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TABLE OF CONTENTS.

PAGE.

Preface.

I.—General Summary—

(i) General review	1
(ii) Institutions	2
(iii) Pupils	2
(iv) Expenditure	6
(v) Discipline	9

II.—Educational Personnel and Organisation—

(i) Provincial Educational Services, Class 1	10
(ii) Inspection	12
(iii) Control of local bodies	13

III.—Universities—

(i) Enrolment	15
(ii) Unemployment among graduates	16
(iii) Fresh developments	18

IV.—Secondary Education (Boys)—

(i) Main statistics	20
(ii) Control of schools	22
(iii) Lure of Matriculation	22
(iv) Teaching of subjects	24
(v) Teachers	25
(vi) Medium of instruction	27
(vii) Vernacular middle schools and drift to towns	28
(viii) Education in rural areas	28

V.—Primary Education of Boys—

(i) Main statistics	30
(ii) 'Wastage'	32
(iii) Standards of teaching	34
(iv) Faulty administration	35
(v) Training of teachers	35
(vi) Compulsion	38

VI.—Education of Girls—

(i) General position	41
(ii) Primary education	43
(iii) Co-education	48
(iv) Secondary education	49
(v) Collegiate education	53

VII.—Professional and Technical Institutions	54
--	----

VIII.—Education of Special Classes and Communities—

(i) Chiefs' colleges	54
(ii) European and Anglo-Indian schools	55
(iii) Education of Muslims	57
(iv) Education of depressed classes	61

IX.—Miscellaneous—

(i) Schools for the blind and deaf-mutes	62
(ii) Games and physical training	63
(iii) Boy scouting	63
(iv) Red cross societies	65
(v) Medical inspection of school children	65
(vi) Education of adults	66

LIST OF STATISTICAL TABLES.

TABLE.		PAGE.
	<i>General.</i>	
I.—Total number of institutions (boys and girls), 1932-33		3
II.—Total number of pupils (boys and girls), 1932-33		4
III.—Distribution of pupils (boys and girls) in recognised institutions, 1933		5
IV.—Total expenditure on education, 1932-33		7
V.—Total expenditure on education by sources, 1933		8
	<i>Educational Personnel and Organisation.</i>	
VI.—Provincial Educational Service (Men's branch), Class I		10
VII.—Provincial Educational Service (Women's branch), Class I		11
	<i>Universities.</i>	
VIII.—Enrolment in universities		15-16
	<i>Secondary education.</i>	
IX.—Main statistics of secondary schools for boys		20-21
X.—Training colleges for men		27
	<i>Primary education.</i>	
XI.—Main statistics of primary education of boys		30-31
XII.—'Wastage' among boys in primary classes		32
XIII.—'Wastage' in 1917-33		33
XIV.—Training schools for men		36
XV.—Compulsory Primary Education		39
	<i>Education of Girls.</i>	
XVI.—Main statistics of the education of girls		42-43
XVII.—Primary schools for girls		44-45
XVIII.—'Wastage' among girls in primary classes		46
XIX.—Training schools for girls		47
XX.—Secondary schools for girls		50-51
XXI.—Girl candidates for Matriculation or High School Final Examination		52
XXII.—Training colleges for women		52
XXIII.—Women graduates		53
	<i>Professional and Technical Institutions.</i>	
XXIV.—Professional and Technical Institutions		54
	<i>The education of special classes and communities.</i>	
XXV.—Enrolment of Chiefs' Colleges		55
XXVI.—Education of Europeans and Anglo-Indians		56
XXVII.—Muslim boys receiving instruction		59
XXVIII.—Muslim girls receiving instruction		60
XXIX.—Enrolment of depressed class pupils in all institutions		62
	<i>Miscellaneous.</i>	
XXX.—Statistics of schools for the blind and deaf-mutes		62

APPENDICES.**PAGE.****APPENDIX I.—Provincial Inspectorate—**

(i) Inspectors	71
(ii) Inspectresses	76

APPENDIX II.—Miscellaneous Tables—

(i) Scales of pay of the new provincial services, men's branch	79
(ii) Scales of pay of the new provincial services, women's branch	79
(iii) Universities in India, 1932-33.	80
(iv) Number of university graduates and under- graduates	81
(v) Number of undergraduates in institutions controlled by Provincial Boards of Educa- tion in 1932	82
(vi) Results of examinations conducted by Provin- cial Boards of Education, 1933	83
(vii) Results of examinations of Indian universi- ties in arts and science, 1933	84-85

APPENDIX III.—General Educational Tables for British India, 1932-33. 87-115**APPENDIX IV.—Educational statistics of Aden, 1932-33 . . . 116-117**

PREFACE.

This report deals with the period from April 1, 1932 to March 31, 1933. I am indebted to the provincial Directors of Public Instruction, whose reports I have freely used in writing this review.

G. ANDERSON,
*Educational Commissioner
with the Government of India.*

SIMLA :
The 10th October, 1934.

EDUCATION IN INDIA

IN

1932-33

I.—General Summary.

This Report (1932-33) should be read in close connexion with the Quinquennial Review (1927-32) on Education in India, which was published a few months ago.

2. In many respects the statistics and observations contained in the Review were pessimistic, especially with reference to the set-back in the quantitative advance of education; to 'wastage' in primary schools, resulting as it does in disappointing progress towards the attainment of literacy; to an ill-advised objective in secondary schools, which accentuates the drift of unsuitable pupils towards Matriculation; to lack of co-ordination in educational activities.

Many of these and other defects are deeply rooted in the past and cannot by any means be attributed solely to the shortcomings of those responsible for the charge of education in recent years; but they have become the more pronounced owing to the very rapid, and otherwise commendable, expansion made during the early years of the present political regime, and also to financial and other complications which have intervened.

3. The main causes of this depressing situation were attributed to political and communal unrest, to the serious economic crisis, to the hap-hazard manner in which retrenchment had been carried out, to the lack of control by provincial Governments over the educational activities of local authorities, to the failure of Governments to constitute a Superior Educational Service in place of the old Indian Educational Service, to deterioration in the inspectorate, to the absence of an authority which might have guided and co-ordinated activities in the provinces.

4. Notwithstanding these grave difficulties and complications, progress was made at any rate in certain directions. Many provincial authorities had begun at least to realise the disappointing results of primary education and had taken steps to render it less ineffective; efforts had been made in certain provinces to evolve a system of rural education, which would be in harmony with a rural environment and was calculated to improve the conditions of rural life; an inspiring impetus had been given to the education of girls; the children of the depressed classes were both seeking and receiving

admission to the ordinary schools in place of segregate and separate schools, which merely accentuate the stigma of isolation and exclusion; the schools themselves were becoming happier and brighter places, as a result of improvements in physical training and the playing of games, of better-kept gardens and playing fields, of improved medical supervision.

5. Many of the adverse circumstances, which were described in the Review, persisted in 1932-33.

The set-back in the quantitative advance of education was even more pronounced than ever, as is shown in the following tables. For the purpose of comparison, the figures for 1927-28 are placed in parallel columns together with those of 1932-33.

6. *Institutions*.—A decrease of 2,445 in the number of institutions, taken by itself, need not give cause for alarm; possibly the reverse. Previous reports have often alluded to the need of careful planning in the distribution of schools; this is now being attempted in many provinces. The large increase of 1,367 recognised institutions in *Bengal*, however, is of doubtful value, in view of the urgent need of improving those institutions which already exist.

7. *Pupils*.—The small increase of 86,995 pupils in enrolment, however, which is in striking contrast with the large increase of 617,726 in 1927-28, gives ample cause for pessimism. There was a large increase of nearly 80,000 pupils in *Bengal*, while the increase of 23,398 in *Bihar* is both surprising and creditable. In the *Punjab*, however, there was a decrease of 37,797, which is attributed to “the present economic depression”.

TABLE I.—Total number of institutions (boys and girls), 1932-33.

Province.	NO. OF RECOGNISED INSTITUTIONS.				NO. OF UNRECOGNISED INSTITUTIONS.				TOTAL NO. OF INSTITUTIONS.			
	1932.	1933.	Increase (+) or decrease (—) between 1932 and 1933.	Increase (+) or decrease (—) between 1927 and 1928.	1932.	1933.	Increase (+) or decrease (—).	Increase (+) or decrease (—).	1932.	1933.	Increase (+) or decrease (—) between 1927 and 1928.	Increase (+) or decrease (—) between 1932 and 1933.
Madras	53,847	51,075	-2,472	+2,684	1,580	1,408	-172		55,127	52,483	+2,480	-2,644
Bombay	15,982	15,757	-205	+633	1,247	1,114	-133		17,209	16,871	+514	-388
Bengal	67,406	68,773	+1,367	+2,953	1,630	1,554	-76		69,036	70,327	+2,911	+1,291
United Provinces	23,520	22,941	-579	+1,201	2,325	2,418	+93		25,845	25,359	+1,027	-486
Punjab	12,000	11,673	-327	-106	6,472	6,236	-236		18,472	17,909	+287	-563
Burma	7,303	7,356	+53	+237	18,194	18,205	+11		25,497	25,561	+118	+64
Bihar and Orissa	29,036	28,932	-83	+525	2,178	2,443	+265		31,214	31,396	+552	+182
Central Provinces and Berar	5,335	5,326	-9	+41	257	320	+63		5,592	5,646	+54	+54
Assam	6,594	6,586	-8	+422	600	619	+19		7,194	7,205	+11	+11
North-West Frontier Pro- vince.	987	992	+5	+96	179	162	-17		1,166	1,154	+85	-12
Coorg	113	119	+6	+1	15	10	-5		128	129	+11	+1
Delhi	328	354	+26	+32	48	41	-7		376	395	+37	+19
Ajmer-Merwara	323	322	-1	+25	59	53	-6		382	375	-6	-7
Baluchistan	108	114	+6	+5	172	171	-1		280	285	+37	+5
Bangalore	115	112	-3	+3	6	6			121	118	+1	-3
Other Administered Areas .	127	114	-10	+7	26	21	-5		153	138	-2	-15
BRITISH INDIA	229,804	220,566	-2,238	+8,762	34,988	34,781	-207		257,792	255,347	+8,460	-2,445

* Aden figures included under Bombay in 1932 only.

N.B.—Six Boards of Secondary and Intermediate Education are excluded.

TABLE II.—Total number of pupils (boys and girls), 1932-33.

Province.	IN RECOGNISED INSTITUTIONS.			IN UNRECOGNISED INSTITUTIONS.			IN ALL INSTITUTIONS.				PERCENTAGE OF PUPILS TO POPULATION.	
	1932.	1933.	Increase (+) or decrease (-) between 1932 and 1933.	Increase (+) or decrease (-) between 1932 and 1933.	1932.	1933.	Increase (+) or decrease (-) between 1932 and 1933.	1932.	1933.	Increase (+) or decrease (-) between 1932 and 1933.	1932.	1933.
Madras	2,877,504	2,884,597	+12,907	+145,670	47,378	47,928	+550	2,924,882	2,932,525	+137,484	6.3	6.2
Bombay*	1,300,648	1,298,192	-2,456	+46,308	34,899	33,895	-1,004	1,335,547	1,332,087	+43,523	6.1	6.1
Bengal	2,720,061	2,797,387	+77,326	+156,802	63,164	65,704	+2,540	2,783,225	2,863,091	+158,332	5.6	5.7
United Provinces .	1,457,997	1,470,340	+12,343	+88,357	59,991	64,868	+4,877	1,517,988	1,535,208	+84,942	3.13	3.17
Punjab	1,200,800	1,164,820	-35,780	+82,481	132,967	130,950	-2,017	1,333,567	1,295,770	+65,395	5.6	5.5
Burma	525,013	524,864	-149	+35,139	202,393	203,970	+1,577	727,406	723,834	+1,423	4.3	4.06
Bihar and Orissa .	1,038,694	1,054,290	+15,656	+36,975	56,189	63,931	+7,742	1,094,823	1,118,221	+23,398	2.9	2.97
Central Provinces and Berar.	450,494	457,077	+6,583	+16,315	9,448	11,274	+1,826	459,942	463,351	+8,409	2.96	3.03
Assam	348,306	352,556	+4,250	+3,041	4,551	3,796	-755	372,318	379,180	+6,862	4.3	4.4
North-West Frontier Province.	83,918	86,959	+3,041	+7,505	317	278	-39	88,469	90,755	+2,286	3.6	3.7
Coorg	10,119	10,918	+799	+866	817	278	-39	10,496	11,196	+700	6.4	6.85
Delhi	43,112	44,475	+1,363	+6,060	1,247	1,084	-163	44,359	45,559	+1,200	7.0	7.2
Ajmer-Merwara .	21,086	21,332	+246	+1,451	3,035	2,798	-237	24,121	24,130	+9	4.8	4.3
Baluchistan . . .	7,665	8,686	+1,021	+373	2,560	2,790	+230	10,225	11,476	+1,251	2.2	2.47
Bangalore . . .	16,508	16,809	+101	+580	237	280	-7	16,795	16,889	+94	12.5	12.6
Other Administered Areas.	20,801	19,085	-1,766	+866	1,633	1,225	-408	22,434	20,290	-2,174	10.0	9.2
BRITISH INDIA .	12,122,466	12,192,137	+69,671	+630,806	644,071	661,395	+17,324	12,766,537	12,858,532	+86,995	4.70	4.73

* Aden figures included under Bombay in 1932 only.

TABLE III.—*Distribution of pupils (boys and girls) in recognised institutions, 1933.*

Provinces.	NO. OF PUPILS IN INSTITUTIONS FOR MALES.								NO. OF PUPILS IN INSTITUTIONS FOR FEMALES.							
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	
Madras . .	631	11,902	2,258	157,943	26,513	2,249,618	23,939	2,472,854	512	70	17,151	6,674	361,762	5,574	391,743	
Bombay . .	102	9,598	3,113	83,844	25,067	967,647	14,857	1,104,228	..	..	15,068	3,719	172,712	2,465	193,964	
Bengal. . .	1,857	20,359	5,040	269,309	161,699	1,725,385	119,103	2,302,752	508	53	16,285	8,882	466,745	2,162	494,635	
United Provinces .	5,634	8,035	4,039	80,317	87,905	1,138,474	21,520	1,356,424	245	10	7,118	37,114	68,700	729	113,916	
Punjab . .	31	13,443	2,038	127,982	481,857	378,951	16,186	1,020,468	324	26	12,153	30,769	98,282	2,798	144,352	
Burma. . .	1,645	138	18	58,730	127,469	259,242	19,200	466,442	..	..	8,599	12,888	36,930	505	58,422	
Bihar and Orissa .	..	3,526	914	50,104	81,523	827,162	18,677	981,906	7	..	1,913	5,522	64,069	873	72,384	
Central Provinces and Berar.	..	2,089	578	3,263	99,094	303,884	2,503	416,411	..	11	388	6,933	32,466	818	40,666	
Assam . .	..	1,521	63	20,933	44,349	249,119	4,795	320,779	..	..	2,172	6,114	23,379	112	31,777	
North-West Frontier Province.	..	541	23	12,916	28,596	31,281	166	73,523	..	..	382	5,454	7,549	51	13,496	
Coorg . .	..	..	..	839	..	8,930	12	9,831	..	..	269	..	818	..	1,087	
Delhi . .	141	1,891	..	6,685	8,066	16,484	866	34,123	44	137	1,320	2,284	6,300	267	10,352	
Ajmer-Merwara .	..	342	..	3,468	1,695	11,978	303	17,786	..	..	274	285	2,971	16	3,546	
Baluchistan . .	..	..	..	3,499	654	2,539	18	6,710	..	..	115	1,520	332	..	1,976	
Bangalore . .	..	814	..	2,310	2,302	5,245	120	10,291	..	..	1,532	1,137	3,554	95	6,318	
Other Administered Areas.	..	..	..	4,958	1,794	6,162	468	13,382	..	..	1,383	929	3,250	91	5,653	
BRITISH INDIA .	10,041	73,689	13,084	892,580	1,188,582	8,182,151	242,783	10,907,910	1,640	307	86,122	129,783	1,349,819	16,556	1,584,227	

8. *Expenditure*.—The financial depression has gathered in intensity; a *decrease* of nearly Rs. 140 lakhs in expenditure compares very unfavourably with an *increase* of Rs. 124 lakhs in 1927-28. Indeed, the total expenditure of Rs. 25,78,75,868 on education was less by Rs. 4,02,951 than it was in 1927-28.

The fierce blast of financial retrenchment has now reached even the province of *Madras*, which records a decline of Rs. 36 lakhs in its educational expenditure, but every province with the exception of *Delhi* has suffered by retrenchment.

The main decline was one of Rs. 110 lakhs in Government expenditure, while expenditure by local bodies decreased by Rs. 31 lakhs. On the other hand, fee income increased by Rs. 7 lakhs.

In every province, there was a reduction in Government expenditure. In *Burma*, the reduction was nearly Rs. 30 lakhs; in *Bombay*, it was 20½ lakhs; in the *United Provinces*, it was Rs. 18½ lakhs. One of the main causes of these reductions was the imposition of a ten per cent. 'cut' in salaries and, in many cases, in grants. Capital expenditure was also reduced to a minimum.

In *Madras*, "the year was a period of financial stringency. The ten per cent. cut in salaries was in force during the whole of the year. Economies were effected by the abolition of certain posts in Government colleges and also of some of the courses of studies. . . . The Government Schools of Commerce at Calicut and Vizagapatam were abolished, and the Institute of Commerce, Madras, was ordered to be closed with effect from 1st May, 1933. The Government School of Engineering, Vizagapatam, was abolished and the Subordinate Engineering classes were amalgamated with the College of Engineering, Guindy Stipends and payments of deputation allowances to teachers under training in the L.T., B.Ed., and secondary training classes were discontinued, while the rate of stipends to elementary grade teachers was also reduced".¹

In *Bombay*, "the year was marked by unprecedented stringency, and a reduction in educational expenditure became inevitable".² In *Burma*, "financial stringency dominated educational activities. The educational system felt severely the gathering momentum of retrenchments initiated during previous years and the progressive deterioration of the financial resources of the province. The gross expenditure on education decreased from Rs. 211 to Rs. 170 lakhs".³ These excerpts are typical of the prevailing depression; every report without exception speaks of the rigours of retrenchment.

¹ Madras, pages 1-2.

² Bombay, page 3.

³ Burma, page 1.

TABLE IV.—Total expenditure on education, 1932-33.

Province.	TOTAL EXPENDITURE.				PERCENTAGE OF EXPENDITURE FROM				AVERAGE ANNUAL COST PER PUPIL TO					
	1932.	1933.	Increase (+) or decrease (-) between 1932 and 1933.	Increase (+) or decrease (-) between 1927 and 1928.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.	Total cost per pupil.	
	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Madras . . .	5,67,61,851	5,31,58,978	-36,02,873	+26,18,749	45.98	14.12	17.88	22.02	8 9 0	2 9 11	3 5 1	4 1 7	18 9 7	
Bombay * . .	4,00,40,549	3,81,71,846	-18,68,703	+8,48,342	44.4	18.9	22.2	14.5	13 0 0	6 0 0	6 0 0	4 0 0	29 0 0	
Bengal . . .	4,22,87,086	4,17,51,551	-5,35,485	+16,96,667	32.4	7.8	43.8	16.0	4 12 10	1 3 2	6 8 0	2 6 5	14 14 5	
United Provinces . . .	3,89,21,112	3,71,20,587	-18,00,525	+16,27,265	53.7	13.0	18.7	14.6	13 9 1	3 4 3	4 11 7	3 11 0	25 3 11	
Punjab . . .	3,08,31,143	3,00,56,420	-7,74,723	+14,44,762	51.40	12.80	25.77	10.03	11 14 9	2 15 6	5 15 7	2 5 3	23 3 1	
Burma . . .	2,11,11,095	1,69,03,281	-41,17,804	+24,70,535	38.06	28.15	20.03	13.82	12 4 10	9 1 9	6 7 8	4 7 7	32 5 10	
Bihar and Orissa . . .	1,73,91,805	1,67,08,763	-6,83,042	+9,24,666	30.96	29.45	24.15	15.44	4 14 6	4 10 8	3 13 3	2 7 2	15 13 7	
Central Provinces and Berar.	1,08,79,760	97,92,220	-5,87,540	-2,25,054	43.13	28.19	19.05	9.63	9 3 10	6 0 7	4 1 3	2 1 1	21 6 9	
Assam . . .	50,10,284	48,96,400	-1,13,884	+3,27,972	57.0	13.0	18.0	12.0	7 14 5	1 12 10	2 8 0	1 9 7	13 12 10	
North-West Fron- tier Province.	27,21,862	27,19,082	-2,780	+3,35,366	68.9	10.2	10.7	10.2	23 5 11	3 7 2	3 9 11	3 7 1	33 14 1	
Coorg . . .	2,54,602	2,56,838	+2,236	+5,447	54.91	28.25	14.19	2.65	12 14 5	6 10 2	3 5 4	0 9 11	23 7 10	
Delhi . . .	24,34,675	25,83,077	+1,48,402	+5,70,231	41.3	13.3	25.4	20.0	24 0 0	7 11 8	14 11 9	11 9 10	58 1 3	
Ajmer-Merwara . . .	8,39,399	8,06,462	-32,937	+18,858	45.73	10.19	23.67	20.41	17 9 7	3 14 5	9 1 7	7 12 10	38 6 5	
Baluchistan . . .	5,19,068	5,04,728	-13,340	-6,623	55.92	14.34	17.86	11.88	32 7 10	8 5 3	10 5 11	6 14 5	58 1 5	
Bangalore . . .	10,06,947	8,83,337	-1,21,610	+46,917	36.5	5.7	23.4	24.4	19 6 11	3 0 8	17 13 5	12 15 11	53 4 11	
Other Adminis- tered Areas.	13,46,444	14,70,298	+1,23,854	+77,117	35.9	5.0	20.1	30.0	27 3 6	3 12 9	15 3 6	29 9 5	75 13 2	
BRITISH INDIA . . .	27,18,56,622	25,78,75,808	-1,39,80,754	+1,24,31,247	44.0	15.8	24.4	15.8	9 5 0	3 5 5	5 2 8	3 5 4	21 2 5	

* Aden figures included under Bombay in 1932 only.

TABLE V.—Total expenditure on education by sources, 1933.

Province.	EXPENDITURE FROM					Total expenditure.
	Govt. funds.	Increase (+) or decrease (-) in Govt. funds during 1932 and 1933.	Board funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,44,44,389	-11,27,326	75,03,512	95,06,778	1,17,07,990	5,31,58,978
Bombay	1,69,50,661	-20,50,933	72,22,623	84,54,704	55,43,858	3,81,71,846
Bengal	1,85,21,433	-9,28,606	32,66,316	1,82,65,177	66,98,625	4,17,51,551
United Provinces	1,99,49,589	-18,48,444	48,05,275	69,46,955	54,19,768	3,71,20,687
Punjab	1,54,49,407	-10,43,274	38,46,597	77,46,826	30,13,590	3,00,56,420
Burma	64,57,832	-29,69,007	47,88,156	34,02,945	23,49,348	1,69,93,281
Bihar and Orissa	51,72,314	-3,95,509	49,20,814	40,35,384	25,80,251	1,67,08,768
Central Provinces and Berar	42,23,538	-5,38,689	27,60,548	18,64,959	9,43,175	97,92,220
Assam	27,87,540	-95,057	6,38,913	8,85,825	5,84,113	48,96,460
North-West Frontier Province	18,75,934	+11,923	2,76,707	2,90,332	2,76,109	27,19,082
Coorg	1,41,028	-3,712	72,556	36,456	6,798	2,56,888
Delhi	10,67,437	-89,644	3,43,838	6,55,391	5,16,411	25,83,077
Ajmer-Merwara	3,74,799	-35,006	70,383	1,94,001	1,67,279	8,06,462
Baluchistan	2,82,278	-24,666	72,405	90,095	59,950	5,04,728
Bangalore	3,23,280	-72,266	50,495	2,95,753	2,15,809	8,85,337
Other Administered Areas	5,30,330	+1,53,981	69,100	2,94,314	5,76,554	14,70,298
1933	11,35,50,798	-1,10,49,683	4,07,03,238	6,29,62,895	4,06,58,937	25,78,75,868
1932	12,46,00,481	..	4,38,18,635	6,22,69,534	4,11,68,072	27,18,56,622
1931	19,60,97,116	..	4,38,29,132	6,14,58,989	4,17,76,209	28,31,61,446
1930	13,25,38,044	..	4,24,65,600	6,04,61,368	3,88,17,006	27,42,82,018
1929	13,18,10,145	..	3,94,14,369	5,78,17,829	4,16,89,910	27,07,32,258
1928	12,66,92,478	..	3,78,88,437	5,44,71,633	3,92,26,271	25,82,76,819

BRITISH INDIA

9. On the other hand, *discipline* seems to have righted itself after the storm and stress of the Civil Disobedience movement. In *Bombay*, "discipline has been satisfactory, although there were a few cases of insubordination which may be regarded as the aftermath of the Civil Disobedience movement. Generally speaking, school authorities have been alive to their responsibilities and dealt with such cases with tact and firmness". Similarly, "discipline has been satisfactory in almost all schools in the *Punjab*". The position in *Bengal* has also shown improvement: "The condition at Chittagong was much disturbed after the Pahartali Institute outrage, and some students of Chittagong College were arrested The expulsion of one student and the rustication of another ultimately put an end to the evil. The general body of students behaved well and loyally co-operated with the authorities throughout the year."¹ Equally pleasing is the report from *Gujarat College, Ahmedabad*, which had previously suffered from serious indiscipline: "The year has been one of peaceful progress Daily attendance was very satisfactory, and discipline was maintained at a high level."² In the *Central Provinces*, "discipline has been generally satisfactory. In a few schools, however, the managements have failed to maintain proper discipline, but, fortunately, such incidents are rare".³ The reports as a whole convey the pleasant impression that the internal organisation and discipline of educational institutions have been much improved.

10. In spite of this and other improvements much of this report will appear depressing, especially in view of the high hopes which were raised ten years ago; the only consolation is that the economic depression has been world-wide, and that India has not been by any means the greatest sufferer from its adverse effects.

On the other hand, many provincial reports reveal an earnest determination to grapple with grave educational problems; they provide far more stimulating reading than did those of even ten years ago. It is at least something that more and more are difficulties being realised, for it is only by the realisation and understanding of difficulties that they can eventually be overcome.

The concluding paragraph of the *Burma* report will bear repetition in this connexion:

"In conclusion, the writer takes the liberty of plagiarising and adapting part of a recent critical review published in 'The Spectator'. Is all well with the schools? So ask the friends as well as the foes of education: the answer is No. The answer has always been No, and always will be No; because Education is a struggle towards perfection never to be attained. The schools will always fail—fail nobly for the most part, and fail ignobly hardly ever. The malignant mischief-maker, fixing his gaze on faults and never seeing virtues, can always find something to denounce; and, unfortunately, denunciation of public education

¹ Bengal, page 10.

² Bombay, page 14.

³ Central Provinces, page 18.

is popular with certain types of people. Their usual cry is that education is a failure and that it costs too much. They are not quite sure whether they want to abolish it or merely to insult it. There is much waiting to be done in Burma, but when better times return much will be done. For the present, the system holds its own and does work of incalculable value—not to be measured in terms of rupees, annas and pias.”¹

II.—Educational personnel and organisation.

11. The quantitative set-back can be attributed very largely to severe retrenchment of financial support; but it is for regret that little appears to have been done in the direction of improving the personnel and organisation of Education Departments, of increasing the efficiency of the inspectorate, and of introducing a more effective control over the educational activities of local bodies.

The following tables show the position in 1932-33 in respect to the *Provincial Educational Services, Class 1*.

TABLE VI.—*Provincial Educational Service (Men's branch), Class 1*

Province.	Total No. of posts.	NO. OF POSTS HELD BY				No. of posts vacant or held in abeyance.	REMARKS.
		I. E. S. officers.	Promoted officers.	Direct recruitment	Officiating arrangements		
Madras	..	..	..	..	..	..	There is no Class I, Service.
Bombay	55	31	5	12	1	3	Three posts are filled on a contract basis.
Bengal	..	..	..	..	..	..	Not yet constituted.
United Provinces .	21	8	12	..	..	1	
Punjab	27	12	7	2	6	..	
Burma	16	6	8	..	2	..	
Bihar and Orissa .	41	19	10	2	3	5	Two posts are held by officers on special rates of pay.
Central Provinces .	20	14	2	1	..	3	
Assam	37	2	13	20	..	2	
North-West Frontier Province	1	1	..	..	..	..	The only post is that of D. P. I., whose rate of pay is Rs. 1,500—50—1,750.

TABLE VII.—*Provincial Educational Service (Women's branch), Class I.*

Province.	Total No. of posts.	NO. OF POSTS HELD BY				No. of posts vacant or held in abeyance.	REMARKS.
		I. E. S. officers.	Promoted officers.	Direct recruitment.	Officiating arrangements.		
Madras	..	..	..	..	..	..	There is no Class I, Service.
Bombay	5	1	1	..	3	..	
Bengal	..	..	..	..	..	..	Not yet constituted.
United Provinces . .	1	..	1	..	..	..	
Punjab	3	2	1	..	..	..	*Two posts will be abolished with effect from 1st June, 1934.
Burma	3	1	1*	..	..	1*	
Bihar and Orissa . .	4	..	3	1	..	..	
Central Provinces . .	2	2	..	..	..	..	
Assam	1	..	..	1	..	..	
North-West Frontier Province.	1	1	..	..	..	..	The only post is that of Inspectress of schools whose pay is in the scale of I. E. S. women's branch.

In *Bombay* and *Bihar*, some progress has been made in constituting a new service, whose members will be fully competent to deal with the difficult and manifold problems awaiting their assistance.

In *Bombay*, the new service was constituted on January 1, 1931. Most of the new vacancies have been filled by the direct recruitment of men calculated to "maintain the high standard of work initiated by the members of the Indian Educational Service, whom they have replaced". Unfortunately, a fresh difficulty has recently been experienced by a ban having been placed on substantive appointments owing to a further reconsideration of the conditions of service; in consequence, new appointments can only be made on an officiating basis.

In *Bihar*, all the twelve men hitherto appointed, together with the two appointed on special rates of pay, possess academic qualifications obtained in Europe; as also do the three appointed to officiate in posts included in the Service. The four ladies in the Women's Branch have all received training in Europe. This high standard of qualifications is largely the result of the wise policy carried out by the Bihar Government in having provided

ample facilities to young men of capacity to gain a wider experience elsewhere.

Progress has also been made in the *Punjab*, but a weak point is the large percentage of posts still held by officiating arrangements.

In the *Central Provinces*, apart from officiating arrangements necessitated by the substantive incumbents of the posts being away on deputation, none of the posts in the Service were held provisionally.

No appointments to the Service have been made during the year in the *United Provinces*; the Service has not been constituted in *Bengal* and *Madras*. In the latter province, it is not intended to constitute a new Service. Thus, as Indian Educational Service posts become permanently vacant, they are relegated to the Madras Provincial Educational Service.

In *Burma*, two of the sanctioned posts have been replaced by Burma Educational Service (Class II) posts. The remaining posts, except in so far as they are held by Indian Educational Service officers, have been filled either by promotion or by officers who were holding temporary appointments outside any cadre. No new direct appointments have been made.

The prospects in many provinces, therefore, are far from bright; without a well-qualified personnel it will be difficult to remove the grave defects referred to in educational reports or to make that steady advance in education which is so vital to the proper development of India. Delay in constituting the new Service or in filling up the posts of a Service when constituted cannot but result in untoward results. Officiating vacancies should not be unduly prolonged, as seems to have been the case in the *Punjab*. Provisional arrangements are not calculated to ensure either independence of judgment or high standards of attainment in the Service.

12. *Inspection*.—Little improvement has been recorded in the inspectorates: the inadequate provision in most provinces, which was discussed in the Quinquennial Review, still persists.

In *Madras*, the post of Deputy Directress has been held in abeyance; and certain inspecting posts have been amalgamated into single charges. It is also doubtful whether, in the absence of a Provincial Service, Class I, the new recruits will be as well qualified and as widely experienced as their predecessors.

No change has been made in Bombay in the depressing position of the inspectorate, which was discussed in the Quinquennial Review.¹

The position of the inspectorate in *Bengal*, which was weak already, has been rendered more so by the reduction in status of certain inspecting posts, and by the reduction of clerical posts to inspectors.

¹ 10th Quinquennial Review, page 39.

In the *Central Provinces*, an experiment has been introduced, which involved the abolition of eleven posts of deputy inspector and the substitution of education officers, subordinate to District Councils, in their places. It is difficult to understand how a Government can thus divest itself of direct means of ascertaining the condition of schools, which are largely subsidised by public finances.

In *Bihar*, a slight improvement has been made by the revival of the four posts of special inspecting officers for schools for the depressed classes, which were retrenched in 1931-32.

An interesting sidelight on the neglect of inspection is given by an inspector in *Assam*, who observes that in a certain sub-division "the local board spends about Rs. 40,000 in public works, while the staff maintained for supervision costs about Rs. 8,000. The same Board spends Rs. 82,000 on primary education, while the cost of supervision is not more than Rs. 6,000. The disparity requires no comment".¹

13. *The control of local bodies.*—Very little, again, has been done towards a better system of guiding and supervising the educational activities of local bodies.

There are some interesting observations in the *Bihar* report:

"Although no instances of actual friction between educational officers and local bodies were brought to notice, the reports again indicate that in several ways matters are not satisfactory. As one chairman has remarked, differences of opinion would probably be less frequent if both inspecting staffs and local bodies would remember that it is the advancement of education which is important, and not their own prestige. On the other hand, there are complaints of a general nature which indicate that the present arrangements for the management of primary education require a thorough overhaul.

"In many cases primary education is now controlled by union boards or committees, which have neither education committees nor educational advisers. One such board, without reference to any educational officer, has removed two teachers, transferred several others and reduced the pay of teachers below the minimum fixed by Government. Some of the teachers working under another union board were not paid during the last ten months of the year.

"Even where local bodies have constituted education committees or advisers, these are by no means always consulted. One such committee never met during the year. Even if the committees meet, they are sometimes consulted only on matters such as the selection of books, while the cases of appointments, leave, transfer and the like are dealt with by the chairman or vice-chairman.

"Transfers of teachers are still much too common. These transfers, according to a district officer, merely represent the wayward instincts of members of the district board, as countenanced by the chairman."²

The report then proceeds to give the timely reminder that "education is a matter of national importance; if local bodies, as now constituted, cannot be trusted to use their powers to the best interests of education, it will be necessary to set up in each district

¹ Assam, page 5.

² Bihar and Orissa, pages 6-7.

a statutory authority for this special purpose. Such an authority, consisting of representatives of local bodies and nominees of Government, would be able, unlike district boards, to devote its whole time to education; and since its members would be drawn from all parts of the district, it would be more likely to act in an impartial way than some of the agencies by which education is now controlled".¹

The report of the *Central Provinces* is also interesting in this connexion :

"It would be unfair to condemn local bodies wholesale for their administration of primary education, but . . . the facts bear witness generally to inefficiency of administration, resulting in tremendous wastage and waste. The poor attendance, the excessive number of transfers of teachers (largely for political reasons), the poverty of instruction must be ascribed in the main to the absence in the local authorities of a real sense of responsibility, which results in careless supervision, control and management.

"Local authorities generally ignore the advice and suggestions of inspectors. They sometimes complain that they ought to have inspecting staffs of their own. Attempts were made in the past to meet this complaint by transferring the inspecting staffs in certain districts *en bloc* to the control of district councils; but re-transfer was subsequently ordered. Government must retain a staff of inspectors to see, if for no other purpose, that grants from provincial revenues are spent to the best purpose. Possibly the solution lies in the appointment by local bodies of their own administrative staffs.

"But, if local authorities are to have their own administrative staffs, they must delegate to them real powers. They must leave to them such matters as the appointment and transfer of teachers which, as one inspector informed me, constitute almost the main interest of some local authorities in primary education. The conditions of efficient administration will be established when local authorities confine themselves to the broad principles of administration, and leave the detailed execution of these principles to skilled and responsible officials.

"But Government, on its side, must be in a position to exercise its powers of control. It is claimed that Government has power of control through allotment of grants from provincial revenues. Unfortunately, the present system of grants-in-aid, whereby lump grants are made to district councils on no clearly defined principles, provides no security against inefficiency A recent conference of inspectors recorded its conviction that "the only way in which, consistently with the Local Self-Government and Municipalities Acts, Government can exercise its powers of control through grants is by assessing a grant for each individual school and by reducing or withdrawing, after suitable warning, such grant whenever deterioration in efficiency has taken place."

14. In *Bombay*, "though the transfer of control has brought the public into more intimate touch with education and the practical difficulties involved in its administration, communal and other disagreements continue to impede administration in some districts".³

¹ Bihar and Orissa, pages 7-8.

² Central Provinces, pages 42-44.

³ Bombay, page 44.

III.—Universities.

15. *The rapidly increasing number of students in universities, many of them ill-fitted to benefit by university instruction, and the ever-growing volume of middle-class unemployment were discussed in the Quinquennial Review.*¹ Though there has been a pronounced decline in numbers in Calcutta, Patna, Madras and Andhra Universities, this ill-regulated advance still persists in spite of financial stringency in many universities. In the Punjab, the enrolment advanced from 16,971 to 18,684; and the pass percentage in the B. A. examination fell to the low figure of 41·2. The report regards the fact that "more than half of the candidates who had been prepared for this important examination failed to reach the comparatively low standard which is required for success"² as a striking commentary on "the unsuitability of the mass of students who seek university education".² In the *Central Provinces*, "only about 30 per cent. of the students who join a college succeed in taking the first degree. During the quinquennium ending in 1932, 51 per cent. of the candidates who passed the B. A. and B. Sc. examinations joined the course for the LL. B. On an average, about 53 per cent. of the students who pass the High School Certificate examination enter a university".³

TABLE VIII.—*Enrolment in universities.*

University.	ENROLMENT.			
	1930.	1931.	1932.	1933.
<i>I. Calcutta</i>	29,000	24,808	26,560	25,412
Patna	4,869	4,547	4,739	4,276
Dacca	1,288	1,142	1,063	1,010
Rangoon	1,939	1,550	1,674	1,788
TOTAL	37,096	32,045	34,036	32,481
<i>II. Madras</i>	16,396	16,218	16,610	15,504
Mysore	3,127	2,781	2,883	2,834
Osmania	952	808	856	1,346
Andhra	3,537	3,536	3,805	3,371
Annamalai	613	569	561	630
TOTAL	24,625	23,912	24,665	23,685

¹ 10th Quinquennial Review, page 63.² Punjab, page 29.³ Central Provinces, page 8.

TABLE VIII.—*Enrolment in universities—contd.*

University.	ENROLMENT.			
	1930.	1931.	1932.	1933.
<i>III. Bombay</i>	12,670	13,908	14,499	15,327
<i>IV. Allahabad</i>	1,626	1,659	1,746	1,689
Benares Hindu	2,533	2,419	2,993	3,305
Aligarh Muslim	1,701	923	1,150	1,184
Lucknow	1,692	1,709	1,813	2,012
Agra	2,558	2,637	2,985	3,249
Nagpur	2,095	2,047	2,354	2,648
TOTAL	12,205	11,394	13,041	14,087
<i>V. Punjab</i>	14,562	17,390	16,971	18,684
Delhi	1,710	1,700	2,026	2,213
TOTAL	16,272	19,090	18,997	20,897
GRAND TOTAL	102,868	100,349	105,238	106,477

N.B.—The table excludes pupils of Intermediate Classes under the control of Boards of Intermediate and Secondary Education, notably in the United Provinces.

16. Many of the reports comment upon *the serious problem of unemployment among graduates*. There is evidence that sufficient advantage of possible opportunities is not always taken. The *Burma* report quotes the experience of the Principal, University College, Rangoon :

“ I was asked some months ago to send for interview one or two good Burman science graduates to the office of one of the major timber firms. The post to be filled was that of Timber Assistant; the terms and the prospects were good. I saw seven men who by their abilities and physique seemed to be suitable. Only one was prepared seriously to consider the post; but he gave it up after a few days' experience because he could get a post in a permanent administrative service. In other words, the influence of parents and friends was thrown against employment in a jungle post. Had we managed to place a good man, we should have opened a new avenue of employment for Burman science graduates. The mood of the young Burman is for town life, and we are training him for that life.”¹

A remedy was suggested in the last Quinquennial Review by means of a radical reconstruction of the school system, which would encourage a diversion of students at an earlier stage either to occupations or to separate vocational institutions :

“ The remedy is to be found in a re-grouping of the several stages of education so that each shall have a unity of aim and objective. It

¹ *Burma*, page 3.

should not be necessary (as so often happens) for pupils to be obliged to attend schools of a higher grade in order to attain the objective of a lower stage of education. For example, pupils often have to attend middle schools in order to complete their primary education, while boys proceed to college after having passed Matriculation in order to complete their school education.

"The primary course should be of sufficient length to enable pupils to obtain that modicum of knowledge which their parents desire and which would give them a firm grasp of literacy. There should be no necessity for them to pass on to a higher stage in order to realise this modest objective.

"The present middle schools do not form a separate stage of education, but are merely half-way houses along the road to Matriculation. In consequence, those who leave school at the end of the middle stage have by no means accomplished the task which they set out to perform. It seems advisable, therefore, to constitute a middle or secondary course, whose object would be to provide a general education complete in itself and unfettered by university requirements. Only those who have a bent for literary studies should prolong them beyond that stage. Those who do not possess that bent should be diverted either to practical occupations or to separate vocational institutions. It would probably be advisable to make this modified secondary course of somewhat shorter duration than the present Matriculation course, and the medium of instruction throughout should be the vernacular. In consequence, many boys, who now remain at school and make many fruitless attempts to pass Matriculation, would be released from their literary studies at an earlier age. The arrangement of the course would be simplified by the absence of any interruption caused by an intervening examination or by a change in the medium of instruction.

"With this shortened secondary course, it would then be possible to devise for those, who desired it and were suitably qualified, a higher secondary or intermediate course, free from the present complications and also from an unnecessary examination which interrupts continuity of study and obtrudes a divided purpose."

The urgency of this problem has grown apace in recent years; the economic revolution, which is now re-shaping the general attitude towards social and political institutions, has supplied the compelling force.

At the conclusion of a letter addressed to the University of Delhi, the Government of India have made the following contribution:

"The Government of India feel it inadvisable to postpone much longer a decision regarding the stage of admission to the University. The Act should either be repealed or observed in this respect. There is much to be said in favour of the original intention to regard the intermediate as the stage of admission. The administration of the University should not be overstrained by the imposition of functions which do not ordinarily come within the scope of a university; its teaching resources should not be diverted to the teaching of school children who are as yet unfitted to receive university teaching; the University estate, though spacious, is yet limited in extent and should be reserved as far as possible for university activities. On the other hand, the Government of India are convinced by the objection that a period of two years is insufficient for purposes either of moral or of intellectual training.

"The Government of India are reluctant to arrive at a definite decision until all avenues of solution have been carefully explored. New considerations are coming more and more into prominence. The growing

tide of unemployment among graduates should be stemmed; and there is now an uneasy feeling that the system of biennial examinations is open to grave objection, especially as an incentive to 'cram' and as an obstacle to continuity of study.

"It has been suggested that more radical treatment is required; and that, though the present period of school training is too short for those who desire admission to university studies, it is also too prolonged for those whose bent does not lie in the direction of literary studies. A proposal has therefore been made to shorten the secondary course and to increase its efficacy by providing all teaching except in English through the vernacular. By this means it is hoped that many students, who now attend university courses, would be diverted at an earlier stage either to occupations or to separate vocational institutions. Over and above the shortened secondary course, there might be a three-year higher secondary course for a smaller number of pupils desirous of admission to a three-year degree course in the University. Thus, the evils of biennial examinations would be mitigated and the practical objection to accepting the present Intermediate as the stage of admission would be removed."

Even more significant is the unanimous opinion of the recent Universities' Conference:

"A practical solution of the *problem of unemployment* can only be found by a radical re-adjustment of the present system of education in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable the Universities to improve their standards of admission."

17. Provincial and university reports indicate that the activities of universities have been gravely embarrassed by financial stringency. There are, therefore, few *new developments* to record.

Building operations of *Andhra University* have made rapid progress, and the University is now in possession of 53 acres of land.

In *Bombay*, it has been decided to establish a University Post-graduate Department of Chemical Technology as a "complete self-contained department for instruction, training and research; beginning in the first instance with Textile Chemistry and Chemical Engineering".¹ The Senate has made a grant of Rs. 5½ lakhs to cover capital expenditure and the recurring expenditure for the current year.

In the *United Provinces*, teaching for the B. Sc. in agriculture was begun with fourteen students at the Agricultural Institute, Naini (Allahabad). It is disturbing that, while the total income of *Benares Hindu University* was Rs. 11,94,796, expenditure reached as much as Rs. 14,40,032. On the other hand, the University has been fortunate in receiving a number of donations. The *Muslim University Intermediate College, Aligarh*, has been abolished, the Intermediate classes having been transferred to the University and the high school classes to the University School. The year marked the completion of the new science laboratories; it is claimed that, with the possible exception of Bangalore, they have not their equal in India. "Finances, however, are a diffi-

¹ *Bombay*, page 10.

oult; unless Muslims step forward to help, it will be difficult to place the University finances on a satisfactory footing. The raising of the University income from eight to ten lakhs is urgently required".¹

The Senate and Syndicate of *Patna University* have been re-constituted by an amending Act passed in 1932. The Senate now consists of (a) nineteen *ex-officio* fellows; (b) life fellows up to the number of five, who are appointed by the Chancellor on the ground that they have rendered eminent services to the cause of education, and others who have contributed a sum of not less than a lakh of rupees to or for the purpose of the University or a college; (c) sixty fellows elected by the staffs of colleges, teachers in schools, registered graduates, certain associations, and the Legislative Council of the Province; and (d) fifteen fellows nominated by the Chancellor. The members of the Syndicate are still eighteen in number, of whom seven are not members of the staff of any college or school.

The urgent need of a suitable co-ordinating agency to guide the activities of universities is still evident. Some of the reports discuss future plans regarding the introduction of some form or forms of technological training. The urgency for such training is generally accepted, but universities should not overstrain their resources by attempts to do so in isolation. This important question has been referred to the Universities Conference for advice; it will be discussed in the next report.

IV.—*Secondary Education (Boys).*

18. The general position of secondary schools (vernacular and anglo-vernacular) was discussed in the Quinquennial Review², and attention was directed to certain defects: in particular, to the large number of boys who unduly prolong their literary studies owing to the lack of facilities for other forms of education; to the faulty distribution of schools, especially in *Bengal* and the *Punjab*; to the paucity of trained teachers in certain provinces, notably *Bengal* and *Bombay*; to the unstable conditions of service in many privately managed schools; to confusion and ineffectiveness in the matter of control.

The following table gives a succinct description of the main matters of importance. It will be seen that, though the number of anglo-vernacular institutions rose by over one hundred, that of vernacular institutions was reduced by almost the same amount. Similarly, while enrolment in the former type of institutions increased by about 18,000, that in the latter type decreased by about 30,000 pupils. The percentage of trained teachers advanced only from 56·4 to 56·7. Expenditure was reduced by about Rs. 20 lakhs, but this reduction compares favourably with that in most other forms of educational expenditure.

¹ United Provinces, page 8.

² 10th Quinquennial Review, pages 90-102.

TABLE IX.—*Main statistics*

Province.	No. of Secondary Schools for Boys.				Total No. of boys reading in secondary stage.*		ENROL	
	Anglo-Vernacular.		Vernacular.				Anglo-Vernacular.	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Madras . . .	552	560	..	..	179,865	187,997	188,554	184,456
Bombay . . .	595	584	..	..	189,462	193,383	106,187	108,911
Bengal . . .	2,941	2,932	54	54	243,019	251,273	428,436	427,220
United Provinces .	290	298	710	737	157,885	158,613	90,606	92,718
Punjab . . .	552	552	3,241	3,163	153,325	148,486	181,668	176,153
Burma . . .	325	353	955	917	32,650	31,890	71,782	74,062
Bihar and Orissa .	750	818	129	113	75,870	78,710	111,046	119,737
Central Provinces .	256	263	359	366	37,908	36,835	34,972	35,988
Assam . . .	263	276	194	188	37,128	38,275	37,748	38,746
North-West Frontier Province.	42	44	199	199	9,484	9,940	16,000	16,995
Coorg . . .	2	2	..	..	1,260	1,422	783	839
Delhi . . .	43	43	32	32	6,392	6,576	11,159	11,508
Ajmer-Merwara .	18	18	15	15	3,400	5,371	4,304	4,329
Baluchistan . .	11	11	1	1	1,110	1,258	3,640	4,037
Bangalore . . .	10	10	4	4	2,172	2,180	3,539	3,568
Other Administered Areas.	26	24	1	1	4,770	3,111	7,148	6,606
BRITISH INDIA .	6,676	6,788	5,894	5,790	1,135,700	1,156,020	1,287,572	1,305,873

* Includes classes VI to end of high school course.

of secondary schools for boys.

MENT.		TEACHERS IN SECONDARY SCHOOLS FOR BOYS.						Total expenditure on secondary schools for boys.	
Vernacular.		Total No. of teachers.		Total No. of trained teachers.		Percentage of trained teachers.			
1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
								Rs.	Rs.
..	..	9,618	9,604	7,850	7,863	81.6	81.9	88,72,614	86,43,907
..	..	5,530	5,519	976	1,012	17.6	18.3	69,27,817	67,45,048
3,986	3,788	25,157	25,235	4,956	4,860	19.7	18.9	1,31,07,917	1,31,95,926
86,560	86,004	9,752	9,983	6,393	6,581	65.7	66.0	76,96,963	75,96,289
457,514	433,666	22,847	22,521	20,018	20,041	87.6	89.0	1,35,24,855	1,29,33,008
119,083	112,137	5,557	5,294	3,753	3,542	67.5	66.9	79,76,060	70,08,386
13,515	11,890	6,583	6,934	3,495	3,702	53.1	53.9	38,59,356	39,39,790
69,837	71,369	4,713	4,835	3,220	3,350	68.3	69.3	30,33,632	29,54,317
26,207	26,535	2,718	2,779	1,115	1,119	41.0	40.3	15,44,751	15,58,937
24,149	24,517	1,532	1,561	1,176	1,226	76.8	78.5	11,30,971	11,30,696
..	..	36	39	36	37	100.0	94.9	51,783	48,374
3,143	3,243	711	723	533	594	75.0	82.2	6,64,177	6,95,291
764	834	281	294	123	142	43.8	48.3	3,18,508	3,13,699
114	116	162	171	127	131	78.4	76.6	2,22,337	2,27,716
918	1,044	192	205	119	116	61.9	56.6	2,65,103	2,53,656
128	146	388	389	143	126	36.9	32.4	5,76,696	5,49,648
805,918	775,289	95,777	96,086	54,033	54,442	56.4	56.7	6,97,73,540	6,77,94,688

19. The *control of anglo-vernacular secondary schools* still leaves room for improvement.

In *Bombay*, unrecognised schools, which are either commercial or political ventures, sometimes spring into existence: "Such schools frequently adopt questionable methods in order to increase their numbers, such as giving extra-promotion, canvassing for pupils, charging unduly lower rates of fees, etc. Their influence is unwholesome".¹ The question is also raised whether inspection by the University, prior to registration, is advisable, and whether it would not be better for the University to register schools which have been recognised by the Education Department. The proposal of constituting a Matriculation Board is still under consideration.

The best means of controlling these schools is by a judicious administration of grants-in-aid, but, unfortunately, Government have been unable for several years to pay full grants even to old-established and registered schools.

In *Bengal*, "the schools are under dual control, and the sooner it is unified the better for the schools".² As a result, "there are too many secondary schools of very indifferent quality; there is ample room for amalgamation of some of the schools, which might lead to greater efficiency in the remaining schools".²

20. *Matriculation still dominates the curricula and teaching of secondary schools*, with the result that all sections of the community, with their different occupations, aptitudes and outlook, have little, if any, choice of the type of school to which they will send their children. The statistics show that the drift to Matriculation and to the university life beyond still persists, and that little effort has been made to stem the tide and to divert pupils at an earlier stage to other forms of education. It will be shown later that in many provinces the vernacular system of education, which should be the prop and stay of rural development and should provide a valuable alternative to preparation for Matriculation, tends more and more to deteriorate, while such few facilities as exist for vocational training still remain ill-adjusted to the general scheme of education.

In some respects the position has worsened. For example, it has been suggested³ that the abandonment of the Anglo-Vernacular Middle School examination in *Burma* was likely to produce untoward results. These fears have been amply justified: "School authorities have been lenient as compared with departmental examiners. If entries to the Middle stages remain more or less normal and lenient promotions continue, there are difficult years ahead for the schools. The Xth standard will be choked with pupils who should not have been promoted, as well as by pupils who have failed to pass the High School examination. The percentage of passes in the High School examination will drop seriously; there will inevitably be a demand for the lowering of standards".⁴

¹ *Bombay*, page 24.

² *Bengal*, page 16.

³ 10th Quinquennial Review, page 99.

⁴ *Burma*, page 11.

Apparently in *Burma*, as in other provinces, there is a strong demand for a diploma which carries weight for the purposes of gaining employment, which will give a reasonable guarantee that a successful candidate has received a good general education, irrespective of university requirements. As a result of the abandonment of the Anglo-Vernacular Middle School examination, boys are tending to forsake anglo-vernacular schools and to transfer themselves to middle vernacular schools on the ground that they can thereby obtain a qualification which will stand them in good stead in their quest for employment. After explaining certain changes which have been made in the vernacular and anglo-vernacular courses, the report states that "assimilation of vernacular and anglo-vernacular education proceeds apace". The question is then asked "whether complete assimilation is desirable".

In the *United Provinces*, a system of superannuation has been introduced and age-limits, though admittedly lenient, have been prescribed in the different classes. As a result, "the worst anomalies have disappeared and, as a general rule, the average age has been much reduced".¹

21. Thus, whereas in *Burma* and, indeed, in all other provinces in which there is no formal Anglo-Vernacular Middle School examination, leniency in granting promotions tends to accentuate the drift to Matriculation, in the *United Provinces* an attempt is being made to stem the tide by the superannuation of those who are clearly unfitted for a purely literary form of education. The latter policy is in the right direction, but a policy of exclusion cannot by itself achieve entirely satisfactory results; it is manifestly unfair that boys should be denied the benefit of education merely because they have little bent for a literary form of education.

The first deduction would appear to be that all boys proceeding beyond the primary stage, whatever be their bent and their aspirations, need a firm basis of general education; and that that objective should ordinarily be attained by the majority of boys by the time that they have reached the age of fifteen or sixteen. To go beyond that stage in their case would result in a weariness of the flesh, in waste of time and money. The Anglo-Vernacular Middle School examination or an equivalent should be a means of providing such boys with a certificate of general competence which would assist them in obtaining occupation in some form or another or in gaining admission to suitable forms of vocational training in institutions, separate from those providing advanced school education of a literary type.

The second deduction is that, on the successful completion of the shortened secondary course, those boys having a bent for literary education should proceed to higher secondary institutions for further training preparatory to admission to a university for the purpose of taking a degree in arts and science or in a professional subject. These higher secondary institutions should as far as possible be separate from secondary schools; otherwise, the tendency to drift will continue.

¹ *United Provinces*, page 17.

The third deduction is that the complete assimilation of anglo-vernacular and vernacular courses would be an unwise measure. Though ample facilities and encouragement should be made available to boys of promise in literary studies, it is inadvisable that those whose bent lies in a different direction should drift from the countryside into the towns, merely for the purpose of receiving an education for which they are ill-suited; such a tendency would also be calculated to impoverish rural areas and to retard the development of village communities. This matter will be discussed later.

22. There are hopeful signs of *improvement in the teaching of secondary schools.*

In the *Punjab*, "the instructional condition in schools continues to be generally satisfactory, though the defects pointed out in previous reports still persist in varying degrees".¹ Reference is also made to improvement in handwriting, in the teaching of vernaculars, and in encouraging boys to think for themselves rather than to reproduce what has been crammed from text-books.

In the *United Provinces*, "tuition, with the exception of English, is improving and definite interest is being taken in new ideas and methods".² In individual subjects, "the teaching of history is improving as a result of the special propaganda directed to this end . . . Geography teaching continues to be good in the top classes, but not enough attention is directed to practical teaching in the lower and middle sections."²

In *Bombay*, "far more attention is being paid to geography, and there have been substantial improvements in the methods of teaching. Science is well taught in Government high schools and in those of the aided schools, which have been furnished with well-equipped laboratories."³

The remarks on the subject of mathematics are of importance and probably have a similar application throughout India: "Mathematics continues to be a stumbling-block to many pupils, although to others it presents comparatively little difficulty. Perhaps there is no subject in which greater variation in ability is shown by different pupils. There has been some improvement in the methods of teaching, but comparatively few teachers seem able to make this subject interesting, while the average pupil relies more on his memory than on his powers of reasoning."³

23. Progress has also been made in the *teaching of drawing and in manual training.* In *Bombay*, "the importance of drawing has now been generally recognised and arrangements have been made for its teaching in almost all high schools, but unfortunately the study of this subject is stopped beyond Standard IV or V. Many schools have qualified drawing teachers on their staffs, and there has been much improvement in the quality of teaching".³ In the *United Provinces*, "manual training continues to be

¹ Punjab, page 33.

² United Provinces, page 16.

³ Bombay, page 26.

popular".¹ In *Madras*, the number of manual training classes has been largely increased; with the introduction of compulsory manual training under the new S. S. L. C. scheme, many secondary schools are opening classes. In the *Punjab*, thirty-seven manual training centres (which cater for all schools in the vicinity) are doing satisfactory work in hand and eye training and in providing boys with a useful diversion from class-room instruction. The *Bengal* report regrets that "manual instruction cannot be introduced in all secondary schools owing to the large expenditure involved";² in that case, the provision of manual training centres might be considered.

24. *Teachers*.—The best means of bringing about improved teaching is by the employment of competent and well-trained teachers, who will work under satisfactory conditions of service.

Some, but insufficient, progress has been made in *Bengal* towards improving the lot of teachers. The institution of provident funds for teachers in privately managed schools is now insisted upon by the University as a condition of recognition. There is an unfortunate tendency, however, "to regard the fund as a savings bank deposit, and frequent withdrawals frustrate its object".³ It is also unfortunate that, though "many schools have expressed their willingness to participate in the scheme, their applications could not be entertained by Government through lack of funds".³

In *Bombay*, "the inability on the part of Government to meet their obligations under the grant-in-aid code . . . has resulted, in some cases, in the salaries paid to teachers being so low that often those who are unable to get any thing better take up teaching in secondary schools as an occupation. Such teachers leave the school the moment they are able to improve their prospects, with the result that changes in the personnel of school staffs are all too frequent."⁴

Opinions differ in the *United Provinces*, but the conclusion is that "tenure is undoubtedly more secure as the result of the form of agreement laid down by the Department, while the gross interference in the internal affairs of a school, which used to be common, is now rare."⁵

Though in the *Punjab* the position of teachers in privately managed schools is 'pitiable', the hope is expressed that "with the introduction of standard service rules, which are now incorporated in the conditions of recognition, the position will improve."⁶

25. As shown above, the percentage of *trained teachers* has remained practically stationary and is only 56·7; the percentage ranges from 89 in the *Punjab*, 81·9 in *Madras* to only 18 in *Bombay* and *Bengal*.

¹ United Provinces, page 16.

² Bengal, page 13.

³ Bengal, page 15.

⁴ Bombay, page 24.

⁵ United Provinces, page 14.

⁶ Punjab, page 33.

The position in the *Punjab*, with its high percentage of trained teachers, is eminently satisfactory. Even more pleasing is that "the academic attainments of candidates for training continue to improve, especially among Muslims. Of the 134 students on the rolls of the Central Training College, 23 possessed Master's degrees, twelve had obtained Honours in the B. A. and B. Sc. degrees and four had received B. A. degrees in the first division."¹

In view of the large number of untrained teachers in secondary schools maintained by local bodies and private agencies in the *Central Provinces*, the question of expanding training facilities "is engaging attention."

In the *United Provinces*, the enrolment in anglo-vernacular training institutions has been slightly increased. As an emergency measure, Acting Teachers' Certificates are being awarded either to teachers in aided schools with long and good service, and to younger teachers who cannot obtain admission to training colleges. The former certificates are awarded without examination on the report of headmasters; the latter are awarded on the result of a practical examination. These expedients, especially the latter, cannot be regarded as satisfactory, as a formal examination cannot adequately take the place of actual training. After 1935, however, all new teachers appointed will be expected to have received training.

The position in *Bombay*, *Bengal* and *Assam* is particularly unsatisfactory in view of the low percentage of trained teachers in secondary schools.

Efforts have been made to improve the position in *Bombay* by the reconstruction and enlargement of the Secondary Training College, Bombay; but the main difficulty is caused by "the unsound financial position of many non-Government anglo-vernacular schools, which are unable to offer salaries such as will attract trained graduate teachers."² The suggestion is offered that school managements might discourage the practice of private tuition and thus be in a position to increase the rates of fees, which action would enable them to improve the salaries of teachers.

The position in *Assam* has not improved, but the suggestion is made that a training department might be attached to each of the two colleges in the province.

The position in *Bengal* has gone from bad to worse: "The most noteworthy event of the year was the recommendation made by the Bengal Retrenchment Committee for the temporary closing of one of the two training colleges and the suspension of the award of stipends."³ Not unnaturally, the Department of Public Instruction have protested against the acceptance of these recommendations.

The following table shows that provision for the training of Anglo-vernacular teachers has remained almost stationary.

¹ Punjab, page 43.

² Bombay, pages 29-30.

³ Bengal, page 20.

TABLE X.—*Training colleges for men.*

Province.	1932.			1933.		
	No. of Training Colleges.	Students.	Total No. of men under training.	No. of Training Colleges.	Students.	Total No. of men under training.
Madras	3	280	280	2	289	289
Bombay	1	75	65	1	98	84
Bengal	2	144	144	2	151	151
United Provinces . .	(a) 5	282	278	(a) 5	300	297
Punjab	2	175	168	2	162	152
Burma	..	(b) 91	49	..	(b) 90	49
Bihar and Orissa . .	2	83	83	2	72	72
Central Provinces . .	1	134	126	1	109	108
Assam	..	..	..	..	..	..
North-West Frontier Province.	1	41	41	1	23	23
BRITISH INDIA .	17	1,305	1,234	16	1,294	1,220

(a) Includes the two training colleges attached to the Universities of Benares and Aligarh.

(b) Reading in the University Department.

26. The practice in regard to the *medium of instruction* is very similar to that discussed in the Quinquennial Review; it is therefore unnecessary to recapitulate.

It was pointed out in the Quinquennial Review¹ that, as far as possible, school boys should be taught and trained to express themselves both in speech and in writing in the language which is familiar to them and that the premature use of the English medium tended to result in many pupils being unable to express themselves in any language. It is disappointing, therefore, that theory conflicts with practice, and that the effects of a more extensive use of the vernacular medium are still in many ways unsatisfactory.

In the *United Provinces*, "the first flood of enthusiasm inflamed by linguistic patriotism seems to be abating. English is undoubtedly suffering and the resultant improvement in other subjects is not apparent. It is noticeable that in Government high schools, where vernacular is not the medium in Classes IX and X, the standard of English is good. The use of the vernacular medium may lead to more information in history and geography, but it also leads to more lecturing by the teacher and to less active participation by the class".²

In *Bombay*, "the average matriculate is usually incapable of expressing his thoughts in correct English. At the Matriculation examination of 1933, 31 per cent. of the candidates failed in this subject".³

These disappointing reports do not provide conclusive evidence that the experiment has been a failure. Far more conclusive is the evidence that there is much room for improvement in the

¹ 10th Quinquennial Review, pages 116-117.

² United Provinces, page 16.

³ Bombay, pages 25-26.

teaching of English and that unduly large classes resulting from retrenchment have proved a serious obstacle to good teaching. Again, if the experiment is to have a fair trial, anglo-vernacular teachers should be trained to teach the ordinary subjects through the vernacular medium. The major difficulty, however, will still remain in that school classes may have to be split up at considerable expense into a number of language sections. It is therefore disappointing that little investigation has been made into the possibilities of the Romanised Urdu script. In this respect Mr. A. Latifi has done good pioneer service.

27. Table IX shows that in many provinces there has been a further deterioration in *vernacular middle schools*. This unfortunate development accentuates the drift to the towns and the serious congestion in high schools and universities. In India, more than in most other countries, it is necessary to develop a system of rural education, which will be in harmony with village conditions and will train up boys and girls desirous of remaining a part of the village and of spending lives of service to the progress of the countryside.

There are misgivings in *Bihar* on this score:

"The economic depression has been partly responsible for the increase (in the number of Anglo-Vernacular middle and high schools), because of the growing unemployment amongst educated young men who are anxious to start schools for whatever little they will get as teachers. The Director has rightly drawn attention to the serious problem created by the growth of these schools, which tend to facilitate the flow of young men from their village homes to urban centres and thus intensify the growing problem of unemployment. . . . It may be desirable to reduce the number of secondary schools maintained from public funds and to utilise the savings to start technical and industrial schools and to foster the growth of industry in order to secure profitable employment for the products of industrial and technical education."

This view is generally in accord with that expressed earlier in this section, but in carrying out such a policy the claims of the rural population should not be overlooked.

The process of converting vernacular into anglo-vernacular schools in *Assam* seems to be alarmingly easy: "Most of the vernacular middle schools have optional English classes attached to them. Their success is to be gathered from the fact that they have been able to bear all costs from *fees* and local aid. The movement is spreading rapidly".²

Thus it is that the drift to the towns, coupled with the impoverishment of the countryside, continues.

In *Bengal*, the total number of middle vernacular schools remains at 62 as against 1,186 high schools and 1,873 Middle English Schools.

28. A very valuable pamphlet has recently been published by the Board of Education in the United Kingdom, in which it is explained that the term 'rural education' connotes, on the one hand, the idea of a specific training for rural occupations, and on the other it covers a general education given in a rural environ-

¹ Bihar and Orissa (Resolution), pages 2-3.

² Assam, page 14.

ment. An interesting account is then given of the various ways in which "schools are making the environment of their pupils contribute to the fashioning of a good general education."

"The reasons why environment should profoundly influence the content of education in rural areas are broadly twofold; first, children are interested in the processes going on around them, and country life and processes are both fundamental to civilisation and the basis of much that is best in the cultural life of the community; and second, schools, and particularly those in the country districts, should be regarded not merely as *ad hoc* institutions designed solely for the formal training of the immature, but rather as social institutions evolved by a community for the preservation of its distinctive life and for the satisfaction of its cultural and other needs."

29. Reference was made in the Quinquennial Review² to efforts which are being made on similar lines in certain provinces in India, but financial stringency has proved an obstacle to rapid development.

In *Bombay*, the number of schools taking 'the agricultural bias course' now stands at 77 with an enrolment of 2,261 pupils: "The object of this special curriculum is to give village boys a form of instruction which will be useful to them in their future lives in villages. The course is essentially a bias course and not a vocational course".³

In the *United Provinces*, "teaching is unenterprising. Boards have starved vernacular middle schools, and there is nothing in the way of reference books and illustrative material for teachers. Until this has been supplied, teachers can scarcely be blamed for continuing in a rut. Slowly, however, teaching is improving; with a little more monetary support, improvement will become more rapid".⁴

The progress of Rural Knowledge, a subject which includes agriculture, every-day science and local studies, is very popular. The subject has already had a marked effect in lending interest to the curriculum and is a definite attempt at making instruction more practical and less literary.

The *Punjab* continues to progress in this important direction: "The number of vernacular middle schools recognised for the formal teaching of agriculture has risen from 159 to 198, of which 71 have regular farms and 126 have garden plots".⁵ In addition, the subject of Rural Science (which was discussed in the Quinquennial Review) is being rapidly introduced into all rural schools. A commendable feature of the Punjab system is the great attention paid to this matter in vernacular training institutions.

V.—Primary Education of Boys.

30. The statistics show that, whereas the number of primary schools declined from 168,835 to 166,536, enrolment increased slightly from 8,155,647 to 8,182,151. The average enrolment of schools has therefore been slightly increased.

¹ Education and Countryside (His Majesty's Stationery Office, London).

² 10th Quinquennial Review, pages 120-124.

³ Bombay, page 42.

⁴ United Provinces, page 21.

⁵ Punjab, page 60.

TABLE XI.—*Main statistics of*

Province.	No. of primary schools for boys.		Total No. of pupils (boys and girls) in primary schools for boys.		Enrolment of boys in classes I—V, 1933.				
	1932.	1933.	1932.	1933.	Class I.	Class II.	Class III.	Class IV.	Class V.
Madras . . .	46,692	44,375	2,265,960	2,249,018	836,701	394,457	302,330	251,301	102,846
Bombay . . .	13,110	12,952	975,866	967,647	274,031	155,857	142,087	115,590	99,409
Bengal . . .	43,724	44,643	1,682,503	1,726,385	987,205	355,876	247,493	120,539	95,916
United Provinces .	19,769	19,139	1,136,649	1,138,474	484,252	248,664	159,239	117,085	88,707
Punjab . . .	5,611	5,602	386,870	378,951	375,319	165,393	124,447	96,938	64,212
Burma . . .	4,128	4,151	225,707	259,242	145,506	44,557	34,887	27,245	12,428
Bihar and Orissa .	25,124	25,011	820,773	827,162	431,817	171,340	125,284	55,746	42,480
Central Provinces .	4,152	4,126	301,246	303,884	129,976	78,890	66,490	58,206	15,675
Assam . . .	5,259	5,263	247,730	249,119	95,595	46,632	41,764	34,205	29,806
North-West Frontier Province.	597	599	30,668	31,281	32,438	10,364	8,076	6,812	4,452
Coorg . . .	100	106	8,340	8,980	1,895	1,323	1,159	953	899
Delhi . . .	166	167	17,034	16,484	11,361	4,600	3,647	3,258	2,109
Ajmer-Merwara .	219	220	11,895	11,978	475	312	5,547	2,984	2,218
Baluchistan . .	86	91	2,391	2,539	2,631	932	788	645	426
Bangalore . . .	51	50	5,221	5,245	3,152	1,483	1,177	1,015	900
Other Administered Areas.	47	41	6,794	6,162	4,032	1,398	1,461	1,231	1,157
BRITISH INDIA .	168,835	166,636	8,155,647	8,182,151	3,816,386	1,682,078	1,265,876	803,753	568,640

(a) Excludes Rs. 1,902, spent on special classes for carpentry

primary education of boys.

Total No. of boys in Classes I—V.		Men teachers in primary schools, 1933.		Percentage of trained to total.		Total expenditure on primary schools for boys.	
1932.	1933.	Total No.	Trained.	1932.	1933.	1932.	1933.
						Rs.	Rs.
1,925,356	1,887,635	94,650	59,146	59.4	62.5	1,91,22,295	1,84,90,470
797,500	786,974	32,047	15,182	46.8	47.3	1,67,65,007	1,54,82,327
1,781,050	1,807,029	78,766	22,932	28.1	29.1	67,23,922	66,73,538
1,101,064	1,007,947	38,005	25,990	68.2	68.4	89,03,340	85,54,143
862,234	826,309	11,498	8,940	73.3	77.8	37,08,489	37,88,807
265,438	264,623	5,918	4,061	65.4	68.6	21,18,837	21,91,296
820,231	820,667	36,685	18,569	49.1	50.6	51,94,858	50,10,886
344,902	349,237	10,235	6,204	58.6	60.6	30,96,380	29,87,827
246,883	248,002	7,311	2,207	31.6	31.4	12,22,269	12,30,646
60,886	62,142	985	620	57.6	67.3	3,84,304	3,76,831
5,857	6,229	295	206	74.4	31.4	1,00,068	1,14,988(a)
24,973	24,975	513	376	73.9	73.3	2,73,857	2,70,487
11,573	11,536	435	301	65.9	69.2	1,39,380	1,59,991
5,039	5,422	103	89	83.3	86.4	67,250	64,068
7,533	7,727	195	133	66.2	68.2	83,345	88,662
9,975	9,274	222	87	39.6	39.7	1,09,559	1,08,454
8,270,494	8,221,728	317,819	165,160	50.3	51.9	6,80,98,169	6,55,97,421

and weaving, attached to a certain primary school.

In most provinces, notably in *Madras*, efforts are being made to centralise primary institutions. The *Bihar* report also refers "to the increasing stability in the number of schools supported by public funds", but suggests that "the curtailment of expenditure might have been more wisely effected by withdrawing help from inefficient and superfluous schools than by the fatally simple method of reducing the already low pay of teachers".¹ In the *United Provinces*, uneconomic schools, whose enrolment did not justify their existence, have been closed; and a similar policy is being carried out in the *Punjab*. It is all the more peculiar that, during a year of exceptional financial stringency, the number of additional primary schools for boys and girls in *Bengal* should have amounted to 1,557, in spite of the observation previously quoted that "there are about twice the number of primary schools in Bengal than are actually required".²

Some provincial Governments at least have been taking steps to examine carefully the possibilities of effecting a better and more economical distribution of primary schools.

The *Madras* Government have begun to take action on what is generally known as the Champion report with the object of ensuring as far as possible that, as a result of a policy of concentration, each teacher shall be in charge of a single homogeneous class and that each class shall have a strength of thirty pupils.

In the *United Provinces*, a survey is being made into the present position with a view to eliminating unnecessary and uneconomical schools.

Arrangements have also been made for an examination of the position in respect to primary schools in Delhi City.

31. The figures given below show that the position in regard to 'wastage' in primary schools is very similar to that of a year ago. Though certain provinces have slightly improved their position, the total percentages are practically the same as before.

TABLE XII.—'Wastage' among boys in primary classes.

Province.	NUMBER OF BOYS IN					PROPORTION OF BOYS IN		
	Class I, 1928-29.	Class II, 1929-30.	Class III, 1930-31.	Class IV, 1931-32.	Class V, 1932-33.	Class I, 1928- 29.	Class IV, 1931- 32.	Class V, 1932- 33.
Madras	937,911	396,998	295,411	245,241	102,846	100	26	11
Bombay	277,617	147,128	133,030	112,400	99,409	100	40	36
Bengal	913,196	344,195	256,925	118,771	95,916	100	13	10
United Provinces	515,951	257,370	193,358	119,632	88,707	100	23	17
Punjab	352,363	218,956	119,876	97,685	64,212	100	28	18
Burma	155,779	47,401	33,902	26,661	12,428	100	17	8
Bihar and Orissa	486,578	169,723	120,968	52,093	42,480	100	11	9
Central Provinces	128,595	75,212	64,154	59,161	15,675	100	46	12
Assam*	92,975	45,738	41,716	34,194	29,806	100	37	32
North-West Frontier Province.	33,024	11,494	8,179	6,748	4,452	100	20	13
Delhi	11,640	4,434	3,485	3,005	2,109	100	26	18
BRITISH INDIA (including minor administrations).	4,163,670	1,625,952	1,249,977	882,653	563,640	100	21	14

* Revised figures have been given for Assam; they do not agree with the figures given in Assam Tables, in which figures for classes A, B and I are lumped together for the year 1928-29.

¹ Bihar and Orissa, page 20.

² Bengal (Quinquennial Review, 1927-32), page 31.

The position cannot be regarded as satisfactory; on an average, only 21 per cent. of boys enrolled in Class I reach Class IV (when literacy may be anticipated) three years later.

At the same time, it is possible to exaggerate the depressing significance of these figures. 'Wastage' is a difficult problem in all countries, especially in a country such as India, with its vast population scattered over innumerable villages; and with the prevalence of sickness of many kinds. Much that is unsatisfactory in the figures is also due to the practice of admitting pupils to school at any time in the year, especially towards the end of the school year. In consequence, a large proportion of pupils enrolled in Class I cannot be expected to gain promotion in the following school year.

A comparison of the present position with that of previous years will be of interest:

TABLE XIII.—'Wastage' in 1917-33.

Year.	Class I.	Class IV.	Class V.
1917-21	100	22	13
1923-27	100	19	11
1928-32	100	21	13
1929-33	100	21	14

The fact that, in spite of increasing difficulties, the percentages are very similar to those in 1917-21 gives cause for satisfaction. Whereas efforts in pre-Reform days were directed mainly to providing education for the children of the intelligentsia, primary education has now become widespread in the villages, where the dangers of 'wastage' are far greater.

32. Many proposals for improving the present state of affairs have been discussed in provincial reports.

As previously suggested, the movement towards a more *economical distribution of schools and a greater concentration of effort* should do much to provide more efficient teaching and thereby to ensure more regular promotions from class to class by the pupils. It is in the single-teacher schools, in particular, that 'wastage' is rampant. As far as possible, central schools should take the place of these schools.

Many provinces are prescribing *definite periods in the year, in which new pupils shall be admitted to school*. The Hartog Committee gave valuable advice in this matter:

"One cause for the great wastage and stagnation in the lower classes of primary schools where there is more than one teacher is the habit of placing the lowest class in charge of the least qualified teacher. This practice has naturally resulted in the worst teaching being concentrated in the class where the most careful handling is required. The lowest class in India presents peculiar difficulties, since boys and girls are admitted at present at all ages and at all times of the year, and in consequence there is additional need for special care. In Indian primary schools, as they are at present, the maxim of 'the best teacher for the youngest children' is specially applicable. Mr. H. Dippie, who is Inspector of the Agency Tracts in Bihar, has paid particular attention to improvement of the methods of teaching used in Class I, as well as in other primary classes, and has also introduced the salutary innovation of confining school admission to a single month of the year."¹

It is inspiring that "the Census Officer mentions the particularly high standard of literacy in the State of Khandpara (249), Talchar (219), Dhinkanet (205), Athgarh (153), Narsinghpur (135) and Daspalla (123). The figures are for literate males per *milie*. No district in Bihar and Orissa proper shows so high a standard, nor was the standard in these States nearly so high ten years ago, when all of them showed a figure between 60 and 75. It is precisely in these States that an intensive campaign against the neglect of beginners has been waged for the past ten years, mainly under the direction of Mr. Dippie".² The example of this experiment, which has been pursued with vigour and continuity, is of great value throughout India.

In the *Punjab*, admissions to the first class have been restricted to certain months in the year: "This (practice) has helped to introduce greater homogeneity into this important class and has thereby facilitated effective teaching".³

There is also room for doubt whether new pupils are always admitted at the right age. Spasmodic 'drives' of children of all ages into school, though they may increase temporarily the enrolment, are apt to demoralise still further the teaching. The better plan would be to collect in each area statistics showing the names of children reaching the age of six in each year, and to concentrate efforts on ensuring their admission to school. The admission of children of comparatively advanced age must inevitably embarrass good teaching. The Royal Commission in Agriculture were well-advised in suggesting that the reduction of 'wastage' is of greater importance than straining after the last truant.

33. *Standards of teaching*.—Good teaching, however, is an essential to improvement and to the reduction of 'wastage'. Reports in this regard are disappointing.

¹ Hartog Report, page 80.

² Bihar and Orissa, pages 21-22.

³ Punjab, page 38.

In the *United Provinces*, "the picture is not a very bright one, but efforts are being made to remedy the defects".¹ In the *Central Provinces*, "the standard of efficiency is very low. Teachers generally follow old methods of teaching, which are calculated to develop the mechanical aspect of education."² In *Assam*, "sub-divisional reports, almost without exception, describe schools, miserably housed with the scantiest furniture and with exiguous equipment, sadly understaffed by wretchedly paid teachers and overcrowded by pupils".³

34. There is frequent reference to the efforts of inspectors to improve teaching, but these efforts are liable to be frustrated by a *general lack of discipline among teachers* as well as by the *faulty administration* of local bodies.

In *Bihar*, "transfers of teachers are still much too common; and there are complaints that untrained teachers are appointed or given stipends when trained teachers are available".⁴ In the *Central Provinces*, "the Department has laid down that 17 per cent. is a reasonable percentage of transfers in any particular year. Judged by this standard, most district councils effected an excessive number of transfers during the year".⁵ A side-light on these transfers is provided by a local board member who is alleged to have complained that "his opponent in an election had secured the transfer of a teacher who was one of his most influential supporters".⁶ In *Assam*, "the lot of lower primary teachers is described as 'pitiable'. They meet the contingent charges of the schools out of their poor pittances. . . The poor pandit has sometimes to pay for the conveyance of pupils in the rainy season and for the repair of the school house from his slender resources. To fill up their cup of misery, a cut of 10 per cent. in the pay of all teachers was resorted to from the beginning of the year. In spite of this economy, the Board could not pay the salaries of lower primary teachers for the last two months of the year through lack of funds".⁷

35. The figures in Table XI indicate that the percentage of *trained teachers* has advanced only from 50·3 to 51·9 per cent. Of the major provinces, the *Punjab* leads the way with a percentage of 77·8 trained teachers; and the position in the *United Provinces*, *Burma*, *Madras* and *Central Provinces* can be considered as generally satisfactory. The low percentages in *Bengal*, *Assam*, and, to a less degree, in *Bombay* and *Bihar* are for regret.

The following table shows that provision for the training of vernacular teachers has decreased by over a thousand teachers under training, but this is due very largely to the fact that the *Punjab*

¹ United Provinces, page 25.

² Central Provinces, page 39.

³ Assam, page 17.

⁴ Bihar and Orissa, page 7.

⁵ Central Provinces, pages 34-35.

⁶ Central Provinces, page 35.

⁷ Assam, page 19.

has been able to decrease very considerably its facilities for training, as the supply of trained teachers now exceeds the demand.

TABLE XIV.—*Training schools for men.*

Province.	1932.			1933.		
	No. of normal and training schools.	Students.	Total No. of men under training.	No. of normal and training schools.	Students.	Total No. of men under training.
Madras	83	10,983	10,981	79	10,552	10,546
Bombay	12	711	711	14	824	813
Bengal	91	2,587	2,587	91	2,593	2,593
United Provinces	83	1,622	1,622	70	1,595	1,595
Punjab	20	1,742	1,742	8	784	784
Burma	26	820	785	10	826	675
Bihar and Orissa	83	1,676	1,676	83	1,720	1,720
Central Provinces	10	1,053	1,053	8	803	803
Assam	6	211	211	5	202	202
North-West Frontier Province	3	163	163	3	166	166
Coorg	..	..	..	..	..	..
Delhi	1	40	40	1	39	39
Ajmer-Merwara	4	82	82	4	67	67
Baluchistan	1	10	10	1	18	18
Bangalore	1	37	37	1	39	39
Other Administered Areas .	1	86	86	1	90	90
BRITISH INDIA	425	21,823	21,686	388	20,318	20,150

The *Punjab* is fortunate in its high percentage of trained teachers, and therefore the main function of the three remaining training institutions at Ghakkar, Lala Musa and Jullundur is to meet the annual wastage. The extension of the senior course from one to two years has been accompanied by good results.

Good progress has been made in the *United Provinces* where, as pointed out in the *Quinquennial Review*, central training schools

are rapidly taking the place of the old training classes: "These training schools are universally praised; the training given in them is on modern lines, and great stress is laid on training for extra-curricula activities. Rural Knowledge is a special feature with its emphasis on agriculture, every-day science, rural civics and general knowledge, while training in the teaching of physical exercises and simple games, scouting and first-aid hygiene is not neglected. These schools are also extremely useful as centres for refresher courses for teachers in primary schools".¹

This development affords an admirable example of the value of centralisation, as a training school, with its increased efficiency, costs "no more than the combined expenditure of the ordinary training classes, of which they are composed".¹ The main difficulty, however, "is to get district boards to maintain training classes, as they look to Government to train their teachers".¹ It is suggested that this is perhaps the most important function which Government might undertake in the sphere of education. Continuity of tradition is of importance in a training institution, but this is not always possible of attainment, as it is difficult for a single district to estimate its future requirements in the matter of trained teachers. For example, it is stated that the training school at Narwal is no longer required, as Cawnpore District has a long waiting list of trained teachers unemployed.

Material improvement cannot be expected in *Bombay* so long as the main aim is "to level up the percentage of trained primary teachers all over the Presidency to approximately 50 per cent.—after allowing for normal wastage. . . This policy of restricting the output of teachers, though fundamentally unsound and opposed to the best interests of education, has been adopted for financial reasons".² It was suggested in the Quinquennial Review that, as the average cost of training a teacher was considerably higher in *Bombay* than in any other province except *Assam*, a more economical system, together with a much larger output, might be devised.

In *Bihar*, a system similar to that which used to obtain in the United Provinces is still in vogue. There are over a hundred schools, each with an enrolment not exceeding twenty; 75 of these are maintained by Government. Practising schools are attached to these institutions, but the management of practically all of these has now been transferred to local bodies. "These training schools are far from efficient, and inspectors press strongly for the appointment of more highly qualified head teachers".³ The experience of the United Provinces, where similar institutions have been concentrated into a smaller number of schools, might well be valuable to Bihar.

In *Assam*, the deficiency not only of trained teachers but also of provision for their training was referred to in the Quinquennial

¹ United Provinces, page 44.

² Bombay, page 48.

³ Bihar and Orissa, page 28.

Review;¹ but the position has deteriorated further. "As a measure of economy, facilities for training have been curtailed or suspended. This economy is obviously a most expensive one in the currency of educational efficiency and progress. Even financially it is an extravagance in the sense that through it the actual expenditure on education is subjected to a wastage that is not only immediate but cumulative."² As the cost per head in Assam is higher than in any other province, the system would appear to require overhauling.

In *Bengal*, in addition to five normal schools with an enrolment of 414 students, there were 86 *guru* and *muallim* training schools with an enrolment of 2,179 students, thus entailing a serious diffusion of effort; even with the present expenditure, greater efficiency and a larger output could be attained by a well-devised policy of modified centralisation. It is a tragedy that some of those young men who are now ploughing their way fruitlessly towards Matriculation cannot be harnessed to the advancement of primary education.

In many provinces, a courageous review of the policy regarding the training of teachers for primary schools is required. A larger supply of suitably qualified trained teachers is indispensable to the right progress of primary education. There is now no difficulty in enrolling recruits to training institutions, though in provinces in which the vernacular system has deteriorated there may be difficulty in recruiting young men who would be likely to take kindly to village conditions. Indeed, there is an urgent call to divert these young men from the well-beaten track leading to Matriculation into the path which will open out to them ample opportunities of service to the countryside. There may have been good cause in the early days to provide facilities for training in a large number of training institutions so that recruits had not to go far afield for their training, but that need has now disappeared. The call of the hour is to provide ample facilities for training in a few, but large, centres so that economy shall be allied with efficiency. The recent experience of the *United Provinces*, which has suffered long from a multitude of inefficient, but none the less extravagant, training classes should prove an inspiring example to those provinces in which the old tradition still persists. The *Punjab* has also made a valuable contribution towards the solution of this problem by having made temporary arrangements on a wide scale with the result that, the vast majority of its teachers having been trained, the normal wastage can now be made good by the products of three well-staffed and efficient training institutions. Until this has been done in all provinces, 'wastage' in primary schools must continue.

36. *Compulsion*.—There has been very little change in the position regarding *compulsion*. For the convenience of record, the number of areas (municipal and rural) under compulsion is given below.

¹ Quinquennial Review, pages 156 and 210.

² Assam, page 21.

TABLE XV.—*Compulsory Primary Education.*

Province.	Acts.	AREAS UNDER COMPUSSION.				
		1932.		1933.		No. of villages in rural areas under compulsion.
		Urban areas.	Rural areas.	Urban areas.	Rural areas.	
Madras . . .	Elementary Education Act, 1920.	25	7	25	7	104
Bombay . . .	I. Primary Education (District Municipalities) Act, 1918.	4	..	4	..	..
	II. City of Bombay Primary Education Act, 1920.	1	..	1	..	..
	III. Primary Education Act, 1923.	5	2	5	2	150
Bengal . . .	I. Primary Education Act, 1919.	1	..	1	..	..
	II. Rural Primary Education Act, 1930.	..	..	..	..	..
United Provinces .	I. Primary Education Act, 1919.	37	..	36	..	..
	II. District Boards Primary Education Act, 1926.	..	24	..	24	351
Punjab . . .	Primary Education Act, 1919	54	2,924	60	3,013	7,048
Bihar and Orissa .	Primary Education Act, 1919	1	3	1	2	2
Central Provinces .	Primary Education Act, 1920	24	422	24	431	431
Assam . . .	Primary Education Act, 1925	..	..	..	..	..
Delhi . . .	(Punjab Act extended to Delhi, 1925.)	1	10	1	10	16
	TOTAL .	153	3,392	158	3,489	8,102

In the *United Provinces*, "the results up to date are disappointing. Compulsion in municipalities is easy to enforce, owing to the ease with which a census may be taken and to the compact nature of the area, but progress has been slow. Committees are reluctant to enforce attendance; teachers have too much influence on local politics and thus members are loath to persist or insist on honest work; superintendents and assistant attendance officers are not supported. . . Particulars of prosecutions are interesting. In Lucknow, 1,566 notices were served and 481 complied with, but only 368 cases were filed and in the end 86 persons were fined a total of Rs. 76 ".¹

Better progress, however, has been made in rural areas: "The brightest feature is the fact that numbers in Class IV, though by no means as large as they should be, show marked increase;"² but "complaints are made against the leniency of magistrates, who do

¹ United Provinces, page 27.

² United Provinces, page 23.

not consider non-attendance a serious offence, and more often than not let off offenders with a warning.”¹

In *Bombay*, “in spite of the fact that some of the compulsory schemes have been in existence for over two years, nothing like complete compulsion has been introduced. There is considerable reluctance on the part of Board to put the full machinery of the Act into action. The last few years, however, have been a period of acute financial distress and in consequence progress has been slow.”²

Similarly, in the *Central Provinces*, “registers of enrolment of pupils are in many cases incomplete; the enrolment of pupils is delayed; considerable numbers liable to compulsion are not enrolled; attendance is by no means satisfactory; proceedings against defaulters are often delayed; in some cases no action at all is taken; the fines imposed are inadequate”.³

The Act has been applied far more extensively in the *Punjab* than elsewhere, but the same difficulty is experienced in bringing offenders to book. In a certain district, “in all the 66 cases instituted only warnings were issued”.⁴

37. A valuable suggestion is made that “punitive measures should be taken with greater determination against those who send their children to school and then withdraw them. It is these children who are mainly responsible for the excessive wastage, and it is only reasonable that the arm of the law should deal with them”.⁴

Reference has already been made to the evil effects resulting from the making of spasmodic ‘drives’ of children, all and sundry, into school; it is the adoption of this practice in compulsory areas, which is mainly responsible for the persistence of disappointing results. If a determined effort is made to ensure each year the enrolment of boys reaching the age of six and to provide that the attendance of these children shall be regular, the results would quickly become far less unsatisfactory.

The standard of teaching should also be high; children should not be compelled to attend school unless there is a guarantee that they shall benefit by their schooling and that their health shall not be affected by attendance in insanitary buildings. A high standard of teaching can only be attained by the employment of well-qualified trained teachers; the organisation and distribution of the schools should also be such as to provide a sufficient, but not an excessive, number of schools in which no teacher shall teach more than one class and in which each class shall approximate thirty pupils. A well-planned policy of centralisation is essential to the success of compulsion.

¹ United Provinces, pages 27-28.

² Bombay, page 46.

³ Central Provinces, page 27.

⁴ Punjab, page 12.

VI.—The Education of Girls.

38. In spite of financial stringency, the progress of education among girls continues to be rapid. The number of institutions has risen by 288 to 38,754, while the enrolment of girls in all institutions, whether for boys or girls, advanced by 113,821 to 2,606,470, as against a decrease of 26,826 in the enrolment of boys. The effective value of even this limited number of institutions for girls is largely discounted by the fact that almost half of them are primary schools in *Bengal* which, as shown by subsequent figures, produce little tangible result. Though the additional enrolment was mainly in the primary classes, the numbers in the secondary and collegiate stages showed a welcome advance. In spite of the largely increased enrolment, expenditure fell by nearly Rs. 13 lakhs to Rs. 3,52,41,216.

TABLE XVI.—*Main statistics*

Province.	Total No. of institutions for girls.		Total No. of pupils (boys and girls) in institutions for girls.		Number of girls reading in boys' institutions.		GIRLS Primary stage.*	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Madras	5,964	5,830	389,419	394,395	379,434	400,368	704,897	720,158
Bombay	1,081	1,960	193,567	197,296	105,878	109,036	258,579	260,962
Bengal	17,939	18,575	470,631	506,012	97,926	111,237	535,110	580,309
United Provinces	2,283	2,350	109,677	118,170	59,873	66,777	153,929	166,760
Punjab	5,042	4,724	198,144	202,640	23,880	25,758	130,537	148,651
Burma	867	847	60,563	60,061	175,474	176,826	198,108	199,052
Bihar and Orissa	2,703	2,730	74,630	77,858	53,947	58,703	117,600	123,259
Central Provinces	534	554	41,484	43,570	25,550	26,598	60,509	62,883
Assam	730	756	31,934	34,022	31,268	32,369	54,775	56,696
North-West Frontier Province.	180	169	13,007	14,017	793	997	12,169	13,351
Coorg	10	10	984	1,087	2,117	2,290	2,739	2,972
Delhi	80	87	9,580	10,584	60	208	8,148	8,678
Ajmer-Merwara	59	58	3,836	3,880	755	536	3,353	13,237
Baluchistan	11	11	1,752	2,074	436	493	1,381	1,838
Bangalore	47	45	6,497	6,353	608	692	5,664	5,441
Other Administered Areas	56	48	6,767	5,986	221	249	5,366	4,722
BRITISH INDIA	38,466	38,754	1,612,472	1,678,023	958,220	1,013,197	2,261,864	2,358,960

* Includes classes I to V.

39. The reports are generally optimistic.

In the *Punjab*, "the education of girls has made considerable headway, in spite of the economic depression and the recent levy of fees in anglo-vernacular schools. . . . Government agree with the Director's reading of the situation and feel that the education of girls should be much more widely extended beyond the limits of cities and towns. It is hoped that an increased number of qualified teachers for village schools will remove the difficulty; Government await with interest the opening of training classes in suitable rural centres."¹

In *Bombay*, "the increasing number of girls in all kinds of institutions is an encouraging feature. Parents have come to understand the advantages of educating their daughters, and the apathy of the people formerly noticeable in rural areas is gradually giving way to a desire among them to keep their girls at school for a longer period."²

In *Bihar*, "the education of girls is making rapid progress, in spite of the prevailing depression."³

In *Assam*, "a great change has come into the outlook on the education of girls throughout the province. Conservatism, tradi-

¹ Punjab (Resolution), page 4.² Bombay, page 78.³ Bihar and Orissa (Resolution), pages 4-5.

of the education of girls.

READING IN						Total No. of girl pupils in all institutions.		Total expenditure on institutions for girls (including indirect expenditure).	
Secondary stage.†		Collegiate stage.		Professional colleges.					
1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
21,059	23,871	692	753	138	145	742,536	763,044	Rs. 90,59,270	Rs. 93,41,702
23,870	26,738	704	835	111	131	292,658	298,566	06,35,758	03,01,021
8,771	9,694	712	854	58	70	559,712	607,539	51,33,225	50,18,551
5,832	6,808	270	346	21	17	167,011	182,270	38,82,442	39,80,536
7,074	8,119	271	335	51	56	213,287	221,089	34,90,581	34,32,167
8,775	7,793	184	227	58	57	216,539	217,062	28,13,317	23,12,095
1,471	1,657	9	14	..	..	126,453	134,238	12,56,383	12,24,298
1,975	2,123	41	50	.. 16	.. 17	66,416	69,492	11,78,330	10,92,556
2,712	2,965	12	27	..	..	62,167	65,278	5,45,356	5,48,271
617	745	..	..	..	..	13,551	14,820	3,40,280	3,48,866
251	283	..	..	..	..	3,070	3,329	39,489	41,289
763	911	.. 45	.. 66	.. 126	.. 137	9,551	10,257	6,27,913	6,42,448
518	527	3	4	..	..	4,387	4,198	1,07,095	1,60,868
125	150	..	..	..	..	2,103	2,492	70,521	88,665
647	732	.. 23	.. 28	..	..	6,499	6,393	3,99,794	3,25,007
734	668	..	..	..	..	6,709	5,803	3,33,151	3,82,866
85,194	93,784	2,966	3,539	570	630	2,492,640	2,606,470	3,65,02,861	3,52,41,216

† Includes class VI to end of high school course.

tion and prejudice are yielding everywhere and with increasing rapidity. . . These changes, together with the eager readiness with which Indian girls are coming forward for education, require the most careful consideration. As a department, we are handicapped in possessing only one lady in our inspectorate. Qualified women teachers are scarce and, even if available, cannot be afforded; unqualified women, male teachers with no other employment, and superannuated old men form far too high a proportion of the staffs in girls' schools."¹

40. *Primary Education.*—The table below gives some cause for satisfaction, in that the period of school attendance is being extended. The enrolment of Class IV has advanced from 133,783* to 146,630; and that of Class V from 69,945* to 77,195. *Madras* and *Bombay* occupy the pride of place in both these classes, while the *Punjab* is a bad, though a creditable, third. While, again, the enrolment of Class V in *Bombay* and the *Punjab* is in reasonable proportion to that of Class IV, in *Madras* and *Burma* there is a serious decline in the enrolment of Class V in comparison with that of Class IV. Whether this is due to the prevalence of co-education in the two latter provinces is uncertain.

¹ Assam, page 27.

* Vide Table LXXXIII, 10th Quinquennial Review, page 175.

TABLE XVII.—Primary

Province.	No. of primary schools for girls.		Pupils (boys and girls) in primary schools for girls.		Enrolment of girls		
	1932.	1933.	1932.	1933.	Class I.	Class II.	Class III.
Madras	5,682	5,533	358,895	361,762	412,557	139,461	88,941
Bombay	1,741	1,742	169,378	172,712	122,220	51,135	40,342
Bengal	17,438	18,076	433,775	466,745	417,947	98,185	47,128
United Provinces . . .	1,738	1,786	64,941	68,700	106,786	29,913	16,367
Punjab	1,627	1,634	94,050	98,282	84,421	23,716	17,761
Burma	634	643	36,203	36,930	130,612	32,343	20,510
Bihar and Orissa . . .	2,447	2,415	62,830	64,069	82,941	22,387	13,185
Central Provinces . . .	414	417	31,377	32,466	34,786	12,137	8,833
Assam	632	640	22,760	23,379	27,961	10,504	8,527
North-West Frontier Province	113	113	7,200	7,549	8,098	1,925	1,491
Coorg	9	9	734	813	1,111	616	555
Delhi	56	59	5,842	6,300	5,005	1,248	1,012
Ajmer-Merwara	43	42	2,941	2,971	688	451	1,377
Baluchistan	3	3	280	332	1,120	243	209
Bangalore	29	28	3,575	3,554	2,771	980	729
Other Administered Areas .	34	30	3,982	3,250	2,671	701	537
BRITISH INDIA . .	32,635	33,170	1,298,713	1,349,819	1,441,695	425,945	267,504

schools for girls.

in Classes I—V, 1933.		Total No. of girls in Classes I—V of all institutions.		Women teachers in primary schools, 1933.		Percentage of trained to total.		Total expenditure on primary schools for girls.	
Class IV.	Class V.	1932.	1933.	Total No.	Trained.	1932.	1933.	1932.	1933.
								Rs.	Rs.
56,021	23,178	704,897	720,158	12,566	9,974	75.9	79.4	43,50,268	41,92,190
28,310	18,955	258,579	260,962	5,244	2,639	51.9	50.3	37,82,622	36,81,259
10,462	6,587	535,110	580,809	5,470	561	11.8	10.8	14,82,205	15,08,171
8,231	5,463	153,929	166,760	2,191	260	11.2	11.9	6,22,210	6,32,668
12,832	9,921	139,537	148,651	2,918	1,303	39.5	44.6	9,99,639	10,00,236
11,836	3,751	193,108	199,052	1,588	1,379	86.4	86.6	3,51,217	2,61,516
2,908	1,838	117,600	123,259	1,620	452	26.8	27.9	5,08,428	5,03,905
6,057	1,070	60,509	62,883	1,197	636	48.8	53.1	4,64,225	4,60,071
5,807	3,897	54,775	56,696	602	106	16.5	17.6	1,18,693	1,28,026
1,283	554	12,169	13,351	251	69	24.7	27.5	1,03,940	1,12,832
393	207	2,739	2,972	30	28	96.5	93.3	15,138	15,185
810	603	3,148	3,678	207	148	58.6	71.5	1,48,496	1,52,305
440	281	3,353	3,237	123	55	42.5	44.7	73,529	54,296
159	107	1,381	1,338	12	7	63.6	58.3	7,224	6,078
563	398	5,664	5,441	160	138	83.4	86.2	61,904	61,461
518	295	5,366	4,722	145	96	58.7	66.2	72,384	76,460
146,630	77,195	2,261,864	2,358,969	34,324	17,851	50.6	52.0	1,31,62,121	1,28,06,259

41. The 'wastage' figures given below, which should be read along with those given in Table LXXXII of the Quinquennial Review,* show that the position is very similar to that of a year ago. *Bombay, Assam and the Punjab* and, to a lesser extent, *North-West Frontier Province* have creditable records, but those of *Madras and Central Provinces* are reduced in value by the failure of most pupils to extend their studies beyond Class IV. The records of other provinces, especially *Bengal and Bihar*, are extremely disappointing.

TABLE XVIII.—'Wastage' among girls in primary classes.

Province.	NUMBER OF GIRLS IN					PROPORTION OF GIRLS IN		
	Class I, 1928-29.	Class II, 1929-30.	Class III, 1930-31.	Class IV, 1931-32.	Class V, 1932-33.	Class I, 1928- 29.	Class IV, 1931- 32.	Class V, 1932- 33.
Madras . . .	391,627	108,653	71,438	49,018	28,178	100	13	6
Bombay . . .	110,280	48,698	35,219	26,857	18,955	100	24	17
Bengal . . .	362,257	75,003	45,029	9,828	6,587	100	3	2
United Provinces .	86,757	24,776	13,969	7,328	5,403	100	8	6
Punjab . . .	59,777	18,941	14,815	11,897	9,921	100	20	17
Burma . . .	119,838	42,575	18,933	11,356	8,751	100	9	3
Bihar and Orissa .	82,722	18,989	11,538	2,573	1,838	100	3	2
Central Provinces .	30,123	9,464	7,071	5,603	1,070	100	19	4
Assam † . . .	22,232	9,258	7,554	5,509	3,897	100	25	17
North-West Frontier Province.	5,631	1,384	1,187	1,113	554	100	20	10
Delhi . . .	3,637	1,042	893	734	603	100	20	17
BRITISH INDIA (in- cluding minor ad- ministrations).	1,303,040	344,889	231,113	138,783	77,195	100	10	6

42. Few comments are made in provincial reports on the *standards of teaching*; but such as have been made are disappointing. In *Bombay*, for example, "the standard of teaching is low, particularly in girls' schools in rural areas, which, as a rule, are in the hands of untrained or even uncertificated teachers"¹. In the *Punjab*, however, "the standard of work is higher this year, for the reason that more trained teachers have been employed. . . It is difficult, however, to persuade village girls from backward areas to join training classes at centres outside their home districts or, on the other hand, to persuade city girls, trained in towns, to

¹ Bombay, page 77.

* 10th Quinquennial Review, page 174.

† The Assam proportions are far more favourable than those in previous reports. Enrolment in classes A and B and I is now given separately, whereas in previous reports the enrolment of these three classes was combined.

venture into village schools in districts with which they are unacquainted".¹

43. The statistics given in Table XVII show that the *percentage of trained teachers in primary schools* for girls has risen from 50·6 to 52; the percentage in the major provinces varies from 86·6 in *Burma* and 79·4 in *Madras* to 17·6 in *Assam*, 11·9 in the *United Provinces* and 10·3 in *Bengal*.

The following table gives the facilities provided in provinces. The provision in *Madras* far exceeds that of any other province; that in *Bengal* is deplorably inadequate.

TABLE XIX.—*Training schools for girls.*

Province.	Total No.		Enrolment.		Total No. of girls under training in all training schools (for boys and girls).	
	1932.	1933.	1932.	1933.	1932.	1933.
Madras	64	65	3,232	3,217	3,284	3,223
Bombay	21	21	803	842	803	853
Bengal	10	10	234	241	234	241
United Provinces	45	46	412	449	412	449
Punjab	18	17	853	880	853	880
Burma	22	17	511	419	646	570
Bihar and Orissa	11	11	249	244	249	244
Central Provinces	8	8	337	329	337	329
Assam	2	2	22	37	22	37
North-West Frontier Province	1	1	48	51	48	51
Coorg	..	..	..	..	..	..
Delhi	1	1	53	62	53	62
Ajmer-Merwara	1	1	14	16	14	16
Baluchistan	..	..	..	..	..	..
Bangalore	3	2	86	80	86	80
Other Administered Areas .	2	2	91	91	91	91
BRITISH INDIA	209	204	6,945	6,958	7,082	7,126

¹ Punjab, pages 72-73.

44. *Co-education*.—It will be surprising to many that out of a total of 2,606,470 girls at school, as many as 1,013,197, or 38·9 per cent., are reading in institutions for boys.

In *Burma*, the practice of co-education is wide-spread; and in *Madras* the number of girls reading in boys' institutions exceeds that of girls reading in separate institutions for girls, while in *Assam* the number in these two categories is about the same.

In *Bihar*, "the progress of co-education is particularly encouraging. It is a matter in which public opinion must lead the way, but it is a matter of vital importance because, firstly, the teaching in girls' institutions is often inefficient; and, secondly, because, as the number of girls at school increases, the cost of maintaining separate schools for boys and girls will become prohibitive".¹

In *Assam*, co-education is advancing in popularity. The writer of the report recounts an interesting personal experience:

"Little more than ten years ago, I was rash enough to admit the first woman student into Cotton College. A great to-do resulted; the orthodox public protested; some of the staff represented that it would be most embarrassing, if not impossible, for them to lecture to women. In the outcome, the lady was transferred to a Calcutta College with the solace of a stipend. Last session, by contrast, there was an item for women students in the annual sports of the College."²

In the same province, "co-education is gaining in popularity, particularly in primary and middle schools. In the *Surma Valley*, the advance in enrolment of girls in boys' schools is about three times the rate of that in girls' schools. Both inspectors are in favour of co-education in the primary and middle stages, but advocate separation in high schools".³

The inspecting staff in the *United Provinces* have reported "not only the influx of new girls into boys' schools where no girls' schools exist, but also the unexpected migration of girls from existing girls' schools to boys' schools, where the latter presented better opportunities for further study".⁴

As suggested in the *Quinquennial Review*⁵, however, the system of co-education, as practised in India, is unsatisfactory in that it is normally applied only to the pupils and not to the staff. The suggestion is therefore repeated that co-education might thrive better, if little boys were admitted more freely to efficient girls' schools. For the teaching of small children, women are usually better suited than men.

¹ Bihar and Orissa, page 29.

² Assam, page 27.

³ Assam, page 28.

⁴ United Provinces, page 31.

⁵ 10th Quinquennial Review, page 173.

45. *Secondary Education*.—Progress has been far more satisfactory in secondary than in primary education. The number of girls reading in the secondary stage advanced from 85,194 to 93,784; *Bombay* and *Madras* are far ahead of other provinces in this respect.

TABLE XX.—*Secondary*

Province.	NO. OF SECONDARY SCHOOLS FOR GIRLS.				PUPILS (BOYS AND GIRLS) IN SECONDARY SCHOOLS FOR GIRLS.			
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.		Vernacular.	
	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
Madras	108	109	..	..	22,768	23,825	..	..
Bombay	103	102	..	..	17,080	18,787	..	..
Bengal	120	127	11	8	23,117	24,304	1,133	863
United Provinces	85	87	180	194	13,735	15,268	26,219	28,964
Punjab	60	63	100	114	17,114	17,279	23,284	25,643
Burma	56	60	77	59	13,173	13,860	9,023	7,118
Bihar and Orissa	29	30	10	10	5,557	5,930	1,451	1,499
Central Provinces	32	35	39	41	1,940	2,047	4,045	5,324
Assam	33	37	21	20	5,529	6,361	1,821	1,925
North-West Frontier Province .	10	10	18	19	1,892	2,168	3,247	3,668
Coorg	1	1	..	..	250	260	..	..
Delhi	5	6	9	9	918	1,580	2,180	2,024
Ajmer-Merwara	7	6	4	4	456	446	69	113
Baluchistan	5	5	1	2	785	871	445	773
Bangalore	8	8	5	5	1,863	1,919	900	750
Other Administered Areas .	13	12	..	..	2,197	2,282	29	30
BRITISH INDIA	681	698	400	485	129,283	137,211	74,746	78,694

schools for girls.

Girls reading in secondary stage.		WOMEN TEACHERS IN SECONDARY SCHOOLS.						Total expenditure on secondary schools for girls.	
		Total No.		Trained.		Percentage of trained teachers.			
1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.	1932.	1933.
								Rs.	Rs.
21,059	23,871	1,468	1,504	1,250	1,307	85.1	86.9	16,71,198	16,15,276
23,870	26,738	1,244	1,290	547	600	44.0	46.2	10,93,033	17,30,447
8,771	9,694	1,244	1,268	651	675	52.3	53.4	17,42,242	17,13,844
5,832	6,808	2,005	2,197	969	1,066	48.3	48.5	17,28,898	17,35,770
7,074	8,119	1,620	1,672	1,104	1,157	68.1	69.2	14,14,720	13,87,390
8,775	7,793	2,328	2,201	2,004	1,906	86.1	86.6	16,79,137	12,90,489
1,471	1,657	415	421	298	303	71.8	72.3	3,29,533	3,47,191
1,975	2,123	398	400	273	269	68.6	67.2	2,81,408	2,80,911
2,712	2,965	304	324	132	138	43.4	42.6	2,50,854	2,53,516
617	745	206	223	104	121	50.5	54.3	1,25,705	1,31,384
251	283	14	15	8	8	57.1	53.8	13,825	14,024
763	911	167	161	123	132	73.7	82.0	1,57,995	1,83,750
518	527	70	59	30	27	42.9	45.7	90,271	91,801
125	150	38	60	21	31	55.3	51.7	59,601	64,867
647	732	188	192	148	139	78.7	72.4	1,59,790	1,48,806
784	668	169	141	86	79	50.8	56.0	2,28,809	2,10,371
85,194	93,784	11,878	12,182	7,748	7,958	65.2	65.6	1,15,26,519	1,12,08,846

46. *Matriculation.*—The fact that girls now stay much longer at school is shown conclusively by the following statistics regarding the Matriculation examination. Indeed, these figures taken together with those given below regarding the number of women graduates may be regarded as phenomenal; the number of Matriculation candidates has almost trebled during the short space of six years. The *Punjab* figures reflect the great advance which has been made in that province.

TABLE XXI.—*Girl candidates for Matriculation or High School Final examination.*

Province.	No. of candidates.			No. of successful candidates.		
	1927.	1932.	1933.	1927.	1932.	1933.
Madras	384	544	623	383	542	612
Bombay	363	751	854	175	375	441
Bengal	215	608	813	157	394	547
United Provinces	115	259	309	82	139	167
Punjab	148	551	658	60	336	456
Burma	843	067	720	120	281	304
Bihar and Orissa	13	39	38	8	13	15
Central Provinces	43	90	111	16	49	55
Assam	40	78	83	32	53	63
North-West Frontier Province	0	8	28	6	6	19
Delhi	28	74	105	13	47	60
BRITISH INDIA (INCLUDING MINOR ADMINISTRATIONS).	1,565	3,383	4,407	1,002	2,138	2,770

47. The figures in Table XX show that the *percentage of trained teachers* has remained stationary and is now 65·6; but the provision of facilities for the training of anglo-vernacular teachers is very defective in many provinces, especially *Bengal* and *United Provinces*.

TABLE XXII.—*Training colleges for women*

Province.	Total No.		Enrolment.		Total No. of women under training in all colleges (for men and women).	
	1932.	1933.	1932.	1933.	1932.	1933.
Madras	2	2	66	70	66	70
Bombay	--	--	--	--	10	14
Bengal	3	3	43	53	43	53
United Provinces	--	--	11*	10*	15	13
Punjab	1	1	29	26	36	36
Burma	--	--	--	--	42	41
Central Provinces	1	1	8	11	16	17
BRITISH INDIA	7	7	157	170	228	244

* Reading in the University Department.

48. Universities.—Good progress has been made by women reading in universities.

A feature of the *Bombay* system is that there are no separate colleges for women, and women in rapidly increasing numbers are being enrolled in men's colleges. The number of women reading in arts colleges advanced from 704 to 835, and that in professional colleges from 111 to 131.

In *Bengal*, the enrolment of women's colleges rose from 366 to 508, while the number of women reading in men's colleges and in university classes was 346.

In the *Punjab*, though accommodation has been extended in Kinnaird College, Lahore, the Principal has had to refuse admission to a larger number of students than ever before. Over fifty new students were admitted; but for every one admitted two had to be refused. Similarly, in the Lahore College for Women, "more and better accommodation is urgently needed".

The following table reflects the rapid advance which has been made.

TABLE XXIII.—*Women graduates.*

Province.	Candidates for B.A. and B.Sc. examinations (pass only).			No. of successful candidates.		
	1927.	1932.	1933.	1927.	1932.	1933.
Madras	64	102	149	54	56	94
Bombay	33	43	48	20	27	30
Bengal	43	87	108	29	64	77
United Provinces	19	54	81	11	32	56
Punjab	12	53	72	9	20	42
Burma	13	25	26	5	14	18
Bihar and Orissa	2	..	..	1	..	..
Central Provinces	1	11	14	1	6	11
Assam	..	1	1	..	1	1
North-West Frontier Province	..	1	..	..	..	..
Delhi	..	1	7	..	1	3
Ajmer-Merwara	..	1	..	..	1	..
Bangalore	1	6	3	..	4	3
BRITISH INDIA	188	385	509	180	226	335

49. The prospects of girls' education in India are therefore encouraging. Public opinion has suddenly and decisively changed in favour of girls being educated; even more important, parents are now prepared to keep their girls at school until a much later age than heretofore. Unfortunately, this happy turn of events has coincided with financial stringency. Much more liberal support is therefore required in order that the development of girls' educa-

tion shall be guarded against many of the evils which now attend the development of boys' education.

VII.—Professional and Technical Institutions.

50. The majority of professional and technical institutions are not under the control of provincial Departments of Education and are not therefore described in provincial education reports. The following table shows in summary form the number of such institutions and their enrolment. The provision for the training of teachers of varying types is discussed elsewhere in the appropriate sections of this report.

TABLE XXIV.—Professional and Technical Institutions.

Types of Institutions.	1932.		1933.	
	Institutions.	Students.	Institutions.	Students.
I. Colleges—				
Law Colleges . . .	12	7,151	12	7,232
Medical Colleges . . .	11	4,075	11	4,440
Engineering Colleges . . .	7	2,171	7	2,142
Agricultural Colleges . . .	8	942	8	872
Commercial Colleges . . .	7	1,860	6	2,082
Forest Colleges . . .	2	87	2	66
Veterinary Colleges . . .	4	489	4	438
TOTAL . . .	51	16,775	50	17,272
II. Schools—				
Law Schools . . .	2	127	2	113
Medical Schools . . .	31	6,719	32	6,655
Engineering Schools . . .	11	2,062	11	1,926
Technical and Industrial Schools.	483	26,711	451	25,645
Commercial Schools . . .	135	6,246	132	5,411
Agricultural Schools . . .	13	464	12	843
Forest Schools . . .	..	..	1	68
Schools of Art . . .	16	2,454	15	2,128
TOTAL . . .	691	44,783	656	42,429
GRAND TOTAL . . .	742	61,558	706	59,701

VIII.—The education of special classes and communities.

51. *Chiefs' Colleges.*—There is little to add to what was said in the Quinquennial Review on the subject of *Chiefs' Colleges*. Though enrolment in *Mayo College, Ajmer*, showed a welcome increase from 115 to 131, the number in *Aitchison College* declined from 96 in 1931 to 77 in 1933, and that in *Rajkumar College, Rajkot*, was reduced to the very inadequate total of 26. This general decline in numbers has brought about a serious situation, as not only are finances depleted, but the task of organising an

educational institution with a mere handful of boys ranging from eight to over twenty years of age must be well nigh impossible. The rate of personal expenditure in these colleges is still high, but efforts have been made in some institutions in the direction of economy by the introduction of a system of common messing, by abolishing the practice of private tuition, and by substituting dormitories for private suites of rooms. There is also a growing feeling that the exclusive rules of admission are out of keeping with modern conditions; at *Rajkumar College, Raipur*, boys not previously eligible for admission up to ten in number can now be admitted.

Admission to the *Colvin Taluqdars' School, Lucknow*, "has been opened to some of the professional classes, and fees have been reduced. Numbers slightly increased, but have greatly increased since the close of the year. With the introduction of Intermediate classes it is hoped that numbers will still further increase. The general education continues to be excellent. The institution of **common messing on a voluntary basis** has proved popular and has resulted in a considerable saving in cost to parents".¹

TABLE XXV.—*Enrolment of Chiefs' Colleges.*

College.	1931.	1932.	1933.
Mayo College, Ajmer	115	115	131
Daly College, Indore	90	78	79
Aitchison College, Lahore	96	74	77
Rajkumar College, Rajkot	35	29	26
Rajkumar College, Raipur	48	42	43
TOTAL .	384	338	356

52. *European and Anglo-Indian Schools.*—The table below gives the main statistical figures and indicates that the position is much the same as last year. A striking feature of the figures is the large and growing number of Indians enrolled in these schools. The figures also show a considerable decrease in expenditure. The percentage of trained teachers is generally satisfactory.

¹ United Provinces, page 37.

53. *Education of Muslims*.—Whereas the number of Muslim boys at school and college slightly decreased, there has been a welcome advance in the number of Muslim girls.

It was represented in the Quinquennial Review that, though the Muslim population formed 24·7 per cent. of the total population in British India, Muslim pupils formed 26·7 per cent. of the total number of pupils enrolled from all communities¹; but, unfortunately, the vast majority of Muslim boys, and an even greater proportion of Muslim girls, rarely pass beyond the primary stage. The increase in the number of Muslim boys and girls reading in the secondary and collegiate stages is therefore welcome.

54. It was also suggested that “the greatest handicap to progress (among Muslims) in the higher ranges of education is that children in increasing numbers attend *segregate* schools”.² This tendency still persists.

In the *United Provinces*, “Muslim boys attend the different types of school in the following proportions:

Ordinary board schools.	Islamia schools.	Aided maktab.	Unaided maktab.
52	13·3	24·7	10

The majority of Islamia schools compare favourably with the ordinary board schools; in *maktab*s, however, the standard is generally poor. The reasons for this are clear; unqualified teachers, unsuitable buildings and little or no equipment”.³

The *Bombay* figures show a decrease in the number of Muslims attending colleges, special and primary schools, but there was a substantial increase in secondary schools”.⁴ A feature of the system is the attachment of Quran classes to district local board schools with the intention of encouraging Muslim pupils to attend the ordinary schools.

In *Bengal*, the number of Muslims enrolled in the high stage advanced from 24,118 to 27,152, which “increase is attributed chiefly to the migration of students to high schools after having completed the junior madrasah course”.⁵

In the *Punjab*, the enrolment of Muslims declined by as many as 26,410 pupils: “Though by no means behind other communities in the school enrolment, Muslims have an unsatisfactory proportion in the secondary and college classes”.⁶

In the *Central Provinces*, a convincing plea is advanced in favour of a larger measure of concentration:

“Khamgaon has an Anjuman High School provided with very suitable buildings for the school, hostel, science laboratory, playgrounds, etc.

¹ 10th Quinquennial Review, page 239.

² 10th Quinquennial Review, page 243.

³ United Provinces, pages 38-39.

⁴ Bombay, page 85.

⁵ Bengal, page 35.

⁶ Punjab, page 86.

But twelve miles to the west of Khamgaon there is another Anglo-Urdu school at Nandura managed by the local Anjuman. Ten miles from Khamgaon to the north, there is an Anglo-Urdu school run by the Anjuman at Shegaon. Ten miles to the south are English classes attached to the Urdu Middle school at Pimpalgaon Raja. Fourteen miles to the east there is a Government Anglo-Urdu school at Balapur. The Anglo-Urdu classes, attached to the Government High School, Akola, since 1931, are only 32 miles from Khamgaon. In these days, when taxi motors are running between all these places, the journey to and from any of the places mentioned near about Khamgaon does not take more than from 3 to 4 annas. If all the resources of the Muhammadans at Shegaon and Pimpalgaon Raja could be put together and directed towards the welfare of the Anjuman High School, Khamgaon, there can be no doubt that the Anjuman High School would be far more prosperous than it has been since its establishment."¹

In *Bihar*, though the Muslim population forms only 11·3 per cent. of the total population, the percentage of Muslim pupils to the total enrolment is 13·6; but four out of five inspectors complain of the inefficiency of makhtabs, while a Muslim inspector states that even religious instruction in these institutions is unsatisfactory. "There is little doubt that, in the interests of Muslims themselves, these schools should be converted into, or combined with, ordinary primary schools, whenever this can be done, without depriving Muslim pupils of instruction in Urdu."²

¹ Central Provinces, page 54.

² Bihar and Orissa, page 31.

TABLE XXVII.—*Muslim boys receiving instruction.*

Province.	READING IN— (1933).						TOTAL NO. OF MUSLIM BOYS RECEIVING EDUCATION.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage.	Primary stage.	Special schools.	Unrecognised institutions.	1932.	1933.
Madras	650	104	11,830	202,166	1,494	17,656	233,908	233,000
Bombay	568	201	26,613	149,910	3,419	15,338	201,134	196,049
Bengal	3,053	604	57,151	968,427	85,109	27,613	1,127,957	1,141,957
United Provinces	2,415	649	25,961	197,130	4,502	27,034	256,541	257,751
Punjab	3,285	562	57,152	425,993	7,652	52,808	574,319	547,452
Burma	68	54	1,856	16,106	778	4,192	23,099	23,054
Bihar and Orissa	477	146	8,824	161,678	4,283	10,489	123,273	125,897
Central Provinces	154	51	3,825	35,082	246	991	40,230	40,349
Assam	272	6	8,403	73,978	2,215	11,326	95,101	96,200
North-West Frontier Province	391	21	6,621	49,639	142	2,956	58,932	59,670
Coorg	..	..	36	416	6	39	324	497
Delhi	317	23	1,644	8,585	395	475	11,097	11,439
Ajmer-Merwara	59	..	1,046	2,240	62	746	4,311	4,153
Baluchistan	..	..	556	3,352	16	2,286	5,565	6,210
Bangalore	15	..	249	1,433	15	72	1,648	1,775
Other Administered Areas	..	..	523	2,621	23	314	3,006	2,881
							2,751,066	2,751,066
BRITISH INDIA							176,291	2,761,045
							174,335	2,749,234

TABLE XXVIII.—*Muslim girls receiving instruction.*

Province.	READING IN— (1933).						TOTAL NO. OF MUSLIM GIRLS RECEIVING EDUCATION.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage.	Primary stage.	Special schools.	Unrecognised institutions.	1932.	1933.
Madras	14	2	407	81,115	217	6,615	85,593	88,406
Bombay	9	3	1,366	51,923	134	4,362	57,869	57,797
Bengal	11	..	469	328,284	469	5,955	810,021	335,188
United Provinces	26	..	579	24,826	67	3,265	26,241	28,783
Punjab	76	1	2,075	46,798	728	51,521	100,742	101,199
Burma	5	16	170	7,435	26	1,603	9,382	9,255
Bihar and Orissa	..	..	15	24,115	34	2,173	24,868	26,337
Central Provinces	..	..	45	8,667	27	571	9,019	9,810
Assam	2	..	237	11,392	32	2,619	13,701	14,302
North-West Frontier Province	..	..	189	5,201	25	594	5,226	6,009
Coorg	..	..	2	95	..	15	42	112
Delhi	6	15	149	2,237	30	..	2,231	2,437
Ajmer-Merwara	..	..	13	517	..	201	723	731
Baluchistan	..	..	17	322	..	406	660	745
Bangalore	1	..	37	692	..	..	809	730
Other Administered Areas	..	..	12	535	..	54	631	601
			3,836	523,219	1,864	77,394	606,413	
BRITISH INDIA			5,185	558,792	2,255	81,354	647,713	
			5,782	594,154	1,809	79,960	631,922	
								{ 1931 .
								{ 1932 .
								{ 1933 .

55. *Education of the Depressed Classes*.—The school enrolment of children of the depressed classes shows a slight increase of 12,875, but the value of this increase is discounted by the large increase of 24,236 in *Bihar*, which was due mainly to a change in classification. The satisfactory tendency, whereby these children are seeking and gaining admission to the ordinary schools in place of segregate schools which crystalise the stigma of exclusion and separation, still continues.

In *Madras*, "Government have further directed that their approval should be obtained for starting segregate schools for these pupils, and that permission will not be accorded unless a local body can show that it is impossible, despite persistent propaganda, to persuade caste Hindus to admit depressed class pupils into caste Hindu schools".¹ Another welcome advance is that "439 depressed class teachers were employed in schools not specially intended for them during the year".¹

The *Bombay Government* "have recently re-affirmed their orders issued in 1923 regarding the removal of disabilities on the children of depressed classes. They have laid down explicitly that no disability should be imposed on these children in any school conducted by a public authority, and that no grant should be paid to an aided school to which pupils belonging to depressed classes are refused admission by reason of their caste. Most local authorities have shown themselves genuinely anxious to carry out the spirit of these orders".²

There is a peculiar and interesting development in the *United Provinces*, where "the number of higher caste boys reading in depressed class schools have increased by over a thousand. This is a notable instance of the decay of class consciousness The number of depressed class children attending ordinary board schools was 88,282 as against 87,154 last year".³ An Advisory Committee has been constituted for the purpose of advising Government in matters concerning the education of depressed classes.

In the *Punjab*, "caste prejudice is rapidly disappearing and almost all depressed class children are enrolled in the ordinary schools, where they enjoy complete social equality with the boys of other classes".⁴ Almost more pleasing is the rapid progress made by these children in the higher stages of education. There has been a rise of 724 in their numbers at the secondary stage; at the collegiate stage there has been a phenomenal increase from twelve to 195.

¹ Madras, page 21.

² Bombay, page 108.

³ United Provinces, page 39.

⁴ Punjab, page 88.

TABLE XXIX.—*Enrolment of depressed class pupils in all institutions.*

Province.	1932.	1933.	Increase (+) or decrease (—).
Madras	338,578	328,010	—10,568
Bombay	69,186	(a) 69,524	+338
Bengal	440,054	(b) 437,220	—2,834
United Provinces	125,965	127,581	+1,616
Punjab	34,664	33,965	—699
Bihar and Orissa	24,971	(c) 49,207	+24,236
Central Provinces	47,501	48,287	+786
TOTAL	1,080,919	1,093,794	+12,875

(a) Of these 67,025 are in Bombay Presidency proper, and 2,499 in Sind—the latter number is approximate.

(b) Educationally backward Hindus.

(c) Not strictly comparable with the previous year figures, which excluded 31 castes recently classified by Government as depressed classes.

IX.—Miscellaneous.

56. The following table shows the number of *institutions for defectives* and their enrolment:

TABLE XXX.—*Statistics of schools for the blind and deaf-mutes.*

Province.	NUMBER OF SCHOOLS.			NUMBER OF PUPILS.			
	For deaf-mutes.	For blind.	Total.	Deaf-mutes.	Blind.	Total.	
Madras	5	4	9	299	185	484	
Bombay	4	3	7	156	133	289	
Bengal	6	1	7	287	86	373	
United Provinces	..	2	2	..	74	74	
Punjab	..	1	1	..	28	28	
Burma	1	2	3	28	40	68	
Bihar and Orissa	..	2	2	..	92	92	
Central Provinces	1	1	2	18	22	40	
INDIA . {	1933	17	16	33	788	660	1,448
	1932	16	16	32	721	607	1,331

57. Improvement in the *playing of games* and in *physical training* has still continued.

In the *Punjab*, "with the appointment of assistant district inspectors for physical training, the games and physical training of village schools, as also of secondary schools, have met with a remarkable improvement Inspectors are unanimous that playground discipline and games organisation in schools and the love of sports as a pastime for villagers are gaining a great impetus through this new development".¹

A similar report has been received from *Madras*: "There has been a steady increase in the number of boys and students taking part in games and sports. The training facilities offered by the Y. M. C. A. College of Physical Education, Saidapet, for the training of men for employment as Physical Instructors in schools and colleges were made use of as usual".²

In *Bombay*, "increasing attention is being paid to physical training in almost all secondary schools In some of the boys' schools, where girls are also admitted, arrangements are now made whereby the girls can play among themselves games such as badminton, basket-ball, etc".³

In *Bengal* attempts to improve physical training by means of well qualified instructors have been frustrated by financial stringency; but the holding of short courses has had beneficial results.

In the *Central Provinces*, "the training of instructors in the Training College, Jubbulpore, is proceeding apace, and within a few years a sufficient number of instructors will be available to meet the needs of secondary schools. It cannot be too strongly emphasised that the 'Akhada' trained instructors are not adequate substitutes for instructors trained in the scientific principles and practice of physical education".⁴

58. *Boy Scouting* has also shown good progress. In the *Punjab*, "scouting has continued to develop with success. Stress has been laid throughout the year on camping, the passing of scout tests and on social service".¹

In *Bombay*, "scouting has resumed its normal position from the set-back of the previous year. All over the Presidency, leaders have come forward to support the movement, and the antipathy shown by a certain class of people is no longer in evidence".⁵

In *Bihar*, "the boy scout movement is steadily expanding. The scouts are often useful at *melas* and on similar occasions. The Girl Guide movement is also making progress".⁶

In *Assam*, "the movement, after experiencing a rather severe set-back, chiefly on account of an unfavourable political atmosphere,

¹ Punjab, page 18.

² Madras, page 28.

³ Bombay, page 29.

⁴ Central Provinces, page 18.

⁵ Bombay, page 28.

⁶ Bihar and Orissa, page 37.

shows healthy signs of new and vigorous activity throughout the province".¹

59. Perhaps the most interesting aspect of the Boy Scout movement is its connexion with a parallel movement for the *improvement of village conditions*.

In *Bombay*, "scouting is taking a deep root in villages; this development is aided by demonstrations held by scouts who go about cleaning the villages, improving the sanitation of drinking-water places, making gardens and planting trees, and being generally helpful in anti-epidemic measures undertaken by the Health Department".²

In the *Punjab*, "scouts are proving of great use by rendering assistance at fairs, by helping the poor and needy and by controlling and extinguishing fire The work of the Punjab scouts during the Jumna floods, when they saved hundreds of lives of human beings and cattle and rescued much property, is deserving of special mention".³

The report of the *Central Provinces* is of special interest in this connexion:

"We are for the present working along the following lines. In the first place, certain town troops pay periodical visits to near-by villages with their scout-masters. The boys make friendly contacts with village boys by playing scout games with them. They also enlist the co-operation of the older men by entertaining them around the camp fire. After this, the troop makes a preliminary survey of the village, collecting statistics, patrol by patrol, under three or four simple heads. The third stage is a consultation in the troop Court of Honour to evolve a definite line of action. Then the scout-master and his assistant, and perhaps one or two of the older patrol leaders, talk to the villagers about health and sanitation in a friendly way. After the interest of the villager has been roused and his consent obtained, the scouts are put to work, digging manure pits for the village, surveying the place, laying out and helping to build better roads, planting trees, washing cattle and so on.

"The second broad category into which this work falls is this. We are convinced that the only village work which will really tell in the long run is that which is done in the villages by persons who live there, share the lives and surroundings of the villager and are, in fact, part and parcel of the village itself. The key man for this seems to be the village school-master; we have been making an attempt in the last few years to get hold of him. Government trains a number of teachers in its Normal Schools every year who ultimately find their way into village schools. We approached Government a few years ago to allow us to train these teachers as scout-masters and cub-masters, so that they could run troops and packs of their own when they went out into the villages. Government gave us a free-hand and we gratefully acknowledge the helpfulness and keen interest of those in charge of the matter. After experimenting for a year or two we came to the conclusion that the ordinary scout-master's training was not enough for these teachers Therefore, in addition to the normal scout-

¹ Assam, page 16.

² Bombay, page 28.

³ Punjab, page 34.

master's training which others receive, these teachers are also helped to obtain proficiency in such aspects of badge work as will be of assistance in this village uplift scheme. This means a special course of training during the entire two years, in which these teachers are at the Normal School, in place of the few days' intensive training which the ordinary scout-master usually receives.

"The third category of our village uplift scheme relates to the senior branch of our movement. The rover branch is slowly finding its feet. They work not only as crews where several of them can be grouped together, but also as lone rovers in places where they are isolated.

"The report gives illustrations of the kind of work that the scouts do in the villages. At Jyotipur, Pendra Road, they established a village road-making day, which has enabled them in the course of five years to have 'pakka' roads throughout the village. Other villages are following this example and Ratampur has spread 2,000 carts of moorum and 120 carts of boulders in the last year In the same set of villages 160 manure pits have been dug and seven trenches for night-soil."

The Punjab report is also interesting in this connexion :

"Propaganda work has been carried on by means of processions, posters, dramatic performances, illustrated lectures, impersonal talks and cinema shows. No public fair or festival is allowed to pass without the organisation of a well-arranged propaganda programme by the neighbouring schools. Uplift journals have also been started to disseminate useful knowledge on health, agriculture, education and other public matters to literate villagers, and through them to the illiterate public The filling of manure pits, the cleaning of streets and lanes, the vaccination of school children, the improvement of village conditions are some of the items on the programmes of village community councils."

Intimate contact is also being established between the Boy Scout movement and the *Junior Red Cross* and *St. John's Ambulance Associations*.

In the *Central Provinces*, "the scouts assist the Red Cross Society by keeping and distributing a stock of medicines".¹ In the *United Provinces*, the co-operation between the Education and Public Health Departments has been most fruitful in many directions. In the *Punjab*, "the record of work done by Red Cross Societies is highly commendable. These societies should for the present concentrate on improving sanitation, and on disseminating useful information regarding personal health and hygiene".⁴

60. Arrangements for the *medical inspection* of school children are being developed in some provinces, but in many instances are confined to inspection and diagnosis and are not followed up by effective measures for treatment.

In the *United Provinces*, "inspections by the thirteen full-time health officers in the big towns have continued, while municipal and district medical officers of health have carried out routine inspections in other schools. The great difficulty has been to

¹ Central Provinces, pages 66-67.

² Punjab, pages 17-18.

³ Central Provinces, page 68.

⁴ Punjab, page 19.

interest parents in the health officers' diagnosis, and to this end propaganda meetings of parents, at which the health officer has explained the scheme, have been held At present, the scheme is in its initial stage, that of inspection and diagnosis; treatment is left to private sources, though something has been done towards establishing school clinics in Lucknow and a few other centres ".¹

In a few towns in the *Punjab*, " satisfactory arrangements exist not only for medical examination, but also for effective treatment. The Department is contemplating an extension of this useful scheme ".²

The suspension of grants-in-aid for medical inspection in *Burma* has caused a set-back, but " most medical officers have continued the inspection of pupils without remuneration ".³

Similarly in *Madras*, " the payment of grants for medical inspection has been suspended as a measure of economy, but the reorganisation of the scheme is engaging the attention of Government ".⁴

61. Progress in the *education of adults* has also been retarded by financial stringency. Moreover, the difficulties attending this valuable innovation are immense.

Reports from the *United Provinces* are discouraging: " With rare exceptions schools for adults are a failure Adult education through co-operative societies as well as through the boards has failed. There is no demand for it, and extensive propaganda will be necessary. The officer who inspected the night schools of Lucknow Municipality has seen no improvement since they were started twelve years ago and considers that most of the money spent on them is wasted ".⁵

In *Bombay*, though some improvement has been shown, " the fact remains that unless the pupils, tired as they frequently are at the end of the day's work, are able to see that they will derive material benefit from education, or unless the personality of the teacher is such that he is able to hold the school together by his influence, there is a tendency for the pupils to become disheartened and the school is forced to close down through lack of numbers ".⁶

The importance of these schools is, however, stressed by a Punjab inspector: " If illiteracy is to be fought in all earnestness, I am convinced that the adult school is the only effective weapon to do it. Literacy of adults alone can popularise literacy among children. Hence, every effort should be concentrated on making the adult school a successful institution ".⁷

¹ United Provinces, page 18.

² Punjab, page 19.

³ Burma, page 32.

⁴ Madras, page 28.

⁵ United Provinces, page 30.

⁶ Bombay, page 123.

⁷ Punjab, page 11.

62. Thus, in spite of financial retrenchment and of the persistence of grave defects, there are signs of improvement in many directions. In reading provincial reports, however, an awkward impression is conveyed that each province is working too much in isolation and that, in consequence, there is danger of falling into a rut and of being content with a condition of affairs, merely on the ground that such condition has always existed. In each province there is also much ignorance of what is going on elsewhere. It is therefore unfortunate that, owing to financial stringency, the Government of India have as yet been unable to revive the Bureau of Education and the Central Advisory Board. Retrenchment is not the only form of economy.

APPENDICES.

APPENDIX I.

Provincial Inspectorate.

(i) Inspectors.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Madras.</i>			
1. District Educational Officer .	24†	Rs. 250—25—500—E.B.—50—800 (Old scale). Rs. 200—80/2—260—40/2—500—50/2—700 (Revised scale).	Inspects secondary schools, secondary departments of colleges and training schools.
2. Senior Deputy Inspector .	227	Rs. 75—5—100—10—150—S. G.—10—250 (Old scale). Rs. 70—10/2—130—S. G.—140—15/2—200 (Revised scale).	Inspects elementary schools.
3. Junior Deputy Inspector .	159	Rs. 50—2½—75 (Old scale) . Rs. 50—5/2—70. (Revised scale).	Inspects elementary schools.
4. Inspector of European schools .	1	Rs. 400—50—600—600—50—1,000—1,000—50—1,250. Rs. 1,250—50—1,500 (J. S. G.). Rs. 1,500—50—1,750 (S. S. G.).	Controls and inspects European schools.
5. Superintendent of Sanskrit schools.	1	Rs. 250—25—500—E.B.—50—800 (Old scale). Rs. 200—80/2—260—40/2—500—50/2—700 (Revised scale).	Inspects Sanskrit colleges and schools.
6. Supervisor of Sanskrit schools .	2	Rs. 40—40—2—60—1—70. (Old scale). Rs. 35—3/2—50—2/2—60 (Revised scale).	Inspects Sanskrit elementary schools.
<i>Bombay.</i>			
1. Educational Inspector .	5	1 in the scale of Rs. 1,250—50—1,500. 1 in the scale of Rs. 400—50—1,200. 3 in the old scale of Rs. 320—40—1,200.	Is responsible for the administrative control of all Government institutions, excluding Arts, Science and Professional Colleges. Inspects Anglo-vernacular schools, training schools for primary teachers and other special schools. Is also responsible for the conduct of departmental examinations and the award of Government scholarships in primary and secondary schools.
2. Assistant Educational Inspector	1	In the revised scale of Rs. 300—25—400—80—550—85—760—40—1,000.	A reserve against a temporary vacancy in the post of inspector.
3. Assistant Deputy Educational Inspector.	31	18 in the scale of Rs. 70—5—140—10—200. 18 in the scale of Rs. 200—10—250 (S. G.).	Inspects all recognised Anglo-vernacular schools teaching up to Standard V and all special schools in the district and generally assists the Educational Inspector.

† One post is in the I. E. S.
E. B. = Efficiency bar.
J. S. G. = Junior selection grade.
S. S. G. = Senior selection grade.

(i) *Inspectors—contd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bombay—contd.</i>			
4. Inspector of European schools .	1	Ra. 1,000—50—1,200 . . .	Controls and inspects European and English Teaching schools.
5. Inspector of Drawing and Craft-work.	1	Ra. 300—20-420-30-660-40—900.	Inspects Drawing and Craft-work in schools.
6. Deputy Educational Inspector .	8	7 in the scale of Rs. 250—20—650 1 in the scale of Rs. 200—15—320—20—600.	Inspects the teaching of Urdu, Persian and Arabic in primary and secondary schools and assists the Educational Inspector in the education of Muslims. One of the inspectors is responsible to the Director for the organisation and development of visual instruction in schools throughout the Presidency.
7. Assistant Deputy Educational Inspector for Muhammadan Education.	9	Ra. 70—5—120—10—150 . . .	Inspects Muslim schools.
<i>Bengal. ‡</i>			
1. Inspector	5	Ra. 300—50/2—700—75/2—1,000.	Is in charge of all educational matters in his division, except those relating to arts and professional colleges, Government senior madrasahs and European schools.
2. Second Inspector	9*	4 in the scale of Rs. 300—50/2—700—75/2—1,000. 5 in the scale of Rs. 150—175—200—50/2—300—40/2—500—50/2—700.	Is responsible to the Inspector for the inspection of high and normal schools and the control of subordinate inspectors.
3. District Inspector	28†	Ra. 150—175—200—50/2—300—40/2—500—50/2—700.	Is the chief educational officer of the district in respect to middle and primary education.
4. Sub-Divisional Inspector . .	37	Ra. 130—10/2—140—20/2—220 .	Is in charge of middle and primary education of the district.
5. Sub-Inspector	267	Ra. 75—8/2—115—5/2—135—10/2—175.	Assists the sub-divisional inspector of schools.
6. Assistant Sub-Inspector and Inspecting Maulvi.	10	Ra. 35—2—75—3—90 . . .	Inspects madrasahs.
7. Assistant Inspector of Muhammadan Education.	5	Ra. 150—175—200—50/2—300—40/2—500—50/2—700.	Inspects all junior madrasahs and maktabas.
8. Inspector of European schools .	1	Ra. 300—50/2—700—75/2—1,000.	Controls all institutions for Europeans.
<i>United Provinces.</i>			
1. Circle Inspector	7	1 in the scale of Rs. 1,250—50—1,500 (S. G.). 1 in the scale of Rs. 400—50—1,250. 5 in the revised scale of Rs. 300—25—500—500—600—30—900—50—1,000.	Is responsible for the supervision of Education and inspects all Intermediate Colleges and English schools in his circle.

* Includes two posts held in abeyance.

† Includes one post held in abeyance.

‡ The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

(i) *Inspectors—contd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>United Provinces—contd.</i>			
2. Assistant Inspector . . .	7	0 in the scale of Rs. 250—50/2—300—25—675. 1 in the revised scale of Rs. 200—15—380—20—500—25—650.	Subject to the general supervision of Inspector, is responsible for vernacular education.
3. Deputy Inspector . . .	55	50 in the scale of Rs. 200—25—450. 5 in the revised scale of Rs. 180—12—300—16—300.	Under the direction of the Chairman of the Education Committee of the district board, he inspects all vernacular schools and training classes in the district. He reports to the Chairman, from time to time the localities where, in his opinion, more schools are needed and when authorized by the board, establishes such schools. He also controls the work of sub-deputy inspectors.
4. Sub-Deputy Inspector . . .	209	192 in the scale of Rs. 80—5—120—10—100—8. (i.—170—10—300. 17 in the revised scale of Rs. 75—5—150—10—180.	Inspects all vernacular schools within such portion of the district as the Chairman of the Education Committee of the district board, in consultation with the inspector, may determine and generally assists the deputy inspector.
5. Inspector of Arabic Madrasahs .	1	Rs. 700—50—800 . . .	Visits Arabic and Persian Madrasahs.
6. Inspector of Muhammadan schools.	1	Rs. 250—50/2—300—25—675 .	He assists in organising Muslim educational effort throughout the province. He is President of the Provincial Muhammadan Education Committee and of the Special Maktab Text-book Committee.
7. Inspector of European schools.	1	Rs. 400—50—1,250 . . .	Controls and inspects European schools. The post is held by an I. E. S. officer in addition to his own duties as Principal of the Training College, Allahabad.
8. Inspector of Sanskrit Pathshalas	1	Rs. 250—50/2—300—25—675 .	Promotes Sanskrit learning and inspects pathshalas.
<i>Punjab.</i>			
1. Divisional Inspector . . .	5	1 in the scale of Rs. 1,150—50—1,400. 4 in the scale of Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is generally responsible for Education in a division.
2. Deputy Divisional Inspector .	10	1 in the scale of Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150. 9 in the scale of Rs. 250—25—500/25—600.	Assists the Divisional Inspector.
3. District Inspector . . .	30	S. E. S. Class II (Rs. 140—10—190). S. E. S. Class I (Rs. 200—10—250). P. E. S. Class II (Rs. 250—25—500/25—600).	Subject to the general supervision of the Divisional Inspector is responsible for the development of education in a district.

(i) *Inspectors—contd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Punjab—contd.</i>			
4. Assistant District Inspector	178†	S. E. S. Class V (Rs. 55—8—70). S. E. S. Class IV (Rs. 80—4—100). S. E. S. Class III (Rs. 110—5—185). S. E. S. Class II (Rs. 140—10—190).	Assists the district inspector ; and is generally responsible for Education in a tehsil.
5. Inspector of Training Institutions.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is responsible for the control of training institutions.
6. Inspector of Vernacular Education.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is responsible for Vernacular Education in the province.
7. Assistant Inspector of Agriculture.	2	Rs. 250—25—500/25—600.	Inspects Agriculture in schools in his circle.
<i>Burma.</i>			
1. Inspector	9	Rs. 300—50—1,500	Is in general administrative charge of education, and inspects all Anglo-vernacular, English and normal schools in his circle ; and makes annually two tours of inspection among vernacular schools.
2. Assistant Inspector	8	Rs. 250—25—675 Rs. 700—50—800 (S. G.).	Generally assists the inspector, especially in vernacular education. One of the inspectors is in charge of physical training.
3. Deputy Inspector	98	5 in the scale of Rs. 250—25—675. 91 in the scale of Rs. 175—5—225—10—275. 2 in the scale of Rs. 125—5—175.	Inspects vernacular schools and assists the inspector in the vernacular work of Anglo-vernacular and English schools. Four of the deputy inspectors inspect Muslim schools and one inspects Tamil schools.
<i>Bihar and Orissa.*</i>			
1. (a) Inspector	5†	Rs. 300—35/2—440—40—1,000	Is responsible for the inspection of all recognised educational institutions (other than colleges) in his area. Inspects mainly high and secondary training schools.
(b) Agency Inspector, Orissa States, and Inspector of Schools in Angul.	1	Rs. 200—40/2—400—30—700	
2. (a) District Inspector	20	Rs. 200—40/2—400—30—700	Inspects middle, upper primary and elementary training schools.
(b) District Inspector of Schools in Angul.	1	Rs. 128—12/2—200	
3. Deputy Inspector	33	Rs. 128—12/2—200	Inspects middle, upper primary and elementary schools and supervises the work of sub-inspectors and inspecting maulvis.
4. Sub-Inspector	242	Rs. 65—4/2—105 (L. D.) Rs. 128—12/2—200 (U. D.)	Inspects lower primary and indigenous schools.
5. Special Deputy Inspector for Santal schools.	1	Rs. 65—4/2—105 (L. D.) Rs. 128—12/2—200 (U. D.)	For the inspection of Santal schools.
6. Sub-Inspector of Santal schools	6	Rs. 40—1—50	

* The scales of pay are as recently revised : many incumbents of the several categories of posts are on the old scales of pay.

† Includes one assistant district inspector of schools for Physical Training.

‡ One of the posts is in the I. E. S.

(i) *Inspectors*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bihar and Orissa</i> *—contd.			
7. Superintendent of Sanskrit studies.	1	Rs. 200—40/2—400—30—700	Inspects Sanskrit tols and pathshalas and advises on all questions affecting Sanskrit education.
8. Superintendent of Islamic studies.	1	Rs. 200—40/2—400—30—700	Inspects Madrasahs and advises on questions regarding Persian and Arabic education.
9. Assistant Superintendent of Sanskrit studies.	2	Rs. 128—12/2—200 . . .	Inspects tols and pathshalas.
10. Special Inspecting Officer for Muslim education.	5	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.)	May inspect any type of school containing Muhammadans.
11. Inspector of students' residences.	2	Rs. 65—4/2—105 (L. D.) . . Rs. 128—12/2—200 (U. D.)	One at Patna and the other at Cuttack. They supervise the residences of students who do not live in college or school hostels or with guardians.
12. Inspecting Maulvi . . .	24	Rs. 40—1—50	Is in charge of maktabas.
13. Special Inspecting Officer for the depressed classes.	5	Rs. †50—150	Inspects primary schools.
<i>Central Provinces.</i>			
1. Inspector	4	1 in the scale of Rs. 400—50—1,250. 3 in the old scale of Rs. 350—1,250.	Inspects secondary and normal schools, and supervises the work of deputy inspectors.
2. Assistant Inspector . . .	9	5 in the old scale of Rs. 200—800. 4 in the revised scale of Rs. 200—500.	Inspects Anglo-vernacular schools and assists inspector in the inspection of vernacular and normal schools.
3. Deputy Inspector	62	8 in the old S. G. scale of Rs. 200—250. 45 in the old scale of Rs. 80—175. 9 in the revised scale of Rs. 70—150.	Inspects vernacular schools and conducts annual primary examination.
<i>Assam</i> .*			
1. Inspector	2	Rs. 250—800	Is generally responsible for the administration of primary and secondary education in his division, inspects high and training schools, and supervises the work of the deputy inspectors.
2. Assistant Inspector	2	Rs. 250—800	Inspects middle and primary schools including Board vernacular schools.
3. Deputy Inspector	22	Rs. 150—350—S. G.—400 . .	Inspects middle and primary schools. One of them is for Muhammadan education.
4. Sub-Inspector	47	Rs. 75—175	Assists deputy inspector in inspecting vernacular schools.

* The scales of pay are as recently revised ; many incumbents of the several categories of posts are on the old scales of pay.

† The present pay has been fixed on a temporary basis. Proposals for a permanent scale are under consideration.

(i) *Inspectors—concl'd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Assam*—contd.</i>			
5. Assistant to the D. P. I. for Muhammadan Education.	1	Rs. 250—800	Inspects Muhammadan schools and the Islamic classes, linguistic and religious, in other schools. He advises D. P. I. on all questions affecting the education of Muhammadans.
<i>North-West Frontier Province.</i>			
1. Director of Public Instruction .	1	Rs. 1,500—50—1,750 <i>plus</i> . Rs. 150 duty allowance.	Is the head of the Education Department in the province and inspects Anglo-vernacular schools.
2. District Inspector	5	Rs. 250—25—600	Inspects primary schools and primary departments of secondary schools, and visits vernacular secondary schools.
3. Assistant District Inspector .	9	Rs. 120—4—160	Inspects and supervises primary and lower middle schools and primary departments of secondary schools.
4. Inspector of Vernacular Education.	1	Rs. 650—30—800	Is responsible for the vernacular education in the province.

(ii) *Inspectresses.*

<i>Madras.</i>			
1. Inspectress	4	Ra. 400—25—850—S. G.—900—25—950—1,000—50—1,050.	Inspects secondary schools, secondary departments of colleges and training schools.
	2	Ra. 200—20—400—25—500 (Old scale).	
		Ra. 200—30/2—500 (Revised scale).	
2. Assistant Inspectress . . .	1	Ra. 200—20—400—25—500 (Old scale).	Ditto.
		Ra. 200—30/2—500. (Revised scale).	
3. Sub-Assistant Inspectress .	51	Ra. 75—5—100—10—150—S. G.—10—250 (Old scale).	Inspects elementary schools.
		Ra 70—10/2—130—S. G.—140—15/2—200 (Revised scale).	
<i>Bombay.</i>			
inspectress	4	1 in the scale of Rs. 900—25—950—50—1,050.	Inspects secondary, primary and special schools. One of the inspectresses inspects Urdu girls' schools in two divisions of the Presidency.
		1 in the scale of Rs. 300—25—750.	
		1 in the scale of Rs. 320—25—770.	
		1 in the scale of Rs. 200—10—340—15—400.	
<i>Bengal.*</i>			
1. Inspectress	2	Ra. 300—40/2—700	Controls all girls' schools, other than European schools, in her area.
2. Assistant Inspectress . . .	12	Ra. 150—30/2—240—20/2—420 .	Inspects mainly middle and primary schools.

* The scales of pay are as recently revised ; many incumbents of the several categories of posts are on the old scales of pay.

(ii) *Inspectresses*—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>United Provinces.</i>			
1. Chief Inspectress	1	Rs. 600—25—800	Inspects all normal and training schools in preparation for the English and Vernacular Certificate examinations for women teachers. Also inspects other important schools in large towns.
2. Inspectress	10	Rs. 200—15—500	Inspects all schools for Indian girls, both English and vernacular. Makes recommendations for opening new schools. Is responsible for the efficiency of the Government vernacular girls' schools under her.
3. Assistant Inspectress of girls' schools, Lucknow.	1	Rs. 140—10—200	Inspects all girls' schools in Lucknow Circle maintained or aided by Municipal Board.
<i>Punjab.</i>			
1. Circle Inspectress	3	1 in the scale of Rs. 350—20—650. 2 in the scale of Rs. 200—20—400/25—500 .	Is generally responsible for the development of education in a circle.
2. Assistant Inspectress	12	S. E. S. Class III (Rs. 110—5—185). S. E. S. Class II (Rs. 140—10—190). S. E. S. Class I (Rs. 200—10—250).	
3. Inspectress and Supervisor of Domestic Science.	1	Rs. 350—20—650	Inspects the teaching of Domestic Science, and assists the Department in developing teaching in this subject.
<i>Burma.</i>			
1. Inspectress	2	Rs. 300—50—1,500	Has in her charge 36 Anglo-vernacular and English schools which she inspects. Is also responsible for special subjects taught to girls, such as needle work and Domestic Economy, in all schools in Lower Burma.
2. Deputy Inspectress	6	Rs. 175—5—225—10—275 .	Is responsible for the inspection of special subjects taught to girls.
<i>Bihar and Orissa.*</i>			
1. Inspectress	1	Rs. 280—12—400—20—600—25—700.	Inspects high and training schools and supervises the work of district Inspectresses and office work at headquarters.
2. District Inspectress	9	Rs. 170—13—430	Inspects middle schools, special classes for the teaching of needle work and lace schools.
3. Lady Superintendent of Muhammadan <i>atus</i> .	1	Rs. 85—4/2—125	Supervises the work of the <i>atus</i> and visits <i>pardanashin</i> ladies in their homes and explains to them the aims and objects of female education.
4. Lady Superintendent of Hindu <i>atus</i> .	1	Rs. 40—1—50	

* The scales of pay are as recently revised; many incumbents of the several categories of posts are on the old scales of pay.

(ii) *Inspectresses—concl'd.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Central Provinces.</i>			
1. Inspectress	2	1 in the scale of Rs. 900—1,050 . 1 in the scale of Rs. 400—850 .	Controls directly all Government girls' schools and acts as adviser to Executive officers or Local Authorities in educational matters. Inspects Anglo-ver-nacular and normal schools.
2. Assistant Inspectress	4	In the revised scale of Rs. 200—500.	
<i>Assam.</i>			
Assistant Inspectress	1	Rs. 200—500	Inspects all girls' schools and training classes for school mis-tresses.
<i>North-West Frontier Province.</i>			
1. Inspectress	1	Rs. 450—25—900	Is responsible for the efficiency of female education and acts as adviser to Executive officers and Local bodies in educational matters. Inspects more than half the schools in the province.
2. Assistant Inspectress	1	Rs. 200—20—400—25—500 .	Inspects district board primary schools and primary departments of secondary schools.

APPENDIX II.

Miscellaneous Tables.

(i) *Scales of pay of the new provincial services, men's branch.*

Province.	Scale of Pay.
Madras	Rs. 200—30/2—260—40/2—500—50/2—700.
Bombay	Rs. 300—900.
Bengal	Rs. 300—50/2—700—75/2—1,000.
United Provinces	Rs. 300—25—500—500—600—30—900—50—1,000.
Punjab	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150. J. S. G.—Rs. 1,150—50—1,400. S. S. G.—Rs. 1,450—75—1,600.
Burma	Rs. 300—50—1,500. S. G.—Rs. 1,600—100—1,800.
Bihar and Orissa	Rs. 300—35/2—440—40—640—E. B.—40/1—1,000.
Central Provinces	Rs. 250—25—450—E. B.—475—25—800.
Assam	Rs. 250—250—300—40/2—500—E. B.—50/2—650—E. B.—50/2—800.

J. S. G.=Junior Selection Grade. S. S. G.=Senior Selection Grade. E. B.=Efficiency Bar.

(ii) *Scales of pay of the new provincial services, women's branch.*

Province.	Scale of Pay.
Madras	Rs. 200—30/2—500.
Bombay	Rs. 300—20—560. S. G.—Rs. 575—25—750.
Bengal	Rs. 300—40/2—700.
United Provinces	Rs. 600—25—800.
Punjab	Rs. 400—25—625/650—25—850.
Burma	Rs. 300—50—1,500. S. G.—Rs. 1,600—100—1,800.
Bihar and Orissa	Rs. 280—12—400—E. B.—20—600—25—700.
Central Provinces	Rs. 250—25—450—E. B.—475—25—800.
Assam	Rs. 200—225—25/2—350—25/2—500.

S. G.=Selection Grade.

E. B.=Efficiency Bar.

(iii) Universities in India, 1932-33.

University.	Type (a).	Original date of foundation.	(b) Faculties in which degrees are awarded.	No. of MEMBERS OF TEACHING STAFF.				No. of INSTITUTIONS.			No. of STUDENTS.				No. of students who graduated in Arts and Science.
				In univer- sity de- partments.	In consti- tuent col- leges.	In affiliated colleges.	University depart- ments.	Consti- tuent colleges.	Unaffiliated colleges.		In univer- sity de- partments.	In consti- tuent colleges.	In affiliated colleges.		
1. Calcutta (c)	Affiliating and teaching	1857	A. Sc., Ed., Eng., M., L., Com., O.	231	..	1,364	..	..	60	1,391	..	..	24,021	..	2,309
2. Bombay	Affiliating and teaching	1857	A. Sc., Ed., Eng., M., L., Com., Ag.	4	..	621	1	..	31	102	..	..	15,925	..	1,373
3. Madras (d)	Affiliating and teaching	1857	A. Sc., Ed., Eng., M., L., O., Ag.	31	435	825	15	14	42	130	5,250	10,124	..	..	2,163
4. Punjab	Affiliating and teaching	1882	A. Sc., Ed., Eng., M., L., Com., O., Ag.	98	49	934	13	3	49	158	1,152	17,374	..	..	1,409
5. Allahabad (e)	Unitary	1887	A. Sc., L., Com., Ag., Ed.	108	..	..	16	..	..	1,689	..	..	..	..	424
6. Benares Hindu	Teaching	1916	A. Sc., Ed., Eng., L., O., M.	..	215	..	..	9	..	..	3,305	..	..	..	291
7. Mysore (f)	Teaching	1916	A. Sc., Eng., M.	..	282	..	..	11	..	..	2,834	..	..	..	286
8. Patna	Affiliating.	1917	A. Sc., Ed., Eng., L., M.	..	..	331	..	..	16	..	..	4,276	..	..	285
9. Osmania	Teaching	1918	A. Sc., Ed., Eng., L., M.	..	116	57	..	4	5	..	915	431	..	..	64
10. Aligarh Muslim	Unitary	1920	A. Sc., Ed., L., M.	106	..	..	18	..	..	1,184	..	..	..	..	120
11. Rangoon	Teaching	1920	A. Sc., M., Eng., Ed., F., L.	..	200	11	..	4	1	..	1,845	138	..	..	125
12. Lucknow	Unitary and teaching	1920	A. Sc., Ed., M., L., Com., O.	114	13	..	2	1	..	1,952	69	..	..	..	252
13. Dacca	Unitary	1921	A. Sc., L., Ed., Com.	111	..	..	13	..	..	1,010	..	..	..	..	201
14. Delhi	Teaching	1922	A. Sc., L.	10	106	..	3	7	..	160	2,053	..	..	..	233
15. Nagpur	Affiliating and teaching	1923	A. Sc., Ed., L., Ag.	..	7	132	..	1	8	..	318	2,280	..	..	249
16. Andhra	Affiliating and teaching	1926	A. Sc., M., Ed., O.	19	..	272	2	..	12	79	..	3,392	..	..	460
17. Agra	Affiliating.	1927	A. Sc., L., Com., Ag.	..	..	382	..	..	15	..	..	3,249	..	..	1,414
18. Annamalai	Unitary	1929	A. Sc., O.	77	..	..	1	..	..	630	..	..	..	..	95

(a) An 'Affiliating' University is one which recognises external colleges offering instruction in its courses of studies; a 'Teaching' University is one in which some or all of the teaching is controlled and conducted by teachers appointed by the University; a 'Unitary' University is one, usually localised in a single centre, in which the whole of the teaching is conducted by teachers appointed by and under the control of the University.

(b) Faculties. A.—Arts; Ag.—Agriculture; Com.—Commerce; Ed.—Education (Teaching); F.—Forestry; L.—Law; M.—Medicine; O.—Oriental Learning; Sc.—Science.

(c) Reconstituted in 1904.

(d) Reconstituted in 1923.

(e) Reconstituted in 1921.

(f) Reconstituted in 1933.

(iv) Number of University Graduates and Undergraduates.

Province.	Year.	NUMBER OF GRADUATES IN								NUMBER OF UNDERGRADUATES IN					Total.
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.	Other Faculties.	
Madras	1921-22	1,176	340	44	15	256	..	..	..	8,425	381	144	..	..	10,781
	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,981
	1931-32	2,233	220	72	57	344	..	55	..	13,003	702	237	1,168	135	18,226
	1932-33	2,142	192	63	52	312	..	48	..	12,414	720	219	1,172	125	17,459
Bombay	1921-22	775	303	132	35	29	31	46	..	4,478	1,349	174	..	315	7,667
	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1931-32	1,120	397	162	98	75	81	60	..	8,623	1,009	291	..	466	12,382
	1932-33	1,247	504	122	89	71	64	78	..	8,860	773	265	..	449	12,522
Bengal	1921-22	2,726	504	148	12	86	..	..	..	16,851	1,667	63	..	257	22,314
	1926-27	2,243	786	263	27	100	61	..	..	24,382	(a)	(a)	..	46	27,917
	1931-32	2,645	585	225	46	142	94	..	..	19,723	1,163	193	..	26	24,842
	1932-33	2,814	726	178	42	82	100	..	..	21,608	1,238	170	..	49	27,016
United Provinces.	1921-22	995	416	44	..	108	..	5	..	4,803	314	94	190	475	7,453
	1926-27	1,664	769	37	81	125	97	..	..	3,685	221	223	316	184	7,402
	1931-32	2,000	621	49	80	141	106	37	..	4,625	414	320	446	335	9,183
	1932-33	2,484	763	40	131	161	89	30	..	5,956	446	352	467	322	11,231
Punjab	1921-22	745	199	56	..	43	..	14	1	4,147	377	..	96	222	5,900
	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	160	8,065
	1931-32	1,170	146	31	..	80	31	34	..	10,889	558	59	103	1,126	14,227
	1932-33	1,361	289	31	4	78	21	58	..	11,800	539	60	150	1,296	15,747
Burma	1921-22	69	17	..	..	..	..	..	..	214	..	..	..	144	444
	1926-27	92	19	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1931-32	98	28	..	..	..	..	..	..	1,343	82	51	..	19	1,621
	1932-33	126	29	..	..	19	..	..	..	1,474	87	39	..	74	1,848
Bihar and Orissa.	1921-22	265	72	..	..	16	..	..	..	2,252	..	..	..	15	2,620
	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,356
	1931-32	344	92	55	10	1	..	..	..	3,637	261	108	..	..	4,517
	1932-33	349	138	44	17	7	..	..	..	3,631	273	108	..	..	4,567
Central Provinces.	1921-22	77	87	..	..	24	..	..	..	597	..	..	..	..	785
	1926-27	165	55	..	..	22	..	..	..	1,192	..	..	..	37	1,471
	1931-32	283	134	..	..	23	..	..	..	1,791	..	..	..	107	2,338
	1932-33	285	81	..	..	27	..	24	..	2,027	..	..	..	113	2,557
Assam	1921-22	110	8	..	..	..	..	..	..	899	..	..	..	..	966
	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1931-32	139	12	..	..	..	..	..	..	1,237	..	..	..	..	1,388
	1932-33	168	30	..	..	..	..	..	..	1,507	..	..	..	..	1,706
Delhi	1921-22	75	..	..	..	..	..	..	..	556	85	..	..	..	716
	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,319
	1931-32	194	33	..	..	..	..	..	..	1,820	..	..	..	..	2,047
	1932-33	190	34	..	..	..	..	..	..	1,965	..	..	..	..	2,180
Other Minor Administrations.	1921-22	24	..	..	..	..	..	..	..	249	..	..	..	..	273
	1926-27	83	1	2	..	..	..	..	..	500	..	..	..	..	586
	1931-32	72	..	..	..	2	..	..	..	455	..	..	..	..	529
	1932-33	98	..	..	..	3	..	..	..	552	..	..	..	..	653
Total of all Provinces.	1921-22	7,046	1,946	424	62	562	31	65	1	43,411	4,173	475	295	1,428	59,019
	1926-27	7,887	2,672	613	196	570	215	79	..	62,050	2,731	790	316	946	79,065
	1931-32	10,298	2,268	594	300	808	312	186	..	67,146	4,189	1,268	1,717	2,214	91,300
	1932-33	11,261	2,786	478	335	760	283	238	..	71,854	4,076	1,213	1,770	2,428	97,494

(a) Information not available.

(v) *Number of undergraduates in institutions controlled by Provincial Boards of Education in 1932.*

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a)1,089	..	..	1,089
United Provinces	6,141	..	847	6,988
Rajputana (including Ajmer-Merwara), Central India and Gwalior (b).	224	..	31	255

(a) Includes figures for Islamic Studies, Dyeing and Commerce.

(b) Figures for 1932-33.

(vi) Results of examinations conducted by Provincial Boards of Education, 1933.

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Inter- mediate and Secondary Board.	United Provinces High School and Inter- mediate Board.	Burma English and A.V. and Secondary Board.	Central Provinces High School Board.	Hydera- bad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.	Rajputana (including Ajmer- Merwara), Central India and Gwalior High School and Inter- mediate Board.
<i>High School or Leaving certificate.</i>								
Number of candidates .	(a)	461	10,494	3,113	3,090	871	2,049	465
„ passes .	9,704	841	5,718	1,101	1,373	476	965	232
Percentage of passes .	..	74.0	54.4	35.4	44.4	54.6	47.1	49.0
<i>Intermediate Arts.</i>								
Number of candidates .	..	(b) 279	(d) 3,473	..	..	..	..	39
„ passes .	..	173	(d) 1,858	..	..	..	..	42
Percentage of passes .	..	62.0	53.4	..	..	..	..	47.2
<i>Intermediate Science.</i>								
Number of candidates .	..	(c) 206	..	..	..	..	..	(e) 61
„ passes .	..	120	..	..	..	..	..	30
Percentage of passes .	..	58.3	..	..	..	..	..	49.2

(a) Complete information not available.

(b) Excludes 37 candidates (of whom 52 passed) in Intermediate examination in Islamic Studies.

(c) Excludes 33 and 29 candidates (of whom 18 and 20 passed) in Intermediate examination in Dyeing and in Commerce, respectively.

(d) Includes figures for Intermediate Science, but excludes those for Intermediate Commerce (322 appeared and 176 passed) and Intermediate Agriculture (70 appeared and 60 passed).

(e) Excludes 17 candidates (of whom 5 passed) in Intermediate examination in Commerce.

(vii) Results of Examinations of Indian

Nature of Examination.	Madras.	Andhra.	Anna- malai.	Bombay.	Calcutta.	Dacca.	Allaha- bad.	Luck- now.	Benares Hindu.	Agra.
<i>Matriculation.</i>										
Number of candidates . . .	38	10	..	(a) 13,309	20,522	..	..	..	1,595	..
„ passes . . .	7	3	..	(a) 5,096	13,434	..	..	..	467	..
Percentage of passes . . .	18.4	18.8	..	(a) 42.8	65.5	..	..	..	29.2	..
<i>Intermediate Arts.</i>										
Number of candidates . . .	(b) 5,518	(b) 2,427	(b) 144	1,958	4,106	..	..	..	335	..
„ passes . . .	(b) 1,937	(b) 809	(b) 60	1,195	2,418	..	..	..	209	..
Percentage of passes . . .	(b) 35.1	(b) 33.3	(b) 41.7	61.0	58.9	..	..	..	62.3	..
<i>Intermediate Science.</i>										
Number of candidates . . .	..	..	..	1,349	2,642	..	..	..	309	..
„ passes . . .	..	..	..	595	1,892	..	..	..	166	..
Percentage of passes . . .	..	..	..	44.1	71.6	..	..	..	53.7	..
<i>Bachelor of Arts (Honours).</i>										
Number of candidates . . .	224	..	(b) 52	457	514	67	65	20	19	..
„ passes . . .	183	..	(b) 47	378	(e) 427	(e) 57	48	18	4	..
Percentage of passes . . .	81.7	..	(b) 90.4	82.7	83.1	85.1	73.8	90.0	21.1	..
<i>Bachelor of Arts (Pass).</i>										
Number of candidates . . .	2,611	1,239	42	703	2,353	148	525	233	313	779
„ passes . . .	996	397	28	429	1,352	77	381	168	202	382
Percentage of passes . . .	38.1	32.0	66.7	60.2	57.5	52.0	72.6	72.1	64.5	49.0
<i>Bachelor of Science (Honours).</i>										
Number of candidates . . .	19	..	..	..	179	21	24	4	12	..
„ passes . . .	17	..	..	..	(e) 145	17	22	4	4	..
Percentage of passes . . .	89.5	..	..	..	81.0	80.9	91.7	100.0	33.3	..
<i>Bachelor of Science (Pass).</i>										
Number of candidates . . .	199	154	41	407	674	71	144	81	121	178
„ passes . . .	116	63	15	294	348	50	94	62	81	130
Percentage of passes . . .	58.3	40.9	36.6	72.2	51.6	70.4	65.3	76.5	67.0	72.0
<i>Master of Arts.</i>										
Number of candidates . . .	184	..	..	178	517	75	99	112	66	127
„ passes . . .	121	..	..	137	358	67	82	106	54	108
Percentage of passes . . .	65.8	..	..	77.0	69.2	89.3	82.8	94.6	81.8	85.0
<i>Master of Science.</i>										
Number of candidates . . .	11	..	..	52	183	26	(f) 118	50	48	23
„ passes . . .	9	..	..	42	106	23	100	49	42	22
Percentage of passes . . .	81.8	..	..	80.8	57.9	88.5	84.7	98.0	87.5	95.6

(a) The Bombay University does not hold a Matriculation Examination. A school leaving

(b) Represents figures for

(c) The number cannot be stated as the candidates may at their

(d) Includes figures for

(e) Includes candidates who appeared for the

(f) Represents figures for both

N.B.—The following figures relating to the Madras University
D.Sc. (8 appeared and 3 passed, 100 per cent), Ph.D. (8 appeared and

Universities in Arts and Science, 1933.

Allgarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hyderabad).	Total.	Nature of Examination.
<i>Matriculation.</i>									
153	16,604	..	..	4,902	..	..	944	58,143	Number of candidates.
96	11,868	..	..	1,497	..	..	538	33,606	.. passes.
62.7	71.5	..	..	30.2	..	..	57.0	57.8	Percentage of passes.
<i>Intermediate Arts.</i>									
150	3,055	534	(d) 560	1,025	490	410	(b) 333	21,645	Number of candidates.
88	1,722	304	(d) 244	388	288	117	(b) 118	9,897	.. passes.
58.6	47.1	56.9	(d) 43.6	37.9	58.7	28.5	(b) 35.4	45.7	Percentage of passes.
<i>Intermediate Science.</i>									
123	1,563	179	..	525	276	873	..	7,839	Number of candidates.
67	971	119	..	220	180	195	..	4,405	.. passes.
54.4	62.1	66.5	..	41.9	65.2	22.3	..	56.2	Percentage of passes.
<i>Bachelor of Arts (Honours).</i>									
7	232	43	14	130	..	29	..	1,873	Number of candidates.
(e) 7	104	(e) 40	(e) 14	55	..	(e) 25	..	1,407	.. passes.
100.0	44.8	93.0	100.0	42.3	..	86.2	..	75.1	Percentage of passes.
<i>Bachelor of Arts (Pass).</i>									
134	2,500	233	150	562	403	(c)	(b) 146	13,134	Number of candidates.
99	1,026	160	70	184	178	116	(b) 69	6,314	.. passes.
73.8	41.0	68.7	46.7	32.7	44.1	..	(b) 47.3	48.1	Percentage of passes.
<i>Bachelor of Science (Honours).</i>									
5	1	..	18	32	..	47	..	362	Number of candidates.
4	..	..	(e) 18	12	..	43	..	286	.. passes.
80.0	..	..	100.0	37.5	..	91.5	..	79.0	Percentage of passes.
<i>Bachelor of Science (Pass).</i>									
29	135	50	52	90	110	(c)	..	2,536	Number of candidates.
21	67	33	23	30	71	102	..	1,600	.. passes.
72.4	49.6	66.0	44.2	33.8	64.5	..	..	63.1	Percentage of passes.
<i>Master of Arts.</i>									
46	308	40	1	93	26	39	13	1,933	Number of candidates.
30	196	33	1	66	26	31	12	1,428	.. passes.
65.2	63.6	67.3	100.0	70.9	100.0	79.5	92.3	73.9	Percentage of passes.
<i>Master of Science.</i>									
29	45	..	..	13	15	30	8	661	Number of candidates.
27	38	..	..	8	10	28	7	511	.. passes.
93.1	84.4	..	..	61.5	66.6	93.3	87.5	78.5	Percentage of passes.

examination is held by a special Board constituted by the University and Government.
both Arts and Science.

option take the examination as a whole or appear by parts separately.

Intermediate Science.

Honours Examinations but were awarded Pass Degrees.

"final" and "previous" examinations.

are not shown above:—

1 passed, 33.3 per cent) and M. O. L. (3 appeared and 1 passed, 33.3 per cent),

APPENDIX III.

BRITISH INDIA.

General Educational Tables, 1932-33.

INDEX.

	PAGES.
General Summary of Educational Institutions and Scholars . . .	88
General Summary of Expenditure on Education	89
Explanations	90
I. Classification of Educational Institutions	91
II-A. Distribution of Scholars attending Educational Institutions for Males	92-93
II-B. Distribution of Scholars attending Educational Institutions for Females	94-95
III-A. Expenditure on Education for Males	96-100
III-B. Expenditure on Education for Females	101-103
IV-A. Race or Creed of Male Scholars receiving General Education .	104
IV-B. Race or Creed of Female Scholars receiving General Educa- tion	105
V-A. Race or Creed of Male Scholars receiving Vocational and Special Education	106
V-B. Race or Creed of Female Scholars receiving Vocational and Special Education	107
VI-A. Men Teachers	108
VI-B. Women Teachers	109
VII. European Education	110
VIII. Examination Results	111-113
IX. Statistics of Educational Institutions in Rural Areas . . .	114-115

General Summary of Educational Institutions and Scholars.

			PERCENTAGE OF SCHOLARS TO POPULATION.			
			Recognized Institutions.		All Institutions.	
			1933.	1932.†	1933.	1932.†
Area in square miles . . .	1,094,094					
Population—						
Males	140,022,643	Males	6.94	6.96	7.32	7.33
Females	131,669,261	Females	1.88	1.80	1.98	1.89
Total	271,691,904	Total	4.49	4.46	4.73	4.70

Recognized Institutions.	INSTITUTIONS.			SCHOLARS.			Stages of Instruction of Scholars entered in column 4.
	1933.	1932.†	Increase or decrease.	1933.	1932.†	Increase or decrease.	
	1	2	3	4	5	6	
Universities	16	16	..	(e)10,041	9,091	+ 950	
<i>For Males.</i>							
Arts Colleges	228	223	+ 5	73,689	71,017	+ 2,672	(a)22,657
Professional Colleges	64	66	—2	18,084	17,765	+ 319	(b)48,722
High Schools	2,886	2,801	+ 85	892,580	873,802	+ 18,778	(c)1,541
Middle Schools	9,692	9,763	—71	1,188,582	1,219,263	—30,681	(a)14,627
Primary Schools	166,536	168,820	—2,284	8,182,151	8,154,510	+ 27,641	(b)1,759
Special Schools	6,378	6,870	—492	242,783	256,218	—12,435	(c)857,312
Totals	185,784	188,543	—2,759	10,597,869	10,591,575	+ 6,294	(d)205,268
<i>For Females.</i>							(e)426
Arts Colleges	24	20	+ 4	1,640	1,337	+ 303	(b)1,128
Professional Colleges	8	8	..	307	283	+ 24	(c)60
High Schools	338	324	+ 14	86,122	81,240	+ 4,873	(a)192
Middle Schools	845	844	+ 1	120,783	122,616	+ 7,167	(b)105
Primary Schools	33,170	32,626	+ 544	1,349,819	1,298,414	+ 51,405	(c)43,437
Special Schools	381	390	—9	16,556	15,876	+ 680	(d)42,685
Totals	34,766	34,212	+ 554	1,584,227	1,519,775	+ 64,452	(e)25,475
<i>Unrecognized Institutions.</i>							(a)104,308
For Males	30,793	30,730	+ 63	567,599	551,068	+ 16,531	(d)1,349,819*
For Females	3,988	4,241	—253	93,796	92,174	+ 1,622	
Totals	34,781	34,971	—190	661,395	643,242	+ 18,153	
GRAND TOTALS	255,347	257,742	—2,395	12,853,532	12,763,683	+ 89,849	

(a) In Graduate and Post-Graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage.

(e) Includes 21 scholars of Professional Colleges undergoing Fundt's training in the Annamalai University, 309 scholars of Professional Colleges in Burma and 141 Law scholars in Delhi.

* Includes 410 male scholars in Secondary stage in Bihar and Orissa and Assam.

† Revised figures.

‡ Includes 63 scholars in Secondary stage in Bihar and Orissa and Assam.

N.B.—1. There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.

N.B.—2. Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM				COST PER SCHOLAR TO				Total cost per scholar.
1933.	1932 †	Increase or decrease.	Govern-ment funds.	* Local funds.	Fees.	Other sources.	Govern-ment funds.	* Local funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Direction and Inspection	1,07,77,450	-6,19,574	92.3	7.6	..	0.1	..	..	..	..	..
Universities	1,32,85,108	+77,318	39.4	..	40.7	19.9	..	..	..	..	..
Boards of Secondary and Intermediate Education.	3,35,994	+12,137	13.6	..	86.4	..	..	..	..	..	..
† Miscellaneous	3,49,14,063	-60,48,317	34.1	13.4	19.4	33.1	..	..	..	..	..
Totals	5,93,12,613	-65,78,436	45.7	9.3	21.0	24.0	..	..	..	..	..
<i>Institutions for Males.</i>											
Arts Colleges	1,41,53,955	+1,84,941	37.7	0.4	47.9	14.0	72 6 10	0 10 4	91 15 7	26 14 10	191 15 7
Professional Colleges	74,45,858	-3,85,792	68.9	2.0	25.1	4.0	278 11 0	7 14 1	100 10 3	16 1 3	401 4 7
High Schools	4,64,67,236	-5,39,437	29.3	4.4	53.7	12.6	14 10 10	2 2 11	20 13 10	6 4 6	50 0 1
Middle Schools	2,31,56,999	-15,94,812	38.2	24.5	27.4	9.9	7 7 3	4 12 5	5 5 4	1 14 9	19 7 9
Primary Schools	6,55,99,323	-24,71,944	49.6	32.0	7.4	11.0	3 15 7	2 9 1	0 9 5	0 14 2	8 0 3
Special Schools	1,42,10,135	-17,17,960	65.0	4.3	13.1	20.6	36 4 3	2 8 6	7 11 2	12 0 6	58 8 5
Totals	17,10,35,504	-65,25,004	43.5	17.2	27.2	12.1	7 0 3	2 12 6	4 6 2	1 15 1	16 2 0
<i>Institutions for Females.</i>											
Arts Colleges	5,50,876	+11,156	57.2	0.1	23.2	19.5	237 11 5	0 8 5	96 10 1	81 0 0	415 13 11
Professional Colleges	2,81,491	-25,023	78.7	..	15.3	6.0	721 12 5	..	139 12 5	55 5 8	916 14 6
High Schools	72,09,294	-2,47,041	40.1	2.0	35.2	22.7	32 14 11	1 10 2	28 15 1	18 10 10	82 3 0
Middle Schools	41,30,704	-40,666	41.4	13.0	15.5	30.1	13 2 11	4 2 2	4 15 1	9 9 1	31 13 3
Primary Schools	1,93,08,259	-3,47,138	41.3	39.0	2.7	16.0	3 14 8	3 11 3	0 5 8	1 8 3	9 7 10
Special Schools	25,51,127	-1,15,951	60.6	2.5	5.3	31.6	93 4 8	3 14 5	8 3 1	48 11 4	154 1 6
Totals	2,75,29,751	-7,64,693	43.5	20.8	14.4	21.3	7 9 1	3 9 11	2 7 11	3 11 1	17 6 0
GRAND TOTALS	25,78,75,868	-1,38,68,103	44.0	15.8	24.4	15.8	9 5 0	3 5 5	5 2 8	3 5 4	21 2 5

N. B.—For explanation of certain terms used in the tables please see overleaf.

* Includes both District Board and Municipal Funds.

† Includes expenditure on buildings.

‡ Revised figure.

EXPLANATIONS.

1. *School Year*.—In these tables the school year is assumed to coincide with the financial year, *i.e.*, to extend from April 1st of one year to March 31st of the next, though in actual practice some institutions, *e.g.*, European schools, may close in December and others, *e.g.*, colleges, in May.

2. *Recognised Institutions* are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions. They are for the most part indigenous institutions for education of a religious character.

4. *Other sources* include income from endowments, subscriptions, contributions, etc.

5. *Classification*.—In Tables IV-A and IV-B, provision has been made for twelve school classes covering the primary, middle and high school sections. The figures for the lowest class in the primary section or school, whether called infant class, sub-standard A, preparatory class or class I, should be entered against class I in the tables and the figures of the succeeding higher classes should be shown against Classes II, III, IV, etc., up to the end of the school course without any break in the sequence of classes. Should the number of classes be less than twelve in a school, the figures of the top class should be shown against Classes XI, X or IX according as the total number of classes is eleven, ten or nine, and so on. Where the number of classes exceeds twelve, the figures of the additional classes should be shown after Class XII for each class separately. The figures of the intermediate classes of Intermediate Colleges should not be shown under "school education", but should be entered against 1st year and 2nd year intermediate classes under "university and intermediate education". As a general rule, the duration of each class is taken to be one scholastic year.

6. *Intermediate colleges and examinations*.—An "Intermediate college" means an institution preparing students for admission to the degree courses of a University or for entrance into vocational colleges. The intermediate examination means an examination qualifying for admission to a course of studies for a degree.

7. *European scholars* are included in the General Summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX. The *expenditure* on European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in European Schools are included in Tables VI-A and B.

8. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

9. In Tables IV-A and B and V-A and B, the top-heading "*Hindus*" may be sub-divided into such necessary sub-headings as may be considered suitable in each province, *e.g.*, "Higher castes" and "Depressed" or "Backward classes", or "Brahmins" and "Non-Brahmins", etc. [In the consolidated tables for all India, all Hindu scholars will, however, be entered in one column only.]

10. Table X is prepared at the end of each Quinquennium and gives figures for the last year of the Quinquennium only.

11. In calculating the expenditure from Government, District Board or Municipal Funds, entered in Tables III-A and B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, should be deducted.

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	12	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science *	35	..	1	85	17	138	3	..	..	6	3	12
Law	4	..	..	12	6	12	..	..	..	..	..	..
Medicine	7	..	1	12	..	10	..	..	..	1	..	1
Education	15	..	..	..	..	(a) 15	2	..	..	3	2	7
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	7	..	..	..	1	8	..	..	..	..	..	..
Commerce	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	25	1	..	49	15	90	3	..	..	8	1	12
Totals	106	1	2	143	40	202	8	..	..	18	6	32
High Schools	331	87	195	1,583	690	2,886	49	..	4	271	14	838
Middle Schools—												
English	101	520	229	2,295	757	3,902	31	3	18	285	23	360
Vernacular	54	4,644	89	973	30	5,790	100	57	79	244	5	485
Primary Schools	2,008	43,692	19,324	92,165	9,257	166,536	368	3,929	4,571	20,141	4,161	33,170
Totals	2,584	48,943	19,837	97,016	10,734	179,114	548	3,989	4,672	20,941	4,203	34,358
Special Schools—												
Art	6	2	..	5	2	15	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	20	..	..	6	2	28	..	..	..	2	..	4
Normal and Training	286	46	10	34	12	388	105	2	3	87	7	204
Engineering †	8	..	..	2	1	11	..	..	..	..	..	..
Technical and Industrial	129	18	8	196	11	362	2	..	1	70	7	89
Commercial	17	..	..	23	87	127	..	..	..	5	..	5
Agricultural	5	..	..	4	..	11	..	..	..	1	..	1
Reformatory	10	..	..	3	..	13	..	..	..	..	..	..
Schools for Defectives	1	1	..	27	3	32	..	..	..	4	..	4
Schools for Adults	15	390	122	932	286	1,745	2	1	..	10	5	18
Other Schools	63	10	12	2,983	576	3,644	27	..	..	25	4	56
Totals	562	467	154	4,215	980	6,378	138	3	4	213	28	381
Totals for Recognised Institutions.	3,256	49,411	19,993	101,392	11,754	185,806	694	3,992	4,676	21,172	4,232	34,766
Unrecognised Institutions	..	111	14	116	30,552	30,793	..	9	16	34	3,929	3,988
GRAND TOTALS, ALL INSTITUTIONS.	3,256	49,522	20,007	101,508	42,806	216,599	694	4,001	4,692	21,206	8,161	38,754

* Includes 3 Oriental Colleges.

† Includes Survey Schools.

(a) Includes Prince of Wales' Royal Indian Military College, Dehra Dun.

II-A.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education. (a)</i>									
Arts and Science (b) and (c)	18,676	16,369	5,147	103	101	..	100	96	5
Law	1,498	1,189	266	..	..	..	..	..	..
Medicine	2,754	2,401	1,186	..	..	..	342	278	132
Education	1,214	1,157	929	..	..	..	..	..	..
Engineering	1,369	1,286	1,020	..	..	..	..	..	..
Agriculture	798	715	593	..	..	..	..	..	..
Commerce	356	287	39	..	..	..	..	..	..
Forestry	56	54	0	..	..	..	..	..	..
Veterinary Science	438	359	304	..	..	..	..	..	..
Totals	27,159	23,817	9,493	103	101	..	442	374	137
<i>School and Special Education.</i>									
In High Schools	110,778	100,847	10,944	53,212	49,463	2,090	41,286	38,029	657
" Middle Schools—									
English	14,743	13,644	1,442	67,086	55,839	2,501	28,334	25,477	569
Vernacular	7,152	6,040	902	637,993	530,856	28,866	17,000	14,837	331
" Primary Schools	94,647	74,627	332	3,406,790	2,616,025	1,150	648,123	502,091	2
Totals	227,320	195,158	13,620	4,165,081	3,252,183	34,607	734,743	580,434	1,559
In Art Schools	1,631	1,405	85	40	37	..	52	40	..
" Law Schools	113	106	..	..	..	..	..	..	..
" Medical Schools	4,613	4,083	1,493	..	..	..	..	..	..
" Normal and Training Schools	16,757	15,174	8,600	535	525	525	162	148	33
" Engineering Schools*	1,720	1,643	1,077	..	..	..	..	..	..
" Technical and Industrial Schools	8,760	7,747	1,588	1,025	834	130	449	347	36
" Commercial Schools	787	654	61	..	..	..	..	..	..
" Agricultural Schools	164	123	134	38	32	38	40	32	..
" Reformatory Schools	1,980	1,935	1,980	..	..	..	..	..	..
" Schools for Defectives	28	26	19	..	..	..	20	17	..
" Schools for Adults	791	611	..	9,084	7,663	..	3,368	2,447	..
" Other Schools	6,303	5,070	1,459	491	396	157	317	226	..
Totals	43,647	38,577	16,496	11,213	9,487	850	4,408	3,257	69
Totals for Recognised Institutions	298,126	257,552	39,609	4,176,397	3,261,771	35,457	739,593	584,065	1,765
In Unrecognised Institutions	..	..	..	3,681	2,713	..	400	320	..
GRAND TOTALS, ALL INSTITUTIONS FOR MALES	298,126	257,552	39,609	4,180,078	3,264,484	35,457	739,993	584,385	1,765

(a) Scholars reading more than one of the following subjects
 (b) Includes 463 scholars also reading Law, and 58 students
 (c) Includes 799 scholars in *Oriental College* and 471
 (d) Includes 126 students of the *Prince of Wales Royal*
 * Include *Survey Schools*.

Educational Institutions for Males.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
51,220	44,099	14,755	13,160	10,235	2,579	83,259	70,900	22,486	1,949
2,033	1,711	584	3,701	3,413	692	7,232	6,313	1,542	28
1,207	1,164	647	..	..	..	4,303	3,843	1,965	236
206	174	158	..	..	..	(d) 1,420	1,331	1,087	74
773	668	588	..	..	..	2,142	1,954	1,808	..
18	16	15	56	53	51	872	784	659	..
1,236	1,067	342	490	426	..	2,082	1,780	381	..
10	10	10	..	..	..	66	64	19	..
..	..	..	..	..	..	438	359	304	..
56,703	48,909	17,099	17,407	14,127	3,322	101,814	87,328	30,051	2,272
518,283	459,726	37,973	169,021	135,491	6,872	892,580	783,556	58,586	20,518
239,714	200,507	9,026	63,416	49,357	1,519	413,293	344,324	15,657	9,499
111,459	109,396	4,132	1,685	1,426	180	775,239	662,555	34,411	55,046
3,743,276	3,071,065	14,419	289,315	227,344	203	8,182,151	6,491,152	16,106	877,987
4,612,732	3,840,694	66,150	523,437	413,618	8,774	10,263,313	8,282,087	124,710	963,045
348	300	26	57	47	14	2,128	1,829	125	82
..	..	..	..	..	..	113	106	..	..
816	723	171	675	599	..	8,104	5,408	1,664	165
2,334	2,205	1,010	530	472	414	20,318	18,524	10,582	168
202	179	..	4	4	..	1,926	1,826	1,077	..
9,830	7,979	3,002	379	299	16	20,443	17,206	4,772	276
1,078	904	42	3,426	2,669	..	5,291	4,227	103	203
191	151	69	..	..	..	433	338	241	..
540	513	539	..	..	..	2,520	2,448	2,519	24
1,143	956	752	101	90	42	1,202	1,089	813	231
26,361	20,341	..	6,895	5,189	..	46,299	36,251	..	208
107,561	88,303	16,741	21,244	16,585	821	135,916	110,580	19,178	1,976
150,404	122,557	22,352	33,111	25,954	1,307	242,783	199,882	41,074	3,336
4,819,839	4,012,160	105,601	573,955	453,699	18,403	10,607,910	8,569,247	195,835	968,653
6,036	4,825	..	557,482	368,751	1,440	567,599	376,409	1,440	44,544
4,825,875	4,016,785	105,601	1,181,437	822,450	14,843	11,175,509	8,945,656	197,275	1,013,197

should be entered under only one head.

of Ravenshaw College in Bihar and Orissa reading Law only.

scholars in Oriental departments of the Lucknow and Benares Hindu Universities.

Indian Military College, Dehra Dun.

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN UNRECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) . . .	582	528	301	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	57	54	52	..	..	..	..	..	..
Totals	639	582	353	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools	16,510	13,881	1,105	551	515	..	756	689	36
„ Middle Schools—									
English	4,917	3,950	102	269	214	..	3,639	2,858	..
Vernacular	16,023	12,206	89	5,232	4,152	..	14,004	11,014	..
„ Primary Schools	29,339	21,704	78	323,832	242,872	17	208,444	152,164	..
Totals	66,789	51,741	1,554	329,884	247,553	17	226,843	166,725	36
In Medical Schools	173	168	70	..	..	..	..	..	..
„ Normal and Training Schools	3,663	3,356	2,323	22	21	20	94	78	..
„ Technical and Industrial Schools	404	280	..	..	..	..	66	53	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for Adults	40	38	..	25	21	..	..	..	..
„ Other Schools	819	676	..	..	..	..	..	..	..
Totals	5,099	4,518	2,393	47	42	20	160	131	..
Totals for Recognised Institutions.	72,527	56,841	4,300	329,931	247,595	37	227,003	166,856	36
In Unrecognised Institutions.	..	..	..	260	187	..	1,290	931	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	72,527	56,841	4,300	330,191	247,782	37	228,293	167,787	36
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	370,653	314,393	43,909	4,510,269	3,512,286	35,494	968,286	752,172	1,801

(a) Scholars reading more than one of the following subjects should be entered under only one head.

(b) Includes nil scholars in Oriental Colleges.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
775	722	420	233	240	59	1,640	1,400	780	..
137	137	137	..	..	..	137	137	137	..
80	79	69	33	33	11	170	166	132	..
992	938	626	316	273	70	1,947	1,793	1,049	..
66,262	57,789	14,033	2,043	1,609	592	86,122	74,573	(a) 16,469	7,149
39,778	34,073	7,954	2,486	2,151	819	51,080	43,246	8,965	5,550
43,020	36,273	3,098	415	317	88	78,894	63,962	3,275	3,028
684,243	544,410	12,479	103,961	81,531	47	1,349,819	1,042,481	12,621	60,304
833,303	672,545	38,164	108,905	85,698	1,546	1,565,724	1,224,262	(a) 41,330	76,031
378	371	285	..	..	..	551	539	355	..
2,988	2,836	2,171	191	187	116	6,958	6,478	4,690	..
4,326	3,505	1,213	306	240	45	5,102	4,078	1,258	169
127	120	15	..	..	..	127	120	15	..
50	40	..	..	..	..	50	40	..	..
689	456	60	244	79	..	998	594	60	..
1,772	1,422	378	179	150	24	2,770	2,248	402	(b) 296
10,330	8,750	4,122	920	656	185	16,556	14,097	6,720	465
844,625	682,233	42,912	110,141	86,627	1,801	1,584,227	1,240,152	(a) 49,099	76,496
4,404	3,418	..	87,842	55,400	..	93,796	60,026	..	8,254
849,029	685,661	42,912	197,983	142,117	1,801	1,678,023	1,300,178	(a) 49,099	84,750
674,904	4,702,436	143,513	1,329,420	964,567	16,644	12,853,532	10,245,834	(a) 246,374	—

(a) Includes 13 boarders attending the Provincial Hostel, Abbottabad (Students of the Anglo-Vernacular Schools at Abbottabad) not shown in details.

(b) Includes 73 scholars of schools for Defectives.

SCHOOL EDUCATION.

SCHOOL EDUCATION.												
General.												
High Schools . . .	58,01,933	2,400	9,957	32,37,245	43,079	90,94,614	9,50,174	9,73,774	4,01,393	21,54,242	39,831	46,19,384
Middle Schools—												
English . . .	7,00,567	1,000	..	2,63,990	3,401	9,68,958	6,17,108	7,10,617	2,95,198	10,35,348	31,189	26,89,460
Vernacular . . .	1,74,941	1,008	..	6,031	179	1,82,159	59,15,999	23,14,530	2,85,484	10,59,645	61,328	96,36,986
Primary Schools . . .	12,50,927	15,534	2,205	5,916	12,441	12,87,023	2,42,17,112	88,01,063	65,87,988	11,02,163	10,31,460	4,17,99,776
Totals . . .	79,28,368	19,942	12,162	35,13,182	59,100	1,15,32,754	3,17,00,393	1,27,99,984	75,70,033	54,11,388	11,63,808	5,96,45,606
Special.												
Arts Schools . . .	2,50,679	..	..	39,544	17,348	3,07,571	326	4,038	1,629	109	3,294	9,306
Law Schools . . .	..	..	..	6,496	..	6,496	..	..	..	..	..	..
Medical Schools . . .	10,68,416	200	..	3,35,217	39,278	14,43,111	..	..	..	..	..	..
Normal and Training Schools.	27,97,006	19,405	3,547	2,188	9,374	28,31,520	79,525	41,804	29,735	755	4,969	1,56,788
Engineering Schools* .	5,00,230	..	..	95,724	20,933	6,16,887	..	..	..	..	..	..
Technical and Industrial Schools.	15,53,462	10,778	183	23,308	1,13,864	17,01,595	44,099	61,763	35,887	9,746	37,846	1,89,331
Commercial Schools . .	81,471	..	..	51,953	1,776	1,35,200	..	..	..	..	..	..
Agricultural Schools . .	52,055	..	..	..	..	52,055	2,234	5,718	..	..	588	8,540
Reformatory Schools . .	4,06,970	..	..	..	7,413	4,14,383	..	..	..	..	..	..
Schools for Defectives . .	2,907	..	..	..	25	2,992	..	..	709	..	..	709
Schools for Adults . . .	4,309	..	..	..	169	4,478	22,337	7,686	10,876	..	1	40,700
Other Schools . . .	6,05,728	..	120	1,00,082	22,778	7,28,708	6,106	4,251	4,495	38,071	92,305	1,45,227
Totals . . .	73,23,233	30,383	3,850	6,54,512	2,32,958	82,44,936	1,54,616	1,25,260	83,131	48,661	1,39,003	5,50,091
GRAND TOTALS . . .	2,42,52,799	50,325	16,012	76,83,379	7,39,143	3,27,41,658	3,18,58,799	1,29,25,244	78,06,687	55,54,451	13,15,977	5,94,61,158

* Include Survey Schools.

(e) Of this Rs. 2,932 was spent by Municipal Executive Engineer, Bangalore.

III.A.—Expenditure on Education for Males—contd.

	AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals
—	13	14	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.									
Universities	52,31,423	..	..	54,03,234	26,50,449	1,32,85,106	..	..	..
Boards of Secondary and Intermediate Education.	12,197	..	..	34,746	..	46,943	..	..	..
Arts Colleges	15,56,673	13,433	14,347	36,52,134	13,92,158	66,28,745	9,09,409	2,31,895	12,31,304
Professional Colleges—									
Law	..	..	..	24,062	..	24,062	3,68,442	6,490	3,74,932
Medicine	56,833	..	..	1,30,234	..	1,37,067	..	..	..
Education	..	..	..	..	..	..	..	..	..
Engineering	30,970	4,000	7,150	32,771	20,128	95,019	..	..	..
Agriculture	..	..	..	..	..	..	5,327	32,603	37,935
Commerce	37,000	..	..	15,877	4,722	57,599	23,342	..	23,342
Forestry	..	..	..	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..	..	..	..
Intermediate Colleges	4,90,449	175	4,615	7,55,635	3,37,927	15,39,001	1,63,565	76,949	2,40,514
Totals	74,15,545	17,608	26,312	1,00,48,603	44,05,984	2,19,13,542	15,80,085	3,48,002	19,08,087

SCHOOL EDUCATION.

General.

High Schools	63,45,990	2,54,943	3,06,077	1,42,68,294	44,38,606	2,56,13,910	43,20,877	10,88,904	54,09,781
Middle Schools—									
English	13,48,258	4,94,733	81,998	32,08,920	16,14,553	67,48,464	6,95,633	4,63,051	11,58,084
Vernacular	1,00,767	10,83,172	4,08,444	58,503	91,406	17,42,292	9,759	20,237	29,996
Primary Schools	70,45,912	45,90,911	10,15,392	33,85,004	57,08,246	2,17,54,465	2,83,004	4,75,055	7,58,059
Totals	1,48,40,927	64,32,761	18,11,911	2,09,20,721	1,18,52,811	5,58,59,131	53,09,273	20,47,247	73,56,520

Special.

Arts Schools	11,144	480	0,000	5,009	8,945	31,578	160	7,641	7,801
Law Schools	..	..	..	..	..	..	..	..	..
Medical Schools	5,250	3,000	27,454	91,321	58,529	1,85,554	67,117	25,750	92,867
Normal and Training Schools	2,04,360	788	850	2,973	1,33,140	3,42,111	15,126	31,103	46,229
Engineering Schools*	2,330	375	25,000	7,806	..	35,511	650	650	1,300
Technical and Industrial Schools	4,68,800	24,900	69,134	1,65,874	9,90,377	17,19,085	10,789	17,960	28,749
Commercial Schools	4,982	..	1,000	20,374	13,712	40,068	1,44,449	20,353	1,64,802
Agricultural Schools	1,240	1,375	..	..	9,286	11,901	..	..	..
Reformatory Schools	66,722	..	1,802	966	24,269	98,759	..	..	..
Schools for Defectives	64,330	960	15,114	18,320	1,29,677	2,28,401	1,392	13,632	15,024
Schools for Adults	38,464	12,814	8,999	18,250	63,613	1,42,161	2,814	5,763	8,577
Other Schools	4,58,271	1,24,738	47,706	5,04,941	7,20,433	18,56,059	87,257	2,75,654	3,62,941
Totals	13,25,893	1,69,430	2,03,050	8,35,804	21,51,981	46,36,219	3,29,784	3,96,506	7,23,290
GRAND TOTALS	2,35,62,365	66,19,799	20,41,273	3,18,95,273	1,84,10,176	8,24,56,891	71,99,142	27,92,755	99,92,897

* Include Surry Schools.

III-A.—Expenditure on Education for Males—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	15,51,112	496	13,951	..	..	15,65,550
Inspection	75,45,481	4,98,723	2,47,920	103	11,222	83,03,399
Buildings, etc.	44,23,353	19,13,292	6,30,298	3,44,676	40,32,748	1,13,53,362
Miscellaneous	56,87,692	13,32,260	4,43,669	43,53,573	40,40,334	1,07,57,728
Totals	1,92,07,788	37,44,771	13,44,833	46,98,352	89,84,304	3,79,80,048
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	52,31,423	..	..	54,03,234	26,50,449	1,32,85,106
Boards of Secondary and Intermediate Education	45,559	..	..	2,90,435	..	3,35,994
Arts Colleges	45,76,186	13,433	14,347	63,03,683	18,20,766	1,27,28,416
Professional Colleges—						
Law	19,300	..	..	5,42,356	6,556	5,68,212
Medicine	14,62,555	..	1,35,063	6,93,772	1,66,174	24,57,564
Education	8,53,689	..	..	1,44,503	10,121	10,08,313
Engineering	11,32,990	4,000	7,150	2,41,664	48,410	14,34,214
Agriculture	10,60,001	..	..	87,259	32,668	11,80,928
Commerce	37,000	..	..	88,926	23,971	1,49,997
Forestry	1,11,296	..	..	36,750	3,709	1,51,755
Veterinary Science	4,56,172	..	..	32,161	6,750	4,95,073
Intermediate Colleges	14,54,164	175	25,675	13,54,112	4,20,961	32,55,087
Totals	1,64,41,235	17,608	1,82,235	1,52,18,845	51,90,535	3,70,50,458
SCHOOL EDUCATION.						
General.						
High Schools	1,31,00,137	12,31,117	7,17,397	2,39,80,658	56,08,380	4,46,37,689
Middle Schools—						
English	26,66,653	12,06,352	3,77,196	52,03,891	21,11,474	1,15,65,566
Vernacular	61,91,707	33,98,710	6,93,928	11,33,938	1,73,150	1,15,91,433
Primary Schools	3,25,13,951	1,34,16,508	76,05,685	48,36,077	72,27,202	6,55,99,323
Totals	5,44,72,448	1,92,52,687	93,94,106	3,51,54,564	1,51,20,206	13,33,94,011
Special.						
Arts Schools	2,62,140	4,518	7,629	44,822	37,228	3,56,346
Law Schools	..	..	..	6,496	..	6,496
Medical Schools	10,73,666	3,200	27,454	4,98,655	1,23,557	17,21,532
Normal and Training Schools	30,80,891	61,997	34,132	21,042	1,78,586	33,76,648
Engineering Schools*	5,02,560	375	25,000	1,04,180	21,583	6,53,698
Technical and Industrial Schools	20,66,351	97,441	1,05,204	2,09,717	11,60,047	36,38,760
Commercial Schools	86,453	..	1,000	2,16,776	35,841	3,40,070
Agricultural Schools	55,529	7,093	..	..	9,874	72,496
Reformatory Schools	4,73,692	..	1,802	966	31,682	5,08,142
Schools for Defectives	67,237	960	15,823	19,712	1,43,334	2,47,066
Schools for Adults	65,110	20,500	19,666	21,094	69,546	1,95,916
Other Schools	10,71,252	1,28,989	52,321	7,30,381	11,10,022	30,92,965
Totals	88,04,890	3,25,073	2,90,031	18,68,841	29,21,300	1,42,10,135
GRAND TOTALS	9,89,26,361	2,38,40,139	1,12,11,205	5,69,40,802	3,22,16,345	22,26,34,652

* Include Survey Schools.

Expenditure on buildings includes Rs. 99,198 (a) spent by the Public Works Department on educational buildings.

—	GOVERNMENT INSTITUTIONS.					DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTER-MEDIATE EDUCATION.												
Arts Colleges	2,21,320	..	..	40,833	2,679	2,64,832	..	..	..	..	..	..
Professional Colleges—												
Medicine	40,829	..	..	1,087	..	41,916	..	..	..	..	..	..
Education	28,566	..	..	4,772	..	31,758	..	..	..	..	..	..
Intermediate Colleges	2,89,115	..	..	40,692	2,679	3,38,486	..	..	..	..	..	..
Totals												
SCHOOL EDUCATION.												
General.												
High Schools	9,11,188	..	1,000	2,70,554	2,720	11,85,462	15,602	11,015	20,991	6,405	1,651	55,664
Middle Schools—												
English	2,36,089	..	..	25,809	4,707	2,66,605	20,900	3,116	65,536	9,920	811	1,00,283
Urdu	3,05,400	..	..	12,036	29	3,17,465	78,888	39,023	1,97,609	3,074	2	3,18,596
Vernacular	4,34,762	4,847	..	3,202	106	4,42,947	32,99,987	12,37,783	28,08,185	15,393	25,130	73,86,178
Primary Schools	18,87,469	4,847	1,000	3,11,601	7,562	22,12,479	34,15,077	12,90,987	30,92,321	34,792	27,694	78,60,721
Totals												
Special.												
Medical Schools	1,07,888	..	2,729	6,585	592	1,08,480	4,766	..	18,384	..	..	23,758
Normal and Training Schools.	8,36,083	..	..	..	2,675	8,48,682	500	..	631	..	..	1,181
Technical and Industrial Schools.	16,575	..	..	..	..	16,575	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agri-cultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	14,421	..	..	..	..	14,421	..	..	..	..	..	..
Totals	9,76,051	..	2,729	6,585	3,267	9,88,682	5,266	614	19,065	..	..	24,945
GRAND TOTALS FOR FEMALES.	31,52,635	4,847	3,729	3,64,878	13,508	35,39,597	34,20,343	12,91,551	31,11,386	34,792	27,594	78,85,666
GRAND TOTALS FOR MALES.	2,43,52,799	50,325	16,012	76,83,379	7,39,143	3,27,41,658	3,19,58,799	1,29,25,244	78,06,087	55,54,451	13,15,977	5,94,61,158
GRAND TOTALS FOR ALL.	2,74,05,434	55,172	19,741	80,48,267	7,63,651	3,62,81,255	3,52,79,142	1,42,16,795	1,09,18,978	56,90,243	13,43,571	6,73,46,824

(a) Of this Rs. 5,254 was spent by Municipal Executive Engineer, Bangalore.

III.B.—Expenditure on Education for Females—contd.

	AIDED INSTITUTIONS.					RECOGNISED UNAIDED INSTITUTIONS.				
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Totals.	Fees.	Other sources.	Totals.	
	13	14	15	16	17	18	19	20	21	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY AND INTERMEDIATE EDUCATION.										
Arts Colleges	60,134	..	..	52,819	72,066	1,85,019	18,959	2,646	21,605	
Professional Colleges—										
Education	1,53,592	..	..	30,949	1,149	1,85,696	..	4,251	..	4,884
Education	27,296	..	..	10,442	11,594	49,065	633	2,200	2,833	5,553
Intermediate Colleges	81,429	..	860	40,738	53,234	1,76,281	353	..	..	..
Totals	3,22,320	..	860	1,34,748	1,38,063	5,95,991	19,945	9,097	29,042	
SCHOOL EDUCATION.										
<i>General.</i>										
High Schools	19,09,581	8,120	99,535	21,32,899	15,42,956	56,93,091	82,549	61,376	1,43,925	
Middle Schools—										
English	8,17,512	15,082	55,531	5,40,760	8,15,094	22,43,889	13,813	69,647	83,460	
Vernacular	2,51,918	48,855	1,11,681	38,327	3,44,900	7,48,741	45	1,61,871	1,61,916	
Primary Schools	15,49,541	5,86,408	3,68,499	4,39,332	18,58,474	41,92,454	22,808	..	..	
Totals	45,28,552	6,58,465	6,25,210	31,49,518	45,61,364	1,35,23,115	1,19,216	2,99,574	4,18,790	
<i>Special.</i>										
Medical Schools	96,300	7,061	5,302	38,987	1,38,375	2,86,025	..	..	..	
Normal and Training Schools	3,48,819	275	6,180	29,895	2,69,450	6,54,619	2,712	23,027	25,739	
Technical and Industrial Schools	76,354	2,579	16,819	28,475	2,76,855	4,01,082	207	8,730	8,937	
Central Schools	7,977	..	..	15,112	1,156	24,245	..	..	..	
Agricultural Schools	8,483	..	..	..	..	348	..	..	..	
Schools for Adults	8,180	..	100	1,682	16,189	26,131	1,201	5,863	7,064	
Other Schools	25,223	515	3,350	10,805	59,226	96,119	..	5,241	5,241	
Totals	5,63,201	10,430	31,751	1,24,936	7,90,251	14,90,560	4,120	42,861	46,981	
GRAND TOTALS FOR FEMALES										
	54,14,073	6,68,895	6,57,827	34,09,202	54,59,678	1,56,09,675	1,45,281	3,51,532	4,94,813	
GRAND TOTALS FOR MALES										
	2,35,82,365	60,19,799	20,41,273	3,18,05,278	1,84,10,176	8,24,38,891	71,99,142	27,93,755	99,92,897	
GRAND TOTALS FOR ALL										
	2,89,96,438	72,88,694	26,99,100	3,52,14,480	2,38,69,854	9,80,68,566	73,42,423	31,45,287	1,04,87,710	

III-B.—Expenditure on Education for Females—*concd.*

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,55,745	5,804	46,911	..	32	9,08,492
Buildings, etc.	4,75,802	1,04,796	87,951	58,894	7,81,837	15,08,780
Miscellaneous	13,05,299	52,268	1,18,652	20,00,023	18,08,051	52,94,193
Totals	26,36,846	1,62,868	2,53,514	20,67,417	25,90,820	77,11,465
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,81,454	..	..	1,12,611	77,391	4,71,456
Professional Colleges—						
Medicine	1,53,528	..	..	30,940	1,140	1,85,026
Education	68,058	..	..	11,062	15,845	95,865
Intermediate Colleges	1,08,395	..	860	45,863	55,454	2,10,572
Totals	6,11,435	..	860	2,01,385	1,49,839	9,63,519
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	28,36,371	19,135	1,21,629	24,92,407	16,08,703	70,78,142
Middle Schools—						
English	10,74,501	18,198	1,21,067	5,90,302	8,90,169	26,94,237
Vernacular	6,36,206	87,878	3,09,260	51,482	3,51,641	14,36,467
Primary Schools	52,84,020	18,29,038	31,66,684	4,80,936	20,45,581	1,28,06,259
Totals	98,31,098	19,54,249	37,18,537	36,15,127	48,96,094	2,40,15,105
<i>Special.</i>						
Medical Schools	2,04,188	7,061	5,302	38,987	1,38,967	3,94,505
Normal and Training Schools	11,90,278	883	27,293	39,192	2,95,152	15,52,798
Technical and Industrial Schools	93,429	2,579	17,500	28,682	2,85,585	4,27,775
Commercial Schools	7,977	..	..	15,112	1,156	24,245
Agricultural Schools	348	..	..	..	..	348
Schools for Adults	8,654	6	100	2,863	22,052	33,675
Other Schools	39,644	515	3,350	10,805	63,467	1,17,781
Totals	15,44,518	11,044	53,545	1,35,641	8,06,379	25,51,127
GRAND TOTALS FOR FEMALES	1,48,23,897	21,28,161	40,26,456	60,19,570	84,43,132	3,52,41,216
GRAND TOTALS FOR MALES	9,89,26,361	2,33,40,139	1,12,11,205	5,69,40,602	3,22,16,345	22,26,34,652
GRAND TOTALS FOR ALL	11,35,50,258	2,54,68,300	1,52,37,661	6,29,60,172	4,06,59,477	25,78,75,868

IV-A.—Race or Creed of Male Scholars receiving General Education.

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.	Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	163,480	1,842,190	90,521,932	35,212,540	6,264,817	50,373	1,802,731	4,072,739	139,930,811	..
<i>School Education.</i>										
<i>Classes.</i>										
Primary . . . I	5,553	108,085	2,270,213	1,197,352	125,023	1,227	47,753	61,180	3,816,386	3,114,588
II	2,619	42,249	1,110,027	439,873	38,561	804	22,047	25,863	1,682,073	1,358,387
III	2,541	33,620	856,079	303,339	20,714	866	18,413	21,304	1,265,876	998,256
IV	2,426	26,414	628,823	181,147	23,066	857	15,743	15,277	893,753	658,657
V	2,273	15,970	399,010	110,445	10,126	729	11,207	7,871	568,640	391,620
Middle . . . VI	2,168	11,154	241,924	68,857	8,315	919	9,397	5,024	347,758	213,851
VII	1,848	8,565	190,316	52,911	8,924	781	6,468	3,515	279,328	164,445
VIII	1,514	7,145	157,162	40,498	3,410	765	5,124	2,426	218,044	117,408
*High . . . IX	1,124	3,805	86,212	21,173	2,611	737	3,055	1,376	120,093	47,073
X	852	2,898	74,731	17,183	2,028	701	2,645	1,109	102,147	39,419
XI	802	2,402	60,150	10,194	111	669	65	741	75,134	14,882
XII	1	300	10,632	1,365	1	759	17	441	13,616	2,766
Totals .	23,721	262,607	6,061,288	2,450,337	251,890	9,814	141,934	146,157	9,377,748 (c)	7,121,332
<i>University and Inter- mediate Education.</i>										
Intermediate classes—										
1st year . . .	245	856	18,360	3,642	239	258	659	384	24,643	8,792
2nd year . . .	225	748	19,059	3,966	273	242	743	322	25,578	8,929
Degree classes—										
1st year . . .	80	425	8,299	1,535	95	85	350	163	11,032	3,910
2nd year . . .	67	369	9,458	1,767	118	89	293	157	12,318	4,566
3rd year . . .	2	26	404	96	..	1	4	3	(a) 536	150
Post-graduate classes—										
1st year . . .	11	87	1,759	289	13	30	35	25	2,249	480
2nd year . . .	8	36	1,412	310	2	18	42	21	1,849	507
Research students .	1	16	191	43	..	14	3	2	270	33
Totals .	639	2,563	58,942	11,648	740	737	2,129	1,077	(b) & (d) 79,545	27,367
No. of scholars in re- cognised institu- tions.	24,360	265,170	6,150,230	2,461,985	252,630	10,551	144,063	147,234	(b) 9,457,293	7,148,699
No. of scholars in un- recognised institu- tions.	6	4,478	148,837	174,335	190,694	185	6,841	5,933	531,309	238,722
GRAND TOTALS .	24,366	269,648	6,299,067	2,636,320	443,324	10,736	150,904	153,167	(b) 9,988,602	7,387,421

* Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin. (These lines could not be drawn as there is no uniformity in the different provinces as to the stages where the High and Middle Departments begin).

(a) Includes 5 students (one Hindu and four Muhammadans) in the 4th year class in N.-W. F. Province.

(b) Includes 4 Indian Christians, 923 Hindus and 143 Muhammadans in the United Provinces not shown in details.

(c) Excludes classification of 88 pupils (78 Hindus and 10 Muhammadans) in Assam reading purely classics and 4 students of St. Edmund's College which is classed as High School in the General Tables.

(d) Excludes 170 scholars of one Oriental College in the Punjab and 58 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,541 scholars reading in school stages in colleges in the Punjab; and includes 4 students of St. Edmund's College in Assam.

(e) Excludes 9,925, 50,644, and 31,263 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad and Central India Agency, respectively.

IV-B.—Race or Creed of Female Scholars receiving General Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muham-madans.	Buddhists.	Parais.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	105,114	1,783,291	85,994,530	31,794,240	6,425,083	46,355	1,418,143	4,027,124	(d) 131,593,880	—
<i>School Education</i>										
<i>Classes.</i>										
Primary . . I	6,116	74,398	790,322	424,314	115,011	1,271	15,631	14,632	1,441,695	1,015,631
II	2,622	26,062	260,475	97,803	28,450	865	4,675	5,053	425,945	283,895
III	2,642	19,504	172,468	47,083	17,449	967	3,627	3,704	267,504	161,138
IV	2,499	14,962	96,704	16,856	9,433	924	2,688	2,504	146,630	73,066
V	2,817	10,077	50,220	8,098	2,536	828	1,863	1,256	77,195	30,274
Middle . . VI	2,140	6,858	21,089	2,613	1,789	821	581	656	36,497	10,028
VII	1,724	5,863	14,247	1,537	1,852	630	376	377	26,606	6,420
VIII	1,295	3,830	6,802	867	542	540	309	179	14,354	2,936
High . . IX	902	1,613	3,523	485	413	420	116	105	7,577	847
X	484	1,115	2,238	225	220	337	62	59	4,740	430
XI	367	660	1,556	49	1	260	3	41	2,937	285
XII	2	100	669	16	..	255	1	30	1,073	43
Totals .	23,110	164,982	1,420,313	599,936	177,646	8,118	29,932	28,716	(a) 2,452,753	1,584,988
<i>University and Inter-mediate Education.</i>										
Intermediate classes—										
1st year . .	74	298	716	65	30	102	24	27	1,836	299
2nd year . .	48	246	587	37	30	70	12	29	1,059	219
Degree classes—										
1st year . .	32	118	277	25	6	36	11	14	519	123
2nd year . .	34	102	238	21	11	31	2	14	453	109
3rd year . .	1	2	9	..	..	..	..	..	12	1
Post-graduate classes—										
1st year . .	5	23	66	1	2	6	..	2	105	22
2nd year . .	..	10	27	1	..	7	..	..	45	2
Research students .	..	2	4	..	..	3	..	1	10	1
Totals .	194	801	1,924	150	79	255	49	87	(b) 3,539	776
No. of scholars in recognised institutions.	23,304	165,783	1,422,237	600,086	177,725	8,373	29,981	28,803	2,456,292	1,585,764
No. of scholars in unrecognised institutions.	4	3,107	34,962	79,990	6,088	114	4,606	1,050	(c) 129,921	220,496
GRAND TOTALS .	23,308	168,890	1,457,199	680,076	183,813	8,487	34,587	29,853	2,586,213	1,806,260

(a) Excludes classification of 11 girls reading Commercial course and 24 girls reading Arabic only in Assam.

(b) Excludes 50 scholars reading in School Stages in Colleges in the Punjab.

(c) Excludes 165 scholars in the Punjab receiving vocational and special education included under "Technical and Industrial Schools" in Table V-B.

(d) Excludes 9,724, 41,491, and 24,166 persons not enumerated by religion in Burma and in the Administered Areas in Hyderabad and Central India Agency, respectively.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

	Euro- peans and Anglo- Indians.	Indian Chris- tians.	Hindus.	Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Art Schools . .	8	93	1,566	280	28	24	29	18	2,046	564
Law Schools . .	..	..	94	19	..	..	..	..	113	65
Medical Schools .	46	153	4,807	724	55	2	130	22	5,939	2,334
Normal and Training Schools.	2	2,769	12,844	3,720	540	5	165	85	20,150	14,794
Engineering and Surveying Schools.	26	42	1,499	160	111	13	62	13	1,926	617
Technical and Indus- trial Schools.	283	2,688	11,565	4,662	57	182	421	478	20,336	6,080
Commercial Schools .	81	308	3,615	399	284	274	54	68	5,083	413
Agricultural Schools	1	146	194	88	..	..	2	2	433	376
Reformatory Schools	3	74	1,355	661	352	..	10	41	2,496	845
Schools for Defectives	30	333	641	69	14	11	8	28	1,134	318
Schools for Adults .	1	241	20,625	23,328	336	88	1,102	372	40,093	31,145
Other Schools . .	12	360	41,972	76,301	14,486	..	394	688	134,163	101,572
Totals .	493	7,207	100,797	110,411	16,263	599	2,377	1,765	239,912	159,123
<i>University and Inter- mediate Education.</i>										
Law . . .	7	105	5,704	1,085	45	46	126	149	(a) 7,267	2,555
Medicine . .	77	205	3,093	451	17	54	77	103	4,077	1,363
Education . .	32	71	846	334	..	1	57	5	1,346	406
Engineering . .	23	59	1,562	183	9	39	77	23	(b) 1,980	793
Agriculture . .	2	27	597	161	17	5	48	15	872	357
Commerce . .	1	34	1,803	104	2	63	16	59	2,082	806
Forestry . . .	..	10	41	12	3	..	..	..	66	6
Veterinary Science .	1	53	274	91	2	..	17	..	438	224
Totals .	143	564	13,920	2,421	95	208	418	354	18,128	6,510
GRAND TOTALS .	641	7,771	114,717	112,832	16,358	807	2,795	2,119	258,040	165,633

(a) Includes 58 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) reading Law only.

(b) Excludes 163 students not reading the University course in Bihar and Orissa.

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Medical Schools .	25	405	189	41	9	1	34	12	716	19
Normal and Training Schools.	256	2,987	2,544	753	327	49	171	39	7,196	1,583
Technical and Industrial Schools.	506	2,705	1,609	276	17	3	105	153	(a) 5,374	1,519
Commercial Schools .	229	43	4	3	15	27	..	14	335	..
Agricultural Schools	..	45	..	..	..	..	..	5	50	50
Schools for Adults .	..	37	913	41	13	173	..	27	1,204	262
Other Schools .	34	555	2,546	695	516	82	121	238	4,787	1,502
Totals .	1,050	6,777	7,805	1,809	897	335	431	488	19,592	4,935
<i>University and Intermediate Education.</i>										
Medicine . .	38	78	169	21	2	20	17	18	363	36
Education . .	34	89	47	16	1	2	..	5	244	37
Law . . .	..	5	10	..	2	6	..	..	23	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . .	..	..	..	..	..	..	..	..	..	..
Totals .	122	172	226	37	5	28	17	23	680	73
GRAND TOTALS .	1,172	6,949	8,031	1,846	902	363	448	511	20,222	5,008

(a) Includes 165 scholars in unrecognised institutions in the Punjab.

VI-A.—Men Teachers.

—	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand totals of Teachers.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certi- ficated.	Un- certi- ficated.	Certi- ficated.	Un- certi- ficated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITU- TIONS.												
Primary Schools.												
Government . . .	9	218	1,269	1,228	16	2	7	172	209	2,740	480	3,220
Local Board and Municipal.	81	3,651	59,740	39,761	219	142	316	4,573	33,349	103,452	38,380	141,832
Aided	42	2,841	34,618	19,023	629	83	233	27,307	73,770	57,153	101,393	158,546
Unaided	3	84	1,285	436	7	2	15	3,420	8,969	1,815	12,406	14,221
Totals .	135	6,794	96,912	60,448	871	229	571	35,472	116,387	165,160	152,659	317,819
Middle Schools.												
Government . . .	78	424	481	13	9	7	11	36	71	1,005	125	1,130
Local Board and Municipal.	402	2,386	20,392	880	151	31	186	669	3,347	24,161	4,233	28,394
Aided	283	1,382	4,140	1,218	252	239	494	4,234	4,734	7,275	9,701	16,976
Unaided	69	224	775	31	17	40	138	818	2,093	1,116	3,089	4,205
Totals .	832	4,416	25,788	2,092	429	317	829	5,757	10,245	33,567	17,148	50,705
High Schools.												
Government . . .	2,515	1,236	825	54	165	120	360	287	634	4,795	1,401	6,196
Local Board and Municipal.	1,352	1,488	373	62	527	133	214	165	587	3,802	1,099	4,901
Aided	4,102	3,617	2,323	409	678	2,227	3,100	3,399	5,502	11,129	14,228	25,357
Unaided	323	274	537	14	11	1,687	1,451	2,289	2,341	1,159	7,768	8,927
Totals .	8,292	6,615	4,058	539	1,381	4,167	5,125	6,140	9,064	20,885	24,496	45,381
GRAND TOTALS .	9,259	17,825	126,758	63,079	2,681	4,718	6,525	47,369	135,696	219,602	194,303	413,905

VI-B.—Women Teachers.

—	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total trained Teachers.	Total untrained Teachers.	Grand totals of Teachers.
	A Degree	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.												
Primary Schools.												
Government . . .	1	92	392	306	4	..	3	22	296	705	321	1,116
Local Board and Municipal.	..	241	3,485	4,994	52	2	13	385	4,730	3,772	5,130	13,902
Aided	16	624	4,446	2,794	231	9	24	2,430	7,516	8,111	9,979	18,090
Unaided	1	12	86	66	8	1	3	255	784	173	1,043	1,216
Totals .	18	969	8,409	8,160	295	12	43	3,092	13,326	17,851	16,473	34,324
Middle Schools.												
Government . . .	32	93	338	99	5	4	15	11	282	567	312	879
Local Board and Municipal.	14	57	307	147	17	..	4	37	323	542	364	906
Aided	95	786	1,417	713	113	40	54	305	1,229	3,124	1,628	4,752
Unaided	4	25	54	5	..	3	4	7	100	88	120	208
Totals .	145	961	2,116	964	135	47	77	360	1,940	4,321	2,424	6,745
High Schools.												
Government . . .	123	268	223	6	33	15	36	30	71	653	152	805
Local Board and Municipal.	9	21	25	43	4	..	2	3	6	102	11	113
Aided	466	1,568	502	182	90	139	286	227	827	2,808	1,479	4,287
Unaided	14	51	6	1	2	2	19	10	77	74	108	182
Totals .	612	1,908	756	232	129	156	343	270	981	3,637	1,750	5,387
GRAND TOTALS .	775	3,838	11,281	9,356	559	215	463	3,722	16,247	25,909	20,647	46,456

VII.—European Education.

Total European and Anglo-Indian population—

Male : : : : 168,480

Female : : : : 106,114

TOTAL . 268,594

Percentage to European and Anglo-Indian Population of those at school—

Males.

Females.

Total.

18-52

26-96

21-82

	Insti- tutions	Scholars on roll on March 31st.	Number of females in insti- tutions for males and vice versa.	Number of Non- Euro- peans on roll.	TEACHERS.		EXPENDITURE FROM				
					Trained.	Un- trained	Govt. funds.	Local funds.*	Fees.	Other sources.	Total expendi- ture.
	1	2	3	4	5	6	7	8	9	10	11
<i>Institutions for Males.</i>							Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	7	253	..	52	63	18	1,52,685	..	1,52,763	83,605	3,89,053
Training Colleges	1	28	..	..	..	..	12,604	..	..	..	12,604
High Schools	71	17,508	770	4,437	607	406	9,80,607	13,158	12,07,603	7,46,924	80,08,292
Middle Schools	38	5,266	1,452	1,233	104	97	2,02,724	380	1,44,218	1,68,714	5,16,096
Primary Schools	56	3,561	1,223	548	147	75	89,849	213	85,891	1,27,569	3,03,522
Training Schools	..	..	..	..	..	..	(a) 1,839	..	..	..	(a) 1,839
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..
Other Schools	1	24	8	..	3	3	7,188	..	1,892	1,568	10,188
Totals	174	26,640	3,462	6,270	1,014	599	14,47,556	13,751	16,51,867	11,23,870	42,41,544
<i>Institutions for Females.</i>											
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..
Training Colleges	2	44	..	..	9	2	39,466	..	8,813	..	48,279
High Schools	108	20,073	3,478	4,514	1,040	392	10,22,422	25,014	11,10,884	6,36,654	27,96,974
Middle Schools	58	7,057	2,063	1,750	320	111	2,77,845	6,628	2,02,665	2,07,573	8,94,706
Primary Schools	63	4,356	1,554	1,209	153	107	1,13,498	..	1,24,849	1,32,708	3,71,055
Training Schools	10	243	..	28	42	1	64,515	..	17,093	27,007	1,08,615
Technical and Industrial Schools.	1	86	..	15	2	3	700	..	..	1,562	2,562
Commercial Schools	4	103	..	9	7	4	6,657	..	11,330	1,071	19,058
Other Schools	1	7	..	..	1	..	6,443	..	..	3,097	9,540
Totals	247	31,969	7,095	7,525	1,580	620	15,31,546	31,642	14,75,624	10,11,977	40,50,789
GRAND TOTALS FOR INSTITUTIONS.	421	58,609	—	13,795	2,594	1,219	29,79,102	45,393	31,27,491	21,40,847	82,92,333
Expenditure on Buildings includes Rs. 29,599 spent by the Public Works Department.					Inspection		93,044	..	..	..	93,044
"Miscellaneous" in- cludes the following main items :—					Buildings, etc.		2,36,199	..	1,40,726	5,97,706	9,74,601
					Miscellaneous		9,37,855	4,140	21,61,606	15,57,558	46,61,169
Scholarships, Hostel charges and other con- tingent charges.					Totals		12,67,068	4,140	23,02,332	21,55,264	57,28,804
GRAND TOTALS							42,46,170	49,533	54,29,823	42,95,611	1,40,21,137

* Include both District Board and Municipal Funds.

(a) Stipends paid in the Madras Presidency to European teachers deputed for training at Ghora Gali.

VIII.—Examination Results.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS.												
<i>Arts and Science.</i>												
D. Litt.	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D.	2	8	10	2	4	6	..	..	..	..	..	..
D. Sc.	..	7	7	..	6	6	..	..	..	..	..	..
M. A.	1,217	528	1,745	918	329	1,247	33	18	51	20	10	30
M. Sc.	446	60	506	346	26	372	2	..	2	2	..	2
B. A. (Honours) . .	1,691	63	1,754	1,156	34	1,190	103	8	111	89	7	96
B. Sc. (Honours) . .	294	21	315	180	9	189	6	..	6	6	..	6
B. A. (Pass) . . .	9,297	3,764	13,061	4,818	1,404	6,222	295	182	477	221	87	308
B. Sc. (Pass) . . .	2,288	271	2,559	1,423	140	1,563	26	6	32	23	4	27
<i>Law.</i>												
Master of Law . . .	21	19	40	2	2	4	..	..	..	..	..	..
Bachelor of Law . .	4,493	212	4,705	2,665	106	2,771	10	3	13	9	2	11
<i>Medicine.</i>												
M. D.	25	3	28	7	3	10	3	..	3	..	..	..
M. B. B. S. . . .	1,088	4	1,092	334	..	334	76	..	76	34	..	34
L. M. S.	41	..	41	11	..	11	1	..	1	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta) .	48	..	48	21	..	21	..	..	..	..	..	..
M. S.	21	..	21	7	..	7	..	..	..	..	..	..
M. Obstetrics . . .	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	10	..	10	4	..	4	..	..	..	..	..	..
D.P. H.	25	..	25	20	..	20	..	..	..	..	..	..
D. O.	8	..	8	3	..	3	..	..	..	..	..	..
B. Sc. (Sanitary) . .	1	..	1	1	..	1	..	..	..	..	..	..
D. T. M. (Calcutta) .	11	27	38	11	22	33	..	..	..	..	..	..

*i.e., appearing from a recognised institution.

VIII.—Examination Results—*contd.*

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINERS.			NUMBER PASSED.			NUMBER OF EXAMINERS.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
DEGREE EXAMINATIONS <i>—contd.</i>												
<i>Engineering.†</i>												
Bachelor of O. E. .	245	11	256	183	5	188	..	..	..	..	..	..
Bachelor of E. E. .	106	2	108	98	1	99	..	..	..	..	..	..
Bachelor of M. E. .	47	5	52	37	1	38	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	12	..	12	10	..	10	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T., & L. T. .	747	132	879	575	85	660	122	22	144	85	15	100
<i>Commerce.</i>												
Master of Commerce .	12	12	24	10	10	20	..	..	..	..	..	..
Bachelor of Commerce	397	112	509	210	52	262	1	..	1	1	..	1
<i>Agriculture.</i>												
Master of Agriculture .	1	..	1	1	..	1	..	..	..	..	..	..
Bachelor of Agriculture	275	2	277	235	2	237	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.												
Intermediate in Arts .	13,131	2,585	15,716	7,219	1,074	8,293	627	306	933	438	158	596
Intermediate in Science	11,115	3,612	14,727	5,467	1,072	6,539	363	173	536	187	57	244
Licentiate of Civil Engineering.	125	..	125	102	..	102	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	2,429	127	2,556	1,802	84	1,886	501	14	515	393	9	402
Intermediate or Diploma in Commerce.	807	58	865	431	34	465	..	..	..	..	..	..
Licentiate of Agriculture.	177	4	181	148	3	151	..	..	..	..	..	..
Veterinary Examinations.	378	..	378	267	..	267	..	..	..	..	..	..

*i.e., appearing from a recognised institution.

†Including the Diploma Examination of the Thomason Civil Engineering College, Roorkee.

VIII.—Examination Results—concl'd.

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EXAMINATIONS.												
<i>(a) On completion of High School course.</i>												
Matriculation . .	49,320	6,635	56,005	29,989	2,415	32,404	1,554	1,082	2,616	1,017	597	1,614
School Final, etc. .	30,086	8,003	38,089	23,134	5,012	28,146	1,129	274	1,403	844	134	978
European High School	348	3	351	197	..	197	193	2	195	124	1	125
Cambridge School Certificate.	694	275	969	443	48	491	874	23	897	238	7	245
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior .	675	7	682	431	1	432	454	3	457	324	..	324
European Middle .	735	..	735	503	..	503	572	..	572	437	..	437
Anglo-Vernacular Middle	86,308	624	86,932	65,280	170	65,450	5,526	210	5,736	4,251	98	4,349
Vernacular Middle .	66,088	10,422	76,510	43,573	3,890	47,463	8,135	2,041	10,176	4,890	946	5,836
<i>(c) On completion of Primary course.</i>												
Upper Primary . .	266,615	2,413	269,028	202,618	720	203,338	28,242	685	28,927	19,694	340	20,034
Lower Primary . .	560,238	448	560,686	430,941	371	431,312	94,385	195	94,580	72,196	127	72,323
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates—												
{ Vernacular, Higher	6,646	691	7,337	4,780	305	5,085	2,498	120	2,618	1,542	76	1,618
{ Vernacular, Lower .	7,219	1,600	8,819	5,422	846	6,268	1,318	103	1,426	807	53	860
At Art Schools . .	1,103	81	1,184	729	55	784	30	20	50	20	10	30
At Law Schools . .	38	..	38	31	..	31	..	..	..	..	..	..
At Medical Schools .	1,731	582	2,313	855	375	1,230	124	13	137	84	10	94
At Engineering Schools†	631	1,123	1,754	494	479	973	..	2	2	..	..	..
At Technical and Industrial Schools.	2,878	1,778	4,656	2,377	874	3,251	276	473	749	191	224	415
At Commercial Schools	1,968	6,143	8,111	1,066	2,455	3,521	83	36	119	46	5	51
At Agricultural Schools	128	..	128	123	..	123	..	..	..	..	..	..
At other Schools .	7,829	451	8,280	5,591	280	5,871	12	..	12	12	..	121

†i.e., appearing from a recognised institution.
*Include Survey Schools.

IX.—Statistics of educational

Types of Institutions.	No. OF INSTITUTIONS AND SCHOLARS.							
	GOVERNMENT.		DISTRICT BOARD.		PRIVATE.		TOTAL.	
	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges	3	578	..	..	15	4,290	18	4,868
Professional Colleges	4	494	..	..	..	..	4	494
High Schools	18	4,006	147	41,911	1,112	224,677	1,277	271,194
Middle Schools	52	5,600	5,057	679,099	3,099	275,909	8,208	960,608
Primary Schools	1,894	76,355	57,420	3,340,293	92,783	3,508,669	152,097	6,925,317
Training Schools	262	14,429	46	534	34	1,384	342	16,797
Agricultural Schools	2	39	3	156	4	101	9	386
Schools for adults	8	89	333	7,549	1,293	42,667	1,684	50,905
Other Schools	33	1,365	8	176	2,162	85,512	2,203	87,053
Total	2,276	108,555	63,014	4,069,718	100,502	4,148,749	165,792	8,317,022
<i>For Females.</i>								
Arts Colleges	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	1	131	1	143	11	1,951	13	2,225
Middle Schools	8	637	51	4,650	79	8,524	138	13,811
Primary Schools	205	12,192	6,257	295,423	22,114	605,422	28,576	913,042
Training Schools	60	2,402	1	22	48	1,906	109	4,330
Agricultural Schools	..	..	..	..	1	50	1	50
Schools for adults	..	..	1	25	3	68	4	93
Other Schools	1	23	..	..	25	1,469	26	1,492
Total	275	15,385	6,311	300,268	22,231	619,390	23,867	935,043
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	2,551	118,940	69,325	4,369,986	122,733	4,768,139	194,659	9,252,065
II. UNRECOGNISED INSTITUTIONS.								
<i>For Males</i>							26,001	568,937
<i>For Females</i>							2,200	69,053
Total							28,201	637,990
GRAND TOTAL FOR ALL INSTITUTIONS .							223,860	9,890,055

Institutions in rural areas.

EXPENDITURE ON INSTITUTIONS.				NO. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
4,21,294	35	7,60,324	11,81,653	41	..	291	332
7,34,993	3,891	1,20,532	8,59,416	73	..	..	73
25,47,097	12,21,375	88,64,007	1,21,32,479	256	2,344	12,733	15,333
72,42,282	40,92,322	49,54,635	1,62,89,239	252	24,986	15,762	40,980
2,67,71,376	1,56,19,678	93,09,313	5,17,00,867	2,641	114,221	142,292	259,154
26,94,205	56,684	1,98,265	29,49,154	858	120	208	1,186
18,140	7,495	14,574	40,209	6	5	8	19
1,09,630	49,242	2,87,626	3,96,498	12	116	2,236	2,364
5,48,601	1,03,484	9,80,791	16,32,876	61	9	5,171	5,241
4,10,88,118	2,11,54,206	2,49,40,067	8,71,82,391	4,200	141,781	178,701	324,683
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
1,08,606	35,190	1,78,608	3,22,413	11	12	128	151
1,28,901	44,862	1,93,379	3,65,142	32	178	484	694
28,15,277	17,47,655	8,22,800	53,85,732	515	10,241	22,198	32,054
7,73,120	1,100	2,11,340	9,85,560	282	1	290	573
348	..	..	348	..	..	4	4
..	6	601	607	..	1	3	4
13,147	2,586	61,364	77,097	1	..	90	91
38,37,399	18,31,408	14,68,092	71,36,899	841	10,433	23,197	34,471
4,49,25,517	2,29,85,614	2,64,08,159	9,43,19,290	5,041	152,214	201,898	359,153

Explanatory notes :—

- (1) Figures for urban areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.
- (4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

APPENDIX IV.

Educational Statistics of Aden.

(i) General Summary of Educational Institutions and Scholars, 1932-33.

			PERCENTAGE OF SCHOLARS TO POPULATION.			
			Recognized Institutions.		All Institutions.	
			1932.	1933.	1932.	1933.
Area in square miles	80					
Population—						
Males	32,345	Males	5.3	4.7	7.9	7.2
Females	19,133	Females	2.4	2.1	2.1	2.1
Total	51,478	Total	4.2	3.8	5.9	5.3

	INSTITUTIONS.			SCHOLARS.		
	1932.	1933.	Increase or decrease.	1932.	1933.	Increase or decrease.
	1	2	3	4	5	6
<i>Recognised Institutions.</i>						
Universities	..	..	..	..	..	..
<i>For Males.</i>						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	6	5	—1	425	444	+19
Primary Schools	15	14	—1	1,137	1,058	—79
Special Schools	..	..	..	..	38	+38
Totals	21	10	—2	1,562	1,540	—22
<i>For Females.</i>						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	3	3	..	164	162	—2
Primary Schools	9	7	—2	299	255	—44
Special Schools	..	1	+1	..	..	..
Totals	12	11	—1	463	417	—46
<i>Unrecognized Institutions.</i>						
For Males	16	18	+2	769	808	+39
For Females	1	..	—1	60	..	—60
Totals	17	18	+1	829	808	—21
GRAND TOTALS	50	48	—2	2,854	2,765	—89

(ii) General Summary of Expenditure on Education, 1932-33.

	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM					COST PER SCHOLAR TO					Total cost per scholar.
	1932.	1933.	Increase or decrease.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.			
	1	2	3	4	5	6	7	8	9	10	11	12		
Direction and Inspection	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.		
Unalterable :	10,077	8,721	-1,356	100	..	..	..	3	..	..	..	3		
Boards of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..		
Miscellaneous †	300	350	+50	100	..	..	..	..	..	..	..	..		
Totals	10,377	9,071	-1,306	100	..	..	..	3	..	..	..	3		
Institutions for Males.														
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..		
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..		
High Schools	..	..	..	..	..	..	..	..	..	..	..	..		
Middle Schools	45,775	39,652	-5,923	40	12	22	26	36	11	20	23	90		
Primary Schools	26,902	24,680	-2,222	27	40	11	22	6	9	3	5	23		
Special Schools	..	1,148	+1,148	60	..	40	..	18	..	12	..	30		
Totals	72,677	65,680	-6,997	35	23	18	24	15	10	8	10	43		
Institutions for Females.														
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..		
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..		
High Schools	..	..	..	..	..	..	..	..	..	..	..	..		
Middle Schools	20,873	22,942	+2,069	25	..	15	60	36	..	21	85	142		
Primary Schools	8,724	6,421	-2,303	33	..	..	67	8	..	..	17	25		
Special Schools	..	..	..	..	..	..	..	..	..	..	..	..		
Totals	29,597	29,363	-234	27	..	1	61	19	..	8	43	70		
GRAND TOTALS	1,12,651	1,04,114	-8,537	39	14	15	32	20	8	8	17	53		

* Includes both District Board and Municipal Funds.

† Includes expenditure on buildings.

