

EDUCATION IN INDIA

1933-34

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EDUCATION, INDIA

EDUCATION IN INDIA

IN

1933-34



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PREFACE.

This report deals with the period from April 1st, 1933 to March 31st, 1934.- I am indebted to the provincial Directors of Public Instruction and the Superintendents of Education whose reports have formed the basis of this review. I am also indebted to Messrs. F. E. Quraishi and Nauhria Ram for the assistance they have given me in preparing the review.

R. M. STATHAM,

*Officiating Educational Commissioner
with the Government of India.*

Simla, 3rd October, 1935.

EDUCATION IN INDIA

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I.—*General Summary.*

Successive recent reports have necessarily dealt rather pessimistically with the absence of educational progress in recent years. This absence of progress has been attributed mainly to retrenchment, to the ineffectiveness of primary education and to the drift in higher education. But annual reports dealing so largely with a comparison of statistical tables for a single year with those of a previous year must necessarily give the impression that the quantitative advance in education has been very small. A year is too short a period by which to test the path of progress, and fractional increases in percentages are naturally not encouraging indications for estimating the advance made. Even a review of a five-year period may not always be able to bring out fully the big changes which have taken place in Indian education during the last so many years. On the other hand, a glance at the provincial education reports of twenty years ago and a comparison of them with the reports for the year under review reveal the fact that, whatever may have been the actual quantitative progress made in the year 1933-34, the statistics for 1933-34 show in what an entirely different position education now stands in India from what it did only a comparatively short time ago. Provinces long regarded as backward have in many ways come up to the level of advanced provinces. Communities which scarcely ever recorded pupils above the primary stage now have considerable representation at the university stage. Untouchability has been definitely eradicated in several provinces in so far as the schools are concerned, and the progress of education amongst the depressed classes has been considerable. Women's education has spread with remarkable rapidity and the educationally backward communities amongst women, such as Muslim women, have shown immense improvement. Physical instruction and athletics have developed out of all recognition and movements like the Olympic organisations, the Boy Scouts movement, the Girl Guides movement, the Red Cross movement, etc., have taken firm root. Village life has widened and schemes for rural uplift, village clubs, thrift societies and even village broadcasting are no longer unknown. The necessity for the trained teacher has been recognised almost everywhere and the numbers

of trained teachers have been more than doubled. Considerable advance has been made in scientific research and in technology, and in their application to industry. The need for caution in the quantitative expansion of mass education has been fully recognised and consolidation and concentration are being attempted in most provinces. The evils of waste, stagnation and wastage, which were scarcely recognised or diagnosed twenty years ago have been tackled and are being tackled with signs of ultimate success in most parts of India. There is however, it is true, a general dissatisfaction with many of the existing conditions. Universities are overcrowded, secondary education is too stereotyped, primary education is still too little related to the surrounding conditions of life, and unemployment presents a grave problem. But there has been very real progress. Education is much more widespread and India is not alone in having to face difficult problems in education arising out of world depression and financial stringency. It is satisfactory at least that the whole of India is now considering very seriously educational reconstruction, and that a machinery has been created for the co-operation of every part of India in an attempt to solve some of the outstanding problems.

2. Even as between 1933 and 1934 considerable improvement may be recorded. As against a large fall in numbers between 1932 and 1933 there has been a large increase in the year under review. The influence of retrenchment appears to be waning and a heavy reduction in total expenditure has been replaced by a considerable increase in expenditure.

3. *Institutions and pupils.*—The following tables show the total number of institutions for boys and girls, the total number of pupils, boys and girls, and the distribution of pupils, boys and girls in recognised institutions for 1933-34:—

TABLE I.—Total number of institutions (for boys and girls), 1933-34.

Province.	NO. OF RECOGNISED INSTITUTIONS.			NO. OF UNRECOGNISED INSTITUTIONS.			TOTAL NO. OF INSTITUTIONS.		
	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.
Madras	51,075	50,618	—457	1,408	1,467	+59	52,483	52,085	—398
Bombay	15,757	15,674	—83	1,114	1,056	—58	16,871	16,730	—141
Bengal	68,773	70,338	+1,565	1,554	1,588	+34	70,327	71,926	+1,599
United Provinces	22,941	23,106	+165	2,418	2,344	—74	25,359	25,450	+91
Punjab	11,678	11,664	—14	6,236	6,115	—121	17,909	17,779	—130
Burma	7,356	7,317	—39	18,205	18,072	—133	25,561	25,419	—142
Bihar and Orissa	25,953	28,768	+2,815	2,443	2,806	+363	31,396	31,574	+178
Central Provinces and Benar	5,326	5,463	+137	320	314	—6	5,646	5,777	+131
Assam	6,586	6,715	+129	619	612	—7	7,205	7,327	+122
North-West Frontier Province	992	1,008	+16	162	155	—7	1,154	1,163	+9
Coorg	119	122	+3	10	9	—1	129	131	+2
Delhi	354	358	+4	41	39	—2	395	397	+2
Ajmer-Merwara	322	331	+9	53	57	+4	375	388	+13
Baluchistan	114	117	+3	171	214	+43	285	331	+46
Bangalore	112	112	..	6	6	..	118	118	..
Other Administered Areas	114	117	+3	21	18	—3	135	135	..
BRITISH INDIA	220,567	221,853	+1,286	34,781	34,872	+91	255,348	256,725	+1,377

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

TABLE II.—Total number of pupils (boys and girls), 1933-34.

Province.	IN RECOGNISED INSTITUTIONS.			IN UNRECOGNISED INSTITUTIONS.			IN ALL INSTITUTIONS.			PERCENTAGE OF PUPILS TO POPULATION.	
	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.	Increase (+) or decrease (—) between 1933 and 1934.	1933.	1934.
Madras	2,864,597	2,967,672	+103,075	47,928	51,688	+3,760	2,912,525	3,019,360	+106,835	6.2	6.5
Bombay	1,298,192	1,332,624	+34,332	33,895	41,772	+7,877	1,332,087	1,374,296	+42,209	6.11	6.3
Bengal	2,797,387	2,899,541	+102,154	65,704	67,171	+1,467	2,863,091	2,966,712	+103,621	5.71	5.92
United Provinces	1,470,340	1,513,467	+43,127	64,868	65,232	+364	1,535,208	1,578,689	+43,481	3.17	3.2
Punjab	1,164,820	1,151,590	-13,230	180,950	129,164	-1,786	1,296,770	1,280,754	-15,016	5.50	5.43
Burma	524,864	524,031	-833	203,970	203,021	-949	728,834	727,052	-1,782	4.96	4.95
Bihar and Orissa	1,054,290	1,063,127	+8,837	63,931	70,782	+6,851	1,118,221	1,133,909	+15,688	2.97	3.01
Central Provinces and Berar	457,077	470,763	+13,676	11,274	11,945	+691	468,351	482,718	+14,367	3.02	3.11
Assam	352,556	356,869	+4,313	26,624	26,582	-42	379,180	383,451	+4,271	4.3	4.4
North-West Frontier Province	86,959	89,040	+2,081	3,796	4,535	+739	90,755	93,575	+2,820	3.7	3.8
Coorg	10,918	10,860	-58	278	343	+70	11,196	11,208	+12	6.86	6.86
Delhi	44,475	44,653	+178	1,084	765	-319	45,559	45,418	-141	7.3	7.1
Ajmer-Merwara	21,352	21,843	+491	2,798	3,299	+501	24,150	25,147	+1,017	4.3	4.5
Baluchistan	8,686	8,972	+286	2,790	2,944	+174	11,476	11,936	+460	2.47	2.57
Bangalore	16,609	17,124	+515	280	443	+163	16,889	17,567	+678	12.6	13.1
Other Administered Areas	19,035	19,725	+690	1,225	1,373	+148	20,260	21,098	+838	9.3	9.4
BRITISH INDIA	12,192,137	12,491,796	+299,659	661,395	681,094	+19,699	12,853,532	13,172,890	+319,358	4.73	4.85

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TABLE III.—Distribution of pupils (boys and girls) in recognised institutions, 1934.

Province.	NO. OF PUPILS IN INSTITUTIONS FOR MALES.							NO. OF PUPILS IN INSTITUTIONS FOR FEMALES.						
	In Universities.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.	Total.	In Arts Colleges.	In Professional Colleges.	In High Schools.	In Middle Schools.	In Primary Schools.	In Special Schools.
Madras	619	11,113	2,253	156,788	26,749	2,339,830	24,503	2,581,855	537	73	19,190	6,308	374,912	5,797
Bombay	110	10,409	3,228	88,769	24,557	987,969	14,203	1,129,245	..	..	15,858	4,408	189,595	2,413
Bengal	2,181	22,427	5,129	273,819	161,294	1,790,519	116,820	2,372,219	596	57	17,950	9,997	495,893	2,829
United Provinces	6,001	8,442	4,239	84,096	100,365	1,167,299	22,643	1,393,085	254	9	7,234	40,595	71,320	970
Punjab	23	13,809	2,191	131,213	466,207	373,704	13,813	1,000,960	372	39	12,631	35,007	99,794	2,787
Burma	1,667	142	..	61,315	123,770	260,316	17,074	464,293	..	..	9,081	12,804	37,471	382
Bihar and Orissa	..	3,372	886	50,644	84,819	380,684	19,552	939,957	7	..	2,115	5,665	64,480	903
Central Provinces and Berar	..	2,261	578	8,339	100,069	313,083	2,360	427,201	..	18	436	6,992	35,286	820
Assam	..	1,667	72	21,628	45,330	249,862	4,364	322,923	..	..	2,620	6,338	24,876	112
North-West Frontier Province	..	640	..	14,661	27,081	32,618	102	75,102	..	..	432	5,240	8,216	50
Coorg	..	..	..	722	..	9,115	11	9,848	..	..	278	..	734	..
Delhi	161	1,910	..	7,536	7,462	15,925	696	33,630	51	145	1,450	3,317	5,715	295
Ajmer-Merwara	..	340	..	3,903	2,236	11,319	581	18,429	..	..	386	249	2,772	12
Baluchistan	..	..	..	3,564	724	2,596	19	6,902	..	..	573	1,193	304	..
Bangalore	..	320	..	2,400	2,339	5,510	74	10,643	..	..	1,671	915	3,638	57
Other Administered Areas	..	..	..	5,236	1,616	6,590	473	13,915	..	..	1,925	1,015	3,382	88
BRITISH INDIA	10,762	76,852	18,576	915,114	1,174,677	8,396,968	237,308	10,580,257	1,817	241	92,430	140,043	1,409,388	17,520
														1,461,539

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TABLE V.—Total expenditure on education, 1933-34.

Province.	TOTAL EXPENDITURE.		PERCENTAGE OF EXPENDITURE FROM						AVERAGE ANNUAL COST PER PUPIL TO					
	1933.	1934.	Increase (+) or decrease (-) between 1933 and 1934.	Govt. funds.	Local funds.	Fees.	Other sources.		Govt. funds.	Local funds.	Fees.	Other sources.	Total cost per pupil.	
	Rs.	Rs.												
Madras	5,31,58,978	5,39,87,435	+8,28,457	45.56	14.29	17.76	22.39		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Bombay	3,81,71,846	3,98,09,610	+16,37,764	44.2	19.4	23.2	13.2		8 4 8	2 9 11	3 3 8	4 1 2	18 3 5	
Bengal	4,17,51,551	4,23,16,319	+5,64,768	31.9	7.9	44.2	16.0		13 3 6	5 12 7	6 14 9	3 15 1	29 13 11	
United Provinces	3,71,20,587	3,70,30,442	-90,145	53.4	13.0	20.0	13.6		4 10 5	1 2 8	6 7 0	2 5 5	14 9 6	
Punjab	3,00,56,420	3,06,89,279	+6,32,859	52.11	13.15	24.65	10.09		13 1 0	3 3 1	4 13 10	3 5 6	24 7 5	
Burma	1,69,93,281	1,63,20,680	-6,72,601	35.39	28.92	21.91	13.84		13 14 2	3 8 1	6 9 2	2 11 0	26 10 5	
Bihar and Orissa	1,67,08,763	1,69,49,133	+2,40,370	32.51	29.40	23.76	14.33		11 0 1	9 0 1	6 13 2	4 4 11	31 2 3	
Central Provinces and Berar	97,92,220	1,01,74,809	+3,82,589	43.49	28.50	19.02	8.79		5 2 11	4 11 0	3 12 7	2 4 7	15 15 1	
Assam	48,96,400	48,33,919	-62,481	57.5	13.0	18.5	11.0		9 7 2	6 2 7	4 1 9	1 14 4	21 9 10	
North-West Frontier Province	27,19,082	28,63,059	+1,43,977	67.4	10.9	11.1	10.6		7 12 6	1 12 3	2 8 1	1 7 10	13 8 8	
Coorg	2,56,833	2,60,154	+3,321	55.0	29.49	13.41	2.02		24 1 7	3 14 9	3 14 8	3 12 5	35 11 5	
Delhi	25,83,077	26,62,295	+79,218	40.5	13.1	26.5	19.9		13 2 6	7 0 11	3 3 8	0 7 9	23 14 10	
Ajmer-Merwara	8,06,462	8,18,742	+12,280	44.9	9.1	22.1	23.9		24 2 0	7 13 3	15 13 0	11 13 0	59 10 0	
Baluchistan	5,04,728	5,33,180	+28,452	55.26	13.68	18.63	12.41		16 13 8	3 6 5	8 4 3	8 15 3	37 7 7	
Bangalore	8,85,337	9,81,656	+96,319	38.1	4.8	32.1	25.0		32 13 6	8 2 2	11 1 2	7 6 1	59 6 11	
Other Administered Areas	14,70,298	15,34,464	+64,166	35.8	5.4	19.4	39.4		21 3 11	2 11 2	17 15 8	13 15 2	55 13 11	
BRITISH INDIA	25,78,75,868	26,17,66,186	+38,92,318	43.8	10.0	24.8	15.4		27 13 1	4 3 4	15 1 5	30 10 9	77 12 7	

TABLE VI.—Total expenditure on education by sources, 1934.

Province.	EXPENDITURE FROM					Total expenditure.
	Govt. funds.	Increase (+) or decrease (—) in Govt. funds during 1933 and 1934.	Board funds.	Fees.	Other sources.	
Madras	2,46,02,960	+1,58,571	77,14,810	95,85,570	1,20,84,095	5,39,87,485
Bombay	1,76,17,168	+6,66,507	77,12,328	92,23,494	52,56,620	3,98,09,610
Bengal	1,84,88,852	—32,581	33,79,788	1,84,72,008	67,75,671	4,23,16,319
United Provinces	1,97,65,361	—1,83,228	48,38,143	73,62,386	50,64,552	3,70,30,442
Punjab	1,59,92,256	+5,42,840	40,36,803	75,63,890	30,96,330	3,06,89,279
Burma	57,66,883	—6,90,949	47,19,637	35,75,872	22,58,288	1,63,20,680
Bihar and Orissa	55,00,273	+3,36,959	49,83,634	40,26,792	24,29,434	1,69,49,133
Central Provinces and Berar	44,45,037	+2,21,499	29,01,023	19,35,269	8,98,480	1,01,74,809
Assam	27,77,514	—10,035	6,29,502	8,95,131	5,31,772	48,33,919
North-West Frontier Province	19,31,612	+55,678	3,14,557	3,14,221	3,02,669	28,63,059
Coorg	1,43,091	+2,063	76,723	35,100	5,240	2,60,154
Delhi	10,77,352	+9,915	3,49,556	7,05,976	5,29,411	26,62,295
Ajmer-Merwara	3,68,225	—6,574	74,383	1,80,628	1,95,566	8,18,742
Baluchistan	2,94,659	+12,381	72,981	99,355	66,195	5,33,190
Bangalore	3,73,226	+49,916	47,437	3,15,923	2,45,070	9,81,656
Other Administered Areas	5,48,681	+18,351	38,066	2,97,607	6,05,060	15,34,464
1934	11,47,02,160	+11,51,352	4,19,34,311	6,47,89,282	4,68,39,443	26,17,65,186
1933	11,35,50,798	..	4,07,03,238	6,29,62,895	4,06,58,937	25,78,75,868
1932	12,46,00,481	..	4,36,18,535	6,22,69,534	4,11,63,072	27,18,56,622
1931	13,00,97,116	..	4,36,23,132	6,14,58,989	4,17,76,299	28,31,61,446
1930	13,25,38,044	..	4,24,65,600	6,04,61,368	3,88,17,006	27,42,82,018
1929	13,18,10,145	..	3,94,14,369	5,76,17,829	4,16,89,910	27,07,32,253

It is satisfactory that the severe retrenchment which affected educational expenditure in the previous year is lessening in intensity and that a large decrease in total expenditure has been replaced by a very considerable increase. In the year 1932-33 there was a decrease in expenditure of Rs. 1,39,80,754, while during the year under review the total expenditure increased by Rs. 38,89,318. Between the years 1932 and 1933 all provinces and administrations, except Delhi, Coorg and the minor administrations, showed a heavy fall in total expenditure, but during the year 1933-34 all provinces and administrations showed a considerable increase in total expenditure except the United Provinces, Burma and Assam. Bombay records the large increase of Rs. 16.38 lacs, almost regaining the total decrease recorded in the previous year. The following table shows the principal decreases in 1933 and the increases in 1934:—

TABLE VII.

Province.	Decrease in lacs.	Increase in lacs.
	1933.	1934.
	Rs.	Rs.
Madras	36.03	8.28
Bombay	18.69	16.38
Bengal	5.85	5.65
Punjab	7.75	6.33
Bihar and Orissa	6.83	2.40
Central Provinces	5.88	3.83
North-West Frontier Province	0.08	1.44

In the United Provinces, while the total decrease was only Rs. 0.90 lacs, owing to retrenchment the expenditure from Government funds fell by Rs. 1.83 lacs. In this province, however, there was a large increase of Rs. 4.15 lacs in fee income owing to increased enrolment, but unfortunately this increase was largely counteracted by a fall of Rs. 3.55 lacs under other sources. The large decrease of Rs. 6.72 lacs in Burma was mainly due to deliberate retrenchment and was almost entirely confined to expenditure from Government funds, the expenditure on professional colleges, boys' middle schools, boys' primary schools and inspection all being affected. It is, however, satisfactory that the expenditure on women's education in Burma increased by Rs. 1.55 lacs. The decrease in total expenditure in Assam was Rs. 1,62,000, though the total expenditure from Government funds fell by only

Rs. 10,000. The following table shows the distribution of the total increases in other provinces in 1934:—

TABLE VIII.

Province.	Total increase.	Increase in			
		Government funds.	Board funds.	Fees.	Other sources
Lacs of Rupees.					
Madras	8.28	1.58	2.11	0.82	3.77
Bombay	16.38	6.67	4.89	7.68	—2.87
Bengal	5.65	—0.32	1.13	4.07	0.77
Punjab	6.33	5.43	1.90	—1.83	0.83
Bihar and Orissa	2.40	3.37	0.63	—0.09	—1.51
Central Provinces	3.83	2.22	1.41	0.70	—0.50
North-West Frontier Province.	1.44	0.56	0.38	0.24	0.26
BRITISH INDIA	38.89	11.51	12.31	18.26	—3.19

The figures in the above table indicate that in spite of the prevailing economic depression there has been considerable improvement in the ability to provide additional funds for education. School fees have increased by over 18 lacs mainly, of course, owing to the large increases in enrolment, but partly, in Bombay for example, by the raising of fees in certain classes of institutions. The increase of over 12 lacs expenditure from Board funds is particularly to be welcomed, the largest increase occurring in Bombay and Madras. The expenditure from other sources has been steadily going down during the past few years and has unfortunately again fallen by Rs. 3.19 lacs. Generally, however, the detailed figures for expenditure show considerable improvement over the previous year.

5. The extent to which local funds contribute towards the total expenditure on education varies very largely from province to province. The percentage of local fund expenditure to the total expenditure varies between 7.9 per cent. in Bengal and 29.4 per cent. in Bihar and Orissa, whereas the percentage of expenditure from public funds to the total expenditure only varies between 59.8 in Madras and 70.5 in Assam, the exceptions to this variation being Bengal with only 39.8 per cent. and the North-West Frontier Province with 78.3 per cent. Of all the provinces Bengal depends most largely on fee income, the percentage of total expenditure met from fees being as high as 44.2 per cent., while the corresponding percentage for no other province exceeds 25 per cent. The figure for the North-West Frontier Province is as low as 11.1 per cent. and for Madras 17.8 per cent. The expenditure from other sources has, as previously explained, considerably declined in recent years and it now forms a very limited portion of the total expenditure. The highest percentage of expenditure from other sources to the total expenditure is in Madras, 22.4 per cent. The figure for

Bengal is 16 per cent. and for the Central Provinces, the lowest figure for the major provinces only, 8.8 per cent. While considering the total amount spent on education in the provinces, and in particular the amount spent from Government funds, account has to be taken of the rise or fall in general provincial revenues in recent years. Since 1927 the general revenues of all provinces have decreased with the exception of Madras which has shown an increase of about 32 lacs. The following table shows the decrease in revenue in the other provinces:—

TABLE IX.

Province.	Decrease in lacs of Rupees.
Bombay	9
Bengal	45
United Provinces	16
Punjab	14
Burma	147
Bihar and Orissa	78
Central Provinces	77
Assam	43

Similarly the revenue per head of population has declined in all provinces, even including Madras. In view of these figures it is satisfactory that the expenditure from Government funds on education in the provinces has, in some cases, increased and that in no province, except Burma, has there been a really serious fall in the percentage of total revenue spent on education. The following table shows for the years 1927 and 1934 the expenditure from Government funds on education and the percentage of total revenue spent on education in the provinces:—

TABLE X.

Province.	1927.		1934.	
	Total Government expenditure.	Percentage of total revenue spent on education.	Total Government expenditure.	Percentage of total revenue spent on education.
	Lacs.	Per cent.	Lacs.	Per cent.
Madras	202	13.3	246	15.9
Bombay	198	13.6	176	12.1
Bengal	148	14.0	135	14.9
United Provinces	196	17.2	198	17.6
Punjab	151	13.9	160	14.9
Burma	95	9.4	58	6.8
Bihar and Orissa	72	12.5	55	11.1
Central Provinces	72	14.2	44	10.2
Assam	25	10.2	28	14.0
North-West Frontier Province	..	..	19	11.0

It will be noticed that Madras, the United Provinces, the Punjab and Assam have increased their expenditure from Government funds. Bengal, while decreasing her total expenditure on education, has slightly raised the percentage of total revenue spent on education. It is satisfactory that in spite of the considerable fall in revenue the United Provinces, the Punjab and Assam have been able to increase their expenditure on education from Government funds. Burma, Bengal, Bihar and Orissa and the Central Provinces which have shown the largest decrease in general revenues also show large decreases in expenditure on education from Government funds. In these provinces retrenchment appears to have been the most severe, and in Bombay also though the fall in general revenues has been small there has been a decrease of 23 lacs in expenditure from Government funds. The Hartog Committee pointed out how widely the provinces differed in their assignment of expenditure to the different stages of education, and these wide differences appear to be still persisting. Out of its total expenditure on education Bengal spends only 18.9 per cent. on primary schools, while it spends 19.6 per cent. on university education. Burma spends only 15.0 per cent. on primary schools but 51.7 per cent. on secondary schools. By contrast Madras spends 43.2 per cent. on primary schools and only 19.2 per cent. on secondary schools and Bombay spends 50.0 per cent. on primary schools and only 22.1 per cent. on secondary schools. The Punjab shows only a small percentage spent on primary schools, but the classification of secondary and primary schools in the Punjab is such that no accurate comparison can be made of the percentage spent on primary schools in the Punjab with the percentages for other provinces. The percentages spent by all provinces on direction and inspection are comparatively low and reflect the need for an improvement in the inspecting staff, which has been referred to in previous annual reports. The highest percentage is Assam with 7.8 and the lowest Bengal with 3.4. The percentage for Madras is only 3.5 and for Bombay 4.3.

II.—Educational personnel and organisation.

6. *Educational Services.*—In Madras, no steps have been taken to constitute a new Service in place of the Indian Educational Service. When Indian Educational Service posts become permanently vacant, they are relegated to the Madras Educational Service. Thirteen posts of headmasters and three of headmistresses were abolished from the cadre of the Madras Educational Service and removed to the combined cadre of School Assistants and Deputy Inspectors and Sub-Assistant Inspectresses. New Statutory General Rules for the Provincial Services were issued during the year.

In Bombay, the personnel of the new Educational Service, Class I, is almost entirely Indian. Six posts have, however, been held in abeyance and replaced by contract appointments, of which four were filled by Europeans.

The new Provincial Educational Service was not constituted in Bengal until after the close of the year under review. The majority of the posts formerly in the Indian Educational Service are now held by Provincial Service officers or by officers recruited on special rates of pay.

Of the 45 posts in the Bihar and Orissa Educational Service, Class I, 18 are held by Indian Educational Service officers, two are held by officers on special grades of pay, 16 (including the four posts for women) have been filled by the appointment of officers to Class I, while the others are held temporarily by officers in Class II or are held in abeyance.

It is reported from Madras, Bombay and Bihar and Orissa that revised scales of pay were sanctioned during the year for new entrants to the Provincial and Subordinate Educational Services.

Mr. R. H. Beckett, C.S.I., C.I.E., who had held the post of Director of Public Instruction, Bombay, since 1930, went on leave preparatory to retirement. "During his four years at the head of the educational administration of the Presidency, Mr. Beckett placed the administrative machine on a sound working basis. He successfully carried through several proposals which had been long pending, chief amongst which were the re-organisation of the educational services and the expansion of the Secondary Training College, Bombay."†

The following tables show the position of the Provincial Educational Services, Class I, in 1933-34:—

TABLE XI.—Provincial Educational Service (Men's Branch), Class I.

Province.	Total No. of posts.	No. of posts held by				No. of posts vacant or held in abeyance.	REMARKS.
		I. E. S. officers.	Promoted officers.	Direct recruitment.	Officiating arrangements.		
Madras	..	..	..	..	..	..	There is no Class I, Service. * 6 posts are filled on a contract basis. (a) Includes the post of D. P. I. Not constituted during the year under review.
Bombay	54	28*	4	11	3	8(a)	
Bengal	..	..	..	..	..	..	
United Provinces .	21	7	18	..	..	1	
Punjab	27	12	13	2	..	..	
Burma	16	6	8	..	2	..	Two posts are held by officers on special rates of pay. *Two hold posts on officiating arrangement.
Bihar and Orissa .	41	18	10	2	2	7	
Central Provinces .	20	14*	2	3	..	1	
Assam	36	1	14	20	..	1	
North-West Frontier Province.	1	1	..	..	..	..	
							The only post is that of D. P. I., whose rate of pay is Rs. 1,500—50—1,750.

† Bombay, pages 6-7.

TABLE XII.—Provincial Educational Service (Women's Branch), Class I.

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

The delay in constituting the new Service in some provinces, or in filling up the posts of a Service, where it has been constituted, is very unfortunate in that it is calculated to affect the efficiency of the Service as a whole. A well-qualified personnel is essential to the development of education along right lines and it is, therefore, necessary that provisional arrangements, wherever they exist, should be terminated as soon as possible.

7. *Inspection.*—The Punjab reports that the inspection of schools is being more and more marked by sympathy, proper guidance and constructive criticism. A great effort has been made during the year to improve the standard of instruction, particularly in vernacular schools which, for want of proper supervision, had failed to give a good account of themselves. The appointment of an additional deputy inspector for vernacular education is proving an effective means of stricter control over the affairs of the village school.

The inadequacy of the inspecting staff is referred to in the reports from Bengal, Burma and Assam. In Burma, however, it is anticipated that the new Educational Service, Class I, should eventually be able to provide the type of men that are required

for the work. "It is essential that such men should have had experience of Western methods and already the Department is fortunate enough to possess a few *ex-State* Scholars who have the making of first-rate Inspectors."* It is advocated that, with a view to improving the standard of inspection, Honours graduates should be sent as State Scholars to England for training. In *Assam*, one of the most urgent needs of the Department is the appointment of a Special Deputy Inspector for Muhammadan Education in the Assam Valley. It is also stated that the arrangement by which the administration of girls' schools is in the hands of Inspectors is becoming unworkable and that the appointment of an Inspectress and an Assistant Inspectress in each Valley is a pressing necessity.

The *Punjab* and *Burma* reports have made pointed reference to the insufficiency of the allotment for travelling allowance of the inspectors. "It may seem an obvious economy to reduce the allotment under Travelling Allowance, but the effect can only be a general curtailment of touring." It constitutes a great handicap to regular and systematic work. In *Assam* also, the lack of funds and the Department's lack of control over large portions of the educational field hamper progress seriously.

8. *The control of local bodies.*—In the *Punjab*, the difficult problem of the delegation of powers to the inspectors has so far found no satisfactory solution. The inspectors generally are for either complete and unqualified delegation or no delegation at all.

It is suggested by one Inspector in the *Punjab* that the position should be so regularised that in all matters, where there is a difference of opinion between the inspector and the local body, the opinion of the divisional inspector, as the sole educational expert and representative of the Department in the Division, should always prevail.

In *Bihar* and *Orissa*, the control of education by local bodies appears to have improved during the year, but instances are still abundant in which local and union boards or committees acted irregularly. The question of creating a separate statutory authority in each district for educational purposes is now under consideration.

As regards *Burma*, it is stated that, if vernacular education is to go forward, the system of local administration must be changed. "Reports from Inspecting Officers tell the usual story of unpunctuality, refusal to listen to the advice of experts, factional bickerings and personal spite."† It is suggested that the only salvation over the work of the inefficient District Boards and some less efficient Municipalities. One bright exception, however, is the work of the Rangoon Education Board. This is one of the few local authorities in *Burma* where constructive work is being carried out and members are actuated by a sense of public duty.

* *Burma*, page 6.

† *Burma*, page 34.

The *Central Provinces* reports that the administration of schools by local bodies has been most successful in those places where the local bodies have co-operated with the Deputy Inspectors of Schools. "The disinterested advice of these officers is at the disposal of local bodies and it is unwise on the part of local bodies not to avail themselves of it."* The tendency of many district councils is still to indulge in excessive and unnecessary transfers, many of which are not in the interests of education. During the year, the local bodies were asked to restrict the percentage of transfers to 25 per cent. on the pain of reduction in Government grants.

It is reported from *Assam* that many of the Boards refuse to pay any attention to the qualification of teachers and entirely ignore Departmental advice on the subject. In some cases, the Deputy Inspector has no vote or is even not a member of the Education Sub-Committee. "It is altogether anomalous that the Ministry of Education should have no control in practice over either the general policy or the expenditure on Primary Education. The appointment of a Provincial Primary Education Board is the chief need of the province."†

III.—Universities.

9. *Enrolment.*—The reports of recent years have dealt very fully with the pressure of numbers on the universities, the elimination of the unfit and the incidence of unemployment amongst the educated. From the figures for last year it might have been thought that at least, by whatever cause, a check to numbers had been reached, but between 1933 and 1934 the largest increase of recent years has occurred and the total number of students in the universities has risen by 6,851 to 113,328. The following table shows the total enrolment in the universities in the last four years:—

TABLE XIII.—Enrolment in universities.

University.	1931.	1932.	1933.	1934.
<i>I. Calcutta</i>	24,806	26,560	25,412	29,516
Patna	4,547	4,789	4,276	4,341
Dacca	1,142	1,063	1,010	984
Rangoon	1,550	1,674	1,788	1,805
TOTAL	32,045	34,086	32,481	36,646
<i>II. Madras</i>	16,218	16,610	15,504	15,515
Mysore	2,781	2,833	2,834	2,955
Osmania	808	856	1,346	1,284
Andhra	3,536	3,805	3,371	3,120
Annamalai	569	561	680	612
TOTAL	23,912	24,665	23,685	23,486

* *Central Provinces*, page 38.

† *Assam*, page 18.

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

University.	1931.	1932.	1933.	1934.
III. Bombay	13,908	14,490	15,327	16,292
IV. Allahabad	1,659	1,746	1,689	1,883
Benares Hindu	2,419	2,993	3,305	3,492
Allgarh Muslim	923	1,150	1,184	1,241
Lucknow	1,709	1,813	2,012	2,084
Agra	2,637	2,985	3,249	3,310
Nagpur	2,047	2,354	2,648	2,881
TOTAL	11,394	13,041	14,087	14,900
V. Punjab	17,390	16,971	18,684	19,796
Delhi	1,700	2,026	2,213	2,208
TOTAL	19,090	18,997	20,897	22,004
GRAND TOTAL	100,349	106,238	106,477	113,328

The only falling off in numbers has occurred in Dacca, Delhi, Osmania University, Andhra University and Annamalai University, and the total fall in these five universities amounted to only 362. On the other hand, Calcutta University alone showed an increase of 4,104 and Punjab and Bombay Universities have each increased by nearly 1,000. Fortunately, expansion has been accompanied by the institution of new types of courses, including scientific and technological courses, which are to be welcomed as providing not only more variety but more practical courses related to research and industry. In Madras University a new degree in Veterinary Science was instituted, and the question of instituting a Department of Anthropology was under consideration during the year. The new university Zoology and Biochemistry Laboratories were occupied in 1933, and progress was made with the building of the new university Botany Laboratory. In Andhra University the following new degrees and diplomas were instituted:—Ph. D., B. Com. (Pass), B. Com. (Honours), a Diploma in French and a Diploma in German, but much the most important occurrence of the year was the contribution of an annual grant of Rs. 1 lakh with the promise of an ultimate capital endowment of Rs. 15 lakhs from the Raja Sahib of Jeypore for the development of the University College of Science and Technology. In the University College of Science and Technology a B. Sc. (Honours) course in Sugar Technology was opened in 1933 for the first time. Another important step forward in Technological studies was taken

in Bombay University when His Excellency the Governor of Bombay opened the new University Department of Chemical Technology in the East Wing of the Royal Institute of Science in November 1933. The following extract from His Excellency's speech on that occasion is of interest:—

“ Technological education is very expensive and when funds are limited it is necessary to proceed with caution.

I would venture to draw the attention of the University to the importance of keeping instruction in technology on thoroughly practical lines and ensuring that in the administration of the department the University keep in close touch with manufacturers who are interested and are likely to employ the students after they have completed their courses of study. Technical education in the world has made great changes in the conditions of life, but it is just as easy to train for unemployment in technological subjects as it is in other subjects.

Expenditure incurred on training students, unless there is a prospect that they can be absorbed in industry, will to a large extent be wasted. While it is true that industries do not spring up at the bidding of academies, it is also true that a new industry almost invariably requires the assistance of experts with training and experience in that particular industry, and without them the development of industries will be impeded.

Our industries are exposed to the fierce blast of foreign competition backed by the latest resources of science and technology. Technology alone cannot afford an effective shield against this blow. It should not, of course, be relied upon to cover inefficiency. The soundest way of meeting foreign competition is by training our young men and employing them in our mills and factories. Up to the present we have had to send our students abroad for advanced technological training.

While I do not decry the advantages of foreign travel and education for the limited number who can afford them, I rejoice at a step which enables an increased number of our science graduates to obtain their training here in Bombay in close touch with local industries at a very moderate cost. I am sure that I can rely upon the leaders of industry to take a keen interest in this new department and to co-operate with the University in allowing the students facilities to obtain industrial experience in the mills towards the end of their course of study and to employ our graduates when they are qualified.”

10. *Courses.*—There were not many changes in the five universities of the United Provinces, except that the B. Sc. examination in Agriculture was held, for the first time, in Allahabad University and a new course for the B.Sc. in Benares Hindu University was instituted in Pharmaceutical Chemistry, Pharmacognosy and Pharmacy. In Rangoon University a Diploma course in Mechanical and Electrical Engineering has been

instituted to replace the courses in the Government Technical Institute, Insein. These courses will be shorter and of lower standard than those for the B. Sc. Degree examination in Engineering of Rangoon University. In connection with utilisation of the large Laxminarayan Bequest to Nagpur University, the Technological Training Committee met during the year and appointed a small committee to work out details of the scheme of technological training including plans and estimates for the technological laboratory. At the same time the University has provided for a foreign scholarship for training in oil technology for a period of three years. Patna University was benefited during the year by the creation of a trust fund of two lakhs of rupees donated by the Hon'ble Sir Ganesh Datta Singh. The main object of the trust is to grant loans for study in India and abroad in scientific, medical, engineering and legal subjects and in those tending to develop industry and agriculture in the province. It is noteworthy that the Trust provides that preference should be given to women and to students from backward communities.

11. *Other developments.*—There were other interesting developments in some of the universities during the year. The superstructures of the large Library and Departmental buildings for Madras University were under construction and the buildings are expected to be ready for occupation in the middle of 1936. New hostels at Vizagapatam for Andhra University were completed and they will provide accommodation for 140 students. At Andhra University also a new employment bureau was established. At Annamalai University the building of a new boat-house and swimming pool have been commenced and during the year a sports pavilion was completed at a cost of Rs. 10,000. The foundations of the new Library and Administrative buildings were also completed during the year. In Bombay an important conference was summoned by the Government in July 1933 to discuss the establishment of regional universities: in particular, a university for Poona. The conference was attended by all the heads of colleges affiliated to the University, representatives of the various interests of Bombay University, heads of selected high schools, *ex-Ministers* of Education, heads of Departments, educational officers of Government and representatives of special interests such as backward communities. The conference was opened by His Excellency the Governor and was presided over by the Hon'ble The Minister for Education. Commenting on the results of the conference the Director of Public Instruction, Bombay, in his report for the year 1933-34 writes as follows:—

“The balance of opinion on the whole was against the formation of regional universities with powers of affiliation over external colleges. A considerable body of opinion, however, was in favour of unitary and possibly residential universities where conditions are favourable and where adequate finance is forthcoming. As this type of university did not

strictly fall within the scope of the agenda, this alternative proposal was not fully discussed.”

Those who were opposed to the proposal were mainly opposed on the grounds that financial difficulties were likely to be grave and that primary and secondary education had a prior claim on the funds of Government and therefore no assistance could be expected from Government.

12. Punjab University celebrated its Jubilee on the 9th December 1933 and in that connection a sum of Rs. 63,000 was sanctioned for the construction of a university union building and a further sum of Rs. 21,000 was sanctioned for the erection of a hostel for visiting teams. Rangoon University passed through another period of severe financial restriction. The Government annual grant was reduced from Rs. 1,20,000 to Rs. 60,000 and in consequence the post of Registrar was converted into a part-time appointment, research grants were cut down, expenditure on the Library was reduced and the work of repairing buildings and roads was entirely suspended.

13. *Unemployment among graduates.*—The problem of the continued unemployment of large numbers of University products has continued to exercise the minds of all those responsible for the control of higher education. It is, of course, widely recognised that the problem of unemployment is not strictly the concern of educational institutions, but the repeated pronouncements made by well-informed educationalists and appearing in numerous recent educational reports that the universities of India are overcrowded with unfit material have a direct bearing on the relationship of university products to occupational openings in the country. Occupational planning in education has become a common feature in Europe and other countries, and some countries like Germany have even legislated in order to secure the restriction of numbers in arts and professional colleges. The deliberate restriction of numbers by the raising of standards or by the increasing of fees or by other means has been the cause of much controversy. But it would appear that the time is coming in India when the question of deliberate restriction must be seriously considered both in the interests of efficiency and in the interests of lessening educated unemployment. It is usually argued that such restriction will particularly adversely affect poor scholars and those coming from backward communities. Actually this objection is not a very valid one, since an extension of the present system which exists in many colleges of reservations, free places and scholarships should meet any difficulties which stand in the way of clever but poor scholars and of scholars from educationally backward communities. An analysis of the figures for the failures at the Matriculation, Intermediate and Degree examinations of most of the universities will show how much of the unfit material in the universities is confined to students who come from a class of the community who can ill-afford to waste time and money on high academic education. It is common to find that the least mentally equipped student, who

fails several times at the Matriculation, again several times at the Intermediate and again several times at the Degree examination, comes from a family hitherto occupied in manual employment, artisan employment or some form of lower middle class employment, a family which has sacrificed everything in order, as the family thinks, to raise the family by the higher education of at least one of its members. Actually in the great majority of cases exactly the reverse process takes place and families, which had been maintained by successful petty shop-keepers, artisans and hereditary workers, have been financially ruined. But more tragic than the financial loss is the actual waste of material in so far as the student who eventually achieves his degree finds it quite impossible to obtain suitable clerical or professional employment and is utterly unwilling and also utterly unfit to go back to the hereditary family occupation. In this sense the universities in India are year by year producing more and more unemployable persons. While nobody would want to deny the benefits of higher education to any person competent to make a profitable use of it, the hard facts are that it is no kindness either to the individual or to the community to continue to turn young men, who are potential wage-earners as artisans and hereditary workers, into a band of ill-equipped and dissatisfied unemployed graduates. It seems fairly obvious that the more highly educated the unemployed the greater the waste of material and the greater the mental distress must be. It is, so to speak, a greater waste and tragedy to the individual and to the community if an M. A. student can obtain no suitable employment and is unwilling or unable to turn to some form of manual labour than it is if a School Final student is similarly unemployed. During times of world depression there must always be a large incidence of unemployment at some stage, but it is less wasteful and less resultant in tragedy if the incidence of unemployment occurs mainly at the bottom of the scale, and even in times of economic depression there is always the possibility that the young men with comparatively little education will be able to obtain employment in some form of manual labour. But there is a further aspect of unemployment upon which little stress is generally laid and that is the fact, which many business men and industrialists will testify to, that there are a number of openings in business firms, factories, etc., to which the employers of labour after long experience are not willing to recruit graduates and highly educated youths, in spite of the fact that they need well educated men properly to supervise their labour and ultimately hold comparatively superior posts in their business concerns. The reason for this is not far to seek, since there has been a constant complaint that the educated young men turned out of the Indian universities are nearly always unwilling to start at the bottom and go through a hard apprenticeship of manual labour in order to qualify themselves subsequently to supervise work on machinery and labour generally competently. This complaint is not confined to arts graduates but unfortunately has often been made even of

technically and professionally qualified graduates in engineering and other practical courses.

One solution of the problem therefore would appear to be along the lines of much closer co-operation between the industrialists and those responsible for training school and college courses, of the provision of a much larger amount of practical manual work in both general and professional institutions and of the introduction if possible of a system of business apprenticeship coupled with school and college training.

TABLE XIV.—*Examination*

Name of examination.	1932-					
	MALES.			FEMALES.		
	Number of examinees.	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage.
Matriculation	94,094	60,550	64.3	4,019	2,592	64.5
Intermediate Arts	15,716	8,298	52.8	988	596	63.9
Intermediate Science	14,727	6,539	44.4	586	244	45.5
TOTAL	30,443	14,882	48.7	1,469	840	57.2
Bachelor of Arts (Pass)	13,061	6,222	47.6	477	308	64.6
Bachelor of Science (Pass)	2,559	1,563	61.1	32	27	84.4
Bachelor of Arts (Honours)	1,754	1,190	67.8	111	96	86.5
Bachelor of Science (Honours)	315	189	60.0	6	6	100
TOTAL	17,689	9,164	51.8	626	437	69.8
Master of Arts	1,745	1,247	71.5	51	30	58.8
Master of Science	506	372	73.5	2	2	100
TOTAL	2,251	1,619	71.9	53	32	60.4
GRAND TOTAL	144,477	86,165	59.6	6,167	3,901	63.3

results of British India.

33.	1933-34.											
	TOTAL.			MALES.			FEMALES.			TOTAL.		
	Number of examinees.	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage.	Number of examinees.	Number passed.	Pass percentage.
	98,113	63,142	64.4	93,270	61,279	65.7	4,982	3,191	64.0	98,252	64,470	65.6
	16,649	8,889	53.4	23,624	11,399	48.3	1,590	957	60.2	25,214	12,356	49.0
	15,203	6,783	44.4	7,655	4,080	53.3	202	110	54.5	7,857	4,190	53.3
	31,912	15,672	49.1	31,279	15,479	49.5	1,792	1,067	59.5	33,071	16,546	50.0
	13,538	6,530	48.2	12,971	6,474	50.0	564	384	64.5	13,535	6,888	50.5
	2,591	1,590	61.4	2,825	1,708	60.5	27	19	70.4	2,852	1,727	60.6
	1,865	1,236	66.0	1,601	1,078	67.3	104	82	78.8	1,705	1,160	68.0
	321	195	60.7	316	211	66.8	1	1	100	317	212	66.9
	18,315	9,601	52.4	17,713	9,471	53.5	696	466	67.0	18,409	9,937	54.0
	1,796	1,277	71.1	1,884	1,334	70.8	68	50	73.5	1,952	1,384	70.9
	508	374	73.6	486	352	72.4	4	4	100	490	356	72.7
	2,304	1,651	71.7	2,370	1,686	71.1	72	54	75.0	2,442	1,740	71.3
	150,644	90,066	59.8	144,632	87,915	60.8	7,542	4,778	63.4	152,174	92,693	60.9

14. *University examination results.*—The above table gives the results of the various examinations in British India. It will be observed that during the year 1933-34 the number of men candidates for the examinations increased from 144,477 to 144,632 and that of women candidates from 6,167 to 7,542. In the case of boys there was a decrease of 824 candidates at the matriculation examination and a slight increase at the collegiate examinations including M. A. and M. Sc. There was also an increase in the number of girls appearing for these examinations. A comparison of the figures for the year under consideration with those for the last few years shows that the total number of male candidates for the university examinations, excluding the matriculation, is more or less constant, whereas the number of girl candidates is showing an appreciable increase every year. In general, girls have shown better results than boys. The pass percentages for girls in the various university examinations are considerably better than those for boys.

15. The pass percentage at the Matriculation examination varies from 9 at Andhra and 37 at Benares to 62 at Calcutta and 69 at the Punjab University. The results of the I. A. and I. Sc. examinations of the past few years give one the conviction that there is a general lowering of the matriculation standard which has enabled a very large number of insufficiently trained students to find their way into colleges with the consequence that there is a heavier failure in the I. A. and I. Sc. examinations. The only other possible conclusion is that the standards of examinations have been stiffened. But this conflicts with the generally recorded impression that on the whole standards are lower now than in the past. The results of the B. A. and B. Sc. examinations also tell the same tale, though they are slightly better than those of the I. A. and I. Sc. examinations. Unquestionably the figures prove the fact that a low standard of university work means a low standard of school work. In this connexion, the observations of the Hartog Committee are of importance:—

“There is a prevalent opinion that the general efficiency of a university can be secured solely or largely by imposing a high standard at the intermediate and degree examinations and that a high percentage of failures is in itself a good thing, but with this we are unable to agree. There are three independent and variable factors to be considered; (a) the standard of the matriculation or other admission examination, (b) the standard of university teaching and (c) the standard of attainment required at the examinations. The percentage of passes depends on all these factors. Let us suppose for the moment that the teaching is satisfactory and reasonably equal in quality from year to year, that the average diligence of the students is also constant, and that the standard at the degree examination has not changed, then an increase in the percentage of failures may be regarded as showing that the university is admitting in increasing numbers students who are mani-

festly incapable of profiting by the university courses, and it has taken their money under false pretences and been a party to their waste of time, money and effort. It is of the first importance that a university degree should be a real certificate to the public of capacity and attainment; it is essential that the university should maintain a high standard in its teaching; but it is no less desirable that the matriculation should not admit to its doors numbers of students who have no chance of success. In a well-regulated university the percentage of passes in subjects in which the number of candidates is large, and of whom the average quality may therefore be assumed to be reasonably constant, ought to be both high and fairly steady from year to year. If it is considered right to raise the university examination standard generally, the first step in this direction should usually be to raise the admission standards (always on the supposition that these standards are well devised to test the capacity of the candidates for higher work). We are bound to recognise the hard fact that a high percentage of failures may be necessary under existing conditions at the degree examination in many universities if the degree certificate is to possess any value. But such a percentage of failures shows that radical changes are required at the earlier stages, in the direction of improving the standard of admission or the standard of university teaching or both.”*

16. *Indian students in the United Kingdom and abroad.*—The number of Indian students studying in the United Kingdom during 1933-34 was 1,393 as against 1,478 in 1932-33. The following table shows the number of Indian students at the principal educational centres in 1932-33 and in 1933-34:—

TABLE XV.

	1932-33.	1933-34.
Oxford	47	70
Cambridge	101	100
London	873	805
Edinburgh	117	115
Glasgow	58	50
Manchester	60	57
Leeds	45	40
Bristol	18	20
Birmingham	15	21
Durham	19	11
Liverpool	23	16
Sheffield	33	21
Reading	4	4
Other centres	65	63
Total	1,478	1,393

* Hartog Report, pages 134-35.

The above figures do not include part-time students, of whom there were 91 in 1932-33 and 79 in 1933-34. Of the 1,393 students under instruction 1,324 were studying in universities or colleges. The following table shows the number of students in the universities and colleges according to the subjects taken:—

TABLE XVI.

Subjects.	Students.
Arts (including Education and Law)	293
Economics and Commerce	122
Science	124
Engineering and Technology	285
Medicine (including Dentistry)	387
Agriculture, Forestry and Veterinary Science	57
Others	58
Total	1,324

The above figures show that a large proportion of the students were studying for professional and technical courses and the report on the Education Department of the High Commissioner for 1933-34 comments on the advance made in this direction and on the facilities which have been offered for practical training in the various branches of Engineering and Technology. The most satisfactory feature of the report is that 149 offers were secured by the Department for the practical training of students and as many as 140 Railways and business firms have shown their willingness to take Indian students for practical training. The main courses of practical training to which students were apprenticed included Civil Engineering, Mechanical Engineering, Electrical Engineering, Marine Engineering, Railway Engineering, Railway Traffic, Railway Accountancy, Automobile Engineering, Aviation and Printing. Among the Indian students studying in universities or colleges there were 70 women students. The report of the High Commissioner shows that a number of academic and other distinctions were obtained by Indian students during the year. These included 8 First Classes in Honours, 6 University Prizes, 10 Medical Fellowships and many Athletic Honours, including a Cambridge Cricket Blue. It is also worthy of special mention that an Indian student became the first Indian President of the Oxford Union. A large number of students studying in the United Kingdom were State scholars including 55 Government of India scholars, 2 from Bengal, 2 from Bihar and Orissa, 3 from Bombay, 8 from Burma, 1 from the Central Provinces, 10 from Madras, 1 from the Punjab, 1 from the North-West Frontier Province, 10 from the United Provinces and 16 scholars from Indian States. The number of

Indian students known to be studying in Europe increased from 111 to 115 and the number of Indian students in the United States of America increased from 101 to 152.

IV.—Secondary Education of Boys.

17. The following table shows the main statistics of secondary schools for boys in 1933-34.

TABLE XVII.—Main statistics

Province.	NO. OF SECONDARY SCHOOLS FOR BOYS.				Total No. of boys reading in secondary stage.*		ENROL	
	Anglo-Vernacular.		Vernacular.				Anglo-Vernacular.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
Madras . . .	560	560	..	..	187,997	193,651	184,456	183,537
Bombay . . .	584	609	..	..	193,383	199,908	108,911	113,326
Bengal . . .	2,932	2,970	54	53	251,273	255,067	427,220	431,522
United Provinces .	298	304	737	748	158,613	163,558	92,718	96,219
Punjab . . .	552	554	3,103	3,130	148,486	144,878	176,153	177,728
Burma . . .	353	375	917	883	31,890	32,568	74,062	75,139
Bihar and Orissa .	818	862	113	114	78,710	80,938	119,737	123,535
Central Provinces .	263	265	366	367	36,835	37,597	35,988	37,198
Assam . . .	276	283	188	198	38,275	39,078	38,746	39,333
North-West Frontier Province.	44	44	190	200	9,040	10,312	10,905	17,267
Coorg . . .	2	2	..	..	1,422	1,458	839	732
Delhi . . .	43	46	32	30	6,575	7,142	11,508	11,858
Ajmer-Merwara .	18	19	15	15	5,371	5,322	4,329	5,000
Baluchistan . .	11	11	1	1	1,258	1,305	4,037	4,156
Bangalore . . .	10	10	4	4	2,180	2,725	3,568	3,673
Other Administered Areas.	24	23	1	1	3,111	4,003	6,606	6,652
BRITISH INDIA .	6,788	6,937	5,790	5,744	1,156,020	1,180,010	1,306,873	1,326,925

* Includes classes VI to end of high school course.

of secondary schools for boys.

MERT.		MEN TEACHERS IN SECONDARY SCHOOLS.						Total expenditure on secondary schools for boys.	
Vernacular.		Total No. of teachers.		Total No. of trained teachers.		Percentage of trained teachers.			
1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
								Rs.	Rs.
..	..	9,604	9,592	7,863	7,951	81.9	82.9	86,43,907	87,59,848
..	..	5,519	5,741	1,012	1,102	18.3	19.2	67,45,048	70,08,730
3,788	3,591	25,235	25,772	4,800	5,032	18.9	19.5	1,31,95,920	1,36,18,491
86,004	88,242	9,983	10,161	6,581	6,817	66.0	67.1	75,96,289	79,16,405
433,666	419,892	22,521	22,755	20,041	20,227	89.0	88.0	1,29,33,008	1,31,15,916
112,137	109,955	5,294	5,213	3,542	3,577	66.9	68.0	70,08,386	69,81,116
* 11,890	11,928	6,034	7,221	3,702	3,903	53.9	54.1	39,39,790	41,87,855
71,369	71,701	4,835	4,894	3,350	3,398	69.3	69.3	29,54,317	30,10,093
26,535	27,625	2,779	2,849	1,119	1,147	40.3	40.3	15,58,937	15,67,023
24,517	24,475	1,561	1,602	1,226	1,263	78.5	78.8	11,80,696	11,63,368
..	..	39	39	37	38	94.9	97.4	48,374	53,508
3,243	3,130	723	778	594	638	82.2	82.0	6,95,291	7,24,622
834	1,129	294	323	142	165	48.3	51.2	3,13,699	3,11,021
116	132	171	173	131	132	76.6	76.3	2,27,716	2,38,491
1,044	1,066	205	225	116	146	56.6	64.9	2,53,656	2,78,136
146	139	389	376	126	123	32.4	32.7	5,49,648	5,40,641
775,239	762,305	96,086	97,712	54,442	55,654	56.7	58.0	6,77,94,688	6,94,75,273

The main statistical features of secondary education in 1932-33 were an increased enrolment of 18,301 in Anglo-Vernacular schools, decrease of 112 in the number of vernacular schools and a large reduction in expenditure of about Rs. 20 lacs. By contrast, in the year 1933-34 Anglo-Vernacular schools showed an increased enrolment of 21,052, vernacular schools again decreased by 46 and the total expenditure on secondary schools increased by nearly Rs. 17 lacs. In the year 1932-33, the decrease in expenditure was shared by 7 provinces out of 10, while in the year 1933-34 the increase of 16.8 lacs was shared by 9 provinces out of 10.

18. *Curriculum.*—The reports from the provinces give the impression that the lack of variety in the curriculum of secondary schools is continuing to impede the provision of a really sound secondary education and that scarcely any provision still exists for the students who are found unfit for or who are unable to proceed to university classes. More disturbing, however, is the common feature of the comparative lack of interest taken by both the teacher and the taught in alternate subjects when provided and in classes for vocational instruction. In view of the suggestions which have recently been made regarding educational reconstruction it is significant that nearly all provinces show signs of a desire for a complete reorganisation of the secondary school system and of dissatisfaction with the present domination of the university and the provision of little but purely literary education. Most provinces have, in fact, ceased to congratulate themselves on the increased enrolment and output of their high schools and have begun to devise methods of restricting the upward flow of pupils to purely academic courses of study and of providing alternate courses of instruction. Some provinces have also had under consideration the weeding out of the unfit from pre-university and university classes.

19. The revised S. S. L. C. rules in Madras which prevent candidates from appearing for the examination more than three times have already resulted in a considerable decrease in the number of candidates. In 1933 the total number of candidates appearing was 20,731 but in 1934 this number had fallen to 18,278. The Bombay report discusses at length the need for broadening the curriculum and for developing within the school "a multiple curriculum in order to provide suitable alternate courses of education for pupils of differing capacities and dispositions". No general reconstruction was, however, attempted in Bombay and the year under review can only speak of an attempt in a few high schools to teach some agricultural or industrial courses alongside of the ordinary literary courses. The report from Bengal shows that the efforts to widen the scope of the secondary course have not been altogether successful. Though 58 secondary schools have opened some form of handwork and agriculture is being taught in 56 secondary schools, with few exceptions apathy and lack of interest are reported to be at work. Even more disappointing are the results of the efforts made to provide alternate school final classes

leading to vocational training in seven selected Government high schools. These classes have not been popular and the total number of pupils in all the 7 classes in 1933-34 was only 74. Manual training is reported to be popular in the United Provinces but while it is compulsory in middle school classes only 127 students appeared for the high school examination of 1934. Similar reports about the popularity of manual training come from the Central Provinces but the total number of manual training centres is only 17 and very few schools made provision for the training of students in manual training for the High School Certificate examination. It is significant that out of 3,695 candidates who appeared for the High School Certificate examination in the Central Provinces as many as 1,124 were private candidates, of whom only 215 were able to obtain a pass. These candidates are mainly those who have already appeared before and failed and their number is indicative of the large proportion of unfit candidates who still struggle to find their way into university classes.

20. *Residential Schools.*—The dull uniformity of secondary schools and the lack of flexibility in their curriculum may be apparently accounted for by the absence of any widespread system of residential schools. In residential schools there is far more scope not only for the proper control of students but also for the adjustment of time tables and for the organised use of pupils' spare time. Outdoor work, practical work, carpentry, hobbies, etc., can all be attended to. Contacts between staff and students are also more easily established and character training and wider education generally more easily achieved. The number of purely residential schools for Indian boys is unfortunately very limited in India as the following table shows:—

TABLE XVIII.

Province.	Residential High Schools for Indian boys.
Madras	3
Bombay	10
Bengal	1
United Provinces	3
Punjab	3
Burma	1
Bihar and Orissa	Nil
Central Provinces	Nil
Assam	Nil
North-West Frontier Province	1
Delhi	3

In this connection it is interesting to note that considerable progress has been made in the establishment of a Public School for Indian boys at Dehra Dun. The Indian Public Schools Society came into being as a registered body early in 1928 as the result of the initiative and enthusiasm of the late Mr. S. R. Das, then Law Member to the Government of India. Subsequent to Mr. S. R. Das's death the scheme for opening a Public School at Dehra Dun

lay fallow for some years, but during the year under review steps were taken by the Board of Management and by the Board of Governors to make it possible for the School to be actually in working order in the year 1935. The Chand Bagh estate at Dehra Dun, formerly occupied by the Indian Forest College and extending over an area of 44 acres, was made available for the Public Schools Society and in addition to the existing accommodation of class rooms, laboratories, etc., plans were made for altering some of the existing buildings so as to make provision for hostel accommodation and for residential quarters and for building new hostels and residential accommodation. The aim of the Public Schools Society is eventually to provide accommodation for a school of about 400 boys. The boys will be accommodated in separate houses with approximately 60 boys in each house under the supervision of a house-master. During the year preliminary arrangements were made for recruiting the Headmaster and his Assistants from Europe. The aim of the School, as set out in the original memorandum of association of the Indian Public Schools Society, is "to develop in an atmosphere of Indian culture and social environment many of the best features of English Public Schools such as the discipline, *esprit de corps*, the building up of character, team work, physical development and spirit of chivalry, fair play and straight dealing and to develop a spirit of nationality by destroying all social, communal, religious and provincial prejudices amongst the pupils and fostering a spirit of comradeship among them". It is intended that the school should prepare students up to the standard of an Indian Intermediate examination and also for the Cambridge School Certificate. The opening of a Public School for Indian boys at Dehra Dun will, it is hoped, fulfil a long felt want and the Indian Public Schools Society is to be congratulated on at last being able to carry out the cherished dream of the late Mr. S. R. Das. The experiment at Dehra Dun will be watched with wide interest in India, and it is to be hoped that this School will only be a forerunner of more such schools in other parts of India.

TABLE XIX.—Training colleges for men.

Province.	1933.			1934.		
	No. of Training Colleges.	Students.	Total No. of men under training.	No. of Training Colleges.	Students.	Total No. of men under training.
Madras	2	289	289	2	298	298
Bombay	1	98	84	1	100	84
Bengal	2	151	151	2	159	159
United Provinces	(a) 5	300	297	(a) 5	341	333
Punjab	2	162	152	2	178	173
Burma	..	(b) 90	49	..	(b) 130	62
Bihar and Orissa	2	72	72	2	68	63
Central Provinces	1	109	108	1	106	101
Assam	..	..	..	..	..	..
North-West Frontier Province.	1	23	23	..	..	..
BRITISH INDIA	16	1,294	1,220	15	1,370	1,273

(a) Includes the two training colleges attached to the Universities of Benares and Aligarh.
(b) Reading in the University Department.

21. *Training of teachers.*—There has been little change in the condition of the training colleges in India and the statistics for them remain practically the same as in the previous year, except that the training college in the North-West Frontier Province has been reclassified as a training school and has not therefore been included in the above table. In Madras the pressure on the training college has continued and the numbers, already large, have again increased. The Bombay report comments on the superior quality of the women candidates for the B. T. degree. For the final examination of 1934, 15 women appeared from the college and 13 passed including 7 in the second class. The Principal of the College in his report states that "on the whole lady students appear to take their work more seriously, to come from a better class of society, to enjoy more comfortable homes and to join the teaching profession from choice rather than from force of circumstances". Both in the United Provinces and in the Punjab the academical qualifications of students under training have steadily improved in recent years. At the Allahabad Government Training College during the year 1933-34 the students under training included as many as 20 M. A.'s and 22 M. Sc.'s, while at the Government Training College, Lahore, out of 147 under training 43 were M. A.'s and 11 Honours graduates. At the Training College in Burma retrenchment necessitated a new experiment which involved the giving up of separate practising schools for boys and girls. The Director of Public Instruction, Burma, suggests that this co-educational experiment may have interesting results. In the Central Provinces the stipends awarded in the Spence Training College, Jubbulpore, were reduced in value but the Principal reports that this had no effect on the numbers who applied for admission and that many students were willing to pay for their training.

V.—Primary Education of Boys.

TABLE XX.—Main statistics of

Province.	No. of primary schools for boys.		Total No. of pupils (boys and girls) in primary schools for boys.		Enrolment of boys in classes I—V, 1934.				
	1933.	1934.	1933.	1934.	Class I.	Class II.	Class III.	Class IV.	Class V.
Madras . . .	44,375	43,988	2,249,618	2,389,830	862,000	397,142	308,285	261,225	108,128
Bombay . . .	12,952	12,849	967,647	987,969	281,218	154,068	143,451	118,398	102,498
Bengal . . .	44,643	45,442	1,725,385	1,790,549	1,019,045	364,501	255,519	123,094	98,524
United Provinces .	19,189	19,215	1,138,474	1,167,299	488,812	258,909	162,780	120,643	89,333
Punjab . . .	5,602	5,608	378,951	378,704	361,276	162,080	123,306	99,289	62,407
Burma . . .	4,151	4,144	259,242	260,316	146,260	44,418	35,857	26,136	12,394
Bihar and Orissa .	25,011	24,768	827,162	830,684	422,111	172,019	128,964	59,306	44,641
Central Provinces .	4,126	4,243	308,884	313,088	128,236	83,549	69,637	58,871	16,411
Assam . . .	5,268	5,237	249,119	249,862	94,628	47,194	41,581	34,257	30,375
North-West Frontier Province.	599	603	31,281	32,618	32,775	10,464	8,460	6,849	4,627
Coorg . . .	106	109	8,980	9,115	2,108	1,241	1,234	947	889
Delhi . . .	167	169	16,484	15,925	10,590	4,611	3,774	2,949	2,225
Ajmer-Merwara	220	221	11,978	11,819	476	319	4,923	3,194	2,485
Baluchistan . . .	91	94	2,539	2,595	2,649	888	819	698	501
Bangalore . . .	50	51	5,245	5,510	2,476	1,677	1,419	1,061	891
Other Administered Areas.	41	44	6,162	6,590	3,913	1,685	1,518	1,421	1,057
BRITISH INDIA	166,536	163,880	8,182,151	8,396,968	3,858,077	1,704,765	1,291,527	918,833	577,381

primary education of boys.

Total No. of boys in Classes I—V.		Men teachers in primary schools, 1934.		Percentage of trained to total.		Total expenditure on primary schools for boys.	
1933.	1934.	Total No.	Trained.	1933.	1934.	1933.	1934.
1,887,685	1,936,784	95,202	62,451	62.5	65.6	Rs. 1,84,90,470	Rs. 1,90,71,430
786,974	799,633	32,160	15,502	47.8	48.2	1,54,82,327	1,61,34,070
1,807,029	1,860,683	82,323	24,426	29.1	29.7	66,78,538	66,44,184
1,097,947	1,119,977	38,468	26,923	68.4	70.0	85,54,143	86,20,202
826,809	808,358	11,530	9,022	77.8	78.2	37,38,607	38,07,066
264,623	265,065	5,654	4,088	68.6	72.1	21,91,296	21,60,106
826,667	817,041	36,918	19,472	50.6	52.7	50,10,886	50,29,984
349,237	356,704	10,718	6,603	60.6	61.6	29,87,827	30,34,678
248,002	248,035	7,399	2,251	31.4	30.4	12,30,646	11,87,874
62,142	63,175	958	724	67.3	75.6	3,76,881	3,91,532
6,110	6,414	302	220	71.4	72.8	1,14,988	1,14,833
24,075	24,149	460	281	73.3	61.1	2,70,487	2,91,425
11,136	11,397	425	294	69.2	69.2	1,59,991	1,33,210
5,422	5,550	107	95	86.4	88.8	64,068	67,331
7,727	7,524	208	135	68.2	64.9	33,662	33,057
9,274	9,594	247	110	39.7	44.5	1,08,454	1,16,017
8,221,723	8,340,084	323,080	172,597	51.9	59.4	6,55,97,421	6,68,45,966

22. The number of primary schools for boys increased by 344 and their enrolment increased by 214,817. These increases compare favourably with a decrease of 2,299 in the number of schools in the previous year and with an increased enrolment of only 26,504. It is also satisfactory that the increase in enrolment of boys is not confined to the lowest classes but is shared by all the five primary classes.

23. In Madras, Bombay and Bihar and Orissa the number of primary schools has declined considerably as the result mainly of a deliberate policy of closing inefficient and overlapping schools. But in spite of the closure of 738 schools in these three provinces the total enrolment increased by 114,056. By contrast with these figures the number of schools in Bengal increased by 799, while the total enrolment increased by only 65,164. It seems obvious that a mere increase in the number of schools is no certain index of improvement and it is also significant that while the total expenditure on boys' primary schools increased in Madras, Bombay and Bihar and Orissa, it actually declined in Bengal. Expenditure in Madras and Bombay increased by 5·8 and 6·5 lacs respectively while in Bengal the expenditure declined by 1·3 lacs. In Madras the policy of the consolidation and concentration of elementary schools has continued and during the year the Government ordered the Director of Public Instruction to prepare further schemes of consolidation for all classes of elementary schools. Several local body schools were either amalgamated or converted into mixed schools. In the United Provinces, though there has been a slight increase in the number of aided primary schools the local boards are being constantly advised by the Education Department to concentrate their efforts on better distributed and larger schools with bigger staffs and better equipment. In the Punjab 79 unaided schools were closed and their pupils admitted to more efficient local body schools. The slight increase in the total number of primary schools was due not to a policy of expansion but to the reduction of a number of inefficient or uneconomical lower middle schools to the primary grade.

24. *Compulsion*.—The following table shows the number of urban and rural areas under compulsion in the provinces:—

TABLE XXI.—*Progress of Compulsory Primary Education.*

Province.	No. of areas under compulsion in 1933-34.		
	Urban areas.	Rural areas.	Number of villages in rural areas under compulsion.
Madras	26	7	104
Bombay	10	2	150
Bengal	1	..	..
United Provinces	36	24	351
Punjab	57	2,908	6,238
Bihar and Orissa	1	2	15
Central Provinces	25	431	431
Assam	..	..	..
Delhi	1	10	14
TOTAL	157	3,384	7,303

In only one province there has been an increase in the areas under compulsion—The Central Provinces—while in the Punjab and Bihar and Orissa the number of areas under compulsion has decreased. The absence of a forward policy in regard to compulsion would appear to be mainly due to financial stringency and to a feeling that the application of compulsion is not the immediate cure for many of the existing defects in the present system of mass education. In consequence the prevention of wastage amongst the existing school going population has been increasingly engaging the attention of provincial Governments. During the year under review the Madras Government had under consideration a bill to compel parents or guardians of existing pupils to retain their wards at school for the full primary course. This proposal is in keeping with a suggestion made by the auxiliary Committee of the Simon Commission which stated that "it might be worthy of consideration whether punitive measures should not be taken with greater vigour against those who send their children to school and cause public money spent on their children to have been wasted by withdrawing them from school before they have had time to benefit by their schooling". Burma, like Madras, has been concentrating on the retention of pupils and the Director of Public Instruction, Burma, writes: "Half of the children of this country are now attending some sort of school and if we could keep these children in school at least up to the IV standard we should have gone a very long way. As I have already explained the vast bulk of our children leave school before they have obtained any real benefit and it should be our main problem to secure their retention at school". Bombay introduced no new scheme for the expansion of primary education during the year, mainly on account of acute financial stringency, but the attention of the Education Department has been also concentrated on consolidation. In his latest report the Director of Public Instruction, Bombay, writes: "The School Boards would do well to consider the question of consolidation and concentration, cutting away the dead wood and ineffective expenditure instead of attempting to open more ill-attended schools". The provincial reports of the Punjab, Central Provinces, United Provinces and Bombay all complain of the weakness of the attendance authorities and several provinces report that accommodation and equipment are inadequate to provide for the pupils if compulsion were properly enforced. During the year the Punjab took active steps to combat the slackness of attendance committees and eleven District Boards appointed special attendance officers to stimulate the activities of the attendance committees, to issue notices, and to take charge of prosecutions. Obviously, the success or failure of compulsion depends largely on the interest and vigilance of local authorities and this varies greatly between area and area in all provinces. In most provinces urban areas are more satisfactory than rural areas, but even in urban areas progress has generally been slow. In the United Provinces for example there are 36 municipalities with compulsory primary education and yet it is reported that after 5 years less than 7 per cent. of the children originally

enrolled in the infant classes of the schools in those areas were reading in Class IV in 1933-34. In the rural areas in which compulsion has been introduced in the United Provinces the position is still worse. Out of 23,000 boys in the infant classes of twenty District Boards when compulsion was introduced only some 800 were reported to be in Class IV five years later. The figures are distressing but it has to be remembered that children become over age during the 5 years period, that children migrate to schools in other areas and that actually compulsion has in almost all cases considerably increased total enrolment and even class IV enrolment. The increased enrolment is to be found at present mainly in Classes I and II but with the passage of time and the application of pressure the increases should spread to Classes III and IV.

25. The following table shows enrolment figures before and after compulsion for some selected areas in the Bombay Presidency:—

TABLE XXII.

Date of compulsion.	Enrolment before compulsion.	Enrolment after compulsion.
1920 Surat Municipality . . .	8,384	16,331
1920 Bandra Municipality . . .	1,673	3,989
1923 Dhulia Municipality . . .	2,477	5,937
1925 Bombay City . . .	5,663	17,604
1928 Larkana District Local Board . . .	1,742	4,426
1929 West Khandesh District Local Board . . .	17,793	22,629

The figures show that compulsion has "resulted in some improvement", but the Education Department in Bombay is not satisfied with the rate of progress: "Compulsion in most areas exists only on paper and the School Boards have definitely shown their reluctance to enforce compulsion by putting the full machinery of the Act into operation. Even in an advanced city like Bombay, the Corporation has decided not to prosecute parents who persist in refusing to send their children to school."

26. *Wastage*.—The following table shows the figures for wastage among boys in primary classes:—

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

Province.	NUMBER OF BOYS IN					PROPORTION OF BOYS IN		
	Class I, 1929-30.	Class II, 1930-31.	Class III, 1931-32.	Class IV, 1932-33.	Class V, 1933-34.	Class I, 1929-30.	Class IV, 1932-33.	Class V, 1933-34.
Madras . . .	654,458	401,821	297,102	251,301	108,123	100	26	11
Bombay . . .	288,820	149,264	138,150	115,500	102,498	100	40	35
Bauca . . .	924,018	353,623	248,055	120,530	98,524	100	13	11
United Provinces . . .	500,698	253,718	158,493	117,085	80,333	100	23	18
Punjab . . .	373,820	220,823	120,186	66,938	62,407	100	26	17
Burma . . .	156,728	47,017	34,381	27,245	12,394	100	18	8
Rihar and Orissa . . .	482,527	167,232	122,126	55,746	44,641	100	12	10
Central Provinces . . .	130,815	75,263	66,033	58,206	16,411	100	44	13
Assam . . .	100,486	46,595	42,245	34,205	30,375	100	34	30
North-West Frontier Province . . .	132,380	10,758	8,114	6,812	4,627	100	21	14
Delhi . . .	12,580	4,315	3,840	3,258	2,225	100	26	18
BRITISH INDIA . . .	4,294,065	1,735,920	1,249,351	893,758	577,381	100	21	13

* Excludes boys in European schools, the figures for which are not available.

The figures for India show no improvement over the figures for 1933. In fact they show no improvement over the figures for the last 13 years—the figures for the period 1917-21 being Class I 100, Class IV 22, Class V 13. It cannot, however, be expected that there should be a rapid percentage improvement when the total enrolment figures have so largely increased, particularly in the lowest classes, and thus constantly increased the magnitude of the problem.

The following table shows the class-wise strength of all primary schools in 1917 and 1934:—

TABLE XXIV.

Year.	Class I.	Class II.	Class III.	Class IV.	Class V.	Total for Classes I-V.
1917 . . .	2,933,605	1,404,524	933,826	666,800	415,428	6,354,183
1934 . . .	5,366,443	2,156,248	1,578,305	1,070,950	663,225	10,844,171

It will be seen that while the total number of pupils enrolled has increased by 4,489,988 the number of pupils in Classes I and II have increased by 3,184,562. In view of these very large increases it is perhaps satisfactory that the wastage figures have not increased.

27. *Distribution of schools and literacy*.—While the figures for India as a whole have not improved a few provinces have shown some improvement, particularly at the 4th Class as between 1923-27 and 1930-34 as the following table shows:—

TABLE XXV.

	1923-27.			1930-34.		
	Class I.	Class IV.	Class V.	Class I.	Class IV.	Class V.
Bengal . . .	100	11	7	100	13	11
United Provinces . . .	100	18	15	100	23	18
Assam . . .	100	17	6	100	34	30

Unfortunately the position has remained stationary or become worse in the other provinces. There is little doubt, however, that the policy of improvement rather than expansion now being adopted in several provinces will considerably improve existing conditions. The high wastage of the past has been largely due to the widespread existence of ill-organised, badly equipped and badly staffed private schools. Isolated incomplete primary schools and single-teacher schools have repeatedly been condemned as of little or no value and as being in consequence responsible for a huge waste of public funds, but unfortunately such schools still continue to exist in large numbers. It seems clear from the evidence available that large numbers of the existing primary schools could be closed without in any way affecting the rate of production of

literate and that if the money thus released were spent on the improvement of the remaining schools by way of better staff, accommodation and equipment, there would be considerable lessening of wastage and a considerable increase in literacy. In Bengal the great majority of primary schools are still either only incomplete primary schools with one, two or three classes or single-teacher schools. The number of primary schools in Bihar and Orissa with only three classes or less is still over 20,000 and most of these schools are single-teacher schools. The latest report from the United Provinces shows that most of the aided primary schools do not pass their pupils beyond the second class and that many of the District Board schools are uneconomical and unnecessary. Large numbers of single-teacher schools still remain in Madras as also many venture schools. It is evident that most provinces are still not getting value for money and that a large portion of the huge sums of money spent on primary education is almost wholly unremunerative. Though the figures have to be interpreted with caution owing to the existence of primary classes attached to secondary schools and owing to other factors such as geographical conditions and isolated groups of school children, it is evident that the total number of primary schools bears little relation either to the increase in total enrolment or to the output of pupils at Class IV. The following table shows by provinces the total number of pupils in primary schools for boys, the average number of pupils per school and the average number of pupils reading in the IV Class per school:—

TABLE XXVI

Province.	No. of schools.	Enrolment.	Average no. per school.	Average no. per school of boys in Class IV.
Madras	43,988	2,339,830	53	5.9
Bombay	12,849	987,969	76	9.2
Bengal	45,442	1,790,549	39	2.7
United Provinces	19,215	1,167,299	60	6.2
Punjab	5,608	373,704	66	17.7
Burma	4,144	260,316	62	6.3
Bihar and Orissa	24,763	830,684	33	4.3
Central Provinces	4,243	313,083	73	13.8
Assam	5,337	249,862	46	6.4
North-West Frontier Province	603	32,618	54	11.3

The average number of pupils per school is abnormally low. For India as a whole it is only 50, while in Japan, for example, it is over 300. If the primary schools in the provinces were better organised and larger in size a great deal of waste in expenditure could be avoided. In Bengal, for example, if the primary schools had the same average in numbers as Bombay, 1,700,000 more pupils would be under instruction without the provision of any additional schools. Similarly Bihar and Orissa would have more than double their present number of pupils at school if the province had the

same average as Central Provinces. The figures in the table given above bear out the contention that the mere number of schools bears little relationship to the production of literates. Bengal has a boys' primary school for every 600 of its male population and Bihar and Orissa has a boys' primary school for every 750 of its male population, while the corresponding figures for Bombay, the Central Provinces and the North-West Frontier Province are 900, 1,800 and 2,200. In spite of the much larger provision in Bengal and Bihar and Orissa the proportion of pupils in the IV Class to the number of schools is only 2.7 in Bengal and 4.3 in Bihar and Orissa, while the corresponding figures for Bombay, the Central Provinces and the North-West Frontier Province are 9.2, 13.8 and 11.3. It seems evident that at the present time a better distribution of schools, the building up of complete primary schools and the improvement of staff and equipment are infinitely more important in most provinces than an expansion in the number of schools and even an immediate extension of compulsion. It is gratifying to note in this connection that there are indications that Bengal has become alive to the unsatisfactory nature of the present conditions and is framing a policy of concentration and improvement rather than of further expansion.

28. *Proportion of pupils per teacher.*—In spite of the existence of so many single-teacher schools with more than one class, the average number of pupils per teacher in the primary schools in India is generally uneconomically small and represents a further form of waste. Figures separately for boys' primary schools are not available but the following table shows the number of pupils per teacher in all primary schools by provinces:—

TABLE XXVII.—Number of pupils per teacher in primary schools during 1933-34.

Province.	Total no. of pupils in primary schools of all types.	Total No. of teachers in primary schools of all types.	No. of pupils per teacher in primary schools.
Madras	2,714,742	108,524	25
Bombay	1,168,564	37,669	31
Bengal	2,286,492	88,026	26
United Provinces	1,238,619	40,724	30
Punjab	473,498	14,636	32
Burma	297,787	7,201	41
Bihar and Orissa	895,164	38,584	23
Central Provinces	348,369	12,005	29
Assam	274,738	8,034	34
North-West Frontier Province	40,834	1,256	33
Coorg	9,849	332	30
Delhi	21,640	635	34
Ajmer-Merwara	14,091	534	26
Baluchistan	2,899	119	24
Bangalore	9,148	382	24
TOTAL FOR BRITISH INDIA	9,806,356	359,046	27

Most provincial educational codes permit 40 pupils per class and it will be seen that if all the teachers were handling single classes of 40 pupils, as many as 4,700,000 additional pupils would be under instruction in primary schools in India. Forty pupils per class may perhaps be considered educationally too many, although many of the primary schools in England have 50 and above, but even if every teacher were handling a class of 30 pupils over 1,000,000 more pupils would be under instruction. If there were 30 pupils per teacher in Bengal, Madras and Bihar and Orissa, the additional number of pupils under instruction would be 350,000, 540,000 and 270,000 respectively.

29. *Co-education.*—Experience has shown that one special factor which militates against larger enrolments in the primary schools in both advanced and backward provinces is the attitude of the teachers and the inspectorate towards separate boys' schools and separate girls' schools. Except in a very limited number of areas there is at the present time little prejudice against co-education in the lowest primary classes, but it is common to find that in rural areas in which there are only boys' primary schools no endeavour is being made to encourage the girls of school age to attend the boys' schools. Similarly, in rural areas in which there are only girls' primary schools no endeavour is made to encourage the boys of school age to attend the girls' schools. It is common to find teachers and Assistant Inspectors and Assistant Inspectresses believing or going about their work as if they believed that boys' schools are for boys only and that girls' schools are for girls only. If the teachers and Inspectors would regard the village school as a common school for all boys and girls of school age, much larger enrolment, at least in the first four primary classes, could be achieved. The reports from all provinces show that any programme of advancing mass education which necessitated separate schools for boys and separate schools for girls in all areas would entail an impossibly high additional recurring expenditure and would indefinitely postpone the achievement of primary education for all children of school age. It is therefore essential that more and more attention should be paid to the common village school.

30. *Training of teachers.*—The figures in table XX show that of the total number of men teachers in primary schools 53·4 per cent. were trained as against 51·9 in 1933. With the exception of Bombay, Bengal and Assam the position in India generally is fairly satisfactory. Provinces like Madras, the United Provinces, the Punjab, Burma and the North-West Frontier Province with over 65 per cent. of their teachers trained can legitimately claim to be well advanced, especially in view of the fact that in all provinces there are a certain number of elderly teachers who cannot be trained and who can only be replaced by trained teachers on their retirement. Similarly there are in all provinces a number of young teachers on probation waiting for permission to go for training. Twenty years ago only one-third of the teachers in primary schools in India were trained and the improvement in

recent years has been most marked. In Bengal, however, the position remains most unsatisfactory and must apparently remain so until Government can provide funds for more training schools. The latest report from Bengal admits that, "the facilities afforded in Bengal are hopelessly inadequate, and there is the additional disadvantage that especially in the lower grades of training institutions the mental equipment of the students is far below the standard which should be demanded". In Bombay, the percentage of trained teachers is still far behind the more advanced provinces, but the absence of training has probably had a less serious effect on the schools than in Bengal, since the quality of the teacher and his pay are much higher in Bombay than in Bengal. The Government of Bombay are, however, alive to the necessity for increasing the output of trained teachers and during the year 1933-34 a scheme for expansion was under the consideration of Government. In Assam there has actually been a fall in the percentage of trained teachers from 31·4 to 30·4. Assam is in much the same position as Bengal and while her training schools remain closed owing to retrenchment it is not possible to hope for improvement. The following table shows the number of training schools for men by provinces:—

TABLE XXVIII.—*Training schools for men.*

Province.	1933.			1934.		
	No. of normal and training schools.	Students.	Total No. of men under training.	No. of normal and training schools.	Students.	Total No. of men under training.
Madras	79	10,552	10,546	75	10,650	10,640
Bombay	14	824	813	12	775	775
Bengal	91	2,593	2,593	90	2,602	2,602
United Provinces	70	1,595	1,595	70	1,670	1,670
Punjab	8	784	784	5	518	518
Burma	10	826	675	18	856	668
Bihar and Orissa	83	1,720	1,720	82	1,762	1,762
Central Provinces	8	803	803	8	762	762
Assam	5	202	202	5	213	213
North-West Frontier Province	3	166	166	1	102	102
Coorg	..	..	..	..	..	..
Delhi	1	39	39	1	38	38
Ajmer-Merwara	4	67	67	3	65	65
Baluchistan	1	18	18	1	19	19
Bangalore	1	30	30	1	42	42
Other Administered Areas .	1	90	90	1	90	90
BRITISH INDIA	388	20,318	20,150	373	20,161	19,975

The small fall in the total number of students under training was caused almost entirely by the fall in the number of students under training in the Punjab and this cannot be viewed very seriously since the Punjab has already nearly 80 per cent. of its teachers trained. In Madras 4 training schools were closed during the year, but the numbers under training increased. The closure of schools in Madras does not indicate a backward movement since Madras has in recent years wisely been gradually giving up its lower grade training and concentrating on higher grade training. During the last 3 years there has been a considerable fall in the number of vernacular teachers under training in Burma. This is accounted for mainly by the severe retrenchment and it is reported that as many as 3,000 certificated vernacular teachers are known to be unemployed. In spite of the closure of one elementary training school in Bihar and Orissa the output of trained teachers has increased. The elementary training school buildings in Bihar suffered severely during the earthquake and work was for a time carried on with difficulty. During the year a welcome experiment was tried in Bihar by deputing a number of headmasters of elementary training schools for a 3 weeks' refresher course at the Bhagalpur Secondary Training School. The experiment is reported to have been very successful and is to be repeated in all divisions. In the North-West Frontier Province two training schools were closed during 1932-33 and the number of junior vernacular Government stipendiaries was reduced from 160 to 85. Fortunately this province has already a high percentage of trained vernacular teachers.

VI.—*The Education of Girls.*

31. *General position.*—The backward position of girls in education as compared with the position of boys has for many years occupied the attention of the provinces. While unfortunately there still remains a wide discrepancy between the relative position of boys and girls there are encouraging signs that the attention paid to girls' education in recent years has not gone unrewarded. The rate of progress of girls' education has, in a number of provinces, become quicker than that of boys. The number of institutions for girls has largely increased. Co-education at the primary stage has become far more common and the number of women teachers has been largely augmented. The total amount expended on girls' education has risen in most provinces in spite of the financial stringency and provinces which a few years ago could show hardly any progress in the higher education of women are now sending out nearly as many women as the other more forward provinces. There are, in fact, definite signs that the women's movement in India in all its aspects has created an awakening of ideas which is overriding custom and prejudice and which is manifesting itself in the increased willingness of all classes of the community to have their girls and women educated. Several provinces which used to attract girls to school by fee concessions

and scholarships have ceased to do so except in the case of the very poor and the very backward. Similarly, several provinces which were unable to recruit women teachers, particularly women graduates, from within their own jurisdictions are now finding a ready supply available. Not the least satisfactory feature is the steady increase in the enrolment of girls in classes above the third showing that there has been a considerable prolongation of school life. The following table shows the main statistics of the education of girls:—

TABLE XXIX.—Main statistics

Province.	Total No. of institutions for girls.		Total No. of pupils (boys and girls) in institutions for girls.		Number of girls reading in boys' institutions.		GIRLS	
							Primary* stage.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
Madras	5,830	5,751	394,395	407,980	400,368	439,075	720,158	765,175
Bombay	1,960	2,031	197,296	207,383	109,036	115,467	260,962	272,809
Bengal	18,575	19,462	508,012	541,782	111,237	122,644	580,309	622,120
United Provinces	2,350	2,299	118,170	123,396	66,777	74,533	166,760	179,804
Punjab	4,724	4,548	202,649	200,875	25,758	31,010	148,651	157,470
Burma	847	858	60,061	61,656	176,826	177,344	199,052	199,313
Bihar and Orissa	2,780	2,737	77,858	78,997	58,703	61,062	123,259	128,529
Central Provinces	554	573	43,570	46,105	26,598	29,375	62,883	67,951
Assam	756	811	34,022	36,380	32,369	34,036	56,696	60,012
North-West Frontier Province	169	187	14,017	14,709	997	1,308	13,351	13,887
Coorg	10	10	1,087	1,012	2,290	2,062	2,972	2,692
Delhi	87	87	10,584	11,239	268	278	3,078	3,149
Ajmer-Merwara	58	60	3,889	3,816	536	536	3,287	3,088
Baluchistan	11	11	2,074	2,145	493	474	1,838	1,984
Bangalore	45	44	6,353	6,481	692	667	5,441	5,349
Other Administered Areas	48	47	5,986	6,027	249	298	4,722	4,806
BRITISH INDIA	38,754	39,514	1,678,023	1,749,983	1,013,197	1,096,769	2,858,969	2,494,098

* Includes classes I to V.

Between 1933 and 1934 the total expenditure on institutions for girls has increased in all provinces except in the United Provinces. The total expenditure for British India shows an increase of Rs. 11·18 lacs in 1934 as against a fall of nearly 13 lacs in 1933. To this increase Bombay contributed Rs. 3·17 lacs, Punjab Rs. 1·77 lacs, Madras Rs. 1·29 lacs and Bengal Rs. 0·79 lacs. In 1929 the Hartog Committee drew prominent attention to the great disparity between the amount of Government expenditure spent on institutions for boys and the amount spent on institutions for girls. Since that date there has been a considerable improvement in the position and a higher proportion of Government funds are being spent on institutions for girls in all provinces. The following table shows the percentage of total Government expenditure on institutions for girls in 1927 and 1934:—

TABLE XXX.

Province.	1927.	1934.
Madras	12·0	14·8
Bombay	11·0	12·5
Bengal	8·8	9·7
United Provinces	5·2	7·2
Punjab	6·1	9·6
Burma	5·6	8·9
Bihar and Orissa	3·3	5·4
Central Provinces	5·4	10·2
Assam	6·2	7·9

of the education of girls.

READING IN						Total No. of girl pupils in all institutions.		Total expenditure on institutions for girls (including indirect expenditure).	
Secondary† stage.		Collegiate stage.		Professional colleges.		1933.	1934.	1933.	1934.
1933.	1934.	1933.	1934.	1933.	1934.				
23,871	27,167	753	777	145	152	703,644	811,949	Rs. 98,41,762	Rs. 94,71,642
26,738	29,806	835	975	181	141	298,566	314,590	63,01,021	66,18,300
9,694	11,632	854	1,056	70	73	607,539	654,564	50,18,551	50,98,488
6,808	7,570	346	343	17	21	182,270	195,081	39,80,536	39,62,891
8,119	9,546	335	384	56	65	221,089	227,261	34,82,167	36,09,587
7,793	7,820	227	218	57	85	217,062	218,112	23,12,095	23,60,417
1,657	1,899	14	10	..	..	184,238	140,689	12,24,298	12,31,109
2,123	2,434	50	73	17	24	69,492	74,748	10,92,556	11,39,417
2,965	3,452	27	47	..	..	65,278	69,282	5,48,271	5,59,031
745	874	..	..	..	..	14,820	15,695	3,48,866	4,14,794
283	285	..	..	..	..	3,329	3,029	41,239	37,406
911	1,056	66	81	137	145	10,257	10,954	6,42,448	6,75,903
527	608	4	2	..	..	4,198	4,176	1,60,868	1,90,071
150	164	..	..	..	..	2,492	2,539	88,665	98,914
732	1,075	28	27	..	..	6,898	6,524	3,25,007	3,83,026
668	761	..	..	..	..	5,803	5,908	3,82,866	5,13,903
93,784	106,148	3,539	3,999	630	700	2,606,470	2,755,051	3,52,41,216	3,63,59,399

† Includes class VI to end of high school course.

While it is satisfactory that all provinces have shown an improvement, deductions from the above figures have to be made with caution. The Punjab, for example, has claimed that it is spending proportionately as much on institutions for girls as most other provinces, but it has to be remembered that in some provinces a very much larger number of girls are educated in institutions for boys than in other provinces. In Burma, for example, there are far more girls in boys' high schools, in boys' vernacular middle schools and in boys' primary schools than there are in the corresponding girls' schools. In Madras also there are considerably more girls in boys' primary schools than there are girls in girls' primary schools. Even in the United Provinces there are a few more girls in boys' primary schools than there are girls in girls' primary schools, whereas in the Punjab out of a total of 111,200 girls reading in primary schools only 11,864 are reading in boys' primary schools. The figure therefore for the percentage of total Government expenditure spent on institutions for girls is really very much higher in some provinces than the figures in the above table show, and the extent of the provision of expenditure on girls' and women's education can only be judged in the light of the extent of co-education in the provinces. The number of institutions for girls has increased by 760 to 39,514, the increase being nearly three times the increase recorded in 1933. The total number of girls under instruction has risen by 148,581 to 2,755,051, the increase being 35,000 more than the increase in 1933. How

rapid has been the increased enrolment of girls in recent years may be evidenced by the fact that only 15 years ago the total number of girls under instruction was only 1,240,534, while the number of girls reading above the primary stage has increased from 30,895 to 131,327. In these 15 years also provinces like the Punjab and the North-West Frontier Province which were traditionally backward in so far as women's education is concerned have shown marked progress. The number of girls under instruction in the Punjab has increased from 58,280 to 227,261 and the number of girls under instruction in the North-West Frontier Province has increased from 3,649 to 15,695. In fact 15 years ago there were no girls under instruction in the North-West Frontier Province above the primary stage at all, whereas, in 1934, 874 girls were reading above the primary stage. As between 1933 and 1934, the areas which have shown the least progress are Ajmer-Merwara, Coorg and Burma. The provision for girls' education in Ajmer-Merwara is distressingly small and the provision for primary schools in particular is totally inadequate. This inadequacy is revealed by the disproportionately small numbers reading in primary schools. While there are 614 girls reading above the primary stage there are only 3,081 reading in primary schools. In effect, this means that the education of girls in Ajmer-Merwara is mainly confined to towns. In Coorg, there has been a fall of 300 in the number of girls under instruction and there are only 10 separate institutions for girls. The great majority of girls under instruction, however, are reading in boys' primary schools. In Burma, the increased enrolment of girls was only just over 1,000 but women's education is already well established in this province. In the Punjab, in which there has been a general fall in the enrolment of pupils the number of girls under instruction increased by just over 6,000. This number, however, would have been considerably larger had it not been for a large fall of over 8,000 girls reading in unrecognised institutions. As against this, however, it is interesting to note that there was an increase of as many as 8,252 girls reading in institutions for boys.

32. The relative advance of women's education as compared with the advance of boys' education in recent years may be seen from the following table. The table shows the increases in the percentages of male and female scholars in recognised institutions to the male and female population between the years 1927-1934:—

TABLE XXXI.

Province.	Increase (Females).	Increase (Males).
Madras	0.9	0.2
Bombay	0.6	0.08
Bengal	0.8	0.8
United Provinces	0.2	0.4
Punjab	0.8	-1.0
Burma	0.4	0.1
Bihar and Orissa	0.03	-0.7
Central Provinces	0.3	0.1
Assam	0.6	0.5
North-West Frontier Province	0.6	1.1
Delhi	2.1	2.0

It will be seen that in the majority of provinces the rate of increase has been considerably higher amongst girls than amongst boys, this being especially the case in Madras, Bombay and in the Punjab.

33. *Co-education.*—The number of girls reading in boys' schools has increased from 1,013,197 to 1,096,769—an increase of 83,572 or 56 per cent. of the total increase in the enrolment of girls. This large increase was considerably more than the increase recorded between 1932-1933. It is, in fact, a remarkable feature of the present progress of girls' education that the rates of increase in the number of girls in attendance at school should be greater in five provinces in boys' schools than in girls' schools. It might be thought that this feature would be confined to the provinces which are generally considered advanced from the point of view of girls' education. But actually the five provinces include the United Provinces, the Punjab, Bihar and Orissa and the Central Provinces, the fifth province being Madras. Of the total increased enrolment of girls the percentage of increase which occurred in boys' schools was 60 per cent. in the United Provinces, 83 per cent. in Bihar and Orissa, 52 per cent. in the Central Provinces and 81 per cent. in Madras. In the Punjab there was a total increase of girls in boys' schools amounting to 8,252 whereas the corresponding increase in girls' schools amounted to only 6,188. The following table sets out the extent of co-education in the provinces during 1933-34:—

TABLE XXXII.—Co-

Province.	Arts Colleges.		Professional Colleges.		High Schools.	
	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.
Madras	537	240	73	79	16,928	5,379
Bombay	..	975	..	141	14,409	3,607
Bengal	596	460	57	16	16,983	861
United Provinces	254	89	9	12	6,414	125
Punjab	372	72	39	26	12,290	129
Burma	..	218	..	85	6,814	13,044
Bihar and Orissa	7	9	..	..	2,079	129
Central Provinces	..	73	18	6	436	68
Assam	..	47	..	..	2,507	10
North-West Frontier Province	..	..	..	..	432	18
Coorg	..	..	..	..	233	51
Delhi	51	30	145	..	1,395	42
Ajmer-Merwara	..	2	..	..	370	..
Baluchistan	..	..	..	..	530	11
Bangalore	..	27	..	..	1,540	..
Other Administered Areas	..	..	..	..	1,140	4
BRITISH INDIA	1,817	2,242	341	365	84,605	23,478

To those who are doubtful about the desirability or possibility of extending the system of co-education in India, the figures must appear rather remarkable. In Burma, there are twice the number of girls reading in boys' high schools than the number reading in girls' high schools and there are ten times the number of girls reading in boys' vernacular schools than those reading in the girls' vernacular schools. In Madras and Bombay together, there are nearly 9,000 girls reading in high schools for boys and in the Punjab over 8,000 girls are reading in vernacular middle schools for boys. Even in a province like the Central Provinces in which girls' education has long been backward, over 3,700 are reading in boys' vernacular middle schools. At the primary stage it is not surprising to find co-education very extensive but at the same time it is perhaps remarkable that in Madras, for example, a much larger number of girls are reading in boys' primary schools than in girls' primary schools and that in provinces like the United Provinces and Bihar and Orissa in which some years ago custom was a strong factor militating against co-education even in primary schools such large numbers of girls should now be reading in boys' primary schools. In the United Provinces there are actually now more girls in boys' primary schools than in girls' primary schools and the figure for Bihar and Orissa for girls reading in boys'

tion, 1933-34.

Middle English Schools.		Middle Vernacular Schools.		Primary Schools.		Special Schools.		Unrecognised Schools.	
Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.	Girls in girls'.	Girls in boys'.
5,695	1,952	..	..	341,563	420,825	5,630	718	1,848	10,482
3,776	1,433	..	..	174,671	104,029	2,418	447	3,759	4,235
8,800	1,044	689	121	488,008	116,256	2,778	896	13,910	2,090
7,754	234	31,044	26	70,285	70,592	951	348	2,887	3,107
5,266	642	20,398	8,034	99,336	11,864	2,787	6	43,757	13,237
3,027	2,580	4,629	42,826	24,372	109,832	376	870	1,550	7,890
3,886	695	1,456	180	62,755	59,248	792	47	5,652	3,754
1,868	371	5,092	3,725	34,648	24,192	820	23	2,491	922
4,086	569	2,080	918	24,119	29,210	112	91	2,342	3,196
1,440	58	3,772	247	8,143	651	50	..	550	834
..	..	..	..	734	1,950	..	..	..	52
390	..	2,812	..	5,886	203	245	..	266	3
181	..	61	3	2,610	462	12	..	397	69
331	44	816	..	304	53	..	..	75	366
261	69	397	25	3,272	473	57	..	..	73
943	67	..	..	3,286	127	88	2	153	98
47,770	10,667	83,146	56,100	1,343,501	950,576	17,116	3,448	79,646	49,898

primary schools is only just over 2,000 less than the number of girls reading in girls' primary schools. In the Central Provinces out of 58,000 girls 24,000 odd are reading in boys' primary schools and in Assam there are 5,000 more girls in boys' primary schools than in girls' primary schools. At the University stage, partly owing to the absence of colleges for women, a larger number of girls are studying in institutions for men than the number studying in institutions for women. But even in the provinces where separate colleges exist for girls, such as Madras, Bengal, United Provinces and the Punjab, there has been a notable increase in the number of girls reading in institutions for men.

Of the total number of girls under instruction in British India 39.9 per cent., an increase of one per cent. over the figures for 1933, are reading in institutions for boys. If primary schools alone are considered the figure is 41.4 per cent. and if the Punjab, Bengal and the North-West Frontier Province, in which conditions are peculiar, were excluded, the seven other major provinces have as many as 52 per cent. of the girls reading in primary schools for boys.

34. *Primary education.*—The following table shows the statistics of primary schools for girls:—

TABLE XXXIII.—*Primary*

Provinces.	No. of primary schools for girls.		Pupils (boys and girls) in primary schools for girls.		Enrolment of girls.		
	1933.	1934.	1933.	1934.	Class I.	Class II.	Class III.
Madras	5,533	5,472	361,762	374,912	432,265	147,653	96,118
Bombay	1,742	1,767	172,712	180,595	125,760	52,972	48,028
Bengal	18,076	18,878	466,745	495,893	448,673	103,282	51,081
United Provinces	1,786	1,793	68,700	71,320	112,165	33,468	18,367
Punjab	1,634	1,663	98,282	99,794	87,754	25,896	18,852
Burma	643	650	36,930	37,471	130,268	32,338	20,856
Bihar and Orissa	2,415	2,410	64,069	64,480	84,626	24,072	14,432
Central Provinces	417	445	32,466	35,286	36,781	13,575	9,546
Assam	640	679	23,379	24,876	28,966	11,593	8,560
North-West Frontier Province	113	122	7,549	8,216	8,599	1,877	1,594
Coorg	9	9	818	734	921	533	488
Delhi	59	59	6,300	5,715	5,091	1,349	1,137
Ajmer-Merwara	42	44	2,971	2,772	735	384	1,051
Baluchistan	3	3	332	304	1,094	280	220
Bangalore	28	29	3,554	3,638	2,194	1,358	773
Other Administered Areas	30	31	3,250	3,382	2,566	716	618
BRITISH INDIA	33,170	34,054	1,349,819	1,409,338	1,508,453	451,396	236,778

schools for girls.

In Classes I—V, 1934.		Total No. of girls in Classes I—V of all institutions.		Women teachers in primary schools, 1934.		Percentage of trained to total.		Total expenditure on primary schools for girls.	
Class IV.	Class V.	1933.	1934.	Total No.	Trained.	1933.	1934.	1933.	1934.
62,329	26,313	720,158	765,175	13,322	10,960	79.4	82.8	Rs. 41,92,190	Rs. 42,91,163
39,428	20,621	260,962	272,809	5,509	2,760	50.3	50.1	36,31,259	38,03,938
11,855	7,229	580,309	622,120	5,703	611	10.3	10.7	15,08,171	14,78,490
9,645	6,139	166,760	179,804	2,256	289	11.9	12.8	6,32,668	6,41,609
14,097	10,871	148,651	157,470	3,106	1,479	44.6	47.6	10,09,236	10,27,041
11,951	3,905	199,052	199,313	1,547	1,377	86.6	89.0	2,61,516	2,99,053
3,300	2,100	123,259	128,529	1,666	483	27.9	29.0	5,03,905	5,13,566
6,802	1,257	62,883	67,961	1,287	680	53.1	52.8	4,30,071	4,73,843
6,297	4,596	56,696	60,012	635	98	17.6	15.4	1,28,026	1,26,545
1,275	542	13,351	13,887	298	96	27.5	32.2	1,12,332	1,31,771
407	293	2,972	2,692	30	23	93.3	93.3	15,185	15,615
332	690	3,678	9,149	175	131	71.5	74.9	1,52,305	1,51,123
554	364	3,237	3,038	109	56	44.7	51.4	54,296	79,356
190	150	1,838	1,934	12	7	58.3	53.3	6,678	6,982
599	425	5,441	5,349	174	154	86.2	88.5	61,461	65,909
557	349	4,723	4,306	135	87	66.2	64.4	76,466	80,513
161,637	65,844	2,368,969	2,494,098	35,964	19,296	52.0	53.7	1,23,06,259	1,31,36,725

The number of primary schools for girls has increased in all provinces except in Madras and Bihar and Orissa, the largest increase being in Bengal, but in Madras where there has been a fall of 61 in the number of schools the highest increase in the total number of girls reading in classes I to V has occurred, the increase being over 45,000. The corresponding increase in Bengal, where 802 new girls' schools were opened, was 41,800. Other satisfactory increases were 13,000 in the United Provinces, 11,800 in Bombay and 8,800 in the Punjab. Madras continues to be the most satisfactory province in so far as the numbers reading in the fourth primary class is concerned. With 432,265 girls in the first class Madras has 62,829 at the fourth class whereas Bengal with 448,673 in the first class has only 11,855 at the fourth class. The figures for British India will show that further satisfactory increases took place both at the 4th and at the 5th class, the increases being 14,996 and 8,649 as against 12,847 and 7,250 for the previous year. In the provinces Madras again shows the highest increase both at the fourth class and at the fifth class although there still remains an excessive fall between the numbers in the fourth class and the numbers in the fifth class. The following table shows the increases in the 4th class and the 5th class by provinces:—

TABLE XXXIV.

Province.	Class IV.	Class V.
Madras	6,808	3,135
Bombay	2,118	1,666
Bengal	1,993	642
United Provinces	1,414	676
Punjab	1,285	950
Burma	115	154
Bihar and Orissa	401	262
Central Provinces	745	187
Assam	490	699
North-West Frontier Province	-8	-12

35. *Wastage*.—The following table shows the wastage among the girl pupils in primary classes:—

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

Province.	NUMBER OF GIRLS IN					PROPORTION OF GIRLS IN		
	Class I, 1929-30.	Class II, 1930-31.	Class III, 1931-32.	Class IV, 1932-33.	Class V, 1933-34.	Class I, 1929-30.	Class IV, 1932-33.	Class V, 1933-34.
Madras	407,488	116,345	80,157	56,021	26,313	100	14	6
Bombay	114,555	44,955	38,260	28,310	20,621	100	25	18
Bengal	365,435	93,814	42,047	10,462	7,229	100	3	2
United Provinces	90,629	26,211	14,913	8,231	6,130	100	9	7
Punjab	69,560	21,480	16,210	12,832	10,871	100	18	16
Burma	122,322	38,916	20,165	11,836	3,905	100	10	3
Bihar and Orissa	79,571	20,538	12,361	2,908	2,100	100	4	3
Central Provinces	81,872	10,628	8,156	6,057	1,257	100	19	4
Assam	26,401	10,163	8,545	5,807	4,596	100	22	17
North-West Frontier Province	5,993	1,542	1,385	1,283	542	100	21	9
Delhi	4,402	1,065	922	810	690	100	18	16
BRITISH INDIA	1,867,771	388,558	246,719	146,630	85,844	100	11	6

* Excludes girls in European schools, the figures for which are not available.

The figures show a slight improvement over those for the previous year, though as explained in the chapter on boys' primary education no rapid increase in percentages at the 4th and 5th classes can be expected at present and particularly no rapid improvement can take place so long as so many of the primary schools in some of the major provinces of India have no third class for the children to continue in, let alone a fourth class. The provinces of Madras, Bombay, United Provinces, Burma, Bihar and Orissa and the North-West Frontier show an improvement of one per cent. at class IV.

36. *Training schools*.—The figures for women teachers in primary schools are on the whole encouraging. Madras with 82.3 per cent. of its women teachers trained and Burma with 89 per cent. make a very satisfactory showing and the figures for provinces like the Punjab and the Central Provinces, in which few women teachers used to be available, show an immense improvement over the position as it was a few years ago. While the United Provinces show a slight increase in the percentage of trained teachers the figure is still distressingly low, and the condition in Bengal unfortunately continues to be the most backward in India where there are 18,878 girls' primary schools with only 5,703 women teachers, of whom only 611 are trained. The following table shows the figures for training schools for girls:—

TABLE XXXVI.—Training schools for girls.

Province.	Total No.		Enrolment.		Total No. of girls under training in all training schools (for boys and girls).	
	1933.	1934.	1933.	1934.	1933.	1934.
Madras	65	66	3,217	3,363	3,223	3,373
Bombay	21	22	842	870	853	879
Bengal	10	10	241	256	241	256
United Provinces	46	51	449	508	449	508
Punjab	17	17	880	806	880	806
Burma	17	15	419	363	419	363
Bihar and Orissa	11	11	244	250	244	250
Central Provinces	8	8	320	345	320	345
Assam	2	2	37	28	37	28
North-West Frontier Province	1	1	51	50	51	50
Coorg	..	..	..	..	..	..
Delhi	1	1	62	83	62	83
Ajmer-Merwara	1	1	16	12	16	12
Baluchistan	..	..	..	..	..	..
Bangalore	2	2	80	50	80	50
Other Administered Areas	2	2	91	88	91	88
BRITISH INDIA	204	209	6,958	7,076	7,126	7,269

The total number of training schools for girls has increased by five, the largest increase being in the United Provinces. Bengal remains stationary with only ten schools and Burma has reduced the number of schools by two. The total number of girls under training in training schools shows only a very slight increase, but the numbers in Madras and the United Provinces have again advanced considerably.

37. *Secondary education*.—The following table shows the main statistics for secondary schools for girls:—

TABLE XXXVII.—*Secondary*

Province.	NO. OF SECONDARY SCHOOLS FOR GIRLS.				PUPILS (BOYS AND GIRLS) IN SECONDARY SCHOOLS FOR GIRLS.			
	Anglo-Vernacular.		Vernacular.		Anglo-Vernacular.		Vernacular.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
Madras	109	107	..	..	23,825	24,498	..	..
Bombay	102	105	..	..	13,787	20,266	..	..
Bengal	127	140	8	7	24,304	27,231	863	716
United Provinces	87	92	194	210	15,268	15,865	23,964	31,964
Punjab	63	70	114	123	17,279	18,083	25,643	29,550
Burma	60	62	59	64	13,869	14,235	7,113	7,800
Bihar and Orissa	30	33	10	11	5,936	6,263	1,499	1,517
Central Provinces	35	35	41	39	2,047	2,304	5,324	5,124
Assam	37	42	20	22	6,361	6,865	1,925	2,093
North-West Frontier Province	10	10	19	19	2,168	1,897	3,663	3,775
Coorg	1	1	..	..	269	278	..	..
Delhi	6	8	9	8	1,580	1,965	2,024	2,312
Ajmer-Merwara	6	6	4	4	446	570	113	65
Baluchistan	5	5	2	2	871	950	773	816
Bangalore	8	9	5	3	1,919	2,275	750	511
Other Administered Areas	12	12	..	..	2,262	2,340	30	..
BRITISH INDIA	698	737	435	512	137,211	145,930	73,694	86,543

hools for girls.

Girls reading at secondary stage.		Women teachers in secondary schools, 1934.		Percentage of trained teachers.		Total expenditure on secondary schools for girls.	
1933.	1934.	Total No.	Trained.	1933.	1934.	1933.	1934.
						Rs.	Rs.
23,371	27,167	1,534	1,339	86.9	87.3	16,15,276	19,39,334
26,738	29,306	1,363	614	46.2	45.0	17,30,447	18,14,787
9,694	11,632	1,346	665	53.4	49.4	17,13,844	17,58,169
6,808	7,570	2,319	1,141	48.5	49.2	17,35,770	18,64,531
8,119	9,546	1,865	1,313	69.2	70.4	13,87,390	15,40,661
7,793	7,320	2,220	1,948	86.6	87.4	12,90,489	14,63,589
1,657	1,399	447	334	72.3	74.7	2,47,191	2,70,827
2,123	2,434	405	253	67.2	62.5	2,30,011	2,36,796
2,965	3,452	346	155	42.6	44.3	2,53,516	2,74,881
745	874	234	125	54.3	53.4	1,31,334	1,34,429
233	235	16	8	53.3	53.3	14,024	13,431
911	1,055	198	167	82.0	84.3	1,33,759	2,33,372
527	608	78	40	45.7	51.2	91,801	90,627
150	164	58	27	51.7	46.6	64,867	75,218
732	1,075	196	154	72.4	78.6	1,46,806	1,63,795
668	761	149	34	56.0	56.4	2,19,371	2,25,459
93,781	106,148	12,732	9,337	65.6	65.5	1,12,09,346	1,19,23,333

On the whole the figures testify to a record of steady progress. Anglo-vernacular schools have increased by 39 to 737 and vernacular schools by 27 to 512. The increases in enrolment have been considerably higher than those in previous years. The enrolment of Anglo-vernacular schools increased by 8,719 and of vernacular schools by 7,849. The total enrolment of girls reading at the secondary stage increased by 12,364 but the provinces of Madras, Bombay and Bengal show very considerable increases, Madras and Bombay still being far ahead of the rest of India. Judged by the number of trained teachers, the staffing of girls' secondary schools is comparatively better than the staffing of boys' secondary schools, the percentage of trained teachers to the total number of teachers in boys' schools being 58.0 per cent. as against 65.5 per cent. in girls' schools; while in Bombay and Bengal, for example, the percentages of trained teachers to the total number of teachers in boys' secondary schools are only 19.2 and 19.5, the corresponding figures in Bombay and Bengal for girls' secondary schools are 45.0 and 49.4 per cent. It is only in the Punjab that the percentage in boys' schools is considerably higher than the percentage in girls' schools. The total expenditure on secondary schools has increased in almost all provinces and it is satisfactory that a decrease of Rs. 3.17 lakhs recorded between 1932 and 1933 has been turned into an increase of 7.14 lakhs in 1933-34.

38. *Higher education.*—The rapid advance that has in recent years been made by women in higher education is clearly shown by very large increases which have taken place in the number of candidates for the Matriculation or High School examinations and for the Degree examinations. The following tables show the number of women candidates for the Matriculation or High School examinations and the number of women graduates, in the years 1933 and 1934:—

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

Province.	No. of candidates.		No. of successful candidates.	
	1933.	1934.	1933.	1934.
Madras	623	706	612	692
Bombay	854	1,021	441	565
Bengal	813	1,047	547	609
United Provinces	300	382	167	235
Punjab	658	865	456	590
Burma	720	1,033	304	333
Bihar and Orissa	38	7	15	1
Central Provinces	111	127	55	70
Assam	88	121	63	85
North-West Frontier Province	28	42	19	27
Delhi	105	150	60	74
BRITISH INDIA (INCLUDING MINOR ADMINISTRATIONS)	4,407	5,504	2,770	3,325

TABLE XXXIX.—*Women graduates.*

Province.	Candidates for B.A. and B.Sc. examinations (pass only).		No. of successful candidates.	
	1933.	1934.	1933.	1934.
Madras	149	142	94	72
Bombay	48	58	30	40
Bengal	108	120	77	92
United Provinces	81	95	56	71
Punjab	72	107	42	71
Burma	26	29	18	16
Bihar and Orissa	..	..	..	..
Central Provinces	14	11	11	7
Assam	1	3	1	3
North-West Frontier Province	..	8	..	2
Delhi	7	6	3	4
Ajmer-Merwara	..	1	..	1
Bangalore	3	6	3	4
BRITISH INDIA	509	591	335	383

Only so short a time ago as the year 1927 the total number of women candidates for the Matriculation and High School examinations was only 1,565. In 1933 the figure was 4,407 and during the year under review that number increased by over a thousand to 5,594. Similarly, the number of successful women candidates in 1927 was only 1,002 while in 1934, 3,325 candidates were successful. The figures in table XXXIX for the number of women candidates reveal the same striking advance. In 1927 there were only 188 women candidates for the B. A. and B. Sc. examinations, by 1933 they had increased to 509 and during the year under review the figure had risen to 591, the corresponding figures for successful candidates being 130 in 1927, 335 in 1933 and 383 in 1934.

39. *Training colleges.*—The following table shows the statistics of training colleges for women:—

TABLE XI.—*Training colleges for women.*

Province.	Total No.		Enrolment.		Total No. of women under training in all colleges (for men and women).	
	1933.	1934.	1933.	1934.	1933.	1934.
Madras	2	2	70	73	70	73
Bombay	..	..	..	..	14	16
Bengal	3	3	53	57	53	57
United Provinces	..	..	10*	9*	15	17
Punjab	1	2	26	39	26	39
Burma	..	..	..	..	41	68
Central Provinces	1	1	11	18	17	23
BRITISH INDIA	7	8	170	196	244	293

*Reading in the University Department.

Though the figures for the number of women under training in training colleges do not reveal the same progress as the figures given above for women at the Matriculation and Degree examinations it is satisfactory that since 1932 the total number of women under training has increased from 228 to nearly 300. The increases, however, have mainly taken place in training colleges for men, the increased enrolment in training colleges for women between 1933 and 1934 being only 26. There is evidently need for more training colleges for women and it cannot be regarded as satisfactory that in Bengal where there are three training colleges for women already the number of women under training should be still less than the number in Madras and Burma.

40. *Professional training.*—The advancement of women's higher education is exemplified further in another branch of professional training. Not many years ago it was difficult to obtain qualified women doctors, particularly Indian women, in anything like large numbers, but during the last ten years very considerable progress has been made in the output of qualified medical women. During the last ten years as many as 2,426 women M. B. B. S.'s and 4,250 women L. M. P.'s have qualified. These figures speak for themselves and reveal rapid progress while in 1926 the number of women M. B. B. S.'s was only 174; the figure for 1934 was 357. Similarly, in 1926 the number of women L. M. P.'s was only 355 and the figure for 1934 was 572. It is interesting to find that during the period from 1926 to 1934 the numbers of women M. B. B. S.'s qualifying from the Lady Hardinge Medical College, New Delhi, the Medical College, Madras and the Grant Medical College, Bombay, have increased from 77 to 129 in Delhi, from 34 to 78 in Madras and from 46 to 107 in Bombay.

VII.—*Professional and industrial education.*

41. The following table shows the statistics for the number and enrolment of professional and technical institutions in 1933-34:—

TABLE XII.—*Professional and Technical Institutions.*

Type of Institutions.	1933.		1934.	
	Institutions.	Students.	Institutions.	Students.
I. Colleges—				
Law Colleges	12	7,232	12	7,274
Medical Colleges	11	4,440	10	4,766
Engineering Colleges	7	2,142	7	2,121
Agricultural Colleges	8	872	7	819
Commercial Colleges	6	2,982	6	2,286
Forest Colleges	2	66	1	58
Veterinary Colleges	4	438	4	410
TOTAL	50	17,272	47	17,734
II. Schools—				
Law Schools	2	113	2	140
Medical Schools	32	6,655	33	6,995
Engineering Schools	11	1,926	11	1,840
Technical and Industrial Schools	451	25,545	468	26,252
Commercial Schools	132	5,411	136	5,849
Agricultural Schools	12	483	12	546
Forest Schools	1	68	1	57
Schools of Art	15	2,128	15	2,157
TOTAL	656	42,329	678	43,836
GRAND TOTAL	706	59,601	725	61,570

Most of the institutions shown in the above table are not under the provincial education departments but the control of technical and industrial schools varies from province to province. No large changes have taken place in the professional and technical colleges

except that there has been a considerable rise in the number of medical students and in the number of commercial students. There has been a slight increase in the number of technical and industrial schools as also a slight increase in the total number of students enrolled in them. The following tables show the percentage of students in professional colleges and professional departments of universities to the number reading in arts and science colleges and also the percentage of pupils in technical schools to those reading in ordinary recognised schools:—

TABLE XLII.—*Percentage of students in Professional Colleges and such University Departments to those in Arts and Science Colleges.*

Province.	Enrolment in arts and science colleges.	Enrolment in Professional colleges and departments including those in Engineering, Teaching, Agr., Law, Medicine and Commerce.	Percentage of (3) to (2).
(1)	(2)	(3)	(4)
Madras	12,247	2,348	19.2
Bombay	10,519	3,228	30.7
Bengal	25,204	5,186	20.6
United Provinces	14,697	4,248	28.9
Punjab	14,204	2,230	15.7
Burma	1,479	330	22.3
Bihar and Orissa	3,379	879	23.1
Central Provinces	2,261	596	26.4
Assam	1,667	72	4.3
North-West Frontier Province	640	..	..
Coorg	..	..	..
Delhi	1,961	306	15.6
Ajmer-Merwara	340	..	..
Baluchistan	..	..	..
Bangalore	320	..	..
Other Administered Areas	..	..	..
BRITISH INDIA	88,918	19,423	21.8

TABLE XLIII.—*Percentage of pupils in technical* schools to those in ordinary recognised schools.*

Province.	No. of pupils in ordinary recognised schools.	No. of pupils in special schools other than 'Reformatory', 'for defectives' and 'for adults'.	Percentage of (3) to (2).
(1)	(2)	(3)	(4)
Madras	2,922,777	28,622	0.98
Bombay	1,302,156	10,182	0.78
Bengal	2,749,502	99,997	3.7
United Provinces	1,470,909	17,769	1.2
Punjab	1,118,556	9,660	0.86
Burma	504,766	15,725	3.1
Bihar and Orissa	1,038,407	20,130	1.9
Central Provinces	464,696	1,778	0.38
Assam	350,654	4,476	1.3
North-West Frontier Province	88,248	152	0.2
Coorg	10,849	11	0.1
Delhi	47,395	651	1.4
Ajmer-Merwara	20,915	397	1.9
Baluchistan	8,953	19	0.2
Bangalore	16,673	131	0.73
Other Administered Areas	19,064	561	2.9
BRITISH INDIA	12,134,520	210,261	1.7

* Special schools other than 'Reformatory', 'for defectives' and 'for adults'.

It will be noticed that while some provinces show a fairly high percentage of students at the collegiate stage reading in professional colleges and professional departments of universities the percentage of pupils in technical schools to those in ordinary recognised schools is very low in every province in India.

VIII.—*The Education of special classes and communities.*

(i) EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

42. The following table shows the number of institutions mainly intended for Europeans and Anglo-Indians, the number of scholars enrolled and the expenditure by provinces:—

TABLE XLIV.—Education of Europeans and Anglo-Indians, 1934.

Province.	EDUCATION OF BOYS.				EDUCATION OF GIRLS.				TEACHERS IN EUROPEAN SCHOOLS (FOR BOYS AND GIRLS).			EXPENDITURE.				PERCENTAGE OF COST OF EUROPEAN EDUCATION (BOYS AND GIRLS) BORNE BY		
	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	Total No. of boys receiving education.	No. of institutions.	Enrolment.	No. of non-Europeans on roll.	Total No. of girls receiving education.	Total No.	Trained.	Percentage of trained.	On boys' institutions.	On girls' institutions.	Total expenditure (inclusive of that on inspection, buildings and other miscellaneous objects).	Public funds.	Fees.	Other sources.	
Madras	25	5,348	945	5,101	45	5,841	1,009	5,233	763	581	76.1	6,70,499	6,18,089	24,12,088	29.7	29.4	41.9	
Bombay	15	2,093	367	2,499	42	2,431	880	3,057	384	267	69.5	3,91,455	5,51,826	14,11,476	34.1	44.0	21.9	
Bengal	32	5,644	1,801	4,858	25	5,814	1,255	4,345	795	476	59.7	10,07,136	6,50,522	35,92,761	34.7	44.4	20.9	
United Provinces	17	2,882	441	3,258	19	2,967	531	2,545	487	379	77.8	8,20,488	7,06,066	25,77,773	34.4	44.4	20.9	
Punjab	13	1,573	266	1,291	10	1,534	150	1,485	261	171	65.5	8,90,049	3,08,071	9,54,737	34.4	44.4	20.9	
Burma	11	4,221	2,139	3,146	13	6,382	2,681	3,314	458	392	86.6	1,25,879	1,66,965	16,36,612	21.6	43.3	20.1	
Bihar and Orissa	7	644	87	724	15	898	117	782	116	81	69.8	1,45,551	1,66,965	5,08,675	30.9	43.3	20.1	
Central Provinces	16	1,176	457	867	22	1,698	570	1,019	158	98	68.9	27,148	58,106	5,08,675	21.2	43.3	20.1	
Assam	1	140	20	147	3	252	37	193	41	5	100.0	8,325	—	8,980	26.7	59.7	13.6	
North-West Frontier Province.	1	105	43	30	—	—	—	—	—	—	—	—	—	—	—	—	—	
Cochin	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Dalhousie	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Aligarh-Muzaffargarh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Baluchistan	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Bombay	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Other Administrated Areas.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
	168	26,432	6,522	24,340	251	32,751	7,935	24,095	3,861	2,711	70.2	44,09,046	41,69,780	1,44,80,761	29.5	41.1	29.4	
	174	26,640	6,270	25,007	247	31,969	7,525	24,480	3,813	2,594	68.3	42,41,544	40,50,769	1,40,21,187	30.6	38.8	30.6	

1934-35
1933-34

43. The figures for British India show that the total number of institutions has fallen by two. The total enrolment has increased by 554 and the total expenditure has increased by Rs. 4.6 lakhs. The number of schools for boys decreased by six but the number of schools for girls increased by four. It is perhaps noteworthy that while the number of European and Anglo-Indian scholars decreased by 108 the number of non-European scholars increased by 662. The figures appear to indicate that the steady increase of Indians into European schools is continuing. In fact during the last eight years while the number of European scholars in European schools has only increased by 1,119 the number of Indian scholars in European schools has increased by nearly 5,000. The increased enrolment of non-Europeans has resulted in a steady rise in the percentage of Indians to the total number of scholars in European schools, the figure now being 24.5 per cent. while in Burma the figure is as high as 45.5 per cent. On the other hand only 3,971 Europeans out of a total of 48,642 under instruction in all institutions or only 8.2 per cent. are reading in institutions for Indians, the largest number of European and Anglo-Indian scholars in Indian institutions being in Madras (1,099), Bombay (1,259), Burma (597).

The percentage of trained teachers to the total number of teachers has again improved from 68.3 per cent. to 70.2 per cent. and the figures indicate that the schools are on the whole well-staffed. The large increase in expenditure compares favourably with the decrease of Rs. 15.1 lakhs recorded in the previous year but the increased expenditure has occurred mainly in Burma while the expenditure in Madras, Bengal, United Provinces, Bihar and Orissa and Assam has again fallen. The figures for the percentage of the total cost of European education borne by public funds and private funds are interesting. For education in India as a whole in 1933-34 public funds bore 59.8 per cent. of the total cost, fees 24.8 per cent. and other sources 15.4 per cent., while the corresponding figures for the total cost of European education were:—Public funds 29.5 per cent., Fees 41.1 per cent., Other sources 29.4 per cent.

Although in the Punjab public funds bore the highest proportion of the total cost of European education the comparison of the figures for general education and European education in the Punjab brings out an even stronger contrast. Public funds bore 65.3 per cent. of the total cost of education, fees 24.6 per cent. and other sources 10.1 per cent. The corresponding figures for the total cost of European education in the Punjab were:—Public funds 42.6 per cent., Fees 33.4 per cent., Other sources 24.0 per cent.

(ii) MUHAMMADAN EDUCATION.

44. The following table shows the number of Muslim boys under instruction in 1933-34:—

TABLE XLV.—Muslim boys receiving instruction.

Province.	READING IN— (1934).						TOTAL NO. OF MUSLIM BOYS UNDER INSTRUCTION.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage (Classes VI to end of high school course.)	Primary stage (Classes I to V.)	Special schools.	Unrecognised institutions.	1933.	1934.
Madras	521	91	12,437	207,387	1,442	18,669	233,900	240,547
Bombay	609	217	27,398	148,845	2,956	13,065	196,049	198,090
Bengal	8,356	594	59,398	1,007,810	81,733	26,094	1,141,957	1,178,975
United Provinces	2,451	545	27,254	207,152	4,520	26,255	267,751	268,177
Punjab	3,361	908	54,967	411,009	6,960	56,154	547,452	538,064
Burma	67	16	1,930	16,424	463	3,911	23,054	22,811
Bihar and Orissa	454	137	8,898	100,968	4,278	10,071	122,897	124,796
Central Provinces	164	39	3,970	35,391	210	1,370	40,349	41,144
Assam	310	6	8,631	73,084	1,834	10,388	96,200	94,153
North-West Frontier Province	457	..	6,785	50,337	84	3,568	59,670	61,231
Coorg	..	..	42	438	5	20	497	505
Delhi	326	31	1,760	8,352	349	261	11,439	11,079
Ajmer-Merwara	60	..	1,131	2,490	53	774	4,153	4,508
Baluchistan	..	..	568	3,399	15	2,523	6,210	6,530
Bangalore	22	..	326	1,355	8	252	1,775	1,963
Other Administered Areas	..	..	516	1,981	34	373	2,881	2,904
BRITISH INDIA	12,158	2,379	215,916	2,276,422	104,944	173,748	2,781,467	2,781,467
	11,724	2,421	212,181	2,238,156	110,417	174,335	2,749,534	2,749,534

The total enrolment of Muslim boys has declined in Bombay, the Punjab, Burma, Bihar and Orissa, Assam and Delhi. The decrease in Bombay was almost entirely confined to unrecognised schools and to Mulla schools in Sind. The fall in the number of pupils in the Punjab is attributed to the general agricultural depression. The decrease in Burma was small and it was mainly confined to colleges and to unrecognised institutions. In Bihar and Orissa the reduction in numbers occurred only in one division of the province and is accounted for almost entirely by the earthquake. The small decreases in Assam and Delhi were confined almost entirely to university classes and to unrecognised schools. In India as a whole there has been a further welcome increase of Muhammadan scholars at the collegiate stage. In the past for many years Muslim pupils were mainly to be found only in the lowest classes, but a feature of recent years has been the steady increase of Muslim pupils at the secondary and university stages. In 1917 there were only 5,212 Muslim scholars in arts colleges and university departments, while in 1934 as many as 12,158 Muslim boys were reading in arts colleges and 2,279 in professional colleges. The increase at the collegiate stage during 1933-34 mainly occurred in the North-West Frontier Province, Delhi and Bengal.

45. Considerable progress was made in Mappilla education in Madras during the year under review. The number of elementary schools for Mappilla boys in Malabar increased by 17 to 1,413 and their strength by 6,274 to 113,059. Their total strength included as many as 35,000 Mappilla girls. A satisfactory feature of these schools was that out of a total of 2,068 trained teachers employed in them 1,075 were Mappillas.

46. The figures for Bombay Presidency proper show that the Muhammadan community is ahead of most communities in so far as general education is concerned. The percentage of Muslim pupils to the total population of Muslims was 10.5 in 1934 as against 6.0 for Hindus and 6.5 for all communities. Even at the secondary stage the percentage for Muslims was 0.61 as against 0.67 for Hindus. Fifteen years ago the number of Muhammadans at the collegiate stage in Bombay was under 200, but by 1934 it had increased to over 800 including 200 reading in professional colleges. This progress in Muslim higher education must be partially accounted for by the policy of the Bombay Government in reserving seats for Muslims in all Government professional colleges and in all Government high schools and by their policy of awarding a large number of scholarships for Muslims both in colleges and high schools. Unfortunately the progress of Muhammadan education in Sind has been much less satisfactory than in Bombay Presidency proper. In 1934 the percentage of Muhammadan pupils to the total population of Muhammadans was only 2.8 as against 8.2 for Hindus and 4.3 for all communities. One good feature, however, was the considerable increase of Muhammadan students, including two women students, in arts and professional colleges. In Bengal Muslim students continued to form

over 50 per cent. of the total number of pupils under instruction. But while they form over 55 per cent. at the primary stage they form only 21 per cent. at the high school stage and only 13 per cent. in arts colleges.

47. In the United Provinces the Education Minister summoned a conference of representative Muslims in February 1934 and the special difficulties and needs of Muhammadan education were fully discussed.

48. In the Punjab there was a marked decline in the number of Muslim pupils at all stages except at the university stage and in unrecognised institutions. In fact, 81 per cent. of the general decline in numbers in the province was accounted for by the fall in the number of Muslim pupils. This must be considered unsatisfactory in view of the fact that, while Muslims form 56 per cent. of the total population, Muslim pupils form only 49 per cent. of the total enrolment in the province. As has been already indicated the large fall in the number of Muslim pupils is mainly to be accounted for by the agricultural depression which has affected the Muslim community more than the other communities.

49. The following table shows the number of Muslim girls under instruction in 1933-34:—

TABLE XLVI.—Muslim girls receiving instruction.

Provinces.	BRANCH II— (1934).						TOTAL NO. OF MUSLIM GIRLS UNDER INSTRUCTION.	
	Arts Colleges or University Departments.	Professional Colleges or University Departments.	Secondary stage.	Primary stage.	Special schools.	Unrecognised institutions.	1933.	1934.
Madras	12	3	503	84,684	195	6,331	88,406	91,728
Bombay	14	2	1,495	53,836	126	4,478	57,797	60,001
Bengal	20	..	653	354,171	2,159	7,161	355,185	363,164
United Provinces	25	1	661	28,604	312	2,875	28,766	29,978
Punjab	94	7	2,643	49,533	732	46,137	101,199	101,301
Burma	4	1	203	8,014	15	1,637	9,255	9,324
Bihar and Orissa	1	..	22	24,390	30	2,066	26,387	26,399
Central Provinces	..	..	37	9,327	62	739	9,310	10,165
Assam	2	..	363	12,274	44	2,367	14,362	15,410
North-West Frontier Province	..	..	214	6,010	25	845	6,009	7,094
Coorg	..	..	2	116	..	..	112	118
Delhi	3	18	212	2,063	38	3	2,437	2,337
Ajmer-Merwara	..	..	20	445	..	199	731	667
Baluchistan	..	..	19	331	..	366	745	716
Bengalore	1	..	33	657	1	3	730	694
Other Administered Areas	..	..	13	513	1	30	661	607
Baroda INDIA { 1934	176	32	6,997	632,971	2,740	77,187	730,103	730,103
INDIA { 1933	169	37	5,732	594,154	1,309	79,390	681,923	681,923

The figures for Muslim girls are much more encouraging than those for Muslim boys. The enrolment in all the major provinces has considerably increased and the total number of Muslim girls under instruction in India increased between 1933 and 1934 by 38,181 and if unrecognised schools are excluded from the figures the total increase was over 40,000. Less than 20 years ago there were only 9 girls at the university stage and only 490 at the high school stage in the whole of India. During the intervening period there has been steady and rapid progress, and it is gratifying to find in 1934 over 200 Muslim girls at the university stage and nearly 7,000 at the secondary stage. The position in the Punjab is perhaps the most striking since the Punjab has for many years had the lowest percentage of Muslim girl pupils under instruction to the total Muslim population in India; and yet in 1934 the Punjab had the largest number of Muslim ladies reading at the university stage and at the secondary stage. Only five years previously in the Punjab there were no Muslim girls at all reading in professional colleges and only 20 Muslim girls reading in arts colleges. Even at the secondary stage there were only 886 Muslim girls under instruction. In the short space of five years these numbers have increased to 94 in arts colleges, 7 in professional colleges and 2,648 at the secondary stage. At the primary stage Muslim girls under instruction have increased between 1933 and 1934 by nearly 3,000 and during the past five years by nearly 30,000. The figures for increase in the total number of Muslim girls under instruction in the Punjab are very small but do not reflect correctly the position, since there has been a large fall in the number of Muslim girls in unrecognised institutions. In Bengal there has also been a very considerable increase in the enrolment of Muslim girls. The numbers reading at the university stage have doubled. The numbers at the secondary stage have increased by over 200 and the numbers at the primary stage by over 16,000. During the year under review plans for the establishment of an English High School for Muslim girls in Calcutta to be managed departmentally were under consideration and in October 1933 a scheme for the improvement of education among Muslim girls in the Presidency at an annual cost of Rs. 12,000 was approved by Government. The North-West Frontier Province shows an increase of nearly 1,100 pupils which must be regarded as eminently satisfactory in view of the fact that in 1933 the total number of Muslim girls under instruction at all stages was only 6,000. It is also noteworthy that the North-West Frontier Province now has more Muslim girls at the secondary stage than Burma, Bihar and Orissa, Central Provinces and Delhi. Bihar and Orissa continued to make slow progress, but it is noteworthy that a Muslim girl has appeared at the collegiate stage for the first time. Perhaps the least satisfactory record comes from Ajmer-Merwara where the numbers in enrolment have actually fallen and where only 468 Muslim girls are reading in recognised institutions, 448 of them being at the primary stage. It is true that the Muslim population of Ajmer-Merwara is small but it is unsatisfactory that nearly 6,000 Muslim girls of school age

remain to be brought under instruction. The numbers in Baluchistan have also fallen and out of approximately 24,000 Muslim girls of school age only 716 are at school.

(iii) EDUCATION OF THE DEPRESSED CLASSES.

50. The following table shows the enrolment of depressed class pupils in all institutions by provinces:—

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

Province.	1933.	1934.	Increase (+) or decrease (—).
Madras	328,010	349,233	+21,223
Bombay	69,524	73,963	+4,439
Bengal	(a) 437,220	(a) 462,394	+25,074
United Provinces	127,581	137,016	+9,435
Punjab	33,965	30,628	—3,337
Bihar and Orissa	49,207	58,187	+8,980
Central Provinces	48,287	51,795	+3,508
TOTAL	1,093,794	1,163,136	+69,342

(a) Educationally backward Hindus.

It will be seen that there has been a very satisfactory increase of over 69,000 students during the year as against an increase of under 13,000 in the previous year.

51. The figures for Madras show a welcome increase of 21,223 as against a decrease of 10,568 in the previous year. Local conditions in Madras have necessitated the maintenance of a large number of separate institutions for the depressed classes, but it has been the policy of the Government not only to press for the admission of depressed class pupils into the ordinary schools but to remove public schools from places inaccessible to the depressed classes. In 1933-34, 159 such schools were removed to accessible places and there was a large increase in the number of depressed class pupils reading in the ordinary schools. Of the total of 349,233 depressed class pupils under instruction 85,133 were reading in ordinary schools not specially intended for them and the number of separate schools for depressed classes fell from 9,768 to 9,758. Progress in Madras has been steady and in 1933-34 approximately one-third of the depressed class children of school age were under instruction. It is noteworthy also that 99 depressed class scholars

were reading at the university stage including 9 girls in arts colleges and 6 men in professional colleges.

52. In Bombay Presidency proper the total number of depressed class pupils under instruction increased by 3,451 to 70,476. It is gratifying to note that of this total only 18,026 were reading in special schools and that local authorities are gradually closing down the special schools for depressed classes. It is reported that in Sind there is practically no feeling of untouchability amongst the Hindus and that the difficulties obtaining in Bombay Presidency proper do not exist in Sind.

53. The new policy of reducing the number of special schools and largely increasing the number of scholarships for the depressed classes tenable in the ordinary schools has been responsible for an appreciable increase in the number of depressed class pupils under instruction in the United Provinces. During the year under review District Boards converted a number of special depressed class schools into ordinary primary schools; one board alone converting as many as 10 such schools under its jurisdiction. In September 1933, Government convened a conference of the depressed classes at Bareilly and discussed the special measures which should be adopted for the uplift of the depressed classes. On receipt of the recommendations of the conference Government appointed an officer on special duty to inquire into and report by what means education can most suitably and economically be advanced among the depressed classes. This officer will also make a general survey of the educational condition of the depressed classes in each district of the province and examine the facilities already available for their educational progress.

54. The number of depressed class pupils under instruction in the Punjab showed a further decrease of over 3,000. It is doubtful, however, whether this decline is a real one due to economic depression or whether it has been caused by the tendency in the Punjab for the depressed classes to be returned as members of higher castes. It is reported that no prejudice exists against the admission of depressed class pupils into the ordinary schools and that separate schools for them are being gradually closed.

55. In Bihar and Orissa there was an increased enrolment of depressed class pupils of 8,980 and the number of schools specially intended for the depressed classes rose from 282 to 323. It is satisfactory, however, that out of the total number of depressed class pupils under instruction only 8,916 are reading in special schools. The Primary Education Committee appointed in January 1931 submitted its report in 1933. This committee has made a number of recommendations regarding the facilities to be afforded to depressed class pupils and these recommendations include the removal of schools from inaccessible places; equal sitting facilities along with other castes for all depressed class pupils in all schools; local bodies should provide special schools for depressed classes where a considerable depressed class population is concentrated, but the provision of special schools should be regarded only

as a temporary measure and the general policy should be the free admission of depressed class children to the ordinary schools; scholarships should be reserved in every district for untouchable children and the number of scholarships to be reserved should be determined by the proportion of untouchables to the total population. Seats should be reserved in elementary training schools for the training of depressed class and backward class teachers.

56. In the Central Provinces the number of depressed class pupils under instruction increased by 3,508 as against an increase of only 786 in the previous year. Several special schools for depressed classes were closed during the year and reports from all districts show that the need for special schools for the depressed classes is gradually disappearing. In one district it is reported that depressed class pupils are living freely in hostels along with high caste Hindus.

57. In Delhi little progress can be recorded; out of a total population of 83,023 only 6,278 depressed class pupils are under instruction, 2,329 in Delhi and 349 in rural areas. No separate special schools are maintained for the depressed classes, but the depressed class pupils are mainly attending schools provided by the Arya Samaj and Christian Missions.

IX.—Miscellaneous.

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

TABLE XLVIII.—Statistics of schools for the blind and deaf-mutes, 1933-34.

Province.	NUMBER OF SCHOOLS.			NUMBER OF PUPILS.		
	For deaf-mutes.	For blind.	Total.	Deaf-mutes.	Blind.	Total.
Madras	6	4	10	356	147	503
Bombay	4	3	7	129	154	283
Bengal	7	1	8	306	79	385
United Provinces	..	1	1	..	61	61
Punjab	..	1	1	..	23	23
Burma	1	2	3	28	47	75
Bihar and Orissa	..	2	2	..	105	105
Central Provinces	1	1	2	21	20	41
TOTAL . { 1934	19	15	34	840	641	1,481
{ 1933	17	16	33	788	600	1,448

Two new institutions for deaf-mutes have been opened, one at Madura in the Madras Presidency and the other at Jhagram in the Midnapore District of Bengal. The strength of these new

schools is at present poor, being 24 at Madura and only 8 at Jhagram.

59. *Extra class activities.*—The Y. M. C. A. College of Physical Education in Saidapet, Madras Presidency, continues to do excellent work and applications for admission to the college come from all over India. The new grounds at Saidapet which include a running track, a football field, a hockey field, a cricket ground and tennis courts, were in great demand by all sports organisations have proved a much needed acquisition to the city's playing fields. During the year 69 students were under training in the various courses but this number did not include the number of students attending the Saturday classes for school teachers which are reported to be very popular. It is gratifying to learn also that the Physical Education class attached to the Lady Willingdon Training College was reopened during the year under review with provision for the training of twelve teachers.

In Bengal the temporary physical training centre was continued for another year and the local branches of the all-Bengal Teachers' Association at Calcutta and Dacca both held a five weeks' training camp for teachers during which period as many as 85 teachers were trained and granted diplomas in physical training.

In Bombay the Boy Scout Movement and the Girl Guides Movement both made considerable progress. The total number of scouts, rovers, cubs, etc., of all ranks rose by 4,813 to 42,879 and the number of girl guides to 8,398.

The rapid rise of the St. John Ambulance in the United Provinces deserves special notice. The special course in First Aid and Hygiene for secondary schools has attracted a very large number of students and by the end of December 1933, 33,162 candidates had qualified for certificates. The Junior Red Cross has also largely increased and in the Lucknow Circle alone there are now 425 schools having groups and a membership of over 9,000.

A feature of the athletic activities during the year in the Punjab has been the attempts which have been made to organise games in the villages and to make athletic competitions a part of the interest of the newly formed village clubs. It is reported that during the year as many as 880 village tournaments were held in the Punjab. Much work has also been done during the year to spread healthy sports in the countryside by the Punjab Olympic Association. In this connection the Director of Public Instruction's report on education for 1933-34 states as follows:—

"The Assistant District Inspectors for Physical Training have continued the commendable work done in the past few years and the work of physical training has received considerable stimulus throughout the year. Village health clubs have been started in rural areas and physical exercise has been taken up for its own sake in towns. Class drill and mass drill have been modernised and placed on a scientific footing. Indian games and their rules have been modernised.

Refresher courses have been held for the improvement of village games."

A feature of the school physical activities in Burma during the year was the widespread introduction of boxing and it is reported that instruction in boxing was being given to over 2,100 boys in English and Anglo-vernacular schools, instructors being placed at the disposal of the Government schools by the Inspector General of Police. During the year a boxing tournament was held at Rangoon at which school boy boxers from all over Burma took part.

A further extension of the scheme of medical inspection in the North-West Frontier Province took place during the year and all the schools within the jurisdiction of the Municipal Committees at Abbottabad, Peshawar, Kohat, Bannu and Dera Ismail Khan are now being regularly medically inspected. The figures for the North-West Frontier Province are interesting in so far as they indicate how gradually remedial treatment is being introduced with success. Out of 32,716 children inspected during the year under review 18,250 were recommended for treatment out of which 15,286 or 76.7 per cent. actually received treatment. It is also interesting to note that as a result of medical inspection more than 1,200 operations were performed.

In the Delhi Province the Boy Scout Movement and the Girl Guides Movement both had successful years. A new building for the Headquarters of the Boy Scouts was completed in Delhi and the total boy scouts of all ranks increased to 1,253. It is also reported that all the girls' high schools in Delhi have now got successful girl guides companies and that a new company has been started in the Government Middle School, Delhi.

Further progress has also been made in the Junior Red Cross Society. At the beginning of the year there were 41 school groups with 3,180 members while at the close of the year there were 72 school groups with 7,093 members, including six girls' schools with 303 girl members.

Medical inspection in the Delhi Province has also gone forward. In the first half year in Delhi city 8,533 boys in 52 schools were examined and in the second half year 9,206 boys in 49 schools were examined. In the girls' schools in Delhi city 2,528 girls in 25 schools were examined in the first half year and 3,045 girls in 26 schools in the second half year. In the rural areas of Delhi Province the great majority of boys in 100 schools were examined by five assistant surgeons at five centres and in the second half year similarly the great majority of boys in 90 schools were examined at these five centres.

APPENDICES.

APPENDIX I.

Provincial Inspectorate, 1933-34.

(i) *Inspectors.*

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Madras.</i>			
1. District Educational Officer .	24†	Ra. 250—25—500—E.B.—50—800 (Old scale). Ra. 200—30/2—260—40/2—500—50/2—700 (Revised scale).	Inspects secondary schools, secondary departments of colleges and training schools.
2. Senior Deputy Inspector .	227	Ra. 75—5—100—10—150—S. G.—10—250 (Old scale). Ra. 70—10/2—180—S.G.—140—15/2—200 (Revised scale).	Inspects elementary schools.
3. Junior Deputy Inspector .	159	Ra. 50—2½—75 (Old scale). Ra. 50—5/2—70. (Revised scale).	Inspects elementary schools.
4. Inspector of European schools .	1	Ra. 400—50—600—600—50—1,000—1,000—50—1,250. Ra. 1,250—50—1,500 (J. S. G.). Ra. 1,500—50—1,750 (S. S. G.).	Controls and inspects European schools.
5. Superintendent of Sanskrit schools.	1	Ra. 250—25—500—E.B.—50—800 (Old scale). Ra. 200—30/2—260—40/2—500—50/2—700 (Revised scale).	Inspects Sanskrit colleges and schools.
6. Supervisor of Sanskrit schools .	2	Ra. 40—40—2—60—1—70. (Old scale). Ra. 35—3/2—50—2/2—60 (Revised scale).	Inspects Sanskrit elementary schools.
<i>Bombay.</i>			
1. Educational Inspector .	5	1 in the scale of Ra. 1,250—50—1,500. 2 in the scale of Ra. 320—40—640—E.B.—40—1,200. 1 in the scale of Ra. 300—25—400—30—550—E.B. 35—750—40—1,000. 1 on Rs. 800 (contract basis).	Is responsible for the administrative control of all Government institutions, excluding Arts, Science and Professional Colleges. Inspects Anglo-vernacular schools, training schools for primary teachers and other special schools. Is also responsible for the conduct of departmental examinations and the award of Government scholarships in primary and secondary schools.
2. Assistant Educational Inspector	1	In the scale of Ra. 300—20—420—E.B.—30—660—E.B.—40—900.	A reserve against a temporary vacancy in the post of Inspector.
3. Assistant Deputy Educational Inspector.	31	18 in the scale of Ra. 70—5—120—E.B.—5—140—10—290. 13 in the scale of Ra. 200—10—250 (S. G.).	Inspects all recognised Anglo-vernacular schools teaching up to Standard V and all special schools in the district and generally assists the Educational Inspector.

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

(i) Inspectors—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bombay—contd.</i>			
4. Inspector of European schools .	1	Rs. 1,000—50—1,200	Controls and inspects European and English Teaching schools.
5. Inspector of Drawing and Craft-work.	1	Rs. 300—20—420—E.B.—30—660—E.B.—40—900.	Inspects Drawing and Craft-work in schools.
6. Deputy Educational Inspector .	8	7 in the scale of Rs. 250—20—650 1 in the scale of Rs. 200—15—320—20—600.	Inspects the teaching of Urdu, Persian and Arabic in primary and secondary schools and assists the Educational Inspector in the education of Muslims. One of the inspectors is responsible to the Director for the organisation and development of visual instruction in schools throughout the Presidency.
7. Assistant Deputy Educational Inspector for Muhammadan Education.	9	1 in the scale of Rs. 70—5—120—E.B.—5—140—10—200. 2 in the scale of Rs. 70—5—120—E.B.—10—150. 6 in the scale of Rs. 50—3—80—4—120.	Inspects Muslim schools
<i>Bengal.†</i>			
1. Inspector	5	Rs. 300—50/2—700—75/2—1,000.	Is in charge of all educational matters in his division, except those relating to arts and professional colleges, Government senior madrasahs and European schools.
2. Second Inspector	9*	4 in the scale of Rs. 300—50/2—700—75/2—1,000. 5 in the scale of Rs. 150—25—300—50/2—300—40/2—500—50/2—700.	Is responsible to the Inspector for the inspection of high and normal schools and the control of subordinate inspectors.
3. District Inspector	28†	Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Is the chief educational officer of the district in respect to middle and primary education.
4. Sub-Divisional Inspector	87‡	Rs. 130—10/2—140—20/2—220 .	Is in charge of middle and primary education of the district.
5. Sub-Inspector	267§	Rs. 75—3/2—115—5/2—135—10/2—175.	Assists the sub-divisional inspector of schools.
6. Assistant Sub-Inspector and Inspecting Maulvi.	10	Rs. 35—2—75—3—90	Inspects madrasahs.
7. Assistant Inspector of Muhammadan Education.	5	Rs. 150—25—200—50/2—300—40/2—500—50/2—700.	Inspects all junior madrasahs and maktabas.
8. Inspector of European schools	1	Rs. 300—50/2—700—75/2—1,000.	Controls all institutions for Europeans.
<i>United Provinces.</i>			
1. Circle Inspector	7	1 in the scale of Rs. 1,550—100—1,750 (S. G.). 1 in the scale of Rs. 400—50—1,250. 5 in the revised scale of Rs. 300—25—500—500—600—30—900—50—1,000.	Is responsible for the supervision of Education and inspects all Intermediate Colleges and English schools in his circle.

* Includes two posts held in abeyance.

† Includes one post held in abeyance.

‡ The scales of pay are as recently revised which came into effect on 1st April 1934, in respect of officers who were appointed after 21st July 1931; many incumbents of the several categories of posts are on the old scales of pay.

§ Includes one temporary post.

|| Includes 25 temporary posts.

|| The post is held by an I. E. S. Officer.

(i) Inspectors—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>United Provinces—contd.</i>			
2. Assistant Inspector	7	5 in the scale of Rs. 250—50/2—300—25—675. 2 in the revised scale of Rs. 200—15—380—20—600—25—650.	Subject to the general supervision of Inspector, is responsible for vernacular education.
3. Deputy Inspector	55	44 in the scale of Rs. 200—25—450. 11 in the revised scale of Rs. 180—12—300—15—360.	Under the direction of the Chairman of the Education Committee of the district board, he inspects all vernacular schools and training classes in the district. He reports to the Chairman, from time to time the localities where, in his opinion, more schools are needed and when authorized by the board, establishes such schools. He also controls the work of sub-deputy inspectors.
4. Sub-Deputy Inspector	209	177 in the scale of Rs. 80—5—120—10—160—S. G.—170—10—300. 32 in the revised scale of Rs. 75—5—150—10—180.	Inspects all vernacular schools within such portion of the district as the Chairman of the Education Committee of the district board, in consultation with the inspector, may determine and generally assists the deputy inspector.
5. Inspector of Arabic Madrasahs.	1	Rs. 700—50—800 (S. G.)	Visits Arabic and Persian Madrasahs.
6. Inspector of Muhammadan schools.	1	Rs. 250—50/2—300—25—675 .	He assists in organizing Muslim educational effort throughout the province. He is President of the Provincial Muhammadan Education Committee and of the Special Maktab Text-book Committee.
7. Inspector of European schools.	1	Rs. 400—50—600—600—50—1,000—1,090—50—1,250.	Controls and inspects European schools. The post is held by an I. E. S. officer in addition to his own duties as Principal of the Training College, Allahabad.
8. Inspector of Sanskrit Pathshalas	1	Rs. 250—50/2—300—25—675 .	Promotes Sanskrit learning and inspects pathshalas.
<i>Punjab.</i>			
1. Divisional Inspector	5	2 in the scale of Rs. 1,150—50—1,400. 3 in the scale of Rs. 860—40—720/760—40—800—50—1,000—1,000—50—1,150.	Is generally responsible for Education in a division.
2. Deputy* Divisional Inspector	10	1 in the scale of Rs. 860—40—720/760—40—800—50—1,000—1,000—50—1,150. 9 in the scale of Rs. 250—25—500/25—600.	Assists the Divisional Inspector.
3. District Inspector	30	4 in the S. E. S. Class II scale (Rs. 140—10—190). 11 in the S. E. S. Class I scale (Rs. 200—10—250). 15 in the P. E. S. Class II scale (Rs. 250—25—500/25—600).	Subject to the general supervision of the Divisional Inspector, is responsible for the development of education in a district.

* Each division has one deputy inspector for vernacular education and one for anglo-vernacular education.

(i) Inspectors—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Punjab—contd.</i>			
4. Assistant District Inspector	180	4 in the S. E. S. Class V scale (Rs. 55—8—70). 68 in the S. E. S. Class IV scale (Rs. 80—4—100). 71 in the S. E. S. Class III scale (Rs. 110—6—125). 42 in the S. E. S. Class II scale (Rs. 140—10—190).	Assists the district inspector, and is generally responsible for vernacular education in a tehsil or sub-division.
5. Inspector of Training Institutions.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Advices D. P. I. in regard to the training of vernacular teachers.
6. Inspector of Vernacular Education.	1	Rs. 360—40—720/760—40—800—50—1,000—1,000—50—1,150.	Advices D. P. I. about vernacular education in the province.
7. Deputy Inspector of Schools for Rural Science.	2	Rs. 250—25—500/25—600.	Inspects the teaching of Agriculture in schools in his circle.
<i>Burma.</i>			
1. Inspector	9	Rs. 300—50—1,500	Is in general administrative charge of education, and inspects all Anglo-vernacular, English and special schools in his circle; and makes annually two tours of inspection among vernacular schools.
2. Assistant Inspector	8	Rs. 250—25—675 Rs. 700—50—800 (S. G.).	Generally assists the inspector, especially in vernacular education. One of the inspectors is in charge of physical training.
3. Deputy Inspector	98	5 in the scale of Rs. 250—25—675. 91 in the scale of Rs. 175—5—225—10—275. 2 in the scale of Rs. 125—5—175.	Inspects vernacular schools and assists the inspector in the vernacular work of Anglo-vernacular and English schools. Three of the deputy inspectors inspect Muslim schools, one inspects Tamil and Telugu schools and one is in charge of drawing.
<i>Bihar and Orissa.*</i>			
1. (a) Inspector	5†	Rs. 300—35/2—440—40—1,000 .	Is responsible for the inspection of all recognised educational institutions (other than colleges) in his area. Inspects mainly high and secondary training schools.
(b) Agency Inspector, Orissa States, and Inspector of Schools in Angul.	1	Rs. 200—40/2—400—30—700 .	
2. (a) District Inspector	20	Rs. 200—40/2—400—30—700 .	Inspects middle, upper primary and elementary training schools.
(b) District Inspector of Schools in Angul.	1	Rs. 128—12/2—200	
3. Deputy Inspector	23	Rs. 128—12/2—200	Inspects middle, upper primary and elementary schools and supervises the work of sub-inspectors and inspecting mauvis.
4. Sub-Inspector	242	Rs. 65—4/2—105 (L. D.) . . . Rs. 128—12/2—200 (U. D.) .	Inspects lower primary and indigenous schools.
5. Special Deputy Inspector for Santal schools.	1	Rs. 65—4/2—105 (L. D.) . . . Rs. 128—12/2—200 (U. D.) .	For the inspection of Santal schools.
6. Sub-Inspector of Santal schools	6	Rs. 40—1—50	

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

† One of the posts is in the I. E. S.

(i) Inspectors—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Bihar and Orissa*—contd.</i>			
7. Superintendent of Sanskrit studies.	1	Rs. 200—40/2—400—30—700 .	Inspects Sanskrit tols and pathshalas and advises on all questions affecting Sanskrit education.
8. Superintendent of Islamic studies.	1	Rs. 200—40/2—400—30—700 .	Inspects Madrasahs and advises on questions regarding Persian and Arabic education.
9. Assistant Superintendent of Sanskrit studies.	2	Rs. 128—12/2—200	Inspects tols and pathshalas.
10. Special Inspecting Officer for Muslim education.	5	Rs. 65—4/2—105 (L. D.) . . . Rs. 128—12/2—200 (U. D.) .	May inspect any type of school containing Muhammadans.
11. Inspector of students' residences.	2	Rs. 65—4/2—105 (L. D.) . . . Rs. 128—12/2—200 (U. D.) .	One at Patna and the other at Cuttack. They supervise the residences of students who do not live in college or school hostels or with guardians.
12. Inspecting Mauvi	24	Rs. 40—1—50	Is in charge of maktabas.
13. Special Inspecting Officer for the depressed classes.	5	† Rs. 50—150	Inspects primary schools.
<i>Central Provinces.</i>			
1. Inspector	4	1 in the scale of Rs. 400—50—1,250. 3 in the old scale of Rs. 350—1,250.	Inspects secondary and normal schools, and supervises the work of deputy inspectors.
2. Assistant Inspector	9	5 in the old scale of Rs. 250—800. 4 in the revised scale of Rs. 200—500.	Inspects Anglo-vernacular schools and assists inspector in the inspection of vernacular and normal schools.
3. Deputy Inspector	61	9 in the old S. G. scale of Rs. 200—250. 52 in the ordinary grade of Rs. 80—175 (old). 70—150 (revised).	Inspects vernacular schools and conducts annual primary examination.
<i>Assam.*</i>			
1. Inspector	2	Rs. 250—800	Is generally responsible for the administration of primary and secondary education in his division, inspects high and training schools, and supervises the work of the deputy inspectors.
2. Assistant Inspector	2	Rs. 250—800	Inspects middle and primary schools including Board vernacular schools.
3. Deputy Inspector	22	Rs. 150—350—S. G.—400 . .	Inspects middle and primary schools. One of them is for Muhammadan education.
4. Sub-Inspector	47	Rs. 75—175	Assists deputy inspector in inspecting vernacular schools.

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

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

(i) Inspectors—conold.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>Assam*—contd.</i>			
5. Assistant to the D. P. I. for Muhammadan Education.	1	Rs. 250—300	Inspects Muhammadan schools and the Islamic classes, linguistic and religious, in other schools. He advises D. P. I. on all questions affecting the education of Muhammadans.
<i>North-West Frontier Provinces.</i>			
1. Director of Public Instruction	1	Rs. 1,500—50—1,750 plus Rs. 150 duty allowance.	Is the head of the Education Department in the province and inspects Anglo-vernacular secondary schools.
2. District Inspector	5	Rs. 250—25—800	Inspects primary schools and primary departments of secondary schools, and visits vernacular secondary schools and Anglo-vernacular middle schools.
3. Assistant District Inspector	9	Rs. 120—4—160	Inspects and supervises primary and lower middle schools and primary departments of secondary schools.
4. Inspector of Vernacular Education.	1	Rs. 650—30—800	Is responsible for the vernacular education in the province.

(ii) Inspectresses.

<i>Madras.</i>			
1. Inspectress	4	Rs. 400—25—850—S. G.—900—25—950—1,000—50—1,050.	Inspects secondary schools, secondary departments of colleges and training schools.
	2	Rs. 200—20—250—25—500 (Old scale).	
		Rs. 200—30/2—500 (Revised scale).	
2. Assistant Inspectress	1	Rs. 200—20—400—25—500 (Old scale).	Ditto.
		Rs. 200—30/2—500. (Revised scale).	
3. Sub-Assistant Inspectress	51	Rs. 75—5—100—10—150—S. G.—10—250 (Old scale).	Inspects elementary schools.
		Rs. 70—10/2—180—S. G.—140—15/2—200 (Revised scale).	
<i>Bombay.</i>			
Inspectress	4	1 in the scale of Rs. 900—25—950—50—1,050.	Inspects secondary, primary and special schools. One of the inspectresses inspects Urdu girls' schools in two divisions of the Presidency.
		2 in the scale of Rs. 300—25—750.	
		1 in the scale of Rs. 200—10—340—15—400.	
<i>Bengal.*</i>			
1. Inspectress†	2	Rs. 300—40/2—700	Controls all girls' schools, other than European schools, in her area.
2. Assistant Inspectress	12	Rs. 150—30/2—240—30/2—420	Inspects mainly middle and primary schools.

(ii) Inspectresses—contd.

Designation.	No. of posts.	Scale of pay.	Duties of the officer.
<i>United Provinces.</i>			
1. Chief Inspectress	1	Rs. 600—25—800	Inspects all normal and training schools in preparation for the English and Vernacular Certificate examinations for women teachers. Also inspects other important schools in large towns.
2. Inspectress	10	Rs. 200—15—500	Inspects all schools for Indian girls, both English and vernacular. Makes recommendations for opening new schools. Is responsible for the efficiency of the Government vernacular girls' schools under her.
3. Assistant Inspectress of girls' schools, Lucknow.	1	Rs. 140—10—200 plus Rs. 35 conveyance allowance.	Inspects all girls' schools in Lucknow Circle maintained or aided by Municipal Board.
<i>Punjab.</i>			
1. Deputy Directress of Public Instruction.	1	Rs. 400—25—625/550—25—850.	Advises D. P. I. about female education in the province.
2. Circle Inspectress	8	2 in the scale of Rs. 300—20—560. 1 in the scale of Rs. 200—20—400/25—500.	Is generally responsible for the development of female education in a circle.
3. Assistant Inspectress	15	3 in the S. E. S. Class III scale (Rs. 110—5—135). 10 in the S. E. S. Class II scale (Rs. 140—10—190). 2 in the S. E. S. Class I scale (Rs. 200—10—250).	
4. Inspectress and Supervisor of Domestic Science.	1	Rs. 350—25—550	
5. Physical Training Supervisor for girls.	1	Rs. 200—20—400/25—500	Is responsible for the physical education of girls in the province.
<i>Burma.</i>			
1. Inspectress	2	Rs. 300—50—1,500	Has in her charge 45 Anglo-vernacular and English and normal schools which she inspects. Is also responsible for special subjects taught to girls, such as needle work and Domestic Economy, in all schools in Lower Burma.
2. Deputy Inspectress	6	Rs. 175—5—225—10—275	Is responsible for the inspection of special subjects taught to girls.
<i>Bihar and Orissa.*</i>			
1. Inspectress	1	Rs. 280—12—400—20—600—25—700.	Inspects high and training schools and supervises the work of district inspectresses and office work at headquarters.
2. District Inspectress	9	Rs. 170—13—430	Inspects middle schools, special classes for the teaching of needle work and lacu schools.
3. Lady Superintendent of Muhammadan ams.	1	Rs. 85—4/2—125	Supervises the work of the ams and visits pardanashin ladies in their homes and explains to them the aims and objects of female education.
4. Lady Superintendent of Hindu ams.	1	Rs. 40—1—50	

* The scales of pay are as recently revised which came into effect on 1st April 1934, in respect of officers who were appointed after 21st July 1931; many incumbents of the several categories of posts are on the old scales of pay.
† One of the posts has been filled on contract on Rs. 580-40/2—700 plus O. P. at £ 20 up to the age of 40 and £ 25 afterwards and the other post has been filled temporarily on Rs. 500 per mensem.

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

(ii) *Inspectresses—concl.*

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

* The post remained vacant from the 13th November 1933 to the 31st March 1934.

APPENDIX II.

Miscellaneous Tables.

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

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

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

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

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

S. G.—Selection Grade.

E. B.—Efficiency Bar.

University.	Type (a).	Original date of foundation.	(b) Faculties in which degrees are awarded.	No. of members of teaching staff.		No. of institutions.		No. of students.			No. of students who graduated in Arts and Science.
				In university departments.	In affiliated colleges.	University departments.	Consolidated colleges.	In affiliated colleges.	In consolidated colleges.	In affiliated colleges.	
1. Calcutta (c)	Affiliating and teaching	1857	A. Sc., Ed., Eng., M., L., Com., O.	187	1,856	2	60	968	..	28,548	2,309
2. Bombay	Affiliating and teaching	1857	A. Sc., Ed., Eng., M., L., Com., O. Tech., Ag.	5	637	3	33	110	..	16,182	1,656
3. Madras (d)	Affiliating and teaching	1857	A. Sc., Ed., Eng., M., L., Com., O. Tech., Ag.	33	413	18	42	141	5,250	10,124	1,916
4. Punjab	Affiliating and teaching	1882	A. Sc., Ed., Eng., M., L., Com., O. Tech., Ag.	94	52	13	51	598	1,357	17,841	1,435
5. Allahabad (e)	Teaching.	1887	A. Sc., L., Com., Ag., Ed.	109	36	16	4	1,011	272	..	435
6. Benares Hindu	Teaching.	1916	A. Sc., Ed., Eng., L., O., M.	..	218	..	9	..	9,492	..	263
7. Mysore (f)	Teaching.	1916	A. Sc., Eng., M., Teach.	..	268	..	9	..	2,955	..	231
8. Patna	Affiliating.	1917	A. Sc., Ed., Eng., L., M.	..	..	..	..	..	..	4,341	317
9. Osmania	Teaching.	1918	A. Sc., Ed., Eng., L., M., Th.	..	186	..	9	..	1,284	..	84
10. Aligarh Muslim	Unitary	1920	A. Sc., Ed., L., M.	96	..	18	..	1,241	..	..	126
11. Rangoon	Teaching.	1920	A. Sc., Ed., Eng., L., M., F.	..	187	..	5	..	1,805	..	114
12. Lucknow	Unitary and teaching	1920	A. Sc., Ed., M., L., Com., O.	118	13	2	1	2,014	70	..	267
13. Dacca	Unitary	1921	A. Sc., Ed., L., Com.	102	..	13	..	984	..	..	161
14. Delhi	Teaching.	1922	A. Sc., L.	10	107	..	7	154	2,054	..	238
15. Nagpur	Affiliating and teaching	1923	A. Sc., Ed., L., Ag.	7	..	1	..	358	..	2,523	324
16. Andhra	Affiliating and teaching	1926	A. Sc., Ed., M. O.	32	..	2	..	118	..	3,002	415
17. Agra	Affiliating.	1927	A. Sc., L., Com., Ag.	..	..	..	15	..	..	3,319	781
18. Annamalai	Unitary	1929	A. Sc., O.	78	..	1	..	612	..	..	57

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

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

(c) Reconstituted in 1904.

(d) Reconstituted in 1931.

(e) Reconstituted in 1933.

(f) Reconstituted in 1933.

(iv) Number of University Graduates and Undergraduates.

Province.	Year.	NUMBER OF GRADUATES IN							NUMBER OF UNDERGRADUATES IN					Total.	
		Arts and Science.	Law.	Medicine.	Engineering.	Education.	Commerce.	Agriculture.	Other Faculties.	Arts and Science.	Medicine.	Engineering.	Oriental Languages and Literature.		Other Faculties.
Madras	1926-27	1,027	283	46	23	172	..	20	..	11,566	527	152	..	115	13,981
	1931-32	2,233	220	72	57	344	..	55	..	13,003	702	237	..	185	18,220
	1932-33	2,142	192	63	52	312	..	48	..	12,414	720	219	1,168	125	17,459
	1933-34	1,906	218	59	31	352	..	40	..	11,782	798	220	1,242	164	16,892
Bombay	1926-27	1,150	286	215	65	43	57	29	..	6,743	1,210	303	..	396	10,497
	1931-32	1,120	397	162	98	75	81	60	..	8,623	1,009	291	..	466	12,382
	1932-33	1,247	504	122	89	71	64	78	..	8,860	778	265	..	449	12,552
	1933-34	1,430	410	116	73	94	70	54	..	9,824	861	324	..	456	13,711
Bengal	1926-27	2,243	786	263	27	109	61	..	..	24,382	(a)	(a)	..	46	27,917
	1931-32	2,645	685	225	46	142	94	..	..	19,723	1,163	103	..	26	24,842
	1932-33	2,814	720	178	42	82	109	..	..	21,608	1,238	170	..	49	27,016
	1933-34	2,790	584	208	35	165	180	..	..	24,567	1,275	197	..	55	30,006
United Provinces.	1926-27	1,664	760	37	81	125	97	..	..	3,665	221	223	316	184	7,402
	1931-32	2,000	921	49	80	141	106	37	..	4,625	414	329	446	335	9,183
	1932-33	2,484	763	40	131	161	89	30	..	5,956	446	352	457	822	11,231
	1933-34	2,512	628	28	152	165	107	50	..	5,616	455	338	196	723	10,970
Punjab	1926-27	894	176	44	..	69	..	30	..	7,037	555	..	..	160	8,965
	1931-32	1,170	146	31	..	80	31	34	..	10,889	558	59	103	1,126	14,227
	1932-33	1,361	289	31	..	78	21	58	..	11,860	539	60	150	1,296	15,747
	1933-34	1,776	343	22	6	100	26	65	..	10,155	610	65	105	274	13,547
Burma	1926-27	92	19	..	..	..	..	..	..	1,254	65	41	..	8	1,479
	1931-32	98	28	..	..	..	..	..	..	1,843	82	51	..	19	1,621
	1932-33	126	29	..	..	19	..	..	..	1,474	87	39	..	74	1,848
	1933-34	117	32	..	..	..	..	..	..	1,473	91	35	..	135	1,888
Bihar and Orissa.	1926-27	357	228	6	..	30	..	..	..	3,511	153	71	..	..	4,356
	1931-32	344	92	55	19	1	..	..	..	3,687	261	108	..	..	4,517
	1932-33	349	138	44	17	7	..	..	..	3,681	273	104	..	..	4,567
	1933-34	148	158	30	31	4	..	..	..	3,314	289	100	..	..	4,080
Central Provinces.	1926-27	165	55	..	..	22	..	..	..	1,192	..	..	..	87	1,471
	1931-32	233	134	..	..	23	..	..	..	1,791	..	..	..	107	2,388
	1932-33	285	81	..	..	27	..	24	..	2,027	..	..	..	113	2,557
	1933-34	377	243	..	..	22	..	19	..	2,224	..	..	..	117	3,002
Assam	1926-27	82	20	..	..	..	..	..	..	1,040	..	..	..	..	1,142
	1931-32	139	12	..	..	..	..	..	..	1,237	..	..	..	..	1,388
	1932-33	168	30	..	..	..	..	..	..	1,507	..	..	..	..	1,705
	1933-34	171	12	..	..	..	..	..	..	1,738	..	..	..	..	1,921
Delhi	1926-27	130	49	..	..	..	..	..	..	1,140	..	..	..	..	1,319
	1931-32	194	33	..	..	..	..	..	..	1,820	..	..	..	..	2,047
	1932-33	190	34	..	..	..	..	..	..	1,965	..	..	..	..	2,189
	1933-34	260	..	..	..	..	..	..	..	1,917	..	..	..	..	2,177
Other Minor Administrations.	1926-27	83	1	2	..	..	..	..	..	500	..	..	..	..	586
	1931-32	72	..	..	..	..	..	..	..	455	..	..	..	..	529
	1932-33	98	..	..	..	3	..	..	..	552	..	..	..	..	653
	1933-34	137	..	..	..	8	..	..	..	640	..	..	..	..	785
Total of all Provinces.	1926-27	7,887	2,672	618	196	570	215	79	..	62,050	2,731	790	816	946	79,065
	1931-32	10,298	2,268	594	300	808	312	186	..	67,146	4,189	1,268	1,717	2,214	91,300
	1932-33	11,264	2,786	478	385	760	283	238	..	71,854	4,076	1,218	1,779	2,428	97,494
	1933-34	11,714	2,628	469	328	910	342	228	..	73,250	4,369	1,279	1,543	1,914	98,974

(a) Information not available.

(v) Number of undergraduates in institutions controlled by Provincial Boards of Education in 1933.

Province.	Arts and Science.	Oriental Languages and Literature.	Other Faculties.	Total.
Bengal (Dacca)	(a) 1,110	..	..	1,110
United Provinces	6,455	..	908	7,453
Rajputana (including Ajmer-Merwara), Central India and Gwalior (b).	232	..	27	259

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

(b) Figures for 1933-34.

(vi) Results of examinations conducted by Provincial Boards of Education, 1934.

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.	Rajputana (including Ajmer-Merwara), Central India and Gwalior High School and Intermediate Board.
<i>High School or Leaving certificate.</i>								
Number of candidates .	(a)	523	11,937	3,524	3,517	904	2,012	506
.. passes .	6,169	364	7,498	1,545	1,680	431	967	268
Percentage of passes .	..	69.6	62.8	43.8	48.0	47.7	48.1	52.9
<i>Intermediate Arts.</i>								
Number of candidates .	..	(b) 267	(d) 4,010	..	..	..	..	108
.. passes .	..	152	(d) 2,271	..	..	..	..	48
Percentage of passes .	..	56.9	56.6	..	..	..	..	44.4
<i>Intermediate Science.</i>								
Number of candidates .	..	(e) 192	..	..	..	..	..	(e) 48
.. passes .	..	117	..	..	..	..	..	28
Percentage of passes .	..	60.9	..	..	..	..	..	58.3

(a) Complete information not available.

(b) Excludes 72 candidates (of whom 55 passed) in Intermediate examination in Islamic Studies.

(c) Excludes 29 and 44 candidates (of whom 15 and 27 passed) in Intermediate examination in Dyeing and in Commerce, respectively.

(d) Includes figures for Intermediate Science, but excludes those for Intermediate Commerce (364 appeared and 186 passed) and Intermediate Agriculture (75 appeared and 63 passed).

(e) Excludes 22 candidates (of whom 14 passed) in Intermediate examination in Commerce.

(vii) Results of Examinations of Indian

Nature of Examination.	Madras.	Andhra.	Anna- malai.	Bombay.	Calcutta.	Dacca.	Allaha- bad.	Luck- now.	Benares Hindu.	Agra.
<i>Matriculation.</i>										
Number of candidates .	120	32	..	(a) 14,891	22,874	..	..	..	1,699	..
" passes .	34	3	..	(a) 6,861	14,186	..	..	..	633	..
Percentage of passes .	28.3	9.4	..	(a) 47.7	61.8	..	..	..	37.3	..
<i>Intermediate Arts.</i>										
Number of candidates .	(b) 5,862	(b) 2,301	(b) 143	1,921	4,802	..	..	..	412	..
" passes .	(b) 1,899	(b) 725	(b) 62	1,168	2,778	..	..	..	218	..
Percentage of passes .	(b) 35.4	(b) 31.5	(b) 43.4	60.8	57.1	..	..	..	52.9	..
<i>Intermediate Science.</i>										
Number of candidates .	..	..	..	1,457	3,605	..	..	..	362	..
" passes .	..	..	..	680	1,914	..	..	..	147	..
Percentage of passes .	..	..	..	46.7	53.1	..	..	..	40.6	..
<i>Bachelor of Arts (Honours).</i>										
Number of candidates .	208	23	21	548	460	57	59	37	15	..
" passes .	146	21	21	397	(e) 401	(e) 51	40	34	1	..
Percentage of passes .	70.2	91.3	100	72.4	87.2	89.5	67.8	91.9	6.7	..
<i>Bachelor of Arts (Pass).</i>										
Number of candidates .	2,629	1,049	44	888	2,535	126	535	252	293	824
" passes .	1,024	319	27	566	1,352	61	371	175	178	457
Percentage of passes .	39.0	30.4	61.4	63.7	53.3	48.4	69.3	69.4	60.7	55.4
<i>Bachelor of Science (Honours).</i>										
Number of candidates .	..	..	14	..	163	20	31	8	13	..
" passes .	..	..	13	..	(e) 122	(e) 16	27	8	4	..
Percentage of passes .	..	..	92.9	..	74.8	80.0	87.1	100	30.8	..
<i>Bachelor of Science (Pass).</i>										
Number of candidates .	..	248	93	489	685	56	145	78	170	192
" passes .	..	73	31	335	355	33	117	50	85	103
Percentage of passes .	..	29.4	33.3	68.5	51.8	58.9	80.7	64.1	47.5	53.6
<i>Master of Arts.</i>										
Number of candidates .	152	..	..	162	561	77	108	89	57	125
" passes .	80	..	..	108	366	69	94	89	43	105
Percentage of passes .	52.6	..	..	66.7	65.2	89.6	87.0	100	75.4	84.0
<i>Master of Science.</i>										
Number of candidates .	11	..	..	32	211	29	(f) 118	36	42	21
" passes .	10	..	..	22	122	25	(f) 100	33	34	19
Percentage of passes .	90.9	..	..	68.7	57.8	86.2	(f) 89.8	91.7	80.9	90.5

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

(b) Represents figures for

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

(d) Includes figures for

(e) Includes candidates who appeared for the

(f) Represents figures for both

(g) Includes candidates who completed

N.B.—The following figures relating to the Bombay University

D. Lit. (1 appeared and none passed), and

Universities in Arts and Science, 1934.

Allgarh Muslim.	Punjab.	Delhi.	Rangoon.	Patna.	Nagpur.	Mysore.	Osmania (Hydera- bad).	Total.	Nature of Examination.
									<i>Matriculation.</i>
184	17,163	..	..	4,284	..	..	989	61,736	Number of candidates.
111	11,907	..	..	1,847	..	..	453	35,985	" passes.
60.8	69.4	..	..	43.1	..	..	45.8	58.20	Percentage of passes.
									<i>Intermediate Arts.</i>
150	3,658	520	(d) 570	893	573	367	(b) 409	22,141	Number of candidates.
73	2,025	346	(d) 259	355	299	(g) 93	(b) 163	10,463	" passes.
48.7	55.4	66.5	(d) 45.4	39.8	52.2	25.3	(b) 39.9	47.26	Percentage of passes.
									<i>Intermediate Science.</i>
131	1,425	165	..	413	206	899	..	8,723	Number of candidates.
71	867	123	..	183	130	(g) 189	..	4,294	" passes.
54.2	60.1	74.5	..	44.3	48.9	21.0	..	49.23	Percentage of passes.
									<i>Bachelor of Arts (Honours).</i>
3	281	42	16	144	..	32	..	1,946	Number of candidates.
(e) 2	126	(e) 36	(e) 14	88	..	(e) 31	..	1,409	" passes.
66.7	44.8	85.7	87.5	61.1	..	96.9	..	72.40	Percentage of passes.
									<i>Bachelor of Arts (Pass).</i>
127	2,728	218	131	461	484	(e)	140	13,464	Number of candidates.
95	1,418	149	72	175	258	85	74	6,856	" passes.
74.8	52.0	(68.3	55.0	38.0	53.3	..	52.9	50.92	Percentage of passes.
									<i>Bachelor of Science (Honours).</i>
2	2	..	12	26	..	38	..	329	Number of candidates.
..	1	..	(e) 11	15	..	(e) 85	..	252	" passes.
..	50.0	..	91.7	57.7	..	92.1	..	76.60	Percentage of passes.
									<i>Bachelor of Science (Pass).</i>
37	164	68	53	60	102	(c)	34	2,688	Number of candidates.
29	98	48	17	37	66	83	14	1,574	" passes.
78.3	59.8	70.6	29.3	61.6	64.7	..	41.2	58.56	Percentage of passes.
									<i>Master of Arts.</i>
67	283	68	1	71	49	16	(f) 15	1,901	Number of candidates.
44	178	36	1	59	44	11	(f) 10	1,337	" passes.
65.7	62.9	52.9	100	83.1	89.8	63.7	(f) 66.7	70.33	Percentage of passes.
									<i>Master of Science.</i>
25	43	..	2	21	20	25	(f) 9	645	Number of candidates.
13	35	..	2	17	19	23	(f) 9	494	" passes.
72.0	81.4	..	100	80.9	95.0	92.0	(f) 100	76.59	Percentage of passes.

examination is held by a special Board constituted jointly by the University and Government.

both Arts and Science.

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

Intermediate Science.

Honours Examinations but were awarded Pass Degrees.

" final " and " previous " examinations.

by passing either parts.

are not shown above :—

D.Sc. (3 appeared and 2 passed, 66.7 per cent.)

APPENDIX III.
BRITISH INDIA.
General Educational Tables, 1933-34.

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General Summary of Educational Institutions and Scholars.

			PERCENTAGE OF SCHOLARS TO POPULATION.			
			Recognized Institutions.		All Institutions.	
			1934.	1933.	1934.	1933.
Area in square miles	(e)1,003,879					
Population—						
Males	140,022,643	Males	7.05	8.04	7.44	7.32
Females	131,069,261	Females	1.99	1.88	2.09	1.98
Total	271,091,904	Total	4.60	4.49	4.85	4.78

Recognized Institutions.	INSTITUTIONS.			SCHOLARS.			Stages of Instruction of Scholars entered in column 4.
	1934.	1933.	Increase or decrease.	1934.	1933.	Increase or decrease.	
	1	2	3	4	5	6	
Universities	16	16	..	[(f)10,762	10,041	+ 721	(a)24,435 (b)49,957 (c)1,845 (d)15,105 (e)1,561 (f)619,998 (g)205,116 (h)422,093 (i)752,534 (j)8,390,988†
For Males.							
Arts Colleges	231	228	+3	76,852	73,680	+3,163	
Professional Colleges	60	64	—4	18,576	18,084	+492	
High Schools	2,908	2,886	+112	915,114	892,580	+22,534	
Middle Schools	9,683	9,692	—9	1,174,677	1,188,582	—18,905	
Primary Schools	166,880	166,586	+294	8,396,968	8,182,151	+214,817	
Special Schools	6,262	6,878	—116	237,308	242,783	—5,475	
Totals	186,114	185,784	+330	10,819,495	10,597,869	+221,626	
For Females.							
Arts Colleges	24	24	..	1,817	1,040	+177	(a)535 (b)1,222 (c)60 (d)232 (e)100 (f)47,476 (g)44,954 (h)29,532 (i)110,511 (j)1,409,388†
Professional Colleges	9	8	+1	341	307	+34	
High Schools	358	338	+20	92,430	86,122	+6,308	
Middle Schools	891	845	+46	140,043	129,783	+10,260	
Primary Schools	34,054	33,170	+884	1,409,388	1,340,810	+68,578	
Special Schools	388	381	+7	17,520	16,550	+970	
Totals	35,722	34,766	+956	1,661,539	1,584,227	+77,312	
Unrecognized Institutions.							
For Males	31,078	30,793	+285	592,650	567,599	+25,051	
For Females	3,794	3,988	—194	88,444	93,706	—5,262	
Totals	34,872	34,781	+91	681,094	661,305	+19,789	
GRAND TOTALS	256,724	255,347	+1,377	13,172,890	12,853,532	+319,358	

(a) In Graduate and Post-Graduate classes. (b) In Intermediate classes. (c) In Secondary stage. (d) In Primary stage.
 (e) Includes the area of Manpur Pargana in Central India handed over to the Holkar Darbar in 1832-33.
 (f) Includes 22 scholars of Professional Colleges undergoing Pundit's training in the Annamalai University, 880 scholars of Professional Colleges in Burma and 161 Law scholars in Delhi.
 * Includes 6 male scholars in intermediate classes in Assam.
 † Includes 213 male scholars in Secondary stage in Bihar and Orissa and Assam.
 ‡ Includes 59 female scholars in Secondary stage in Bihar and Orissa and Assam.
 N.B.—1. There are also 6 Boards of Secondary and Intermediate Education in British India which are not separately shown in this table.
 N.B.—2. Details under column 7 do not in some cases agree with the totals under column 4 as classification by stages in respect of all scholars has not been furnished by all provinces.

General Summary of Expenditure on Education.

	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM						COST PER SCHOLAR TO				Total cost per scholar.
	1934.	1933.	Increase or decrease.	Government funds.	Local funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.			
1	2	3	4	5	6	7	8	9	10	11	12			
													Rs. A. P.	
Direction and Inspection	Rs. 1,11,85,727	1,07,77,450	Rs. 4,18,277	91.6	8.3	43.1	0.1	73.14	0.9	93.5	27.2	194.15		
Universities	1,31,30,857	1,32,85,106	—1,54,249	40.4	..	43.1	16.5	253.10	6.13	105.8	10.10	376.10		
Boards of Secondary and Intermediate Education.	3,53,989	3,35,994	+11,995	12.8	..	87.2	..	15.10	2.50	26.14	6.4	50.9		
Miscellaneous	3,36,78,606	3,49,14,063	—12,35,457	32.4	13.6	20.2	33.8	7.10	4.12	5.11	1.44	19.11		
Totals	5,83,59,179	5,93,12,613	—9,53,434	45.5	9.4	21.9	23.2	36.10	2.9	8.2	12.9	60.0		
													Rs. A. P.	
Institutions for Males.	1,48,93,487	1,41,53,955	+7,39,532	37.9	0.3	47.9	13.9	73.14	0.9	93.5	27.2	194.15		
Arts Colleges	71,39,769	71,45,856	—6,087	67.4	1.8	28.0	2.8	253.10	6.13	105.8	10.10	376.10		
Professional Colleges	4,83,96,837	4,64,67,621	+19,296	29.7	4.7	53.2	12.4	15.05	2.50	26.14	6.4	50.9		
High Schools	2,31,67,731	2,31,56,999	+10,732	38.7	24.4	27.2	9.7	3.15	4.12	5.11	1.44	19.11		
Middle Schools	6,68,57,968	6,55,99,323	+12,58,645	49.5	32.7	7.0	10.8	3.15	2.9	8.0	0.13	7.15		
Primary Schools	1,42,40,040	1,42,10,135	+29,905	61.1	4.3	19.6	21.0	36.10	2.9	8.2	12.9	60.0		
Special Schools	17,47,45,849	17,10,33,504	+37,12,345	43.3	17.5	27.3	11.9	6.15	2.13	4.6	1.14	16.2		
Totals	17,47,45,849	17,10,33,504	+37,12,345	43.3	17.5	27.3	11.9	6.15	2.13	4.6	1.14	16.2		
													Rs. A. P.	
Institutions for Females.	6,00,463	5,50,876	+49,587	55.2	0.1	26.1	18.6	224.4	0.6	105.15	75.5	405.15		
Arts Colleges	2,81,491	2,81,491	..	81.2	..	13.8	5.0	774.9	..	131.15	47.7	384.0		
Professional Colleges	3,25,319	72,09,294	+68,837	40.3	1.9	35.9	21.9	33.1	1.8	29.7	17.15	82.0		
High Schools	77,21,572	41,30,704	+35,918	40.7	12.9	16.6	29.8	12.9	3.15	5.2	9.3	30.15		
Middle Schools	43,89,002	1,88,06,259	+1,44,172	16.0	39.3	3.9	16.0	3.13	3.10	0.5	1.7	9.5		
Primary Schools	1,31,86,725	1,25,51,127	+6,35,598	61.9	2.6	4.8	30.7	87.14	3.11	6.13	4.8	141.15		
Special Schools	24,87,077	25,51,127	—64,050	43.3	20.8	15.1	20.8	7.7	3.9	2.9	3.9	17.4		
Totals	2,86,60,158	27,75,29,751	+24,886,593	43.8	16.0	24.8	15.4	9.2	3.5	5.3	3.8	20.15		
GRAND TOTALS	26,17,65,186	25,78,75,868	+38,923,318											

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.

EXPLANATIONS.

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

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

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

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

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

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

7. *Anglo-Indian and 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 Anglo-Indian and European Schools is included in the General Summary and General Tables III-A and B. *Teachers* in Anglo-Indian and European Schools are included in Tables VI-A and B.

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

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

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

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

I.—Classification of Educational Institutions.

	FOR MALES.						FOR FEMALES.					
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
RECOGNISED INSTITUTIONS.												
Universities	..	..	..	16	..	16	..	..	..	..	..	..
Boards of Secondary and Intermediate Education.	4	..	..	2	..	6	..	..	..	..	..	..
Colleges—												
Arts and Science *	37	..	1	86	17	141	3	..	..	7	3	18
Law	4	..	..	2	6	12	..	..	..	..	..	..
Medicine	7	..	1	1	..	9	..	..	..	1	..	..
Education	14	..	..	..	..	14	3	..	..	3	2	8
Engineering	6	..	..	1	..	7	..	..	..	..	..	..
Agriculture	6	..	..	..	1	7	..	..	..	..	..	..
Commerce	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary Science	4	..	..	..	..	4	..	..	..	7	1	11
Intermediate and 2nd grade Colleges.	23	1	..	40	17	90	3	..	..	..	..	..
Totals	103	1	2	143	42	291	9	..	..	18	6	38
High Schools	334	95	200	1,661	718	2,998	54	1	5	279	19	354
Middle Schools—												
English	99	548	225	2,380	737	3,989	29	4	20	302	24	371
Vernacular	51	4,616	96	950	31	5,744	96	66	84	259	5	311
Primary Schools	2,187	43,998	19,596	92,542	8,557	166,880	388	4,044	4,529	20,612	4,481	34,055
Totals	2,671	49,257	20,117	97,473	10,043	179,561	567	4,115	4,640	21,452	4,529	36,30
Special Schools—												
Art	6	2	..	5	3	15	..	..	..	..	..	..
Law	2	..	..	..	..	2	..	..	..	..	..	..
Medical	18	..	..	..	..	18	..	..	..	..	..	..
Normal and Training	277	45	9	34	7	373	107	2	3	86	11	208
Engineering †	8	..	..	2	1	11	..	..	..	..	..	..
Technical and Industrial	129	20	9	197	17	372	2	..	1	86	7	115
Commercial	17	..	..	23	91	131	..	..	..	..	..	..
Agricultural	5	..	1	4	1	11	..	..	..	..	..	..
Reformatory	10	..	..	2	..	12	..	..	..	..	..	..
Schools for Defectives	1	1	..	29	2	33	..	..	..	..	..	..
Schools for Adults	15	330	131	842	219	1,537	2	..	..	13	..	..
Other Schools	66	9	14	3,064	583	3,736	24	..	..	25	2	..
Totals	554	408	164	4,207	920	6,262	187	2	4	223	20	3
Totals for Recognised Institutions.	3,332	49,666	20,283	101,841	11,014	186,186	713	4,117	4,644	21,693	4,555	35,7
Unrecognised Institutions	..	107	13	75	30,883	31,078	..	10	12	28	3,744	3,7
GRAND TOTALS, ALL INSTITUTIONS.	3,332	49,773	20,296	101,916	41,897	217,214	713	4,127	4,656	21,721	8,299	39,1

* Includes 3 Oriental Colleges.

† Includes Survey Schools.

T.2 N33
N36

II-B.—Distribution of Scholars attending

	GOVERNMENT.			DISTRICT BOARD.			MUNICIPAL BOARD.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
READING—									
IN UNRECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b)	646	595	234	..	..	..	..	..	..
Medicine	..	..	..	..	..	..	..	..	..
Education	76	70	58	..	..	..	..	..	..
Totals	722	665	292	..	..	..	..	..	..
School and Special Education.									
<i>In High Schools</i>	17,729	15,072	1,481	723	678	..	877	778	29
" Middle Schools—									
English	4,259	3,466	72	446	354	..	4,109	3,288	..
Vernacular	16,288	12,225	128	6,272	4,847	..	15,941	12,944	..
" Primary Schools	31,219	23,788	156	332,871	245,848	20	218,168	161,231	..
Totals	69,490	54,531	1,837	340,312	251,727	20	239,095	178,239	29
<i>In Medical Schools</i>	174	174	64	..	..	..	..	..	..
" Normal and Training Schools	3,604	3,221	2,385	19	18	18	70	58	..
" Technical and Industrial Schools	461	389	..	..	..	..	60	60	..
" Commercial Schools	..	..	..	..	..	..	..	..	..
" Agricultural Schools	..	..	..	..	..	..	..	..	..
" Schools for Adults	35	35	..	..	..	..	..	..	..
" Other Schools	865	710	..	..	..	..	..	..	..
Totals	5,139	4,529	2,449	19	18	18	130	118	..
Totals for Recognised Institutions.	75,351	59,725	4,578	340,331	251,745	38	239,225	178,357	29
In Unrecognised Institutions.	..	..	..	294	208	..	1,090	753	..
GRAND TOTALS, ALL INSTITUTIONS FOR FEMALES.	75,351	59,725	4,578	340,625	251,948	38	240,315	179,110	29
GRAND TOTALS, ALL INSTITUTIONS—MALES AND FEMALES.	377,161	319,154	43,496	4,591,452	3,562,437	35,560	1,000,945	781,279	1,042

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

(b) Includes *nil* scholars in Oriental Colleges.

Educational Institutions for Females.

AIDED.			UNAIDED.			Grand total of scholars on rolls.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
846	788	489	325	265	76	1,817	1,648	779	..
145	140	145	..	..	..	145	140	145	..
78	77	62	42	40	18	196	187	188	..
1,069	1,005	676	367	305	94	2,158	1,975	1,062	..
69,935	61,201	13,907	3,166	2,548	558	92,430	80,275	(a) 15,991	7,850
42,433	36,124	7,533	2,253	1,875	375	53,500	45,107	7,980	5,705
47,470	39,642	8,272	577	485	236	86,543	70,144	3,688	3,397
712,985	672,348	9,684	114,145	88,759	46	1,409,388	1,091,954	9,906	65,837
872,823	709,316	34,396	120,141	98,667	1,216	1,641,861	1,287,489	(a) 37,518	82,889
348	348	258	..	..	..	522	522	322	..
3,093	2,942	1,965	290	280	142	7,076	6,519	4,510	5
4,824	4,098	1,204	361	282	105	5,706	4,808	1,899	88
146	115	..	..	..	..	146	115	..	..
60	48	60	..	..	..	60	48	40	..
793	524	70	..	..	..	828	559	70	..
2,201	1,753	415	116	105	21	3,182	2,568	436	(b) 301
11,465	9,823	4,062	767	647	268	17,520	15,135	6,797	394
885,357	720,144	39,134	121,275	94,619	1,577	1,661,539	1,304,590	(a) 45,372	83,233
4,581	2,542	..	82,479	48,422	..	88,444	51,920	..	8,798
889,938	722,686	39,134	203,754	143,041	1,577	1,749,983	1,356,510	(a) 45,372	92,081
5,852,081	4,816,516	138,962	1,351,251	965,356	16,132	13,172,890	10,444,742	(a) 236,113	—

(a) Includes 16 boarders attending the Provincial Hostel, Abbottabad (Students of the Anglo-Vernacular Schools at Abbottabad) in North-West Frontier Province not shown in details.

(b) Includes 53 scholars of schools for Defectives and 25 scholars for Reformatory Schools.

III-A.—Expenditure on Education for Males.

Expenditure on Buildings includes Rs. 14,47,957 (a) 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	
UNIVERSITY AND INTER-MEDIATE EDUCATION.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	Ra.	
Universities	..	..	..	..	..	..	..	..	..	..	..	
Boards of Secondary and Intermediate Education.	36,561	..	..	2,73,424	..	3,09,985	..	..	..	..	..	
Arts Colleges	33,16,014	..	..	17,88,724	1,97,656	53,02,394	..	..	..	13,000	13,000	
Professional Colleges—Law	20,787	..	..	1,51,084	1,486	1,73,356	..	..	..	..	..	
Medicine	14,33,198	..	..	5,07,148	66,783	20,07,049	..	..	1,20,822	93,327	2,14,149	
Education	4,99,984	..	..	2,07,883	14,914	9,12,781	..	..	..	..	..	
Engineering	10,42,582	..	..	2,15,313	36,558	12,94,453	..	..	..	..	..	
Agriculture	9,66,415	..	..	74,723	..	10,41,138	..	..	..	..	..	
Commerce	..	..	..	51,628	18,969	70,627	..	..	..	..	..	
Forestry	1,02,077	..	..	21,750	3,217	1,27,044	..	..	..	..	..	
Veterinary Science	4,98,650	..	..	29,876	1,500	5,30,026	..	..	..	..	..	
Intermediate Colleges	9,55,908	..	..	3,63,716	16,232	13,35,906	4,000	..	20,063	9,966	34,120	
Totals	90,62,116	..	..	36,65,269	3,57,394	1,31,04,779	4,000	..	1,40,886	1,03,293	13,091	2,61,269

SCHOOL EDUCATION.												
General.												
High Schools	62,08,180	4,809	9,860	31,04,816	44,749	95,52,854	9,78,224	10,48,865	4,80,167	22,10,842	36,726	47,49,614
Middle Schools—												
English	7,24,927	1,000	..	2,49,887	3,443	9,79,257	5,87,099	8,13,018	2,70,095	10,22,774	26,860	27,19,846
Vernacular	1,74,482	1,099	..	6,821	5	1,82,407	60,71,695	23,00,985	2,84,029	9,90,190	53,045	96,99,944
Primary Schools	12,82,425	15,415	2,406	6,047	9,328	13,15,621	2,51,42,218	91,35,319	70,48,610	10,93,393	6,40,586	4,30,60,128
Totals	84,79,994	22,323	12,256	34,57,671	57,525	1,20,29,639	2,27,74,236	1,32,08,177	80,82,901	53,16,999	7,57,217	6,02,29,530
Special.												
Arts Schools	2,59,311	..	..	46,079	10,883	3,16,273	1,028	4,470	459	111	4,185	10,253
Law Schools	..	..	..	7,943	..	7,943	..	..	..	..	..	..
Medical Schools	10,62,833	200	..	3,27,607	33,864	14,24,504	..	..	..	..	..	..
Normal and Training Schools.	25,73,446	12,375	4,710	2,105	9,337	26,01,973	67,756	32,806	24,805	768	9,502	1,35,727
Engineering Schools*	4,78,693	..	..	89,281	20,423	5,88,402	..	..	..	..	..	..
Technical and Industrial Schools.	16,57,617	13,846	694	25,404	1,00,239	17,97,800	45,456	67,378	38,637	8,335	39,897	1,99,692
Commercial Schools	69,443	..	..	46,444	1,704	1,17,591	..	..	..	..	..	..
Agricultural Schools	46,921	..	..	..	..	46,921	..	6,816	..	..	718	7,534
Reformatory Schools	3,67,181	..	..	..	5,886	3,73,067	..	..	..	..	..	..
Schools for Defectives	3,423	..	..	..	..	3,423	..	..	683	..	..	683
Schools for Adults	4,957	..	..	..	161	5,118	20,828	5,694	13,279	..	106	39,907
Other Schools	7,31,818	190	..	75,287	42,294	8,49,559	4,605	9,075	5,083	33,211	87,275	1,39,199
Totals	72,55,943	26,611	5,404	6,20,150	2,24,766	81,32,574	1,39,672	1,26,239	82,976	42,425	1,41,683	5,32,995
GRAND TOTALS	2,47,97,723	48,934	17,660	77,62,990	6,39,685	8,32,66,982	2,39,17,908	1,34,24,416	88,06,762	54,62,717	9,11,991	6,10,23,794

• Includes Survey Report •

* Include Survey Schools.

III-A.—Expenditure on Education for Males—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	
UNIVERSITY AND INTERMEDIATE EDUCATION.										
Universities	53,02,039	..	..	56,55,390	21,73,423	1,31,30,857	..	..	..	..
Boards of Secondary and Intermediate Education.	8,733	..	..	35,257	14	44,004	..	..	..	..
Arts Colleges	15,62,367	18,235	11,131	38,40,711	14,99,280	69,26,724	10,88,141	1,15,181	11,93,322	
Professional Colleges—										
Law	..	..	..	23,171	..	23,171	8,90,764	5,434	8,96,198	
Medicine	20,000	..	..	1,02,971	..	1,02,971	..	..	..	
Education	..	..	..	246	830	1,076	..	..	..	
Engineering	30,970	1,500	8,150	37,860	19,450	97,920	..	..	..	
Agriculture	..	..	..	..	..	..	6,749	23,124	29,873	
Commerce	37,000	..	..	13,631	10,620	61,151	26,736	..	28,786	
Forestry	..	..	..	..	..	..	..	..	..	
Veterinary Science	..	..	..	..	..	..	..	..	..	
Intermediate Colleges	5,90,272	175	4,280	8,31,180	3,64,387	17,90,294	2,10,506	1,71,586	3,82,092	
Totals	75,51,381	14,910	22,561	1,06,00,307	40,68,009	2,22,58,168	17,17,926	3,15,275	20,33,201	

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SCHOOL EDUCATION.										
General.										
High Schools	64,72,156	2,74,147	3,47,234	1,45,70,765	45,30,093	2,61,94,450	46,66,940	11,44,184	58,11,124	
Middle Schools—										
English	13,11,027	5,16,355	85,606	32,36,398	16,04,829	68,08,715	6,72,048	4,38,384	11,10,432	
Vernacular	1,04,571	9,79,353	3,94,854	66,504	94,147	16,38,931	14,228	18,971	33,199	
Primary Schools	66,46,577	47,32,170	9,53,237	33,12,993	60,98,969	2,17,42,971	2,48,674	4,90,573	7,39,247	
Totals	1,45,34,331	65,03,030	17,78,931	2,12,34,663	1,28,28,063	5,68,80,067	56,01,890	20,92,112	76,94,002	
Special.										
Arts Schools	8,562	456	6,000	5,990	7,475	28,883	236	7,376	7,612	
Law Schools	..	..	..	..	..	..	..	..	..	
Medical Schools	5,250	1,320	27,245	1,01,511	54,357	1,89,683	1,19,563	29,667	1,49,250	
Normal and Training Schools	1,85,814	757	280	2,564	1,19,567	3,08,962	5,498	29,640	35,138	
Engineering Schools*	2,230	..	25,375	32,341	3,005	62,961	370	..	370	
Technical and Industrial Schools	4,61,896	24,974	63,360	1,94,391	11,07,173	18,53,623	11,205	13,301	24,506	
Commercial Schools	6,385	..	..	17,625	10,134	34,144	1,47,616	18,900	1,66,516	
Agricultural Schools	2,140	1,280	60	60	5,774	9,314	72	8	80	
Vocational Schools	65,402	..	1,760	1,535	19,648	88,345	..	..	..	
Schools for Defectives	68,463	1,868	15,720	17,104	1,21,984	2,25,134	2,320	10,843	13,163	
Schools for Adults	31,726	10,270	9,017	12,873	47,950	1,11,841	1,036	4,966	6,001	
Other Schools	4,59,406	1,27,865	50,931	5,20,394	7,31,018	18,89,514	84,358	2,84,773	3,69,131	
Totals	12,97,274	1,70,735	1,99,723	8,08,093	22,28,064	43,01,904	3,73,924	3,90,433	7,72,507	
GRAND TOTALS	2,38,32,386	66,83,735	20,03,270	3,27,41,023	1,80,24,156	8,34,40,199	76,92,240	23,06,870	1,04,99,710	

* Include Survey Schools.

III-A.—Expenditure on Education for Males—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.
Direction	16,03,114	380	22,398	..	143	16,20,035
Inspection	78,08,107	5,13,198	3,11,722	41	6,798	86,39,886
Buildings, etc.	32,62,129	17,64,986	5,10,771	4,98,412	42,37,055	1,02,72,763
Miscellaneous	58,21,277	12,01,492	5,31,951	42,88,474	47,03,274	1,00,30,468
Totals	1,84,94,627	35,69,156	13,76,842	47,86,927	89,47,240	3,71,75,092
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Universities	53,02,039	..	..	56,55,390	21,73,428	1,31,30,857
Boards of Secondary and Intermediate Education	45,294	..	..	3,08,681	14	3,53,989
Arts Colleges	48,78,381	13,235	11,131	67,12,576	18,25,997	1,34,40,390
Professional Colleges—						
Law	20,787	..	..	5,05,049	6,919	5,02,755
Medicine	14,53,138	..	1,20,822	7,03,446	60,783	24,04,189
Education	6,80,984	..	..	2,08,129	15,744	9,13,857
Engineering	10,73,552	1,500	8,150	2,53,163	56,008	13,02,373
Agriculture	9,66,415	..	..	23,124	10,71,011	10,71,011
Commerce	37,000	..	..	91,805	20,619	1,58,514
Forestry	1,02,977	..	..	21,750	3,217	1,27,044
Veterinary Science	4,98,650	..	..	29,876	1,500	5,30,026
Intermediate Colleges	15,58,224	175	28,543	14,15,368	5,40,102	35,42,412
Totals	1,60,25,541	14,910	1,08,646	1,61,06,795	47,41,525	3,76,57,417
SCHOOL EDUCATION.						
General.						
High Schools	1,37,48,808	13,27,811	8,37,801	2,46,43,163	57,50,459	4,03,07,542
Middle Schools—						
English	26,23,971	13,30,873	3,55,701	52,30,107	20,72,598	1,16,13,250
Vernacular	63,50,748	32,81,942	6,78,883	10,76,740	1,66,168	1,15,54,481
Primary Schools	3,30,72,956	1,38,82,904	80,03,253	40,61,112	72,38,640	6,68,57,965
Totals	5,57,95,583	1,98,23,530	98,75,138	3,56,11,122	1,52,27,865	13,63,33,238
Special.						
Arts Schools	2,68,901	4,926	6,459	52,366	20,919	3,62,571
Law Schools	..	..	..	7,943	..	7,943
Medical Schools	10,68,083	1,520	27,245	5,48,681	1,17,888	17,63,417
Normal and Training Schools	28,27,916	45,938	20,865	10,935	1,08,046	30,81,800
Engineering Schools	4,80,923	..	25,375	1,21,992	23,433	6,51,723
Technical and Industrial Schools	21,64,968	1,08,198	1,02,081	2,39,235	12,60,600	38,75,091
Commercial Schools	75,828	..	..	2,11,685	30,738	3,18,251
Agricultural Schools	49,061	8,096	60	132	6,500	63,849
Reformatory Schools	4,32,583	..	1,760	1,535	25,534	4,61,412
Schools for Defectives	71,880	1,863	16,403	19,624	1,32,837	2,42,613
Schools for Adults	57,511	15,964	22,200	13,914	53,182	1,62,867
Other Schools	11,97,847	1,37,130	55,904	7,13,650	11,43,312	32,47,993
Totals	86,94,007	3,23,035	2,88,108	19,41,692	29,91,998	1,42,40,040
GRAND TOTALS	9,96,10,358	2,87,31,531	1,17,08,734	5,84,40,530	3,10,08,628	22,54,05,787

* Include Survey Schools.

III-B.—Expenditure on Education for Females.
Expenditure on buildings includes Rs. 1,31,256 (a) 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 INTER-MEDIATE EDUCATION.												
Arts Colleges	2,21,741	..	..	47,130	2,779	2,71,650	..	..	..	..	..	..
Professional Colleges—												
Medicine	56,581	..	..	987	443	58,011	..	..	..	..	..	..
Education	39,625	..	..	9,175	..	48,800	..	..	..	..	..	..
Intermediate Colleges	..	..	..	57,292	3,222	3,78,461	..	..	..	..	..	..
Totals	3,17,947	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EDUCATION.												
General.							18,998	6,965	16,417	11,273	1,784	55,442
High Schools	10,45,078	..	1,000	2,90,061	6,483	13,42,572						
Middle Schools—												
English	2,11,072	..	..	23,150	982	2,35,174						
Vernacular	3,27,686	..	..	13,628	30	3,41,344						
Primary Schools	4,39,075	4,836	..	2,421	209	4,46,541	28,131	3,890	68,388	12,361	968	1,13,788
Totals	20,22,911	4,836	1,000	3,29,200	7,624	23,65,631	91,646	41,915	2,00,740	3,135	52	3,37,488
Special.							34,42,393	12,13,191	29,56,782	9,940	33,524	76,61,030
Medical Schools	1,07,594	..	..	1,584	582	1,09,770	35,81,418	12,70,961	32,42,327	36,714	36,328	81,67,748
Normal and Training Schools	8,47,353	..	2,808	2,390	2,564	8,55,115	..	1,710	17,617	..	..	20,424
Technical and Industrial Schools	16,988	..	..	..	..	16,988	..	..	675	..	..	1,335
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults	21,051	..	181	..	..	21,232	..	..	..	..	..	..
Other Schools	9,93,406	..	2,989	3,974	3,156	10,03,525	..	1,757	18,292	..	..	21,759
Totals	33,34,264	4,836	3,989	8,90,526	14,002	37,47,617	35,83,175	12,72,671	32,60,619	36,714	36,328	81,89,507
GRAND TOTALS FOR FEMALES	2,47,97,723	48,984	17,660	77,62,990	6,39,655	3,32,66,992	3,29,17,908	1,34,24,416	83,06,762	54,62,717	9,11,991	6,10,23,794
GRAND TOTALS FOR MALES	2,81,31,987	53,770	21,649	81,53,516	6,53,687	3,70,14,609	3,65,01,083	1,46,97,087	1,15,67,381	54,99,431	9,46,319	6,92,13,301

(a) Of this Rs. 1,131 was spent by Municipal Executive Engineer, Bangalore.

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 INTERMEDIATE EDUCATION.										
Arts Colleges	62,852	..	..	61,335	97,496	2,21,083	26,395	1,620	28,015	
Professional Colleges—	1,83,892	..	..	31,450	..	2,15,272	..	..	..	
Medicine	1,42,222	..	..	11,422	32,168	1,62,379	1,138	2,831	3,969	
Education	53,336	..	710	40,665	..	..	1,819	2,800	4,619	
Intermediate Colleges	..	..	..	..	..	..	..	..	..	
Totals	3,53,744	..	710	1,50,872	1,42,575	6,47,901	29,352	7,251	36,603	
SCHOOL EDUCATION.										
General.										
High Schools	19,93,756	11,502	1,07,967	23,29,377	15,60,917	60,03,609	92,340	90,426	1,82,766	
Middle Schools—	8,32,030	13,168	59,391	6,19,191	8,62,181	23,85,970	10,756	48,120	58,876	
English	2,73,727	50,434	1,22,790	40,714	3,66,908	8,53,573	116	12,789	12,789	
Vernacular	14,97,250	6,09,615	3,95,319	4,81,442	19,46,397	49,27,023	20,448	1,31,083	1,52,131	
Primary Schools	45,96,772	6,93,809	6,72,467	34,70,724	47,36,403	1,41,70,175	1,23,660	2,82,902	4,06,562	
Totals	..	..	..	..	..	..	..	..	..	
Special.										
Medical Schools	1,02,529	2,820	3,500	27,362	1,32,352	2,68,563	..	..	..	
Normal and Training Schools	3,16,613	1,189	3,719	26,796	2,43,235	6,03,492	4,473	29,678	34,151	
Technical and Industrial Schools	69,370	1,350	21,898	22,863	2,62,218	8,77,609	..	16,544	16,544	
Commercial Schools	7,224	..	..	11,782	2,393	21,399	..	..	..	
Agricultural Schools	360	..	901	..	13,456	20,987	..	..	..	
Schools for Adults	3,846	..	4,407	2,784	53,834	1,12,868	349	5,381	5,730	
Other Schools	44,785	585	..	9,257	..	..	..	..	..	
Totals	5,44,727	5,944	36,425	1,10,784	7,07,488	14,05,368	4,822	51,603	56,425	
GRAND TOTALS FOR FEMALES	54,95,243	6,99,753	7,09,602	87,32,380	55,86,466	1,62,23,444	1,57,834	3,41,756	4,99,590	
GRAND TOTALS FOR MALES	2,33,82,986	66,88,725	20,09,270	3,27,41,002	1,86,24,156	8,34,40,199	76,92,840	28,06,870	1,04,99,710	
GRAND TOTALS FOR ALL	2,88,78,229	73,88,478	27,12,872	3,64,73,442	2,42,10,622	9,96,63,643	78,50,674	31,48,626	1,09,99,300	

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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
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	8,47,515	3,323	78,108	..	820	9,20,856
Buildings, etc.	4,08,363	77,091	1,01,860	69,730	7,13,535	14,31,169
Miscellaneous	13,03,147	1,04,452	1,77,902	19,55,562	17,37,993	53,38,216
Totals	20,79,025	1,85,466	3,57,110	20,25,292	24,52,348	76,99,241
UNIVERSITY AND INTERMEDIATE EDUCATION.						
Arts Colleges	2,84,593	..	..	1,54,860	1,01,895	5,21,848
Professional Colleges—						
Medicine	1,83,822	..	..	31,450	..	2,15,272
Education	80,315	..	..	13,517	16,185	1,10,017
Intermediate Colleges	1,22,061	..	710	57,659	34,968	2,10,298
Totals	6,71,001	..	710	2,37,516	1,53,048	10,62,965
SCHOOL EDUCATION						
General.						
High Schools	30,57,832	18,557	1,25,384	27,23,056	10,50,500	75,81,389
Middle Schools—						
English	10,71,292	17,058	1,27,779	6,65,458	9,12,221	27,93,808
Vernacular	6,03,059	1,01,349	3,13,530	57,593	3,79,663	15,46,194
Primary Schools	53,79,003	18,32,042	33,49,101	5,14,251	21,11,728	1,31,86,725
Totals	1,02,01,186	19,60,606	39,15,794	39,60,358	50,63,172	2,51,10,116
Special.						
Medical Schools	2,10,123	2,820	3,500	28,946	1,32,944	3,78,333
Normal and Training Schools	11,65,903	2,890	26,144	43,599	2,75,477	15,13,182
Technical and Industrial Schools	87,018	1,350	22,573	22,863	2,78,762	4,12,560
Commercial Schools	7,224	..	..	11,782	2,303	21,399
Agricultural Schools	360	..	..	..	..	360
Schools for Adults	4,266	..	901	2,784	13,456	21,407
Other Schools	65,836	585	4,588	9,606	59,215	1,39,830
Totals	15,39,890	7,654	57,706	1,10,580	7,02,247	24,87,077
GRAND TOTALS FOR FEMALES	1,50,91,792	21,62,726	43,31,320	63,42,746	84,30,815	3,63,59,399
GRAND TOTALS FOR MALES	9,06,10,358	2,37,31,531	1,17,08,734	5,84,40,536	3,19,08,628	22,51,05,787
GRAND TOTALS FOR ALL	11,47,02,150	2,58,94,257	1,00,40,054	6,47,89,282	4,03,39,443	20,17,65,186

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

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	TOTAL.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	163,475	1,842,199	90,521,932	35,212,540	6,264,817	50,373	1,802,731	4,072,744	(g) 139,630,811	—
<i>School Education.</i>										
<i>Classes.</i>										
Primary . . . I	4,973	102,930	2,295,687	1,216,627	125,511	1,112	46,544	64,793	3,858,177	3,142,720
II	2,560	43,282	1,124,524	444,400	37,748	806	22,484	29,218	1,705,052	1,351,906
III	2,634	35,286	870,458	311,088	30,080	819	17,940	23,233	1,201,527	996,064
IV	2,491	27,519	647,811	186,073	21,201	904	15,653	16,071	918,323	652,185
V	2,252	16,556	409,974	118,234	9,827	950	11,317	8,271	577,381	391,443
Middle* . . . VI	2,129	11,198	240,615	69,027	7,985	865	8,883	5,248	351,950	211,302
VII	1,908	9,318	200,555	53,062	8,957	840	6,065	3,802	285,107	166,929
VIII	1,526	7,325	161,872	41,118	3,136	709	5,477	2,785	223,048	118,512
High* . . . IX	1,258	4,004	86,959	22,007	3,278	777	3,083	1,351	122,717	48,149
X	809	3,084	75,050	18,184	2,411	634	2,474	1,110	104,365	39,241
XI	533	2,332	62,300	11,073	109	668	58	724	77,797	30,006
XII	14	342	10,956	1,445	1	754	10	514	14,036	2,790
Totals . . .	23,087	263,170	6,193,361	2,492,338	250,233	9,838	140,688	157,759	(e) 9,580,380	7,154,255
<i>University and Intermediate Education.</i>										
<i>Intermediate classes—</i>										
1st year . . .	228	764	18,606	3,886	225	327	578	367	25,041	8,857
2nd year . . .	259	750	19,887	3,945	284	242	647	290	20,310	9,911
<i>Degree classes—</i>										
1st year . . .	93	307	9,365	1,708	87	119	300	178	12,337	4,306
2nd year . . .	89	395	9,836	1,781	109	91	301	159	12,824	4,623
3rd year . . .	5	29	322	104	..	..	11	1	(a) 472	(b) 129
<i>Post-graduate classes—</i>										
1st year . . .	10	81	2,071	300	13	20	34	23	2,552	905
2nd year . . .	3	49	1,642	296	5	28	28	15	2,086	721
Research students . . .	..	17	172	45	..	21	8	5	263	44
Totals . . .	687	2,488	61,961	12,158	723	848	1,962	1,038	(c) & (f) 83,022	(d) 30,056
No. of scholars in recognised institutions.	23,774	265,661	6,255,322	2,501,496	250,956	10,686	142,550	158,797	9,613,402	7,184,310
No. of scholars in unrecognised institutions.	47	5,153	169,778	173,748	188,166	236	6,075	8,347	551,550	394,349
GRAND TOTALS . . .	23,821	270,817	6,425,100	2,678,244	439,122	10,922	148,625	167,144	10,164,952	7,578,659

* 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 16 students (3 Hindus, 11 Muhammadians and 2 Sikhs) in the 4th year class in N.-W. F. Province.

(b) Includes 4 students in the 4th year class in N.-W. F. Province.

(c) Includes 1,002 Hindus, 152 Muhammadians and 3 others in the United Provinces not shown in details.

(d) Includes 559 students who reside in rural areas in the United Provinces not shown in details.

(e) Excludes 41 boys reading classics and 6 boys in Intermediate classes of St. Edmund's College in Assam which is classed as High School in Table II-A.

(f) Excludes 148 scholars of one Oriental College in the Punjab and 50 scholars of the Ravenshaw College in Bihar and Orissa reading Law only, also excludes 1,645 scholars reading in school stages in colleges in the Punjab; and includes 6 scholars of St. Edmund's College in Assam.

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

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

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muhammadians.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
Total population	105,113	1,783,291	85,994,530	31,794,240	6,425,083	40,355	1,418,143	4,027,125	(c) 131,693,880	—
<i>School Education.</i>										
<i>Primary . . . Classes.</i>										
I	5,449	77,268	827,384	451,573	114,525	1,593	17,205	13,359	1,508,266	1,088,060
II	2,760	27,360	278,387	103,004	28,068	900	5,482	5,217	451,106	297,692
III	2,741	20,414	186,825	50,252	17,498	983	3,981	4,104	286,778	172,416
IV	2,586	15,818	107,825	19,017	9,511	1,024	2,946	2,900	161,627	79,483
V	2,306	10,402	50,808	9,125	2,599	859	2,088	1,597	85,844	33,086
Middle . . . VI	2,148	7,285	24,092	3,091	1,711	870	645	761	40,603	10,295
VII	1,836	6,170	16,969	1,853	1,801	694	452	406	30,241	7,220
VIII	1,351	4,078	8,439	1,066	461	523	358	156	16,427	2,595
High . . . IX	941	1,746	4,088	575	500	473	129	98	8,495	632
X	641	1,141	2,009	300	277	383	76	67	5,744	328
XI	336	741	1,893	92	3	261	3	45	3,374	155
XII	16	99	803	20	..	287	1	38	1,264	29
Totals . . .	23,120	172,517	1,516,432	639,908	170,954	8,719	33,346	28,803	(a) 2,599,850	1,693,191
<i>University and Intermediate Education.</i>										
<i>Intermediate classes—</i>										
1st year . . .	66	292	840	71	26	69	33	31	1,428	278
2nd year . . .	78	248	686	47	30	97	22	17	1,225	224
<i>Degree classes—</i>										
1st year . . .	29	143	367	33	8	46	9	13	648	186
2nd year . . .	33	111	253	22	8	36	9	8	480	104
3rd year . . .	1	1	1	..	..	..	..	..	3	..
<i>Post-graduate classes—</i>										
1st year . . .	4	21	90	3	2	13	..	2	135	23
2nd year . . .	3	8	52	..	..	6	..	2	71	23
Research students . . .	1	..	4	..	..	3	..	1	9	1
Totals . . .	216	824	2,293	170	74	270	73	74	(b) 3,099	789
No. of scholars in recognised institutions.	23,335	173,341	1,518,725	640,144	177,028	8,980	33,419	28,877	2,603,858	1,693,980
No. of scholars in unrecognised institutions.	68	2,770	37,671	77,187	6,343	52	3,888	1,565	129,544	99,964
GRAND TOTALS . . .	23,403	176,111	1,556,396	717,331	183,371	9,041	37,307	30,442	2,733,402	1,793,944

(a) Excludes 9 special students in the Queen Mary College, Lahore and 30 girls reading classics in Assam.

(b) Excludes 60 scholars reading in School Stages in Colleges in the Punjab.

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

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

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muham-madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Art Schools . .	6	83	1,602	285	28	33	26	16	2,079	595
Law Schools . .	..	..	126	14	..	..	..	..	140	47
Medical Schools .	8	168	5,114	743	50	6	132	31	6,252	2,221
Normal and Training Schools.	2	2,933	12,713	3,563	551	4	109	105	19,980	13,190
Engineering and Surveying Schools.	23	54	1,425	168	84	17	60	9	1,840	547
Technical and Industrial Schools.	264	3,072	11,864	4,238	73	127	363	436	20,437	6,691
Commercial Schools .	76	256	4,083	459	292	240	31	93	6,530	482
Agricultural Schools	..	146	203	136	..	..	1	..	486	470
Reformatory Schools	7	83	1,246	660	333	5	15	16	2,365	724
Schools for Defectives	28	311	670	79	25	12	2	20	1,147	395
Schools for Adults .	..	206	18,234	19,959	142	13	833	260	39,617	28,334
Other Schools . .	7	365	45,023	74,635	13,144	1	381	715	134,351	103,989
Totals .	421	7,677	102,303	104,939	14,722	458	1,953	1,781	234,254	157,089
<i>University and Inter-mediate Education.</i>										
Law	10	90	5,860	966	32	58	158	123	(a) 7,297	2,020
Medicine . .	134	209	3,285	471	15	52	89	126	4,381	1,535
Education . .	35	91	886	292	34	1	58	6	1,403	328
Engineering . .	32	70	1,489	204	6	56	77	27	(b) 1,961	782
Agriculture . .	2	31	592	135	..	3	43	13	819	344
Commerce . .	..	30	1,996	110	..	56	10	83	2,285	835
Forestry . . .	..	9	39	7	2	..	..	1	58	1
Veterinary Science .	..	50	247	94	3	..	16	..	410	233
Totals .	213	580	14,304	2,279	92	226	451	379	18,614	6,078
GRAND TOTALS .	634	8,257	116,697	107,218	14,814	684	2,404	2,160	252,868	163,767

(a) Includes 50 students of the Ravenshaw College in Bihar and Orissa (shown against Arts and Science in Table II-A) reading Law only.
 (b). Excludes 160 students not reading the University course in Bihar and Orissa.

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

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Muham-madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	No. of pupils from Rural Areas.
	1	2	3	4	5	6	7	8	9	10
<i>School Education.</i>										
Medical Schools .	20	413	236	30	9	3	23	9	743	16
Normal and Training Schools.	256	3,230	2,483	728	325	38	151	58	7,269	2,609
Technical and Industrial Schools.	98	2,130	2,785	443	33	211	74	41	5,815	1,351
Commercial Schools .	252	21	7	2	17	12	..	8	319	..
Agricultural Schools	..	55	1	..	..	..	..	4	60	60
Schools for Adults .	..	5	677	71	..	186	..	6	945	143
Other Schools . .	41	428	2,194	1,466	568	29	110	287	5,423	2,107
Totals .	667	6,282	8,683	2,740	952	479	358	413	20,574	6,286
<i>University and Inter-mediate Education.</i>										
Medicine . . .	38	77	182	26	4	22	15	21	385	39
Education . .	78	104	57	6	34	5	1	8	293	..
Law	1	3	11	..	1	9	..	2	27	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . .	..	1	..	..	..	..	..	..	1	..
Totals .	117	185	250	32	39	36	16	31	706	39
GRAND TOTALS .	784	6,467	8,933	2,772	991	515	374	444	21,280	6,325

VI-A.—Men Teachers.

CLASS OF INSTITUTIONS.	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS.				Total Trained Teachers.	Total Untrained Teachers.	Grand total 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 . . .	11	239	1,360	1,284	17	..	6	160	320	2,911	495	3,406
Local Board and Municipal.	84	3,933	61,440	41,084	292	107	48	5,723	31,344	106,833	37,222	144,055
Aided . . .	49	3,380	38,371	18,581	519	60	159	27,090	73,506	60,900	100,815	161,715
Unaided . . .	4	74	1,439	426	10	3	8	3,344	8,598	1,953	11,953	13,906
Totals . . .	148	7,626	102,610	61,375	838	170	221	36,326	113,768	172,597	150,485	323,082
<i>Middle Schools.</i>												
Government . . .	71	428	339	9	8	6	11	52	69	855	138	993
Local Board and Municipal.	436	2,251	20,689	873	144	44	105	681	3,362	24,393	4,282	28,675
Aided . . .	263	1,318	3,546	259	139	276	491	3,723	4,454	5,525	8,944	14,469
Unaided . . .	76	440	1,539	804	84	63	163	1,367	2,268	3,042	3,861	6,903
Totals . . .	846	4,446	26,113	2,035	375	389	860	5,823	10,153	33,815	17,225	51,040
<i>High Schools.</i>												
Government . . .	2,557	1,239	809	57	193	115	309	273	604	4,855	1,301	6,156
Local Board and Municipal.	1,462	1,502	419	74	532	123	193	153	658	3,989	1,127	5,116
Aided . . .	4,531	3,789	2,433	394	750	2,509	2,941	3,461	5,426	11,897	14,337	26,234
Unaided . . .	365	338	512	6	7	1,792	1,499	2,415	2,389	1,228	8,095	9,323
Totals . . .	8,915	6,868	4,173	531	1,482	4,539	4,942	6,302	9,077	21,969	24,860	46,829
GRAND TOTALS . . .	9,909	18,940	132,896	63,941	2,695	5,098	6,023	48,451	132,998	228,381	192,570	420,951

VI-B.—Women 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 Metric 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	90	458	327	0	..	3	33	556	886	502	1,478
Local Board and Municipal.	2	285	3,021	5,335	53	7	25	380	4,508	9,506	4,920	14,516
Aided . . .	21	726	4,056	2,716	245	8	571	1,762	7,710	8,064	10,051	18,715
Unaided . . .	3	11	76	59	1	1	1	280	823	150	1,105	1,255
Totals .	28	1,112	9,411	8,437	308	16	600	2,455	13,597	19,296	16,668	35,964
<i>Middle Schools.</i>												
Government . . .	29	100	327	94	10	2	11	21	215	500	240	809
Local Board and Municipal.	13	58	392	183	15	1	9	39	380	655	420	1,084
Aided . . .	98	673	1,182	254	75	44	58	231	1,210	2,282	1,543	3,825
Unaided . . .	11	172	352	464	48	3	12	91	167	1,047	273	1,320
Totals .	151	997	2,253	905	148	50	90	382	1,972	4,544	2,494	7,038
<i>High Schools.</i>												
Government . . .	145	286	250	8	35	21	54	40	68	724	183	907
Local Board and Municipal.	11	14	27	51	2	4	17	7	57	105	85	190
Aided . . .	515	1,636	533	152	108	165	269	238	829	2,944	1,501	4,445
Unaided . . .	11	53	14	2	3	10	27	24	58	83	119	202
Totals .	682	1,989	824	213	148	200	367	309	1,012	3,856	1,888	5,744
GRAND TOTALS .	861	4,098	12,488	9,645	604	266	1,057	3,146	16,581	27,696	21,050	48,746

VII.—Anglo-Indian and European Education.

Total European and Anglo-Indian population—					Percentage to European and Anglo-Indian Population of those at school—		
Male	:	:	:	:	Males.	Females.	Total.
Female	:	:	:	:	18-85	26-97	22-03
TOTAL . 268,588							

	Institutions	Scholars on roll on March 31st.	Number of females in institutions for Males and vice versa.	Number of Non-Europeans on roll.	TEACHERS.		EXPENDITURE FROM				
					Trained.	Un-trained	Govt. funds.	Local funds.*	Fees.	Other sources.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11
Institutions for Males.											
Arts Colleges . . .	7	248	1	45	64	16	1,01,840	..	1,55,063	81,053	3,08,856
Training Colleges . .	1	26	..	..	..	..	9,039	..	..	..	9,039
High Schools . . .	72	17,427	779	4,474	666	359	10,07,376	14,041	12,77,840	8,37,922	31,37,188
Middle Schools . . .	38	5,603	1,597	1,417	216	80	2,20,800	..	1,73,749	1,07,847	6,62,396
Primary Schools . . .	49	3,104	1,040	613	133	74	80,220	1,930	76,473	1,32,259	2,90,882
Training Schools . . .	..	..	..	..	..	..	(a) 100	..	..	..	(a) 100
Technical and Industrial Schools.	..	..	..	..	..	..	..	..	..	..	..
Commercial Schools . .	..	..	..	..	..	..	..	..	..	..	..
Other Schools . . .	1	24	8	..	8	3	6,918	..	2,520	1,147	10,585
Totals . . .	168	26,432	3,434	6,549	1,082	532	14,86,293	15,971	16,80,554	12,20,228	44,09,046
Institutions for Females.											
Arts Colleges . . .	..	..	..	..	..	..	..	..	..	..	..
Training Colleges . .	2	39	..	..	8	2	36,679	..	7,461	..	44,140
High Schools . . .	112	20,791	3,629	4,922	1,091	401	10,97,075	33,978	12,13,095	6,23,894	29,08,042
Middle Schools . . .	55	6,844	2,390	1,713	309	105	2,27,034	6,154	2,14,549	1,86,062	6,33,999
Primary Schools . . .	66	4,607	1,726	1,253	173	103	1,13,078	3,172	1,41,101	1,44,736	4,02,087
Training Schools . . .	10	248	65	31	39	..	47,784	..	18,411	24,777	90,972
Technical and Industrial Schools.	1	87	..	18	3	2	600	..	..	2,077	2,077
Commercial Schools . .	4	106	..	6	6	4	5,904	..	7,610	1,386	14,900
Other Schools . . .	1	9	9	..	..	1	11,869	..	..	1,804	13,173
Totals . . .	251	32,731	7,819	7,943	1,629	618	15,39,523	43,304	16,02,227	9,84,736	41,69,790
GRAND TOTALS FOR INSTITUTIONS.	419	59,163	—	14,492	2,711	1,150	30,25,816	59,275	32,88,781	22,04,964	85,78,836
Expenditure on Buildings includes Rs. 42,294 spent by the Public Works Department.							Inspection . . .	92,513	..	..	92,513
"Miscellaneous" includes the following main items:—							Buildings, etc. . .	2,03,152	..	1,37,100	8,98,070
Scholarships, Hostel charges and other contingent charges.							Miscellaneous . . .	9,55,398	3,255	25,95,901	15,57,723
Totals . . .							Totals . . .	12,51,063	3,255	27,33,001	21,15,541
GRAND TOTALS . . .							GRAND TOTALS . . .	42,76,879	62,530	60,21,782	43,20,505
											1,46,81,696

* Include both District Board and Municipal Funds.

† The term "Non-Europeans" does not include domiciled Europeans and Anglo-Indians.

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

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.												
Arts and Science.												
D. Litt.	..	2	2	..	2	2	..	..	..	..	..	..
Ph. D.	1	31	32	1	8	9	..	..	..	..	..	..
D. Sc.	1	11	12	1	9	10	..	..	..	..	..	..
B. A.	1,340	544	1,884	992	342	1,334	37	31	68	26	24	50
M. Sc.	452	53	505	332	36	368	2	2	4	2	2	4
B. A. (Honours)† . .	1,528	73	1,601	1,043	35	1,078	92	12	104	78	4	82
B. Sc. (Honours) . .	800	16	816	201	10	211	1	..	1	1	..	1
B. A. (Pass) . . .	9,324	3,047	12,971	5,012	1,462	6,474	373	191	564	265	99	364
B. Sc. (Pass) . . .	2,514	311	2,825	1,585	123	1,708	23	4	27	16	3	19
Law.												
Master of Law . . .	30	11	41	8	2	10	..	..	..	..	..	..
Bachelor of Law† . .	4,159	280	4,439	2,417	195	2,612	10	..	10	6	..	6
Medicine.†												
M. D.	25	..	25	7	..	7	5	..	5	2	..	2
M. B. B. S. . . .	1,061	11	1,072	826	..	826	73	..	73	34	..	34
L. M. S.	14	..	14	5	..	5	1	..	1	..	..	..
M. C. P. & S. (Bombay)	..	..	..	..	..	..	..	..	..	..	..	..
M. S. F. M. (Calcutta)	36	..	36	25	..	25	..	..	..	..	..	..
B. S.	14	..	14	4	..	4	..	..	..	..	..	..
M. Obstetrics . . .	6	..	6	3	..	3	3	..	3	3	..	3
B. Hyg.	5	..	5	3	..	3	..	..	..	..	..	..
D. P. H.	26	..	26	21	..	21	..	..	..	..	..	..
D. O.	9	..	9	4	..	4	..	..	..	..	..	..
B. Sc. (Sanitary) . .	..	..	..	..	..	..	..	..	..	..	..	..
D. T. M. (Calcutta) .	4	31	35	3	28	31	..	1	1	..	1	1

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

† In Final Examination in Medicine and Surgery (Ayurveda) of Benares Hindu University, there were 62 male candidates, of whom 32 passed.

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
DEGREE EXAMINATIONS—<i>contd.</i>												
<i>Engineering.†</i>												
Bachelor of C. E. .	271	6	277	169	1	170	..	..	..	..	..	..
Bachelor of E. E. .	185	1	186	124	1	125	..	..	..	..	..	..
Bachelor of M. E. .	28	3	31	23	..	23	..	..	..	..	..	..
Bachelor of Mining and Metallurgy.	13	..	13	10	..	10	..	..	..	..	..	..
<i>Education.</i>												
B. E., B. T., & L. T. .	848	152	1,000	678	99	772	147	33	180	115	23	138
<i>Commerce.</i>												
Master of Commerce .	33	4	37	24	4	28	..	..	..	..	..	..
Bachelor of Commerce	495	83	578	280	84	314	..	..	..	..	..	..
<i>Agriculture.</i>												
Master of Agriculture .	44	3	47	42	1	43	..	..	..	..	..	..
Bachelor of Agriculture	219	..	219	185	..	185	..	..	..	..	..	..
INTERMEDIATE EXAMINATIONS.												
Intermediate of Arts .	18,076	5,548	23,624	9,421	1,978	11,399	1,010	580	1,590	658	299	957
Intermediate in Science	6,910	745	7,655	3,778	302	4,080	176	26	202	94	16	110
Licentiate of Civil Engineering.	116	..	116	91	..	91	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching(a)	2,376	261	2,637	1,286	85	1,371	534	38	572	367	14	381
Intermediate or Diploma in Commerce.	736	33	769	429	10	439	..	..	..	..	..	..
Licentiate of Agriculture.	203	..	203	143	..	143	..	..	..	..	..	..
Veterinary Examinations.	395	..	395	270	..	270	..	..	..	..	..	..

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

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

(a) Besides these, 181 candidates, of whom 149 were successful, appeared for the Acting Teacher's Certificate Examination in the United Provinces.

VIII.—Examination Results—*concl.*

Examinations.	MALES.						FEMALES.					
	NUMBER OF EXAMINEES.			NUMBER PASSED.			NUMBER OF EXAMINEES.			NUMBER PASSED.		
	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL EXAMINATIONS.												
<i>On completion of High School course.</i>												
Matriculation . . .	48,607	6,967	55,604	30,360	2,740	33,100	1,823	1,489	3,312	1,229	761	1,990
School Final, etc. .	31,967	5,639	37,606	25,396	2,783	28,179	1,380	290	1,670	1,082	129	1,211
European High School	381	4	385	233	1	234	253	3	256	178	..	178
Cambridge School Certificate.	667	295	962	440	64	504	345	39	384	224	14	238
<i>(b) On completion of Middle School course.</i>												
Cambridge Junior .	614	9	623	432	1	433	515	9	524	378	6	384
European Middle .	749	..	749	538	..	538	605	1	606	465	1	466
Anglo-Vernacular Middle	89,532	762	90,294	68,308	175	68,483	6,104	225	6,329	4,721	114	4,835
Vernacular Middle .	68,446	11,613	80,059	44,391	4,930	49,321	6,518	1,473	7,991	2,965	586	3,551
<i>(c) On completion of Primary course.</i>												
Upper Primary . .	270,311	2,408	272,719	204,877	633	205,510	29,211	516	29,727	19,834	215	20,049
Lower Primary . .	574,192	762	574,954	441,563	672	442,235	91,291	136	91,427	68,937	103	69,040
<i>(d) On completion of Vocational course.</i>												
For teacher's certificates—												
{ Vernacular, Higher	7,048	3,022	10,670	4,787	1,278	6,065	2,613	823	2,936	1,403	161	1,044
{ Vernacular, Lower .	6,807	1,020	8,436	5,168	807	5,975	1,228	143	1,371	727	68	795
At Art Schools . .	1,307	34	1,341	808	12	820	25	5	30	12	4	16
At Law Schools . .	27	..	27	25	..	25	..	..	..	..	..	..
At Medical Schools .	2,634	636	3,320	1,416	412	1,828	218	23	236	159	18	177
At Engineering Schools†	706	977	1,683	508	449	1,017	..	..	..	..	..	..
At Technical and Industrial Schools.	3,052	1,773	4,825	2,524	797	3,321	248	502	750	181	276	457
Commercial Schools	1,795	7,231	9,026	924	2,724	3,648	39	51	90	25	13	38
At Agricultural Schools	171	..	171	158	..	158	..	..	..	..	..	..
At other Schools .	6,864	321	7,185	3,996	171	4,167	24	1	25	13	..	13

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

† Include Survey Schools.

N.B.—The result of Vernacular Upper Middle Examination for females of the United Provinces was as follows: 204 appeared and 112 passed.

IX.—Statistics of educational

Types of Institutions.	No. OF INSTITUTIONS AND SCHOLARS.							
	GOVERNMENT.		DISTRICT BOARD.		PRIVATE.		TOTAL.	
	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.	Institu- tions.	Scholars.
1	2	3	4	5	6	7	8	9
I. RECOGNISED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges	3	550	..	..	16	4,500	19	5,158
Professional Colleges	4	455	..	..	..	..	4	455
High Schools	20	4,830	174	45,850	1,146	222,471	1,340	273,160
Middle Schools	51	5,711	5,043	655,053	3,097	274,328	8,191	935,092
Primary Schools	1,089	70,595	58,918	3,418,884	94,150	3,638,116	155,057	7,136,595
Training Schools	243	12,986	47	611	32	1,810	322	15,407
Agricultural Schools	2	40	3	135	6	325	11	500
Schools for adults	..	..	331	7,053	1,034	24,777	1,365	31,830
Other Schools	42	1,514	12	418	2,361	96,497	2,415	98,429
Total	2,354	105,699	64,628	4,128,004	101,842	4,262,923	168,724	8,490,626
<i>For Females.</i>								
Arts Colleges	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	1	136	1	114	8	1,399	10	1,649
Middle Schools	6	580	58	5,502	88	9,758	152	15,840
Primary Schools	218	12,999	6,568	325,081	22,667	642,141	29,453	980,221
Training Schools	60	2,600	1	19	48	1,988	109	4,607
Agricultural Schools	..	..	..	..	1	60	1	60
Schools for adults	..	..	..	..	1	20	1	20
Other Schools	1	19	..	..	26	1,581	27	1,600
Total	286	16,334	6,628	330,716	22,839	656,947	29,753	1,003,997
GRAND TOTAL FOR ALL RECOGNISED INSTITUTIONS.	2,640	122,033	71,156	4,458,720	124,681	4,919,870	198,477	9,500,623
II. UNRECOGNISED INSTITUTIONS.								
For Males							25,795	454,001
For Females							3,410	72,263
Total							29,211	526,263
GRAND TOTAL FOR ALL INSTITUTIONS .							227,688	10,026,886

Institutions in rural areas.

EXPENDITURE ON INSTITUTIONS.				No. OF TEACHERS.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government Institutions.	In District Board Institutions.	In Private Institutions.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
4,18,394	589	0,85,297	11,04,280	41	..	322	363
7,87,081	3,170	1,17,467	9,08,024	77	..	..	77
10,83,483	9,80,111	75,23,898	1,04,96,492	268	2,385	12,882	15,535
75,13,018	41,92,915	48,60,587	1,65,76,520	283	25,045	15,020	40,948
2,71,01,576	1,49,01,370	90,17,340	5,16,80,286	2,766	117,408	145,906	266,080
23,76,364	48,444	1,95,900	26,20,717	778	119	189	1,086
14,092	8,006	7,037	29,225	6	5	11	22
30,679	15,204	24,456	70,339	..	76	1,053	1,129
6,05,479	1,43,440	11,56,549	19,05,477	89	9	5,901	5,999
4,08,91,066	2,03,02,354	2,41,97,540	8,53,90,960	4,308	145,047	181,884	331,239
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
67,086	81,407	72,399	1,71,492	18	11	97	121
1,41,717	61,170	1,03,488	3,60,375	26	205	518	749
30,97,512	18,30,467	9,42,928	58,70,907	465	10,838	23,949	35,252
8,28,975	1,841	1,90,111	10,20,927	311	17	252	580
860	..	..	360	..	..	2	2
28	..	..	28	..	..	1	1
13,221	1,333	59,148	73,702	1	..	95	96
41,40,409	19,26,218	14,28,074	75,03,791	816	11,071	24,914	36,801
4,50,40,565	2,22,28,572	2,56,25,614	9,28,94,751	5,124	156,118	206,798	368,040

Explanatory notes :—

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

APPENDIX IV.

Educational Statistics of Aden.

(i) General Summary of Educational Institutions and Scholars, 1933-34.

Area in square miles	80		PERCENTAGE OF SCHOLARS TO POPULATION.			
			Recognized Institutions.		All Institutions.	
			1933.	1934.	1933.	1934.
Population—						
Males	32,345	Males	4.7	4.0	7.2	0.6
Females	10,133	Females	2.1	2.2	2.1	2.7
Total	51,478	Total	3.8	3.4	5.3	5.1
Recognized Institutions.	INSTITUTIONS.			SCHOLARS.		
	1933.	1934.	Increase or decrease.	1933.	1934.	Increase or decrease.
	1	2	3	4	5	6
Universities	..	..	..	..	..	..
For Males.						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	5	5	..	444	396	-48
Primary Schools	14	14	..	1,058	924	-134
Special Schools	1	..	-1	38	..	-38
Totals	20	19	-1	1,540	1,320	-220
For Females.						
Arts Colleges	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..
High Schools	..	..	..	..	..	..
Middle Schools	3	3	..	162	118	-44
Primary Schools	7	8	+1	255	315	+60
Special Schools	..	..	..	..	..	..
Totals	10	11	+1	417	433	+16
Unrecognized Institutions.						
For Males	18	17	-1	808	804	-4
For Females	..	1	+1	..	88	+88
Totals	18	18	..	808	892	+84
GRAND TOTALS	48	48	..	2,765	2,645	-120

(ii) General Summary of Expenditure on Education, 1933-34.

	TOTAL EXPENDITURE.			PERCENTAGE OF EXPENDITURE FROM				COST PER SCHOLAR TO				Total cost per scholar.
	1933.	1934.	Increase or decrease.	Govt. funds.	Local funds.	Fees.	Other sources.	Govt. funds.	Local funds.	Fees.	Other sources.	
	1	2	3	4	5	6	7	8	9	10	11	12
Education and Inspection	Rs. 8,721	Rs. 14,929	Rs. 6,208	100	..	..	..	Rs. 6	..	..	..	Rs. 6
Salaries	..	..	..	..	..	..	..	..	..	..	..	..
Costs of Secondary and Intermediate Education.	..	..	..	..	..	..	..	..	..	..	..	..
Classrooms	350	296	-54	100	..	..	..	..	..	..	..	..
Totals	9,071	15,225	6,154	100	..	..	..	6	..	..	..	6
Institutions for Males.												
Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Schools	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	39,852	51,781	11,929	46	10	18	26	59	13	24	34	130
Primary Schools	24,680	27,914	3,234	30	35	11	..	..	11	3	7	30
Madras	1,148	..	-1,148	..	..	..	..	..	..	..	..	..
Totals	65,680	79,695	14,015	40	18	17	25	24	11	10	15	60
Institutions for Females.												
Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..
Schools	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	22,942	23,584	642	25	..	..	..	49	..	25	126	200
Primary Schools	6,421	9,597	3,176	24	..	..	..	7	..	..	23	30
Madras	..	..	..	..	..	..	..	19	..	7	51	77
Totals	29,363	33,181	3,818	24	..	..	..	21	..	6	16	48
GRAND TOTALS	1,04,114	1,28,101	23,987	43	12	12	33	..	5	..	..	..

* Includes both District Board and Municipal Funds.
† Includes expenditure on buildings.