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GOVERNMENT OF INDIA

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INDIAN EDUCATION

IN

1914=15.



CALCUTTA
SUPERINTENDENT GOVERNMENT PRINTING, INDIA
1916

Introduction.

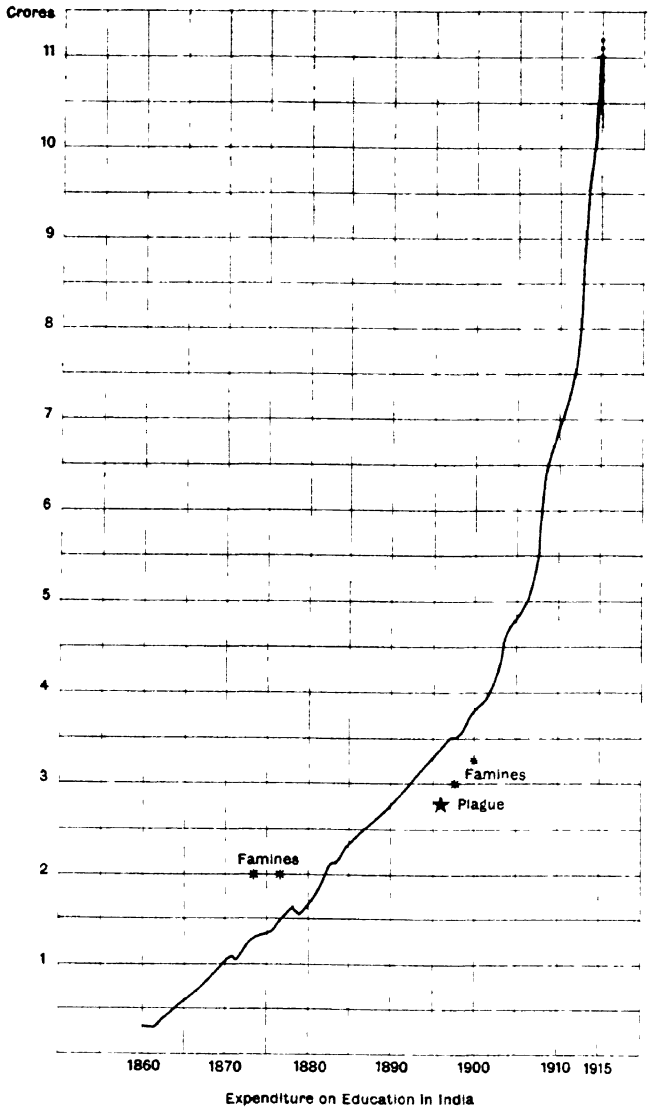
The present narrative of the progress of education in India in 1914-15 is made along the lines which were adopted last year. A slight complication has been caused in the figures by the decision to exclude all Native States. Comparison with last year is hence rendered difficult. This point is noted in appropriate passages of the narrative and rough estimates of the excluded figures have been given.

It is perhaps necessary to warn the public that this annual volume is merely a narrative of the main lines of educational progress. It is in no sense a full report and the exigencies of brevity demand the exclusion of some matters which are not without interest. Similarly, as was explained last year, the illustrations of new buildings completed during the twelve months under review are by no means exhaustive. They are merely a selection from the many photographs which have been kindly supplied by the Directors of Public Instruction.

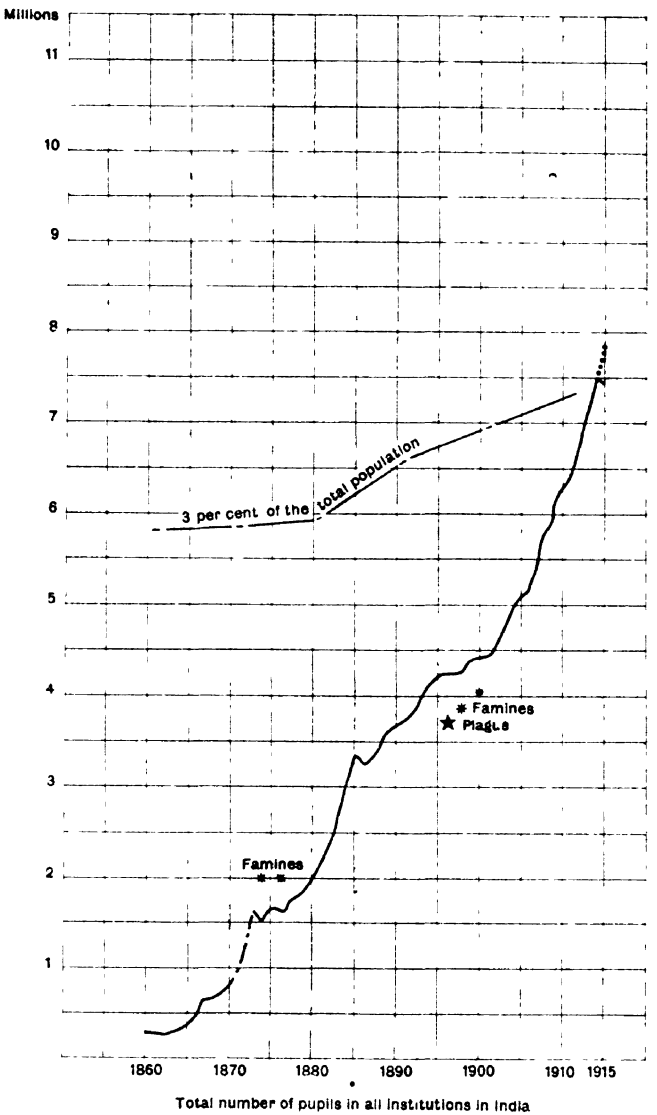
H. SHARP,

Educational Commissioner with the Government of India.

DELHI,
1916.



Expenditure on Education in India



Total number of pupils in all institutions in India

Helio Zincographed at the Phys. Mechl. and Indus. Dept. Thomason College, Roorkee. February, 1910.—No. 4764-4000

INDIAN EDUCATION

IN

1914-15.

I.—Main features of the year.

This section deals with matters of general interest—the effect of the war, the expenditure of Imperial grants, statistical progress, development along the main lines laid down in the resolution on Indian educational policy, etc.

The war. The war has not been without its effects on education in India. First, financial stringency has led to the placing of an embargo upon the imperial grants which are held in provincial balances and to a general policy of economy. Second, it was found necessary to take measures regarding German and Austrian agencies engaged in educational work. These are numerous. They had been allowed a free hand and enjoyed grants from Government aggregating a considerable sum. Though it was known that Germany has long maintained a regular organisation of propagandist schools throughout the world, every consideration was shown to the enemy missions and teachers at the beginning of the war. It was not till July 1915 that it was found necessary to intern or repatriate the enemy aliens engaged on this work. Every endeavour is being made to continue their work through other agencies. Third, great difficulty has naturally arisen in recruiting professors and inspectors from England. Finally, the ranks of those engaged in educational work in India have to some extent been depleted. From the United Provinces alone no less than thirty-one, including ten Government servants, have been transferred to military service of various kinds; two have already been killed at the front and a third is missing. Bombay has sent nineteen, Bengal fourteen, the Punjab thirty, Burma fifteen, Bihar and Orissa four, the Central Provinces five and the North-West Frontier Province ten. These figures include both Europeans and Indians. The Indian Educational Service alone appears to have provided twenty-four officers for military service, while the applications of others have been refused owing to the exigencies of educational work.

It is satisfactory to find that, notwithstanding these adverse circumstances, general progress has not been impeded. Some new schemes have had to be postponed for financial reasons; but on the whole provinces continue quietly to work out their programmes. The figures of increase which will presently be given, though not so large as in some recent years, are not unsatisfactory. The only direct effect upon numbers is reported from Burma, where wild rumours and the *Emden* scare are said (though with doubtful

The subject of the war has received attention. The Maharani of Bhavnagar issued summaries in Gujerati; copies of these were distributed to schools in Bombay; the pamphlet " Why Britain is at war " was translated into five vernaculars; lectures were also delivered. Books on the war were provided in the United Provinces, and lectures and lessons upon it are given in all educational institutions where the students are of an age to appreciate them. Literature on the subject was also distributed in Burma and notes for lectures were issued to schools. Much the same action has been taken in the Central Provinces, official summaries of the war news are supplied to the more important schools and an illustrated children's history of the war has been ordered.

Specially to be mentioned is the help voluntarily afforded by schools. The Bombay report gives particulars of subscriptions raised. Thus, the Karachi high school has realised about ₹70 a month; offices and institutions in the northern division have contributed up to date ₹6,741, Sind ₹11,306; " but the most noteworthy feature (says the Director) has been the response made by local board schools, as much as ₹135 having been received from one." Contributions to war relief funds and ambulance associations were made in the United Provinces. Subscriptions were also made in the Central Provinces, but were permitted only when pupils specially asked for subscription lists to be opened. The resolution from the Punjab narrates that the Lieutenant-Governor, when recently visiting a vernacular school, found that several of its old pupils were in the army and that the headmaster had two sons at the front. The European schools of the Punjab are well represented in the army and not a few ex-pupils have already fallen. The Lawrence Military Asylum at Sanawar has sent a complete signalling unit composed of masters and boys direct to the front. Two schools in the Central Provinces have sent pupils to the front on ambulance work. Students of two colleges in the United Provinces, who belong to the St. John Ambulance Association, have rendered help to wounded soldiers on their arrival.

The statistics of expenditure given in the following paragraphs and in the appendices thereto are not comparable with those given in the Financial Statements of the Government of India and of Provincial Governments and in the published accounts and estimates of Government, as they have been compiled on different lines. For instance, the latter documents deal with Government expenditure only, while the figures included in the report deal with the expenditure of Government as well as of local boards and municipalities and have been compiled from the educational reports of the several Directors of Public Instruction.

Last year it was shown that the grants allotted to Local Governments might have permitted an expenditure from public funds (as apart from fees, endowments, etc.) of 850½ lakhs, but that, since not all the grants allotted had been made available in that year, the actual expenditure could not have exceeded 650 lakhs and that the amount spent had totalled 550 lakhs, or 100 lakhs below what might have been spent. A similar table which is appended to the present narrative shows that the grants allotted might have permitted an expenditure of nearly 792½ lakhs. As a matter of fact, the grants actually at disposal rendered possible an expenditure of something less than this,

since the final instalment of the non-recurring allotment of 319 lakhs made in 1913-14 would normally have fallen due only in 1915-16. Last year it was observed that the precise amount out of this grant made available in 1913-14 could not be ascertained, but might be put roughly at 100 lakhs. In 1914-15, the amount made available from the various non-recurring grants under the head Education and under other heads (mainly Civil Works) was ₹1,65,65,000. Assuming that the whole of this related to the grant of 319 lakhs made in 1913-14, apparently about ₹2,65,65,000 have been made available, about ₹53,35,000 remain, and an expenditure was possible in 1914-15 of about 731 lakhs. In reality the amount made available from the grant of 319 lakhs is smaller than ₹2½ crores, since the portion of the capital grant made available in the year under review must have included some amounts (which cannot be ascertained) made available in 1913-14 but not actually utilised. The actual expenditure from public funds was 633 lakhs. Hence nearly 100 lakhs again apparently remain unspent in provincial balances. But a sum greater than half this apparent balance was earmarked for schemes which have not yet been sanctioned, and the outstanding balance of Imperial grants is thus probably less than 50 lakhs. Bengal indeed still shows an unspent balance of 87½ lakhs; but this, for the reasons explained above, should be largely written down. For similar reasons, the comparatively small balances shown in the cases of the United Provinces, Burma, Bihar and Orissa, the Central Provinces, Assam and Delhi, wholly, or almost wholly, disappear. Madras and Bombay show, even in the table, an almost equalised balance sheet and hence must have expended sums in addition to the total grants they have received or were to receive. The Punjab, the North-West Frontier Province and Coorg have overspent according to the table, which, for the same reasons, understates that over-expenditure.

This, however, is not a correct description of the position. In several cases where the grants allotted would appear to have been fully expended this is not really the case. In Bombay, a balance of ₹40,73,542 is reported to be still available; a set of tables appended to the Central Provinces report also shows substantial balances; elsewhere there are indications of under-expenditure. (In some cases fuller information would be welcome.)

The reason for this apparent inconsistency is that Local Governments, in addition to spending large portions of the imperial grants, most of which were allotted for special purposes, have increased their provincial expenditure on education generally; and presumably the same is the case with many local bodies. This is clearly shown in the Punjab report, where it is stated that, while expenditure from public funds increased during the year by ₹11,10,249, only ₹4,59,115 of this increase is chargeable to imperial revenues. It is also shown in several of the reports that the Local Governments have allotted the whole or the major portion of the imperial grants to the carrying through of specific reforms under the heads indicated by the Government of India. These reforms have not yet absorbed the full expenditure eventually anticipated. Meantime, provincial and other funds have been made available for other objects.

Hence the appendix must be read with caution. On the one hand, it shows as immediately available grants which were to be spread over a succes-

sion of years and balances which, owing to financial stringency, Local Governments are forbidden to utilise. On the other hand, it shows enhanced expenditure not merely from the imperial grants but also from other sources of revenue.

It is also important to consider the expenditure which has been incurred in recent years on different kinds of education. Any calculation made with this object in view is necessarily rough and subject to correction. For the imperial grant of 1914-15 was not earmarked for any special kind of education; and other grants have been given out for groups, such as colleges and training institutions or technical and special education. The figures of these grants must be proportionately adjusted. Second as shown above, it is not possible in the case of all provinces to say what expenditure has been made from imperial and what from provincial funds. Third, there are no data to show what portion of the imperial grants has hitherto been made available for different objects; all that we can do is to take the figures as though all grants had been made available and to remember this point in drawing conclusions. The only plan therefore is to take the expenditure for 1910-11, add to it the grants allotted in subsequent years, and show what expenditure has been incurred, just as is done in the appendix, but with this difference that the figures are shown, not for education as a whole but for different kinds of education. Such a calculation (subject always to correction in the light of more detailed information) appears to yield the following results. Public expenditure on universities has naturally been in defect in those places where schemes have not materialised; elsewhere it has been in excess. The result for all India is a defect of $15\frac{1}{4}$ lakhs. Additional expenditure on collegiate education has exceeded the amounts given as imperial grants by $18\frac{3}{4}$ lakhs, all provinces save the Punjab contributing to this result. It is remarkable to find that, under secondary education, expenditure has been in apparent defect by 23 lakhs, having slightly exceeded what would have been possible, if only the imperial grants had been available, in Burma, Coorg and Delhi, but having fallen short elsewhere, especially in Bengal, where it might apparently have been $8\frac{4}{5}$ lakhs larger than it was. Expenditure on primary education has been on the whole normal, with a slight defect of $9\frac{1}{5}$ lakhs in a possible expenditure of $189\frac{1}{2}$ lakhs; Madras and Bombay have overspent by 10 and 9 lakhs respectively; Bengal, the United Provinces and Bihar and Orissa have underspent by 16, $7\frac{1}{3}$ and $4\frac{2}{5}$ lakhs respectively. Expenditure on the education of girls has been in slight excess, that on European schools and on technical education in defect to the extent of 4 and $2\frac{2}{5}$ lakhs respectively. The most significant feature has been a considerable over-expenditure on training. This amounts to 22 lakhs. All provinces save Assam contribute to this result; the over-expenditure in Madras alone amounts to $11\frac{1}{2}$ lakhs. This appears to show that Local Governments are taking energetic steps to combat the difficulty of bringing about any large expansion of elementary education without the necessary teachers to conduct it. (It must again be emphasised that these figures are very rough and open to correction. The expressions " over-expenditure," " normal expenditure " and " under-expenditure " are used throughout in a strictly limited sense, and the figures shown cannot, without closer examination, form a basis for criticism.)

The total expenditure for 1914-15 amounted to ₹10,91,70,492 (£7,278,033), an increase of nearly 90 lakhs (£600,000) on that of the previous year. Of this increase roughly 65 per cent. is attributed to Provincial, 21 per cent. to Local and 6½ per cent. to Municipal funds. The expenditure from public funds increased by ₹82,91,302, and of this increase approximately 35 per cent. went to aided institutions. It should be added that, for reasons presently to be explained, the expenditure figures for 1914-15 should for purposes of comparison be increased by 30 lakhs, that is to say, to about 120 lakhs or £800,000. *Expenditure*

Last year some complaints were recorded about insufficient expenditure by local bodies. The Director in the Punjab again complains—especially as regards municipal committees, on whose part he finds little or no effort to extend elementary education in the areas under their control. The Lieutenant Governor, in his resolution, remarks that the report shows that both district boards and municipalities in many cases failed to utilise fully their budget provision for education. He asks for further information in the future regarding the ultimate sources of public expenditure by these bodies. The Director in Assam is unable to assure himself that local boards have attached the educational grants completely to educational expenditure. The Bihar and Orissa report, on the other hand, says that whatever may have been the case during the preceding years there was no delay in expenditure during 1914-15.

Two points are sharply brought out by the figures of expenditure. One is the apparently top-heavy character of the educational system. Collegiate and university education costs 91 lakhs, secondary education costs 278 lakhs, primary education costs 266½ lakhs. But there are several facts which must be remembered in extenuation of this apparent anomaly. Fees, subscriptions, endowments, etc., meet 49 per cent. of the expenditure on collegiate and university education, 68½ per cent. of that on secondary education, and 29 per cent. of that on primary education; and secondary schools include a large number of primary pupils. The second point is that the expenditure on public secondary and primary schools for the education of girls amounts to 70⅔ lakhs, while that on the same institutions for boys amounts to 473¾ lakhs Here again it is to be remembered that a fair number of girls read in primary schools for boys. But these figures take no account of the heavy expenditure on colleges and universities, or on professional, technical and other special institutions, which cater mainly for male students. So the boys have much the best of it.

The five years from 1909 to 1914 had shown an encouraging increase of nearly one and a third million pupils. The increase in the year 1913-14 alone was 357,203. At first sight, then, it is disappointing to find a fall from 7,518,147 pupils recorded in that year to 7,448,419 on the 31st March 1915. But the decline is only apparent. During the present year the anomaly was abolished whereby the returns from some Native States are included in the figures for British India and those from others are not. The tables appended to this narrative give the figures for British provinces only. This means that 108,287 square miles and 12,164,874 of population, included in last year's tables, are excluded this year. The precise number of pupils similarly excluded in the case of Bombay, the United Provinces and Bihar and Orissa *Statistical progress.*

is 301,394. Precise figures are not attainable for the other provinces affected by the change—Madras, the Central Provinces and Assam. But it is safe to put the number of excluded pupils at a third of a million, and, for purposes of comparison to add it on to this year's and future figures—a plan which offers a rough rectification, but does not allow for the growth of education in Native States. Hence the drop to 7,448,419 pupils becomes an increase to nearly 7,780,000, or by some 260,000 over last year. Likewise the expenditure incurred in those Native States is excluded. In Bombay, the United Provinces and Bihar and Orissa it amounts to R24,27,735.* It is probably safe to say that, for purposes of comparison, we should increase this year's reported expenditure by over 30 lakhs. It is necessary to make a similar rough rectification in all comparisons drawn throughout this volume. For, though precise comparative figures have in most cases been worked out, it seems better (save when otherwise stated) not to confuse the record by allusions to figures for the preceding year which would appear inconsistent with those previously shown in the tables. The number of institutions is 185,056 against 185,333 last year. (For purposes of comparison, 4,000 institutions in Native States may be added to this year's figures.)

Moral and religious instruction.

Reports of the proceedings of the committees called in provinces to consider moral and religious instruction have reached the Government of India. But no general orders have been issued, and it seems doubtful whether, as regards religious instruction, the schemes which have been proposed would warrant any departure from accepted policy. Such instruction is permitted in Government schools in Burma. "Religious instruction" writes the Director, "is now afforded in almost all Government schools. * * * * The lessons on Buddhism are very simple in character and comprise selections from the Mingalasutta and other standard Buddhist works dealing with morals and rules of conduct. Opportunities are taken therein to inculcate ideas of respect for parents, teachers, elders and responsible authorities. Muhammadan pupils read the *Koran* and commit to memory passages embodying the cardinal principles of their faith. Discussions on doctrinal points are avoided. The teachers are mainly members of the school staff." In Bombay moral instruction is continued on Mr. Gould's system and a book of extracts has been produced. Similar instruction has been introduced at certain schools in Bihar and Orissa.

Hostels.

The number of hostels rose by 241 and that of their inmates by 4,792. There are now 3,620 hostels with 134,399 boarders. The reports contain notices of many new hostels built. An enquiry in Bombay as to why more use is not made of hostels elicited various explanations, some declaring that it is expensive to live in them. On the other hand it is urged that the cost of living in a hostel does not greatly exceed that of living in the town and is sometimes less, that it is the boy himself and not his parent who decides where he should live, and that life in the bazaar permits of greater liberty. The Director suggests that charges should be kept down to a minimum, and that all boys without proper houses in the town should be compelled to live in the hostels to the limit of accommodation. Generally speaking however hostels appear to be popular and to be increasing in popularity. At the Convocation of the University of Calcutta in March 1915, His Excellency

* The Bombay figures are for 1914-15; those for the two other provinces are for 1913-14.

Lord Hardinge, as Chancellor, announced an Imperial grant of 10 lakhs to be used by the University in the erection of hostels for undergraduates in affiliated colleges in Calcutta.

School hygiene.

Last year it was mentioned that a scheme of medical inspection had been sanctioned for *Bombay*. The systematic recording of weights, measurements and eyesight and the introduction of a system of physical drill are recorded among the events of the year in secondary schools. First aid is taught in these schools in consultation with the St. John Ambulance Association, and the subject is compulsory in the secondary training college. Quinine was administered in most of the Sind districts and interesting statistics collected in one of them. A scheme on a large scale for giving quinine in all malarious regions had to be postponed. In *Burma* schools and pupils are now inspected by officers of the medical or sanitary department, who have cheerfully undertaken these new duties. Medical and sanitary inspection of anglo-vernacular schools was carried out in two districts of the *North-West Frontier Province;* nearly 2,000 cases of eye disease and some 700 other cases were recommended for treatment. A short course of instruction was given in hygiene for teachers.

A good deal is being done for the encouragement of games, and considerable sums have been spent in acquiring play-grounds.

The question of suitable buildings is very relevant to that of school hygiene. Something will be said below regarding the difficulty of obtaining a good type of open building for primary schools. In buildings of a more elaborate type, light and fresh air are matters of prime importance; the arrangement of doors, windows and ventilators has no small effect upon the comfort, attention and nervous condition of pupils. It is now generally recognised in India that, so far as the general configuration of a building permits, the southern side should be protected by verandahs and used for purposes of ingress and egress, the northern side should be free from verandahs and used for purposes of lighting, and thorough ventilation should be established. If the lighting is to be thoroughly satisfactory, the northern windows require special treatment. Doors admit direct light into the pupils' eyes. Windows, commencing a reasonable height above the floor level and carried almost to the ceiling, afford wholesome and diffused light. In France it is the rule that the window sill be some four feet from the floor and that a space of only eight inches should intervene between the top of the window and the ceiling. The Board of Education gives four feet from the floor as a convenient height. Similar rules exist in other countries, and some authorities give five feet as the proper height. In India, owing to the intensity of the light, a greater height than in Europe would seem to be indicated. The illustration of the practising school at Patna, which figures at the end of this volume, is worthy of attention. The windows take up most of the northern wall and commence some five feet from the floor. Commenting on this building, the Director remarks that lower pitched windows appear to give a superabundance of light, that the bottom of the window should be well above the eyes of the pupils, and that, though raised windows may impede ventilation, this is remedied if there are two doors in the opposite wall. He considers four and a half feet a reasonable height for the sill. Some interesting remarks on the subject by Mr. Fraser are reproduced in the Bombay report.

Manual training.

The manual training instructors appointed in *Madras* were attached to the Teachers' College where a two years' course for training instructors has been opened, and to the inspector of European and training schools. Action was also taken as regards training in *Bombay*. The services of Mr. Srinivasa Rao were borrowed from Mysore, equipment was obtained and a class was opened in connection with the Dharwar high school. Of the 20 teachers who formed the class all save three were "graduates innocent of any work of this nature." The class seems to have been highly successful. But the Director complains that, when the teachers are ready, the sloyd rooms (save at Dharwar) will not be ready and that the expense of them is going to prove so high that it is unlikely the experiment can be carried so far as was originally intended A scheme was formulated for the introduction of manual training in 28 high schools of *Bengal*. Considerable success has been obtained in the *United Provinces*, where manual instruction has established itself as an integral part of the work of the Training College, Allahabad, and is reported to be in full swing in the Lucknow Training College also. The instructor in drawing and manual training in the Punjab has opened a centre at Lahore, whither classes from local schools come for practical lessons in woodwork, etc. In *Burma*, 24 classes for manual training are now attached to anglo-vernacular schools. Four experimental classes have been sanctioned in *Bihar and Orissa* and masters have been trained for them at Allahabad. It is hoped to open them shortly at an annual cost of about ₹4,000. Two manual instructors were appointed in Assam. These also were sent to Allahabad and workshops constructed at the schools where they will be posted on their return.

An interesting account is given in the Bombay report of the impressions made upon the newly appointed inspector of drawing and handicraft by his visits to a number of schools. He found work handicapped by lack of necessary equipment and bad lighting and overcrowding in ordinary classrooms. It showed to advantage when it could be done by mechanical means or set rules, but failed when individual thought and judgment were required. The conduct of the examinations left much to be desired. There is a widespread system of instruction in drawing throughout Burma. Over a thousand schools teach the subject and nearly 30,000 passed the tests.

School-leaving certificates

The number of those who took this examination was 9,786 against 8,961 last year. The University of *Madras* have found it necessary to issue certain rules and directions regulating the admission to affiliated colleges of holders of school leaving certificates. These rules will come into full force only after 1915-16. In *Bombay* 1,548 candidates presented themselves. It is reported from the *United Provinces* that the school leaving certificate is rapidly overtaking the matriculation in popularity and affords better results. "It is gratifying to find that headmasters are co-operating loyally with the examiners in appraising the work of candidates, for, generally speaking, their estimates of the proficiency attained by individual scholars coincide with those of outside examiners." A proposal for the introduction of a school final examination is before the *Punjab* University. The Director in *Burma* regrets that many schools still permit or even encourage pupils to appear for both the matriculation and the high school final. A school final examination system, largely depending on careful inspection, was worked out in the *North-*

West Frontier Province and came into effect at the close of the year. A proposal has been made to the Punjab University to accept it as a test for admission. It is stated by the Chief Commissioner that it has already effected improvement in the work of schools.

Candidates and passes at the matriculation numbered 25,532 and 12,811 respectively, against 22,984 and 12,878 last year. The percentage of success thus fell from 56 to 50·2 per cent. The resolution on the Bombay report speaks of the pronounced reaction against the lowering of the standard which was so unsatisfactory a feature of the examination of the previous year. " The result was a drop from 58 to 30 in the percentage of successful candidates and a marked departure from the conditions which had recently caused the colleges to be congested by an unprecedented influx of largely immature and unfit students." In Bengal the percentage of success was over 61 per cent. While on the subject of examinations, it is interesting to find that the inspector of European schools in the Punjab utters (with reference to the formation of a new examining centre) a warning against the general adoption of the Cambridge Local examinations. " It is very doubtful indeed (he says) whether the Cambridge Local examinations are in any degree ideal examinations for secondary schools, and especially for schools in India, and the Preliminary and Junior examinations are in some ways actively prejudicial to real education."

Salaries of teachers

The reform observed last year in respect of the important matter of teachers' salaries has been continued. Among *secondary* schools, a revision of the pay of assistants, costing over ₹26,000, was sanctioned in *Bombay;* a provisional scheme of allowances (pending one of general improvement) was sanctioned by the Government of *Bengal;* an allotment of special grants to aided schools in the *United Provinces* had already been made and a scheme (which will ultimately involve additional yearly expenditure of ₹1,73,000) for revising the staff of Government high and normal schools received the sanction of the Secretary of State; in *Bihar and Orissa* a far-reaching scheme has been worked out under which headmasters of Government high schools and deputy inspectors in charge of districts will be promoted to the Provincial Educational Service, all English teachers, head *pandits* and head *maulvis* will be included in the Subordinate Service, and teachers of vernacular in a Vernacular Teachers' Service, the unsatisfactory Lower Subordinate Service being abolished; a scheme of select and lower divisions in the grades of Government secondary teachers came into force in the *Central Provinces*, and gave substantial promotion. Among *primary* schools, full grade pay was granted in *Bombay* and ₹88,932 allotted for the purpose, the full amount given for this purpose being now ₹7,22,622 as well as ₹15,880 for school mistresses, and the pay of trained headmasters in board primary schools averaged ₹26-7-5; in *Bengal* the pay of trained teachers (already raised by ₹3) was further raised by Re. 1; the policy was continued in the *Central Provinces* of allowing only posts of ₹12 and upwards, with a reasonable proportion of higher posts, to be created by local bodies from the Imperial grants.

Qualifications of teachers.

Last year it was pointed out that the chief defect in education in India was the slender qualifications of the teacher. Some slight improvement is visible; this year there are 73,258 trained teachers out of a total of 252,804 as against 67,494 and 242,544 last year; the percentage of those

trained having thus risen from 28 to 28·98. The proportion of those trained among elementary and secondary teachers is as follows :—

Elementary teachers	26·4
Secondary teachers	32·0
Teachers in European schools	52·6

Of the secondary teachers in schools for Indians only 7,649 possess degrees out of a total of 106,217.

Excursions, etc. The use of lanterns, as a means of general instruction, is now fairly common throughout India. In Bombay, schools are supplied with stereoscopes. A feature of the work in this Presidency is the use made of excursions. We hear of college excursions to the chemical works at Baroda and to study the flora of Mount Abu; engineering tours to bridges, canals and the Tata hydro-electric power works; training college excursions to places of historical and archæological interest, including Agra, Fatehpur Sikri and Delhi.

Scholarships tenable abroad. The Secretary of State sanctioned certain proposals of the Government of India for increasing the rate of some of the scholarships tenable abroad. Some of the scholars will now, if they reside at a college for men at Oxford or Cambridge, draw £250 a year instead of £200 as previously. This is intended to meet the additional expenditure involved in residence at such a college. Similarly, the scholarships awarded for the study of oriental languages are now raised from £150 to £200 a year, and to £250 if the scholars go to colleges at Oxford or Cambridge. The Government of India also proposed the creation of an annual state scholarship of £200 a year tenable in England by Indian women for training in education or medicine. Sanction to this scheme was received after the close of the year under review and arrangements are being made for the award of the scholarship next year. A special scholarship was awarded for the scientific study of Pali in Europe.

Organisation. Baluchistan, where educational matters were previously under the general supervision of the Director in the North-West Frontier Province, was made into a separate charge under a Superintendent of Education who is also headmaster of the Sandeman High School at Quetta. Posts of Assistant Directors were sanctioned in the Punjab and Bihar and Orissa. Five special assistant inspectors were appointed for the improvement of Muhammadan education in Bengal. Certain measures of devolution were undertaken in Madras. The reorganisation of the superior service had long been under contemplation. The creation of the Royal Commission on the Public Services in India interrupted the schemes. As a temporary measure, allowances were granted to certain members of the Provincial and, more recently, of the Indian Educational Services, whose prospects appeared to be prejudiced by this postponement. The activities of the various denominational agencies in the Punjab continue unabated—Christian missions, the Arya Samaj, the Mussalman community, the Khalsa education committee and the Chief Khalsa Diwan. The usual conflicting accounts are heard of the work of committees. In the Allahabad district they are reported to have done useful work. In another district of the United Provinces, we hear that they ordinarily do little or nothing, " but tend to swamp, or at least handicap, the efforts of the

individual enthusiast." Secondary school committees in the same province come in for unfavourable criticism. The Director in Bombay reports that at Ahmedabad " the members of the municipal schools committee could not find time to visit any of their schools or even be present at the annual inspection." It appears that, of 41 schools in that city, 36 (including one school established 88 years ago) have no buildings of their own.

The Advisory Committee for Indian Students in England, which was reorganised last year, continued its work. An unofficial hospitality committee was formed; its membership includes many illustrious names. Of the provincial advisory committees in India, that of Bombay appears to have been particularly active.

II.—Universities and Colleges.

New universities.

Progress was made along the lines of the policy sketched in the last report. The new universities, concentrated or territorial, which are in contemplation, have not yet come into being. The preliminaries are necessarily lengthy and slow. Plans and estimates must be prepared, legislation undertaken, staff considered and collected and funds provided. The time is inopportune for the recruitment of professors or the provision of money. If however these institutions make a modest commencement and expand gradually in the light of gathered experience, no harm will be done, indeed the advantages of cautious growth will be reaped. Meantime much spade work has been done on the Dacca and Patna schemes. The Benares Hindu University bill was passed in the Imperial Legislative Council, but not till after the close of the period under review. A draft bill for the Burma University was considered. The Central Provinces and Berar University Committee decided the main outlines of their scheme, which has since been elaborated in a report and published for general criticism.

Existing universities.

The existing universities continue to utilise their imperial recurring grants aggregating just over four lakhs. The last report narrated what is being done by the University of *Calcutta*. It is understood that this University now provides instruction in the M.A. courses for about a thousand students and that the University College of Science is nearing completion. Plans are being prepared for building extension at the University of *Bombay*. Difficulty has been experienced in finding for this university suitable readers and a professor of economics and sociology. At the University of *Madras* Dr. Mark Collins, assisted by five Readers, has continued his work in comparative philology M. R. Ry. S. Krishnaswami Ayyangar Avargal has been appointed professor of Indian history and archæology. Some interesting practical developments have also taken place in this university. A series of special lectures on drainage works was delivered by Mr. Madeley to persons likely to profit by them. Professor P. Geddes gave a course of lectures on " cities in evolution." M. R. Ry. C. Venkataraman Avargal gave a lecture on investigations in acoustics. Arrangements were made for lectures in the ensuing year on tropical diseases, on Indian ethnology and on architecture. Finally, vacation lectures in laboratory practice were delivered under the auspices of the university for science teachers in secondary schools. The *Punjab* University appointed lecturers—Mr. Manohar Lal in economics, Mr.

Barnes in the application of science to agriculture in the Punjab, Dr. P. C. Ray in chemistry, and Dr. Fournier d'Albe (of the University of Birmingham) in physics. The last mentioned authority lectured for six months in Lahore and also visited affiliated colleges. The University of *Allahabad* has created chairs in Sanskrit, economics and modern Indian history and has appointed to them Dr. Venis, Mr. Stanley-Jevons and Mr. Rushbrook-Williams. Mr. Stanley-Jevons accompanied the students of two affiliated colleges on visits to various factories, and is attempting to co-ordinate college and university teaching of economics. The professor of history, besides lecturing on modern methods of research, is collecting materials for the investigation of the history of the Moghul Emperors. Reports of university and college studies indicate a refreshing tendency towards practical subjects.

Colleges.

The bulk of the work continues to be conducted in 120 English Arts colleges. Students have increased from 36,880* to 40,067; expenditure from ₹55,66,125 to ₹61,81,018. An important event was the approval by the Secretary of State of the scheme for a Royal Institute of Science at Bombay. As was stated last year, this scheme received benefactions of 26 lakhs. New buildings and plant were erected at various places. St. Andrew's College, Gorakhpur, is being rebuilt. The Ewing Christian College, Allahabad, is constructing a laboratory and has provided an irrigation plant for the agricultural department. At St. John's College, Agra, a new chemistry laboratory and a biological block were erected—admirable and up-to-date. A biological laboratory was also completed at the Government College, Lahore. The physical laboratory at the Government College, Rangoon, was finished. The new chemical and physical laboratories of the Patna College were formally opened and grants for equipment, etc., were made to the privately managed colleges. Progress was made with the new buildings of the Jubbulpore Arts College. Some colleges acquired electric installations; others provided quarters for professors. The activity in building hostels has already been noticed. Notwithstanding increased expenditure and accommodation, there are still complaints that the supply of collegiate education is not commensurate with the rapidly growing demand. The Director in the Central Provinces regards figures quoted by the press with suspicion, as including among the rejected many candidates who ultimately gain admission somewhere and " hardy annuals " who have repeatedly failed at examinations.

Method and organisation.

Nevertheless, there is no doubt that accommodation and staff are often inadequate to cope with candidates for admission. The increase in the number of students, amounting to 120 per cent. in the last seven years, has been so rapid that it is difficult to make provision. Sometimes the first and second year classes are permitted to take in as many as 150 or even 200 students each. The Director in the United Provinces makes some comments on this point, suggests that there are some to whom it seems preferable to overcrowd than to refuse admission, and quotes the Principal of St. Andrew's College, who says, " Our university (Allahabad) is not so bad as others in India * * * * but even in our university it is frequently the case that a professor has to teach classes of from 50 to 60 students, and it is obvious,

* Excluding Native States for 1913-14.

that, if such be the case, it is humanly impossible for the professor, however sympathetic he may be, to get to know the specific needs of individual students." This is the most pressing problem in collegiate education. It has various aspects. There is the point of view of the student, who, having completed his school course, naturally resents any difficulty which he may meet in gaining admission to a college. There is the point of view of managers of privately managed institutions which subsist largely on fees, who naturally desire to see full classes. There is the point of view of the professor who, owing to the growth of inferior English schools and variable standards of matriculation, finds it increasingly difficult to cope with large numbers of ill-prepared students who are unable to understand and follow lectures. The universities and thoughtful educationists can hardly regard with equanimity a condition of things, which, though it is probably by no means universal, threatens to cast discredit upon higher instruction. The idea is growing and has found expression (as was mentioned in last year's report) that the proper solution is a prolongation of the school course so as to include all or part of the intermediate stage, with possibly some curtailment of the college period. The whole question is certainly one which deserves careful consideration.

Another matter which deserves more attention than it perhaps receives is collaboration between neighbouring colleges with a view to economy of staff and concentration of effort. The Principal of the Agra College writes :—

"Recognising that one college cannot hope to discharge the functions of a university in which, as the name implies, all subjects are studied, we decided to devote our attention to a limited range of subjects and to endeavour to teach them thoroughly. With this object in view we have, on the Arts side, confined ourselves to English, economics, history, mathematics and classical languages, assigning the teaching of these subjects to specialists, who teach nothing else. We have given up philosophy and B.A. Indian history, and those of our students who wish to read those subjects study them at St. John's College, while St. John's College students come to us for B.A. European history."

The Director remarks that in other colleges also the need for limitation is being recognised. It is better, he adds, to engage a well-paid staff to teach a few subjects properly than to make arrangements for teaching a multitude indifferently.

III.—Secondary Education.

General progress.

Last year's report emphasised the surprising increase in the numbers of those who seek secondary education, briefly described the various schemes on which the grants are being expended, and pointed out certain reported defects in the matriculation examination. The increase continues. Pupils in boys' schools have risen from 1,008,584 to 1,031,148. There are now 1,382 high schools with 483,298 pupils, 2,675 middle English schools with 311,999 pupils, and 2,321 middle vernacular schools with 235,851 pupils. (These last are more properly treated as a part of the organisation of primary instruction.) Expenditure has risen from ₹2,23,89,638 to ₹2,43,28,049. Of the latter total ₹20,54,066 was on middle vernacular schools. The increase

in the number of high schools is marked in Bengal, and, to a lesser degree, in the Punjab and the Central Provinces. In this last province it forms part of the scheme mentioned last year; and three of the new institutions have been established by Government. Elsewhere the increase represents mainly the result of private effort. In Bengal the Director explains it " partly by the growing desire of the public for English education and partly by the high percentage of passes at recent matriculation examinations."

The expansion and consolidation of secondary education is now proceeding on accepted lines and in accordance with various detailed schemes which it is needless to rehearse. No general scheme has yet been received from Bengal. But the proposal to establish a high class residential school received the sanction of the Secretary of State and the institution was opened at Hastings House shortly after the close of the year; and the scheme (already mentioned) for improving the pay of teachers was brought into operation. The report from Bihar and Orissa speaks of an interesting experiment. Special classes have been established at high schools for ex-students of middle vernacular schools. They are said to be doing well. It is thought that, if they prove successful, they will be made permanent and fresh classes opened at other centres. In accordance with new grant-in-aid rules, the subsidies received by privately managed schools in the North-West Frontier Province have been substantially increased, and the staffs have been improved.

There has been much progress with buildings, especially in the provinces mentioned below.

In the *United Provinces* new buildings have been provided for the Government high schools at Mainpuri, Etah, Shahjehanpur and Pilibhit. The science and manual training block has been completed at Bareilly. With the aid of Government grants, buildings have been erected for aided schools—the Gorakhpur high school and the King Edward high school, Deoria; and extensions have been undertaken elsewhere. Among unaided institutions, the Hewett Kshattriya high school at Benares and the Meston high school at Ramnagar have acquired fine buildings. In *Burma*, buildings for class or hostel purposes have been either begun, continued or completed at fifteen Government schools by aid of the Imperial grants. The Director regrets the delay over the receipt of the report of a committee appointed to consider school planning and sanitation. This has prevented the commencement of work which is sorely needed but which may now have to be long deferred. He cites the instance of the Bassein high school, whose buildings are in a dilapidated and insanitary condition, affording ample harbourage for rats and hence conducive to outbreaks of plague. In *Bihar and Orissa*, buildings have been erected or extended at St. John's high school at Ranchi, and the Dumka and Monghyr zilla schools (at the last by purchase of existing buildings). New buildings are in progress for the Government high schools at Patna, Muzaffarpur, Ranchi and Puri and extensions for those at Purnea, Gaya, Darbhanga and Chaibassa. The rapidly growing demand for accommodation in *Assam* had to be temporarily met by placing the new sections of classes in thatched houses. But new buildings are in progress at Jorhat, Golaghat and Goalpara and extensions at Silchar, Maulvi Bazaar and Gauhati.

Defects of secondary institutions.

The question of the matriculation and the school leaving certificate has already been briefly treated. Some of the provincial reports are characterised (not for the first time) by a distinctly warning note in regard to secondary schools. The Lieutenant Governor of the Punjab considers as perhaps unduly pessimistic a vivid picture of their defects which is appended to the report from that province; but he thinks that the managers of these

schools will find in it much material for thought and many practical suggestions for improvement. The Director's report attributes these defects mainly to the absence of any corporate ideal and the dominance of the matriculation examination. " To the former cause (he says) is due the constant migration of teachers and pupils from school to school, a movement showing an absence of that feeling of loyalty which a well-organised and respected institution should inspire. The school is regarded rather as the sum of the classes it contains than as an organic whole. This defect is largely due to the second of the causes noted above. The energies of the headmaster are directed towards the successful teaching of the high department with a view to matriculation results; he has but little time to spend in supervising the work of the junior classes, a supervision which is all the more necessary in view of the frequent changes in his staff." The Director in the Central Provinces, while noting the marked increase in the number of secondary schools as a cheering sign of the growing recognition of the value of English education, observes that many anxious problems arise out of this expansion. While the limits of Government enterprise have been strictly demarcated, he considers it uncertain to what extent private enterprise will be able, with grants-in-aid, to cope with the ever growing number for whom Government cannot provide. He asks whether the committees will be able adequately to finance their schools. He doubts whether a sufficient number of graduate teachers can be found—especially in view of the difficulties which attend recruitment in schools under private management, where teachers " are already being employed on inadequate salaries and with no prospects, without due enquiry regarding character, antecedents or ability." He points out that it is customary for 60 or 65 per cent. of the local candidates to fail at the matriculation and that many fail more than once. These observations are the more noteworthy as they come from a province where it has generally been thought that secondary education was on a comparatively small scale.

Growth of Middle English Schools.

Some of the allusions to middle English schools are particularly gloomy. The number of pupils fell from 316,465 to 311,999. This however, was due to the exclusion of figures for Native States. The Director in the Central Provinces says that the number of these schools is growing out of all proportion to the number of high schools and very few among those of recent growth show any signs of being high schools in the making. He points out that their course is not an end in itself, but merely preparatory for the high school, and that the actual attainments of boys who stop short after completing the anglo-vernacular middle course will be by no means commensurate with the aspirations aroused by their education. The Director in Burma points to the bad effects produced by incomplete institutions of this kind. The Director in Bihar and Orissa asserts that many high school and college students suffer from the inaccurate grounding in English which they receive from incompetent teachers in middle English schools and considers they would do better to complete the vernacular course and then join the special classes alluded to above. One of the inspectors in Assam writes, " Every year, I am more impressed with the inefficiency of middle English education in outlying villages. The teachers are unqualified to teach a language in which they are unable to make themselves intelligible or to understand a single question. The standard of work is much below that of the corresponding classes of high

schools." These are serious allegations. The middle English school is singularly immune from supervision. An institution which is unaided or which receives only a slender subsidy can afford (especially if it is remotely situated) to ignore departmental protestations. Though properly speaking an incomplete high school, it contains no high classes, and hence escapes the notice of the university, while, itself unrecognised, it supplies pupils to the final classes of recognised institutions.

IV.—Primary Education.

Progress.

The seven years which closed with the 31st March 1914 had witnessed an increase of 1,343,248 pupils in public primary schools for boys. The year under review shows an apparent decrease of 85,897. A rough calculation for the excluded States turns this into an approximate increase of about 100,000 against an average increase, during those seven preceding years, of 220,000. Expenditure has risen from ₹2,22,21,410 to ₹2,30,51,184.

The provincial figures are as follows :—

Province	Number of boys' primary Schools.		Number of Pupils in boys' Primary schools.		Increase or decrease of pupils.
	1914	1915	1914	1915	
Madras	26,018	26,917	1,089,478	1,144,806	+55,328
Bombay	12,790	9,929	750,985	594,728	—156,257*
Bengal	27,470	28,335	1,028,484	1,047,262	+18,778
United Provinces	10,444	10,543	566,156	576,547	+10,391
Punjab	4,158	4,552	220,555	228,561	+8,006
Burma	5,046	6,029	189,038	209,605	+20,567
Bihar and Orissa	22,509	21,339	644,223	601,764	—42,459
Central Provinces	3,846	3,727	289,539	271,886	- 17,653
Assam	3,760	3,926	161,730	175,414	+13,684
North West Frontier Province	440	539	22,301	25,643	+3,342
Coorg	93	94	6,550	6,622	+72
Delhi	76	82	4,877	5,181	+304
TOTAL	116,650	116,012	4,973,916	4,888,019	—85,897

Turning now to the figures for all schools which impart elementary instruction, we find the following :—

	Boys.	Girls.	TOTAL.
In primary stage of public schools	5,026,426	997,601	6,024,027
In other public schools giving primary education	150,622	31,444	182,066
In elementary private schools teaching a vernacular	333,882	17,225	351,107
TOTALS	5,510,930	1,046,270	6,557,200

Eight years ago the total of children in the elementary stage of instruction was $4\frac{7}{10}$ millions; two years ago it was $6\frac{3}{5}$ millions; in the past year it

* The large apparent fall in Bombay and elsewhere is due to the inclusion of Native States in the figures for 1913-14.

was 6½ millions or nearly 18 per cent. of the population of school-going age, namely 29·5 per cent. in the case of boys and 5·9 per cent. in the case of girls.

The following are the principal developments in various provinces. The figures refer to public primary schools for boys. The expenditure (unless it is otherwise stated) is direct recurring expenditure.

Madras shows an increase of 900 schools and of 55,328 pupils. Expenditure from public funds rose by ₹4,80,205. The full teaching grant was given out and, inclusive of a balance for the preceding year, increased by 2½ lakhs. New buildings to the number of 571 were constructed. In *Bombay* there was a slight falling off in the number of schools, and the number of pupils (if Native States are excluded) remained practically stationary. The programme included the giving of full code pay to trained teachers, the allotments for which purpose now total over seven lakhs, a grant of over half a lakh for extra assistants, an increase in the number of scholarships and extra accommodation for schools. This last work was to be carried through by local bodies, to whom sums aggregating ₹13,60,100 were made over for the purpose during this and the preceding years. The amount expended was only ₹1,04,123 (₹37,700 being in addition handed over to the Public Works Department). The Governor in Council regards this progress in building as distinctly disappointing. Schools in *Bengal* increased by 866, pupils by about 19,000. (This modest increase, which just balances the decrease of last year, is further reduced by a falling off in those who read in primary classes of secondary schools.) Upper primary schools have declined in number throughout the province, and lower primary schools, too, declined in the western divisions. These decreases are more than counter-balanced by a large increase in eastern Bengal districts. Similarly, the net increase in pupils is due to a large increase in eastern Bengal districts, partially cancelled by a falling off in western Bengal districts. This decrease is attributed to epidemic disease in the Burdwan division and crop failures and decline in the jute trade in the Presidency division. These causes also existed in the eastern divisions, but their effects were there less marked. Expenditure from public funds rose by ₹1,82,978. The chief measures adopted were the raising of the pay of trained teachers, previously increased by ₹3, by ₹1 further, and the increase of stipends of *guru* pupils up to ₹10. The board schools started in the two previous years were maintained. It appears from the tables that some more were opened. The Director declares, "The general position is that funds are not available for an adequate and efficient system of primary education." In the *United Provinces* schools have increased by 167*, pupils by 15,962*, and expenditure by ₹1,74,479. Here there is steady increase in the number of upper primary schools. But the general increase is kept down by a falling off, both in schools and scholars, in various districts. The *Punjab* shows an increase of 394 schools, some 8,000 pupils and ₹1,79,861 expenditure. In *Burma* the corresponding figures are 983; 20,567 and ₹1,41,022, and in *Bihar and Orissa* 414*; 6,403* and ₹2,32,038. In the *Central Provinces*, the recurring allotment of ₹50,000 was devoted to the opening of 127 new schools; schools increased by 162,* pupils by 6,718* and expenditure by ₹1,19,246. In *Assam* schools increased by 166, pupils by 13,684 and expenditure by ₹91,738. In the *North-West Frontier Province* the increases are 99 schools, some 3,000 pupils and ₹26,989.

It is assumed that increased expenditure (save when it is otherwise generally expressed) represents the cost of opening new schools. In several cases a brief account of the programme of operations would have been useful. There is mention (particularly in the Punjab report) of attempts to introduce half-time systems. These appear not to have been successful.

Distribution and surveys.

It is sometimes urged that Government can indefinitely increase the number of boys at school by the process of opening new schools. In this connection it is interesting to find that the assertion is not always fully borne

* Excluding Native States for 1913-14

out. In Burma the divisions of Pegu and Mandalay have gained in schools but lost in pupils. In Bihar and Orissa, a considerable increase of lower primary schools in the Patna and Tirhut divisions has been accompanied by a slight decrease of the enrolment. (It is to be observed that in this province a slight increase in the number of upper primary schools and a considerable increase in their pupils was shared by every division). Various reasons, local and general, are assigned for these phenomena. The Director in Bihar and Orissa points out that one vernacular school serves the needs of 4·08 villages, while each village occupies just over a square mile. In eight districts the distribution averages one school for an area of less than two square miles. The percentage of boys at school to those of a school-going age varies from 57·5 in Balasore district to 16·5 in Champaran. The Director says that these distribution figures deserve careful consideration when demands are made for an increase in the number of primary schools. "It will be seen (he says) that in Cuttack and Balasore, if the present schools were evenly distributed, the maximum distance which any boy would have to walk to school would scarcely exceed half a mile, while the great majority of boys would of course live still nearer to their schools. In many other districts the figures would seem to indicate that what is required is a judicious distribution of primary schools rather than an increase in the total number. * * * * It is very necessary that the inspecting officers responsible should locate the different types of schools judiciously so as to serve the greatest number of pupils conveniently." This interesting passage clearly emphasises the need for educational surveys. In the United Provinces, pursuant to the recent resolution on primary education, material is being collected for the formation of primary circles. In Burma, a feature of the year has been the completion of a survey of unregistered vernacular schools in certain districts by officers on special duty. This operation is of importance from the point of view of utilising a purely indigenous agency, as well as from that of distribution. About 3,500 schools were visited, of which 1,015 remain definitely added to the register. In the Central Provinces 'outpost' schools are being tried in jungly and backward areas and a survey is being made of the educational needs of each municipality. The desirability of similar action appears to be indicated in the North-West Frontier Province, where some of the Municipal Committees, relieved of the cost of their high schools, have used the savings in re-establishing as a single separate institution the old primary department of each high school, instead of carrying out definite schemes for the extension of primary education so as to bring it to the doors of the people.

Difficulties of expansion.

Broadly speaking, however, and provided attention is paid to distribution, illiteracy is bound to give way before the multiplication of schools. Several of the reports indicate that there is practically no limit to the extension of elementary education on a voluntary basis. The chairman of one of the district boards in the United Provinces gives it as his experience that the better sort of cultivators are sending their children to school in numbers that are increasing faster than the board's ability to provide instruction for them —though the question of their staying on at school depends on other considerations. The Chief Commissioner of Assam concurs in the deduction from recent figures that the duplication of numbers (set up as an early goal

by the Government of India) can be attained within a few years, provided a succession of liberal budgets can be secured. But there is a different aspect of the question. "There is no doubt (says the Director in the Central Provinces) that, if we were to throw considerations of efficiency to the winds, we could fill an indefinite number of additional badly housed and badly staffed institutions at a rate that would satisfy the most ardent believer in statistics." He cites the necessity which has been experienced of striking habitual absentees off the roll and bringing unwieldy classes within the limits imposed by staff and accommodation. Besides the money required for the bare maintenance of new schools, inspection (as is amply shown in these reports) is required if satisfactory results are to follow whether in numbers or in the value of instruction. Nor, even if ample funds were forthcoming, are even moderately competent teachers to be found in sufficient numbers. Efficiency is frequently decried as a watchword of obstruction. But the word too often means only the removal of the grosser defects and the provision of those elements which go to make up the simplest kind of educational institution. It is not to be forgotten that a very large proportion of the public elementary schools throughout India have no buildings of their own. This year's reports from Bombay and the Central Provinces draw sorry pictures of the schools in certain areas.

Buildings.

There has been considerable building activity, partly indicated in the short summary above. Difficulties have been experienced in completing programmes. Besides the instance of Bombay, the want of standard plans and the paucity of suitable contractors have hampered work in the United Provinces and delay is also recorded in the Punjab and the Central Provinces. In both these areas the experiment of entrusting the work of construction to the villagers or to local *malguzars* has been tried, apparently with success. The question of type-plans is one of great importance but is rendered difficult by local differences of climate, material, etc. Last year's report mentioned a Ceylon type which it was proposed to introduce in Bombay. The designs submitted appear to be almost as expensive as buildings of the ordinary type, and people fear the intrusion of cattle and thieves. The Lieutenant Governor of the Punjab expresses disappointment that this fundamental and long discussed question has not yet been solved, and observes that more than half the primary schools in the Ambala division remain without buildings.

Free educatio

In reply to a question in the Imperial Legislative Council, facts were collected regarding the promotion of free elementary education among the poorer classes in general and Mussalmans in particular. Action has varied in different provinces. In some, the proportion of free pupils admissible in board schools has been raised to 25 per cent. of the enrolment. In *Madras* no fees are levied in elementary schools under public management from pupils belonging to backward castes and classes, and Muhammadans are admitted at half rates. In the *Punjab*, in addition to the 25 per cent. rule, primary education has long been free for the children of agriculturists and village *kamins*. In the *Central Provinces* any pupil of a municipal or district council school, whose parents are unable to pay, may be exempted from fees. In *Assam* and the *North-West Frontier Province* vernacular education continues free. Various other methods such as the provision of larger grants

were cited which indirectly benefit aboriginals, depressed classes, Mussalmans, etc. The present reports add some interesting details. To the total expenditure on boys' elementary schools in Madras, public funds contribute 73 per cent., fees 13 per cent. and other sources 14 per cent. In Government schools the percentage covered by fees is only 3, in board schools 5 and in aided schools 17. Of boys who study in the northern division of Bombay, 38 per cent. pay no fees; the maximum limit of exemptions is seldom reached and does not require to be raised. A chairman in the United Provinces observes that the reduction of fees to one half and the raising of the number of exemptions (to 25 per cent. of the attendance) has not increased the number of scholars in most schools.

Factory and garden schools, etc.

The education of factory children continues, with varied success. The Poona school has improved; but that at Sholapur, with an enrolment of 60, has an average attendance of six. Proposals were made (and subsequently sanctioned) for the education of children in the mills on the Hooghly. The tobacco factory school at Monghyr and a number of schools on the coal-fields are working satisfactorily. Schools were opened on the Assam oil-fields. The tea-garden schools round Darjeeling appear to flourish. One reads, with some surprise, of the establishment in Bannu of night schools for those who are employed during the day.

Middle vernacular schools.

In Middle Vernacular schools for boys the pupils have increased by 9,891; but in Bengal there is a decline in numbers of 4,098 and in the Central Provinces one of 1,466. In some provinces, notably Bengal, these schools are losing in popularity. But the need for them is felt in the United Provinces, where "the upper primary standard no longer satisfies those who take any interest in the education of their children." Fourteen new schools of this type are recorded in the Punjab. Vernacular secondary education in Burma has gained 96 schools and 8,564 pupils. Care is being bestowed upon these schools in Bihar and Orissa; they provide the best teachers for primary schools.

V.—Professional and special education.

Legal education.

The Earle Law College was opened at Gauhati in Assam. The University of Madras altered their regulations so as to provide for a three year course and three examinations leading up to the degree examination together with less rigid conditions governing attendance. The number of students at the University Law College, Calcutta, has increased and is now 1,867.

Training of teachers.

The number of men in training schools has risen from 14,606 to 15,221, that of women from 1,881 to 2,184. In training colleges the number of students fell from 703 to 693. Trained teachers in employment have risen from 67,494 to 73,258. The most promising feature of the year is the demand for training in the Punjab, the number of candidates for admission to training institutions of all classes now far exceeding the facilities available.

Several schemes of *secondary* training have been initiated. A second teachers' college is proposed in *Madras*. It is proposed to rebuild the David Hare Training College, *Calcutta*, on another site. A scheme of enlargement and improvement for the

Patna Training College has been sanctioned. A scheme has been sanctioned for the opening of a training class for Anglo-vernacular teachers in the *North-West Frontier Province*. As regards the training of *elementary* teachers, six temporary training schools in *Madras* were placed on a permanent footing. In *Bengal* a proposal has been made to amalgamate the systems of the two parts of the province on the lines of the eastern Bengal scheme, and the stipends of *gurus* have been raised to a uniform rate of Rs. 10. A new normal school was opened in the *Punjab*. In *Bihar and Orissa* the salaries of instructors in the *guru*-training schools were raised. The re-training class in the *Central Provinces* proved successful, and two others were opened.

While there is no doubt that the necessity for training is now more fully appreciated and the increased salaries offered to teachers are rendering the training institutions more popular, some interesting remarks occur in the Bombay report on the subject of the experimental class opened in Poona last year. The class has been successful, numbers have risen, the weekly lectures by the instructors have been well attended, any distrust and apprehension which existed have evaporated. "But it is curious to note," says the Director, "that even now graduates think it beneath their dignity to seek any professional guidance," and the superintendent of a local institution remarks that "an impression remains that, having regard to the self-reliant administration of a school like this, it is not a very satisfactory and convenient method of supplying trained teachers to aided schools, as it would appear to presuppose incapacity on the part of the managers to do for themselves what the instructor is expected to do." Naturally, it is not a simple matter to cope with such arguments.

Oriental studies.

The year has been characterised by proposals made or sanctioned whose commencement has generally been checked by want of funds. In connection with the Oriental Manuscripts Library in Madras, a peripatetic party was sanctioned for a year with a view to the collection of rare manuscripts. There is an idea of establishing a Sanskrit college at Poona. A similar college was sanctioned at Muzaffarpur in Bihar and Orissa, and the buildings were commenced. It is proposed to constitute a Sanskrit association in this province for the control of *tols* and examinations. In Assam also the foundation of a Sanskrit college was sanctioned, divisional boards were constituted for the conduct of examinations and a survey of *tols* was undertaken. There has been a remarkable decline (from 102 to 40) in the North West Frontier Province among schools teaching Arabic and Persian.

Medical education.

The number of men in training schools has risen from 14,606 to account of difficulties in obtaining the necessary professorial staff, the formal opening has been indefinitely postponed until after the cessation of the war. The Bacteriological Laboratory at Parel has now been practically completed.

Difficulties have arisen in connection with the affiliation to the Calcutta University of the College of Physicians and Surgeons of Calcutta. The managing body of this institution has not yet been able to produce the necessary contribution which would justify the Government of India in fulfilling their promise of a grant-in-aid. Steps are now being taken with a view to secure the recognition by the General Medical Council of Great Britain of the membership both of the College of Physicians and Surgeons in Bombay and of the State Medical Faculty of Bengal. These institutions are intended to provide general practitioners with diplomas which will take the

place of the L. M. and S.—a qualification which has now been abandoned by all the recognised Indian Universities except that of Madras.

The Lady Hardinge Medical College for women at Delhi has made steady progress, and steps are now being taken to secure its affiliation to the University of the Punjab. It is hoped that work in this college will commence at the beginning of the next winter session.

Medical Registration Acts are now being framed for the provinces of Burma, the United Provinces and the Punjab, and will be introduced into the respective Legislative Councils at an early date. Sanction has also been received from the Secretary of State for the introduction into the Imperial Legislative Council of a bill for the suppression of bogus medical colleges and for the restriction of the issue of diplomas to certain recognised examining bodies. This bill is now being framed and will be introduced into the Imperial Legislative Council at the next session in Simla.*

The scheme for improving the training of Military Assistant Surgeons which was approved last year by the Secretary of State is held temporarily in abeyance pending the decision of the General Medical Council as to the recognition of the membership of the College of Physicians and Surgeons of Bombay and the State Medical Faculty in Calcutta, as it is not considered desirable to insist on a higher standard of preliminary education in candidates for the military Assistant Surgeon class until it is definitely decided that they will be able to secure a registerable diploma or license similar to the ordinary double qualification of the general practitioner in the United Kingdom. It is obviously impossible to expect students of this class to take a university degree. If they were prepared to undergo such a course, they would not enter a subordinate medical service.

'echnical and ndustrial lucation.

There is a slight decline in the number of students in engineering and survey schools and also an apparent fall in the numbers at technical and industrial schools. The latter is due to the transfer of the industrial schools in Madras to the control of the Director of Industries and the consequent exclusion from the educational tables of some 2,000 pupils previously returned. The present total for both classes of institution is 11,919, a nominal decrease of 1,246† on the figures for 1913-14.

The chief event in *Madras* was the equipping and staffing of an electrical engineering laboratory in the Engineering College. A committee of direction for technical education assumed control of a number of the institutions in the *Bombay* Presidency. The higher division of the department of technology at Thomason Civil Engineering College in the *United Provinces* was abolished, students of the right stamp not being forthcoming. A permanent Director of Industries was appointed The Technological Institute at Cawnpore has been sanctioned on a restricted scale but has not yet been established. A dyeing school was started and seems to have had success. Demonstrations were given of improved methods of hand-loom weaving. One of these was attended by 5,000 weavers. An interesting report by Mr. Heath on industrial schools in the *Punjab* is appended to the Director's report. It calls attention to unsatisfactory points and shows that principles are not yet defined.

*i. e., in the September session of 1915.
†Excluding Native States for 1913-14.

The Lieutenant-Governor considers that the curriculum is often too minutely divided, with a resulting waste of teaching power. An important scheme has been framed for the improvement of the *Bihar* School of Engineering. In the *Central Provinces* a satisfactory beginning has been made with the Engineering school at Nagpur. In *Assam* a scheme of technical instruction has been commenced among the Lushais.

An interesting development in Bombay is the architectural section of the school of art. Though it has been in existence since 1881, it was only recently placed on a fully satisfactory basis, after imperial grants had been made for technical education. Its growing importance warrants its mention in the present narrative. The classes are held in the morning—a plan which permits of the utilisation as instructors of practising architects and experts in various branches of applied arts and science. There is also a trained architect on the permanent staff. The course is of five years and proceeds from simple architectural drawing, building construction and measured drawing through the history of architecture and advanced building construction to architectural design. It closes with an examination conducted by Government. The classes were quickly filled beyond accommodation. A large number of the 160 students who now attend are already employed in architects' or engineers' offices during the day time. The demand from other provinces for draftsmen is said to be larger than it is possible to meet. Several of the passed students have also set up in private practice and have been successful in competitions. It is hoped still further to develop this successful undertaking.

Agricultural Education.

During the year under review further progress was made in giving effect to the recommendations of the Board of Agriculture held at Coimbatore in December 1913. In Madras and the Punjab the curricula of the Agricultural Colleges now comprise a preliminary two years' course, devoted mainly to the training of students in practical agriculture, and a subsequent advanced course of the same period intended for those who wish to take up the scientific and theoretical branches of the subject. The reorganisation of the Cawnpore Agricultural College was completed during the year. In this case two separate courses have been prescribed, one of two years' duration in the vernacular which is intended for the lower subordinates of the Agricultural Service and for men who will till their own lands and one of four years' duration in English which is intended for those who desire to pursue a wider study of agriculture and its connected sciences. Although it is too early at present to estimate the permanent value of the changes made, they have already met with a certain degree of success in achieving their object, which is to attract students of the right class to the colleges; and at Lyallpur, in particular, there has been a satisfactory increase in the number of students attending the college.

Forestry Education.

The equipment of the museums and laboratories of the Forest Research Institute, Dehra Dun, was largely completed during the year.

Veterinary Education.

The buildings of the new Lahore Veterinary College were completed and equipped. Sanction was accorded to the introduction at the college of a postgraduate course of one year's instruction in English, and also to the extension, in the case of civilian students from the Punjab, of the graduate course from three to four years.

VI.—Education of special classes.

Education of girls.

The number of girls in public institutions has increased from 1,019,544 to 1,054,161, the total from 1,102,242 to 1,126,536. The increase of 24,294 compares with one of 89,617 in the previous year. The percentage of increase has been 2·2, as compared with a decrease of 1·5 per cent. in the case of boys. The percentage of those under instruction to those of a school-going age is 6·3, as against 5·9 last year. Institutions of all kinds increased from 18,335 to 19;536. The provincial figures for the 31st March 1915, are as follows :—

Province	No. of institutions for girls.	Increase or decrease on the figures for 1914.	Number of girls under instruction.	Increase or decrease on the figures for 1914.	Direct recurring expenditure.	Increase or decrease on the expenditure for 1914.
					Rs.	Rs.
Madras	1,749	+74	296,573	+18,439	17,29,404	+1,85,753
Bombay	1,236	—402	139,448	—35,446	16,20,563	—41,948
Bengal	8,687	+791	264,210	+18,920	14,29,713	+50, 593
United Provinces	1,441	+40	63,034	+1,700	9,77,429	+35,191
Punjab	1,926	+57	64,815	+628	7,49,965	+83,503
Burma	916	+153	112,802	+11,163	5,43,966	+10,427
Bihar and Orissa	2,679	+420	114,449	+6,062	4,49,207	+80,015
Central Provinces	363	—3	34,509	—1,514	2,63,378	+14,991
Assam	376	+52	27,544	+3,859	1,14,486	+ 26,154
North-West Frontier Province	125	+16	4,872	+340	22,594	+4,213
Coorg	8	+1	2,426	+79	12,344	+1,459
Delhi	30	+2	1,854	+73	43,792	+12,802
TOTALS	19,536	+1,201	1,126,536	+24,294	79,56,841	+4,63,153*

Some of the more noteworthy developments in the provinces are given below.

Government has tentatively established a college for women in *Madras;* this is the third of these institutions in that Presidency. It is a residential institution. Students who desire instruction in mathematics and science receive it in the Presidency College. The Director in *Bombay* also has submitted proposals for a women's college. The imperial grants have permitted steady progress in *Bengal;* new schools have been opened; and, among other matters, peripatetic needlework teachers have been appointed. Much, however, says the Director, still remains to be done, particularly in connection with the *panchayati* union and home school schemes; most of the primary schools, too, are badly housed, ill-equipped and ineffectively staffed. In the *United Provinces* a hostel has been built for lady students of King George's Medical College, Lucknow, through the generosity of Sir Tasadduq Rasul Khan, Raja of Jehangirabad. The Director says that district female education committees continue as heretofore to do next to nothing. "What progress there is in female education seems due almost entirely to the exertions of the inspectresses, who one and all continue to perform their often discouraging work with unflagging zeal." The Victoria School in the *Punjab* has been taken over by Government and turned into a model school, the teaching of the lower classes being entirely on kindergarten and Montessori methods. The work of zenana classes is said to be irregular and of doubtful benefit. The report contains some interesting remarks by the chief inspectress regarding domestic economy. In vernacular

*This table includes Native State returns for 1913-14, and hence, for purposes of comparison, the increments should be made correspondingly larger.

boarding schools the girls cook, clean and sew and some are conducted on the cottage plan. But the difficulties are great. The *Burma* report mentions various schools in which weaving is taught on improved methods and others where instruction is provided in the domestic arts, needlework, lace-making, dress-making and cooking. An attempt was made to differentiate the girls' curriculum by the introduction of domestic economy, cooking, and hygiene in place of geometry. But this praiseworthy scheme encountered difficulty. Geometry refused to be completely ousted and cooking had to be sacrificed. It is recorded that 75 per cent. of the girls under instruction in this province are to be found in boys' schools, while over a third of the pupils in public schools for girls are boys. It is noted as a sign of grace that a few monastic schools have now opened their doors to girls. "One specially worthy *pongyi* * * * has established in the precincts of his monastery (though not in the main building) not merely a large girls' school under a mistress but also a training class for elementary female teachers." The chief event in *Bihar and Orissa* was the constitution of a female education committee—presumably on the lines which were initiated in Eastern Bengal and Assam. In the *Central Provinces* the terms of service of some ladies in the provincial service were improved.

As regards the important subject of training, the number of training schools for Indian teachers increased by one in Madras and the number under training by 180. It is gratifying to learn that, in this Presidency, 57 per cent. of the teachers in non-European public schools for girls hold professional certificates and only 7 per cent. are entirely unqualified. The hostel for Brahman widows attached to the training school at Triplicane had 31 boarders and worked successfully. In the United Provinces, on the other hand, it is difficult to secure the services of women competent to act as training class instructors, and there are only 117 students in the training classes—though this represents a marked advance. The normal school for women in the Punjab contains 92 teachers under training (as against 64 last year). District and Municipal boards are said not to offer them sufficient encouragement when they return from training.

European education.

Last year there were 412 schools for Europeans, with 37,078 pupils; the total expenditure was ₹85,83,684. In 1914 15 the corresponding figures were 411 schools with 38,165 pupils and an expenditure of ₹98,31,453. Public funds in 1914-15 provided ₹42,19,075, and direct expenditure amounted to ₹44,18,697. The percentage of school-going population at school was 84·4. Probably it would be found to be greater if figures for Bangalore were available. Furthermore, the figures of pupils require some rectification. Thus, Bombay reports that, of 4,244 pupils returned in European schools, only 3,752 are Europeans and Anglo-Indians, but that, on the other hand, there are 1,094 members of this community reading in English-teaching schools, and that hence there are some 600 under instruction who are not shown in the returns.

Two developments are to be recorded. An Anglo-Indian hostel attached to the Muir Central College at Allahabad was opened with fifteen students. This is interesting in view of the well known fact that boys (as contrasted with girls) rarely pursue their studies beyond the high school stage. The Director in the Punjab attributes the phenomenon to the opportunities which offer for early employment of boys and the cost (heavier than in the case of girls) which their higher education involves. Secondly, the Government of Madras are considering a scheme for the establishment at Ootacamund of a

training college for teachers of European schools. This, when it comes into being, will supplement the class at Sanawar, where the number of student teachers has now risen to 20 and applicants have had to be refused admission. In this connection, the training work done by St. Bede's College at Simla deserves to be mentioned. It has now 34 women students and about 120 of its ex-students are teaching in various parts of India and Burma.

Education of Muhammadans.

Muhammadan pupils have increased from 1,699,449 to 1,725,451, or by 1·5 per cent., against a decrease of 2·7 per cent. among Hindus.* The expansion has been most marked in Bengal with an increase of 47,554, Madras with 11,247, Bihar and Orissa with 8,144, Assam with 4,938 and the North-West Frontier Province with 2,071; while Bombay shows a considerable fall due to the exclusion of Native States.

The principal developments have been the following :—.

In *Madras* a recurring imperial grant of ₹30,000 was made towards the expansion of Muhammadan education. The report notices that the proportion of Mussalmans at school to those of a school-going age in this Presidency is 42·4 per cent. Proposals were formulated for the utilisation of Sir Muhammad Yusuf's donation of eight lakhs in *Bombay*. The Committee appointed to report on Muhammadan education submitted its recommendations. A recurring grant of ₹34,500 (out of the imperial allotments) was made for Muhammadan education in *Bengal;* and a sum of ₹45,880 was sanctioned (from the same source) for the education of Muhammadan girls. It is remarkable that in this Presidency while the number of Hindus in primary schools for boys decreased by 1·3 per cent., that of Muhammadans increased by 5·5 per cent. But the proportion of Hindu boys at school in primary institutions is still the greater, being 32·3 per cent. of those of a school-going age against 25·6 per cent in the case of Muhammadans. It is satisfactory to observe that Muhammadan girls at school in Bengal increased during the year by 14,465 (against an increase of only 6,013 last year). The increase of Hindu girl pupils was only 2,159. The Director however observes that Mussalmans in Bengal still constitute only 44·8 of the total school population, whereas they form 52·7 per cent. of the population of the Presidency, that progress is still far from satisfactory and that their number in secondary schools as well as in most of the professional institutions has actually declined in the year. An important departure has been the publication by Government of the scheme of studies drawn up by the Dacca University Committee for the Bengal *madrassas* and the annual grant of ₹84,000 from the imperial allotment, to enable these institutions to bring it into operation. The new course emphasises the study of English and will go far to modernise the *madrassas*. The Calcutta Madrassa is excluded from the scheme. Another important change is the decision to divert that part of the income of the Mohsin fund which has hitherto been expended on the maintenance of *madrassas* to the provision of scholarships for poor Muslims. In future, provincial funds will bear the cost of the Government *madrassas*. The number of Muhammadans in institutions of all kinds in the *United Provinces* shows a slight decline, mainly in private institutions. In the *Punjab*, while there has been an actual increase, it is not in proportion to that among Hindus and Sikhs; and in professional colleges and secondary English schools there has been an actual decline. But in the veterinary college and in industrial schools (including the Mayo School of Art) Mussulmans preponderate, and the number of Muslim girls at school has risen by 12 per cent. *Bihar and Orissa* shows an increase of 8·2 per cent. among Muhammadan pupils. It is curious that this has taken place in colleges, secondary and special schools and private institutions, whereas in primary schools there has been a slight decline. In the *Central Provinces* the construction of the Muhammadan high school at Amraoti was begun, the attached hostel was completed, a grant of ₹30,000 (half from imperial revenues) was made towards a building for the Anjuman high school at Jubbulpore, and proposals

*This decrease is due to the exclusion of Native State returns for 1914-15.

were made for the expenditure of the imperial recurring allotment of ₹10,000 for Muhammadan education. A conference was convened in *Assam* for the consideration of Muhammadan education. Pupils increased by 9·5 per cent.—the first time that the increase in Mussalman pupils has exceeded the provincial average. The Islamia College at *Peshawar* acquired a new hostel and a hall, which was opened by Sir Harcourt Butler. The college successfully continues its work of spreading education on the frontier, and the collegiate school attracts boys from beyond the administrative border—18 from the Khyber, 24 from the Malakand, and 22 from other Agencies.

Special schools continue to attract Muhammadans though a preference is beginning to be shown for the common schools. The Urdu standards, introduced in Bombay at the pressing request of certain representatives of the Mussalman community and supported by the Muhammadan Educational Conference at Poona, have been accorded a mixed reception. Hailed with approval in some districts, they are said to be opposed in the southern division, where many Mussalmans are content with instruction through the medium of Konkani or Kanarese. The supply of qualified teachers presents a considerable difficulty. Similarly the Burma report states that the idea of placing Mussalman pupils in special Urdu schools offers little solid advantage to boys born and bred in Burma and partly of Burmese descent.

Depressed classes, aboriginals, etc.

In *Madras* there was a notable increase of Panchamas reading in secondary schools. A teaching grant of ₹48,500 from the imperial allotment was given to cover the loss of fees from such pupils as well as from Mussalmans, Uriyas and girls. The number of aboriginals at school in creased and some new schools were opened for them. The boarding schools for aboriginals in *Bombay* continue to do good work, especially that at Godsamba. There was, however, no increase in the numbers of the depressed classes at school. Additional schools for these classes have been opened in various districts of the *United Provinces* and a fair number are said to read in the common schools. The Mission societies in the *Punjab* have opened a network of elementary schools for their low-caste converts. In *Burma*, the Shans, Danus, Chins and Talaings show satisfactory progress, especially the last. Three technical schools for Doms in *Bihar and Orissa* had to be closed, as the pupils were making no use of the instruction. Generous grants were given in the Chhattisgarh division of the *Central Provinces* in order that more schools for Chambers might be opened and that teachers might receive bonuses for enrolling Chamars.

APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them.

Province.	Particulars.	1910-11.	1911-12.		1912-13.		1913-14.		1914-15.	
		₹ (In lakhs.)		₹ (In lakhs)		₹ (In lakhs.)		₹ . (In lakhs.)		₹ (In lakhs.)
Madras	Available	..		57 61		57 61		57·61		57 61
			Non-recurring grant.	6 57	Balance, non-recurring	4 53	Balance, non-recurring	1 22	Balance, non-recurring.	40
					Recurring grant	10·00	Previous recurring grant	10 00	Previous recurring grant	16·83
			TOTAL .	64 18	Non-recurring grant.	8 70	New recurring grant.	6 83	New recurring grant.	1 07
					TOTAL .	80 84	Non-recurring grant	49 00	Non-recurring grant.	02
							TOTAL .	1,24 66	TOTAL .	1,06 13
	Spent .	57·61		59 65		79 62		95 26		1,04 41
	Balance			+4 53		+1 22		+29 40		+1 72
Bombay .	Available	..		66 98		66 98		66 98		66 98
			Non-recurring grant.	11 02	Balance, non-recurring	3 12	Excess in 1912-13	4 44	Balance, non-recurring	24 37
								62 54		
			TOTAL .	78 00	Recurring grant	7 75	Previous recurring grant.	7·75	Previous recurring grant	13 68
					Non-recurring grant.	8 00	New recurring grant.	5 03	New-recurring grant.	1 00
					TOTAL .	85 85	Non-recurring grant	38 75	TOTAL .	1,06 03
							TOTAL .	1,14 97		
	Spent .	66 98		74 88		90 29		90 60		1,02 57
	Balance			+3 12		—4 44		+24 37		+3 46
Bengal	Available	..		63 38		60 92		60 92		60 92
			Non-recurring grant.	24 50	Balance, non-recurring.	19 78	Balance non-recurring	38 54	Balance, non-recurring	1,11 35
			TOTAL .	87·88	Recurring grant	12 25	Previous recurring grant	12·25	Previous recurring grant.	25 81
					Non-recurring grant	28 00				
					TOTAL .	1,20 95	New recurring grant.	13 56	New recurring grant.	2·50
							Non-recurring grant	75 00	Non-recurring grant.	·02
							TOTAL .	2,00·27	TOTAL .	2,00·60
	Spent .	63·88		68·10		82 41		88·92		1,13,05
	Balance			+19 78		+38 54		+1,11 35		+87 55

APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.

Province.	Particulars.	1910-11.	1911-12.		1912-13.		1913-14.		1914-15.	
		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs).
United Provinces.	Available	..		59 24		59 24		59 24		59·24
			Non-recurring grant.	15 91	Balance, non-recurring.	7 57	Balance, non-recurring.	3 23	Balance, non-recurring.	37·59
					Recurring grant	8 25	Previous recurring grant.	8 25	Previous recurring grant.	14·76
			TOTAL .	75·15	Non-recurring grant.	6 50	New recurring grant.	6 51	New recurring grant.	1·17
					TOTAL .	81 56	Non-recurring grant.	42·30	Non-recurring grant.	·01
							TOTAL .	1,19·53	TOTAL .	1,12 77
	Spent .	59 24		67·58		78 33		81·94		91·99
	Balance			+7·57		+3 23		+37 59		+20·78
Punjab .	Available	..		34 99		34 99		33 54		33·54
			Non-recurring grant.	9 00	Balance, non-recurring.	5 23	Excess in 1912-13	60	Balance, non-recurring.	11·83
								32 94		
			TOTAL .	43 99	Recurring grant	4 60	Previous recurring grant.	4 60	Previous recurring grant.	8 41
					Non-recurring grant.	4 50	New recurring grant.	3 81	New recurring grant.	1·10
					TOTAL .	49·32	Non-recurring grant.	25·25	Non-recurring grant.	·03
							TOTAL .	66·60	TOTAL .	54 91
	Spent .	34 99		38 76		49 92		54 77		63·82
	Balance			+5 23		—·60		+11 83		—8 91
Burma .	Available	..		24 27		24 27		24 27		24·27
			Non-recurring grant.	8 00	Balance, non-recurring.	5·39	Balance, non-recurring.	3·53	Balance, non-recurring.	22 26
			TOTAL .	32 27	Recurring grant	3 00	Previous recurring grant.	3·00	Previous recurring grant.	6·07
					Non-recurring grant	1 50	New recurring grant.	3·07	New recurring grant.	·85
					TOTAL .	34·16	Non-recurring grant.	24·25		
							TOTAL .	58·12	TOTAL .	53·45
	Spent .	24 27		26 88		30·63		35·86		41·29
	Balance			+5 93		+3·53		+22·26		+12·16

APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.

Province.	Particulars.	1910-11.	1911-12.		1912-13.		1913-14.		1914-15.	
		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)
Bihar and Orissa.	Available	..	...			27 32		27 32		27 32
					Recurring grant	5 30	Balance . .	3 04	Balance, non-recurring.	28 75
					Non-recurring grant	3 00	Previous recurring grant.	5·30	Previous recurring grant.	10 53
					TOTAL .	35 62				
							New recurring grant.	5 23	New recurring grant.	1 08
							Non-recurring grant.	33 78	Non-recurring grant	·03
							TOTAL .	74 67	TOTAL .	67·72
	Spent .	..		27·32		32 58		45 91		51 93
	Balance					+3 04		+28 76		+15 79
Central Provinces	Available	..		24 41		24 41		24 41		24·41
			Non-recurring grant.	4 00	Balance, non-recurring.	2 76	Balance, non-recurring.	2 17	Balance, non-recurring.	18 47
			TOTAL .	28 41	Recurring grant	2 95	Previous recurring grant.	2 95	Previous recurring grant.	5 64
					Non-recurring grant.	1 50	New recurring grant.	2 69	New recurring grant.	·50
					TOTAL .	31 62			Non-recurring grant	·15
							Non-recurring grant	17 75		
							TOTAL .	40 97	TOTAL .	49 17
	Spent .	24·41		25·65		29 45		31 50		33 72
	Balance			+2 76		+2 17		+18 47		+15·45
Assam .	Available	..	..			11 04		11 04		11·04
					Recurring grant	1 85	Balance, non-recurring.	·20	Balance, non-recurring.	10 52
					Non-recurring grant.	1 00	Previous recurring grant.	1 85	Previous recurring grant.	3·62
					TOTAL .	13 89	New recurring grant	1 77	New recurring grant.	35
							Non-recurring grant.	13 00		
							TOTAL .	27 86	TOTAL .	25 53
	Spent .	..		11·04		13 69		17 34		20 58
	Balance					+ 20		+10 52		+4 95

APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—contd.

Province.	Particulars	1910-11.	1911-12.		1912-13.		1913-14.		1914-15.	
		₹ (In lakhs)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)
North-West Frontier Province.	Available	..		2 88		2 88		2 88		2·88
			Non-recurring grant	·58	Balance, non-recurring.	37	Excess in 1912-13	01	Excess in 1913-14	·23
										2·65
								2 87		
			TOTAL .	3·46	Recurring grant	1 06	Previous recurring grant.	1 06	Previous recurring grant.	1·76
					Non-recurring grant	4 18	New recurring grant.	·70	New recurring grant.	·57
							Non-recurring grant.	1·00		
					TOTAL .	8 49				
							TOTAL .	5 63	TOTAL .	4·98
	Spent .	2 88		3·09		8 50		5 86		6·03
	Balance			+·37		— 01		— 23		—1·05
Coorg	Available	..		43		·43		43		·43
			Non-recurring grant.	·25	Balance, non-recurring.	14	Balance, non-recurring	07	Excess in 1913-14	·09
										·34
			TOTAL	68	Recurring grant	·03	Previous recurring grant.	·03		
					Non-recurring grant	·37			Previous recurring grant.	·14
							New recurring grant.	·11	New recurring grant.	·02
					TOTAL	·97	TOTAL .	64	Non-recurring grant	·25
									TOTAL .	·75
	Spent	·43		·54		90		73		·83
	Balance			+ 14		+ 07		— 09		—·08
Delhi	Available	..	....		A grant of ₹1,00,000 was made for St. Stephen's College, Delhi.			1·45		1·45
							Recurring grant	·25	Balance .	·61
							Non-recurring grant.	·34	Previous recurring grant.	·25
									New recurring grant.	·03
							TOTAL .	2·04	Non-recurring grant.	1·06
									TOTAL	3·40
	Spent .	..	....			1·45		1 43		2·80
	Balance							+·61		+·60

APPENDIX.

Statement showing province by province the amounts of imperial grants placed at the disposal of the Local Governments over and above the expenditure in 1910-11 and the amounts expended by them—concld.

Province.	Particulars.	1910-11.	1911-12.		1912-13.		1913-14.		1914-15.	
		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)		₹ (In lakhs.)
Eastern Bengal and Assam.	Available	..		35 90	....		....		. ..	
			Non-recurring grant.	11·17						
			TOTAL .	47·07						
	Spent .	35·90		40 11	....		....		....	
	Balance			+6 96						
India . .	Available	..		3,70 09		3,70 09		3,70 09		3,70 09
			Non-recurring grant.	91 00	Balance, non-recurring	55 86	Balance, non-recurring.	53 92	Balance, non-recurring.	3,01·83
			TOTAL .	4,61 09	Recurring grant	57 04	Previous recurring grant	57 04	Previous recurring grant	1,07·5 1
					Non-recurring grant	67 25	New recurring grant.	50 47	New recurring grant	10·83
					TOTAL .	5,50 24	Non-recurring grant.	3,20 42	Non-recurring grant.	2·17
							TOTAL .	8,51 94	TOTAL .	7,92 43
	Spent .	3,70 09		4,05 23		4,96 32		5,50·11		6,33·02
	Balance			+55 86		+53 92		+3,01·83		+1,59·41

NOTE.—The expenditure in Coorg during 1910-11 was reported as ₹74,000 As this far exceeds any previous expenditure (and even the expenditure in 1911-12) it has been thought better to enter the 1909-10 figure in the first column of figures as being more normal and representative

There is a discrepancy between the balances as shown for the provinces in detail and the figures for all-India. This is due to the adjustment of grants consequent on the redistribution of territories in 1912. The result is that the all-India balance is short of the addition of the detailed figures by ₹6,96,000 i.e., the balance shown against Eastern Bengal and Assam for 1911-12 This of course does not take into consideration the figures added or subtracted to the grants made to provinces for the purposes of rounding them off to the nearest thousand

The amount shown as spent in the all-India figure for 1912-13 does not show the amount expended on Delhi viz., 1 45.

GENERAL TABLES,

1914-15.

GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in the several Provin es of British India at the end of the official year 1914-15.

(For details see General Table III.)

Area and Population.				Public Instructions.								Private Institutions.				Average Number of Towns and Villages served by		† Percentage to School-going age of Scholars in	
				University Education.		School Education, General.			School Education, Special.										
Total Area in Square miles.	Number of Towns * and Villages.	Population.	Particulars.	Arts Colleges.	Professional Colleges	Secondary Schools	Primary Schools.	Total.	Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.	Grand Total.	Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
			Institutions.																
	Towns * . 1,456	Males . 124,182,692	For Males	136	45	6,378	116,012	122,390	663	5,919	129,153	2,569	33,798	36,367	165,520	4 1	3 2	..	..
	Villages . 533,050	Females 118,806,255	For Females	11	3	602	15,700	16,302	91	1,127	17,534	18	1,984	2,002	19,536	30 5	27·4	..	..
1,029,899			Total]	147	48	6,980	(a) 131,712	138,692	754	7,046	146,687	2,587	35,782	38,369	185,056	3 6	2·9	..	..
			Scholars.																
			Males .	41,441	8,613	1,011,203	4,518,004	5,529,207	15,221	167,935	5,762,417	53,651	505,815	559,466	6,321,883	..	..	30·9	33·9
			Females .	406	119	86,789	929,846	1,016,635	2,184	34,817	1,054,161	2,018	70,357	72,375	1,126,536	..	..	5·9	6·3
	Total .534,506	Total 242,988,947																	
			Total .	41,847	8,732	1,097,992	(a) 5,447,850	6,545,842	17,405	202,752	6,816,578	55,669	576,172	631,841	7,448,419	..	..	18·7	20·4

* All places containing 5,000 inhabitants or upwards and all municipalities whatever their population are entered as towns.
† The population of school-going age is taken at 15 per cent. of the whole population.
(a) Include 171 students in 6 Native State Primary Schools in Bengal.

GENERAL

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL
	UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		SCHOOL EDUCATION, SPECIAL.		Total	University.
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions. For Males	61,79,834	28,16,515	2,43,28,049	2,30,51,184	21,69,111	36,86,975	6,22,31,668	23,55,845
For Females	1,01,418	18,380	34,61,662	36,07,616	5,28,128	2,39,637	79,56,841	
TOTAL .	62,81,252	28,34,895	2,77,89,711	2,66,58,800	26.97.239	39,26,612	7,01,88,509	23,55,845
2. (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	5·97	4·87	14·76	15·48	5·0	4·80	50·88	1·76
(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·15	·01	9·31	60·88	1·87	1·70	73·92	..
(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	·80	·02	21·91	51·97	·37	2·65	77·72	..
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	5·75	2·60	25·46	24·42	2·47	3·60	64·30	2·15

TABLE II.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1914-15.

General Table IV.)

INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.

Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.	Total Expenditure on Public Instruction.	—
10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	
8,81,040	47,23,549	16,93,425	1,78,08,814	20,60,558	94,58,752	3,89,81,983	10,91,70,492	For Males / For Females } 1. Institutions.
8,81,040	47,23,549	16,93,425	1,78,08,814	20,60,558	94,58,752	3,89,81,983	10,91,70,492	TOTAL.
2·08	10·69	2·34	25·13	2·97	4·15	49·12	100	2. (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.
..	1·13	1·83	19·07	2·11	1·94	26·08	100	(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.
..	·31	·97	18·08	·76	2·16	22·28	100	(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.
·81	4·33	1 55	16·31	1·89	8·66	35·70	100	(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

(For details see

1		TOTAL DIRECT EXPENDITURE			
		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.	
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
		2	3	4	5
		Rs. A. P.	Rs. A. P.	Rs A. P.	Rs. A. P.
3. Average annual cost of educating each pupil in—					
Government Institutions	Cost to Provincial Revenues	191 14 0	273 13 9	23 9 4	9 11 8
	Cost to Local and Municipal Funds	..	0 5 7	0 0 5	0 0 3
	TOTAL COST	272 7 2	363 14 3	45 10 0	10 3 9
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues	4 5 7	..	0 6 11	1 7 8
	Cost to Local and Municipal Funds	32 10 0	..	7 11 7	4 5 2
	TOTAL COST	121 11 1	64 0 0	14 5 3	6 4 5
Aided Institutions	Cost to Provincial Revenues	33 0 8	109 1 10	6 12 9	1 0 2
	Cost to Local and Municipal Funds	1 13 3	..	1 12 2	1 3 10
	TOTAL COST	134 12 7	180 8 8	28 12 7	4 6 9
Unaided Institutions	TOTAL COST	69 10 10	77 6 6	19 11 2	2 4 10
All Institutions	Cost to Provincial Revenues	60 1 4	234 1 2	5 11 0	1 4 0
	Cost to Local and Municipal Funds	1 6 10	0 4 9	2 5 4	2 6 0
	TOTAL COST	149 9 0	322 0 7	25 13 7	5 1 7

TABLE II—*concld.*

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1914-15—*contd.*

General Table IV.)

ON PUBLIC INSTRUCTION.				
SCHOOL EDUCATION, SPECIAL.		TOTAL.		
Training Schools.	All other Special Schools.			
6	7	8	9	
Rs. A. P.	Rs. A. P.	Rs. A. P.		
			3. Average annual cost of educating each pupil in—	
154 0 6	118 15 8	75 3 0	Cost to Provincial Revenues . .	Government Institutions.
5 13 7	1 2 3	0 7 0	Cost to Local and Municipal Funds .	
163 13 1	120 4 9	94 3 4	TOTAL COST.	
6 6 3	7 15 4	1 9 5	Cost to Provincial Revenues . .	Local Fund and Municipal Board Schools.
102 2 1	36 2 8	6 8 4	Cost to Local and Municipal Funds.	
108 8 8	52 3 6	9 2 3	TOTAL COST.	
105 9 2	3 10 2	3 14 0	Cost to Provincial Revenues . .	Aided Institutions.
0 0 3	2 0 11	1 7 2	Cost to Local and Municipal Funds.	
188 10 5	11 9 3	12 1 9	TOTAL COST.	
144 14 2	11 2 6	11 11 2	TOTAL COST	Unaided Institutions.
124 2 4	10 10 0	6 7 1	Cost to Provincial Revenues . .	All Institutions.
19 4 3	2 1 5	3 3 3	Cost to Local and Municipal Funds.	
158 10 7	20 9 1	16 10 3	TOTAL COST.	

GENERAL

Colleges, Schools and Scholars in the several Provinces of

Class of Institutions.	PUBLIC INS-			
	UNDER PUBLIC			
	Managed by Government.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
UNIVERSITY EDUCATION.				
Arts Colleges.				
English	26	8,933	8,988	8,026
Oriental	2	389	389	264
Colleges for Professional Training.				
Law	11	3,153	3,220	2,936
Medicine	4	1,755	1,795	1,759
Engineering	4	1,268	1,281	1,219
Teaching	9	643	640	594
Agriculture	3	224	197	174
Veterinary	1	173	177	174
Commercial	1	143	142	133
TOTAL	61	16,681	16,829	15,279
SCHOOL EDUCATION, GENERAL.				
Secondary Schools.				
For boys—				
High Schools	228	75,061	73,375	64,916
Middle Schools { English	80	11,687	11,987	10,474
Middle Schools { Vernacular	70	7,853	7,413	6,515
For Girls—				
High Schools	20	3,934	3,705	3,004
Middle Schools { English	8	784	720	533
Middle Schools { Vernacular	32	3,220	3,074	2,379
TOTAL	438	102,489	100,274	87,821
Primary Schools.				
For Boys	587	30,529	28,976	23,551
For Girls	586	46,778	45,219	33,123
TOTAL	1,173	77,307	74,195	56,674
SCHOOL EDUCATION, SPECIAL.				
Training Schools for Masters	330	11,326	11,003	10,096
Training Schools for Mistresses	29	908	978	904
Schools of Art	5	1,323	1,303	1,001
Law Schools	1	10	11	8
Medical Schools	11	1,927	1,884	1,752
Engineering and Surveying Schools	8	524	577	515
Technical and Industrial Schools	30	1,790	1,663	1,386
Commercial Schools	3	334	427	347
Agricultural Schools	..	7	..	..
Reformatory Schools	..	1,225	..	..
Other Schools	76	5,341	5,591	4,381
TOTAL	500	24,708	24,645	21,465
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,172	221,185	215,943	181,239

TABLE III.

British India for the official year 1914-15.

TITUTIONS.

MANAGEMENT.

Managed by Local Funds and Municipal Boards.				Class of Institutions.
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	
6	7	8	9	1
				UNIVERSITY EDUCATION.
				Arts Colleges.
4	538	571	527	English.
1	41	40	37	Oriental.
				Colleges for Professional Training.
1	5	6	2	Law.
....	....	....	....	Medicine.
....	....	....	....	Engineering
....	....	....	....	Teaching.
....	....	....	....	Agriculture.
....	....	....	....	Veterinary.
....	....	....	....	Commercial.
6	584	617	566	TOTAL.
				SCHOOL EDUCATION, GENERAL.
				Secondary Schools.
				For Boys—
60	22,846	22,415	20,126	High Schools.
325	46,877	47,145	39,844	English } Middle Schools.
887	126,536	125,031	102,878	Vernacular }
				For Girls—
..	....	....	....	High Schools.
1	86	84	59	English } Middle Schools.
19	2,306	2,189	1,694	Vernacular }
1,292	198,051	196,864	164,601	TOTAL.
				Primary Schools.
33,758	2,066,996	1,974,031	1,561,583	For Boys.
2,546	133,748	127,915	93,827	For Girls.
36,304	2,200,744	2,102,846	1,655,410	TOTAL.
				SCHOOL EDUCATION, SPECIAL.
209	2,558	2,490	2,403	Training Schools for Masters.
3	33	30	27	Training Schools for Mistresses.
....	....	....	.. .	Schools of Art.
....	....	....	....	Law Schools.
....	....	....	....	Medical Schools
....	....	....	....	Engineering and Surveying Schools.
38	2,526	2,377	1,945	Technical and Industrial Schools.
1	25	85	66	Commercial Schools.
....	....	....	....	Agricultural Schools.
....	....	....	....	Reformatory Schools.
9	343	359	270	Other Schools.
350	5,485	5,341	4,711	TOTAL.
37,952	2,405,464	2,305,668	1,825,288	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.

Colleges, Schools and Scholars in the several provinces

Class of Institutions.	PUBLIC INSTITUTIONS. Under Private Management. Aided by Government, by Local Funds or Municipal Boards. Number of Institutions.	Aided by Government, by Local Funds or Municipal Boards. Number of Scholars on the rolls on 31st March.	Aided by Government, by Local Funds or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government, by Local Funds or Municipal Boards. Average daily attendance.	Unaided. Number of Institutions.	Unaided. Number of Scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.
1	10	11	12	13	14	15	16	17
University Education.								
Arts Colleges.								
English	70	20,739	20,779	18,697	20	9,857	9,939	8,656
Oriental	21	1,086	1,057	850	3	264	235	201
Colleges for Professional Training.								
Law	1	137	137	110	9	1,181	1,160	909
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	3	46	44	44	1	4	4	4
Agriculture	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..
Commercial	..	..	..	..	..	..	..	..
Total	95	22,008	22,017	19,701	33	11,306	11,338	9,770
School Education, General.								
Secondary Schools.								
For Boys—								
High Schools	697	242,036	238,261	206,122	397	143,355	136,336	113,439
Middle Schools { English	1,485	171,490	168,981	134,913	785	81,995	78,202	63,064
Middle Schools { Vernacular	1,307	97,477	96,833	91,658	57	3,985	3,886	3,158
For Girls—								
High Schools	130	17,305	17,033	14,884	8	946	972	786
Middle Schools { English	197	20,119	19,442	17,011	12	842	801	701
Middle Schools { Vernacular	172	17,151	17,030	14,828	3	151	162	112
Total	3,988	565,578	557,580	479,416	1,262	231,274	220,359	181,260
Primary Schools.								
For Boys	68,447	2,442,485	2,363,409	1,994,451	13,214	347,838	323,741	271,046
For Girls	10,531	332,925	318,930	258,594	2,037	46,380	42,856	35,252
Total	78,978	2,775,410	2,682,339	2,253,045	15,251	394,218	366,597	306,298
School Education, Special.	..							
Training Schools for Masters	32	1,362	1,299	1,201	2	83	86	75
Training Schools for Mistresses	53	1,076	1,059	982	6	59	55	53
Schools of Art	1	60	60	40	3	28	27	22
Law Schools	..	..	..	..	1	17	17	10
Medical Schools	3	221	200	203	10	1,328	1,128	1,017
Engineering and Surveying Schools	6	184	184	162	4	35	36	33
Technical and Industrial Schools	114	6,189	5,729	4,399	16	671	705	551
Agricultural Schools	..	..	..	..	..	..	..	..
Commercial Schools	15	323	317	270	42	1,946	1,061	852
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	4,969	137,770	130,708	109,628	1,073	38,612	35,141	29,901
Total	5,193	147,185	139,655	116,885	1,757	42,779	38,256	32,514
Total of Colleges and Schools of Public Instruction.	88,254	3,510,181	3,401,591	2,869,047	18,303	679,577	636,550	529,842

PRIVATE INSTITUTIONS.

1. Advanced teaching—
   - (*a*) Arabic or Persian
   - (*b*) Sanskrit
   - (*c*) Any other Oriental Classic

2. Elementary teaching—
   - (*a*) A vernacular only or mainly For Boys
   - „ Girls
   - (*b*) The Koran only For Boys
   - „ Girls

3. Other Schools not conforming to Departmental Standards. For Boys
   - „ Girls

Total

Grand Total

TABLE III—*concld.*

***of British India for the official year 1914-15*—contd.**

Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Number of girls in boys' schools.	Number of boys in girls' schools.	Class of Institutions.
		English Language.	A Classical Language.	A Vernacular Language.			
18	19	20	21	22	23	24	1
							UNIVERSITY EDUCATION.
							Arts Colleges.
120	40,067	39,561	20,482	22,001	157	..	English.
27	1,780	364	1,568	270	..	..	Oriental.
							Colleges for Professional Training.
22	4,476	3,882	..	..	1	..	Law.
4	1,755	827	..	..	68	..	Medicine.
4	1,268	742	..	..	..	..	Engineering.
13	693	619	24	193	7	..	Teaching.
3	224	27	..	26	..	..	Agriculture.
1	173	..	..	..	..	..	Veterinary.
1	143	..	..	..	..	..	Commercial.
195	50,579	46,022	22,074	22,490	233	..	TOTAL.
							SCHOOL EDUCATION, GENERAL.
							Secondary Schools.
							For Boys—
1,382	483,298	448,817	194,087	466,475	2,392	..	High Schools.
2,675	311,999	229,541	26,606	303,911	4,556	..	English. } Middle Schools.
2,321	235,851	468	41,661	234,536	21,513	..	Vernacular. }
							For Girls—
158	22,185	19,930	4,713	12,572	..	2,343	High Schools.
218	21,831	16,655	1,346	13,431	..	2,650	English. } Middle Schools.
226	22,828	299	2,877	22,710	..	3,523	Vernacular. }
6,980	1,097,992	715,710	271,290	1,053,635	28,461	8,516	TOTAL.
							Primary Schools.
(*a*)116,012	(*b*)4,888,019	56,666	219,607	4,889,729	393,467	..	For Boys.
15,700	559,831	14,296	38,949	558,344	..	23,452	For Girls
131,712	5,447,850	70,962	258,556	5,448,073	393,467	23,452	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
603	15,329	1,122	2,508	15,361	108	..	Training Schools for Masters
91	2,076	394	103	1,780	..	..	Training Schools for Mistresses.
9	1,411	200	..	501	36	..	Schools of Art
2	27	27	..	..	..	..	Law Schools.
24	3,476	1,535	82	1,524	37	..	Medical Schools
18	743	581	..	36	..	..	Engineering and Surveying Schools.
198	11,176	2,349	560	5,493	191	10	Technical and Industrial Schools.
..	..	..	..	..	..	..	Agricultural Schools.
61	2,628	825	..	338	77	1	Commercial Schools.
7	1,225	4	..	1,109	..	..	Reformatory Schools.
6,727	182,066	10,002	108,943	158,490	9,421	827	Other Schools.
7,800	220,157	17,039	112,196	184,632	9,870	838	TOTAL.
(*a*)146,687	(*b*)6,816,578	849,733	664,116	6,708 830	432,031	32,806	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION
							PRIVATE INSTITUTIONS.
							1. ADVANCED TEACHING—
1,363	33,541	235	31,096	3,909	1,274	6	(*a*) Arabic or Persian.
1,222	21,955	559	21,508	2,240	293	..	(*b*) Sanskrit.
2	173	..	173	..	30	..	(*c*) Any other Oriental Classic.
							2 ELEMENTARY TEACHING—
25,326	343,599	2,011	98,037	330,907	10,079	..	For Boys (*a*) A vernacular only or mainly.
358	7,508	247	975	7,319	..	362	,, Girls.
6,736	139,524	2	130,711	12,154	24,916	..	,, Boys (*b*) The Koran only.
1,541	25,217	..	24,029	1,687	..	3,321	,, Girls
1,736	55,433	18,181	8,229	47,564	1,564	..	,, Boys (3) OTHER SCHOOLS NOT conforming to Departmental Standards.
85	4,891	623	812	4,343	..	135	,, Girls
38,369	631,841	21,858	316,470	410,123	38,156	3,824	TOTAL.
(*a*)185,056	(*b*)7,448,419	871,591	980,586	7,118,953	470,187	36,630	GRAND TOTAL.

(*a*) Include 6 institutions maintained by Native States in Bengal.
(*b*) ,, 176 scholars in institutions maintained by Native States in Bengal.

Number of Scholars on 31st March 1915 in the several Provinces

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
UNIVERSITY EDUCATION.										
Arts Colleges.										
English	Male	149	1,047	14,541	18,377	4,250	467	383	447	39,661
	Female	87	142	52	87	3	1	29	5	406
Oriental	Male	..	..	1,250	121	399	..	..	10	1,780
	Female	..	..	..	..	..	..	..	..	..
Colleges for Professional Training.										
Law	Male	6	35	1,679	2,312	391	2	40	10	4,475
	Female	..	..	..	1	..	..	..	..	1
Medicine	Male	80	66	401	940	56	5	107	32	1,687
	Female	22	16	2	8	1	..	15	4	68
Engineering	Male	118	38	521	493	52	..	44	2	1,268
	Female	..	..	..	..	..	..	..	..	..
Teaching	Male	21	23	239	191	126	..	..	43	643
	Female	42	7	1	..	..	..	..	..	50
Agriculture	Male	11	11	54	83	35	..	11	19	224
	Female	..	..	..	..	..	..	..	..	..
Veterinary	Male	..	..	..	24	110	..	..	39	173
	Female	..	..	..	..	..	..	..	..	..
Commercial	Male	1	..	51	63	3	..	24	1	143
	Female	..	..	..	..	..	..	..	..	..
	Total	537	1,385	18,791	22,700	5,426	475	653	612	50,579
SCHOOL EDUCATION, GENERAL.										
Secondary Schools										
For Boys.										
High Schools	Male	8,844	14,053	120,187	228,626	83,624	11,750	4,391	8,831	480,906
	Female	719	557	255	211	9	381	129	131	2,392
Middle Schools—										
English	Male	4,705	10,208	53,333	148,507	76,629	8,019	836	5,206	307,443
	Female	1,667	1,538	273	487	48	355	90	98	4,556
Vernacular	Male	4	4,059	27,567	87,332	40,093	49,460	4	5,819	214,338
	Female	..	1,506	171	586	468	18,726	..	56	21,513
For Girls.										
High Schools	Male	1,514	213	89	143	32	187	52	113	2,343
	Female	7,547	4,569	1,642	3,245	457	385	1,343	654	19,842
Middle Schools—										
English	Male	1,475	443	79	118	32	442	36	25	2,650
	Female	4,939	7,247	1,202	4,048	401	494	603	247	19,181
Vernacular	Male	3	112	30	85	173	3,116	..	4	3,523
	Female	19	2,560	2,184	8,539	1,430	3,727	..	846	19,305
	Total	31,436	47,665	207,012	481,927	203,396	97,042	7,484	22,030	1,097,992
Primary Schools.										
For Boys	Male	1,592	96,604	433,492	2,713,921	962,533	141,376	3,263	141,771	4,494,552
	Female	863	32,314	47,125	206,662	49,123	50,528	492	6,360	393,467
For Girls	Male	604	2,580	961	5,538	3,191	9,945	485	148	23,452
	Female	1,179	26,016	78,801	278,047	121,309	18,829	3,395	8,803	536,379
	Total	4,238	157,514	560,379	3,204,168	1,136,156	220,678	7,635	157,082	5,447,850

TABLE III-A.

of British India, classified according to sex, race, or creed.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION, SPECIAL.										
Training Schools	Male	12	1,320	4,375	6,100	2,779	354	..	281	15,221
	Female	226	1,139	220	342	161	40	14	42	2,184
Schools of Art	Male	15	70	246	711	251	4	39	37	1,373
	Female	14	3	..	2	..	..	17	2	38
Law Schools	Male	1	1	2	16	4	2	..	1	27
	Female	..	..	..	..	..	..	..	..	..
Medical Schools	Male	..	53	855	1,901	397	..	12	46	3,264
	Female	20	137	10	21	23	..	1	..	212
Engineering and Surveying Schools	Male	169	11	83	326	74	51	..	29	743
	Female	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	Male	216	1,397	734	2,903	2,306	4	115	403	8,168
	Female	1,363	1,063	46	308	91	111	1	25	3,008
Agricultural Schools	Male	..	..	..	..	..	..	..	..	..
	Female	..	..	..	..	..	..	..	..	..
Commercial Schools	Male	107	205	618	958	217	67	316	25	2,513
	Female	94	13	..	3	..	..	4	1	115
Reformatory Schools	Male	1	33	36	656	383	75	..	41	1,225
	Female	..	..	..	..	..	..	..	..	..
Other Schools	Male	100	329	18,360	12,998	114,886	3,639	117	193	150,622
	Female	79	153	114	530	30,481	58	18	11	31,444
	Total	2,417	5,927	25,699	27,865	152,053	4,405	654	1,137	220,157
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		38,628	212,491	811,881	3,736,660	1,497,031	322,600	16,426	180,861	6,816,578
PRIVATE INSTITUTIONS.										
ADVANCED TEACHING.										
(*a*) Arabic or Persian	Male	..	10	173	963	30,810	..	83	15	32,054
	Female	..	11	12	231	1,193	..	40	..	1,487
(*b*) Sanskrit	Male	..	13	18,749	2,704	23	..	..	57	21,546
	Female	..	..	261	148	..	..	..	..	409
(*c*) Any other Oriental Classic	Male	..	..	..	..	..	..	51	..	51
	Female	..	..	..	..	..	..	122	..	122
ELEMENTARY TEACHING.										
A Vernacular only or mainly—										
For Boys	Male	..	3,391	13,437	117,434	19,011	177,148	103	2,996	333,520
	Female	..	726	854	5,988	1,158	1,225	1	127	10,079
For Girls	Male	..	20	10	102	29	176	..	25	362
	Female	..	590	1,049	3,045	1,493	548	16	405	7,146
ELEMENTARY TEACHING.										
The Koran only—										
For Boys	Male	..	1	241	603	113,730	..	..	33	114,608
	Female	..	..	3	..	24,913	..	..	..	24,916
For Girls	Male	..	..	..	..	3,321	..	..	..	3,321
	Female	..	..	7	148	21,737	..	..	4	21,896
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.										
For Boys	Male	..	465	7,099	33,389	10,073	1,439	5	1,399	53,869
	Female	..	38	120	1,139	227	36	..	4	1,564
For Girls	Male	17	4	5	20	24	65	..	..	135
	Female	29	221	720	2,625	678	257	6	220	4,756
	Total	46	5,490	42,740	168,539	228,420	180,894	427	5,285	631,841
GRAND TOTAL		38,674	217,981	854,621	3,905,199	1,725,451	503,494	16,853	186,146	7,448,419

Number of European Colleges, Schools and Scholars in the several Provinces

PUBLIC INS-

Class of Institutions.	Managed by Government.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	1	20	15	15
Total	1	20	15	15
School Education, General.				
Secondary Schools.				
For boys—				
High Schools	5	1,056	1,052	1,007
Middle Schools, English	..	..	..	..
For Girls—				
High Schools	4	669	644	591
Middle Schools, English	1	56	56	52
Total	10	1,781	1,752	1,650
Primary Schools.				
For Boys	..	..	..	..
For Girls	..	..	..	..
Total	..	..	..	..
School Education, Special.				
Training Schools for Mistresses	1	15	13	13
Schools of Art	..	..	..	..
Engineering and Surveying Schools	1	4	6	5
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	..	..	..	..
Total	2	19	19	18
Total of Colleges and Schools of Public Instruction	13	1,820	1,786	1,683

TABLE III-B.

of British India for the official year 1914-15.

TITUTIONS.

Under Private Management.								Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	Class of Institutions.
Aided by Government, by Local Funds or Municipal Boards.				Unaided.						
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance.			
6	7	8	9	10	11	12	13	14	15	1
										University Education.
										Arts Colleges.
2	16	19	15	1	7	3	3	3	23	English.
										Colleges for Professional Training
1	34	33	33	..	..	..	..	2	54	Teaching.
3	50	52	48	1	7	3	3	5	77	Total.
								..		School Education, General.
										Secondary Schools.
										For Boys—
53	7,816	7,636	6,922	4	763	770	666	62	9,635	High Schools.
59	5,952	5,805	5,099	1	21	21	20	60	5,973	Middle Schools, English.
										For Girls—
73	9,017	8,975	8,098	3	168	217	189	80	9,854	High Schools.
75	6,289	6,092	5,419	1	11	9	7	77	6,356	Middle Schools, English.
260	29,074	28,508	25,538	9	963	1,017	882	279	31,818	Total.
										Primary Schools.
44	2,401	2,270	2,033	1	14	10	9	45	2,415	For Boys.
37	1,705	1,692	1,432	1	35	49	43	38	1,740	For Girls.
81	4,106	3,962	3,465	2	49	59	52	83	4,155	Total.
										School Education, Special.
3	51	41	40	..	..	..	..	4	66	Training Schools for Mistresses.
..	..	..	..	1	2	2	2	1	2	Schools of Art.
4	128	129	117	3	17	18	18	8	149	Engineering and Surveying Schools.
13	1,569	402	375	..	..	..	..	13	1,569	Technical and Industrial Schools.
10	106	101	95	..	..	..	..	10	106	Commercial Schools.
6	176	173	125	..	..	..	..	6	176	Other Schools.
36	2,030	846	752	4	19	20	20	42	2,068	Total.
380	35,260	33,368	29,803	16	1,038	1,099	957	409	38,118	Total of Colleges and Schools of Public Instructions.
										Private Institutions.
										Other Schools not conforming to Departmental Standards—
										For Boys . . . . .
								2	47	For Girls . . . . .
								2	47	Total .
								411	38,165	GRAND TOTAL .

Number of European Colleges, Schools, and Scholars in the several Provinces

Class of Institutions.	Number of scholars on the 31st of March learning.			Number of girls in boys' schools.	Number of boys in girls' schools.
	English.	A Classical Language.	A Vernacular Language.		
1	16	17	18	19	20
University Education.					
Arts Colleges.					
English	23	17	..	..	..
Colleges for Professional Training.					
Teaching	54	24	18	..	..
Total	77	41	18	..	..
School Education, General.					
Secondary Schools.					
For Boys—					
High Schools	9,632	3,791	5,385	748	..
Middle Schools, English	5,921	512	2,187	1,718	..
For Girls—					
High Schools	9,854	3,301	1,270	..	1,693
Middle Schools, English	6,356	755	1,011	..	1,488
Total	31,763	8,359	9,853	2,466	3,181
Primary Schools.					
For Boys	2,415	168	370	892	..
For Girls	1,740	130	54	..	599
Total	4,155	298	424	892	599
School Education, Special.					
Training Schools for Mistresses	66	1	..	..	..
Schools of Art	..	..	..	..	..
Engineering and Surveying Schools	149	..	.	..	..
Technical and Industrial Schools	1,428	..	..	3	..
Commercial Schools	70	..	.	..	1
Other Schools	176	5	..	..	2
Total	1,889	6	..	3	3
Total of Colleges and Schools of Public Instruction.	37,884	8,704	10,295	3,361	3,783
Private Institutions.					
Other Schools not conforming to Departmental Standards—					
For Boys	..	..	..	..	..
For Girls	47	..	..	..	17
Total	47	..	..	..	17
GRAND TOTAL	37,931	8,704	10,295	3,361	3,800

TABLE III-B—*concld.*

of British India for the official year 1914-15—contd.

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.								CLASS OF INSTITUTIONS.
Europeans and Anglo-Indians.	Indian Christians.	HINDUS. Brahmans.	HINDUS. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	
21	22	23	24	25	26	27	28	1
								UNIVERSITY EDUCATION.
								Arts Colleges.
21	2	..	..	..	..	..	..	English.
								Colleges for Professional Training.
54	..	..	..	..	..	..	..	Teaching.
75	2	..	..	..	..	..	..	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
								For Boys—
8,896	156	57	84	104	79	133	126	High Schools.
5,571	97	47	7	32	38	26	155	Middle Schools, English.
								For Girls—
8,917	257	124	36	38	88	120	274	High Schools.
6,027	81	70	11	23	20	81	43	Middle Schools, English.
29,411	591	298	138	197	225	360	598	TOTAL.
								Primary Schools.
2,300	52	11	..	6	1	33	12	For Boys.
1,661	15	14	1	2	3	40	4	For Girls.
3,961	67	25	1	8	4	73	16	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
66	..	..	..	..	..	..	..	Training Schools for Mistresses.
2	..	..	..	..	..	.	.	Schools of Art.
146	..	..	3	..	..	.	.	Engineering and Surveying Schools.
1,492	29	10	19	..	..	1	18	Technical and Industrial Schools.
103	..	..	..	..	..	2	1	Commercial Schools.
159	10	3	..	..	..	3	1	Other Schools.
1,968	39	13	22	..	..	6	20	TOTAL.
35,415	699	336	161	205	229	439	634	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
								PRIVATE INSTITUTIONS.
								Other Schools not conforming to Departmental Standards—
..	..	..	..	..	..	..	..	For Boys.
46	..	..	..	..	..	1	..	For Girls.
46	..	..	..	..	..	1	..	TOTAL.
35,461	699	336	161	205	229	440	634	GRAND TOTAL.

NOTE—In Madras students have not been distinguished between Brahmans and non-Brahmans. They have hence been shown under Brahmans.

Expenditure (in rupees) on Public Instruction in the several Provinces

Objects of Expenditure.	PUBLIC						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	17,75,453	..	..	7,24,123	1,159	29,865	25,30,600
Oriental	23,760	..	..	..	..	380	24,140
Colleges for Professional Training.							
Law	35,609	..	..	2,36,406	..	1,921	2,73,936
Medicine	5,81,564	..	..	2,10,288	..	2,805	7,94,657
Engineering	7,36,842	..	..	81,762	..	76,478	8,95,082
Teaching	3,99,679	1,894	722	..	..	6,273	4,08,568
Agriculture	1,86,126	..	..	804	..		1,86,930
Veterinary	63,702	..	..	8,850	..	30,563	1,03,115
Commercial	37,261	..	..	12,180	..	..	49,441
Total	38,39,996	1,894	722	12,74,413	1,159	1,48,285	52,66,469
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	16,81,690	564	1,911	18,61,745	2,055	53,892	36,01,857
Middle Schools { English	2,41,732	50	..	1,78,820	778	8,357	4,29,737
Middle Schools { Vernacular	1,30,981	..	..	12,014	160	..	1,43,155
For Girls—							
High Schools	2,36,075	..	150	55,871	628	22,327	3,15,051
Middle Schools { English	26,987	..	..	8,488	160	6	35,641
Middle Schools { Vernacular	47,535	..	58	1,354	573	..	49,520
Total	23,65,000	614	2,119	21,18,292	4,354	84,582	45,74,961
Primary Schools.							
For Boys	3,05,808	350	120	21,533	375	5,607	3,33,793
For Girls	4,16,158	574	376	5,804	1,534	1,269	4,25,715
Total	7,21,966	924	496	27,337	1,909	6,876	7,59,508
School Education, Special.							
Training Schools for Masters	15,93,099	51,403	6,526	19,506	1,076	14,588	16,86,198
Training Schools for Mistresses	2,52,352	8,843	3,340	348	..	11,595	2,76,478
Schools of Art	2,47,121	..	..	23,449	..	16,267	2,86,837
Law Schools	4,674	..	..	1,326	..	..	6,000
Medical Schools	3,23,542	3,338	..	47,415	..	13,027	3,87,322
Engineering and Surveying Schools	2,25,798	..	..	20,447	362	2,538	2,49,145
Technical and Industrial Schools	2,47,760	6,243	71	7,478	600	13,847	2,75,999
Agricultural Schools	..	576	..	..	..	..	576
Commercial Schools	30,074	..	..	10,920	..	24	41,018
Reformatory Schools	2,42,941	..	1,320	..	..	7,454	2,51,715
Other Schools	1,84,817	..	2,800	54,077	..	23,731	2,65,425
Total	33,52,178	70,403	14,057	1,84,966	2,038	1,03,071	37,26,713
Buildings	55,27,448	2,219	..	..	350	20,152	55,50,169
Furniture and apparatus (special grants only)	4,29,501	600	..	4,890	10,792	20,332	4,66,115
Total	59,56,949	2,819	..	4,890	11,142	40,484	60,16,284
Total Expenditure on Public Instruction	1,62,36,089	76,654	17,394	36,09,898	20,602	3,83,298	2,03,43,935

TABLE IV.

of British India for the official year 1914-15.

INSTITUTIONS.							
MANAGEMENT.							
Managed by Local Funds and Municipal Boards.							OBJECTS OF EXPENDITURE.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
9	10	11	12	13	14	15	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
							UNIVERSITY EDUCATION.
							Arts Colleges.
2,657	..	13,481	46,923	..	4,808	67,869	English.
..	6,452	..	32	..	..	6,484	Oriental.
							Colleges for Professional Training.
..	..	..	384	..	..	384	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary
..	..	..	..	..	..	..	Commercial.
2,657	6,452	13,481	47,339	..	4,808	74,737	TOTAL.
							SCHOOL EDUCATION, GENERAL.
							Secondary Schools.
							For Boys—
42,573	52,843	1,15,999	4,82,718	..	2,757	6,96,890	High Schools
42,538	1,42,855	2,08,048	4,90,223	8,952	5,869	8,98,485	English } Middle Schools.
..	8,80,396	86,103	2,16,878	3,936	2,902	11,90,215	Vernacular }
							For Girls—
..	..	..	..	..	..	..	High Schools.
869	..	1,157	..	..	..	2,026	English. } Middle Schools.
..	7,594	25,421	261	..	2	33,278	Vernacular. }
85,980	10,83,688	4,36,728	11,90,080	12,888	11,530	28,20,894	TOTAL.
							Primary Schools.
29,06,312	67,89,538	13,93,245	9,01,099	30,590	48,228	1,20,69,012	For Boys.
2,00,510	5,34,876	3,75,387	6,080	1,560	12,846	11,31,259	For Girls.
31,06,822	73,24,414	17,68,632	9,07,179	32,150	61,074	1,32,00,271	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
14,256	2,50,767	8,012	..	..	58	2,68,093	Training Schools for Masters.
1,849	469	3,116	..	..	..	5,434	Training Schools for Mistresses.
..	..	..	..	..	..	..	Schools of Arts.
..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	..	Engineering and Surveying Schools.
18,462	68,181	29,070	5,470	173	16,192	1,37,548	Technical and Industrial Schools.
..	..	..	..	..	..	..	Agricultural Schools.
849	..	1,139	664	..	..	2,652	Commercial Schools.
..	..	..	..	..	..	..	Reformatory Schools.
3,135	1,737	1,894	249	97	..	7,112	Other Schools.
38,551	3,21,154	38,231	6,383	270	16,250	4,20,839	TOTAL.
2,34,964	29,87,901	7,72,823	2,165	64,310	11,428	40,73,591	*Buildings.*
2,03,369	2,47,566	27,926	821	732	395	4,80,809	*Furniture and Apparatus* (special grants only).
4,38,333 [2]	32,35,467	8,00,749	2,986	65,042	11,823	45,54,400	TOTAL.
36,72,343	1,19,71,175	30,57,821	21,53,967	1,10,350	1,05,485	2,10,71,141	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Expenditure (in rupees) on Public Instruction in the several Provinces

Objects of Expenditure.	PUBLIC INS-				
	Under Private				
	Aided by Government or by Local				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1	16	17	18	19	20
	Rs	Rs.	Rs.	Rs.	Rs.
University Education.					
Arts Colleges.					
English	6,86,602	17,900	21,255	14,96,140	56,265
Oriental	34,845	388	350	1,261	5,825
Colleges for Professional Training.					
Law	4,000	..	..	9,856	..
Medicine	..	..	..	..	..
Engineering	..	..	..	..	..
Teaching	15,750	..	..	3,072	..
Agriculture	..	..	..	..	..
Veterinary	..	..	..	..	..
Commercial	..	..	..	..	..
Total	7,41,197	18,288	21,605	15,10,329	62,090
School Education, General.					
Secondary Schools.					
For Boys—					
High Schools	17,99,816	18,378	1,90,293	50,46,030	4,10,913
Middle Schools { English	7,52,735	2,13,740	1,49,106	18,51,681	3,23,818
Middle Schools { Vernacular	1,74,669	2,15,340	78,314	1,62,373	30,408
For Girls—					
High Schools	6,25,930	..	21,580	6,25,476	1,07,442
Middle Schools { English	3,69,195	2,359	34,445	2,15,062	1,17,559
Middle Schools { Vernacular	67,358	18,649	39,753	16,115	62,512
Total	37,89,643	4,68,466	5,13,491	79,16,737	10,52,652
Primary Schools.					
For Boys	21,87,637	24,38,707	3,57,995	28,64,474	5,32,344
For Girls	5,27,830	3,90,280	1,34,059	1,44,697	2,43,439
Total	27,15,467	28,28,987	4,92,054	30,09,171	7,75,783
School Education, special.					
Training Schools for Masters	1,23,889	36	..	155	20,064
Training Schools for Mistresses	1,25,057	..	..	12,875	27,941
Schools of Arts	1,800	..	450	1,313	..
Law Schools	..	..	..	..	..
Medical Schools	20,000	200	2,700	2,877	5,512
Engineering and Surveying Schools	4,952	950	150	3,640	904
Technical and Industrial Schools	2,80,839	15,067	35,289	30,909	48,827
Agricultural Schools	..	..	..	..	..
Commercial Schools	14,449	..	..	14,941	4,080
Reformatory Schools	..	..	..	..	..
Other Schools	1,77,080	1,87,108	40,602	2,06,427	1,34,311
Total	7,48,066	2,03,361	79,191	2,73,037	2,41,639
Buildings	46,17,839	1,82,944	14,081	56,901	6,43,608
Furniture and Apparatus (special grants only)	5,75,776	1,03,269	4,993	35,052	88,381
Total	51,93,615	2,86,213	19,074	91,953	7,31,989
Total	..	..	..	..	..
University	..	..	..	..	..
Direction	..	..	..	..	..
Inspection	..	..	..	..	..
Scholarships held in—					
Arts Colleges	..	..	..	..	..
Medical Colleges	..	..	..	..	..
Other Professional Colleges	..	..	..	..	..
Secondary Schools	..	..	..	..	..
Primary Schools	..	..	..	..	..
Medical Schools	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	..
Other Special Schools	..	..	..	..	..
Miscellaneous	..	..	..	..	..
Total	..	..	..	..	..
Total Expenditure on Public Instruction	1,31,87,988	38,05,315	11,25,415	1,28,01,227	28,64,153

TABLE IV—*contd.*

of British India for the official year 1914-15.

TITUTIONS.						
MANAGEMENT.						
or Municipal Boards.		*Unaided.*				OBJECTS OF EXPENDITURE.
Endowments and other Sources.	TOTAL.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
21	22	23	24	25	26	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
						UNIVERSITY EDUCATION.
						Arts Colleges.
6,04,350	28,82,512	5,03,239	11,832	1,84,966	7,00,037	English.
18,073	60,742	..	..	8,868	8,868	Oriental.
						Colleges for the Professional Training.
..	13,856	71,306	10,745	7,015	89,066	Law.
..	..	..	..	..	..	Medicine
..	..	..	..	..	..	Engineering.
..	18,822	400	..	638	1,038	Teaching.
..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	Veterinary.
.		..	.	..	..	Commercial.
6,22,423	29,75,932	5,74,945	22,577	2,01,487	7,99.009	TOTAL.
						SCHOOL EDUCATION, GENERAL.
						Secondary Schools.
						For Boys—
11,05,740	85,71,170	26,61,984	2,07,541	3,76,590	32,46,115	High Schools
5,41,913	38,32.993	5,86,723	2,55,582	1,54,431	9,96,736	English } Middle Schools.
28,602	6,89,706	14,239	8,494	8,257	30,990	Vernacular }
						For Girls—
3,21,406	17,01,834	28,180	515	16,258	44,953	High Schools.
2,78,828	10,17,388	562	3,200	16,974	20,736	English } Middle Schools.
35,246	2,39,633	8	900	694	1,602	Vernacular }
23,11,735	1,60,52,724	32,91,696	4,76,232	5,73,204	43,41,132	TOTAL.
						Primary Schools.
15,01,066	98,82,223	4,48,428	1,07,300	2 09,825	7,65,553	For Boys.
5,31,500	19,71,805	6,763	32,611	39,463	78,837	For Girls
20,32,566	1,18,54,028	4,55,191	1,39,911	2,49,288	8,44,390	TOTAL
						SCHOOL EDUCATION, SPECIAL.
65,851	2,09,995	..	..	4,825	4,825	Training Schools for Masters.
68,969	2,34,842	354	1,167	9,853	11,374	Training Schools for Mistresses.
11,324	14,887	1,000	..	4,116	5,116	Schools of Art.
..	..	850	..	.	85	Law Schools.
23,796	55,085	50,677	..	6,415	57,092	Medical Schools.
656	11,152	1,395	.	1,001	2,396	Engineering and Surveying Schools.
1,90,423	6,01,354	405	3,691	84,015	88,171	Technical and Industrial Schools.
..	.	.	..	..	..	Agricultural Schools
16,348	49,818	36,642	1,124	24,672	62,438	Commercial Schools.
..	..	..	.	.	.	Reformatory Schools.
1,12,179	8,57,707	66,301	59,618	83,278	2,09,197	Other Schools.
4,89,546	20,34,840	1,57,684	65,600	2,18,175	4,41,459	TOTAL
17,96,068	73,11,441	2,436	3,14,797	4,66,380	8,73,613	*Buildings.*
1,60,854	9,68,325	8,278	32,352	1,03,379	1,45,309	*Furniture and Apparatus* (special grants only).
19,56,922	82,79,766	10,714	3,47,149	5,69,759	10,18,922	TOTAL.
..	..	44,90,230	10,51,469	18,11,913	74,44,912	TOTAL.
..	..	..	..	..	..	University
..	..	..	..	..	..	Direction.
..	..	..	..	..	..	Inspection.
						Scholarships held in—
..	..	..	..	..	..	Arts Colleges
..	..	..	..	.	..	Medical Colleges.
..	..	..	..	..	..	Other Professional Colleges.
..	..	..	..	..	..	Secondary Schools.
..	..	..	..	..	..	Primary Schools.
..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	Technical and Industrial Schools.
..	..	..	..	..	..	Other Special Schools.
..	..	..	..	..	..	Miscellaneous.
..	.	..	..	..	..	TOTAL.
74,13,192	4,11,97,290	44,90,230	10,51,469	18,11,913	74,44,912	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION

Expenditure (in rupees) on Public Instruction in the several Provinces

Objects of Expenditure.	TOTAL EXPENDITURE			
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.
1	27	28	29	30
	Rs.	Rs.	Rs.	Rs.
University Education.				
Arts Colleges.				
English	24,64,712	17,900	34,736	27,70,425
Oriental	58,605	6,840	350	1,293
Colleges for Professional Training.				
Law	39,609	..	....	3,17,952
Medicine	5,81,564	..	....	2,10,288
Engineering	7,36,842	..	....	81,762
Teaching	4,15,429	1,894	722	3,472
Agriculture	1,86,126	..	....	804
Veterinary	63,702	..	....	8,850
Commercial	37,261	..	....	12,180
TOTAL	45,83,850	26,634	35,808	34,07,026
School Education, General.				
Secondary Schools.				
For Boys—				
High Schools	35,24,079	71,785	3,08,803	1,00,52,477
Middle Schools { English	10,37,481	3,57,001	3,57,492	31,07,447
Middle Schools { Vernacular	3,05,650	10,95,736	1,64,417	4,05,504
For Girls—				
High Schools	8,62,005	..	21,730	7,09,527
Middle Schools { English	3,96,991	2,359	35,602	2,24,112
Middle Schools { Vernacular	1,14,893	26,243	65,232	17,738
TOTAL	62,41,099	15,53,124	9,53,276	1,45,16,805
Primary Schools.				
For Boys	53,99,757	92,28,595	17,51,386	42,35,765
For Girls	11,44,498	9,25,758	5,10,022	1,63,344
TOTAL	65,44,255	1,01,54,353	22,61,408	‡43,99,109
School Education, Special.				
Training Schools for Masters	17,31,244	3,02,206	9,538	19,661
Training Schools for Mistresses	3,79,258	9,312	6,456	13,577
Schools of Art	2,48,921	..	450	25,762
Law Schools	4,674	..	....	2,776
Medical Schools	3,43,542	3,538	2,700	1,00,969
Engineering and Surveying Schools	2,30,750	950	150	25,382
Technical and Industrial Schools	5,47,061	89,491	64,430	44,322
Agricultural Schools	..	576	....	....
Commercial Schools	45,372	..	1,139	63,167
Reformatory Schools	2,42,941	..	1,320	....
Other Schools	3,65,032	1,88,845	45,296	3,27,054
TOTAL	41,38,795	5,94,918	1,31,479	6,22,070
Buildings	1,06,21,095	31,80,576	7,86,904	61,502
Furniture and Apparatus (special grants only)	12,53,942	3,51,685	32,919	49,041
TOTAL	1,18,75,037	35,32,261	8,19,823	1,10,543
TOTAL	3,33,83,036	1,58,61,290	42,01,794	2,30,55,553
University	7,45,910	..	....	11,98,078
Direction	8,81,040	..	....	....
Inspection	45,20,365	1,89,013	13,262	....
Scholarships held in—				
Arts Colleges	2,77,042	12,672	6,762	2,724
Medical Colleges	50,349	2,122	261	....
Other Professional Colleges	71,102	5,504	271	3,014
Secondary Schools	4,04,957	1,86,222	22,507	6,752
Primary Schools	75,874	65,672	5,946	180
Medical Schools	33,054	6,200	377	....
Technical and Industrial Schools	30,628	22,129	[5,341	75
Other Special Schools	43,986	4,527	576	1,396
Miscellaneous	17,54,986	3,23,891	] 94,124	42,95,209
TOTAL	88,89,293	8,17,952	1,49,427	55,07,428
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,22,72,329	1,66,79,242	43,51,221	‡2,85,62,981

‡ Includes Rs. 231 for institutions maintained by Native States in Bengal.

TABLE IV—*concld.*

of British India for the official year 1914-15.

FROM ALL OTHER SOURCES. Private.	FROM ALL OTHER SOURCES. Public.	Grand Total	OBJECTS OF EXPENDITURE.
31	32	33	1
Rs.	Rs.	Rs.	
			UNIVERSITY EDUCATION.
			Arts Colleges.
8,62,702	30,543	61,81,018	English.
31,978	1,168	1,00,234	Oriental.
			Colleges for the Professional Training.
7,050	12,631	3,77,242	Law.
2,732	73	7,04,657	Medicine.
76,478	....	8,95,082	Engineering.
6,911	....	4,28,428	Teaching.
....	....	1,86,930	Agriculture.
....	30,563	1,03,115	Veterinary.
....	....	49,441	Commercial.
9,87,851	74,978	91,16,147	TOTAL.
			SCHOOL EDUCATION, GENERAL.
			Secondary Schools.
			For Boys—
20,27,224	1,31,664	1,61,16,032	High Schools.
12,76,140	22,390	61,57,951	English. } Middle Schools.
82,074	685	20,54,066	Vernacular. }
			For Girls—
4,36,566	32,010	20,61,838	High Schools.
3,89,726	27,001	10,75,791	English. } Middle Schools.
99,572	355	3,24,033	Vernacular. }
43,11,302	2,14,105	2,77,89,711	TOTAL.
			Primary Schools.
24,20,772	14,909	2,30,51,184	For Boys.
8,60,773	3,221	36,07,616	For Girls
(*a*) 32,81,545	18,130	(*b*) 2,66,58,800	TOTAL.
			SCHOOL EDUCATION, SPECIAL.
1,05,873	589	21,69,111	Training Schools for Masters
1,18,489	1,036	5,28,128	Training Schools for Mistresses
31,707	....	3,06,840	Schools of Art.
....	....	6,850	Law Schools.
46,763	1,987	4,99,499	Medical Schools.
5,461	....	2,62,693	Engineering and Surveying Schools
3,57,768	....	11,03,072	Technical and Industrial Schools.
....	....	576	Agricultural Schools.
46,248	....	1,55,926	Commercial Schools
7,454	....	2,51,715	Reformatory Schools.
4,12,036	1,178	13,39,441	Other Schools.
11,31,799	4,790	66,23,851	TOTAL.
27,68,348	3,90,389	1,78,08,814	*Buildings.*
3,05,526	67,445	20,60,558	*Furniture and Apparatus* (special grants only).
30,73,874	4,57,834	1,98,69,372	TOTAL.
1,27,86,371	7,69,837	9,00,57,881	TOTAL.
2,39,857	1,72,000	23,55,845	University.
....	....	8,81,040	Direction.
909	....	47,23,549	Inspection.
			Scholarships held in—
1,26,884	26,130	4,52,214	Arts Colleges.
10,237	420	63,389	Medical Colleges.
11,216	8,366	99,473	Other Professional Colleges.
94,234	12,374	7,27,046	Secondary Schools.
9,884	....	1,57,556	Primary Schools.
14,405	7,397	61,433	Medical Schoools.
15,197	65	73,435	Technical and Industrial Schools.
8,308	86	58,879	Other Special Schools.
2,46,324	44,218	94,58,752	Miscellaneous.
34,77,455	2,71,056	1,91,12,611	TOTAL.
(*a*) 1,62,63,826	10,40,893	(*b*) 10,91,70,492	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

(*a*) Includes Rs. 372 for institutions maintained by Native States in Bengal.
(*b*) Includes Rs. 603 for institutions maintained by Native States in Bengal.

GENERAL

Expenditure (in rupees) on Public Instruction for Europeans

Objects of Expenditure.	PUBLIC			
	Under Public Management.			
	Managed by Government.			
	Provisional Revenues.	Fees.	Endowments and other sources.	Total.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	24,603	..	..	24,603
Total	24,603	..	..	24,603
School, Education General.				
Secondary Schools				
For boys—				
High Schools	72,504	57,478	26,887	1,56,869
Middle School, English	..	..	..	..
For Girls—				
High Schools	34,876	31,500	19,135	85,511
Middle Schools, English	2,764	7,863	..	10,627
Total	1,10,144	96,841	46,022	2,53,007
Primary Schools				
For Boys	..	..	..	..
For Girls	..	..	..	..
Total	..	..	..	..
School Educational, Special				
Training School for Masters	..	..	..	..
Training Schools for Mistresses	9,212	..	..	9,212
Engineering and Surveying Schools	5,616	1,038	..	6,654
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	14,807	..	..	14,807
Total	29,635	1,038	..	30,673
Total Direct Expenditure	1,64,382	97,879	46,022	3,08,283
Buildings	1,55,340	..	..	1,55,340
Furniture and Apparatus (special grants only)	2,486	..	12,294	14,780
Total	1,57,826	..	12,294	1,70,120
Total Expenditure on Public Instruction	3,22,208	97,879	58,316	4,78,403

TABLE-IV-A.

in the several Provinces of British India for the official year 1914-15.

INSTITUTIONS.							
UNDER PRIVATE MANAGEMENT.							
Aided by Government or by Local or Municipal Boards.							OBJECTS OF EXPENDITURE.
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
6	7	8	9	10	11	12	1
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
							UNIVERSITY EDUCATION.
							Arts Colleges.
4,617	..	..	3,150	654	3,243	11,664	English.
							Colleges for Professional Training.
9,330	..	..	2,822	..	..	12,152	Teaching.
13,947	..	..	5,972	654	3,243	23,816	TOTAL.
							SCHOOL EDUCATION, GENERAL.
							Secondary Schools.
5,01,879	..	1,580	4,05,554	68,036	3,10,455	12,87,504	For Boys— High Schools.
2,69,485	..	8,322	1,49,635	58,070	1,85,258	6,70,770	Middle Schools, English.
4,56,668	..	1,421	4,87,639	43,292	1,83,231	11,72,251	For Girls— High Schools.
2,32,189	360	11,116	1,08,622	40,927	1,11,570	5,04,784	Middle Schools, English.
14,60,221	360	22,439	11,51,450	2,10,325	7,90,514	36,35,309	TOTAL.
							Primary Schools.
57,538	..	2,202	30,961	9,597	33,748	1,34,046	For Boys.
44,259	..	561	27,543	8,771	21,224	1,02,358	For Girls.
1,01,797	..	2,763	58,504	18,368	54,972	2,36,404	TOTAL.
							SCHOOL EDUCATION SPECIAL.
880	..	..	..	..	..	880	Training Schools for Masters.
16,694	..	..	3,839	1,036	8,078	29,647	Training Schools for Mistresses.
1,632	..	..	1,045	904	..	3,581	Engineering and Surveying Schools.
15,870	..	..	8,604	2,483	3,121	30,078	Technical and Industrial Schools.
6,234	..	..	5,299	4,080	3,345	18,958	Commercial Schools.
13,327	..	..	5,831	1,147	6,286	26,591	Other Schools.
54,637	..	..	24,618	9,650	20,830	1,09,735	TOTAL.
16,30,602	360	25,202	12,40,544	2,38,997	8,60,559	40,05,264	TOTAL DIRECT EXPENDITURE.
12,45,247	..	..	40,299	1,14,993	5,03,950	19,04,489	*Buildings.*
1,56,467	..	..	24,252	22,602	47,097	2,50,418	*Furniture and Apparatus* (special grants only).
14,01,714	..	..	64,551	1,37,595	5,51,047	21,54,907	TOTAL.
30,32,316	360	25,202	13,05,095	3,76,592	14,20,606	61,60,171	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

Stages for instruction of pupils in public schools for general

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
			Boys.	Girls.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS.					
For Boys.					
Government . . English	305	86,376	31,434	8	31,442
Government . . Vernacular	73	8,175	17	..	17
Local Fund . . English	206	36,206	2,147	1	2,148
Local Fund . . Vernacular	849	119,588	..	..	..
Municipal . . English	179	33,517	5,711	..	5,711
Municipal . . Vernacular	38	6,948	..	..	..
Aided . . English	2,169	412,208	81,071	177	81,248
Aided . . Vernacular	1,320	98,795	65	..	65
Unaided . . English	1,182	225,350	57,232	67	57,299
Unaided . . Vernacular	57	3,985	..	..	..
Total .	6,378	1,031,148	177,677	253	177,930
For Girls.					
Government . . English	28	4,718	..	559	559
Government . . Vernacular	32	3,220	..	..	..
Local Fund . . English	..	..	..	..	..
Local Fund . . Vernacular	7	639	..	..	..
Municipal . . English	1	86	..	..	..
Municipal . . Vernacular	12	1,667	..	..	..
Aided . . English	327	37,424	2	2,681	2,683
Aided . . Vernacular	172	17,151	..	..	..
Unaided . . English	20	1,788	2	174	176
Unaided . . Vernacular	3	151	..	..	..
Total .	602	66,844	4	3,414	3,418
Total Secondary Schools . .	6,980	1,097,992	177,681	3,667	181,348
PRIMARY SCHOOLS					
For Boys.					
Government	587	30,529	..	..	..
Local Fund	31,909	1,856,177	..	..	..
Municipal	1,849	210,819	..	..	..
Aided	68,447	2,442,485	..	..	..
Unaided	13,214	347,838	..	..	..
Total .	(a) 116,012	(b) 4,888,019	..	..	..
For Girls.					
Government	586	46,778	..	..	..
Local Fund	1,946	86,573	..	..	..
Municipal	600	47,175	..	..	..
Aided	10,531	332,925	..	..	..
Unaided	2,037	46,380	..	..	..
Total .	15,700	559,831	..	..	..
Total Primary Schools . .	(a) 131,712	(b) 5,447,850	..	..	..
Grand Total .	(a) 138,692	(b) 6,545,842	177,681	3,667	181,348

(a) Includes 6 Schools maintained by Native States in Bengal.
(b) Includes 171 pupils in schools maintained by Native States in Bengal.

TABLE V.

education in British India at the end of the official year 1914-15.

MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle,) Stage.			Total Secondary Stage.			Class of Schools.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	
7	8	9	10	11	12	1
						SECONDARY SCHOOLS.
						For Boys.
34,954	36	34,990	66,388	44	66,432	English } Government.
1,606	52	1,658	1,623	52	1,675	Vernacular }
12,855	30	12,885	15,002	31	15,033	English } Local Fund,
40,747	14	40,761	40,747	14	40,761	Vernacular }
15,882	10	15,892	21,593	10	21,603	English } Municipal
1,358	..	1,358	1,358	..	1,358	Vernacular }
135,346	1,211	136,557	216,417	1,388	217,805	English } Aided.
10,690	583	11,273	10,755	583	11,338	Vernacular }
64,948	138	65,081	122,175	205	122,380	English } Unaided.
837	..	837	837	.	837	Vernacular }
319,218	2,074	321,292	496,895	2,327	499,222	Total.
						For Girls.
..	987	987	..	1,546	1,546	English } Government.
..	199	199	..	199	199	Vernacular }
..	..	..	..	..	.	English } Local Fund.
..	49	49	..	49	49	Vernacular }
..	4	4	..	4	4	English } Municipal
..	219	219	..	219	219	Vernacular }
159	7,520	7,679	161	10,201	10,362	English } Aided.
218	941	1,159	218	941	1,159	Vernacular }
12	499	511	14	673	687	English } Unaided
..	4	4	..	4	4	Vernacular }
389	10,422	10,811	393	13,836	14,229	Total.
319,607	12,496	332,103	497,288	16,163	513,451	Total Secondary Schools.
						PRIMARY SCHOOLS.
						For Boys
236	1	237	236	1	237	Government.
1,573	9	1,582	1,573	9	1,582	Local Fund.
134	..	134	134	..	134	Municipal.
3,430	141	3,571	3,430	141	3,571	Aided.
83	5	88	83	5	88	Unaided
5,456	156	5,612	5,456	156	5,612	Total.
						For Girls.
..	736	736	..	736	736	Government.
..	55	55	..	55	55	Local Fund.
..	37	37	..	37	37	Municipal.
27	1,807	1,834	27	1,807	1,834	Aided.
..	80	80	..	80	80	Unaided.
27	2,715	2,742	27	2,715	2,742	Total
5,483	2,871	8,354	5,483	2,871	8,354	Total Primary Schools
325,090	15,367	340,457	502,771	19,034	521,805	GRAND TOTAL.

Stages for instruction of pupils in public schools for general

Class of Schools.	UPPER PRIMARY STAGE. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY Comprising all Pupils who have not passed beyond					
				Reading Printed Books.			Not Reading Printed Books.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.									
For Boys.									
Government . { English	13,584	56	13,640	6,117	94	6,211	92	1	93
Government . { Vernacular	1,668	117	1,785	3,341	586	3,927	785	3	788
Local Fund . { English	9,955	38	9,993	10,443	139	10,582	590	8	598
Local Fund . { Vernacular	25,523	72	25,595	42,615	429	43,044	9,840	348	10,188
Municipal { English	5,600	14	5,614	6,041	26	6,067	233	..	233
Municipal { Vernacular	1,062	..	1,062	3,566	1	3,567	960	1	961
Aided . { English	92,424	1,223	93,647	92,163	2,805	94,968	5,506	282	5,788
Aided . { Vernacuar	17,274	2,639	19,913	45,838	16,817	62,655	4,827	62	4,889
Unaided . { English	52,941	66	53,007	46,790	260	47,050	2,867	46	2,913
Unaided . { Vernacular	913	..	913	1,634	1	1,635	600	..	600
Total .	220,944	4,225	225,169	258,548	21,158	279,706	26,300	751	20 5 1 7,
For Girls.									
Government . { English	7	674	681	133	1,897	2,030	14	447	461
Government . { Vernacular	2	389	391	55	1,980	2,035	..	595	595
Local Fund . { English	..	..	..	..	..	..	..	..	..
Local Fund . { Vernacular	..	80	80	..	498	498	..	12	12
Municipal { English	..	14	14	..	68	68	..	..	..
Municipal { Vernacular	..	459	459	..	934	934	..	55	55
Aided . { English	702	6,136	6,838	3,426	14,155	17,581	489	2,154	2,643
Aided . { Vernacular	633	2,101	2,734	2,589	8,893	11,482	26	1,750	1,776
Unaided . { English	16	264	280	21	690	711	10	100	110
Unaided . { Vernacular	..	8	8	..	70	70	..	69	69
Total .	1,360	10,125	11,485	6,224	29,185	35,409	539	5,182	5,721
Total Secondary Schools .	222,304	14,350	236,654	264,772	50,343	315,115	26,839	5,933	32,772
PRIMARY SCHOOLS.									
For Boys.									
Government .	5,034	36	5,070	16,016	887	16,903	7,328	991	8,319
Local Fund .	192,849	1,826	194,675	1,121,180	58,707	1,179,887	4,23,853	56,180	480,033
Municipal .	34,085	144	34,229	124,009	4,735	128,744	43,349	4,363	47,712
Aided .	90,613	5,916	96,529	1,462,591	144,661	1,607,252	647,446	87,687	735,133
Unaided .	4,079	80	4,159	181,525	10,232	191,757	134,980	16,854	151,834
Total .	326,660	8,002	334,662	2,905,383 (a)	219,222	3,124,605 (a)	1,257,052 (b)	166,088 (c)	1,423,140 (d)
For Girls.									
Government .	1	2,575	2,576	388	28,798	29,186	48	14,232	14,280
Local Fund .	6	4,537	4,543	390	53,447	53,837	238	27,895	28,128
Municipal .	14	3,784	3,798	176	28,404	28,580	185	14,575	14,760
Aided .	1,441	10 693	12,134	15,943	167,677	183,620	3,434	131,903	135,337
Unaided .	7	491	498	472	14,942	15,414	678	29,710	30,388
Total .	1,469	22,080	23,549	17,369	293,268	310,637	4,578	218,315	222,893
Total Primary Schools .	328,129	30,082	358,211	2,922,752	512,490	3,435,242	1,261,630	384,403	1,646,033
Grand Total .	550,433	44,432	594,865	3,187,524	562,833	3,750,357	1,288,469	390,336	1,678,805

(a) Includes 62 boys reading in Institutions maintained by Native States in Bengal.
(b) Includes 96 boys reading in Institutions maintained by Native States in Bengal.
(c) Includes 13 Girls reading in Institutions maintained by Native States in Bengal.
(d) Includes 109 Scholars reading in Institutions maintained by Native States in Bengal.

TABLE V—*contd.*

education in British India at the end of the official year 1914-15—contd.

STAGE.									
THE LOWER PRIMARY STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			CLASS OF SCHOOLS.
Total.									
Boys	Girls.	Total.	Boys	Girls	Total.	Boys.	Girls	Total.	
22	23	24	25	26	27	28	29	30	1
									SECONDARY SCHOOLS.
									FOR BOYS.
6,209	95	6,304	19,793	151	19,944	86,181	195	86,376	English } Government.
4,126	589	4,715	5,794	706	6,500	7,417	758	8,175	Vernacular }
11,033	147	11,180	20,988	185	21,173	35,990	216	36,206	English } Local Fund.
52,455	777	53,232	77,978	849	78,827	118,725	863	119,588	Vernacular }
6,274	26	6,300	11,874	40	11,914	33,467	50	33,517	English } Municipal.
4,526	2	4,528	5,588	2	5,590	6,946	2	6,948	Vernacular }
97,669	3,087	100,756	190,093	4,310	194,403	406,510	5,698	412,208	English } Aided.
50 665	16,879	67,544	67,939	19,518	87,457	78,094	20,101	98,795	Vernacular }
40,657	306	40,963	102,598	372	102,970	224,773	577	225,350	English } Unaided.
2,234	1	2,235	3,147	1	3,148	3,984	1	3,985	Vernacular }
284,848	21,909	306,757	505,792	26,134	531,926	1,002,687	28,461	1,031,148	TOTAL.
									FOR GIRLS.
147	2,344	2,491	154	3,018	3,172	154	4,564	4,718	English } Government.
55	2,575	2,630	57	2,964	3,021	57	3,163	3,220	Vernacular }
..	..	..	..	..	..	..	..	..	English } Local Fund.
..	510	510	.	590	590	.	639	639	Vernacular }
.	68	68	..	82	82	..	86	86	English } Municipal.
..	989	989	..	1,448	1,448	.	1,667	1,667	Vernacular }
3,915	16,309	20,224	4,617	22,445	27,062	4,778	32,646	37,424	English } Aided.
2,615	10,643	13,258	3,248	12,744	15,992	3,466	13,685	17,151	Vernacular }
31	790	821	47	1,054	1,101	61	1,727	1,788	English } Unaided.
..	139	139	..	147	147	..	151	151	Vernacular }
6,763	34,367	41,130	8,123	44,492	52,615	8,516	58,328	66,844	TOTAL.
291,611	56,276	347,887	513,915	70,626	584,541	1,011,203	86,789	1,097,992	TOTAL SECONDARY SCHOOLS.
									PRIMARY SCHOOL
									FOR BOYS.]
23,344	1,878	25,222	28,378	1,914	30,292	28,614	1,915	30,529	Government.
1,545,033	114,887	1,659,920	1,737,882	116,713	1,854,595	1,739,455	116,722	1,856,177	Local Fund.
167,358	9,098	176,456	201,443	9,242	210,685	201,577	9,242	210,819	Municipal.
2,110,037	232,348	2,342,385	2,200,650	238,264	2,438,914	2,204,080	238,405	2,442,485	Aided.
316,505	27,086	343,591	320,584	27,166	347,750	320,667	27,171	347,838	Unaided.
(*a*)	(*b*)	(*c*)	(*a*)	(*b*)	(*c*)	(*a*)	(*b*)	(*c*)	
4,162,435	385,310	4,547,745	4,489,095	393,312	4,882,407	4,494,551	393,468	4,888,019	TOTAL.
									FOR GIRLS.
436	43,030	43,466	437	45,605	46,042	437	46,341	46,778	Government.
623	81,342	81,965	629	85,879	86,508	(*d*)639	85,934	86,573	Local Fund.
361	42,979	43,340	375	46,763	47,138	375	46,800	47,175	Municipal.
19,377	299,580	318,957	20,818	310,273	331,091	20,845	312,080	332,925	Aided.
1,150	44,652	45,802	1,157	45,143	46,300	1,157	45,223	46,380	Unaided.
21,947	511,583	533,530	23,416	533,663	557,079	23,453	536,378	559,831	TOTAL.
4,184,382	896,893	5,081,275	4,512,511	926,975	5,439,486	4,518,004	929,846	(*c*) 5,447,850	TOTAL PRIMARY SCHOOLS.]
4,475.993	953,169	5,429,162	5,026,426	997,601	6,024,027	5,529,207 (*d*)	1,016,635	6,545,842 (*c*)	GRAND TOTAL.

(*a*) Includes 158 Boys reading in Institutions maintained by Native States in Bengal.
(*b*) Includes 13 Girls reading in Institutions maintained by Native States in Bengal.
(*c*) Includes 171 Scholars reading in Institutions maintained by Native States in Bengal.
(*d*) Defective in details in respect of 10 boys in Assam.

Results of the prescribed examinations in the several

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions.
Arts Colleges.											
Doctor of Science	..	..	..	..	..	..	..	..	..	..	..
Master of Arts	10	13	3	26	198	221	38	655	1,112	119	139
Master of Science	4	4	1	9	67	27	4	60	158	49	15
Bachelor of Arts (Honours Final)	1	2	..	3	55	27	..	..	82	52	24
Bachelor of Arts (Honours) Preliminary English language.	1	2	..	3	73	47	..	..	120	62	42
Bachelor of Arts	28	48	19	95	1,495	2,320	1,919	1,208	6,942	848	1,185
Bachelor of Science	17	13	6	36	309	209	180	16	714	166	123
First B.A.	..	..	..	..	..	..	..	688	688	..	..
First B.Sc.	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Arts	32	69	32	133	2,505	6,480	3,499	892	13,376	1,361	2,897
Intermediate Examination in Science	16	16	8	40	398	432	570	27	1,427	289	253
Previous Examination	..	..	..	..	..	..	..	..	..	..	..
Oriental Colleges.											
Master of Oriental Learning	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Oriental Learning	..	..	..	..	..	..	..	..	..	..	..
First Arts, Oriental Faculty	..	..	..	..	..	..	..	..	..	..	..
Honours in Sanskrit	1	5	36	42	159	31	124	90	404	123	14
Honours in Arabic	..	1	..	1	..	11	..	11	22	.	6
Honours in Persian	..	1	..	1	..	6	..	36	42	..	3
Honours in Gurmukhi	..	1	..	1	..	7	..	58	65	..	4
Honours in Punjabi	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Sanskrit	1	14	199	214	127	122	794	128	1,171	66	90
High Proficiency in Arabic	..	3	8	11	..	10	7	1	18	..	6
High Proficiency in Persian	..	1	..	1	..	2	..	3	5	..	1
High Proficiency in Punjabi	..	1	..	1	..	3	..	14	17	..	2
High Proficiency in Hindi	..	..	..	..	..	..	..	4	4	..	..
High Proficiency in Urdu	..	..	..	..	..	..	..	3	3	..	..
Proficiency in Sanskrit	1	13	246	260	26	90	883	199	1,198	4	35
Proficiency in Arabic	..	3	7	10	..	12	18	17	47	..	9
Proficiency in Persian	..	..	..	..	..	..	..	5	5	..	..
Proficiency in Hindi	..	..	..	..	..	..	..	3	3	..	..
Proficiency in Urdu	..	..	..	..	..	..	..	1	1	..	..
Proficiency in Punjabi	..	..	..	..	..	..	..	7	7	..	..
Additional Examination in English for Oriental Titles.	..	..	..	..	..	..	..	..	..	..	..
Colleges for Professional Training.											
Law.											
Doctor of Law	..	..	..	..	..	..	..	..	..	..	..
Master of Law	..	..	..	..	..	..	..	17	17	..	..
Honours in Law	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	6	1	10	17	2,635	174	1,051	375	4,235	1,371	92
First LL. B.	1	..	..	1	447	..	..	..	447	190	..
First Examination in Law	1	..	2	3	242	..	105	318	665	134	..
Special Test Examination in Law	.	.	..	..	..	..	..	..	..	..	..
Intermediate Examination in Law	..	..	..	..	..	..	..	..	..	..	..
Licentiate Examination in Law	..	..	..	..	..	..	..	..	..	..	..
First Certificate Examination in Law	.	..	..	..	..	..	..	..	..	..	..
Preliminary Examination in Law	..	..	..	..	..	..	..	..	..	..	..
Medicine.											
M. S.	..	..	..	..	..	..	..	..	..	..	..
M. D.	1	..	..	1	4	..	..	..	4	4	..
M. B. (*a*)	1	..	..	1	112	..	..	..	112	61	..
Final Professional Examination M. B., B. S	2	..	..	2	53	..	..	..	53	34	..
Second Professional Examination for M B , B S.	2	..	..	2	125	..	..	..	125	67	..
First Professional Examination for M.B., B S	3	..	..	3	154	..	..	..	154	100	..
Honours in Medicine	..	..	..	..	..	..	..	..	..	..	..
Intermediate M.B., B.S. Examination	1	..	..	1	223	..	..	..	223	79	..
L.M S. (*b*)	3	..	..	3	168	..	..	..	168	112	..
First M.B. (*c*)	1	..	..	1	251	..	..	..	251	95	..
First L.M.S. (*d*)	..	..	..	..	..	..	..	..	..	..	..
Additional Test in Chemistry	1	2	2	5	39	23	29	..	91	21	11
Preliminary Scientific M.B.	1	..	..	1	188	..	..	..	188	128	..
L.S. Sc.	..	..	..	..	..	..	..	..	..	..	..
Preliminary Scientific L.M.S.	2	5	..	7	181	50	..	..	231	113	23
Bachelor of Hygiene	2	..	..	2	5	..	..	..	5	2	..
Combined Preliminary Scientific and First M.B.	..	..	..	..	..	..	..	..	..	..	..
Special certificate class examination for females	1	..	..	1	2	..	..	..	2	2	..

(*a*) Final or Third M.B. and C.M. Examination in Madras, and second M.B. Examination in Bengal.
(*b*) Second L.M.S. Examination in Bengal.

TABLE VI.

Provinces of British India during the official year 1914-15.

PASSED.			RACE OR CREED OF PASSED SCHOLARS.								NATURE OF EXAMINATIONS.
Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians	HINDUS. Brahmans.	HINDUS. Non-Brahmans.	Muhammadans	Buddhists.	Parsis.	Others.	
											ARTS COLLEGES.
..	..	..	..	..	..	..	..	..	..	..	Doctor of Science.
22	346	626	1	20	277	264	49	2	10	3	Master of Arts.
2	34	100	..	1	28	67	4	..	..	..	Master of Science.
..	..	76	1	6	60	9	..	..	..	..	Bachelor of Arts (Honours Final).
..	..	104	3	11	82	8	..	..	..	..	Bachelor of Arts (Honours) Preliminary English language
822	457	3,312	17	121	1,556	1,237	261	44	49	27	Bachelor of Arts
63	5	357	1	2	117	214	13	..	3	7	Bachelor of Science.
..	353	353	..	32	242	71	6	..	.	2	First B A.
..	..	..	..	..	..	..	..	..	..	..	First B Sc.
1,493	413	6,164	58	196	2,501	2,524	639	102	74	70	Intermediate Examination in Arts
277	11	830	4	5	210	517	33	8	14	39	Intermediate Examination in Science.
..	..	..	..	..	..	..	..	..	..	..	Previous Examination
											ORIENTAL COLLEGES.
..	..	..	..	..	..	..	..	..	..	..	Master of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	Bachelor of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	First Arts, Oriental Faculty.
70	42	249	..	..	241	8	..	..	..	..	Honours in Sanskrit.
..	4	10	..	..	..	..	10	..	..	..	Honours in Arabic.
..	27	30	..	..	1	1	28	.	..	..	Honours in Persian.
..	24	28	..	..	..	..	1	..	..	27	Honours in Gurmukhi.
..	..	..	..	..	..	..	..	..	..	..	Honours in Punjabi.
474	59	689	..	..	675	14	..	..	.	..	High Proficiency in Sanskrit.
5	1	12	..	..	..	..	12	..	..	..	High Proficiency in Arabic.
..	2	3	..	..	..	..	3	..	..	..	High Proficiency in Persian
..	11	13	..	..	1	1	..	.	..	11	High Proficiency in Punjabi.
..	2	2	..	..	2	..	.	..	..	..	High Proficiency in Hindi.
..	1	1	..	..	..	..	1	..	..	..	High Proficiency in Urdu.
247	130	416	..	..	301	25	..	.	..	.	Proficiency in Sanskrit.
8	8	25	..	..	.	..	25	..	..	..	Proficiency in Arabic.
..	4	4	..	..	..	..	4	..	..	..	Proficiency in Persian.
..	1	1	..	..	1	..	..	..	..	..	Proficiency in Hindi.
..	(e)	(e)	..	..	.	..	..	.	..	..	Proficiency in Urdu
..	2	2	..	..	.	..	..	..	..	2	Proficiency in Punjabi
..	..	..	..	..	.	..	..	..	..	..	Additional Examination in English for Oriental Titles.
											COLLEGES FOR PROFESSIONAL TRAINING
											Law.
..	..	..	..	..	.	..	..	..	..	..	Doctor of Law.
..	4	4	..	..	4	..	.	..	..	..	Master of Law
..	..	..	..	..	.	..	..	..	..	..	Honours in Law
441	120	2,024	1	22	781	1,020	177	2	10	11	Bachelor of Law
..	..	190	..	2	167	.	6	.	13	2	First LL B
56	142	332	..	13	202	107	8	1	.	1	First Examination in Law.
..	..	..	..	..	..	..	..	.	..	.	Special Test Examination in Law.
..	..	..	..	..	..	..	..	.	..	..	Intermediate Examination in Law.
..	..	..	..	..	..	..	..	..	..	.	Licentiate Examination in Law.
..	..	..	..	..	..	..	..	..	..	..	First Certificate Examination in Law.
..	..	..	..	..	.	.	..	..	..	..	Preliminary Examination in Law.
											Medicine.
..	..	..	..	..	..	..	..	.	..	..	M S
..	..	4	..	..	2	..	1		1	.	M D
..	..	61	3	..	25	33	..			.	M B (a)
..	..	34	..	..	6	21	5	.		2	Final Professional Examination for M B , B S.
..	..	67	..	1	24	19	5	.	15	3	Second Professional Examination for M.B., B.S.
..	..	100	1	2	43	26	3	.	19	6	First Professional Examination for M. B., B S.
..	..	..	..	..	..	..	..	..	..	.	Honours in Medicine.
..	..	79	3	7	51	..	3	..	15	.	Intermediate M B , B.S. Examination
..	..	112	2	22	66	1	..	..	21	..	L M S (b).
..	..	95	5	2	24	62	1	..	1	.	First M.B. (c).
..	..	..	..	..	..	..	..	..	..	..	First L.M S (d).
16	..	48	..	..	1	28	4	2	..	13	Additional Test in Chemistry.
..	..	128	3	2	31	86	4	2	..	..	Preliminary Scientific M.B.
..	..	..	..	..	..	..	..	..	..	..	L.S. Sc.
..	..	136	3	16	74	20	3	..	20	..	Preliminary Scientific L M S.
..	..	2	..	..	2	..	..	..	.	..	Bachelor of Hygiene
..	..	..	..	..	..	..	..	..	..	..	Combined Preliminary Scientific and First M B.
..	..	2	..	2	..	..	..	..	..	..	Special certificate class examination for females.

(c) Third, Second and First M.B. and C M. Examination in Madras.
(d) Second and First L. M. S. Examination in Madras and Bombay.
(e) Result not out.

Results of the prescribed examinations in the several

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Number	
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public Management.	Aided Institutions.
Colleges for Professional Training—*contd.*											
Engineering.											
M. C. E.	..	..	..	..	..	..	..	..	..	..	..
B. C. E.	3	..	..	3	43	..	..	..	43	16	..
L. C. E.	2	..	..	2	63	..	..	..	63	16	..
First L. C. E.	..	..	..	..	..	..	..	..	..	..	..
Examination in Art drawing	..	..	..	..	..	..	..	..	..	..	..
First Examination in Engineering	1	..	..	1	55	..	..	..	55	40	..
Roorkee College Examinations—											
Civil Engineer	3	..	..	3	144	..	..	..	144	114	..
Electrical Engineer	..	..	..	.	..	..	..	..	..	..	..
Upper Subordinate	1	..	..	1	32	..	..	..	32	31	..
Lower Subordinate	1	..	..	1	36	..	..	..	36	36	..
Teaching.	10	4	1	15	548	33	4	27	612	494	24
Agriculture.											
L. Ag. (*e*)	3	..	..	3	37	..	..	..	37	36	.
Second L. Ag.	1	..	..	1	29	..	..	..	29	28	..
First L. Ag.	1	..	..	1	27	.	..	..	27	24	..
Veterinary.	1	..	.	1	57	..	..	..	57	50	.
Commercial.	1	3	..	4	84	199	..	..	283	53	115
Schools for General Education.											
Matriculation Examination — Boys	222	477	328	1,027	6,656	9,230	7,359	1,959	25,204	3,589	4,768
Matriculation Examination — Girls	12	50	8	70	62	190	41	35	328	32	92
"B" Final Examination	9	.	..	9	20	.	.	.	29	13	.
School Final — Boys	103	227	26	356	2,859	6,170	563	86	9,678	1,672	5,123
School Final — Girls	3	16	.	19	11	97	..	..	108	11	97
High School Examination for Europeans. — Boys	3	29	.	32	18	187	..	8	213	10	112
High School Examination for Europeans. — Girls	2	21	1	24	8	90	2	6	106	4	63
High School Scholarship Examination — Boys	..	..	..	..	..	..	..	..	..	..	..
High School Scholarship Examination — Girls	..	.	.	..		.	..	.	.	..	..
Elementary certificate Examination — Boys	..	8	.	8	..	60	..	..	60	.	50
Elementary certificate Examination — Girls	.	11	.	11	.	72	.	..	72	..	48
Public Service certificate Examination	1,153	100	75	1,328	5,088	508	578	1,660	7,834	2,628	287
Cambridge Preliminary Examination — Boys	..	4	.	4	.	54	.	..	54	.	53
Cambridge Preliminary Examination — Girls		7	.	7	..	31	..	..	31		20
Cambridge Senior Examination — Boys	..	6	2	8	..	58	15	..	73	..	22
Cambridge Senior Examination — Girls	..	9	.	9	..	46	..		46	..	20
Cambridge Junior Examination — Boys	1	11	2	14	3	150	23	..	176	3	61
Cambridge Junior Examination — Girls	1	18	.	19	9	90	.		99	1	35
Middle School Examination — Boys	844	2,675	858	4,377	19,403	32,235	15,088	2,430	69,156	13,386	22,042
Middle School Examination — Girls	43	249	17	309	235	1,949	59	154	2,397	158	1,382
Vernacular Final Examination — Boys	121	1		122	2,295	14		109	2,418	1,642	11
Upper Primary Examination — Boys	9,748	10,210	1,045	21,003	97,316	85,418	22,284	98	205,116	65,272	60,761
Upper Primary Examination — Girls	730	891	13	1,634	3,376	6,934	54	12	10,376	2,221	4,975
Lower Primary Examination — Boys	11,494	33,047	2,249	46,790	76,361	248,399	18,361	.	343,121	49,015	1,93,079
Lower Primary Examination — Girls	795	3,050	104	3,949	6,042	31,266	198	..	37,506	4,193	22,594
Schools for Special Instruction.											
Training School Examination for Masters. — Upper	36	10	1	47	1,547	170	26	339	2,082	1,312	83
Training School Examination for Masters. — Lower	550	46	2	598	7,399	645	6	527	8,577	5,290	365
Training School Examination for Mistresses. — Upper	15	34	3	52	308	271	12	31	622	243	221
Training School Examination for Mistresses. — Lower	25	39	2	66	322	321	12	16	671	228	249
Teachers' Examination for students outside Training School.	39	1,198		1,237	49	1,440	.	11	1,500	20	436
Schools of Art Examination	302	342	65	709	8,209	7,921	889	641	(a) 21,375	5,079	4,879
Medical Examination	10	..	..	10	752	.		..	752	633	..
Examination in Engineering	21	3	1	25	487	37	24	..	(c)724	374	31
Examination in Surveying											
Industrial School Examination	8	11	1	20	149	442	222	2	(a)1,262	103	358
Commercial School Examination	5	1	5	11	127	2	55	22	206	77	..
Agricultural School Examination	..	..	.	.	.	.	.	.	.	..	..
Sanskrit Title Examination	1	776	162	939	11	4,268	946	51	5,276	2	1,851
Madrassa Central Examination	4	5	1	10	385	162	4	38	589	272	124
Madrassa Maktab Examination	..	..	..	..	..	..	.	..	..	..	..
Language Teachers' Certificate Examination	1	..	.	1	6	..		..	6	6	..
Departmental Special Vernacular Examination	1	.	..	1	40	..	.	13	53	31	..
Special Manual Training Examination	1	.	.	1	2	.		.	2	2	..
Other Schools Examination	77	456	59	592	3,668	1,525	444	467	6,104	1,700	915

(*a*) Includes 3,625 and 447 students sent up for the Schools of Art and Industrial
(*b*) Includes 1,023 and 329 students passed the Schools of Art and Industrial
(*c*) Includes 176 students sent up for the examination in Engineering and Surveying
(*d*) Includes 161 students passed in the examination in Engineering and Surveying
(*e*) Includes figures for Agriculture in the Punjab and United Provinces.

Note.—In Madras and Bombay students have not, in some cases, been dis- -uished

TABLE VI—*contd.*

Provinces of British India during the official year 1914-15—contd.

PASSED.			RACE OR CREED OF PASSED SCHOLARS								NATURE OF EXAMINATIONS
					HINDUS.						
Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans	Muhammadans	Buddhists	Parsis.	Others.	
											COLLEGES FOR PROFESSIONAL TRAINING—*contd.*
											Engineering.
..	..	..	..	..	..	..	..	..	..	..	M. C. E.
..	..	16	..	2	6	8	..	..	..	..	B. C. E.
..	..	16	..	..	11	5	..	..	..	..	L. C. E.
..	..	..	..	..	..	..	..	..	..	..	First L. C. E.
..	..	..	..	..	..	..	..	..	..	..	Examination in Art drawing
..	..	40	..	1	31	..	..	..	8	..	First Examination in Engineering
											Roorkee College Examinations—
..	..	114	..	2	79	10	3	..	20	..	Civil Engineer
..	..	..	..	..	..	..	..	..	..	..	Electrical Engineer
..	..	31	16	..	.	15	..	..	..	..	Upper Subordinate
..	..	36	..	..	6	28	2	..	..	..	Lower Subordinate
4	19	541	31	39	181	170	98	4	..	18	*Teaching.*
											Agriculture.
..	..	36	..	1	19	8	4	..	..	4	L. Ag. (*c*)
..	..	28	..	..	23	..	1	..	4	..	Second L. Ag.
..	..	24	..	4	15	..	2	..	3	..	First L. Ag.
..	..	50	..	..	..	7	32	..	..	11	*Veterinary.*
..	..	168	24	13	71	42	12	..	6	.	*Commercial.*
											SCHOOLS FOR GENERAL EDUCATION.
3,807	492	12,656	23	167	4,023	5,705	1,954	230	164	390	Boys } Matriculation Examinations.
17	13	155	15	64	32	25	2		14	3	Girls }
.	..	13	.	.	2	10	1	.	..	..	"B" Final Examination.
415	36	7,246	20	555	4,000	2,260	390	.	14	7	Boys } School Final
..	..	108	6	85	3	14	..		..	..	Girls }
..	3	125	109	5	..	2	2	1	4	2	Boys } High School Examination for Eu-
1	4	72	68	2	..	..	.	.	..	2	Girls } ropeans
..	..	..	..	..	..	..	..	.	.	.	Boys } High School Scholarship Examination.
..	..		..	..	..	..	..	..	.	.	Girls }
..	..	50	49	..	..	.	..	.	..	1	Boys } Elementary certificate Examination.
..	..	48	46		..	.			2	.	Girls }
299	346	3,560	.	43	1,446	1,590	457		1	23	Public Service certificate Examination
..	..	53	53	..		.	.		..	..	Boys } Cambridge Preliminary Examination.
..		20	20	.			..	..	.	.	Girls }
5	..	27	23	..	..	2	..	.	2	..	Boys } Cambridge Senior Examination
..		20	17	..	3	.		.	..	..	Girls }
3	..	67	62	..		1	.	1	..	3	Boys } Cambridge Junior Examination.
..	..	36	34	.	.	.	.			2	Girls }
11,257	1,011	48,596	488	1,808	9,178	20,647	8,161	8,075	84	155	Boys } Middle School Examination
46	81	1,667	392	470	82	250	49	343	40	41	Girls }
	43	1,696		5	257	664	543	8		219	Boys Vernacular Final Examination
17,592	72	1,43,697	412	4,604	23,863	67,639	22,680	22,623	316	1,551	Boys } Upper Primary Examination
42	..	7,238	341	1,026	823	1,949	307	2,315	409	68	Girls }
14,855	..	2,56,949	514	11,447	18,725	84,328	37,084	1,01,625	927	2,299	Boys } Lower Primary Examination
144	..	26,931	913	1,630	1,969	5,680	1,428	14,182	1,012	108	Girls }
											SCHOOLS FOR SPECIAL INSTRUCTION
24	163	1,582	18	72	654	482	201	146	..	9	Upper } Training School Examination for
1	284	5,940	..	354	1,935	2,440	1,075	73	2	61	Lower } Masters
8	23	495	39	198	80	107	46	16	2	7	Upper } Training School Examination for
9	8	494	27	287	64	67	12	29	1	7	Lower } Mistresses
..	4	460	11	6	4	.	11	422	1	5	Teachers' Examination for students outside Training School
591	342	(*b*)12,814	377	957	4,566	5,316	928	8	573	89	Schools of Art Examination
..	..	633	.	48	231	277	51	..	10	16	Medical Examination
4	..	(*d*)570	6	8	80	246	36	23	..	10	Examination in Engineering Examination in Surveying
124	1	(*b*)915	45	335	68	333	130		.	4	Industrial School Examination
34	10	121	5	2	26	71	9	1	..	7	Commercial School Examination
..	..	..	.	..	..	.	..	.	.	.	Agricultural School Examination
411	23	2,287	.		2,041	246	..		..	..	Sanskrit Title Examination
1	31	428	..	.	..	..	428	..	..	..	Madrassa Central Examination
..	..	..	..	..	..	..	..	..	..	.	Madrassa Maktab Examination
..	..	6	..	.	3	.	3	.	..	..	Language Teachers' Certificate Examination.
..	6	37	..	.	13	14	10	.	..		Departmental Special Vernacular Examination.
..	..	2	..	..	1	1	.	.	.	..	Special Manual Training Examination.
156	242	3,013	165	43	374	1,477	728	123	99	4	Other Schools Examination.

Schools Examinations respectively from the different institutions in Madras, details of whom are not available
Schools Examinations respectively from the different institutions in Madras, details of whom are not available.
from the different institutions in Madras, details of whom are not available.
from the different institutions in Madras, the race and creed of whom is not available.

b' ..een Brahmans and non-Brahmans. They have hence been shown under Brahmans.

Return showing the distribution of Local Board and Municipal Expenditure

Objects of Expenditure	EXPENDITURE OF LOCAL — In Institutions Managed						
	Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Fund.	Municipal Grants.
University Education.					Rs.	Rs.	Rs.
Arts Colleges.							
English	..	..	..	.	..	..	..
Oriental	1	41	40	37	..	6,452	..
Colleges or Departments of Colleges for Professional Training.							
Law	..	.	.	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Total	1	41	40	37	..	6,452	..
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	22	8,750	8,677	7,785	..	49,683	6,274
Middle Schools { English	184	27,456	27,361	23,057	5,171	1,30,974	16,429
Middle Schools { Vernacular	849	119,588	118,145	97,060	..	8,74,629	34,701
For Girls—							
High Schools	..	..	..	..	..	..	..
Middle Schools { English	..	..	..	..	..	..	..
Middle Schools { vernacular	7	639	548	429	..	7,594	1,369
Total	1,062	156,433	154,731	128,331	5,171	10,62,880	58,773
Primary Schools.							
For Boys.	31,909	1,856,177	1,772,421	1,399,668	25,06,712	67,29,924	93,530
For Girls	1,946	86,573	82,659	62,025	1,03,317	5,19,088	17,039
Total	33,855	1,942,750	1,855,080	1,461,693	26,10,029	72,49,012	1,10,569
School Education, Special.							
Training Schools for Masters	297	2,546	2,478	2,391	13,956	2,50,767	1,240
Training Schools for Mistresses	1	4	4	4	..	469	..
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	.	..	.	.	.	..
Technical and Industrial Schools	27	1,494	1,356	[illegible]	11,434	66,381	1,024
Commercial Schools	..	..	..	.	..	..	..
Agricultural Schools	..	..	..	.	..	..	..
Other Schools	4	226	238	181	174	1,737	..
Total	329	4,270	4,076	3,689	25,564	3,19,354	2,264
Buildings	..	..	..	..	1,70,586	29,75,001	37,875
Furniture and apparatus	..	..	..	.	1,91,656	2,47,421	372
Total	..	..	..	..	3,71,242	32,22,422	38,247
University	..	..	..	..	..	..	..
Inspection	..	..	..	..	..	..	..
Scholarships held in: Arts Colleges	..	..	..	..	..	..	..
Scholarships held in: Medical Colleges	..	..	..	..	..	..	..
Scholarships held in: Other Professional Colleges	..	..	..	..	.	.	..
Scholarships held in: Secondary Schools	..	..	..	..	..	..	..
Scholarships held in: Primary Schools	..	..	..	.	..	..	..
Scholarships held in: Medical Schools	..	..	..	..	..	..	..
Scholarships held in: Technical and Industrial Schools	..	..	..	..	..	..	..
Scholarships held in: Other Special Schools	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..
GRAND TOTAL	35,247	2,103,494	2,013,927	1,593,750	30,12,006	1,18,60,120	2,09,853

TABLE VII.

on Public Instruction in British India for the official year 1914-15.

BOARDS ON PUBLIC INSTRUCTION.								
BY LOCAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total Local Board's expenditure on Public Instruction.	OBJECTS OF EXPENDITURE
Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	UNIVERSITY EDUCATION.
								Arts Colleges.
..	..	..	..	..	..	17,900	17,900	English.
32	..	..	6,484	..	..	388	6,840	Oriental.
								Colleges or Departments of Colleges for Professional Training.
..	..	..	..	..	..	..	..	Law.
..	..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	..	Engineering.
..	..	..	..	1,894	..	..	1,894	Teaching.
..	..	..	..	..	..	..	..	Agriculture.
32	..	..	6,484	1,894	..	18,288	26,634	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
								For Boys—
1,87,608	..	1,384	2,44,049	564	3,160	18,378	71,785	High Schools
2,99,749	6,014	1,662	4,60,899	50	11,881	2,14,096	3,57,001	English. } Middle Schools.
2,10,331	3,936	2,888	11,26,485	..	5,767	2,15,340	10,95,736	Vernacular }
								For Girls—
..	..	..	..	..	..	..	..	High Schools.
..	..	..	..	..	..	2,359	2,359	English. } Middle Schools.
..	..	2	8,965	..	..	18,649	26,243	Vernacular }
6,97,688	10,850	5,936	18,41,298	614	20,808	4,68,822	15,53,124	TOTAL.
								Primary Schools.
7,47,750	30,031	27,273	1,01,35,220	350	59,014	24,38,707	92,28,595	For Boys
367	1,159	360	6,41,330	574	15,788	3,90,308	9,25,758	For Girls.
7,48,117	31,190	27,633	1,07,76,550	924	75,402	28,29,015	1,01,54,353	TOTAL
								SCHOOL EDUCATION, SPECIAL.
..	..	58	2,66,021	51,403	..	36	3,02,206	Training Schools for Masters.
..	..	..	469	8,843	..	..	9,312	Training Schools for Mistresses.
..	..	..	..	..	..	..	.	Schools of Art.
..	..	..	..	..	..	..	..	Law Schools
..	..	..	..	3,338	..	200	3,538	Medical Schools.
..	..	.	.	..	..	950	950	Engineering and Surveying Schools
4,582	173	11,977	95,571	6,243	1,800	15,067	89,491	Technical and Industrial Schools.
..	..	..	..	..	.	..	..	Commercial Schools.
..	..	..	..	576	..		576	Agricultural Schools.
249	97	..	2,257	..	..	1,87,108	1,88,845	Other Schools.
4,831	270	12,035	3,64,318	70,403	1,800	2,03,361	5,94,918	TOTAL.
..	58,401(a)	8,088	32,58,951	2,219	12,900	1,00,456	31,80,576	Buildings
430	670	395	4,40,944	600	145	1,03,519	3,51,685	Furniture and apparatus.
430	59,071	8,483	36,99,895	2,819	13,045	2,03,975	35,32,261	TOTAL.
..	..	..	..	..	..	..	..	University.
..	..	..	..	..	..	..	1,89,013	Inspection.
..	..	..	..	..	..	..	12,672	Scholarships held in: Arts Colleges.
..	..	..	..	..	..	..	2,122	Medical Colleges.
..	..	..	..	..	..	..	5,504	Other Professional Colleges
..	..	..	..	..	..	..	1,86,222	Secondary Schools.
..	..	..	..	..	..	..	65,672	Primary Schools.
..	..	..	..	..	..	..	6,200	Medical Schools.
..	..	..	..	..	..	..	22,129	Technical and Industrial Schools.
..	..	..	..	..	..	..	4,527	Other Special Schools.
..	..	..	..	..	..	..	3,23,891	Miscellaneous.
..	..	..	..	..	..	..	8,17,952	TOTAL.
14,51,098	1,01,381	54,087	1,66,88,545	76,654	1,11,055	38,13,461	1,66,79,242	GRAND TOTAL.

(a) Rs. 21,489 have been taken under subscriptions, in the Central Provinces.

Return showing the distribution of Local Board and Municipal Expenditure on

Objects of Expenditure	Expenditure of Municipal Boards							
	In Institutions managed by							
	Number of Institutions	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal rates	Local Board's Grants.	Fees.
					Rs.	Rs.	Rs	Rs.
University Education								
Arts Colleges								
English	4	538	571	527	2,657	13,481	..	46,923
Oriental	..	..	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training.								
Law	1	5	6	2	..		.	384
Medicine	.	.	..	..	..	.	..	..
Engineering	..	.	..	..	..	..	..	..
Teaching			..	..	..	..	..	.
Agriculture		..	..	.	..	.	..	
Total	5	543	577	529	2,657	13,481	.	47,307
School Education, General.								
Secondary Schools.								
For Boys—								
High Schools	38	14,096	13,738	12,341	42,573	1,09,725	3,160	2,95,110
Middle Schools { English	141	19,421	19,784	16,787	37,367	1,91,619	11,881	1,90,474
Middle Schools { Vernacular	38	6,948	6,886	5,818	.	51,402	5,767	6,547
For Girls—								
High Schools	..	.	.	..	.	.	..	..
Middle Schools { English	1	86	84	59	869	1,157	..	.
Middle Schools { Vernacular	12	1,667	1,641	1,265	.	24,052	..	261
Total	230	42,218	42,133	36,270	80,809	3,77,955	20,808	4,92,392
Primary Schools								
For Boys	1,849	210,819	202,510	161,915	3,99,600	12,99,715	59,614	1,53,349
For Girls	600	47,175	45,256	31,802	97,193	3,58,348	15,788	5,713
Total	2,449	257,994	247,766	193,717	4,96,793	16,58,063	75,402	1,59,062
School Education, Special								
Schools for Special Instruction								
Training Schools for Masters	2	12	12	12	300	1,772	..	..
Training Schools for Mistresses	2	29	26	23	1,849	3,116	.	..
Schools of Art	..	..	..	..	.	..		.
Law Schools	..	.	.	.	.	..	.	.
Medical Schools	.	..	.		..	..	..	..
Engineering and Surveying Schools	..	..	.		..			..
Technical and Industrial Schools	11	1,032	1,021	832	7,028	28,046	1,800	888
Commercial Schools	1	25	85	66	849	1,139		664
Agricultural Schools		..			.	.	.	..
Reformatory Schools	..	..	..	..	..	..	.	.
Other Schools	5	117	121	89	2,961	1,894	.	..
Total	21	1,215	1,265	1,022	12,987	35,967	1,800	1,552
Buildings	..	.	.	..	55,378	7,34,948	12,900	2,165
Furniture and apparatus	..	..	..	..	11,713	27,554	145	391
Total		..	..	..	67,091	7,62,502	13,045	2,556
University	.	.	..	..	..	..	..	..
Inspection	..	.	.	.	..	..	..	..
Scholarships held in: Arts Colleges	..	.	.			.	..	..
Scholarships held in: Medical Colleges	..	.						..
Scholarships held in: Other Professional Colleges	..	.		.	.			..
Scholarships held in: Secondary Schools		.		.				.
Scholarships held in: Primary Schools	..	.		..	..	.	..	..
Scholarships held in: Medical Schools	..	.			..	..	..	..
Scholarships held in: Technical and Industrial Schools	..	.	.		..		..	..
Scholarships held in: Other Special Schools	..	.	.	.		.		..
Miscellaneous	..	..	.	..	..	..	.	..
Total	..	.		..	..	..	.	..
GRAND TOTAL	2,705	301,970	291,741	231,538	6 60,337	28,47,968	1,11,355	7,02,869

TABLE VII—*contd.*

Public Instruction in British India for the official year 1914-15—contd.

ON PUBLIC INSTRUCTION.

Municipal Boards.			In Institutions managed by			Total Municipal Expenditure on Public Instruction	Total Expenditure of Local and Municipal Boards on Public Instruction	Objects of Expenditure.
Subscriptions.	Endowments and all other sources.	Total.	Government.	Local Boards.	Private persons or Association.			
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
								University Education.
								Arts Colleges.
..	4,808	67,869	..	..	21,255	34,736	52,636	English.
..	..	..	..	..	350	350	7,190	Oriental.
								Colleges or Departments of Colleges for Professional Training.
..	..	384	..	..	..	..	..	Law.
..	..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	..	Engineering.
..	..	..	722	..	..	722	2,616	Teaching.
..	..	..	..	..	..	..	..	Agriculture.
..	4,808	68,253	722	..	21,605	35,808	62,442	Total.
								School Education, General.
								Secondary Schools.
								For Boys—
..	1,373	4,51,941	1,911	6,274	1,00,893	3,08,803	3,80,588	High Schools.
2,038	4,207	4,37,586	..	16,429	1,49,444	3,57,492	7,14,493	Middle Schools. English
..	14	63,730	..	34,701	78,314	1,64,417	12,60,153	Middle Schools. Vernacular
								For Girls—
..	..	..	150	..	21,580	21,730	21,730	High Schools.
..	..	2,026	..	..	34,445	35,602	37,961	Middle Schools. English
..	..	24,313	58	1,369	39,753	65,232	91,475	Middle Schools. Vernacular
2,038	5,594	9,79,596	2,119	58,773	5,14,429	9,53,276	25,06,400	Total.
								Primary Schools
559	20,955	19,33,792	120	93,530	3,58,021	17,51,386	1,09,79,081	For Boys
401	12,486	4,89,929	376	17,039	1,34,259	5,10,022	14,35,780	For Girls.
960	33,441	24,23,721	496	1,10,569	4,92,280	22,61,408	1,24,15,761	Total.
								School Education, Special.
								Schools for Special Instruction.
..	..	2,072	6,526	1,240	..	9,538	3,11,744	Training Schools for Masters
..	..	4,965	3,340	..	..	6,456	15,768	Training Schools for Mistresses.
..	..	..	..	..	450	450	450	Schools of Art.
..	..	..	..	..	..	..	..	Law Schools
..	..	..	..	..	2,700	2,700	6,238	Medical Schools.
..	..	..	..	..	150	150	1,100	Engineering and Surveying Schools.
..	4,215	41,977	71	1,024	35,289	64,430	1,53,921	Technical and Industrial Schools.
..	..	2,652	..	..	..	1,139	1,139	Commercial Schools
..	..	..	..	..	..	..	576	Agricultural Schools.
..	..	..	1,320	..	..	1,320	1,320	Reformatory Schools.
..	..	4,855	2,800	..	40,602	45,206	2,34,141	Other Schools.
..	4,215	56,521	14,057	2,264	79,191	1,31,479	7,26,397	Total.
5,909	3,340	8,14,640	..	37,875	14,081	7,86,904	39,67,480	Buildings.
62	..	39,865	..	372	4,993	32,919	3,84,604	Furniture and apparatus.
5,971	3,340	8,54,505	..	38,247	19,074	8,19,823	43,52,084	Total
..	..	..	..	..	..	..	..	University.
..	..	..	..	..	..	13,262	2,02,275	Inspections.
..	..	..	..	..	..	6,762	19,434	Scholarship held in Arts Colleges.
..	..	..	..	..	..	261	2,383	Scholarship held in Medical Colleges.
..	..	..	..	..	..	271	5,775	Scholarship held in Other Professional Colleges.
..	..	..	..	..	..	22,507	2,08,729	Scholarship held in Secondary Schools.
..	..	..	..	..	..	5,946	71,618	Scholarship held in Primary Schools.
..	..	..	..	..	..	377	6,577	Scholarship held in Medical Schools.
..	..	..	..	..	..	5,341	27,470	Scholarship held in Technical and Indusial Schools.
..	..	..	..	..	..	576	5,103	Scholarship held in Other Special Schools.
..	..	..	..	..	..	94,124	4,18,015	Miscellaneous
..	..	..	..	..	..	1,49,427	9,67,379	Total.
8,969	51,398	43,82,596	17,394	2,09,853	11,26,579	43,51,221	2,10,30,463	GRAND TOTAL.

Attendance and expenditure in hostels

—	Number of		Number of boarders who are students			
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
Managed by Government—						
Boys	636	23,591	2,837	1,615	9,299	616
Girls	46	1,667	40	106	981	102
Managed by Local or Municipal Boards—						
Boys	891	(*b*) 17,084	129	27	15,009	902
Girls	..	..	..	..	..	..
Aided by Government or by Local or Municipal Boards—						
Boys	465	(*c*) 23,549	1,492	89	16,082	4,566
Girls	240	13,184	55	53	8,782	3,483
Unaided—						
Boys	1,125	42,325	7,026	316	24,604	7,956
Girls	217	12,999	110	35	5,032	7,052
Total—						
Boys	3,117	106,549	11,484	2,047	64,994	14,040
Girls	503	27,850	205	194	14,795	10,637
GRAND TOTAL	3,620	134,399	11,689	2,241	79,789	24,677

(*a*) Includes Rs. 120 from Native States Revenues in the Bombay Presidency.
(*b*) Detailed figures for the number of boarders in Assam defective.
(*c*) 359 Scholars do not attend school in the United Provinces.
(*d*) Includes Rs. 2,000 from Native State Revenues in the Bombay Presidency.
(*e*) Includes Rs. 2,120 from Native State Revenues in the Bombay Presidency.

TABLE VIII.

or boarding houses for the official year 1914-15.

OF	EXPENDITURE FROM					
Special Schools.	Provincial Revenues.	Local or Municipal Funds	Subscriptions and Endowments.	Fees.	Total expenditure.	——
	Rs.	Rs.	Rs.	Rs	Rs.	MANAGED BY GOVERNMENT—
9,224	4,05,206	854	1,28,273	7,95,661	13,30,114 (a)	Boys.
438	1,27,644	..	48,604	49,194	2,25,452	Girls.
						MANAGED BY LOCAL OR MUNICIPAL BOARDS—
1,062	114	1,02,929	10,019	70,006	1,83,068	Boys.
..	..	..	..	..	..	Girls.
						AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—
961	3,19,335	33,781	5,07,068	8,47,365	17,09,549 (d)	Boys
811	2,73,672	11,196	4,38,446	7,20,702	14,44,016	Girls.
						UNAIDED—
2,423	746	150	7,24,916	11,69,632	18,95,444	Boys.
770	..	..	4,35,099	2,06,910	6,42,009	Girls.
						TOTAL—
13,670	7,25,401	1,37,714	13,70,276	28,82,664	51,18,175	Boys.
2,019	4,01,316	11,196	9,22,159	9,76,806	23,11,477	Girls.
15,689	11,26,717	1,48,910	22,92,435	38,59,470	74,29,652 (e)	GRAND TOTAL.

Number and qualification of teachers in the several

			(a) In Primary Schools.					(b) In Middle Schools.				
			Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.
In Schools for Indians.	Teachers of vernacular.	Trained	648	15,639	862	9,353	621	414	4,150	348	3,383	975
		Untrained	790	20,274	1,779	61,371	11,230	152	1,354	284	5,216	1,634
		Total	1,438	35,913	2,641	70,724	11,851	566	5,504	632	8,599	2,609
	Anglo-Vernacular Teachers and Teachers of classical languages.	Trained	1,168	13,128	3,120	8 511	451	281	330	206	1,338	90
		Untrained	392	15,461	3,445	25,235	4,212	296	458	562	4,637	2,046
		Total	1,560	28,589	6,565	33,746	4,663	577	788	768	5,975	2,136
		Possessing a degree	11	..	.	12	..	56	37	66	316	89
		Possessing no degree	1,549	28,589	6,565	33,734	4,663	521	751	702	5,659	2,047
		Total	1,560	28,589	6,565	33,746	4,663	577	788	768	5,975	2,136
In Schools for Europeans.	..	Trained	3	..	..	187	1	4	..	..	400	..
		Untrained	1	..	..	206	2	6	..	..	367	3
		Total	4	..	..	393	3	10	..	..	767	3
		Possessing a degree	..	..	..	9	..	..	..	..	38	..
		Possessing no degree	4	..	..	384	3	10	..	..	729	3
		Total	4	..	..	393	3	10	..	..	767	3
Grand Total of all Teachers			3,002	64,502	9,206	104,863	16,517	1,153	6,292	1,400	15,341	4,748

TABLE IX.

provinces of British India for 1914-15.

(c) In High Schools.					(d) In Colleges.							
Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	—	
421	33	37	858	381	..	..	..	1	..	38,124	Trained . .	Teachers of vernacular. — In Schools for Indians.
243	14	24	936	918	..	..	..	2	..	106,221	Untrained . .	
664	47	61	1,794	1,299	..	..	..	3	..	144,345	Total.	
1,257	199	242	3,083	172	78	2	15	253	30	33,954	Trained . .	Anglo-Vernacular Teachers and Teachers of classical languages. — In Schools for Indians.
1,861	123	334	6,796	4,853	422	1	14	736	279	72,163	Untrained . .	
3,218	322	576	9,879	5,025	500	3	29	989	309	106,217	Total . .	
1,150	70	154	2,801	1,330	450	1	23	799	284	7,649	Possessing a degree	
2,068	252	422	7,078	3,695	50	2	6	190	25	98,568	Possessing no degree	
3,218	322	576	9,879	5,025	500	3	29	989	309	106,217	Total.	
38	..	.	494	45	..	..	..	5	3	1,180	Trained . .	.. — In Schools for Europeans.
39	..	..	408	23	..	..	..	5	2	1,062	Untrained . .	
77	..	.	902	68	..	..	..	10	5	2,242	Total . .	
12	..	..	147	8	..	..	..	7	4	225	Possessing a degree	
65	..	..	755	60	..	..	..	3	1	2,017	Possessing no degree	
77	..	..	902	68	..	..	..	10	5	2,242	Total.	
3,959	369	637	12,575	6,392	500	3	29	1,002	314	252,804	Grand Total of all Teachers.	

* Detailed figures for High Schools defective in the Bombay Presidency.

LIST OF ILLUSTRATIONS.

COLLEGES.

Fergusson College Hostel, Poona (Two illustrations).

SECONDARY SCHOOLS.

The London Mission High School, Coimbatore, Madras.
Dr. Khastagir's High School for Girls, Chittagong, Bengal.
Sree Bishudhyananda Saraswati Vidyalaya, Calcutta.
Middle English School, Amarpur, Bengal.
B.Z.M.S. High School for Girls, Calcutta.
Government High School, Shahjahanpur, United Provinces.
Meston High School, Ramnagar, United Provinces.
Government High School, Dharmsala, Punjab.
Government High School, Gujrat, Punjab.
District Board Montgomery High School, Pasrur, Punjab.
Government High School, Campbellpur, Punjab.
Church Mission High School, Multan, Punjab.
St. Paul's High School, Raipur, Central Provinces.
Mg. Po Hla's School, Saingdi, Pegu District, Burma.
Ma Thein Mya's School, Pegu, Burma.
King Edward Memorial Buddhist School, Nyaunglebin, Burma.
Government Anglo-Vernacular School, Katha, Burma.
R.C.M. Anglo-Vernacular School, Nyaunglebin, Burma.
St. John's High School, Ranchi, Bihar and Orissa (Two illustrations).
Cotton Collegiate School Hostel, Gauhati, Assam.
Government High School Hostel, Shillong, Assam.
High School Hostel, Jorhat, Assam.
National High School, Peshawar, North-West Frontier Province.

PRIMARY SCHOOLS.

Municipal School, Barsi, District Sholapur, Bombay.
Central Primary School, Begum Serai, United Provinces.
Board Lower Primary School, Hatia, Ranchi District, Bihar and Orissa.

Banga Sisu Vidyalaya Lower Primary School, Bally, Howrah District, Bengal.

Government Vernacular Primary School, Pyinmana, Burma.

Maung Po Nyan's School, Pegu, Burma.

Jones Ganj Municipal Primary School, Jubbulpore, Central Provinces.

District Council Primary School, Pardee, District Nagpur, Central Provinces.

Municipal Primary School, Yeotmal, Central Provinces (Two illustrations).

Islamia Primary School, Dera Ismail Khan, North-West Frontier Province.

Parang Primary School, North-West Frontier Province.

Dhamtaur Primary School, North-West Frontier Province.

TRAINING SCHOOLS.

Kaliajuri Guru Training School, Comilla (Tippera), Bengal.

Training School Hostel, Patna.

Middle Vernacular Practising School, Patna.

TECHNICAL.

Engineering Laboratory, College of Engineering, Poona (Two illustrations).

EUROPEAN SCHOOLS.

St. Joseph's Convent, Bandra, Bombay (Four illustrations).

Scottish High School, Agripada, Bombay.

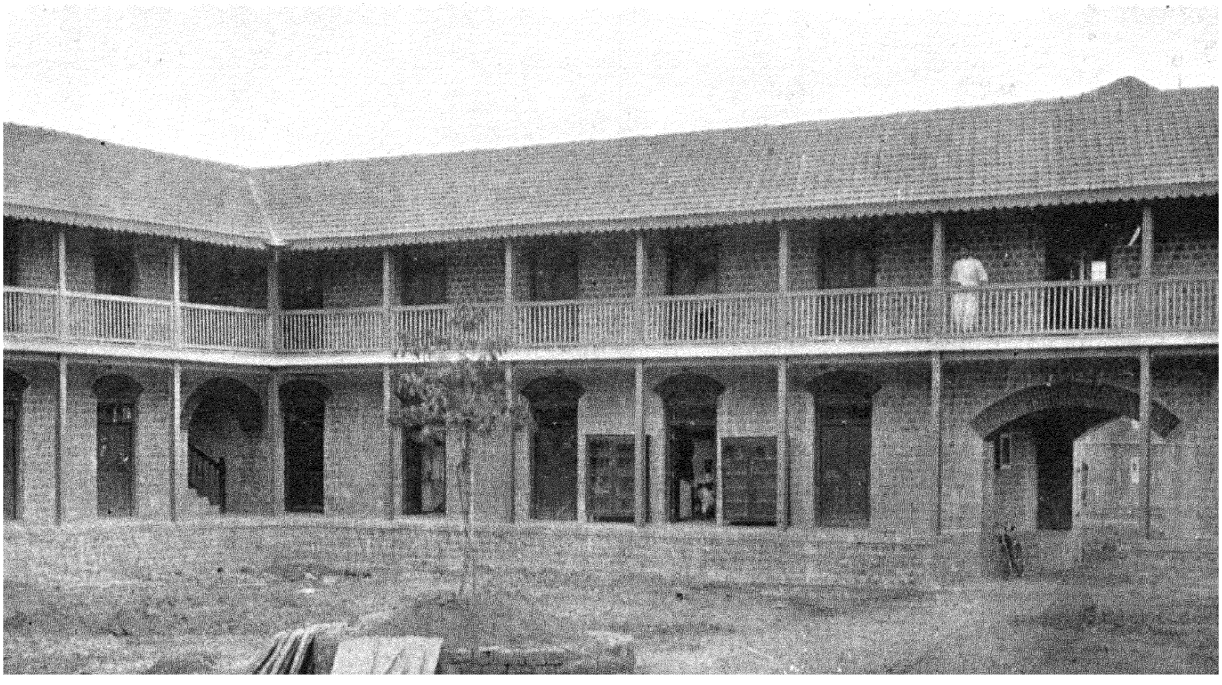
New Extension La Martinière, Calcutta.

St. Joseph's College Laboratory, Darjeeling.

Loretto Day School, Dharamtalla, Calcutta.

Government European High School Hostel, Maymyo.

Government European High School Laboratory, Maymyo.



FERGUSSON COLLEGE HOSTEL, POONA.

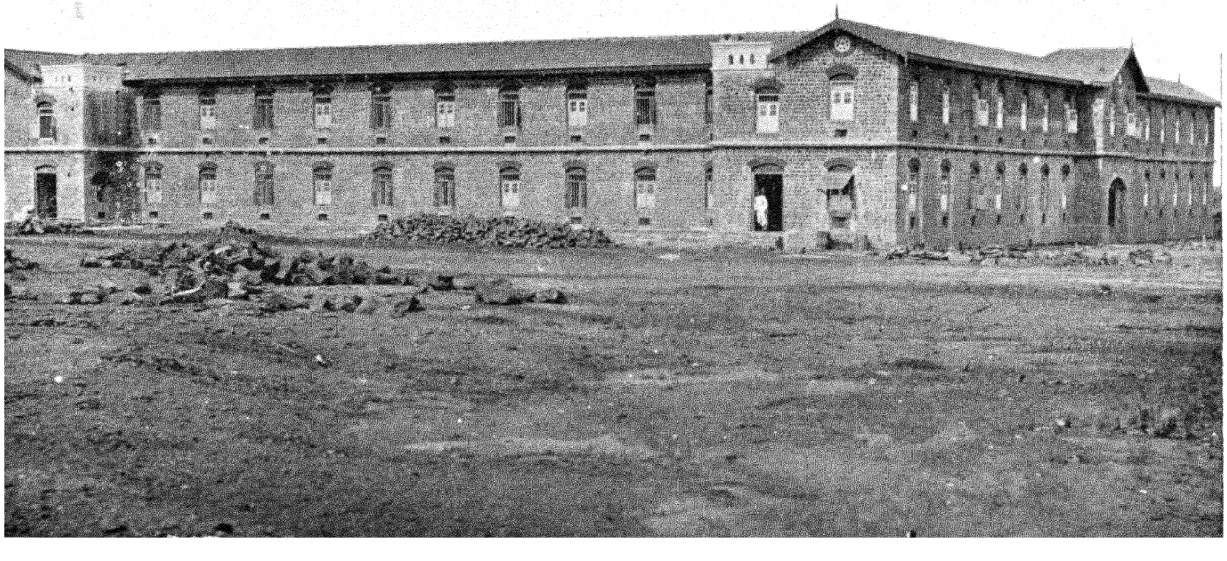


Photo.-Mech. & Litho. Dept., Thomason College, Roorkee.

FERGUSSON COLLEGE HOSTEL, POONA.



THE LONDON MISSION HIGH SCHOOL, COIMBATORE.

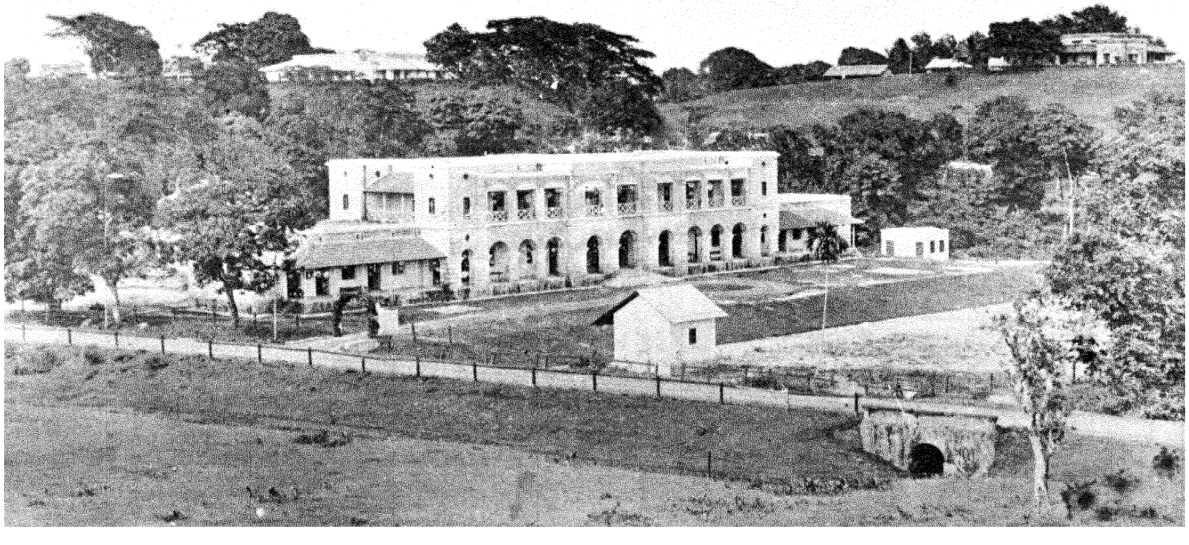


Photo.-Mechl. & Litho. Dept., Thomason College. Roorkee.

DR. KHASTAGIR'S HIGH SCHOOL FOR GIRLS, CHITTAGONG.

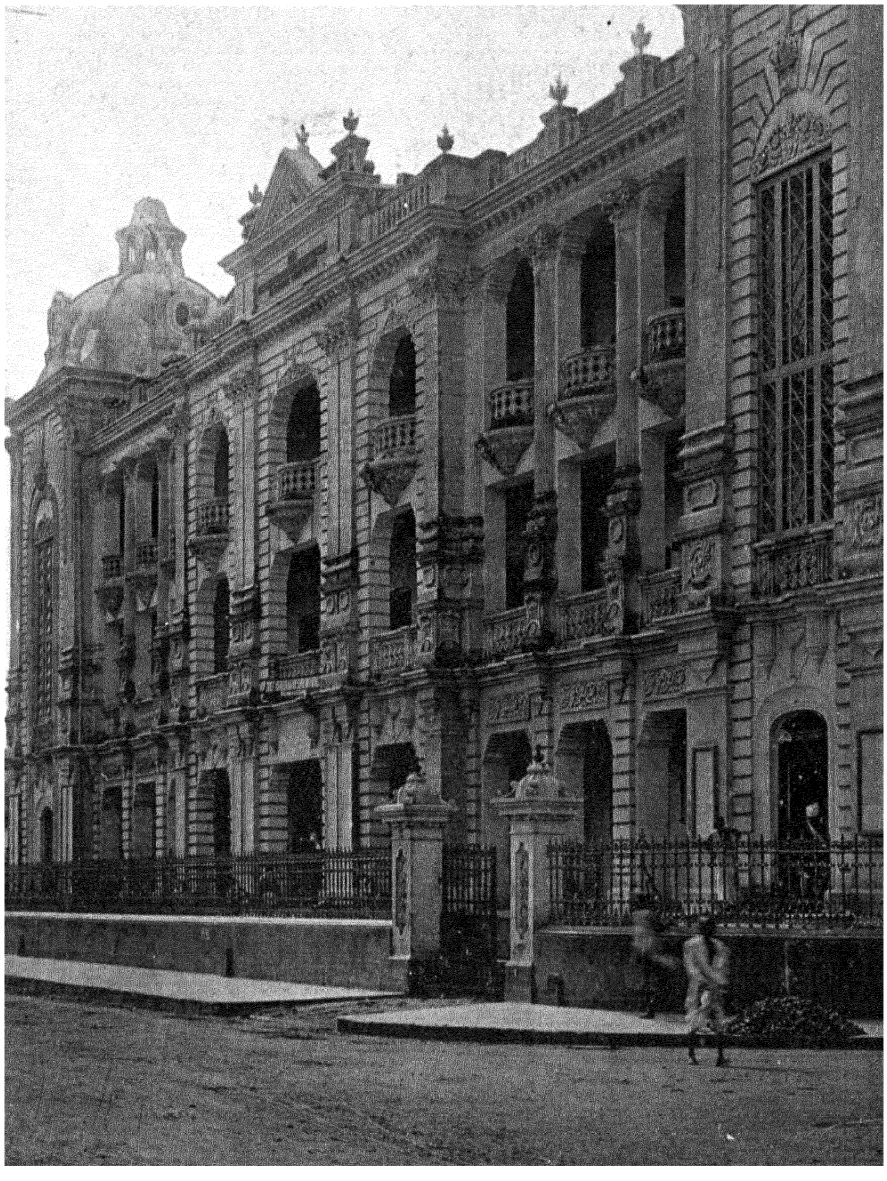
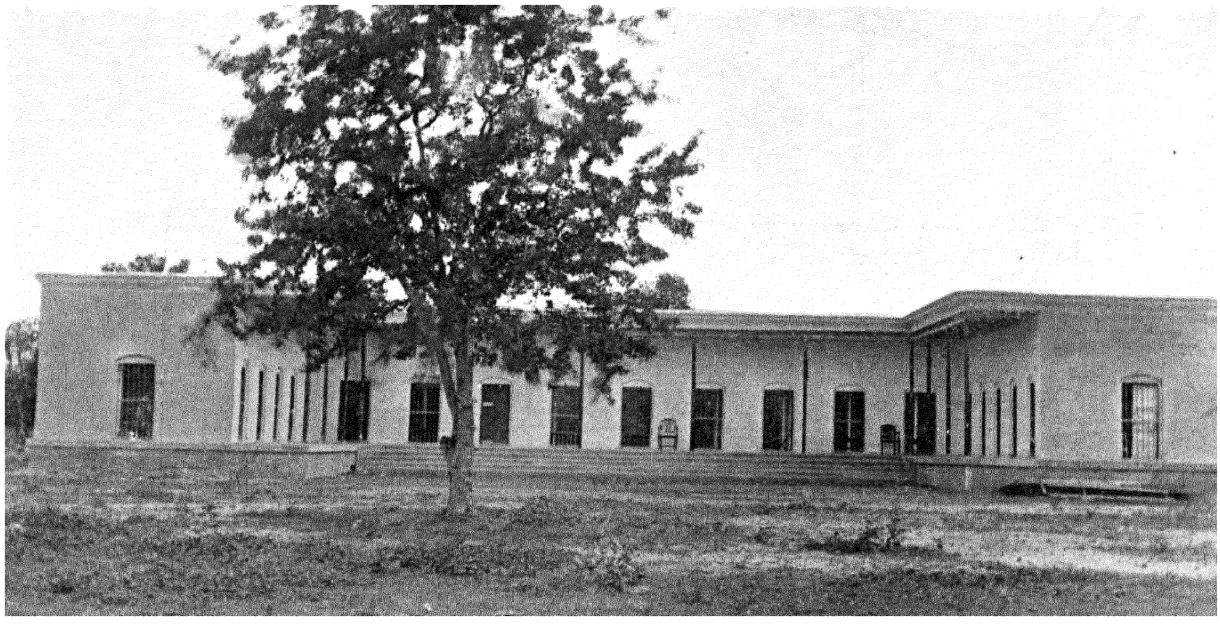


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SREE BISHUDHYANANDA SARASWATI VIDYALAYA, CALCUTTA.

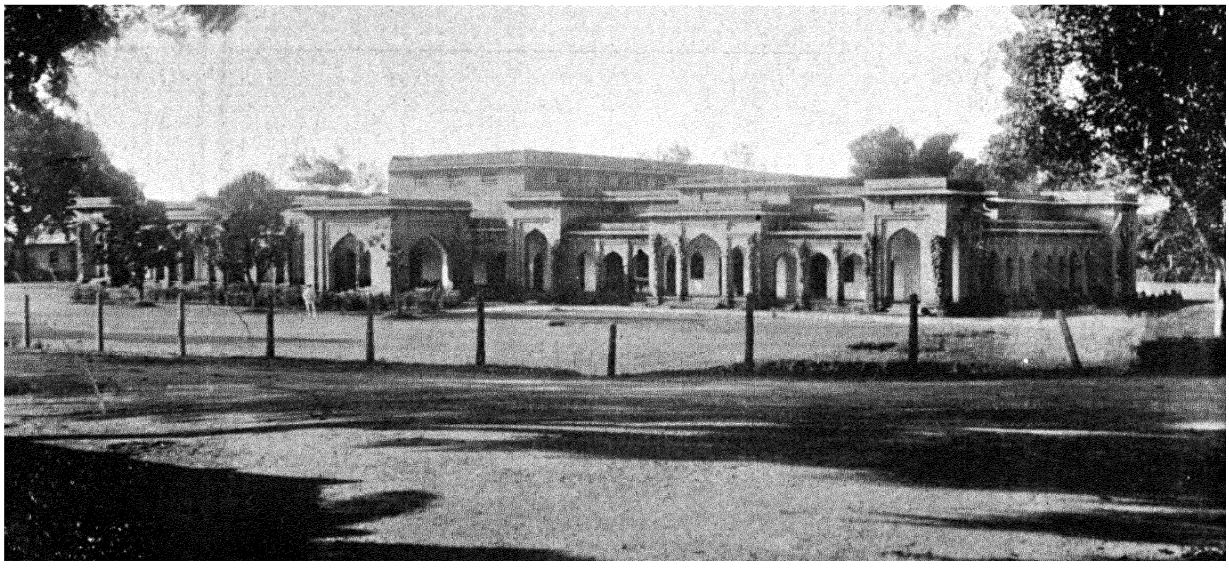


MIDDLE ENGLISH SCHOOL, AMARPUR, BENGAL.



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B. Z. M. S. HIGH SCHOOL FOR GIRLS, CALCUTTA.



GOVERNMENT HIGH SCHOOL, SHAHJAHANPUR, UNITED PROVINCES.

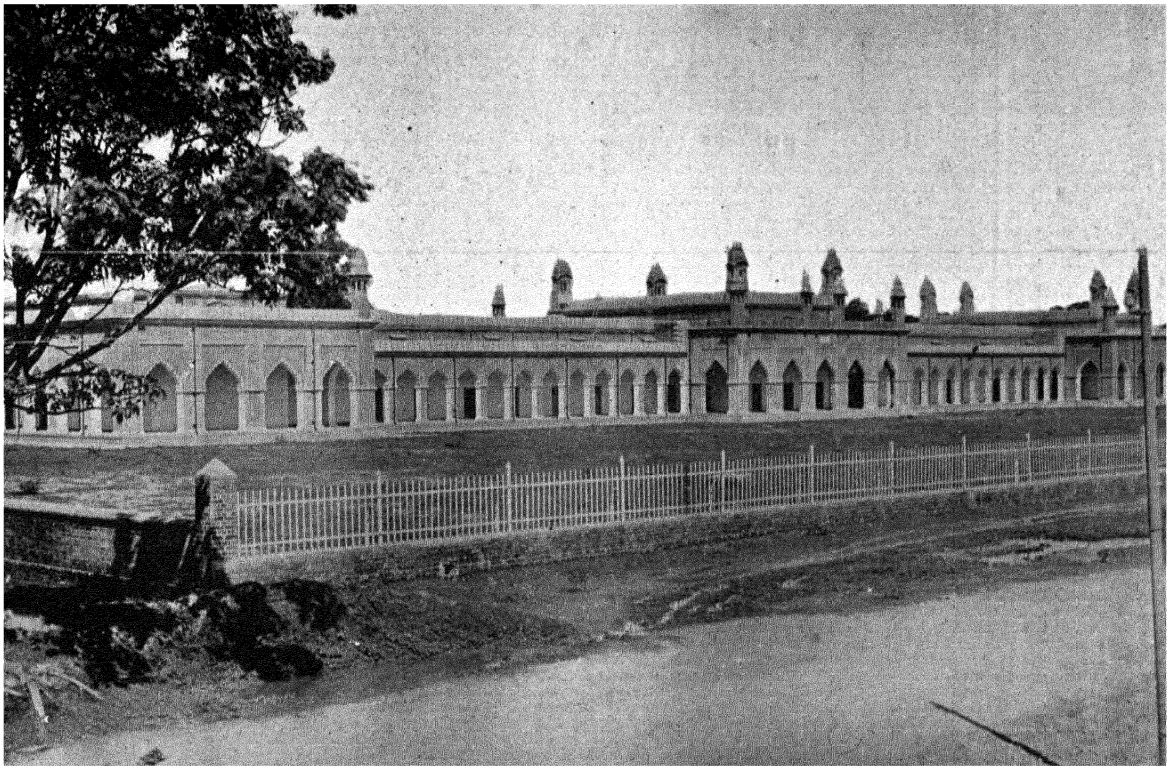


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MESTON HIGH SCHOOL, RAMNAGAR, UNITED PROVINCES

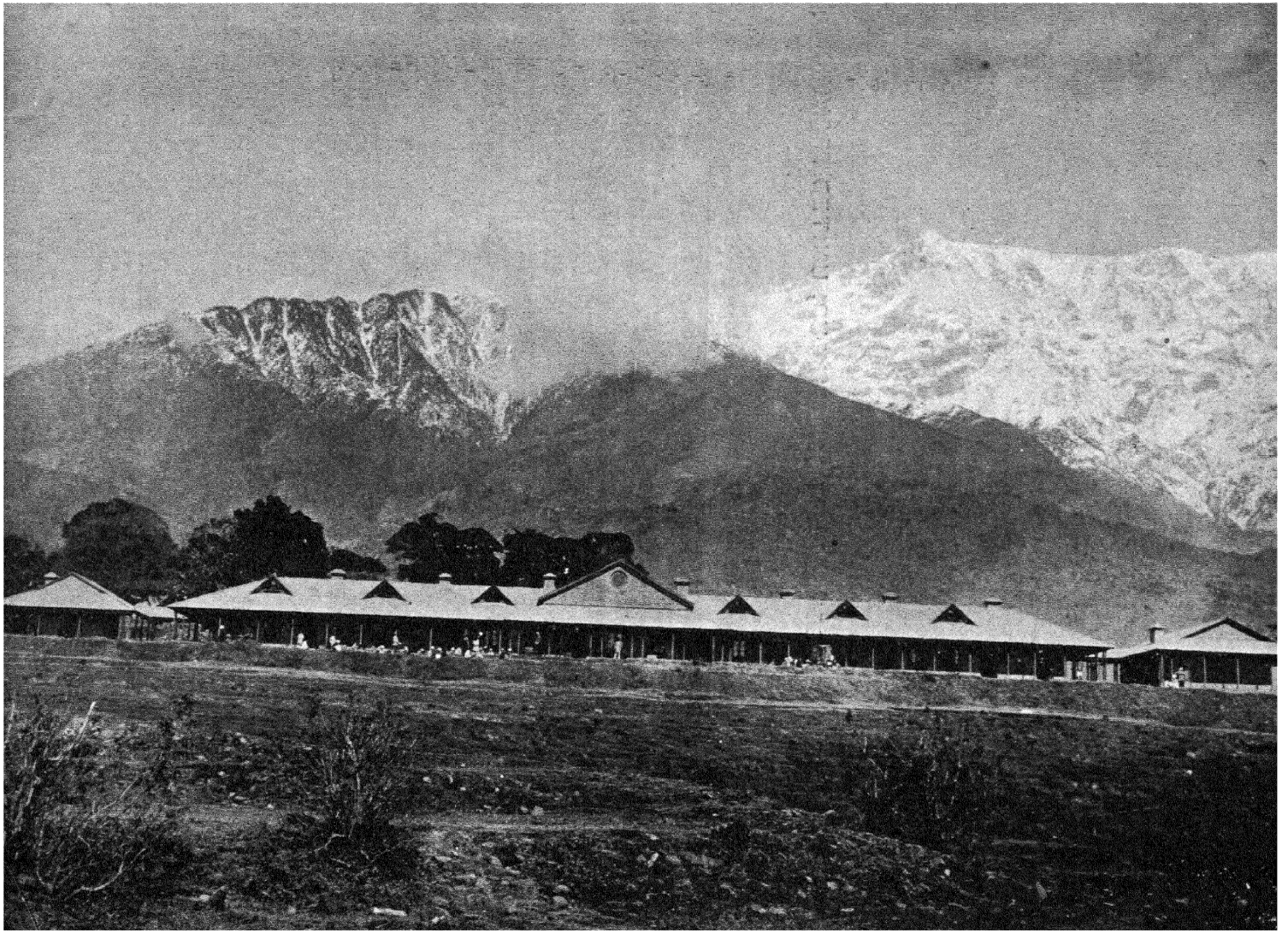


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GOVERNMENT HIGH SCHOOL, DHARMSALA, PUNJAB.

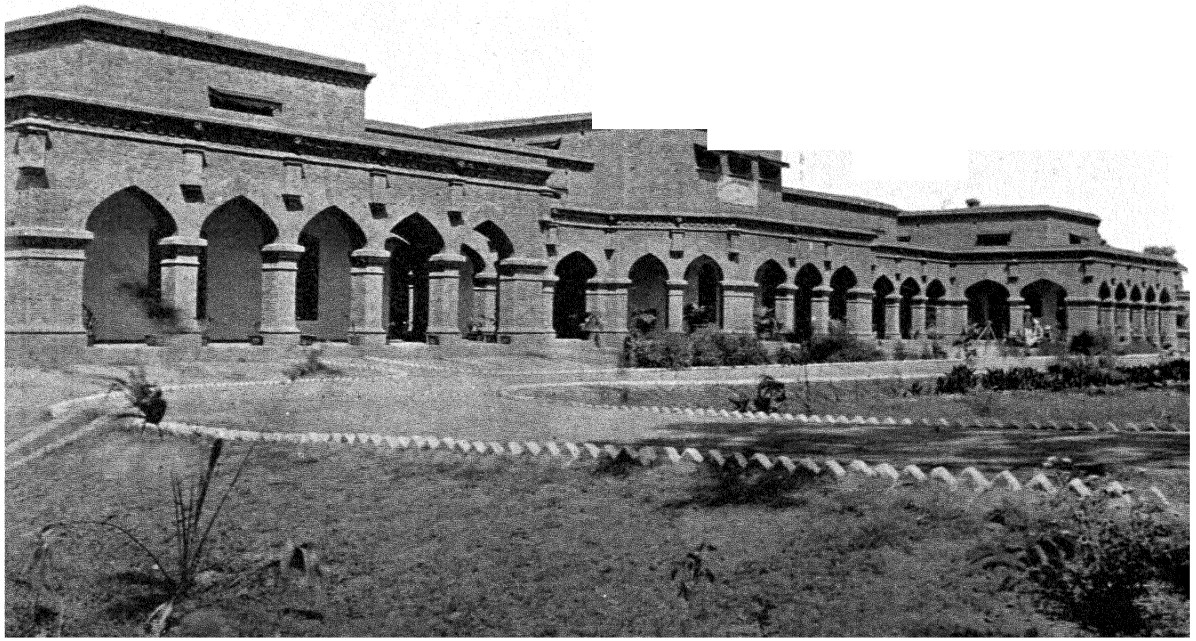
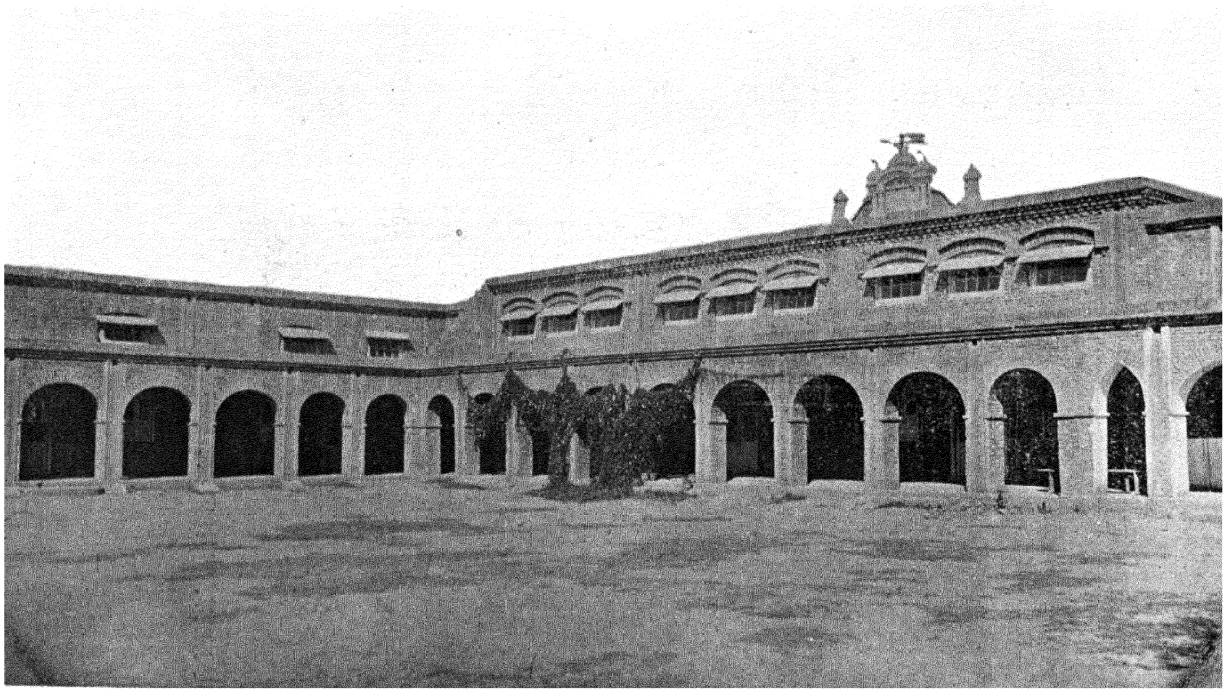


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GOVERNMENT HIGH SCHOOL, GUJRAT, PUNJAB.



DISTRICT BOARD MONTGOMERY HIGH SCHOOL, PASRUR, SIALKOT DISTRICT.

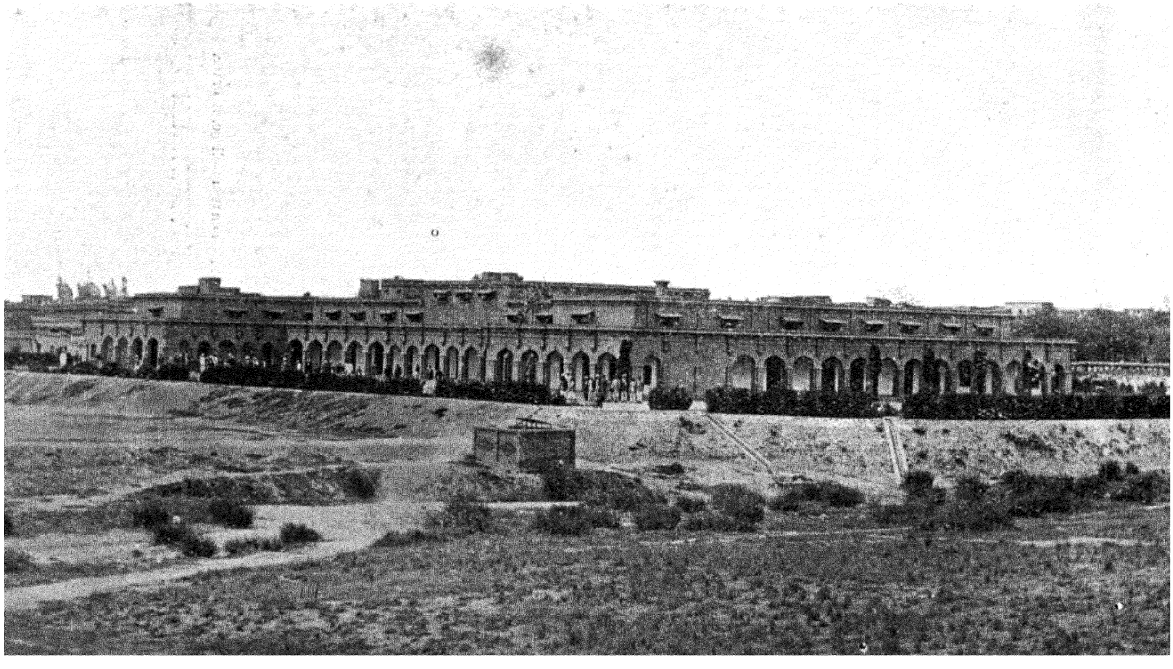
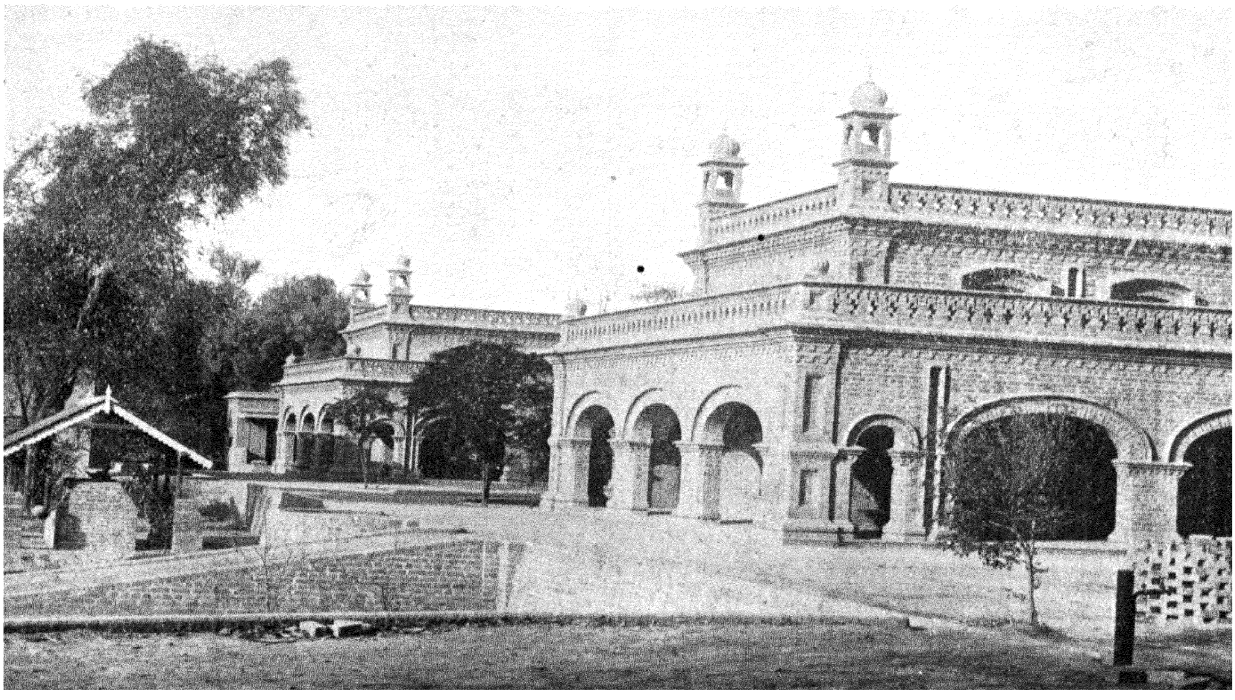
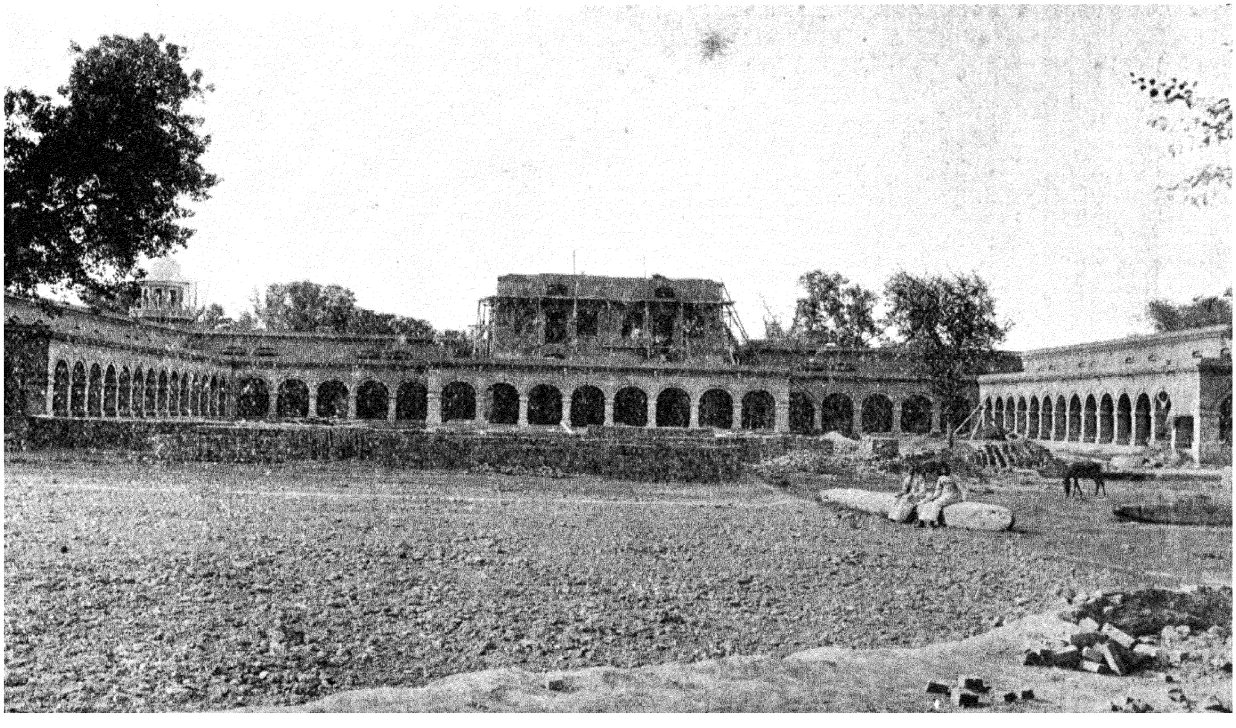


Photo.-Mech. & Litho. Dept., Thomason College, Roorkee.

GOVERNMENT HIGH SCHOOL, CAMPBELLPUR, PUNJAB.



CHURCH MISSION HIGH SCHOOL, MULTAN.



ST. PAUL'S HIGH SCHOOL, RAIPUR, CENTRAL PROVINCES.



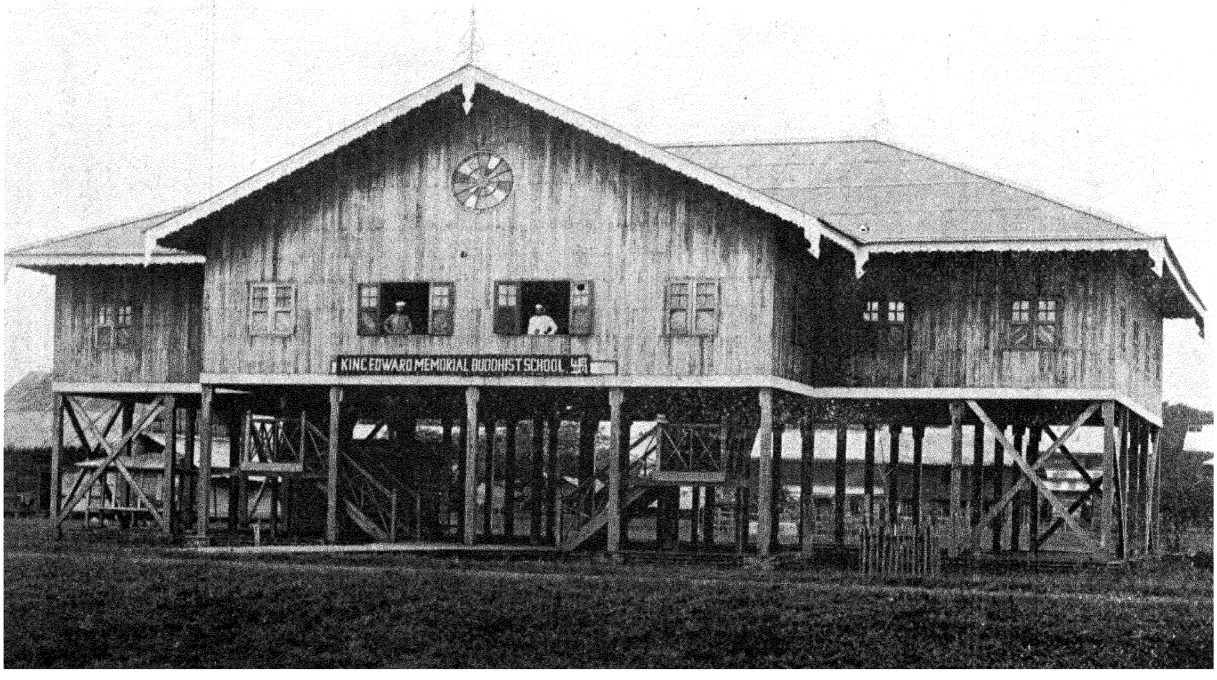
Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee

MG. PO HLA'S SCHOOL, SAINGDI, PEGU DISTRICT.



Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee.

MA THEIN MYA'S SCHOOL, PEGU.



KING EDWARD MEMORIAL BUDDHIST SCHOOL, NYAUNGLEBIN, BURMA.

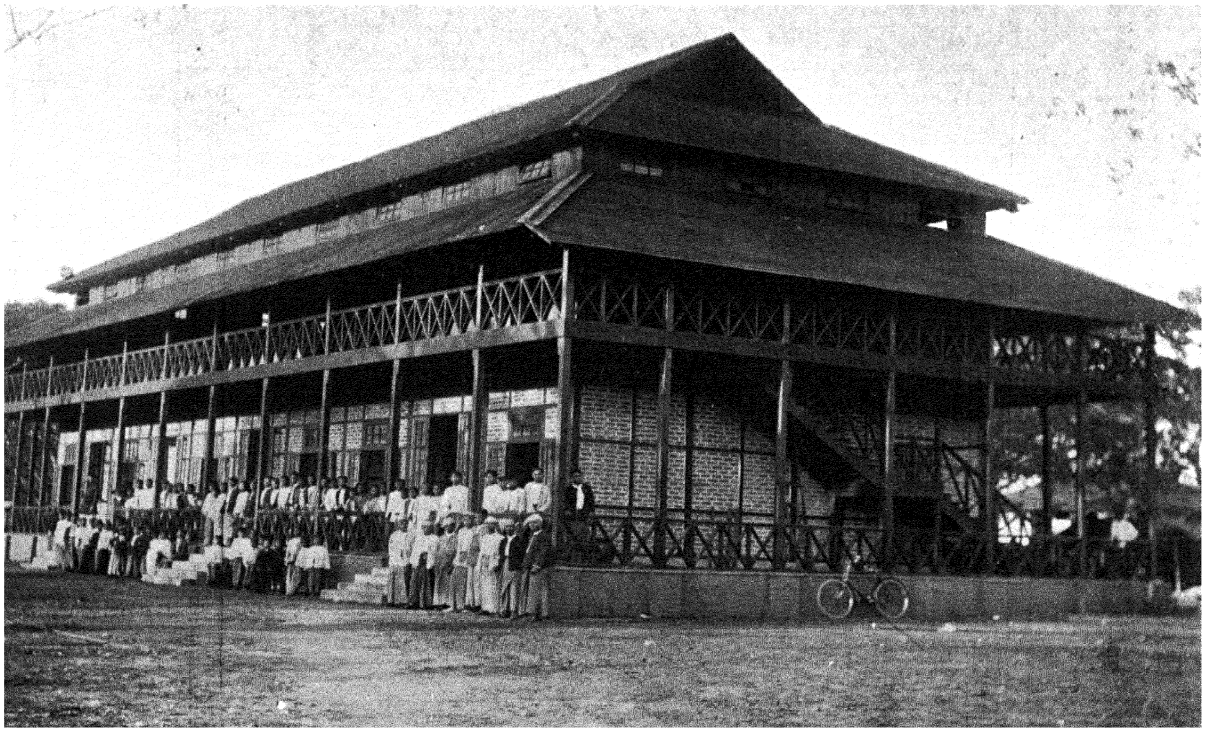


Photo.-Mech. & Litho. Dept., Thomason College, Roorkee.

GOVERNMENT ANGLO-VERNACULAR SCHOOL, KATHA, BURMA.

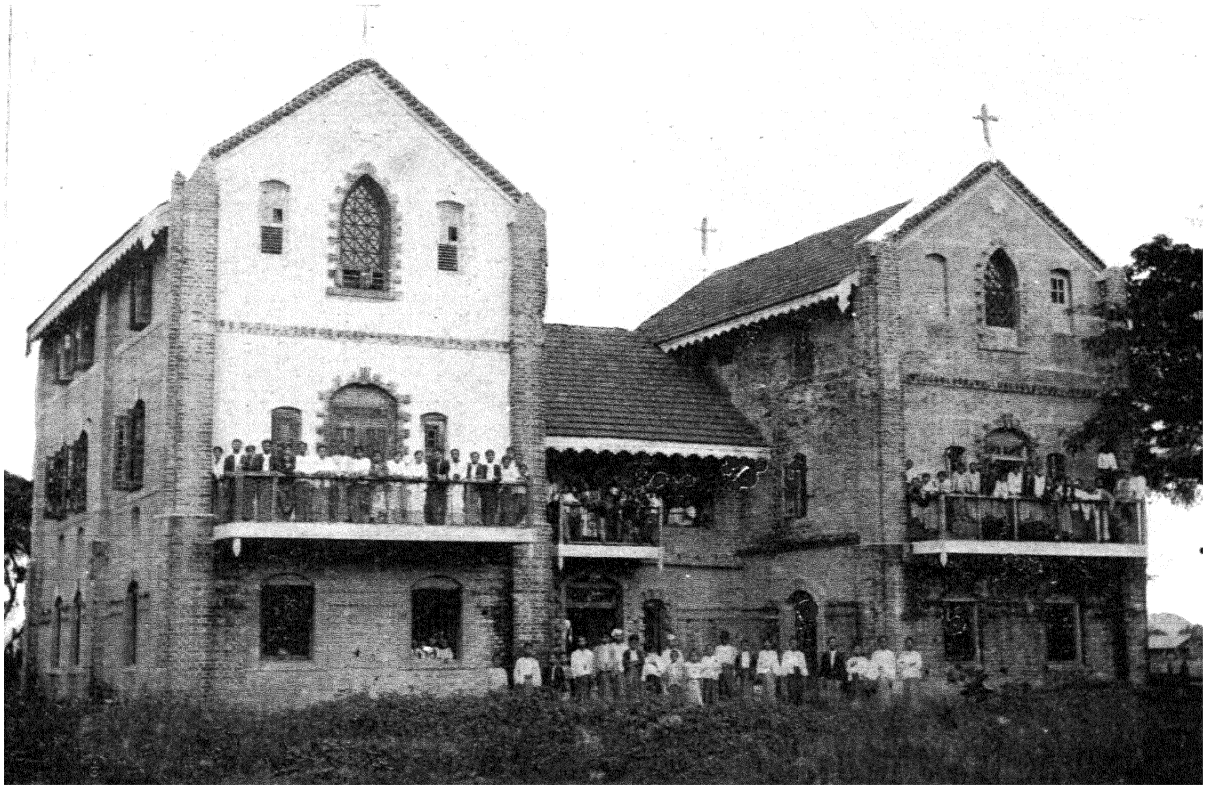
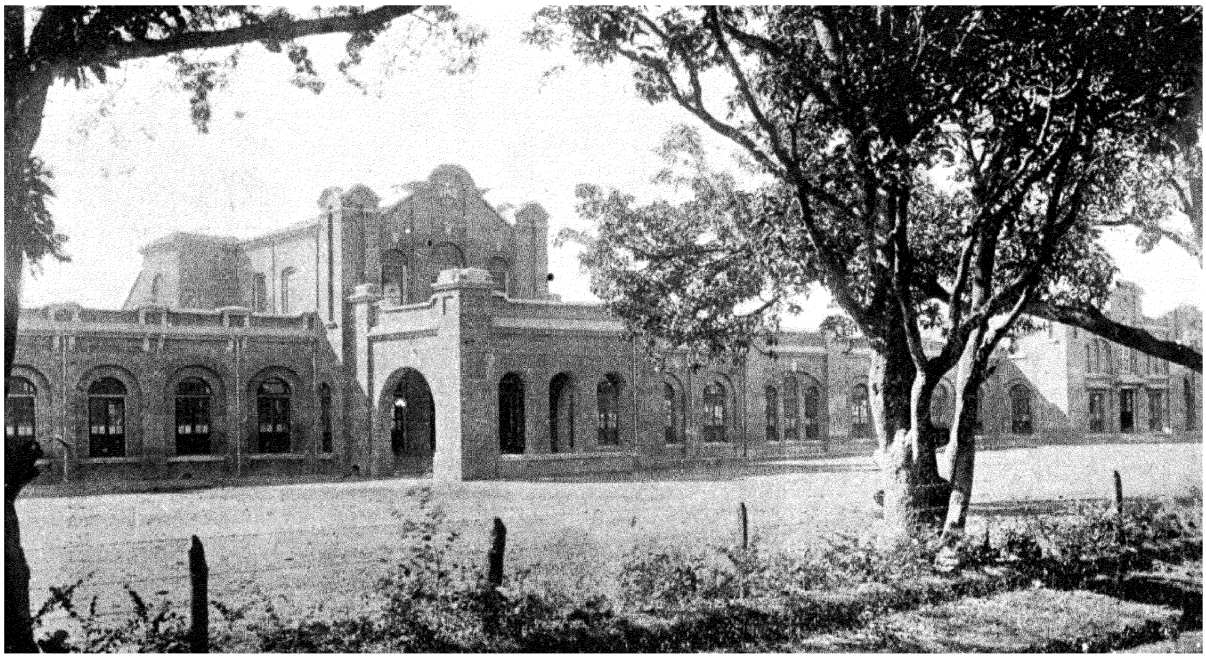
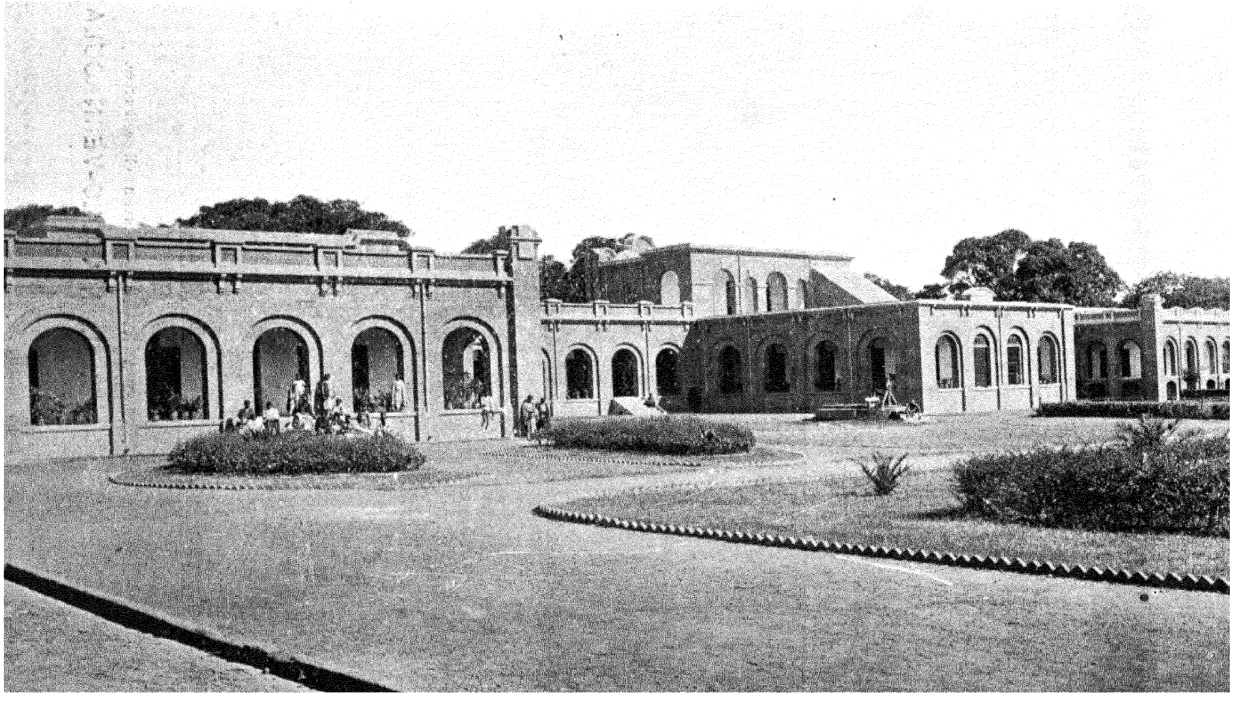


Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee.

R. C. M. ANGLO-VERNACULAR SCHOOL, NYAUNGLEBIN, BURMA.



ST. JOHN'S HIGH SCHOOL, RANCHI.



ST. JOHN'S HIGH SCHOOL, RANCHI.

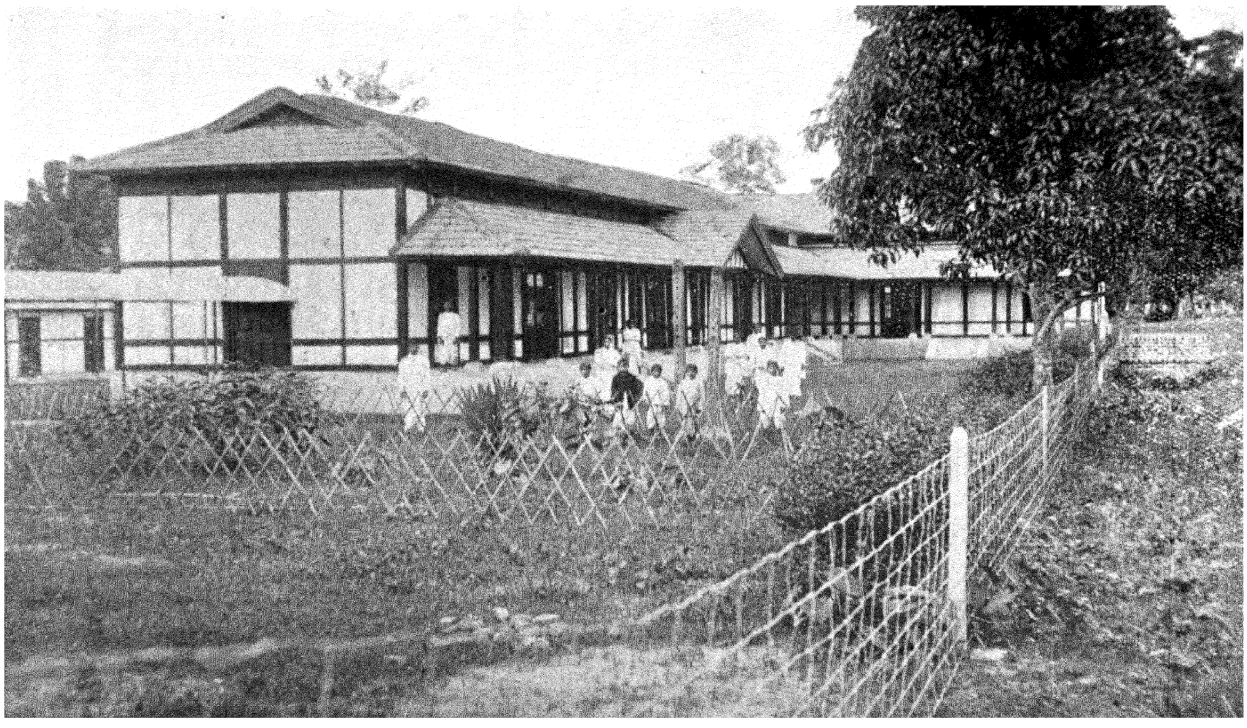


COTTON COLLEGIATE SCHOOL HOSTEL, GAUHATI, ASSAM.



Photo.-Mech. & Litho. Dept., Thomason College, Roorkee.

GOVERNMENT HIGH SCHOOL HOSTEL, SHILLONG.

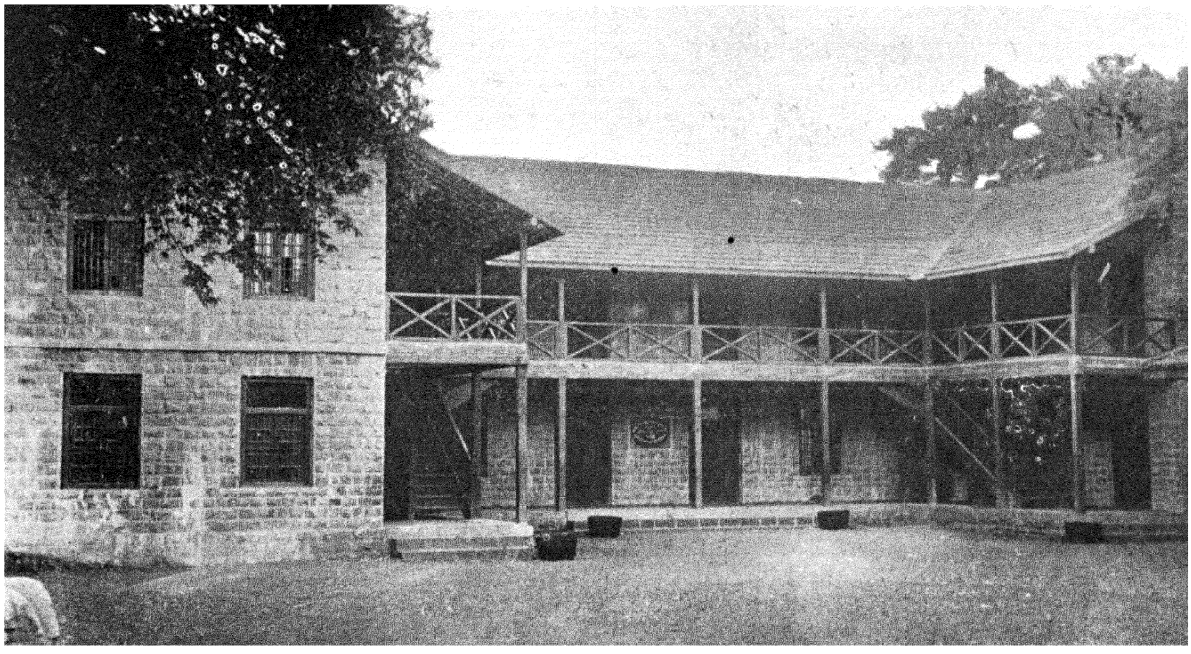


HIGH SCHOOL HOSTEL, JORHAT, ASSAM.



oto.-Mech. & Litho. Dept., Thomason College, Roorkee.

NATIONAL HIGH SCHOOL, PESHAWAR, N. W. F. P.



MUNICIPAL SCHOOL, BARSI, DISTRICT SHOLAPUR, BOMBAY.

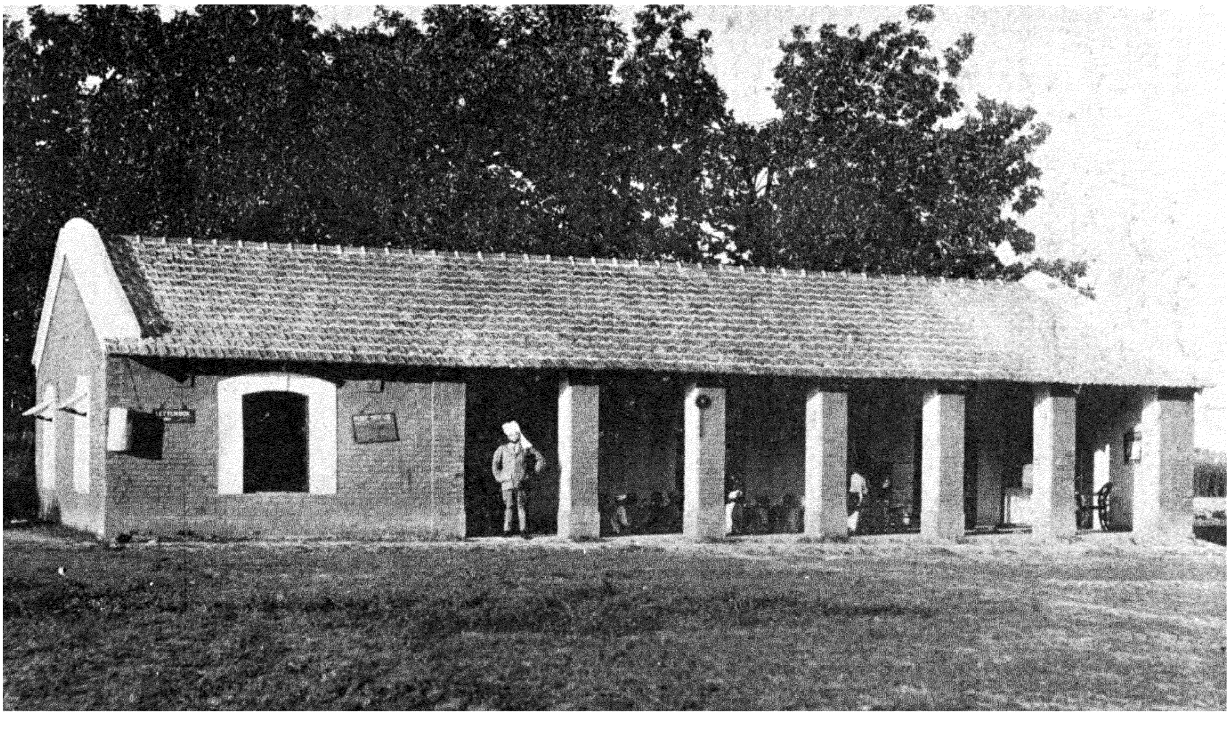
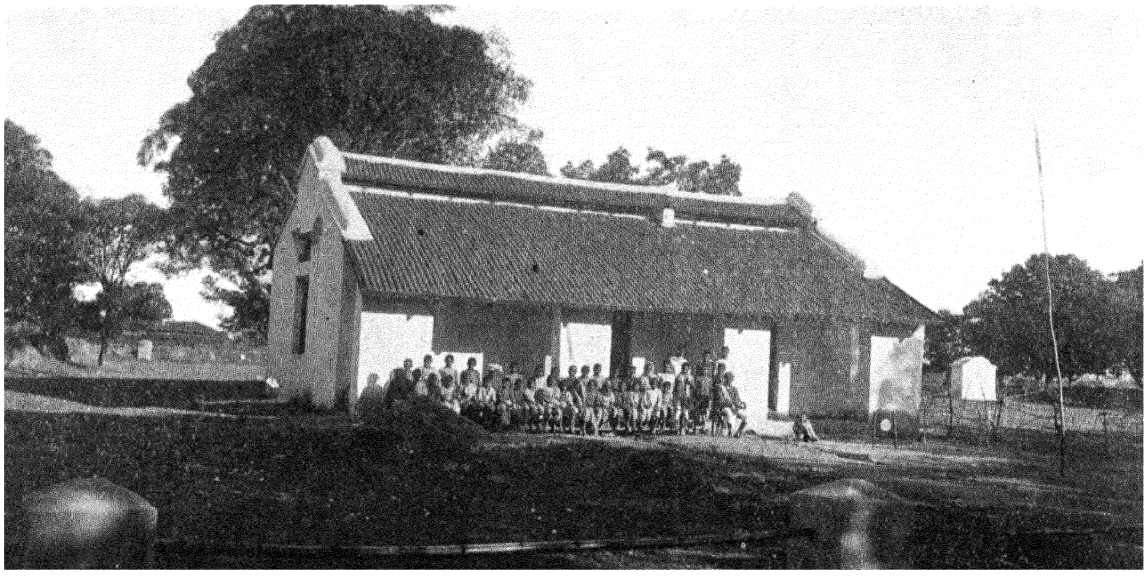


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CENTRAL PRIMARY SCHOOL, BEGUM SERAI, UNITED PROVINCES



BOARD LOWER PRIMARY SCHOOL, HATIA, RANCHI DISTRICT.

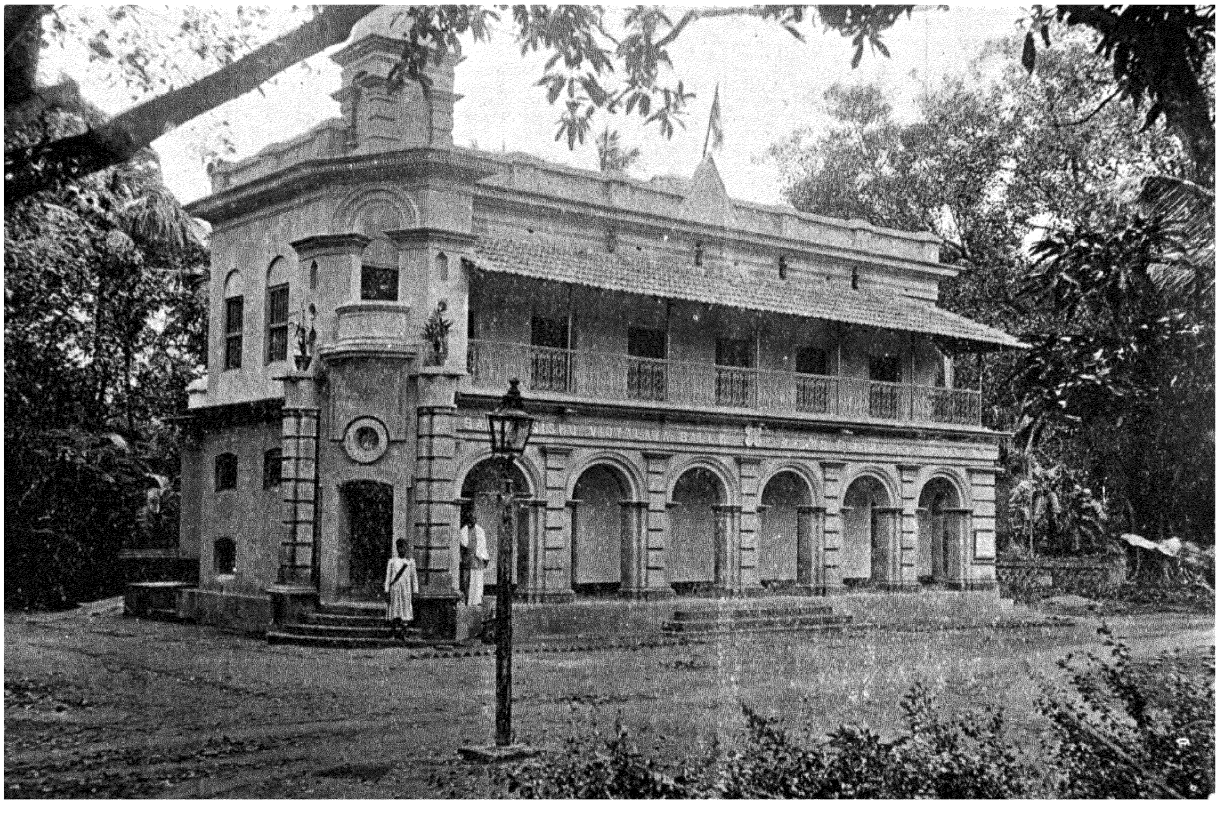


Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee.

BANGA SISU VIDYALAYA LOWER PRIMARY SCHOOL, BALLY, HOWRAH DISTRICT.

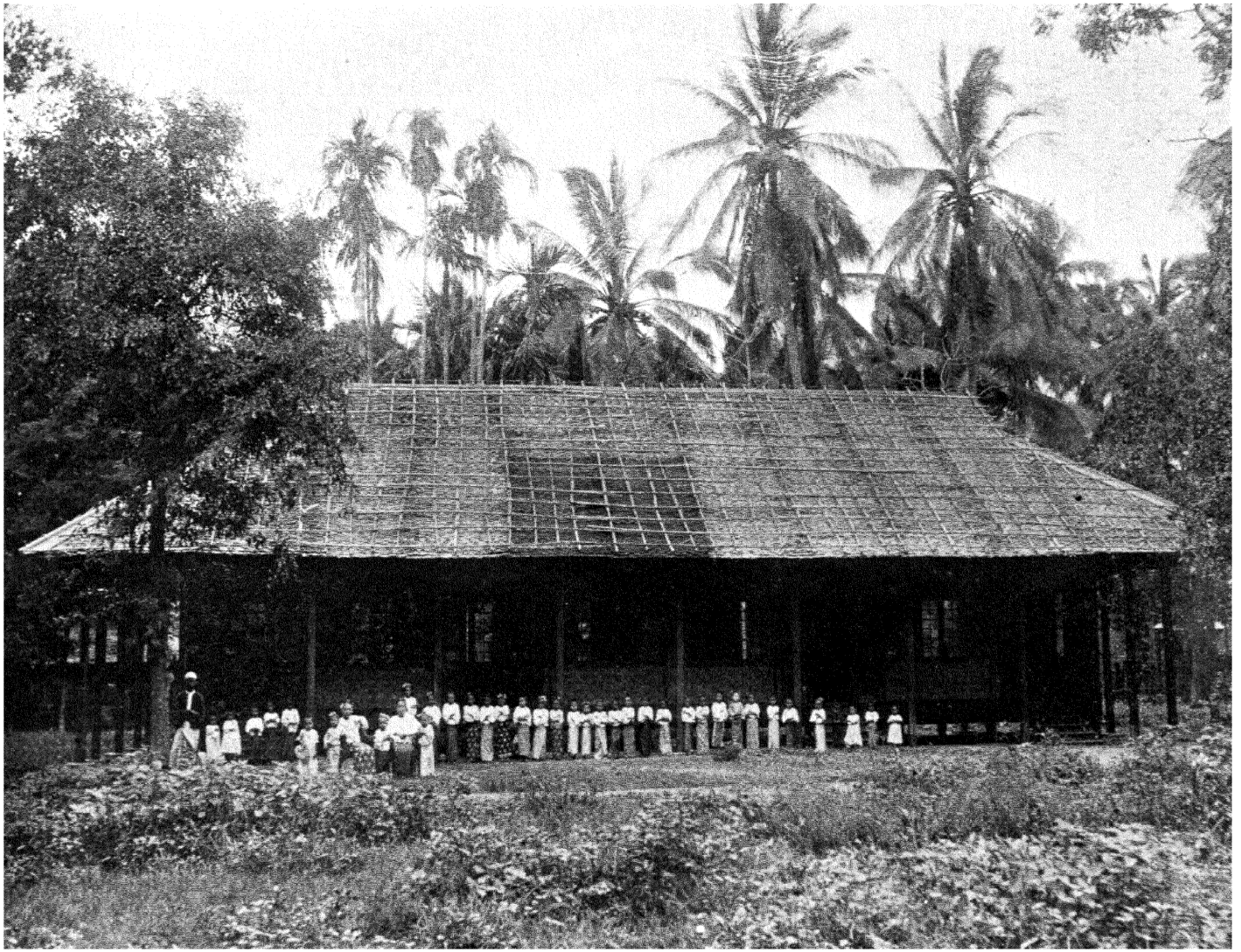


Photo.-Mechl. & Litho. Dept., Thomason Colleg[illegible]

GOVERNMENT VERNACULAR PRIMARY SCHOOL, PYINMANA, BURMA.



Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee

MAUNG PO NYAN'S SCHOOL, PEGU.

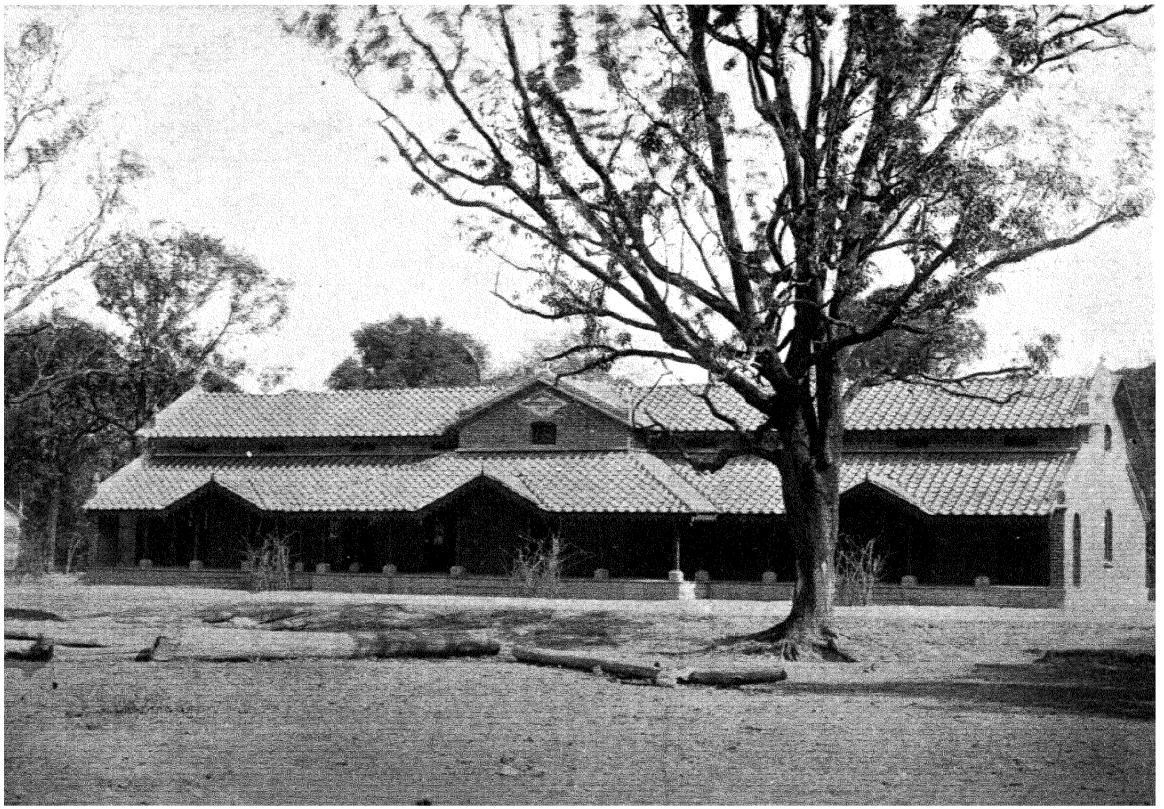


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JONES GANJ MUNICIPAL PRIMARY SCHOOL, JUBBULPORE.



DISTRICT COUNCIL PRIMARY SCHOOL, PARDEE, DISTRICT NAGPUR.

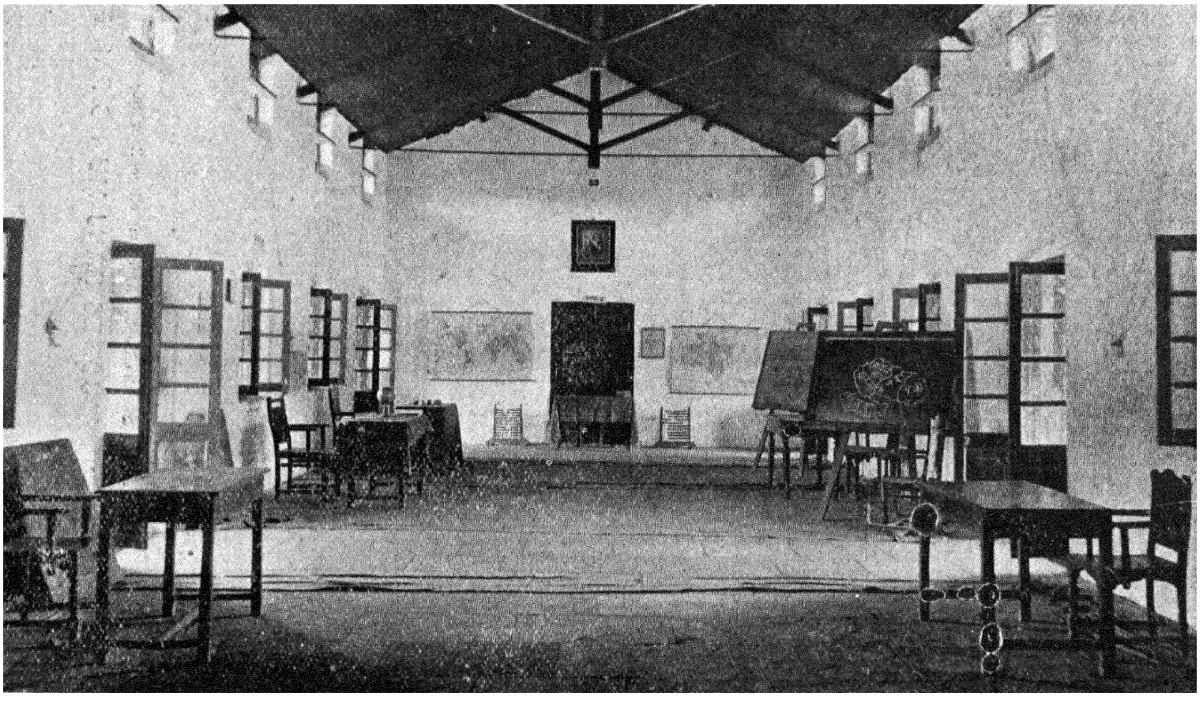
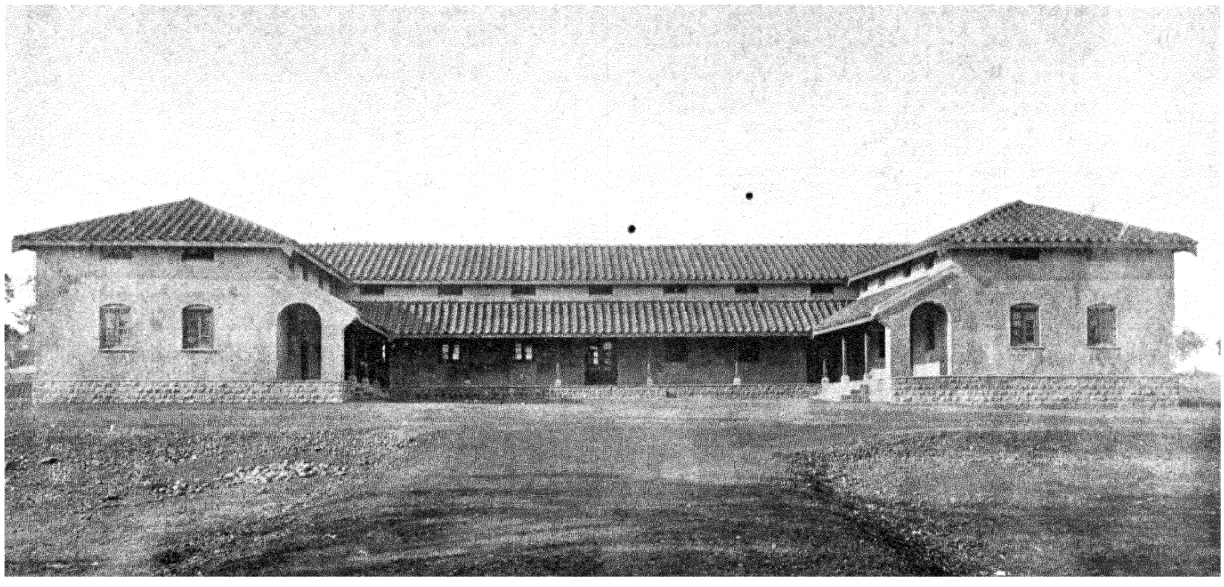


Photo.-Mech. & Litho. Dept., Thomason College, Roorkee.

MUNICIPAL PRIMARY SCHOOL, YEOTMAL, CENTRAL PROVINCES.

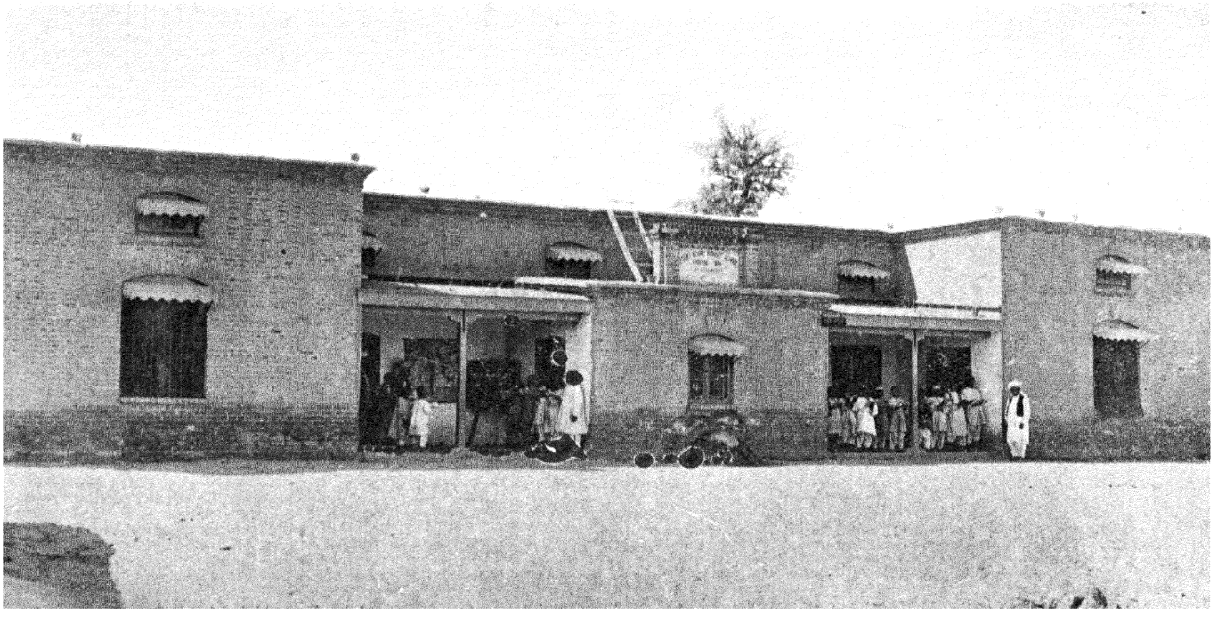


MUNICIPAL PRIMARY SCHOOL, YEOTMAL, CENTRAL PROVINCES.

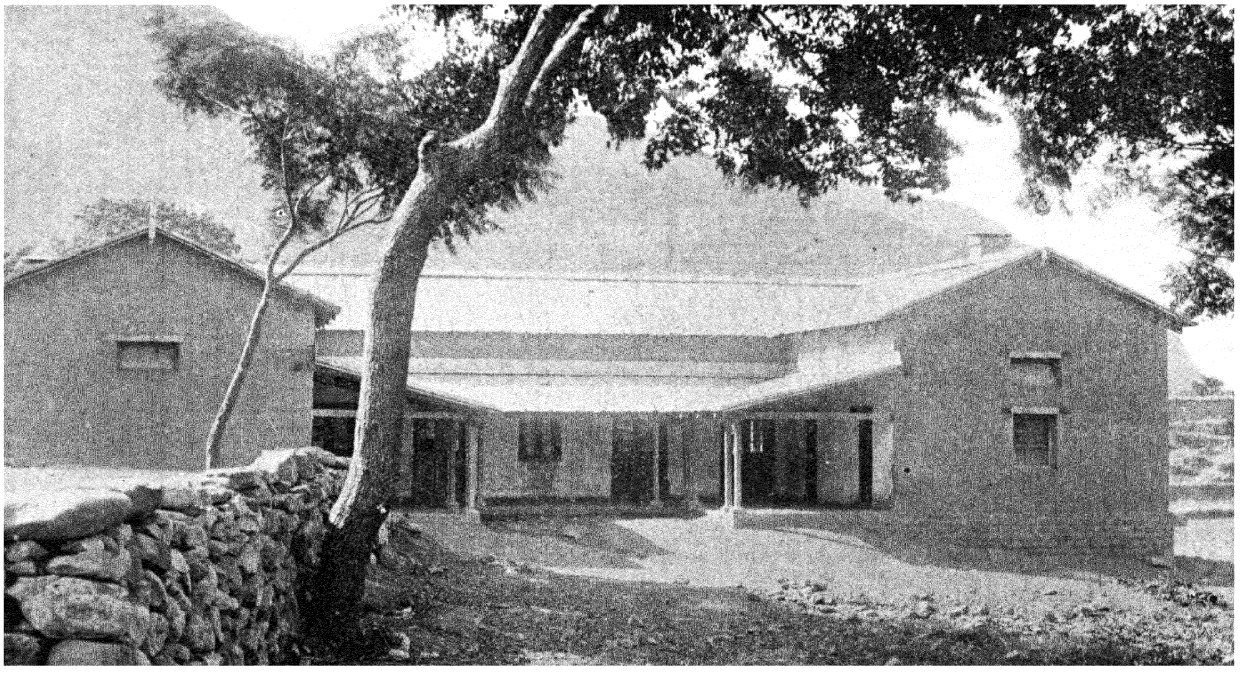


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ISLAMIA PRIMARY SCHOOL, DERA ISMAIL KHAN, N. W. F. P.



PARANG PRIMARY SCHOOL, NORTH-WEST FRONTIER PROVINCE.



Litho. Dept., Thomason College, Roorkee.

DHAMTAUR PRIMARY SCHOOL, NORTH-WEST FRONTIER PROVINCE.

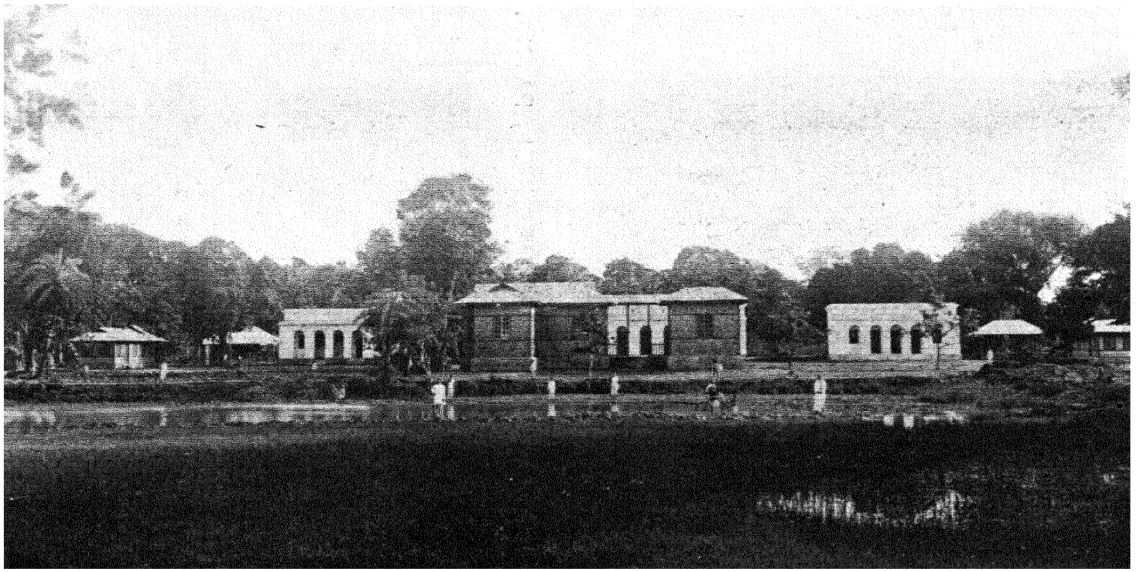
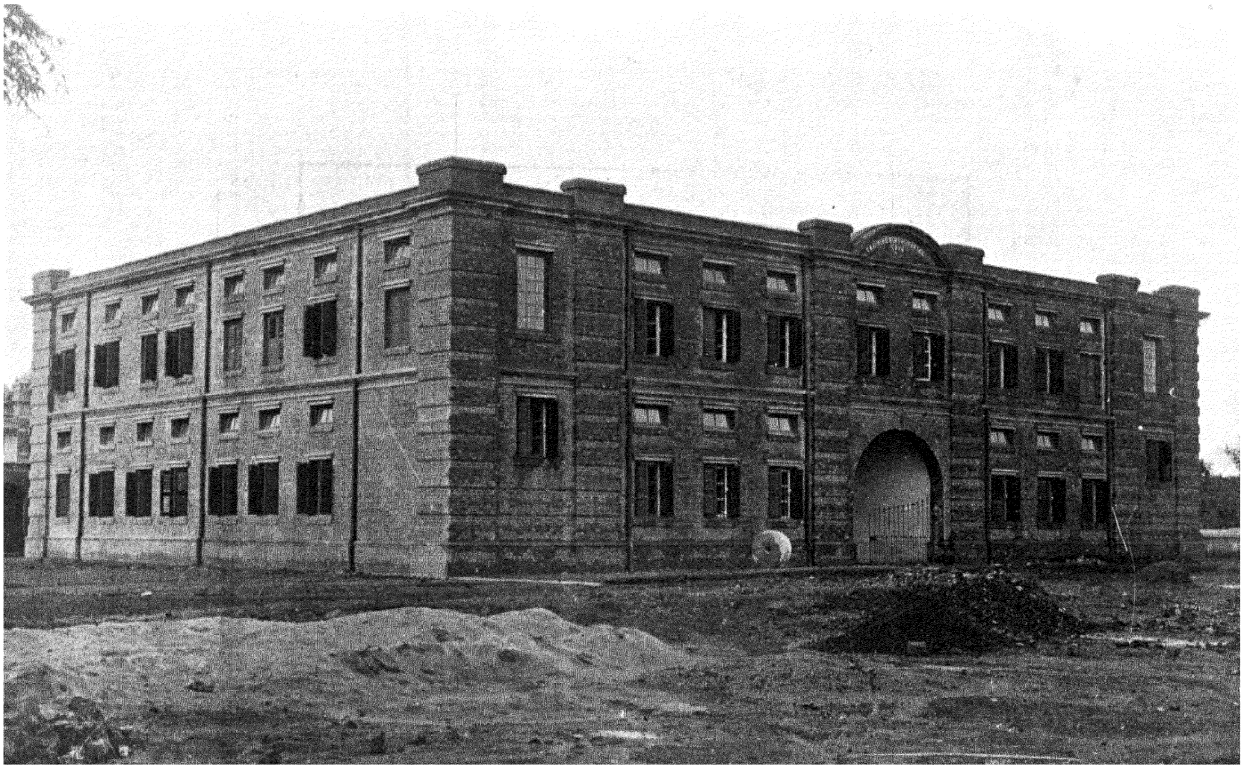


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KALIAJURI GURU TRAINING SCHOOL, COMILLA (TIPPERA), BENGAL.



HOSTEL, TRAINING SCHOOL, PATNA.

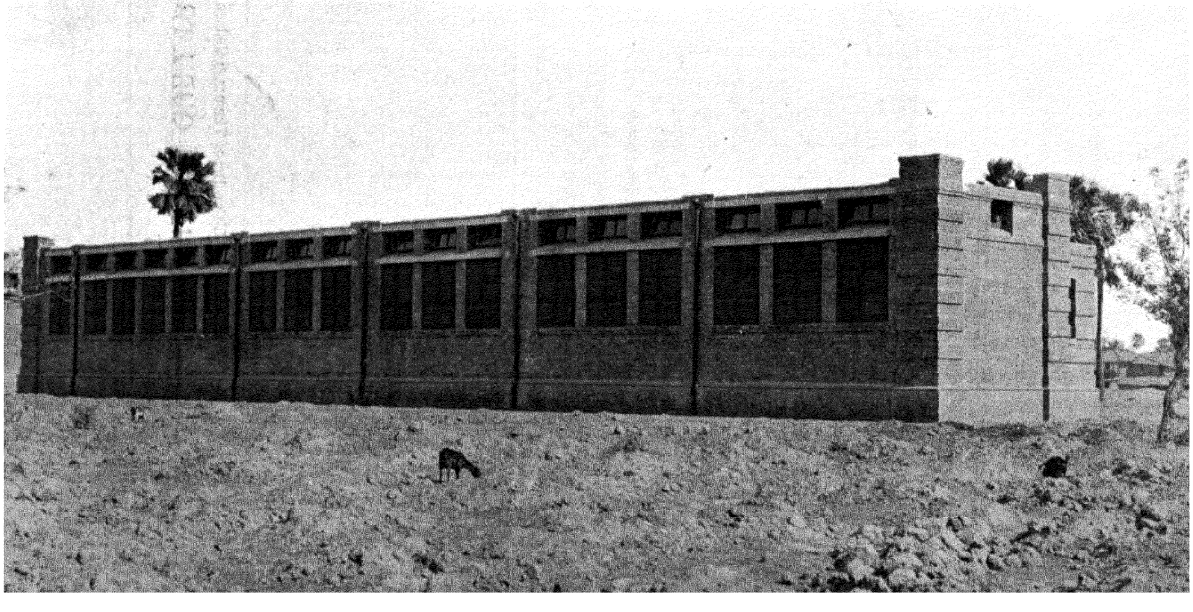
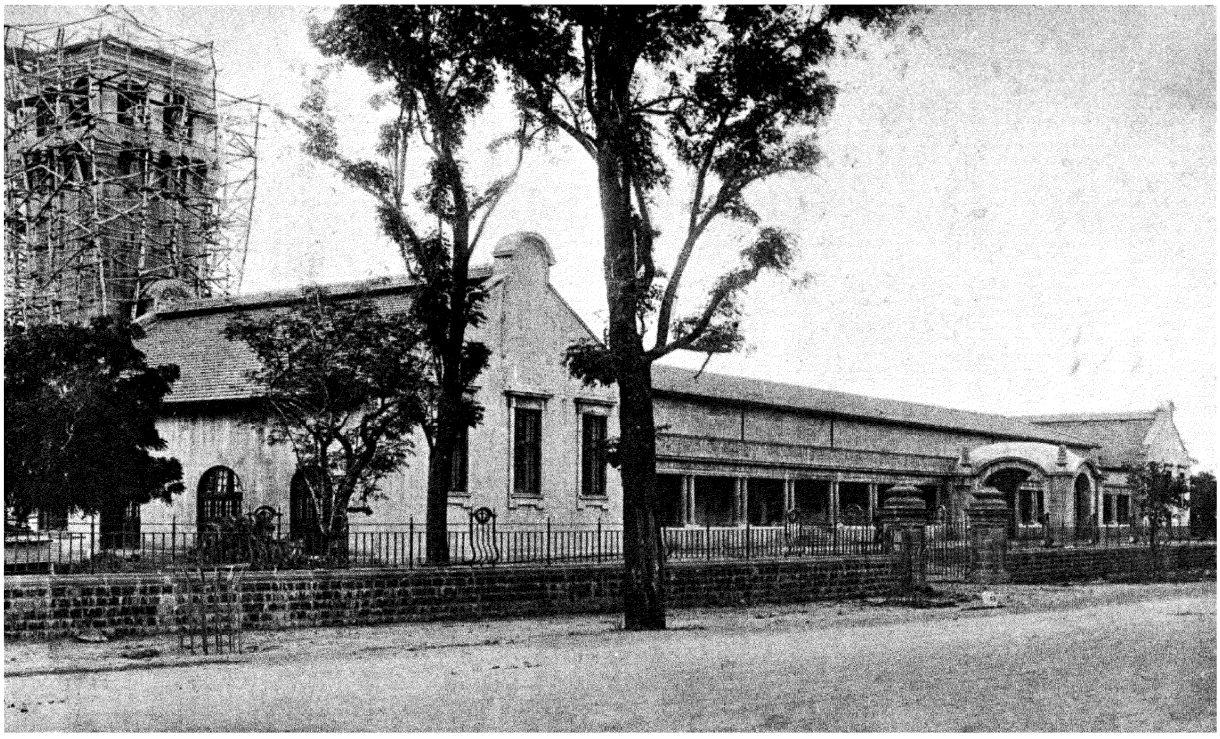


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MIDDLE VERNACULAR PRACTISING SCHOOL, PATNA.



ENGINEERING LABORATORY, COLLEGE OF ENGINEERING, POONA.

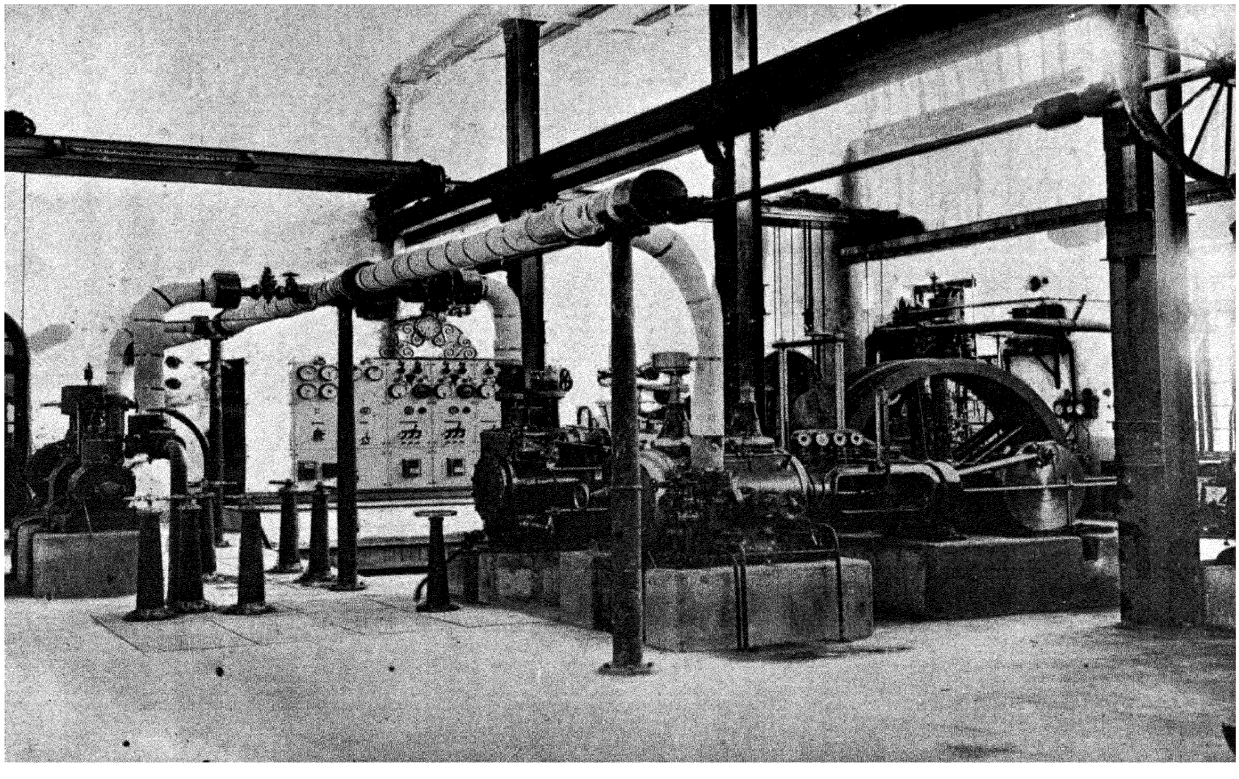


Photo.-Mech. & Litho. Dept., Thomason College, Roorkee.

ENGINEERING LABORATORY, COLLEGE OF ENGINEERING, POONA.

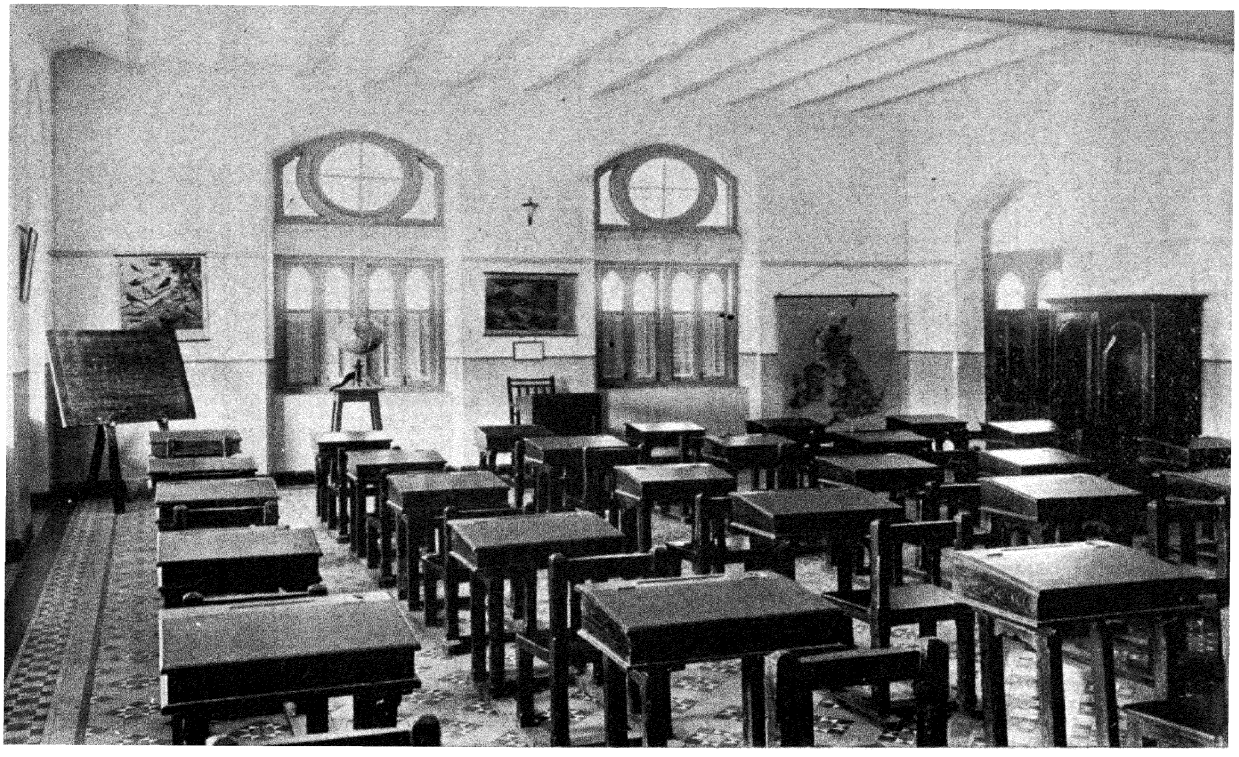


ST. JOSEPH'S CONVENT, BANDRA, BOMBAY.



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ST. JOSEPH'S CONVENT, BANDRA.

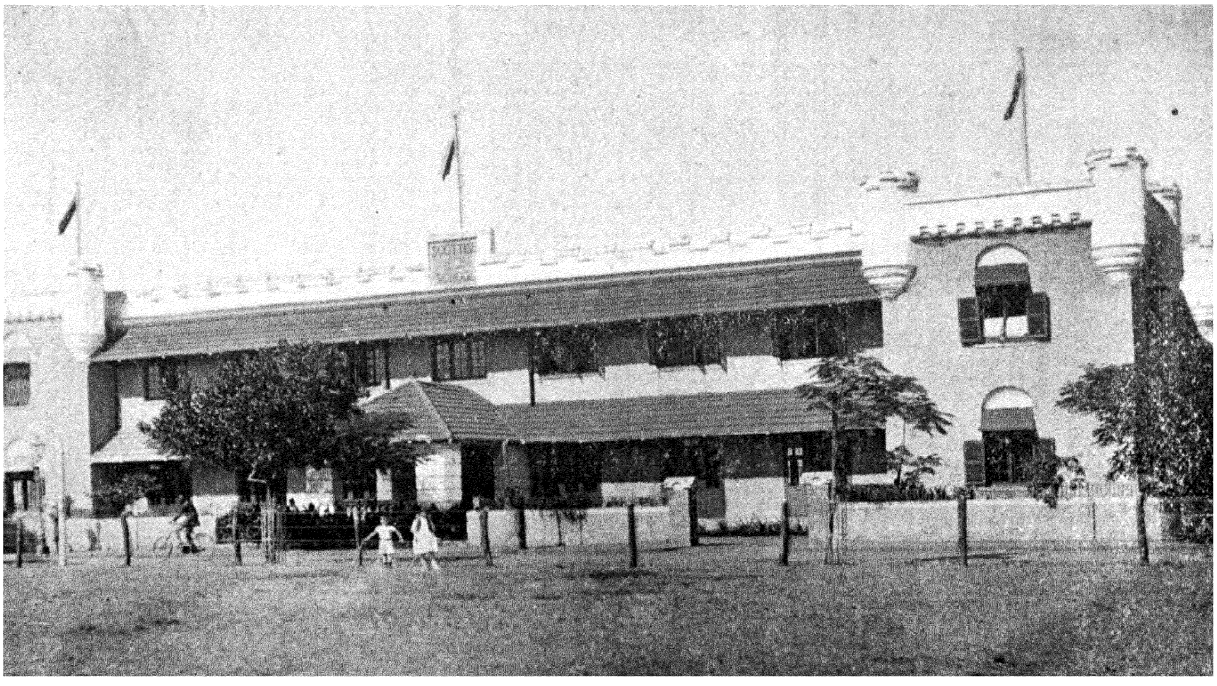


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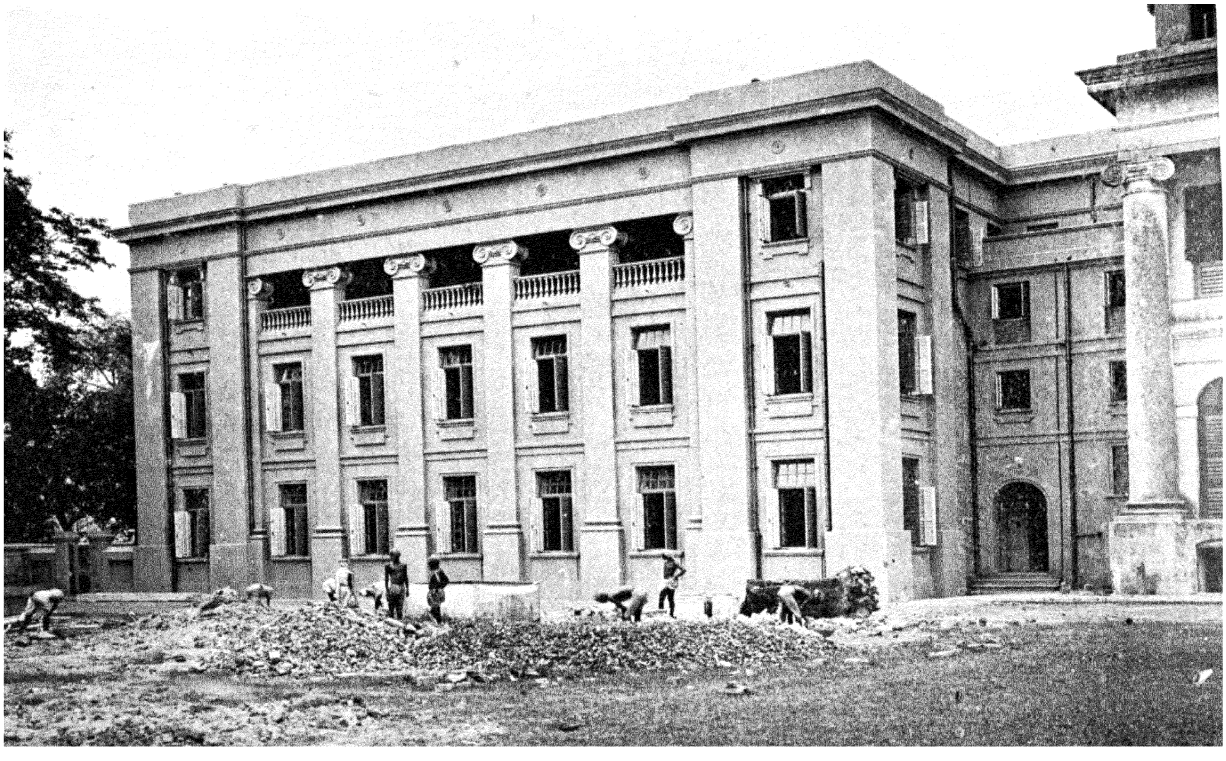


Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee.

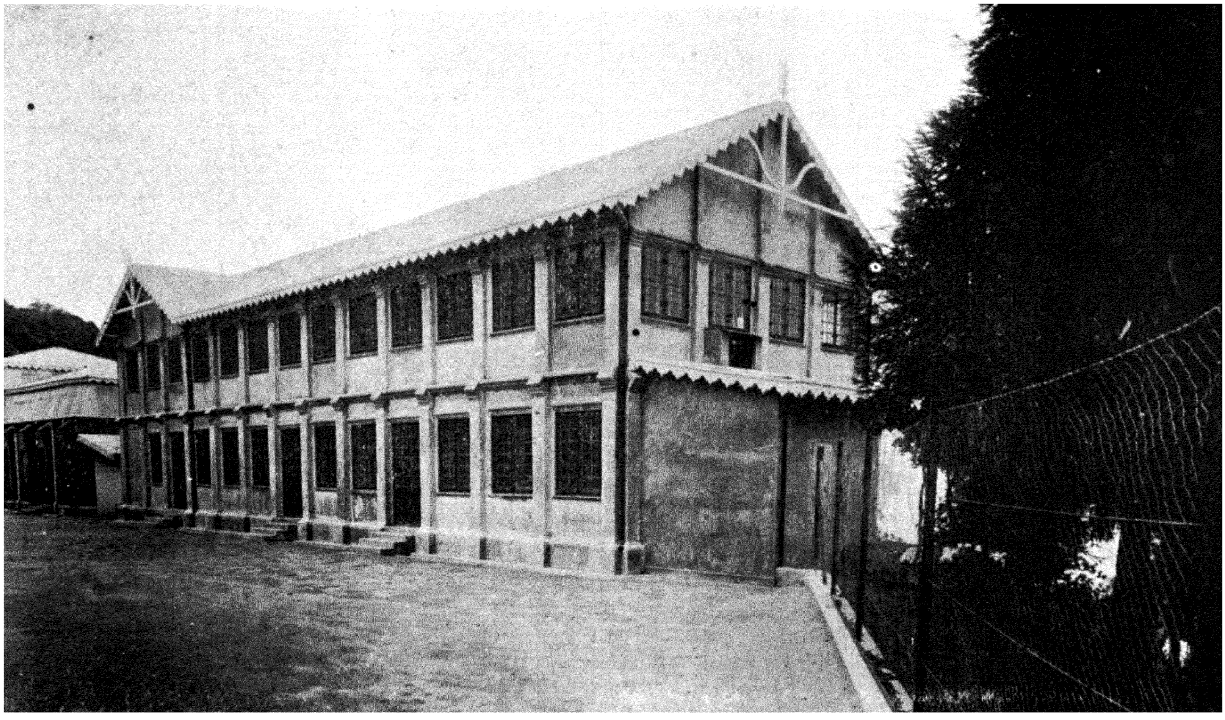
ST. JOSEPH'S CONVENT, BANDRA.



SCOTTISH HIGH SCHOOL, AGRIPADA, BOMBAY.



NEW EXTENSION ,LA MARTINIERE, CALCUTTA.



ST. JOSEPH'S COLLEGE LABORATORY, DARJEELING.

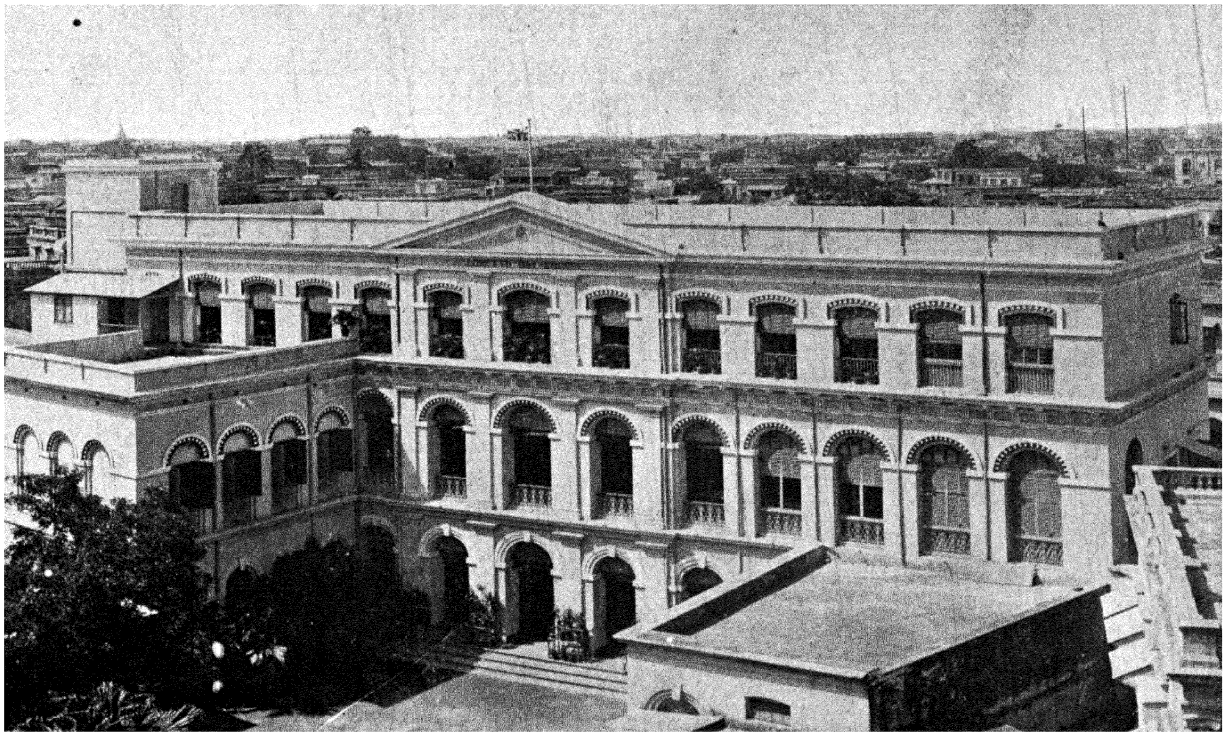
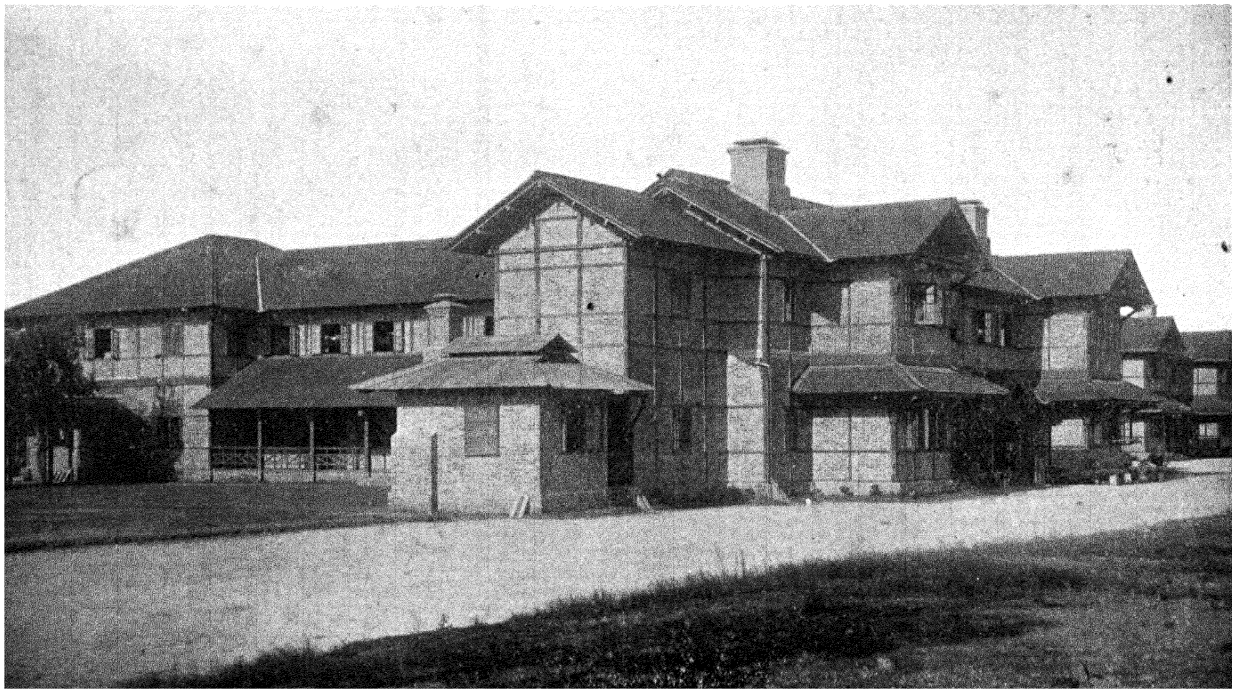


Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee.

LORETTO DAY SCHOOL, DHARAMTALLA, CALCUTTA.



HOSTEL, GOVERNMENT EUROPEAN HIGH SCHOOL, MAYMYO.

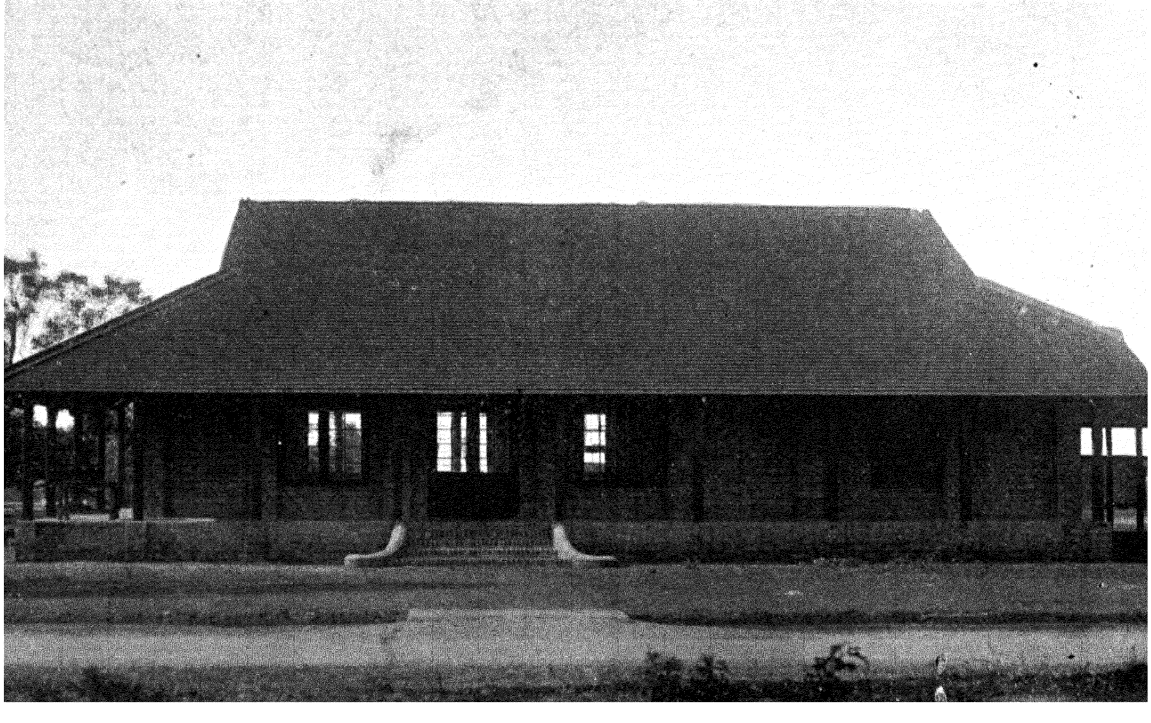


Photo.-Mechl. & Litho. Dept., Thomason College, Roorkee.

LABORATORY, GOVERNMENT EUROPEAN HIGH SCHOOL, MAYMYO.

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