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PREFACE.

The report on the progress of education in India for the year 1927-28 was published recently. The present report is for the year 1928-29 and carries the history of education in India down to March 31, 1929. I take this opportunity to express my obligations to provincial Directors of Public Instruction from whose reports I have borrowed freely in writing these two reviews.

A. H. MACKENZIE,
*Offg. Educational Commissioner
with the Government of India.*

SIMLA;
August, 1930,

EDUCATION IN INDIA

IN

1928-29

I.—GENERAL SUMMARY.

Hartog Committee on Education.—The most notable event of the year was the appointment of the Auxiliary Committee to the Indian Statutory Commission, under the Chairmanship of Sir Philip Hartog, to make enquiries into the growth of education in British India and to prepare a "review of the growth of education" with particular reference to its organisation in British India and its relation to political and constitutional conditions and potentialities of progress. The committee toured through the various provinces conducting its enquiries and collecting evidence, but its report was not published until after the close of the year.

Statistical progress.—So far as progress can be measured by statistics the year was one of considerable advance, although the rate of expansion was slower than in the previous year. The number of recognised institutions of all kinds increased by 3,984 to 223,794 and their enrolment by 387,841 to 11,547,997. The corresponding increases in the previous year were 8,762 and 630,806. The total number of scholars in all institutions, both recognised and unrecognised, was over 12 millions, representing about five per cent. of the total population. The statement given below compares the figures of institutions and scholars for 1928-29 with those of the previous year.

Types of Institutions.	Number of institutions.		Number of scholars.	
	1929	1928	1929	1928
<i>Recognised Institutions.</i>				
Universities	16	15	8,078	7,562
Arts Colleges	242	236	68,527	65,952
Professional Colleges	71	71	17,652	17,162
High Schools	2,834	2,759	873,168	828,854
Middle Schools	9,753	9,240	1,238,808	1,173,700
Primary Schools	201,688	197,299	9,013,591	8,712,968
Special Schools	9,190	10,190	327,673	353,958
Total of Recognised Institutions	223,794	219,810	11,547,997	11,160,156
Unrecognised Institutions	34,222	34,914	618,342	615,066
Grand total of all Institutions	258,016	254,724	12,165,839	11,775,222

The decrease of 26,285 scholars in special schools is mainly accounted for by the closure during the year of over 1,000 inefficient schools for adults in the Punjab. The number of unrecognised institutions declined slightly but their enrolment increased by over 3,000.

Stages of instruction of pupils.—The following table gives the number of scholars in the various stages of instruction in arts colleges and secondary and primary schools:—

Stages of Instruction.	No. of scholars in institutions for Males.	No. of scholars in institutions for Females,
Graduate and post-graduate classes	21,959	296
Intermediate classes	42,845	781
Secondary stage	987,788	53,843
Primary stage	8,847,683	1,238,899
TOTAL	9,900,275	1,293,819

The reasons for the difference between these figures and those given in the table on page 1 are that the classification of intermediate colleges and secondary and primary schools is not the same in all provinces and many institutions enrol students who are at a lower stage of instruction than that at which these institutions primarily aim.

Pupils by communities.—The following table is of interest; it compares the state of education among the principal communities of India:—

Community.	Number of scholars.	Percentage to population of the community.
Europeans and Anglo-Indians	48,686	18·5
Indian Christians	385,327	13·7
Hindus	7,669,451	4·7
Muhammadans	3,115,169	5·2
Budhists	621,980	5·4
Parsis	20,337	22·7
Sikhs	167,282	7·1
Others	137,236	2·1
TOTAL	12,165,528	4·9

Expenditure.—The total expenditure on education increased by Rs. 1,24,54,928 from Rs. 25,82,77,325 to Rs. 27,07,32,253. Towards this expenditure, government funds contributed 48·7 per cent., district board and municipal funds 14·6 per cent., fees 21·3 per cent. and all other sources (endowments, subscriptions, contributions, etc.) 15·4 per cent. The proportion of cost met from these sources, however, varies considerably from province to province. In most provinces, the proportion of cost met from Government funds was between 50 and 60 per cent. The average annual cost per scholar remained practically the same as last year, *viz.*, Rs. 23 for the whole of British India. This cost was met as follows:—government funds—Rs. 11-6-8, local funds—Rs. 3-6-7, fees—Rs. 5-0-1, and other sources—Rs. 3-9-9. The provincial figures ranged from Rs. 16 in Assam to Rs. 96 in Central India.

Provincial statistics.—The four tables which follow summarise the salient features of educational progress in the different provinces in British India. For more detailed figures, reference may be made to the individual provincial reports on education for 1928-29.

(i) *Number of Institutions.*

Province.	NO. OF RECOGNISED INSTITUTIONS.		NO. OF UNRECOGNISED INSTITUTIONS.		TOTAL NO. OF INSTITUTIONS.		Increase (+) or Decrease (-).		
	1929.	1928.	Increase (+) or Decrease (-).	1929.	1928.	Increase (+) or Decrease (-).			
Madras	56,016	53,627	+2,389	2,078	2,643	-565	58,094	56,270	+1,824
Bombay*	15,714	15,452	+262	1,380	1,318	+62	17,094	16,770	+324
Bengal	63,000	61,786	+2,213	1,583	1,508	+75	65,492	63,354	+2,138
United Provinces	23,774	23,269	+505	2,524	2,578	-54	26,298	25,847	+451
Punjab	12,818	13,754	* -936	5,282	5,306	-24	18,100	19,060	-960
Burma †	7,282	7,122	+160	18,200	18,325	-85	25,572	25,447	+125
Bihar and Orissa	31,048	32,023	-975	1,695	1,773	-78	32,743	33,796	-1,053
Central Provinces and Berar	5,240	5,228	+12	241	192	+49	5,481	5,420	+61
Assam	6,068	5,753	+315	582	554	+28	6,850	6,307	+543
North-West Frontier Province	918	843	+70	238	275	-37	1,151	1,118	+33
Coorg	111	113	-2	20	16	+4	131	129	+2
Delhi	323	291	+32	26	64	-36	351	355	-4
Ajmer-Merwara	241	223	+18	64	86	-22	305	309	-4
Uttar Pradesh	100	99	+1	180	177	+3	280	276	+4
Bangalore	108	104	+4	17	20	-3	125	124	+1
Minor administered Areas †	129	123	+6	20	19	+1	149	142	+7
TOTAL BRITISH INDIA	228,794	219,810	+8,984	34,222	38,914	-692	258,016	254,724	+3,292

* Figures for Aden are included under Bombay.

† Figures for both Burma Proper and the Federal States are given under Burma.
‡ Administered areas in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

(ii) Number of Scholars.

Province.	NO. OF SCHOLARS IN RECOGNISED INSTITUTIONS.			NO. OF SCHOLARS IN UNRECOGNISED INSTITUTIONS			TOTAL NO. OF SCHOLARS IN ALL INSTITUTIONS.			PERCENTAGE OF TOTAL SCHOLARS TO POPULATION.	
	1929.	Increase (+) or Decrease (-).		1929.	Increase (+) or Decrease (-).		1929.	Increase (+) or Decrease (-).		1929.	1928.
		1928.			1928.			1928.			
Madras	2,729,227	2,586,544	+ 142,683	63,519	74,128	-10,609	2,792,756	2,660,672	+ 132,084	6.6	6.2
Bombay*	1,196,822	1,162,578	+ 34,245	37,009	32,378	+ 4,636	1,233,832	1,194,951	+ 38,881	6.4	6.2
Bengal	2,567,357	2,446,678	+ 120,679	57,865	55,034	+ 2,831	2,625,222	2,501,712	+ 123,510	5.6	5.3
United Provinces	1,426,672	1,368,807	+ 57,865	64,811	65,536	-725	1,491,483	1,434,343	+ 57,140	3.3	3.2
Punjab	1,115,083	1,148,568	-33,485	105,656	99,563	+ 6,123	1,220,769	1,246,131	-27,362	5.9	6.0
Burma †	503,564	478,441	+ 25,123	201,614	197,441	+ 4,173	705,178	675,882	+ 29,296	5.3	5.1
Bihar and Orissa	1,068,628	1,102,471	-12,843	41,157	44,590	-3,433	1,130,785	1,147,061	-16,276	3.3	3.4
Central Provinces and Berar	422,470	407,938	+ 14,532	9,366	6,336	+ 2,430	431,836	414,874	+ 16,962	3.1	3.0
Assam	316,530	295,541	+ 20,989	22,558	21,540	+ 1,018	339,088	317,031	+ 22,007	4.4	4.0
North-West Frontier Province.	77,295	70,581	+ 6,714	4,857	6,175	-1,318	82,152	76,756	+ 5,396	3.6	3.4
Coorg	9,766	9,757	-21	405	422	-17	10,171	10,209	-38	6.2	6.7
Delhi	37,241	30,626	+ 6,615	1,870	2,456	-686	39,111	33,082	+ 6,029	8.0	6.7
Ajmer-Merwara	15,658	18,724	+ 1,064	2,793	4,166	-1,373	18,451	17,890	+ 561	3.7	3.6
Baluchistan	6,391	5,846	+ 545	2,808	2,717	+ 91	9,199	8,563	+ 636	2.2	2.0
Bangalore	14,276	13,915	+ 361	669	800	-131	14,945	14,715	+ 230	13.6	12.4
Minor Administered Areas †	19,566	18,111	+ 1,455	1,955	1,189	+ 766	20,861	19,300	+ 1,561	9.0	8.4
TOTAL—BRITISH INDIA	11,547,497	11,160,156	+ 387,341	618,342	615,066	+ 3,276	12,165,839	11,775,222	+ 390,617	4.9	4.8

* Figures for Aden are included under Bombay. † Figures for both Burma Proper and the Federated Shan States are given under Burma.

† Administered areas in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

(iii) *Distribution of Scholars in Recognised Institutions, 1929.*

Province.	NO. OF SCHOLARS IN INSTITUTIONS FOR MALES.					NO. OF SCHOLARS IN INSTITUTIONS FOR FEMALES.								
	In Universities	In 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.
Madræs	13,439	2,324	145,987	27,847	2,194,961	24,895	2,409,433	376	56	13,521	5,835	295,178	4,818	819,784
Bombay*	7,132	2,667	74,642	24,208	904,587	18,955	1,032,292	...	...	11,975	3,575	147,037	1,944	164,531
Bengal	1,998	5,500	258,550	169,297	1,561,743	129,758	2,147,315	353	43	11,550	8,876	397,355	1,865	420,042
United Provinces	4,321	3,502	68,052	86,991	1,140,010	25,759	1,336,888	150	8	5,361	23,180	60,062	1,023	89,784
Punjab	18	1,908	121,959	451,119	363,490	63,866	1,013,051	128	39	8,395	17,286	73,937	2,347	102,082
Burma†	106	43	45,314	135,307	244,769	18,747	446,969	...	...	7,141	14,194	34,353	307	56,585
Bihar and Orissa.	3,710	983	44,098	75,642	876,629	18,060	1,019,132	7	...	369	4,572	64,079	909	70,506
Central Provinces and Berar.	1,645	379	5,950	95,541	284,397	2,450	390,542	...	...	211	6,349	24,747	621	31,928
Assam	1,160	80	17,294	37,632	229,563	7,614	293,343	...	...	1,380	4,076	17,641	90	23,187
North West Frontier Province.	525	39	10,733	23,765	33,556	118	68,736	...	...	119	2,943	5,463	34	8,559
Coorg	...	...	785	...	8,098	12	8,845	...	...	241	...	680	...	921
Delhi	1,269	...	4,376	6,640	16,053	2,059	30,494	51	81	685	1,947	3,942	41	6,747
Ajmer-Merwara	168	...	2,989	1,213	5,621	195	13,186	...	...	287	267	1,903	15	2,472
Baluchistan	...	...	1,847	1,404	1,404	5,266	912	...	...	...	912	213	...	1,125
Bengalore	...	...	2,080	1,989	4,784	96	9,192	209	...	955	1,015	2,753	62	5,084
Minor Administered Areas.†	...	...	4,318	1,734	7,256	455	14,116	...	...	844	652	3,620	65	5,300
TOTAL BRITISH INDIA	8,978||	17,425	809,564	1,142,929	7,680,619	313,032	10,238,810	1,364	227	63,904	95,579	1,132,972	14,641	1,398,687

* Figures for *Ajmer* are included under *Bombay*.

† Figures for both *Burma Proper* and the *Federated Shan States* are given under *Burma*.

‡ Administered areas in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

§ In teaching departments of universities both *Arts* and *Professional*.

|| Includes 389 students enrolled in the professional departments.

(iv) Expenditure on Education, 1929.

Province.	Total Expenditure.		Percentage of Expenditure from						Average Annual Cost Per Scholar to				TOTAL COST.
	1929.	1928.	Increase (+) or Decrease (-)	Government Funds.	Board Funds.	Fees.	Other Sources.	Government Funds.	Board Funds.	Fees.	Other Sources.		
Madras	Rs. 5,42,33,333	Rs. 4,78,91,151	+63,42,182	50.6	13.1	17.0	19.3	Rs. a. p. 10 3 8	Rs. a. p. 2 10 7	Rs. a. p. 3 7 0	Rs. a. p. 3 14 5	Rs. a. p. 20 3 8	
Bombay*	3,97,30,411	3,91,11,628	+6,18,783	49.6	18.1	18.3	14.0	16 7 5	6 0 6	6 1 1	4 10 2	33 3 2	
Bengal	4,33,98,109	4,14,72,735	+19,25,374	35.2	6.3	41.1	17.4	6 0 0	1 1 7	6 14 5	2 14 5	16 14 5	
United Provinces	3,75,93,171	3,54,06,431	+21,86,739	58.7	13.2	15.0	16.1	14 10 11	3 7 7	3 15 4	4 3 9	26 5 7	
Punjab	3,07,83,644	3,02,10,555	+5,73,089	56.0	12.9	20.0	11.1	15 7 2	3 9 1	5 8 6	3 0 11	27 9 8	
Burma†	2,16,29,743	2,18,44,839	-2,14,596	49.5	18.7	18.6	13.2	21 4 0	8 0 3	7 15 11	5 11 1	42 15 3	
Bihar and Orissa	1,80,43,389	1,86,66,725	-6,23,336	35.5	29.7	21.4	13.4	5 14 0	4 14 8	3 8 8	2 3 7	16 8 11	
Central Provinces and Berar	1,14,61,059	1,11,38,879	+3,22,210	58.2	21.2	12.5	8.1	15 12 9	5 12 0	3 6 4	2 3 0	27 2 1	
Assam	51,43,957	47,12,122	+4,31,835	53.8	11.4	16.3	18.5	9 8 9	1 13 8	2 10 5	2 3 2	16 4 0	
North-West Frontier Province	26,16,988	24,12,151	+2,04,837	66.2	10.4	8.8	14.6	23 12 5	3 11 5	3 2 5	5 4 0	35 14 3	
Coorg	2,39,710	2,30,400	+9,310	58.9	20.2	17.6	3.3	14 7 0	4 15 3	4 5 2	0 12 10	24 8 3	
Delhi	21,20,650	19,35,750	+1,84,870	48.7	16.5	18.0	16.8	27 12 5	9 7 2	10 4 6	9 9 4	57 1 5	
Ajmer-Merwara	8,90,122	6,51,764	+2,38,358	56.0	6.6	19.6	17.8	31 13 9	3 11 10	11 1 7	10 2 3	56 13 5	
Baluchistan	4,92,628	4,72,583	+20,045	59.3	13.4	16.4	10.9	45 14 7	10 5 11	12 11 4	8 7 4	77 7 2	
Bangalore	9,36,877	8,77,281	+59,596	40.0	4.9	31.8	23.3	31 9 3	3 14 2	25 0 8	18 5 10	78 13 11	
Minor Administered Areas †	14,18,442	12,42,761	+1,75,681	22.3	11.7	23.9	42.1	16 3 10	8 7 7	17 5 9	30 10 4	73 11 6	
TOTAL—BRITISH INDIA	27,07,32,253	25,82,77,325	+1,24,54,928	48.7	14.6	21.3	15.4	11 6 8	3 6 7	5 0 1	3 9 9	23 7 1	

* Figures for Aden are included under Bombay.

† Figures for both Burma Proper and the Federated Shan States are given under Burma.

‡ Administered areas in the Bombay, Assam, Central India, Rajputana, Western India and Hyderabad States.

§ Revised figures.

Statistics of Universities in India, 1929.

University.	Type.	Original Date of Foundation.	Faculties.*	NO. OF TEACHING STAFF.		NO. OF STUDENTS.		No. of Students who graduated in Arts and Science.	REMARKS.
				In University Departments.	In Affiliated Colleges.	In University Departments.	In Affiliated Colleges.		
1	2	3	4	5	6	7	8	9	10
1. Calcutta . .	Teaching and Affiliating.	1857	A., Sc., L., M., Eng.	200	1,268	1,171	2,928	2,384	The University also awards degrees in Commerce and Education.
2. Bombay . .	Teaching and Affiliating.	1857	A., Sc., L., M.	4	524	61	11,240	1,087	The University was reconstituted in 1928. It also awards degrees in Commerce, Education, Agriculture and Engineering.
3. Madras . .	Teaching and Affiliating.	1857	A., Sc., L., M., Eng., Ed., Ag., Com., F. A.	24	1,157	131	15,967	1,677	The University was reconstituted in 1923. It also awards degrees or diplomas in Oriental Learning and Economics.
4. Punjab . .	Teaching and Affiliating.	1882	O., A., Sc., M., L., Ag., Com.	58	844	19	12,962	1,121	Faculty of Arts included Education. The figure in Col. 7 represents research scholars and exludes Honours School students enrolled in affiliated colleges.
5. Allahabad . .	Unitary	1887	A., Sc., L., Com.	104	..	1,427	..	303	The University was reconstituted in 1921.
6. Benares Hindu.	Unitary	1916	A., Sc., O., Th., L., M.	182	..	2,359	..	169	Faculty of Science includes Engineering. The University also awards diplomas in Education.

* Abbreviations:—A. = Arts; Ag. = Agriculture; Com. = Commerce; Ed. = Education (Teaching); Eng. = Engineering; F. = Forestry; F. A. = Fine Arts; L. = Law; M. = Medicine; O. = Oriental Learning; Sc. = Science; Tech. = Technology; Th. = Theology.

N. B.—The term "Affiliated Colleges" in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by, a University.

Statistics of Universities in India, 1929—contd.

University.	Type.	Original Date of Foundation.	Faculties.*	NO. OF MEMBERS OF TEACHING STAFF.			NO. OF STUDENTS.		No. of Students who graduated in Arts and Science.	REMARKS.
				In University Departments.	In Affiliated Colleges.	In University Departments.	In Affiliated Colleges.			
1	2	3	4	5	6	7	8	9	10	
7. Mysore†	Unitary	1916	A., Sc., Eng., and Tech., M.	291	..	3,307	..	260	The University is located at two centres—Mysore and Bangalore. It also awards degrees in Commerce and Education.	
8. Patna .	Affiliating	1917	A., Sc., Ed., L., Eng., M.,	..	318	..	4,967	483	....
9. Osmania†	Teaching	1918	A., Th., Sc., M., Eng., Ed., L.	103	22	562	175	63	Figures of the Intermediate Colleges recognised by the University are shown under "Affiliated Colleges".	
10. Aligarh Muslim.	Unitary	1920	A., Sc., L., Ed., Th.	70	45	1,096	491	268	There are no Faculties, but there are Departments of Studies in various subjects. Figures for the Intermediate College of the University are shown under "Affiliated Colleges".	
11. Raangoon	Unitary	1920	A., Sc., M., Eng., F., Ed.	128	12	1,583	106	118	There are no Faculties but there are Boards of Studies in various subjects. The figures in Cols. 6 and 8 relate to the Intermediate College at Mandalay which is managed by the University.	

12. Lucknow	Unitary	1920	A., Sc., M., L., Com., Ed., O.	113	10	1,619	41	201
13. Dacca	Unitary	1921	A., Sc., L.	94	..	1,228	..	170
14. Delhi	Teaching	1922	A., Sc., L.	12	89	96	1,327	164
15. Nagpur	Teaching and Affiliating.	1923	A., Sc., L., Ed., Ag.	5	89	157	1,441	181
16. Andhra	Affiliating	1926	A., Sc., M., Ed., O.	..	363	..	3,798	466
17. Agra	Affiliating	1927	A., Sc., Com., L., Ag.	..	302	..	2,373	579
18. Annamalai	..	..	..	..	..	..	..	..

Figures for the Isabella Thoburn College, which is recognised by the University, are given under "Affiliated Colleges".
Figures for the Teachers' College, Dacca, which is associated with the University, are not given. Medical students, who took their Science courses at the University, are also excluded. The University also awards degrees in Commerce and Education.

The University started work after the close of the period under review. The figures for its colleges are included under the Madras University.

* Abbreviations :- A. = Arts; Ag. = Agriculture; Com. = Commerce; Ed. = Education (Teaching); Eng. = Engineering; F. = Forestry; F. A. = Fine Arts
L. = Law; M. = Medicine; O. = Oriental Learning; Sc. = Science; Tech. = Technology; Th. = Theology.

N. B.—The term "Affiliated Colleges" in Cols. 6 and 8 of the table means all colleges affiliated to, associated with, or recognised by, a University.
† Situated in an Indian State and outside British India.

II.—UNIVERSITY EDUCATION.

Statistics.—There are now eighteen universities in India, of which two are situated in Indian States. The foregoing table gives some particulars about these universities. The following paragraphs indicate the chief developments which have taken place during the year under review.

Agra University.—The University has made considerable progress with the framing of statutes and regulations and has taken steps towards the improvement of teaching in the affiliated colleges. Regulations have been passed to prevent students from appearing at the final Law and M.A. or M.Sc. examinations in the same year. Maximum limits have been prescribed for the working periods of a teacher in a college and a system of moderation of question papers and of thorough inspection of colleges has been introduced.

Aligarh Muslim University.—With the advance of education among the Muslim community the pressure of admission to the university has increased and admission had to be refused to about 200 students for want of class-room and hostel accommodation. The university authorities have taken prompt and vigorous action on the recommendations of the Rahimtoolah Enquiry Committee. The Pro-Vice-Chancellor recorded with appreciation the spirit of helpfulness and the measure of co-operation on the part of staff and students extended to him in the work of restoring the prestige of the University. “Discipline and attendance both improved and the most hopeful augury for the future is the love of the students for their *alma mater*.”

Allahabad University.—Provision has been made for the teaching of German to students who intend to proceed overseas for study. A professor was appointed to the Arabic-Persian department, which hitherto had been in charge of a reader. As judged by the success of students at the various competitive examinations for the all-India services, the standard of teaching is high and the university maintains a good reputation for research work carried out by staff and students. Additional buildings are required for the library and for hostels. To meet these needs the university appealed to the public for funds, but the response was poor.

Andhra University.—The Legislative Council passed measures substituting Vizagapatam for Bezwada as the headquarters of the university and excluding the Ceded Districts and Chittoor from its jurisdiction. The study of a vernacular language was made compulsory for the Intermediate examination.

Annamalai University.—This is the youngest university in India. It owes its origin to the generosity of Sir Annamalai Chettiyar who gave a sum of Rs. 26 lakhs for the endowment of the university. An Act to establish the university was passed in 1928. The Sri Minakshi College, the Sri Minakshi Tamil College and the Sri Minakshi Sanskrit College, which had been founded at Chidambaram and endowed by Sir Annamalai Chettiyar, were incorporated in the new university. The Government of Madras contributed a sum of

Rs. 26 lakhs to the permanent endowment fund of the university and gave further grants of Rs. 7½ lakhs non-recurring for buildings and equipment and Rs. 1½ lakhs recurring for general purposes.

Benares Hindu University.—The university was carrying a heavy burden of debt and recurring expenditure exceeded recurring income. But there were good prospects of a liberal grant from the Government of India towards the liquidation of the debt and the Vice-Chancellor, Pandit Madan Mohan Malaviya, was busily engaged in collecting funds. His Highness the Maharajah of Jodhpur has generously endowed the Jodhpur chair of technology and the Irwin chair of agriculture. A separate faculty of medicine and surgery (Ayurvedic) has been instituted. A stimulus has been given to physical training by the erection of a gymnasium at a cost of Rs. 40,000, collected by subscription.

Bombay University.—A new University Act came into operation in January 1929. The chief provisions of the Act were to extend the elective principle for the composition of the various authorities of the university and to entrust the technical part of university work to a newly constituted body, the Academic Council, which is composed entirely of persons connected directly with education. That there is something seriously wrong with either the standards of admission to university classes or the quality of teaching given in them is shown by the remarks of examiners. The examiner in English at the Intermediate Arts Examination said that the papers betrayed "ignorance of even the most elementary principles of composition" and abounded in errors. "The average student does not bother to read his texts but is content to learn by heart second-hand opinions on them, gleaned from cheap bazaar cram books." The examiner in English at the M.A. examination wrote in a similar strain. He said, "One cannot help feeling that the M.A. examination is taken by many students as a kind of gamble". The Director says that the chief reasons for the unsatisfactory condition of university teaching are the unwieldy size of college classes, which makes efficient tutorial work impossible, and the fact that "the majority of students want a degree merely as a passport to employment and are content to scramble through anyhow".

Calcutta University.—The post-graduate classes continue to expand; there were 1,227 students on the rolls as against 950 in the previous year. A Bill for the reorganization of the university was drafted and a committee considered the question of the future of the post-graduate department and connected financial problems. The Bill was under the consideration of Government and the committee was still sitting at the close of the year.

Dacca University.—The Dacca University Act was amended in order to make the Executive Council the chief authority of the university. Important changes in the ordinances and regulations included the introduction of a teachers' certificate in practical English and the recognition of commerce as a subject for the B.A. degree examination. There were 796 students in the university. "The increase in numbers continue to be slower than was

anticipated before the starting of the university and further efforts on the part of the university authorities seem desirable to bring home to the students of the eastern part of the province the facilities that Dacca offers both for taking a degree course in ideal surroundings and as an alternative centre to Calcutta for higher work."

Delhi University.—The financial position of the university was relieved by a grant of Rs. 45,000 from the Government of India. Government appointed a committee to consider the future of the university. The most important of the recommendations of this committee were that the Viceregal Lodge Estate, including all buildings on it, should be transferred to the university, that Intermediate classes should not be separated from the university, that the university should take complete responsibility for all the teaching of science subjects and for the teaching for B.A. Honours and M.A. courses in other subjects and that the university should appoint professors (to be selected by a body independent of the present colleges) "who would be in a position to direct and influence the teaching of the colleges". Government had not passed orders on the report of the committee by the end of the year.

Lucknow University.—The chief need of the university is a maternity hospital for the Medical College. Students have now to go to Madras for practical training in gynaecology. An up-to-date chemistry block was completed at a cost of three lakhs of rupees given by Government. The library has been improved by additional grants of Rs. 10,000 non-recurring from Government and Rs. 9,000 recurring from university funds. A gratifying feature of the year's working of the university union was the restoration of harmonious relations between Hindu and Muslim members.

Madras University.—A separate faculty of Fine Arts has been constituted and a few colleges are offering Indian music as a subject for the Intermediate examination. As opposed to these developments efforts were made to extend facilities for vocational training; a Bachelor of Commerce degree course was instituted and proposals were formulated for raising the Institute of Commerce to the status of a commercial college. Each college was required to depute a graduate to undergo training for nine months at the Y.M.C.A. National School of Physical Education, the university having agreed to meet two-thirds of the cost. The graduates, when trained, will be appointed as Physical Training Directors of their colleges. All affiliated colleges were inspected by a University Inspection Commission. After consideration of the report of this Commission the Senate resolved that there was no need for instituting any more universities in the area now under the jurisdiction of the Madras University.

Nagpur University.—The most important event of the year was the formation of a University Training Corps which reached a strength of 221 by the close of the year. A stimulus to mathematical studies at the university was given by the Indian Mathematical Conference which met at Nagpur under the presidency of Sir C. V. Raman. There is some doubt whether the university is

maintaining a sufficiently high standard. The Director of Public Instruction says, "The Principal of Morris College considers that the standard of university examinations is lower than that of corresponding examinations in Morris College. This observation should give food for reflection to the university authorities".

Patna University.—The vexed question of the control of the university over the colleges at Patna and over their staff was settled during the year. Government are of opinion that the creation of a university service is at the present time impracticable and have therefore decided that no change should be made in the present arrangement for staffing and managing the colleges. But with a view to giving the university a voice in the selection of candidates for appointments to government colleges, Government will, when making appointments, take the advice of a permanent selection board on which the Syndicate of the university will be represented. There will be a central university board which will control inter-collegiate teaching and non-collegiate hostels and the discipline and corporate life of the students in general. The Syndicate has been reconstituted and now consists of the Vice Chancellor, the Director of Public Instruction, nine teachers and seven non-teachers.

Punjab University.—Much attention has been devoted to the problem of the proper training of the more brilliant students. In science subjects considerable success has been attained and higher standards established with a satisfactory output of original work. In arts subjects, where concentration at one centre is more difficult, policy has oscillated and opinion is still divided. Nevertheless some attempts have been made to solve the problem and these efforts have helped to improve the general standard of higher teaching. An Academic Council, consisting mainly of teachers, has been instituted. This has relieved the Syndicate of an increasing amount of academic business. The university machinery has been overhauled and the disposal of business simplified. An interesting new development has been the institution of a diploma in arts for girls. The object of the course is to provide a general training for girls who do not seek professional qualifications. It is intended to be a three years' course from the average age of fourteen to seventeen corresponding to the period devoted to matriculation courses and the first intermediate year. The Vice Chancellor says, "On the whole, it may be claimed that there has been a development of academic ideals, a quickening of the academic conscience and a growing sense of the solidarity of the teaching body, not only in the central circle of university teachers but throughout the affiliated colleges". On the other hand the Director of Public Instruction quotes figures to show that there is serious "wastage" in the collegiate and university stage of education and says, "The figures afford ample proof that the university has scarcely been successful in making the right adjustment of admission to graduation standards, and that, in consequence, the university is burdening itself, and is encouraging the colleges to burden themselves, with a very large number of students who have little or no chance of completing the course successfully".

and on whom the expenditure of money intended for higher education is very largely wasted”.

Rangoon University.—There is similar wastage also in the Rangoon University. Only two-fifths of the students who join the university pass the Intermediate examination and of those who pass less than three-fourths obtain a degree, *i.e.*, only 30 per cent. of the students who enter the university obtain a degree at the end of four years. In the matter of hostel accommodation the university now compares favourably with most of the new universities in England and the university college “can boast of playing-fields second to none”; there are several football and hockey grounds, a cricket ground and 25 tennis courts. With these facilities it is hoped that “a large number of the more ordinary players can now take part instead of remaining spectators”. Boxing, too, was not without adherents and there was a flourishing rowing club. His Excellency the Chancellor in his address to Convocation observed that “the Rangoon University, young though it is, is already building up an impressive record of research work”.

Indian Institute of Science, Bangalore.—The total expenditure for the year was approximately Rs. 5½ lakhs, which was met from the funds of the Institute and contributions of Rs. 1½ lakhs from the Government of India, Rs. 50,000 from the Government of Mysore and Rs. 10,000 from each of the Governments of Madras and Hyderabad. The total number of students was 114, of whom 52 held scholarships. The staff and students read at the Indian Science Congress, Madras, 76 papers on researches, which covered a wide field. During the year fourteen students obtained technical appointments.

The Inter-University Board has not yet had much influence on university policy in India but it has done a considerable amount of useful work in collecting information and in stimulating thought regarding current university problems, *e.g.*, the standardization of legal education in India, the facilities for physical training in Indian universities, the desirability of introducing geography in university courses, the periods of work which should be prescribed for teachers of various grades. The Board also put certain universities into touch with distinguished teachers from abroad who were available for lecturing at university centres and arranged for two sectional conferences, one of representatives of the five universities in the United Provinces and the other of representatives of the two universities in Bengal. It brought out a revised edition of its useful *Handbook of Indian Universities* and issued a pamphlet, “Facilities for Oriental Studies and Research at Indian Universities”. It may be claimed that the Board meets a real need in the educational organization of India. A weakness in its constitution is that Science is not represented.

Indian students abroad.—That there is need for an organization to assist Indian students who go abroad for study is clear from the figures given in the interesting report on the working of the Education Department of the office of the High Commissioner for

the year 1928-29. Thirty years ago the number of Indian students in Great Britain was about 400. The number now is well over 2,000. Including students at universities on the Continent and in the United States of America the total number who are abroad in one year is not far short of 2,500. Assuming an average course of three years, it would seem that each year over 800 young Indian students proceed abroad for further study or training of some kind or other. The Education Department of the office of the High Commissioner is rendering service of the greatest value to these students and through them to India. A mere catalogue of the duties and functions of the Department shows how admirably it is fulfilling its purpose. It is the main channel through which applications for the admission of Indian students are submitted to British educational institutions. The Department has consequently the duty of watching the regulations of British and Indian universities so far as these may bear on the admission of Indian students to British institutions. This work necessarily involves a considerable amount of correspondence and in the majority of cases correspondence is supplemented by personal interviews, of which there were over 4,500 in 1928-29. In order to be in a position to carry out its advisory work with accuracy and despatch the Department has to maintain itself as an up-to-date bureau of information covering the whole field of education. For this purpose it has compiled a *Handbook for Indian Students* of which the fifth edition has been published. The Department gives valuable assistance to the Indian Governments in arranging for and supervising the work of government scholars and paying their allowances. In collaboration with the Indian Stores Department it makes arrangements for placing technical scholars in factories, works or on railways for practical training. It also undertakes the guardianship of Indian students when parents so desire. Some idea of the work involved in this duty may be gathered from the fact that in 1928-29 the Department administered £30,000 sent to it from private sources. Finally there is the social and welfare work of the Department, including the supervision of a hostel for Indian students, the maintenance of a list of suitable lodgings and the administration of a loan fund, from which assistance is given to students who are in temporary distress or are stranded in England without the means of returning to India. The report of the Department emphasizes again that the Indian students who benefit from study abroad are those who are well equipped for higher study before they leave India and have reached an age when they have a sense of values and are able to appreciate and understand the best aspects of western life and civilization. Such students are usually welcomed at British educational institutions and do well. The failures are those who drift to England, without the necessary preliminary training for study there and with little or no idea of the exact purpose of their proposed training in Great Britain or of the use to which they are to put it on their return to India. Such students "return to their homes in many cases disgruntled and embittered, with no definite qualifications for employment of any kind and only too often completely

advanced in thought or feeling from the kindly family life and interests of their own people".

Examinations.—The four tables which follow show the results of examinations conducted by the universities and provincial boards.

(a) 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	1916-17	1,243	184	16	15	107	...	...	9,625	259	90	...	...	11,479
	1921-22	1,176	340	44	15	256	...	...	8,425	861	144	...	...	10,781
	1926-27	1,027	283	46	23	172	...	20	11,566	527	152	...	...	18,931
	1927-28	3,020	313	54	13	261	...	19	15,919	629	240	728	...	20,196	
	1928-29	1,988	812	75	13	231	...	19	17,614	614	466	889	1,764	23,885	
Bombay	1916-17	678	158	78	47	32	2630	...	4,702	644	189	...	305	6,884	
	1921-22	775	308	132	35	29	3146	...	4,478	1,349	174	...	815	7,667	
	1926-27	1,150	286	215	65	48	5729	...	6,743	1,210	303	...	396	10,497	
	1927-28	927	308	176	70	42	5741	...	6,690	573	305	...	406	9,685	
	1928-29	1,004	380	159	98	58	6462	...	6,796	642	302	...	424	9,989	
Bengal	1916-17	2,233	488	125	6	50	...	...	17,866	984	78	...	...	21,830
	1921-22	2,726	504	148	12	86	...	...	16,851	1,667	68	...	257	22,314
	1926-27	2,248	786	263	27	109	61	...	24,682	(a)	...	...	46	27,917
	1927-28	2,536	591	198	38	132	55	...	21,200	(b) 478	208	...	42	25,478	
	1928-29	2,962	862	270	45	143	61	...	21,504	1,318	217	...	...	27,382
United Provinces	1916-17	675	649	51	...	35	11	...	4,537	137	...	...	37	6,182
	1921-22	995	416	44	...	108	5	...	4,803	314	94	199	475	7,453	
	1926-27	1,664	769	37	81	125	97	...	3,665	221	223	3 6	184	7,402	
	1927-28	1,503	749	32	62	149	90	18	6	3,886	367	205	308	323	7,965
	1928-29	2,089	809	42	75	158	124	...	4,125	390	368	339	304	8,823	
Punjab	1916-17	612	69	16	...	40	...	...	1,362	76	...	625	...	2,800
	1921-22	745	199	56	...	43	14	...	4,147	377	...	96	222	5,900	
	1926-27	894	176	44	...	69	30	...	7,037	555	...	...	160	8,965
	1927-28	981	197	45	...	80	16	...	7,575	581	...	...	331	9,656
	1928-29	1,064	182	35	...	76	27	...	8,220	563	...	106	893	11,266	
Burma	1916-17	58	...	...	...	...	...	...	689	...	...	...	...	735
	1921-22	69	17	...	...	...	...	...	214	...	...	...	144	444
	1926-27	92	19	...	...	...	...	...	1,254	65	41	...	8	1,479
	1927-28	125	25	...	...	...	...	...	1,420	68	52	...	11	1,701
	1928-29	119	51	...	...	...	...	...	1,380	72	59	...	12	1,693
Bihar and Orissa	1916-17	232	25	...	...	6	...	...	2,534	...	...	...	...	2,797
	1921-22	265	72	...	...	16	...	...	2,252	...	...	...	15	2,620
	1926-27	387	228	6	...	30	...	...	3,511	173	71	...	...	4,356
	1927-28	400	257	16	...	6	...	...	3,656	166	97	...	...	4,620
	1928-29	471	212	25	20	4	...	...	3,902	196	105	...	...	4,935
Central Provinces and Berar	1916-17	118	145	...	...	23	...	...	993	...	...	...	...	1,279
	1921-22	77	87	...	...	24	...	...	597	...	...	...	...	785
	1926-27	165	5	...	...	22	...	...	1,192	...	...	...	...	1,471
	1927-28	159	96	...	...	20	5	...	1,290	...	...	...	...	1,629
	1928-29	222	61	...	...	25	8	...	1,418	...	...	...	...	1,831

(a) Information not available. (b) Figures of the Calcutta Medical College are excluded.

(a) NUMBER OF UNIVERSITY GRADUATES AND UNDERGRADUATES—
contd.

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.	
Assam	1916-17	50	3	...	...	...	...	...	740	...	...	...	...	799
	1921-22	119	8	...	...	...	...	...	839	...	...	...	...	966
	1926-27	82	20	...	...	...	...	...	1,040	...	...	...	...	1,142
	1927-28	103	15	...	...	...	...	...	1,029	...	...	...	...	1,147
	1928-29	157	21	...	...	...	...	...	1,182	...	...	...	...	1,360
Delhi	1916-17	27	...	...	...	...	...	...	118	...	...	...	...	145
	1921-22	75	...	...	...	...	...	...	556	85	...	...	...	716
	1926-27	130	49	...	...	...	...	...	1,140	...	...	...	...	1,319
	1927-28	112	51	...	...	...	...	...	1,143	...	...	...	...	1,306
	1928-29	140	51	4	...	...	...	...	1,252	...	...	...	...	1,456
Other Minor Administrations.	1916-17	18	1	...	...	1	...	...	199	...	...	...	...	219
	1921-22	24	...	...	...	...	...	...	249	...	...	...	...	273
	1926-27	13	1	2	...	...	...	...	500	...	...	...	...	586
	1927-28	123	1	1	...	15	...	...	583	...	...	...	...	673
	1928-29	158	...	4	...	16	...	...	595	...	...	...	...	773
Total of all Provinces	1916-17	5,134	1,722	286	68	294	26	41	43,356	2,100	297	625	842	55,068
	1921-22	7,046	1,946	424	62	562	31	65	43,411	4,173	475	295	1,428	59,919
	1926-27	7,887	2,672	613	196	170	215	79	62,050	2,731	790	316	946	79,065
	1927-28	9,289	2,713	524	183	705	202	94	64,293	2,832	1,107	1,036	1,072	84,055
	1928-29	10,333	2,941	614	251	711	249	116	68,088	3,795	1,517	1,264	8,494	98,393

(b) NUMBER OF UNDERGRADUATES IN INSTITUTIONS CONTROLLED BY PROVINCIAL BOARDS OF EDUCATION IN 1928-29.

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	* 1,112	...	...	1,112
United Provinces	4,131	...	616	4,747
Ajmer-Merwara (controlled by the U. P. Board).	106	...	...	106

* Includes figures for Islamic Studies, Dyeing and Commerce.

(c).—Results of Examinations in Arts

Nature of Examination.	Madras.	Andhra.	Bombay.	Calcutta.	Dacca.	Allahabad.	Inch-nov.	Benares Hindu.	Agra.
<i>Matriculation.</i>									
Number of candidates . . .	61	...	(a)8,535	15,415	...	...	...	510	...
„ passes . . .	11	...	(a)5,189	10,298	...	...	...	318	...
Percentage of passes . . .	18·0	...	(a)60·79	66·8	...	...	...	62·3	...
<i>Intermediate Arts.</i>									
Number of candidates . . .	(b)7,078	12,991	1,574	3,351	...	...	...	201	...
„ passes . . .	(b)2,255	865	663	1,640	...	...	...	87	...
Percentage of passes . . .	(b)31·9	28·9	42·05	48·9	...	...	...	43·2	...
<i>Intermediate Science.</i>									
Number of candidates . . .	...	...	955	3,279	...	...	...	156	...
„ passes . . .	...	...	482	1,813	...	...	...	70	..
Percentage of passes . . .	...	...	50·47	55·2	...	...	...	44·0	...
<i>Bachelor of Arts (Honours).</i>									
Number of candidates . . .	190	...	382	602	65	...	10	11	...
„ passes . . .	153	...	323	445	86	..	8	1	.
Percentage of passes . . .	80·5	...	84·55	73·9	55·4	...	80·0	9·1	...
<i>Bachelor of Arts (Pass).</i>									
Number of candidates . . .	(c)	1,118	824	3,017	157	299	203	224	505
„ passes . . .	1,244	418	371	1,364	72	210	146	133	237
Percentage of passes . . .	...	37·4	45·02	45·2	37·5	71	71·92	59·4	56·83
<i>Bachelor of Science (Honours).</i>									
Number of candidates . . .	...	...	...	236	25	26	5	9	...
„ passes . . .	...	...	...	180	13	20	5	1	...
Percentage of passes . . .	..	...	...	76·2	52·0	76·9	100	11·1	...
<i>Bachelor of Science (Pass).</i>									
Number of candidates . . .	...	...	366	888	62	116	66	69	122
„ passes . . .	...	...	223	461	49	84	43	34	83
Percentage of passes . . .	...	...	60·92	51·9	66·1	73·0	65·15	50·0	68·03
<i>Master of Arts.</i>									
Number of candidates . . .	106	...	110	361	55	77	65	48	139
„ passes . . .	72	...	77	239	46	64	61	44	110
Percentage of passes . . .	67·9	...	70·00	66·2	83·6	84	93·85	91·6	85·27
<i>Master of Science.</i>									
Number of candidates . . .	...	...	17	196	35	35	31	15	17
„ passes . . .	...	...	11	101	24	33	31	12	14
Percentage of passes . . .	...	...	64·70	51·01	68·5	94	100	80·0	82·35

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

(b) Includes figures for

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

(d) Includes figures for

and Science of Indian Universities, 1929.

Aligarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Omanian	Total.	Nature of Examination.
377	14,322	...	..	4,676	...	...	461	44,357	<i>Matriculation.</i> Number of candidates.
260	8,596	...	...	1,866	...	...	117	26,675	„ passes.
68.9	60.0	...	...	40.3	...	...	25.4	60.14	Percentage of passes
380	2,038	261	(b) 578	1,299	287	835	233	20,606	<i>Intermediate Arts</i> Number of candidates.
218	1,030	117	(b) 226	509	159	122	129	8,019	„ passes.
57.4	50.5	44.8	(b) 39.01	39.2	55.4	36.4	55.4	38.92	Percentage of passes
173	1,362	115	..	522	177	470	..	7,209	<i>Intermediate Science.</i> Number of candidates.
86	623	48	..	187	133	165	...	3,607	„ passes.
49.7	45.7	44.8	...	35.8	75.1	35.1	...	50.03	Percentage of passes
1	231	39	20	114	...	...	...	1,665	<i>Bachelor of Arts (Honours).</i> Number of candidates
1	80	32	17	57	..	...	..	1,153	„ passes.
100	34.5	32.1	35.0	50.0	...	...	...	69.25	Percentage of passes.
265	1,621	184	33	786	304	(c)	(d) 155	9,745	<i>Bachelor of Arts (Pass)</i> Number of candidates.
210	777	110	46	283	156	200	(d) 57	6,084	„ passes
79.2	47.9	59.7	55.42	36.0	51.3	...	36.8	62.43	Percentage of passes
10	5	3	16	10	...	...	...	347	<i>Bachelor of Science</i> <i>(Honours).</i> Number of candidates.
5	1	1	15	4	...	...	...	245	„ passes.
50.0	20.0	33.3	33.33	40.0	...	...	...	70.61	Percentage of passes.
67	145	36	74	88	57	(c)	..	2,158	<i>Bachelor of Science (Pass).</i> Number of candidates.
52	87	21	39	41	33	60	...	1,310	„ passes.
77.6	60.0	58.3	52.70	46.6	57.8	...	...	60.76	Percentage of passes.
70	216	31	2	106	26	54	6	1,462	<i>Master of Arts</i> Number of candidates.
47	118	19	1	69	24	41	5	1,087	„ passes.
67.1	54.6	61.2	50.0	66.0	92.3	75.9	83.33	70.83	Percentage of passes.
13	45	...	3	14	11	3	8	445	<i>Master of Science.</i> Number of candidates.
9	23	...	2	7	9	2	8	286	„ passes.
69.2	51.1	...	66.7	50.0	81.8	66.7	100	64.27	Percentage of passes.

is held by a special Board constituted jointly by the University and Government.
Intermediate Science.
option take the examination as a whole or appear by parts separately.
Bachelor of Science.

(d) Results of examinations conducted by Provincial Boards of Education, 1929.

Nature of Examination.	Madras S. S. L. C. Board.	Dacca Intermediate and Secondary Board.	United Provinces High School and Intermediate Board	Burma English and A. V. and Secondary Board.	Central Provinces High School Board.	Hyderabad (Deccan) H. S. L. C. Board.	Delhi Secondary Board.
<i>High School or Leaving certificate.</i>							
Number of candidates .	(a)	323	8,156	2,404	1,633	477	1,417
„ passes .	9,432	223	4,945	765	895	256	784
Percentage of passes	...	69.0	60.6	32.0	54.8	54.0	55.8
<i>Intermediate Arts.</i>							
Number of candidates .	...	(b)296	(d)2,520	..	...	...	...
„ passes .	...	166	(d)1,375	...	...	...	...
Percentage of passes .	...	56.1	54.6	...	...	...	...
<i>Intermediate Science.</i>							
Number of candidates	...	(c)161	...	...	...	...	...
„ passes .	...	102	...	...	...	...	...
Percentage of passes .	...	63.4	...	...	...	...	...

(a) Complete information not available.

(b) Excludes 81 candidates (of whom 44 passed) in Intermediate examination in Islamic studies.

(c) Excludes 31 and 22 candidates (of whom 9 and 14 passed) in Intermediate examination in Dyeing and in Commerce respectively.

(d) Includes figures for Intermediate Science.

III. SECONDARY EDUCATION.

Statistics.—The number of secondary schools of all kinds increased by over 600 to 12,587 and their enrolment by about 9,500 to 2,111,976. These figures, however, do not include the scholars who were reading in the Intermediate colleges but, on the other hand, include pupils reading in the primary stage in high and middle schools. The number of pupils reading in secondary (*i.e.*, middle and high) stages was as follows:—

Type of institution.	Number of secondary scholars in institutions	
	For males.	For females.
Intermediate colleges	1,605	117
High schools	606,379	32,331
Middle schools	379,761	21,357
Primary schools	43	38
TOTAL	987,788	53,843
	1,041,631	

It will be observed that the number of pupils in the middle and high stages is barely fifty per cent. of the total enrolment of secondary schools, more than half the pupils enrolled being in the primary classes. As reported last year, the policy of converting primary schools into lower middle schools was continued in the Punjab; this province alone accounts for an increase of 320 secondary schools during the year under review. The total expenditure on secondary education increased by over Rs. 45 lakhs to Rs. 7,67,32,289. This amount was distributed as follows:—

	Rs.
High schools for males	4,42,01,804
High schools for females	61,20,655
Middle schools for males	2,26,94,909
Middle schools for females	37,14,921
TOTAL	<u>7,67,32,289</u>

Quality.—At one end of the scale there are some schools well-organised and efficient. At the other end there are many schools which are no better than cramming establishments. In between there are the majority, struggling to maintain a level of mediocrity. There is an ever-increasing demand for secondary education. But funds are not available to provide sufficient trained teachers or even accommodation for the growing number of pupils. The managers of aided schools are usually in financial straits and therefore, in order to obtain some additional fee income, admit new pupils even when there are not facilities for teaching them. Thus, in Bengal there was a substantial increase in the number of aided

secondary schools and in their enrolment, but there were no funds for giving them additional aid and "the Department was therefore left in the most unsatisfactory position of having to carry on and hope for better days". In the neighbouring province of Assam no assistance could be given to the existing schools, which badly needed it, but "new schools are being opened on all sides". These are inefficient; it is impossible for them to be efficient when their only sources of income are an uncertain subscription list and inadequate fees. In the Bombay presidency there has been no increase in the allotment for grants to secondary schools during the last five years, with the result that the amount provided is inadequate to pay the full grants admissible under the terms of the grant-in-aid code even to those schools which are already recognised. In other provinces also the increasing demand for secondary education is creating financial problems which will not be solved unless, as in other countries, the number of pupils admitted to secondary schools is restricted to those who are fit to profit by a secondary education.

Instruction.—The Punjab report refers to defects which are general throughout India—carelessness in written work, loose thinking and cramming. In the majority of schools the absence of necessary equipment, the paucity of trained teachers, the overcrowding of class rooms and, above all, the dominance of examinations are responsible for dull stereotyped methods of teaching. But the Education Departments are aware of these defects and are doing what they can, with the limited funds available, to improve the teaching. Here and there experiments are being made with the Dalton Plan, manual training is making its way slowly into the schools, nature study is finding a place in the curriculum and there is improvement in the teaching of drawing. Given the funds, the Departments could do much more than they are now doing for the extension of practical training through educational handwork and elementary science.

Teachers.—In most provinces the pay and prospects of teachers in secondary schools have improved considerably during the last decade. Also on account of increasing competition in other professions men of high qualifications and good ability are now willing to undergo training for the profession. But there is still a disposition on the part of teachers to work along the old grooves and to wait for orders rather than to devise and put into practice new methods of teaching. What is needed is more earnestness and enthusiasm on the part of the teacher. But his work is frequently rendered difficult by the interference of the managing bodies of private institutions in the internal affairs of the school and by the lack of consideration with which some of these bodies treat their teachers. In the United Provinces the Government have compelled aided schools to adopt a carefully prepared agreement which will establish the relations between managers and teachers on a clear and well-defined basis. The general adoption of agreements of this kind would do much to build up a self-respecting teaching profession. It is desirable also that some pressure should be brought to

bear on managing bodies through the leverage of the grant-in-aid to employ trained teachers, as there is often a tendency among them "to appoint untrained relations and cousins, generally unsuccessful vakils"

Examinations.—Assam bitterly complains of the dominance of the Calcutta University matriculation examination. "It is a snare and delusion to the youths of Assam in that it certifies them as fit for collegiate education when they are absolutely unfit". Consequently thousands of rupees are wasted annually in the province on collegiate expenses by the parents of boys who can never profit by collegiate instruction or return even a fraction of these expenses by the results of their education. The report quotes figures to show that the Calcutta University is continuing to "subordinate the standards of the examination to the need for fees". At least half of the boys who pass are unfit to enter the university. Their admission to the college makes the employment of the usual methods of university instruction impossible. The general standard of work in the colleges is lowered and the professors are over-burdened with the task of trying to impart knowledge to pupils who are still only fit for the school room. Examination scandals due to the leakage of question papers are much less frequent than they used to be, but disquieting reports come from Madras. "The most disturbing element in connexion with the public examinations is the leakage of question papers. It is a humiliating fact that it is impossible to conduct any public examination in this Presidency unless elaborate arrangements are made, minute rules laid down and every precaution, which secrecy and ingenuity can devise, adopted. Leakage of question papers could be stopped at once if an articulate public opinion condemned it and was strong enough to require co-operation with the authorities and the supply of evidence as to the source of the evil". There is also a trade in bogus question papers and complaints were actually preferred by parent purchasers of bogus papers because none of the questions appeared in the genuine papers!

Unemployment.—These evils are probably mainly due to the keen struggle for employment. Unemployment amongst those who have passed through secondary schools is increasing rapidly and has become a grave social problem. The problem has been examined in some provinces by committees, but while some of them have collected interesting statistics they have not been able to make constructive proposals which offer an adequate solution. In India the openings for the educated classes are much fewer than in Western countries and there is the additional difficulty that many boys and young men, although unfit for higher education, have been admitted to secondary schools and colleges, where they spend several years in a vain effort to obtain certificates or degrees, and find when they emerge from these institutions that there are no suitable openings for them and that they are unemployable in professions or trades which demand trained intelligence.

Physical training.—In all provinces the importance of physical training is receiving greater recognition, probably because of the

interest which the central and provincial legislatures have taken in the matter. But there are practical difficulties which are not always realised by those who press for compulsory physical training. Some of these are mentioned in the Assam report. The majority of the pupils are day scholars. "Many come with an apology for a meal taken at 10 A.M. and have to remain without food till 4-30 P.M." Boys who have to walk some miles—not an inconsiderable number in many high schools—take their morning meal earlier and get home later. In the circumstances it is not possible to compel the pupils to do physical exercises for thirty or forty minutes during the day, especially when there are no arrangements for changing clothes. In the Central Provinces the experiment of holding early morning and afternoon school was tried "in order that students might not have to go too long without food" but the scheme was found to be unworkable. The best course would be to arrange for a light cheap midday meal for all pupils. But there are economic and social difficulties in the way of such an arrangement. In many schools, physical training is left entirely to a drill instructor. As the Bombay report says, "The teachers as a rule do not take readily to games and regard them rather as an imposition than as something for which they ought to have a taste". Notwithstanding these difficulties physical training is making good progress. In the Punjab the "play-for-all" movement has been in force for the last few years and is said to be of great value in bringing home to the teacher "the necessity of all boys taking exercise and of his own participation in the games together with the boys". In the United Provinces improved methods of physical training are spreading through the efforts of the three superintendents of physical training who are attached to the training colleges at Allahabad, Lucknow and Agra. In some provinces there are athletic tournaments which arouse great keenness although, as in the North-West Frontier Province, "it must be acknowledged that the league system occasionally has to face a serious obstacle in the shape of inter-school rivalry amounting almost to animosity".

Medical inspection.—Some provinces are endeavouring to improve their systems of medical inspection. Thus in the Punjab efforts are being made to follow up inspection by treatment. "In the cities boys requiring medical treatment attend the hospital and present to the officer in charge inspection cards on which the nature of the treatment is stated". But parents are indifferent, unless the complaints of the children are obviously troublesome, and teachers are apathetic. In the United Provinces conferences of heads of institutions, school medical officers, the civil surgeons and medical officers of health, with the inspector as president, were held in each division to enlist the co-operation of all the authorities concerned. As a result the working of the scheme has improved. But the greatest need continues to be the establishment of central school dispensaries to ensure that advice will be succeeded by treatment. In the Central Provinces medical inspection was carried out in all government anglo-vernacular schools by assistant surgeons and assistant medical officers. "Wherever this work is carefully done

results have been found to be satisfactory". Defects of sight and teeth were brought to the notice of parents; but unfortunately they "do not always act on the advice given". In Peshawar there was an experimental scheme of medical inspection, which "conclusively proved the need for such inspections". Accordingly the scheme is being extended in the North-West Frontier Province. In Assam it is reported that "the inspection though necessarily somewhat perfunctory is of value". In one province efforts have been made to introduce a somewhat elaborate scheme of medical inspection in rural schools. It is doubtful whether much can be attempted in rural areas, on account of the lack of facilities for treatment. Probably some good would result from the modest measures suggested by a Punjab inspector: "With a bucket of clean water, a little soap and clean towels, some *datans* (indigenous tooth brushes)," and boric acid the teacher can at least ensure that the children start their day's work with clean hands, faces, teeth and eyes.

Hostels.—There is great need for better hostels for aided anglo-vernacular schools and district board vernacular middle schools. Many aided schools use as hostels ill-ventilated and ill-lighted houses situated in insanitary surroundings. The picture which the Central Provinces report gives of hostels attached to vernacular middle schools is true of such hostels in other provinces. "Rooms are generally badly ventilated, dark and small; boys in most cases do their own cooking often in the same room in which they sleep". While the problem of hostel accommodation is important it is equally important that superintendents should introduce more interest into hostel life so that the residential system may be effective in producing its intended results, an improvement in the health and character of the boys who are in residence. One inspector of schools in the Punjab says "I cannot say much for the supervision of these hostels.....Nowhere have I seen a sensible programme drawn up for the supervision of cleanly bodily habits, for regular exercise, for regular meals, for friendly talks between the superintendent and the pupils regarding current events of importance, for lantern lectures, indoor games, etc."

IV. PRIMARY EDUCATION (BOYS).

Statistics.—The number of primary schools for boys increased by 2,738 from 168,648 to 171,386 and their enrolment by 218,952 from 7,661,667 to 7,880,619. These figures do not include the number of pupils reading in primary sections of secondary schools; the number of such pupils was 966,353 in 1928-29, of whom 203,185 were in high schools and 763,168 in middle schools. The increase in the number of pupils was shared by all provinces except the Punjab and Bihar and Orissa. In these provinces, the number of pupils decreased by 26,030 and 21,842 respectively. The decrease in the Punjab is due partly to the conversion of primary schools into vernacular middle schools and partly to the closure of a number of inefficient schools. In Bihar and Orissa, the fall is ascribed to

financial reasons, to the failure of crops and to the exclusion of many unaided schools that had never been formally recognised. It is noteworthy that in each of these provinces, the enrolment in class I alone (the lowest class in primary schools) decreased by about 40,000 and that every other class showed a substantial rise in enrolment. In the Punjab, although there has been a decrease in enrolment there has been a substantial increase in the average attendance of pupils.

Insufficient funds.—Of the various causes which retard the progress of primary education the most serious is lack of funds. “The crux of the whole problem is money”, says the Bombay report. “If sufficient funds were available much more could be done”. In the Bihar and Orissa report also the need for more money is emphasized. “The outstanding problem at present is one of finance.....We need far more money”. In Western countries programmes for expansion are worked out and if these are approved additional taxation is imposed in order that funds may be obtained to give effect to the programmes. But in India provincial and local revenues are inelastic. Accordingly many proposals for the development of vernacular education have to be postponed or put into force only to a limited extent because there is no expanding revenue from which the cost can be met. Bihar and Orissa was in a particularly bad plight in 1927-28. “In the three years ending with 1925-26, Government were able to give all the boards large new recurring grants. Nothing of the kind was possible in 1926-27; this did not matter much, for few of the boards had fully spent the grants already given to them. In 1927-28 things began to take a more serious turn: no more money was available: the demand for more schools and teachers was pressing: more teachers came out from the training schools and expected higher stipends”. But funds were insufficient to meet these demands. On the contrary, some boards had in the previous year mortgaged part of their income for 1928-29 and accordingly had to retrench, with the result that there was a decrease of about 900 in the number of primary schools and of about 22,000 in the number of pupils. In the Punjab there is much complaint that towards the end of the year the payment of teachers’ salaries is postponed until the beginning of the next year. “It is by these doubtful means that some local bodies tide over their financial embarrassments”. What the Assam report says is true of all provinces: “If any real approach to general literacy is to be made during the present generation it will be necessary to provide funds very much more freely than has been done in the past, even to the extent of doubling or trebling our expenditure on primary education”.

Administration.—But such funds as are available are not always used to the best advantage. Some local authorities put party and personal advantages before educational efficiency. The Central Provinces report says. “Excessive personal interest was shown by members of many district councils in the transfer of teachers. This is much to be deprecated. If transfers are made for personal

reasons and not on merit and in the interests of the public, efficiency is bound to deteriorate". In the United Provinces also an undesirable feature of the administration of education by district boards has been the frequency with which teachers have been transferred during a school session. The Director says that "the reasons for transfer have often no relation to educational efficiency and are frequently discreditable to the controlling authority". In the Punjab, "ill-timed transfers of teachers from one place to another are less than they used to be, but in some districts this undesirable practice is far too common". It is certain that education cannot flourish in rural areas unless and until transfers are reduced to reasonable and moderate proportions and are made solely in the interests of the schools. The Assam report says that "in certain areas there are too many schools and in many no school is met for miles together". The Director endorses the views of an inspector that what is needed is a thorough and careful survey, but that "the busy local board is not the proper machinery" for this work and he supports the inspector's proposal that in each sub-division there should be a separate school-board with executive officers of the Government on it "to organise primary education into a sound system with the limited funds available".

Teachers.—In some provinces considerable sums of money are required in order to provide teachers with a living wage. In Bengal there were 59,000 teachers employed in primary schools. On the average each teacher "received a pittance of Rs. 9½ per mensem for his work, the pay ranging from as little as Rs. 5 to Rs. 14 a month". To give the teachers an average increase of only Re. 1 a month would cost approximately Rs. 7 lakhs a year. In Assam "everyone is agreed that the village school teacher is poorly paid, heavily worked and inconsiderately treated". The Inspector of Schools, Jubbulpore Circle, Central Provinces, writes: "Some district boards do not pay the minimum salary fixed for trained men, for the first year or so of their service, and thus try to reduce their expenditure. This practice causes heart-burning and is not likely to prove beneficial in the long run". The Inspector of the Chhatisgarh Circle says, "On the whole, as compared with other departments, the conditions of service in vernacular schools are too disappointing to attract young men". In the North-West Frontier Province, "many schools have at present only one master and their average attendance of fifty-four is far beyond the efficient control of one man". The Punjab report strikes a more cheerful note. The Inspector of Vernacular Education is of opinion that "the teachers' thrift societies have done much to increase contentment and happiness among them" and that "the teachers' conferences and refresher courses are resulting in a greater efficiency in teaching and in school organization". The United Provinces report says that the inadequacy of the number of sub-deputy inspectors (the average number of schools in charge of a sub-deputy inspector is now 109) makes it difficult for the district inspecting officer to keep personal contact with the teachers in village schools. Such contact is required in order to help and guide teachers, especially as

special attention has now been directed towards improvement in methods of teaching in infant classes in an endeavour to remove the stagnation generally found in preparatory sections of primary schools.

Wastage.—As in previous reports the following table is inserted in order to indicate the extent of “wastage” in primary schools.

Class.	* Number of pupils in 1927-28.	* Number of pupils in 1928-29.	Wastage.
I	5,406,913	5,563,353	—
II	1,558,236	1,883,936	3,522,977
III	1,243,619	1,315,060	543,176
IV	803,155	857,409	386,210
TOTAL	9,311,9 3	9,619,758	—

* These figures are for both boys' and girls' schools; separate figures for boys' schools are not available.

This table shows that out of nearly 5.40 million pupils reading in class I in 1927-28, less than 1.90 million were reading in class II in 1928-29; out of nearly 1.85 million pupils reading in class II in 1927-28 less than 1.32 million were reading in class III in 1928-29; out of nearly 1.24 million pupils reading in class III in 1927-28 less than 0.86 million were reading in class IV in 1928-29. The wastage, although considerable, is not quite as large as the figures would appear to indicate, as the enrolment of class I includes not only those pupils who are expecting promotion in the month succeeding the collection of statistics but also those pupils who have only recently been admitted to the schools. Much can be done to reduce wastage by restricting admissions as far as possible to the first month of the session and thus making it possible for the teacher to form classes of pupils with fairly uniform attainments. This restriction has been enforced in some districts of Bihar and Orissa and the results are reported to be very encouraging. Wastage can be reduced also by improved methods of teaching in infant classes. In the United Provinces the interest of teachers and of the district inspecting staff has been aroused in modern methods of teaching infants “in an endeavour to secure a more normal standard of promotion”. Much can be achieved also by the elimination of the single-teacher school in which a teacher is expected to deal single-handed with three or four classes. A school formed by combining two single-teacher schools to form a two-teacher school is much more efficient than either of the single-teacher schools. But it is difficult to concentrate the children in some provinces, as villages, even when they are less than three miles apart, are often separated by ravines and dreary spaces and parents are therefore reluctant to send their children to school outside their own village. Also schools are frequently started for other than educational reasons and once vested interests are established it is difficult to abolish the schools. Thus in some villages are to be found a primary school, a maktab

and a pathshala when a single primary school would fully serve its educational needs. It is now generally admitted that the only effective means of removing "wastage" is the introduction of compulsion.

Compulsory education.—The following table shows the number of municipal and rural areas in each province in which compulsion has been introduced.

Province.	Acts.	Areas under "compulsion".	
		Urban areas.	Rural areas.
		Towns.	Villages.
Madras . . .	Elementary Education Act, 1920 . . .	25	7*
Bombay . . .	Primary Education Act, 1918 . . .	4	..
	City of Bombay Primary Education Act, 1920.	1	..
Bengal . . .	Primary Education Act, 1923 . . .	3	1
	Primary Education Act, 1919 . . .	1	..
United Provinces	Primary Education Act, 1919 . . .	35	..
	District Boards Primary Education Act, 1926.	..	320†
Punjab . . .	Primary Education Act, 1919 . . .	57	2,351‡
Bihar and Orissa . . .	Primary Education Act, 1919 . . .	1	4§
Central Provinces and Berar.	Primary Education Act, 1920 . . .	10	275
Assam . . .	Primary Education Act, 1926 . . .	..	..
Delhi . . .	(Punjab Act applied 1925) . . .	1	4
	Total . . .	138	2,962

* Taluk boards.

† These areas are distributed over 19 districts in which compulsion has been introduced.

‡ Individual school areas.

§ Unions.

This table includes areas in which schemes of compulsory primary education have been partially introduced.

It cannot be said, however, that in all these areas compulsion is a reality. In one division of the Punjab, "the number of areas under compulsion has increased during the year under report". But "in a large number of places the introduction of compulsion has so far only been nominal and has had little effect upon the

reduction of wastage in the primary classes." In the Central Provinces, "reluctance to resort to prosecutions has generally been most marked; attendance officers and attendance authorities appear to be too soft-hearted or negligent or afraid of incurring unpopularity". It is, however, not easy to devise effective machinery by which the penal sections of the Act can be applied with expedition and thoroughness. The Director of Public Instruction of the Punjab thinks that punitive measures should be taken with greater rigour against those who send their children to school and then withdraw them prematurely than against those who do not send their children to school at all and in this connexion quotes the view of the Royal Commission on Agriculture that "it is more important to stop the wastage than to strain after the last truant". One of the Inspectors in the Punjab thinks that some of the areas now under compulsion have been judiciously selected and that the criterion for selecting an area should be the enthusiasm, rather than the apathy, of the parents. Similar views are expressed in the United Provinces report, which says, "Some inspectors remark that the early success of compulsory education depends on the suitability of the areas selected for introducing compulsion. The attitude of the people inhabiting the area is the decisive factor in assuring success". As might be expected compulsion is more of a reality in urban than in rural areas. In Lahore, 90 per cent. of the boys of school going-age are reported to be at school, while the regularity of attendance has shown considerable improvement. Prosecutions have been instituted and "these have had a salutary effect on the recalcitrant".

School buildings.—Several local Governments have given substantial grants for school buildings but the boards have proved to be ineffective agencies for utilizing the money. Thus the Government of the Central Provinces distributed to boards grants aggregating Rs. 5½ lakhs for school buildings. Unfortunately the grants were not utilized to the best advantage. The Director gives instances of waste of money on account of lack of care and vigilance on the supervision of works and says that "the system of giving large doles to local bodies every now and then for buildings is thoroughly unsatisfactory and has led to considerable waste of public funds". In Bihar and Orissa "the grants given by Government for primary school buildings in the years 1925-26 and 1926-27 have not yet been fully utilised; only two boards having spent all the money given to them, though so many buildings are urgently required". The United Provinces report says, "Some district boards are still dilatory in utilizing government grants for buildings.....The boards continue to find difficulty in securing good contractors". In the North-West Frontier Province "the problem of obtaining sites for new buildings was most troublesome. Owners of land thought they saw their way to making large gains. So much so that in some cases the owner asked for the site alone several times more than the cost of the building". Assam gives a depressing picture: "A large number of schools are without buildings of their own. The buildings of by far the larger number of schools which can boast buildings of their own remain in chronic disrepair. Many

buildings are too small for the enrolment, many are ill-lighted and ill-ventilated". Bombay on the other hand writes of the success of Sir Purshotamdas Thakordas' scheme, which was described in the last year's report. "The buildings are constructed by local agency according to the plan given. They are *pucca* buildings, airy and well-ventilated. Up to the end of the year under report 50 buildings providing accommodation for 4,080 pupils were constructed at a total cost of Rs. 2,19,250 of which Rs. 82,349 were contributed by the villagers and Rs. 1,36,901 by Sir Purshotamdas."

Schools for adults.—In the Punjab there has been a waning of enthusiasm for these schools and in the course of the year a number were closed down. The reduction, however, is described as "the cutting away of dead wood" and actually as "a form of progress since the totals of former years were swollen by numbers of pupils who did not earnestly attend to their studies". The Director says, "With the scope thus contracted and brought within more manageable limits, inspectors report more solid progress than in the past, but it is still a complex problem to provide satisfactory teaching and inspection for these schools". In the United Provinces it is reported that the results of the experiment of establishing night schools in cities "do not justify an extension of the system". But the schools managed by co-operative societies in the district are said to be more successful. In Benares a "rural reconstruction association" was started to train teachers for work in night schools for adults. In Bengal there were 1,506 night schools with 34,937 pupils. In the Bombay presidency there were 253 primary schools for adults with 8,867 students. In Bihar and Orissa the number of night schools fell from 739 with 15,741 pupils to 555 with 13,620, "these schools having been generally selected for attention, when retrenchment became necessary". In the Central Provinces the district council of Seoni opened 43 night schools which were taught by day school teachers who received an allowance of Rs. 5 per mensem for the extra work. The enrolment in these schools was 1,310. In Nagpur eight night schools were opened for the benefit of millhands but were closed as they did not thrive "partly for want of proper organization and partly on account of the general apathy of the labouring classes who prefer rest after the day's hard labour". In Madras adult education classes were conducted through the agency of non-official and honorary workers at nine centres. These classes were in the nature of an experiment and "the results so far attained justify continuance of the experiment." At the Teachers' College, Saidapet, there was an adult school with an enrolment of 83 students. The activities of this school included music and singing, the reading of stories and current news from newspapers and journals, lantern lectures and entertainments, the object being to make the adult school a social centre.

V. EDUCATION OF GIRLS.

Statistics.—The number of girls under instruction in recognised institutions rose from 1,899,890 to 2,032,388, of whom

775,732 were reading in boys' schools. The number of recognised institutions for girls rose from 30,003 to 31,738 and their enrolment from 1,213,546 to 1,308,687, of whom 52,031 were boys. The total number of girls reading in both recognised and unrecognised institutions was 2,137,753 as against 1,996,445 in the previous year. The percentage of girls under instruction to total female population increased from 1·66 in 1927-28 to 1·78 in 1928-29. The figure is still far below that for boys, which is 7·89 per cent.

Wastage.—As the table below shows, there is much wastage and stagnation in the lower primary classes of girls' schools.

Number of girls in primary classes.

Class.	1927-28.	1928-29.	Wastage.
I	1,215,522	1,317,575	--
II	313,813	3,1281	904,541
III	169,184	183,143	130,629
IV	85,522	93,234	75,950
TOTAL	1,784,341	1,905,233	—

The figures show that of 1·2 million girls in class I in the previous year, only 0·3 million proceeded to class II; of 314 thousand girls in class II, only 183 thousand reached class III; and of 169 thousand girls in class III, only 93 thousand reached class IV. The figures show that a very large number of girls leave school before reaching class IV, *i.e.*, before they have acquired education of any permanent value.

Demand for girls' schools.—Every province reports a growing demand for additional girls' schools and each year brings a change in the attitude of the public towards girls' education. In the more advanced centres it is now recognised as a matter of first importance. Indeed it is no longer possible to speak of the apathy of the middle class population in the towns towards the education of girls and in all classes there is a growing sense of its value. As an example of progress the case of Assam may be mentioned: there has been an increase of 30 per cent. in the enrolment during the past two years. But there is no reason for complacency. An overwhelming majority of girls are still only in the infant classes. Persistence of old customs, especially child marriage and the seclusion of girls from an early age, still hamper progress. But lack of money is at present the chief obstacle to progress. There are not sufficient funds to meet even the existing demand for more and better schools. Thus in Madras a conference of women officers drew up a programme of expansion but "financial considerations will not admit of as rapid progress as was hoped".

Buildings.—Amongst the more urgent needs for which money is required is the provision of suitable buildings in open spaces. In most large towns the nature of the buildings in which girls' schools are housed are in striking contrast to those for boys. The

following is a description of many district board schools for girls in one province. "Most of the district board schools are lodged in *kachcha*, badly built, ill-ventilated little houses where it is impossible to stop for more than an hour or so, on account of the smell from the open drains. . . . No steps are taken till the inspectress reports the matter and even then the reply to an enquiry as to what action has been taken is generally that the matter is receiving the attention of the board." It is not surprising that children do not stay at schools of this kind beyond the infant stage; it is surprising that they attend them at all. One inspectress in the Bombay presidency reports that "boys' schools still absorb what seems an undue proportion of the funds and there is little improvement in the accommodation provided for girls' schools". The report of the North-West Frontier Province says: "The most important need, at present, is the provision of better and more hygienic buildings with playgrounds. There are as yet few public or private bodies that fully recognise this and progress is hindered because money is either grudgingly given for this all-important object or is entirely withheld". Apart from the obvious, but much neglected, duty of ensuring that girls work in hygienic conditions there is also the important consideration that when buildings are good more girls are attracted to schools and more rapid progress is made. In the interests of expansion therefore the improvement of buildings is essential.

The curriculum.—In recent years subjects of special interest and value to girls have been obtaining a prominent place in the curriculum. Hygiene, cooking and needlework are growing in favour in girls' schools in Bengal. "Many secondary girls' schools are now paying serious attention to the need for physical culture and organized games for their pupils." There has been an appreciable improvement in the standard of needlework. The Lady Carmichael diploma examination in needlework is proving more and more successful every year and almost all the important schools in the Eastern Bengal divisions take part in it. A similar examination for the "Lady Stephenson medals and diplomas" has been started in Bihar and Orissa. In the Bombay presidency a lady who had been trained as a physical instructress in Denmark conducted courses for women teachers. "Her suggestions and practical demonstrations and the enthusiasm she inspires have given drill and games a new value in training college and school life." In Burma one of the best features of the curriculum is the emphasis laid on practice in domestic economy. "The girls take it in turns to do the marketing, cooking, housekeeping, etc. and they get a practical training alongside the theoretical work of the class-rooms." The Punjab report says that "more attention is now being paid to hygiene and home crafts" in secondary schools. But in the Bombay presidency, although girls are allowed to offer domestic science for matriculation purposes and the schools are encouraged by the Department to adopt the course, very few girls choose domestic science as a subject. Perhaps the most

pleasing report comes from the North-West Frontier Province. Specimens of the work of Hindu and Muslim girls were sent to England. Her Grace the Duchess of Atholl, Parliamentary Under Secretary to the Board of Education, who inspected the exhibits, said, "I do not think I have ever seen anything approaching the finish of these specimens".

Inspection.—The need for good and independent inspection of schools has been emphasised by the Indian Statutory Commission. "It is only through such inspection that Governments and Ministers can guard against large waste of money, which, if permitted, will quickly exhaust resources and cripple all endeavours to build up a good system. The Government cannot in this matter properly rely on any officers but its own. And even when the foundations of a good system have been finally established, government inspection remains just as important on its constructive side and as a stimulus to fruitful development. Efficient educational inspection is just as essential as efficient railway inspection: safe and rapid advance on the right lines is not possible without it. And its maintenance involves no suggestion of distrust either of local bodies or of teachers or of slight to them." Inspection is even of more importance for girls' schools than for boys' schools. Women teachers are very inexperienced and, not unnaturally, timid; and thus they need much encouragement and guidance from the inspecting staff. Usually the only contact which they have with the outer educational world is through the visit of the inspectress. Girls' schools are widely scattered and if they are to be visited, as they should be, at least twice a year by the inspectress, the number of inspectresses must be increased. The need for more direction and control by Government over girls' education in rural areas is illustrated by the following extract from the report of an inspectress in the United Provinces. "The condition of the district board schools was worse than in the previous year, for many remained closed for want of a mistress. The only middle school belonging to a district board in the circle was without a head-mistress. Suitable mistresses applied but were not taken. With the exception of two mistresses in one district all the rest were uncertificated, most of whom know notation to 100 only. It is no wonder that out of sixty who appeared from these schools for the class IV examination, only one should have been successful." An inspectress in the Bombay presidency writes in a similar strain: "In the eight districts visited by me, fully half of the total number of the district local girls' schools have one teacher only, and this teacher often has to manage from 30 to 50 children, or even more, distributed usually between the infant class and standards I to IV".

Girls in boys' schools.—In towns co-education is not favoured by parents. But in villages there is no strong feeling against co-education. In the Central Provinces the system of awarding bonuses to school masters to encourage the attendance of girls in boys' schools is reported to be yielding satisfactory results. The

following figures show for the various provinces the number of girls reading in boys' primary schools.

Province.	Number of girls reading in boys' primary schools.
Madras	318,644
Bombay	77,181
Bengal	70,572
United Provinces	46,218
Punjab	3,978
Burma	99,779
Bihar and Orissa	47,594
Central Provinces and Berar	16,681
Assam	21,600
North-West Frontier Province	189
TOTAL (British India)	705,213

The total number of girls reading in girls' primary schools was 1,094,860; thus about 39 per cent. of the girls in primary schools are in boys' schools.

VI. PROFESSIONAL AND TECHNICAL EDUCATION.

(a) *The Training of Teachers.*

Statistics.—The number of students under training on March 31st 1929, was 32,751 as against 29,841 in the previous year. The details are given in the table below.

	NUMBER OF STUDENTS UNDER TRAINING.			
	In Training Colleges.		In Normal and Training Schools.	
	1928.	1929.	1928.	1929.
	1928.	1929.	1928.	1929.
Men	1,157	1,235	23,227	25,577
Women	141	166	5,316	5,772
TOTAL .	1,298	1,401	28,543	31,350

The following figures indicate to what extent facilities for the training of teachers are adequate in the various provinces:—

Province.	TEACHERS IN PRIMARY, MIDDLE AND HIGH SCHOOLS.			
	Total number of teachers.	Number of trained teachers.	Percentage of trained teachers.	Annual output of trained teachers.
Madras	114,416	62,774	54.9	6,273
Bombay	41,763	18,348	43.9	1,107
Bengal	98,30	23,464	23.9	1,660
United Provinces	51,003	30,776	60.3	2,164
Punjab	35,657	23,861	66.9	4,142
Burma	15,740	9,942	63.2	322
Bihar and Orissa	46,937	19,793	42.2	1,763
Central Provinces	16,254	8,785	54.0	773
Assam	9,706	3,568	36.8	178
North-West Frontier Province	2,639	1,449	54.9	166
Coorg	351	261	74.4	13
Delhi	1,234	849	68.8	44
Ajmer-Merwara	722	329	45.6	56
Baluchistan	300	210	70.0	13
Bangalore	704	482	68.5	43
Other administered areas	912	271	29.7	130
TOTAL (British India)	436,468	205,162	47.0	18,847

The table shows that the position as regards trained teachers is satisfactory in the United Provinces, the Punjab, Burma, Coorg, Delhi and Bangalore, where at least 60 per cent. of the staffs are trained. In other provinces, the position is less satisfactory, especially in Bombay, Bengal, Bihar and Orissa, Assam and Ajmer-Merwara, where the proportion of trained teachers is below the general average for India. It is particularly bad in Bengal in which the number of trained teachers is less than 25 per cent. of the total staff employed. The output of teachers annually required to replace casualties (due to death, retirement, etc.) may be estimated at four per cent. The figures in the last column of the table show that in Bombay, Bengal, Burma, Bihar and Orissa, Assam, Coorg and Delhi, the output of trained teachers is not sufficient to replace wastage of the existing staff and leaves no margin to meet the demands of new schools.

Teachers for anglo-vernacular boys' schools.—A summer school of geography was conducted at the Teachers' College, Saidapet, in the Madras presidency. The Secondary Training College, Bombay, has undertaken the preparation of educational pamphlets for teachers. Two have been published and two more are in the hands of the publishers. The college played an important part in the Bombay Presidency Secondary Teachers Conference. "The staff contributed papers of considerable merit and gave demonstrations of modern methods of teaching." Staff and students also prepared an exhibition of educational material "which, if now shown, was of great educational value". The two Bengal training col-

leges continue to do good work. At the David Hare Training College, Calcutta, college work was supplemented by visits to important institutions such as the Medical College, the Indian Museum, the Mint and the Bengal Engineering College and included, outside the prescribed curriculum, lectures on the League of Nations, hygiene and sanitation, new educational experiments in India and the educational treatment of backward children. At the Dacca Training College, researches were conducted in the teaching of English speech, based on a previously acquired vocabulary, and the staff and students contributed six papers to the Indian Science Congress. In the *United Provinces*, physical training was made compulsory for all students at the Training College, Allahabad, and 25 students took a three months' specialist course to enable them to qualify as teachers of physical training. The improved prospects of the teaching profession are attracting a superior class of graduate to this college. 'Refresher' courses were conducted for teachers of physics and drawing. At the Training College of the Benares Hindu University all students were trained in the elements of drawing and sketching and the majority of them took a course of music. Special attention was given to the teaching of Hindi and Sanskrit according to modern methods. The Training College of the Aligarh Muslim University strengthened the staff and wisely barred students from combining study for the B. T. degree with study for the M.A. or L.L.B. degree. The most important developments at the Training Colleges at Lucknow and Agra, were improvements in the system of physical training, consequent on the appointment at the colleges of specialists who had been trained at the Dunfermline school of physical training. In the *Punjab* the supply of trained anglo-vernacular teachers now exceeds the demand as "very few anglo-vernacular schools are being opened either by local bodies or by private agency". The Principal of the Central Training College, Lahore, says that many students who enter the teaching profession have taken a most unsuitable combination of subjects for their Arts degree. A similar complaint is made by the Principal of the Patna Training College in *Bihar and Orissa*. In *Burma* the work of training teachers for anglo-vernacular schools will be taken over by the university in 1931 when the buildings, which are estimated to cost Rs. 13 lakhs, are ready. Special features at the Spence Training College, *Central Provinces*, were classes in manual training and physical training. The course in physical training consists of two parts, physical activities and health education. The former includes training in marching, calisthenics, athletics and games and the latter includes lectures in hygiene, physiology, anatomy, first aid and sanitation. It has not been possible, on account of lack of funds, to take any steps towards the formation of a training college in *Assam*. The *North-West Frontier Province* is dependent on the *Punjab* for trained anglo-vernacular teachers.

Teachers for vernacular boys' schools.—The number of teachers under training in *Madras* is much larger than in any other provinces and increased by 1,447 to 8,737 during the year. In

Bengal the majority of primary school teachers are trained in *guru*-training schools. Some improvement has been made by the abolition of some old *guru*-training schools and the establishment of larger schools of a better type, but the training is of a low standard as the teachers at present admitted to these schools are "men of very inferior qualifications" and "the primary schools attached to *guru*-training schools, where practice of teaching is carried on, are not generally well attended". In the *Bombay* presidency Government have adopted a policy of restricting admissions to training institutions. "The main problem of primary education is an economic one, how to secure the greatest amount of literacy with the funds available, and it has been found necessary to keep down expenses by restricting the number of pupils admitted to training institutions." There is room for improvement in the selection of students made by local authorities "as it is found that many of the students sent up for training by these bodies are quite raw and do not therefore much profit by the instruction imparted to them in training institutions". Special attention is paid to instruction in the best methods of managing one-teacher schools, of which there are a large number. In the *United Provinces* the two years' course at the normal schools leading to the vernacular teachers' certificate examination has been split into two self-contained courses, each of one year, leading to the primary teachers' and vernacular teachers' certificate examination respectively. The change was effected in order to avoid duplication of training for teachers who joined the normal school after having passed the primary teachers' certificate examination. Some normal schools have done good work in improving the methods of teaching infants. Six government central training schools, which were described in last year's report, were opened during the year and district board training schools have been improved by the appointment of a 'master of method' who is in charge of the whole institution, including the practising school and is particularly responsible for the instruction of the pupil teachers. But training schools maintained by local boards are not efficient institutions and the Director thinks that "it is desirable to combine the more efficient of these schools and thus establish central training schools in every district". In the training institutions of the *Punjab* it is reported that "the happy mean is being reached between the narrowness of the training which was given in the olden days and the somewhat riotous diffusion of effort in the training of recent times". Great improvement has been made in the libraries and in the use made of them. An important innovation in the organization of training institutions has been the introduction of the "assignment system" on the lines of the well-known Dalton plan. It is said that "wherever entrusted to capable hands it has achieved satisfactory results". In the *Central Provinces* the system of training in normal schools was reviewed by a committee which recommended changes with a view to concentration on the subjects which the students of the normal schools will teach in primary schools and improvement in practice of teaching. In *Bihar and Orissa* Gov-

ernment have been unable, on account of lack of funds, to give effect to a scheme for the reorganization of training schools. The quality of candidates for training tends to fall as "many local bodies can no longer afford to pay trained teachers at the rates prescribed by Government". The Director says, "In the case of the elementary training schools there is no fee income, the schools are admittedly inefficient, a scheme for their improvement is ready; only the want of money stands in the way". The provision for the training of vernacular teachers in *Burma* is deficient and the schools have to rely largely on Christian missions for trained teachers. Proposals for establishing two government normal schools were dropped for lack of funds. The course of training for vernacular teachers in the *North-West Frontier Province* lasts for only one year. The Director says that until a two-year course can be substituted for the present one-year course "it is impossible to hope for such improvement as is desirable". But at present it taxes all the resources of the Department to provide a sufficient number of recruits for even a one-year course.

Teachers for girls' schools.—Of all educational objects on which money could be spent none is so deserving as the provision of adequate facilities for the training of teachers for girls' schools. Projects are ready but the funds are not forthcoming. Both in Bengal and in the Punjab there is a need for a training college for women. In the United Provinces, where there is a great need for trained women teachers, a number of candidates had to be refused admission to the normal schools. "At least two more normal schools are required but there are no prospects that funds for the purpose will be available." Candidates seeking admission to the training schools (institutions of lower grade than normal schools) had to be turned away as there was not sufficient accommodation. The *North-West Frontier Province* report draws attention to the changes that have taken place since 1920. In that year "there was no question of opening a senior vernacular class as no candidates could be found". A "good senior vernacular class" has now been opened and "the supply of candidates for the future seems assured". The aims of a training school for women are set forth by the Inspectress in the following words:—

"The training school does not aim at producing the type of teacher who, when armed with a departmental certificate, will think that she has reached the summit of human knowledge and will do the minimum amount of work on the maximum amount of pay. Neither does it aim at turning out fine ladies who will think household work beneath them. It aims rather at turning out women who will be really useful members of society and will grace any sphere they may be called upon to occupy, who will be imbued with ideals of honesty, self-sacrifice and devotion to duty and who will realise the dignity, responsibility and nobility of their profession."

(b) *Other professional and technical institutions.*

The majority of these institutions are not under the control of provincial departments of education and are therefore not described in provincial educational reports. The following table shows in summary form the number of such institutions and of students attending them:—

Type of Institution.	1928.		1929.	
	Institutions.	Students.	Institutions.	Students.
Law colleges and schools	16	7,732	16	7,572
Medical colleges and schools	42	9,168	41	9,693
Engineering colleges and schools	18	4,253	17	4,159
Agricultural colleges and schools	21	1,528	23	1,604
Commercial colleges and schools	160	9,150	156	8,676
Forest colleges	2	138	2	107
Veterinary colleges	3	378	3	428
Technical and Industrial schools	473	26,141	492	27,266
Schools of Art	11	4,094	12	2,331
TOTAL (British India)	746	60,612	762	61,836

VII. EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

Statistics.—The following table gives the figures for European schools in India:—

	Number of schools.	Number of scholars.	Total expenditure.
			Rs.
For boys	174	25,839	43,11,223
For girls	249	30,079	40,89,418
TOTAL	423	55,918	1,58,89,995*

* Inclusive of Rs. 74,89,354 spent on inspection, buildings and miscellaneous items.

There were 3,303 girls reading in boys' schools and 6,559 boys in girls' schools. Of the 55,918 scholars, 11,224, or nearly 20 per cent. were non-Europeans. The total number of European and Anglo-Indian scholars in all kinds of institutions, for both Europeans and Indians, was 48,686, *i.e.*, about 18·8 per cent. of the population. They were distributed as follows:—

In Arts colleges—		
For males		382
For females		168
In secondary and primary schools—		
For males		23,560
For females		22,780
In professional colleges—		
For males		140
For females		113
In special schools—		
For males		740
For females		803
TOTAL		48,686

The following figures show the percentage of cost of European education borne by public funds, fees and other private funds respectively.

Province.	PERCENTAGE OF COST OF EUROPEAN EDUCATION BORNE BY		
	Public funds.	Fees.	Other private funds.
Madras	34.9	26.3	38.8
Bombay	34.7	41.7	23.6
Bengal	25.9	42.4	21.7
United Provinces	38.2	34.7	27.1
Punjab	53.8	24.2	22.0
Burma	28.4	48.2	23.4
Bihar and Orissa	36.1	39.6	24.3
Central Provinces	24.9	37.8	37.3
Assam	20.0	65.6	14.4
North-West Frontier Province	37.7	62.3	—
TOTAL—British India	32.9	38.0	29.1

During the year some important changes were made in the courses of study. In the United Provinces the curriculum for European schools was overhauled and a new schedule of studies was prescribed by the Education Department. The main object of the revision of the courses was to ensure that no important element should be left out from the scheme of school studies in any school. The obligatory subjects will include the history of India and civics. The Inspector says, "It will now be possible to adopt from the alternatives set for the school certificate examination a scheme of study that will be well-suited to the needs of the children reading in these schools, a scheme that will be in harmony with their surroundings". The revision thus meets the criticism sometimes made that the Cambridge examinations impose on European schools a system of education which is unsuited to the circumstances of the domiciled community. In Madras also the syllabuses of studies for European schools have been revised and in Bengal a new code of regulations for European schools came into force on the 1st January 1929. In the Bombay presidency a conference of the heads of European girls' schools was held. At this conference, over which the Inspector presided, important questions regarding the curriculum of girls' schools were discussed. Changes have taken place also in examinations. The United Provinces have abolished the Cambridge Preliminary examination as its influence on the work of the schools was considered to be harmful. But the Cambridge Junior and School Certificate examinations are still retained in the United Provinces. In the Central Provinces the Cambridge School Certificate examination has taken the place of a departmental high school examination. In the Punjab the schools have obtained relief from a multiplicity of external examinations by the abolition of the Cambridge Junior examination and the departmental high school examination. The final school examination in the Punjab is now the Cambridge School Certificate examination.

It is encouraging to find that in some provinces boys from European schools are passing examinations which admit them to the degree courses of Indian universities. In Calcutta three schools prepare boys for the Intermediate examination of the Calcutta University. Of the eighteen boys sent up during the year by these schools seventeen passed. In the United Provinces there are four, and in the Punjab three, schools teaching up to the intermediate standard. In all provinces the number of Indians who read in European schools is increasing. The relations subsisting between Anglo-Indian and Indian boys are usually excellent. The Punjab report says, "It is pleasant to record that most of the Indian boys take an active part in the general activities of the schools and that there is a real spirit of comradeship between them and their Anglo-Indian comrades. Indeed in one of the larger schools an Indian boy was captain of the hockey team and also a prefect, while one of the best middle weight boxers in the Punjab schools was an Indian boy". An interesting feature of the European school system in Bengal is the extent to which vocational training is given in the schools. Of the 64 institutions for general education, 22 had technical or vocational classes attached to them. These included courses in commerce, agriculture, and telegraphy for boys and courses in domestic science, dress-making, needle-work, cookery and nursing for girls.

VIII. EDUCATION OF MUHAMMADANS.

Statistics.—The number of Muhammadan scholars in various institutions during 1928 and 1929 was as follows:—

Institutions.	NUMBER OF MUHAMMADAN SCHOLARS ON MARCH 31ST.					
	1928.			1929.		
	Males.	Females.	Total.	Males.	Females.	Total.
Arts colleges and Universities.	8,448	35	8,483	8,699	46	8,745
Professional colleges.	2,344	9	2,353	2,419	9	2,428
Secondary and primary schools.	2,166,798	439,848	2,606,644	2,251,528	469,645	2,721,173
Special schools.	156,771	1,325	158,096	147,780	1,602	149,383
Unrecognised institutions.	168,281	76,735	235,016	162,921	70,519	233,440
Total.	2,502,642	507,950	3,010,592	2,573,347	541,822	3,115,169
Percentage of population.	8.0	1.8	5.0	8.3	1.9	5.2

There was a fall of about 9,000 Muhammadan scholars reading in special schools which may be ascribed mainly to the closure of inefficient schools for adults in the Punjab. The enrolment in unrecognised institutions also decreased slightly during the year but no reliance can be placed on the returns of these ephemeral institutions. The percentage of Muhammadan scholars to population increased by 0.2 to 5.2 as against an increase of 0.16 (from 4.76 to 4.92) in the case of pupils of all communities taken together. Judged by these statistics Muhammadan education seems to have

progressed at a satisfactory pace. But a closer examination of the figures will show that the Muhammadan community cannot derive much satisfaction from them. Out of a total of 3,115,169 Muhammadan pupils in all types of institutions on March 31, 1929, there were 2,015,968 in classes I and II of primary and secondary schools, i.e., in infant classes. A considerable number of the infants were in madrasahs, makhtabs, mulla and Koran schools, which are extremely inefficient institutions, and there were 233,440 in unrecognised institutions, of which the great majority are imparting secular education of a very poor quality.

In order to estimate the real educational progress of the community we should include in the category of "pupils" only those who are receiving education in classes above class II in recognised institutions. The following table gives the facts:—

Province.	PERCENTAGE OF MALES.		PERCENTAGE OF FEMALES.	
	Muham- madan popu- lation of total popu- lation.	Muham- madan pupils* of total pupils.*	Muham- madan popu- lation of total popu- lation.	Muham- madan pupils* of total pupils*.
Madras	6·7	8·3	6·7	8·1
Bombay	20·8	14·4	18·6	11·2
Bengal	53·7	32·4	54·4	30·5
United Provinces	14·2	15·9	14·3	7·7
Punjab	54·8	42·7	56·0	24·0
Burma	4·7	5·7	2·9	2·4
Bihar and Orissa	10·8	9·3	10·9	12·6
Central Provinces	4·2	9·0	3·9	5·9
Assam	29·1	17·8	28·8	7·8
BRITISH INDIA	24·5	19·7	23·6	12·7

* Pupils in classes above class II of recognised institutions for general education.

The table is instructive. It shows that in all provinces in which Muhammadans constitute more than 15 per cent. of the population, the ratio of Muhammadan pupils to total pupils, both male and female, is considerably below their ratio to the population. The position is especially unsatisfactory in Bengal, the Punjab and Assam. In provinces in which the Muhammadans are less than 15 per cent. of the population, the position is much better. But the figures, taken as a whole, show that the Muhammadan community has not made satisfactory progress in education. The chief cause of the educational backwardness of Muhammadan education is the reluctance of the members of the community to avail themselves of the public undenominational system of education. The Hartog Committee has shown how the Muhammadan pupils of special schools are very seriously handicapped in climbing the educational ladder not only by the inefficiency of most of these institutions but also because, having begun their education in institutions which stand outside the ordinary organization of schools, it is not easy for them to take their place later in the

ordinary schools and colleges. The Committee said that they had no doubt that it was both in the public interest and in the interest of the Muhammadan community that the segregate Muhammadan institutions should be replaced by a system under which Muhammadan pupils in all stages will take their place in ordinary schools side by side with the pupils of other communities. In the past the special institutions have undoubtedly brought Muhammadan pupils under some form of instruction more extensively and quickly than would have been the case had the only facilities been those afforded by the publicly managed schools. But "these institutions have done but little to raise the general standard of education among Muhammadans to that of other communities". In Bengal, where the Muhammadan population is 54 per cent. of the total population, there were only 17,759 Muhammadan pupils in the high stage of secondary education as against 94,451 Hindu pupils. The disproportion in numbers prompted the Inspector of Schools, Chittagong, (who is himself a Muhammadan) to say, with reference particularly to madrasahs of the old type: "These institutions are cropping up everywhere choking all the secular and reformed institutions. It is time that something was done to prevent this deplorable waste of energy of an already backward community." A Muhammadan inspector in the Bombay presidency writes in a similar strain: "Those madrasahs that receive grant-in-aid from provincial and other funds, though they include the teaching of Urdu and other subjects in their curriculum, practically pay no attention to the teaching of these subjects . . . The rudimentary smattering gained at the maktab is forgotten almost as soon as the children leave school. This means that almost all children studying in the maktab quickly relapse into illiteracy."

IX. EDUCATION OF THE DEPRESSED CLASSES.

Statistics.—The number of depressed class pupils under instruction in the seven major provinces, for which figures are available, was as follows:—

Province.	NUMBER OF PUPILS ON MARCH 31ST.		
	1928.	1929.	Increase or decrease.
Madras	292,540	324,862	+ 31,622
Bombay	61,750	61,048	—702
Bengal	367,910	405,643	+ 37,733
United Provinces	104,181	119,152	+ 14,971
Punjab	26,731	28,071	+ 1,340
Bihar and Orissa	25,608	23,562	—2,046
Central Provinces and Berar	40,848	43,487	+ 2,639
TOTAL	919,568	1,005,125	+ 85,557

In spite of the decrease of nearly 3,000 scholars in Bombay and Bihar and Orissa, the number of depressed class pupils as a whole increased by 9·2 per cent., the corresponding figure for pupils of all communities taken together being only 3·5 per cent. The rate

of expansion, notwithstanding all obstacles, has thus been considerable. The percentage of pupils to the total depressed class population has increased to 3·5 (by 0·5 per cent.) as against 4·9 in the case of all pupils. The considerable fall in the number of scholars in Bihar and Orissa is said to be due to the closure, owing to lack of funds, of weak schools, to floods and epidemics and to the amalgamation of certain schools.

Far more encouraging than these figures is the fact, to which several provincial reports make pointed reference, that the prejudices which have for centuries worked to the detriment of low caste people are disappearing. The United Provinces report says that almost all inspectors report the breakdown of prejudice against the depressed classes. One inspector writes, "The attendance of the depressed classes is falling in the so-called depressed class schools but the fact is not regrettable as their number is increasing in the ordinary schools". Another inspector remarks that this increase "shows that caste prejudices are gradually declining". A number of students belonging to the depressed classes have been trained as teachers in the United Provinces and as such will greatly help in the uplift of the community. In the Punjab it is the policy of Government to encourage the depressed classes in the ordinary schools rather than to institute separate schools for them. This policy is in the best interests of these classes, as special schools for them tend to crystallize disabilities which are now tending to disappear, and is meeting with success. One inspector writes, "Except in large towns where special schools for the low castes are provided, the boys of the depressed classes attend the ordinary schools where they receive exactly the same treatment as the caste boys. In the beginning, no doubt, the high caste boys feel a little reluctant to mix with the low caste boys, but the teachers' equal treatment gradually breaks down their prejudices, and they begin to play and mix with them as freely as if the low caste children were their own kith and kin. In villages, this shyness on the part of the caste children wears off very quickly but in the towns it takes a longer time to disappear". Another inspector says that "generally speaking the depressed classes are now showing a very keen interest in their educational advance; and the future is full of promise". Almost equally encouraging is the report from the Bombay presidency. "In the central division and southern division the old prejudices are said to be gradually dying out and a marked improvement in the attitude of the public in general towards these classes is reported. In the Bombay division there have been a few cases in which proper seating accommodation was not provided and in the northern division old-fashioned prejudices led to trouble of a similar nature in a few cases. But the problem of untouchability is being tackled with tact and firmness." In Madras this advance in recent years has been marked. During the year 122 schools held in *agraharams*, *chavadis*, etc., from which the depressed class children were excluded were removed to places accessible to them. Of 17,626 schools under public management in the Madras presidency 15,744 are accessible to the children of

depressed classes and in 7,023 the children of the depressed classes are admitted freely. On the other hand in the Central Provinces prejudices persist. In the Berar Circle "the depressed class communities complain that they find it difficult to secure admission in anglo-vernacular schools of all types on merit alone". The Government of the Central Provinces are making a comprehensive examination of the problem. They placed an officer of the Indian Educational Service on special duty to study the whole question of the education of the depressed classes and to make recommendations. He toured extensively and got into touch with leaders of the community. In the Punjab also the Government placed a senior officer on special duty "to examine the present position and to make recommendations for future improvement". The reports of these officers belong to next year's review, in which they will be discussed.

X. MISCELLANEOUS.

Education in legislative bodies.—All provincial legislative councils have shown a keen interest in educational affairs. In the Bengal Legislative Council a Bill making some important amendments to the Dacca University Act was passed. By the new Bill the Academic Council was made a purely advisory body, all executive functions being centred in the Executive Council, and the University was enabled to recognise teaching given in the Training College and College of Engineering. A non-official member's Bill, designed to increase the elective element on the Senate of the Calcutta University, was introduced but consideration was postponed in view of the fact that Government proposed to bring forward their own Bill. A Bengal (Rural) Primary Education Bill was introduced and referred to a select committee. The increasing interest of members in girls' education was reflected in a resolution, which was passed, recommending to Government "that steps be taken at once for the expansion and development of female education by establishing one high English school (for girls) at the headquarters of each district". The Madras Council gave a considerable amount of attention to university legislation and about 200 questions were asked, mainly relating to admission of students to educational institutions, appointments of members of various communities to the educational service, courses of study, grants-in-aid and physical education. The Bihar and Orissa Council recommended that Government should take steps to equip the Ravenshaw College for post-graduate teaching in all Arts subjects and for Honours teaching in Science and that they should make annual grants to district boards for the opening of libraries in important villages. Both resolutions were withdrawn, as Government were taking action along the lines recommended. In the budget debate there was a motion for the reduction in the number of divisional inspectors but Government were able to show that the work of the Education Department had considerably increased during the last few years and the motion was withdrawn. In the United Provinces two resolutions were adopted. One asked that

elections to university bodies should be made by means of the single transferable vote in order to safeguard the interests of minorities; the second recommended the provision of special facilities for the education of the depressed classes. Other matters discussed, during the budget debate, were the expansion of girls' education and the need for economy in university education. In the *Punjab* important debates were held on a variety of topics, including the intensive development of compulsory education, the education of girls, special educational facilities for the children of agriculturists, the location of intermediate colleges and the introduction of military training in colleges. In the central legislature, the Legislative Assembly adopted a resolution recommending the expansion of facilities for the education of girls and women in the territories administered by the Government of India. In the course of the debate on this resolution, it was pointed out that the Government had already decided to appoint a committee, consisting of educational experts and representatives of the Assembly, to investigate the problems of primary education for boys and girls and of the education of untouchables in these areas. The Committee was appointed after the close of the year under review.

Boy Scouts and Girl Guides.—These movements are making progress in all provinces. In *Bengal* there were 53 local associations. Government distributed a sum of Rs. 4,000 amongst schools for equipment and camp expenses. In *Madras* there were 600 units with a total strength of 13,000 scouts of all ranks. "Side by side with the increase in numbers efficiency has also increased as is evidenced by the large number of proficiency badges won during the year by the various units at the rallies and competitions conducted by the different associations all over the province." The movement has not only taken deep root in the secondary schools but has also spread to the villages. The districts are reported to be self-supporting as regards finance; parents and the public have contributed largely. The Girl Guides Association has at the request of the Madras Corporation introduced guiding into their schools. "This meant thirty new companies and the first step that was taken was the institution of a training class for teachers." The *Bombay* Government gives a grant of Rs. 40,000 per annum to the Boy Scouts Association. The number of scouts of all ranks in the presidency now exceeds 28,000. The number of local associations increased by 11 to 138 and a special feature of the year was the formation of local associations in rural areas. The *Seva Samiti* and *Baden-Powell* Associations in the *United Provinces* have well maintained their progress and have now, between them, a total enrolment of about 24,000 scouts. The special feature of both associations during the year was the number of successful training camps. Government give each association a recurring grant of Rs. 12,000 per annum. The Girl Guides Association is extending its work, with the help of a grant of Rs. 5,000 per annum from Government. It greatly benefited from the services of a trainer from England who worked with the Association for part of the year. Inspectors in the *Punjab* write

hopefully of the efforts which have been made to encourage in the scouts a spirit of service and of self-help. The Director says that it would be difficult to overestimate the valuable and healthy influence which the boy scout movement is exercising on the lives of the boys of the province. In the *Central Provinces* the Boy Scouts Association records a year of remarkable activity; the enrolment of scouts of all ranks increased by 6,731 from 13,428 to 20,159. The Director, writing of the social work done by the scouts, says, "Scouts have been particularly useful in guarding bridges where dense masses of people have been crossing, in acting as life-saving guards on the ghats, in looking after lost children, in rendering first-aid, in helping the police with heavy traffic, etc.". The Director of Public Instruction, *Bihar and Orissa*, writes of the movement with restraint. He says, "The boy scout movement continues to spread. One report, however, speaks of sacrificing quality to quantity and another of troops maintained only for spectacular purposes. It is undoubtedly difficult to keep the true scout spirit alive, though in many cases social service is being performed by individual troops". These words contain a warning which might be applied more widely, as there is a tendency in other provinces also to emphasize work of a kind which attracts public notice to the neglect of activities which require thorough training. For this reason scouts in *Burma* have pursued a policy of concentration, aiming rather at quality than quantity. There are now 125 troops with about 3,200 scouts, over a thousand less than last year. The Secretary of the Association says, "There would be little difficulty in increasing numbers very considerably but unless troops are efficiently run they discredit the movement". The work of the girl guides also "centred on the better training and efficiency of existing companies and flocks rather than on the establishment of new ones". The number of guiders more than doubled during the year but still "the crying need was for trained and experienced guiders and some companies had to close down owing to the departure of the guider". In *Assam* the number of scouts of all ranks rose from 2,978 to 3,414 and "the girl guides and blue birds of Sylhet are gradually securing the appreciation of Indian ladies of the town". In the *North-West Frontier Province* the Education Department has been able to enlist the co-operation of many gentlemen, official and non-official, in the movement, with the result that the province has a boy scouts association with considerable public favour and support behind it. Tangible evidence of this support was given when an appeal was made for subscriptions towards the expenses of the contingent of Frontier boy scouts who were sent to the International Jamboree at Birkenhead. A sum of Rs. 25,000 was raised for this purpose. This was a remarkable achievement for the smallest of the provinces.

Discipline.—The boy scout movement has had an excellent effect in all provinces in creating amongst boys an active sense of good discipline. But respect for the authority of the teacher has not a strong hold on the student community and they are easily

led astray by influences from outside. In Bombay some colleges complain of the disturbing activities of the Youth League, "in consequence of which a certain number of students have from time to time absented themselves from lectures". In Assam there is much room for improvement. "Students and school boys seem to regard themselves, and are treated by those who ought to know better, as serious politicians. They are given an exaggerated and false idea of their own importance, and regard themselves as seriously as if they were responsible citizens, earning their own living, contributing to the finances of the State and entitled to a say in its Government. The result is evident in the manners of a very large number of college students and schools boys. They have little or no respect for position or age, resent any enforcement of discipline and flout authority whether that of their parents or that of their teachers."

The Chiefs' Colleges.—The following was the enrolment at these colleges during the year:—

Mayo College, Ajmer	101
Aitchison College, Lahore	106
Daly College, Indore	75
Rajkumar College, Rajkot	39
Rajkumar College, Raipur	50

The number of candidates who appeared for the final diploma examination, conducted by the Government of India, was 33 of whom 21 passed.

The Mayo College, Ajmer, did particularly well in the diploma examination, passing ten out of twelve presented and securing the first three places. The Aitchison College, Lahore, had a successful year. The Principal aims at a high standard of work but is hampered by the fact that the Indian staff of the college are inadequately paid. A new science building has been completed and equipped at the Daly College, Indore. The college maintained its reputation for vigorous life, both in the class-rooms and on the playing fields. The Rajkumar College, Rajkot, has a small enrolment and therefore the boys receive more individual attention than at the other colleges. The Princes and Chiefs of Kathiawar express their interest in the college by financial support and consequently it is in a sound condition. The Rajkumar College, Raipur, has introduced an interesting experiment in school discipline, of which the object is "to make senior boys feel that they are not being kept in leading strings but are expected and trusted to look after themselves to an appreciable extent". But there are defects in the colleges. In some of them separate dining arrangements are made for the students, who thus do not obtain the full benefit of a residential school education. In some boarding houses boys differing greatly in age live together and it is common to find a great difference in age between the youngest and the eldest boy in a class. In some colleges the students are permitted to have private servants, a privilege which is bad for discipline.

Education of defectives.—The following table shows the number of institutions for the education of defectives in India and their enrolment :—

Province.	Number of schools		Number of pupils.		
	For deaf-mutes.	For the blind.	Deaf-mutes.	Blind.	Total.
Madras	2	4*	156	122	278
Bombay	4	3	157	125	282
Bengal	6	1	205	77	282
Punjab†	—	1	—	29	29
Burma	—	2	—	44	44
Bihar and Orissa	—	2	—	53	53
Central Provinces and Berar	1	—	21	—	21
TOTAL (British India)	13	13	539	450	989

* One of these schools is a combined institution for the blind and for deaf-mutes.

† There is also in the Punjab an aided school for defectives which had an enrolment of 36 pupils.

In the school for the blind at Palamcottah in the Madras Presidency an attempt is being made to transliterate books for general reading into Braille. Other institutions for defectives which deserve mention are the Children's House at Kurseong, Bengal, with 19 pupils; the Leper School at Bapatla, Madras Presidency, with 12 pupils; and the Leper Asylum at Purulia, Bihar and Orissa, with 177 pupils.

A. H. MACKENZIE.

APPENDIX.
BRITISH INDIA.
General Educational Tables, 1928-29.

I N D E X.

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General Summary of Educational Institutions and Scholars.

		Percentage of Scholars to population.						
					Recognised Institutions.		All Institutions.	
					1929.	1928.	1929.	1928.
Area in square miles . . .	1,091,335							
Population --								
Males	127,042,463	Males		7.49	7.29	7.89	7.70	
Females :	120,285,463	Females		1.69	1.55	1.78	1.66	
Total	247,327,946	Total		4.67	4.51	4.92	4.76	

Recognised Institutions.	Institutions.			Scholars.			Stages of Instruction of Scholars entered in column 4.
	1929.	1928.	Increase or decrease.	1929.	1928.	Increase or decrease.	
	1	2	3	4	5	6	
Universities	16	15	+1	(e)8,678	7,562	+516	...
For Males.							
Arts Colleges	223	217	+6	67,163	64,632	+2,531	(a)21,959 (b)42,845 (c)1,605
Professional Colleges	64	64	...	17,425	16,962	+463	(a)13,055 (b)2,840
High Schools	2,556	2,497	+59	809,564	771,927	+37,637	(c)606,379 (d)203,155
Middle Schools	9,010	8,526	+482	1,142,929	1,088,259	+59,640	(c)879,761 (d)763,168
Primary Schools	171,386	168,648	+2,738	7,880,619	7,661,667	+218,952	(d)7,880,619
Special Schools	8,801	9,888	-1,037	213,032	340,571	-27,539	...
Totals	192,040	189,792	+2,248	10,230,732	9,939,048	+291,684	...
For Females.							
Arts Colleges	19	19	...	1,364	1,320	+44	(a)296 (b)781 (c)1287
Professional Colleges	7	7	...	227	200	+27	(a)153 (b)66
High Schools	278	262	+16	63,004	56,927	+6,077	(c)32,331 (d)31,273
Middle Schools	743	712	+31	95,879	90,411	+5,468	(c)21,357 (d)74,522
Primary Schools	30,302	28,651	+1,651	1,132,972	1,051,301	+81,671	(d)1,132,972
Special Schools	389	352	+37	14,641	13,387	+1,254	...
Totals	31,738	30,003	+1,735	1,308,657	1,213,546	+95,141	...
Unrecognised Institutions.							
For Males	30,792	31,536	-744	541,470	545,854	-4,384	...
For Females	3,430	3,378	+52	76,872	69,212	+7,660	...
Totals	34,222	34,914	-692	618,342	615,066	+3,276	...
Grand Totals	256,016	254,724	+9,292	12,165,639	11,775,222	+390,617	...

(a) In Graduate and post-graduate classes.

(b) In Intermediate classes.

(c) In Secondary stage.

(d) In Primary stage.

(e) Includes 291 scholars of professional colleges in Burma and 97 Law scholars in Delhi.

* Includes 43 scholars in secondary stage in Assam.

† Includes 170 scholars in primary stage in Bangalore.

‡ Includes 38 scholars in secondary stage in Assam.

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

NOTE 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.		
	1929.	1928	Increase or decrease.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.		Fees.	Other sources.
Direction and Inspection	1,11,35,907	1,11,11,340	Rs +85,667	93 1	6-6	31-1	0 3	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	8	9	10	11	12
Universities	1,45,20,539	1,11,58,956	+ 31,70,583	54-5	...	81-6	14-4	...	...	...	...	...	...	...	...	...
Boards of Secondary and Intermediate Education.	3,17,361	2,33,413	+ 23,938	18-4	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	4,95,57,524	5,12,14,579	- 16,57,058	45-2	12-1	15-0	27-7	...	...	...	...	...	...	...	...	...
TOTALS	7,53,50,418	7,37,78,388	+ 15,81,130	54-0	8-9	16-1	21-0	...	...	...	...	...	...	...	...	...
Institutions for Males.																
Arts Colleges	1,36,22,091	1,28,43,219	+ 7,79,702	42-7	0-5	42-7	14-1	88 14 10	1 0 4	88 13 6	29 5 11	307 14 7	21 14 7	435 10 10	7 9 10	52 3 3
Professional Colleges	77,61,172	75,64,926	+ 1,96,346	73-6	2-2	19-2	5-0	320 8 11	9 10 7	53 8 9	21 14 7	435 10 10	7 9 10	52 3 3	3 8	19 13 8
High Schools	4,48,01,804	4,15,68,121	+ 23,33,673	31-9	3-2	50-0	14-6	16 10 6	1 13 5	26 1 6	7 9 10	2 2 1	0 13 4	8 4 2	8 4 2	55 6 11
Middle Schools	2,20,94,809	(a) 2,11,43,473	+ 13,51,436	38-4	24-1	26-8	10-7	7 9 10	4 13 7	5 5 2	2 2 1	0 13 4	8 4 2	8 4 2	8 4 2	8 4 2
Primary Schools	6,59,79,192	(a) 6,23,69,325	+ 27,09,267	51-6	30-8	8-3	9-3	4 4 3	2 3 10	3 7 5	10 15 11	55 6 11	2 3 10	3 7 5	10 15 11	55 6 11
Special Schools	1,73,51,557	1,59,73,562	+ 13,78,195	66-3	4-0	9-2	19-8	36 11 3	2 3 10	3 7 5	10 15 11	55 6 11	2 3 10	3 7 5	10 15 11	55 6 11
TOTALS	17,07,11,555	(a) 16,17,40,986	+ 89,50,619	46-6	16-4	24-9	12-1	7 12 5	2 11 8	4 2 4	2 0 4	16 10 9	2 11 8	4 2 4	2 0 4	16 10 9
Institutions for Females.																
Arts Colleges	5,27,801	5,12,865	+ 14,936	60-8	0-9	17-8	20-5	277 4 4	4 3 3	81 1 8	93 2 7	455 11 10	4 3 3	81 1 8	93 2 7	455 11 10
Professional Colleges	2,74,779	2,72,122	+ 2,657	83-7	...	11-8	4-5	1,013 4 11	1 9 8	143 13 8	54 4 1	1,210 7 8	1 9 8	143 13 8	54 4 1	1,210 7 8
High Schools	61,20,655	57,63,418	+ 3,57,237	44-0	1-7	38-9	21-4	41 14 11	1 9 8	31 3 0	20 1 0	94 12 1	1 9 8	31 3 0	20 1 0	94 12 1
Middle Schools	37,14,921	34,55,659	+ 3,59,262	38-5	13-6	16-1	8-1	14 14 5	5 4 5	6 3 9	12 5 4	38 11 11	5 4 5	6 3 9	12 5 4	38 11 11
Primary Schools	1,14,88,249	1,05,01,380	+ 9,86,869	44-7	33-8	3-2	16-3	2 8 6	3 10 2	0 5 2	1 10 5	10 2 3	3 10 2	0 5 2	1 10 5	10 2 3
Special Schools	23,34,875	22,32,637	+ 3,02,218	66-4	1-6	4-4	27-6	115 0 9	2 11 3	7 9 4	47 12 3	173 2 1	2 11 3	7 9 4	47 12 3	173 2 1
TOTALS	2,46,61,280	2,27,38,191	+ 19,23,179	46-7	19-3	13-0	21-0	8 12 9	3 10 4	2 7 1	3 15 4	18 13 6	3 10 4	2 7 1	3 15 4	18 13 6
GRAND TOTALS	27,07,32,253	(a) 25,82,77,325	+ 1,24,54,928	48-7	14-6	21-3	15-4	11 6 8	3 6 7	5 0 1	3 9 9	23 7 1	11 6 8	3 6 7	5 0 1	23 7 1

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

* Include both District Board and Municipal Funds.

† Includes expenditure on buildings.

(a) Revised.

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, Class I represents the lowest class in the school, whether called infant class, sub-standard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the space left blank below X and numbered for the purposes of this table XI and XII.

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 IX 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	...	...	2	...	6	...	...	...	...	...	...
Colleges—												
Arts and Science*	32	1	...	83	14	130	3	...	...	6	1	10
Law	4	...	...	3	7	14	...	...	...	...	...	...
Medicine	7	...	1	1	...	9	...	...	...	1	...	1
Education	15	...	...	...	...	15	2	...	...	3	1	6
Engineering	6	...	...	1	...	7	...	...	...	...	...	...
Agriculture	6	...	...	...	1	7	...	...	...	...	...	...
Commerce	1	...	...	5	1	7	...	...	...	...	...	...
Forestry	2	...	...	...	...	2	...	...	...	...	...	...
Veterinary Science	3	...	...	...	...	3	...	...	...	...	...	...
Intermediate and 2nd grade Colleges.	28	...	1	48	16	93	2	...	...	7	...	9
TOTALS	104	1	2	141	39	267	7	...	...	17	2	26
High Schools	325	136	94	1,456	545	2,556	41	1	2	224	10	278
Middle Schools { English	105	396	142	2,137	744	3,524	20	1	13	256	24	314
{ Vernacular	53	4,263	85	1,070	15	5,486	52	32	68	243	4	429
Primary Schools	2,912	56,562	4,358	96,967	10,587	171,386	378	5,751	1,592	18,677	3,904	30,302
TOTALS	3,395	61,357	4,679	101,630	11,891	182,952	521	5,785	1,675	19,400	3,942	31,323
Special Schools:—												
Art	6	...	...	5	1	12	...	...	...	...	...	...
Law	2	...	...	...	5	7	...	...	...	...	...	5
Medical	17	...	...	4	...	26	2	...	...	3	...	...
Normal and Training.	419	67	9	43	5	543	109	2	3	82	5	201
Engineering †	8	...	...	1	1	10	...	...	...	...	...	...
Technical and Industrial.	128	25	6	226	19	404	4	...	...	78	6	88
Commercial	18	...	1	26	98	143	...	...	...	6	...	6
Agricultural	10	...	1	3	1	15	...	...	...	1	...	1
Reformatory	10	...	...	3	...	13	...	...	...	...	...	...
Schools for Defectives.	1	...	1	24	...	26	...	...	...	4	...	4
Schools for Adults	16	1,654	247	1,608	185	4,110	...	9	...	16	8	33
Other Schools.	68	24	17	2,658	785	3,497	8	3	...	37	3	51
TOTALS	703	1,770	282	4,596	1,450	6,801	123	14	8	227	22	389
TOTALS FOR RECOGNISED INSTITUTIONS.	4,206	63,128	4,968	106,385	13,880	192,063	651	5,799	1,678	19,644	3,966	31,738
UNRECOGNISED INSTITUTIONS	...	96	10	81	30,605	30,792	...	1	8	24	3,397	3,480
GRAND TOTALS, ALL INSTITUTIONS.	4,206	63,224	4,978	106,466	43,985	222,854	651	5,800	1,686	19,668	7,363	35,168

* Includes 3 Oriental Colleges.
† Includes Survey Schools.

H-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.									
University and Intermediate Education. (a)									
Arts and Science (b) & (c)	17,695	15,788	5,607	59	56	58	153	141	81
Law	1,503	1,506	81	...	...	...	...	...	...
Medicine	2,450	2,229	84	...	...	...	192	180	94
Education	1,121	1,062	906	...	...	...	...	...	...
Engineering	1,643	1,542	1,237	...	...	...	...	...	...
Agriculture	907	837	786	...	...	...	...	...	...
Commerce	283	228	61	...	...	...	...	...	...
Forestry	92	89	51	...	...	...	...	...	...
Veterinary Science	428	394	312	...	...	...	...	...	...
TOTALS	26,622	23,695	9,925	59	56	58	345	321	125
School and Special Education.									
In High Schools	110,266	98,701	14,507	42,013	38,217	1,670	34,978	31,618	863
In Middle (English)	17,113	15,866	1,633	54,864	46,483	2,734	26,421	23,469	727
Schools (Vernacular)	6,605	5,421	750	594,569	494,545	32,066	15,186	12,686	453
In Primary Schools	120,651	91,636	392	3,248,740	2,475,686	1,968	541,809	414,018	24
TOTALS	254,725	211,624	17,262	3,965,192	3,054,931	38,438	618,394	481,736	2,067
In Art Schools	1,940	1,492	161	...	...	...	...	...	...
In Law	163	103	...	...	...	...	...	...	...
In Medical Schools	4,997	3,650	1,258	...	...	...	...	...	...
In Normal and Training Schools.	21,995	20,263	13,440	770	749	596	117	106	12
In Engineering Schools *	1,633	1,512	997	...	...	...	...	...	...
In Technical and Industrial Schools.	9,676	7,906	1,399	965	785	90	271	202	38
In Commercial Schools	1,102	967	163	...	...	...	20	8	...
In Agricultural Schools.	362	283	271	...	...	...	38	38	...
In Reformatory Schools.	1,444	1,725	1,682	...	...	...	...	...	...
In Schools for Defectives.	29	20	23	...	...	...	30	26	30
In Schools for Adults	528	454	...	40,696	33,164	...	7,371	4,881	...
In Other Schools	5,859	4,952	1,581	853	708	152	832	662	...
TOTALS	49,228	43,847	20,915	43,284	35,400	778	8,669	5,918	75
Totals for Recognised Institutions.	380,575	278,666	48,122	3,978,535	3,090,387	39,274	627,468	487,975	2,267
In Unrecognised Institutions.	...	...	...	3,914	2,665	...	568	856	...
Grand Totals, all Institutions for Males.	380,575	278,666	48,122	3,982,479	3,093,072	39,274	627,976	488,831	2,267

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

(b) Includes 545 scholars also reading Law, and 55 students of Ravenshaw College in Bihar and Orissa reading Law only.

(c) Includes 790 scholars in Oriental Colleges, and 319 scholars in the Oriental department of Lucknow and Benares Universities.

* Includes 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
45,566	39,974	15,200	11,179	9,772	2,893	74,852	65,731	23,789	916
8,593	3,461	673	2,013	1,617	517	7,409	6,584	1,271	10
1,100	1,076	582	...	...	...	3,742	3,485	1,560	140
134	128	40	...	...	...	1,255	1,210	946	20
675	384	534	...	...	...	2,318	2,126	1,771	...
...	...	...	49	47	49	956	884	685	1
1,001	831	394	315	261	...	1,599	1,320	465	2
15	15	...	...	...	...	107	104	51	...
...	...	...	...	...	...	428	394	312	...
52,684	46,069	17,423	13,556	11,697	3,459	92,666	81,538	30,990	1,086
480,996	417,071	43,551	141,291	111,043	6,504	809,564	696,650	67,095	11,365
240,381	197,362	11,935	68,889	52,963	1,336	427,738	336,143	18,365	6,609
117,802	116,049	12,614	1,029	849	148	735,191	629,500	46,061	47,508
3,683,166	2,938,847	12,904	311,247	243,836	232	7,680,619	6,219,018	15,520	705,213
4,502,345	3,724,329	81,034	522,456	408,691	8,220	9,833,112	7,881,311	147,041	770,998
369	278	...	22	10	...	2,331	1,789	161	54
...	...	...	...	...	...	163	103	...	...
485	401	149	916	776	214	5,498	4,827	1,620	100
2,789	2,622	1,374	82	79	53	25,753	23,618	15,415	176
40	38	...	168	168	...	1,841	1,718	997	...
10,704	8,421	2,797	1,140	976	8	22,756	18,290	4,327	553
1,872	1,669	61	3,859	2,826	4	6,843	5,490	168	332
124	131	14	74	49	...	598	496	285	...
522	483	522	...	...	...	2,366	2,208	2,204	81
865	704	562	...	...	...	924	750	615	150
42,240	33,342	...	13,686	10,605	...	104,539	83,046	...	531
98,962	80,410	2,300	32,917	25,428	353	139,429	112,210	4,386	1,809
138,987	129,149	7,778	52,864	40,917	632	313,032	254,731	30,178	3,636
4,718,416	3,899,547	106,235	568,876	461,905	12,311	10,238,810	8,217,880	206,209	775,732
4,087	3,326	...	532,671	371,182	137	541,470	377,549	137	34,454
4,717,503	3,902,873	106,235	1,121,747	832,487	12,448	10,780,280	8,595,429	208,346	810,186

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 RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION (a).									
Arts and Science (b)	463	386	244	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	60	56	54	...	...	...	...	...	...
TOTALS	523	442	298	...	...	...	...	...	...
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	12,701	10,227	1,267	231	213	...	390	377	23
„ Middle (English Schools)	2,421	1,869	80	101	88	...	1,648	1,352	...
„ Vernacular	11,337	8,208	145	2,416	1,834	59	10,002	8,031	25
„ Primary Schools	25,655	18,009	71	263,602	194,875	22	164,188	115,002	...
TOTALS	52,114	38,313	1,563	266,350	197,010	81	176,288	124,762	48
In Medical Schools	136	139	128	...	...	...	...	...	...
„ Normal and Training Schools.	3,008	2,864	2,038	69	46	65	33	32	...
„ Technical and Industrial Schools	413	379	7	...	...	...	...	...	...
„ Commercial Schools.	...	...	...	...	...	...	...	...	...
„ Agricultural Schools.	...	...	...	...	...	...	...	...	...
„ School for Adults	...	...	...	229	201	...	...	...	...
„ Other Schools	135	102	...	98	76	17	...	...	...
TOTALS	3,692	3,484	2,173	391	323	82	83	32	...
TOTALS FOR RECOGNISED INSTITUTIONS.	56,329	42,230	4,034	266,771	197,333	163	176,321	124,794	48
IN UNRECOGNISED INSTITUTIONS.	..	..	..	21	11	..	385	155	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	56,329	42,230	4,034	266,792	197,344	163	176,706	124,949	48
GRAND TOTALS, ALL INSTITUTIONS — MALES AND FEMALES.	836,904	320,905	52,156	4,249,271	3,290,416	439,437	804,692	613,280	2,315

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

(b) Includes not 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
815	786	449	56	50	22	1,364	1,222	715	..
61	74	81	...	..	...	81	71	81	...
77	71	72	9	9	...	146	136	126	...
1,003	931	602	65	59	22	1,591	1,432	922	..
49,254	43,692	14,176	1,028	842	181	63,604	55,351	(a)15,655	5,423
32,712	28,146	7,983	2,032	1,707	277	38,914	33,162	7,440	4,958
32,572	27,612	2,819	548	420	87	56,965	46,105	3,135	3,261
559,074	466,107	9,292	90,453	70,335	109	1,132,972	874,328	9,494	38,112
703,612	565,557	33,370	94,061	73,304	654	1,292,455	998,946	(a)35,724	51,757
236	234	157	...	...	...	372	373	285	...
2,423	2,262	1,862	64	59	29	5,597	5,253	3,934	...
3,963	3,316	1,251	104	61	11	4,510	3,756	1,209	32
234	160	10	...	...	...	234	160	10	...
50	30	...	...	...	...	50	30	...	...
1,048	738	28	169	146	...	1,446	1,055	28	...
2,069	1,736	324	105	75	...	2,432	1,989	341	242(b)
10,063	8,476	3,602	442	341	46	14,641	12,656	5,897	274
714,693	574,964	37,574	94,768	73,704	716	1,308,687	1,013,034	(a)42,513	52,031
2,417	1,740	..	71,049	52,092	129	76,872	53,998	129	5,961
717,115	576,704	37,574	168,617	125,796	845	1,385,519	1,067,032	(a)42,672	57,992
5,434,616	4,479,377	143,809	1,290,364	958,263	13,293	12,165,889	9,662,461	(a)251,018	...

(a) Includes 8 boarders attending the Provincial Hostel, Peshawar (students of the Anglo-Vernacular Secondary Schools at Peshawar) not shown in details.

(b) Includes 104 scholars of schools for Defectives.

III-A.—Expenditure on Education for Males.
 Expenditure on Buildings includes Rs. 56,77,929 in Public Works Department on educational buildings.
 "Miscellaneous" includes the following main items—
 Scholarships, Hostel charges and other contingent charges.

	GOVERNMENT INSTITUTIONS.					DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.					TOTALS.	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.		Other sources.
	1	2	3	4	5	6	7	8	9	10	11	12
UNIVERSITY AND INTERMEDIATE EDUCATION												
CLAYTON College												
Boards of Secondary and Intermediate Education.	31,190			2,30,220		2,61,420						
Professional Colleges—			1,080	18,49,174	1,72,594	48,63,996					12,800	12,800
Law	33,41,148											
Medicine	11,383			1,66,368	315	1,78,066						
Engineering	17,93,866			3,90,832	45,727	22,30,415						
Architecture	8,71,875		289	1,82,863	8,600	2,63,527			1,61,256	56,017		2,17,273
Engineering	7,86,382			1,85,800	2,85,226	4,77,408						
Agriculture	7,38,387			41,394	851	7,80,112						
Commerce	12,076			40,063	19,999	72,138						
Education	2,12,076			32,949		2,45,025						
Veterinary Science	4,25,680					4,25,680						
Intermediate Colleges	11,85,078			4,13,605	6,736	15,50,419	2,500			11,832	3,601	16,933
TOTALS	1,00,51,643	639	1,319	28,54,116	5,10,287	1,34,23,334	3,500		1,61,256	67,819	15,401	2,47,006
SCHOOL EDUCATION.												
High Schools												
Middle Schools	60,48,526	4,172	10,210	30,42,700	27,943	91,38,581	8,10,372	6,76,572	3,94,267	17,9-139	64,735	37,44,035
English	7,21,447	6,600		2,96,730	2,135	10,26,972	6,32,605	5,02,853	3,02,444	54,484	41,907	24,44,233
Vernacular	1,83,466		8,460	6,227	8,328	1,89,768	58,30,417	31,47,034	2,19,557	9,56,922	57,343	87,11,393
Primary Schools	12,51,546	15,010		9,274		12,95,057	2,46,10,509	87,92,449	56,92,332	11,32,623	5,91,303	4,07,39,621
TOTALS	82,04,956	28,821	18,700	33,55,051	38,421	1,16,45,978	3,14,38,303	1,21,75,968	65,08,600	47,32,143	7,55,788	5,56,39,392
Special.												
Art Schools	3,64,738	775	654	32,737	9,539	4,08,478						
Law Schools	12,50,905			10,032	47	10,079						
Medical Schools	950			2,31,855	14,209	15,12,969						
Normal Schools and Training	40,23,821	39,954	12,570	11,789	29,259	40,98,248	1,26,195	70,177	22,169	582	62	2,25,125
Engineering Schools	6,27,987	19,748	10,843	80,007	9,069	7,23,065	42,094	78,752	24,916	7,626	39,647	1,93,285
Technical and Industrial Schools	19,37,187			27,724	1,27,318	31,22,330						
Central Schools	114,001			59,300	1,667	1,74,968			216		248	216
Agricultural Schools	1,15,285			2,555	1,726	1,19,006	4,640					4,632
Reformatory Schools	4,19,504			670	15,647	4,34,821						
Schools for Deaf-mutes.	5,328			18		5,346						
Schools for Blind							78,704	51,574	5,199			1,0,953
Other Schools	5,62,832	1,032	2,500	1,18,410	54,954	7,70,827	73,155	20,616	19,485	64,336	80,234	2,63,395
TOTALS	94,29,345	60,359	20,567	5,80,558	2,93,313	1,08,88,702	3,24,788	2,08,158	97,997	72,487	1,60,488	8,58,918
GRAND TOTALS	2,76,82,473	89,819	46,586	67,00,985	8,42,061	3,64,51,914	3,17,91,191	1,23,82,116	67,07,853	48,72,479	9,31,877	5,67,45,316

* Include Survey Schools.

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

	AIDED INSTITUTIONS.					UNRECORDED UNRAIDED INSTITUTIONS.						
	Government funds,		Municipal funds,		Fees.	Other sources,		TOTALS.	Fees.	Other sources,		TOTALS.
	13	14	15	16	17	18	19	20	21			
UNIVERSITY AND INTERMEDIATE												
UNIVERSITIES												
Boards of Secondary and Inter-												
mediate Education	78,065,121			28,601	44,54,128	20,70,590	1,43,20,589					
Art, Music, and Physical Educa-	15,69,030		40,601	32,26,365	12,34,373	61,21,118	55,931	5,37,132	1,61,263			9,98,395
Professional Colleges		20,429										
Law	30,000			2,25,816			2,55,816	1,61,100				
Medicine	14,500			1,14,249			1,28,749					1,61,100
Engineering												
Agriculture	32,000		10,000	28,200		18,368	88,568					24,876
Commerce	76,094			24,873		20,883	1,22,450	16,841		20,102		10,841
Veterinary Science												
Intermediate Colleges	5,71,631		898	6,23,803		3,65,753	15,72,885	1,70,231	2,56,170			4,26,401
TOTALS	1,01,43,866	21,327	60,991	87,89,235	87,09,667	2,26,74,586	11,90,068	4,37,585				16,27,603
SCHOOL EDUCATION.												
High Schools—General.												
English	66,23,133	1,21,184	2,81,571	1,27,23,903	49,76,050	2,47,25,841	35,60,395	10,98,356				46,58,761
Middle Schools	16,98,254	4,51,182	1,00,904	32,16,094	16,97,099	71,68,783	7,00,372	4,08,103				11,00,165
Primary Schools	18,54,333	1,57,333	1,57,333	1,57,333	1,57,333	1,57,333	1,57,333	1,57,333				19,532
Special.	77,14,969	45,08,560	9,99,164	38,20,097	40,83,545	2,21,77,029	3,00,882	4,76,003				8,66,885
TOTALS	1,01,21,909	64,63,490	17,81,313	1,08,83,091	1,17,75,460	5,60,06,336	46,54,038	20,90,395				67,44,833
Special.												
Art Schools		480	3,000	4,289	11,852	40,613	259	1,899				2,158
Law Schools	20,992	1,000	1,166	31,574	23,605	63,845	75,194	34,810				1,10,004
Medical Schools	3,70,959	2,178	4,289	4,289	1,42,897	5,20,083	3,440	8,211				18,211
Normal and Training Schools	5,66,929	3,761	5,020	13,27,950	13,27,950	21,91,594	10,905	24,009				35,608
Technical and Industrial Schools	16,220	6,550	16,220	16,220	30,868	1,01,324	1,69,569	37,884				1,97,403
Commercial Schools	2,600	1,500	1,500	2,748	9,786	14,618		309				309
Agricultural Schools	88,741	1,705	1,705	2,748	1,46,414	3,24,608						
Subsidiary Schools	72,574	1,705	1,705	1,705	1,57,530	1,84,798						
Schools for Adults	5,45,358	1,17,335	40,361	3,89,025	7,51,236	18,43,915	1,86,524	9,317	3,44,000			14,687
Other schools												
TOTALS	17,51,332	1,81,826	1,30,426	9,45,436	25,38,407	52,47,427	4,12,670	1,48,940				8,61,510
GRAND TOTALS	2,80,16,997	66,66,643	19,72,730	2,92,47,765	1,80,23,484	8,39,28,369	62,56,676	29,77,070				92,33,746

*Include Survey Schools.

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

	TOTAL EXPENDITURE FOR M					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	20	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	16,63,646	484	..	..	..	16,64,130
Inspection	79,02,617	4,36,682	2,30,804	204	33,722	86,04,309
Buildings, etc.	1,87,60,058	81,01,742	7,47,288	4,49,027	64,19,463	2,44,78,508
Miscellaneous	65,92,940	13,77,078	4,23,790	48,85,887	42,50,502	1,74,78,515
TOTAL	2,99,19,270	49,15,986	14,02,081	52,84,138	1,07,03,987	5,22,25,462
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	78,05,121	..	..	44,54,124	20,70,290	1,43,29,539
Boards of Secondary and Intermediate Education	58,520	..	..	2,58,831	..	3,17,351
Arts Colleges	49,35,805	20,420	41,771	54,25,861	15,72,468	1,19,98,329
Professional Colleges—						
Law	41,383	..	..	5,53,254	315	5,94,932
Medicine	18,08,356	..	1,61,256	5,01,098	43,727	25,76,437
Education	10,94,068	639	239	1,441	6,459	11,02,821
Engineering	12,18,832	..	10,000	2,11,530	2,76,494	17,16,916
Agriculture	7,38,367	..	..	46,163	20,453	8,04,988
Commerce	88,770	..	..	81,777	40,882	2,11,429
Forestry	2,95,990	..	..	..	..	2,95,990
Veterinary Science	4,24,060	..	..	32,949	..	4,57,009
Intermediate Colleges	17,01,971	805	18,300	12,24,471	6,25,798	35,66,138
TOTALS	2,02,11,538	21,966	2,26,566	1,28,51,598	46,58,861	3,79,70,529
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	1,34,83,243	8,01,928	6,86,078	2,11,25,137	61,65,872	4,22,62,258
Middle Schools—						
English	31,02,306	10,20,585	4,03,048	50,68,940	22,39,384	1,18,34,213
Vernacular	55,90,826	34,29,708	6,19,581	10,17,468	1,94,163	1,08,60,696
Primary Schools	3,36,06,724	1,84,19,048	65,99,956	53,92,781	60,60,683	6,50,70,192
TOTAL	5,57,92,099	1,86,71,269	83,03,613	3,33,04,326	1,46,60,052	13,00,30,359
<i>Special.</i>						
Art Schools	3,85,775	1,255	2,654	37,285	23,280	4,51,249
Law Schools . . . . .	..	..	..	10,382	47	10,079
Medical Schools	12,58,905	1,850	1,166	3,38,623	87,674	16,86,318
Normal and Training Schools	45,19,675	1,15,309	84,789	20,040	1,61,839	45,51,602
Engineering Schools	6,30,716	375	86,779	1,00,888	9,069	7,40,558
Technical and Industrial Schools	25,46,239	1,82,701	86,779	1,37,664	15,16,414	44,72,797
Commercial Schools	1,30,221	800	6,766	2,67,560	69,364	4,73,911
Agricultural Schools	1,22,525	..	1,500	2,055	12,004	1,38,884
Reformatory Schools	5,03,545	..	1,705	3,418	62,061	5,70,429
Schools for Defectives	68,026	550	19,407	8,490	1,31,742	2,26,185
Schools for Adults	1,54,293	46,481	86,048	26,847	1,08,220	3,67,589
Other schools	11,81,805	1,45,922	62,326	7,08,904	12,61,204	85,59,961
TOTALS	1,14,99,225	4,45,343	2,54,990	17,11,081	34,40,918	1,73,51,557
GRAND TOTALS	11,74,22,132	2,40,54,564	1,01,92,250	5,24,51,143	8,84,63,818	23,76,83,907

*Include Survey Schools.

Expenditure on buildings includes Rs. 4,14,085 spent by the Public Works Department on educational buildings.
 "Miscellaneous" includes the following main items :—
 Scholarships, Hostel charges and other Contingent charges.

	GOVERNMENT INSTITUTIONS.						DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.						TOTALS.
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.		
	1	2	3	4	5	6	7	8	9	10	11		
UNIVERSITY AND INTERMEDIATE EDUCATION.													
Arts Colleges	Rs. 2,12,562	29,794	..	2,42,356
Professional Colleges—													
Education	50,753	9,485	..	60,238
Intermediate Colleges	21,275	2,880	..	24,155
TOTALS	2,84,620	36,099	..	3,19,709
SCHOOL EDUCATION.													
<i>General.</i>													
High Schools	8,32,871	..	1,203	1,61,005	4,504	10,00,543	10,360	35	32,612	3,695	1,770	48,472	
Middle Schools—													
English	1,46,562	..	..	14,250	976	1,61,788	11,044	3,029	45,233	7,561	168	67,825
Hindi	2,14,100	..	..	2,871	46	2,17,017	1,57,955	53,308	1,11,777	7,462	112	2,46,709
Primary Schools	3,64,411	..	10	1,108	506	3,66,536	31,671,175	9,53,358	21,65,401	10,549	36,731	63,28,661	
TOTALS	15,60,003	2,291	1,273	1,80,134	6,032	17,49,733	32,31,584	9,84,652	24,05,923	29,407	38,791	60,90,307	
<i>Special.</i>													
Medical Schools	1,15,166	480	..	1,15,646
Nursing and Training Schools	9,47,508	..	1,338	622	1,350	9,51,047	4,373	14,688	7,089	203	3,744	30,297	
Technical and Industrial Schools	30,679	..	..	..	..	30,679	..	..	..	..	..	..
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	10,601	..	..	..	..	10,601	442	..	..	..	..	442
TOTALS	11,03,954	829	1,338	1,102	1,350	11,08,573	14,633	15,131	7,089	203	3,744	40,800	
GRAND TOTALS FOR FEMALES.	2,48,677	3,120	2,611	2,16,325	7,382	31,78,015	32,46,167	9,90,783	24,13,012	29,670	42,585	67,31,167	
GRAND TOTALS FOR MALES.	2,76,824,73	89,819	46,536	67,90,085	8,42,051	3,53,51,914	3,17,91,191	1,23,88,116	67,57,553	48,72,479	9,31,677	5,07,45,316	
GRAND TOTALS FOR ALL.	3,05,31,050	92,939	49,197	70,06,410	8,49,433	3,86,29,029	3,50,37,358	1,33,81,899	91,80,865	49,02,149	97,4,212	6,34,78,483	

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

	AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.					
	Government funds.		Road funds.		Municipal funds.		Fees.		Other sources.		TOTALS.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.	13	14	15	16	17	18	19	20	21			
Arts Colleges	57,860	..	..	33,048	66,846	1,68,961	8,040	2,510	10,550			
Professional Colleges—	1,49,665	..	..	23,656	..	1,73,321	..	..	..
Education	29,631	..	..	6,293	12,116	48,240	..	..	..
Nursing	84,462	..	..	36,313	59,718	1,86,229	..	..	..
Intermediate Colleges	..	..	5,736	..	..	..	..	..	..
TOTALS	3,21,627	..	5,736	99,919	1,48,880	5,66,153	8,040	2,510	10,550			
SCHOOL EDUCATION.												
<i>General.</i>												
High Schools	18,07,814	5,058	6,1127	17,85,738	12,15,768	48,75,526	32,437	69,851	1,02,288			
Middle Schools—	..	..	..	..	..	..	..	..	..
English	8,11,552	13,190	69,291	5,28,276	8,11,151	22,25,101	15,908	55,613	71,551			
Hindustani	3,57,600	4,1436	1,36,448	2,10,217	5,06,978	7,15,716	..	8,360	8,360			
Primary Schools	10,15,482	6,23,513	5,66,781	3,29,033	16,92,771	46,29,500	22,694	1,38,578	1,61,672			
TOTALS	44,24,728	6,86,122	6,46,647	26,64,264	40,24,601	1,24,46,922	71,039	2,75,882	3,43,871			
<i>Special.</i>												
Medical Schools	59,769	6,317	2,246	24,482	35,467	1,58,942	1,620	8,904	9,824			
Normal and Training Schools	3,78,250	680	4,901	20,536	2,81,959	3,86,326	160	6,147	6,297			
Technical Schools	12,658	..	..	1,964	2,148	30,770	..	..	..
Commercial Schools	11,360	..	..	..	..	..	..	..	..
Agricultural Schools	11,569	..	..	..	..	..	..	..	..
Schools for Adults	36,569	1,100	..	..	..	..	..	..	..
Other schools	..	..	..	12,676	58,794	1,07,933	..	2,811	4,484			
TOTALS	5,65,819	8,162	7,497	1,09,391	6,76,996	1,61,897	3,843	17,292	20,695			
GRAND TOTALS FOR FEMALES	53,11,804	6,94,284	6,50,850	28,70,507	48,40,537	1,43,77,072	82,422	2,92,600	3,75,036			
GRAND TOTALS FOR MALES.	2,80,16,697	66,66,641	19,72,736	2,92,47,763	1,89,21,314	8,90,28,360	62,51,676	29,77,07	92,33,746			
GRAND TOTALS FOR AID.	3,33,23,501	73,60,927	26,32,610	3,21,18,732	2,25,95,071	9,83,05,441	69,39,098	32,69,67	96,08,772			

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.
In spection	8,18,117	9,605	57,849	..	907	8,86,568
Buildings, etc.	9,64,435	1,04,770	88,736	1,16,684	12,94,470	25,68,095
Miscellaneous	10,90,045	59,273	74,632	20,52,018	17,50,435	50,32,403
TOTALS	28,78,597	1,78,648	2,21,217	21,67,702	30,45,802	84,87,966
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,72,461	..	..	71,482	67,456	4,11,299
Professional Colleges—						
Medicine	1,49,665	..	..	23,650	..	1,73,321
Education	80,884	..	..	8,758	12,316	1,01,468
Intermediate Colleges	1,05,737	..	5,736	39,143	59,718	2,10,334
TOTALS	6,98,247	..	5,736	1,13,939	1,39,390	8,96,412
SCHOOL EDUCATION.						
<i>General.</i>						
High Schools	26,51,065	5,088	97,002	19,83,775	12,89,898	60,26,823
Middle Schools—						
English	9,71,826	15,119	1,06,024	5,65,995	8,67,063	25,26,057
Vernacular	4,50,774	68,789	3,18,125	31,750	3,15,476	11,88,864
Primary Schools	31,17,068	15,86,089	25,32,692	3,63,884	18,69,076	1,14,88,249
TOTALS	92,16,733	16,73,065	30,53,843	29,44,904	43,41,448	2,12,29,993
<i>Special.</i>						
Medical Schools	1,74,965	6,317	2,246	24,062	65,468	2,73,988
Normal and Training Schools	13,19,778	15,752	8,777	32,814	2,59,695	16,16,816
Technical and Industrial Schools	1,08,929	689	4,901	20,686	2,88,196	4,23,392
Commercial Schools	12,658	..	..	15,964	2,148	30,770
Agricultural Schools	890	..	..	..	..	390
Schools for Adults	11,958	..	..	2,266	23,380	36,534
Other schools	55,788	1,343	..	14,349	61,605	1,33,983
TOTALS	16,84,436	24,122	15,924	1,11,041	6,99,352	25,34,875
GRAND TOTALS FOR FEMALES	1,43,88,013	18,70,835	32,96,720	53,66,686	82,26,092	3,31,43,346
GRAND TOTALS FOR MALES	11,74,22,132	2,40,54,564	1,01,92,250	5,24,51,143	8,34,68,818	23,75,83,907
GRAND TOTALS FOR ALL	13,18,10,145	2,59,25,399	1,34,88,970	6,78,18,229	4,16,89,910	27,07,32,253

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

	Europeans and Anglo-Indians.	Indian Christians	Hindus.*	Muhammadians.	Buddhists.	Parsis.	Sikhs	Others.	Total	
	1	2	3	4	5	6	7	8	9	
TOTAL POPULATION.	96,171	1,371,538	80,296,024	28,370,926	5,815,506	12,931	1,029,895	3,191,537	129,208,528†	
<i>School Education</i>										
Primary	Classes									
	I	6,551	68,510	762,183	355,369	105,536	1,377	10,312	7,637	1,317,575
	II	2,816	19,235	185,962	65,117	31,887	921	3,222	1,827	311,281
	III	2,498	15,126	115,118	30,545	15,262	966	2,421	1,210	183,143
	IV	2,529	11,357	60,149	11,713	3,987	887	1,516	796	93,231
	V	2,110	8,571	39,181	1,117	1,632	671	936	309	48,557
Middle	VI	1,918	5,712	11,883	1,257	2,091	772	321	117	21,137
	VII	1,673	4,261	7,108	621	1,491	692	189	126	16,017
	VIII	1,399	2,713	3,118	351	274	482	139	59	8,562
High	IX	637	1,069	1,642	135	155	490	53	68	4,119
	X	691	778	1,970	61	122	291	27	38	3,087
		218	438	759	20	196	1	28		1,652
		12	72	389	3		192	2		650
TOTALS	22,789	137,675	1,180,173	469,615	162,347	7,697	19,112	12,285	2,612,044	
<i>University and Intermediate Education</i>										
Intermediate	1st year classes.									
	2nd year	61	195	341	21	16	25	16	11	692
		47	151	242	9	35	43	5	17	549
Degree	1st year classes									
	2nd year	22	108	138	7	8	32	..	3	318
	3rd year	36	71	115	5	5	7	..	8	217
		..	1	3	..	..	..	..	..	4
Post-graduate	1st year classes									
	2nd year	2	11	37	..	1	4	1	..	56
		..	4	16	1	..	1	1	..	23
Research students	..									
TOTALS	168	541	892	16	65	112	23	42	1,889 (a)	
No. of scholars in recognised institutions	22,948	138,216	1,181,365	469,691	162,412	7,809	19,165	12,327	2,613,933	
No. of scholars in unrecognised institutions	..	2,423	25,515	70,519	3,682	316	2,597	583	105,965	
GRAND TOTALS	22,948	140,639	1,206,910	540,210	166,094	8,125	21,462	12,910	2,719,898	

* See explanation No 9 on page 52

† Excludes 21,610 and 155,315 persons not enumerated by religion in Burma and in the Administered Areas in the Hyderabad State, respectively.

(a) Excludes 43 girls reading classics in Assam not shown by race or creed.

(b) Excludes 104 and 237 scholars reading in School stages in colleges in the United Provinces and Bangalore, respectively

VI-A.—Men Teachers.

CLASS OF INSTITUTIONS.	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	
<i>Primary Schools.</i>												
Government	2	177	1,327	1,562	19	3	10	256	884	3,087	1,153	4,240
Local Board and Municipal.	12	1,727	46,755	38,954	524	137	96	5,885	39,589	67,972	45,707	133,679
Aided	32	1,583	25,571	18,908	820	62	160	26,495	82,723	46,014	109,440	155,454
Unaided	2	59	963	608	12	6	7	3,406	9,813	1,624	13,292	14,916
TOTALS	48	3,526	74,616	59,132	1,375	208	273	36,162	133,009	158,697	169,592	308,289
<i>Middle Schools.</i>												
Government	72	128	365	6	8	9	8	56	122	880	195	1,075
Local Board and Municipal.	296	1,541	16,612	852	237	43	160	702	5,756	19,568	6,661	26,229
Aided	198	1,220	3,931	1,266	335	183	434	3,976	5,029	6,970	9,622	16,592
Unaided	42	147	872	34	12	32	170	961	1,883	1,107	3,046	4,153
TOTALS	608	3,336	21,811	2,118	592	267	772	5,695	12,790	28,525	19,524	48,049
<i>High Schools.</i>												
Government	2,147	1,223	873	56	149	161	379	305	786	4,448	1,581	6,029
Local Board and Municipal.	990	1,275	322	52	353	88	145	208	634	2,992	1,075	4,067
Aided	3,043	3,609	2,404	348	634	1,952	2,769	3,441	5,563	9,438	13,745	23,183
Unaided	204	161	495	22	12	1,218	1,181	1,839	2,156	894	6,344	7,238
TOTALS	6,384	5,668	4,094	478	1,148	3,419	4,444	5,793	9,089	17,772	22,745	40,517
GRAND TOTALS	7,040	12,530	100,521	61,788	3,116	3,694	5,469	77,590	154,888	184,994	211,661	396,655

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.	Un-certificated.	Certificated.	Un-certificated.			
1	2	3	4	5	6	7	8	9	10	11	12	
CLASS OF INSTITUTIONS.												
<i>Primary Schools</i>												
Government	...	45	253	199	2	1	...	28	401	599	430	1,029
Local Board and Municipal	...	165	2,405	3,923	68	2	1	261	4,795	6,561	5,059	11,620
Aided	31	428	3,298	2,474	320	25	40	2,007	7,451	6,491	9,523	16,014
Unaided	1	5	65	57	..	1	..	209	801	128	1,011	1,142
TOTALS	32	643	5,961	6,753	390	29	41	2,505	13,451	13,779	16,026	29,805
<i>Middle Schools.</i>												
Government	16	88	276	93	6	1	7	13	220	109	211	650
Local Board and Municipal.	4	37	188	113	23	..	2	26	267	365	295	660
Aided	67	650	1,256	727	140	40	58	261	1,130	2,840	1,489	4,329
Unaided	4	8	43	1	..	1	...	16	64	56	81	137
TOTALS	91	783	1,693	934	163	42	67	316	1,681	3,670	2,106	5,776
<i>High Schools.</i>												
Government	84	259	141	7	16	14	49	14	72	498	149	647
Local Board and Municipal.	6	10	23	13	4	...	1	2	10	56	13	69
Aided	321	1,127	518	125	60	58	185	145	684	2,151	1,102	3,253
Unaided	6	6	1	..	1	3	12	6	28	14	49	63
TOTALS	417	1,393	683	145	81	105	247	167	791	2,719	1,313	4,032
GRAND TOTALS	540	2,819	8,837	7,882	640	176	355	2,988	15,925	20,168	19,445	39,613

VII.—European Education.

Total European and Anglo-Indian population				Percentage to European and Anglo-Indian population of those at school.											
		Male	162,746												
		Female	96,171												
		Total	258,917	Males	17.88	Females	27.89								
						Total									
						21.60									
Institutions.	1	2	3	4	TEACHERS.		EXPENDITURE FROM				Total expenditure.				
					Trained.	Untrained.	Govt. funds	Local funds *	Fees	Other sources.		Total expenditure.			
											Rs.	Rs.	Rs.	Rs.	Rs.
<i>Institutions for Males</i>															
Arts Colleges	7	159		12	46	13	1,02,770	200	1,44,387	62,878	3,70,235				
Training Colleges	1	22					19,929				19,929				
High Schools	70	17,548	857	3,827	591	359	11,52,441	15,748	11,73,176	7,12,517	30,53,882				
Middle Schools	41	4,798	1,408	968	217	137	1,94,652	697	1,57,151	1,65,397	5,17,807				
Primary Schools	52	3,094	1,030	486	125	70	96,444	1,135	77,324	1,14,359	2,89,262				
Training Schools											1,318				
Technical and Industrial Schools	2	199		41	8	2	25,680		3,844	18,500	48,024				
Commercial Schools															
Other schools	1	19	8		1	2	10,143		323		10,766				
TOTALS	174	25,839	3,303	5,334	988	583	16,64,677	17,780	15,56,205	10,73,561	43,11,223				
<i>Institutions for Females</i>															
Arts Colleges	1	299		93	15	10	9,387		12,696	8,694	30,777				
Training Colleges	2	60		2	8	2	49,728		4,905	2,246	17,879				
High Schools	101	18,071	3,161	3,454	911	492	11,11,976	21,355	10,52,546	4,87,965	26,73,842				
Middle Schools	66	7,416	1,938	1,502	335	158	2,94,273	18,884	2,69,619	2,71,110	8,53,936				
Primary Schools	63	3,865	1,437	897	133	124	96,431	4,825	1,07,785	1,45,829	3,51,875				
Training Schools	9	179		17	36	5	56,896		11,920	18,936	90,662				
Technical and Industrial Schools	1	72		15	2	3	700			1,901	2,693				
Commercial Schools	5	99			7	2	11,338		11,069	1,765	24,172				
Other schools	1	18			1		7,202			3,472	19,674				
TOTALS	249	30,079	6,559	5,890	1,448	706	16,28,844	41,764	14,73,570	9,42,240	40,89,415				
GRAND TOTALS FOR INSTITUTIONS.	423	55,918		11,224	2,436	1,289	32,92,521	62,544	30,29,775	20,15,801	84,00,641				
Expenditure on buildings includes Rs. 1,60,257 spent by the Public Works Department.				Inspection			1,36,486				1,36,486				
"Miscellaneous" includes the following main items:—				Buildings, etc			6,87,319	11,500	1,42,055	10,71,074	19,05,551				
Scholarships, hostel charges and other contingent charges.				Miscellaneous			10,38,079	3,180	28,63,402	15,42,636	54,47,317				
				TOTALS			18,61,854	7,680	30,05,460	26,14,330	74,89,354				
				GRAND TOTALS			51,54,405	70,224	60,35,235	46,30,151	1,58,99,905				

* Include both District Board and Municipal Funds

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.	..	13	13	..	7	7	..	..	..	..	..	..
D. Sc.	1	6	7	1	5	6	..	..	..	..	..	..
M. A.	1,065	379	1,444	778	242	1,020	28	45	19	9	28	..
M. Sc.	44	16	60	363	26	329	1	1	..	..	..	..
B. A. (Honours)	1,433	211	1,644	827	142	969	51	55	43	1	47	..
B. Sc. (Honours)	328	16	344	180	1	181	1	1	1	1	1	..
B. A. (Pass)	8,415	4,783	13,198	1,401	1,795	6,196	147	133	280	107	67	174
B. Sc. (Pass)	2,046	202	2,248	1,296	97	1,363	13	2	15	7	2	9
<i>Law</i>												
Master of Law	..	56	56	..	7	7	..	..	..	..	..	..
Bachelor of Law	5,001	322	5,323	2,750	183	2,933	3	3	3	1	..	1
<i>Medicine.</i>												
M. D.	18	8	26	3	1	7	1	1	1	1	1	1
M. B. B. S.	1,371	1	1,372	186	1	190	48	48	20	2	20	2
L. M. S.	75	..	75	34	..	34	5	5	..	..	..	..
M. C. P. A. S. (Bombay)	5	..	5	1	..	1	..	..	..	..	..	..
M. S. F. M. (Calcutta).	19	..	19	5	..	5	..	..	..	..	..	..
M. S.	11	1	12	4	2	6	..	..	..	..	..	..
M. Obstetrics	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	11	..	11	2	..	2	..	..	..	..	..	..
D. P. H.	12	1	13	9	18	27	..	..	..	..	..	..
D. O.	6	..	6	3	..	3	..	..	..	..	..	..
B. Sc. (Sanitary)	31	..	31	18	..	18	..	..	..	..	..	..
D. T. M. (Calcutta).	17	23	40	14	20	34	..	..	..	..	..	..
<i>Engineering †</i>												
Bachelor of C. E.	225	..	225	172	..	172	..	..	..	..	..	..
Bachelor of M. E.	87	..	87	75	..	75	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	4	..	4	4	..	4	..	..	..	..	..	..
<i>Education</i>												
B. E., B. T., A. L. T.	714	96	810	579	58	637	66	28	91	54	21	74
<i>Commerce</i>												
Master of Commerce.	2	..	2	1	..	1	..	..	..	..	..	..
Bachelor of Commerce	320	83	403	210	38	248	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture	6	..	6	2	..	2	..	..	..	..	..	..
Bachelor of Agriculture.	157	..	157	114	..	114	..	..	..	..	..	..

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

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

VIII.—Examination Results—*contd.*

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
INTERMEDIATE EXAMINATIONS												
Intermediate in Arts.	11,064	2,310	13,374	5,659	803	6,462	375	117	492	245	82	327
Intermediate in Science.	8,816	6,647	15,463	4,119	2,046	6,156	159	199	359	91	77	168
Licentiate of Civil Engineering	105	..	105	73	..	73	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching	1,753	87	1,840	1,353	63	1,416	297	2	299	246	..	246
Intermediate or Diploma in Commerce	858	31	889	594	16	610	1	..	1	1	..	1
Licentiate of Agriculture	271	1	272	154	1	155	..	..	..	..	..	..
Veterinary Examinations.	149	2	151	132	1	133	..	..	..	..	..	..
SCHOOL EXAMINATIONS.												
(a) <i>On completion of High School course</i>												
Matriculation	32,922	2,779	35,701	20,750	1,022	21,832	329	260	589	242	171	413
School Final, etc	56,936	6,673	63,609	27,298	4,150	31,638	1,151	119	1,300	876	78	948
European High School.	295	5	300	203	..	203	279	9	288	210	4	214
Cambridge School certificate	507	131	638	334	12	346	289	14	303	169	4	173
(b) <i>On completion of Middle School course</i>												
Cambridge Junior	645	4	649	420	..	420	451	2	453	300	2	302
European Middle	674	..	674	373	..	373	484	1	485	375	1	376
Anglo-Vernacular Middle.	75,936	1,011	76,947	55,497	263	55,670	3,569	118	3,637	2,475	93	2,509
Vernacular Middle.	56,686	10,169	66,855	36,293	3,799	40,092	4,707	1,213	5,920	2,497	516	3,013
(c) <i>On completion of Primary course</i>												
Upper Primary	235,869	2,116	237,976	177,783	502	178,285	16,697	357	17,054	12,130	139	12,269
Lower Primary	515,657	516	516,173	388,304	471	388,775	69,578	162	69,740	44,370	128	44,498
(d) <i>On completion of Vocational course</i>												
For teacher's certificates—												
Vernacular, Higher	6,317	1,172	7,489	4,628	521	5,149	1,772	76	1,848	1,224	37	1,261
Vernacular, Lower.	11,842	2,274	14,116	8,649	822	9,471	906	41	947	568	20	588
At Art Schools	1,456	50	1,506	831	19	850	32	..	34	13	..	13
At Law Schools	1,579	211	1,790	849	159	999	154	18	172	112	16	128
At Medical Schools	713	523	1,236	426	181	607	..	..	..	..	..	..
At Engineering Schools.	2,917	1,295	4,212	2,495	849	3,254	468	303	771	323	168	496
At Technical and Industrial Schools	2,169	5,269	7,438	1,038	1,517	2,555	30	43	73	20	15	35
At Commercial Schools.	253	..	253	236	..	236	..	..	..	..	..	..
At Agricultural Schools.	5,792	386	6,118	3,337	127	3,464	8	..	8	6	..	6

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

† Include Survey Schools.

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