

17 SEP 1924

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INDIAN EDUCATION
IN
1922-23.



CALCUTTA: GOVERNMENT OF INDIA
CENTRAL PUBLICATION BRANCH
1924

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செப்பிடுபவர் பெயர்
செப்பிடுவதற்காக எடுத்த
கொள்ளப்பட்ட நாள் 12/9/24
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PREFACE.

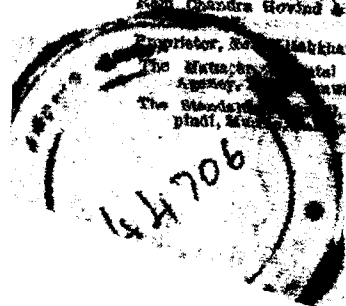
This volume contains statistics for education in India for the period April 1st, 1922 to March 31st, 1923. These statistics have been compiled for the first time in a new form prepared by the Central Advisory Board of Education. Many headings which were obsolete in the old tables have been excluded. The material left has been rearranged and in some of the tables, particularly tables IV and V much additional information has been given. In the text of the report have also been incorporated tables showing in a comparative form the progress made in the various provinces. The text summarises very briefly the developments recorded in the various provincial reports. A much fuller account of the position of education in India at the present time will be found in the Quinquennial Review on education for the period 1917—1922 which was published at the beginning of this year.

J. A. RICHEY,

*Educational Commissioner
with the Government of India.*

SIMLA,

19th April 1924.



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INDIAN EDUCATION

IN

1922-23.

I. GENERAL.

During the year 1922-23 there was a marked recovery from the effects of the non-cooperation movement on the attendance at schools and colleges in British India.

Institutions and scholars.

	Institutions.		Scholars.	
	1922.	1923.	1922.	1923.
Arts colleges	170	174	47,632	52,639
Professional colleges	64	59	13,662	13,497
High schools	2,246	2,312	595,402	632,943
Middle schools	6,731	6,732	643,839	698,462
Primary schools	159,889	162,015	6,304,457	6,600,116
Special schools	4,189	5,720	138,169	181,318
Unrecognised schools	34,820	33,660	639,931	612,115
TOTAL	208,109	210,672	8,383,090	8,791,090

It will be noticed that professional colleges alone of recognised institutions show a decrease in attendance. This is not due to any decline in the number of students seeking professional training. Indeed great competition for admission into the medical and engineering colleges is reported from Bombay and also from other provinces. It is due chiefly to the reduction in the number of students in training colleges for teachers. The decrease in the number of professional colleges is partly due to a reclassification of these institutions.

The fall in the number of unrecognised institutions, though the figures under this head are always unreliable, indicates the return

Retrenchment.

of many of the schools, which seceded under the influence of the non-cooperation movement, to the ordinary public school system.

The increase in attendance at other institutions would have been more significant but for the stringency from which public finances were suffering. Central and provincial budgets were framed with a view to economy. Schemes involving new expenditure were postponed. Several Governments including the Government of India went even further and set up committees to investigate the possibility of reducing their normal expenditure. These committees did not, as a rule, suggest any drastic reductions in educational expenditure; and where they did so their recommendations were not accepted. They did, however, sometimes make unexpected proposals. The Central Provinces Retrenchment Committee, for example, recommended that all inspection should be entrusted to provincial service officers and the inspection of primary schools to local bodies. The Bengal Retrenchment Committee suggested that all Government secondary schools should be handed over to local bodies. This recommendation is directly contrary to the accepted Indian educational policy which aims at discouraging local bodies from undertaking responsibility for any but vernacular education. The same committee would have abolished all institutions for the training of teachers, basing their recommendation on the pessimistic ground that the material at present entering the teaching profession was not worth training. No provincial committee, however, went so far as that appointed by the Government of India. This body suggested very heavy reductions in the expenditure on education in the areas, such as Delhi, Coorg, and the North-West Frontier Province, directly controlled by the Government of India: these suggestions were accepted with considerable modification. They further recommended the closing of the Delhi University which had only recently been brought into being by an Act of the Legislature in 1921: this proposal was not accepted. A further recommendation of the Committee which was accepted resulted in the amalgamation of the Department of Education and Health in the Government of India with that of Revenue and Agriculture. The combined department is now known as the Department of Education, Health and Lands. The Committee also succeeded in bringing to an end the Bureau of Education, and the Central Advisory Board of Education, the last meeting of which was held in February 1923. The latter institution had only been created in 1921 and formed a link between the educational activities of the different provinces. As the educational commissionership has not been abolished, this report issues as a publication of the Bureau.

Increase in Numbers and Expenditure.

In spite of all efforts at economy the bill for education in India has inevitably increased. Altogether the expenditure on education rose by sixty-six lakhs from Rs.18,37,91,398 to Rs.19,04,04,036. But of the new expenditure no less than thirty lakhs was incurred in the Punjab. The Punjab also is responsible for one hundred and fifty thousand of the four hundred thousand

new pupils in school. This phenomenal increase in enrolment is due to the adherence of the Punjab Government to a consistent policy of educational expansion in rural areas; it is also partly due to the development of adult education in villages through the medium of co-operative credit societies.

It is satisfactory to find that an increase in attendance is reported from all provinces, save Burma, where a further decrease in numbers is the result of a deliberate policy of concentration with a view to efficiency, and Coorg, which little province, however, still has the highest percentage of school attendance in India. Even Bengal, which has reported a steady annual decline during the past five years, shows at last an enhanced attendance of 58,000 students with the result that the enrolment in 1922-23 is slightly in excess of that in 1916-17.

In view of the particular interest which attaches to a comparison of provincial figures now that education is administered provincially, the following tables are given for the first time in the annual narrative. Some Provincial Statistics.

(i) Number of Institutions.

Province.	RECOGNISED INSTITUTIONS.			UNRECOGNISED INSTITUTIONS.			TOTAL OF INSTITUTIONS.		
	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.
Madras	28,998	37,289	+1,610	2,308	3,358	-1,050	41,246	40,647	+599
Bombay	13,269	13,309	-40	1,692	1,591	+101	44,961	14,900	+31
Bengal	52,864	51,930	+934	1,298	1,840	-542	54,162	53,770	+392
United Provinces	18,877*	18,555	+322	2,875	3,011	-136	21,752*	21,566	+186
Punjab	8,699	7,919	+780	4,096	3,484	+612	12,795	11,402	+1,392
Burma	6,854	7,179	-495	18,472	18,485	-13	25,156	25,664	-508
Bihar and Orissa	26,063	25,964	+99	1,702	2,002	-240	28,435	27,966	+469
Central Provinces and Berar	4,889	4,921	-32	190	70	+120	5,979	4,991	+88
Assam	4,805	4,745	+60	251	276	-25	5,056	5,021	+35
North-West Frontier Province	667	792	-125	288	234	+54	955	1,026	-71
Coorg	116	113	-3	16	8	+8	126	121	+5
Delhi	190	205	-15	84	92	-8	274	297	-23
Ajmer-Merwara	180	187	-7	113	117	-4	293	304	-11
Baluchistan	84	82	+2	102	230	-38	276	312	-36
Bangalore	97	99	-2	23	22	+1	120	121	-1
INDIA	177,012†	173,289	+3,723	33,660	34,820	-1,160	210,672†	208,109	+2,563

* Includes 4 universities.

† Excluding 4 universities in the United Provinces.

(ii) Number of Scholars.

Province.	IN RECOGNISED INSTITUTIONS.			IN UNRECOGNISED INSTITUTIONS.			IN ALL INSTITUTIONS.			PERCENTAGE OF TOTAL SCHOLARS TO POPULATION.		
	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.	1923.	1922.	Increase or Decrease.
Madras	1,847,833	1,745,518	+102,315	67,284	91,504	-24,220	1,915,117	1,837,022	+78,095	4.5	4.8	-0.3
Bombay	911,652	806,877	+104,775	62,108	61,515	+593	973,760	868,537	+105,223	5.0	5.0	0.0
Bengal	1,906,225	1,836,716	+69,509	44,704	55,437	-10,733	1,950,929	1,892,153	+58,776	4.18	4.05	+0.13
United Provinces	1,016,842	905,059	+111,783	64,109	64,506	-397	1,080,951	1,020,565	+60,386	2.38	2.26	+0.12
Punjab	692,771	552,622	+140,149	84,207	74,068	+10,139	776,978	626,633	+150,345	3.75	3.03	+0.72
Burma	344,690	345,085	-395	214,162	210,060	+4,102	558,852	568,625	-9,773	4.23	4.26	-0.03
Bihar and Orissa	804,026	768,277	+35,749	39,990	47,105	-7,115	844,026	815,382	+28,644	2.48	2.38	+0.10
Central Provinces and Berar	332,130	330,681	+1,449	7,920	2,622	+5,298	340,050	333,303	+6,747	2.44	2.39	+0.05
Assam	221,882	208,014	+13,868	7,894	8,204	-310	229,776	216,218	+13,558	3.02	2.84	+0.18
North-West Frontier Province	50,158	40,395	+9,763	6,245	4,519	+1,726	56,403	53,914	+2,489	2.5	2.3	+0.2
Coorg	8,155	8,584	-429	299	151	+148	8,454	8,715	-261	5.16	5.32	-0.16
Delhi	15,943	15,024	+919	4,020	4,539	-519	20,563	19,563	+1,000	4.2	4.0	+0.2
Ajmer-Merwara	10,620	10,247	+373	5,033	4,873	+160	15,653	15,126	+527	3.18	3.05	+0.13
Baluchistan	4,559	4,152	+407	2,621	2,963	-342	7,180	7,115	+65	1.71	1.69	+0.02
Bangalore	11,479	11,348	+131	919	959	-40	12,398	12,307	+91	10.5	10.4	+0.1
INDIA	8,178,975	7,743,159	+435,816	612,115	639,931	-27,816	8,791,090	8,383,090	+408,000	3.48	3.39	+0.09

(iii) Distribution of Scholars in Recognised Institutions, 1923.

Province.	NUMBER OF SCHOLARS IN INSTITUTIONS FOR MALES.						NUMBER OF SCHOLARS IN INSTITUTIONS FOR FEMALES.							
	Arts Colleges.	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.	Arts Colleges.	Professional Colleges.	High Schools.	Middle Schools.	Primary Schools.	Special Schools.	Total.
Madras	8,898	1,990	123,123	28,297	1,459,964	16,656	1,644,831	387	26	10,272	6,071	198,683	2,733	209,302
Bombay	5,114	2,577	49,239	18,656	700,248	16,598	792,732	..	..	7,678	2,951	106,182	2,099	118,920
Bengal	21,108	5,213	202,192	123,596	1,189,830	72,651	1,614,590	241	38	7,305	7,173	275,277	1,601	291,635
United Provinces	6,454	896	49,137	51,278	832,498	14,111	953,364	156	..	3,845	12,752	46,299	626	63,475
Punjab	4,866	1,442	83,472	183,541	350,434	23,431	627,226	71	35	2,330	11,108	59,974	943	66,545
Burma	741	..	21,670	104,477	162,451	9,183	298,522	..	..	4,810	13,348	27,037	413	46,168
Bihar and Orissa	2,304	330	27,500	34,639	661,840	12,640	739,313	16	..	717	2,947	60,193	856	64,723
Central Provinces and Berar	653	293	3,393	65,209	236,621	2,498	308,747	..	..	140	4,849	18,387	607	23,383
Assam	943	70	11,580	22,528	160,206	2,640	207,307	..	..	621	2,776	11,134	44	14,575
North-West Frontier Province.	269	28	7,439	12,256	25,015	69	45,104	..	..	..	1,453	3,601	..	5,054
Cooch	..	..	696	..	6,562	8	7,266	..	..	152	..	737	..	889
Delhi	705	155	3,042	3,506	5,423	548	13,409	..	877	498	1,163	771	25	2,534
Ajmer-Merwara	95	..	2,093	945	6,098	156	9,382	..	..	219	495	517	7	1,238
Baluchistan	..	..	1,206	945	1,731	12	3,894	..	..	..	384	..	..	665
Bangalore	452	..	1,391	898	4,390	68	7,109	317	..	839	962	2,067	95	4,280
INDIA	51,577	13,311	592,532	631,691	5,812,306	171,319	7,272,686	1,062	186	39,416	67,316	787,810	9,909	906,280

* Includes scholars in teaching Universities.

† Includes 33 scholars studying for arts and science.

(iv) Expenditure on Education.

Province.	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM				AVERAGE ANNUAL COST PER SCHOLAR				
	1923.	1922.	Increase or Decrease.	Govt. Funds.	Board Funds.	Fees.	Other sources.	to Govt. Funds.	to Board Funds.	to Fees.	to Other Sources.	Total cost.
	Rs.	Rs.	Rs.					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Madras	3,45,77,496	3,39,08,292	+5,79,194	44.85	10.45	22.10	22.60	8 6 3	1 15 2	4 2 1	4 3 8	18 11 2
Bombay	3,11,80,382	2,90,02,944	+15,77,438	55.0	10.0	16.0	18.0	18 14 0	5 7 0	5 9 7	4 4 8	84 3 3
Bengal	3,31,42,296	3,33,87,106	-2,44,810	39.7	5.6	38.7	16.0	6 12 0	0 15 1	6 9 4	2 11 3	16 15 0
United Provinces	2,91,44,794	2,98,13,563	-6,68,769	37.0	14.6	12.3	16.1	16 5 0	4 3 2	3 8 7	4 9 10	28 10 7
Punjab	2,20,38,296	1,89,02,287	+30,76,009	51.44	14.86	20.02	13.6	16 5 9	4 11 7	6 5 10	4 5 7	31 12 9
Burma	1,10,50,220	1,01,04,870	+14,84,350	40.88	18.56	19.85	14.71	9 12 4	3 13 11	4 2 4	3 1 0	20 13 7
Bihar and Orissa	1,11,03,490	1,15,10,347	-4,12,857	40.37	22.48	21.08	16.07	3 2 0	2 10 7	2 10 9	1 13 6	10 4 10
Central Provinces and Berar	85,83,000	83,26,933	+2,56,067	64.99	18.14	8.02	8.85	12 7 9	3 10 3	1 9 4	1 9 5	19 4 9
Assam	37,96,457	34,88,928	+3,12,529	63.9	12.7	14.7	8.7	10 14 5	2 3 2	2 8 6	1 8 0	17 1 7
North-West Frontier Province	18,06,414	17,39,504	+66,910	62.8	12.1	7.3	17.8	23 12 6	4 9 5	2 12 9	6 12 9	37 15 5
Cooch	1,93,420	1,71,716	+21,704	54.38	18.66	22.89	4.07	15 14 4	4 6 10	5 6 10	0 15 5	23 11 5
Delhi	15,79,670	12,83,538	+2,96,132	40.83	8.47	11.21	39.49	34 10 7	9 6 4	12 9 7	16 7 9	70 2 7
Ajmer-Merwara	5,36,890	6,31,338	-94,448	57.9	8.9	14.8	18.4	29 8 0	4 8 0	7 6 5	9 3 2	50 9 7
Baluchistan	3,14,395	3,20,682	-6,287	69.84	12.74	7.91	12.51	46 2 0	9 12 0	5 7 0	8 10 0	68 15 0
Bangalore	7,56,826	5,88,350	+1,68,476	43.5	5.3	19.8	32.4	34 6 9	4 4 0	16 1 1	26 2 8	80 14 6
INDIA	19,04,04,036	18,37,91,398	+66,12,638	49.7	13.3	20.9	16.1	10 10 36	2 13 9	4 7 7	7 2	21 7 0

The General
Tables.

The general tables at the end of this volume appear for the first time in a revised form prepared by the Central Advisory Board. The new tables provide a much clearer view of the conditions of Indian education. It will be noticed that the terms 'recognised' and 'unrecognised' have been substituted for 'public' and 'private' hitherto in use; the distinction between a public institution under private management (i.e., a recognised private school) and a private institution (i.e., an unrecognised private school) was not easily intelligible to the uninitiated.

So full an account was given in the recently published quinquennial review both of the present position of education in India and of the problems which demand attention, that the present work confines itself to a mere enumeration of the principal changes that have taken place during the year.

II. ADMINISTRATION AND CONTROL.

Bombay
Primary
Education
Act.

A most important administrative change was introduced in Bombay under the Primary Education Act passed on the 16th December 1922. In this province the management of primary schools had always been vested in Government. The management is, by this Act, transferred to district local boards and municipalities. Those who are empowered to manage their own schools are constituted Local Authorities. The schools of smaller municipalities will be managed by the Local Authority of the district in which each municipality is situated. Each Local Authority will have a school board, an administrative officer and its own inspecting staff. Consequently the inspecting staff of the Education Department will be largely reduced. Government have undertaken to pay two-thirds of any new approved educational expenditure incurred by municipalities on primary education. A Local Boards Act passed in the same year empowers district local boards to raise additional revenue.

Local Bodies.

In the United Provinces new bodies elected under the new District Boards Act came into being. They are reported in many instances to show discontent with the present vernacular curriculum, desiring the inclusion of more technical studies. Such studies must be based on a substratum of general education. In Burma the divisional school boards have been replaced by new school boards with a popular electorate. The personnel of the new boards is reported to be often inexperienced and ill-educated; on one board of fifteen members only two had received any secondary education. In view of the reluctance ordinarily shown by local bodies to raise taxation for educational purposes, it is most satisfactory to find that in Madras no less than 55 taluk boards, one district board and seventeen municipalities decided to levy an educational cess under the Elementary Education Act of 1920. On the other hand district boards in Assam are reported to have spent funds designed for education on other purposes.

New educational authorities which came into existence are the Educational Board of Intermediate and Secondary Education, United Provinces, constituted by the Act of 1921, and the Boards of Secondary Education in the Central Provinces and in Bihar and Orissa, the former constituted by an Act passed in August 1922, the two latter established by executive order. All these three boards prescribe the curricula for secondary schools and conduct secondary and school leaving examinations: the Bihar and Orissa Board also calculates and submits to the local Government annual estimates of the grants required by aided secondary schools. These bodies contain representatives of the Education Department, the University and secondary schools and use the inspecting establishment of the local education department; in each case the Director of Public Instruction is *ex-officio* chairman of the Board.

The inspecting staff was completely revised and improved in Madras; the grades of inspecting officers being reduced from four to two, each district (except the Nilgiris) being placed under a district educational officer and the subordinate inspecting agency being replaced by a single class of officers called deputy inspectors of schools.

Elsewhere changes in the inspecting establishment were too often in the nature of retrenchment. In Assam, for example, the superior executive staff of the Education Department, has been reduced to three Indian Educational Service Officers, including the Director, with two advisory assistants, one for Muhammadan and one for female education. This is not an extreme instance, for there is no major province in which the number of Indian Educational Service officers employed in teaching the few hundred students in Government colleges does not far exceed the total number of such officers entrusted with the administration, inspection and development of education in all its branches.

In Burma and the Central Provinces the Directors of Public Instruction were made Education Secretaries to the local Governments, acting thus directly under the Ministers and issuing orders on their behalf and on behalf of the local Government.

III. UNIVERSITY EDUCATION.

An Act reconstituting the University of Madras was passed in February 1923. The new Act follows very closely the recommendations of the Calcutta University Commission while retaining for the university bodies the old nomenclature. The chief authorities of the University are a Senate enlarged and corresponding to the Court of other new universities, a Syndicate which corresponds to the Executive Council, an Academic Council and a Council of Affiliated Colleges. The Act provides for inter-collegiate teaching in Madras by a synthesis not unlike that suggested by the Commission for the colleges in Calcutta. It further differentiates the outside institutions affiliated to the university some of which are to be called university colleges and to be developed as potential university centres. The courses of studies are the same

for both internal and external colleges. The present Government grant to the University is placed by the Act on a statutory basis and provision is made whereby provincial finance may bear some part of the cost of university expansion. The Act came into force after the close of the period under review.

Nagpur.

The Nagpur University Act was passed in the March session of the local legislature. While the new University is of the affiliating type the Act foreshadows the development of higher education at the university centre, Nagpur. The University starts its career without a habitation and the problem of providing it with suitable accommodation is closely bound up with the question of a new Science College in Nagpur where expert opinion condemns the present accommodation of the Victoria College of Science. Meanwhile the King Edward College, Amraoti, was completed at a cost of fourteen lakhs of rupees and can now boast of buildings which can stand comparison with those of any similar institution in India.

Patna.

The Patna University Amendment Act was passed during the year with a view to removing certain minor defects in the existing legislation. A committee was appointed by the local Government to advise on two alternative schemes—the one prepared by the Vice-Chancellor for the development of the University on the present site of the Patna and Bihar National Colleges, the other drawn up originally by the Nathan Committee for the foundation of a residential teaching university at Phulwari.

Allahabad.

The reorganised University of Allahabad commenced work in July 1922. Even within the period under review some dissatisfaction has expressed itself with the arrangement by which a residential teaching university is combined with affiliated colleges some of which are situated so far from the university centre as Rajputana. This dissatisfaction has led to movements for the establishment of universities at Agra and in Rajputana.

Calcutta.

The financial difficulties of the Calcutta University led to a request for an additional subsidy from Government and gave rise to some discussion in the local Council as to the relations between the University and the Bengal Government. Two private Bills were introduced aiming at reconstituting the University Senate and providing for greater Government control over the management of university finance. They were withdrawn on the understanding that a Government bill having the same objects in view would be introduced in the summer session. This Bill, however, provoked such criticism that the Governor of Bengal convened a conference to consider the proposed legislation which included a Bill for the better control of secondary education. This conference, which was attended by nominees of the Bengal and Assam Governments and of the Calcutta University and at which the Government of India were represented, met first in the summer of 1923 but has not yet solved the problems submitted to it for consideration.

Delhi.

The new University at Delhi, constituted by an Act passed in 1921, opened in May 1922. Its activities are largely hampered

by the lack of any central habitation and the want of funds. Considerable progress was made, however, during the year by the various university bodies in the drafting of necessary statutes and ordinances and the preparation of plans for further development when funds are forthcoming. The University survived the threat to its existence made by the Indian Retrenchment Committee and looks forward to securing a worthy habitation when in the course of time the Government of India moves out to Raisina and sets free buildings now in use in old Delhi.

The Punjab University has established an Academic Council, Punjab. This body, as at present constituted, is said to be of unwieldy size and to possess only limited powers.

An interesting development at Lucknow was the appointment of lecturers in Hindi and Urdu for the purpose of encouraging research in the vernaculars of the province.

The number of students in Arts Colleges has increased from 47,632 to 52,639. "He would be a bold man" writes a principal, "who would say that there was a real demand for so many students pursuing such strictly theoretical and literary courses of study." This fact appears to be realised in Bombay where the numbers of students applying for the B. A. were lower than they had been since 1916. The Director in Bengal notices the steady increase in the number of students taking science in the Intermediate but points out that if, as is probable, they do so with a view to obtaining employment, there is little practical or economic value in a smattering of physics and chemistry.

IV. SECONDARY EDUCATION.

There is nothing remarkable to record in the figures for secondary education. The cost per scholar has slightly decreased and is now Rs. 48-15-2 in the case of a high school pupil and Rs. 22-8-0 for a pupil in a middle school as compared with Rs. 51-4-4 and Rs. 24-12-0 respectively in the preceding year.

The incidence of this cost is distributed as follows:—

Expenditure.	In high schools.	In middle schools.
	Rs. A. P.	Rs. A. P.
From Government funds	15 12 7	8 1 3
„ Board funds	1 3 4	5 0 2
„ Fees	24 8 7	6 2 6
„ other sources	7 6 8	3 4 11
Total cost per scholar	48 15 2	22 8 4

In the Punjab a general survey was undertaken of the facilities for secondary education. The main defect brought to light was

the very uneven distribution of the secondary schools in the province; certain advanced areas being very fully schooled while other large tracts were left unprovided.

Further attempts are reported to provide more practical education in secondary schools. The Board of Intermediate and Secondary Education, Dacca, opened courses in dyeing and in commerce at the Jaggannath Intermediate College, which were well attended. In Madras a very marked increase is noted in the number of candidates who took science and commercial subjects for the school leaving certificate. In Bihar and Orissa provision has been made for increasing the classes in non-literary subjects in Government high schools. In the United Provinces a scheme has been drawn up for the opening of agricultural middle schools, half the cost of which is to be met by Government and half by district boards, Government also undertaking to meet the whole cost of training the teachers.

The Central Provinces have extended the introduction of the vernacular as a medium of instruction to the first class in the high department (tenth) and have been confronted with the usual difficulty of providing for the needs of pupils speaking different vernaculars. In this province the scheme of classes has been reorganised the number of primary classes being reduced to four, while there are now four classes in the middle department and three in the high.

Dalton plan.

A few isolated experiments with the Dalton Plan are reported (from Sylhet, Lucknow, Raipur and Lahore) but to the ordinary difficulties attending the working of the plan there are added in India problems connected with the variety of vernaculars used in school, the great dearth in most vernaculars of those supplementary readers, reference books and illustrated literary matter which are needed to add interest and variety to individual study under the Dalton system; while the idea of co-operative work seems strange to the Indian pupil. The suitability of this system for introduction in Indian secondary schools was considered by the Central Advisory Board at its meeting in February 1923. It was decided that it was unlikely to meet with success except in institutions of a special character such as *Chiefs Colleges* and the new Intermediate colleges. It has been tried with fair success in two of the former.

Mental Tests.

The Central Advisory Board also considered at its meetings during the year the possibility of introducing some system of mental intelligence tests in India for use in secondary schools. At the request of the Board the Educational Commissioner with the Government of India arranged for a number of experiments to be conducted with the Stanford revision of the Binet-Simon tests under the direction of the principals of Provincial Training Colleges. The results of these experiments were reported to the Bureau of Education. Based on these a provisional series of tests has been compiled which has been issued to Directors for use by selected teachers. It is proposed to revise the series from time to time in the light of experience.

The Boy Scout movement continues to flourish. The training camp at Lonavla was a great success and raised the number of trained scout masters during the year from 177 to 413. It was closed in March 1923 to enable Mr. Miller, who was in charge of it, to tour the Bombay Presidency and supervise the work of the trained men.

V. PRIMARY EDUCATION.

There was an increase of two thousand in the number of primary schools for boys and of two hundred and seventy-five thousand in the number of pupils attending them. Burma, Bengal and the Central Provinces alone show a decrease both in schools and scholars. In Burma, as already stated, the decrease is due to the elimination of inefficient schools. The policy of relying chiefly on monastic schools is now being seriously questioned. While these schools have been responsible for the high standard of literacy in the province yet the instruction in most of them is of the poorest possible description. The *Pongyi* is not a teacher by profession and is often indifferent or hostile to secular education. It even appears that the Burman is losing faith in the old system of monastic education. In Bengal the fall is reported to be only nominal, since many schools for adults had hitherto been classed under the head of "primary schools." In the Central Provinces the decline in enrolment is partly due to the attitude of local bodies, who, in their anxiety to assert their independence of departmental control, have neglected or dispensed with the assistance which Government officials have given in the past in enlisting support for village schools. Bombay reports a decrease in the number of schools but an increase in the number of pupils.

The greatest interest naturally attaches to experiments in the introduction of compulsory education. The following table shows the number of areas in which compulsion had actually been introduced at the close of 1923.

Province.	Date of Act.	AREAS UNDER "COMPUSSION."	
		Municipalities.	District Boards and Rural Areas
Bombay	Feb'y. 1918 (for city) 1920, Feb'y. 1923.	5	—
Bihar and Orissa	Feb'y. 1919.	1	—
Punjab	April 1919.	8	89 (school areas)
Bengal	May 1919.	—	—
United Provinces	June 1919	8	—
Central Provinces	May 1920.	1	1
Madras	Dec. 1920.	7	—

The above table does not include areas for which schemes of compulsory education had been sanctioned or submitted to Government but not actually introduced.

From Bombay, which was the pioneer province in the matter of compulsory education, no further extension is reported, for while a sixth municipality has introduced compulsion the town of Dhulia has abandoned it. A very important provision of the Act of 1922 empowers Government to call upon any Local Authority to introduce compulsory education if it has not done so on its own initiative. Every local authority is also required to prepare within a prescribed period as complete a scheme as possible for the universal introduction of compulsory education. The Act was based upon the report of a compulsory education committee which was published in June 1922.

It must not be assumed that in any of the municipalities which appear in the foregoing table compulsory education is in existence in the complete form in which, for example, it is found in Great Britain or in Germany. The schemes adopted by municipalities usually aim at the gradual provision of new schools and new teachers and demand three or four years for fulfilment. As yet no thoroughly organised system of registration and visitation by attendance officers has been developed. These will come in time. Meanwhile one of the most interesting events in the past twelve months has been the inauguration in the Punjab of a system of compulsory education in rural school areas. The Punjab Primary Education Bill permits of the introduction of compulsion in the whole or in any part of an area controlled by a local body; and in country districts the simple but effective plan has been adopted of starting with the smallest possible area, namely that served by a single village school. The more enlightened parents who are already sending their sons to school are readily persuaded of the advantages to be gained by raising the school enrolment through compulsion, so that each class in the school may be entitled to have its own whole-time teacher, and the school itself may claim a decent school building from the District Board. The example set by one village encourages other neighbouring villages to follow suit; and so in the Lyallpur District alone, which contains several canal colonies, no less than fifty-seven school areas have on their own initiative adopted compulsory education. The Central Provinces report applications also from two district boards in Berar for the introduction of compulsion in eleven village areas.

Duration of
school life.

One of the most important effects of compulsion will be the prolongation of school life; even the shortest compulsory period should ensure that all scholars at least reach the stage of literacy. This is a greater need at the present time than the collection of more boys into school. The new tables IVa to Vb give the distribution of all scholars class by class. The following extract gives

the position in the first four primary classes and shows the serious wastage of material under a voluntary system.

Class I	3,453,046
Class II	1,184,318
Class III	833,303
Class IV	593,301
TOTAL	6,063,968

The Punjab and Madras, particularly the former, report considerable progress and expansion on a voluntary basis. In the latter province, a system of monthly allowances in lieu of capitation grants was brought into effect at the close of the year. The scales of pay of teachers in Government elementary schools were revised and the new scales were suggested for adoption by local bodies also.

In Bihar and Orissa although no further extension of compulsory education is reported the number of pupils in attendance at primary schools is the highest ever recorded for the province. Moreover funds have at last been provided for carrying out the three years' programme which has so long been kept in abeyance. It is proposed to standardise the grants to district boards on a system which will take account of the population of each district and the wealth of the board, while in the case of municipalities Government offers half the cost of teaching eighty per cent. of the boys of school-going age. On the other hand an attempt by the Bengal Government to give effect to Mr. Biss's scheme for redistributing and amalgamating primary schools met with small success. Government offered to bear half the cost of introducing the scheme; but, as the initiative was left entirely to local bodies, so far only six municipalities and twelve unions have accepted the offer.

Local bodies in Bombay are finding it difficult to meet even half of the cost of primary education, owing to the rise in recent years in the pay of the teachers. Eighteen municipalities refused to pay their teachers according to the scale prescribed by Government, which was obliged in these cases to pay the balance direct to the teachers recovering it by deductions from the grants to the municipalities. Others have tried to get more value for their money by adopting the shift system of school hours, thus increasing the number of pupils per teacher. This has met with some success when confined to the infant class and in single teacher schools but elsewhere it is reported that it does not find favour with the villagers 'who smart under a reduction in the hours of instruction.'

The reduction of the primary course from five to four years in Coimbatore the Central Provinces has been noted. In Bengal the course has been reduced from six to five years and a revised curriculum has been introduced the special feature of which is the inclusion of

English as an optional subject. In Burma, too, optional English now forms part of the primary school curriculum.

Adult
Education

At the close of the year there were 1,878 schools for adults with an enrolment of 45,768. The total expenditure on these schools amounted to Rs. 2,55,793. Details are given in the statement below:—

	Schools.	Pupils.	EXPENDITURE FROM				Total expenditure.
			Govt. funds.	Board funds.	Fees.	Other sources.	
			Rs.	Rs.	Rs.	Rs.	Rs.
Government Schools	5	288	2,579	..	..	..	2,578
Board Schools	180	4,815	7,386	1,20,251	1,416	7,159	1,36,212
Aided Schools	924	20,022	46,351	15,668	11,570	32,232	1,04,721
Unaided Schools	764	20,048	..	..	2,616	9,668	12,284
TOTAL	1,878	45,768	55,318	1,35,819	15,602	49,059	2,55,793

The education of adults in this country presents peculiar problems which require early attention if this branch of education is to be developed. Among these problems are the provision of suitable text books and the organisation of the school work, since the very uneven progress made by the students necessitates individual instruction after the first stage. Attendance is also apt to be irregular. It is intended in the Punjab to include "the means and methods of teaching adults" in the courses of instruction for all teachers under training both in the Training College and in training schools.

VI. FEMALE EDUCATION.

The total number of recognised institutions for girls rose from 23,780, to 24,068 and their enrolment increased by over 27,000 from 879,013 to 906,289. But general tables Va and Vb show that only a very small proportion of these pupils have proceeded beyond the lower primary stage. The following extract gives the position in the first four primary classes:—

	No. of scholars
Class I	533,878
Class II	159,480
Class III	91,362
Class IV	53,661
TOTAL	838,387

The foregoing statistics do not take account of the girls reading in boys' schools who are distributed as follows:—

Institutions.	Boys in Girls' Schools.	Girls in Boys' Schools.
Colleges	..	507
Secondary Schools	11,891	41,865
Primary Schools	29,587	462,272
Special Schools	200	2,012
Unrecognised Schools	6,195	32,971
TOTAL	47,873	539,627

In the chill atmosphere of financial depression it is the weakest educational plants that suffer first and it is therefore not surprising that no province records any noteworthy progress in female education while several provinces report a decline either in schools or scholars. "In days of financial adversity local bodies tend to regard girls' schools as the first and obvious sacrifice"; but even the Government Normal School for women at Peshawar, which had had a short but very promising life, was closed for motives of economy. In Bombay the primary curriculum has been revised and optional subjects, such as school geometry and domestic economy, have been introduced. Madras and Bombay report the opening of classes for training teachers in drill, the theory of gymnastics and exercises suited to Indian girls—a side of education which is much neglected in girls' schools.

VII. PROFESSIONAL AND TECHNICAL EDUCATION.

The majority of provincial educational reports include mention only of those institutions which are administered or controlled by the Department of Education, hence there is little material for notes on professional education other than the training of teachers.

The number of teachers under training is shown in the following statement:—

	For men.		For women.		TOTAL.	
	1922.	1923.	1922.	1923.	1922.	1923.
In Training Colleges	1,190	984	57	99	1,247	1,083
In Normal and Training Schools	22,774	21,328	4,157	4,074	26,931	25,407
TOTAL	23,964	22,807	4,214	4,178	28,178	26,460

(a) Training of teachers.

The total number of teachers employed in secondary and primary schools in India was 324,305 of whom 137,115 or 42 per cent. were trained.

The adverse effects of retrenchment have fallen rather heavily on this branch of education. Madras, Bombay, Bengal, Bihar and Orissa, the United Provinces, the Central Provinces and the North-West Frontier Province report a reduction in the number of training institutions and in the number of students. Economy was effected in the Punjab by combining some training schools with high schools. In the United Provinces the reduction in some districts is due to the supply of trained teachers being in excess of the demand. The whole question of the training of vernacular teachers was considered by a special committee appointed by the United Provinces Government whose recommendations are being carried out.

There is ordinarily no dearth of applicants for training as primary teachers. Indeed a curious example of the effect of demand on supply comes from Sind, where the number of Muhammadan boys passing the vernacular final examination has declined in three years from 346 to 194. This appears to be the direct result of the closing of a number of District Local Board schools during the last two years and the dismissal of the teachers. Boys studying in the higher standards, observing this, took themselves off rather than study for an examination which was not likely to lead to employment.

The Training College for secondary teachers in Bombay was put on a more satisfactory footing. The staff was strengthened and the college affiliated for the B. T. degree of the Bombay University.

(b) Other professional and technical institutions.

Type of institution.	1922.		1923.	
	Schools.	Scholars.	Schools.	Scholars.
Law colleges and schools	15	5,356	13*	5,662
Medical colleges and schools	32	9,040	35	9,543
Engineering colleges and schools	21	2,720	17	2,750
Agricultural colleges and schools	14	967	18	1,001
Commercial colleges and schools	139	7,511	126	8,667
Forest colleges	3	186	2	175
Veterinary colleges	3	408	3	328
Technical and industrial schools	276	14,082	279	16,051
Schools of Art	8	1,332	13	1,550
TOTAL	511	41,602	506	45,727

Most of the institutions included in the foregoing statement do not fall under the control of the Education Department. The effects of financial stringency are evident even in this branch of education. The Agricultural College at Sabour was closed as was also the Institute of Commerce, Lahore. A scheme for higher instruction in mechanical and electrical engineering at the Bengal Engineering College was postponed for lack of funds. Even some of the successful industrial middle schools in the Punjab were closed by local bodies for the same reason. On the other hand good progress is reported with the agricultural teaching in the middle vernacular schools of the same province. Expenditure has been reduced and income improved so that almost all the five-acre farms under canal irrigation have now become self-supporting. The introduction of a similar scheme of agricultural teaching in Burma is under consideration. It has already been introduced in Bombay. In eight schools of this presidency a middle or higher primary course with an agricultural bias has been substituted for the ordinary curriculum. The teachers for the new course have been trained at Joni and Lyallpur. In Bombay, too, the Sydenham College of Commerce has been removed to a fine and spacious building so that it has been possible to raise the number of students by 90 to 338. The Bombay Government have decided also to raise the number of admissions to the Poona Engineering College from 60 to 100 and the accommodation, equipment and staff are being strengthened accordingly.

VIII. EDUCATION OF SPECIAL CLASSES.

The Chiefs' Colleges found it necessary during the year to take (a) Chief's colleges. careful stock of their resources. Most successful appeals for endowments were launched by the Rajkumar Colleges at Raipur and Rajkot. Experiments with the Dalton Plan of education were made at the Aitchison College, Lahore, and in a more restricted form at Raipur. The Principals pronounced themselves satisfied on the whole with the results of these experiments though they considered that the use of the plan must be confined to certain forms and certain subjects of study.

In the revised tables complete information about European (b) European education is provided in the single table VII. This table shows a decrease of thirty-two in the number of schools but an increase of 787 in the number of scholars.

An interesting innovation was the holding of an exhibition at Calcutta in February of the work of the European schools in Bengal. The educational value of the exhibition was great and it is proposed to make it an annual event.

The following figures show a satisfactory increase in the attendance of Muhammadans at school though the number of Muhammadan madan boys to reach the highest stage of education is still small. Education

in comparison with the figures for other communities (see table IVa.)

	No. of MUHAMMADAN SCHOLARS.	
	1922.	1923.
Arts colleges	5,424	5,715
Professional colleges	1,544	1,505
Secondary and Primary Schools	1,710,910	1,828,481
Special schools	42,083	70,576
Unrecognised Institutions	206,481	199,493
TOTAL	1,966,442	2,105,770
Percentage to Population	3.3	3.6

The backwardness of the Muhammadans in education is usually ascribed, and no doubt rightly, to the conservatism of the community and its distrust of purely secular education, but it is also largely due to the fact that the great majority of the Muhammadan population belongs to the small cultivator class. In the Punjab, for example, where Muhammadan education has made great strides during the last two years it is noticeable that the increased attendance is almost entirely at schools under public management; the Muhammadans have not like other communities been able to found many secular schools of their own. The education of Mappilas has been engaging the attention of the Madras Government. After the recent rebellion in Malabar a committee was appointed to enquire into the question of maintaining separate elementary schools for Mappilas. The committee made a variety of recommendations including the introduction of compulsory elementary education in taluks affected by the rebellion. The committee also recommended the employment of qualified Arabic teachers in training schools where Mappilas undergo training so that the Mappila pupil may be properly instructed in the tenets of his own religion. The committee attribute a great deal of the Mappila's fanaticism to his utter ignorance of the real principles of Muhammadanism. The Government of Madras are experimenting with this suggestion.

(d) Education of backward classes.

That there is an awakening among the backward classes to their need for education is evident from many reports. In Bengal alone the number of pupils belonging to the depressed classes rose from 96,522 to 128,144—a notable increase for a single year. An example of such an awakening is furnished by the Meos of Nuh who petitioned the Governor of the Punjab that a special cess might be levied on their community for the purpose of maintaining a second-

ary school. This being impossible, the community raised a voluntary levy equal to 10 per cent. of the land revenue. Very few villages have failed to pay and there has been no complaint from the subscribers. With the help of the District Board "a Meo high school has now been fairly launched and the dream of every Meo leader for a generation has been realised."

But all communities are not thus able to help themselves and the Punjab Government addressed local bodies suggesting various measures for attracting members of the backward or depressed classes into school such as the provision of free school books and materials. The Central Provinces Government following the recommendations of a special committee which considered the subject have gone even further and in addition to the allotment of special scholarships are now granting to teachers of elementary schools a bonus of Rs. 3 for every child of a depressed class successfully prepared for the Primary Certificate examination.

It appears to be as yet doubtful whether the orders issued by several Governments, *e.g.*, Madras, Bombay and the Central Provinces that boys belonging to depressed classes should be freely admitted into public schools can be carried out with great success. In one school where this was attempted in Bombay the numbers fell from 280 to 41. On the other hand the attendance of Adi-Dravida children in common schools has increased and some District Educational Councils in Madras have adopted the enlightened policy of giving enhanced grants to aided schools which admit such pupils.

5- **GENERAL EDUCATIONAL TABLES, 1922-23.**

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General Summary of Educational Institutions and Scholars.

Area in square miles	Population—	PERCENTAGE OF SCHOLARS TO TOTAL POPULATIONS.					
		Recognised Institutions.			All Institutions.		
		1923		1922		1923	
		Males	Females	Males	Females	Males	Females
10,92,616	12,69,17,963	5.86	1.14	5.04	1.12	5.80	1.18
	12,01,25,994	8.81	1.14	8.13	1.12	8.48	1.18
	24,71,08,887						
RECOGNISED INSTITUTIONS.							
For Males.							
Arts Colleges	Professional Colleges	High Schools	Middle Schools	Primary Schools	Special Schools	TOTALS	
160	52	2,082	6,108	130,095	5,447	162,944	
154	60	2,038	6,105	137,355	8,897	149,509	
+6	-8	+44	+8	+1,840	+1,550	+3,485	
51,577	18,811	598,527	630,646	5,812,306	171,319	7,272,686	
46,051	13,523	559,750	578,437	5,537,410	128,375	6,864,146	
+4,926	-212	+39,777	+52,209	+274,896	+42,944	+408,540	
0.71	0.19	8.13	8.68	79.92	2.36	100	
For Females.							
14	7	230	624	21,920	378	23,089	
16	1	308	625	22,634	292	23,790	
-2	+6	+78	-1	+714	-16	+714	
1,042	(a) 186	24,416	27,816	757,810	9,999	906,239	
981	139	35,652	65,400	767,047	9,794	879,013	
+81	+4	+8,704	+2,416	+20,763	+205	+27,876	
0.12	0.02	4.35	7.48	66.93	1.10	100	
UNRECOGNISED INSTITUTIONS.							
For Males.							
51,418	5,442	1,034	560,353	587,946	-27,493		
5,442	5,368	-128	51,762	51,985	-223		
-1,034	-128	-1,160	612,115	639,931	-27,816		
For Females.							
51,418	5,442	1,034	560,353	587,946	-27,493		
5,442	5,368	-128	51,762	51,985	-223		
-1,034	-128	-1,160	612,115	639,931	-27,816		
GRAND TOTALS							
10,92,616	12,69,17,963		8,791,090	8,888,090	+408,000		

NOTE.—There are also 12 Universities in British India which are not shown separately in this table.
 * Includes 943 scholars for Middle Schools in Baluchistan.
 (a) Includes 28 scholars for Arts Colleges in Baluchistan.

General Summary of Expenditure on Education.

TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM					COST PER SCHOLAR TO				Total cost per scholar.
1923	1922	Increase or decrease.	Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.		
1	2	3	4	5	6	7	8	9	10	11	12	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
93,42,751	93,35,518	+7,233	97.1	2.0	..	..	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
62,55,733	73,37,716	-10,81,983	38.2	..	42.8	19.0	..	..	..	..	..	
3,83,96,654	3,67,55,922	+16,42,732	45.4	11.9	14.9	27.8	..	..	..	..	..	
5,39,97,138	5,34,29,156	+5,67,982	53.5	8.0	15.6	22.0	..	..	..	..	..	
TOTALS.												
99,71,674	1,07,08,923	-7,37,249	44.9	0.4	33.7	16.0	92.12 1	0.13 5	80.0 3	32.15 0	206 8 9	
57,59,995	57,59,995	-2,22,390	73.8	..	22.5	3.9	239.9 10	0.1 11	88.8 5	15.4 2	303 8 4	
2,82,50,938	2,82,50,938	+21,46,177	32.2	2.5	50.1	15.2	15.12 7	1.3 4	24.8 7	7.6 8	48.15 2	
1,39,53,816	1,39,53,816	+3,71,487	35.9	22.2	27.2	14.7	8.1 3	5.0 2	6.2 0	3.4 11	22.8 4	
4,82,20,803	4,82,20,803	+25,56,750	54.3	24.6	9.9	9.2	4.4 5	2.1 6	0.12 5	0.11 7	7.13 11	
1,21,53,198	1,21,53,198	+8,44,944	71.0	5.7	6.3	17.0	53.14 1	4.4 7	4.12 6	12.14 9	75.13 11	
11,40,47,671	11,40,47,671	+49,59,710	48.6	14.3	24.6	12.5	7.14 4	2.5 1	4.0 1	2.0 7	16.4 1	
TOTALS.												
3,83,415	3,83,415	+20,800	69.2	..	13.0	17.8	319.12 1	..	60.1 11	82.8 3	462.6 3	
2,17,519	2,17,519	-28,237	83.9	..	10.6	6.5	314.5 5	..	40.2 10	24.13 6	379.5 9	
38,41,421	38,41,421	+5,69,986	46.5	3.1	28.7	21.7	46.11 1	3.1 1	28.14 0	21.12 11	100.7 1	
26,68,086	26,68,086	+1,46,337	59.7	13.2	13.0	34.1	15.8 10	5.2 6	5.1 3	13.5 5	39.2.0 0	
75,65,717	75,65,717	+8,09,250	40.0	38.0	3.6	18.4	4.0 6	3.13 4	0.5 10	1.13 9	10.1 5	
16,88,468	16,88,468	-23,740	67.9	2.6	4.0	25.5	111.13 10	4.4 0	6.8 5	41.15 9	184.10 0	
1,81,14,571	1,81,14,571	+10,84,946	45.2	21.1	11.4	22.3	8.6 0	3.14 5	2.1 8	4.2 1	13.8 2	
19,04,04,086	19,04,04,086	+66,12,638	49.7	13.3	20.9	16.1	10.10 6	2.13 9	4.7 7	3.7 2	21.7 0	
GRAND TOTALS												

N.B.—For explanation of certain terms used in the tables please see overleaf.
 * Includes expenditure on buildings.

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, substandard A or Class I. Where the number of school classes exceeds 10, the additional classes should be entered in the spaces 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 schools* are included in the general summary and General Tables II-A and B, IV-A and B, V-A and B, VIII and IX.

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Un-aided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	13	..	13	..	..	..	..	..	..
Colleges:—												
Arts and Science*	30	1	1	65	14	111	2	..	..	5	1	8
Law	7	..	..	..	4	11	..	..	..	1	..	1
Medicine	5	..	..	2	..	7	..	..	..	2	1	..
Education	13	..	..	1	..	14	3	..	..	..	..	..
Engineering	4	..	..	..	1	5	..	..	..	..	..	..
Agriculture	5	..	..	..	..	5	..	..	..	..	..	..
Commerce	2	..	..	2	1	5	..	..	..	..	..	..
Forestry	2	..	..	..	..	2	..	..	..	..	..	..
Veterinary Science	3	..	..	..	..	3	..	..	..	4	2	9
Intermediate and 2nd grade Colleges.	16	..	1	85	11	63	3	..	..	..	..	..
TOTALS.	87	1	2	105	31	226	8	..	..	12	4	24
High Schools	368	84	62	1,056	584	2,054	27	2	1	173	7	210
Middle (English)	107	195	128	1,767	601	2,798	21	3	3	199	13	236
Schools (Vernacular)	56	1,810	69	1,347	21	3,303	68	18	56	232	3	377
Primary Schools	1,880	45,405	3,036	78,723	12,545	139,089	407	3,746	1,143	15,028	2,589	22,913
TOTALS.	1,811	45,494	3,205	82,803	13,751	147,244	523	3,766	1,203	15,632	2,612	23,736
Special Schools:—												
Art	5	..	..	6	2	13	..	..	..	..	..	..
Law	2	..	..	..	..	2	1	..	..	2	..	3
Medical	19	..	..	1	4	24	50	2	5	83	2	142
Normal and Training	371	326	13	68	4	782	..	..	..	..	..	..
Engineering	8	..	..	3	1	12	3	..	..	62	4	69
Technical and Industrial	55	21	15	109	10	210	..	..	..	7	..	7
Commercial	4	..	..	31	79	114	..	..	..	1	..	1
Agricultural	10	..	..	1	1	12	..	..	..	..	..	..
Reformatory	6	..	..	1	..	7	..	..	..	3	..	3
Schools for Defectives	2	..	..	22	2	26	..	..	..	6	..	6
Schools for Adults	5	110	70	924	764	1,873	1	..	..	36	3	40
Other Schools	58	7	50	1,741	516	2,372	..	..	..	..	..	..
TOTALS.	545	464	148	2,907	1,383	5,447	55	2	5	200	9	271
TOTALS FOR RECOGNISED INSTITUTIONS.	2,443	45,959	3,445	85,905	15,165	152,917	586	3,768	1,208	15,844	2,625	24,081
UNRECOGNISED INSTITUTIONS.	..	18	8	43	31,349	31,418	..	..	..	24	2,218	2,242
GRAND TOTALS, ALL INSTITUTIONS.	2,443	45,977	3,453	85,948	46,514	184,335	586	3,768	1,208	15,868	4,843	26,273

N.B.—This table excludes statistics of European Education in the U. P., Assam and N.-W. F. Province.
* Includes 3 Oriental Colleges.

II-A.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
UNIVERSITY AND INTERMEDIATE EDUCATION. (a).									
Arts and Science (b) & (c)	18,325	11,643	4,154	64	59	62	253	245	61
Law	4,187	3,910	321	..	..	..	..	..	..
Medicine	3,174	3,002	827	..	..	..	..	..	..
Education	892	838	708	..	..	..	..	..	..
Engineering	1,088	1,038	832	..	..	..	..	..	..
Agriculture	612	566	416	..	..	..	..	..	..
Commerce	389	347	64	..	..	..	..	..	..
Forestry	175	170	120	..	..	..	..	..	..
Veterinary Science	328	299	309	..	..	..	..	..	..
Intermediate and 2nd grade Colleges.	183	162	65	..	..	..	..	..	..
TOTALS	24,303	21,975	7,816	64	59	62	253	245	61
SCHOOL AND SPECIAL EDUCATION.									
In High Schools	87,175	74,968	11,397	24,411	20,796	1,029	22,055	18,950	677
" Middle English	14,168	12,104	1,029	27,875	23,843	1,701	19,784	16,998	1,118
" Vernacular	5,800	4,420	567	237,563	181,456	20,500	10,190	7,955	340
" Primary Schools	60,135	46,283	52	2,395,320	1,692,744	1,875	319,886	236,536	..
TOTALS	167,278	137,777	13,045	2,635,669	1,925,839	24,805	371,915	280,439	2,135
In Art Schools	1,387	1,080	118	..	..	..	..	..	..
" Law	75	60	..	..	..	..	..	..	..
" Medical Schools	4,320	4,456	1,467	..	..	..	..	..	..
" Normal and Training Schools.	15,505	14,782	10,972	2,931	2,759	2,064	145	145	100
" Engineering Schools	1,065	958	602	..	..	..	..	..	..
" Technical and Industrial Schools.	3,632	2,910	638	1,682	1,319	66	1,167	943	23
" Commercial Schools	818	731	..	..	..	..	..	..	..
" Agricultural ..	251	227	187	..	..	..	..	..	..
" Reformatory ..	1,194	1,121	968	..	..	..	..	..	..
" Schools for Defectives	60	47	14	..	..	..	..	..	..
" Schools for Adults	228	214	..	2,627	1,900	..	2,188	1,366	..
" Other Schools	4,147	3,176	574	345	193	48	1,443	1,051	..
TOTALS	33,237	29,762	15,515	7,485	6,161	2,168	4,943	3,505	123
Totals for recognised institutions.	224,818	189,514	36,376	2,693,218	1,932,059	27,035	377,111	284,189	2,319
IN UNRECOGNISED INSTITUTIONS.	..	..	..	928	599	..	600	451	..
Grand Totals, all institutions.	224,818	189,514	36,376	2,694,146	1,932,658	27,035	377,711	284,640	2,319

(a) Scholars reading more than one of the following subjects should be entered under only one head.
 (b) Includes—56—scholars also reading Law.
 (c) Includes—560—scholars in Oriental Colleges.

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
23,016	24,784	9,608	10,134	8,868	2,696	51,792	45,574	16,581	376
135	164	158	1,215	1,039	313	5,587	5,113	792	121
996	961	432	..	..	..	4,170	3,963	1,259	7
92	82	21	..	..	..	984	920	729	..
326	..	..	68	64	38	1,432	1,102	870	..
..	..	..	..	..	..	612	566	416	..
285	250	67	110	94	66	784	691	197	..
..	..	..	..	..	..	175	170	120	..
..	..	..	..	..	..	328	299	309	..
40	35	8	34	28	1	257	235	74	..
29,940	26,256	10,294	11,561	10,088	3,114	66,121	58,623	21,347	507
327,019	273,632	31,905	130,689	100,112	5,755	591,349	488,458	50,763	5,469
168,047	133,431	11,556	46,347	35,072	2,070	276,221	221,448	17,474	5,129
100,619	96,912	3,867	1,298	1,030	115	355,370	291,843	25,389	31,267
2,711,826	2,155,578	10,037	324,639	253,536	..	5,812,306	4,391,679	11,664	462,272
3,307,411	2,659,623	57,365	502,973	389,750	7,940	7,035,246	5,393,423	105,290	504,137
137	99	..	26	21	..	1,550	1,200	118	15
81	62	..	205	185	56	75	60	..	..
2,691	2,650	1,443	51	55	46	5,106	4,703	1,523	124
53	43	(a) 13	200	172	..	21,323	20,391	14,616	345
6,340	5,124	1,382	481	380	7	1,318	1,173	(b) 615	..
2,567	2,366	108	4,138	2,741	19	13,302	10,676	2,111	96
63	50	..	..	..	..	7,523	5,888	127	163
16	13	16	..	..	..	314	277	167	..
615	510	391	..	..	..	1,210	1,134	984	..
20,622	16,030	..	20,048	16,270	..	691	571	405	129
53,837	42,479	1,100	13,467	10,386	405	45,768	35,770	..	216
87,022	69,426	4,453	33,632	30,224	533	73,139	57,285	2,127	1,020
3,424,373	2,755,305	72,112	553,166	430,062	11,587	171,319	139,073	22,792	2,012
2,863	2,448	..	555,962	308,435	807	7,272,680	5,691,129	149,429	506,656
..	..	..	..	..	..	560,353	311,933	807	32,971
3,427,236	2,757,753	72,112	1,109,128	738,497	12,394	7,838,039	5,903,062	150,236	539,627

(a) Excludes figures for Bihar and Orissa which are included under "Other Schools"
 (b) Excludes figures for Aided Institutions in Bihar and Orissa which are included under "Other Schools"

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) . . .	375	801	193	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	46	45	20	..	..	..	..	..	..
Intermediate and 2nd grade Colleges	10	10	4	..	..	..	..	..	..
TOTALS	431	354	217	..	..	..	..	..	..
SCHOOLS AND SPECIAL EDUCATION.									
In High Schools	5,582	4,547	732	287	251	..	174	189	..
„ Middle { English	2,722	1,981	98	..	..	..	809	571	..
„ Schools. { Vernacular	4,545	4,501	118	1,000	868	56	6,723	5,097	7
„ Primary Schools	25,426	16,849	8	166,153	121,912	19	94,360	64,468	..
TOTALS	40,275	27,828	946	169,500	123,016	75	102,066	70,325	7
In Medical Schools	57	56	54	..	..	..	..	..	..
„ Normal and Training Schools	1,750	1,635	1,032	15	15	11	25	21	..
„ Technical and Industrial Schools	59	55	13	..	..	..	..	..	..
„ Commercial Schools	..	..	..	..	..	..	..	..	..
„ Agricultural Schools	..	..	..	..	..	..	..	..	..
„ Schools for defectives	..	..	..	..	..	..	..	..	..
„ Schools for Adults	..	..	..	..	..	..	..	..	..
„ Other Schools	57	39	..	..	..	..	..	..	..
TOTALS	1,923	1,835	1,099	15	15	11	25	21	..
Totals for recognised institutions.	42,220	30,019	2,262	169,515	123,031	86	102,091	70,346	7
IN UNRECOGNISED INSTITUTIONS.									
Grand Totals, all institutions	42,220	30,019	2,262	169,515	123,031	86	102,091	70,346	7

(a) Scholars reading more than one of the following subjects should be entered under only one head.
 (b) Includes all 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
702	614	428	24	23	9	1,101	938	630	..
54	60	54	..	..	..	54	60	54	..
48	47	39	5	5	..	99	97	59	..
..	..	..	..	..	..	10	10	4	..
804	721	521	29	28	9	1,264	1,105	747	..
32,316	28,067	10,032	1,041	806	364	39,400	33,950	11,128	4,217
23,665	19,539	7,151	759	634	168	27,955	22,726	7,412	3,359
25,339	21,356	2,628	194	140	..	39,861	31,947	2,804	4,315
445,234	345,898	8,040	54,637	41,660	154	787,810	590,787	8,221	29,587
526,554	414,910	27,851	56,631	43,330	686	895,026	679,409	29,565	41,478
156	155	151	..	..	..	213	211	205	..
2,267	1,974	1,593	17	17	17	4,074	3,712	2,653	6
2,598	2,117	938	92	87	23	2,749	2,259	974	16
360	185	5	..	..	..	360	185	6	..
75	64	..	..	..	..	75	64	..	..
180	163	130	..	..	..	180	163	130	72
573	289	15	..	..	..	573	289	15	..
1,674	1,388	133	44	34	..	1,775	1,461	133	106
7,883	6,335	2,965	153	138	40	9,999	8,344	4,115	200
535,241	421,966	31,337	56,813	43,496	735	906,289	688,658	34,427	41,678
2,222	1,823	..	49,540	7,253	70	51,762	9,076	70	6,195
537,463	423,789	31,337	106,353	50,740	805	958,051	697,934	34,497	47,873

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes, Rs. 52,25,361 spent by the Public Works Department on educational buildings.

“Miscellaneous” includes the following main items:—

Scholarships, Hostel charges and other contingent charges.

DISTRICT BOARD AND MUNICIPAL INSTITUTIONS.												
	GOVERNMENT INSTITUTIONS.											
	Govern- ments funds.	Board funds.	Muni- cipal funds.	Fees.	Other sources.	TOTALS.	Govern- ment funds.	Board funds.	Muni- cipal funds.	Fees.	Other sources.	TOTAL.
	1	2	3	4	5	6	7	8	9	10	11	12
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities (a)	10,52,652	..	..	12,25,719	3,86,239	24,61,630	..	..	..	..	..	..
Arts Colleges	28,53,178	..	2,580	8,96,754	32,900	37,85,472	7,848	..	111	13,212	13,600	34,861
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Law	41,949	..	..	3,16,870	53	3,58,872	..	..	..	..	..	..
Medicine	12,50,664	..	..	5,11,164	200	17,71,058	..	..	..	..	..	..
Education	7,70,929	279	..	1,117	14,880	7,95,205	..	..	..	..	..	..
Engineering	7,70,569	..	..	1,12,523	1,51,500	10,34,682	..	..	..	..	..	..
Agriculture	3,23,093	..	..	26,331	551	3,49,424	..	..	..	..	..	..
Commerce	3,37,378	..	..	57,229	..	34,607	..	..	..	..	..	..
Forestry	2,88,150	..	..	..	..	2,88,150	..	..	..	..	..	..
Royal Institute of Science.	1,59,117	..	..	..	966	1,60,083	..	..	..	..	..	..
Veterinary Science	3,58,893	..	..	16,407	..	3,75,305	4,000	..	2,244	5,381	..	11,925
Intermediate Colleges	3,62,702	..	..	1,99,453	6,394	7,98,359	..	..	..	..	..	..
TOTALS	55,18,209	479	2,580	38,59,767	5,93,663	1,24,74,498	11,848	..	2,355	18,593	13,600	46,486
SCHOOL EDUCATION.												
General.	44,85,485	1,279	24,775	22,51,578	27,064	67,90,171	3,96,813	3,03,789	2,14,402	10,93,770	35,119	20,43,893
High Schools	6,82,123	3,100	..	2,21,891	1,290	9,14,374	4,28,010	2,97,885	3,50,097	5,31,548	17,312	16,24,572
Middle Schools —	1,67,807	3,894	157	4,599	3	1,73,870	22,55,140	13,05,216	1,46,165	4,37,789	18,428	41,62,735
English	7,64,400	13,836	5,000	22,368	3,852	8,09,596	1,98,23,139	55,84,181	32,19,508	9,33,356	1,56,154	2,96,86,428
Vernacular	..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..
TOTALS	61,05,813	18,519	29,932	25,00,576	32,160	86,87,011	2,20,93,102	74,41,071	39,30,262	30,16,480	2,27,013	3,75,17,928
Special.												
Art Schools	4,07,597	3,050	715	13,986	15,115	4,40,763	..	..	..	..	..	..
Law Schools	..	..	..	3,432	5,432	..	..	..	..	..	..	..
Medical Schools	12,43,897	3,549	549	1,43,570	16,115	14,09,680	..	..	..	..	..	..
Normal and Training Schools	23,79,116	78,498	21,204	12,930	11,802	35,03,850	4,94,345	1,76,799	17,974	8	..	6,89,128
Engineering Schools	5,14,643	..	..	50,903	6,945	5,72,581	5,376	..	8,636	333	..	14,345
Technical and Industrial Schools	..	14,324	15	16,098	1,57,458	11,61,595	95,120	75,003	36,927	9,853	..	2,30,558

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

	AIDED INSTITUTIONS.						RECOGNISED UNAIDED INSTITUTIONS.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.			
	13	14	15	16	17	18	19	20	21			
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities (a)	Rs. 12,53,765	Rs. 16,250	Rs. 1,400	Rs. 11,99,218	Rs. 7,49,948	Rs. 32,04,331	Rs. 7,20,494	Rs. 1,79,882	Rs. 8,99,576			
Arts Colleges	11,50,446		21,869	10,23,917	11,75,943	42,92,625			1,01,083			
Professional Colleges.												
Law	27,500		1,375	75,319	21,896	1,26,090			1,01,083			
Medicine	17,736					17,736						
Education												
Engineering												
Agriculture												
Commerce	10,527			7,939	8,294	26,760			9,862			
Forestry												
Royal Institute of Science												
Veterinary Science												
Intermediate Colleges	1,97,931		600	3,55,827	2,29,971	7,83,429			1,44,694			
TOTALS	26,57,905	16,250	25,244	35,67,320	21,84,252	84,50,971	8,86,711	2,95,532	11,82,243			
SCHOOL EDUCATION.												
General.												
High Schools	44,51,164	39,025	1,31,992	80,61,071	32,60,122	1,59,43,374	31,02,653	10,64,489	41,67,142			
Middle Schools -												
English	14,89,376	2,27,547	58,102	21,34,439	15,56,421	54,66,385	4,33,897	4,05,682	8,39,579			
Vernacular	73,759	5,68,610	2,07,579	1,01,703	78,406	10,28,057	4,051	11,591	15,942			
Primary Schools	42,71,191	28,46,601	5,67,232	31,11,153	36,26,418	1,44,22,505	4,15,717	4,11,868	8,27,576			
TOTALS	1,02,85,990	36,81,783	9,04,905	1,34,08,866	86,19,367	3,68,60,411	39,56,318	18,03,620	58,49,938			
SPECIAL												
Art Schools	22,440	420	760	1,793	11,100	36,503	240	1,872	2,112			
Law Schools												
Medical Schools		550	550	1,812		2,912	10,712	4,385	15,097			
Normal and Training Schools.	2,89,337	213	148	3,205	1,10,427	4,03,330	1,328	4,933	6,261			
Engineering Schools	3,500	750	100	1,053	1,173	6,578	1,925		1,925			
Technical and Industrial Schools.	4,31,227	12,202	34,501	93,561	9,68,068	15,59,549	15,929	40,091	56,020			
Commercial Schools	13,950	3,981	96	54,376	30,709	1,03,112	1,10,285	9,895	1,20,180			
Agricultural Schools	600			522	6,946	8,068		60	8,128			
Reformatory Schools	6,240				3,666	9,906						
Schools for Deaf-mutes	49,327		16,180	3,264	47,462	1,16,258		3,719	3,719			
Schools for Adults	45,351	10,396	5,178	11,570	32,232	1,04,721	2,616	9,668	12,284			
Other Schools	3,52,291	50,055	21,768	1,43,758	3,87,540	9,55,412	40,905	2,26,683	2,67,591			
TOTALS	12,14,863	78,636	79,221	3,14,914	16,19,313	33,06,347	1,83,543	3,01,306	4,85,249			
Grand Totals	1,41,53,158	37,76,669	10,69,370	1,72,80,600	1,23,25,932	4,96,17,729	50,28,972	24,90,458	75,17,430			

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

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	13,65,093					13,65,093
Inspection	70,38,067					70,38,067
Buildings, etc.	93,65,379	2,00,190	42,491		3,562	96,11,622
Miscellaneous	50,97,677	23,23,837	4,61,010	3,71,382	86,57,493	1,61,79,000
TOTALS	2,28,66,216	38,01,511	7,47,938	3,71,382	40,16,789	3,18,03,835
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities (a)	23,91,897		1,400	26,76,808	11,85,628	42,55,733
Arts Colleges	40,33,306	16,250	24,560	85,69,477	13,78,941	1,00,12,534
Professional Colleges:—						
Law	41,949			4,17,953	4,59,955	9,20,857
Medicine	12,87,194		1,375	6,86,483	22,094	19,97,146
Education	7,97,965	279		117	14,880	8,12,941
Engineering	7,70,689			1,30,394	1,60,747	10,61,830
Agriculture	3,23,493			26,331	351	3,50,175
Commerce	47,905			67,344	15,480	1,31,229
Forestry	2,89,150					2,89,150
Royal Institution of Science	1,59,117				966	1,60,083
Veterinary Science	3,53,898			16,607		3,70,505
Intermediate Colleges	7,94,688		2,844	6,05,248	3,35,382	17,38,162
TOTALS	1,12,95,276	16,529	30,179	80,87,262	31,14,724	2,25,43,970
SCHOOL EDUCATION.						
General.						
High Schools	93,34,182	3,44,093	3,71,169	1,45,09,072	43,86,064	2,89,44,580
Middle Schools—						
English	26,06,009	5,28,532	4,08,199	88,21,795	19,80,675	88,45,210
Vernacular	24,96,706	18,74,180	3,53,901	5,48,139	1,06,428	58,79,354
Primary Schools	2,48,68,730	33,04,618	37,91,830	45,02,784	41,98,282	4,67,44,244
TOTALS	8,92,95,927	1,11,41,373	49,25,009	2,23,81,740	1,06,71,449	8,89,15,238
Special.						
Art Schools	4,80,337	8,470	1,485	18,019	28,087	4,79,378
Law Schools				5,432		5,432
Medical Schools	12,43,897	4,099	1,069	1,58,004	20,500	14,27,689
Normal and Training Schools	41,62,798	2,55,510	39,826	17,471	1,26,982	46,02,067
Engineering Schools	5,23,519	760	8,736	54,214	8,018	5,95,237
Technical and Industrial Schools	14,70,040	1,01,531	71,443	1,21,605	12,14,776	29,79,996
Commercial Schools	55,811	3,981	96	2,16,889	57,248	3,84,005
Agri-cultural Schools	1,10,123	216		3,005	7,472	1,20,816
Reformatory Schools	3,04,422				21,822	3,26,244
Schools for Defectives	72,340	75	16,130	3,301	52,433	1,44,479
Schools for Adults	55,313	11,336	1,24,483	15,602	49,059	2,55,793
Other Schools	8,01,923	59,602	31,549	2,07,448	6,27,025	17,27,607
TOTALS	92,30,523	4,40,630	2,94,327	8,19,060	22,13,602	1,29,98,142
Grand Totals	3,86,87,642	1,54,00,043	59,97,543	3,56,85,483	2,36,76,009	16,34,47,270

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 8,75,908 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.					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.
	1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Arts Colleges	1,24,444			14,367	21	1,38,832						
Professional Colleges:—												
Law	23,721			320		24,041						
Medicine	25,120			1,323		26,443						
Education												
Engineering												
Agriculture												
Commerce												
Forestry												
Royal Institution of Science												
Veterinary Science												
Intermediate Colleges												
TOTALS	1,70,285			16,216	21	1,86,522						
SCHOOL EDUCATION.												
General.												
High Schools	6,40,666			80,001	4,143	7,24,810	1,920	23,634	17,979	1,824	1,760	62,117
Middle Schools—												
English	1,77,697			10,279	337	1,88,313	11,083	13,809	24,025	1,419	939	36,527
Vernacular	1,43,271			1,163	33	1,44,467	4,883	7,897	1,19,596	2,783	1,88,312	1,88,312
Primary Schools	4,46,860			2,971	1,209	4,50,040	16,52,236	7,89,270	14,33,470	30,802	31,349	39,70,127
TOTALS	11,08,394	294		94,104	5,722	15,08,598	17,36,122	8,37,713	15,95,060	36,840	36,348	42,42,083
Special.												
Medical Schools	35,724					35,724						
Normal and Training Schools	6,12,705					6,12,705						
Technical and Industrial Schools	14,062					14,062						
Commercial Schools												
Agri-cultural Schools												
Schools for Defectives												
Schools for Adults												
Other Schools	10,165					10,165						
TOTALS	7,02,656	10,324	8,035	120	5,106	7,26,241	7,075	1,092	3,210		23	11,127
Grand Totals for Females.	22,81,385	10,618	8,030	1,10,440	10,840	24,21,301	17,43,197	8,38,805	15,98,270	36,840	36,371	42,53,483
Grand Totals for Males	2,20,55,791	1,23,730	57,405	81,67,475	8,64,702	2,92,69,193	2,34,30,443	76,98,133	41,22,740	30,48,144	2,94,816	3,80,63,276
Grand Totals for all	2,43,37,124	1,84,348	65,564	82,77,915	8,75,551	3,19,90,494	2,62,42,640	85,36,938	57,21,010	30,84,984	3,31,187	4,29,16,759

N.B.—This table excludes Statistics of European Education in U. P., Assam and N. W. F. Province.

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

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	AIDED INSTITUTIONS.					RECOGNISED UNAIDED INSTITUTIONS.				
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	TOTALS.	Fees.	Other sources.	TOTALS.	
	13	14	15	16	17	18	19	20	21	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY AND INTER-MEDIATE EDUCATION.										
Arts Colleges	47,749	..	..	21,329	72,994	1,42,072	2,904	5,346	8,250	
Professional Colleges	1,17,270	..	..	12,970	..	1,31,240	..	..	..	
Medicine	24,373	..	..	4,527	3,801	33,101	900	..	900	
Education	41,606	..	..	12,664	16,811	69,671	..	..	..	
Intermediate Colleges	..	..	..	..	..	..	..	..	..	
TOTALS	2,31,058	..	..	52,930	92,106	3,76,084	3,804	5,346	9,150	
SCHOOL EDUCATION.										
General.										
High Schools	11,07,006	2,346	72,016	10,22,980	6,04,837	30,99,158	32,015	48,374	81,289	
Middle Schools—	5,77,482	4,632	17,752	2,90,709	6,89,235	15,68,791	4,266	33,685	37,951	
English	1,04,404	..	1,02,500	2,22,086	1,98,897	4,9,101	870	2,030	2,900	
Vernacular	10,45,948	5,49,450	2,48,812	2,44,401	13,21,758	34,09,767	9,905	1,05,784	1,15,689	
Primary School	..	..	..	..	..	..	..	..	..	
TOTALS	29,24,818	6,17,781	4,40,430	18,91,011	29,94,727	85,08,817	47,956	1,89,963	2,37,819	
Special.										
Medical Schools	25,361	550	..	11,230	46,983	84,024	..	..	..	
Normal and Training Schools	2,79,037	893	7,216	25,733	1,51,046	4,63,925	273	4,870	5,143	
Technical and Industrial Schools	56,101	3,916	1,600	7,164	1,47,958	2,16,639	229	644	873	
Commercial Schools	7,826	..	2,937	12,832	1,147	24,592	..	..	..	
Agricultural Schools	18,482	..	..	..	..	..	..	..	..	
Schools for Defectives	6,616	..	..	..	..	..	..	..	..	
Schools for Adults	15,194	38	1,423	3,747	31,308	51,538	410	602	1,012	
Other Schools	..	..	1,363	3,555	..	..	..	..	..	
TOTALS	4,06,817	5,397	14,430	64,211	4,08,554	9,01,418	912	6,116	7,028	
Grand Totals for Females	35,64,693	8,22,178	4,54,919	17,08,142	34,95,387	98,46,319	52,672	2,01,325	2,53,997	
Grand Totals for Males	1,41,53,158	37,76,669	10,40,370	1,72,90,800	1,23,22,932	4,86,17,729	50,26,912	24,90,459	75,17,430	
Grand Totals for all	1,77,22,851	43,99,847	15,24,289	1,89,98,742	1,58,19,319	5,84,64,048	50,79,644	26,91,783	77,71,427	

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III-B.—Expenditure on Education for Females—concl'd.

	TOTAL EXPENDITURE FROM					
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	GRAND TOTALS.
	22	23	24	25	26	27
Inspection	0,27,703	9,840	15,794	..	7	8,58,844
Buildings, etc.	15,05,916	50,682	47,309	76,826	9,91,714	26,81,447
Miscellaneous	12,54,630	50,228	40,454	16,80,187	18,94,571	49,20,020
TOTALS	33,88,249	1,10,750	1,03,557	17,56,963	28,86,292	82,54,811
UNIVERSITY AND INTER-MEDIATE EDUCATION.						
Arts Colleges	1,74,193	..	..	38,600	76,361	2,89,154
Professional Colleges	1,17,270	..	..	18,970	..	1,81,240
Medicine	48,094	..	..	8,147	3,801	58,042
Education	63,786	..	..	14,223	15,311	93,820
Intermediate Colleges	..	..	..	..	..	..
TOTALS	4,03,343	..	..	72,940	95,473	5,71,756
SCHOOL EDUCATION.						
General.						
High Schools	18,39,592	30,963	89,995	11,37,690	8,50,114	39,57,374
Middle Schools—	7,66,152	3,633	41,777	3,16,773	7,03,257	18,31,592
English	2,88,558	82,158	2,22,086	27,769	2,01,189	8,21,761
Vernacular	31,75,032	13,39,014	16,81,706	2,87,679	14,63,100	79,46,531
Primary School	..	..	..	..	..	..
TOTALS	60,69,334	14,55,788	20,35,564	17,69,911	32,26,660	1,45,57,257
Special.						
Medical Schools	60,985	550	..	11,230	46,983	1,19,744
Normal and Training Schools	9,28,817	12,059	18,461	26,126	1,60,831	11,40,294
Technical and Industrial Schools	70,163	3,916	1,600	7,393	1,48,798	2,31,761
Commercial Schools	7,826	..	2,937	12,682	1,147	24,581
Agricultural Schools	300	..	..	..	16,096	34,571
Schools for Defectives	18,482	..	1,423	3,747	14,016	25,668
Schools for Adults	6,616	..	1,363	4,065	31,933	63,001
Other Schools	25,359	288	..	..	..	..
TOTALS	11,18,548	16,813	25,684	65,243	4,19,799	16,46,087
Grand Totals for Females	1,09,79,474	15,92,351	21,64,805	38,65,057	66,28,224	2,50,29,911
Grand Totals for Males	8,26,87,642	1,54,00,043	59,97,543	3,56,85,433	2,86,76,609	16,34,47,270
Grand Totals for all	9,36,67,116	1,69,92,394	81,62,348	3,93,50,490	3,03,04,833	18,84,77,181

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsees.	Sikhs.	Others.	Total.
			Higher castes.	*Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
TOTAL POPULATION †	148,584	1,402,247	68,392,506	14,174,083	30,943,850	5,672,566	45,950	1,343,372	4,063,173	126,917,958
<i>School Education.</i>										
Primary										
Classes										
I	4,808	97,872	1,938,648	305,586	883,098	134,075	1,417	31,474	56,068	3,453,046
II	2,466	85,493	687,710	87,188	274,870	65,646	805	18,297	16,813	1,184,318
III	2,515	27,628	523,854	59,880	185,256	12,286	830	10,140	10,964	333,303
IV	2,429	28,554	392,124	34,155	102,567	21,660	837	8,707	7,268	593,301
V	1,527	10,662	217,311	12,566	45,410	941	431	5,404	3,951	298,403
† Middle										
VI	1,740	8,354	144,222	5,415	34,058	4,924	951	4,811	1,193	205,648
VII	1,627	6,271	111,229	3,738	24,771	7,744	1,057	3,892	784	161,112
VIII	1,300	4,323	85,038	1,874	16,269	179	710	3,229	440	113,357
† High										
IX	781	3,122	57,815	1,004	10,480	113	810	1,960	232	76,317
X	555	2,117	48,178	794	8,431	147	630	1,476	141	62,469
...	296	1,890	33,207	454	4,910	91	553	1,111	81	48,043
...	39	263	8,515	60	1,260	...	596	8	40	10,781
TOTALS	20,083	321,319	4,252,006	512,644	1,541,880	247,906	9,717	84,349	97,975	7,038,099
<i>University and Intermediate Education.</i>										
Intermediate										
1st year	86	653	12,813	165	1,890	161	275	270	114	16,427
2nd year	61	448	10,694	112	1,627	83	163	223	63	13,474
Degree classes										
3rd year	41	258	5,839	61	886	61	54	87	16	7,298
4th year	41	308	6,787	41	1,016	95	72	119	14	8,442
5th year	6	31	1,211	3	155	2	14	14	2	1,437
6th year	7	16	1,038	...	118	4	12	16	2	1,211
7th year	...	...	...	...	...	...	...	...	...	...
Post-graduate										
classes										
6th year	...	...	...	...	...	...	...	...	...	...
7th year	...	...	...	...	...	...	...	...	...	...
Research Students										
...	...	2	250	...	16	...	1	...	...	278
TOTALS	241	1,711	(a) 38,996	352	5,707	406	591	729	211	48,974 (a)&(b)
No. of scholars in recognised institutions.	20,324	222,930	4,291,902	513,046	1,597,087	248,212	10,308	85,078	98,186	7,087,073
No. of scholars in unrecognised institutions.	20	5,170	160,420	14,682	166,626	206,933	196	4,640	1,666	560,353
GRAND TOTALS	20,344	228,100	(a) 4,452,322	527,728	1,763,713	455,145	10,504	89,718	99,852	(a)&(b) 7,647,426

* See footnote on page 41.

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

(a) Includes 330 and 22 scholars in the U. P. and Assam respectively reading in Oriental colleges.

(b) Excludes 158 scholars in the Punjab reading in Oriental colleges.

† Excludes 2,514 and 408 scholars reading in school stages in colleges.

‡ Excludes 64 scholars reading purely classical languages in colleges in U. P. and Bangalore respectively.

§ Details exclude figures for Delhi, Ajmer-Merwara, Coorg and Bangalore, and also 21,458 persons not enumerated by religion in Burma.

IV-B.—Race or Creed of Scholars in Institutions for the General Education of Females

Race or Creed.	Europeans and Anglo-Indians.	Indian Christians.	HINDUS.		Muhammadians.	Buddhists.	Parsees.	Sikhs.	Others.	Total.
			Higher castes.	*Depressed classes.						
	1	2	3	4	5	6	7	8	9	10
TOTAL POPULATION †	88,979	1,357,150	65,347,066	13,622,979	28,242,922	5,815,386	42,279	1,019,979	4,064,010	120,185,854
<i>School Education.</i>										
Primary										
Classes										
I	7,884	24,040	292,544	16,624	163,654	20,388	1,322	5,597	1,825	533,578
II	2,813	9,748	84,748	4,670	42,159	12,188	831	1,817	511	159,480
III	2,319	6,969	54,968	2,423	20,458	1,701	847	1,282	400	61,552
IV	2,645	6,062	31,773	1,376	7,156	2,740	721	913	275	53,661
† Middle										
V	1,887	5,155	14,388	560	2,440	174	380	554	133	25,269
VI	1,802	3,455	6,148	310	725	181	528	137	94	13,410
VII	1,768	2,430	3,321	97	291	202	357	79	72	8,607
VIII	937	1,550	1,529	37	154	26	252	73	39	4,597
† High										
IX	517	794	642	5	27	79	171	12	24	2,271
X	406	530	529	...	23	40	158	10	24	1,720
...	148	315	290	2	15	1	78	...	16	565
...	8	64	162	...	4	...	58	...	6	302
TOTALS	22,774	61,145	490,987	26,104	237,101	37,715	5,703	10,474	3,419	895,422
<i>University and Intermediate Education.</i>										
Intermediate										
1st year	37	113	121	...	2	...	1	2	1	277
2nd year	25	101	95	1	2	...	1	5	...	230
Degree classes										
3rd year	14	60	46	...	3	...	...	...	...	120
4th year	11	38	34	...	1	...	...	...	...	86
5th year	...	1	...	...	...	...	...	...	...	2
6th year	...	...	...	...	...	...	...	...	...	...
7th year	...	...	...	...	...	...	...	...	...	...
Post-graduate										
classes										
6th year	...	...	...	...	...	...	...	...	...	...
7th year	...	...	...	...	...	...	...	...	...	...
Research Students										
...	...	...	...	...	...	...	...	...	...	...
TOTALS	87	313	296	1	8	...	2	7	1	715
No. of scholars in recognised institutions.	22,861	61,458	491,283	2,105	2,37,109	37,715	5,705	10,481	3,420	896,137
No. of scholars in unrecognised institutions.	...	498	13,305	626	32,867	3,043	129	1,247	52	51,762
GRAND TOTALS	22,861	61,951	504,588	2,731	269,976	40,758	5,834	11,728	3,472	947,899

* See footnote on page 41.

† See footnote on previous page.

‡ Excludes 57, 33 and 306 scholars reading in school stages in colleges in the United Provinces, the Punjab and Bangalore respectively.

§ Details exclude figures for Delhi, Ajmer-Merwara, Coorg and Bangalore as also 21,640 persons not enumerated by religion in Burma.

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TABLE 1. Number of Scholars in Institutions for the Vocational and Special Education of States.

Institution	Total	Elementary	Secondary		Muham- madans.	Bud- dhists.	Parsis.	Sikhs.	Others.	Total
			Higher	De- pressed						
			3	4	5	6	7	8	9	
Arts Schools	23		1,100	18	208	8	18	18	16	
Law Schools	..	..	61	..	14	..	..	..	..	
Medical Schools	54	278	3,828	16	845	89	2	196	6	
Normal and Training Schools	1	2,131	12,975	761	4,001	835	..	246	273	
Engineering and Surveying Schools	20	31	970	36	137	48	2	33	50	
Technical and Industrial Schools	456	1,587	5,290	911	3,111	80	90	217	142	(a)
Commercial Schools	355	501	5,296	16	444	319	272	18	61	
Agricultural Schools	1	43	212	6	51	..	..	..	2	
Reformatory Schools	2	86	600	80	383	90	..	1	18	
Schools for Defectives	22	232	817	9	55	12	9	28	7	
Schools for Adults	..	476	11,708	5,345	25,770	307	6	1,374	093	
Other Schools	10	334	20,893	1,072	34,779	6,688	66	12	235	
TOTALS	944	5,707	72,853	8,270	60,675	8,471	465	2,138	1,651	
Colleges.										
Law	6	68	4,718	20	601	5	47	45	77	
Medicine	68	194	3,169	32	411	17	171	112	6	
Education	25	21	717	10	182	1	..	27	1	
Engineering	84	33	894	1	51	..	40	3	..	
Agriculture	..	20	418	..	98	17	3	50	2	
Commerce	4	27	631	1	47	2	65	4	8	
Forestry	6	18	126	..	22	1	..	8	..	
Veterinary	2	23	179	..	94	5	..	23	..	
TOTALS	207	401	10,852	64	1,501	48	326	272	89	(b)
GRAND TOTALS	1,151	6,108	83,705	8,334	71,176	8,519	791	2,410	1,740	18 (c)

See footnote on page 41.
 (a) Excluded 1,408 Scholars in the U. P. not available.
 (b) Excluded 241 Scholars in the U. P. not available.
 (c) Excluded 1,050 Scholars in the U. P. not available.
 (d) Excluded 326 Scholars in the U. P. not available.