiment. A similar report has been received from other centres regarding those schools which have been specially selected for improvement, and I have been greatly pleased with all such schools that I have seen. Boys and teachers seem to be proud of their schools and a corporate feeling has been established as a result of the steps taken for improvement. The cost per pupil in these schools has risen from Rs. 6-1-7 to Rs. 8-3-2.

Statistics.

38. Further development will follow the lines already laid down. In some Circles, particularly in Chhattisgarh, many of the schools are badly situated and their transfer from Municipalities and Tahsil Head-quarters would not merely raise the attendance but also relieve the strain on Anglo-Vernacular Middle Schools. There are signs that they are beginning to attract other persons besides prospective teachers, and changes in the curriculum which are under consideration may increase their attractiveness. The aided Anglo-Vernacular Middle Schools that have risen in Berar originated from the English Classes that were formerly attached to District Council Vernacular Schools and were maintained mainly from public subscriptions. It is still open to question whether a good many of the boys who are absorbed in these Anglo-Vernacular Schools could not have found what they wanted in an improved Vernacular Middle School Curriculum. I hope that before the close of the next five years the very large drop from 38,000 in the 4th or top Primary class to less than 4,000 in the 5th or 1st Vernacular Middle class will have been substantially reduced.

The future.

## CHAPTER VI.

### PRIMARY EDUCATION—BOYS.

39. In the first three years of the quinquennium expansion was comparatively rapid owing mainly to the stimulus of the Imperial grant and Durbar programme. The last two years witnessed a decided setback and the progress for the quinquennium as a whole shows no marked advance on the preceding period. For the improvement of primary education important schemes were formulated and approved, and some were carried into effect. Their fruits cannot yet be estimated. The growing discontent with the present condition indicates an advance in ideals and sounder educational views, particularly among Local Bodies and Deputy Commissioners, rather than any decline in efficiency.

General results.

40. An increase of \*712 schools and \*50,513 pupils gives for the quinquennium a smaller percentage of increase in pupils than for the preceding period. The percentage of increase in schools shows a slight advance. This shows that schools are being extended to places where the demand for education is less marked. Analysis of the distribution of pupils among classes continues to yield the same distressing results as in 1912. More than half the pupils are in the Infant and 1st classes, and nearly three-quarters are in classes below the third. In the 4th class there has been an increase of only about 4,000 pupils, a smaller percentage of increase than in the last quinquennium. The number of candidates for the Primary Examination has risen from 21,196 to 29,691.

Expansion of Primary Schools.

The check to expansion in the last two years of the quinquennium is attributed partly to the fact that the results of the Durbar and other Imperial grants had been completely manifested during the first three years. Though this statement requires some modification, it is obviously true that for the poor results of the last two years a financial explanation can be found. It is also true that plague and cholera, particularly in 1916-17, have affected school

\* European School figures omitted throughout.

enrolment. And measures for improving schools such as restriction of numbers in the lower classes owing to lack of accommodation or teachers and removal of the names of habitual absentees must also be taken into account. The plea that economic conditions and in some places poor crops have been responsible is not acceptable. The connection between economic conditions and education is obscure, but it is certain that economic prosperity does not invariably create a demand for education nor fill the schools. A good return or high wages for juvenile labour often has the opposite effect.

Undoubtedly as more funds become available schools and pupils will grow and our 3,608 unprovided villages of over 500 will be reduced in number. The fact that Nagpur District is reported to have 24 unprovided villages of over 800 shows the urgent need for more funds. But under present conditions with a steady increase in funds the number of pupils per school and teacher is likely to grow steadily less, and the cost of education per pupil will grow. Our lower classes will become more and more swollen and the proportion of those who leave school before the State has got any return for its money will grow. The higher classes will continue to consist mainly of those who aim at secondary education and castes and classes that have a natural predilection for education. As has been well pointed out by the Commissioner of the Nerbudda Division, we have under present conditions reached the limits of profitable cultivation. If we are to continue extending the margin of cultivation and make clearings in the wilderness that will repay our labour and expense, there must be a radical change in our methods or the people's views. Nothing short of compulsory education or failing that a complete change in the public attitude towards education will give us good value for money devoted to expansion of primary education.

This view has found explicit expression in several reports and notes of Deputy Commissioners who have evidently pondered the matter well. It is implicit in much that is said in other reports. Again and again it is stated that at present the enrolment and attendance of most castes and classes depend on "the bullying of the Tahsildar and the touting of the Schoolmaster." Very much depends also on the attitude of the Deputy Commissioner who if strenuous and unyielding can raise and actually has raised in some cases through his Tahsildars the school enrolment by 50 per cent. But some Deputy Commissioners are most reluctant to exercise this power and to introduce compulsion without legislative authority. The position is certainly precarious and difficult, and in districts where other work is heavy the Deputy Commissioner's influence is rarely felt. I am quite sure that unless a great reformer arises to convert the masses and fill our schools we shall before long be forced, merely with a view to economise our funds, to adopt compulsory measures within defined areas. Within such areas education would of course be free. But without compulsion and under our present fee system nothing is to be gained by free education. There has been only one demand for such a measure from a Local Body. The obvious reply to it is that our rules make it impossible for any one to be deprived of primary education on grounds of poverty. Those who can pay but have no use for education will not be converted by the remission of 12 annas a year.

In the absence of compulsory education there is a strong feeling among thoughtful and experienced persons that we should concentrate our funds on those places where we can ensure a good attendance throughout the classes and give up our "outpost" schools and work among those who do not appreciate our efforts. Intensive and improved cultivation where it will pay must replace the ploughing of the sand. The Chhattisgarh Commissioner advocates this policy and is opposed by the Nagpur Commissioner who regards it as a surrender of a position boldly occupied for many years with undoubted though only gradually visible results. We cannot, I think, surrender this outpost work and must continue to have both aims in view.

For the improvement of attendance some hold that more use can be made of the village Kotwar whose services are at present enlisted as a "paidagogos" or leader of children to school. In the absence of penalties and remuneration these services are indifferently performed and some District Officers who in

present circumstances find it hard to bring pressure to bear on him would like to see him tried as an Attendance Officer with definite duties and fees. In Seoni District peons have experimentally been appointed with these functions, but one or at the most two such persons for each tahsil cannot effect much. Other methods tried in this district have been the lavish bestowal of sanads on effective members of School Committees and changes in school hours. Our present rules make ample provision for "half-timers" and the closing of schools during the sowing and harvest seasons. In Berar the need for observing these important seasons has not apparently been felt. A controversy regarding the removal of habitual absentees' names from the school rolls illustrates the real position of Primary education. While the radical reformers urge this measure as a corrective of false impressions given by figures and as a penalty to slack parents, the more conservative urge that such a measure would be detrimental to attendance. An enrolled scholar is a potential attendant subject to the fear of the Tahsildar. Many parents implore the teachers to remove their children's names from the rolls.

41. These schools form a very small part of our Primary school system. Their number has declined during the quinquennium. Though this decline is partly due to the inability of Missions to expand during the war, the absorption of indigenous and "venture" schools into Board schools and the difficulty of inducing many of the schools to send in returns, it is certain that a really widespread demand for education would show itself in a rapid growth of these schools. In Berar under an excellent system the District Boards by small grants support the more promising indigenous schools until they are ready to be converted into Board schools and 131 such schools are now in receipt of aid. The system is being tried elsewhere and 208 indigenous schools were converted into Board schools during the quinquennium. In Banda Tahsil of Saugor the Tahsildar has successfully encouraged such trial schools. If carefully watched, they are a valuable index of the demand for education in various areas and a means of estimating the claims of various localities.

Aided,  
ed and  
Schools. Unaid-  
Indigenous

42. Night schools have been developed in Yeotmal District where 32 such schools attract 515 pupils and in one or two Municipalities. Unfortunately not all these pupils are adult members of the labouring classes and the schools are taught by Board school teachers who receive additional pay for the work. Further extension and improvement of day schools must precede the useful development of this class of school.

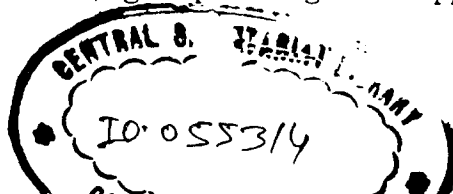
Night Schools.

43. For the general education of children employed in factories five schools were maintained at the close of the quinquennium at Nagpur, Jubbulpore and Hinganghat. Of these two were maintained by a Municipality and three by Government with the help of the Municipality and the factory owners. The schools are just outside the factory gates and the factory owners give bonuses for school attendance. It will probably be necessary to concentrate the bonuses on those who complete the 4th class course in order to get the full value out of these schools. But of 1,597 children employed in the factories to which the schools are attached only 623 are enrolled in the schools. Further development of such schools has already been planned and in part sanctioned. In Balaghat District the mine owners of the Katangjhiri area have provided at their own cost a building for a school attended by the children of employees. I hope that this good example will be fruitful in other parts of the Province.

Factory Schools.

44. Though the villager does not devote much thought to the curriculum and would not be attracted by any improvements wrought therein, he is a shrewd observer of the results of education. Attendance will improve if our school product is found a more valuable asset in village life. For this reason the recent revision of the departmental vernacular readers is an important measure. The general lines of revision were laid down at an Inspectors' Conference after public opinion in the subject had been elicited. For the preparation of the readers Mr. Spence was placed on special duty and with the help of two Committees and his Training College staff he has produced Hindi and Marathi readers which from the linguistic and literary standpoint are far superior to the old readers and more likely to appeal to the parents. They have been published by the Oxford University Press and the illustrations, get-up and general appearance

Improvement of  
Primary Schools.  
Readers and Curri-  
culum.



of the books are worthy of that firm's reputation. It is hoped that the "literary" readers will be followed up by a reader intended to give the higher classes such general information as is not contained in the subjects of the curriculum and is likely to stimulate and interest an agricultural population. For its production the help of the Agricultural Department has been secured.

The general lines of the revision of the curriculum have also been determined and the Training College staff has set to work to recast some of the syllabuses with a view to making them more simple, useful and attractive to villagers. It is now generally accepted that definite agricultural instruction should not be included in the curriculum. But we are continuing our efforts to give more of an agriculturalist basis to our work and to make our school gardens a more vital part of the course by the development of Nature Study in the Normal Schools. The Nature Study course has been revised and we have secured for the Normal School staff some graduates from Agricultural Colleges, mainly from Poona. We are now arranging to lend some teachers to the Agricultural Department for work in their Farm Schools and shall use such teachers and others who may be trained by that Department for pushing on this work. Similarly we are trying to qualify our Normal School staff by courses of professional lectures in Hygiene and First Aid to give such instruction to the students as may profitably be handed on to their pupils and the villagers. From District Council and departmental funds slides and magic lanterns are given to Deputy Inspectors for village school work. On these lines we are trying to make the advantages of schools more obvious to villagers. There is no indication in any quarter that the inclusion of English in the curriculum would make Primary Schools more popular.

Examination results.

45. The new readers and the popularising of the curriculum referred to in the preceding paragraph may be reckoned among the measures for improvement which are now urgently demanded by most District Councils and Deputy Commissioners. The Deputy Commissioner of Raipur stands almost alone in urging extension irrespective of improvement. Most officers and bodies responsible for Primary Education would be content to forego all extension till we have got something worth extending. The Commissioner of Chhattisgarh says that what is given is wasted on 50 per cent of our pupils. The Primary

\*Percentage of successful candidates.

1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
63.2	63.3	62.4	64.8	64.9	63.6

Examination results\* which are given marginally for the quinquennium show a very slight improvement not sufficient to stem the chorus of disapproval. In deciding to earmark for improvement measures half of such Provincial and Imperial funds as are available for

Vernacular Education we have certainly recognised the force of the cry for improvement.

Proportion of teachers to pupils.

46. The number of pupils per teacher has been reduced during the quinquennium from 35 to 30. This number cannot be considered excessive. Unfortunately the figures hide the fact that the lower classes are overcrowded and understaffed. In the upper classes the number of pupils per teacher is generally small but it is usual to find 2 or 3 classes taught by one teacher. Consequently a very heavy bill has been presented by District Councils for increasing the staff in respect of existing numbers. Before meeting this bill in full by grants efforts will be made to reduce the demands by restriction of numbers in the lower classes and concentration of boys in the higher classes. Unfortunately boys who after the 2nd class are asked to migrate to a school a mile or more distant usually seize the excuse for concluding their studies. Economic distribution of staff and good results await compulsory education. When this comes the teacher will no longer spend the first school hour as an Attendance Officer and the average attendance will rise above 71 per cent, at which figure it has remained practically stationary for the quinquennium. I am often surprised that the results are as good as they are.

Training and pay of teachers.

47. The proportion of trained teachers has risen from 29 per cent to 32 per cent and the sanctioned scheme for Normal Schools will substantially increase this percentage. The scheme is described in a separate chapter, but it should be noted here that it raises the standard of admission and lengthens the period of training. During the next quinquennium the fruits of this policy will be seen

in the schools. The position of District Council teachers has been most radically improved by making all certificated teachers pensionable from 1st April 1914. This involves a minimum salary of Rs. 11. For uncertificated teachers all posts of less than Rs. 8 have been raised to Rs. 8 by Imperial grants. To grants given for the creation of new posts the condition is always attached that they must be pensionable and include posts in the higher grades. In each division an average cadre pay ranging from Rs. 15 to Rs. 19 has been fixed as a standard for early attainment. To reach this standard an expenditure of over 3½ lakhs is required and towards this expenditure grants are being sanctioned. It must always be remembered that many village teachers receive substantial addition to their pay in the shape of allowances for Post Office, Cattle Pound, Sanitation and Cattle registration work. For the first ietm allowances range from Rs. 3 to Rs. 6 and for the second from Rs. 2 to Rs. 3-8-0. This work is not welcomed either by inspecting officers or teachers but we have not yet reached a stage when the allowance can be ignored. Municipal teachers with heavier rents and without these allowances are worse off. The cost of raising their average pay on the same lines as the District Council averages has been estimated and included in a general scheme for the improvement of Municipal Education for which Provincial grants have recently been increased.

The average pay of Primary School teachers in Government, District Council, Municipal and Aided Schools has risen from 14, 11'2, 13'1 and 9'8 to 20, 12'2, 14'5 and 10'4. It must be remembered that higher posts in Vernacular Middle Schools are also open to all trained men. All posts in Government and Board Service of over Rs. 10 are now pensionable. In Aided Schools only 40 out of 1,307 teachers enjoy pension or provident fund.

48. During the quinquennium 18 lakhs have been spent by District Councils on improvement of school buildings and over 5½ lakhs by Municipalities. Towards this expenditure grants of 5'13 and 2'41 respectively have been paid from Imperial and Provincial Funds. The total is more than double the amount spent in the preceding quinquennium. The arrears though substantially reduced are still heavy. Six hundred and nine Board Schools have no buildings of their own and 292 require extension. It is now recognised in the distribution of grants that the need is more urgent in large towns than in villages and that measures must be devised to secure a more economic use of funds before any more large sums are given to District Councils. The last grant was given on the understanding that the cost of building per pupil should not exceed Rs. 20. As a matter of fact the cost has ranged from Rs. 10 to Rs. 45, and in comparatively few cases has been below Rs. 20. The work as a rule has been done by contractors working under the Local Fund Engineering Department, and the reports on the results have been most discouraging. There has also been serious delay in many districts. Money in some cases has been thrown away on useless objects. Two cases have come to my notice of funds sufficient for a large building having been used for the erection of a masonry compound wall where at the most a bamboo fence would have sufficed. We now propose in the case of small village schools to issue general instructions of a definite nature regarding the amount of windows and floor space and to leave the plan and choice of materials to the local authorities subject to these regulations and a maximum cost of Rs. 10 per pupil. Plans and estimates involving the use of kutchha materials have been prepared and involve a cost of Rs. 5 to Rs. 8 per pupil. It will be suggested that the malguzar or leading villagers shall be made responsible for the work. If they build and keep in repair their own houses, they can do the same for the village school and use the same kind of materials. Experimental efforts made on these lines have given encouraging results. In large Municipalities where sites are expensive and difficult to get we are recommending upper storied buildings and concentration of schools. In some districts—notably in Wardha—determined efforts have been made to make the villagers contribute to the cost of buildings. Such contribution may be a useful way of deciding between the claims of various localities but cannot universally be enforced if we are to create as well as supply a demand for education. Gardens continue to adorn most schools where water is easily obtainable. They increase the amenities of school life and indirectly have some influence on the boys. For direct influence on mind and body we must await the results of Nature Study in the Normal Schools.

**Games.**

49. Games are beginning to have a most beneficial influence particularly in the Berar and Jubbulpore Circles where much has been done to stimulate and organise hockey and football and where Primary Schools are prominent in local tournaments. Hockey is particularly popular and expense is avoided by the use of home-made sticks and balls cut out of bamboo roots. The advance of a primary school in massed formation on the ball is full of vitality and the joy of life. Swimming and other sports are being encouraged in Berar. I should be sorry to see this development of games and sports checked by the criticism which has been made that they make boys less ready to face the dull drudgery of agricultural life. Games are beginning to add an interest and zest to village life. The Deshi Kasrat which is the more formal side of the physical training is far less successful. The exercises tend to become mechanical and the teachers do not realise the importance of concentrating attention on each movement.

**Libraries.**

50. Village school libraries have been further developed. Some circulate from school to school and most are open to the village as well as to the school. Many District Councils give generous grants for this purpose and lists of suitable library books have been published and are now being supplemented. As pointed out in 1912 there is no better way of checking the lapse into illiteracy. Our graduates should do more for the production of suitable vernacular literature.

**The financial position.**

51. The cost per pupil has risen from Rs. 4-8-8 per pupil to Rs. 5-3-10 and direct expenditure has risen 44 per cent. On the other hand it is now only 40 per cent of total direct expenditure against 44 per cent in 1911-12, and this percentage requires careful watching. The total Provincial and Imperial grants to Local Bodies for education were 11'58 in 1916-17 against 5'91 in 1911-12. Of the 1916-17 grant 9'42 was a recurring grant and about Rs. 49,000 represented expenditure on Municipal Anglo-Vernacular Schools. These amounts for 1911-12 cannot be disentangled but approximately the increase in Provincial and Imperial grants for Vernacular Education was 5'50. In the Central Provinces District Councils are reported to have spent already more than they can afford on education, but the power to levy special cesses for which legislation is contemplated will set free additional funds which are obtained at present only from or through Provincial funds. In Berar power has recently been given to double the educational cess and impose a further cess on non-agriculturalists. These special cesses will necessitate reconsideration of the mode of distributing Provincial and Imperial grants which was elaborated during the quinquennium. At present we consider actual needs as represented by estimates in the case of improvements and the number of schoolless children in the case of expansion. We shall now have to consider as well the willingness of areas to raise special funds. This has already been recognised in our grants to Municipalities where, as a result of a careful survey, the grant has been made proportionate to the expenditure in excess of a prescribed minimum. There is now no danger of District Councils diverting money from primary to secondary education as secondary schools have finally been removed from their field of action. The danger is constant in Municipalities, and in the absence of compulsory education is very difficult for the Deputy Commissioners to decide whether they can or cannot afford money for secondary schools.

**The future.**

52. Speaking generally I consider the prospects for the further improvement of Primary Education are encouraging and primary schools even in their present condition are performing their functions with more success than can be attributed to Secondary Schools. For their expansion on economic lines measures beyond the scope of this Department are required.

**CHAPTER VII.****PROFESSIONAL COLLEGES AND SCHOOLS.****Professional Colleges and Schools.**

53. The Law Classes which prepare graduates for the Law Examinations of the Allahabad University and have been maintained by Government since the provincialisation of that College continue to be held in the Morris College. They are taught by members of the local Bar and are largely attended by those who are following at the same time other pursuits, the class hours being arranged accordingly. The University Committee has condemned the whole system, and

the University proposals now before the Government of India make the Department of Law an integral part of the University with an academic status and educational value greatly in advance of what can now be claimed. The number of Law students has risen from 77 to 130, and 200 students passed the final Law Examination during the quinquennium, the percentage of passes being 57. The maintenance of the classes is actually a source of revenue to Government. The Training College is separately dealt with in the chapter on the training of teachers. The figures for the Agricultural College, Medical School and School of Forestry are included in the statistical tables, but the institutions are controlled by the Departments concerned.

The following scholarships are offered for medical studies :—

Institution in which held.	Value.	Annual number.	Total awarded during quinquennium.
	Rs.		Rs.
Medical School, Nagpur. ...	10 to 12	13	40
Any Medical College ...	10 or 15	2	10
For post-graduate work—any Medical College ...	14 or 20	1	5
Female Medical* probationers—any school ...	5	6	Nil.
Female Medical School, Agra ...	10	1	1
Special scholarships for Dai Classes*—any school ..	1 to 3	60	52 (First awarded in 1915-16.)
Midwifery—Dufferin Hospital Training Classes ...	8 and 12	2	Nil. (Awarded from 1st April 1917.)

\* See reference to these under Female Education.

One Veterinary scholarship of Rs. 16 is offered annually for study in the Veterinary College at Bombay or Calcutta.

The Department of Agriculture awards annually 10 scholarships of Rs. 6 to pupils of Agricultural Classes studying in High Schools with a view to their subsequent admission to the Agricultural College where 5 scholarships of Rs. 10 are annually awarded. This expenditure is met from a Government of India grant for Technical Education, a portion of which was placed at the disposal of the Department of Agriculture.

## CHAPTER VIII.

### TECHNICAL AND INDUSTRIAL EDUCATION.

54. The chief event of the quinquennium has been the establishment of the Government Engineering School, Nagpur, in July 1914. The School is attached to the College of Science, and the following account is taken almost *verbatim* from the very interesting report of Mr. Owen who was in charge of the College and School during the first three years of the School's existence.

Engineering School, Nagpur.

There are three departments of the School—

- (I) Civil Engineering, which trains students up to the Overseer and Sub-Overseer standards of the Public Works Department.
- (II) Mechanical Engineering, in which students are trained for the Second Class Boiler Certificate Examination.
- (III) Automobile. This department contains 2 classes—
  - (a) Two months' course, in which students are taught to drive a car and execute minor repairs.
  - (b) Four years' course, which turns out men who are really capable chauffeurs and drivers.

Great importance is attached to the practical side of their training. More than half the time of each student is occupied in the Workshops, surveying, practical building, etc. In addition, Civil Engineers spend six months of their time with the Public Works Department, *i. e.*, three months in the Irrigation and three months in the Buildings and Roads Branch.



They are put in charge of an Executive Engineer, and trained in the work which is required of them after leaving the School. They keep a diary on a proper form and take notes on work. These are sent monthly to the Principal. The Executive Engineer on another printed form sends his opinion of the work done by the student in each month. The Mechanical Engineers proceed for nine months to a mill or factory where they are entirely under the Manager's direction, and work under conditions resembling those of an apprentice. The Manager sends in a monthly report, as above, of the work done. The courses for the motor-mechanics and motor-drivers are carried out almost entirely in the Workshops.

Preliminary steps were taken in 1916-17 for starting a six months' course for oil-engine-drivers. Owing to lack of funds, however, this project has been dropped for the present.

### *I.—Civil and Mechanical Engineering Departments.*

The average number on the rolls during each session was—

1914-15	...	...	...	14'4
1915-16	...	...	...	25
1916-17	...	...	...	35'4

The maximum number admitted to each class is 10. This is limited by the Workshop accommodation. Thus the total number of students which we can take is 70. Civil Engineering students are prepared for the Sub-Overseer and Overseer Examinations and Mechanical Engineering for the Boiler Certificate Examination. But their course is not limited by this examination.

For the Mechanical Engineering Department the number of applications has exceeded the number of vacancies.

### *II.—Automobile Department.*

This Department was inaugurated in November 1914 and a motor-shed was built near the Workshops for the purpose of taking in motor-cars for repairs. The object of this was twofold—

To supply a long-felt want of a motor repairs shop in Nagpur, especially as Government officers were buying motor-cars for touring purposes at an increasing rate. In order not to interfere with private firms in Nagpur all our material, which for the last three years amounted to about Rs. 15,000 roughly, has been bought through them.

To train students as motor-mechanics and motor-drivers. This is by far the more important reason for founding the Department, and our policy up to date has been to take in only such repair work as will give experience to the students and leave the staff time for instructional work. As mentioned in paragraph 2, there are two distinct courses. The number on the rolls during the quinquennium has been—

#### *(a) Motor-drivers' Course.*

				No. on rolls.
1914-15	...	...	...	8
1915-16	...	...	...	25
1916-17	...	...	...	19

The reason for the decrease last year is that the two school cars were being continually laid up for repairs, so that it took us a longer time to push the students through their course. A certificate is given to every man who successfully passes this course. Up to the present the number of certificates awarded is 20.

#### *(b) Motor-mechanics' Course.*

The number in this course is limited to four per annum. The numbers in each year at present are—

1st year	...	...	...	4
2nd year	...	...	...	3
3rd year	...	...	...	2

A well-thought-out course has been provided for these men, details of which may be seen in the Prospectus. The danger with the class of men which is attracted to the course by the prospect of a scholarship is that they leave us as soon as they have picked up the rudiments of motoring, as they can always command a wage of Rs. 40—50 per mensem. This accounts for the decrease in the 2nd and 3rd years.

Both of the motor classes are extremely popular with Indians, so much so that the number of applications for admittance far exceeds the number of vacancies. Each student in class (a) has to pay a fee of Rs. 25 for the course. Every passed student has succeeded in obtaining employment. In 1915-16 the body of an armoured car designed by Mr. Green was built for the Nagpur Volunteer Rifles and in 1916-17 a maxim gun trailer.

When the School opened in July 1914, the following buildings were ready for occupation :—

- (1) Hostel.
- (2) Bungalow for European Superintendent of Workshops.
- (3) Carpenter's Shop.
- (4) Machine Shop.
- (5) Oil-engine-house.
- (6) Smithy.
- (7) Store-room.

The lecture rooms are situated in the College of Science so as to enable the students to use the College of Science Laboratories. As the College is two miles away from the Workshops, plans and estimates have been prepared for lecture rooms and laboratories in the Workshop compound and the work will start next year.

The following new buildings have been added to the Workshops :—

1914-15	...	Motor-shed.
		{ Extension to motor-shed.
1915-16	...	{ Servants' quarters and sweepers' hut.
		{ Office.
		{ Extension to Superintendent's bungalow.
		{ Power-house.
1916-17	...	{ Maistries' quarters for power-house.
		{ New store-room.

In addition, the foundation of a new machine shop has been dug and electric light has been installed in the hostel. About Rs. 51,000 have been spent on equipment.

It is unfortunate that the war broke out a month after the school opened. Purchase of machinery of any kind has become a most difficult matter, and some machines, of which we are greatly in need, cannot be supplied.

In 1916-17 the old Secretariat steam engine, boiler and electric power plant was transferred to the Engineering School. We are now thus able to train our Mechanical Engineering students on engine and boiler testing. The power derived will be utilised in driving the new machine shop.

The staff consists of the College of Science staff (for pure Science), a Superintendent of Workshops, Mr. Green, who has had special experience in motor and engineering works in Scotland which he is turning to excellent account, three Civil Engineering Assistants of whom one ranks with an Assistant Engineer in the Public Works Department, a Mechanical Engineering Assistant, a motor-mechanic, fitter, engine-driver, fireman, store-keeper and Maistries.

Six scholarships are awarded annually for Civil Engineering students and eight scholarships for Mechanical Engineering, in addition to two Nagpur Volunteer Rifle scholarships. Four stipends are awarded to motor-mechanics.

In 1916-17 a Board of Control of the Civil Engineering Department was established, consisting of the Chief Engineer, Irrigation Branch, the Director of Public Instruction, and the Principal, who acts as Secretary. The object of the Board is to control the final examinations of Overseers and Sub-Overseers, appoint external examiners, and issue certificates to successful candidates. In the first examination held in March 1917 all candidates passed.

A Board with similar but rather wider advisory duties has now been established for the Mechanical Engineering Department and consists solely of professional Engineers. Our object is to keep in touch with the employers for whom we cater.

In the hostel under the supervision of the Workshop Superintendent and one Assistant 27 students reside. The students take a creditable part in inter-school and college games.

**Berar Technical  
Institute.**

55. The Berar Victoria Memorial Technical Institute was opened in 1909 by the Berar Victoria Technical and Industrial Society and is controlled by a Governing Body consisting of the Commissioner and Inspector of Schools, Berar, the Executive Engineer, East Berar Division, and six nominees of the Hon'ble the Chief Commissioner, Berar Municipalities and members of the Society. One of the nominees is an experienced Engineer in the employ of Messrs. Ralli Brothers. It is maintained from investments of the Society which include Rs. 53,600 in Government Promissory Notes, from a Government recurring grant of Rs. 11,360 and a recurring grant of Rs. 1,500 from Berar Municipalities.

The Upper Department provides a three years' course in Mechanical Engineering for the 2nd class certificate under the Central Provinces Boilers Act. Nine scholarships are offered. The entrance qualifications are the 6th English Class. Though in the first year of the Institute the number rose to 23, the total number of those who completed the course during the quinquennium is only 27, of whom 17 obtained certificates. Of those who completed the course all but one are now engaged in Engineering work and drawing salaries of Rs. 40 to Rs. 100. Rao Bahadur Mudholkar, Honorary Secretary, in referring to the small output says:—"This may mainly be attributed to the fact that the students wishing to join this Institute came to know that the three years' certificate granted by the Institute enabled them to appear only for the Boiler Act Examination at Nagpur, but did not serve as a qualification for appearing for the Bombay examination. The certificate granted by the Nagpur Board is not recognised in the Bombay Presidency, while the Central Provinces Administration recognises the certificate granted by the Bombay Board. This anomaly narrowed the field of the students and they preferred to go to Bombay for instruction rather than to join this Institute. It is curious that while the Bombay Board does not accept the certificate of three years' instruction in the Institute, it allows an apprentice from a mill or a factory in Central Provinces or Berar to appear for its examination, provided he produces a certificate stating that he was for three years an apprentice in a mill or a factory. Another disadvantage under which this Institute laboured was that while the holders of Government Technical scholarships could join the Bombay Victoria Jubilee Technical Institute, or the College of Science at Poona or the Kala Bhuvan at Baroda, they could not join this Institute. These drawbacks have had a considerable effect on the entries to this Institute. The Governing Body has moved in the direction of obtaining a rectification of these anomalies, and it is hoped that when they are removed a larger number of students would join this Institute."

The Lower Department provides industrial training in carpentry, smithy, fitting and turning for those who have completed the 3rd Vernacular Class course. An oil-engine-drivers' class has also been started. There are 20 scholarships and during the period the strength rose from 6 to 23. The special carpentry class under Government control attached to the School this year is referred to below.

The Superintendent of the Institute holds a 1st class Mechanical Engineering certificate and has three Assistants and four Maistries working under him. The staff enjoys the benefit of a Provident Fund.

The main building of the Institute is a fine and spacious structure. The Institute is equipped with a good laboratory and a fairly well furnished library containing about 800 books and periodicals giving up-to-date information about Mechanical Engineering and other allied subjects. The Workshop is well fitted with steam and oil engines, boiler, lathes, planing, shaping and slotting machines, and such like equipments calculated to give training of a high class in metal working and carpentry.

As the students of the Institute after completing their course are generally employed in a ginning factory, two gins are being erected to give them practical experience about the most efficient way of their management.

With a view to train the students in accurate work and to acquaint them with the making of parts of engines and other machinery, the Institute undertakes to replace and repair broken parts of such machines, and it is satisfactory to note that many factory owners are taking advantage of this facility by placing orders for the preparation and repairs of parts of machines used in ordinary factories.

During the quinquennium under report lectures on "First Aid" were delivered one year. Those lectures did immense good to the students who attended as this kind of training is very useful to the Mechanical Engineering students who are frequently exposed to accidents. It is intended to revive these courses.

56. This is now mainly controlled by the Director of Industries, but figures relating to Industrial Schools are included in our tables. The Mochi School was established in Nagpur in 1912 and the School of Handicrafts in 1913. These successful institutions were described in the 1915-16 report. A carpentry school was established at Saugor in 1916 in co-operation with the local Mission which supplies workshops and materials while the Industries Department supplies instructors trained in the School of Handicrafts and scholarships. Similar institutions have since been established at Dhamtari in connection with the local Mission and at Amraoti in connection with the Berar Technical Institute. Towards the expansion of these Industrial Schools an allotment of Rs. 3,000 from the Government of India grant for Technical Education was placed at the disposal of the Department of Industries. The Friends' Mission Industrial School at Rasulia was closed at the end of the quinquennium owing to the exhaustion of the supply of famine orphans for whose benefit the School was maintained. Of the few remaining Industrial Schools under Mission management those catering for girls are separately mentioned under Female Education, while the rest require no separate mention. A Weaving Class is maintained at Raipur by the Local Bodies of the Chhattisgarh Division. The course extends over four months only, and is for weavers' sons only. Each candidate gets a scholarship of Rs. 7 per mensem. During the quinquennium the Class turned out eight trained men.

Industrial Education.

57. Of seven scholarshipholders between the years 1905 and 1912 satisfactory reports have been received during the quinquennium regarding their useful and remunerative employment in work connected with their field of study in England. [Mining (3), Practical Chemistry, Tanning, Textile Industries and Manufacture of Oils.] Of two such scholarshipholders—Mining and Textile Industries—enquiries have produced no information. Only two scholarships were awarded during the quinquennium. One holder who was sent for Electrical Engineering work in 1912-13 returned to India in February 1917 and had obtained no work by the close of 1916-17. The other was selected in 1914-15 for Mining, but could not be sent owing to the war and was given nine months' training in India. Subsequent information is not yet forthcoming regarding him.

State Technical Scholarships.

58. The following scholarships are offered annually by Government :—

Other scholarships for Technical Education. (Government Engineering School, Nagpur, excluded.)

Place of study.	Monthly value.	Annual number.	Number awarded during the quinquennium.
	Rs.		
Any Engineering College for Intermediate passed students.	10 or 15	2	2
Advanced classes of Roorkee College for graduates ...	40	1	5
Upper Subordinate Class { Roorkee } { Sibpur } for graduates ...	20	1	5
Mining Scholarships ...	20 or 30	3	Nil.
For technical classes in Victoria Technical Institute, Bombay.	25 to 35	3	7

**Drawing.**

59. There is no School of Arts in the Province. Candidates are prepared in our schools for the courses of Drawing for the Allahabad Matriculation Examination and for the Bombay School of Art examinations. In 1914-15 the award of prizes to successful candidates and bonuses to successful teachers in the latter examinations was stopped and some of the money thus saved was devoted to stipends for the training of teachers in the Bombay School of Art and increasing the number of scholarships to advanced students in that School. Proposals were also made for the creation of a post of Inspector of Drawing who should reorganise as well as inspect all arrangements for Drawing in the Province. Final orders await the conclusion of the war:—

*Scholarships for Art.*

Institution.	Value.	Annual No.	No. awarded in quinquennium.
	Rs. a. p.		
Bombay School of Art ... ..	8 or 12	1	Nil.
	25 to 35	2	2 (first awarded in 1915-16.)

**Commerce.**

60. There is no School of Commerce, but a scholarship of Rs. 25 for study in the Sydenham College of Commerce, Bombay, was awarded in 1915-16.

**Manual Training.**

61. A scheme for training instructors in this subject, for employment mainly in Secondary Schools, was under preparation during the quinquennium but has not yet matured. Its urgent necessity has been admitted. Meanwhile, humble but most successful efforts have been made to induce pupils in some of the Berar Schools to spend their leisure time in rough and ready hand work and I saw a most successful exhibition of such work recently in the Akola Town Anglo-Vernacular School.

## CHAPTER IX.

## TRAINING OF TEACHERS (BOYS' SCHOOLS).

**Anglo-Vernacular School teachers.****The Training College.**

62. The Jubbulpore Training College, which was opened in 1911-12, prepares graduates in a one year's course for the L. T. Examination of the Allahabad University and undergraduates (Matriculates or Intermediates) for the diploma granted on the results of a College examination at the conclusion of a two years' course. During the quinquennium 50 students qualified for the L. T. degree and 111 for the College diploma. The L. T. results for the first four years were excellent, only 7 candidates out of 38 failing to secure the degree. In 1916-17 the results were disappointing, only 19 out of 38 succeeding, but not below the University level. These results may have been partly due to the very large increase in the number of the class, but it is significant that all who failed, including many who passed in other subjects, were plucked in one paper, which makes one suspect either idiosyncracies on the part of the examiner or a sudden raising of the standard. Of the 122 undergraduates only 11 have failed during the five years to obtain the College diploma. The number of graduates under training rose steadily during the quinquennium from 8 to 38, but in 1916-17 the number of undergraduates had to be reduced in view of the increased number of graduates and lack of accommodation. The Model High School has risen in strength from 158 to 211, and each class is gradually being doubled in order to provide adequate practising ground for the students. The Matriculation results were uniformly good for the first four years, averaging 68 per cent. The lowest percentage for the five years is 56 and the highest 83. The cost per student in the College fell from Rs. 793-14-10 to Rs. 721-15-0 owing solely to the increase in the number of students. Tuition fees are not charged. The staff has remained unaltered. A hostel for 48 students was provided in 1912. The buildings previously occupied by the Arts College were handed over to the Model High School in 1916, and the opening of a school

hostel has thus been made possible. The College grounds have been substantially enlarged by the addition of the old Lunatic Asylum grounds and are now adequate for recreation and future extension. A Museum has been opened.

A healthy corporate life is fostered by games, various societies and a common reading room. There have been no disciplinary troubles. In the early stages it was possible for the staff to come into close contact with each student, but growing numbers have made this difficult.

The Inspectors report most favourably on the work and keenness of ex-students, particularly the undergraduates. Very much credit is due to Mr. Spence who has built up the institution so successfully. He has coped with ever-growing numbers and has in addition to his ordinary work undertaken the editing of the new Vernacular readers and always been ready with assistance and advice. His staff have co-operated with cheerful alacrity.

At the close of the quinquennium plans were elaborated for extension and improvement of the College. According to the proposals the numbers are to be doubled and the staff so increased and constituted that each member will be a specialist, competent not merely to train the students and organise the Model School work but also to give advice for the development of his subject in schools throughout the Province. In fact, we shall have what has been so long required—an Intelligence Bureau.

63. During the first half of the quinquennium the number of Normal Schools was raised from five to six by establishing a Hindi Normal School at Khandwa with Urdu Training Classes attached to it. Retraining classes were added to three of the Normal Schools. After some hesitation at the start the aim of these classes was finally declared to be the preparation of teachers who had shown merit in the past for work in Vernacular Middle Schools or as Head Masters of Primary Schools. These classes will become the 4th year classes under the new system explained below. The inefficient training classes attached to some Vernacular Middle Schools were abolished. By the year 1915-16 Practising Schools attached to Normal Schools were all raised to the Vernacular Middle stage. The Urdu Training Class at Khandwa was closed for want of students and the staff thereof was transferred to the Amraoti Urdu Normal School in 1916-17. Staffs of some Normal Schools were strengthened and buildings extended. New buildings were erected for the Retraining Classes. The teaching of Nature Study received greater attention and Black Board Drawing made more practical.

Vernacular  
School teachers.

Normal Schools.

64. During the second half of the quinquennium reforms of far reaching effects were initiated. With a view to keeping pace with the rapidly increasing demand for trained and highly qualified teachers for effecting further development and extension of Vernacular education a scheme for the reorganisation and multiplication of Normal Schools was elaborated, sanctioned and partially introduced. A full summary of the scheme has been given in the last Annual Report of the Department and is not repeated here. It is sufficient to emphasise that the minimum qualification for admission is now the completion of the Vernacular Middle School course and the minimum period of training two years with a third and fourth year for selected candidates.

Reorganization of  
Normal Schools.

There were in 1916-17 seven Normal Schools and two more have been started during the current year. There will be in all 10 Normal Schools with an annual output of 525 teachers against 5 Normal Schools at the beginning of the quinquennium. I have now been asked to make proposals for increasing this output to 800.

There are no recognised Normal Schools under private management. More systematic provision for teachers of Aided Schools is under consideration.

It is also too early to say as yet whether we shall succeed in obtaining all the candidates for training that the scheme requires, particularly in Chhattisgarh. At present we rely in backward localities mainly on special scholarships in Vernacular Middle Schools to those who bind themselves to proceed to Normal Schools. It is hoped that the policy described in the section "Vernacular Middle Schools" will eventually remove the need for these scholarships.

**Statistical results.**

65. Owing to the change in system it is impossible to compare numerically the position at the beginning and close of the quinquennium. But it is satisfactory to note that the progress in training has more than kept pace with the expansion of Vernacular education. The percentage of trained teachers in Government, Local Fund, Municipal and Aided Schools has risen from 37, 28, 28 and 14 to 45, 33, 42 and 17 respectively.

The annual cost of educating a Normal School student fell from Rs. 159-10-9 to Rs. 142-15-1, the fall being due to the increase in number of students and not to any reduction of expenditure.

**General.**

66. For one of the new schools a building was begun last year and provision has been made for beginning two more this year and a third next year. The approved plan is a double storied building, class rooms below and dormitories above separated by a courtyard from the dining room and kitchen block.

A new curriculum has been framed for the two years' course and curricula for the 3rd and 4th years are now under preparation. Drawing, Hygiene and Nature Study are receiving special attention with a view to more practical instruction. The steps taken in regard to Hygiene and Nature Study have been separately mentioned elsewhere. Special stress is being laid on Black Board Drawing and Mass Drawing in crayons (in Berar). Owing to the gradual improvement of the staffs by the importation of trained graduates and the devoted labours of our efficient Superintendents there has been a very marked increase in efficiency during the five years, but it is yet too early to see the effects of the improved staff in combination with the lengthening of the course and raising of qualifications for admission. Most noticeable perhaps so far have been the results of the Retraining Classes, particularly at Jubbulpore where Mr. Singwekar has instilled wonderful enthusiasm which has spread into the Vernacular Middle Schools to which his students have returned. These ex-students and also those from other classes and schools under the guidance of Deputy Inspectors are organising teachers' conferences, associations and exhibitions of school work and apparatus all over the Province which do much to stimulate the schools in the neighbourhood. In Berar the exhibitions of school work are particularly gratifying. The Hitkarni Magazine, Berar School Paper and "Shikshan Kaomudi" are most useful journals, produced under the direct supervision of officers of the Department, for sustaining the efforts of trained teachers.

## CHAPTER X.

## FEMALE EDUCATION.

**General.**

67. In the early portion of the quinquennium important steps were taken towards the improvement of Secondary Education and development of the inspecting agency. In 1915 I submitted general proposals for further improvement which were carefully examined by a representative committee of officials and non-officials. These proposals with slight modifications now form the basis of our further development. In spite of careful consideration and the introduction of many important measures progress in Vernacular Education throughout the quinquennium has been most disappointing. The main obstacle is the absence of any genuine demand for such education among the general public. This is responsible for our schools being for the most part unsatisfactory crèches, crowded infants classes and first classes and a handful of girls in the higher classes taught by inefficient teachers. The supply of teachers can be improved only when an increased demand for genuine education fills our higher classes and enlarges our field of selection. Until the supply is thus improved, increase of expenditure on new schools will result mainly in the further swelling of our lower classes without any material gain to the women of the Province. The outlook in Secondary (English) Education is far more encouraging. Working on a small scale we have been able to get efficient instruction. What we are doing is good and there are signs, particularly in Berar, of a rapidly growing desire for English education among the more advanced sections of the community. "When men in this country begin to demand educated women for their wives female education will make a start" is the opinion of a Deputy Commissioner. There are unmistakable signs that far more importance in this respect is attached to English and the other "accomplishments" usually associated with Secondary Education for girls than to the less showy though obviously useful attainments of the Vernacular Schools.

68. The following table shows the gradual progress of schools for Indian girls:— Statistics

	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
Schools	323	332	331	343	352	355
Pupils	17,384	17,816	18,679	19,138	20,030	20,407

Schools thus increased 10·2 per cent and pupils 17·3 per cent against 23·3 per cent and 31·2 per cent respectively during the preceding quinquennium. The average number of pupils per school rose from 54 to 57. In 1906-07 it was 51.

In addition to the above numbers there were 16,229 girls reading in boys' schools in 1916-17, compared with 10,603 in 1911-12 giving an increase of 53 per cent against 175·4 per cent of the preceding quinquennium. Co-education flourishes partly owing to the system of paying bonuses to boys' school masters for educating girls in their schools and partly owing to the fact that girls often receive better instruction in boys' schools. The total amount paid as bonus to boys' school masters on this account is remarkably small considering the results (Rs. 3,467-1-0 in 1916-17 for 16,229 girls). 44·3 per cent of the total number of girls under instruction are reading in boys' schools. Co-education is most popular in Chhattisgarh Division, probably owing to the comparatively free customs of the inhabitants there and is extending in parts of the Berar and Jubbulpore Divisions and in Balaghat District. In the Nerbudda Division it has received a set back. In the absence of competent female teachers it is an excellent and very cheap device for the expansion of female Primary Education and subject to certain safeguards will receive further encouragement from the Department.

Including girls in boys' schools and excluding boys in girls' schools the total number of girl pupils increased 30·8 per cent from 27,950 to 36,571 against 63·9 per cent during preceding quinquennium.

Government schools increased from 209 to 226, aided from 86 to 88, unaided from 24 to 32 and private schools from 1 to 8. Schools under Local Bodies decreased from 3 to 1. Most of the aided schools are managed by Missions.

The percentage of girl pupils to total female population rose from '40 to '53, the highest being '80 in Drug District and the lowest '12 in Bhandara District.

The total expenditure on girls' schools rose 43·4 per cent to Rs. 2,27,105 against 28·2 per cent during the previous quinquennium. That from Provincial Revenues increased 36 per cent to Rs. 1,52,282 against 27·8 per cent during the preceding quinquennium. The average annual cost per school increased from Rs. 494 to Rs. 655, and per pupil from Rs. 9-8-4 to Rs. 10-13-10, the Government share thereof being Rs. 6-11-10 and Rs. 7-9-10, respectively.

The classification according to race and creed shows increase in all cases excepting Budhists. Brahmins increased by 50·7 per cent, non-Brahmins by 10 per cent, Muhammadans by 29 per cent and Parsis by 66 per cent. The small increase in non-Brahmins is particularly disappointing.

69. There are 8 Anglo-Vernacular Schools with 260 students against 4 with 140 students in 1911-12. Three of them are High Schools with Middle Departments and the rest are Middle Schools. All excepting the Government High School at Amraoti are aided schools managed by Missions, the amount of aid given having risen from Rs. 1,320 in 1911-12 to Rs. 3,937 in 1916-17. Their progress is slow but steady. Anglo-Vernacular Schools.

There are 31 girls in the High stage and 236 in the Anglo-Vernacular Middle stage against 12 and 137 respectively in 1911-12. During the quinquennium there appeared 22 girls privately and 16 from the Girls' High Schools for the Matriculation Examination and four of the former and five of the



latter came out successful. Of the successful candidates 7 were Native Christians and 2 non-Brahmins. These figures illustrate the difficulty of securing properly qualified teachers for our schools of lower grade and also explain the absence of a section on Collegiate female education.

The Government Girls' High School, Amraoti, was established in 1913. Its strength has since risen from 22 to 54, and that of its hostel from 8 to 27. The school has been recognised by the Allahabad University. Its curriculum has been recently revised with a view to providing not only for students who wish to prepare for the Matriculation Examination but also for girls whose aims are more restricted and domestic. Arrangements have now been completed for the regular medical inspection of all the pupils and for annual courses of lectures on practical and domestic Hygiene by the local Lady Dufferin Fund Doctors and all members of the staff have been attending the First aid and Hygiene lectures described elsewhere. The Head Mistress is a well trained and experienced English lady whose influence on her pupils' general life and outlook has already been most marked. Generous salaries have been provided for the staff, and for some but not all the posts fully qualified candidates have been found. There are at present too many untrained teachers. Extensive school and hostel buildings are now under construction. A School Committee of local Indian ladies and gentlemen is giving helpful advice.

The average annual cost per Anglo-Vernacular School rose from Rs. 1,862 to Rs. 3,490, and that per student from Rs. 59 to Rs. 109-7-11 and the Government share thereof from Rs. 330 to Rs. 1,773 and from Rs. 9-15-0 to Rs. 55-10-1 respectively. These figures illustrate the expense involved by the determined measures taken to increase the efficiency of these schools.

Tuition fees realised in these schools amounted to Rs. 99 in 1911-12 and to Rs. 1,915 in 1916-17, the average annual fees paid by each student having thus risen from Re. 0-12-0 to Rs. 7-8-2.

A scheme for Secondary and Collegiate scholarships for girls was sanctioned in 1915 and 9 Middle school scholarships, 6 High School Scholarships and 2 Collegiate scholarships, were awarded in 1916-17.

Vernacular  
Schools.

70. The number of Vernacular Middle Schools fell from 29 to 25, the fall being confined to aided schools and Government schools being increased by 1. There was a slight increase of 175 in the number of pupils. Primary Schools rose 6 per cent from 286 to 308 and their pupils 16 per cent from 14,971 to 17,376. The increase in the number of schools was practically confined to Government schools. Mission schools showed no increase, and in spite of relaxation of the very liberal and elastic rules for encouraging "venture" schools by Grants-in-aid till the attendance justifies provincialisation the number of such schools shows no tendency to rise. As a rule Co-education, which was originally intended as the first step leading to "venture schools" and finally to Government schools, is found an acceptable substitute for "venture" schools. It is satisfactory to note that though there was no increase in the number of aided schools there was an increase in grants-in-aid.

The figures given above are depressing, but it is still more depressing to find that the number of girls in the Vernacular Middle stage has actually fallen during the quinquennium from 253 to 196, that the number of girls in the 4th class is only 6 per cent of the total number in Primary Schools, and that the number of passes in the Primary Examination has risen only from 430 to 547. The number of female candidates for the Primary Examination has risen from 674 to 795 during the quinquennium but the percentage of passes has fallen from 69.5 to 68.5. The figures are a forcible illustration of my previous remarks on the absence of demand for Vernacular Education and the difficulty of getting teachers.

Staff.

71. In Jubbulpore Circle (Hindi Districts) almost all the teachers are women and 55 per cent of them are certificated, but in Nagpur Circle (Marathi Districts), out of 248 teachers in Government schools, only 111 are women, of whom 68.4 per cent are certificated. In 1915 my proposals were sanctioned increasing the number and value of stipends in the two Normal Schools and for substantial improvements in the staff by the appointment of Assistant Superintendents.

A minimum salary of Rs. 10 and Rs. 12 for uncertificated Government teachers in Hindi and Marathi areas, respectively, and of Rs. 15 for certificated teachers was also fixed, and a policy of annual increase in the number of higher grade posts up to Rs. 50 initiated. Even now the average salary in Government schools is only Rs. 14. The approved programme will give a steady increase but the low average is largely due to the number of uncertificated teachers. Special stipends have also been given to husbands of girls' schools teachers to enable them to undergo training simultaneously and to be employed subsequently in the same place. More important is the policy now adopted of stationing female teachers, particularly widows, so far as possible in their native places and of avoiding their transfer to remote places where absence of friends or suitable homes so often leads to trouble. Unfortunately the adoption of this policy makes the provision of female teachers in Chhattisgarh almost impossible. The importation of teachers to this Division was necessitated by the refusal of local communities to provide candidates for training. The results are thus described by the Deputy Commissioner, Raipur: "Samples of the Normal School trained product I have seen in this district are a poor lot indeed. Women coming from the Northern Districts have no society and their one idea is to make themselves sufficiently unpopular or disagreeable to be sent back from Chhattisgarh Division without losing their appointments." Possibly a separate Normal School for Chhattisgarh Division may be found the only solution, but a large increase in the higher classes of existing schools in this area should precede such a step. Meanwhile, as I wrote in 1915, it cannot be impressed too often on the general public that those who want girls' schools must provide from their community suitable persons to be trained as teachers.

72. The number of local Ladies' Committees has risen from 11 to 26. These are supplementary to the School Committees established for each school. They are particularly helpful in places where wives of influential officials and non-officials take the lead. Mrs. Standen, Amraoti, Mrs. Rustomji, Raipur, and Mrs. Clarke, Balaghat, have been particularly useful. Some of the Committees have taken a special interest in the development of school libraries, for which funds have been provided, and have tried to extend the influence of these libraries in the locality.

Ladies'  
Committees.

73. There have been no important changes in the curriculum of these schools. Certain changes in the direction of further simplification and elasticity are now being considered but it is improbable that any changes will materially increase the popularity of the schools. In certain parts, however, and noticeably in Berar there is a growing demand for English and if suitable teachers can be secured the teaching of English in the Vernacular Middle classes may not only enhance their popularity but also provide more pupils for our Secondary Schools. Special efforts are being made to give a more practical turn to the teaching of Hygiene and for this purpose the staff of Normal Schools have been attending the local First Aid and Hygiene classes (elsewhere referred to), and those who are successful in the final examinations are handing on what they have learned to their pupils. Arrangements are also being made similar to those reported above in connection with the Government Girls' High School for medical inspection and hygiene instruction of Normal School students by qualified Lady Doctors.

Curriculum.

74. Out of 222 Government Vernacular Schools only 93 have satisfactory buildings, 51 need additional accommodation and the remaining 78 want new houses of their own. Annual Budget provision is made for these buildings. This provision has gradually been raised during the quinquennium. Next year the greatly enhanced provision of Rs. 25,000 will enable us to carry into execution a large number of the sanctioned plans and estimates still awaiting funds. There are two standard plans for towns and villages respectively, the former being more expensive than the latter. They are now under revision.

Buildings.

75. The average annual cost per Vernacular School and pupil in it has risen from Rs. 420-4-10 to Rs. 509-7-0 and from Rs. 8-0-11 to Rs. 8-10-7. The net cost to Government has risen from Rs. 301-11-5 to Rs. 358-1-9 and from

Financial.

Rs. 5-12-7 to Rs. 6-1-5. The increased cost is mainly due to improved salaries.

Annual provision is made in the budget for the extension and improvement of female vernacular education. This provision was raised during the quinquennium from Rs. 5,000 to Rs. 6,000 and in the current year to Rs. 10,000. It is devoted to new schools, new posts in existing schools, and gradual raising of the scale of salaries. During the coming quinquennium our policy must be to strengthen existing schools and to add to them Vernacular Middle classes rather than to open a large number of new schools, unless there is a marked change in the public attitude towards female vernacular education and a large increase in the number of eligible candidates for training.

**Zanana Classes.**

76. These classes are held by the Church of England Zanana Mission and other Missions and by a few educated Indian ladies in big towns, such as Nagpur, Jubbulpore and Akola. In Jubbulpore, where the Church of England Zanana Mission classes receive a grant, 424 ladies were under instruction against 309 in 1912-13.

**Normal Schools.**

77. I have referred above in connection with the staff of Vernacular Schools to steps taken for increasing the number and value of stipends in the two Government Normal Schools and for improving their staff. The Assistant Superintendents will be particularly useful in developing the hostel life, which is an important feature of our Normal Schools and imposes heavy responsibility on the Lady Superintendents. In the Jubbulpore Circle, thanks to the admirable efforts of Miss Levi, the life led by the students is happy and healthy. Much time is spent out of doors. Medical help is at hand when necessary. Regular hours are kept for house arrangements, preparation of lessons, recreation, etc. In the Jubbulpore Normal School hostel a very keen interest is shown in gardening, all the work in connection with it being done by students themselves with creditable results. Badminton and Indian games are played. Indian plays, concerts, etc., are got up by the girls. All the work of the hostel except sweeping is done by the girls. They have also to cook for themselves. Regular cooking lessons are given in the practising school to a limited number of girls. The Amraoti School has not been so fortunate in its Superintendent, but it is hoped that the changes recently made in the staff will bring the general life of the institution up to the Jubbulpore level. The total output of trained teachers from these two institutions during the quinquennium has been 73 (Jubbulpore) and 31 (Amraoti) against 52 and 21 in the preceding quinquennium. But not all of these have obtained certificates and some have had to return for further training. According to the sanctioned scheme the number of students in each school is now being gradually raised from 50 (Jubbulpore) and 25 (Amraoti) to 90 in each school, and the ultimate total annual output under the scheme will be 60. The Jubbulpore building is now under extension, and provision has been made for extending the Amraoti building. In addition to the two Government institutions there are three institutions under Mission management which are most usefully employed in training for the most part Christian girls for work in Mission schools.

The average annual cost per Government School rose from Rs. 7,814 to Rs. 8,767 but the average annual cost per student therein fell from Rs. 264-14-1 to Rs. 240-3-3, the fall being due to increase in the number of students.

**Industrial Schools.**

78. There are three schools under Mission management in receipt of annual grants from the Department.

The school at Bhandara has 12 girls and teaches needle work only.

The Saugor School is very popular and is doing excellent work. Its strength rose from 39 to 49 during the quinquennium. It rose to 57 in 1915-16. Pupils come from Bengal, United Provinces as well as from the Central Provinces. Most of the pupils are Christians, but Hindu pupils are also admitted. The school is favourably reported on by European ladies of the Station and has created a great deal of interest among both Hindus and Muhammadans many of whom have asked the Mission ladies to teach in their Zanas. In addition to ordinary

plain needle work the following industries are taught:—Carrick macross and other kinds of lace, thread buttons, hand woven tape, durries, weaving, cooking and house keeping. 26 of the students live in the hostel attached to the school.

The Seoni-Malwa School teaches embroidery, drawn thread work, plain sewing, spinning, weaving, webbing, husking grain, cooking, making butter, house-keeping, bazar transactions and gardening. It has a building of its own. Its strength is 16, and rose to 19 in 1915-16.

In order to improve the general status and work of the Dai classes engaged in the profession of midwifery special scholarships have been awarded in Berar for the Vernacular Education of children of these classes, and it is hoped that they will thus be fitted for some simple form of professional instruction at a latter stage. The results of the scheme can hardly be gauged yet but we have been encouraged to extend it to Chhattisgarh.

79. The increase in the female inspecting agency has been separately recorded under "Controlling Agencies." The work of our lady officers is particularly arduous and difficult, and is performed most conscientiously and on the whole with good results. The inspection of remote and not easily accessible schools is left with satisfactory results to Deputy Inspectors of boys' schools. Two Indian ladies have been appointed as Assistant Inspectresses, and I am constantly drawing attention to the most valuable co-operation that Indian ladies of ability and enterprise can afford in this work. Inspecting agency-

## CHAPTER XI.

### RAJKUMAR COLLEGE, RAIPUR.

80. The most interesting and concise report of the Principal is given in full. It is admitted on all sides that the complete regeneration of the College is very largely due to the enthusiasm and ability of Mr. V. A. G. Stow who was appointed as Pincipal in August 1912. General.

During the quinquennium the Rajkumar College at Raipur has been reorganised. The general aim has been to remodel the College on the lines of the other Chief' Colleges, and to bring it up to their standard.

81. The financial position of the College has been strengthened by increased Government grants, by bigger receipts from fees, and by donations, the chief of which was a gift of 5 lakhs from the Rajnandgaon State. The income of the College is at present Rs. 80,000; in 1911 it was Rs. 28,000. Finance.

82. The College has been practically rebuilt. The main building has been remodelled and enlarged, and at each end two big boarding-houses have been built. Many additional buildings have been built to complete the College as a boarding school and the compound has been more than doubled in area. Buildings and Compound.

83. The Staff has been reconstituted. The present Principal is a member of the Chiefs' Cdleges cadre of the Indian Educational Service and is the first Government officer who has held the post of Principal of the College. An English Vic-Principal has been sanctioned, but owing to the war it has not been possible to fill the post. The Indian Staff has been enlarged in all its branches; the general scale of pay has been raised, and a Provident Fund is now in force. The personnel of the teaching staff has been entirely changed, and it now consists of young men who have been chosen not only for their scholastic claims, but also for their social and athletic qualifications. All live in the College compound. Staff.

84. At the beginning of 1912 there were 23 Kumars: there are now 55, and Kumars join the College younger than before. Kumars and Boarding-house Arrangement.

All the Kumars now live in the two boarding-houses instead of being scattered with their servants in small detached houses, and are apart from their servants.

Each boarding-house is in charge of a resident House Master assisted by Tutors and Prefects.

The studies have been well furnished and are one of the features of the College.

The food and clothing arrangement of Kumars are controlled by the College, and everything is now supplied by College tradesmen.

The dress of Kumars is now a uniform Indian kit similar to that worn at other Chiefs' Colleges, while for games English kit is worn.

**Curriculum and  
General Education.**

85. The curriculum and class teaching have been revised and are now on the same lines as at other Chiefs' Colleges. The curriculum is designed to lead up to the Chiefs' Colleges Diploma Examination, and the Allahabad University have recognised this examination in the case of the College as equivalent to Matriculation. There is now provision for 9 classes instead of 6 as formerly.

As part of the general education of Kumars special attention is paid to current events, chiefly by means of the illustrated papers; Ambulance lectures and Motor instruction are given; and Kumars are sent in parties every Christmas to places of interest in India in charge of masters.

**Out-door Life.**

86. Physical training has been improved by the provision of separate Instructors for Drill and Gymnastics, while the scope of riding instruction has been widened by the making of a jump-course and tent-pegging ground, and by cross-country riding and polo practice. A new rifle range has been made and all Kumars receive shooting instruction. Kumars are divided into 3 divisions according to size and age, and additional grounds for all games have been made. As far as possible the management of out door life is put in the hands of Kumars themselves by means of the Prefects and various Captains, both for seniors and juniors. They are assisted by the masters, all of whom now take an active part in the athletic life of the College instead of only one as formerly.

Many challenge and individual Cups have been presented.

## CHAPTER XII.

### EUROPEAN SCHOOLS.

**Numbers.**

87. The number of institutions of each grade is unchanged. There has been during the quinquennium a substantial increase of 159 in Primary Schools, a satisfactory increase of 46 in Middle Schools and a most regrettable decline of 18 in High Schools. There are only 10 European students in the Arts Colleges of the Province and only 68 in the High Department of European Schools against 423 in the Infant Class and 183 and 105 at the conclusion of the Primary and Middle stages. These figures can only be described as appalling and deserve the earnest attention of the domiciled community. It is also very doubtful whether with so great a wastage such heavy expenditure by Government on these schools is justified. We are now trying by an increase in the number of High School Scholarships to draw more pupils upwards. But the responsibility lies with the leaders of the community. There is no reason to suppose that any European children in the Province are debarred by poverty or locality from education. The orphan grant allotment is rarely spent in full and careful individual enquiries are made by the Inspector of European Schools and Chaplains.

**Expenditure.**

88. Out of a total expenditure of Rs. 16,24,800 for the quinquennium 45.2 per cent was met by Government. Towards a capital expenditure of Rs. 4,15,980 Government contributed Rs. 2,33,702, and as a result of this heavy expenditure very substantial improvements were effected in building and equipment, and the general condition of schools in this respect except in regard to Science laboratories and equipment and playing fields is satisfactory. Maintenance grants rose from Rs. 49,000 in 1911-12 to Rs. 76,000 in 1916-17, *i. e.*, by 64 per cent. These grants are now based, under a scheme devised during the quinquennium, on schedules of approved expenditure, half the approved

expenditure being allowed as grant. This has necessitated systematising of all school accounts and their strict scrutiny. The very generous treatment described above has only been rendered possible by the special grants for European Education received from the Government of India. The cost per pupil in Secondary Schools has risen from Rs. 148-4-6 to Rs. 175-8-10 (Rs. 78,121 for 445 pupils) and in Primary Schools from Rs. 53-5-8 to Rs. 68-4-3 (Rs. 78,643 for 1,152 pupils the major portion of the increase being met by Government, which now pays Rs. 88-4-2 and Rs. 31-8-11 for each pupil, *i. e.*, approximately 50 per cent of the total cost. Part of the increase has been met by an increase in fee rates, the average fee per pupil having risen from Rs. 39-5-1 and Rs. 17-13-10 to Rs. 43-4-9 and Rs. 20-11-5 in Secondary and Primary Schools respectively. Total tuition fees amounted to Rs. 43,133 in 1916-17 for 1,597 pupils. The average teacher's salary has risen from Rs. 117 and Rs. 63 to Rs. 160 and Rs. 76 in the two grades of schools. The current averages are calculated on the approved incremental scales and the salaries actually drawn at present are in most cases below the average. But the figures show that nothing more remains to be done as regards the pay of teachers.

89. The appointment of a separate Inspector of European Schools, the increase in maintenance grant and salaries and increased provision for scholarships for training have raised the percentage of trained teachers and the general standard of teaching. The Inspector reports very distinct improvement in the methods of instruction. In the lower classes the work is particularly good and the Montessori system is being attempted in some schools. The teaching of Domestic Economy in girls' schools ought to be far more practical. Science ought to be compulsory in boys' schools but for this better laboratory provision is necessary. There has been a most regrettable decline in the number of graduate teachers. If the community does not send some of its best men into its schools there is little hope for it. The examination results are disappointing, the percentage of passes in the Middle and High School Examinations for the five years being only 43.5 and 40. Much needed changes in the curriculum and examinations have now been sanctioned and it is hoped that under the new system the percentage of passes will rise without any lowering of the general standard. Quality of work.

90. In all boys' schools due attention is paid to games and some, *e. g.*, the Christ Church School, Jubbulpore, produce remarkably good results. Under the Indian Defence Force Regulations the younger boys below 16 will lose the benefit of the excellent cadet corps training that they were receiving. The Boy Scouts movement has been taken in the Christ Church School and its general extension is most desirable. In several girls' schools troops of Girl Guides have been formed. Physical drill is part of the regular curriculum. Physical training.

91. The Inspector reports as follows regarding hostel life:—"With scarcely an exception the hostels are large airy buildings with good lavatory arrangements and special sick room accommodation. All hostels retain the services of a Medical Officer who in most cases is the Civil Surgeon. Hostels.

"I have been struck during my inspections by the excellence of the supervision and by the forethought shown in the arrangement of the time-tables. The boarders are kept busy without being over-worked, definite times being assigned for meals, work, recreation and moral instruction. All of the boarding houses are denominational and the best kind of moral instruction, that which is associated with religion, forms part of the daily routine. In the girls' hostels, needle-work, hygiene, care of clothes, and in some cases household work and accounts are taught, and I have come across cases in Convent Schools where orphan girls have been educated, taught good housewifery, and then had excellent marriages arranged for them. Most of the boarding-houses are provided with libraries and many of them have debating and literary societies. In some schools, plays are got up annually and often charges are made for admission, the proceeds being devoted to charitable organisation.

"The hostel fees vary, roughly speaking, from Rs. 12 to Rs. 20, some schools having different classes of boarders. In Roman Catholic Schools a good many children are admitted on reduced fees. I am unable to say much about the

food as an Inspector's opportunities for looking into this important matter are naturally limited, but the children appear to be healthy and happy. A recommendation has recently been made to Government to the effect that School Managements should be asked to arrange, in consultation with their Medical Officers, to enquire specially into the physical condition and dietary arrangements of their boarders; also that the weight of each boarder should be carefully recorded every month and compared with that of the previous month, and that this statement be presented to their Medical Officer monthly for consideration.

"The cost per boarder including messing, Superintendent, servants, rates, rents, taxes, lighting and medical attendance, is variously estimated as from Rs. 12—Rs. 25. The average cost is about Rs. 15 per mensem on the assumption that holidays are non-existent. If holidays were taken into account the average cost during residence would be higher."

### CHAPTER XIII.

#### MUHAMMADAN EDUCATION.

General.

92. The quinquennial record affords little reason for congratulation. Though as regards the total number of pupils under instruction the Muhammadan Community is in advance of the population taken as a whole, this superiority is due to the fact that ability to read and write is expected of Muhammadan children and not to any marked recognition of the value of education. Though the percentage of increase in the Collegiate and high stages of instruction indicates some advance, it is below the percentage of increase for the Province as a whole and the rate of increase in all stages of instruction is below that for the preceding quinquennium. Of the total number of pupils under instruction 76 per cent have not reached the Upper Primary stage, and only 1 per cent have reached the high stage. Consideration of the special steps already taken for advancing the education of this community leads inevitably to the conclusion that their educational valuation now depends almost entirely on their own efforts.

Statistics.

93. The number of Muhammadans under instruction in all classes of institutions is 32,356 against 28,551 in 1911-12. This increase represents 13·3 per cent on the previous figure against 21·4 per cent in the case of all classes. The percentage of Muhammadans at school to the total of pupils of all creeds at school is nearly three times as great as the proportion of Moslem population to the whole population: the latter is 3·3 per cent while the former slightly fell from 9·8 per cent to 9·2 per cent during the quinquennium. Of the total number at school 28,632 are boys and 3,724 girls against 25,705 and 2,846, respectively, during 1911-12. Boys thus increased 11·3 per cent and girls 30·8 per cent. Of the total Muhammadan pupils 44·5 per cent are in Berar. The percentages of male students to male population, female students to female population, and of total number of students to total population in the case of Muhammadans are 9·8, 1·3 and 5·7 as compared with 4·53, 1·53 and 2·5, respectively, in the case of all creeds.

The increases or decreases in public institutions are tabulated below:—

Class of Institution.	Number of Muhammadan pupils in		Percentage of increase or decrease.
	1911-12.	1916-17.	
Colleges ... ..	33	71	+ 115·1
High Schools—High Department ... ..	318	454	+ 42·7
Anglo-Vernacular Middle Schools and Middle Departments of High Schools, Vernacular Middle Schools ... ..	1,093	1,908	+ 12·7
Primary Schools ... ..	3,963	3,287	— 17·0
Normal Schools ... ..	22,326	25,042	+ 12·1
Other Special Schools ... ..	45	52	+ 15·5
	11	33	+ 200·0
Total ... ..	28,389	30,847	+ 8·6

The number of pupils in private institutions increased from 162 to 1,509 during the quinquennium. The 1916-17 figures show a fall of 914 from the previous year. Very little importance can be attached to these figures, which are obtainable only with very great difficulty and vary from year to year according to the insistence of compiling officers and the energy of the maktab teachers.

Class of Institution.	Percentage of Muhammadan pupils to the total number of pupils of all creeds in various classes of public institutions.	
	1911-12.	1916-17.
Colleges ... ..	4.6	5.2
Secondary Schools ... ..	11.3	9.5
Primary Schools ... ..	9.5	8.7
Special Schools ... ..	7.8	6.7
Average ... ..	9.8	8.8

Excluding pupils in special schools and private institutions the percentages of pupils in different stages of instruction are :—

	Boys.	Girls.
College stage ... ..	2	...
High stage ... ..	1.6	...
Middle stage ... ..	8.7	4
Upper Primary stage ... ..	12.6	4.6
Lower Primary stage ... ..	76.9	95.0
	100.0	100.0

Statement showing the percentage of Muhammadan scholars to the total number of scholars in the High and Middle stages :—

Kind of stage.	Total number of scholars.	Number of Muhammadan scholars.	Percentage of Muhammadan scholars to total number of scholars.
High stage ... ..	4,982	454	9.1
Middle stage (English and Vernacular) ... ..	23,585	2,402	10.0
Total ... ..	28,567	2,856	9.9

During the quinquennium two passed the M. A. Previous Examination, 12 the B. A. Examination, 48 the Intermediate Examination, 175 the Matriculation Examination, 9 the LL. B. Previous and 10 the LL. B. Final Examination. The number of passes in Primary Examination was :—

	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Total during quinquennium 1913-17.
Boys ... ..	1,223	1,590	1,459	1,522	1,637	1,424	7,632
Girls .. ..	26	32	33	53	34	37	189

94. In addition to the scholarships open to all classes including Muhammadans there are 50 scholarships specially reserved for them, 25 Middle School scholarships of the value of Re. 1 to Rs. 4 per mensem each tenable for four years in Anglo-Vernacular Middle Schools, and 25 High School scholarships worth Rs. 2 to Rs. 6 per mensem each, tenable in High Schools for three years. There are 30 stipends worth Rs. 9 per mensem each for students in the Urdu Normal School, Amraoti, and 10 scholarships of the value of Rs. 5 per mensem for Urdu Middle School classes attached to the Practising School thereof.

Special Concessions, Special measures and their results.



The number of these will eventually be raised to 55 and 20 respectively. These stipends and scholarships exceed by Re. 1 those offered to Hindu students and the same excess is allowed to Muhammadan students in the ordinary Normal Schools and Vernacular Middle Schools.

There are no fee exemptions or special fee rules but any number can be admitted free to Vernacular Schools owing to poverty.

Institutions specially designed for Muhammadans, i. e., offering instruction partially or entirely through the medium of Urdu.

95. There has been a slight decline in the percentage of Muhammadan students attending institutions specially intended for them to the total number of such students (50 to 48 per cent). Owing to the very great difficulty experienced in getting competent Muhammadan teachers for these schools their standard of work is far below that of the ordinary school. It will be necessary to close some of the Government Anglo-Urdu Schools, very few of which are well attended, unless more teachers are provided by the community. Instruction in Urdu and Persian is also provided in most though not all High Schools intended for all classes, and Urdu in many Anglo-Vernacular Schools. Special teachers for Urdu and Persian in addition to the staff usually allowed for ordinary schools were sanctioned for five Government High Schools during the quinquennium, and special hostel arrangements have been made or are planned for Muhammadan students at these schools. The Muhammadan community is beginning to realise the advantages of instruction in a Hindu Vernacular and requests for such instruction in Urdu and Anglo-Urdu Schools are being received. In Urdu Schools it is often supplied but in Anglo-Urdu Schools difficulties arise owing to the curriculum being already overcrowded and owing to the lack of teachers. The development of Urdu Vernacular Schools for girls is impossible until a scheme has been devised for securing female Muhammadan teachers. Proposals for a special training institution for such teachers have been framed but to carry them into effect the co-operation of the Muhammadan community will be required. At present practically all the teachers are elderly men whose character is superior to their intellectual attainments. Only one trained Muhammadan female teacher has emerged during the quinquennium and the average annual number of female passes in the Primary Examination for the whole Provinces is 38. Comment is unnecessary. The subjoined table gives the number of Anglo-Urdu and Urdu institutions with their pupils and expenditure at the beginning and end of the quinquennium :—

Class of Schools,	Number of Schools,		Number of Pupils,		Expenditure,		Number of Government Institutions in 1916-17.
	1912-13.	1916-17.	1912-13.	1916-17.	1912-13.	1916-17.	
					Rs.	Rs.	
High Schools ...	4	4	503	604	35,942	42,610	1
Anglo-Vernacular Middle Schools.	7	7	316	361	10,366	15,703	7
Vernacular Middle Schools ...	5	6	494	634	3,845	7,106	0
Primary Schools ...	173	199	12,540	13,756	89,465	1,14,771	38
Normal Schools ...	1	1	37	21	7,634	5,623	1
Total ...	190	217	13,890	15,376	1,47,252	1,85,813	47
Increase percentage ...	14.2		10.6		26.1		

Total number of hostels for Muhammadan pupils) ... 5  
 Total number of residents in these hostels ... 195  
 Total recurring expenditure (excluding messing) ... Rs. 5,925

With the exception of 3 High Schools and 28 Primary Schools, all these institutions are in Berar where alone there is a widespread demand for instruction through the medium of Urdu. The decline in the strength of the Normal School is attributable to the introduction in 1916 of the new scheme requiring for admission into Normal Schools such pupils only as have finished the Vernacular Middle course successfully. For want of such students the first year class of the Normal School could not be formed. Owing to want of support from the North of the Province it has been found necessary to close the Urdu training class attached to the Normal School at Khandwa. There are at present only 6 Urdu Vernacular Middle Schools in the Province.

By the award of special scholarships for Vernacular Middle study (already sanctioned) and by special grants to District Councils in Berar for opening Urdu Vernacular Middle Schools in large centres it is hoped to make good this want of Vernacular Middle candidates. For the inspection of Urdu Schools in Berar the number of Deputy Inspectors has been raised from two to three.

The Government High School, Amraoti, the Bohra High School, Burhanpur, the Anjuman Robertson High School, Jubbulpore, and the Urdu Normal School, Amraoti, were provided with new buildings during the quinquennium.

Though under the rules of the department Committees of Government and Board Schools can arrange in consultation with the department for religious instruction out of school hours and from private funds, few Committees of Muhammadan schools have yet taken advantage of this concession. The question of making such arrangements for religious instruction in the Urdu Normal School is under consideration. A mosque is being constructed from private funds for the use of the students of the Government Muhammadan High School, Amraoti. The Nizam of Hyderabad is contributing generously to its construction and maintenance. The Commissioner of Berar writes: "I have been informed on the best authority that very few of the Urdu Primary school masters are capable of teaching their religion. I have suggested to some leading Muhammadans as well as to several School Committees at my inspections that a remedy for this might be found if they would contribute funds to pay a good Moulvi who might be attached to the Urdu Normal School in Amraoti for the purpose of instructing the pupils of the school in their religion. It would then be possible in a few years to provide in every Urdu School for instruction in religion. This would, I believe, both increase the earnestness with which the masters approach their duty and the interest which the parents of the boys take in the maintenance of the school."

96. In 1913-14 a recurring grant of Rs. 10,000 and in 1914-15 a non-recurring grant of Rs. 15,000 were set apart for Muhammadan education. The latter was paid to the Anjuman at Jubbulpore for constructing a building for their Muhammadan High School now to be called the Robertson High School, Jubbulpore, and the former was set aside for five posts of Persian teachers in Government High Schools in the Upper Division (Rs. 60—Rs. 125), an additional post of Deputy Inspector for Urdu Schools in Berar in the same Division and increase in the number of scholarships for Muhammadan pupils.

Imperial Grants.

Some amount from the accumulations of this recurring grant was expended on constructing the Muhammadan High School Hostel, Amraoti, as stated above, and Rs. 5,000 were paid as building grant to the Bohra High School, Burhanpur, and Rs. 15,000 added to the Robertson High School grant from Provincial Funds.

97. There are 979 Muhammadan teachers, 114 in Government Schools, 572 in District Council Schools, 200 in Municipal Schools and 93 in Aided Schools. Out of the 114 in Government Service one is in the Select Division (Rs. 150—Rs. 250), 9 in the Upper Division (Rs. 60—Rs. 125), and 36 in the Lower Division (Rs. 40—Rs. 125) of the Subordinate Educational Service. Besides these there is one Professor in the Provincial Educational Service, one Inspector of Schools in the Provincial Educational Service (Rs. 500—Rs. 700), three Deputy Inspectors, one in the Select Division and three in the Upper Division, and 8 clerks in several Educational Offices. Owing to the demand for qualified Muhammadans in other and more lucrative forms of employment it is impossible to obtain competent candidates for Educational service. There is a great opportunity for the Muhammadan Educational Conference, the Anjumans and the Muhammadan leaders to co-operate with Government in their efforts to ameliorate the condition of Muhammadans, moral and material, by persuading a sufficient number of the community to devote themselves with missionary zeal to educational work.

Muhammadan  
employés.

Information about Maktabs, Mulla Schools, &c., is supplied in Appendix F. Koran is the only text-book used in the Maktabs and Mulla Schools.

## CHAPTER XIV.

## BACKWARD CLASSES.

Statistics.

98. The total number of pupils from these classes under instruction is 53,687. During the quinquennium an increase of about 10,000 in Aborigines under instruction and of about 10,000 in "others" *i. e.*, Depressed classes and criminal tribes—is recorded but it is impossible to attach much value to these figures or indeed any figures relating to these classes owing to difficulties of classification and the varying measure of success in obtaining correct information. The following statements show under each of three approved heads the educational position of the various classes :—

(a) *Depressed Classes, i.e., classes with which the idea of pollution is associated.*

	Males.	Females.	Total.
Population ... ..	14,84,813	15,27,576	30,12,389
Pupils ... ..	24,736	1,932	26,668
Percentage .. ..	1'66	'12	'88

(b) *Aboriginal and Hill Tribes.*

	Males.	Females.	Total.
Population ... ..	13,35,159	14,96,578	27,31,737
Pupils ... ..	24,331	2,630	26,961
Percentage ... ..	1'82	'17	'98

(c) *Criminal Tribes.*

	Males.	Females.	Total.
Population ... ..	1,32,531	1,24,346	2,56,877
Pupils ... ..	57	1	58

The following statement shows the pupils of depressed classes in the various stages of instruction :—

	Boys.	Girls.	Total.
High stage ... ..	18	...	18
Middle stage ... ..	503	1	504
Upper Primary stage ... ..	3,004	103	3,107
Lower Primary stage ... ..	21,187	1,828	23,015

Accurate figures have not been obtained in this respect for the Aborigines but approximately there are 500 pupils in the Middle stage while the remainder are in Primary Schools. The criminal tribes have not emerged from the Primary stage.

Depressed Classes.  
General policy and  
Special Schools.

99. The principle of the equal rights of all castes to education has been established since 1870, and under departmental rules admission cannot be refused

on grounds of caste prejudice to any boys who are clean in their habits and person nor may any distinction be made in the treatment (mode of seating, etc.) of any boys admitted to our schools. This policy has been strenuously maintained and though in certain portions of the Province undesirable distinction is at times detected and severely commented on by Inspecting Officers there are good reasons for believing that in our schools the evil effects of prejudice are gradually disappearing and that boys of the depressed classes are to a steadily diminishing extent deterred from joining schools by fear of degrading treatment. Consistently with this policy the establishment of schools intended solely for the depressed classes and bearing their name has never been encouraged since the existence of such schools might by some be held to justify exclusion from other schools in the same locality. There are at present only 42 Vernacular Schools which are ostensibly intended for the depressed classes, of which one is maintained by Government, five by Local Bodies, twenty-two by Missions and fourteen by private non-Mission agency. Care is being taken to see that the undesirable situation referred to above does not arise out of the existence of these schools. There is also in Akola a hostel maintained without Government support for the benefit of Mahar boys attending schools in the town. This owes its existence to the laudable generosity of the widow of a prosperous Mahar. Our general policy, in order to ensure a steady increase in the attendance of these classes, is (a) to enquire at all inspections into their attendance and thus emphasise its importance, (b) to encourage the planting of schools in localities where such attendance can most easily be secured, (c) to encourage the training of teachers from these classes who will attract to their schools and treat sympathetically such boys, (d) to give additional financial help under the provisions of our code to schools largely attended by such classes, (e) to give special scholarships for higher education. For fee exemption in the Vernacular Schools there is no need under our fee rules which enable all Committees to exempt on grounds of poverty. Special scholarships in Secondary Schools are more consistent with our general fee policy than exemption or reduction of fees. Under this policy there is good reason for believing that steady progress is being made, though our statistical information is admittedly inadequate at present. But the rate of progress must depend mainly on the attitude of the general public and on the special efforts made by such bodies as Christian Missions and the Depressed Classes Mission which during the quinquennium has come over into our Province from Bombay to rouse the conscience and direct the activity of the Indian Community.

100. The annual award of 15 Middle School scholarships of Rs. 2 each, tenable in Anglo-Vernacular Middle Schools for four years, 10 High School scholarships of Rs. 4 each, tenable in High Schools for three years, and five College scholarships of Rs. 8 each, tenable for four years, was sanctioned during the quinquennium for the pupils of Depressed Classes and Aboriginal Tribes. For pupils who do not live with their parents an additional amount of Rs. 3 is added to each of the Middle and High School scholarships and of Rs. 4 to College scholarships. An increase in the number of these scholarships is under consideration.

Special measures.

The special scholarships for girls of the *Dai* classes are recorded under female education.

In Chhattisgarh Division special rewards are given to masters of schools for the attendance of Chamar pupils, and Chamar teachers are gradually being appointed in schools with a majority of Chamar children. This measure was introduced three years ago and has resulted in a very large increase in Chamar pupils and in the employment of several Chamar teachers. In Raipur District Chamar pupils are reported to number about 15 per cent of the total number of pupils.

Aboriginal Tribes.

101. In the new Normal School scheme 50 stipends worth Rs. 9 each are reserved annually for students of Depressed classes and Aboriginal Tribes.

There are seven schools maintained for these tribes by Local Bodies and four by private management. For the present the further development of such special schools is likely to depend mainly on the efforts of Christian Missions. There is a special Korku Mission now working in Berar. The Gonds, and to a

lesser extent other Aborigines who have emerged from the hills and forests and are gradually being amalgamated in mode of life and occupation with the residents of the plains are coming in ever-growing numbers to our ordinary schools where their admission presents little difficulty. They are reported to show no reluctance to education in the vernacular of the locality rather than in their own dialect.

**Criminal Tribes.**

102. The education of these tribes on a systematic basis has not yet been attempted or considered. A special agency is required for the purpose, such as, for instance, the Salvation Army, which is doing such remarkable work in this sphere in other Provinces.

## CHAPTER XV.

### RELIGIOUS, MORAL AND PHYSICAL TRAINING.

103. Regarding moral and physical training much has already been said above in connection with the discipline and general life of Colleges and Schools in the sections relating thereto. Special reference is made to religious instruction in the chapter on Muhammadan Schools.

**Religious instruction.**

104. This is given in all Mission institutions, most maktabas, pathasalas and Jain schools, all the four Muhammadan High Schools, three out of four Anglo-Urdu Middle Schools and about 10 Urdu Vernacular Schools. In the Municipal Anglo-Vernacular School, Seoni, there is religious teaching of a Hindu character but I know of no other public institution where this is given. On the whole very little advantage is taken of the facilities afforded to communities for providing at their own expense religious instruction in Government or Board Schools. Where such arrangements are made with the Inspector's approval a room in the school is set apart and the instruction is given out of school hours.

**Moral training.**

105. After much discussion by a representative committee early in the quinquennium it was decided that moral training in our schools should be a natural outcome of the general school-life and discipline and that direct moral instruction should not be demanded. We try to make *acta non verba* our rule, and assume that the moulding of character depends mainly on the general tone of school-life, the formation of good habits and the encouragement of clear thinking. The personality of the teacher plays at present a very small part in our school-life and the blameless record presented by most of our teachers is no substitute for a character that can make itself felt. On the other hand, the rapid and satisfactory development of hostel life and games is having a most salutary effect.

The most satisfactory achievement of the quinquennium has been the establishment of the School Boy League of Honour by the educational enthusiast, Mr. R. B. Chapman, I.C.S., in Berar. The objects and methods of this League have been described in the 1914-15 and 1915-16 Reports and it is sufficient to state that it embodies the essential principles of the Boy Scouts movement but operates to a larger extent through the agency of games, sports and excursions and depends more on the efforts of the school staff. There are now 600 enrolled boy members in Berar and 125 adults bear the Swastika badge which marks their practical interest in the work. The League has been recognised by the Hon'ble the Chief Commissioner who has urged its extension to other parts of the Province. No part of the expense is met from public funds. To meet a veteran Head Master leading out his League members on a day's country excursion inspires one with real hope. Hobbies such as gardening and collections are encouraged in all members.

**Physical training.**

106. From a special Government of India grant Rs. 52,000 have been spent on the provision and preparation of playgrounds for nearly 50 institutions, and nearly a lakh remains to be spent on this purpose. Inter-school matches excite the keenest interest, and in three Divisions divisional tournaments are an annual institution. In Berar each district has its tournaments and elsewhere they

are organised in particular districts. We are doing our best to guard against the "professionalism" and exclusion of the less capable from facilities for play that are the lurking dangers of the tournament craze and in all Government Schools participation by all boys in games is required. The influence of games in Vernacular Schools has been described in the section on those schools. The Sports and Arts Association of the Yeotmal District is doing much to encourage sports among school boys as well as among the general public of the district. The credit is mostly due to the Deputy Commissioner, Mr. Chapman. In each Taluq some 100 to 200 boys come in from long distances to compete in the Taluq sports, and the winners' names are inscribed with great pride on the Sports Honours list maintained in each school. Aquatic sports also are included in the programme and 178 swimming certificates were given in 1916-17. The whole programme is gone through in a clean and sportsmanlike manner. The Vice-Chairman, District Board, Yeotmal, remarks: "Sports, games and swimming have changed the whole school atmosphere to the great advantage of school boys." That the effect extends to the general public is shown by a story reported by the Berar Inspector. A veteran resident of a remote part of the District on hearing Mr. Chapman ask how many steam-rollers the locality possessed, piped out, "Two, Sahib, and if you gave one of them five minutes start in a mile it would be a fine race." For girls action songs and calisthenics form a part of the curriculum. In the Amraoti Girls' High School physical exercises and Swedish drill have been adopted. In some Girls' High Schools and in the Normal School for Women at Jubbulpore Badminton Courts have been provided.

## CHAPTER XVI.

### HOSTELS.

107. One of the salient features of the quinquennium is the development of <sup>Numbers.</sup> hostels. There has been an increase of 71 per cent in the number of hostels and of boarders. Private enterprise has also been responding to increasing calls. Hostels under private management have risen 88 per cent to 59. Denominational hostels are springing up. There are good Marwari hostels, one at Wardha and the other at Dhamangaon. In the latter food, clothing, books, etc., are all provided gratis to Marwari Brahman boys by its Manager, Mr. Shri Narayan Seth. There is a Bohra hostel at Burhanpur, a Jain hostel in Jubbulpore Circle, a Kayastha hostel at Saugor, five Muhammadan hostels in different places, and a Mahar hostel at Akola. A hostel open to all Indian School pupils in Jubbulpore is maintained by the Young Men's Christian Association with a grant from Government, and a grant has also been given to the same agency for the construction of a hostel at Nagpur, which will be supplementary to the Morris College and Hislop College hostels.

These facts signify the popularity of hostel arrangements and recognition of salutary effects of hostel residence.

108. The non-recurring expenditure is shown in General Table VIII and the <sup>Expenditure.</sup> recurring in General Table IV in the column headed "Miscellaneous" under the sub-head "Hostel Boarding Charges." The recurring expenditure represents the cost of servants, lights, rents, rates and taxes, superintendence, medical aid and minor contingencies and includes messing charges of European hostels only. In College hostels the Government bears all the recurring expenditure and realises Rs. 2 per mensem from each resident, whereas in Secondary Schools it provides free quarters to the Superintendent, pays for medical aid and the scavenger, contributes Rs. 20 per mensem per head towards other recurring expenditure and recovers Re. 1 per mensem from each boarder. In Normal School hostels the boarder pays nothing; all the recurring expenses being incurred by Government. In the Girls' High School hostel each resident pays Re. 1 per mensem, and the Government pays all the recurring expenditure. Recurring expenditure excludes all messing charges.

The subjoined table gives the average annual cost and the average annual fee collections per boarder in Government Colleges, Secondary and Normal School hostels for 1916-17 and also shows the Government share in the former :—

	Arts Colleges Hostels.	Secondary School Hostels.	Male Normal School Hostels.	Female Normal School Hostels.	Girls' High School Hostels.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Number of residents	... 321	754	407	39	28
Recurring expenditure	... 12,137 0 0	19,945 0 0	10,860 0 0	3,299 0 0	3,502 0 0
Fees	... 5,066 0 0	9,564 0 0	...	...	255 0 0
Average cost per resident	... 37 12 9	26 6 5	26 11 2	84 9 5	103 9 5
Average fees	... 15 12 9	12 11 2	...	...	9 1 7
Net cost to Government	... 22 0 0	13 11 3	26 11 2	84 9 5	94 7 10

In the Training College together with its ancillaries the recurring expenditure for 186 residents was Rs. 4,780, which gives Rs. 25-11-2 as the average annual cost per resident. This is all borne by Government. All these figures exclude messing charges.

Messing charges, which are, of course, all borne by residents, range from Rs. 10 to Rs. 12 in Colleges, Rs. 5-8-0 to Rs. 8-0-0 in High Schools, and Rs. 4-8-0 to Rs. 7-0-0 in Anglo-Vernacular Middle and Normal Schools.

#### Supervision.

109. Each Government hostel is under the supervision of a member of the staff who resides in free quarters attached to the hostel and is assisted by the hostel Monitor or Prefect, a boy selected from among the senior boarders. The Prefect is mostly responsible for the internal management of the hostel. In Colleges, Girls' Schools and Normal Schools more than one member of the staff is usually engaged in hostel supervision work, and free quarters are also given to the Assistant Superintendents. The hostel has its time-table and rules. The roll is called at fixed hours at night and early in the morning.

#### Hostel life.

110. The Government hostel generally stands outside the town on a healthy site. The premises and surroundings are kept clean and sanitation is satisfactory. The rooms are airy and commodious. The minimum dormitory space in plans for new buildings or improvement of old buildings is 60 square feet and 900 cubic feet in College and Normal School hostels and 54 square feet and 810 cubic feet in Secondary School hostels. The rooms are equipped with necessary furniture, cots, tables, chairs, etc. A few hostels have gardens in their yards. Medical aid can be had whenever necessary, and the local Assistant Surgeon pays regular visits.

The boarders take an active part in the management of the hostel and the mess. In Marathi areas common Hindu messes are the rule. In the north and east of the Province (Hindi) caste scruples have hitherto been against these common messes. But these scruples are fast disappearing and common messes spreading. For such messes they elect their own accountants, auditors, weighers, meal masters, etc. Two or three of them in turns go to the bazar to make purchases, and on return present their purchases and accounts to the Superintendent or the Prefect and the Accountant who keeps an eye on quality and price. In school hostels larger items of expenditure on firewood and grain are controlled directly by the Superintendent and the Head master. The whole system is a sort of self-government, which gives practical training in every day affairs and develops self-dependence, self-confidence and comradeship.

The influence of hostel life on the moral and physical growth of students and pupils is now obtaining universal recognition. The rules of the University and department now require that any student or pupil who does not live with a parent or approved guardian shall reside in an approved hostel or lodging. This rule has only recently been framed by the University, but, as regards schools, has been in force during the quinquennium, and though at the outset it was in many institutions a dead letter the multiplication and growing popularity of hostels facilitate its application.

## CHAPTER XVII.

### MEDICAL INSPECTION AND SCHOOL HYGIENE.

111. Medical inspection of pupils in schools is conducted so far as resources of the Medical Department permit. All schools in dispensary towns are inspected once a month by the Sub-Assistant Surgeon, who examines the health of pupils, recommends medicines for such common ailments as ophthalmia, itch, sore-eyes, enlarged spleen, etc., and investigates the general sanitation of the school and its surroundings. Civil Surgeons and other touring medical officers inspect and report on the condition of such other schools as they come across in their tours. In some districts there have been instituted travelling dispensaries and itinerant doctors who during their rounds examine and treat the more remote schools. Vaccinators also visit schools and voluntary revaccinations have been increasing. Though vaccination is compulsory only in Municipalities, enquiries regarding unvaccinated children, which are always made at inspection, reveal a very small number of such cases. All hostels are under medical charge of a Sub-Assistant Surgeon or an Assistant Surgeon who receives a monthly allowance.

Medical inspection.

A scheme for the more thorough medical inspection of school by the departmental employment of experts was prepared in 1914-15, but the final decision of the Local Administration has been reserved pending improvement of the financial situation.

112. As regards School Hygiene, special attention was paid to the provision of suitable hostel accommodation for pupils of Colleges and Secondary Schools who do not reside with parents or guardians. Many new hostels were built and existing ones enlarged to meet the increased demand during the quinquennium. Sanitary, dietary and other arrangements of hostels and messes are closely supervised. Standard plans of Government hostel and High, Anglo-Vernacular Middle, Normal and Primary School buildings have been drawn up with some care as regards light, ventilation, area per student, orientation, etc., and are now being carefully revised in the light of more recent regulations that have been framed in consultation with the Sanitary Commissioner. The great activity in building and also in school games which has been recorded elsewhere is hygienically most important and the transfer of schools from congested areas to open sites outside the town or village is producing excellent results.

School Hygiene.

Special attention is being paid by inspecting officers to cleanliness in person and attire of pupils, particularly of village schools where such attention is most needed.

Pamphlets on village sanitation and leaflets on epidemic diseases have been supplied to all schools and were explained to pupils. Almost every school boy now knows the precautions to be taken in epidemics of plague, cholera, malaria, small-pox, etc. The number of teachers and pupils who voluntarily offered themselves for inoculation against plague has risen steadily. Systematic provision is made for the sale of quinine by school masters which has grown very rapidly. An interesting experiment was made of quininizing school children in hyperendemic areas of some districts. In Seoni and Betul Districts the Deputy Commissioners inaugurated most valuable work. The children were given doses of quinine by teachers as instructed by Medical Officers and the results were recorded in registers opened specially for the purpose. The experiment yielded satisfactory results.

Smoking is strictly prohibited by Departmental rules which prescribe corporal punishment for pupils found smoking on school premises.



To reduce the mental strain the amount of home work for students has been considerably curtailed in Secondary Schools, while in Primary Schools it has almost been stopped. Further simplification of our examination system with a view to reduction of strain is now under contemplation.

As a basis for a more intelligent hygienic campaign in our Schools Hygiene has definitely been included in the Normal School course of study. A syllabus on Temperance is under preparation. First Aid and Hygiene classes have been organised during the latter half of the quinquennium by the St. John's Ambulance Association in co-operation with the Department and a certain measure of success was attained. In 1915-16 lectures in First Aid only were given by local Assistant Surgeons at 24 centres. The concluding examination was held by Civil Surgeons. Out of 38 teachers and 726 students who attended the lectures 24 teachers and 369 students passed the examination and obtained certificates.

In 1916-17 courses both in First Aid and Hygiene were established at 30 centres, mainly for teachers of Government and Aided High, Anglo-Vernacular Middle and Normal, Male and Female, Schools; students from the highest classes only were admitted to make up the maximum number 30 fixed for a class. The object this time was to train the teachers rather than to teach the students. The courses were the senior courses of the Ambulance Association. These lectures also were given by local Assistant Surgeons, but for examining the classes the Medical Department lent a special officer, an Assistant Surgeon, for three months. In the First Aid course out of 444 candidates 167 or 37·7 per cent passed, and in the Hygiene course out of 423, 167 or 39·4 per cent came out successful. Better results would have been obtained had not the work been interrupted by plague and had not rather an inconvenient time been selected for these examinations.

These classes are to be continued. Special steps for the medical inspection of certain Girls' Schools have been recorded under female education.

## CHAPTER XVIII.

### MISCELLANEOUS.

#### Imperial Grants.

113. During the quinquennium non-recurring grants to the extent of 19·40 were received, of which 15·17 were spent in addition to a sum of 2·67 from the 4 lakhs grant given in 1911-12. The total unspent balance amounts to 3·85. Recurring grants amounting to 6·14 were also received and fully utilised during the quinquennium. The annexed tables show the expenditure under each grant and also under each Budget head for each year of the quinquennium.

Of the non-recurring grants the largest allotment has been to Secondary Education—7·35—for hostels, laboratories and playing fields in addition to class room accommodation. To the total allotment for hostels under various heads has been due the remarkable development of hostel life noted elsewhere. Next after Secondary Education comes Elementary Education with 6·53, the bulk of which has been spent by Local Bodies on Vernacular School buildings. From the other grants substantial help has been drawn towards such important works as the Robertson College, Jubbulpore, the Engineering School, the Medical School and the Rajkumar College. European School buildings have been put in good order, Government Girls' School buildings improved, and the needs of Muhammadan High Schools satisfied.

Of the recurring grants Vernacular Education (including Normal Schools and Inspecting Agency) has received the largest share, 3·82. The grant has enabled District Councils to make their teachers' posts pensionable and to improve their pay and also to open a substantial number of new schools. The reorganisation of Normal Schools and the steady growth of the Deputy Inspectors' cadre have received some assistance from the grant. An allotment of 1·10 to Secondary Education has enabled us to increase substantially our provision for Grants-in-Aid and made practicable the reorganisation of our Subordinate Educational Service, consisting mainly of secondary school teachers. The smaller allotments have facilitated such schemes as the development of Industrial Schools and award of Agricultural scholarships by the Department of Agriculture, the improvement of College staffs, the opening of a Motor class in the Engineering School, the improvement of the female inspecting agency and Government Girls' School cadre, the establishment of the Government Girls' High School, the improvement of the European School staffs, and increased provision for Muhammadan scholarships and Persian instruction.

## Statement showing the allocation of and expenditure from recurring Imperial grants for the quinquennium 1912—1917.

[The amounts are shown in thousands.]

Minor head under 22— Education.	Detailed head.	Particulars.	Amounts allotted from Imperial grants.						Actual expenditure.						Diff- erence between columns 15 and 16.	Remarks.
			1912-13 Darbar grant 2'60.	1913-14 General 2'59.	1912-13 Aided Schools '35.	1913-14 Muham- madan Education '10.	1914-15 General '50	Total grants 6'14.	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
22-B.—Inspection	Staff	(a) Boys' Schools ... (b) Girls' Schools ...	20 12	23 ...	... ...	3 ...	... ...	58 }	1,93	2,12	2,33	2,51	2,68	2,68	75	
22-C.—Government Colleges, General.	Improvement of Colleges	...	...	30	...	...	...	30	48	60	66	76	128	1,60	1,12	
22-D.—Government Colleges, Professional.	Extension of Technical and Industrial Educa- tion.	(a) Engineering Schools ... (b) Agriculture College Scholarship.	6 ...	... 4	... ...	... ...	... ...	10 }	75	1,07	1,20	1,39	1,44	1,64	89	
22-E.—Government Schools, General.	(1) Secondary Schools	(a) Boys' Schools ... Establishment and hostels...	... 17	58 ...	... ...	6 ...	... ...	90 }	2,69	2,97	3,59	3,39	3,60	3,96	1,27	
		(b) Girls' Schools ...	6	3	...	...	...	27	88	91	96	1,03	1,11	1,19	31	
	(2) Primary Schools managed by Government.	Girls' Schools	10	17	...	...	...	27	88	91	96	1,03	1,11	1,19	31	
	(3) Grants to Local Bodies for Primary Educa- tion.	(a) Pay and pension of teachers. (b) Extension of Education ...	66 1,00	21 86	... ...	... ...	... 50	3,23	5,49	5,77	6,60	7,66	8,64	8,71	3,22	
	(4) Industrial Education.	Grants for Industrial Schools.	3	...	...	...	...	(c) 3	...	...	...	...	...	...	...	
22-F.—Government Schools, Special.	Training Schools	Normal Schools	7	6	...	...	...	13	84	97	105	110	1,26	1,47	63	
22-G.—Grant-in-aid	Secondary Schools	(a) Secondary Schools ... (b) European Schools ...	... 13	... 11	35 ...	... ...	... ...	59 }	1,10	1,38	1,54	1,70	2,30	2,15	1,05	
22-H.—Scholarships	Secondary Schools other than European.	For Muhammadans	...	...	...	1	...	1	22	36	42	48	55	58	36	
		Total	2,60	2,59	35	10	50	6,14	14,38	16,15	18,35	20,02	22,86	23,98	9,60	

(c) This grant was transferred to the Director of Industries for Industrial Schools.

## ANNEXURE B.

Statement showing the expenditure during 1912—1917 and the unexpended balance out of the Imperial grants for expenditure on Education (recurring).

Purpose of grant.	Amount of grant.	Year in which made available for first time.	Total amount received till end of 1916-17.	Remarks.
1	2	3	4	5
	Rs.		Rs.	
<i>Recurring.</i>				Total amount of recurring grants received (in thousands).
Improvement of Aided English Schools ...	35,000	1912-13	1,75,000	1912-13 ... 2,95
Durbar grant ...	2,60,000	1912-13	1,3,00,000	1913-14 ... 5,64
General Improvement of Education ...	2,59,000	1913-14	10,36,000	1914-15 ... 6,14
Muhammadan Education ...	10,000	1913-14	40,000	1915-16 ... 6,14
General Improvement of Education ...	50,000	1914-15	1,50,000	1916-17 ... 6,14
Total ...	6,14,000	...	27,01,000	27,01
				Total Provincial expenditure under the heads under which the grants were spent <i>minus</i> the standard of expenditure under those heads according to actual in 1911-12, <i>vide</i> columns 10 to 15 in the Annexure A—
				1912-13 ... 16,15 - 14,38 = 1,77
				1913-14 ... 18,35 - 14,38 = 3,97
				1914-15 ... 20,02 - 14,38 = 5,64
				1915-16 ... 22,86 - 14,38 = 8,48
				1916-17 ... 23,98 - 14,38 = 9,60
				Total ... 29,46
				Total amount by which recurring expenditure of 1916-17 exceeded recurring expenditure 1911-12 under the heads under which grants were spent, <i>vide</i> column 16 in Annexure A—960.
				Total amount of recurring grant—614.

Statement showing the non-recurring grants allotted by Government of India and the expenditure from them.

Object.	Amounts allotted from Imperial grants.						Amount spent in.							Unspent balance on 31st March 1917.
	1911-12 for general purposes, Rs. 4,00,000.	1912-13 for hostels, Rs. 1,50,000.	1913-14 for miscellaneous purposes, Rs. 13,00,000.	1913-14 for hostels, Rs. 4,75,000.	1914-15 Moham-medan Education, Rs. 15,000.	Total grants.	1911-12.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Elementary Schools.</i>														
Boys—														
(a) Training Schools ...	80,000	...	...	...	...	80,000	40,500	39,500	...	...	...	...	80,000	...
(b) Vernacular Schools (Grants to Local Bodies.) ...	73,000	...	5,00,000	...	...	5,73,000	26,800	46,200	...	2,43,067	1,66,666	88,124	5,70,857	2,143
Girls ...	...	...	50,000	...	...	50,000	...	...	2,000	8,954	15,114	15,000	41,068	8,932
<i>Secondary Schools—</i>														
Buildings ...	20,000	...	3,00,000	...	15,000	3,35,000	...	20,000	7,500	1,11,184	1,85,960	23,227	3,47,871	13,156
Laboratories ...	45,000	...	50,000	...	...	95,000	...	45,000	7,000	13,285	3,688	...	68,973	
Hostels ...	30,000	98,000	...	27,412	...	1,55,412	11,000	46,555	54,406	43,412	...	...	1,55,373	39
Play-grounds ...	...	...	1,50,000	...	...	1,50,000	..	...	...	35,539	11,074	5,332	51,945	98,055
Special (Rajkumar College). ...	...	...	50,000	...	...	50,000	...	..	50,000	...	...	...	50,000	...
<i>European Schools</i> ...	50,000	16,000	1,50,000	...	...	2,16,000	...	45,000	6,000	67,400	28,910	53,690	2,01,000	15,000
<i>Technical—</i>														
Engineering School ...	70,000	...	...	...	...	70,000	10,000	48,000	12,000	...	...	...	70,000	...
Medical School ...	...	..	50,000	...	...	50,000	...	..	50,000	...	...	...	50,000	...
<i>Colleges—</i>														
Lecture room ...	32,000	...	...	...	...	32,000	30,000	...	...	2,000	...	...	32,000	...
Hostel ...	...	36,000	...	2,00,000	...	2,36,000	...	...	16,000	2,00,000	20,000	...	2,36,000	...
<i>Unallotted</i> ...	...	...	...	2,47,588	...	2,47,588	...	...	...	...	...	...	...	2,47,588
<b>Total</b> ...	<b>4,00,000</b>	<b>1,50,000</b>	<b>13,00,000</b>	<b>4,75,000</b>	<b>15,000</b>	<b>23,40,000</b>	<b>1,18,300</b>	<b>2,90,255</b>	<b>2,04,906</b>	<b>7,24,841</b>	<b>4,31,412</b>	<b>1,85,373</b>	<b>19,55,087</b>	<b>3,84,913</b>

Grant-in-aid Code  
Non-European  
Schools.

114. This Code was revised in 1914-15. The important changes have already been summarised in the 1915-16 Report. For buildings the maximum grant is one-third, for equipment one-half and for maintenance (recurring) one-third of the actual expenditure.

Education Manual.

115. A new edition of this Manual, which includes departmental rules issued under the authority of the Government, was prepared in 1916-17, Mr. Kilroe, Indian Educational Service, being placed on special duty for the purpose. It is being published this year. Such important changes as have been embodied in it have been referred to under different sections of this report. Much needed rearrangement and simplification have been effected.

Plague and Open  
Air Schools.

116. During the latter half of the quinquennium outbreaks of plague considerably dislocated educational work throughout the Province. In previous epidemics schools were closed for three or four months continuously to a great loss to the students, but during these visitations attempts were made to maintain boys' schools near health camps under trees or in temporary structures provided by Government, Boards, School Committees or private persons. Temporary hostels were erected for High School Classes VI and VII and for the highest classes of Normal Schools. The teachers generally built their huts close by. The success of the measure depended largely on the co-operation of Local Bodies and the Public. District and Tahsil officers rendered valuable help particularly by reserving suitable sites at different camps. These classes have been most successful in Berar where 294 schools of all grades continued thus to be held during last year's visitation. The attendance in the High and Anglo-Vernacular Middle School classes was practically equal to that of normal times while the Primary Schools mustered 30 per cent to 50 per cent attendance. The students of Amraoti schools are reported to have enjoyed the camp school life. Fair results were also obtained in parts of the Jubbulpore Circle. Elsewhere attendance has so far been poor but a valuable precedent has been established and with the experience of the last two years the officers and staffs are better equipped for the work if the necessity for it unfortunately arises in the future.

Reformatory  
School.

117. In the Reformatory School at Jubbulpore the numbers were 61 in 1916-17 against 62 in 1911-12. During the five years 64 were admitted and 65 discharged. Of the present strength, 23 are Hindus, 15 Muhammadans, 2 Indian Christians, 13 Gonds and Aborigines and 8 of other castes. The education is both literary and industrial. 12 are learning carpentry, 6 blacksmith's work, 12 tailoring, 5 cane-weaving and painting and 26 gardening. 39 passed the Primary Examination during the quinquennium and candidates are also presented for the Bombay School of Art Drawing Examinations.

During the quinquennium it was ruled that under-trial juveniles who used to be detained in the Central Jail should be detained in this institution.

The total net expenditure and cost per head were Rs. 13,830-15-4 and Rs. 234-14-1 respectively against Rs. 15,854 and Rs. 259 in 1911-12, the decrease being due to reduction in the staff and non-payment of house rent drawn by the previous Superintendent.

The School is doing good work. General Booth-Tucker of the Salvation Army who visited the School in 1916-17 with his wife observed "It is certainly one of the best managed and appointed Reformatories we have seen in India and we wish it every success."

*Careers of pupils discharged from the Reformatory School, Jubbulpore, in the five years, i. e., 1912-13 to 1916-17.*

Name of School.	Number who left the School in five years.		Number traced.							Un-traced.	Transferred to other Reformatory or released on appeal and escaped.	Re-traced.
	Year.	Number discharged.	Em-ployed.	Unem-ployed.	Recon- victed.	Bad characters placed under Police sur-veillance, vide Rule 117, Re-formatory Code.	Dead.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	
Reformatory School, Jubbulpore.	1912-13 ...	10	9	...	...	...	...	9	1	3		
	1913-14 ...	16	10	...	...	...	...	11	5	5		
	1914-15 ...	12	10	...	...	...	...	10	2	3		
	1915-16 ...	7	5	1	...	...	...	6	1	1		
	1916-17 ...	8	7	1	...	...	...	8	...	...		
Total ...	53	41	2	1	...	...	44	9	12			

There is one School attached to the Jail at Narsinghpur where 93 juvenile convicts are taught by literate convicts. The Inspector-General of Prisons in establishing and developing the School has been in consultation with the Education Department.

118. Two Deaf and Dumb Schools were opened under private management during the quinquennium, one at Nagpur and the other at Amraoti. They first teach deaf-mutes to understand words by lip observation and to communicate ideas by articulate sounds and afterwards the three R's in Vernacular. There are 8 pupils at Nagpur and 10 in Amraoti. Both Schools get Government grant and the Amraoti School is also aided by the Municipality and the District Board. In Amraoti Drawing is also taught. One girl from the Amraoti School, after she had learned to speak, hear, read and write, joined the local Government Girls' School for further education and is getting on very fairly. One boy from the same school after having finished the course joined the Carpentry Class of the local Technical Institute.

Education  
Defectives. of

Much credit is due to the enterprise of Mr. T. K. Parande and Mr. G. V. Phadke who opened these institutions after receiving the necessary training. The education of defectives is a most important subject demanding the direct attention of Government but this Department as at present organised cannot deal effectively with it.

119. Jain pupils increased from 4,644 to 5,273 during 1916-17—4 to 5 in Colleges, 1,186 to 1,280 in Secondary Schools, 3,432 to 3,960 in Primary Schools and 21 to 28 in special schools. About half of them are in Jubbulpore Division. Marwaris and Jains have, of late, been taking an interest in Secondary Education of their boys. They have started some schools in the Province. The Marwari High School at Wardha is making good progress. Jain schools give religious instruction also along with secular education and do not generally seek Government aid.

Jains.

120. The organisation and methods of the Text-Book Committee remained unchanged during the quinquennium. The Committee's work has increased greatly during the quinquennium as the following table shows :—

Text-book Com-  
mittee.

	In 1911-12.	In 1916-17.	During the quinquennium 1912-17.
Number of books submitted to Director of Public Instruction ..	102	714	2,128
Number of books rejected by Director of Public Instruction ..	23	84	770
Number of books sent to Preliminary Readers ...	84	237	721
Number of books referred to Text-Book Committee ...	16	188	284
Number of books sanctioned as text-books ...	11	58	96
Number of books sanctioned as Library and Prize books ...	67	545	1,235
Number of books still under consideration ...	1	27	27

121. During the period under review the arrangements for the supply of school books, maps and other materials were revised and reorganised. The Government Book Depôt in Berar was abolished and the Educational Book Depôt, Jubbulpore, is now the sole agent for supply recognised by the Department. From this firm books and materials are supplied to the various sub-depôts maintained by the department.

Book Depôts.

122. The use of keys, epitomes and other cram books is discouraged and condemned by the Department. Inspecting officers and heads of institutions take all possible care to insist upon the observance of departmental orders regarding the use of such books only as are on the sanctioned list. In spite of these precautions these harmful productions still seem to be in circulation among students mainly in institutions above the vernacular stage. It is reported that teachers in many cases countenance their use indirectly by connivance.

Keys.

The books thus used include (1) keys to text-books in English prose and poetry, (2) keys to Sanskrit courses, (3) guides to and catechisms to History and Geography, (4) Notes on Science, (5) glossaries of English Readers for Anglo-Vernacular Middle Schools, meanings of difficult words and phrases in Vernacular Readers.

The Inspector, Berar Circle, says "The Geography key which consists of tables of all the countries in each continent, all the chief mountains, rivers and towns in each country, etc., and the "History Key" which gives lists of dates,

kings, Viceroys, etc., are still considered by some Matric candidates as indispensable for proper preparation for the examination and they cling to these well thumbed pages till the last minute before entering the examination hall." The Head Master, Hitkarini High School, Jubbulpore, complains that Allahabad Professors and teachers are carrying on brisk trade in such productions.

With increase in the number of trained teachers and spread of intelligent methods of teaching and examining in schools and University the use of these books will be gradually reduced. It must not be forgotten that these keys are an attempt, well meant though misconceived, to supply what at present our teachers fail to give.

Students' Advisory Committee.

123. The Director of Public Instruction continued to be Chairman of the Committee. Mr. Cheshire, Indian Educational Service, late Assistant to Dr. Arnold in England, took the place of Mr. G. S. Carey, late Principal of the Rajkumar College, and the Inspector-General of Civil Hospitals, Director of Agriculture, Sir Bezonji Dadabhoy and Khan Bahadur H. M. Malak joined the Committee of which the total strength was raised to 28. Mr. S. R. Pandit, Barrister-at-Law, discharged the duties of Secretary carefully and effectively throughout the period and his honorarium has been raised from Rs. 50 to Rs. 100 per mensem.

Necessary and full information has been received from the Secretary for Indian Students and the Government of India. A supplement was issued to the Brochure of information published by this Committee which includes the information noted above and also much information collected by the Provincial Committee. This is widely distributed and the existence and functions of the Committee are also widely advertised.

During the quinquennium 289 students sought the assistance of the Committee of whom 83 wished to study for the Bar, 58 for the Cambridge Locals and 28 for the Indian Civil Service. In 1913-14 the number of applicants rose to 81 and the War caused a decline in the succeeding years. Of these applicants more than half were obviously not suited for study in England and had to be dissuaded from the venture. In the last four years 20 students proceeded to England under the auspices of the Committee. The figures for the first year are not forthcoming. There has been the usual correspondence on behalf of students actually proceeding to England and those already there. The War has increased the anxiety of parents, the difficulties of students and consequently the correspondence of the Secretary.

A Sub-Committee was formed to report on the character, means, capacity and eligibility of candidates for the Bar under the new regulations of the Innes of Court.

Acknowledgments.

124. In the preparation of this Report I have been assisted for three months by Mr. Kulkarni, B.A., Assistant Inspector of Schools, Berar, to whose industry I am greatly indebted. He was selected for this special duty as a careful and systematic worker, and I have had no reason to regret the choice.

Under the careful and tactful superintendence of Mr. C. Biden, my office has responded with cheerful loyalty to the demands made by work that has grown steadily in bulk and complexity. The vigilance and enterprise shown by Mr. Kilroe and Mr. Evans as Assistant Director have relieved the Director of a substantial portion of his heavy burden. The Department as a whole deserves recognition of its loyal and conscientious service. It would be invidious to single out a few for special praise, and I am taking steps to convey to all who have been specially mentioned in Circle District or College Reports my appreciation of their work. I have always found that the surest antidote to the depression arising out of past failures or present difficulties is personal contact with the officers of this Department.

A. I. MAYHEW,

*Director of Public Instruction,*

*Central Provinces.*

NAGPUR :

*The 26th September 1917.*