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Introduction.

It has been felt that a brief annual narrative on educational progress in India will be a convenience to the growing number of those who are interested in the subject. This increase of interest and the more prominent place which education is rapidly assuming in the administrative problems of the country are sufficient excuse for the innovation. Hitherto it has been customary to place more important statistics and a short statement of noteworthy developments before the Imperial Legislative Council during the course of the debate on the budget. The time has now come for the publication of a narrative, which, while not pretending to be exhaustive, will serve to inform the reading public and to supplement the quinquennial reviews. The present report is based mainly upon the annual reports of the Directors of Public Instruction for 1913-14 and upon official correspondence.

Appended to the report are the general tables and some illustrations of new buildings completed during the year. These last are merely a selection from among many which have been erected, but will serve to give an idea of the activity which has prevailed.

INDIAN EDUCATION

IN

1913-14.

I.—Main features of the year.

1. The chief event in the history of Indian education during the past few years has been the allotment of large imperial grants. These may be recapitulated as follows :— *Imperial grants.*

	Non-recurring.	Recurring.
	R	R
1911	90,17,000	...
1912	65,00,000	60,00,000
1913	3,19,00,000	55,00,000
1914	...	9,00,000
TOTAL .	4,74,17,000	1,24,00,000
	£3,161,000	£826,000

The whole of the non-recurring grants was not made available during the year of allotment but was spread over periods of two or three years.

2. It is important to consider how far these grants have been expended. The table in the appendix shows, province by province, the amounts placed at the disposal of the provincial Governments over and above the expenditure in 1910-11, and the amounts expended. Inclusive of the unspent balances carried forward from previous years, the expenditure in 1913-14 might have been 850½ lakhs. The actual expenditure was only 550 lakhs. This presentment of the case is, however, misleading. In the first place, the large non-recurring grants given for education were not made available in their entirety in any one year, but were spread over two or three years. Thus, the large non-recurring allotment of R3,19,00,000 given in 1913-14 was to be made available over a period of three years. Hence, even supposing that full expenditure was possible in all provinces, the sum spent could not have exceeded about 650 lakhs (*i.e.*, some 200 lakhs less than the figure 850 lakhs given in the appendix), because approximately one-third only of the allotment was placed at the disposal of Local Governments. Secondly, certain sums were given for specific schemes which have not yet matured. Such sums are necessarily carried forward year by year in the provincial balances. *Their expenditure.*

Hence the total unspent balance at the close of 1913-14 was 300 lakhs, but that from budget allotments only 100 lakhs. The figures in the appendix

will correct themselves in the course of time as the full grants come to be included in the provincial budgets—though new distributions will be apt again to disturb the figures. The value of the appendix is that it permits of a ready comprehension of the general financial position with reference to both present and future additions to budgets arising from grants already made, and shows the balance for educational purposes which would ordinarily be available for any Local Government during the next few years. But it does not at present convey a correct idea of the position in any single year or of the balance available in the year immediately succeeding. This defect may be rectified (as has been roughly done above) by adding in annually, not the total amount allotted to education, but the amount of it annually made available for budgets. It was not possible to prepare the table in this way during the past year. Efforts to do so will be made in future.

Notwithstanding the circumstances just described, which make the unspent balance appear larger than it really is, the fact that the expenditure was something less than 100 lakhs below what it might have been is disappointing. The machinery in some provinces and administrations urgently needs strengthening. It is to be remembered that in 1910-11 the expenditure on education from public funds amounted only to 370½ lakhs. In 1913-14 the same source contributed over 550 lakhs towards the total disbursements on education. This increase in expenditure must have thrown a considerable strain upon the organisations directly concerned with the carrying through of schemes. In a complicated system of Government many wheels combine to the execution of any single project. The inability of one wheel impairs the action of all the rest.

That which it is necessary to guard against is the occurrence of any unnecessary delay in putting schemes into operation and the possible withdrawal to other objects of sums previously devoted to education. It is useless to replenish a granary if the lower sacks are pulled out while new ones are piled upon the top.

Boards and education.

There are some adverse comments on the expenditure of local bodies. The Madras report says that nearly 15 lakhs was given by government to boards and municipalities for their schools, whereas these authorities spent on them altogether 23 lakhs—a sum which the Director thinks does not compare favourably with the large subsidy. The Punjab report is still more emphatic; and in the resolution the Lieutenant-Governor regrets that many municipalities show no sign of increasing interest and realisation of their responsibility in the matter of education, and especially of primary education. "There are still," proceeds the resolution, "several instances of municipal schools being run at a profit, and it appears that in many cases a grant from government is not followed by increased educational expenditure, but is simply utilized to set free for non-educational purposes the sums hitherto spent on education by the committee. So long as this apathetic attitude is maintained, as the Director points out, educational grants to municipalities cannot achieve their object, and where such cases are brought to his notice the Director should have no hesitation in recommending the withdrawal of all or part of the government grant." The Assam report brings to notice the action of a certain local board which closed some forty of its schools, thus involving a reduction, at a time when the board's educa-

tional allotments from the government were being largely increased, of no fewer than 801 children in the higher classes of vernacular schools in the sub-division. "It is useless," writes the Director, "to comment on the local understanding, so disclosed, of the principles of self-government. To what exigency the board thought it proper to sacrifice the education of the ryot I do not know; but action has been taken to secure that it shall be prevented in future from any such flagrancy of re-action."

General expenditure.

3. It will be convenient to add here that the total expenditure from all sources on education has amounted to ₹10,02,23,877 (£6,681,591-16-0) against ₹7,85,92,605 (£5,239,507) in 1911-12 and ₹9,06,13,595 (£6,040,906-6-8) in 1912-13.

General principles.

4. We have next to consider the objects for which the imperial grants were specially provided. In their resolution of the 21st February 1913, in which were laid down the guiding principles for educational policy and for the spending of these grants, the Government of India first of all emphasised certain points in respect of which the system in India, often criticised as bookish and unpractical, is thought to have failed or to have been reared on too narrow a basis. Formation of character was to be the main objective. The question of religious instruction presents difficulties, but the tendency has been to develop the intellectual at the expense of the moral and religious faculties. Accommodation in properly supervised hostels, attention to hygiene, the introduction of modern sides and practical instruction, the avoidance of cram by more rational systems of examination—these were among the more important reforms inculcated. In the different departments into which education falls, attention was called to the following matters. The number of universities was to be enlarged, teaching and residential universities were to be established, research was to be stimulated, the pay of teachers in secondary and primary schools was to be improved, and training facilities were to be increased. Larger grants were recommended for secondary aided schools. There was to be expansion of primary schools, mainly under board management. Technical and industrial education was to be developed along the most natural and fruitful lines. Oriental studies were to be encouraged. A more suitable scheme of education was to be provided for girls and imparted more fully through female agency. Muhammadan education was specially treated in a subsequent circular. The superior inspecting staff was to be strengthened. The aim of these pages is mainly to show what progress has been made towards the attainment of these objects. Some points will be dealt with in the sections to which they belong. The more general may be disposed of at once.

Moral and religious instruction.

5. As regards moral education, the Bombay Presidency has had the advantage of a visit from Mr. F. J. Gould, with whose recommendations the Government have generally concurred and have appointed a consultative committee to foster the growth of the movement. The report, however, does not appear to take an optimistic view of the subject and quotes the remark of one of the deputy inspectors that "the ill discipline in the homes of children will counterbalance any amount of instruction, or personal good examples in morals, received at school." "Thus," says the Director, "one set of people tell us that moral training is entirely an affair of the home and that it is un-

necessary for the school to meddle with it; while another set tell us that it is useless for the school to meddle with it, since any good done will be counteracted by the home." On the other hand, he emphasises the importance of boys' co-operative societies, of which a considerable number seem to exist, and other practical indirect methods of forming character. The teaching of morals has been continued in Burma. In government schools the instructor is a member of the staff; but a number of priests pay regular visits and deliver discourses—though in some cases their help is withheld because the customary offering is not forthcoming. Here again it is pointed out that home influence is the main factor and that " Burman parents do not realise their duties either towards the children or towards the school." The Punjab report strikes another note and emphasises the personal example of the teacher, which is often lacking because the narrowness of choice precludes selection. " A growing restlessness and disregard for authority, manifested by strikes and a tendency to change from school to school if promotion is refused or punishment inflicted," is attributed to the dearth of strong headmasters and weakness on the part of subordinates.

The committees which have met in the provinces for the discussion of moral and religious training differ in their opinions as to the efficacy and possibility of the latter. Some provinces have not yet reported. In other provinces there is the feeling that something must be done. Meantime the experiment continues in the United Provinces, where " religious education is imparted in all mission schools and in some government and aided schools " and where " opinions differ as to its results," and in Burma, where the school staff do what is possible with the aid of *pôngyis*. A subsidiary product is the breaking down of the barrier that existed between the lay school and the priest. In some of the government high schools, however, religious instruction either has not been attempted or has been abandoned because of the apathy of parents.

It is clear that the home and the teacher are of vital importance in this question. As improvements are made in the staff, the forces of indirect moral training will be brought to bear, and direct teaching will become of greater effect. The attitude of the parent is beyond the scope of administrative measures. School gatherings and periodical reports on pupils are measures which have been adopted and which may have effect. The materials are not yet available for any definite pronouncement on religious education.

Hostels. 6. In the last two years the number of hostels has risen by over a thousand and that of their inmates by 22,224. There are now 3,879 hostels with 129,607 boarders. Reports say little as to their effect and the method of their supervision.

School hygiene. 7. The Government of India allotted ₹25,00,000 non-recurring and invited Local Governments to call committees and frame schemes for school and college hygiene and the physical welfare of pupils. The following reforms have been carried through. In *Madras* particular attention has been paid to physical training, and a post of instructor in this subject has been created for European schools. The Government of *Bombay* framed a scheme for medical inspection of school children. Five school doctors are to be appointed to examine boys in secondary schools when the financial situation admits of the expenditure involved. The scheme has

been sanctioned. Meanwhile, medical inspection has already been initiated in some schools. Weighing machines and eye charts have been provided in government institutions. It is satisfactory to find an unaided private school making a record of weights and measurements and furnishing parents with reports by a qualified dentist on the state of the boys' teeth. The Parsis show themselves specially careful regarding their children's health, and it is reported that they employ an honorary staff of thirty-five doctors including eight ladies for the medical examination of those who are in schools in Bombay city and that advice cards have been sent to parents in the case of 1,265 children. A class was held in Poona for the training of teachers in physical exercises, and a book was under preparation. Government is also utilising the education department in the campaign against tuberculosis by imparting lessons on hygiene and making liberal grants to any municipality desirous of establishing open air schools. Considerable strides are being made in this Presidency in the matter of school hygiene; and the Government is making use of the St. John Ambulance Association in carrying out its schemes. The committee assembled in *Bengal* to consider the subject has not yet reported. But some action has been taken. Three lecturers toured the province, delivering lectures on sanitation, illustrated by lantern slides, with special reference to the prevention and cure of malaria. A grant is given to the Young Men's Christian Association towards the salary of a physical director, whose services are utilised by the education department. The Government of *Bihar and Orissa* also utilised his services for the training of drill masters, and purchased several play-grounds and erected gymnasia at government high schools. Schemes have been received from *Burma* and *Assam*. In the *Central Provinces* ample provision has been made for playing grounds for all secondary schools. In the *North-West Frontier Province* two specially trained sub-assistant surgeons have for the present been appointed to undertake the inspection of boys in anglo-vernacular schools of two districts, their attention being specially directed to the eyesight of pupils and to the examination of buildings from a sanitary point of view. A special class has also been opened for instruction in hygiene of selected teachers of anglo-vernacular schools and a simple hygiene course has been included in the curriculum of the normal school for vernacular teachers.

8. The introduction of manual training is, quite apart from the cost, no easy matter in India. Nevertheless progress has been made. In Madras, two appointments of instructors in manual training have been created. In Bengal (where it is thought that its introduction " would go far to counteract some of the worst defects of secondary schools for Bengali boys ") it is hoped to select a few schools in each division for the introduction of instruction in woodwork. A class was held during the year for instructing the teachers of European schools in this subject. The teaching of manual training at the Allahabad Training College has been successful, and the report speaks of the creation of a new manual training block at one of the government high schools—from which it may be gathered that the subject has gained root in those institutions. Slöjd has been introduced in thirty-three Burmese schools, and nearly 2,000 pupils were trained in this form of work. *Manual training.*

Excursions.

The Bombay report indicates the large use which has been made of excursions for pupils and teachers under training to places of interest.

School-leaving certificate.

9. As regards tests, in Madras 4,860 secondary school-leaving certificates were completed during the year. The number of candidates at the school-leaving certificate examination in the United Provinces has risen to 1,631. The requirements for recognition of schools for this examination are more exacting than those for the matriculation; principals of colleges find that students who have passed the former have a better working knowledge of English. The number of those taking the high school final examination in Burma, though still small, is rising.

Qualifications of teachers.

10. The chief defect in education in India still remains the slender qualifications of the teacher. Last year it was found that 62,675 teachers were trained out of a total of 229,140. This year the corresponding figures are 67,494 and 242,544. The percentage of those trained has thus risen from 27 to 28. Larger facilities are counterbalanced by heavier demands. The proportion of those trained among elementary and secondary teachers is now as follows :—

	Per cent.
Elementary teachers	24
Secondary teachers	32
Teachers in European schools	52

Strictly, the classification is of vernacular and of anglo-vernacular and classical teachers. These, however, answer roughly to elementary and secondary teachers. It is noteworthy that among the latter (in schools for Indians) only 6,762 possess degrees out of a total of 100,887.

Among recent developments in training may be mentioned the opening at Dacca of a nature-study class for vernacular teachers; the framing of a scheme for placing the *guru*-training schools of Bengal on an improved footing along the lines previously adopted in Eastern Bengal; the provision of special courses at the Allahabad Training College; the opening of a number of special elementary classes in Burma; and, in several provinces, a satisfactory increase of the numbers reading in middle vernacular schools, from which the material for vernacular teachers is largely drawn.

Salaries of teachers.

11. No efforts to increase the facilities for training, however, are likely to be effective unless backed up by such improvement in pay and prospects as will induce the right type of person to submit to training and to adopt teaching as a profession. The record of reform in this direction is the most important feature of the year. In *Madras* allowances have been added to the pay of trained and approved teachers of elementary schools under public management whose pay is less than ₹10 a month so as to raise their salary to ₹10, the grant of capitation allowances has been extended to trained teachers in schools containing standards higher than the third and an extension has been granted of the concession regarding pupils of backward classes. The scale of teaching grants to aided elementary schools has been modified so as to encourage the employment of trained teachers. Instead of a uniform rate of ₹36 a year for each teacher, the scale is now ₹48 or ₹42 for trained teachers of the higher and lower grade respectively, and is retained at ₹36

for untrained teachers. The rates of stipendiary grants for masters and mistresses of the secondary grade have been raised from ₹6 to ₹8 a month to ₹8 and ₹10. In secondary schools, more than 1½ lakh was distributed by way of grants and subsidies to improve the salaries of teachers. In the secondary schools of *Bombay* a scheme has been framed for fixing initial pay of graduate assistant teachers at ₹50 a month; supplementary grants have improved the pay of the teachers in aided schools, "but it cannot be said that the quality of the teachers has shown much improvement." A sum of 1½ lakh was given for the raising of the pay of trained teachers of primary schools; the total which has been given for this object now amounts to ₹6,33,690 recurring, exclusive of a further allotment for women teachers. A definite scale of staff has been kept in view in aiding secondary schools in *Bengal* and some improvement was effected by means of the imperial grant for aided schools. The salaries of trained elementary teachers were raised by ₹3 and those of untrained teachers by ₹1. The fact that this modest reform cost nearly 4½ lakhs during the year indicates the scale of operations and the costliness of even the most necessary reforms in this Presidency, where the average cost of a boys' lower primary school is still less than ₹102 a year. The elaborate scheme for reorganising secondary education in the *United Provinces*, including the improvement of the pay of the staff, was described in the sixth quinquennial review. The question of pay in primary schools has been dealt with by the committee which recently reported on the whole subject of elementary education. In the *Punjab*, a scheme for improving the pay in secondary schools had been previously sanctioned; we read that the increase "is helping to popularise the profession." The revised rates of aid have assisted managers in offering fairly adequate salaries to teachers in aided schools. As for primary teachers, "the minimum rates of ₹12 per mensem for an assistant and ₹15 for a head teacher are everywhere in force (in the Multan division the maximum pay is ₹30); progressive pay and personal allowances have been introduced in some districts; postal allowances of varying amounts are paid in many cases, and teachers are given the benefit of provident funds. As a result the teacher's calling has become popular, and there is no lack of candidates for admission to the normal schools and training classes." Particulars are not given in the report from *Burma;* but improvement is shown by the fact that the annual cost of a secondary school has increased by ₹631 and that of a primary school by ₹15. The Government of *Bihar and Orissa* have made a good beginning in the abolition of the unsatisfactory lower subordinate service, while elementary teachers have derived solid benefit from the imperial grants. In the *Central Provinces* the minimum salary of graduate teachers has been raised to ₹60, regular promotion on a time-scale secured, and a generous supply of special posts on higher pay for selected men provided. The minimum pay of under-graduate teachers has been raised to ₹40 and corresponding improvement has been made in higher grades. A pension scheme has been brought into force for primary teachers in district council schools on ₹11 and upwards and the pay of all certificated teachers has been raised to the pensionary level. The fixed pay (apart from capitation) of teachers in lower primary schools in *Assam* was raised from a minimum of ₹3 to a minimum of ₹8, and a number of schools were established upon a regular

scale of pay in which the three teachers draw ₹20, ₹12, and ₹10 respectively. The introduction of a uniform system of provident funds for District Board teachers was effected in the *North-West Frontier Province.*

Provident funds.

12. The establishment of these provident or pensionary schemes was a feature of the year in some provinces and a further extension of the system is desirable in order to secure a contented and permanent body of teachers. It is important that some provision for old age should be made in the case not only of government and board servants but also of the great mass of those employed in privately managed institutions. The Government of India have long had under consideration a scheme of general application and a small committee examined the question during the year. The large scale on which any such scheme must be framed, the variety of conditions to be provided for and financial considerations have hitherto prevented the maturing of this proposal. Nor is the proposal unanimously supported by Local Governments. In the meantime, local schemes have to some extent taken shape. The provisions described at page 124 of the sixth quinquennial review apply mainly to board or municipal teachers; so do those mentioned above as now existing in the Punjab and the Central Provinces. In Madras some of the managers of aided schools have instituted their own provident funds: and, where the rules are approved by government, expenditure on this object is admitted in calculating grants. Provident funds in secondary schools of the Punjab are also becoming more common. A portion of the grant made to the Central Provinces for aided anglo-vernacular schools has been set apart for starting a provident fund for their teachers; a scheme has been framed which has met with the general approval of the managers.

13. As regards the increase of pupils, it was shown in the last quinquennial review that the number under instruction was 6,780,721. At the end of 1912-13, it was 7,160,944. At the end of 1913-14, it stands at 7,518,147. Hence, in the past two years, there has been an increase of 737,426 pupils, the increase in the second of those years over the first being 357,203. The percentage of those at school upon those of a school-going age is now 19·6, against 17·7 in 1911-12, and 18·7 in 1912-13. That on the total population is 3·0 against 2·7 and 2·8 in those same years.

The following table gives the figures province by province :—

Province.	Pupils at school. (Figures in thousands.)		Percentage of increase.	Percentage of the school-going population at school.
	1912-13.	1913-14.		
Madras	1,362	1,470	7·9	23·7
Bombay	988	1,029	4·2	25·3
Bengal	1,719	1,748	1·7	25·6
United Provinces	788	819	4·0	11·6
Punjab	411	440	7·2	14·7
Burma	460	505	9·9	27·8
Bihar and Orissa	847	862	1·7	15·6
Central Provinces	335	365	8·9	15·6
Assam	194	215	10·7	20·3
North-West Frontier Province	39	44	15·5	13·5
Coorg	7	8	6·5	21·0
Delhi	11	13	14·7	21·7
TOTAL	7,161	7,518	5·0	19·6

Burma, with its established system of monastic education, shows the largest results; and the figures are undoubtedly an underestimate in that province.* The increases in the North-West Frontier Province and in Delhi are remarkable. In regarding totals and percentages of education in India, it has always to be remembered that the female portion of the population contributes but a small fraction. The total of boys under instruction is 6,415,905, being 32·8 per cent. of boys of a school-going age, that of girls is 1,102,242, or 5·9 per cent.

The increase in the number of those who frequent colleges and secondary schools continues to out-run the increase of accommodation. It amounts to 8·2 per cent. upon the figures of students in those institutions last year. The increase of those who read in primary schools has amounted to 4·8 per cent. Strenuous efforts are being made to cope with the numbers. In the United Provinces alone grants for new school buildings or additional class-rooms aggregating over 4½ lakhs have been made to aided schools. One could wish that those in technical and industrial institutions would show a like rate of increase.

It is noteworthy that the number of girls at school has risen by 95,606—an increase which is probably without parallel in India and is certainly larger than in any one of the past five years. Muhammadan pupils have increased in number by 74,395 or 4·6 per cent.

14. In the sphere of university and collegiate education, efforts have largely concentrated themselves upon the planning of new universities and the organisation of university teaching and higher study. But this has not been to the exclusion of improvement in existing institutions. There has been much building activity both in university centres and in outlying colleges. A new departure has been made in Bombay with a College of Commerce and proposals for a school of Indian economy and sociology. *Development in various departments.*

The various provinces continue to work out or prepare schemes which are calculated to remedy the many admitted defects in secondary schools. The improvement in the terms of service of secondary and of primary teachers is a matter of radical importance; and this report shows that much has been done. The Government of Bengal have made proposals for the establishment of an institution run on public school lines, for the children of those who are willing to pay substantial fees. Local Governments continue to complete their surveys for the extension of primary education. The Government of the United Provinces summoned an important committee to discuss this and the whole question of elementary instruction.

As for professional education, facilities have been increased for the training of teachers—though they still fall far short of requirements. A scheme of extra-university medical instruction has been provided for by the creation of a College of Physicians and Surgeons in Bombay and of a State Medical Faculty in Calcutta. There has been no special development in technical and industrial education and (as remarked above) the increase of those who seek it might be accelerated with benefit. In connexion with the enquiries recently made by Colonel Atkinson and Mr. Dawson as to the relations of

* Progress of education in India, 1907—1912; sixth Quinquennial Review, page 143.

technical schools and the employers of labour, it is gratifying to find that the Upper India Chamber of Commerce and the Bengal and North-Western Railway have rendered assistance in finding posts for students. Measures for the encouragement of oriental studies show steady progress, and the opening of the Sanskrit library at Benares is a marked step forward in realising the ideas of the Conference of Orientalists which met in Simla in 1911. Finally, the year has been marked by the visits of numerous educational specialists from other countries.

It should be added that the Advisory Committee for Indian Students in England was reconstituted during the year. The majority of its members are Indians. The committee is associated with the Central Bureau of Information which renders help to those students who desire its assistance.

II.—Universities and colleges.

Fresh problems.

15. The whole question of university organisation and expansion continues to evoke the keenest interest. The legislation of 1904 produced a measure of reform in the method of teaching up to the graduate stage. For reasons which are clearly stated in the report of the Indian Universities Commission, the new law did not attempt to change the prevalent system of federal universities; it prescribed but could not stimulate university teaching. A certain dissatisfaction has grown regarding that system; the Government of India have given grants for advanced study and research. Hence a stage of fresh problems has been reached. Activity has taken two forms.

In the first place, the movement in favour of new universities has continued. The intention is in some cases to produce a new type; *e.g.*, in the proposals for universities at Dacca, Aligarh and Benares. In others the main motive is the breaking up of excessively large areas and the identification of university and provincial spheres of jurisdiction, though here also the idea of developing along novel lines is present; in this class fall the proposals for Patna, Rangoon and Nagpur. None of these schemes has yet reached its conclusion; some are still in an inchoate stage. But the general approval of the Secretary of State was received during the year to the proposal for the Dacca University, the report of the committee constituted for the Patna University was issued, and progress was made elsewhere.

Imperial grants.

16. In the second place, there is the expansion of existing universities along new lines. In the previous year 16 lakhs had been made over to universities for capital expenditure and recurring allotments had been nearly trebled. In the present year 17 lakhs have been given for capital expenditure and the recurring allotments (including the earlier grants given) now stand at the following figures:—

	₹
Madras University	90,000 a year.
University of Bombay	55,000 ,,
Calcutta University	1,28,000 ,,
University of Allahabad	85,000 ,,
Punjab University	45,000 ,,

These figures exclude the sums allotted for the initiation and maintenance of new universities.

17. The previous (comparatively small) grants made in 1904 were for the purpose of enabling universities to meet the cost of administration and inspection imposed upon them by the Act of that year. The more generous grants of the past two years have been expended on providing these institutions with buildings and libraries befitting their dignity, initiating systems of centralised teaching and examining resources for a forward movement. The building projects enumerated below have not all been completed; but a recital of these and of the recurring outlay which has taken place will show the trend of development in each centre. *Higher studies.*

The capital grant to the University of *Calcutta*, which amounted for the two years to 12 lakhs, is being expended on examination halls and the Hardinge Hostel for students of the University Law College, books and furniture for the library and the acquisition at a cost of 8 lakhs of an important site which abuts on the group of university buildings. The recurring funds are being utilised for an elaborate system of M.A. and higher instruction, including the creation of the George the Fifth Professorship of Mental and Moral Science and the Hardinge Professorship of Higher Mathematics (held by Professor Young, F.R.S.), the appointment of university readers, a large number of lecturers and additional expenses connected with the Law College. The university has also, out of its own funds, founded a Carmichael Professorship of Ancient Indian History and Culture and two professorships of English. Something will presently be said regarding the University College of Science which it is understood is being established out of benefactions. Thus the university has largely concentrated M.A. teaching in its own hands. Its policy has been criticised in some quarters as lacking in consideration for the facilities already existing in the larger colleges, instituting a somewhat haphazard system of lectures delivered, in return for low fees, largely by half-time lecturers, without suitable accommodation, the necessary tutorial arrangements or any effective residential supervision of its students. The defence that has been made is that colleges cannot cope with the number of M.A. and M.Sc. students which has suddenly risen to about 1,000 in the university classes (while in the preceding year it was about 500). To this it has been replied that the demand for this kind of instruction has been created by a lax system of qualifying lectures given in return for very low fees and frequently combined with attendance at the University Law College, and that colleges (which offer sounder facilities but limit their admissions to their actual teaching capacity) have not been consulted or brought into co-operation. It is reported that this policy has involved the university in financial difficulties notwithstanding the very liberal grants which the Government of India have made to it. The University of *Bombay* has refitted its library, but appears not to have launched out on any building operations. It secured the services of Sir Alfred Hopkinson as expert adviser, and proposed to spend small sums on the emoluments of scholars from England, on university lecturers and on its library. The position of things here as regards M.A. teaching is different from that prevalent in Calcutta, no less than nine out of 12 arts colleges enjoying affiliation up to the M.A. standard, while only four of the 45 arts colleges affiliated to the Calcutta University have such affiliation—and that only to a limited extent. At the close of the year a scheme for the establishment of a school of research in the field of Indian economics and sociology was approved and the Government of India have promised a recurring grant to the university for its support. The University of *Madras* is spending 6½ lakhs (including a provincial grant) on its libraries and the construction of a new university building. It has created a temporary professorship of Indian economics and a professorship of Indian History and Archæology, has appointed Mr. Neville, Fellow of Trinity College, Cambridge, lecturer in mathematics for the cold weather, and contemplates the development of the study of Indian languages upon

modern lines, for which purpose Dr. Mark Collins, Professor of Sanskrit and Comparative Philology in the University of Dublin, has been appointed to a chair in Madras. The *Punjab University* is extending its site, instituting hostels for its Oriental and Law Colleges, extending its library building and reorganising the Oriental College. It obtained the services of Professor Ramsay Muir and Dr. Smithells, F.R.S., during the cold weather to advise on the teaching of history and chemistry and to deliver lectures. The *University of Allahabad* has completed the building of its University Law School and is constructing and equipping a library and a law college hostel, has created professorships of Economics and Modern Indian History and has instituted readerships and scholarships.

Benefactions and science teaching.

18. It is significant that the subjects most generally chosen for centralised teaching are science, economics and Indian history and language. In Calcutta and Bombay large benefactions have recently been made for scientific teaching and research. The late Sir T. N. Palit and Dr. Rash Behari Ghose have handed over 25 lakhs to the Calcutta University. It is understood that a University College of Science will be instituted, staffed entirely by Indians; but Government has little information about the scheme and has not been consulted regarding it. In Bombay, benefactions have been given to the amount of 26 lakhs for a Royal Institute of Science in which will be provided all the science teaching now given at government arts colleges and possibly a large part of that given at privately managed colleges. The Local Government and the university are assisting the scheme, which is at present under consideration. The activity of the Bombay Presidency in creating facilities for science teaching has been noteworthy. Thanks to another generous endowment of nearly $8\frac{1}{2}$ lakhs the Gujarat College had in the previous year acquired a valuable Science Institute on the donor's condition that the combined institution should henceforward be maintained by Government.

Other developments.

19. The following are some of the principal developments of collegiate education in the different provinces :—

Two notable features in *Bombay* are the progress made in a scheme for a Royal Institute of Science (of which mention has just been made) and the opening in October of a College of Commerce. The report also speaks of proposals for a college at Dharwar, a college for Muhammadans and a college for women as under consideration. In *Bengal* the year presents a record of improvement or of the formulation of schemes in government colleges and of increase in the grant available for privately managed institutions. Speaking of *seminar* work in the Presidency College the report says:— "The work of the *seminars* showed a distinct advance; the organisation is more complete and the students have ceased to be apathetic, with the result that a co-operation in study previously unknown is developing between the members of the *seminars* and the presiding professors. Nevertheless the value of the *seminars* is considerably diminished by the fact that many students are primarily engaged in studying law and regard their reading for the M.A. as a secondary consideration." The report for the *United Provinces* also contains an interesting account of *seminar* work in the Muir Central College. An incident of note in these provinces was the opening by His Excellency the Viceroy on January 9th, 1914, of the new buildings of St. John's College, Agra. Progress is also recorded in the *Punjab*. The science side of the Government College continues to develop. Research work in botany, zoology and chemistry has been carried on there. A college herbarium of Indian plants has been started and a large biological laboratory was under construction. A college class has been opened in the Kinnaird High School for girls, Lahore. While the chief event in *Bihar and Orissa* was the publication of the report of the proposed Patna

University Committee, steady progress was made in the colleges. The staff was strengthened; new laboratories were commenced at the Patna College; aided colleges were improved with the result that the number of their students rose considerably. New buildings are being constructed for the Jubbulpore College in the *Central Provinces*, and it has been decided to establish a government college at Amraoti. In *Assam*, the development of the Cotton College, in point both of buildings and of extended affiliation, proceeds apace and the province is acquiring a self-contained system of collegiate education. The new Islamia College at *Peshawar* has shown remarkable progress. It was opened only the previous year and is a combined college and school of a purely residential type providing religious instruction. "Almost at once the demands for admission far exceeded the available accommodation. * * * * It has already become a centre for those pupils from the agencies and the trans-border districts all round the province whose parents desire them to be educated but dislike sending their sons to the neighbouring schools in British territory."

It remains to narrate that the number of students in arts colleges has risen phenomenally in the past two years. In 1911-12 it was 28,196; in 1912-13 it was 32,049; at the close of 1913-14 it was 37,520. In the same period the number of institutions has increased by two and now stands at 125. Students in government colleges alone have increased by over 2,000.

III.—Secondary education.

20. The chief characteristic of secondary education continues to be a surprising increase in the number of those who seek it, with the result that here, as in the colleges, there is often some difficulty in accommodating all candidates. Secondary schools for boys have increased by 227 and pupils by 69,572 of whom 53,670 are undergoing instruction in English. The totals of institutions and scholars are 6,279 and 1,008,584 respectively. Of these 1,349 are high schools and 2,674 middle English schools containing respectively 466,159 and 316,465 pupils. The remainder is accounted for by middle vernacular schools. *Increase in numbers.*

21. The Government of India distributed during the year a capital allotment of ₹36,03,000. This was intended not only for secondary schools but also for colleges and training institutions. The following recurring grants were also made for secondary education: — *Imperial grants.*

	₹
Madras	1,35,000
Bombay	95,000
Bengal	2,26,000
United Provinces	95,000
Punjab	95,000
Burma	67,000
Bihar and Orissa	95,000
Central Provinces	58,000
Assam	34,000
North-West Frontier Province	15,000

In 1912-13, recurring grants of the amount of ₹6,31,000 had been made for the same purpose. Thus the total addition to recurring funds made available during the two years for secondary education (exclusive of some small amounts sanctioned for Agencies, etc.) amounts to ₹15,46,000.

Developments.

22. The methods in which these grants have been expended and the schemes which are being formulated or brought into effect are briefly as follows:—

In *Madras* marked progress has been made in the improvement of accommodation and equipment, over $3\frac{3}{4}$ lakhs being spent on the latter. The scheme for the gradual improvement of secondary schools in *Bombay* was drawn up in 1911 and is being steadily worked out. Considerable capital expenditure has been incurred on a building for a high school in East Khandesh, extensions of other schools, hostels and playgrounds. A recurring sum of ₹26,000 a year was allotted for increasing the pay of assistant masters. Supplementary grants continue to be paid to aided schools bringing, it is reported, improvement in the teachers' salaries but not much in their quality. The most interesting development has been that of science teaching—a subject in which, as will have been seen from the preceding section, great activity has recently been displayed in this Presidency. An inspector of science teaching has been appointed, steps are being taken to provide laboratories in schools, and ₹33,000 has been sanctioned for the supply of apparatus. In *Bengal* it has not yet been found possible to introduce any general scheme for the improvement of secondary education. Hence the recurring grant of ₹2,26,000 was spent on building projects and furniture, while the bulk of the previous recurring allotment of $1\frac{1}{2}$ lakh was devoted to increasing grants to aided schools. The report notices a novel development. "Many prominent men in Bengal have been emphasising for a long time the great need that exists for a residential school for Bengali boys conducted as far as possible on the lines of an English public school. During the year under review the Government of Bengal decided to satisfy, if possible, the demand without further delay. The Government of India agreed to lend Hastings House for this purpose, and a scheme is now before that Government for establishing a school on that property. Their idea is that the school should be temporarily housed at Hastings House, pending the working out of a scheme for re-establishing it outside Calcutta on a permanent basis and in buildings of its own." The Government of the *United Provinces* has long been following out the lines of a well considered scheme. New buildings have been erected both for Government and for aided schools, while special grants, sanctioned in the preceding year, have been made to the latter. A scheme for *Burma* has received the sanction of the Secretary of State. It will provide, at a cost of 12 lakhs capital and 3 lakhs recurring, for the maintenance by government of a few schools previously supported by municipalities, and the improvement of the staff of government, municipal and aided schools. Progress is being made with the scheme. The previous grant (of ₹60,000) in *Bihar and Orissa* was fully allotted during the year, and a comprehensive scheme calculated to cost ₹4·97 lakhs capital and ₹3·86 lakhs recurring was submitted, but did not receive the general approval of the Secretary of State till after the close of the period under review. Hence the new grant of ₹95,000 was handed over to District Boards for improvement of the buildings of middle English schools, while building operations were also conducted at certain government high schools and large building grants were given to private bodies. At present there are grave complaints of the inadequacy of the accommodation in most of the privately managed schools. The scheme alluded to, when carried out, will greatly improve the prospects of the staff in government schools and will raise privately managed schools by the help of grants to an efficient standard, a regular scale of pay being provided for their staff. At the beginning of the year an important scheme was sanctioned for the *Central Provinces*. The minimum pay of graduate teachers has been raised to ₹60 and of undergraduate teachers to ₹40, while corresponding improvements have been made in higher grades. Steps have been taken to raise certain government schools to the high standard as contemplated in the scheme. "The financial limitations to government enterprise are, however," says the Chief Commissioner's resolution, "beginning to be realised, and it may be hoped that, with the growth of enlightened public opinion, funds will be forthcoming from private sources which will facilitate the establishment of institutions which, with the aid of contributions from government, will be really efficient and will be able to supplement the

educational organisation of the province so as to meet the growing needs in this direction." There has been very great building activity. An inspectorship has been sanctioned for science teaching. No general scheme has been submitted from *Assam;* but the Chief Commissioner has laid down a definite policy, an important item in which is the transfer to government of the majority of aided schools at sub-divisional headquarters. In pursuance of this policy, says the resolution, "six aided high schools at sub-divisional headquarters were provincialised during the year; a scheme was sanctioned for the development of government high schools so as to provide for existing requirements and for the expansion anticipated at the beginning of the succeeding year; middle English schools were opened at certain centres to relieve the pressure on the lower classes of the high schools; unaided high schools were taken on to the aided list, and assistance was given to aided schools on a generous scale to enable them to keep pace with the improvements effected in government institutions." A scheme for high schools in the *North-West Frontier Province* was sanctioned, in pursuance of which certain municipal schools were taken over by government and the grant-in-aid rules were revised on a liberal scale so as to encourage private enterprise.

Thus the majority of provinces have now approved schemes to work upon. It remains to provide funds to carry out those portions to which effect have not yet been given.

Defects of the matriculation examination.

23. The question of the matriculation examination is beginning to excite considerable controversy. This examination represents the goal of school work and hence dominates both the subject matter and the method of instruction in high and even to some extent in middle schools. At the same time, it provides the machinery for testing the fitness of pupils to enter on university courses and thus affects by its character the quality of the material supplied to colleges. A strong feeling is growing among educationists and others that success at the matriculation is an insufficient proof of ability to attempt higher studies and actually tends in some provinces to become cheaper, and that the only salvation of the colleges is to purge them of what is in reality a school-boy element.

The Bombay report comments on the sudden rise in the number of successful candidates at matriculation from 34 to 58 per cent. and states that the phenomenon is apparently not attributed to any great improvement in the teaching of the schools. It quotes a remark of Sir Alfred Hopkinson to the effect that "an examination in mathematics with only three per cent. of failures among candidates drawn from schools of all kinds and most various degrees of efficiency must be entirely inadequate as a guarantee of any knowledge of the subject." It is given as the general opinion of the professors who are concerned with teaching the first year class at St. Xavier's College, Bombay, that at least one-third of the students (apparently over 300 in number) are not fit for the course prescribed by the university. The principal of the Dayaram Jethmal Sind College at Karachi makes a similar complaint and surmises that this may result in a lowering of the higher university examinations. (In this connection, it is interesting to observe that Principal Paranjpye of the Fergusson College, Poona, is of opinion that the new B.A. pass course recently introduced in Bombay is too meagre to occupy a student for two years.) The resolution of the Government of Bombay comments on this apparent lowering of the standard of matriculation and the consequent unprecedented influx of first year students, a large proportion of whom cannot be regarded as properly pre-

pared for higher education. It is reported from the United Provinces that boys migrate into Bihar owing to the impression that the Calcutta matriculation is easier than that of Allahabad. The resolution on the report states that "the colleges are congested with students whose inadequate attainments render them unfitted to benefit by a university training, and an extension of the school course, involving possibly the taking over by the schools of some of the college classes, seems to be required as much in the interests of collegiate as of secondary education."

Remedies.

24. Various proposals have been made for remedying this state of affairs. One is the substitution for the matriculation of a more intelligent form of test. This already exists as an alternative in Madras, Bombay and the United Provinces, though in Bombay it does not admit to the university. In Madras 4,860 secondary school-leaving certificates were completed during the year. It is stated in the United Provinces report that principals of colleges are finding that students who have passed the school-leaving certificate examination are, as a rule, better able to understand and converse in English. Burma too has a high school final examination; the number of those who take it, though small, is growing. Bihar and Orissa have appointed a committee to consider the question of a school-leaving certificate and the North-West Frontier Province has referred a scheme to the Punjab University. The Government of India have declared themselves in favour of some sort of test which gives consideration to the school record. Another proposal now frequently put forward is the elongation of the school course so as to include all or a portion of the intermediate stage of instruction. In the Imperial Legislative Council, the Hon'ble Pandit Madan Mohan Malaviya advocated the teaching of the intermediate standard in all high schools, the student subsequently taking his degree at a college in three years. Dr. Tej Bahadur Sapru, addressing the Provincial Conference at Meerut, suggested that the first year of the intermediate stage should be relegated to the high schools. The Bombay report quotes the opinion of Dr. Mackichan, principal of the Wilson College, who would like to see the number of students in the first year reduced and thinks that at least one year should be added to the high school course, so that students should complete in school the work that they now do in the first year of the college course.

IV.—Primary education.

Progress.

25. The increase in the number of pupils reading in public primary schools for boys during the quinquennium 1907—1912 was 891,980. No higher quinquennial increase had been recorded. The figures for the past three years are:—

	Number of primary schools for boys.	Number of pupils in boys' primary schools.	Increase of pupils.
1911-12	110,692	4,522,648	...
1912-13	114,024	4,768,043	245,395
1913-14	116,650	4,973,916	205,873

Thus, in two years, there has been an increase of 451,268 pupils in primary schools. The provincial figures are as follows :—

Province.	Number of boys' primary schools.		Number of pupils reading in boys' primary schools.		Increase or decrease of pupils.
	1913.	1914.	1913.	1914.	
Madras	25,223	26,018	1,015,106	1,089,478	+74,372
Bombay	12,169	12,790	723,815	750,985	+27,170
Bengal	28,107	27,470	1,047,255	1,028,484	−18,771
United Provinces	10,158	10,444	547,534	566,156	+18,622
Punjab	3,689	4,158	197,663	220,555	+22,892
Burma	4,733	5,046	162,637	189,038	+26,401
Bihar and Orissa	22,452	22,509	637,634	644,223	+6,589
Central Provinces	3,471	3,846	261,406	289,539	+28,133
Assam	3,534	3,760	148,278	161,730	+13,452
North-West Frontier Province	335	440	16,899	22,301	+5,402
Coorg	84	93	5,909	6,550	+641
Delhi	69	76	3,907	4,877	+970
TOTAL	114,024	116,650	4,768,043	4,973,916	+205,873

All the provinces have contributed to the increase save Bengal, where both schools and pupils have declined. The causes of the decline are mentioned later.

As remarked in the last quinquennial review, the figures given in the preceding paragraph do not disclose the whole truth. Some of the pupils reading in boys' schools are girls while boys are also found in girls' schools. The pupils reading in the primary stages of secondary schools and in some of the other public and private institutions which impart primary education have to be added in. The calculation of those undergoing elementary instruction is as follows :—

	Boys.	Girls.	Total.
In primary stage of public schools	5,117,529	970,423	6,087,952
In other public schools giving primary education	141,570	25,018	166,588
In elementary private schools teaching a vernacular	349,164	19,478	368,642
TOTALS	5,608,263	1,014,919	6,623,182

Seven years ago the total of children in the elementary stage of instruction was $4\frac{7}{10}$ millions; two years ago it was 6 millions; in the past year it was $6\frac{3}{5}$ millions, or 17·3 per cent. of the population of a school-going age—namely 28·7 per cent. in the case of boys and 5·4 per cent. in the case of girls.

26. This advance was to a large extent made possible by the grants allocated to elementary education. In considering these grants, it is not only the sums made available in 1913-14, which have to be taken into consideration, but those of the previous years also. Primary education is a matter of slow mobilisation and the effect of disbursements becomes apparent only *Imperial grants.*

gradually. The grants recently made in the nine major provinces for this object have been :—

	Non-recurring.	Recurring.
	₹	₹
1911	9,95,000	...
1912	90,000	30,00,000
1913	84,00,000	19,35,000

The financial effect has been as follows :—

	Amount contributed to boys' primary schools in			Percentage to total expenditure.		
	1912.	1913.	1914.	1912.	1913.	1914.
	₹	₹	₹			
Public funds	1,17,91,788	1,32,38,970	1,54,81,800	65·6	66·7	69·7
Fees	40,87,951	42,98,114	43,06,738	22·8	21·6	19·4
Other private funds	20,82,714	23,30,167	24,32,872	11·6	11·7	10·9
TOTAL .	1,79,62,453	1,98,67,251	2,22,21,410	100·0	100·0	100·0

Thus public funds are coming to take a proportionately larger share in meeting the cost of elementary education, and the amount of fees collected, though it has increased, shows proportionate diminution.

It is necessary to consider how far expenditure on primary education keeps pace with the allotment of additional grants. The recurring grants took effect first in 1912-13 and now amount to ₹49,35,000 annually. The increase in annual expenditure on the maintenance of primary schools for boys since 1911-12 (the year before the grants were made) is now ₹34,44,000. This, however, does not necessarily mean that grants have not been spent. For some Local Governments, such as those of Bengal, Bihar and Orissa, Burma and the Central Provinces (which show a shortage in recurring expenditure) spent a portion of their grants on capital objects. (Such expenditure is not included in the expenditure figures given above; and the statistics regarding money employed on buildings and furniture do not distinguish between primary and other grades of institutions.) It is also probable that some portion of the grants has been utilised in indirect expenditure, such as training, the cost of inspecting staff, etc.

Developments.

27. In the primary department of education interest centres round the schemes of expansion and improvement made possible by the liberal grants of recent years.

Madras records an addition of 794 public elementary schools for boys. In *Bombay* an extensive programme has been framed and 621 primary schools for boys were opened during the year. *Bengal* on the other hand shows a decrease of 637 institutions. Throughout the presidency there has been a falling off in the number of upper primary schools, for which, says the report, there is apparent lack of enthusiasm. The decrease in the number of lower primary schools is confined to the western districts and is explained as due to various causes—floods, closer inspection and the conversion of some schools into *maktabs*. "The increase in the number of lower primary schools in Eastern Bengal," says the report, "is due mainly to the number of these institutions of an improved type which have been founded in *panchayati* unions and for which funds have been liberally given to district boards. This scheme of expansion of primary education has just been introduced into Western Bengal; and it is hoped that succeed-

ing reports will be able to announce an all-round advance in the numerical strength of primary institutions." The decrease in pupils attending primary schools is 18,771. The main lines of advance will be the establishment of model primary schools and the provision of buildings for aided schools. In the *United Provinces* an important committee has gone thoroughly into the question of primary education, schools and scholars show an increase (the latter of 18,622), and various steps have been taken to secure some permanence or guarantee of solidity in aided institutions. Programmes of extension have been drawn up by many boards in the *Punjab*. Numbers show an increase. The following passage in the report is of interest. "The theory that there should be central upper primary schools surrounded by lower primary branches does not find favour in this province; the demand is everywhere for a complete primary school and for a board school in preference to an aided one." The system of central schools surrounded by branches has, on the other hand, been recommended by the committee in the United Provinces. *Burma* records a very satisfactory advance, mainly in monastic schools, which will offer a simple curriculum. *Bihar and Orissa* shows a moderate increase. The report and the resolution combat the charge that the grants should have been used to increase the number of schools rather than their efficiency. The resolution says:—"At the last census it was found that in Bihar and Orissa the proportion of persons between the ages 15 and 20 who were literate was less than one-third of the proportion between the ages 10 and 15 who were at school—in other words that very large numbers of children leave school either wholly unable to read and write or so poorly equipped in this respect that five years suffice to obliterate altogether the results of the meagre teaching that they have received."* In the *Central Provinces* and *Assam* the increases have been considerable—particularly in the former. In Assam education has been made free in middle vernacular and upper primary classes. This has had an excellent effect in increasing the number of pupils in middle vernacular institutions. The *North-West Frontier Province* also shows a satisfactory increase in the same class of institutions, along with a general increase of schools and pupils.

28. Some of the reports emphasise the difficulty experienced in obtaining a satisfactory type of building for primary schools. The essentials of such a building are cheapness, space, good ventilation and light. The Bombay report speaks of a type of house with dwarf walls and a roof supported by pillars, which is common in Ceylon. Furniture is stored in a small room which is constructed at one end of the building and can be locked up. Matting is sometimes provided, to be let down as a protection against wind. Coolness is ensured by a roofing of straw or locally made tiles. But often quite half the children are taken out to work under trees for the greater part of the school period. Similarly, the Punjab report says that what is required for a small village school is some form of open airy shelter, which need not cost much, supplemented by a shady tree if possible. On the other hand, what actually happens is that a few comparatively expensive buildings are erected, while elsewhere "classes are held in private houses where boys are huddled together like sheep in a pen and can hardly breathe." The Director recommends a shady tree and a light shelter against rain with a store-room for apparatus. Needless to say, no single type will suffice for the varying climatic conditions and the different materials found throughout India. *Type of building.*

29. The difficult problem of providing suitable education for children engaged in industries deserves special attention and more notice in reports than it sometimes receives. The Bombay report mentions the opening of a *Children employed in industries.*

* Compare sixth Quinquennial Review, para. 324.

few factory schools—in most cases without success. The following account of similar attempts in Bihar and Orissa deserves quotation in full :—" During the year a half-time school was established in connection with the Peninsular Tobacco Company's Factory at Monghyr. It has proved very successful and has now 453 children on its rolls. Night schools were also established at Sahebganj for the children employed in the Sabai Grass Industry and at Sakchi for children employed in the Tata Company's Works, while 7 such schools were established in the Dhanbaid sub-division for children employed in the mica factories. In addition to these schools the East Indian Railway Company maintains, with the help of a district board grant, 31 schools near Giridih for the children employed in its collieries there. There are few large factories in the province, but it will be seen that active steps have been taken for the education of the children employed in the larger industrial concerns." In Assam there are now 118 schools for tea garden children.

V.—Professional and special education.

General figures.

30. The number of students in professional and special schools and colleges has risen from 204,600 to 213,864. The main developments are shown in the following paragraphs. The subject of the training of teachers has been partially treated above (page 6). There is nothing particular to record about legal education save what has already been said in section II and the fact that the numbers of those who study law have increased from 3,877 to 4,083.

Training of teachers.

31. The number of those under training for the teachers' profession is 17,196, against 15,541 in 1912-13. The record is generally one of increase in the number of training classes with a view to meeting the demand for teachers raised by the distribution of grants and the creation of new schools. The following developments are noticed. In *Bombay* the scheme has been tried and has succeeded of utilising diploma-holders of the secondary training college for giving instruction in teaching to masters of aided high schools in Poona and for supervising their actual teaching in schools. *Bengal* has a network of 117 *guru*-training schools for elementary teachers. The greater number of these are in the western districts, the policy pursued in Eastern Bengal having been one of increasing the numbers in existing schools and improving the staff but not of multiplying the institutions. In 1908 the Government of Eastern Bengal and Assam had framed a scheme for still further accentuating this policy and improving the schools. A scheme has now been drawn up on the lines of this Eastern Bengal scheme for placing all these institutions on an improved footing. In Eastern Bengal several schools of this type have already been built; and it is hoped with imperial revenues to extend the improved schools throughout the Presidency. In the *Allahabad Training College* special courses have been arranged in certain subjects and are much appreciated. The direct method of teaching English is said to have produced encouraging results in the practising school. In the *Central Provinces* re-training classes have been opened. In *Assam* the period of training at the normal schools has been extended to three years.

32. The encouragement of oriental studies is a point on which the Government of India have recently laid stress, as was indicated by the assembling of a conference on the subject in 1911. It is difficult to gauge progress here. During the past two years the numbers in oriental colleges have increased by 217 and now stand at 1,669. But this by no means represents the total of those engaged in such studies. The private institutions which teach oriental classics show an increase of 5,032 pupils, the total now standing at 60,232. In many of these, however, the instruction is not of a high order. Some of the special public schools are engaged on similar work; but it is impossible to distinguish the precise number of these. As already noticed, some of the universities have created chairs of oriental studies. The Calcutta University has founded a Carmichael Professorship of Ancient Indian History and Culture. Madras has secured the professor of Sanskrit and comparative philology in the University of Dublin to fill the chair of philology. The Punjab University has made new appointments in its oriental college. The University of Allahabad has created a chair of post-Vedic studies, and the report of the United Provinces has an interesting description of the Princess of Wales Saraswati Bhawan or Sanskrit library at Benares, which has been constructed and equipped by liberal contributions and a government grant, and was opened by the Lieutenant-Governor during the year. "It provides not only a library, where the Sanskrit manuscripts are securely and suitably housed, but reading and lecture rooms where students of Sanskrit may have opportunities for receiving instruction and for quiet study with ready access to materials for research. It is intended to foster higher Sanskrit studies both on oriental and western lines, to be a meeting place of the East and the West, of the old and the new, where the traditional learning of the *pandit* may be linked with the scientific methods of critical scholarship. Of the offspring of this union high hopes are entertained." In addition, posts have been created of a superintendent of Sanskrit studies and of an inspector of pathshalas. The Government of India have made a grant to the Asiatic Society of Bengal to enable that body to utilise the services of Dr. L. P. Tessitori in editing the bardic chronicles of Rajputana. Various Local Governments have framed schemes, some of them after calling committees to consider the subject. The resuscitation of higher scholarship on a liberal scale and the blending of *pandit* lore with modern critical research will be a slow process; but the process has commenced. *Oriental studies.*

33. A school of tropical medicine was sanctioned for Calcutta, and the foundation stone was laid in February 1914. The buildings are now complete and it was hoped that the school would be opened early this year. It is possible, however, that in consequence of the war there may be some postponement. Steady progress was made with the improvement and re-construction of the bacteriological laboratory at Parel which will be converted into a school of tropical medicine similar to the one which has been started in Calcutta. *Medical education.*

A scheme was submitted to the Secretary of State for rendering assistance to the College of Physicians and Surgeons of Calcutta associated with the Albert Victor Hospital at Belgachia. This independent medical institution will now be affiliated with the Calcutta University, and its qualifica-

tions will be recognised by Government. In Bombay a College of Physicians and Surgeons was established for the granting of licenses and diplomas to college students who are not prepared to proceed for university degrees. A similar body, called the State Medical Faculty, was founded in Calcutta. Medical Registration Acts were passed for the presidencies of Madras and Bombay and for the province of Bengal.

Arrangements were made for the improvement of medical education in Madras and for the re-organisation of the teaching staff at the Madras Medical College. A scheme was approved for founding a medical college for women and a training school for nurses at Delhi. The foundation stone of this school was laid by Her Excellency the late Lady Hardinge the day before she left for England in February. A proposal was brought forward for the creation of post-graduate classes at the King George's Medical College, Lucknow, for civil assistant surgeons, and the question of the establishment of similar classes in other provinces is under consideration. The Women's Christian Medical College at Ludhiana for the training of female sub-assistant surgeons, compounders, and nurses was formally recognised by government and received a grant-in-aid. It continues to make good progress.

A scheme was introduced in Madras whereby officers of the Indian Medical Service and civil assistant surgeons serving in the Madras Presidency are now deputed to the Government Ophthalmic Hospital in Madras for definite periods in order that they may receive a systematic course of instruction in ophthalmology. A scheme for improving the training of military assistant surgeons who will in future undergo a five years' course of training similar to that given to civil assistant surgeons was sent home for the approval of the Secretary of State. His approval has now been received.

Technical and industrial education.

34. The numbers in engineering and surveying schools show a slight decline, those in technical and industrial schools an increase of nearly 2,000. The number in both together is now 13,570, an utterly inadequate total when it is considered that there are over 47,000 students in arts and professional colleges and over a million pupils in secondary schools. Few facts about education in India are so important and significant as the comparative paucity of those who are preparing for a technical career. The report from Bihar and Orissa, in remarking upon it, says that the new survey class was designed to admit 50 pupils every year, but last year only 14 were admitted, and that the admissions to the sub-overseer courses fell off. Again, the District Board of Bahraich (United Provinces) opened a carpenters' school in 1913 in order to test the reality of the demand for technical instruction; notwithstanding all efforts, the carpenters asked that their boys should be paid to attend and outside the carpenter class only two or three pupils presented themselves.

In Madras a good deal has been done towards the improvement of the tannery industry and the manufacture of tanning extracts. The Sir Jamsetjee Jheejeebhoy School of Art and the Victoria Jubilee Technical Institute, Bombay, show satisfactory progress. The equipment of the

technical schools at Lucknow and Gorakhpur and of the carpentry school at Bareilly has been much improved. An interesting development is reported from the weaving schools in Bihar and Orissa, where the cost of the yarn will be paid by government and recouped from the sale of manufactured articles, while the balance, supplemented by a further grant, will form a fund for the purchase of looms for successful students. It is proposed to open a third mining class in the coal-fields. The buildings of the engineering school at Nagpur have been completed.

35. During 1913-14 the question of making drastic changes in the curricula of the various agricultural colleges in order to attract the right class of men to them and thereby to increase their usefulness and popularity came into especial prominence and was one of the principal subjects discussed at the meeting of the Board of Agriculture held at Coimbatore in December 1913. The only changes actually carried out at agricultural colleges during the year under review were in the Central Provinces where the curriculum of the Nagpur College was altered in the direction of concentrating chemistry and botany in the first two years and of paying more attention to agriculture, veterinary science and engineering in the third year, and in the United Provinces where the *kanungo* students were removed from the Cawnpore College, a separate school being established for them. *Agricultural education.*

36. The new buildings of the Forest Research Institute at Dehra Dun were completed during the year. *Forestry education.*

37. A post-graduate course in veterinary bacteriology and sanitary science to which a certain number of members of the civil veterinary department will in future be deputed annually was initiated at the Bombay Veterinary College. *Veterinary education.*

VI.—Education of special classes.

38. In a short review like the present it is not necessary to deal with the subject of special classes under every head. Thus, nothing is said of the education of chiefs, since there has been no special development during the year.

39. The number of girls in public institutions has increased from 929,927 to 1,019,544 and the total from 1,006,636 to 1,102,242. Only 5·9 per cent. of the female population of school-going age are at school. The actual figures are still small. The proportionate increase is satisfactory in that it is the highest annual increase on record. Beyond these figures there is not much to note in the way of general movements. The imperial grants have permitted of the opening of new schools. The Government of Bengal are experimenting with *panchayati* union girls' schools—presumably a pendant to the boys' schools of that species. It is recorded that in Madras the number of Muhammadan girls at school has more than doubled in the last two years. Several reports speak of the large increase in the number of girls reading in boys' schools. The admission of girls into the lower classes for boys is often the prelude to the establishment of a girls' school. A form of education which does not appear to have given satisfaction is *zenana* teaching. In the Punjab it has not been generally successful; and the demand for it *Education of girls.*

is small. The reports from the United Provinces and Bihar and Orissa speak unfavourably of it. In Bengal alone the work is considered to be full of promise.

The framing of suitable curricula for girls' schools is exercising the minds of educationists, especially in the Punjab, where Queen Mary's College takes the lead in modern methods of instruction. The Inspectress in Bengal considers that the work of education is subordinated to the idea of a "pass," and the social and domestic aspects of school work are neglected. She does not consider the matriculation to be of real value in girls' schools. It is comforting to hear that in an aided *purdah* Urdu school in Bombay instruction in first aid and nursing is regularly imparted by an experienced teacher to the higher classes.

From almost every province the cry is for more women teachers. This want is undoubtedly one of the main stumbling blocks in the education of girls. Its solution on a large scale is still to seek. Among the steps which are being taken, it may be mentioned that Madras has a hostel for Brahman widows at Triplicane. It contains 25 boarders.

European education.

40. Work has progressed in the matter of European education along the general lines indicated at the Simla Conference of 1912. Grants have been made for this purpose, including ₹40,000 and ₹30,000 for the education of the poor in Calcutta and Madras city respectively. The increase in the number of pupils has been 2,902, and the total now stands at 37,809, exclusive of Bangalore and other places not covered by provincial reports. According to the calculation made in the sixth quinquennial review, over 15 per cent. (if Bangalore is included, over 16 per cent.) of the total domiciled community are at school. Numerical progress has been most marked in Madras and Bombay, the pupils rising by 11·8 and 10·2 per cent. The scheme for the establishment of a training college for Europeans in southern India (in addition to the class at Sanawar, which makes provision for upper India) is being considered. Salaries have been increased and better teachers are employed in consequence. In Madras grants have also been used for the establishment of classes for physical training and domestic economy. A manual training class for teachers was held in Bengal. The Lawrence institutions at Murree and Sanawar have been improved. The Punjab resolution says, "The year has been one of steady progress, and there is no longer any difficulty in obtaining a good education in a hill climate at moderate expense for children of the Anglo-Indian community."

Muhammadan education.

41. In April 1913, the Government of India issued a circular containing suggestions on the education of Muhammadans. It was pointed out that this section of the community, while it now held its own in the primary schools, was still backward in the higher grades of instruction. The measures of improvement suggested were that *maktabs* should be encouraged to adopt a secular course, that the teaching of Urdu should be provided where necessary and that special text-books should be framed for semi-secular *maktabs*. It was thought that existing madrassas and Islamia colleges and schools should be improved and new schools established for Muhammadans in suitable localities. The provision of Muhammadan

hostels and the appointment of Muhammadan teachers and inspectors and of a reasonable number of Muhammadans to committees and governing bodies of institutions were also mentioned among other matters requiring attention. These are still under the consideration of some of the Local Governments.

Muhammadan pupils have risen from 1,625,054 in 1912-13 to 1,699,449 or by 4·6 per cent. against an increase of 4·8 per cent. among Hindus. The remarkable increase in the number of Muhammadan girls at school in Madras has already been noticed. Similarly in Bengal the increase among Muhammadan girl pupils was more than four times the increase of the previous year, though the Director observes that the progress made by Muhammadans as a whole is very slight. In Bihar and Orissa there was a slight decline.

It is interesting to find that in several reports mention is made of the readiness of Muhammadans to enter the common schools and of the unpopularity of special institutions. Notwithstanding satisfactory progress in the number of Muhammadan pupils in Madras, schools chiefly intended for this class of the community decreased and their pupils fell off by over 10,000. The Muhammadan high school in Bombay, which offers many advantages, is shunned by those who can afford to send their children to other institutions. The Director in Burma, in answering the question whether Muhammadans are really apathetic in the matter of education, says that their only apathy seems to be in not wishing to send their children to purely Muhammadan schools.

Muhammadans still show hesitation in entering technical schools. The resolution on education in the Punjab quotes the following extract from the presidential address recently delivered at the All-India Muhammadan Educational Conference. "Thirty years ago the cry of the Indian Mussalmans used to be the cry of despondency, that in the matter of English education we have allowed ourselves to lag behind. Thirty or forty years hence I am afraid the burden of our cry would be that we have fallen behind all other communities in the peaceful avocations of manufactures, commerce and industry."

The progress made at the Islamia College, Peshawar, has been mentioned. The Government of India have now made a liberal recurring grant to the Islamia College at Lahore, while the Government of the Punjab has given over $1\frac{1}{4}$ lakh as building grants to Muhammadan high schools and has accorded concessions by way of enhanced scholarships and remission of fees.

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.	
		R (In lakhs.)		R (In lakhs.)		R (In lakhs.)		R (In lakhs.)
Madras . .	Available .	..		57·61		57·61		57·61
			Non-recurring grant.	6·57	Balance, non-recurring.	4·53	Balance, non-recurring.	1·22
			Total .	64·18	Recurring grant .	10·00	Previous recurring grant.	10·00
					Non-recurring grant	8·70	New recurring grant	6·83
					Total .	80·84	New non-recurring grant . .	49·00
							Total .	124·66
	Spent .	57·61		59·65		79·62		95·26
	Balance .	..		+ 4·53		+ 1·22		+ 29·40
Bombay . .	Available .	..		66·98		66·98		66·98
			Non-recurring grant.	11·02	Balance, non-recurring.	3·12	Excess in 1912-13 .	4·44
			Total .	78·00				62·54
					Recurring grant .	7·75	Previous recurring grant.	7·75
					Non-recurring grant	8·00	New recurring grant	5·93
					Total .	85·85	New non-recurring grant. . .	38·75
							Total .	114·97
	Spent .	66·98		74·88		90·29		90·60
	Balance .	..		+ 3·12		—4·44		+ 24·37
Bengal . .	Available .	..		63·38		60·92		60·92
			Non-recurring grant.	24·50	Balance, non-recurring.	+ 19·78	Balance, non-recurring.	38·54
			Total .	87·88	Recurring grant .	12·25	Previous recurring grant.	12·25
					Non-recurring grant	28·00	New recurring grant	13·56
					Total .	120·95	New non-recurring grant . .	75·00
							Total .	200·27
	Spent .	63·38		68·10		82·41		88·92
	Balance .	..		+ 19·78		+ 38·54		+ 111·35

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.	
		R (In lakhs.)		R (In lakhs.)		R (In lakhs.)		R (In lakhs.)
United Provinces .	Available .	..		59·24		59·24		59·24
			Non-recurring grant.	15·91	Balance, non-recurring.	7·57	Balance, non-recurring.	3·23
			TOTAL .	75·15	Recurring grant .	8·25	Previous recurring grant.	8·25
					Non-recurring grant	6·50	New recurring grant	6·51
					TOTAL .	81·56	New non-recurring grant . .	42·30
							TOTAL .	119·53
	Spent .	59·24		67·58		78·33		81·94
	Balance .	..		+ 7·57		+ 3·23		+ 37·59
Punjab . .	Available .	..		34·99		34·99		34·99
			Non-recurring grant.	9·00	Balance, non-recurring.	5·23	Excess in 1913-14 .	60
			TOTAL .	43·99	Recurring grant .	4·60		34·39
					Non-recurring grant	4·50	Previous recurring grant.	4·60
					TOTAL .	49·32	New recurring grant	3·81
							New non-recurring grant . .	25·25
							TOTAL .	68·05
	Spent .	34·99		38·76		49·92		54·77
	Balance .	..		+ 5·23		— ·60		+ 13·28
Burma . .	Available .	..		24·27		24·27		24·27
			Non-recurring grant.	8·00	Balance, non-recurring.	5·39	Balance, non-recurring.	3·53
			TOTAL .	32·27	Recurring grant .	3·00	Previous recurring grant.	3·00
					Non-recurring grant	1·50	New recurring grant	3·07
					TOTAL .	34·16	New non-recurring grant . .	24·25
							TOTAL .	58·12
	Spent .	24·27		26·88		30·63		35·86
	Balance .	..		+ 5·39		+ 3·53		+ 22·26

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.
		R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
Bihar and Orissa .	Available .	..	..	27·32	27·32
				Recurring grant . 5·30	Balance . . 3·04
				Non-recurring grant 3·00	Previous recurring grant. 5·30
				TOTAL . 35·62	New recurring grant 5·23
					New non-recurring grant . . 33·78
					TOTAL . 74·67
	Spent .	..	27·32	32·58	45·91
	Balance .	..	..	+ 3·04	+ 28·76
Central Provinces .	Available .	..	24·41	24·41	24·41
			Non-recurring grant. 4·00	Balance, non-recurring. 2·76	Balance, non-recurring. 2·17
			TOTAL . 28·41	Recurring grant . 2·95	Previous recurring grant. 2·95
				Non-recurring grant 1·50	New recurring grant 2·69
				TOTAL . 31·62	New non-recurring grant . . 17·75
					TOTAL . 49·97
	Spent .	24·41	25·65	29·45	31·50
	Balance .	..	+ 2·76	+ 2·17	+ 18·47
Assam . .	Available .	..	..	11·04	11·04
				Recurring grant . 1·85	Balance, non-recurring. ·20
				Non-recurring grant 1·00	Previous recurring grant. 1·85
				TOTAL . 13·89	New recurring grant 1·77
					New non-recurring grant . . 13·00
					TOTAL . 27·86
	Spent .	..	11·04	13·69	17·34
	Balance .	..	..	+ ·20	+ 10·52

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.
		R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (In lakhs.)
North-West Frontier Province.	Available .	..	2·88	2·88	2·88
			Non-recurring grant ·58	Balance, non-recurring. ·37	Excess in 1912-13 . ·01
					2·87
			TOTAL . 3·46	Recurring grant . 1·06	Previous recurring grant. 1·06
				Non-recurring grant 4·18	New recurring grant ·70
				TOTAL . 8·49	New non-recurring grant . . 1·00
					TOTAL . 5·63
	Spent .	2·88	3·09	8·50	5·86
	Balance .	..	+·37	—·01	—·23
Coorg . .	Available .	..	·43	·43	·43
			Non-recurring grant ·25	Balance, non-recurring. ·14	Balance, non-recurring. ·0"
			TOTAL . ·68	Recurring grant . ·03	Previous recurring grant. ·03
				Non-recurring grant ·37	New recurring grant ·11
				TOTAL . ·97	TOTAL . ·64
	Spent .	·43	·54	·90	·73
	Balance .	..	+·14	+·07	—·09
Delhi . .	Available .	..	..	A grant of R1,00,000 was made for St. Stephen's College, Delhi.	1·45
					Recurring grant . ·25
					Non-recurring grant ·34
					TOTAL . 2·04
	Spent .	..	..	1·45	1·43
	Balance .	..	..	...	+·61

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.
		R (In lakhs.)	R (In lakhs.)	R (In lakhs.)	R (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 .	..	370·09	370·09	370·09
			Non-recurring grant 91·00	Balance, non-recurring. 55·86	Balance, non-recurring. 52·47
			TOTAL . 461·09	Recurring grant . 57·04	Previous recurring grant. 57·04
				Non-recurring grant 67·25	Now recurring grant 50·47
				TOTAL . 550·24	Now non-recurring grant . . 320·42
					TOTAL . 850·49
	Spent .	370·09	405·23	497·77	550·11
	Balance .	..	55·86	52·47	300·38

NOTE.—There is a discrepancy between the balances as shown for the provinces in detail and the figure 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 at the end of 1913-14 is short of the addition of the detailed figures by R4,07,000.

The expenditure in Coorg during 1910-11 was reported as R74,000. 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.

GENERAL TABLES.

1913-14.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE SEVERAL PROVINCES OF BRITISH INDIA AT THE END OF THE OFFICIAL YEAR 1913-14.

(For details see General Table III.)

AREA AND POPULATION.				PUBLIC INSTRUCTION.								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* . 1,596	Males . 130,302,188	For Males .	138	44	6,279	116,650	122,929	616	5,638	129,365	2,763	34,870	37,633	166,998	4·4	3·4	..	..
	Villages 569,761	Females 124,851,633	For Females	11	3	570	14,722	15,292	88	859	16,253	21	2,061	2,082	18,335	35·2	31·2	..	..
			TOTAL .	149	47	6,849	131,372	138,221	704	6,497	145,618	2,784	36,931	39,715	185,333	3·9	3·1	..	..
1,137,486			Scholars.																
			Males .	38,836	7,948	991,794	4,609,405	5,601,199	14,606	160,703	5,823,292	57,698	534,915	592,613	6,415,905	..	..	29·8	32·8
			Females .	353	117	79,318	909,266	988,584	1,881	23,609	1,019,544	2,534	80,164	82,698	1,102,242	..	..	5·4	5·9
	TOTAL . 571,357	TOTAL 255,153,821																	
			TOTAL .	39,189	8,065	1,071,112	5,518,671	6,589,783	16,487	189,312	6,842,836	60,232	615,079	675,311	7,518,147	..	..	17·9	19·6

* 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.

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
	R	R	R	R	R	R	R	R
1. Institutions. For Males	56,96,108	26,79,380	2,23,89,638	2,22,21,410	20,02,887	37,69,418	5,87,58,841	21,21,658
For Females	78,162	23,936	33,21,372	33,80,544	4,50,117	2,39,557	74,93,688	
TOTAL .	57,74,270	27,03,316	2,57,11,010	2,56,01,954	24,53,004	40,08,975	6,62,52,529	21,21,658
2. (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.	5·95	5·49	15·17	15·81	5·33	5·13	52·88	2·16
(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.	·17	·04	8·98	60·84	1·86	1·62	73·51	..
(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.	·84	·07	21·75	54·06	·36	2·77	79·85	..
(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction.	5·76	2·70	25·65	25·54	2·45	4·00	66·10	2·12

TABLE II.

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1913-14.

General Table IV.)

INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total Expenditure on Public Instruction.	
Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18
R	R	R	R	R	R	R	R	
8,27,821	45,17,949	15,88,451	1,36,67,145	23,46,530	89,01,794	3,39,71,348	10,02,23,877	For Males / For Females } 1. Institutions.
8,27,821	45,17,949	15,88,451	1,36,67,145	23,46,530	89,01,794	3,39,71,348	10,02,23,877	TOTAL.
2·27	11·57	2·41	20·45	4·21	4·05	47·12	100	2. (*a*) Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction.
..	1·25	1·89	19·26	2·07	2·02	26·49	100	(*b*) Percentages of Local Fund expenditure included in columns 2—17 to total Local Fund expenditure on Public Instruction.
..	·34	1·03	15·33	1·18	2·27	20·15	100	(*c*) Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction.
·82	4·51	1·58	13·65	2·34	8·88	33·90	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

		TOTAL DIRECT EXPENDITURE			
		UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.	
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		R a. p.	R a. p.	R a. p.	R a. p.
3. Average annual cost of educating each pupil in—					
Government Institutions	Cost to Provincial Revenues	174 2 8	287 2 4	21 6 5	9 5 10
	Cost to Local and Municipal Funds	0 10 11	1 4 0	0 6 9	0 0 5
	TOTAL COST	258 10 5	373 4 4	43 7 8	9 15 1
Local Fund and Municipal Board Schools.	Cost to Provincial Revenues	4 15 11	..	0 9 1	1 6 6
	Cost to Local and Municipal Funds	11 13 1	..	6 7 11	4 1 6
	TOTAL COST	100 1 1	78 7 1	13 2 3	5 15 9
Institutions in Native States.	Cost to Native States Revenues	154 12 8	..	18 4 11	4 6 1
	Cost to Local and Municipal Funds	..	..	0 10 7	0 7 4
	TOTAL COST	195 15 11	..	30 7 3	5 4 9
Aided Institutions	Cost to Provincial Revenues	33 0 10	123 14 9	6 7 4	0 10 3
	Cost to Local and Municipal Funds	2 4 4	..	1 11 4	1 1 7
	TOTAL COST	139 7 2	226 9 5	28 0 0	4 3 3
Unaided Institutions	TOTAL COST	71 4 4	82 8 11	19 0 2	2 6 2
All Institutions	Cost to Provincial Revenues	56 10 3	245 8 0	5 6 1	1 1 6
	Cost to Local and Municipal Funds	1 7 5	1 0 11	2 1 5	2 1 7
	TOTAL COST	150 13 3	331 7 10	25 0 4	4 13 10

TABLE II—*contd.*

SEVERAL PROVINCES OF BRITISH INDIA FOR THE OFFICIAL YEAR 1913-14—*contd.*

General Table IV.)

ON PUBLIC INSTRUCTION.				
SCHOOL EDUCATION, SPECIAL.		TOTAL.	—	
Training Schools.	All other Special Schools.			
6	7	8	9	
₹ a. p.	₹ a. p.	₹ a. p.		
			3. Average annual cost of educating each pupil in—	
149 3 6	110 10 5	45 4 11	Cost to Provincial Revenues . . .	Government Institutions.
6 7 7	1 0 8	0 11 3	Cost to Local and Municipal Funds .	
158 2 10	129 7 9	63 15 0	TOTAL COST.	
4 0 7	8 7 0	1 5 7	Cost to Provincial Revenues . .	Local Fund and Municipal Board Schools.
95 2 11	35 14 3	4 6 11	Cost to Local and Municipal Funds .	
99 3 8	54 12 1	6 12 4	TOTAL COST.	
185 6 1	35 14 10	6 2 6	Cost to Native States Revenues . .	Institutions in Native States.
..	..	0 7 6	Cost to Local and Municipal Funds .	
192 15 2	37 12 11	8 2 4	TOTAL COST.	
106 9 8	3 9 2	2 2 3	Cost to Provincial Revenues . .	Aided Institutions.
0 8 0	1 13 8	1 3 9	Cost to Local and Municipal Funds .	
177 12 2	14 3 5	9 5 0	TOTAL COST.	
64 7 4	11 8 10	9 6 2	TOTAL COST	Unaided Institutions.
120 5 9	10 8 5	2 15 3	Cost to Provincial Revenues . .	All Institutions.
17 14 4	1 15 1	2 2 0	Cost to Local and Municipal Funds .	
151 13 7	22 9 1	10 2 4	TOTAL COST.	

Colleges, Schools and Scholars in the several Provinces of

Class and Institutions.	PUBLIC IN					
	Under Public					
	Managed by Government.				Managed by Local Funds	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
University Education.						
Arts Colleges.						
English	25	8,611	8,408	7,653	4	485
Oriental	2	382	364	265	1	26
Colleges for Professional Training.						
Law	10	2,841	2,860	2,112	1	8
Medicine	4	1,676	1,667	1,633	..	..
Engineering	4	1,211	1,238	1,078	..	..
Teaching	9	654	668	629	..	..
Agriculture	3	156	194	165	..	..
Veterinary	1	172	175	174	..	..
Commercial	1	92	96	77	..	..
Total	59	15,795	15,670	13,786	6	519
School Education, General.						
Secondary Schools.						
For Boys—						
High Schools	220	72,166	70,323	61,612	56	20,913
Middle Schools { English	79	11,900	12,224	10,736	315	48,070
Middle Schools { Vernacular	70	7,295	6,545	5,775	877	121,884
For Girls—						
High Schools	18	2,979	2,916	2,301	..	..
Middle Schools { English	8	715	668	525	2	132
Middle Schools { Vernacular	26	2,502	2,466	1,886	14	1,917
Total	421	97,557	95,142	82,915	1,264	192,916
Primary Schools.						
For Boys	540	28,039	27,125	21,583	32,213	1,966,743
For Girls	579	45,692	43,366	31,271	2,360	121,593
Total	1,119	73,731	70,491	52,854	34,573	2,088,336
School Education, Special.						
Training Schools for Masters	328	11,005	10,688	9,788	251	2,249
Training Schools for Mistresses	29	861	855	752	3	31
Schools of Art	5	1,288	1,270	1,047	..	..
Law Schools	1	14	16	16	..	..
Medical Schools	11	1,962	1,933	1,812	..	..
Engineering and Surveying Schools	7	575	619	565	..	..
Technical and Industrial Schools	26	1,575	1,520	1,290	40	2,354
Commercial Schools	3	350	410	353	1	101
Agricultural Schools	..	..	..	..	..	..
Reformatory Schools	7	1,202	1,201	1,059	..	..
Other Schools	77	5,709	5,584	4,498	8	364
Total	494	24,541	24,096	21,180	303	5,099
Total of Colleges and Schools of Public Instruction	2,093	211,624	205,399	170,735	36,146	2,286,870

TABLE III.

British India for the official year 1913-14.

STITUTIONS.						
MANAGEMENT.						
and Municipal Boards.		Maintained by Native States.				CLASS OF INSTITUTIONS.
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	
8	9	10	11	12	13	1
						UNIVERSITY EDUCATION.
						Arts Colleges.
506	456	3	640	568	505	English.
26	22	..	..	..	..	Oriental.
						Colleges for Professional Training.
9	6	..	..	..	..	Law.
..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	Veterinary.
541	484	3	640	568	505	TOTAL.
						SCHOOL EDUCATION, GENERAL.
						Secondary Schools.
						For Boys—
20,688	18,659	36	9,660	9,201	7,771	High Schools.
45,869	40,596	140	9,527	8,925	7,589	English } Middle Schools.
117,688	95,686	15	1,319	1,298	999	Vernacular }
						For Girls—
..	..	1	308	278	203	High Schools.
123	80	3	128	118	91	English } Middle Schools.
1,805	1,419	..	..	..	..	Vernacular }
186,173	156,440	195	20,942	19,826	16,653	TOTAL
						Primary Schools.
1,877,889	1,477,521	3,119	192,394	186,186	140,647	For Boys.
114,730	84,229	292	23,660	23,064	15,389	For Girls.
1,992,619	1,561,750	3,411	216,054	209,250	156,036	TOTAL.
						SCHOOL EDUCATION, SPECIAL.
2,208	2,134	3	89	81	75	Training Schools for Masters.
33	28	1	43	37	35	Training Schools for Mistresses.
..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	Engineering and Surveying Schools.
2,173	1,742	6	405	393	250	Technical and Industrial Schools.
103	85	..	..	..	..	Commercial Schools.
..	..	..	..	..	..	Agricultural Schools.
..	..	..	..	..	..	Reformatory Schools.
330	253	19	519	459	305	Other Schools.
4,847	4,242	29	1,056	970	665	TOTAL.
2,184,180	1,722,916	3,638	239,692	230,608	173,859	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.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	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.
1	14	15	16	17	18	19	20	21
University Education.								
Arts Colleges.								
English	68	18,612	18,283	16,299	25	9,172	8,959	7,588
Oriental	19	1,120	1,017	809	2	141	153	96
Colleges for Professional Training.								
Law	1	132	129	109	9	1,074	1,074	796
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	3	47	43	42	1	2	2	2
Agriculture	..	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..	..
Commercial	..	..	..	..	..	..	..	..
Total	91	19,911	19,472	17,259	37	10,389	10,188	8,482
School Education, General.								
Secondary Schools.								
For Boys—								
High Schools	673	231,346	224,447	193,779	364	132,074	122,822	102,261
Middle Schools { English	1,422	168,813	161,254	131,334	718	78,155	72,405	58,103
Middle Schools { Vernacular	1,223	90,193	88,606	83,525	71	5,269	4,972	4,046
For Girls—								
High Schools	130	17,095	16,633	14,458	8	930	891	781
Middle Schools { English	184	17,906	17,158	14,996	13	710	654	574
Middle Schools { Vernacular	160	17,030	16,373	14,064	3	176	183	154
Total	3,792	542,383	524,471	455,156	1,177	217,314	201,927	165,919
Primary Schools.								
For Boys	66,431	2,407,475	2,310,158	1,927,511	14,347	379,265	343,443	289,453
For Girls	9,797	313,093	298,182	238,737	1,694	40,717	37,474	30,380
Total	76,228	2,720,568	2,608,340	2,166,248	16,041	419,982	380,917	319,833
School Education, Special.								
Training Schools for Masters	29	1,231	1,266	1,168	5	122	121	112
Training Schools for Mistresses	50	818	824	779	5	38	41	40
Schools of Art	1	75	83	43	3	34	34	27
Law Schools	..	..	..	..	1	14	14	8
Medical Schools	3	212	219	205	10	1,544	1,395	1,206
Engineering and Surveying Schools	7	151	141	129	5	93	86	78
Technical and Industrial Schools	144	7,566	6,278	5,527	23	851	832	705
Commercial Schools	14	318	316	260	58	2,029	1,329	1,053
Agricultural Schools	1	11	11	11	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	4,563	127,800	121,368	101,205	1,453	32,196	29,514	24,945
Total	4,812	138,182	130,506	109,327	1,563	36,921	33,366	28,174
Total of Colleges and Schools of Public Instruction.	84,923	3,421,044	3,282,789	2,747,990	18,818	684,606	626,398	522,408

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 { ,, Boys / ,, Girls
3. Other Schools not conforming to Departmental Standards. { ,, Boys / ,, Girls

Total

Grand Total

TABLE III—*contd.*

of British India for the official year 1913-14—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.	A Classical Language.	A Vernacular Language.			
22	23	24	25	26	27	28	1
							University Education.
							Arts Colleges.
125	37,520	37,157	20,195	19,776	155	..	English
24	1,669	361	1,541	152	..	..	Oriental.
							Colleges for Professional Training.
21	4,055	3,434	..	..	1	..	Law.
4	1,676	811	..	..	69	..	Medicine.
4	1,211	700	..	..	..	..	Engineering.
13	703	621	32	182	6	..	Teaching.
3	156	17	..	..	..	..	Agriculture.
1	172	..	..	..	..	..	Veterinary.
1	92	..	..	..	..	..	Commercial.
196	47,254	43,101	21,768	20,110	231	..	Total.
							School Education, General.
							Secondary Schools.
							For Boys—
1,349	466,159	431,818	174,517	448,679	2,094	..	High Schools.
2,674	316,465	226,509	27,994	309,182	4,437	..	Middle Schools. English
2,256	225,960	1,295	36,787	226,261	18,066	..	Middle Schools. Vernacular
							For Girls—
157	21,312	18,988	4,419	12,461	..	2,321	High Schools.
210	19,591	15,105	949	11,489	..	2,570	Middle Schools. English
203	21,625	236	2,430	19,720	..	2,916	Middle Schools. Vernacular
6,849	1,071,112	693,951	247,096	1,027,792	24,597	7,807	Total.
							Primary Schools.
116,650	4,973,916	54,466	182,013	4,984,344	385,319	..	For Boys.
14,722	544,755	13,362	28,117	542,254	..	20,808	For Girls.
131,372	5,518,671	67,828	210,130	5,526,598	385,319	20,808	Total.
							School Education, Special.
616	14,696	923	2,642	14,982	90	..	Training Schools for Masters.
88	1,791	359	175	1,575	..	..	Training Schools for Mistresses.
10	1,397	199	..	504	39	..	Schools of Art.
1	28	14	..	..	..	..	Law Schools.
24	3,718	1,145	229	1,937	38	..	Medical Schools.
19	819	603	..	108	..	..	Engineering and Surveying Schools.
239	12,751	2,561	222	8,023	231	21	Technical and Industrial Schools.
76	2,798	964	..	336	76	3	Commercial Schools.
1	11	..	..	11	..	..	Agricultural Schools.
7	1,202	.. 7	..	1,032	..	..	Reformatory Schools.
6,120	166,588	9,387	99,483	139,652	9,071	568	Other Schools.
7,201	205,799	16,162	102,751	168,310	9,545	592	Total.
145,618	6,842,836	821,042	581,745	6,742,710	419,692	29,207	Total of Colleges and Schools of Public Instruction
							PRIVATE INSTITUTIONS.
							1. Advanced Teaching—
							(*a*) Arabic or Persian.
1,524	37,278	818	36,006	3,550	1,426	5	(*b*) Sanskrit.
1,244	22,098	504	21,545	2,368	300	3	(*c*) Any other Oriental Classic.
16	856	113	679	177	28	129	
							2. Elementary Teaching—
25,771	357,228	2,864	98,776	349,347	9,918	..	For Boys (*a*) Vernacular only or mainly.
394	11,414	24	851	11,116	..	1,854	,, Girls (*a*) Vernacular only or mainly.
6,957	145,459	..	134,870	14,098	28,136	..	,, Boys (*b*) The Koran only.
1,600	30,980	..	30,166	998	..	4,830	,, Girls (*b*) The Koran only.
2,141	66,082	20,571	8,624	54,731	2,588	..	,, Boys 3 Other Schools not conforming to
68	3,916	502	502	3,430	..	104	,, Girls Departmental Standards.
39,715	675,311	25,396	332,019	439,815	42,396	6,925	Total.
185,333	7,518,147	846,438	913,764	7,182,525	462,088	36,132	GRAND TOTAL.

Number of Scholars on 31st March 1914 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	166	966	13,380	17,668	3,788	358	442	399	37,167
	Female	86	100	50	75	4	1	29	8	353
Oriental	Male	..	1	1,099	102	456	..	..	11	1,669
	Female	..	..	..	..	..	..	..	..	..
COLLEGES FOR PROFESSIONAL TRAINING.										
Law	Male	7	48	1,617	1,991	347	1	35	8	4,054
	Female	..	..	..	1	..	..	..	..	1
Medicine	Male	121	65	412	818	54	3	113	21	1,607
	Female	20	21	4	9	1	..	12	2	69
Engineering	Male	122	28	494	480	54	2	30	1	1,211
	Female	..	..	..	..	..	..	..	..	..
Teaching	Male	15	28	234	223	118	2	..	36	656
	Female	33	13	..	1	..	..	..	..	47
Commercial	Male	..	1	43	39	1	..	8	..	92
	Female	..	..	..	..	..	..	..	..	..
Agriculture	Male	2	8	51	59	21	..	8	7	156
	Female	..	..	..	..	..	..	..	..	..
Veterinary	Male	..	..	2	18	112	..	..	40	172
	Female	..	..	..	..	..	..	..	..	..
	Total	572	1,279	17,386	21,484	4,956	367	677	533	47,254
SCHOOL EDUCATION, GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	8,996	14,300	118,638	217,583	82,135	10,487	4,421	7,505	464,065
	Female	654	582	206	182	12	230	106	122	2,094
Middle Schools—										
English	Male	4,106	10,398	55,117	149,224	78,216	8,242	1,051	5,674	312,028
	Female	1,513	1,466	251	498	83	341	178	107	4,437
Vernacular	Male	13	3,800	26,892	87,654	39,400	45,109	4	5,022	207,894
	Female	3	1,253	154	560	393	15,662	..	41	18,066
For Girls.										
High Schools	Male	1,430	207	108	136	20	237	49	134	2,321
	Female	7,212	4,440	1,370	3,227	236	456	1,343	707	18,991
Middle Schools—										
English	Male	1,506	402	49	116	28	406	33	30	2,570
	Female	5,000	7,293	753	2,665	272	416	352	270	17,021
Vernacular	Male	3	145	21	101	83	2,563	..	..	2,916
	Female	13	2,500	2,253	8,555	1,501	3,100	..	787	18,709
	Total	30,449	46,786	205,812	470,501	202,379	87,249	7,537	20,399	1,071,112
PRIMARY SCHOOLS.										
For Boys	Male	1,768	95,291	462,302	2,798,417	950,802	126,185	3,695	150,137	4,588,597
	Female	933	31,479	48,109	204,771	45,577	48,300	594	5,556	385,319
For Girls	Male	671	2,201	915	5,249	2,577	8,578	467	150	20,808
	Female	1,263	25,006	82,252	278,412	109,262	15,348	3,941	8,463	523,947
	Total	4,635	153,977	593,578	3,286,849	1,108,218	198,411	8,697	164,306	5,518,671

TABLE III-A.

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

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
SCHOOL EDUCATION, SPECIAL.										
Training Schools	Male	6	1,311	4,041	6,030	2,663	312	..	243	14,606
	Female	171	897	270	332	157	22	10	22	1,881
Schools of Art	Male	8	89	299	643	240	3	40	31	1,353
	Female	17	4	1	3	..	..	17	2	44
Law Schools	Male	2	1	4	12	4	5	..	..	28
	Female	..	..	..	..	..	..	..	..	..
Medical Schools	Male	9	54	971	1,895	510	2	10	56	3,507
	Female	21	151	7	19	13	..	..	..	211
Engineering and Surveying Schools	Male	155	9	117	390	80	42	..	26	819
	Female	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	Male	297	1,839	825	3,396	2,658	14	150	367	9,546
	Female	1,103	1,460	31	393	73	130	1	14	3,205
Commercial Schools	Male	87	183	693	1,074	106	77	327	30	2,667
	Female	101	24	..	2	..	..	3	1	131
Agricultural Schools	Male	..	11	..	..	..	..	..	..	11
	Female	..	..	..	..	..	..	..	..	..
Reformatory Schools	Male	1	33	40	638	361	87	..	42	1,202
	Female	..	..	..	..	..	..	..	..	..
Other Schools	Male	55	271	17,788	13,741	106,394	3,084	91	146	141,570
	Female	51	153	164	950	23,578	110	9	3	25,018
	Total	2,084	6,490	25,251	29,518	136,927	3,888	658	983	205,799
Total of Colleges and Schools of Public Instruction.		37,740	208,532	842,027	3,808,352	1,452,480	289,915	17,569	186,221	6,842,836
PRIVATE INSTITUTIONS.										
Advanced Teaching.										
(a) Arabic or Persian	Male	..	4	108	928	34,801	..	30	..	35,871
	Female	..	..	..	5	1,402	..	..	..	1,407
(b) Sanskrit	Male	..	27	18,200	3,181	4	..	..	64	21,476
	Female	..	..	277	345	..	..	..	..	622
(c) Any other Oriental Classic	Male	..	..	18	272	16	..	45	..	351
	Female	..	..	..	352	..	..	153	..	505
Elementary Teaching.										
A Vernacular only or mainly—										
For Boys	Male	..	3,957	16,365	134,491	20,217	168,599	66	3,615	347,310
	Female	..	709	779	6,008	984	1,308	11	119	9,918
For Girls	Male	..	27	77	1,365	183	153	3	46	1,854
	Female	..	801	955	4,456	1,696	770	59	823	9,560
Elementary Teaching.										
The Koran only—										
For Boys	Male	..	..	588	670	116,037	..	..	28	117,323
	Female	..	..	..	27	28,109	..	..	..	28,136
For Girls	Male	..	..	..	..	4,830	..	..	..	4,830
	Female	..	..	120	491	25,269	..	..	270	26,150
Other Schools not conforming to Departmental Standards.										
For Boys	Male	..	1,783	8,207	37,886	12,477	1,697	34	1,410	63,494
	Female	..	354	183	1,681	321	27	18	4	2,588
For Girls	Male	33	..	..	2	4	65	..	..	104
	Female	36	546	522	1,758	619	284	..	47	3,812
	Total	69	8,208	46,399	193,918	246,969	172,903	419	6,426	675,311
	Grand Total	37,809	216,740	888,426	4,002,270	1,699,449	462,818	17,988	192,647	7,518,147

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

PUBLIC

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	14	16	16
Total	1	14	16	16
School Education, General.				
Secondary Schools.				
For Boys—				
High Schools	5	1,095	1,061	982
Middle Schools, English	..	..	..	..
For Girls—				
High Schools	4	599	636	564
Middle Schools, English	1	44	35	32
Total	10	1,738	1,732	1,578
Primary Schools.				
For Boys	..	..	..	..
For Girls	..	..	..	..
Total	..	..	..	..
School Education, Special.				
Training Schools for Mistresses	1	12	19	19
Schools of Art	..	..	..	..
Engineering and Surveying Schools	1	6	5	5
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	..	..	..	..
Total	2	18	24	24
Total of Colleges and Schools of Public Instruction.	13	1,770	1,772	1,618

TABLE III-B.

of British India for the official year 1913-14.

INSTITUTIONS.

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	18	19	17	4	32	29	27	6	50	English.
										Colleges for Professional Training.
1	32	28	28	..	..	..	..	2	46	Teaching.
3	50	47	45	4	32	29	27	8	96	Total.
										School Education, General.
										Secondary Schools.
										For Boys—
54	7,761	7,618	6,939	4	734	725	621	63	9,590	High Schools.
51	5,088	4,853	4,272	1	14	23	22	52	5,102	Middle Schools, English.
										For Girls—
71	8,676	8,564	7,672	2	114	131	123	77	9,389	High Schools.
79	6,423	6,233	5,484	1	71	66	63	81	6,538	Middle Schools, English.
255	27,948	27,268	24,367	8	933	945	829	273	30,619	Total.
										Primary Schools.
44	2,557	2,351	1,999	2	27	23	19	46	2,584	For Boys.
36	1,861	1,807	1,525	2	71	59	54	38	1,932	For Girls.
80	4,418	4,158	3,524	4	98	82	73	84	4,516	Total.
										School Education, Special.
3	42	46	44	..	..	..	..	4	54	Training Schools for Mistresses.
..	..	..	..	1	5	6	5	1	5	Schools of Art.
4	96	97	87	3	30	31	29	8	132	Engineering and Surveying Schools.
17	1,398	63	580	..	..	..	..	17	1,398	Technical and Industrial Schools.
10	87	74	62	..	..	..	..	10	87	Commercial Schools.
5	102	95	84	..	..	..	..	5	102	Other Schools.
39	1,725	943	857	4	35	37	34	45	1,778	Total.
377	34,141	32,416	28,793	20	1,098	1,093	963	410	37,009	Total of Colleges and Schools of Public Instruction.
				Private Institutions.						
				Other Schools not conforming to Departmental Standards—						
				For Boys				..	..	
				For Girls				2	69	
							Total .	2	69	
							GRAND TOTAL .	412	37,078	

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	50	28	..	..	..
Colleges for Professional Training.					
Teaching	46	32	17	..	..
Total	96	60	17	..	..
School Education, General.					
Secondary Schools.					
For Boys—					
High Schools	9,589	3,667	5,162	671	..
Middle Schools, English	5,059	305	1,932	1,518	..
For Girls—					
High Schools	9,389	2,925	1,315	..	1,611
Middle Schools, English	6,538	517	1,287	..	1,518
Total	30,575	7,414	9,696	2,189	3,129
Primary Schools.					
For Boys	2,584	171	514	941	..
For Girls	1,932	269	102	..	694
Total	4,516	440	616	941	694
School Education, Special.					
Training Schools for Mistresses	54	..	..	..	..
Schools of Art	..	..	..	..	..
Engineering and Surveying Schools	132	..	16	..	..
Technical and Industrial Schools	1,158	..	15	10	3
Commercial Schools	69	..	..	..	3
Other Schools	102	..	..	..	6
Total	1,515	..	31	10	12
Total of Colleges and Schools of Public Instruction.	36,702	7,914	10,360	3,140	3,835
Private Institutions.					
Other Schools not conforming to Departmental Standards—					
For Boys	..	..	..	..	..
For Girls	69	..	..	..	33
Total	69	..	..	..	33
GRAND TOTAL	36,771	7,914	10,360	3,140	3,868

TABLE III-B—*contd.*

of British India for the year 1913-14—contd.

CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.								Class of Institutions.
Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	
		Brahmans.	Non-Brahmans.					
21	22	23	24	25	26	27	28	1
								UNIVERSITY EDUCATION.
								Arts Colleges.
48	1	1	..	..	..	..	..	English.
								Colleges for Professional Training.
46	..	..	..	..	..	..	..	Teaching.
94	1	1	..	..	..	..	..	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
								For Boys—
8,939	120	39	81	97	70	136	108	High Schools.
4,759	91	39	5	27	15	20	146	Middle Schools, English.
								For Girls—
8,479	236	115	19	31	90	112	307	High Schools.
6,209	86	63	1	22	21	103	33	Middle Schools, English.
28,386	533	256	106	177	196	371	594	TOTAL.
								Primary Schools.
2,427	62	17	2	3	21	44	8	For Boys.
1,832	31	15	4	..	2	42	6	For Girls.
4,259	93	32	6	3	23	86	14	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
54	..	..	..	..	..	..	..	Training Schools for Mistresses.
5	..	..	..	..	..	..	..	Schools of Art.
132	..	..	..	..	..	..	..	Engineering and Surveying Schools.
1,323	35	7	12	..	..	2	19	Technical and Industrial Schools.
87	..	..	..	..	..	..	..	Commercial Schools.
87	9	2	..	..	..	3	1	Other Schools.
1,688	44	9	12	..	..	5	20	TOTAL.
34,427	671	298	124	180	219	462	628	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.
								PRIVATE INSTITUTIONS.
								Other Schools not conforming to Departmental Standards—
..	..	..	..	..	..	..	..	For Boys.
69	..	..	..	..	..	..	..	For Girls.
69	..	..	..	..	..	..	..	TOTAL.
34,496	671	298	124	180	219	462	628	GRAND TOTAL.

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
	R	R	R	R	R	R	R
University Education.							
Arts Colleges.							
English	15,07,842	..	6,000	7,04,848	1,551	28,400	22,48,641
Oriental	19,943	..	..	..	..	300	20,243
Colleges for Professional Training.							
Law	28,891	..	..	2,16,095	..	1,939	2,46,925
Medicine	5,54,366	4,276	2,507	2,01,564	..	5,737	7,68,450
Engineering	7,74,150	..	..	67,596	..	13,760	8,55,506
Teaching	3,82,898	1,691	138	100	..	5,911	3,90,738
Agriculture	1,92,419	..	..	12,636	..	..	2,05,055
Veterinary	47,489	..	..	8,357	..	44,094	99,940
Commercial	505	..	..	7,686	..	..	8,191
Total	35,08,503	5,967	8,645	12,18,882	1,551	1,00,141	48,43,689
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	14,56,743	2,957	32,951	17,36,102	4,029	44,327	32,77,109
Middle Schools { English	2,17,488	13	3,381	1,76,494	1,625	8,315	4,07,316
Middle Schools { Vernacular	1,09,424	609	..	14,108	194	..	1,24,335
For Girls—							
High Schools	1,93,086	..	..	48,085	300	19,473	2,60,944
Middle Schools { English	25,189	..	..	5,726	188	10	31,113
Middle Schools { Vernacular	34,367	..	72	1,166	324	..	35,929
Total	20,36,297	3,579	36,404	19,81,681	6,660	72,125	41,36,746
Primary Schools.							
For Boys	2,65,547	430	96	20,114	26	7,659	2,93,872
For Girls	3,94,680	657	518	7,678	1,485	1,887	4,06,905
Total	6,60,227	1,087	614	27,792	1,511	9,546	7,00,777
School Education, Special.							
Training Schools for Masters	15,00,850	56,652	5,824	19,513	407	6,169	15,89,415
Training Schools for Mistresses	2,11,568	8,378	3,849	213	1,445	10,978	2,36,431
Schools of Art	2,13,994	..	..	21,629	..	11,335	2,46,958
Law Schools	3,991	..	..	2,009	..	..	6,000
Medical Schools	3,16,129	3,564	..	40,221	..	7,944	3,67,858
Engineering and Surveying Schools	1,86,162	..	..	20,906	501	2,999	2,10,568
Technical and Industrial Schools	2,25,151	4,493	..	7,575	906	18,681	2,56,806
Commercial Schools	28,956	..	..	11,548	..	80	40,584
Agricultural Schools	1,725	792	..	..	..	..	2,517
Reformatory Schools	2,32,815	..	1,348	..	..	9,793	2,43,956
Other Schools	1,80,105	60	2,800	49,172	..	18,037	2,50,174
Total	31,01,446	73,939	13,821	1,72,786	3,259	86,016	34,51,267
Buildings	43,02,345	66	..	882	3,500	29,212	43,36,005
Furniture and Apparatus (special grants only)	5,09,889	370	..	8,702	42,363	24,516	5,85,840
Total	48,12,234	436	..	9,584	45,863	53,728	49,21,845
Total Expenditure on Public Instruction	1,41,18,707	85,008	59,484	34,10,725	58,844	3,21,556	1,80,54,324

TABLE IV.

of British India for the official year 1913-14.

INSTITUTIONS. MANAGEMENT. *Managed by Local Funds and Municipal Boards.* Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	OBJECTS OF EXPENDITURE
9	10	11	12	13	14	15	
R	R	R	R	R	R	R	
							UNIVERSITY EDUCATION.
							Arts Colleges.
2,657	..	4	42,283	..	2,011	46,955	English.
..	6,282	..	..	..	..	6,282	Oriental.
							Colleges for Professional Training.
..	..	..	706	..	..	706	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering.
..	..	..	..	..	..	..	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary
..	..	..	..	..	..	..	Commercial.
2,657	6,282	4	42,989	..	2,011	53,943	TOTAL
							SCHOOL EDUCATION, GENERAL
							Secondary Schools.
							For Boys—
63,529	12,537	45,852	4,20,815	..	3,059	5,45,792	High Schools.
40,395	97,444	1,75,783	4,74,190	10,342	5,087	8,03,241	English } Middle Schools.
..	7,73,086	73,244	2,10,361	6,021	1,441	10,64,153	Vernacular }
							For Girls—
..	..	..	..	..	..	..	High Schools.
1,033	..	4,541	88	..	..	5,662	English } Middle Schools.
293	5,710	20,806	244	..	61	27,114	Vernacular }
1,05,250	8,88,777	3,20,226	11,05,698	16,363	9,648	24,45,962	TOTAL.
							Primary Schools.
26,30,652	61,66,270	12,51,089	8,88,248	33,545	28,979	1,09,98,783	For Boys.
1,71,179	4,14,395	3,29,997	5,333	2,268	2,185	9,25,357	For Girls.
28,01,831	65,80,665	15,81,086	8,93,581	35,813	31,164	1,19,24,140	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
7,500	2,09,848	2,134	26	..	2	2,19,510	Training Schools for Masters.
1,541	36	1,283	..	..	..	2,860	Training Schools for Mistresses.
..	..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	..	..	Medical Schools.
..	..	..	..	..	..	..	Engineering and Surveying Schools.
17,302	64,800	24,904	5,654	318	19,976	1,32,954	Technical and Industrial Schools.
849	..	840	979	..	..	2,668	Commercial Schools.
..	..	..	..	..	..	..	Agricultural Schools.
..	..	..	..	..	..	..	Reformatory Schools.
3,841	297	2,692	215	25	..	7,070	Other Schools.
31,033	2,74,981	31,853	6,874	343	19,978	3,65,062	TOTAL.
1,14,087	26,50,419	5,42,413	207	48,294	10,083	33,65,503	*Buildings.*
72,641	2,59,742	34,963	1,266	6,496	1,524	3,75,632	*Furniture and Apparatus* (special grants only).
1,86,728	29,09,161	5,77,376	1,473	54,790	11,607	37,41,135	TOTAL.
31,27,499	1,06,59,866	25,10,545	20,50,615	1,07,309	74,408	1,85,30,242	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

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

Objects of Expenditure.	PUBLIC
	Under Public Management.
	Managed by Native States.
	Native States Revenues.
	Local Funds in Native States.
	Municipal Funds raised in Native States.
	Fees
	Subscriptions.
	Endowments and other sources.
	Total
1	16
	17
	18
	19
	20
	21
	22
	R
	R
	R
	R
	R
	R
	R
University Education.							
Arts Colleges.							
English	87,921	..	..	22,041	..	1,363	1,11,325
Oriental	..	..	..	..	..	..	..
Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
Total	87,921	..	..	22,041	..	1,363	1,11,325
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	2,14,445	3,228	..	1,14,532	2,185	32,893	3,67,283
Middle Schools { English	1,29,590	2,121	6,739	55,766	19,940	1,609	2,15,765
Middle Schools { Vernacular	9,534	531	480	418	10	..	10,973
For Girls—							
High Schools	4,692	..	..	..	68	132	4,892
Middle Schools { English	4,564	..	..	..	..	58	4,622
Middle Schools { Vernacular	..	..	..	..	..	..	..
Total	3,62,825	5,880	7,219	1,70,716	22,203	34,692	6,03,535
Primary Schools.							
For Boys	7,92,917	82,489	5,822	52,162	15,500	24,531	9,73,421
For Girls	1,23,659	5,574	1,389	41	2,430	1,724	1,34,817
Total	9,16,576	88,063	7,211	52,203	17,930	26,255	11,08,238
School Education, Special.							
Training Schools for Masters	14,168	..	..	275	..	..	14,443
Training Schools for Mistresses	7,707	..	..	..	..	618	8,325
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	23,135	..	..	21	..	422	23,578
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..
Other Schools	7,476	..	..	371	153	634	8,634
Total	52,486	..	..	667	153	1,674	54,980
Buildings	1,62,333	149	..	444	5,766	..	1,68,692
Furniture and Apparatus (special grants only)	20,081	251	1,616	1,608	1,586	27	25,169
Total	1,82,414	400	1,616	2,052	7,352	27	1,93,861
Total Expenditure on Public Instruction	16,02,222	94,343	16,046	2,47,679	47,638	64,011	20,71,939

TABLE IV—*contd.*

of British India for the official year 1913-14—contd.

INSTITUTIONS—*contd.*

UNDER PRIVATE MANAGEMENT. *Aided by Government or by Local or Municipal Boards.*							OBJECTS OF EXPENDITURE
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	
23	24	25	26	27	28	29	1
R	R	R	R	R	R	R	
							UNIVERSITY EDUCATION.
							Arts Colleges.
6,00,512	18,050	25,223	12,62,607	1,05,474	6,18,214	26,30,080	English.
37,439	96	410	338	11,191	11,827	61,301	Oriental.
							Colleges for Professional Training.
4,000	..	..	9,728	..	..	13,728	Law.
..	..	..	..	..	..	..	Medicine.
..	..	..	..	..	..	..	Engineering.
17,315	..	..	2,614	..	5,316	25,245	Teaching.
..	..	..	..	..	..	..	Agriculture.
..	..	..	..	..	..	..	Veterinary.
6,59,266	18,146	25,633	12,75,287	1,16,665	6,35,357	27,30,354	TOTAL.
							SCHOOL EDUCATION, GENERAL.
							Secondary Schools.
							For Boys—
15,91,978	15,259	1,63,053	46,80,924	4,13,901	9,21,269	77,86,384	High Schools.
6,25,497	1,96,336	1,42,177	16,28,190	3,23,840	4,69,910	33,85,950	English } Middle Schools.
1,58,366	2,02,057	77,395	1,55,811	32,316	20,889	6,46,834	Vernacular } Middle Schools.
							For Girls—
6,06,774	..	19,853	6,26,890	1,20,326	3,51,141	17,24,984	High Schools.
3,38,375	783	25,302	1,79,032	1,24,533	2,49,145	9,17,770	English } Middle Schools.
67,367	20,712	34,283	17,502	43,696	40,765	2,24,325	Vernacular } Middle Schools.
33,88,357	4,35,147	4,62,063	72,88,949	10,58,612	20,53,119	1,46,86,247	TOTAL.
							Primary Schools
18,54,472	20,80,043	3,28,809	28,70,705	5,27,597	14,75,730	91,37,356	For Boys.
4,43,905	3,36,337	1,25,736	1,40,984	2,40,152	5,35,008	18,22,122	For Girls.
22,98,377	24,16,380	4,54,545	30,11,689	7,67,749	20,10,738	1,09,59,478	TOTAL.
							SCHOOL EDUCATION, SPECIAL.
1,15,027	594	34	516	11,107	47,055	1,74,333	Training Schools for Masters.
1,07,778	72	348	11,844	25,974	51,229	1,97,245	Training Schools for Mistresses.
1,800	..	350	1,352	..	7,759	11,261	Schools of Arts.
..	..	..	..	..	..	..	Law Schools.
19,599	400	2,700	1,428	14,372	4,950	43,449	Medical Schools.
4,562	950	150	6,371	1,047	2,894	15,974	Engineering and Surveying Schools.
2,65,266	16,914	33,158	46,098	70,868	5,11,370	9,43,674	Technical and Industrial Schools.
15,347	..	..	16,012	3,723	11,354	46,436	Commercial Schools.
160	..	..	95	..	2,480	2,735	Agricultural Schools.
..	..	..	..	..	..	..	Reformatory Schools.
1,52,231	1,48,318	35,329	2,02,279	1,25,579	97,845	7,61,581	Other Schools.
6,81,770	1,67,248	72,069	2,85,995	2,52,670	7,36,936	21,96,688	TOTAL.
29,13,066	1,87,244	35,064	52,524	7,91,910	11,16,747	50,96,555	*Buildings.*
9,27,523	46,056	9,268	21,061	1,02,237	1,36,099	12,42,244	*Furniture and Apparatus* (special grants only).
38,40,589	2,33,300	44,332	73,585	8,94,147	12,52,846	63,38,799	TOTAL.
1,08,68,359	32,70,221	10,58,642	1,19,35,505	30,89,843	66,88,996	3,69,11,566	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.

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

OBJECTS OF EXPENDITURE	PUBLIC INSTITUTIONS—*concld.*				TOTAL	
	UNDER PRIVATE MANAGEMENT.					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	TOTAL.	Provincial Revenues.	Local Funds.
1	30	31	32	33	34	35
	R	R	R	R	R	R
UNIVERSITY EDUCATION.						
Arts Colleges.						
English	4,32,724	39,633	1,68,092	6,40,449	21,11,011	18,050
Oriental	..	..	8,994	8,994	57,382	6,378
Colleges for Professional Training.						
Law	65,646	12,787	9,668	88,101	32,891	..
Medicine	..	..	..	..	5,54,366	4,276
Engineering	..	..	..	..	7,74,150	..
Teaching	240	..	491	731	4,00,213	1,691
Agriculture	..	..	..	..	1,92,419	..
Veterinary	..	..	..	..	47,489	..
Commercial	..	..	..	..	505	..
TOTAL	4,98,610	52,420	1,87,245	7,38,275	41,70,426	30,395
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys—						
High Schools	23,17,607	2,16,182	3,56,296	28,90,085	31,12,850	30,753
Middle Schools { English	5,01,588	1,91,735	1,34,433	8,27,756	8,83,380	2,94,220
Middle Schools { Vernacular	16,318	10,673	9,671	36,662	2,67,790	9,75,797
For Girls—						
High Schools	44,645	598	19,556	64,799	7,99,860	..
Middle Schools { English	5,080	1,067	10,170	16,317	3,64,597	783
Middle Schools { Vernacular	..	1,890	1,011	2,901	1,02,027	26,422
TOTAL	28,85,238	4,22,145	5,31,137	38,38,520	55,30,504	13,27,975
Primary Schools.						
For Boys	4,75,509	1,12,942	2,29,527	8,17,978	47,52,752	82,46,743
For Girls	7,175	32,605	51,563	91,343	10,09,764	7,51,394
TOTAL	4,82,684	1,45,547	2,81,090	9,09,321	57,62,516	89,98,137
SCHOOL EDUCATION, SPECIAL.						
Training Schools for Masters	..	1,688	3,498	5,186	16,23,377	2,67,094
Training Schools for Mistresses	425	784	4,047	5,256	3,20,887	8,486
Schools of Art	675	..	1,920	2,595	2,15,794	..
Law Schools	478	..	..	478	3,991	..
Medical Schools	42,050	360	4,490	46,900	3,35,728	3,964
Engineering and Surveying Schools	2,674	..	5,920	8,594	1,90,724	950
Technical and Industrial Schools	1,538	5,988	78,295	85,821	5,07,719	86,207
Commercial Schools	58,929	1,529	9,529	69,987	45,152	..
Agricultural Schools	..	..	..	..	1,885	792
Reformatory Schools	..	..	..	..	2,32,815	..
Other Schools	47,042	57,617	64,506	1,69,165	3,36,210	1,48,675
TOTAL	1,53,811	67,966	1,72,205	3,93,982	38,14,282	5,16,168
Buildings	21,223	1,19,387	5,59,780	7,00,390	74,56,242	28,48,704
Furniture and Apparatus	11,444	14,051	92,150	1,17,645	15,33,362	3,06,868
TOTAL	32,667	1,33,438	6,51,930	8,18,035	89,89,604	31,55,572
TOTAL	40,53,010	8,21,516	18,23,607	66,98,133	2,82,67,332	1,40,28,247
University	..	..	..	..	7,87,257	..
Direction	..	..	..	..	8,27,821	..
Inspection	..	..	..	..	42,17,179	1,84,624
Scholarships held in—						
Arts Colleges	..	..	..	..	2,47,089	7,979
Medical Colleges	..	..	..	..	40,591	1,986
Other Professional Colleges	..	..	..	..	71,498	6,097
Secondary Schools	..	..	..	..	3,48,480	1,70,524
Primary Schools	..	..	..	..	63,132	58,424
Medical Schools	..	..	..	..	35,061	7,202
Technical and Industrial Schools	..	..	..	..	42,955	20,082
Other Special Schools	..	..	..	..	28,156	6,935
Miscellaneous	..	..	..	..	14,77,867	2,98,436
TOTAL	..	..	..	..	81,87,086	7,62,289
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	40,53,010	8,21,516	18,23,607	66,98,133	3,64,54,418	1,47,90,536

TABLE IV—*concl d.*

of British India for the official year 1913-14—concld.

EXPENDITURE FROM					
Municipal Funds.	Fees.	ALL OTHER SOURCES. Private.	ALL OTHER SOURCES. Public.	Grand Total.	OBJECTS OF EXPENDITURE.
36	37	38	39	40	41
R	R	R	R	R	
					UNIVERSITY EDUCATION.
					Arts Colleges.
31,227	24,64,503	9,02,530	1,50,129	56,77,450	English.
410	338	31,238	1,074	96,820	Oriental.
					Colleges for Professional Training.
..	2,92,175	9,878	14,516	3,49,460	Law.
2,507	2,01,564	2,732	3,005	7,68,450	Medicine.
..	67,596	13,760	..	8,55,506	Engineering.
138	2,954	11,718	..	4,16,714	Teaching.
..	12,636	..	..	2,05,055	Agriculture.
..	8,357	..	44,094	99,940	Veterinary.
..	7,686	..	..	8,191	Commercial.
34,282	30,57,809	9,71,856	2,12,818	84,77,586	TOTAL.
					SCHOOL EDUCATION, GENERAL.
					Secondary Schools.
					For Boys—
2,42,356	92,69,980	18,99,980	3,10,734	1,48,66,653	High Schools.
3,21,341	28,36,228	11,44,707	1,60,152	56,40,028	English } Middle Schools.
1,50,639	7,97,016	82,287	9,428	18,82,957	Vernacular }
					For Girls—
19,853	7,19,620	4,82,809	32,477	20,55,619	High Schools.
29,843	1,90,526	3,60,910	28,825	9,75,484	English } Middle Schools.
55,161	18,912	87,451	296	2,90,269	Vernacular }
8,19,193	1,34,32,282	40,58,144	5,42,912	2,57,11,010	TOTAL.
					Primary Schools.
15,79,958	43,06,738	24,32,872	9,02,347	2,22,21,410	For Boys.
4,56,251	1,61,211	8,61,079	1,40,845	33,80,544	For Girls.
20,36,209	44,67,949	32,93,951	10,43,192	2,56,01,954	TOTAL.
					SCHOOL EDUCATION, SPECIAL.
7,992	20,330	68,451	15,643	20,02,887	Training Schools for Masters.
5,480	12,482	94,119	8,663	4,50,117	Training Schools for Mistresses.
350	23,656	19,094	1,920	2,60,814	Schools of Art.
..	2,487	..	..	6,478	Law Schools.
2,700	83,699	30,483	1,633	4,58,207	Medical Schools.
150	29,951	13,361	..	2,35,136	Engineering and Surveying Schools
58,062	60,886	7,06,824	23,135	14,42,833	Technical and Industrial Schools.
840	87,468	26,215	..	1,59,675	Commercial Schools.
..	95	2,480	..	5,252	Agricultural Schools.
1,348	..	9,793	..	2,43,956	Reformatory Schools.
40,821	2,99,079	3,59,033	12,806	11,96,624	Other Schools.
1,17,743	6,20,133	13,29,853	63,800	64,61,979	TOTAL.
5,77,477	75,280	24,50,614	2,58,828	1,36,67,145	*Buildings.*
44,306	44,081	3,92,511	25,402	23,46,530	*Furniture and Apparatus.*
6,21,783	1,19,361	28,43,125	2,84,230	1,60,13,675	TOTAL.
36,29,210	2,16,97,534	1,24,96,929	21,46,952	8,22,66,204	TOTAL.
..	9,54,065	2,82,336	98,000	21,21,658	University.
..	..	..	..	8,27,821	Direction.
13,027	..	1,590	1,01,529	45,17,949	Inspection.
					Scholarships held in—
4,347	4,224	1,50,390	9,395	4,23,424	Arts Colleges.
332	..	9,331	420	52,660	Medical Colleges.
452	3,476	20,008	163	1,01,694	Other Professional Colleges.
19,457	4,621	94,578	29,656	6,67,316	Secondary Schools.
7,675	140	10,785	10,573	1,50,729	Primary Schools.
563	..	14,186	6,235	63,247	Medical Schools.
4,352	..	13,004	1,730	82,123	Technical and Industrial Schools.
1,554	..	10,080	533	47,258	Other Special Schools.
85,567	39,99,668	28,92,530	1,47,726	89,01,794	Miscellaneous.
1,37,326	49,66,194	34,98,818	4,05,960	1,79,57,673	TOTAL.
37,66,536	2,66,63,728	1,59,95,747	25,52,912	10,02,23,877	TOTAL EXPENDITURE ON PUBLIC INSTRUCTI

Expenditure (in rupees) on Public Instruction for Europeans

Objects of Expenditure.	PUBLIC			
	Under Public Management.			
	Managed by Government.			
	Provincial Revenues.	Fees.	Endowments and other sources.	Total.
1	2	3	4	5
	R	R	R	R
University Education.				
Arts Colleges.				
English	..	..	..	..
Colleges for Professional Training.				
Teaching	22,864	..	..	22,864
Total	22,864	..	..	22,864
School Education, General.				
Secondary Schools.				
For Boys—				
High Schools	76,655	46,127	17,875	1,40,657
Middle Schools, English	..	..	..	..
For Girls—				
High Schools	30,317	28,914	15,722	74,953
Middle Schools, English	4,831	5,246	..	10,077
Total	1,11,803	80,287	33,597	2,25,687
Primary Schools.				
For Boys	..	..	..	..
For Girls	..	..	..	..
Total	..	..	..	..
School Education, Special.				
Training Schools for Masters	9,358	..	..	9,358
Training Schools for Mistresses	..	..	..	..
Engineering and Surveying Schools	5,560	1,020	..	6,580
Technical and Industrial Schools	..	..	..	..
Commercial Schools	..	..	..	..
Other Schools	8,280	..	..	8,280
Total	23,198	1,020	..	24,218
Total Direct Expenditure	1,57,865	81,307	33,597	2,72,769
Buildings	80,641	..	2,075	82,716
Furniture and Apparatus (special grants only)	4,732	..	14,895	19,627
Total	85,373	..	16,970	1,02,343
Total Expenditure on Public Instruction	2,43,238	81,307	50,567	3,75,112

TABLE IV-A.

in the several Provinces of British India for the official year 1913-14.

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
R	R	R	R	R	R	R	
							University Education.
							Arts Colleges.
4,308	..	..	2,766	700	3,960	11,734	English.
							Colleges for Professional Training.
11,100	..	..	2,334	..	4,476	17,910	Teaching.
15,408	..	..	5,100	700	8,436	29,644	Total.
							School Education, General.
							Secondary Schools.
							For Boys—
5,14,748	..	2,107	4,32,081	45,049	2,45,825	12,39,810	High Schools.
1,97,469	435	7,833	79,165	35,611	1,38,048	4,58,561	Middle Schools, English.
							For Girls—
4,46,596	..	1,414	4,90,598	50,545	1,96,294	11,85,447	High Schools.
2,25,849	390	9,720	97,768	46,744	96,836	4,77,307	Middle Schools, English.
13,84,662	825	21,074	10,99,612	1,77,949	6,77,003	33,61,125	Total.
							Primary Schools.
95,223	..	2,062	28,200	10,145	32,796	1,37,426	For Boys.
43,683	..	1,540	25,920	7,105	16,068	94,298	For Girls.
1,08,906	..	3,602	53,102	17,250	48,864	2,31,724	Total.
							School Education, Special.
16,357	..	..	2,656	700	6,361	26,074	Training Schools for Masters.
222	..	..	..	..	..	222	Training Schools for Mistresses.
850	..	..	3,480	706	2,520	7,556	Engineering and Surveying Schools.
26,415	..	..	16,517	1,978	5,948	50,858	Technical and Industrial Schools.
4,382	..	..	5,270	3,404	4,029	17,085	Commercial Schools.
9,075	..	..	6,590	485	6,036	22,186	Other Schools.
57,301	..	..	34,513	7,273	24,894	1,23,981	Total.
15,66,277	825	24,676	11,92,327	2,03,172	7,59,197	37,46,474	Total Direct Expenditure.
6,00,220	..	14,000	30,343	1,76,840	3,34,690	11,56,093	*Buildings.*
1,22,883	..	..	14,684	21,945	26,013	1,85,525	*Furniture and Apparatus* (special grants only).
7,23,103	..	14,000	45,027	1,98,785	3,60,703	13,41,618	Total.
22,89,380	825	38,676	12,37,354	4,01,957	11,19,900	50,88,092	Total Expenditure on Public Instruction.

Expenditure (in rupees) on Public Instruction for Europeans

Objects of Expenditure.	PUBLIC INSTITUTIONS—*contd.* Under Private Management. *Unaided.* Fees.	Subscriptions.	Endowment and other sources.	Total.	TOTAL Provincial Revenues.
1	13	14	15	16	17
	R	R	R	R	R
UNIVERSITY EDUCATION.					
Arts Colleges.					
English	..	..	..	..	4,308
Colleges for Professional Training.					
Teaching	..	..	..	..	33,964
TOTAL	..	..	..	..	38,272
SCHOOL EDUCATION, GENERAL.					
Secondary Schools					
For Boys—					
High Schools	59,938	14,028	5,708	79,674	5,02,003
Middle Schools, English	1,939	..	..	1,939	1,97,469
For Girls—					
High Schools	24,023	..	1,200	25,223	4,76,913
Middle Schools, English	2,856	200	1,400	4,456	2,30,680
TOTAL	88,756	14,228	8,308	1,11,292	14,97,065
Primary Schools.					
For Boys	1,175	541	..	1,716	65,223
For Girls	1,062	480	1,540	3,082	43,683
TOTAL	2,237	1,021	1,540	4,798	1,08,906
SCHOOL EDUCATION, SPECIAL.					
Training Schools for Masters	..	..	..	..	25,715
Training Schools for Mistresses	..	..	..	..	222
Engineering and Surveying Schools	922	..	4,218	5,140	6,410
Technical and Industrial Schools	..	..	..	..	26,415
Commercial Schools	..	..	..	..	4,382
Other Schools	..	..	..	..	17,355
TOTAL	922	..	4,218	5,140	80,499
TOTAL DIRECT EXPENDITURE	91,915	15,249	14,066	1,21,230	17,24,742
Buildings	2,212	1,000	12,237	15,449	6,91,713
Furniture and Apparatus	2,346	1,000	4,523	7,869	1,29,309
TOTAL	4,558	2,000	16,760	23,318	8,21,022
Inspection	..	..	..	..	28,551
Scholarships held in—					
Arts Colleges	..	..	..	..	19,417
Medical Colleges	..	..	..	..	740
Other Professional Colleges	..	..	..	..	6,644
Secondary Schools	..	..	..	..	48,578
Primary Schools	..	..	..	..	14,130
Medical Schools	..	..	..	..	..
Technical and Industrial Schools	..	..	..	..	2,930
Miscellaneous	..	..	..	..	5,98,123
TOTAL	..	..	..	..	7,19,113
TOTAL INDIRECT EXPENDITURE	..	..	..	..	..
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	96,473	7,249	30,826	1,44,548	32,64,877

TABLE IV-A—*contd.*

in the several Provinces of British India for the official year 1913-14—contd.

EXPENDITURE FROM					Grand Total.	OBJECTS OF EXPENDITURE.
			ALL OTHER SOURCES.			
District Funds.	Municipal Funds.	Fees.	Private.	Public.		
18	19	20	21	22	23	1
R	R	R	R	R	R	UNIVERSITY EDUCATION
						Arts Colleges.
..	..	2,766	3,960	700	11,734	English.
						Colleges for Professional Training.
..	..	2,334	4,476	..	40,774	Teaching.
..	..	5,100	8,436	700	52,508	TOTAL
						SCHOOL EDUCATION, GENERAL.
						Secondary Schools.
						For Boys—
..	2,107	5,38,146	2,22,907	1,04,978	14,60,141	High Schools.
435	7,833	81,104	1,17,714	55,945	4,60,500	Middle Schools, English.
						For Girls—
..	1,414	5,43,535	1,81,912	81,849	12,85,623	High Schools.
390	9,720	1,05,870	94,794	50,386	4,91,840	Middle Schools, English.
825	21,074	12,68,655	6,17,327	2,93,158	36,98,104	TOTAL.
						Primary Schools.
..	2,062	28,375	42,868	614	1,39,142	For Boys.
..	1,540	26,964	24,335	858	97,380	For Girls.
..	3,602	55,339	67,203	1,472	2,36,522	TOTAL.
						SCHOOL EDUCATION, SPECIAL.
..	..	2,656	6,361	700	35,432	Training Schools for Masters.
..	..	..	..	..	222	Training Schools for Mistresses.
..	..	5,422	7,444	..	19,276	Engineering and Surveying Schools.
..	..	16,517	7,250	676	50,858	Technical and Industrial Schools.
..	..	5,270	3,948	3,485	17,085	Commercial Schools.
..	..	6,590	1,317	5,204	30,466	Other Schools.
..	..	36,455	26,320	10,065	1,53,339	TOTAL.
825	24,676	13,65,549	7,19,286	3,05,395	41,40,473	TOTAL DIRECT EXPENDITURE.
						Buildings.
..	14,000	32,555	3,75,638	1,40,352	12,54,258	*Furniture and Apparatus.*
..	..	17,030	59,799	6,883	2,13,021	
..	14,000	49,585	4,35,437	1,47,235	14,67,279	TOTAL.
..	..	..	..	..	28,551	Inspection.
						Scholarships held in—
		1,320	108	4,564	25,409	Arts Colleges.
..	..				740	Medical Colleges.
..	..	..	..	..	6,644	Other Professional Colleges.
..	..	..	..	..	50,451	Secondary Schools.
..	..	..	1,873	..	19,566	Primary Schools.
..	..	..	5,436	..		Medical Schools.
..	..	..	..	..	..	Technical and Industrial Schools.
..	..	..	..	..	2,930	Miscellaneous.
..	..	760	12,81,215	8,28,621	1,32,922	28,41,641
..	760	12,82,535	8,36,038	1,37,486	29,75,932	TOTAL.
..	..	..	..	..	..	TOTAL INDIRECT EXPENDITURE.
825	39,436	26,97,669	19,90,761	5,90,116	85,83,684	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	298	83,921	29,471	2	29,473
Government . Vernacular	71	7,440	2	..	2
Local Fund . English	202	36,654	1,937	1	1,938
Local Fund . Vernacular	842	115,376	..	..	..
Municipal . English	169	32,329	4,996	1	4,997
Municipal . Vernacular	35	6,508	..	..	..
Native States . English	176	19,187	6,277	4	6,281
Native States . Vernacular	15	1,319	..	..	..
Aided . English	2,084	399,032	76,299	167	76,466
Aided . Vernacular	1,234	91,320	43	..	43
Unaided . English	1,082	210,229	48,954	94	49,048
Unaided . Vernacular	71	5,269	..	..	..
Total .	6,279	1,008,584	167,979	269	168,248
For Girls.					
Government . English	26	3,694	..	506	506
Government . Vernacular	26	2,502	..	..	..
Local Fund . English	..	..	..	..	..
Local Fund . Vernacular	4	372	..	..	..
Municipal . English	2	132	..	..	..
Municipal . Vernacular	10	1,545	..	..	..
Native States . English	4	436	..	11	11
Native States . Vernacular	..	..	..	..	..
Aided . English	314	35,001	6	2,376	2,382
Aided . Vernacular	160	17,030	..	..	..
Unaided . English	21	1,640	3	245	248
Unaided . Vernacular	3	176	..	..	..
Total .	570	62,528	9	3,138	3,147
Total Secondary Schools .	6,849	1,071,112	167,988	3,407	171,395
PRIMARY SCHOOLS.					
For Boys.					
Government	540	28,039	..	..	..
Local Fund	30,442	1,763,615	..	..	..
Municipal	1,771	203,128	..	..	..
Native States	3,119	192,394	..	..	..
Aided	66,431	2,407,475	..	..	..
Unaided	14,347	379,265	..	..	..
Total .	116,650	4,973,916	..	..	..
For Girls.					
Government	579	45,692	..	..	..
Local Fund	1,815	77,184	..	..	..
Municipal	545	44,409	..	..	..
Native States	292	23,660	..	..	..
Aided	9,797	313,093	..	..	..
Unaided	1,694	40,717	..	..	..
Total .	14,722	544,755	..	..	..
Total Primary Schools .	131,372	5,518,671	..	..	..
Grand Total .	138,221	6,589,783	167,988	3,407	171,395

TABLE V.

education in British India at the end of the official year 1913-14.

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.
34,062	32	34,094	63,433	34	63,567	English } Government.
1,415	42	1,457	1,417	42	1,459	Vernacular }
12,787	27	12,814	14,724	28	14,752	English } Local Fund.
38,060	11	38,071	38,060	11	38,071	Vernacular }
15,035	10	15,045	20,031	11	20,042	English } Municipal.
1,223	..	1,223	1,223	..	1,223	Vernacular }
11,014	19	11,033	17,391	23	17,314	English } Native States.
277	..	277	277	..	277	Vernacular }
1,26,640	1,135	1,27,775	2,02,939	1,302	2,04,241	English } Aided.
10,129	452	10,581	10,172	452	10,624	Vernacular }
57,670	100	57,770	1,06,624	194	1,06,818	English } Unaided.
1,020	2	1,022	1,020	2	1,022	Vernacular }
3,09,332	1,830	3,11,162	477,311	2,099	479,410	Total.
						For Girls.
..	731	731	..	1,237	1,237	English } Government.
..	192	192	..	192	192	Vernacular }
..	..	..	..	..	..	English } Local Fund.
..	26	26	..	26	26	Vernacular }
..	11	11	..	11	11	English } Municipal.
..	174	174	..	174	174	Vernacular }
..	425	425	..	436	436	English } Native States.
..	..	..	..	..	..	Vernacular }
198	7,214	7,412	204	9,590	9,794	English } Aided.
182	944	1,126	182	944	1,126	Vernacular }
7	500	507	10	745	755	English } Unaided.
..	15	15	..	15	15	Vernacular }
387	10,232	10,619	396	13,370	13,766	Total.
309,719	12,062	321,781	477,707	15,469	493,176	Total Secondary Schools.
						PRIMARY SCHOOLS.
						For Boys.
186	..	186	186	..	186	Government.
2,409	10	2,419	2,409	10	2,419	Local Fund.
116	1	117	116	1	117	Municipal.
16	..	16	16	..	16	Native States.
3,156	133	3,289	3,156	133	3,289	Aided.
66	..	66	66	..	66	Unaided.
5,949	144	6,093	5,949	144	6,093	Total.
						For Girls.
..	727	727	..	727	727	Government.
..	28	28	..	28	28	Local Fund.
..	34	34	..	34	34	Municipal.
..	4	4	..	4	4	Native States.
14	1,669	1,683	14	1,669	1,683	Aided.
..	86	86	..	86	86	Unaided.
14	2,548	2,562	14	2,548	2,562	Total.
5,963	2,692	8,655	5,963	2,692	8,655	Total Primary Schools.
315,682	14,754	330,436	483,670	18,161	501,831	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	13,694	43	13,737	6,368	84	6,452	165	..	165
Government . { Vernacular	1,483	104	1,587	2,966	569	3,535	859	..	859
Local Fund . { English	10,443	17	10,460	10,692	149	10,841	584	17	601
Local Fund . { Vernacular	25,095	68	25,163	41,603	415	42,018	9,820	304	10,124
Municipal . { English	5,469	3	5,472	6,530	17	6,547	263	5	268
Municipal . { Vernacular	1,033	..	1,033	3,375	13	3,388	846	18	864
Native States . { English	1,073	2	1,075	618	5	623	173	2	175
Native States . { Vernacular	289	1	290	513	1	514	233	5	238
Aided . { English	90,257	1,241	91,498	94,371	2,644	97,015	6,048	230	6,278
Aided . { Vernacular	16,095	2,090	18,185	43,132	14,033	57,165	5,313	33	5,346
Unaided . { English	52,101	85	52,186	47,426	251	47,677	3,514	34	3,548
Unaided . { Vernacular	1,250	1	1,251	2,208	8	2,216	774	6	780
Total .	218,282	3,655	221,937	259,802	18,189	277,991	28,592	654	29,246
For Girls.									
Government . { English	11	485	496	59	1,416	1,475	5	481	486
Government . { Vernacular	3	319	322	60	1,370	1,430	5	553	558
Local Fund . { English	..	..	..	..	..	..	..	..	..
Local Fund . { Vernacular	..	44	44	..	284	284	..	18	18
Municipal . { English	..	21	21	..	50	50	..	50	50
Municipal . { Vernacular	..	422	422	..	896	896	..	53	53
Native States . { English	..	..	..	..	..	..	..	..	..
Native States . { Vernacular	..	..	..	..	..	..	..	..	..
Aided . { English	733	5,656	6,389	3,333	13,098	16,431	484	1,903	2,387
Aided . { Vernacular	453	2,060	2,513	2,176	8,942	11,118	37	2,236	2,273
Unaided . { English	23	247	270	23	491	514	6	95	101
Unaided . { Vernacular	..	17	17	..	100	100	..	44	44
Total .	1,223	9,271	10,494	5,651	26,647	32,298	537	5,433	5,970
Total Secondary Schools .	219,505	12,926	232,431	265,453	44,836	310,289	29,129	6,087	35,216
PRIMARY SCHOOLS.									
For Boys.									
Government	4,491	21	4,512	15,666	631	16,237	6,548	556	7,104
Local Fund	179,766	1,678	181,444	1,058,378	53,450	1,111,828	414,489	53,435	467,924
Municipal	32,432	146	32,578	119,196	4,371	123,567	42,512	4,354	46,866
Native States	32,174	326	32,500	95,983	3,528	99,511	54,650	5,717	60,367
Aided	89,235	5,551	94,786	1,430,629	140,335	1,570,964	655,461	82,975	738,436
Unaided	4,019	77	4,096	197,489	10,401	207,890	149,590	17,623	167,213
Total .	342,117	7,799	349,916	2,917,281	212,716	3,129,997	1,323,250	164,660	1,487,910
For Girls.									
Government	2	2,621	2,623	340	28,283	28,623	20	13,693	13,719
Local Fund	7	4,093	4,100	309	46,616	46,925	169	25,962	26,131
Municipal	2	3,320	3,322	131	27,447	27,578	189	13,286	13,475
Native States	..	2,459	2,459	13	11,463	11,476	36	9,685	9,721
Aided	1,352	10,777	12,129	14,225	158,642	172,867	3,023	123,391	126,414
Unaided	10	520	530	427	14,567	14,994	533	24,574	25,107
Total .	1,373	23,790	25,163	15,445	287,018	302,463	3,976	210,591	214,567
Total Primary Schools .	343,490	31,589	375,079	2,932,726	499,734	3,432,460	1,327,226	375,251	1,702,477
GRAND TOTAL .	562,995	44,515	607,510	3,198,179	544,570	3,742,749	1,356,355	381,338	1,737,693

TABLE V—*contd.*

education in British India at the end of the official year 1913-14—contd.

STAGE. THE LOWER PRIMARY STAGE. Total. Boys.	Girls.	Total.	TOTAL PRIMARY STAGE. Boys.	Girls.	Total.	GRAND TOTAL. Boys.	Girls.	Total.	CLASS OF SCHOOLS
22	23	24	25	26	27	28	29	30	1
									SECONDARY SCHOOLS.
									FOR BOYS.
6,533	84	6,617	20,227	127	20,354	83,760	161	83,921	English } Government.
3,825	569	4,394	5,308	673	5,981	6,725	715	7,440	Vernacular }
11,276	166	11,442	21,719	183	21,902	36,443	211	36,654	English } Local Fund.
51,423	719	52,142	76,518	787	77,305	114,578	798	115,376	Vernacular }
6,793	22	6,815	12,262	25	12,287	32,293	36	32,329	English } Municipal.
4,221	31	4,252	5,254	31	5,285	6,477	31	6,508	Vernacular }
791	7	798	1,864	9	1,873	19,155	32	19,187	English } Native States
746	6	752	1,035	7	1,042	1,312	7	1,319	Vernacular }
100,419	2,874	103,293	190,676	4,115	194,791	393,615	5,417	399,032	English } Aided.
48,445	14,066	62,511	64,540	16,156	80,696	74,712	16,608	91,320	Vernacular }
50,940	285	51,225	103,041	370	103,411	209,665	564	210,229	English } Unaided.
2,982	14	2,996	4,232	15	4,247	5,252	17	5,269	Vernacular }
288,394	18,843	307,237	506,676	22,498	529,174	983,987	24,597	1,008,584	TOTAL.
									FOR GIRLS.
64	1,897	1,961	75	2,382	2,457	75	3,619	3,694	English } Government.
65	1,923	1,988	68	2,242	2,310	68	2,434	2,502	Vernacular }
..	..	..	..	..	..	..	..	..	English } Local Fund.
..	302	302	..	346	346	..	372	372	Vernacular }
..	100	100	..	121	121	..	132	132	English } Municipal.
..	949	949	..	1,371	1,371	..	1,545	1,545	Vernacular }
..	..	..	..	..	..	..	436	436	English } Native States.
..	..	..	..	..	..	..	..	..	Vernacular }
3,817	15,001	18,818	4,550	20,657	25,207	4,754	30,247	35,001	English } Aided.
2,213	11,178	13,391	2,666	13,238	15,904	2,848	14,182	17,030	Vernacular }
20	586	615	52	833	885	62	1,578	1,640	English } Unaided.
..	144	144	..	161	161	..	176	176	Vernacular }
6,188	32,080	38,268	7,411	41,351	48,762	7,807	54,721	62,528	TOTAL.
294,582	50,923	345,505	514,087	63,849	577,936	991,794	79,318	1,071,112	TOTAL SECONDARY SCHOOLS.
									PRIMARY SCHOOLS.
									FOR BOYS
22,154	1,187	23,341	26,645	1,208	27,853	26,831	1,208	28,039	Government.
1,472,867	106,885	1,579,752	1,652,633	108,563	1,761,196	1,655,042	108,573	1,763,615	Local Fund.
161,708	8,725	170,433	194,140	8,871	203,011	194,256	8,872	203,128	Municipal.
150,633	9,245	159,878	182,807	9,571	192,378	182,823	9,571	192,394	Native States.
2,086,090	223,310	2,309,400	2,175,325	228,861	2,404,186	2,178,481	228,994	2,407,475	Aided.
347,079	28,024	375,103	351,098	28,101	379,199	351,104	28,101	379,205	Unaided.
4,240,531	377,376	4,617,907	4,582,648	385,175	4,967,823	4,588,597	385,319	4,973,916	TOTAL.
									FOR GIRLS.
366	41,976	42,342	368	44,597	44,965	368	45,324	45,692	Government.
478	72,578	73,056	485	76,671	77,156	485	76,699	77,184	Local Fund.
320	40,733	41,053	322	44,053	44,375	322	44,087	44,409	Municipal.
49	21,148	21,197	49	23,607	23,656	49	23,611	23,660	Native States.
17,248	282,033	299,281	18,600	292,810	311,410	18,614	294,479	313,093	Aided.
960	39,141	40,101	970	39,661	40,631	970	39,747	40,717	Unaided
19,421	497,609	517,030	20,794	521,399	542,193	20,808	523,947	544,755	TOTAL
4,250,902	874,985	5,134,937	4,603,442	906,574	5,510,016	4,609,405	909,266	5,518,671	TOTAL PRIMARY SCHOOLS.
4,554,534	925,908	5,480,442	5,117,529	970,423	6,087,952	5,601,199	988,584	6,589,783	GRAND TOTAL.

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	1	..	..	1	1	..	..	..	1	..	..
Master of Arts	9	14	2	25	181	213	13	431	838	117	124
Master of Science	4	3	1	8	53	15	3	53	124	41	10
Bachelor of Arts (Honours), Preliminary English language.	1	2	..	3	73	41	..	..	114	68	36
Bachelor of Arts	28	47	18	93	1,260	2,184	1,498	1,047	5,989	713	1,249
Bachelor of Science	14	14	6	34	289	221	148	12	670	174	117
First B.A.	..	1	2	3	..	1	24	1,111	1,136	..	1
First B.Sc.	..	..	..	..	..	..	..	..	..	..	..
Intermediate Examination in Arts	32	65	32	129	2,188	5,310	2,975	1,043	11,516	1,163	2,434
Intermediate Examination in Science	14	16	8	38	365	152	486	46	1,249	298	239
Previous Examination	7	4	..	11	212	313	..	97	622	50	96
Oriental Colleges.											
Master of Oriental Learning	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Oriental Learning	..	..	..	..	..	..	..	..	..	..	..
First Arts Oriental Faculty	..	..	..	..	..	..	..	..	..	..	..
Honours in Sanskrit	1	2	15	18	138	27	58	147	370	104	7
Honours in Arabic	..	1	..	1	..	13	..	18	31	..	7
Honours in Persian	..	1	..	1	..	5	..	32	37	..	2
Honours in Gurmukhi	..	1	..	1	..	2	..	26	28	..	1
Honours in Punjabi	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Sanskrit	1	12	187	200	117	84	723	115	1,039	55	46
High Proficiency in Arabic	..	3	..	3	..	6	..	3	9	..	4
High Proficiency in Persian	..	1	..	1	..	1	..	3	4	..	..
High Proficiency in Punjabi	..	1	..	1	..	4	..	12	16	..	2
High Proficiency in Hindi	..	..	..	..	..	..	..	..	..	..	..
High Proficiency in Urdu	..	..	..	..	..	..	..	5	5	..	..
Proficiency in Sanskrit	1	12	238	251	24	81	842	160	1,107	8	27
Proficiency in Arabic	..	2	5	7	..	15	10	15	40	..	5
Proficiency in Persian	..	..	..	..	..	..	..	7	7	..	..
Proficiency in Hindi	..	..	..	..	..	..	..	5	5	..	..
Proficiency in Urdu	..	..	..	..	..	..	..	..	..	..	..
Proficiency in Punjabi	..	..	..	..	..	..	..	23	23	..	..
Additional Examination in English for Oriental Titles.	..	..	..	..	..	..	..	..	..	..	..
Colleges for Professional Training.											
Law.											
Doctor of Law	..	..	..	..	..	..	..	..	..	..	..
Master of Law	..	1	..	1	..	1	..	20	21	..	..
Honours in Law	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law	6	1	10	17	941	166	864	319	2,290	556	111
First LL.B.	1	..	..	1	413	..	..	..	413	190	..
First Examination in Law	1	..	2	3	285	..	148	276	709	144	..
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.	2	..	..	2	6	..	..	..	6	3	..
M.B. (*a*)	1	..	..	1	82	..	..	..	82	51	..
Second Professional Examination for M.B., B.S.	3	..	..	3	138	..	..	..	138	92	..
First Professional Examination for M.B., B.S.	2	..	..	2	113	..	..	..	113	69	..
Honours in Medicine	1	..	..	1	1	..	..	..	1	1	..
Intermediate M.B., B.S. Examination	1	..	..	1	150	..	..	..	150	62	..
L.M.S. (*b*)	3	..	..	3	253	..	..	..	253	178	..
First M.B. (*c*)	2	..	..	2	187	..	..	..	187	105	..
First L.M.S. (*d*)	1	..	..	1	20	..	..	..	20	13	..
Additional Test in Chemistry	1	2	2	5	50	26	58	..	134	23	14
Preliminary Scientific M.B.	1	..	..	1	191	..	..	..	191	143	..
L.S.Sc.	..	..	..	..	..	..	..	..	..	..	..
Preliminary Scientific L.M.S.	1	5	..	6	122	44	..	..	166	80	29
Bachelor of Hygiene	2	..	..	2	12	..	..	..	12	3	..
Combined Preliminary Scientific and First M.B.	..	..	..	..	..	..	..	..	..	..	..
Special certificate class examination for females.	1	..	..	1	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 1913-14.

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.
7	207	455	6	15	204	173	46	3	4	4	Master of Arts.
2	28	81	..	..	32	42	6	..	..	1	Master of Science.
..	..	104	5	6	75	17	1	..	..	..	Bachelor of Arts (Honours), Preliminary English language.
733	465	3,160	25	130	1,526	1,152	245	18	40	24	Bachelor of Arts.
58	4	353	2	2	115	204	21	1	5	3	Bachelor of Science.
12	541	554	2	54	390	104	3	..	..	1	First B.A.
..	..	..	..	..	..	..	..	..	..	..	First B.Sc.
1,332	400	5,329	58	155	2,353	2,112	493	54	59	45	Intermediate Examination in Arts.
247	18	802	10	8	209	495	48	4	4	24	Intermediate Examination in Science.
..	19	165	..	1	141	..	9	..	14	..	Previous Examination.
											ORIENTAL COLLEGES.
..	..	..	..	..	..	..	..	..	..	..	Master of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	Bachelor of Oriental Learning.
..	..	..	..	..	..	..	..	..	..	..	First Arts, Oriental Faculty.
26	60	197	..	..	191	6	..	..	..	..	Honours in Sanskrit.
..	4	11	..	..	..	..	11	..	..	..	Honours in Arabic.
..	10	12	..	1	..	..	11	..	..	..	Honours in Persian.
..	16	17	..	..	1	..	..	..	..	16	Honours in Gurmukhi.
..	..	..	..	..	..	..	..	..	..	..	Honours in Punjabi.
417	42	560	..	..	550	10	..	..	..	..	High Proficiency in Sanskrit.
..	1	5	..	..	..	..	5	..	..	..	High Proficiency in Arabic.
..	2	2	..	..	..	1	1	..	..	..	High Proficiency in Persian.
..	10	12	..	..	..	..	..	..	..	12	High Proficiency in Punjabi.
..	..	..	..	..	..	..	..	..	..	..	High Proficiency in Hindi.
..	3	3	..	..	..	..	3	..	..	..	High Proficiency in Urdu.
288	97	420	..	..	398	22	..	..	..	..	Proficiency in Sanskrit.
3	8	16	..	..	..	..	16	..	..	..	Proficiency in Arabic.
..	3	3	..	..	..	..	3	..	..	..	Proficiency in Persian.
..	2	2	..	..	2	..	..	..	..	..	Proficiency in Hindi.
..	..	..	..	..	..	..	..	..	..	..	Proficiency in Gurmukhi.
..	5	5	..	..	..	1	..	..	..	4	Proficiency in Punjabi.
..	..	..	..	..	..	..	..	..	..	..	Additional examination in English for Oriental Titles.
											COLLEGES FOR PROFESSIONAL TRAINING.
											Law.
..	..	5	..	1	4	..	..	..	..	..	Doctor of Law.
..	..	..	..	..	..	..	..	..	..	..	Master of Law.
..	..	..	..	..	..	..	..	..	..	..	Honours in Law.
521	117	1,305	3	24	561	560	132	2	13	10	Bachelor of Law.
..	..	190	..	5	168	..	3	..	14	..	First LL.B.
65	98	307	..	22	161	94	27	..	..	3	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.
..	..	3	..	..	1	1	..	..	1	..	M.D.
..	..	51	2	..	15	33	1	..	..	..	M.B. (*a*)
..	..	92	..	1	26	32	6	..	21	6	Second Professional Examination for M.B., B.S.
..	..	69	..	2	20	21	6	16	1	3	First Professional Examination for M.B., B.S.
..	..	1	..	..	1	..	..	..	..	..	Honours in Medicine.
..	..	62	..	6	39	..	2	..	14	1	Intermediate M.B., B.S. Examination
..	..	178	..	12	112	..	10	..	44	..	L.M.S. (*b*)
..	..	105	2	..	32	68	2	..	..	1	First M.B. (*c*)
..	..	13	..	1	8	..	1	..	3	..	First L.M.S. (*d*)
21	..	58	..	1	3	38	10	..	..	6	Additional Test in Chemistry.
..	..	143	4	3	43	88	3	2	..	..	Preliminary Scientific M.B.
..	..	..	..	..	..	..	..	..	..	..	L.S.Sc.
..	..	109	1	7	64	16	6	..	12	3	Preliminary Scientific L.M.S.
..	..	3	..	..	1	..	..	..	2	..	Bachelor of Hygiene.
..	..	..	..	..	..	..	..	..	..	..	Combined Preliminary Scientific and First M.B.
..	..	..	..	..	..	..	..	..	..	..	Special certificate class examination for females

(*a*) Third, Second and First M.B. and C.M. Examination in Madras.
(*d*) Second and First L.M.S. Examination in Madras and Bombay.

Results of the prescribed examinations in the several

Nature of Examinations.	Number of Institutions sending Examinees.				Numbers of Examinee.					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	40	..	..	..	40	20	..
L.C.E.	3	..	..	3	65	..	..	..	65	24	..
First L.C.E.	..	..	..	..	..	..	..	..	..	..	..
Examination in Art drawing	..	..	..	..	..	..	..	..	..	..	..
First Examination in Engineering	1	..	..	1	56	..	..	..	56	45	..
Roorkee College Examinations—											
Civil Engineer	3	..	..	3	137	..	..	..	137	92	..
Electrical Engineer	..	..	..	..	..	..	..	..	..	..	..
Upper Subordinate	1	..	..	1	38	..	..	..	38	37	..
Lower Subordinate	1	..	..	1	53	..	..	..	53	53	..
Teaching	7	4	1	12	274	39	2	35	(a)586	339	35
Agriculture.											
L.Ag.	2	..	..	2	33	..	..	..	33	27	..
Second L.Ag.	1	..	..	1	20	..	..	..	20	17	..
First L.Ag.	1	..	..	1	34	..	..	..	34	26	..
Veterinary	1	..	..	1	57	..	..	..	57	52	..
Commercial	..	1	..	1	..	4	..	..	4	..	1
Schools for General Education											
Matriculation Examination — Boys	235	462	314	1,011	6,088	8,514	6,507	1,571	22,680	3,847	4,754
Matriculation Examination — Girls	8	42	7	57	56	180	33	35	304	33	114
School Final — Boys	120	229	26	375	2,736	5,663	530	32	8,961	1,601	4,671
School Final — Girls	..	..	..	..	..	..	..	..	..	..	..
High School Examination for Europeans. — Boys	3	30	1	34	19	222	6	3	250	13	114
High School Examination for Europeans. — Girls	2	28	1	31	9	114	1	..	124	6	56
High School Scholarship Examination. — Boys	59	14	1	74	522	95	6	1	624	249	49
High School Scholarship Examination. — Girls	..	3	..	3	..	10	..	..	10	..	4
Elementary Certificate Examination. — Boys	..	8	..	8	..	82	..	..	82	..	46
Elementary Certificate Examination. — Girls	..	13	..	13	..	75	..	..	75	..	51
Public Service Certificate Examination	1,235	76	124	1,435	5,300	350	651	1,283	7,584	2,696	205
Cambridge Preliminary Examination. — Boys	..	1	..	1	..	20	..	..	20	..	13
Cambridge Senior Examination — Boys	..	4	2	6	..	37	30	..	67	..	27
Cambridge Senior Examination — Girls	..	6	..	6	..	25	..	..	25	..	20
Cambridge Junior Examination — Boys	1	8	2	11	10	94	28	..	132	8	69
Cambridge Junior Examination — Girls	1	11	..	12	11	52	..	..	63	8	43
Middle School Examination — Boys	1,056	2,536	817	4,409	22,178	29,805	12,912	2,189	67,084	14,578	20,528
Middle School Examination — Girls	38	237	12	287	229	1,700	74	87	2,090	159	1,229
Upper Primary Examination — Boys	11,875	9,911	1,027	22,813	107,657	82,458	20,122	86	210,323	69,555	57,379
Upper Primary Examination — Girls	871	859	10	1,740	3,548	6,505	21	17	10,091	2,481	4,628
Lower Primary Examination — Boys	12,329	32,132	2,208	46,759	92,456	259,950	19,477	..	371,883	59,293	180,455
Lower Primary Examination — Girls	926	2,846	128	3,900	7,096	28,158	289	..	35,543	5,081	20,001
Schools for Special Instruction.											
Training School Examination for Masters. — Upper	31	6	..	37	1,217	67	..	300	1,584	1,034	46
Training School Examination for Masters. — Lower	386	30	..	416	5,576	199	372	427	6,574	4,037	317
Training School Examination for Mistresses. — Upper	15	24	1	40	240	216	4	18	478	208	171
Training School Examination for Mistresses. — Lower	17	22	2	41	175	157	17	18	367	140	103
Teachers' Examination for students outside Training School	28	1,217	..	1,245	28	1,447	..	7	1,482	6	229
Schools of Art Examination	220	311	150	681	5,382	5,644	2,521	477	(c)17,255	3,723	3,808
Medical Examination	10	..	..	10	752	..	..	..	752	592	..
Examination in Engineering	24	4	1	29	617	37	24	..	(e) 758	444	33
Examination in Surveying											
Industrial School Examination	8	11	1	20	150	346	231	2	(c) 1,177	104	311
Commercial School Examination	6	2	7	15	126	75	76	18	295	64	75
Agricultural School Examination	..	..	..	..	..	..	..	..	..	..	..
Sanskrit Title Examination	6	745	104	855	23	3,873	637	66	4,599	26	1,723
Madrassa Central Examination	4	6	1	11	433	128	16	..	577	304	74
Madrassa Maktab Examination	..	..	..	..	..	..	..	..	..	..	..
Other Schools Examination	85	484	64	633	3,001	1,421	446	378	6,146	1,928	949

(a) Includes 136 students sent up for the Licentiate in teaching Examination from the
(b) Includes 127 students passed in the Licentiate in teaching Examination from the
(c) Includes 3,231 and 448 students sent up for the Schools of Art and Industrial
(d) Includes 1,628 and 318 students passed the Schools of Art and Industrial
(e) Includes 80 students sent up for the examination in Engineering and Surveying
(f) Includes 79 students passed in the Examination in Engineering and Surveying

NOTE.—In Madras and Bombay students have not, in some cases, been distinguished

TABLE VI—*contd.*

Provinces of British India during the official year 1913-14—contd.

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.	
											COLLEGES FOR PROFESSIONAL TRAINING —*contd.*
											Engineering.
..	..	..	..	..	..	..	..	..	..	..	M.C.E.
..	..	20	..	2	10	7	1	..	..	..	B.C.E.
..	..	24	..	1	13	9	..	..	1	..	L.C.E.
..	..	..	..	..	..	..	..	..	..	..	First L.C.E.
..	..	..	..	..	..	..	..	..	..	..	Examination in Art drawing.
..	..	45	..	..	37	..	2	..	6	..	First Examination in Engineering.
											Roorkee College Examinations—
..	..	92	2	2	64	11	2	..	11	..	Civil Engineer.
..	..	..	..	..	..	..	..	..	..	..	Electrical Engineer.
..	..	37	18	..	..	19	..	..	..	..	Upper Subordinate.
..	..	53	..	..	10	42	1	..	..	..	Lower Subordinate.
											Teaching.
2	25	(*b*)528	34	40	187	160	85	2	1	19	
											Agriculture.
..											
..	..	27	..	2	16	4	3	..	1	1	L.Ag.
..	..	17	..	2	14	..	1	..	..	..	Second L. Ag.
..	..	26	..	..	21	..	1	..	4	..	First L.Ag.
..	..	52	..	..	2	3	37	..	..	10	*Veterinary.*
..	..	1	..	..	..	..	..	..	..	1	*Commercial.*
											SCHOOLS FOR GENERAL EDUCATION.
3,595	493	12,689	38	249	4,775	5,208	1,719	222	223	255	Boys } Matriculation Examination.
22	20	189	21	70	20	23	..	..	30	16	Girls }
365	15	6,652	40	514	3,786	1,903	386	1	15	7	Boys } School Final.
..	..	..	..	..	..	..	..	..	..	..	Girls }
4	..	131	127	4	..	..	..	..	..	..	Boys } High School Examination for Eu-
1	..	63	61	1	..	..	..	..	1	..	Girls } ropeans.
1	..	299	..	..	156	108	31	2	2	..	Boys } High School Scholarship Examination.
..	..	4	..	4	..	..	..	..	..	..	Girls }
..	..	46	43	1	..	1	..	..	1	..	Boys } Elementary Certificate Examination.
..	..	51	49	..	..	1	..	..	1	..	Girls }
269	330	3,500	..	39	1,373	1,549	478	24	4	33	Public Service Certificate Examination.
..	..	13	..	13	..	..	..	..	..	..	Boys Cambridge Preliminary Examination.
24	..	51	43	..	..	2	..	..	2	4	Boys } Cambridge Senior Examination.
..	..	20	19	..	..	1	..	..	..	..	Girls }
24	..	101	98	..	..	..	2	..	1	..	Boys } Cambridge Junior Examination.
..	..	51	46	..	1	2	1	..	..	1	Girls }
9,934	911	45,951	523	1,634	8,603	19,542	7,661	7,531	124	333	Boys } Middle School Examination.
53	31	1,472	430	415	56	212	38	249	16	56	Girls }
15,654	76	142,664	412	4,346	24,000	68,276	22,476	20,458	415	2,281	Boys } Upper Primary Examination.
16	7	7,132	366	995	997	2,039	314	1,868	458	95	Girls }
15,048	..	254,796	446	9,721	20,941	91,503	38,238	90,568	901	2,478	Boys } Lower Primary Examination.
214	..	25,296	716	1,780	2,180	5,956	1,170	12,320	1,038	136	Girls }
											SCHOOLS FOR SPECIAL INSTRUCTION.
..	133	1,213	20	52	605	347	133	45	..	11	Upper } Training School Examination for
11	160	4,525	4	301	2,066	1,305	639	131	..	79	Lower } Masters.
4	13	396	22	160	81	91	24	5	3	10	Upper } Training School Examination for Mis-
10	4	257	9	98	53	41	18	30	1	7	Lower } tresses.
..	3	238	..	..	..	2	6	225	..	5	Teachers' Examination for students outside Training School.
1,815	340	(*d*) 11,314	467	728	3,960	4,494	942	135	503	85	Schools of Art Examination.
..	..	592	3	34	214	268	52	..	7	14	Medical Examination.
15	..	(*f*)571	7	7	92	312	49	13	..	12	Examination in Engineering. Examination in Surveying.
231	1	(*d*)965	30	212	70	434	203	..	..	16	Industrial School Examination.
40	7	186	17	10	56	83	18	..	1	1	Commercial School Examination.
..	..	..	..	..	..	..	..	..	..	..	Agricultural School Examination.
299	27	2,075	..	..	1,872	203	..	..	..	..	Sanskrit Title Examination.
7	..	385	..	..	..	..	385	..	..	..	Madrassa Central Examination.
..	..	..	..	..	..	..	..	..	..	..	Madrassa Maktab Examination.
185	184	3,246	143	80	357	1,677	758	111	104	16	Other Schools Examination.

different institutions in Madras, details of whom are not available.
different intitutions in Madras, the race and creed of whom is not available.
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.
between Brahmans and non-Brahmans. They have hence been shown under Brahmans

Return showing the distribution of Local Board and Municipal Expenditure

Objects of Expenditure.	Number of Institutions.	EXPENDITURE OF LOCAL IN INSTITUTIONS MANAGED: 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.
					R	R	R
University Education.							
Arts Colleges.							
English	..	..	..	..	..	..	..
Oriental	1	26	26	22	..	6,282	..
Colleges or Departments of Colleges for Professional Training.							
Law	..	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..
TOTAL	1	26	26	22	..	6,282	..
School Education, General.							
Secondary Schools.							
For Boys—							
High Schools	21	8,214	8,154	7,406	3,814	10,583	4,295
Middle Schools { English	179	28,034	27,167	23,490	6,065	84,872	18,721
Middle Schools { Vernacular	844	115,782	111,894	90,774	..	7,67,319	31,781
For Girls—							
High Schools	..	..	..	..	..	..	..
Middle Schools { English	..	..	..	..	..	..	..
Middle Schools { Vernacular	4	372	313	244	63	5,710	450
TOTAL	1,048	152,402	147,548	121,914	9,942	8,68,484	55,247
Primary Schools.							
For Boys	30,435	1,762,773	1,683,278	1,423,168	22,47,550	61,06,701	83,095
For Girls	1,813	77,067	72,884	55,444	75,649	4,03,377	14,627
TOTAL	32,248	1,839,840	1,756,162	1,378,612	23,23,199	65,10,078	97,722
School Education, Special.							
Training Schools for Masters	249	2,237	2,197	2,124	7,500	2,09,848	525
Training Schools for Mistresses	1	6	5	4	..	36	..
Schools of Art	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..
Technical and Industrial Schools	31	1,412	1,322	1,022	11,504	63,000	1,373
Commercial Schools	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..
Other Schools	2	194	164	140	527	281	..
TOTAL	283	3,849	3,688	3,290	19,531	2,73,165	1,898
Buildings	..	..	..	..	52,496	26,50,419	86,187
Furniture and apparatus	..	..	..	..	43,713	2,58,742	2,452
TOTAL	..	..	..	..	96,109	29,09,161	88,639
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	33,580	1,996,117	1,907,424	1,503,838	24,48,881	1,05,67,170	2,43,506

TABLE VII.

on Public Instruction in British India for the official year 1913-14.

BOARDS ON PUBLIC INSTRUCTION.								
BY LOCAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total Local Boards' expenditure on Public Instruction.	OBJECTS OF EXPENDITURE.
Fees	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.		
R	R	R	R	R	R	R	R	
								UNIVERSITY EDUCATION.
								Arts Colleges.
..	..	..	..	..	..	18,050	18,050	English.
..	..	..	6,282	..	..	96	6,378	Oriental.
								Colleges or Departments of Colleges for Professional Training.
..	..	..	..	..	..	..	..	Law.
..	..	..	..	4,276	..	..	4,276	Medicines.
..	..	..	..	..	..	..	..	Engineering.
..	..	..	..	1,691	..	..	1,691	Teaching.
..	..	..	..	..	..	..	..	Agriculture.
..	..	..	6,282	5,967	..	18,146	30,395	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
1,64,354	..	762	1,83,808	2,957	1,954	15,259	30,753	For Boys—
2,85,473	8,901	2,067	4,06,099	13	12,572	1,96,763	2,94,220	High Schools.
2,03,088	6,021	1,415	10,09,624	609	5,767	2,02,102	9,75,797	English / Vernacular } Middle Schools.
..	..	..	..	..	..	..	..	For Girls—
..	..	..	..	..	..	783	783	High Schools.
..	..	7	6,230	..	..	20,712	26,422	English / Vernacular } Middle Schools.
6,52,915	14,922	4,251	16,05,761	3,579	20,293	4,35,619	13,27,975	TOTAL.
								Primary Schools.
7,37,193	32,751	23,886	92,31,176	430	59,569	20,80,043	82,46,743	For Boys.
242	2,048	291	4,96,234	657	11,018	3,36,342	7,51,894	For Girls.
7,37,435	34,799	24,177	97,27,410	1,087	70,587	24,16,385	89,98,137	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
26	..	2	2,17,901	56,652	..	594	2,67,094	Training Schools for Masters.
..	..	..	36	8,378	..	72	8,486	Training Schools for Mistresses.
..	..	..	..	..	..	..	..	Schools of Art.
..	..	..	..	..	..	..	..	Law Schools.
..	..	..	..	3,564	..	400	3,964	Medical Schools.
..	..	..	..	..	..	950	950	Engineering and Surveying Schools.
..	..	..	..	..	..	..	..	Technical and Industrial Schools.
4,995	263	13,992	95,127	4,493	1,800	16,914	86,207	Commercial Schools.
..	..	..	..	..	..	..	..	Agricultural Schools.
..	..	..	..	792	..	..	792	Other Schools.
215	5	..	1,048	60	16	1,48,318	1,48,675	
5,236	288	13,994	3,14,112	73,939	1,816	1,67,248	5,16,168	TOTAL.
127	35,731	6,950	28,31,910	66	..	1,98,219	28,48,704	Buildings.
1,186	6,496	636	3,13,225	370	..	47,756	3,06,868	Furniture and apparatus.
1,313	42,227	7,586	31,45,135	436	..	2,45,975	31,55,572	TOTAL.
..	..	..	..	..	..	..	..	University.
..	..	..	..	..	..	..	1,84,624	Inspection.
..	..	..	..	..	..	..	7,979	Scholarships held in: Arts Colleges.
..	..	..	..	..	..	..	1,986	Medical Colleges.
..	..	..	..	..	..	..	6,097	Other Professional Colleges.
..	..	..	..	..	..	..	1,70,524	Secondary Schools.
..	..	..	..	..	..	..	58,424	Primary Schools.
..	..	..	..	..	..	..	7,202	Medical Schools.
..	..	..	..	..	..	..	20,082	Technical and Industrial Schools.
..	..	..	..	..	..	..	6,935	Other Special Schools.
..	..	..	..	..	..	..	2,98,436	Miscellaneous.
..	..	..	..	..	..	..	7,62,289	TOTAL.
13,96,899	92,236	50,008	1,47,98,700	85,008	92,696	32,83,373	1,47,90,536	GRAND TOTAL.

Return showing the distribution of Local Board and Municipal Expenditure on

Objects of Expenditure.	EXPENDITURE OF MUNICIPAL							
	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.	Municipal rates.	Local Boards' Grants.	Fees.
					R	R	R	R
University Education.								
Arts Colleges.								
English	4	485	506	456	2,657	4	..	42,283
Oriental	..	..	..	..	..	..	..	..
Colleges or Departments of Colleges for Professional Training.								
Law	1	8	9	6	..	..	..	706
Medicine	..	..	..	..	..	..	..	..
Engineering	..	..	..	..	..	..	..	..
Teaching	..	..	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..	..	..
Total	5	493	515	462	2,657	4	..	42,989
School Education, General.								
Secondary Schools.								
For Boys—								
High Schools	35	12,699	12,534	11,253	59,715	41,557	1,954	2,56,461
Middle Schools (English	134	19,630	18,238	16,687	34,330	1,57,062	12,572	1,88,717
Middle Schools (Vernacular	35	6,508	6,238	5,331	..	41,463	5,767	7,273
For Girls—								
High Schools	..	..	..	..	..	..	..	..
Middle Schools (English	2	132	123	80	1,033	4,541	..	88
Middle Schools (Vernacular	10	1,545	1,492	1,175	230	20,356	..	244
Total	216	40,514	38,625	34,526	95,308	2,64,979	20,293	4,52,783
Primary Schools.								
For Boys	1,778	203,070	194,611	154,353	3,83,102	11,67,994	59,569	1,51,055
For Girls	547	44,526	41,846	28,785	95,530	3,15,370	11,018	5,091
Total	2,325	248,496	236,457	183,138	4,78,632	14,83,364	70,587	1,56,146
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters	2	12	11	10	..	1,609	..	..
Training Schools for Mistresses	2	25	28	24	1,541	1,283	..	..
Schools of Art	..	..	..	..	..	..	..	..
Law Schools	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	..	..	..	..	..	..	..	..
Technical and Industrial Schools	9	942	851	720	5,798	23,531	1,800	659
Commercial Schools	1	101	103	85	849	840	..	979
Agricultural Schools	..	..	..	..	..	..	..	..
Reformatory Schools	..	..	..	..	..	..	..	..
Other Schools	6	170	166	113	3,314	2,692	16	..
Total	20	1,250	1,159	952	11,502	29,955	1,816	1,638
Buildings	..	..	..	..	61,591	4,56,226	..	80
Furniture and apparatus	..	..	..	..	28,928	32,511	..	80
Total	..	..	..	..	90,519	4,88,737	..	160
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	**2,566**	**290,753**	**276,756**	**219,078**	**6,78,618**	**22,67,039**	**92,696**	**6,53,716**

TABLE VII—*contd.*

Public Instruction in British India for the official year 1913-14—contd.

BOARDS ON PUBLIC INSTRUCTION.								
BY 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 Associations.			
R	R	R	R	R	R	R	R	
								UNIVERSITY EDUCATION.
								Arts Colleges.
..	2,011	46,955	6,000	..	25,223	31,227	49,277	English.
..	..	..	..	..	410	410	6,788	Oriental.
								Colleges or Departments of Colleges for Professional Training.
..	..	706	..	..	..	..	..	Law.
..	..	..	2,507	..	..	2,507	6,783	Medicine.
..	..	..	..	..	..	..	..	Engineering.
..	..	..	138	..	..	138	1,829	Teaching.
..	..	..	..	..	..	..	..	Agriculture.
..	2,011	47,661	8,645	..	25,633	34,282	64,677	TOTAL.
								SCHOOL EDUCATION, GENERAL.
								Secondary Schools.
								For Boys—
..	2,297	3,61,984	32,951	4,295	1,63,553	2,42,356	2,73,109	High Schools.
1,441	3,020	3,97,142	3,381	18,721	1,42,177	3,21,341	6,15,561	English / Middle Schools.
..	26	54,529	..	31,781	77,395	1,50,639	11,26,436	Vernacular / Middle Schools.
								For Girls—
..	..	..	..	..	19,853	19,853	19,853	High Schools.
..	..	5,662	..	..	25,302	29,843	30,626	English / Middle Schools.
..	54	20,884	72	450	34,283	55,161	81,583	Vernacular / Middle Schools.
1,441	5,397	8,40,201	36,404	55,247	4,62,563	8,19,193	21,47,168	TOTAL.
								Primary Schools.
794	5,093	17,67,607	96	83,095	3,28,809	15,70,958	98,26,701	For Boys.
220	1,894	4,29,123	518	14,627	1,25,736	4,56,251	12,07,645	For Girls.
1,014	6,987	21,96,730	614	97,722	4,54,545	20,36,209	1,10,34,346	TOTAL.
								SCHOOL EDUCATION, SPECIAL.
								Schools for Special Instruction.
..	..	1,609	5,824	525	34	7,992	2,75,086	Training Schools for Masters.
..	..	2,824	3,849	..	348	5,480	13,966	Training Schools for Mistresses.
..	..	..	..	..	350	350	350	Schools of Art.
..	..	..	..	..	..	..	..	Law Schools.
..	..	..	..	..	2,700	2,700	6,664	Medical Schools.
..	..	..	..	..	150	150	1,100	Engineering and Surveying Schools.
55	5,984	37,827	..	1,373	33,158	58,062	1,44,269	Technical and Industrial Schools.
..	..	2,668	..	..	..	840	840	Commercial Schools.
..	..	..	..	..	..	..	792	Agricultural Schools.
..	..	..	1,348	..	..	1,348	1,348	Reformatory Schools
..	..	6,022	2,800	..	35,320	40,821	1,89,496	Other Schools.
55	5,984	50,950	13,821	1,898	72,069	1,17,743	6,33,911	TOTAL.
12,563	3,133	5,33,593	..	86,187	35,064	5,77,477	34,26,181	Buildings.
..	888	62,407	..	2,452	9,343	44,306	3,51,174	Furniture and apparatus.
12,563	4,021	5,96,000	..	88,639	44,407	6,21,783	37,77,355	TOTAL.
..	..	..	..	..	..	..	..	University.
..	..	..	..	..	..	13,027	1,97,651	Inspections.
..	..	..	..	..	..	4,347	12,326	Scholarships held in Arts Colleges.
..	..	..	..	..	..	332	2,318	Scholarships held in Medical Colleges.
..	..	..	..	..	..	452	6,549	Scholarships held in Other Professional Colleges.
..	..	..	..	..	..	19,457	1,89,981	Scholarships held in Secondary Schools.
..	..	..	..	..	..	7,675	66,099	Scholarships held in Primary Schools.
..	..	..	..	..	..	563	7,765	Scholarships held in Medical Schools.
..	..	..	..	..	..	4,352	24,434	Scholarships held in Technical and Industrial Schools.
..	..	..	..	..	..	1,554	8,489	Scholarships held in Other Special Schools.
..	..	..	..	..	..	85,567	3,84,003	Miscellaneous.
..	..	..	..	..	..	1,37,326	8,99,615	TOTAL.
15,073	24,400	37,31,542	59,484	2,43,506	10,59,217	37,66,536	1,85,57,072	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	589	21,690	2,742	1,535	8,938	660
Girls	40	1,532	31	103	885	134
MANAGED BY LOCAL OR MUNICIPAL BOARDS—						
Boys	727	15,977	99	17	13,797	1,171
Girls	..	..	..	..	..	..
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—						
Boys	432	22,533	1,125	95	14,293	5,750
Girls	228	13,034	36	74	8,384	4,031
MAINTAINED BY NATIVE STATES—						
Boys	67	1,103	134	..	653	244
Girls	1	38	..	..	..	3
UNAIDED—						
Boys	1,069	40,824	6,114	291	23,707	7,494
Girls	226	12,876	90	10	4,883	6,892
TOTAL—						
Boys	2,884	102,127	10,214	1,938	61,388	15,319
Girls	495	27,480	157	187	14,152	11,060
GRAND TOTAL	3,879	129,607	10,371	2,125	75,540	26,379

TABLE VIII.

or boarding houses for the official year 1913-14.

OF	EXPENDITURE FROM						
Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total expenditure.	—
	R	R	R	R	R	R	MANAGED BY GOVERNMENT—
7,815	3,23,148	1,222	1,19,763	7,14,306	131	11,58,570	Boys.
379	98,372	..	53,260	40,919	100	1,92,651	Girls.
							MANAGED BY LOCAL OR MUNICIPAL BOARDS—
893	1,054	94,532	3,784	62,807	..	1,62,177	Boys.
..	..	..	..	..	..	..	Girls.
							AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS—
1,270	2,70,383	31,551	4,90,959	7,71,474	2,734	15,67,101	Boys.
509	2,66,843	10,065	4,10,381	6,76,747	..	13,64,036	Girls.
							MAINTAINED BY NATIVE STATES—
72	..	..	5	25,638	18,459	44,102	Boys.
35	..	..	..	..	144	144	Girls.
							UNAIDED—
3,218	1,025	224	7,55,025	10,87,097	..	18,43,371	Boys.
1,001	..	..	4,63,861	2,05,237	..	6,69,098	Girls.
							TOTAL—
13,268	5,95,610	1,27,529	13,69,536	26,61,322	21,324	47,75,321	Boys.
1,924	3,65,215	10,065	9,27,502	9,22,903	244	22,25,929	Girls.
15,192	9,60,825	1,37,594	22,97,038	35,84,225	21,568	70,01,250	GRAND TOTAL.

Number and qualification of teachers in the several

			(a) In Primary Schools.						(b) In Middle Schools.					
			Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.
In Schools for Indians.	Teachers of vernacular.	Trained	684	13,549	746	42	8,446	547	416	3,745	312	8	3,029	903
		Untrained	978	19,833	1,647	495	59,990	11,511	170	1,384	254	20	5,725	1,508
		Total	1,662	33,382	2,393	537	68,436	12,058	586	5,129	566	28	8,754	2,411
	Anglo-Vernacular Teachers and Teachers of classical languages.	Trained	1,106	11,925	3,012	6	8,549	572	284	335	189	..	1,303	78
		Untrained	375	14,596	3,228	6	23,762	4,763	343	520	492	44	4,170	1,797
		Total	1,481	26,521	6,240	12	32,311	5,335	627	855	681	44	5,473	1,875
		Possessing a degree	12	..	..	..	17	..	50	41	55	..	233	73
		Possessing no degree	1,469	26,521	6,240	12	32,294	5,335	577	814	626	44	5,240	1,802
		Total	1,481	26,521	6,240	12	32,311	5,335	627	855	681	44	5,473	1,875
In Schools for Europeans.		Trained	4	..	..	..	164	1	6	..	..	..	401	8
		Untrained	..	..	..	..	225	6	3	..	..	..	351	5
		Total	4	..	..	..	389	7	9	..	..	..	752	13
		Possessing a degree	..	..	..	..	3	..	1	..	..	..	40	..
		Possessing no degree	4	..	..	..	386	7	8	..	..	..	712	13
		Total	4	..	..	..	389	7	9	..	..	..	752	13
Grand Total of all Teachers			3,147	59,903	8,433	549	101,136	17,400	1,222	5,984	1,247	72	14,979	4,299

TABLE IX.

provinces of British India for 1913-14.

(c) In High Schools.						(d) In Colleges.								
Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Government.	Board.	Municipal.	Native States.	Aided.	Unaided.	Total.			
372	24	31	..	802	351	..	..	..	..	1	..	34,008	Trained.	Teachers of vernacular.	In Schools for Indians.
211	19	25	..	847	820	1	..	..	..	..	..	105,438	Untrained.		
583	43	56	..	1,649	1,171	1	..	..	..	1	..	139,446	TOTAL.		
1,177	181	219	..	2,829	178	110	2	16	..	241	16	32,328	Trained.	Anglo-Vernacular Teachers and Teachers of classical languages.	
1,950	113	289	12	6,427	4,369	338	1	12	..	666	286	68,559	Untrained		
3,127	294	508	12	9,256	4,547	448	3	28	..	907	302	100,887	TOTAL.		
1,052	61	141	6	2,470	1,115	409	2	21	..	730	274	6,762	Possessing a degree.		
2,075	233	367	6	6,786	3,432	39	1	7	..	177	28	94,125	Possessing no degree.		
3,127	294	508	12	9,256	4,547	44	3	28	..	907	302	100,887	TOTAL.		
50	..	..	..	483	33	..	..	..	..	3	5	1,158	Trained.	..	In Schools for Europeans.
32	..	..	..	396	30	..	..	..	..	2	3	1,053	Untrained.		
82	..	..	..	879	63	..	..	..	..	5	8	2,211	TOTAL.		
9	..	..	..	139	8	..	..	..	..	4	4	208	Possessing a degree.		
73	..	..	..	740	55	..	..	..	..	1	4	2,003	Possessing no degree.		
82	..	..	..	879	63	..	..	..	..	5	8	2,211	TOTAL.		
3,792	337	564	12	11,784	5,781	449	3	28	..	913	310	242,544	GRAND TOTAL OF ALL TEACHERS.		

LIST OF ILLUSTRATIONS.

COLLEGES.

St. John's College, Agra, United Provinces.
Islamia College, Peshawar, North-West Frontier Province.
Law College, Allahabad, United Provinces.
Vista of Cotton College Hindu Hostels, Gauhati, Assam.
New Moslem Hostel, Cotton College, Gauhati, Assam.
St. Paul's Cathedral Mission College Hostel, Calcutta.
St. Paul's Cathedral Mission College, Calcutta.

SECONDARY SCHOOLS.

Northcote High School, Sholapur, Bombay Presidency.
New Collegiate (High) School, Reid Christian College, Lucknow, United Provinces.
Government Anglo-Vernacular School, Kyaiklat, Burma.
Shikarpur Academy, Bombay Presidency.
Govardhan Das Sundar Das High School, Jalgaon, East Khandesh, Bombay Presidency.
E. W. M. Boys' High School, Mandalay, Burma.
All Saints' S. P. G. Anglo-Vernacular School, Shwebo, Burma.
Hostel of the Sardars' High School, Belgaum, Bombay Presidency.
Madhava Lal Ranchhod Lal Hostel, Ahmedabad, Bombay Presidency.
Government High School Hostel, Letpadan, Burma.
Hostel of A. B. M. Sgaw Karen High School, Bassein, Burma.
Government Anglo-Vernacular Middle School, Yandoon, Burma.
Government Anglo-Vernacular Middle School, Drug, Central Provinces.

PRIMARY SCHOOLS.

Government Anglo-Vernacular Primary School, Pegu, Burma.
Corporation Elementary School, Thousand Lights, Madras.
Local Board Primary School, Amnapur, Bombay Presidency.
Local Board School, Prakasha, West Khandesh, Bombay Presidency.
Dagarpara Upper Primary School, Cuttack, Bihar and Orissa.
Government Primary School, Sonwarpet, Coorg.
Municipal Elementary School for Hindus, Blackpully, Bangalore, Mysore.
Municipal Elementary School for Panchamas, Ookadpalyam, Bangalore, Mysore.
Sarat Kali Mohan Practising School, Silchar, Assam.
Temporary Girls' School at Delhi.

TRAINING INSTITUTIONS.

S. P. G. Training School, Nandyal, Madras Presidency.
Class Rooms, Training College for Men, Dharwar, Bombay Presidency.
Normal School, Lyallpur, Punjab.
Normal School for Men, Nagpur, Central Provinces.
Patna *Mianji*-training School, Bihar and Orissa.
Hostel attached to the Patna *Mianji*-training School, Bihar and Orissa.
Jagatsinghpur *Guru*-training School, Cuttack, Bihar and Orissa.

SPECIAL AND TECHNICAL SCHOOLS.

Government School of Commerce, Calicut, Madras Presidency.
Dacca School of Engineering Hostel, Bengal.
New Workshops, Mayo School of Art, Lahore.
New Workshop, Ranchi Industrial School, Bihar and Orissa.

EUROPEAN SCHOOLS.

Boys' Orphanage, Lahore.
A. B. M. European School, Rangoon.
St. John's Church of England School, Toungoo, Burma.
St. Teresa's, Kidderpore, Bengal.

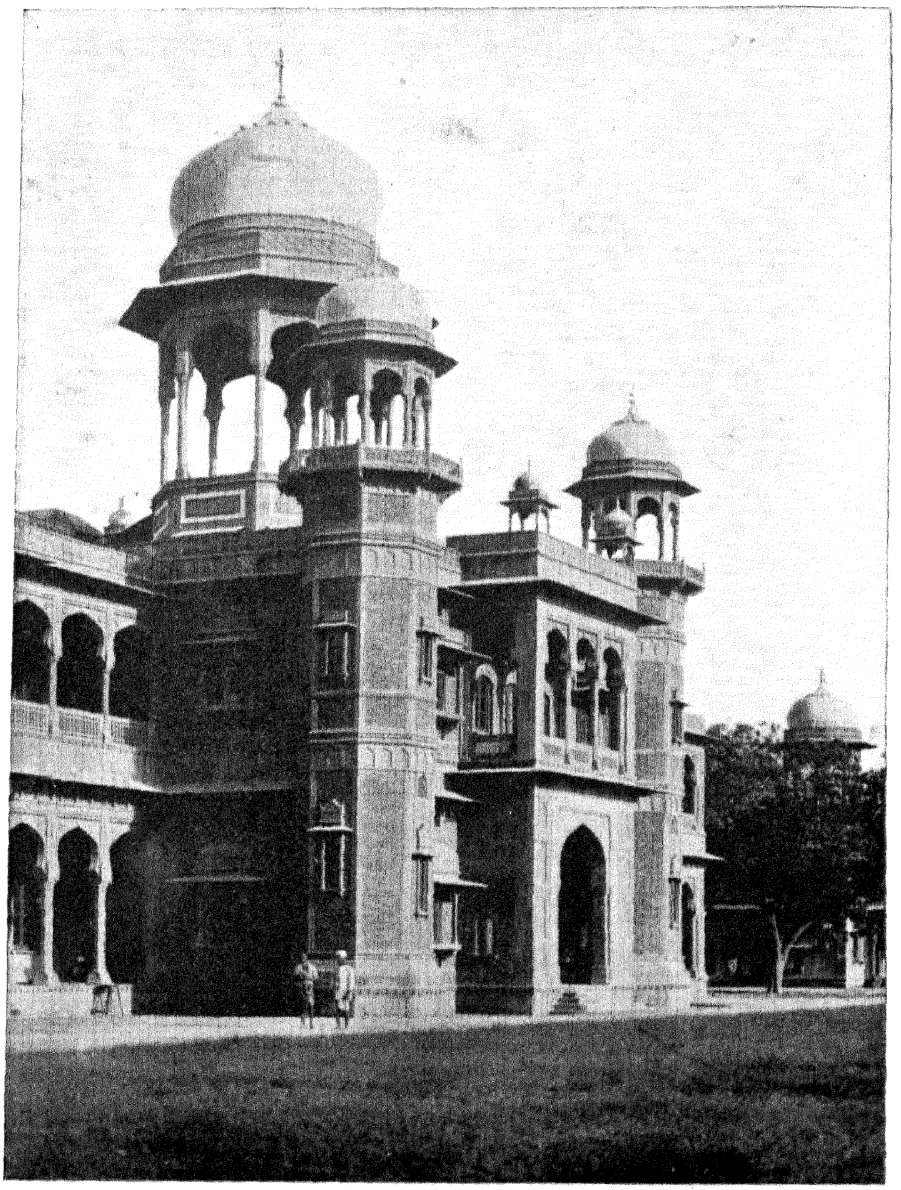


Photo.-Mechl. Dept., Thomason College, Roorkee.

ST. JOHN'S COLLEGE, AGRA.

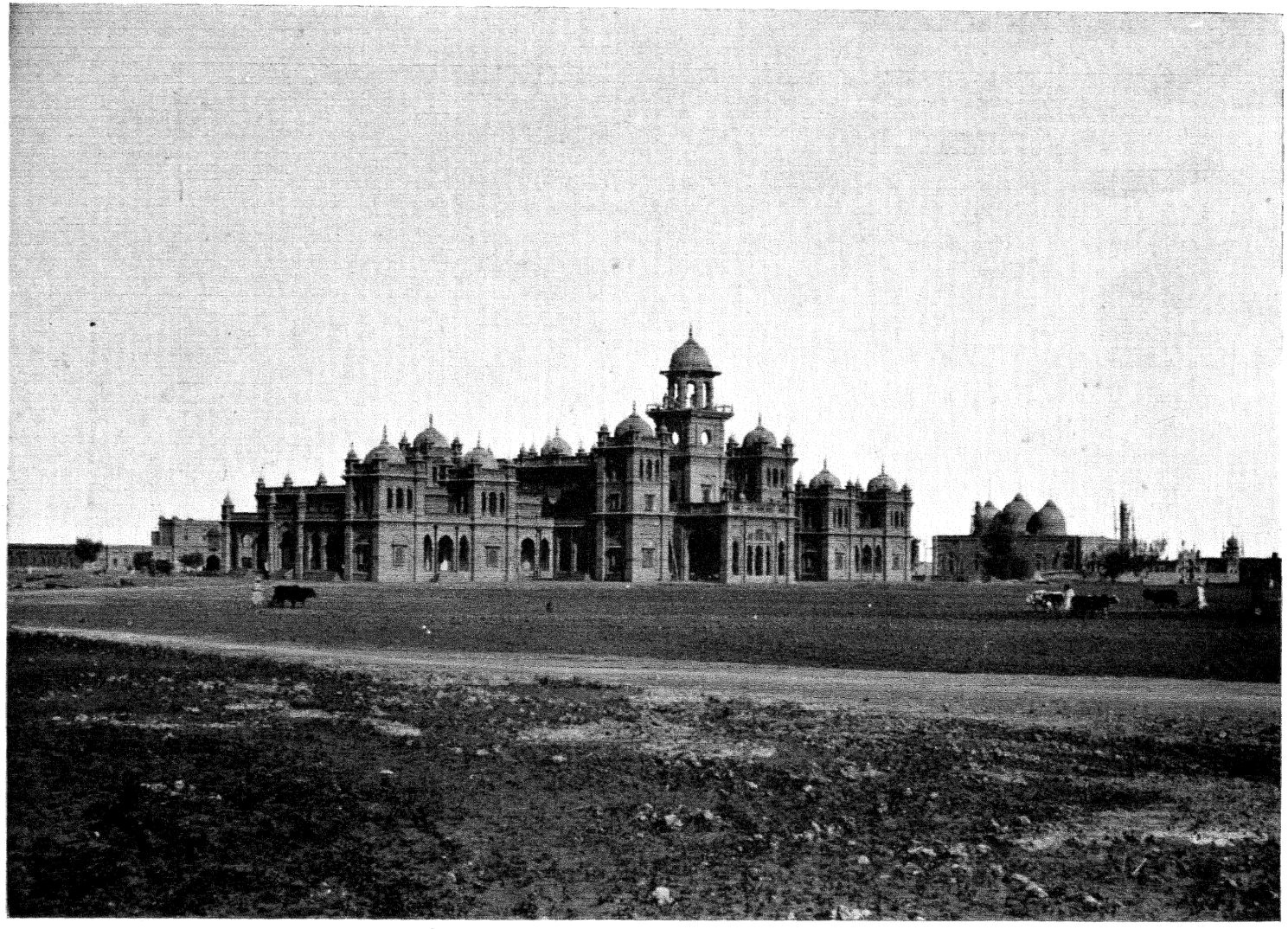


Photo.-Mechl. Dept., Thomason College, Roorkee.

ISLAMIA COLLEGE, PESHAWAR.

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

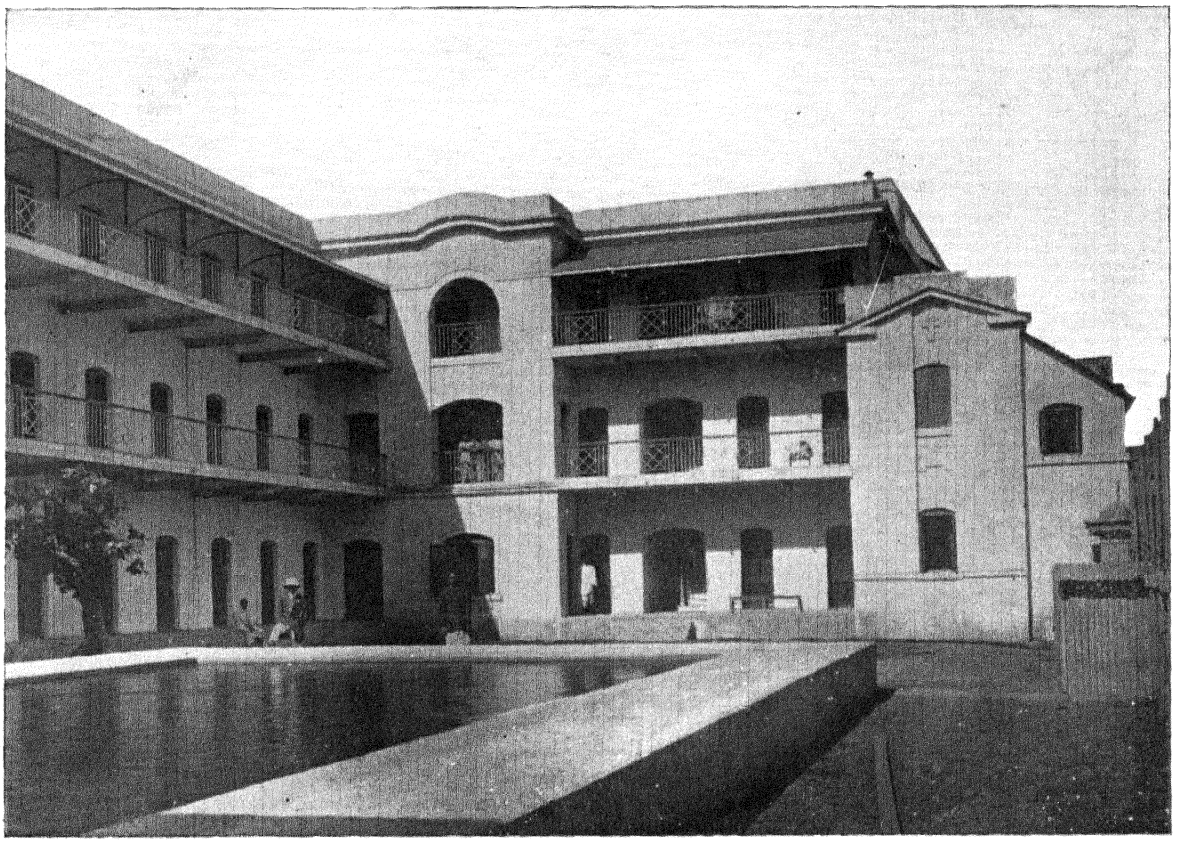
LAW COLLEGE, ALLAHABAD.

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

VISTA OF COTTON COLLEGE HINDU HOSTELS, GAUHATI.

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

NEW MOSLEM HOSTEL, COTTON COLLEGE, GAUHATI.



ST. PAUL'S CATHEDRAL MISSION COLLEGE, HOSTEL.

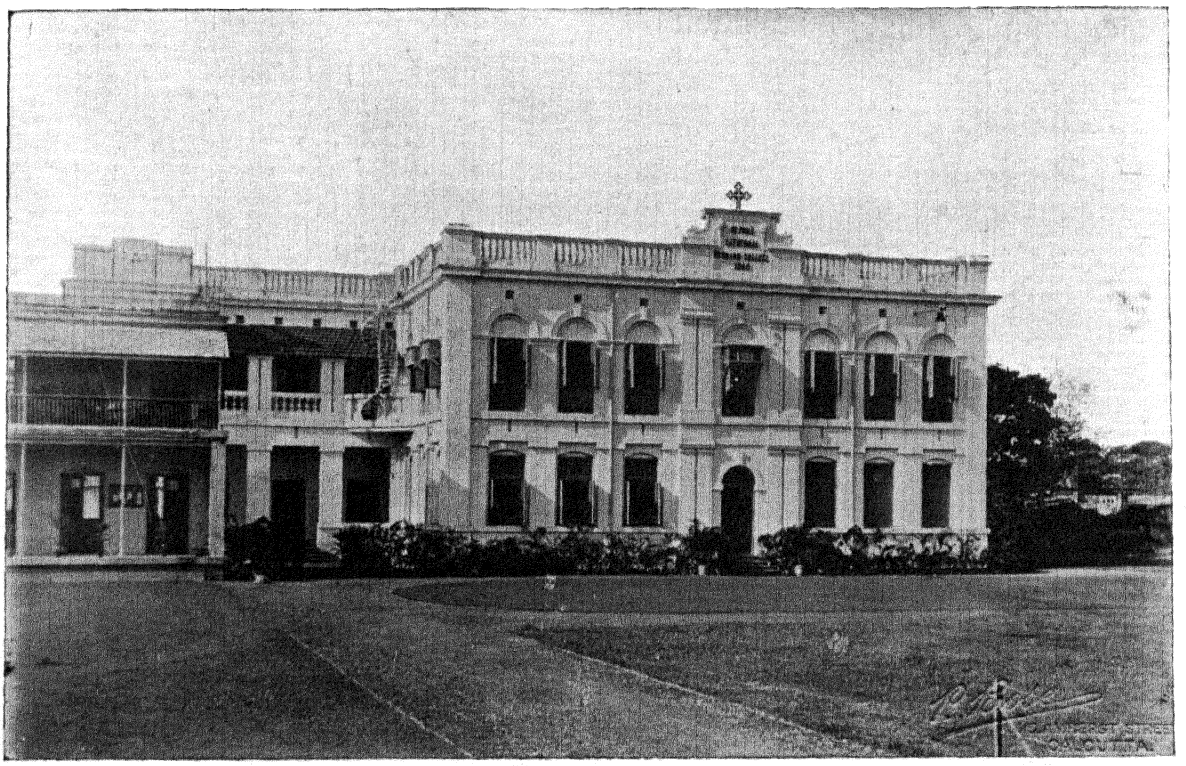


Photo.-Mechl. Dept., Thomason College, Roorkee.

ST. PAUL'S CATHEDRAL MISSION COLLEGE, CALCUTTA.

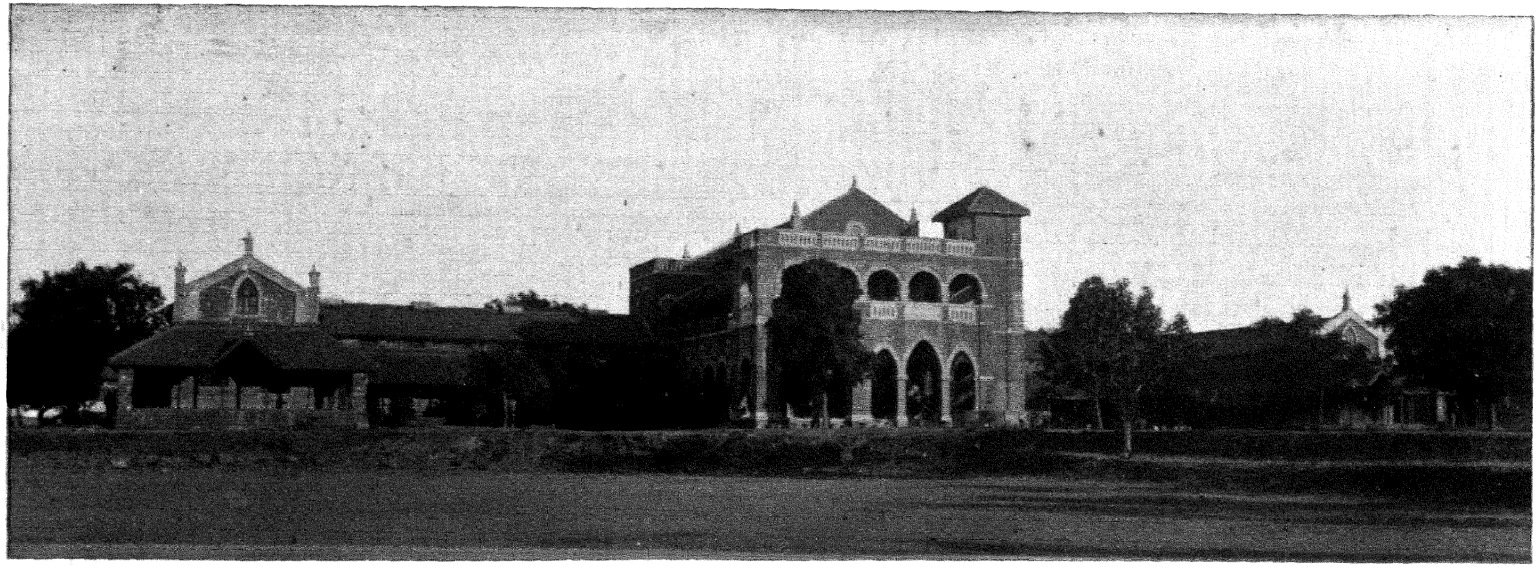


Photo.-Mechl. Dept., Thomason College, Roorkee.

NORTHCOTE HIGH SCHOOL, SHOLAPUR.

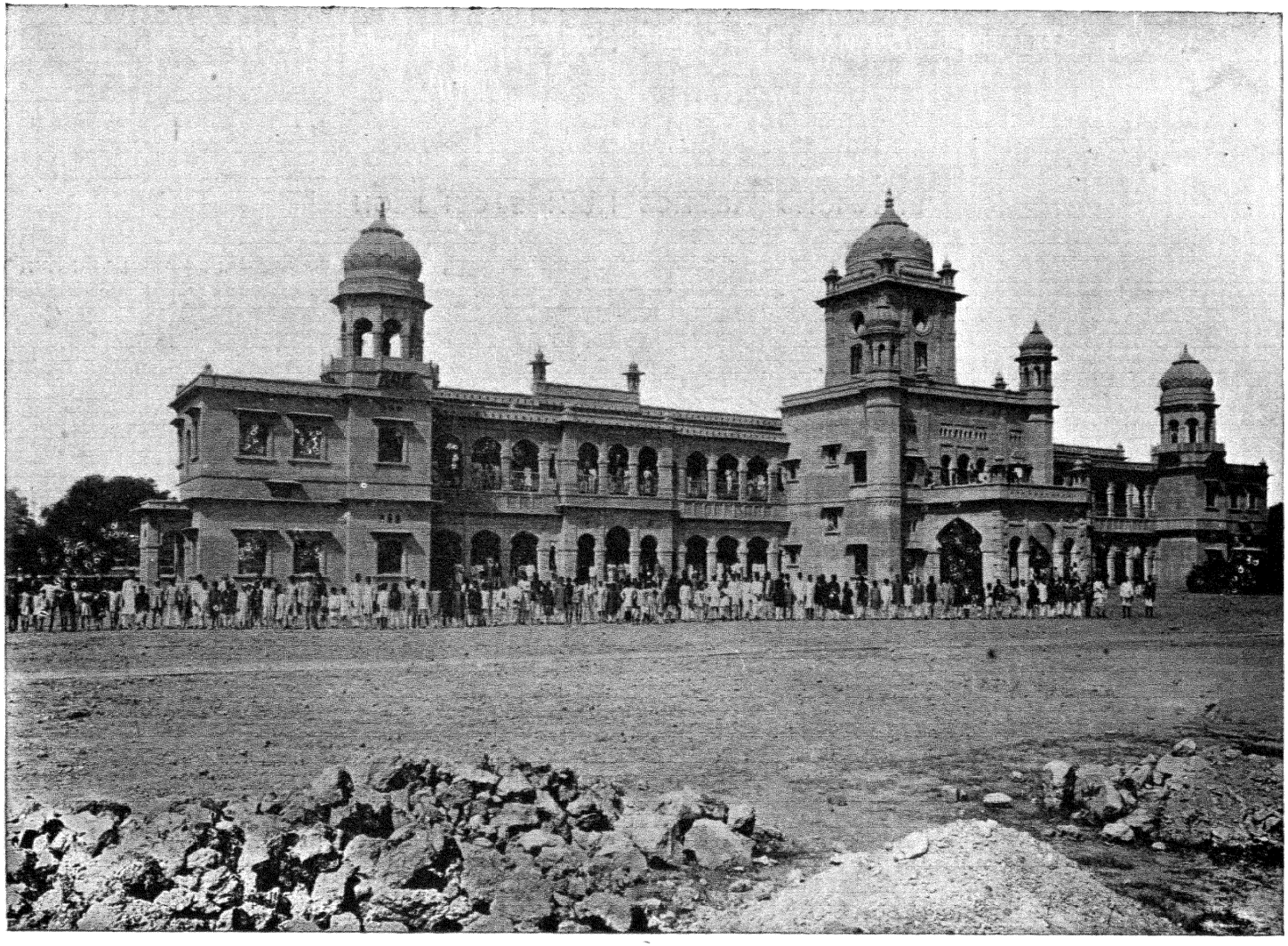
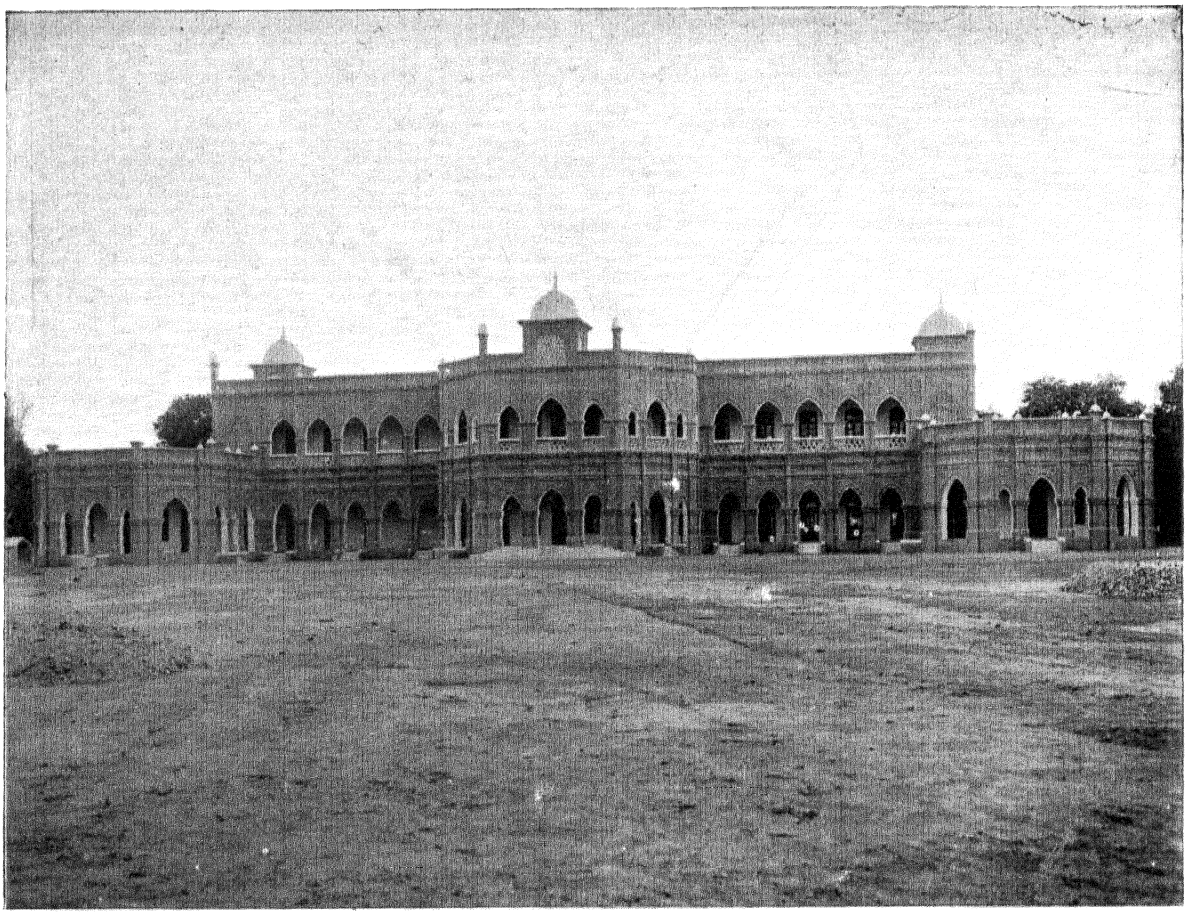


Photo.-Mechl. Dept., Thomason College, Roorkee.

NEW COLLEGIATE (HIGH) SCHOOL, REID CHRISTIAN COLLEGE, LUCKNOW.

Photo.-Mechi. Dept., Thomason College, Roorkee.

GOVERNMENT ANGLO-VERNACULAR SCHOOL, KYAIKLAT.



SHIKARPUR ACADEMY.

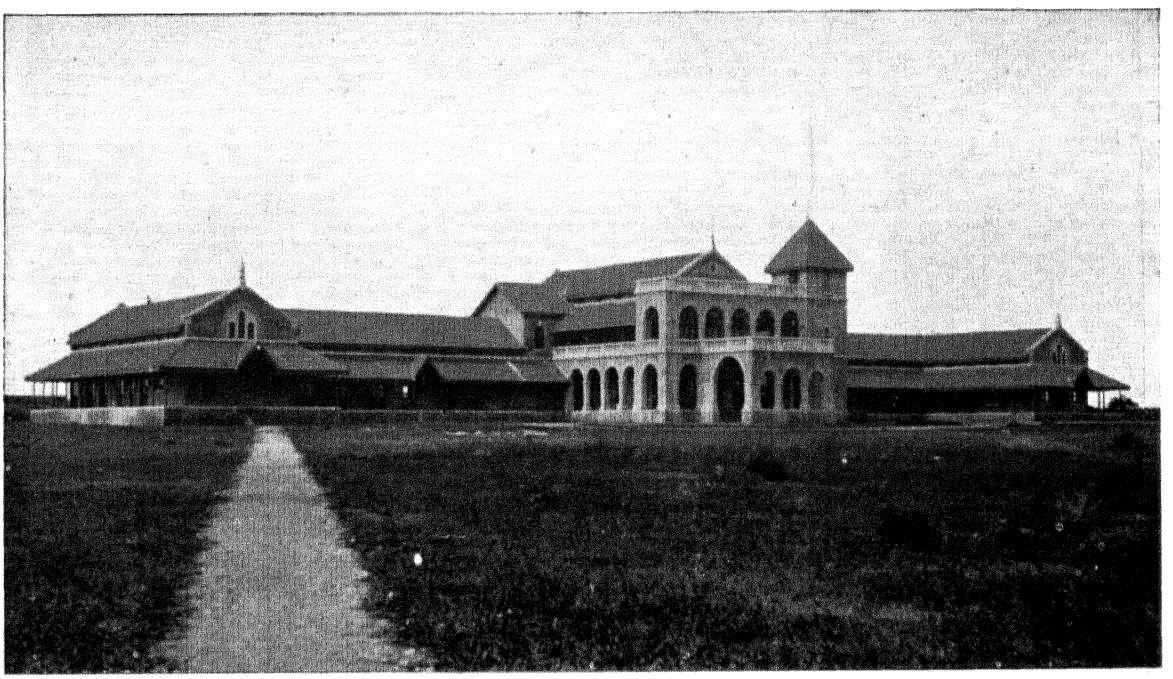
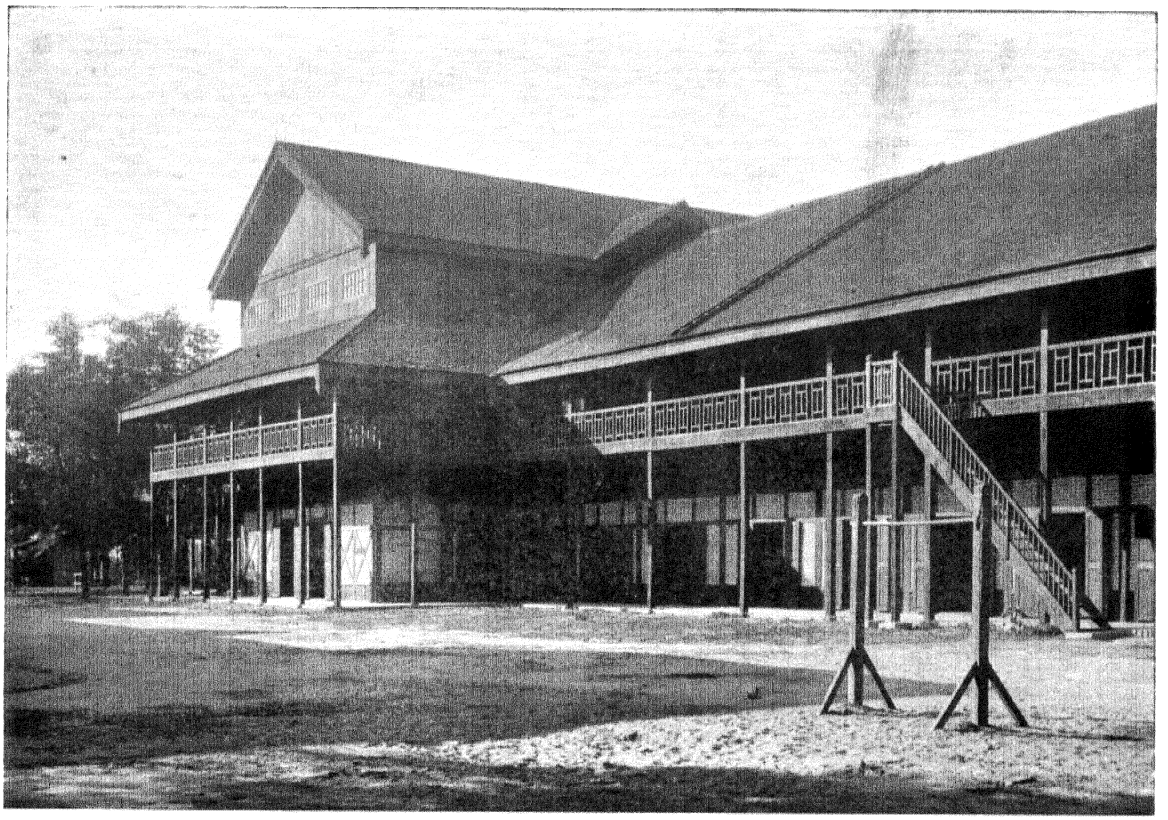


Photo.-Mechl. Dept., Thomason College, Roorkee.

GOVARDHAN DAS SUNDAR DAS HIGH SCHOOL, JALGAON, EAST KHANDESH.



E.W.M. BOYS' HIGH SCHOOL, MANDALAY.

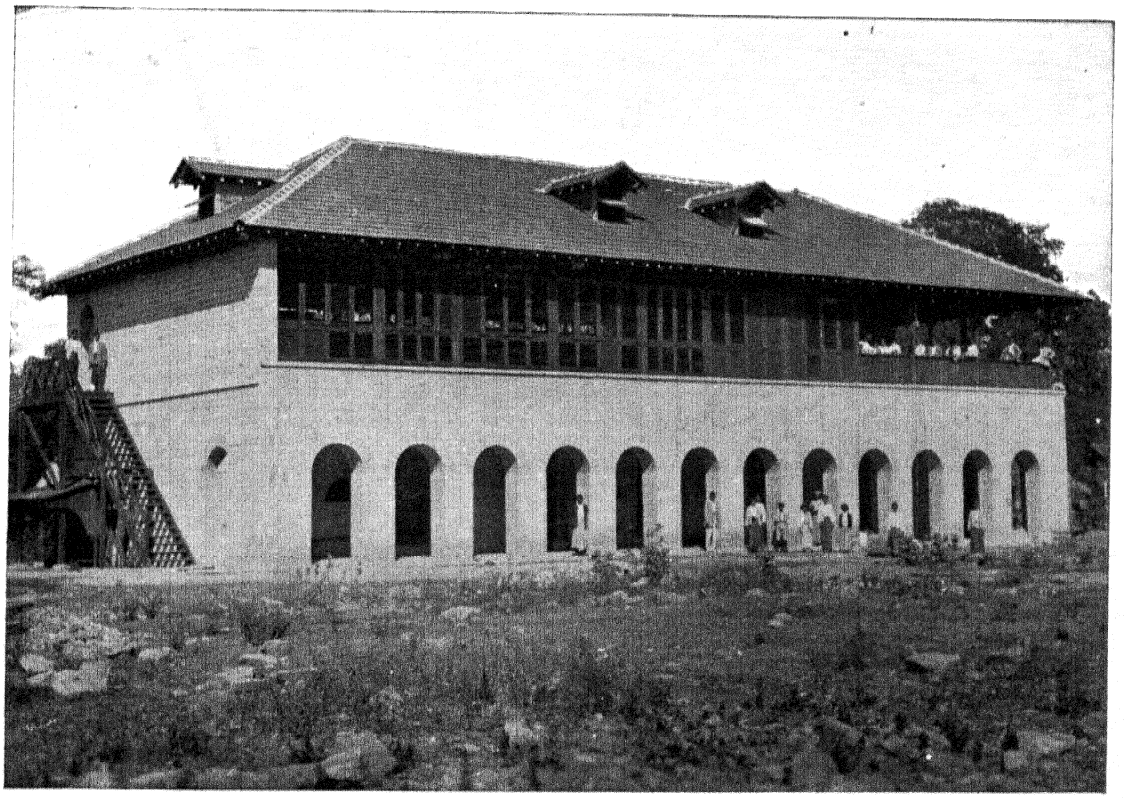


Photo.-Mechl. Dept., Thomason College, Roorkee

ALL SAINTS' S. P. G. ANGLO-VERNACULAR SCHOOL, SHWEBO.

HOSTEL OF THE SARDARS' HIGH SCHOOL, BELGAUM.

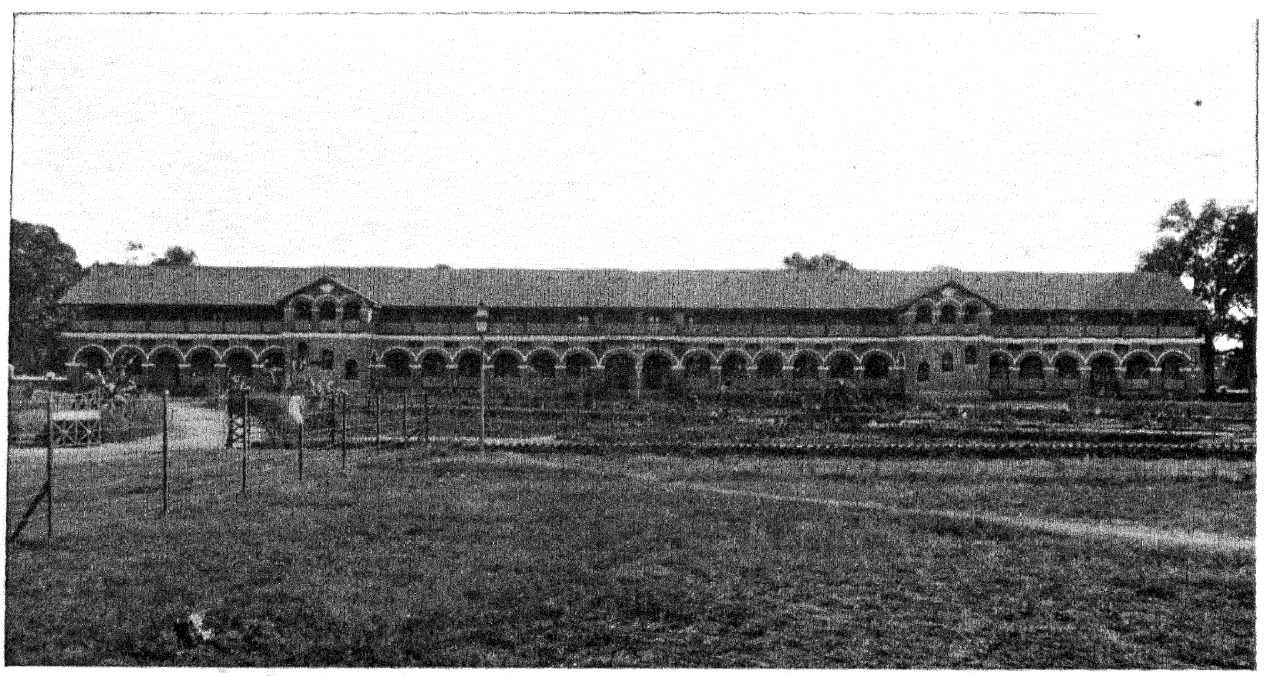
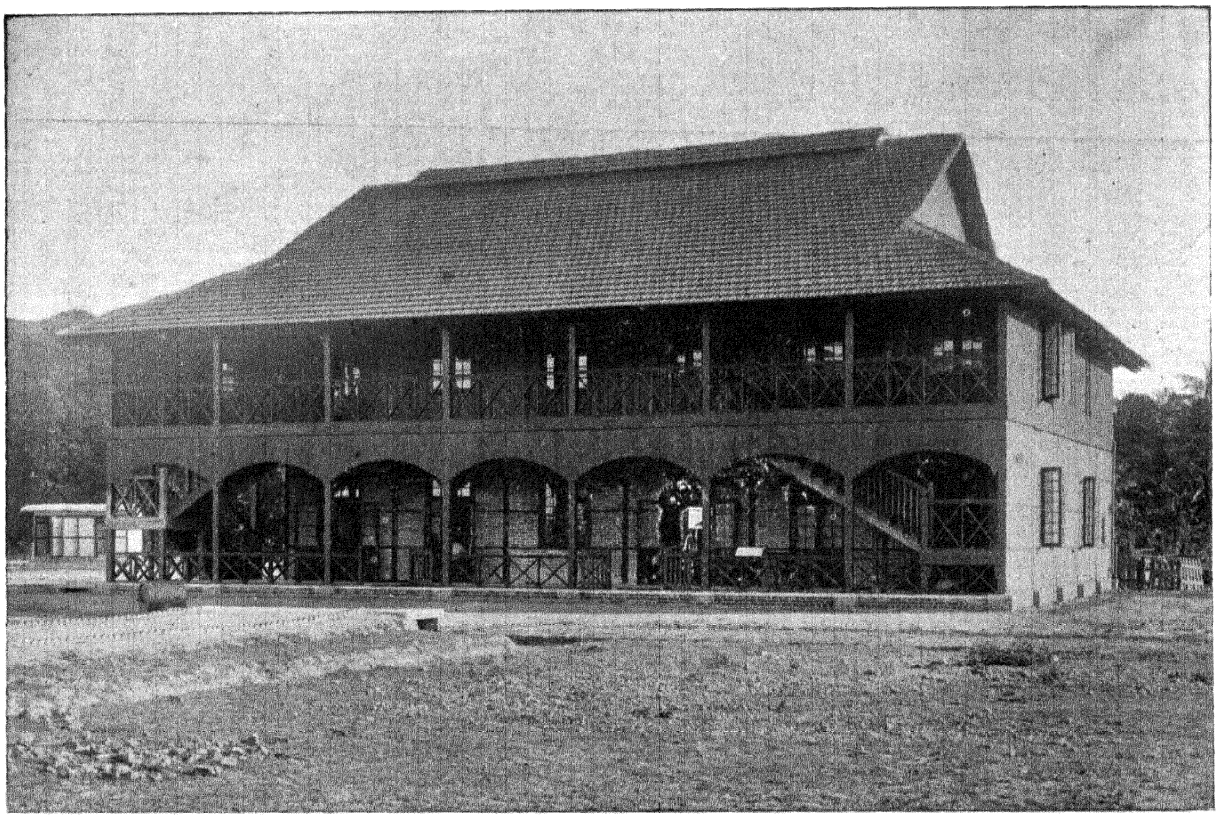


Photo.-Mechl. Dept., Thomason College, Roorkee.

MAHDHAVA LAL RANCHHOD LAL HOSTEL, AHMEDABAD.



GOVERNMENT HIGH SCHOOL HOSTEL, LETPADAN.

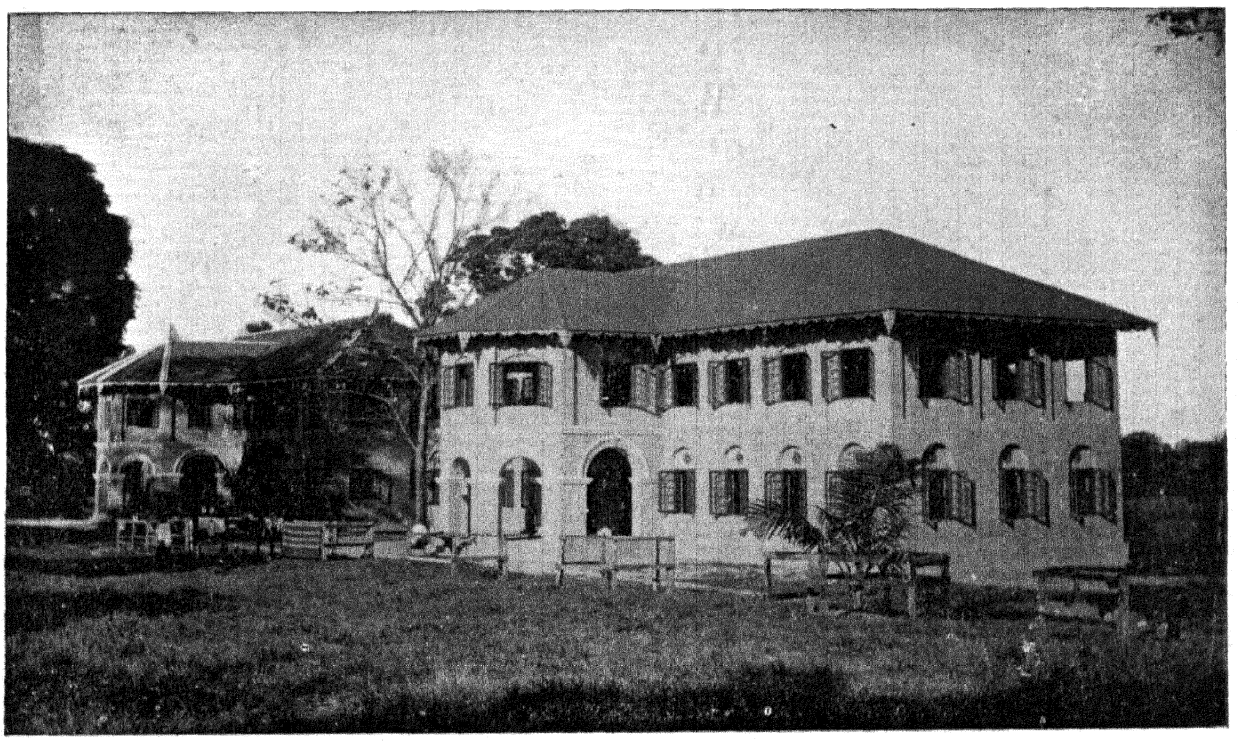


Photo.-Mechl. Dept., Thomason College, Roorkee.

HOSTEL OF A. B. M. SGAW KAREN HIGH SCHOOL, BASSEIN.

GOVERNMENT ANGLO-VERNACULAR MIDDLE SCHOOL, YANDOON.

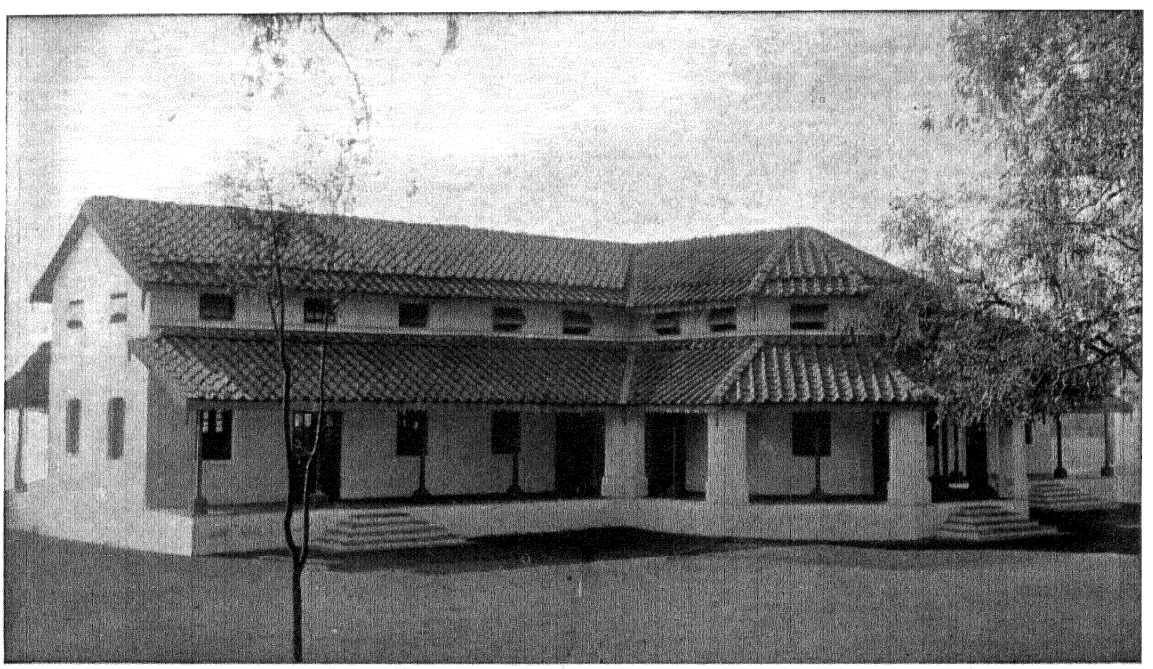
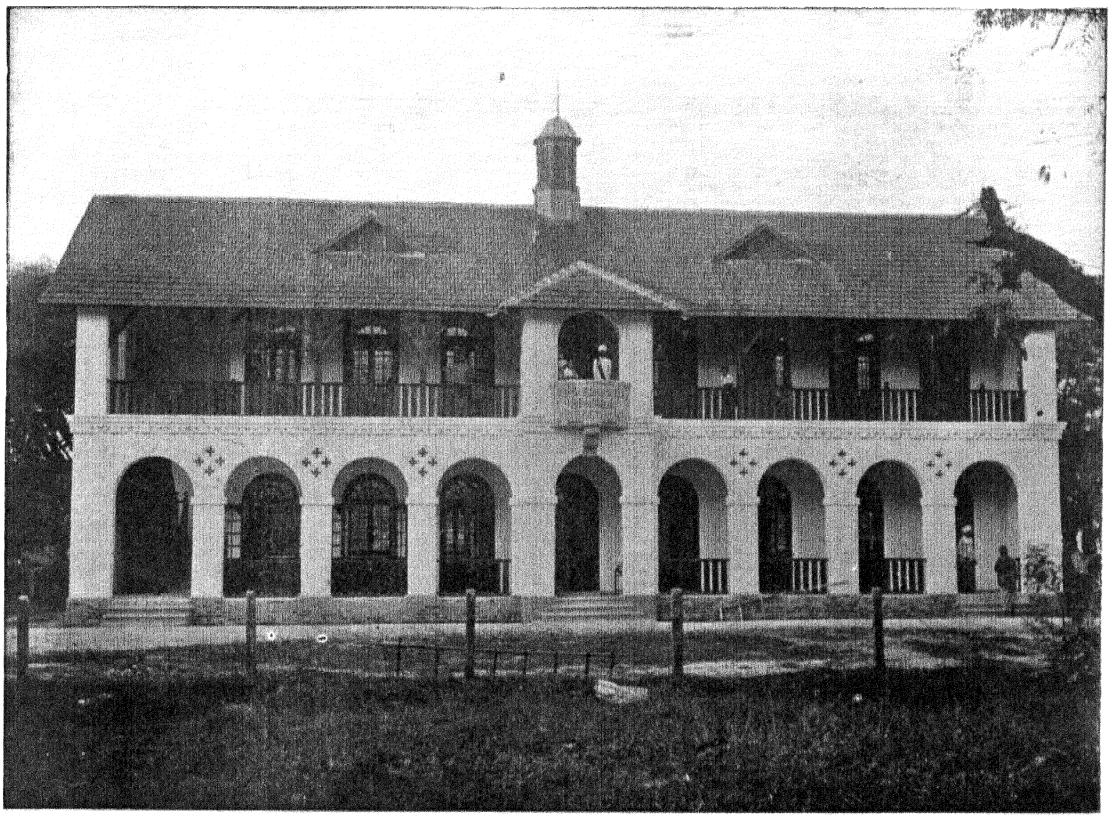


Photo.-Mechl. Dept., Thomason College, Roorkee.

GOVERNMENT ANGLO-VERNACULAR MIDDLE SCHOOL, DRUG.



GOVERNMENT ANGLO-VERNACULAR PRIMARY SCHOOL, PEGU.

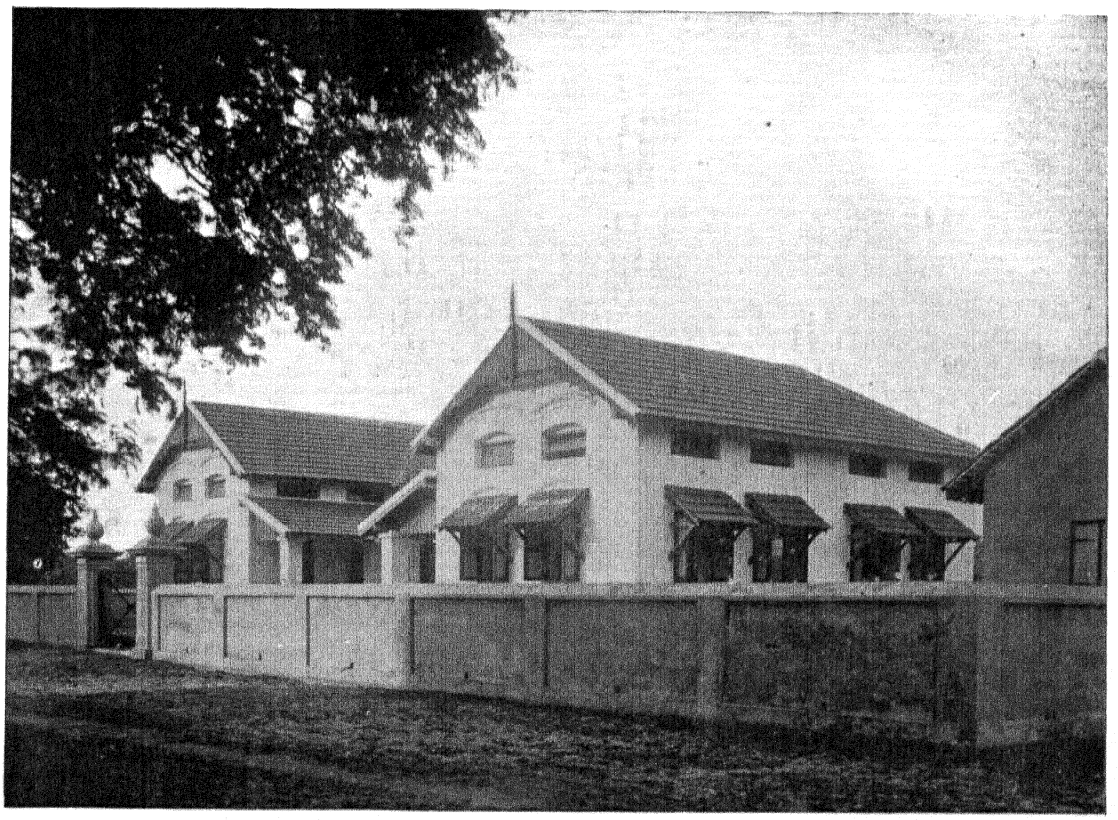
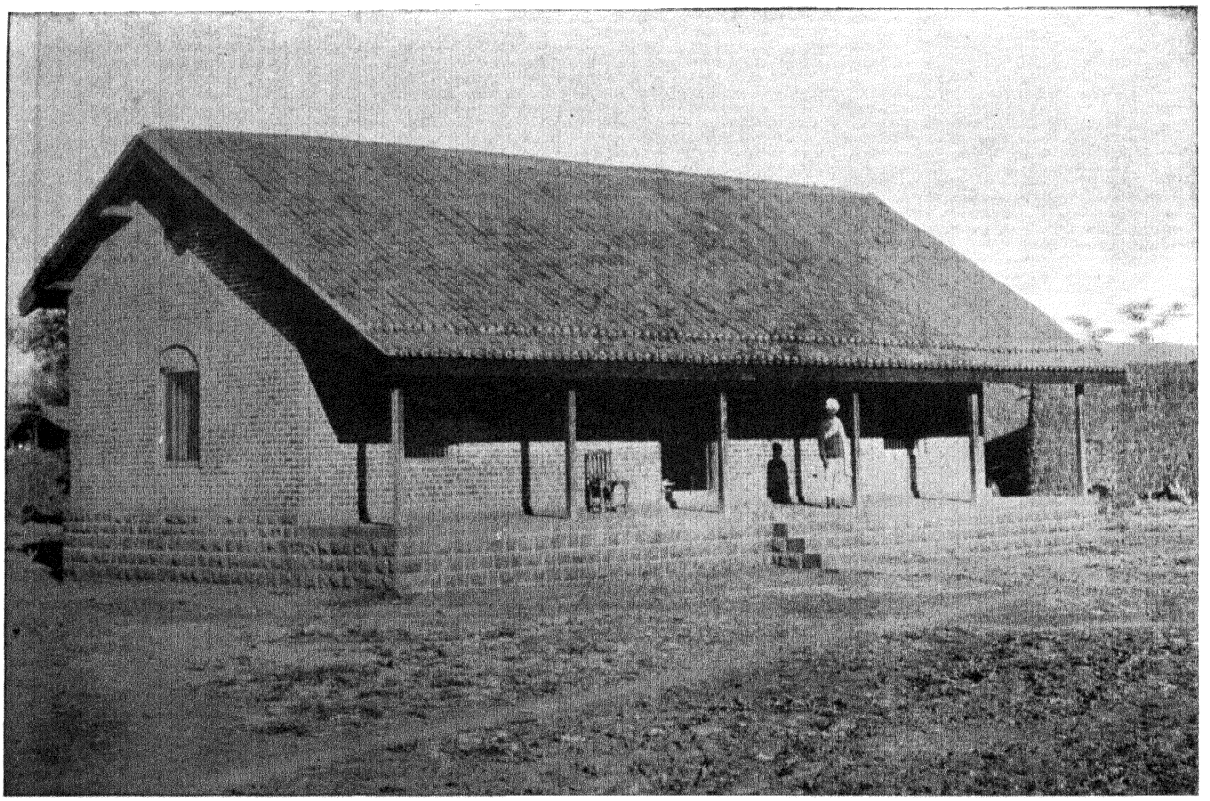


Photo.-Mechl. Dept., Thomason College, Roorkee.

CORPORATION ELEMENTARY SCHOOL, THOUSAND LIGHTS, MADRAS.



LOCAL BOARD PRIMARY SCHOOL, BUILDING AT AMNAPUR.

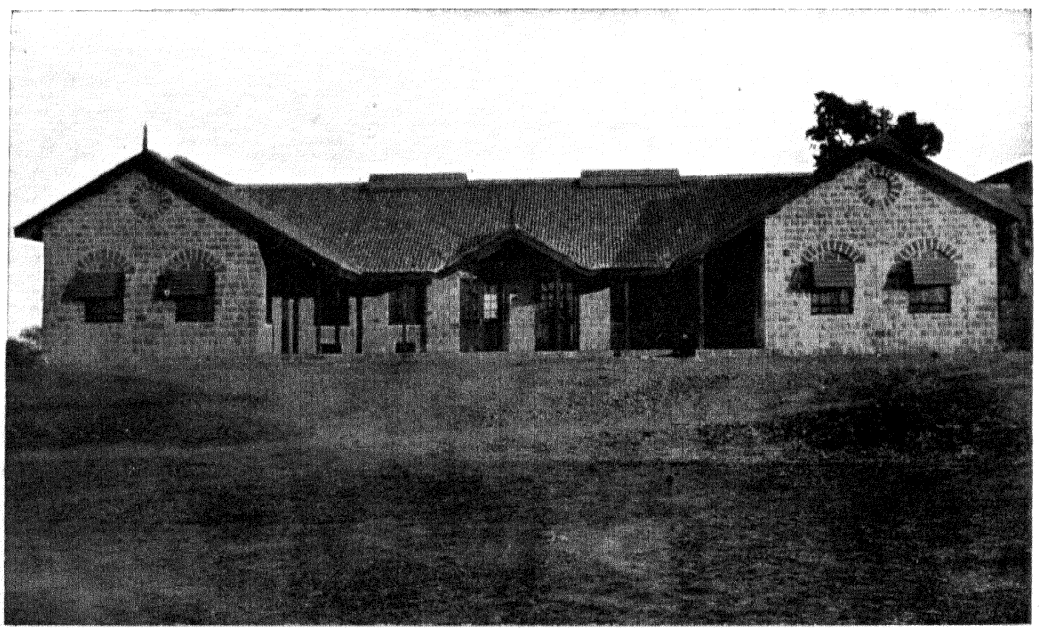
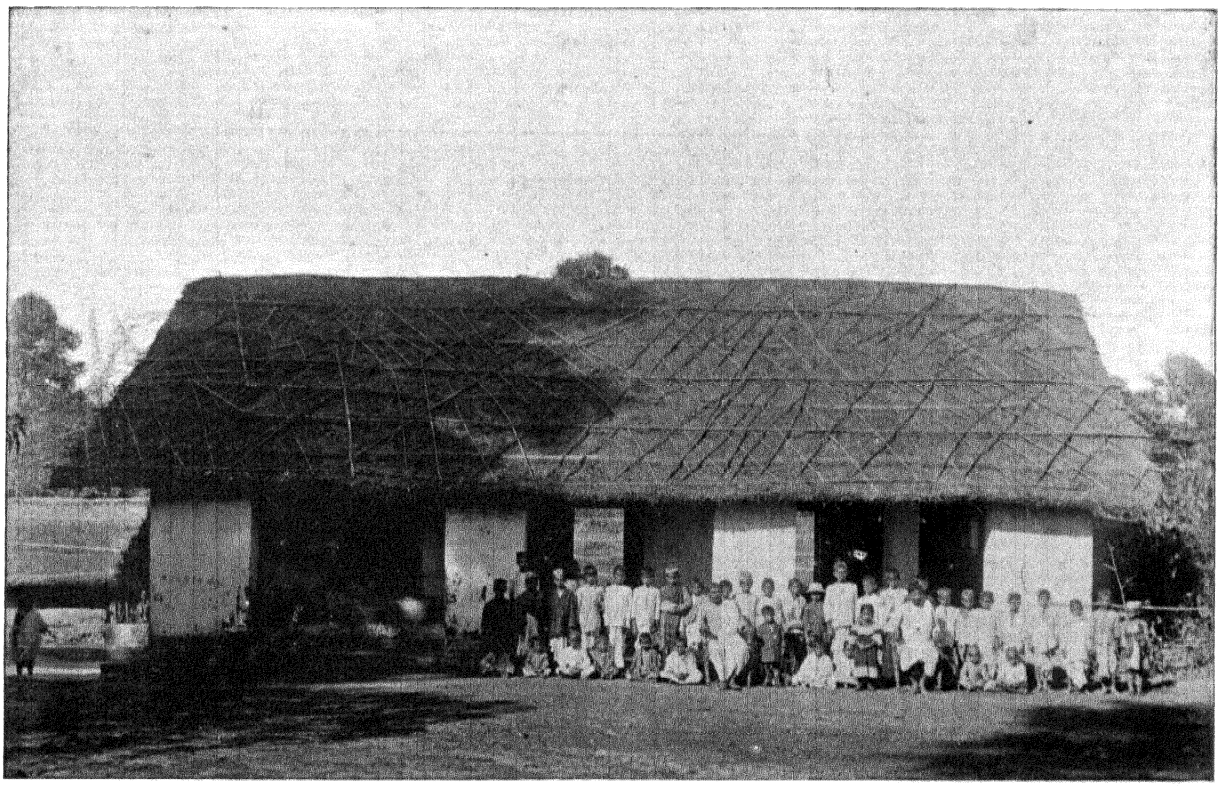


Photo.-Mechl. Dept., Thomason College, Roorkee.

LOCAL BOARD SCHOOL, PRAKASHA, WEST KHANDESH.



DAGARPARA UPPER PRIMARY SCHOOL, CUTTACK.

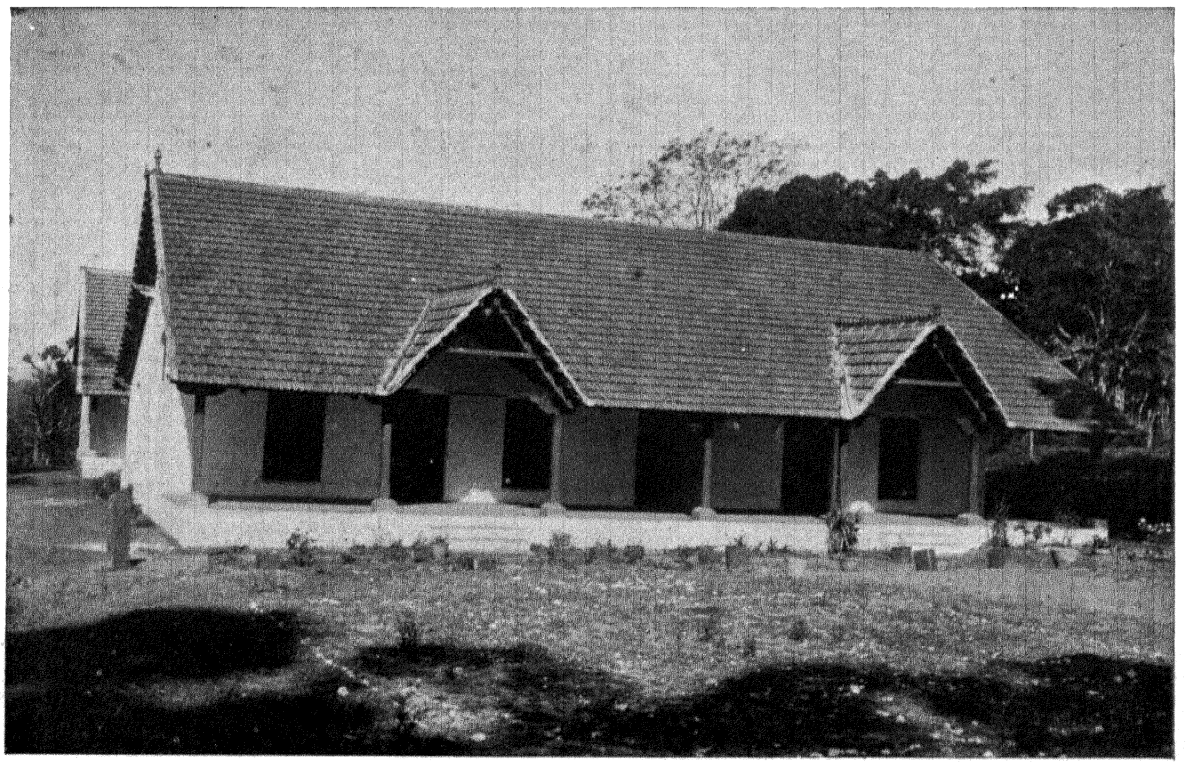
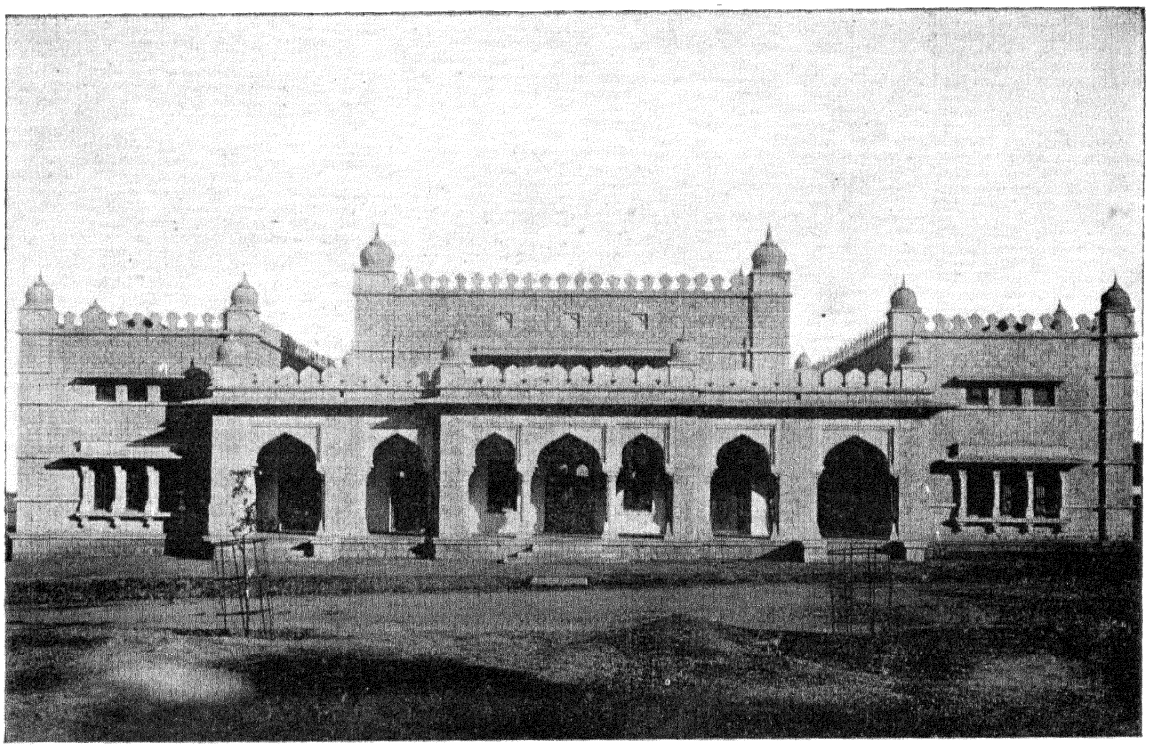


Photo.-Mechl. Dept., Thomason College, Roorkee.

GOVERNMENT PRIMARY SCHOOL, SONWARPET, COORG.



MUNICIPAL ELEMENTARY SCHOOL FOR HINDUS, BLACKPULLY, BANGALORE.

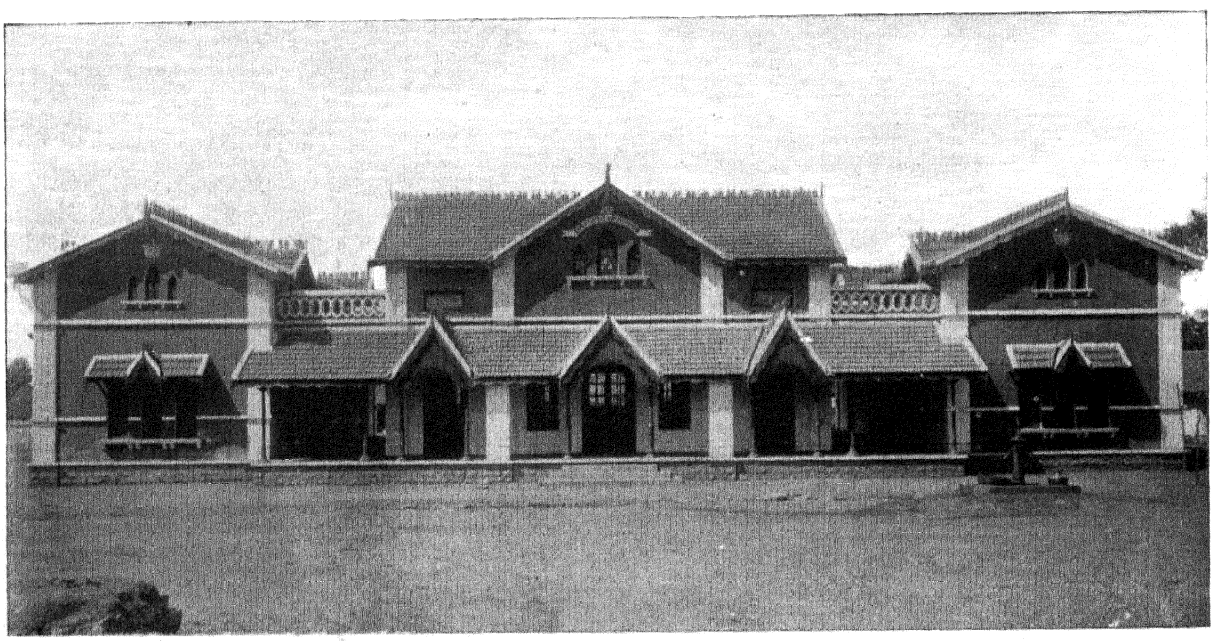
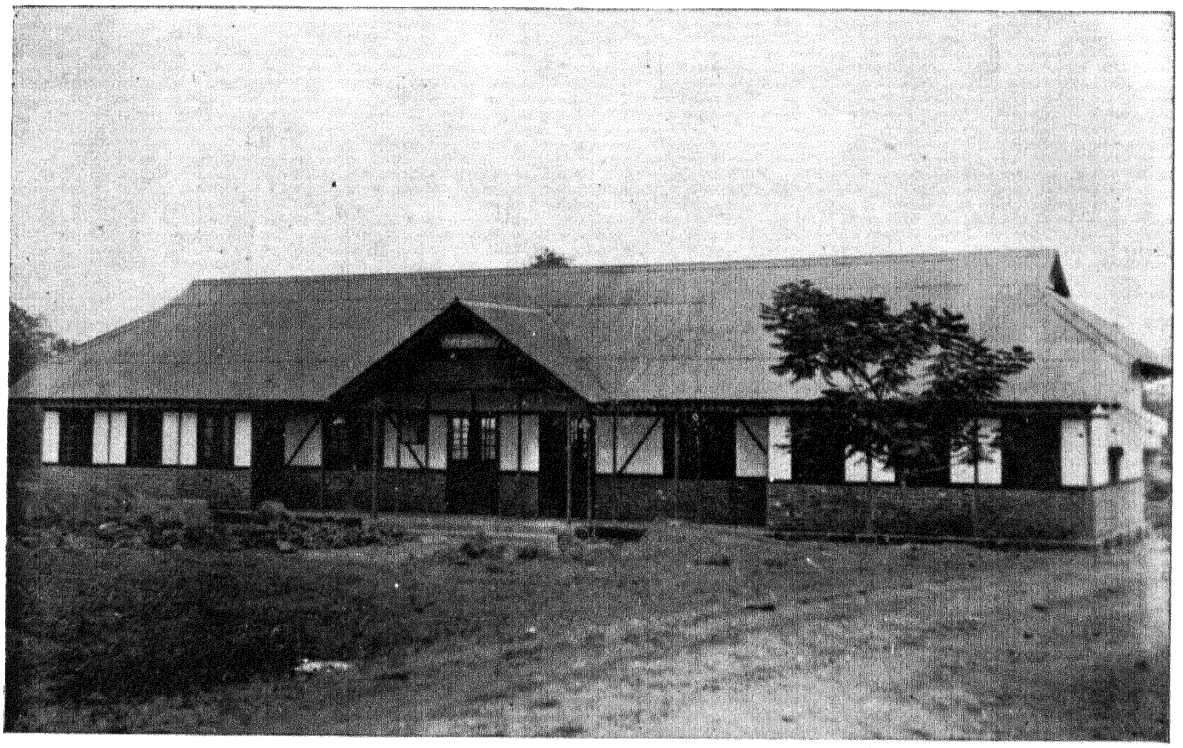


Photo.-Mechl. Dept., Thomason College, Roorkee.

MUNICIPAL ELEMENTARY SCHOOL FOR PANCHAMAS, OOKADPALYAM, BANGALORE.



SARAT KALI MOHAN PRACTISING SCHOOL, SILCHAR.

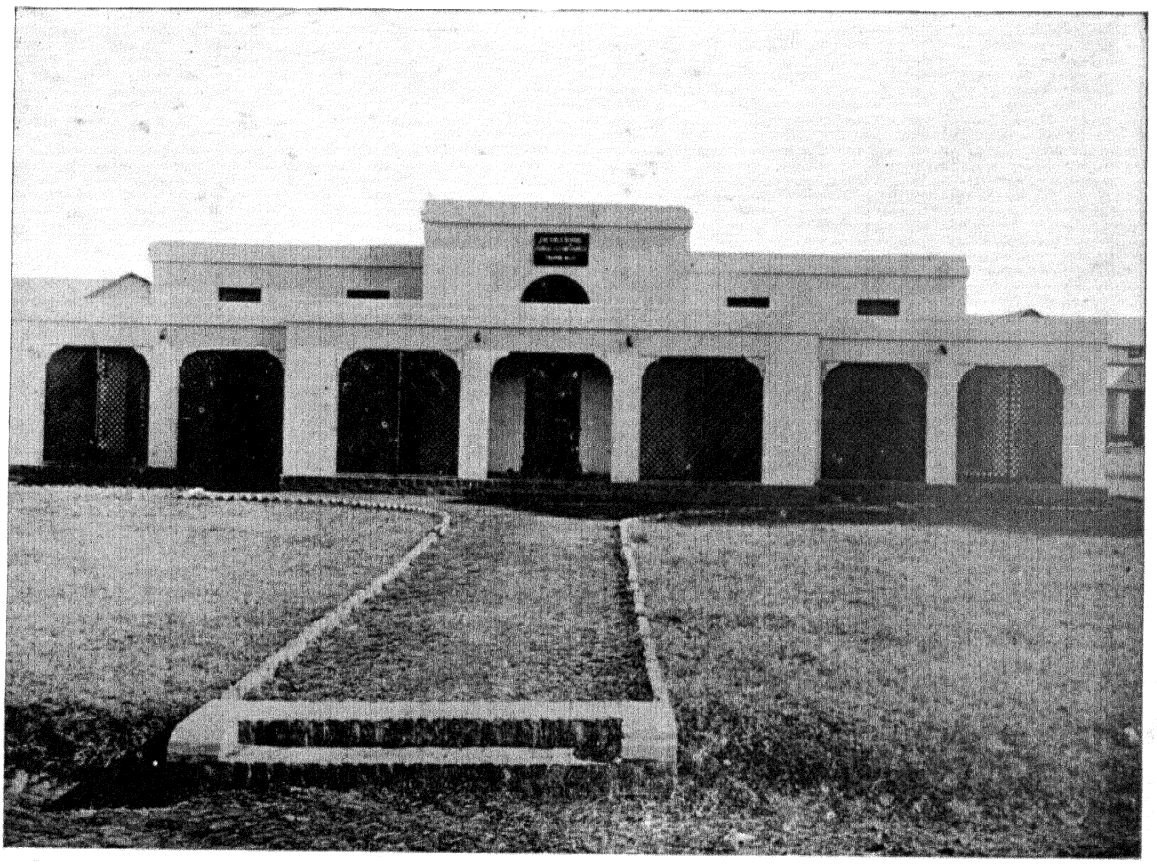
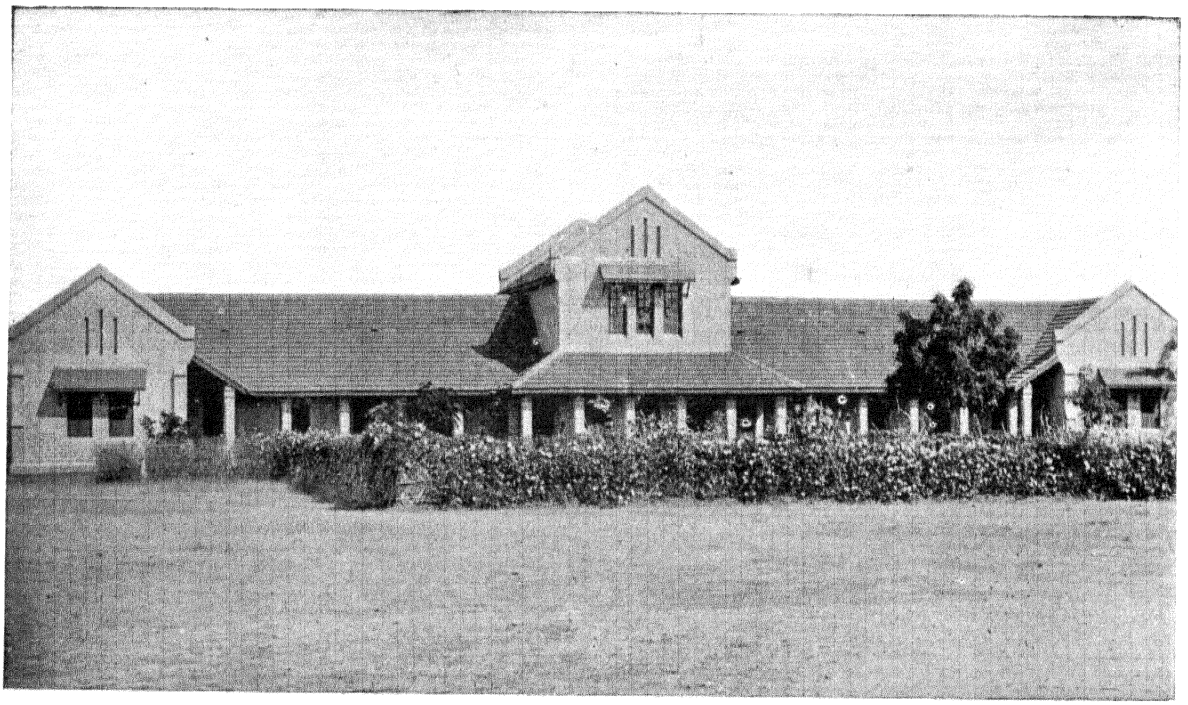


Photo.-Mechl. Dept., Thomason College, Roorkee.

TEMPORARY GIRLS' SCHOOL AT DELHI.



S. P. G. TRAINING SCHOOL, NANDYAL, MADRAS.

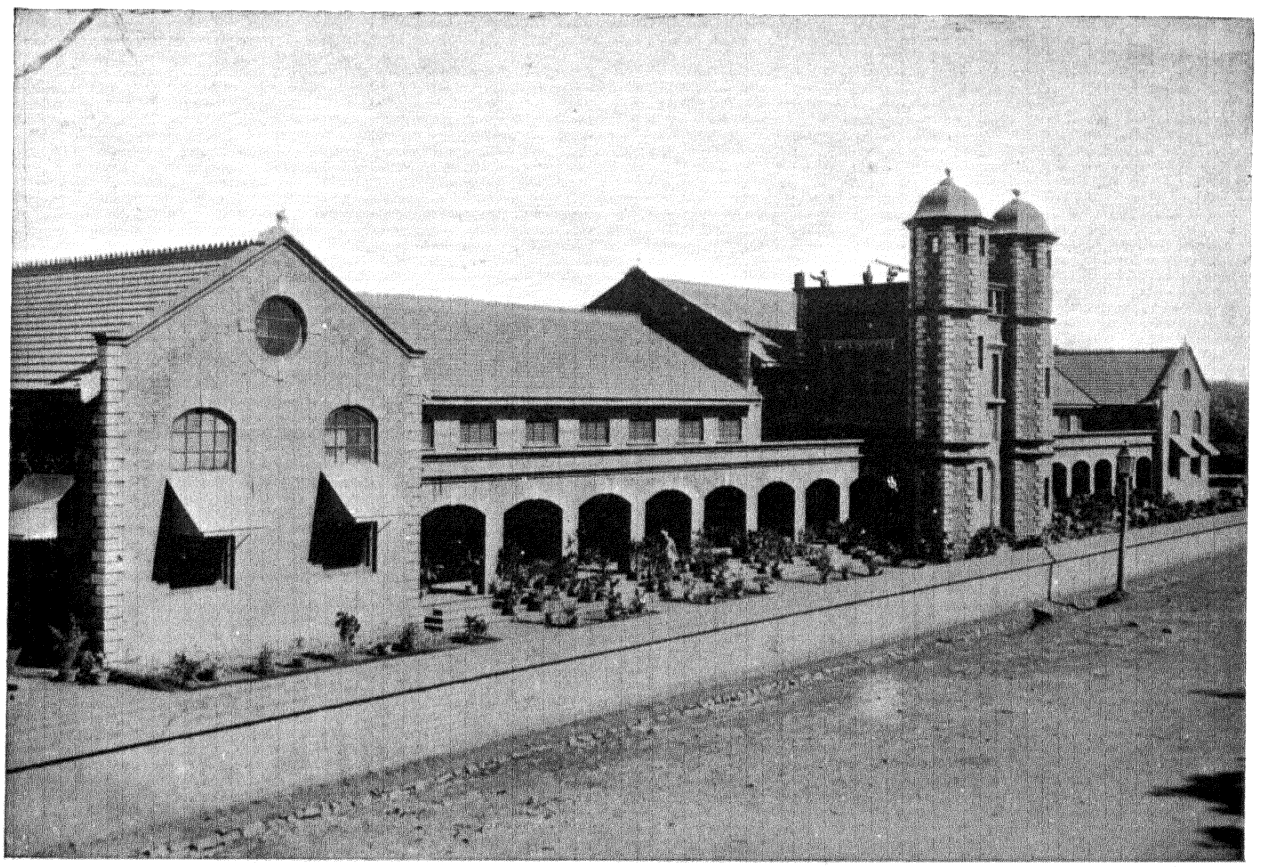
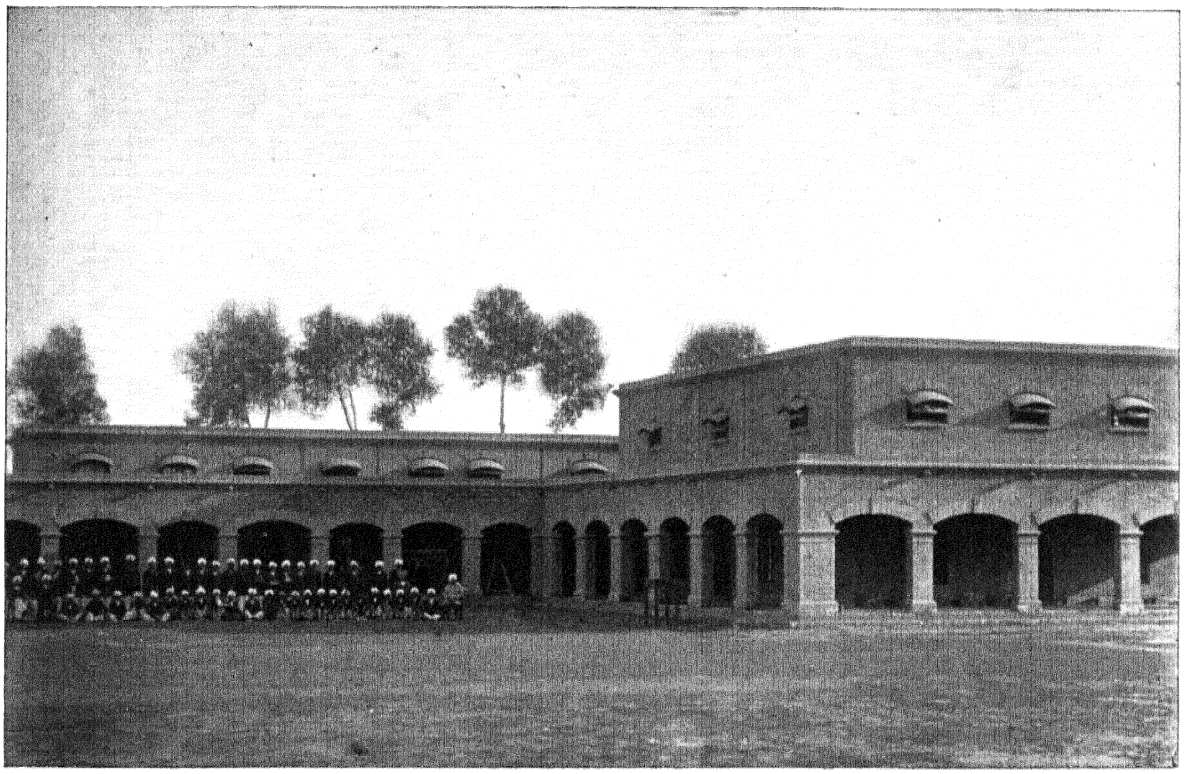


Photo.-Mechl. Dept., Thomason College, Roorkee.

CLASS ROOMS, TRAINING COLLEGE FOR MEN, DHARWAR.



NORMAL SCHOOL, LYALLPUR.

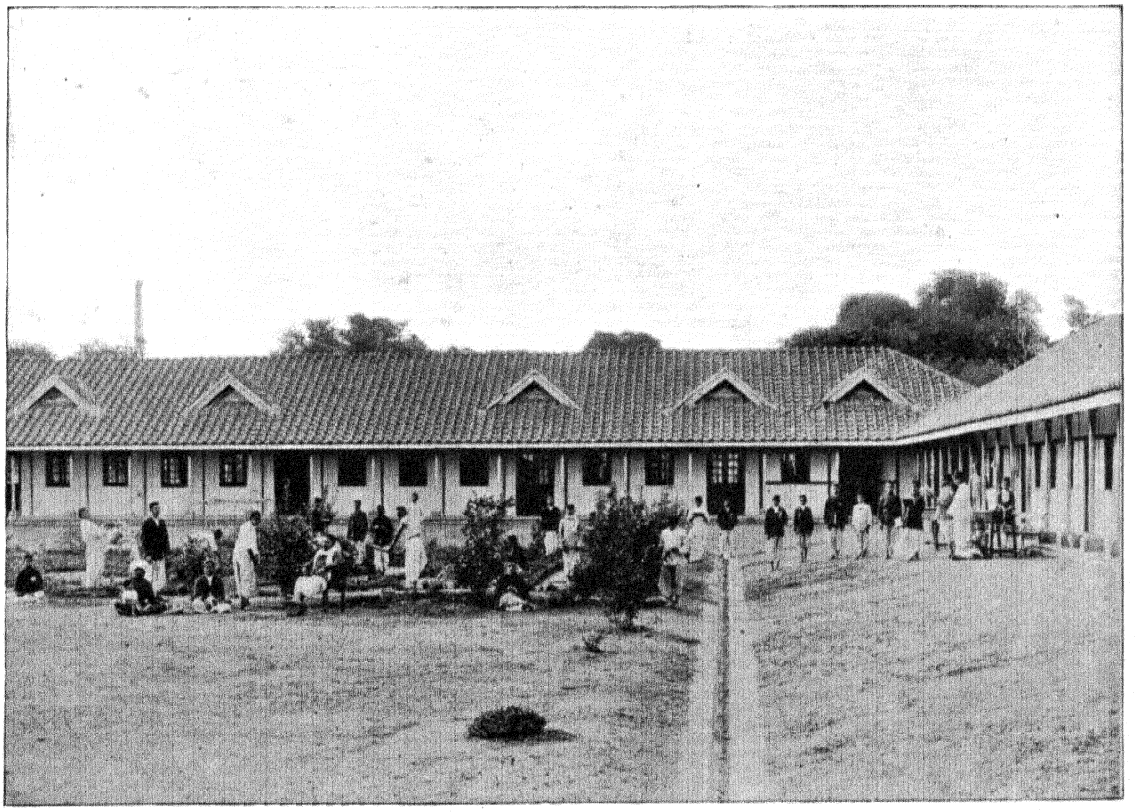
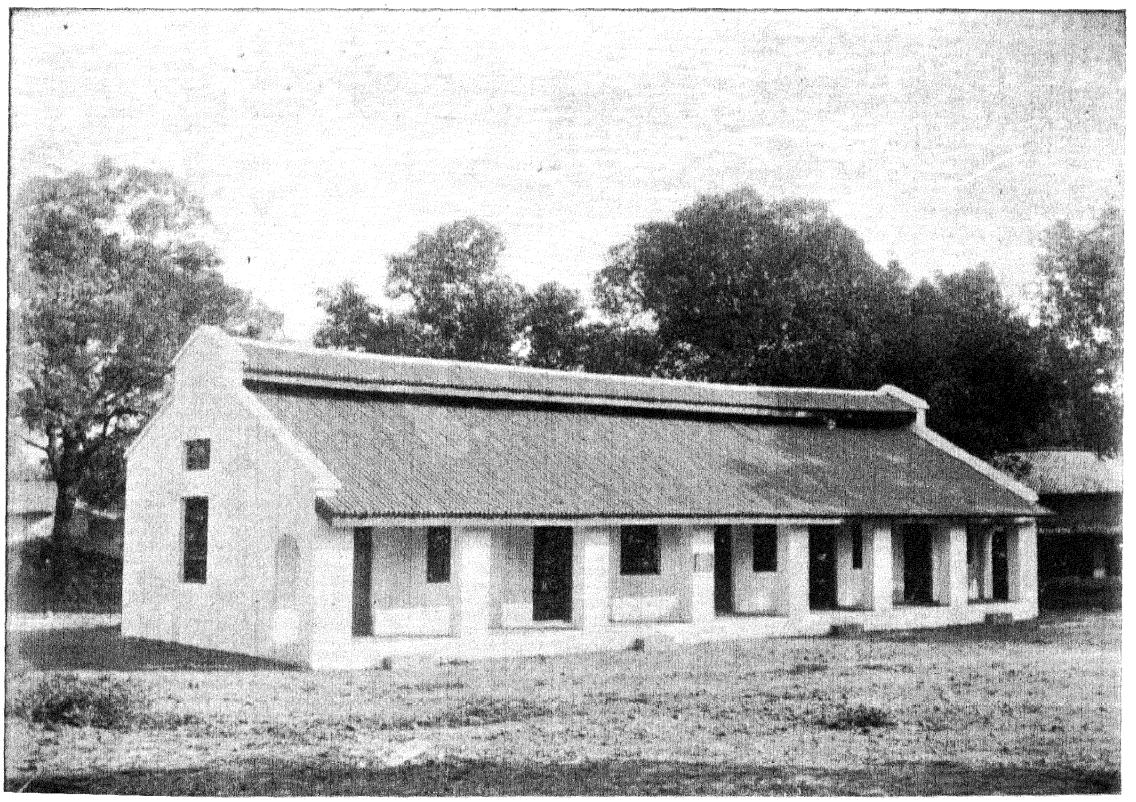
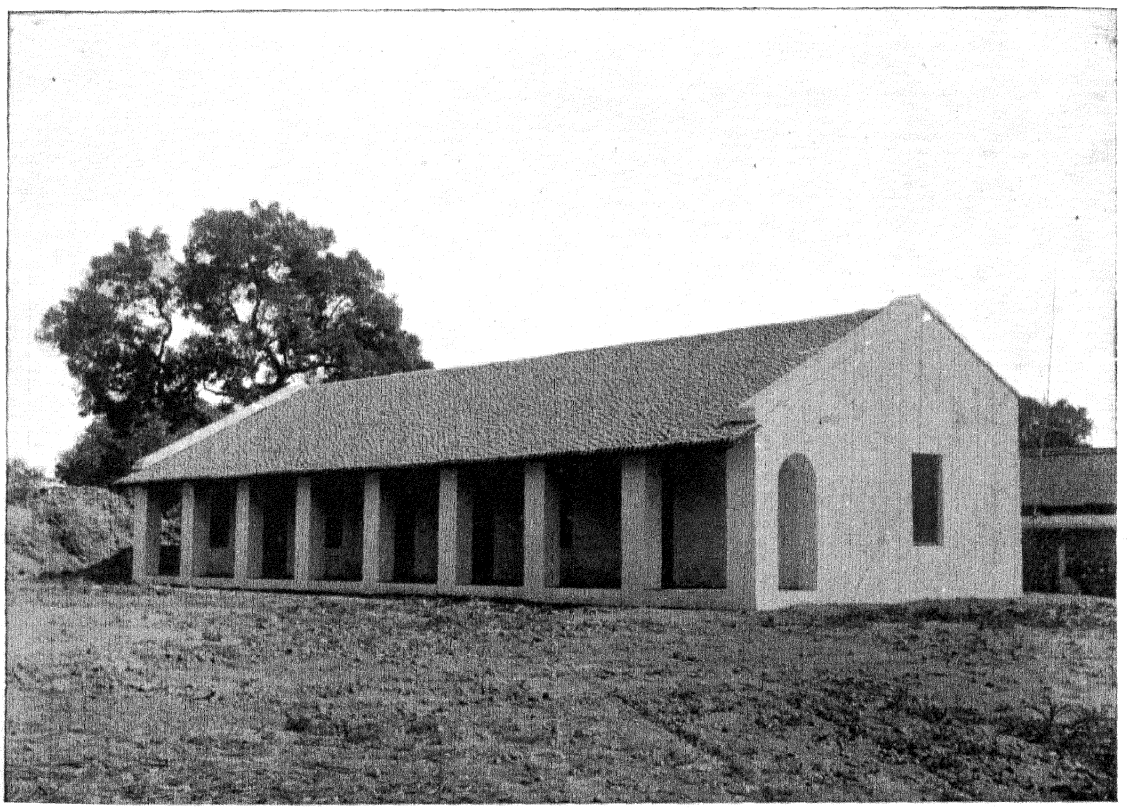


Photo.-Mechl. Dept., Thomason College, Roorkee.

NORMAL SCHOOL FOR MEN, NAGPUR.



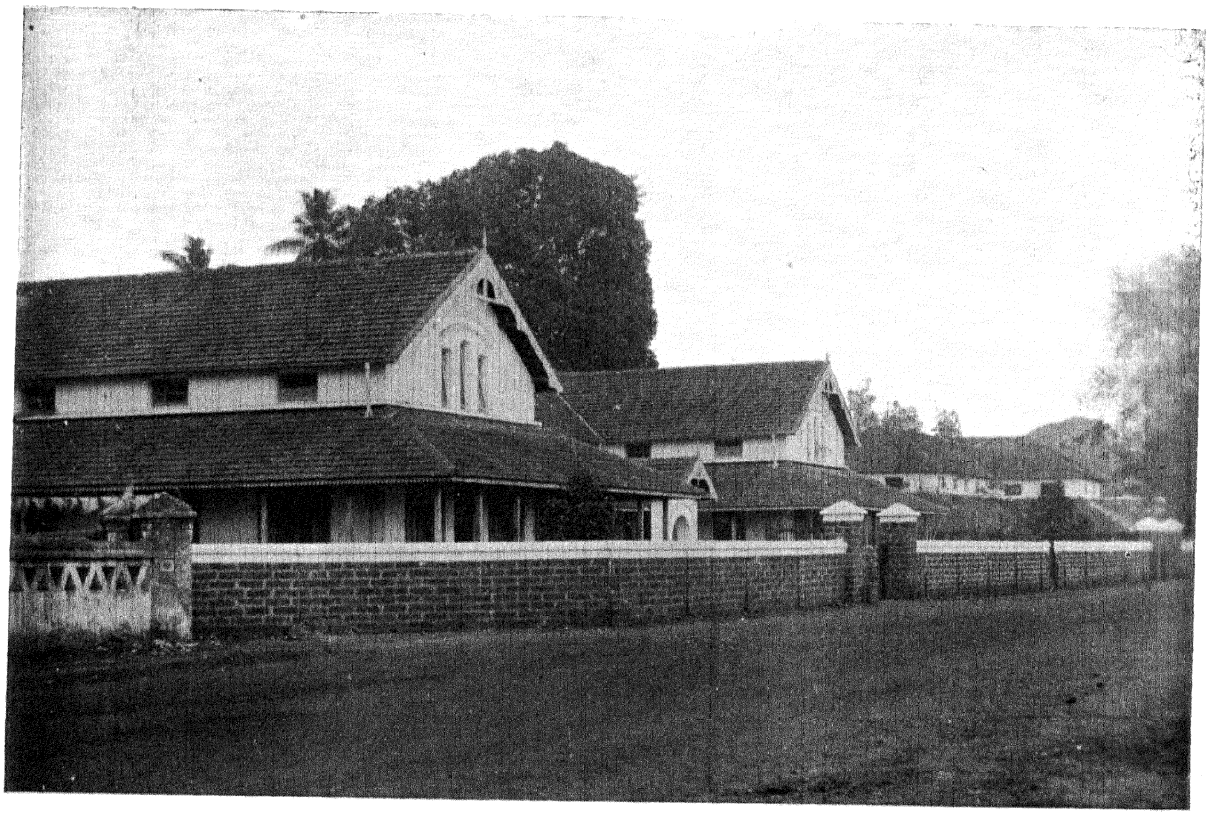
PATNA MIANJI-TRAINING SCHOOL.



HOSTEL ATTACHED TO THE PATNA MIANJI-TRAINING SCHOOL.

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

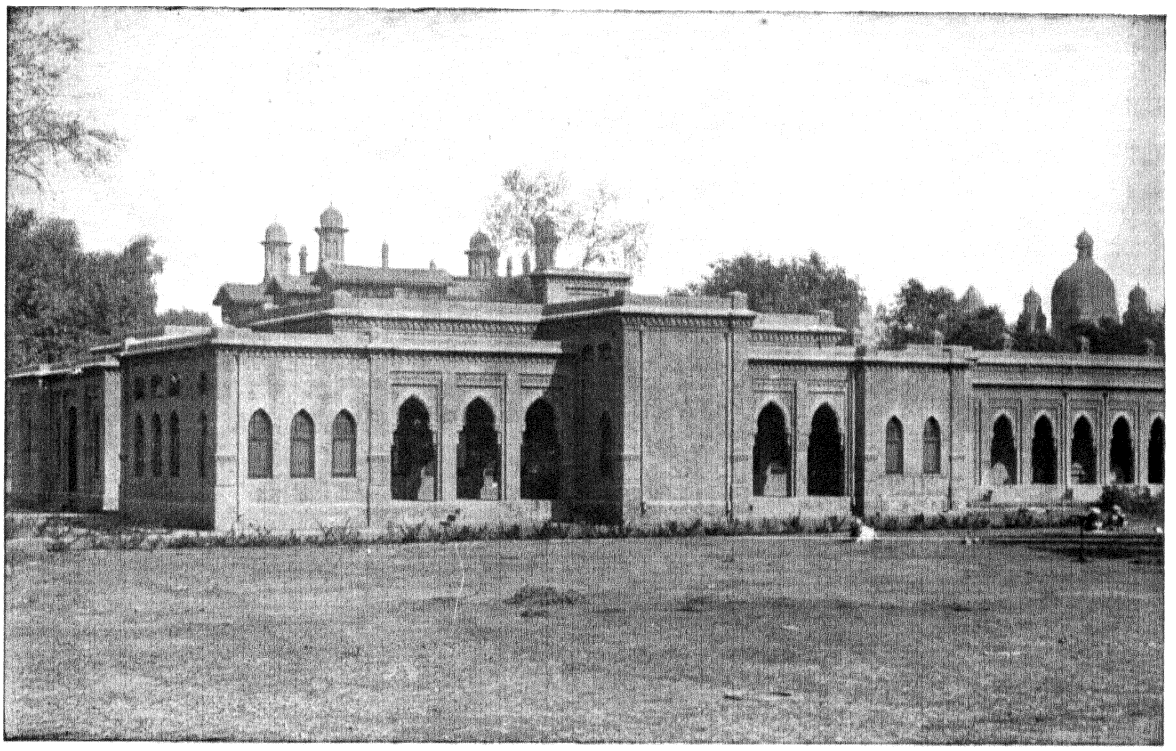
JAGATSINGHPUR GURU-TRAINING SCHOOL, CUTTACK.



GOVERNMENT SCHOOL OF COMMERCE, CALICUT.

Photo. Mech. Dept., Thomason College, Roorkee.

DACCA SCHOOL OF ENGINEERING HOSTEL.



NEW WORKSHOPS, MAYO SCHOOL OF ART, LAHORE.

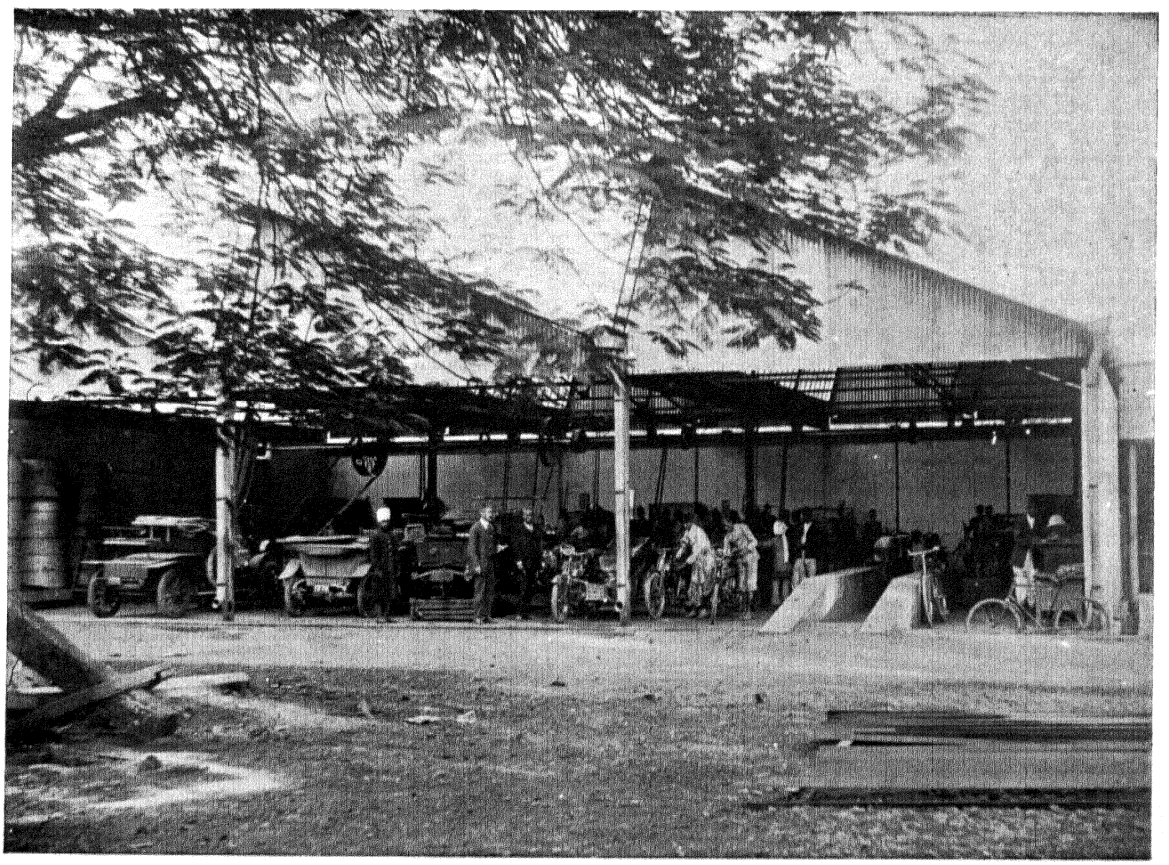


Photo.-Mechl. Dept., Thomason College, Roorkee.

NEW WORKSHOP, RANCHI INDUSTRIAL SCHOOL.

BOYS' ORPHANAGE, LAHORE.

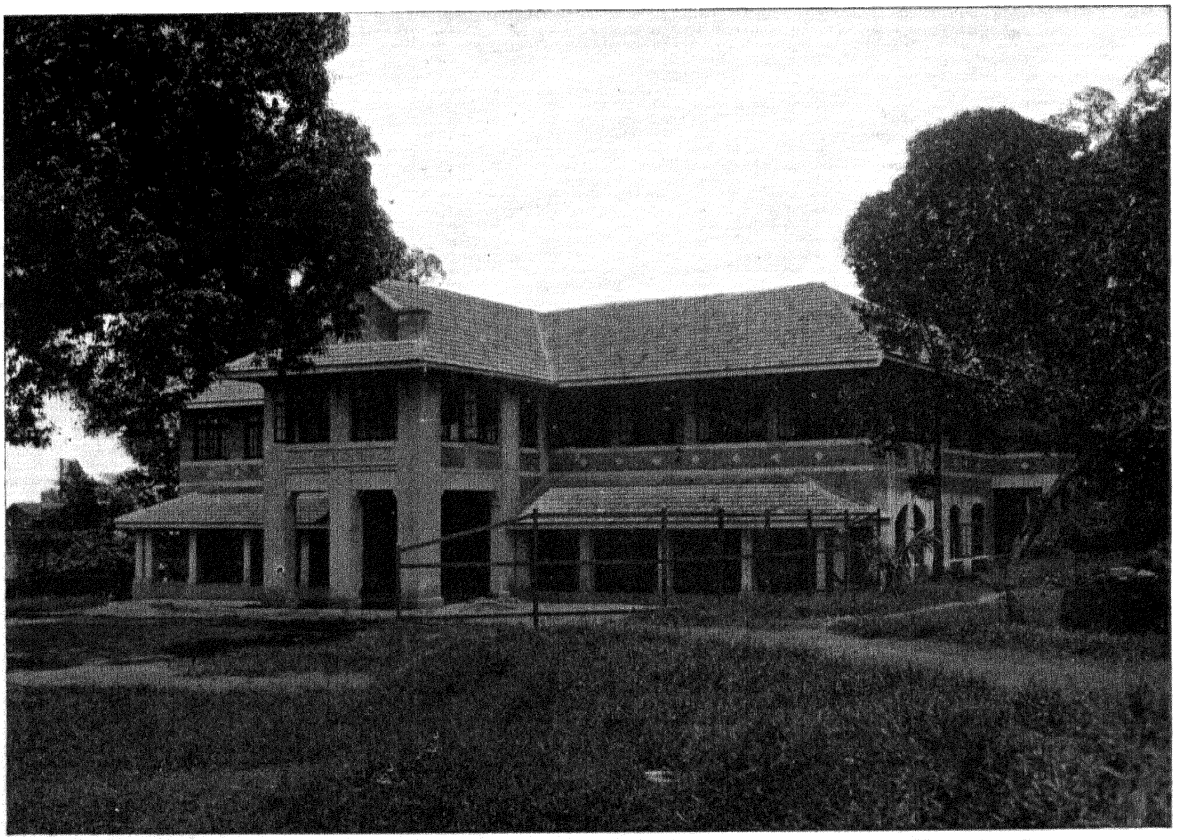


Photo.-Mechl. Dept., Thomason College, Roorkee.

A. B. M. EUROPEAN SCHOOL, RANGOON.

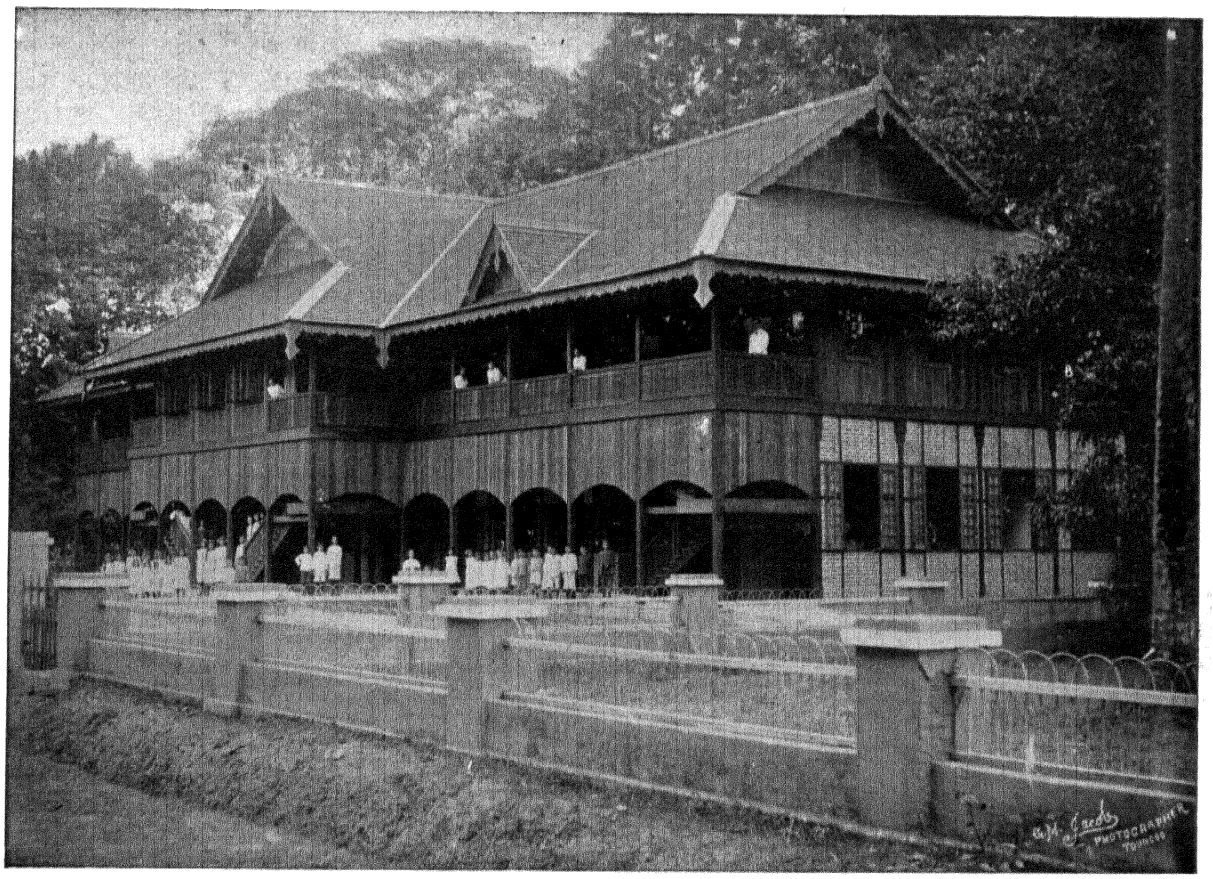


Photo.—Mechl. Dept., Thomason College, Roorkee.

ST. JOHN'S CHURCH OF ENGLAND SCHOOL, TOUNGOO.