



Report on Public Instruction  
in the Bombay Presidency  
1935-36

BOMBAY  
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# REPORT ON PUBLIC INSTRUCTION IN BOMBAY FOR 1935-36.

## CHAPTER I.

### GENERAL PROGRESS.

1. As Sind has been separated from the Bombay Presidency with effect from 1st April, 1936, this is the last report in which statistics for Sind have been included.

2. The total number of educational institutions increased during the year from 16,927 to 17,314, an increase of 387. Of these, 16,097 were recognised and 1,217 unrecognised as compared with 15,826 and 1,101 respectively in the preceding year. Of the recognised institutions, 14,116 are for males and 1,981 for females. The recognised institutions consisted of 17 Arts and Science colleges, excluding the University School of Economics and Sociology, 13 Professional colleges, 787 Secondary schools, 14,952 Primary schools, and 327 Special schools. Whilst the number of Arts and Science colleges remained the same, Professional colleges increased by 3, Secondary schools increased by 30, Primary schools by 222, and Special schools by 17.

There are 26,859 towns and villages in this Presidency. Of these, 10,757 possessed schools as compared with 10,638 in the preceding year. The area served by a town or village with school was 11·5 square miles as against 11·6 square miles in the preceding year.

3. There were 1,476,404 pupils under instruction at the end of the year as compared with 1,422,146 in the preceding year. This shows an increase of 54,258. The number of pupils in recognised institutions was 1,430,465 and in unrecognised institutions was 45,939 as compared with 1,381,447 and 40,699 respectively in the preceding year. The percentage of pupils in recognised institutions to the total population of the Presidency increased from 6·34 to 6·57. Of the 1,430,465 pupils under instruction in recognised institutions, 1,090,057 were boys and 340,408 were girls. The increase in the case of boys was 31,327 and of girls was 17,691 as compared with the increase of 32,802 and 16,121 respectively in the preceding year.

The table "General Summary of Educational Institutions and Scholars" at the end of the Report gives the distribution of pupils in various kinds of recognised institutions. It will be seen that the number of pupils has increased in all kinds of institutions. As is usual, the largest increase was in the case of Primary schools.

The following table shows the classification by communities of pupils under instruction in recognised institutions:—

1	1935-36.		1934-35.		
	Pupils.	Percentage to total.	Pupils.	Percentage to total.	
	2	3	4	5.	
Hindus ..	Advanced ..	354,020	24·7	341,166	24·7
	Intermediate ..	586,257	41·0	558,305	40·4
	Backward ..	139,759	9·8	140,820	10·2
Total ..	1,080,036	75·5	1,040,291	75·3	
Muhammadans ..	245,583	17·2	239,554	17·4	
Europeans and Anglo-Indians ..	5,876	0·4	5,743	0·4	
Indian Christians ..	40,907	2·8	40,298	2·9	
Parsis ..	18,472	1·3	18,177	1·3	
All other castes ..	30,591	2·8	37,384	2·7	
Grand Total ..	1,430,465	100·0	1,381,447	100·0	

It will be seen that there has been an increase in the case of all communities except the Backward Hindus who have decreased by 1,061. In the case of Muhammadans, although the number has increased by 6,029 their percentage to the total number of pupils under instruction has decreased. This shows that the increase in their case has not been proportionate to the increase in the case of other communities. The intermediate Hindus have the largest percentage of pupils. The increase in their case, that of 27,952, was also the largest. This is as it should be as they form 58·8 per cent. of that total population.

4. The total expenditure on Public Instruction increased from Rs. 4,10,86,354 to Rs. 4,21,65,908, and was met from the following sources:—

	1935-36.		1934-35.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
Government Funds ..	1,77,41,935	42·1	1,76,43,547	43·0
Board Funds ..	79,45,631	18·8	76,48,595	18·6
Fees ..	1,03,07,589	24·6	1,02,45,250	24·9
Other Sources ..	61,10,753	14·5	55,48,982	13·5
Total ..	4,21,65,908	100·0	4,10,86,354	100·0

The following table compares the distribution of provincial expenditure on the various classes of institutions during the last two years :—

	1935-36.		1934-35.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
University and Higher Education ..	10,44,459	5·9	10,44,850	5·9
Secondary Education ..	22,57,650	12·7	22,17,007	12·6
Primary Education ..	1,10,19,156	62·1	1,10,56,552	62·7
Special Education ..	10,76,334	6·1	9,93,693	5·6
<b>Total (direct) ..</b>	<b>1,53,97,599</b>	<b>86·8</b>	<b>1,53,12,102</b>	<b>86·8</b>
Direction and Inspection ..	13,40,509	7·6	12,85,235	7·3
Buildings, etc. ..	1,77,985	1·0	2,16,582	1·2
Miscellaneous ..	8,25,842	4·6	8,29,628	4·7
<b>Total (indirect) ..</b>	<b>23,44,336</b>	<b>13·2</b>	<b>23,31,445</b>	<b>13·2</b>
<b>Grand Total ..</b>	<b>1,77,41,935</b>	<b>100·0</b>	<b>1,76,43,547</b>	<b>100·0</b>

The chief notable events of the year were—

(1) The judgment of the District Judge, Poona, in the Deccan College case and the appeal against that judgment filed in the High Court of Bombay.

(2) The opening of a Law College at Surat by the Sarvajanic Education Society.

(3) Refresher Course for Secondary teachers in the Central Division held in Panchgani and the Karnatak Education Week held at Bagalkot.

(4) Introduction of the revised syllabus of studies in the Vernacular Training institutions.

(5) The re-opening of the 3rd year classes in Government Training institutions for men and expansion of the Government Training institutions for men and women with a view to increasing the output of trained Primary teachers.

(6) Preparation and publication of "Child study syllabus" specially meant for Kindergarten training schools.

(7) The constitution of the Inter-Provincial Board of Anglo-Indian and European Education.

(8) The revival by the Government of India of the Central Advisory Board of Education on which the Local Government had its representatives.

5. So far as general progress is concerned I have little to add to the last year's remarks. Progress is being steadily made, but over a short period like one year it is sometimes difficult to find spectacular events which will serve as landmarks.

**General.**

The twenty-fifth anniversary of the succession to the Throne of His late Majesty King George V was celebrated on 6th May, 1935, throughout the Presidency. Monday, 1st July, was observed as a special holiday by all educational institutions which participated in the celebration of the Silver Jubilee. The event was marked by great rejoicings and the programme included mass-meetings, illumination of school-buildings, and distribution of button-hole flags and sweets to children.

The sad news of the passing away of His Majesty King George V on 21st January, 1936, was received with grief throughout the Presidency. The Proclamation of the accession to the Throne of His Majesty King Edward VIII, and the Declaration made by His Majesty were read out in all educational institutions.

The Kindergarten Training College has had its curriculum thoroughly revised and is working on up-to-date lines. Fresh text-books were specially written and the curriculum rearranged. It will doubtless be some time before its effect becomes definitely evident, but even now various bodies have expressed their satisfaction with the teachers turned out. It is obvious that this branch of training will require to be substantially increased and that sooner or later Government will have to take it up themselves either by starting extra Colleges or by splitting up the existing Training Colleges into sections of which Kindergarten training will be one, and an important one. As I said last year, the defects of wastage and stagnation will not be removed until we tackle the problem at its root which lies in the Infant department of our Primary schools. A private agency has proposed to start a Kindergarten school in Poona and this experiment will be closely watched by the Department.

The Primary Training College course which was revised last year is working satisfactorily and producing good results. A special course for Physical training in the Vernaculars is under preparation. This will be useful for teachers throughout the Presidency.

No difficulty is experienced in the recruitment of Primary teachers on the revised scales of pay.

The question of extending the agricultural bias type of schools is being kept steadily in view. Certain aspects of these schools, however, involve so far a good deal of extra expenditure and extensive expansion will only be possible when the question of reducing such expenditure to a more reasonable amount compatible with continued effectiveness towards the goal aimed at, is solved.

Compulsory education has made very little headway. This in part is due no doubt to lack of money but even where compulsion is in operation it does not seem to be rigidly enforced. The percentage of attendance in compulsory areas is on the whole no better than in areas under Voluntary education.

Supervision of Primary schools remains much as before. As time passes I am the more confirmed in my view that inspection must be in the hands of an outside impartial supreme body, one with knowledge and power to enforce its views and decisions. In other words, the inspecting agency must be in the hands of Government.

The question of adult literacy or education is receiving considerably more attention and some very good work has been initiated in this direction. Evening schools for adults have got a fair start in Bombay City under able and efficient leaders like R. P. Masani and K. F. Nariman. In Poona the *Saksharata Prasar Mandal* has been formed and a very helpful movement has begun under a number of enthusiastic and sympathetic men. This is a valuable and important movement. It has the great merit of being fairly cheap to run. It has the additional merit of bringing literacy to adults who have a foundation of practical experience of life on which to build up their literacy. It is obvious also that pure literacy, that is, capacity to read and write, applied to children with no such knowledge or experience or background has little or no educational meaning.

In respect of Secondary education it was possible in the year under review to give aid to a number of schools which had never received grant before. In many cases the aid was not very large, but the response in gratitude and good will was one of the most encouraging features of the year and showed clearly where the shoe pinched and where the solution lay to much of the unrest, dissatisfaction, and poor work. It is true that so far as Secondary education is concerned the bulk of the cost must be borne by the parent and the school, but the State should help and the State help is incalculable in its effect on good will, healthy control, and efficiency.

A movement is also on foot to consider the feasibility of instituting a Provident Fund for non-Government Secondary teachers in recognised schools. It is reasonable to believe that the institution of such a Fund, if backed by Government, would help very materially in raising the status of teachers and in improving their conditions of service. These things would all react to the benefit and efficiency of the schools.

The Refresher Course referred to in my last Report was held and was attended by about 350 teachers and was a success in almost every way. In addition to the professional good which it accomplished, there was an atmosphere of co-operation and a complete mingling without thought of rank or privilege and a frank interchange of ideas which has produced the happiest results. The teaching profession must create a position for itself based on efficiency and dignity and co-operation and these courses are helping greatly in this respect. Other courses are to be held in the coming year in various Divisions.

It had been hoped that the final agreement between the Department and the University in respect of Secondary schools would have been accomplished by now. It is hoped that it will be by the time this Report appears. So far as the University Act permits, the dual control which



has weakened both parties and vitiated efficiency so much in the past has been brought within reasonable limits and the new arrangement, it is hoped, will play its part along with other developments in helping to produce a happier and more reasonably planned path for those aiming at higher study. By other developments I mean that the schools will have to face a wider curriculum involving more expense on specialist teachers and more specialised classes and it will be necessary to institute a Leaving Certificate to cover this widened field and the various alternative groups in which Secondary pupils will be able to specialise. There is no doubt that if such an examination can be worked in co-operation with the University Matriculation examination, the pupil will have more chances to qualify and with his chances thus increased it will be possible for both the Department and the University to insist on a reasonable standard of attainment being maintained.

In this respect University opinion on the whole is I believe at one with the Department. It is being increasingly felt that it would be better for all concerned if the Matriculation examination were restricted to its proper function of an entrance examination to Bombay University. A Government Leaving Certificate examination would cater for the public at large and for the main types of bent found in school children. The two examinations would need to be exactly equal in quality and in standard and where possible the passes in appropriate subjects in the Leaving Certificate examination would be accepted by the University. The ordinary pupil would thus have a chance or chances to pass either one or the other examination conducted by entirely different examiners, and would have it brought home to him whether his failure was fortuitous or whether he was frankly unfit to proceed to higher education, and as has been said before, each examining body could insist on a reasonable standard since increased chances of passing were being given.

Before such a scheme can be put into practice it is of course necessary to consult the University, to give Secondary Head Masters who are vitally affected ample opportunity to have the plan explained to them and to examine its implications, chiefly financial, and lastly, as I have said in my last year's report, a much larger Government inspecting staff will be necessary. This can be accomplished by the gradual replacement of the Local Authority inspecting staffs.

## CHAPTER II.

## ADMINISTRATION.

6. The strength and composition of the various branches of the Educational Service on 31st March, 1936, stood as under :—

Service.	Number of Posts.
<i>All-India (Indian Educational Service) Service.</i>	
Administrative Branch (Direction, Inspection, etc.) .. .. .	6
Collegiate Branch .. .. .	22
	— 28 ✓
<i>Bombay Educational Service (Class I).</i>	
Administrative Branch (Direction, Inspection, etc.) .. .. .	12
Collegiate Branch .. .. .	14
	— 26 ✓
<i>Bombay Educational Service (Class II).</i>	
Teaching, Inspecting, and General ..	64
Collegiate Branch .. .. .	43
	— 107 ✓
<i>Subordinate Educational Service.</i>	
Inspecting .. .	140
Teaching .. .. .	675
Clerical .. .. .	364
Others .. .. .	84
	— 1,263
<i>Miscellaneous and Special appointments outside the regular services.</i>	
Gazetted appointments .. .. .	28
Non-gazetted appointments .. .. .	9
	— 37
Grand Total .. ....	1,461

The total number of teachers in Government, District Local Board, and Municipal Primary schools was 32,809 as against 32,132 in the preceding year, of whom the number of teachers in Government schools was 172 as against 175 in the preceding year.

I continued to officiate as Director of Public Instruction throughout the year during the absence on leave of Mr. R. H. Beckett preparatory to retirement, while Messrs. S. N. Moos, I.E.S., and D. C. Pavate continued to officiate as Deputy Director of Public Instruction and Assistant Director of Public Instruction, respectively.

During the year under report Mr. H. G. Rawlinson, I.E.S., retired from Government service.

The permanent members of the All-India (Indian Educational) Service numbered 26 of whom 9 were Europeans and 17 Indians. The personnel of the Bombay Educational Service, Class I, is almost entirely Indian. There were 21 permanent Bombay Educational Service, Class I, officers during the year under review, all of whom were Indian officers. Six posts are held in abeyance and replaced by contract appointments, of which 4 were filled by Europeans.

The total cost of Direction was Rs. 1,65,281, which was almost exclusively met from Provincial funds. The total cost of Inspection was Rs. 15,67,968 of which Rs. 11,75,231 or 74·95 per cent. was met from Provincial funds. The latter amount includes Rs. 5,22,779 representing the cost of the Government Inspecting staff and Rs. 6,52,452 representing the contribution of Government towards the maintenance of the Inspecting staff under the Local Authorities.

The Provincial expenditure on Direction and Inspection together amounted to Rs. 13,40,509 which represents 7·6 per cent. of the total Provincial expenditure on Education.

Efforts were made to secure a fair representation of the educationally backward communities in the public service in accordance with the declared policy of Government.

## CHAPTER III.

## UNIVERSITY.

7. Apart from the School of Economics and Sociology and the Department of Chemical Technology maintained by the University of Bombay there were 21 Arts and 14 Professional Colleges affiliated to the University as compared with 21 and 13 respectively at the end of the previous year. The Sarvajanik Law College, Surat, conducted by the Sarvajanik Education Society was affiliated to the University during the year.

The following table gives the distribution of colleges including the University School of Economics and Sociology and the University Department of Chemical Technology and the number of pupils in them :—

	British Districts.		Indian States.		Total.	
	Colleges.	Students.	Colleges.	Students.	Colleges.	Students.
Arts and Science.	18*	11,544	4	2,681	22	14,225
Commerce ..	1	403	..	..	1	403
Teaching ..	1	94	1	98	2	192
Engineering ..	2	378	..	..	2	378
Agriculture ..	1	168	..	..	1	168
Chemical Tech- nology.	1	33	..	..	1	33
Law ..	5	1,105	1	154	6	1,340
Medicine ..	2	1,166	..	..	2	1,166
<b>Total ..</b>	<b>31</b>	<b>14,981</b>	<b>6</b>	<b>2,933</b>	<b>37</b>	<b>17,914</b>

The total number of students in all affiliated Colleges, including the School of Economics and Sociology and the Department of Chemical Technology, at the end of the year, was 17,914 as against 17,736 in the previous year. The number of students reading in the affiliated colleges in the British Districts increased by 205 to 14,981 of whom 11,544 were in Arts and Science Colleges and 3,437 in Professional Colleges. There are no separate Colleges for Women affiliated to the University. The number of women students in colleges increased from 1,250 to 1,382. Of these, 1,207 were in Arts and 175 in Professional Colleges as compared with 1,092 and 158 respectively in the previous year. A detailed account of the Arts and Professional Colleges in the British Districts has been given in Chapters IV and V.

8. The total receipts of the University amounted to Rs. 15,66,276 as compared with Rs. 15,35,230 in the preceding year, while the total expenditure was Rs. 14,24,059 as compared with Rs. 14,78,429. The total Government grant paid

\* Including the University School of Economics and Sociology.

to the University was Rs. 1,50,345 consisting of the statutory grant of Rs. 1,17,000 and a grant of Rs. 33,346 for the Department of Chemical Technology.

9. The following table gives the results of the more important University Examinations held at the end of the academic year 1935-36 :—

Examinations.	Number examined.	Number passed.				Percentage of passes.
		I Class.	II Class.	Pass Class.	Total.	
M.A. ..	210	0	43	77	120	61·43
B.A. (Honours) ..	734	40	279	204	613	43·46
B.A. (Pass) ..	984	..	..	562	562	58·30
Intermediate Arts ..	3,037	1	142	1,396	1,539	50·68
M.Sc. ..	65	..	..	..	54	83·08
B.Sc. ..	508	26	133	264	423	70·74
Intermediate Science.	1,950	12	194	540	746	38·96
First Year Arts ..	4,053	..	..	..	3,044	73·57
Matriculation ..	23,882	..	..	0,725	0,725	28·1

10. Post-graduate teaching and research continue to be conducted through teachers recognised for the purpose by the Syndicate on the recommendations of the Board of post-graduate teaching. The question of organising post-graduate teaching and research in different centres is still under consideration.

11. The number of students in the University School of Economics at the end of the year was 70 as compared with 58 at the end of the previous year. Of these, 18 were engaged in research. In the School of Sociology there were 61 students as compared with 49 in the preceding year. Of these, 27 were engaged in research.

Twenty-two post-graduate students from the different Arts Colleges in the City of Bombay attended lectures in this School. Out of these, 16 attended lectures in Economics and 6 in Sociology.

The School is reported to be making good progress. Forty-five students were doing research in different Economic and Sociological problems. Nine students submitted theses for the M.A. degree and were declared successful. Of the 22 students who appeared for the M.A. examination, 13 were successful, 2 being placed in the Second and 11 in the Pass class.

12. The Department of Chemical Technology of the University continues to provide technological training and facilities for research for those who have already attained a University standard in Chemistry and Physics and who intend to adopt an industrial career. Two courses have been organized—(1) Textile Chemistry and (2) Chemical Engineering.

Students who follow either of these courses successfully and who pass the prescribed examinations and in addition fulfil the specified requirements as to works practice are awarded the Degree of B.Sc. (Tech.). Provision has been made for the admission of 10 students every year to each of the two courses. Ten new students were admitted to the course in Textile Chemistry but only eight were admitted to the Chemical Engineering course which together with the second year students made a total of 19 students in Textile Chemistry and 16 students in Chemical Engineering. Two second year students left during the year.

The B.Sc. (Tech.) degree examinations were held for the first time at the end of the year 1935-36. Nine students appeared in Textile Chemistry of whom seven passed, and seven in Chemical Engineering of whom six passed. Four of the successful students were awarded Research Fellowships, while three joined the Department on their own account for research. One of the latter left subsequently for England to prosecute higher studies in Chemical Engineering at the University of London. One student who had to complete his works training was employed as an apprentice and the remaining five found employment in industry.

Three additional Demonstrators, one Research Assistant and one Dyehouse Assistant were appointed during the year.

*Works practice.*—Works practice was arranged for the first year students during the long vacation with the co-operation of various firms.

*Outside work.*—The number of enquiries from local firms showed a marked increase on the previous year and included experimental work on the analysis of fabrics mercerisation of yarns, stentering, bleaching, finishing, dye trials, and spray printing. A number of auxiliaries such as starches, tallows, and oils were also investigated. A series of boiler trials was carried out and the calorific values of several fuels such as natural gas and oils were determined. The coking propensities of some of the C. P. coals were investigated. On the Chemical engineering side, several problems were taken up such as the purification of magnesium chloride from bitterns and the preparation of printing inks.

*Research work.*—The Department began a series of experiments in cooperation with the Technological Laboratory, Matunga, on the properties of Indian Cottons in relation to their suitability for kier-boiling, bleaching, and mercerising. Investigations are also in progress on (1) the general fastness properties of dyes such as the Naphthol colours and their improvement; (2) the process of desizing and the relative advantages of various commercial desizing agents; (3) the detection and estimation of degradation in cotton; (4) the dyeing of silk with diazo salts, development of silk dyed with colours having ex-amino groups and the application of these methods to produce two-colour effects on union goods and to detect the admixture of silk with vegetable fibres; (5) mercerisation auxiliaries; (6) the use of emulsified organic solvents in kier boiling; (7) the production of fast shades

on cotton from combinations of cutch and diazo salts; (8) the estimation of the moisture-content of cotton; (9) the methods of analysis of Naphthols and bases and stabilised diazo salts; (10) the degree of whiteness in different varieties of cotton; (11) Study of low grade Indian coals; (12) the manufacture of printing inks; (13) the manufacture of copper sulphate; (14) the extraction of Nicotine from tobacco refuse.

Six papers on various subjects of chemical research were published during the year. One of them secured the prize for "papers dealing with subjects of industrial importance to India" awarded by the Industrial Research Bureau of the Government of India.

Dr. K. Venkataraman, the Reader in Dyeing, went to Europe on a Study tour for about 4 months, and visited various places of industrial importance in England and Germany. His research work has been recognised by the University of Manchester by the conferment on him of its highest honour, the degree of D.Sc.

Two educational tours were organised. One was a tour of the mills and chemical industries in and near Ahmedabad, while the other was an all-India tour and included visits to works in Agra, Cownpore, Dhanbad, Calcutta, Tatanagar, Madras, Bangalore, Mysore, Bhadravati. The Department was visited during the year by a number of prominent persons among whom Sir James Irvine, Vice-Chancellor of St. Andrews University, and the Lancashire Trade Delegation may be mentioned.

13. Fresh recruiting for the year 1935-36 began in June, 1935, and the Battalion was quickly up to strength. The number of student recruits enrolled during the year under report was 425, while the number of student recruits who completed preliminary training was 428. The total number of "trained" students borne on the strength of the Corps was 661.

During the year the Cadets were trained in accordance with the new syllabus issued by the Army Headquarters which is the same as that carried out by the U. T. C.'s in England. Also officers and N.C.O.s underwent a course of advanced training, the latter attending a N.C.O.s cadre course for 15 days just prior to their receiving advanced training.

The Commandant reports—

"The benefits of this course were very soon apparent, as the standard of instruction and training was a great improvement on the previous year.

"His Excellency the Governor expressed himself as very agreeably surprised at the standard of the Guard of Honour which the Bombay Detachment provided on the Convocation Day. This was most gratifying as His Excellency had been watching the Guard during the preliminaries without their being aware of the fact.

“The annual Camp was held at Pashan. Owing to the higher standard of training reached during the year the work done was more interesting than usual.”

The Commandant adds—

“Mr. C. Thakar, a late cadet, was gazetted from Dehra Dun to the Indian Royal Artillery and Sergeants Naravani and T. B. Gulali were successful in gaining admission to the Indian Military Academy in the recent competitive examination.

“The standard of the Corps has definitely improved. Cadets have more self-assurance. Discipline is good and there is great keenness among all ranks.”

Brigadier T. S. Riddell-Webster, D.S.O., Commanding the Poona (I) Brigade Area, who inspected the Battalion this year, observed that the turnout was good and the drill creditably done. In this connection the following remarks of Sir George Jeffreys, K.C.B., K.C.V.O., C.M.G., General Officer Commanding-in-Chief, Southern Command, are worth noting :—

“All ranks were obviously keen and the officers knew their drill. The work of the U.T.C. is satisfactory and distinctly better than that of other University Training Corps in my Command.”

14. The number of students were examined medically this year was 12,984 of whom 1,135 were women. The Medical Examination of students. standard of classification adopted this year for the purposes of the medical examination for physical fitness was the same as last year. The students have been divided into classes A, B, & C. The A class students satisfy a certain prescribed standard for weights and measurements. The C class students are those who are unfit for physical training and improvement either due to some organic disease (1) incurable or curable by medicine or (2) curable only by a surgical operation. The B class students are those who do not go into either A or C class. The following table compares the percentages of students in the three classes :—

				1934-35.	1935-36.
A	..	..	..	47·4	49·6
B	..	..	..	51·4	48·6
C	..	..	..	1·2	1·8

In this connection the Medical Examiner reports—

“In the Sind group the weight of students was quite good but physical developments in the way of brawn was poor.

“In the Deccan group, they seem to have good muscles but they went to B class because their weight was not up to the standard showing the low food values of their diets as regards the building up of their bodies.



“The Gujarat group shows very poor physique. The students are either too fat or too lean. It may be due to taking of too much of fatty foods and no exercise or due to eating too many vegetable salads having no food value as regards building of muscular tissue.

“The Karnatak group shows a large proportion of students in Class A. They have very good physique.

“It was specially noticed that a health sense has developed in the minds of students. They seem to have a desire to improve their physique and have come to us to ask advice as regards their diet and exercise. It is the duty of the medical examiners to encourage the attitude as much as possible.”

15. The Foreign Universities Information Bureau consists of the Foreign Universities Vice-Chancellor and 7 other members representing Information Bureau. the various branches of University education.

The number of applications received by the Bureau this year for admission into educational institutions in the United Kingdom was 115 as compared with 132 in the preceding year. The Bureau received 1,166 personal enquiries and 1,854 in writing as compared with 1,293 and 1,899, respectively in the previous year.

In view of the increasing number of enquiries from students not belonging to the Bombay University, the Syndicate ordered that every student not belonging to the University who applies for information or submits an application for admission to a foreign institution should be charged a fee of Rs. 10. The number of enquiries from such students during the year under report was 52. Only 3 students who paid the prescribed fee were supplied with the necessary information.

16. The Senate met three times during the year. The following are some of the important matters decided by the General. Senate :—

(a) The institution of the degrees of (1) Bachelor of Science (Agriculture) and (2) Bachelor of Science (Technology).

(b) The rejection of a motion requiring a candidate for the Matriculation examination to produce a certificate that he has, during the year, satisfactorily undergone a course of Physical Training.

(c) The establishment of a hostel for students of the University Departments.

(d) The formation of two separate Boards of Studies for (1) History and Archaeology and (2) Economics, politics, and Sociology in place of the Board for History and Economics.

During the year the Senate also recommended the affiliation of an Arts College at Amalner for the teaching of the Arts course up to the Intermediate standard for a period of 2 years subject to certain conditions.

Government, however, after making further enquiries did not sanction the proposal as they were not satisfied that the conditions of affiliation were fulfilled.

The Syndicate met 10 times during the year. Among the important decisions of the Syndicate may be mentioned the following :—

(a) The rejection of the proposal for the appointment of a whole-time Inspector for the inspection of schools.

(b) The framing of Ordinances and Regulations relating to the Matriculation Examination.

(c) The appointment of a Committee to prepare a ten-year plan for University expansion and extension.

The Committee appointed by the Syndicate last year to consider the revision of the Statutes relating to the inspection and recognition of schools was enlarged and continued its work during the year.

In connection with the work of the University the following extract from His Excellency the Chancellor's Convocation address will be of interest :—

“ I would say to the University authorities that their proper sphere is the improvement of the University in all its phases—culture, learning scholarship. This is a splendid and a heavy task, and I would ask you to concentrate your energies and resources thereon. Do not be inveigled into wasting time on sidelines. You have not the time or money, nor is it your function, to examine and give diplomas for minor subjects, which do not really come within the sphere of a University. Where education is an activity of Government I would ask for your co-operation.

“ As regards Secondary Education, your function is to form a suitable syllabus for your Entrance Examination. This automatically influences the work of the Matriculation class in each Secondary School. There, however, your influence should cease. I would go further and impress on you that in forming your Matriculation syllabus you should work in close and friendly co-operation with those who control Secondary Education, namely, the Educational Department so that your examinations will be co-ordinated, not only to serve your particular purpose, but to fit in harmoniously with the Secondary School course as a whole, and the latter should be so adjusted as to meet the needs of the average boy about to enter life irrespective of whether he enters a college or not, and it is the majority which will not. These aims may appear, at first sight, to conflict. In reality and in practice they do not conflict, and I think that a curriculum can be devised which will enable the ordinary Secondary School reasonably to satisfy both.”

## CHAPTER IV.

## ARTS COLLEGES.

17. This chapter deals with both Arts and Science Colleges. The total number of such Colleges in the Presidency remained the same, viz. 21 as in the previous year. Of these, 17 are in British Districts and 4 in Indian States. Of the former, 5 are maintained by Government, 9 are aided, and 3 unaided.

Details such as attendance, expenditure, cost per student, etc., about each of the 17 Colleges in the British Districts are given in the Supplement to this Report.

During the year Government sanctioned the affiliation of the M.T.B. College, Surat, to the University of Bombay for the I.Sc. examination in Group B and for the B.Sc. examination in Physics, Chemistry, and Mathematics. Similarly the Lingaraj College, Belgaum, and the C. and S. Upper Sind Arts College, Shikarpur, were affiliated for the teaching of the Courses leading to the B.A. Examination in certain subjects, while the Lingaraj College was also affiliated for the teaching of the I. Sc. courses in both the Groups.

The Ismail College, Andheri, was affiliated permanently in the courses leading to the B.A. Examination in certain subjects and for a period of 3 years in the faculty of Science for the I.Sc. Examination in groups A and B.

On 22nd October, 1934, a suit was filed in the District Court, Poona, by the Advocate General at the relation of the Government of Bombay against the Secretary of State for India and the Director of Public Instruction for permission of the Court to sell the Deccan College buildings, towards the construction of which Sir Jamshetjee Jeejeebhoy had given a donation of Rs. 1,25,000 and to apply the sale proceeds in awarding scholarships to students proceeding for technical studies abroad. Sir Jamshetjee Jeejeebhoy 6th Baronet, the Deccan Education Society, Poona, the Deccan College Past Students' Association, and the Deccan College Gymkhana represented by its Plenipotentiary Committee joined the suit as defendants. In his decision, the District Judge, Poona, did not give the permission asked for to sell the Deccan College buildings but ordered that trustees should be appointed as originally intended and they should submit a scheme for the disposal of the property for the decision of the Court. Against this decision of the District Court an appeal has been filed in the High Court at Bombay.

18. The number of students in all Arts and Science Colleges in British Districts (excluding the University School of Economics and Sociology, an account of which has been given in Chapter III) increased by 101 to 11,413. Of these, 1,194 were women students as compared with 1,082 in 1934-35. The number of students in Government Colleges decreased from 2,684 to 2,677 and that in non-Government Colleges

increased from 8,628 to 8,736. In the Government Colleges, while the number increased in the Elphinstone College, the attendance fell at the Karnatak College. This was probably due to the opening of the B.A. courses at the Lingaraj College, Belgaum.

The following table gives the distribution of students by communities :—

	1934-35.	1935-36.	Increase or decrease during the year.
Europeans and Anglo-Indians .. ..	35	37	+ 2
Indian Christians .. ..	572	559	- 13
Hindus .. { Advanced .. ..	7,307	7,555	+248
Intermediate .. ..	934	996	+ 62
Backward .. ..	92	100	+ 8
Muhammadans .. ..	683	663	- 20
Parsis .. ..	1,080	990	- 90
Others .. ..	609	513	- 96
<b>Total ..</b>	<b>11,312</b>	<b>11,413</b>	<b>+ 101</b>

19. The total expenditure on Arts and Science Colleges in British Districts (excluding the University School of Economics and Sociology) increased during the year from Rs. 24,05,787 to Rs. 25,33,737. It was met from the following sources :—

	Amount	Percentage in 1935-36.	Percentage in 1934-35.
	Rs.		
Provincial Revenues .. ..	4,49,566	17·7	17·4
District Local Board and Municipal Funds .. ..	5,250	0·2	0·2
Fees .. ..	16,76,414	66·2	69·2
Other sources .. ..	4,02,507	15·9	13·2
<b>Total ..</b>	<b>25,33,737</b>	<b>100·0</b>	<b>100·0</b>

The total expenditure on Government Arts Colleges increased from Rs. 6,07,609 to Rs. 6,35,602 and the net cost to Government from Rs. 1,86,026 to Rs. 2,11,920. In the case of non-Government Arts Colleges the total expenditure increased from Rs. 16,11,479 to Rs. 17,07,215 while the Government contribution remained the same, viz. Rs. 1,68,800. The average annual cost of educating a student in a Government Arts College rose from Rs. 254 to Rs. 266 and the cost to Government per student from Rs. 78 to Rs. 89. In aided Arts Colleges the average annual cost per student increased from Rs. 191 to Rs. 202 but the cost to Government remained the same, viz. Rs. 22.

20. The grants-in-aid of non-Government Arts and Science Colleges were fixed for the triennium 1933-36. The year under report is the last year of that triennium. The recurring grant paid by Government to 9 Arts and Science colleges under private management amounted to Rs. 1,68,800 as this was the amount fixed and distributed in 1933-34. The question of reassessment and revision of the grants will be considered next year. Owing to financial stringency it was not found possible to restore the cut and to increase the allotment to the original figure of Rs. 1,87,000.

21. The results of the B.A. and B.Sc. Examinations held during the year 1935-36 are given in the following table:—

Name of College.	Total number examined	Passed in Class I.	Passed in Class II.	Passed.	Total passed.	Percentage of total passes.
<i>B.A.</i>						
Elphinstone .. ..	84	6	23	43	72	85.71
Wilson .. ..	103	3	31	44	78	75.73
St. Xavier's .. ..	156	12	20	96	128	82.05
Gujarat .. ..	84	3	20	48	71	84.52
Rajaram .. ..	82	..	16	37	53	64.63
Baroda .. ..	146	2	20	72	94	64.38
Fergusson .. ..	141	2	32	76	110	78.01
Samaldas .. ..	76	..	15	44	59	77.63
D. J. Sind .. ..	85	4	9	51	64	75.29
Bahauddin .. ..	30	1	1	19	21	53.85
Sir Parashurambhan .. ..	127	4	21	61	86	67.71
Karnatak .. ..	85	1	14	38	53	62.35
M. T. B., Surat .. ..	82	..	14	30	50	60.98
Willingdon .. ..	40	1	6	15	22	55.00
D. G. National .. ..	36	..	2	24	26	72.22
H.P.T., Nasik .. ..	30	1	5	14	20	66.66
Ismail .. ..	22	..	9	7	16	72.73
Nowroji Wadia .. ..	69	..	9	37	46	66.66
Chellasing and Sitaldas .. ..	4	..	..	3	3	75.00
Average for the University ..						71.89

Name of College.	Total number examined.	Passed in Class I with distinction.	Passed in Class I	Passed in Class II	Passed.	Total passed.	Percentage of total passed.
<i>B.Sc.</i>							
Wilson ..	36	..	1	17	11	29	80.55
St. Xavier's ..	56	1	4	13	33	51	91.07
Gujarat ..	41	2	1	21	13	37	90.24
Baroda ..	58	..	..	14	32	46	79.31
Fergusson ..	104	2	2	20	46	70	67.31
D. J. Sind ..	53	1	..	7	28	36	67.92
Royal Institute of Science ..	47	3	5	23	8	39	82.97
Sir Parashurambhau ..	35	..	1	4	18	23	65.71
Rajaram ..	20	..	1	1	9	11	55.00
Karnatak ..	19	..	2	4	9	15	78.95
M.T.B., Surat ..	4	..	..	..	3	3	75.00
Grant Medical ..	2	..	..	2	..	2	100.00
Seth G. S. Medical ..	3	..	..	3	..	3	100.00
Average for the University ..							76.36

22. The tutorial system continued to receive attention in the Colleges so far as circumstances permitted. In this connection the Principal, Wilson College, has observed—

**Tutorial work.**

“At the beginning of the last year we adopted experimentally the plan of dividing the First Year students into groups of about 15 each and putting each of these groups under the general oversight of a member of the staff. This oversight has not been exacting or oppressive. It has meant that the members of the staff have arranged to see the students who have been put under them a few times during the year, usually as a group and in their own residences and they have sought to help them to deal with some of the difficulties that face students during their First Year in College. It is still too early to say what the results of the experiment have been but it has at least had this effect that no student has failed to establish personal contact with at least one member of the staff. There is evidence that many students have appreciated the scheme and many members of the staff feel that it is well-worth continuing.”

23. All the Colleges have hostels attached to them. The number of students from Arts and Science Colleges residing in hostels was 2,000 as compared with 1991 in 1934-35.

**Hostels.**

24. The year has been one of steady work and progress. The discipline of the students was very good during the year and there were no outside influences

to cause disturbance.

25. At the end of the year the number of students in the Royal Institute of Science was 278, including 20 women, as compared with 270 in the preceding year. This was distributed among the different classes as under :—

Intermediate Science	..	..	..	85
Junior B.Sc.	..	..	..	53
Senior B.Sc.	..	..	..	56
M.Sc.	..	..	..	65
Ph.D., D.Sc., etc.	..	..	..	19
				278

The number of students reading for the post-graduate degrees increased from 71 to 84.

Research work continues to be carried out both by post-graduate students and by the members of the staff so far as funds permit. In fact research work is chiefly hampered for lack of funds. During the year ending 31st March, 1936, 56 papers were published as compared with 47 in 1934-35. Of these, 11 were in Physics, 16 in Organic and Industrial Chemistry, 17 in Physical and Inorganic Chemistry, 7 in Botany, and 5 in Zoology. During the year under report 28 students from the Royal Institute of Science obtained the M.Sc. degree. They were distributed as under :—

Mathematics	..	..	..	1
Physics	..	..	..	3
Chemistry	..	..	..	20
Botany	..	..	..	3
Zoology	..	..	..	1

The total expenditure of the Institute increased by Rs. 4,223 to Rs. 1,90,922 and it was met as under :—

Provincial Revenues	..	..	..	Rs. 68,846
Fees	..	..	..	41,609
Endowments	..	..	..	78,517
Subscription and other sources	..	..	..	1,950
				1,90,922

Government contribution increased by Rs. 4,751. This increase was due to certain non-recurring grants placed at the disposal of the Principal from Provincial funds. The average annual cost per student increased from Rs. 667 to Rs. 679 and the cost to Government from Rs. 229 to Rs. 245.

## CHAPTER V.

## PROFESSIONAL COLLEGES.

26. This chapter deals with Professional Colleges affiliated to the University of Bombay. The number of such institutions increased during the year by 2 to 13. These two are the University Department of Chemical Technology opened in November, 1933, but classified as a Professional College now and the Law College at Surat opened by the Sarvajanik Education Society. Other Professional institutions such as Industrial and Technical schools and Engineering and Commercial classes, etc., are dealt with in Chapter IX.

27. There are two Colleges of Engineering, viz. the College of Engineering, Poona, which is maintained by Government and the N. E. D. Engineering College at Karachi which is an aided institution. During the year under report the number of students in the College of Engineering, Poona, slightly decreased from 218 to 204. Of these 204 students, 93 were Advanced Hindus, 45 Intermediate Hindus, 3 Backward Hindus, 18 Muhammadans, 28 Parsis, 11 Indian Christians, and 6 others.

The total expenditure of the College was Rs. 2,06,425 of which Rs. 1,44,608 was met from Provincial Funds. The average cost per student was Rs. 1,007 and the cost to Government was Rs. 705 as against Rs. 956 and Rs. 670 respectively in the previous year. During the year a sum of Rs. 10,000 was spent—Rs. 5,000 on providing more lathes and Rs. 5,000 on Scientific and Mathematical instruments. The College continues to charge the enhanced rates of fees for new entrants sanctioned with effect from June, 1933, viz. Rs. 150 per term for students of this Presidency and Rs. 200 per term for students from Indian States and other Provinces.

The recruitment of the College graduates to the Bombay Service of Engineering, after recommendation by a Selection Committee, having been stopped, no candidates were appointed to any guaranteed posts this year.

Candidates appeared for the first time this year in the additional subjects of "The Elements of Engineering Economics" and "English" introduced by the University.

The College sent up in March, 1936, 38 students for B. E. (Civil), 5 for B.E. (Mechanical), and 15 for B.E. (Electrical). Of these, 21, 2, and 7 respectively passed, four standing in First class, 24 in Second class, and 2 in Pass class.

A number of places of scientific and Engineering interest were as usual visited on the annual instructional tours. The Principal reports—

"The B. E. Civils visited the Gokak and Gersappa Falls for studying works of Geological and Civil Engineering interest. They also saw important Engineering works both in and round Mysore and Bangalore. Later they also saw several works in Bombay and in Poona and its neighbourhood.



"The B. E. Mechanicals and the 3rd year D.M.E.E. students visited several Workshops and Factories at Bombay, e.g. the Bombay Electric Supply and Tramway Company's Workshop, the Royal Indian Naval Dockyard, the Dun Aluminium Factory, etc.

"The B. E. Electricals with the 4th year D.M. and E.E. students visited works of Electrical interest in Madras and further south—such as at Pykara, Ootacamund, Bangalore, Mysore, etc.

"The S. E. Civils visited certain Ghauts near Poona as well as the reconstruction of the Krishna Bridge and works at Bangalore, Mysore, and Bombay, etc.

"The S.E. Mechanicals and Electricals visited various works in Bombay, while the 3rd year D.C.E. students saw the works of the Railway bridge over the Narbudda; the reconstruction works of the Krishna bridge and various other interesting works both in Bombay and elsewhere."

The number of students in the N.E.D. Engineering College, Karachi, increased from 159 to 174. Of these, 114 were Advanced Hindus, 16 Muhammadans, and 44 others.

In 1934 the College was affiliated to the Bombay University in the degree courses in Mechanical and Electrical Engineering and during the year under report the First and Second Year classes were held with the full compliment of 20 students in each. Rs. 7,000 were spent this year on equipping the Electrical Laboratory and Machine shop.

The total expenditure of the College was Rs. 96,856 as against Rs. 99,103 in the preceding year. Government paid a grant of Rs. 31,700. The average annual cost per student was Rs. 580 and the cost to Government Rs. 190 as against Rs. 665 and 213 respectively in the preceding year.

As regards the financial position of the College the Principal reports—

"The financial position continues as anxious as ever. With the new commitments and undertakings for Electrical and Mechanical Engineering in hand, expenditure is increasing and there is no fresh source of revenue in sight. The public bodies have their own financial difficulties and it is not possible to get substantial help from them. The Karachi Municipal Corporation and the Port Trust have contributed Rs. 3,000 and Rs. 1,500 respectively. But the Reserve Fund which stood at Rs. 87,047 in 1929-30 and at Rs. 14,684 in 1934-35 has been practically exhausted as it now stands at Rs. 6,636."

The College has no hostel of its own. Students usually get accommodation in a private hostel nearby.

The College sent up 40 students for the B.E. (Civil) Examination of whom 27 passed, 23 standing in Second class.

28. An account of the University Department of Chemical Technology is given in Chapter III.

Technology.

29. The Sydenham College of Commerce and Economics, Bombay, continues to be the only institution of its kind **Commerce.** imparting higher commercial education. The number of students was 403 as against 402 in the previous year. The demand for admission into the College continues unabated. The expenditure of the College increased from Rs. 69,528 to Rs. 75,855.

The College sent up 146 students for the B. Com. Examination in March, 1936, of whom 44 passed, one being placed in the first class and 12 in the second class.

There was no change in the method of instruction.

Visits of observation to places of commercial and industrial interests were arranged with a view to increase the general information of the students and widen their practical outlook.

During the year under report the places visited by the students were the Bombay Bullion Exchange, Ltd., the Safe Deposit Vault of the Central Bank of India, Ltd., Bombay, the Factory of the General Motors India, Ltd., Bombay, the Port Trust docks, Bombay, and the Times of India Press, Bombay.

The following series of special evening lectures were delivered during the year by the members of the College staff :—

“Special Problems of the Cotton Industry in India” by Mr. M. J. Antia.

“The Bombay Presidency: An Economic Geographical Survey” by Mr. H. L. Kaji.

Both courses were well attended. As usual a small batch of students from the V. J. Technical Institute attended the lectures delivered by Mr. Antia.

Courses of lectures on the following subjects prescribed for the M. Com. Examination Part II were also delivered during the year under report :—

“Organization of Industries” by Mr. M. J. Antia.

“Economics of Agriculture with special reference to India” by Mr. H. L. Kaji.

“Foreign Exchanges” by Mr. S. G. Beri.

In addition to the above mentioned courses of lectures, three discourses on “Representative Economists of the Day” were delivered by Sir Jehangir Coyajee.

Mr. W. H. Whittington, President of the Banking Association of the College students for 1934-35 had given a donation of Rs. 25 for awarding a prize to a Banking student for the best essay on a banking subject. This precedent of Mr. Whittington was followed by Sir William Lamond, Kt., President of the said Association for the year 1935-36, who gave a donation of Rs. 25 for a prize to a Banking student.

30. The Agricultural College, Poona, under the control of the Agricultural Department, is the only institution of its **Agriculture.** kind in the Presidency. It had 161 students on its

rolls as against 153 in the preceding year studying for the B.Ag. Examination.

Of the 61 students who appeared for the B.Ag. Examination, 43 passed.

The expenditure of the College was Rs. 1,38,324, of which Rs. 1,04,959 was met from Provincial funds. The total cost per student was Rs. 823 and the cost to Government Rs. 625.

In regard to the employment of agricultural graduates the Principal reports—

“The Poona Agricultural Graduates’ Employment Bureau with the Principal of the College as Ex-officio President has been functioning since May, 1934. This helps to bring the Graduates in touch with the Employing agencies, 12 graduates have registered themselves during the year, the total number thus reaching 85. Twenty enquiries were received from the employing agencies and were circulated to the members. From the small number of registrations during the year and the small response received to the enquires circulated it appears that a large number of members of the Bureau have found employments.”

31. There are two Medical Colleges in this Presidency. The Grant Medical College, Bombay, which is a Government institution, is under the control of the Medical Department. It had 717 students (including 103 women) on its rolls as against 690 (including 98 women) in the preceding year. The total expenditure of the College was Rs. 2,81,195 of which Rs. 94,756 was borne by Government. The total cost per student was Rs. 392 and the cost to Government Rs. 132.

The Seth Gordhandas Sunderdas Medical College, which is maintained by the Bombay Municipality, had 449 students on its rolls as against 399 in the preceding year. The total expenditure of the College during the year was Rs. 2,23,873. The cost per student was Rs. 540, as against Rs. 636 in the previous year, and the cost to Government Rs. 295.

32. During the year a Law College at Surat was started by the Sarvajanik Education Society. Thus there are now six Law Colleges affiliated to the University of Bombay. Five of them are in the British Districts of the Presidency and one is in Kolhapur. The number of students reading in the five Law Colleges in British territory in Bombay, Poona, Surat, Ahmedabad, and Karachi was 1,195 as compared with 1,222 in the previous year.

The number of students in the Government Law College, Bombay, decreased from 579 to 534. This number includes 11 students for the LL.M. course. The College had 8 women students in the first LL.B. class and one in the LL.M. degree course.

A sum of Rs. 3,916 was spent in purchasing Law books, Journals, reports, etc. With a view to enabling students to take advantage of the Law Library, the Library was kept open for a longer time and it is reported that this arrangement has proved more beneficial both to students and the readers in the Library than before.

The expenditure of the College during the year was Rs. 58,420 as against Rs. 55,406 in the previous year. The whole of the expenditure was met from fees. In fact there was a surplus income to the extent of Rs. 14,201.

The special feature of the activities of the College this year was the organization of a Moot Court which was arranged by the students and some of the members of the teaching staff and presided over by the Honourable Mr. Justice B. J. Wadia, Vice-President of the Board. The students who took part in the Moot Court evoked great admiration and showed great skill in conducting their sides. The Honourable Justice Wadia (Judge of the Moot Court) after hearing both the sides argue the case gave certain useful hints to the students conducting the case.

Statistical details of other Law Colleges are given in the Supplement to this Report.

33. There are in all two Secondary Training Colleges affiliated to the University of Bombay. One is the Secondary Training College at Bombay maintained by Government and the other is the Shri Maharani Tarabai Teachers' Training College at Kolhapur started in 1934-35.

The Secondary Training College, Bombay, had on its rolls 94 students as against 97 of the last year. Out of these 94 students, 75 were men and 19 women.

The expenditure on the College was Rs. 70,907 as compared with Rs. 70,845 in the preceding year. The total cost per student and the cost to Government was Rs. 739 and Rs. 713 respectively as against Rs. 723 and Rs. 686 in the previous year.

The following table gives the results of the B. T. Examination :—

					Appeared.	Passed.
Parts I and II	..	..	..	..	90	64
Part I only	..	..	..	..	4	4

The Principal reports—

“The recent B.T. Examination was the first conducted according to the revised regulations, which involve the abolition of I and II classes but allow ‘Distinction’ to candidates who do exceptionally well. It is unfortunate that no student was able to satisfy the Examiners that he (or she) merits this high award. Personally I should not have been surprised to hear that more than one had passed with distinction. The results of the women students showed marked improvement and this year’s batch included several of exceptional skill and ability. The best of them were, in my opinion, as good as any who have ever passed through the College and better than some who obtained a I class in former years. Some of the men were also distinctly good but the general tone of the large majority was very disappointing.”

## CHAPTER VI.

## SECONDARY EDUCATION.

34. The term "Secondary Schools" is applied in this Presidency to those schools in which English is taught, whereas in other Provinces the figures for Secondary Education include pupils in Vernacular Middle schools. This Chapter deals with Anglo-Vernacular schools for Boys and English-teaching schools. An account of Anglo-Vernacular schools for Girls is given in Chapter XII and of European schools in Chapter XIII. Combined statistics for all Secondary schools are, however, given in the tables at the end of the Report.

35. The number of Anglo-Vernacular schools increased by 28 to 636 and that of pupils by 4,515 or 4·2 per cent. to 113,247. The following table shows the distribution of these schools and the number of pupils in them by Divisions :—

Division.	Number of schools.			Number of pupils.			Percentage increase during the year.
	High Schools.	Middle Schools.	Total.	High Schools.	Middle Schools.	Total.	
Bombay Division ..	78	76	149	27,643	6,888	34,531	5·6
Central Division ..	48	65	113	18,082	3,379	22,311	1·2
Northern Division..	60	110	160	19,770	6,103	25,873	3·7
Southern Division..	30	30	60	6,992	1,608	10,600	3·8
Mad ..	38	116	154	13,121	6,721	19,842	5·9
<b>Total ..</b>	<b>230</b>	<b>397</b>	<b>636</b>	<b>88,458</b>	<b>24,789</b>	<b>113,247</b>	<b>4·2</b>

Of the 113,247 pupils in Anglo-Vernacular schools for Boys, 51,757 or 45·7 per cent. were in the High School stage, and 61,490 or 54·3 per cent. in the Middle School stage of instruction. At the Matriculation Examination of 1936, there were 17,837 candidates from the British Districts in the Presidency, of whom 5,342 or 29·9 per cent. passed.

The following table shows the distribution of Anglo-Vernacular schools by Management :—

	Number of schools.			Number of pupils.			Percentage increase or decrease during the year.
	High Schools.	Middle Schools.	Total.	High Schools.	Middle Schools.	Total.	
Government ..	24	3	27	8,044	343	8,387	- 1.7
District Local Board ..	2	190	192	418	5,336	5,754	+14.3
Municipal ..	24	44	68	7,031	4,360	11,391	+ 2.3
Aided ..	168	108	276	62,908	11,309	74,217	+ 6.6
Unaided ..	21	52	73	10,057	3,441	13,498	- 6.4
Total ..	239	397	636	88,458	24,789	113,247	+ 4.2

The figures indicate an increase in the number of pupils attending Secondary schools under all managements except Government and Unaided. There was a decrease of 1.7 per cent. in the former and of 6.4 per cent. in the latter. In the case of Government schools this is mainly due to the stricter enforcement of the rule regarding the number of pupils to be admitted in each class prescribed by Government. The steady increase in the total number of pupils is attributable to the general desire of all classes to give a modicum of English education to their children.

The following table gives the classification by communities of the pupils attending Anglo-Vernacular schools for Boys :—

		1934-35.	1935-36.	Percentage increase or decrease.
Hindus	{ Advanced .. ..	59,333	61,550	+ 3.6
	{ Intermediate .. ..	22,095	23,694	+ 7.9
	{ Backward .. ..	2,644	2,704	+ 2.3
	Total .. ..	84,122	87,948	+ 4.5
Muhammadans .. ..	12,638	13,180	+ 4.3	
Parsis .. ..	4,592	4,587	- 0.1	
Others .. ..	7,380	7,532	+ 2.1	
Grand Total .. ..	108,732	113,247	+ 4.2	

It will be seen that there is a steady rise in the number of pupils attending Secondary schools which is shared by all communities except the Parsis in whose case there is a very slight decrease of 0.1 per cent. Like last year the rate of increase is most satisfactory in the case of

Intermediate Hindus and Muhammadans. The increase in the number of pupils belonging to the Advanced and Backward Hindus is also satisfactory.

36. The total expenditure on all Anglo-Vernacular schools for Boys increased by Rs. 1,61,394 or 2·5 per cent. to Rs. 65,20,792. It was met from the following

Expenditure.  
sources :—

	Expenditure.		Percentage.
	Rs.		
Provincial Funds .. .. .	14,06,224	22·5	
District Local Board and Municipal Funds .. .. .	2,80,555	4·3	
Fees .. .. .	38,65,698	59·3	
Other Sources .. .. .	9,08,315	13·9	
<b>Total ..</b>	<b>65,20,792</b>	<b>100·0</b>	

Of the total expenditure, Rs. 10,15,128 or 15·6 per cent. was incurred on Government schools, while Rs. 55,05,664 or 84·4 per cent. on Non-Government Anglo-Vernacular schools. Of the expenditure on Government schools, Rs. 3,42,559 or 33·7 per cent. was met from fees. The following table gives separate figures of the expenditure on High and Middle schools by Management and the sources from which it was met :—

		Expenditure.				
		Provincial Funds.	Fees.	District Local Board and Municipal Funds.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Government	High Schools ..	6,43,049	3,38,665	...	6,321	9,83,035
	Middle Schools ..	28,381	8,894	...	18	32,008
	<b>Total (A) ..</b>	<b>6,66,230</b>	<b>3,42,559</b>	<b>...</b>	<b>6,339</b>	<b>10,15,128</b>
District Local Board and Municipal.	High Schools ..	74,048	2,24,118	1,04,220	8,780	4,11,116
	Middle Schools ..	38,819	1,75,818	1,12,830	6,140	3,28,108
Aided ..	High Schools ..	6,20,728	22,21,744	41,705	5,65,287	34,70,459
	Middle Schools ..	71,404	2,79,018	21,794	83,275	4,55,388
Unaided.	High Schools ..	....	5,45,804	....	1,64,165	7,09,529
	Middle Schools ..	....	76,687	....	53,879	1,30,066
Total ..	High Schools ..	6,94,771	29,91,226	1,45,925	7,59,182	45,91,104
	Middle Schools ..	1,05,223	5,31,918	1,34,630	1,42,794	9,14,560
<b>Total (B) ..</b>		<b>7,99,994</b>	<b>35,23,139</b>	<b>2,80,555</b>	<b>9,01,976</b>	<b>55,05,664</b>
<b>Grand Total (A and B) ..</b>		<b>14,66,224</b>	<b>38,65,698</b>	<b>2,80,555</b>	<b>9,08,315</b>	<b>65,20,792</b>

The total average annual cost per pupil in an Anglo-Vernacular school for Boys decreased from Rs. 58·29 to Rs. 57·40 and the average cost to Government from Rs. 13·1 to Rs. 12·91. The small decrease is due partly to economic reasons and partly to the rise of over 4 per cent. in the number of pupils attending these schools. The following table compares the averages for the last two years :—

	1934-35		1935-36.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs.	Rs.	Rs.	Rs.
Government .. ..	116·86	75·18	121·95	80·04
Board .. ..	43·66	6·55	42·69	6·22
Aided .. ..	53·90	9·87	52·75	9·29
Unaided .. ..	61·91	....	62·46	....
<b>Total ..</b>	<b>58·29</b>	<b>13·1</b>	<b>57·40</b>	<b>12·91</b>

37. The number of Anglo-Vernacular schools directly maintained by Government remained the same as last year, viz. **Control** 27, of which 24 were High Schools and 3 Middle Schools. In addition to these, there were 215 High Schools and 394 Middle Schools recognised by the Department. Two High Schools and 190 Middle Schools were under the control of District Local Boards and 24 High Schools and 44 Middle Schools were managed by Municipalities.

All the Government schools maintained their high standard of efficiency during the year under report. It has been the policy of the Department to recruit the pick of the graduates belonging to the various communities to the teaching staffs in the schools. In recent years the tendency is to recruit trained graduates holding Honours degrees as far as possible. Government schools thus hold a far more favourable position in regard to staff, management, equipment, apparatus, etc., as compared with schools under private management and are naturally very popular. The rush of admission each year into these schools is so great that a large number of applications has to be turned down for lack of accommodation.

In order to provide adequate representation for the various communities, Government have reserved a certain number of places for the Backward and Intermediate Hindus and for Muhammadans in Government schools. Although care is taken to select the best material, the fact remains that the increasing percentage of pupils belonging to the educationally backward classes who get admission into the Government schools is likely to affect the standard. As stated above, however, these schools continue so far to maintain their tone and efficiency and their results at the Matriculation Examination are usually high.



The number of recognised High Schools increased by 8 to 215 and of Middle Schools by 18 to 394. Only those schools which fulfil the requirements of the grant-in-aid Code are recognised by the Department. There has been no improvement in regard to the provision of funds for the award of grants-in-aid to non-Government Secondary schools. The allotment available is not enough to meet the requirements of schools already on the registered list, so that new schools have little or no chance of getting a grant in the near future. Although a registered school is eligible under the code requirements for a grant equal to one-third of its approved expenditure or half of its local assets, the grant is now limited to one-fourth of the approved expenditure and even the one-fourth limit is not reached in the case of all registered schools. All recognised schools are inspected by the Educational Inspectors or by the Assistant Educational Inspector or the Assistant Deputy Educational Inspectors.

The Bombay University exercises a certain measure of control over the High Schools through the Matriculation examination which it conducts. Secondary education is usually controlled by the State, the University being responsible for higher education. The dual control over High Schools by the Department and by the University has been the subject of some controversy but it is a matter for satisfaction that the gravity of the situation is being realized and that efforts are being made by the University authorities in collaboration with the Department to tackle this problem. A practical solution of this question will, it is hoped, be reached in the near future.

During the year under report the University recognised a few more schools mainly in Bombay which were refused recognition by the Department.

38. The course of studies laid down by the Department in Schedule D Courses and Examinations of the Grant-in-aid Code for the various standards is followed in all Secondary Schools. In a few High Schools manual work has been introduced with a view to providing a training of the hand and eye. In the S. P. Hakimji High School, Bordi, the Industrial High School, Alibag, and the Private High School, Rajapur, an attempt is being made to combine vocational courses with the ordinary literary course. Vocational subjects like carpentry, weaving, printing and agriculture, etc., are compulsorily taught in some classes in these schools. The great majority of the Schools, however, follow the course prescribed for the Matriculation Examination, so that most of the pupils are trained for a University career, whether or not they have the necessary aptitude for it. The question of providing alternative courses to suit the capacities of the various types of pupils has been engaging attention in recent years. It appears to have been generally agreed that there should be definite stages with well defined aims in the school course, so that pupils instead of following merely a literary course may be diverted at suitable points into channels suited to their capacities. The Government of India have taken an initiative in this

matter. They have revived their Central Advisory Board of Education which is now keenly interested in the reconstruction of the school course.

The comments made on the new Matriculation Syllabus in the last year's Report seem to have been well founded. In this connection the Educational Inspector, B. D., remarks—

“Fears expressed by some of us with regard to the merits of the new Matriculation syllabus have been found to be well-founded. The shadow of the Matriculation Syllabus is cast over the whole school and not only over the seventh standard. Arithmetic has, it is feared, become a time-table subject in some schools. The union of History and Geography in one paper for the Matriculation has tended to neglect both these subjects in some other schools. Instead of some definite study of standard English literature, the majority of the schools are busy teaching isolated idioms and phrases and concentrating on grammar and translation. English Composition is tending to become formal and artificial.”

39. The following table shows the total number of men teachers in Anglo-Vernacular schools for boys and girls during the year 1935-36 and their qualifications:—

Teachers.	Total number of teachers	Trained teachers		Graduates	
		Number	Percentage	Number	Percentage
Government .. ..	433	321	74·0	343	79·2
District Local Board and Municipal .. ..	824	117	14·2	253	30·7
Aided .. ..	4,017	634	15·8	1,811	45·1
Unaided .. ..	725	91	12·6	319	44·0
<b>Total, Non-Government ..</b>	<b>5,566</b>	<b>842</b>	<b>15·1</b>	<b>2,383</b>	<b>42·8</b>
<b>Grand Total ..</b>	<b>5,999</b>	<b>1,163</b>	<b>19·4</b>	<b>2,726</b>	<b>45·4</b>

The number of male teachers in Anglo-Vernacular schools was 5,999, an increase of 209 on the figure for the previous year. There was an increase of 154 in the number of graduate teachers and of 105 in the total number of trained teachers. The percentage of professionally trained teachers in non-Government schools rose from 13·4 to 15·1. There has been a steady improvement in regard to the trained element on the staffs of the Secondary schools in recent years.

In order to meet the situation which has arisen as a result of the new Matriculation scheme, a circular has been issued explaining the position in regard to Schedule D of the Grant-in-aid Code and the requirements which the Department expects recognised schools to satisfy.

*School work and methods of teaching.*

40. The direct method of teaching English is used in the lower standards in most of the Government Secondary schools and free use is made of objects, models, pictures, illustrations, etc. The method followed in most of the non-Government schools is usually a mixture of the direct and translation methods. The success of the direct method depends to a large extent on the teacher's ability to speak good English and also on the amount of previous planning and preparation of lessons. An insight into child psychology is also essential for the purpose.

The Inspectors' reports show that the standard reached in this subject leaves much to be desired. There is a considerable body of opinion which holds that the teaching of History and Geography through the Vernaculars has led to the deterioration of the standard in English. There also appears to be a tendency on the part of teachers to neglect written work in all standards. Much time is wasted in memorising notes and summaries which are often written in inferior or bad English. The pupils' powers of imagination and of expression require to be developed with a view to instilling in them the habit of self-reliance at as early a stage as possible in the school career. The habit of using good dictionaries also requires to be encouraged in the pupils. Portions in English Prose and Poetry need to be assigned to the class regularly for preparation at home with the aid of a dictionary. How far the home work is attended to by the pupils can be checked by subsequent tests. It would be an excellent thing if records could be kept of the results from day to day and used at the time of class to class promotion. It is also essential for schools to have well equipped libraries which the pupils should be encouraged to make use of as freely as possible.

41. This subject is being taught on fairly correct lines in most of the schools, stress being laid on neatness and accuracy. Efforts are not made, however, to make the subject realistic and useful by giving the treatment a practical turn. The teaching of Arithmetic consists for the most part of a drill in figure work without emphasising the human element in the subject. In Algebra also the work is mostly mechanical although in some schools specialist teachers do explain the underlying ideas with practical problems. In the initial stages Algebra must be shown as a generalisation of arithmetical facts. In regard to Geometry the teaching of formal work is satisfactory although enough emphasis is not laid on analysis. The practical out-door work, which is an important part of the subject, is entirely neglected. A change for the better in all these aspects is, however, noticeable and many schools possess excellent libraries on the subject.

42. History occupies an important place in the school curriculum and, if properly handled, it is a subject which is capable of creating an absorbing interest in the

class and of appealing to the imagination and reasoning power of the pupils. To make a History lesson really interesting, however, a careful study of the subject and ability to present historical facts in their proper perspective are essential. It is a happy sign of the times that in a large number of schools there are now specialist teachers for this subject. It is taught in the Vernacular for the most part, and lack of suitable text-books in the Vernacular is a great handicap. It is, therefore, of great importance for the history teacher to consult good reference books on History. The Educational Inspector, C. D., remarks—

“ Attempts are made to make the teaching of History realistic by making a free use of maps, charts, time-scales, battle plans, etc., but the humanistic side is mostly neglected. The majority of history lessons are commentary lessons, the teacher either reading the text with his pupils or giving a lecture with hardly any departure from the treatment and subject matter given in the text-book which is often bare and not helpful enough in enabling pupils to elucidate problems in history. Pupils are not encouraged to find out facts for themselves, much less to find out the significance and importance of certain historical events and world movements. Thus the present teaching lies mostly in stuffing pupils' brains with bare facts regard- less of their effect and contribution towards the general trend of thought.”

43. Increasing attention is now being paid to the teaching of Geography.

**Geography.**

In Educational Weeks or Refresher Courses, Geography teaching is one of the most important topics for discussion. It has made great strides in recent years and serious attempts are now being made to teach it on a scientific and rational basis. Geography rooms specially equipped are now almost a common feature. Greater attention is now also being rightly paid to practical work in this subject including the recording of weather observations, map filling, the preparation of relief maps, and so on. Geography excursions are also fairly common. Geography requires, however, to be co-related to Science, History and other such subjects in order that there may be a greater appreciation of cause and effect and this is a direction in which there is still considerable room for improvement.

44. Nearly every High School has a Laboratory, adequately equipped for experimental work. The Matriculation Syllabus

**Science.**

requires the experiments prescribed therein to be actually performed by the pupils themselves but this object is not achieved in all schools as there is no practical test in this subject. More attention seems to be paid to the dictation of notes on the practical work. The tendency is most noticeable in Middle School Classes where the teaching of Nature Study is practically reduced to the dictation of notes and the cramming of children with a few isolated facts from the text-books. It is needless to say that if the subject is approached in this manner it will militate against the development of a proper scientific attitude on the part of pupils. More emphasis requires to be laid on observation work and on the maintenance of Nature Study

gardens in every school, where possible, so that the children may be able to look after their own plots and maintain notes of observation.

45. Drawing continues to be taught as a compulsory subject in almost all Secondary schools in Standards I-V. Selected pupils in these schools are specially coached for the Elementary and Intermediate Grade Examinations. Many schools have on their staffs qualified Drawing teachers and there has been much improvement in recent years in the quality of teaching. It must be admitted, however, that the value of this subject in the school curriculum is not fully appreciated in some schools.

The Elementary and Intermediate Drawing Grade Examinations were held in October, 1935, at 165 centres. Of the 7,024 candidates who appeared for the Elementary Examination, 4,582 or 65·2 per cent. passed, while 2,681 or 74·0 per cent. out of 3,619 passed the Intermediate Drawing Grade Examination. The following table gives further details :—

Examination.		Number examined.	Number passed.	Percentage of passes.
Elementary	{ Bombay Presidency ..	5,203	3,503	67·3
	{ Outside Bombay Presidency ..	1,821	1,079	59·2
	Total ..	7,024	4,582	65·2
Intermediate	{ Bombay Presidency ..	2,571	1,983	77·1
	{ Outside Bombay Presidency ..	1,048	698	66·5
	Total ..	3,619	2,681	74·5

There has been steady increase in the number of candidates from year to year which indicates the growing popularity of these examinations. The work presented by the candidates is reported to have been up to the desired standard on the whole. Twenty-five prizes were awarded to successful candidates at the Elementary Examination and 39 to those at the Intermediate Grade Examination as against 21 and 46 respectively in the preceding year.

46. The number of recognised English classes attached to Primary schools increased by 27 to 209 and the number of pupils by 661 to 6,364. The demand for these classes is increasing every year. These classes enable pupils to complete both the Primary course of Standards V to VII and the Anglo-Vernacular course of Standards I-III. The great advantage of such classes in rural areas is that they provide a smattering of English

to pupils in their own villages. In most cases, however, inexperienced teachers are in charge of the classes. This is due partly to the situation of these classes and partly to the inability of parents, who are mostly agriculturists, to pay high fees and better teachers. The Department is, however, trying its best to insist upon the Managements of the schools placing these classes in charge of teachers who hold the Secondary Teachers Certificate.

In Municipal areas, though the number of such classes has been reduced by one during the year under report the attendance in these classes is satisfactory in spite of the fact that there are other Secondary schools in the same places. This is largely due to the lower rates of fees in such classes. It is, however, the policy of the Department to confine these classes, as far as possible, to the District Local Board schools. The following table gives the number of English classes by Management and the pupils in them :—

	Number of Classes.	Number of pupils.
District Local Board .. .. .	184	4,998
Municipal .. .. .	13	969
Aided .. .. .	1	77
Unaided .. .. .	11	320
Total ..	209	6,364

17. Among the various activities outside the school curriculum and apart from the usual school games and sports, the following need special mention :—

School magazines and debating societies, excursions, first-aid, photography, carpentry and fret-work, and gardening. The number of Boys' Co-operative Societies in Anglo-Vernacular schools increased by 12 to 199. The increase was shared by all the Divisions except the Northern Division in which the number decreased by 10. The following table compares the figures for the last two years :—

Division.	1934-35.	1935-36.
Bombay Division .. .. .	48	57
Central Division .. .. .	49	52
Northern Division .. .. .	40	30
Southern Division .. .. .	7	12
Sind .. .. .	43	48
Total ..	187	199

48. The number of scouts, rovers, cubs, etc., of all ranks from the British Districts of the Presidency proper rose during the year by 5,435 to 45,845 as shown below :—

Division.	1935-36.	1934-35.	Increase.
Bombay Division .. .. .	12,371	12,156	215
Central Division .. .. .	11,992	10,023	1,969
Northern Division .. .. .	13,067	12,262	805
Southern Division .. .. .	8,415	5,969	2,446
Total .. .. .	45,845	40,410	5,435

The increase was shared by all the Divisions and is reported to have been contributed mainly by Primary schools.

In addition to the Training Camps and Instructional classes, several Scout Rallies were held in all parts of the Presidency during the year. Patrol Leaders' and Rovers' Courses, Refresher Courses and Scouts' Conferences were also held as usual at various places. Advantage of the training in Scouting is reported to have been taken not only by Scouts and Scout-masters but by members of the District Local Boards, by Patil-Talatis and villagers who have promised to start scouting in their own villages. The Provincial Scout Secretary remarks—

“ The increasing interest of the general public in the Boy Scout Movement is shown by the support given by the public Bodies such as District School Boards of Thana, Ahmednagar, and Kolaba in forming Local Scout Associations for the control of the Groups under them. These bring up the total of the District School Board Associations in the Presidency to six. In the Southern Division the District Commissioners of Dharwar, Bijapur, and Karwar have been trying to bring Scouting nearer to the general public by starting local Associations at all important centres.

“ The start given in Bombay by the Management of the Century Mills in organising a complete Scout Group composed of the Mill-hands and their children has been taken up seriously by another Mill, the Khatau Makanji Mill, and the indications are that several others will soon follow in their footsteps. It is a compliment to the training in good citizenship and discipline which Scouting caters for, that the District Headquarters of Police in the Districts of Dharwar, Bijapur, Karwar, Belgaum, and Kolaba have all started controlled Scout Groups in their several Headquarters. The experiment was first tried successfully by the Dharwar Headquarters which has now spread its activities further to some of the Taluka Headquarters also in the District.

“ The public Bodies, particularly the District School Boards, have extended a warm support to the Movement organising Training Camps and Rallies in the Districts, and incurring considerable expenditure in many cases. Many Boards have also deputed their Supervising Officers to the Training Camps so as to ensure a more effective supervision of the progress of the Movement in the District. It is felt that if all the Educational officers and the heads of Educational Institutions took a Scoutmaster's Course the Movement would make greater headway in the Presidency.”

The All-India Sea Scout Course run at Karwar by the Captain Superintendent of the Indian Mercantile Marine Training Ship “ Dufferin ” formed an important feature of the year. Of the forty candidates from all parts of India who attended the course, 25 belonged to this Presidency.

Two Certificates of Gallantry and two medals and one certificate of merit were awarded by His Excellency the Chief Scout for India to persons in this Presidency for valuable services. Two Rovers of the 51st Bombay Group were on a world tour on bicycles during the year.

49. An increasing appreciation of the value of Physical Training as a school subject has been evident in recent years. **Physical Education.** Usually a period is allotted to it in the School Time-table. In Government schools games are compulsory both for boys and girls and care is taken to see that each pupil plays some game or the other or takes some physical exercise. Of the out-door games, Cricket is the most popular with the boys. Lezim and Lathi are also gaining in popularity. Other games played in schools include Hockey, Football, Volley-ball, *Atyapatya*, *Khokho*, and *Hootootoo*. Some schools maintain well-equipped gymnasiums under the guidance of Gymnasts. In addition to games, boys of Standards I to V are drilled regularly in most schools. In Government schools Weber's exercises are practised daily for about 10 to 15 minutes. The weak spot in the school organisation is lack of adequate provision for physical training and of trained staff capable of directing and co-ordinating work in physical instruction and games. The Gymnasts or Drill teachers in some of the schools have not had the benefit of a sound training in physical education, nor are they properly trained to adapt physical exercises to the requirements of school children. Lack of playing fields is also a serious handicap.

The Educational Inspector, N. D., remarks in this connection—

“ Drill is also done in all but a few schools but an instructor employed to conduct the work has generally no knowledge of the anatomy of the human body and as he cannot judge of the physiological effect of different postures his work often does more harm than good.

“ Physical education is undoubtedly one of the weakest features of Secondary Education and that of girls is being neglected altogether in schools which are not solely attended by girls.”



50. Special facilities in the form of free-studentship, scholarships, and fee grants are given by Government to pupils of various communities attending Secondary schools.

Free-studentships in Government Secondary schools are limited to  $7\frac{1}{2}$  per cent. of the pupils belonging to the Advanced classes,  $22\frac{1}{2}$  per cent. of the number from the Intermediate classes, and  $22\frac{1}{2}$  per cent. of the number of Muhammadans in the Presidency proper. The percentage of free-studentships in the case of Muhammadans in Sind is 30.

Pupils from the Backward classes are admitted free provided they prove their inability to pay the fees. The scheme limits the total liability of Government to 15 per cent. of the number of pupils in Government schools in each Division.

The total loss in fee receipts to Government on account of these free-studentships was about Rs. 59,000 during the year.

Besides the free-studentships mentioned above, children of the Konkani Maratha communities, those of Indian soldiers and followers, and of school mistresses are admitted free into non-Government Secondary schools, the financial loss thus sustained by the schools concerned being made good by Government by the payment of fee grants. The expenditure to Government on this account amounted to over Rs. 20,000 during the year. There are sets of open scholarships tenable in High and Middle Schools and different sets of special scholarships for the Intermediate and Backward Hindus and the Muhammadans in the Presidency proper and in Sind. The rates of these scholarships have been recently revised as a measure of retrenchment. The following table gives details of these scholarships :—

Open Scholarships				Special Scholarships in the Presidency proper				
Available in High School Standards IV-VII		Available in Middle School Standards I-III		Total	Intermediate		Backward	
No.	Value	No.	Value		No.	Value	No.	Value
20 mes. (and) 26 mes.	Rs. 5 per mensem each.	50	Rs. 3 per mensem for Presidency proper and Rs. 4 per mensem for Sind.	85	1,109	Rs. 4 p. m. Rs. 5 p. m. Rs. 6 p. m. Rs. 8 p. m.	009	Same as for Intermediate classes.
						Standards I-III Standard IV Standard V Standards VI and VII.		

Special Scholarships in Sind									
Nubammadans		Total	Intermediate		Backward		Muhammadans		Total
No.	Value		No.	Value	No.	Value	No.	Value	
637	Same as for Intermediate classes	2,415	7	Standards I-III Rs. 4 p. m. Standard IV Rs. 5 p. m. Standard V Rs. 6 p. m. Standards VI and VII. Rs. 8 p. m.	35	Same as for Intermediate classes.	700	Standards I-III Rs. 7 p. m. Standards IV-VII Rs. 9 p. m.	742
				for 2,34,000			for 28,31,000		

51. Of the six School Book Committees which assist the Director of Public Instruction in determining the suitability of Text-books and the School Book Committees. books sanctioned for use in schools, five deal with books in Vernacular schools and an account of them is given in the Chapter on Primary Education.

The Provincial School Book Committee, of which the Director of Public Instruction is President, considers books proposed to be used in Secondary schools. The work done by this Committee during the year is given in the table below :—

Number of books received including opening balance	Number of books disposed of		Books sanctioned as			Balance
	Sanctioned	Rejected	Text books	Pupils' Library books	Teachers' Library books	
557	453	21	116	263	74	83

Books or periodicals other than those not sanctioned by the Department are not allowed to be used in any Government, or non-Government recognised school. A list of periodicals and newspapers approved by the Department for use in educational institutions is published annually and heads of such institutions have discretion to subscribe to any of them and to suggest the names of others which they consider as suitable for inclusion in the list.

*English-teaching Schools.*

52. The total number of English-teaching schools remained stationary at 45, but the number of pupils in them increased by 368 to 17,289 (10,511 boys and 6,778 girls). Of the 45 schools, 40 were aided by Government and five, including a Normal Training Class, were recognised. The following table gives details of these schools and of the pupils attending them :—

		Schools.	Pupils.
High Schools for	Boys .. ..	17	9,791
	Girls .. ..	11	4,988
Middle Schools for	Boys .. ..	6	707
	Girls .. ..	10	1,750
Total Secondary ..		44	17,276
Normal Training Class ..	.. .. .	1	13
Grand Total ..		45	17,289

Of the 17,289 pupils attending English-teaching schools, 1,293 were Europeans and Anglo-Indians, 9,585 Indian Christians, 2,087 Hindus, 1,389 Muhammadans, 1,883 Parsis, and 1,052 Others.

53. The total expenditure on English-teaching schools increased by Rs. 213 to Rs. 12,72,176 which was met from the following sources :—

		Amount.	Percentage.
		Rs.	
Government funds	.. .. .	2,32,039	18·2
Fees	.. .. .	7,89,620	62·1
Other Sources	.. .. .	2,50,517	19·7
Total ..		12,72,176	100

The maintenance grants paid to these schools amounted to Rs. 1,95,435. The average annual cost of educating a pupil in an English-teaching school was Rs. 65·2 of which Rs. 11·7 was met from Government funds.

54. The Queen Mary High School, Bombay, and the St. Helena's High School, Poona, are the only two institutions which are permitted to adopt the Curriculum prescribed for European schools and to present candidates for the Cambridge-Local Examinations. Of the six pupils sent up by the Queen Mary High School for the Cambridge School Certificate Examinations of 1935, 4 passed.

English-teaching schools prepare candidates for the Matriculation examination of the Bombay University. Of the 660 pupils who appeared from these schools for the examination held in April, 1936, 419 or 63·5 per cent. passed.

55. There were 876 teachers in English-teaching schools (275 men and 601 women), an increase of 73, of whom 517 or 59 per cent. were trained. The average pay of a teacher in an English-teaching school was Rs. 78.

During the year four teachers from English-teaching schools were selected for training at the Secondary Training College, Bombay, of whom one received a stipend. It is reported that the number of candidates for the S. T. C. Examination from English-teaching schools is steadily increasing every year. Of the 61 candidates who appeared for this examination during the year, 35 passed. The Inspector of European Schools remarks—

“Candidates who pass out from the Convent Normal Class, Byculla, are always found to be superior in every respect to those who appear for this examination by private study after having put in continuous service for one year in a recognised Secondary school. It is important that only a small proportion of the teachers from English-teaching schools who appear for this examination take advantage of this Class.”

## CHAPTER VII.

## PRIMARY EDUCATION.

56. In this Presidency a "Primary school" is one in which instruction is imparted wholly through one of the recognised vernaculars and which teaches the whole or a part of the course leading up to the Vernacular Final Examination. The Primary school course covers a period of 8 years and comprizes the Elementary or the Lower Primary stage (Infants and standards I-IV) and the Upper Primary stage (standards V-VII for boys and V and VI for girls). In the Primary Education Act "Elementary Education" is defined as "education imparted in the Infant Class and Vernacular standards I-IV inclusive."

57. The total number of Primary schools for Boys and Girls increased by 222 to 14,952 and the number of pupils in them by 41,130 to 1,248,012. This gives an average of 83 pupils per school as against 82 for the preceding year. The following table compares the number of schools and pupils by management :—

	Number of schools (Boys and Girls)		Number of pupils	
	1934-35.	1935-36.	1934-35.	1935-36.
Government .. ..	34	34	4,598	4,746
District Local Board .. ..	10,241	10,268	696,573	712,610
Municipal .. ..	1,748	1,787	342,456	357,031
Aided .. ..	2,506	2,645	153,252	162,473
Unaided .. ..	201	218	10,003	11,152
<b>Total ..</b>	<b>14,730.</b>	<b>14,952</b>	<b>1,206,882</b>	<b>1,248,012</b>

Government maintained the number of their own schools which, however, showed an increase of 148 pupils. There was a general increase in the number of schools and pupils in all types of schools but the number of pupils in aided schools shews a striking increase.

As stated in the previous Report, schools are gradually recovering from the effects of the heavy retrenchment of 1932 and the increase of over 40,000 pupils in Primary schools during the year is a reassuring feature.

The following table gives the distribution of pupils in Primary schools by standards :—

—	Boys.	Percentage to total.	Girls.	Percentage to total.
Infants .. ..	288,715	30·7	130,460	42·4
Standard I .. ..	163,062	17·3	58,198	18·0
Standard II .. ..	148,052	15·8	46,160	15·0
Standard III .. ..	122,048	13·1	33,367	10·8
Standard IV .. ..	107,620	11·5	23,320	7·6
Total, Lower Primary stage..	830,997	88·4	291,514	94·7
Standard V .. ..	49,193	5·2	9,014	2·9
Standard VI .. ..	30,602	3·3	7,089	2·3
Standard VII .. ..	29,171	3·1	372	0·1
Total, Upper Primary stage..	109,026	11·6	16,475	5·3
Grand Total (Lower and Upper Primary stages).	940,023	100·	307,989	100·

For every hundred boys in a Primary school, 31 are in the Infant class of whom a little less than half stagnate in that class, and about 11 per cent. reach standard IV. When it is remembered that these percentages represent the rural as well as the urban areas and include children of the advanced classes, who almost invariably complete the Lower Primary stage of instruction, it is evident that the wastage among the rural communities is rather more than the figures actually disclose.

The stagnation in the Infant classes is due to a variety of causes, irregular admissions and irregular attendance throughout the year, coupled with ineffective teaching and supervision. Although efforts are being made to place the Infants class in charge of trained teachers in the majority of schools only untrained teachers are in charge. The supply of trained teachers is not yet sufficient and a beginning has only recently been made to turn out what is really required—trained Kindergarten teachers for all Infant Departments of all Primary Schools.

58. The average area served by a Boys' Primary school was 9·4 square miles and there was one school for every two towns and villages. Of the total male population, 8·2 per cent. was under instruction in Primary schools as against 7·9 in the preceding year.

The following table gives details of villages with and without schools :—

Name of Division.	Number of towns and villages with schools.	Number of villages without schools with a population of				Total.
		Over 1,000	Between 1,000 and 500	Between 500 and 400	Below 400	
Bombay Division ..	1,766	152	704	781	2,678	4,315
Central Division ..	3,454	45	406	1,248	2,389	4,088
Northern Division ..	1,639	31	312	169	1,156	1,698
Southern Division ..	1,024	25	310	264	2,215	2,814
Sind ..	1,074	6	63	187	2,661	3,217
<b>Total ..</b>	<b>10,757</b>	<b>259</b>	<b>1,795</b>	<b>2,649</b>	<b>11,399</b>	<b>16,102</b>

There are in all 26,859 towns and inhabited villages in the Presidency, of which, 10,757 are with schools, the number having gone up by 99 during the year. There are still 16,102 villages without a school, which include as many as 259 with a population exceeding 1,000. Some of these villages with a population of 1,000 are really a collection of small scattered hamlets where it is difficult to open a school but the existing ill-attended schools of doubtful stability might well be transferred to some of these larger villages where there is a chance of tapping a larger number of children.

The Educational Inspector, Bombay Division, reports that schools were opened during the year at four places in his Division with a population exceeding 1,000. Primary schools for children and Night schools and classes for adults have also been opened at several of these villages throughout the Presidency under the Village Improvement scheme.

59. The total expenditure on Primary schools increased by Rs. 5,06,515 to Rs. 2,04,39,088 which was met from the following sources :—

Expenditure.	Amount.		Percentage.
	Rs.		
Government funds ..	..	1,10,19,156	53·9
Board Funds ..	..	65,94,028	32·3
Fees ..	..	7,61,848	3·7
Other sources ..	..	20,64,556	10·1
<b>Total ..</b>		<b>2,04,39,088</b>	<b>100</b>

The Provincial expenditure showed a decrease of Rs. 37,396 during the year. This decrease was due partly to a Special advance grant of Rs. 30,000 having been given to the District School Board, Nasik, during the previous year and partly to reduced expenditure on Primary schools in the Northern Division.

60. The following table gives the average annual cost of Average cost per educating a pupil in a Primary school for Boys:—

	Average cost of educating a pupil.			
	1934-35.		1935-36.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government .. ..	27 3	26 5	27 1	26 4
District Local Board .. ..	14 3	11 4	14 1	10 14
Municipal .. ..	21 7	7 12	21 2	7 9
Aided .. ..	16 9	3 15	16 1	3 10
Unaided .. ..	11 15	....	16 8	....
<b>Total average cost ..</b>	<b>16 4</b>	<b>9 8</b>	<b>16 1</b>	<b>9 3</b>

The general decrease in average cost was due to the increase in the number of pupils without a corresponding increase in expenditure.

61. The annual fee collection in Primary schools for boys amounted to Rs. 6,43,479 or 3.9 per cent. of the total expenditure on such schools. The average annual fee per pupil was 9½ annas as against 9½ annas in the preceding year. This small increase was entirely due to the raising of fees in Unaided schools. The following table shows the average annual fee per pupil in schools under different managements:—

	Rs. a. p.
Government .. ..	0 12 6
District Local Board .. ..	0 5 2
Municipal .. ..	0 4 6
Aided .. ..	2 8 9
Unaided .. ..	3 4 9

No child is kept out of school for the inability of the parent or guardian to pay fees. All girls, children of the Backward Classes and of school mistresses, and of those who are unable to pay fees are admitted free. More than half the fee collection is made by aided schools which are under no restriction in the matter of fees. They however admit Konkani Maratha children in the Ratnagiri and Kolaba Districts free and the loss in fees is made good by Government in the form of a special grant. The fact that aided schools are able to charge fees shews that a large number of children, particularly in Municipal areas, who are admitted free in Local Authority schools can well afford to pay fees. The local Authorities might well consider the question of charging reasonable fees, if by charging fees they can open a school or two more for those who are really unable to pay fees.



62. The question of housing Primary schools remains as difficult as ever. There has been no appreciable improvement in the accommodation provided for Primary schools. Building schemes operating through philanthropic support, or by popular contribution, or financed by the Local Authorities cannot obviously keep pace with the increasing demand for new schools, and the selection of rented buildings suited to the hygienic and other requirements of children is a matter which needs careful consideration. Of the 10,268 District Local Board schools for boys and girls, 2,859 or only 27·8 per cent. have their own buildings, 560 or 5·5 per cent. are held in buildings partly District Local Board and partly rented, while 2,204 or 21·5 per cent. are housed in rented buildings, and 4,645 or 45·2 per cent. meet in rent-free buildings. The latter comprise temples, *chavdis*, *dharamshalas*, or private houses which are in the large majority of cases unsuitable for the purposes for which they are used. The Educational Inspector, Southern Division, makes the following remarks on the highly unsatisfactory condition of Primary school buildings :—

“ It is rather tiresome to have to repeat year after year the same old story of unsatisfactory buildings. But the fact is still there that many of our Primary school-buildings are unfit for use by children. In an age when even criminals are well housed and well looked after and when institutions for delinquents are no longer treated as juvenile jails, but as Reformatory schools, we still come across buildings in which it would be a social crime to house even delinquents. Many a building suffers from too much of the sun, rain and wind, while not a few have rooms where the Sun's rays rarely penetrate and where air condition is almost entirely absent. These are not conditions that will help to improve the none too good health of the village and town children.”

During the year 33 new buildings were constructed by District Local Boards and 39 were under construction, while 10 buildings were extended.

Nine buildings were constructed by the District Local Boards in the Northern Division during the year of which seven were constructed with the aid of public contributions, while the two buildings in the Panchmahals District were built exclusively from District Local Board funds. In the Central Division, the Ahmednagar, Sholapur, and the East Khandesh District Local Boards constructed as many as 12 new buildings during the year, while 24 more were under construction. The District Local Board, Thana, is reported to have framed a five-year programme for the construction of new buildings.

A building for a girls' school was constructed by the Ahmednagar Municipality at a cost of over 18,000 rupees from their own funds, and a building for a girls' school was constructed by the Amalner Municipality, from the donation of Rs. 5,000 given by Mr. Jethmal Manmal Sheth.

Under the Sheth Mangaldas Girdhardas Cheap Building fund scheme the construction of three new buildings at Dumana, Kuha, and Bareja

in the Ahmedabad District was taken in hand and the two buildings started last year were completed. The construction of a school building as Ashlali in the Ahmedabad District was completed during the year, the cost being met from the income from the endowment made by the late Rao Bahadur Girdharlal Uttamram. The work of extending eight school buildings under the same scheme was taken in hand.

The Sir Purshottamdas Thakurdas Village Building scheme, in the Surat District, has so far provided 90 buildings at a cost of over Rs. 4½ lakhs. These buildings are intended to provide accommodation for about 8,000 pupils. Twelve new buildings under the scheme were completed during the year. The Educational Inspector makes the following remarks on the further extension of the scheme :—

“ From this year the work of a new kind is to be undertaken. Some of the buildings constructed under the scheme are found to be too small to accommodate the growing number of pupils. Hence, the work of extension to these buildings is to be taken up in hand. Permission to carry out two such extensions has already been granted. Again 4 more buildings are under construction for the Kaliparaj villagers. The villagers supply free labour and cartage and the whole cost of building the school at about Rs. 30 per boy will be borne by Sir Purshotamdas.”

63. The total number of teachers (both men and women) in Primary schools under all managements rose by Teachers. 869 to 39,241 of whom 18,898 or 48·2 per cent. were trained.

The following table shows the number of trained and untrained men teachers in Government, District Local Board, and Municipal Primary schools in each Division:—

	Trained.				Untrained			Grand Total
	III year	II year	I year	Total	Qualified	Unqualified	Total	
<i>Dombay Division</i>	302	822	1,770	3,054	2,108	338	2,446	5,500
Percentage to total	7·1	16·2	32·2	55·5	38·3	6·2	44·5	100
<i>Central Division</i>	458	1,441	2,988	4,887	4,438	104	4,602	9,489
Percentage to total	4·8	15·2	31·5	51·5	46·8	1·7	48·5	100
<i>Northern Division</i>	595	687	1,464	2,746	2,521	67	2,588	5,334
Percentage to total	11·2	12·9	27·4	51·5	47·3	1·2	48·5	100
<i>Southern Division</i>	731	983	1,143	2,857	1,786	63	1,849	4,706
Percentage to total	15·5	20·9	24·3	60·7	38·0	1·3	39·3	100
<i>Sind</i>	503	462	957	1,922	1,306	14	1,320	3,242
Percentage to total	15·5	14·3	29·5	59·3	40·3	0·4	40·7	100
<b>Total</b>	<b>2,679</b>	<b>4,465</b>	<b>8,322</b>	<b>15,466</b>	<b>12,159</b>	<b>646</b>	<b>12,805</b>	<b>28,271</b>
Percentage to total	9·5	15·8	29·4	54·7	43·0	2·3	45·3	100

The percentage of both trained and untrained teachers remained the same. The percentage of 3rd year trained teachers however showed a slight decrease which was mainly due to the retirement of old teachers. The following table compares the percentage of trained teachers to the total number of teachers in each Division :—

			Percentage of trained teachers	
			1934-35	1935-36
Bombay Division	..	..	53·9	55·5
Central Division	..	..	51·5	51·5
Northern Division	..	..	51·3	51·5
Southern Division	..	..	61·8	60·7
Sind	..	..	60·8	59·3
Total			54·7	54·7

With the revival of the 2nd and 3rd year classes in the Training Institutions and with the increased number of admissions to the 1st year classes, and a larger output of trained teachers it is hoped to increase the percentage of trained teachers gradually. The Educational Inspector, Southern Division, makes the following remarks on the advantages of the increased output of trained teachers :—

“ The revival of the higher classes in Training Institutions will also enable a number of teachers to refresh themselves and to get into touch with the latest developments in educational theory and practice. The total lack of touch between the teachers and the science of teaching that existed for years, will now be partly removed and a number of newly trained teachers with the 2nd and 3rd year certificates will be able to go back to their schools with fresh ideas and fresh enthusiasm which, it is hoped, will help to improve the condition of Primary schools in their charge.”

64. The position in regard to the pay of Primary teachers remained unchanged. Teachers handed over to the Local Authorities under section 8 (I) of the Primary Education Act are paid at the rates sanctioned by Government in 1924, while those appointed after 1923 are paid at the rates sanctioned in 1929, or at the rates adopted by the Local Authorities with the sanction of Government. The Bombay Municipal schools Committee have special scales of pay for their Primary teachers.

Primary teachers are permitted in some cases to supplement their pay by means of extra work in their own field such as private tuition or part-time work in Night schools, or by accepting work for other Departments as Sub-Post Masters, Secretaries of Co-operative Credit Societies, etc.

The Head Masters and first Assistants are also in receipt of special allowances for their work. These allowances it is reported are not always awarded on the basis of merit and seniority and have led to unhealthy intrigue for transfers. Three District Local Boards and 25 Local Authority Municipalities have consequently taken advantage of the option given by Government and discontinued these allowances as a permanent measure. The District School Board, Poona, has discontinued these allowances as a permanent measure only in the case of new teachers appointed after 30th June, 1923.

The question of the revised scales of pay for new entrants is still under the consideration of Government. For the present the "new entrants" are being provisionally paid at reduced rates and the Local Authorities have not found it difficult to recruit teachers at these rates.

65. The shift system which is an arrangement resorted to rather on economic than on educational grounds is being tried by several Local Authorities. The Educational Inspector, Bombay Division, reports that almost all the District Local Boards and a few Municipalities in his Division have adopted the shift system and that the experiment has not been successful and has in no way helped to improve the tone of the lower classes of Primary schools. The Chairman, District School Board, Kolaba, observes—

"The results of the system are fairly satisfactory especially when the teacher has the tact and skill to deal with the child mind. It may, however, be stated that there are very few teachers of the type required and hence the results cannot be said to be perfectly satisfactory. Besides parents are found to be apathetic towards this system in as much as the children become a nuisance to them when at home out of school hours."

The District School Board, Satara, and two out of the four Local Authority Municipalities in the Central Division which had introduced the system in their schools are reported to have either abandoned or decided to discontinue the experiment, while the Satara City Municipality and the District School Board, East Khandesh carry on with it purely on economic grounds. Commenting on the system which has been introduced in 34 District Local Board schools in the Surat District, the Educational Inspector, Northern Division, observes—

"The system is in an experimental stage as yet and it is too early to pronounce definitely at this stage whether it has become successful or not. But it may be observed that the system does not seem to be popular in the villages, one of the reasons for which is want of sympathy of the people who do not wish their children to be outside the school for the greater part of the day."

In the Southern Division the system is being tried only in some schools in the Kanara District. The Educational Inspector observes—

"It is a necessity forced upon the Local authorities by lack of funds to provide adequate accommodation and teaching staff and it naturally involves a reduction in the total number of hours of teaching."

In Sind the system has been adopted only by the Karachi Municipality and is resorted to on account of shortage of suitable buildings.

66. A reference was made in the last Report to the proposed modification of the courses for Primary schools.  
**Curriculum.** A tentative curriculum for such schools was drawn up during the year and is being tried in selected Government schools. It will be submitted to Government for final approval with such modifications as will be considered necessary in the light of the experience gained after considering the suggestions and criticisms of the Local Authorities.

67. Nature study is one of the subjects of the Primary course which has been thoroughly revised. The present neglect of the subject may be attributed, in the majority of cases, to the incapacity of the teacher to understand the exact nature of the subject. The Educational Inspector, Southern Division, reports—

**Nature study and School gardening.**

“ Nature study, as the term implies, is a study of nature and not of artificially conditioned aspects of nature. What is required is that the nature study teacher should spend his time in the open air, take his pupils to the nearest field, and show them how plants grow. No village is without its own plants, flowers, etc., and if the teacher knows his job he can introduce nature-study even without the aid of a school-garden.”

The Educational Inspector, Central Division, states—

“ A number of schools maintain gardens but they are maintained purely for decorative purposes rather than for nature study. Some of these schools are reported to have maintained excellent gardens, but it may be added that hardly anything is done by way of nature study. The subject is ordinarily taught only as a book subject.”

The Educational Inspector, Bombay Division, observes—

“ The general practice obtaining in all schools in regard to Nature study is to get so many pages of the book read by the boys.”

68. The Agricultural bias Classes, which follow an alternative curriculum specially adapted to the needs of the Agricultural classes, have already passed the experimental stage of their existence and are now definitely regarded as normal institutions for rural areas.

**Education of the Agricultural Classes.**

The number of these classes increased by 4 to 88 and there was a marked increase in the number of pupils which rose by 419 to 3,185. The numbers are further likely to rise in view of the possibility of more classes being opened by some of the Local Authorities. The following table

gives the number and enrolment of these classes in the different Divisions :—

Division.	Number of schools.	Number of pupils.			Total.
		Standard V.	Standard VI.	Standard VII.	
Pombay Division ..	14	216	131	160	507
Central Division ..	29	586	370	324	1,280
Northern Division ..	12	189	139	140	468
Southern Division ..	29	380	226	247	853
Sind ..	4	33	17	27	77
<b>Total ..</b>	<b>88</b>	<b>1,404</b>	<b>883</b>	<b>898</b>	<b>3,185</b>

The reports on the working of these classes indicate a definite desire on the part of the rural communities for school work of a more practical nature. The majority of these classes are reported to be gaining in popularity and some of the District Local Board classes are doing good work. The class at Ozar in the Nasik District and at Kanhur in East Khandesh have been specially mentioned by the Inspector of Agricultural Schools for their good work.

The general tendency however is to regard these classes with a certain amount of disfavour owing mainly to the fact that they offer no opening for Government service. The Educational Inspector in Sind observes—

“ These classes are started with a view to preparing pupils with a type of education which will equip them for an agricultural life. This point of view has not been appreciated by the parents who regard all forms of higher education as an avenue for an employment in Government service.”

The recommendations of the special officer on the reorganization of these classes, to which a reference was made in the last Report, are receiving the attention of the Local Authorities. Some of the Local Authorities have already placed the Agricultural bias classes in charge of a selected supervisor and special refresher courses for Agricultural bias teachers and Supervisors are being organised this year. The main difficulty with these classes is the expense. If the recommendations made are carried out in the right spirit, it will be possible to make them practically self-supporting so far as recurring expenditure is concerned.

69. The Vernacular Final Examination which terminates the Primary school course and which qualifies for admission to the Training Institutions and to the lower grades of the public service, is held annually in each district. The popularity of this examination is proved by the increase in the number

of candidates from year to year. Of the 21,278 candidates who appeared for the examination during the year, 8,845 or 41·6 per cent. passed as against 7,407 or 37·3 out of 19,835 in the preceding year. The following table gives the percentage of passes for each Division :—

				Percentage.
Bombay Division	..	..	..	34·4
Central Division	..	..	..	43·4
Northern Division	..	..	..	42·8
Suthern Division	..	..	..	35·2
Sind	..	..	..	60·4

In addition to the above candidates, 1,119 appeared for the special Urdu Vernacular Final Examination, of whom 402 or 35·9 per cent. passed.

It is interesting to note that 61 girls appeared for the Vernacular Final Examination for boys and 34 passed. The results of the Vernacular Final Examination for girls are given in Chapter XII.

70. There were 715 School Co-operative Societies most of which were unregistered. These societies are managed by the pupils under the supervision of the teachers and are of great educational value. They teach elementary principles of every day transactions in a practical way and aim at inculcating the importance of self-help, co-operation, and thrift.

71. Of equal educational value are the school libraries which help to create a taste for reading and assist the pupils in acquiring a good deal of general information. The true value of school libraries is not fully appreciated by Local Authorities. The Educational Inspector, Central Division, reports that in East Khandesh as many as 60 Primary schools have libraries attached to them which are maintained partly from the profits accruing from School Co-operative Societies and partly from local subscriptions. A reference was made in the last Report to the Sir Purshotamdas Thakurdas Bal Library scheme in the Surat District. In this connection the Educational Inspector, Northern Division, reports—

“ In addition to 100 Sir P. T. Bal Libraries, 50 more were given during the year under report at a cost of Rs. 3,250 of which Rs. 2,000 were contributed by Sir Purshotamdas and Rs. 1,250 by the people. The total number of books purchased for these libraries was 11,244 and the total number of books in all these 150 libraries was 32,710 for the use of 21,375 children learning in the Local Boards schools. Arrangements have been made for the maintenance of these libraries by way of opening school funds for such purposes in individual schools.”

72. No books or periodicals other than those sanctioned by the Department are allowed to be used in any Government or aided school or in any school maintained by a Local Authority. There are five Vernacular School Book Committees which deal with books in the different vernaculars. These Committees are mainly consultative bodies and their function is to advise on questions referred to them by the President who is generally the Educational Inspector. The Educational Inspector, Bombay Division, is President of the Urdu School Book Committee.

The following table gives details of the work done by the School Book Committee, during the year :—

	Number of books received including the opening balance.	Number of books disposed of		
		Sanctioned.	Rejected.	Balance.
Urdu School Book Committee..	120	96	24	....
Marathi School Book Committee.	230	207	18	5
Gujarati School Book Committee.	276	201	41	34
Kanarese School Book Committee.	69	37	14	18
Sindhi School Book Committee.	71	68	2	1
Total for 1935-36 ..	766	609	99	58
Total for 1934-35 ..	409	279	33	97

73. The Village Improvement scheme which was launched three years ago for the economic as well as the social and educational uplift of the cultivator has given a definite impetus to education. Proposals have been submitted by various District Local Boards for the consideration of the Executive Committees at District Headquarters, for the starting of circulating libraries, the opening of night classes, the opening of sewing classes and the provision of additional equipment for practical work in Agricultural—bias classes. The interest taken



by the District Local Boards in village uplift work is an encouraging feature.

74. The total number of Primary schools in Bombay City increased during the year by 16 to 490 and the pupils in Bombay Municipality. them by 6,699 to 95,301. Of the total number, 4,566 were in the Upper Primary and 90,735 in the Lower Primary stage of instruction. The increase noticeable during the year is reported to be due partly to normal expansion and partly to the addition of the figures of certain approved schools not aided by the Municipality which were not hitherto returned.

Of the 2,042 ordinary teachers, 1,131 or 55·4 per cent. were trained, 575 or 28·2 per cent. were untrained, and as many as 336 or 16·4 were unqualified. In addition to ordinary teachers there were 144 specialist teachers. As trained teachers receive adequate training in subjects such as Drawing, Physical Training, Nature study, the necessity for employing so many specialist teachers is not clear.

The total expenditure of the Municipality on Primary education during the year (both on Municipal and approved schools) amounted to Rs. 31,29,132, as against Rs. 31,40,769. The Municipality received a provisional maintenance grant of Rs. 7,42,000 (after a cut of 11 per cent.) on its approved expenditure of Rs. 28,22,460.

The shift system introduced by the Schools Committee, the scope of which has been confined to the Infant classes of Primary schools, is reported to have resulted in a considerable amount of financial saving to the Municipality. The Educational Inspector reports that the system is not working satisfactorily in the case of the children of the working classes, who in the ordinary working of these classes would have passed a considerable length of time in the free and congenial atmosphere of the schools than in the generally insanitary premises of their congested homes.

The Educational Inspector makes the following remarks on the general administration of the Primary schools :—

“The administration of Primary education of the Bombay Municipality is generally carried on by the Schools Committee and the various sub-committees which meet once in a week and probably more than once and decide matters even of ordinary routine. The Secretary, a highly paid and highly qualified officer, has very little executive power, much of his time being devoted to attending meetings of the various committees and carrying out their decisions.”

75. Nine Cantonments in this Presidency either maintain their own schools or pay grants to approved schools within their limits. Deolali and Belgaum are the only cantonments which run their schools and also pay grants to aided

schools. The following table gives a statistical summary of all Primary schools within the limits of these cantonments :—

Name of the Cantonment.	Schools.			Pupils.			Expenditure (recurring).				
	For Boy.	For Girls.	Total.	Boys.	Girls.	Total.	Provincial Revenues.	Cantonment Funds.	Other sources.	Total.	
<i>Bombay Division.</i>											
Deolali	Cantonment ..	1	1	2	184	84	268	1,070	2,447	..	3,517
	Unaided ..	1	..	1	28	..	28	..	..	900	900
<i>Central Division.</i>											
Poona	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	12	5	17	1,410	920	2,348	4,592	14,341	28,854	47,787
Kirkee	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	6	..	6	753	248	1,001	530	1,354	6,241	8,134
Ahmednagar	Cantonment ..	3	2	5	631	212	843	3,792	7,472	925	12,189
	Aided ..	..	..	..	..	..	..	..	..	..	..
<i>Northern Division</i>											
Ahmedabad	Cantonment ..	1	..	1	79	25	104	592	1,233	..	1,825
	Aided ..	..	..	..	..	..	..	..	..	..	..
<i>Southern Division.</i>											
Belgaum	Cantonment ..	1	..	1	296	113	409	1,134	3,260	1	4,404
	Aided ..	1	2	3	79	231	310	200	..	2,607	2,807
<i>Sind.</i>											
Karachi	Port Trust ..	1	1	2	143	66	209	1,302	3,477	72	4,941
	Aided ..	..	..	..	..	..	..	..	..	..	..
Drigh Road	Cantonment ..	..	..	..	..	..	..	..	..	..	..
	Aided ..	1	..	1	121	11	132	90	210	1,319	1,610
Hyderabad	Cantonment ..	1	..	1	233	55	288	1,100	3,493	..	4,593
	Aided ..	..	..	..	..	..	..	..	..	..	..

The existing provision for the educational needs of the residents of the cantonment areas is regarded as adequate on the whole.

76. No schemes for the expansion of Primary education on a voluntary basis were sanctioned during the year nor was it possible to entertain any owing to continued financial stringency. As pointed out before, the Local Authorities should carefully consider the question of weeding out ill-attended or otherwise unwanted schools and transferring them to places where they are likely to flourish. There is little doubt that a policy of concentration and improvement is bound to be more effective than a policy of expansion and consequent dissipation of energy and resources.

In spite of the present difficult financial situation, Local Authorities are incurring additional expenditure on certain approved items from their own resources. Government have also sanctioned as a special case the

opening of ten new schools for the aboriginal and hill tribes in Mokhada Peta of the Thana District on the understanding that the Government grant on account of these schools will be paid when funds permit.

✓77. Twenty-eight District Local Boards and 48 Local Authority Municipalities in the Presidency were in charge of Primary education during the year. The grants-in-aid to the Ahmedabad Municipality continued to be withheld.

There has been very little change in the administration of schools. Although, as reported before, the transfer has brought the public into more intimate touch with education, public opinion is not sufficiently advanced to exercise a wholesome check on the party and personal considerations which dominate the work of the School Board and the Local Authority. In some District transfers and promotions still continue to be made purely on personal and communal grounds.

The Educational Inspector, Bombay Division, remarks—

“Many of the Administrative Officers are glorified Head clerks carrying out the orders of the Chairman in particular, and the School Boards in general. While some have willingly surrendered their powers of appointments and transfers both to the Chairmen as well as the School Boards, others have acquiesced more or less in the same conditions.

“There is undue interference with the day to day administration of the Administrative Officers with the result that these officers are probably not taking as much active interest in their work as they ought to do. Some of them, I fear, are neglecting their legitimate duty of visiting and inspecting schools.”

The Educational Inspector, Central Division, repeats the remarks he made last year—

“Few members of the School Boards are interested in education as such. Most of them are interested in the powers and patronage and in the prestige conferred upon them by membership of School Boards.”

The views of the Educational Inspectors, Bombay Division and Central Division, on the general working of the administrative machinery of the School Boards are shared by the Educational Inspector, Southern Division, who reiterates them with greater emphasis—

“The working of the Primary Education Act continues to be as unsatisfactory as ever. While everyone wishes to enjoy power, few of those in power really use that power in the best interests of the general public or the schools or the cause of Primary Education in their charge. The individual merges in the party and so do his ideals, if any. Every item of administration is looked at from the party point of view and the educational aspect is conspicuous by its absence. Appointments and transfers are made on the grounds of party allegiance than of efficiency or of the interests of the schools concerned.”

He adds—

“The School Board inspecting officers are completely under the Boards and have really no voice even in educational matters. Their

“ suggestions and reports are either not free and voluntary or they are ignored. In the ultimate resort, the teacher, who is also the “ electioneering and canvassing agent, is the dominant authority.”

78. The statistics furnished by the 12 Local Bodies which have introduced compulsory elementary education in their respective areas are embodied in the following table :—

1	2	3	Number of pupils on 31st March preceding the date of the introduction of compulsion.						
			Pupils of compulsory age in the Infant Class and in Standards I-IV in the area of compulsion.				Pupils of all ages in all Classes of Local Authority and approved Primary Schools in the area of compulsion.		
			In Local Authority schools.		In Approved schools.		Boys.	Girls.	Total.
			Boys.	Girls.	Boys.	Girls.			
4	5	6	7	8	9	10			
<b>LOCAL AUTHORITY MUNICIPALITIES.</b>									
<i>Bombay Primary Education Act, 1918.</i>									
1. Surat ..	1st January 1920.	Both ..	3,123	750	851	724	6,075	2,112	8,187
2. Bandra ..	14th June 1920..	Both ..	678	241	243	152	1,194	494	1,688
3. Satara City ..	1st July 1921 ..	Boys ..	880	..	384	..	1,490	..	1,490
4. Dhulla ..	1st March 1923..	Both ..	1,031	327	99	20	1,912	481	2,393
<i>City of Bombay Primary Education Act.</i>									
5. Bombay City (F and G Wards).	2nd November 1925.	Both ..	4,126	1,872	*	*	7,407	3,236	10,643
<i>Bombay Primary Education Act, 1923.</i>									
6. Ahmednagar City ..	1st June 1927 ..	Boys ..	1,527	..	376	..	3,291	..	3,291
7. Sholapur (in 3 wards).	1st November 1927.	Boys ..	1,723	..	282	..	2,040	..	2,040
8. Broach ..	1st September 1927.	Boys ..	1,704	..	251	..	2,756	..	2,756
9. Poona City (in 5 parts).	2nd December 1929.	Both ..	805	362	349	170	1,472	624	2,296
10. Karachi City (in the Lyari and trans-Lyari quarters).	16th January 1930.	Boys ..	765	..	249	..	1,264	..	1,264
<b>DISTRICT LOCAL BOARDS.</b>									
<i>Bombay Primary Education Act, 1923.</i>									
11. District Local Board, Larkana (in Larkana Taluka).	1st April 1928 ..	Boys ..	1,137	..	223	..	1,303	..	1,303
12. District Local Board, West Khandesh (in villages with a population of 1,000 and over and in non-Local Authority Municipalities).	1st June 1929 ..	Boys ..	11,703	..	172	..	17,344	..	17,344

\*Not available.

1	2	3	Number of pupils on 31st March, 1936.						
			Pupils of compulsory age in the Infant Class and in Standards I-IV in the area of compulsion.				Pupils of all ages in all Classes of Local Authority and approved Primary Schools in the area of compulsion.		
			In Local Authority schools.		In Approved schools.		Boys.	Girls.	Total.
			Boys.	Girls.	Boys.	Girls.			
11	12	13	14	15	16	17			
<b>LOCAL AUTHORITY MUNICIPALITIES.</b>									
<i>Bombay Primary Education Act, 1925.</i>									
1. Surat ..	1st January 1920	Both ..	7,700	8,084	1,121	1,821	10,901	6,360	17,321
2. Bandra ..	14th June 1920 ..	Both ..	1,877	851	367	238	2,560	1,398	3,958
3. Satara City ..	1st July 1921 ..	Boys ..	1,363	..	289	..	2,420	..	2,420
4. Dhulia ..	1st March 1923 ..	Both ..	2,300	1,089	120	51	4,128	2,420	6,567
<i>City of Bombay Primary Education Act.</i>									
5. Bombay City (P and G Wards).	2nd November 1925.	Both ..	11,809	7,022	1,286	839	19,877	10,015	30,392
<i>Bombay Primary Education Act, 1925.</i>									
6. Ahmednagar City ..	1st June 1927 ..	Boys ..	2,446	..	309	..	4,118	..	4,118
7. Sholapur (in 3 wards).	1st November 1927.	Boys ..	1,606	..	750	..	4,022	..	4,622
8. Branch ..	1st September 1927.	Boys ..	2,225	..	282	..	3,538	..	3,538
9. Poona City (in 5 parts.)	2nd December 1929.	Both ..	1,157	900	487	301	2,162	1,665	3,817
10. Karachi City (in the Lyari and trans-Lyari quarters).	16th January 1930.	Boys ..	3,227	..	1,259	..	4,783	..	4,783
<b>DISTRICT LOCAL BOARDS.</b>									
<i>Bombay Primary Education Act, 1925.</i>									
11. District Local Board, Larkana (in Larkana Taluka).	1st April 1928 ..	Boys ..	2,429	..	..	..	3,382	..	3,382
12. District Local Board, West Khanpeshi (in villages with a population of 1,000 and over and in non-Local Authority Municipalities).	1st June 1929 ..	Boys ..	18,060	..	226	..	22,587	..	22,587

The progress revealed by these statistics cannot be regarded as satisfactory. In most cases compulsion is only on paper. The increase in enrolment is no better than in areas under voluntary education and only about 75 to 80 per cent. of those enrolled on the average attend school. No Local Authority has cared to face enforcing compulsion. In many cases only notices are issued and no further action taken. Bombay, Surat, and Bandra are the places where one would have thought more energetic action could have been taken. In Sind of the 150 complaints filed in the Court, 99 were withdrawn. The summons was either issued to the wrong party or the information required by the Court was found to be inadequate. It is not surprising that the results have not been wholly satisfactory.

## CHAPTER VIII.

## TRAINING OF TEACHERS.

*I. Training of Secondary School Teachers.*

79. The Secondary Training College, Bombay, is the only Government institution which trains teachers for Secondary schools. An account of this institution is given in Chapter V.

*II. Training of Primary School Teachers.*

80. The total number of Training institutions for Men and Women increased by one to 30 during the year under report. Two non-Government training institutions—one for Men and the other for Women—were newly opened during the year, while one non-Government institution for Women was closed during the year as the Management were unable to conduct the class according to the new syllabus. The number of students in these institutions increased by 340 to 1,782. This increase was mainly due to the revival of the 2nd and 3rd year classes and the opening of additional classes in the Government training institutions. By management, the training institutions comprised 14 Government, one Municipal, 13 Aided and two Unaided. Of the 1,782 students under instruction, 1,185 (including 93 students of the Scheduled classes) were Hindus, 280 Muhammadans, 262 Indian Christians, and 55 Others.

81. With a view to increasing the output of trained teachers, Government sanctioned in 1935-36 the restoration of the 3rd year classes and the opening of additional first and second year classes in the Vernacular training institutions. The scheme sanctioned aims at raising the efficiency of Primary schools by securing a larger annual supply of teachers with higher training qualifications. With the opening of additional classes it will be possible to train annually 240 additional men teachers and 120 additional women teachers. The full training course for men is now a three years' course. Although the percentage of trained teachers in the year under report practically remained the same, it is hoped to raise the percentage of trained teachers to 80 per cent. ultimately.

During the year under report the output of Government training institutions for men was 736 (492 First year, 172 Second year, and 72 Third year) and that of Government training institutions for women 141 (95 First year and 46 Second year). Non-Government institutions sent out 49 men (25 First year, 18 Second year, and 6 Third year) and 206 women (118 First year and 88 Second year).

82. The expenditure on Vernacular training institutions increased by Rs. 58,049 to Rs. 5,09,267. Of this, 81·6 per cent. Expenditure. was defrayed from Provincial funds, 4·4 per cent. from Municipal funds, 2·0 per cent. from fees, and 12·0 per cent. from other sources.

83. The number of Government institutions remained 14, the same as last year. Of these, 9, with 891 students, were Government Institutions. for men, and 5, with 277 students, for women. The cost of educating a student in institutions for men was Rs. 292 of which Government contributed Rs. 281, and in institutions for women Rs. 517, of which Rs. 493 was paid by Government.

The Rural Training School at Loni is the only institution of its kind conducted by the Department. It trains Primary teachers under rural conditions and follows a special course, which, though similar to the ordinary course, allows slight modifications in Vernacular, Arithmetic, and History, and contains additional subjects such as Village Uplift, Agriculture, Smithy, and Carpentry. The school teaches only the First year course, and the admission to this school is restricted to teachers from the Intermediate and Backward classes.

84. There were during the year under report 13 aided institutions as against 12 of the previous year. Of these, two, Aided Institutions. with 73 students, were for men, and 11, with 499 students, for women.

The Union Training College at Ahmednagar and the Vocational Training School at Ankleshwar are the two institutions for men. The Union Training College, Ahmednagar, is the only aided training institution for men which teaches the full course of 3 years prescribed by the Department. The students of this College are sent up for the Departmental certificate examinations.

The Vocational Training school at Ankleshwar teaches Agriculture, Carpentry, etc., with a rural bias in addition to the course taught in Government training institutions. The Certificate examination of this institution is conducted by the Department.

All the aided training institutions for women, with the exception of the Mary B. Harding Kindergarten Training School, Sholapur, and the Training College for Women at Hingne, near Poona, follow the ordinary course and send up candidates for the Departmental Certificate examinations.

The Mary B. Harding Kindergarten Training School at Sholapur teaches a special course of 2 years for the training of teachers for Infant Work. The course was introduced in the beginning of the year under report. The certificate examinations of the College are held by an Examination Board with representatives from the Department, and the Senior Certificates granted by this institution are recognised as being equivalent to the ordinary First year Training College Certificates. A syllabus in "Child Study for Kindergarten Training Schools" has been published in English as a Departmental pamphlet and arrangements



have also been made to publish it in the vernaculars in the "Prathamik Shikshan": This is a small beginning, but I am sure that in a few years' time more institutions of this type will be opened to supply the long felt need of specialist Infant teachers for our Primary schools.

The Training College for Women at Hingne follows a full course of 3 years based mainly on the course followed in Government training institutions. The Certificate examinations of this College are held by a Board of examiners, one member of which is a Government nominee. The certificates issued by this College are recognised and treated as equivalent to those issued by the Department.

The cost per student in aided institutions for men was Rs. 198 of which Rs. 71 was paid by Government. The cost per student in aided institutions for women was Rs. 177 of which Government contributed Rs. 65.

85. There was only one Municipal training institution, viz. Municipal Institution. Rahimtullah Currimbhoy Urdu Training Institute for Muslim women. This institution is maintained by the Bombay Municipality for the training of Muslim women teachers for their Urdu Girls' schools. The teachers however appear for the Departmental Certificate examinations.

86. The following percentages have been prescribed by Government for the selection of candidates for admission to the Government training institutions:—

	Bombay, Central and Southern Divisions.	Northern Division.
	Percentage	Percentage.
Presidency proper—		
(1) Advanced classes .. .. .	25	90
(2) Intermediate castes including Muhammadans and Indian Christians ..	60	
(3) Backward castes (including scheduled classes) ..	15	10

*Sind—*

Hindus .. .. .	25
Muhammadans .. .. .	75

In the case of Sind, the percentages shown above are applicable only in the case of teachers deputed from District Local Board schools. No definite percentages have been prescribed by Government in the case of teachers deputed from Local Authority Municipalities in Sind. The Educational Inspector has been instructed to see that, on the whole, at least 40 per cent. of the teachers deputed by these bodies are Muhammadans.

No fixed percentages (for different classes) have been laid down in the case of admissions to Government training institutions for women. Preference is given, as far as possible, to women coming from the Intermediate and Backward classes.

The selection of candidates for admission to training institutions is made by the Educational Inspector on the recommendations of the School Boards. The Educational Inspector's selection is based mainly on the remarks on the work of the teacher furnished by the School Boards and the percentage of marks obtained in the Vernacular Final or the Training College examinations.

To secure suitable material for training, the co-operation of School Boards is necessary. Certain minimum requirements were therefore laid down and School Boards advised to select the teachers accordingly. Most of the School Boards accepted the suggestions made and materially helped the Educational Inspector in selecting candidates of a better type and in weeding out men of inferior calibre. In this connection, the Principal, Training College, Dhulia, reports—

“The candidates selected were on the whole better than those of the last year. The candidates selected for the 2nd year with a few exceptions were really very good, hard-working, and intelligent. There was no necessity of having coaching classes for Backward students this year as the material selected was far better than that of the last four or five years.”

More and more matriculates, it seems, are entering Primary schools as teachers and seeking admission to Training colleges. It is a welcome sign that some of the matriculates at all events want to go back to their villages. In regard to the admission of matriculates, the Principal, Training College for Men, Dhulia, reports—

“The number of Matriculates was 18 this year. If the Local Authorities take a broader view and appoint Matriculates as teachers and depute them for training, the efficiency of their teachers would be greatly raised during the course of few years. The new material will be very valuable and of great help in the cause of Village Uplift also.”

Government pay stipends to the students deputed by the District School Boards. Local Authority Municipalities provide their own stipends to the teachers deputed by them and the expenditure incurred is admitted for Government grant. The value of stipends in the case of training institutions for men in the Presidency proper is Rs. 10 per mensem and in Sind Rs. 12-8-0 per mensem. The value of stipends in the case of women is Rs. 15 per mensem all over the Presidency.

87. As mentioned in the previous year's report, the curricula of Training institutions both for men and women were revised and rearranged. These revised courses were brought into force during the current academic year. Being the

Curriculum.

first year of the introduction of the new courses some difficulty was experienced both by the teachers and the taught for want of good books in the Vernacular and for want of the necessary equipment. In this connection, the Educational Inspector, C. D., reports—

“The new courses prescribed for Training institutions for men and women were first introduced during the year under report. At first sight, these courses were considered to be too long but the actual working and experience proved this to be false. The sudden introduction of these courses hardly left any time to the teachers for preparation. Lectures were, therefore, arranged and instructions given on the new syllabus in History, Geography, Theory of Teaching, Modern Developments, Mathematics, Domestic Science, etc., by the Educational Inspector, the Assistant Educational Inspector and the Inspector of Girls' Schools. With this help and earnest efforts on the part of the teachers they could complete the prescribed portions by the due date.”

The Principal, Training College, Dhulia, remarks—

“The new course has thus been found not more difficult but certainly more interesting, practical than the old course.”

The Lady Superintendent, Training College for Women, Poona, remarks :—

“The new course is undoubtedly better and more practical than the old one. One great difficulty that we have all laboured under is the want of good books in Marathi, and the want of funds to buy all the English books and apparatus that are absolutely necessary for the adequate teaching of the new portion prescribed.”

The Educational Inspector, C. D., in conclusion says—

“In spite of all these difficulties, the new courses have been worked out effectively in their initial stage and will practically require no material modification. It is hoped, the teachers sent out after the completion of these courses will be found to be well informed and well equipped.”

On the whole, the new courses have been well received. These courses have been devised with the object of turning out trained teachers with a broader and a more practical outlook in life.

Special attention is given to practical work done in the Practising Schools.

Great stress is laid in all Colleges on practice in teaching and this includes the teaching of two or more classes at a time. In almost all rural schools, teachers are required to handle two or more classes simultaneously. Students are also trained to make their own teaching apparatus from materials easily available in rural areas.

In addition to the prescribed course, other educational activities such as monthly lectures, Educational conferences, Visual instruction, Excursions, Cooperative Societies, Magazines, Refresher Courses, Debating Clubs, Boy-Scouts or Girl Guides, etc., are also undertaken.

88. The League of Teachers and Guardians started at the Training Colleges for Men, Poona, and Dhulia, continued to do useful work during the year. The object of starting the League is to tackle the problems of child education in all its aspects with the cooperation of parents. The League at the Training College for Men, Poona, has started a Health Fund for the purchase of material useful for rendering first-aid.

Arrangements have also been made in Training institutions to give the students some training in Village Uplift work. In this connection the Educational Inspector, B. D., reports—

“The students of the Training School, Bordi, attended the demonstration at Chikhala in connection with Village Reconstruction Work. The Head Master, Mr. M. P. Sabnis, visited distant places in the Thana District and took part in the demonstrations and gave lectures to villagers on Village Reconstruction Work.”

Parents' Day and Mothers' Day celebrations were observed in almost all the Training institutions. The object of such celebrations is to acquaint all the guests present on such occasions with the many sided activities and work of the institutions. These celebrations go a long way in bringing before the public the nature and quality of the work done in the institutions.

The Advisory Committees appointed for the conduct of the Women's Training College Certificate examinations in Marathi and Gujarati have continued to do useful work.

## CHAPTER IX.

## PROFESSIONAL SCHOOLS AND CLASSES.

89. This chapter deals with institutions of a specialised nature which impart instruction in technical and allied subjects other than (1) the various Professional Colleges affiliated to the University and (2) the Normal and Training Schools, an account of which is given in Chapters V and VIII respectively of this Report. The standards of instruction and admission to these institutions vary according to the nature and duration of the courses. Some of these institutions are under the control of other departments. A statistical summary of these institutions is given below :—

	Number of institutions on 31st March, 1936.	Number of pupils.
Art Schools .. .. .	3	643
Medical Schools .. .. .	4	940
Engineering Schools .. .. .	2	323
Technical and Industrial Schools .. .. .	53	3,448
Commercial Schools .. .. .	34	2,081
Agricultural Schools .. .. .	3	75
Other Schools .. .. .	55	2,491

“ Other Schools ” mostly comprise Maktabs and Sanskrit Pathashalas an account of which is given in Chapter X, and Music Schools.

*A—Commercial Institutions.*

90. An account of the Sydenham College of Commerce and Economics which is the only institution of this kind in this Presidency preparing students for the University degree in commerce, is given in Chapter V. In addition to this, there were 34 Commercial schools and classes. Statistical information about each of them is given in the Supplement to this Report. The number of institutions increased by two and the number of pupils in them increased by 277 from 1,804 to 2,081. These institutions provide for instruction in Shorthand and typewriting, book-keeping, accountancy, commercial correspondence and commercial subjects and cater (i) for students appearing for the London Chamber of Commerce or the Government Commercial Diploma and Certificate examinations and (ii) for those who desire to improve their prospects by additional training in commercial subjects.

The following table gives the results of the London Chamber of Commerce Higher Certificate examination:—

	1934-35.		1935-36.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
Book-keeping and Accountancy ..	223	86	324	55
Commerce and Finance ..	55	32	57	28
Banking and Currency ..	32	14	66	28
Foreign Exchange ..	4	..	4	1
Commercial Law ..	108	57	125	62
Economics ..	3	2	1	..
Company Law ..	33	21	39	24
Commercial Geography ..	2	1	1	1
Advertising ..	3	..	3	..
Commercial Arithmetic ..	6	1	8	3
Shorthand ..	10	..	15	3
Typewriting ..	10	..	15	2
Salesmanship ..	7	5	3	..
Casualty Insurance ..	..	..	1	1
Fire Insurance ..	2	1	..	..
Life Insurance ..	4	1	3	2
Secretarial Practice ..	31	3	38	4
English ..	1	..	..	..
French ..	..	..	1	1
Costing ..	1	1	..	..
Life Insurance Salesmanship ..	1	1	..	..
Textiles ..	2	..	2	..
<b>Total ..</b>	<b>538</b>	<b>226</b>	<b>706</b>	<b>215</b>

In connection with the London Chamber of Commerce examinations the Inspector of Commercial Schools reports—

“The number of entries for the Higher Commercial Education Certificate examinations of 1935 was 706 as against 538 in 1934 but the percentage of successful candidates was 32·2 as against 44·8 in 1934.

“It will be seen that in the previous years the majority of candidates appeared in ‘Book-keeping and Accountancy’ and ‘Commercial Law’. Out of 706 entries 324 were in ‘Book-keeping’ and 125 in ‘Commercial Law’. The other subjects in which there were more than 30 entries were ‘Banking and Currency’ (66) ‘Commerce and Finance’ (57) ‘Company Law’ (39)

“and ‘Secretarial Practice’ (38). It is noticeable that one candidate appeared for the first time in ‘Casualty Insurance’ and passed the examination with distinction.

“The number of entries for the Commercial Education Certificate examination was 215 as against 236 in 1934 and the percentage of passes was 49·2 as against 40·6 in the previous year.

“ At the Commercial Education Certificate all the entries were in “ Book-keeping, Shorthand and Typewriting ”.

91. These examinations were held at Bombay, Karachi, and Poona. Poona was made a centre for the first time owing to the large number of candidates appearing for these examinations from that city. At the Government Commercial Diploma examination 90 candidates appeared of whom 18 passed. At the Government Commercial Certificate examination 71 candidates appeared of whom 46 passed. The following statement shows that these examinations are becoming more popular each year—

Year.	Number of candidates.	
	Government Commercial Diploma examination.	Government Commercial Certificate examination.
1931-32	40	1
1932-33	33	29
1933-34	49	46
1934-35	90	71

In connection with these examinations the Inspector of Commercial Schools reports—

“ With a view to extend popularity of these examinations it appears desirable to add other subjects such as Salemanship, Insurance, etc., to the list of subjects prescribed for these examinations, which will “ it is expected attract still a larger number of candidates ”.

These suggestions are at present under consideration.

The Commercial Classes attached to the Elphinstone High School, Bombay, and the J. D. Vakil Commercial Classes, Broach, were placed on a permanent footing during the year under report.

In the Government Commercial Classes attached to the Elphinstone High School, Bombay, there are both Day and Evening Classes. The Day Classes are meant for those who having passed the Anglo-Vernacular Standard V or English-teaching Standard VI prefer to be trained for the Government Commercial Diploma examination in preference to the Matriculation examination and the Evening Class is meant for those who have passed the Matriculation examination. The number of pupils in the Evening Class increased from 37 in 1934-35 to 41 in 1935-36. The total number of pupils in both the classes, however, was 53, i.e. the same as that in the previous year. Twenty-six pupils were sent up for the Government Commercial Diploma examination of whom 7 passed. Of the

19 pupils sent up for the Certificate examination 17 were successful. The total expenditure of these classes was Rs. 4,531 as against Rs. 4,787 in 1934-35. As remarked in the last year's Report, it is worth noting that the Classes are becoming more and more self-supporting, the net cost to Government being only Rs. 198 as compared with Rs. 253 in the preceding year.

• In the J. D. Vakil Commercial Class attached to the R. S. Dalal High School, Broach, the number of pupils increased from 33 in 1934-35 to 35 in 1935-36. There was practically very little increase in the number of pupils on the rolls. The number of admissions made during the year was 86 as against 80 in the previous year.

Of the two candidates sent up for the Government Commercial Diploma examination, one passed in the Second class. Twenty-six pupils were sent up for the Government Commercial Certificate examination of whom 16 were successful. The total expenditure of this Class amounted to Rs. 2,866 as against Rs. 2,752 in the preceding year. The fee receipts were Rs. 1,227 and were the highest since the School was established. There is an annual income of Rs. 1,617 from Endowments for this Class.

92. During the year under report the Accountancy Diploma Board almost ceased to function except in connection with the work of considering applications for the award of the Government Diploma in Accountancy and the Government Diploma in Co-operative Accountancy. The Board met only once during the year. It considered and recommended in all 68 candidates to the Government of Bombay for the award of the Government Diploma in Accountancy and two for the Government Diploma in Co-operative Accountancy.

#### *B—Engineering Classes.*

93. The Diploma Classes maintained at the College of Engineering, Poona, provide instruction in (i) Civil and (ii) Mechanical and Electrical Engineering for training overseers, foremen, chargemen, and electrical apprentices. The total number of students in these classes was 236 as compared with 238 in 1934-35.

The results of the examinations held in April, 1935, were as under :—

Examination.	Number appeared.	Number passed.
Diploma in Civil Engineering .. .. .	33	31
Diploma in Mechanical and Electrical Engineering .. .. .	32	31

A student who had obtained the Diploma in Mechanical and Electrical Engineering passed and stood first at the City and Guilds of London Institute examination in Electrical Engineering Practice and was awarded a Bronze medal.



The total expenditure on the Diploma Classes was Rs. 59,512 as against Rs. 54,215 in the previous year.

The usual educational excursions were conducted during the year. The final year D. M. & E. E. students went on Electrical Engineering tour to Madras, Bangalore, and Mysore, etc. The third year students of the D. M. & E. E. Class visited some Factories and Workshops of Mechanical interests in Bombay. The students of the third-year Civil Engineering Class visited Engineering works at Bombay, Broach, the Krishna River Bridge, Bangalore, etc.

The Diploma Classes attached to the N. E. D. Engineering College, Karachi, impart instruction in the Civil, Mechanical and Electrical Engineering Courses. The total number of students in the classes was 87 as against 96 in 1934-35. The total expenditure of these classes was Rs. 9,389 of which Rs. 2,300 was paid by Government.

#### C—Technical and Industrial Schools.

94. The Technical and Industrial Schools are under the control of the Director of Industries, and a more detailed account of their work is given in the Report of the Department of Industries.

95. The Victoria Jubilee Technical Institute, Bombay, is the premier Technical Institute in the Presidency. V. J. Technical Institute, Bombay. This Institute imparts instruction covering a period of four years in (1) Mechanical Engineering, (2) Electrical Engineering, (3) Textile Manufacture, (4) Technical and Applied Chemistry and (5) Sanitary Engineering and Plumbing. The number of students on the rolls on 31st March, 1936, was 623 as against 633 in the previous year.

Candidates from different parts of India apply for admission and there has been a consistently increasing demand for admission to the Electrical Engineering Course during recent years. At the entrance examination for admission in June, 1935, 486 candidates applied for admission; of these 177 were admitted, 135 being *bona fide* Bombay Presidency candidates.

The results of the Final Sessional examinations were as under :—

	Number appeared	Number passed
Mechanical Engineering .. .. .	41	39
Electrical Engineering .. .. .	46	44
Textile Manufacture .. .. .	31	29
Technical Chemistry .. .. .	5	5
Sanitary Engineering and Plumbing .. .. .	11	11

Eighty-eight students appeared for the examination of the City and Guilds of London Institute, of whom 47 were successful.

In addition to the regular courses of instruction mentioned above, apprentice classes were held once a week as in previous years for training in Elementary Mechanical and electrical Engineering, Cotton Spinning and Weaving, Electrical Wiremen's and Electricians' work.

Evening classes were also held bi-weekly as in the previous year for the training of students in elementary principles of Radio Communication, maintenance and repair of Radio instruments.

The expenditure of the Institute was Rs. 2,55,739 and was met from different sources as under :—

	Rs.	Percentage.
Government funds ..	1,24,500	48·7
Municipal funds ..	7,000	2·7
Fees ..	1,24,239	48·6
<b>Total ..</b>	<b>2,55,739</b>	<b>100·0</b>

96. Though the control of Technical and Industrial education rests with the Department of Industries, the general charge of the Technical and Industrial schools is in the hands of the Committee of Direction for Technical Education. In order to maintain contact between the Educational Department and the Committee in matters relating to technical education, the Director of Public Instruction or an officer appointed by him is a member of the Committee.

During the year under report the Committee had under its control 57 Technical and Industrial Schools. The total number of pupils in attendance at these schools was 2,396. Out of 1,733 pupils who appeared for the annual examinations held by the Committee, 1,414 passed. In the final examinations for the Committee's certificates 539 appeared and 481 were successful.

The total expenditure of the Committee of Direction for Technical Education was Rs. 15,153 of which Rs. 4,500 was incurred on establishment, Rs. 3,917 on inspection and Rs. 6,736 on examinations. An amount of Rs. 43,616 was paid as grants-in-aid to schools under the Committee's control.

97. This is a Government Institution. It provides instruction covering a period of three years in (1) Cotton spinning, (2) Cotton weaving and (3) Mechanical Engineering. Though the standard of instruction attained in this Institute is lower than that at the V. J. Technical Institute, Bombay, it is higher than that at the other technical institutions in the Presidency.

During the year, 187 applications were received for admission to the Institute. Twenty-eight candidates were granted direct admission as they possessed higher qualifications than those laid down, the remaining candidates being required to appear for the entrance examination. The total number admitted was 71—19 to Cotton spinning course, 21 to Cotton weaving course and 31 to the Mechanical Engineering course.

Out of 138 students who appeared at the annual examination held in April, 1935, 126 passed. Six students also passed in the various examinations of the City and Guilds of London Institute.

98. This institution is maintained in Poona by the Department of Industries to give theoretical and practical training in the technology of handloom weaving. It provides two courses—an Advanced course covering a period of two years and an Artisan course extending to one year.

**The Central Hand Weaving Institute, Poona.**

There were 43 students on the roll. Out of 31 students, 28 passed the examination held in April, 1935.

In addition to the above institution, the Department of Industries continued to maintain during the year under report at several places in the Presidency seven weaving schools for *bonafide* weavers, two weaving schools for agriculturists, ten for cotton weaving demonstrations, two for wool weaving demonstrations, one for cottage sizing set demonstration and two for dyeing and printing demonstrations.

99. Apart from the Technical and Industrial schools which are under the control of the Director of Industries, there are 23 schools or classes under the control of this Department. Most of these institutions are for girls or women and provide instruction in sewing, tailoring, embroidery, knitting, first-aid, fancy work, etc. Grants amounting to Rs. 9,127 were paid to them in 1935-36.

**Other Industrial Institutions.**

Owing to financial stringency no scholarship for technical training tenable abroad was awarded during the year. On the recommendation of the High Commissioner for India in London, however, the term of the special scholarship granted to Mr. Halkatti by the Government of Bombay for Textile manufacture course in the College of Technology, Manchester, was extended for a further period up to 31st July, 1937, as the scholar had passed the Inter B. Sc. Tech. examination and has to appear for the final degree examination in June, 1937.

#### *D—Agricultural Schools.*

100. There are two agricultural schools maintained by the Agricultural Department—one at Dhulia in the West Khandesh District and the other at Devi-hosur in the Dharwar District. These schools impart instruction in Agriculture on modern and practical lines.

The Agricultural school at Rajapur managed by the Shikshan Prasarak Mandal, Rajapur, and recognised by the Department in 1934-35 was paid a grant of Rs. 200 during this year. The special subjects taught at the school are poultry-farming, carpentry, smithy, rope-making, grafting of mangoes, Italian lemons, etc.

*E—Medical Schools.*

101. In addition to the Grant Medical College, Bombay, an account of which is given in Chapter V, the Medical Department maintains three medical schools at Poona, Ahmedabad, and Hyderabad, with an attendance of 334, 241, and 123 respectively. These institutions prepare candidates for the L.C.P.S. course. In addition to these three schools, the National Medical College, Bombay, is recognised for sending up candidates for the L.C.P.S. course. It had on its roll 230 students.

*F—Art Schools.*

102. A report on the Sir J. J. School of Art is published separately by the Director of the School under the orders of the Government. A summary of the progress made by the School is however given below:—

The number of students on the rolls of the School on 31st March, 1936, was 469 as against 439 of the previous year. The number of students in the various classes was as under:—

Name of class	1934-35	1935-36
Drawing and Painting Classes .. .. .	219	216
Elementary and Intermediate Drawing Grade Classes .. .. .	23	30
Special Shading classes .. .. .	15	....
Modelling classes .. .. .	24	24
Normal class for Drawing teachers .. .. .	40	40
Architectural classes .. .. .	118	119
Commercial Art Section .. .. .	....	40
<b>Total ..</b>	<b>439</b>	<b>469</b>

The results of the various higher Art examinations were as under:—

Name of Examination.	1934-35.		1935-36.	
	Number appeared	Number passed	Number appeared	Number passed
Elementary Drawing and Painting ..	53	39	43	34
Intermediate Drawing and Painting ..	34	28	38	28
Advanced Drawing and Painting ..	31	28	32	26
Diploma Drawing and Painting ..	32	25	35	23
Elementary Modelling .. .. .	4	4	6	6
Intermediate Modelling .. .. .	5	5	5	4
Advanced Modelling .. .. .	6	6	5	5
Diploma Modelling .. .. .	5	4	6	6
Drawing Teacher's .. .. .	40	34	40	32
Elementary Examination in Architecture ..	27	17	23	19
Intermediate examination in Architecture ..	5	2	3	2
Advanced examination in Architecture ..	29	14	27	20
Diploma examination in Architecture ..	28	11	24	14

The total direct expenditure on the school during the year was Rs. 1,27,239 of which Rs. 90,280 was met from Provincial funds.

The outstanding event of the year was the Annual Prize Distribution and Exhibition of students' work. The opening ceremony and distribution of prizes was presided over by His Excellency the Governor and Lady Brabourne on 11th December, 1935. In this connection the Director of the School writes—

“ The work exhibited throughout all sections attained a very high standard of achievement, and the great public interest was amply shown by the many distinguished visitors and members of the general public who visited the Exhibition. The Exhibition was open for 10 days and the number of visitors during the short period exceeded 10,000.”

Another interesting event during the year was the introduction of a Commercial Art Section. The Director of the School remarks—

“ This new Section to the School, which will be under the personal supervision of the Deputy Director, is designed to meet the present day conditions and requirements and is intended for giving practical instruction in poster, advertisement, and general press work and also book illustration, and the many other branches of commercial work, where art plays an important part in industry. The early morning shading class no longer exists as such and its place has been taken by a Commercial Art Course. This practical change has been welcomed, especially by the many students who are already employed, and who cannot devote much of their time to the study of the fine arts. The Commercial Art Section promises to become popular and essential additional Section to the School of Art, and perhaps it is unnecessary to point out that this new Section will in no way interfere with the School's main function, which is the teaching of the higher art courses.”

With regard to the work of the Drawing and Painting Section, the Director comments as follows :—

“ The results of the Government of Bombay Art Examinations in this Section were quite good.

“ There was exceptionally keen interest shown by students in ‘ The Miss Dolly Cursetjee Prizes Competition ’ this year. Works were submitted by the 3rd, 4th, 5th year and Mural Decoration Class students, and over 75 works were entered for competition. Nine students were finally selected to carry out the required full size cartoon.

“ This year the annual sketching party visited Hyderabad (Deccan) personally conducted by the Director, with two assistant teachers and some very interesting work was done. The educational value of these visits to places of artistic interest cannot be overestimated and provides an essential stimulus to the young artists.”

As regards the work of the School of Architecture the Director writes as follows :—

“ This year the Professor of Architecture accompanied by the Secretary of the School of Architecture conducted the annual study excursion to the Kathiawar District ; the party consisted of 27 students of whom 17 joined entirely at their own expenses. The party brought back some useful measured drawings from Palitana and Dwarka. Thanks are due to the Jain Shwetamber Trust for giving permission to the party to measure the old work and for its hospitality to the party at Palitana and Junagad.”

During the year under report Mr. Claude Batley, Professor of Architecture, and Mr. G. B. Kshirasagar, Secretary, School of Architecture, were invited to contribute towards the series of lectures on Fine Arts organised by the Bombay Presidency Adult Education Association ; they spoke on “ The Art of Architecture ” and “ Architecture and Education ” respectively.

Mr. M. K. Jadhav, G. D. Arch., a past student of this School and acting as a Visiting Assistant Teacher for this year left for England for higher studies and joined the Bartlett School of Architecture, University of London. Mr. H. J. Somji, B.A., G. D. Arch., another past student passed the Associateship Examination of the Royal Institute of British Architects in London this year and is studying for the Town Planning qualification.

103. The number of students on the rolls in these workshops was 103 as against 101 in the preceding year. The abolition of scholarships and the levy of fees are the main factors responsible for the small number of students in this Section. Works of the high standard of craftsmanship were shown in the Annual Exhibition. One of the outstanding examples shown in the Annual Exhibition was a fine example of stone carving which took the form of a Garden Seat designed in the true Indian traditional manner. This work has since been purchased by the Trustees of the Prince of Wales Museum and will be given a worthy place in the Museum.

An interesting feature of the work that deserves mention was the completion of the remaining two silver Village Challenge Shields for the Village Uplift Scheme of the Right Honourable Sir Frederick Sykes.

104. There were 28 pupils on the roll of the Drawing and Design Class attached to the R. C. High School, Ahmedabad. This year a good deal of work in stencil printing on cloth, wall, etc., was done by the artisan pupils and the work completed was enough to show that in a very short time this class should set an example in introducing quite new types of designs useful for various branches of stencil printing.

The Drawing and Design Class, Surat, which is under the management of the Sarvajanic Education Society, Surat, had on its roll 44 pupils as

against 73 pupils in the previous year. The class received a grant of Rs. 2,000 from Government during the year as against Rs. 1,278 in 1934-35.

*G—Music Classes.*

105. Music forms part of the curriculum of Primary schools (both for boys and girls) and is taught as an optional subject in some Secondary schools. It is also included in the Vernacular Final Examination for Girls and for the Vernacular Training College Certificate Examination.

Apart from the instruction in Music imparted in ordinary schools there were 9 private classes for teaching Music, both vocal and instrumental, with 1,399 pupils. Government have discontinued paying grants to these classes with effect from 1933-34.

## CHAPTER X.

## ORIENTAL STUDIES.

106. A classical language forms an additional subject of the Secondary school course from Standard IV upwards and is an optional subject throughout the course leading up to the degree examination in Arts.

Candidates for the Matriculation Examination at present have the option of taking either an Indian vernacular or a Modern European language in place of a classical language. This option will, however, no longer remain in view of the requirements of the revised syllabus for the Matriculation Examination of 1937 onwards.

Although a large majority of the pupils taking a classical language prefer Sanskrit or Persian for which provision is made in most schools, arrangements for the study of other Oriental languages also exist in a few schools. Thus, of the 2,577 candidates who passed the Matriculation Examination of 1936 with an Oriental language, 2,088 passed with Sanskrit, 407 with Persian, and 34 in Arabic, while 48 passed in other Oriental languages.

- The following table shows the results of the degree examinations in Arts of 1936 of candidates who passed with an Oriental language :—

	Number appeared.	Number passed.			
		I Class.	II Class.	Pass.	Total.
<b>B.A.</b>					
Sanskrit .. ..	283	13	62	130	205
Persian .. ..	66	2	9	38	49
Hebrew .. ..	1	..	..	1	1
Arabic .. ..	7	..	2	3	5
Pali .. ..	3	1	1	1	3
Avesta Pahlavi ..	1	..	1	..	1
Ardha Magadhi ..	30	1	7	13	21
<b>Total ..</b>	<b>391</b>	<b>17</b>	<b>82</b>	<b>186</b>	<b>285</b>
<b>M.A.</b>					
Sanskrit .. ..	58	2	11	26	39
Persian .. ..	8	..	2	2	4
Ardha Magadhi ..	18	2	7	6	15
Pali .. ..	3	..	1	1	2
Avesta Pahlavi ..	2	..	..	1	1
<b>Total ..</b>	<b>89</b>	<b>4</b>	<b>21</b>	<b>36</b>	<b>61</b>



In addition to the educational institutions which provide for instruction in Oriental languages, there are special institutions such as Pathshalas for the study of Sanskrit and Madressahs for the study of Persian and Arabic. The following table gives a statistical summary of these institutions :—

	Number of institutions.	Number of pupils.	Expenditure.	
			Total.	Provincial.
			Rs.	Rs.
Pathshalas for the study of Sanskrit.	57	2,282	52,633	2,620
Madressahs for the study of Persian and Arabic.	85	4,084	20,989	4,135

An account of the Poona Sanskrit College, which aims at a higher study of Sanskrit Grammar and literature, is given at the end of this Chapter.

The Gokuldas Tejpal Sanskrit Pathshala, Bombay, the Warad Sanskrit Pathshala, Sholapur, the Gangadhar Sanskrit College, Hubli, and the Sanskrit Pathshala at Umarnkot in Sind impart higher instruction in Sanskrit and prepare candidates for the examinations of the Calcutta Sanskrit Association or for the Elementary and Intermediate examinations of the Government Sanskrit College, Banaras.

The majority of the remaining Pathshalas impart elementary instruction in Sanskrit in addition to Vedic studies.

Apart from the Madressahs shown in the above table, which impart elementary instruction in Persian and Arabic, a few unrecognised Primary schools and some of the Mulla schools in Sind teach the rudiments of these languages.

Provision for the teaching of Persian exists in all Government High Schools and in a large number of non-Government Secondary schools. Arrangements for the teaching of Arabic have been made in six Government High Schools.

107. Among the Institutes which aim exclusively at the advancement of Oriental learning and scholarship, the Oriental Institutes. Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society may be specially mentioned. Apart from these Institutes, there are others which are doing useful work in their own fields. While the Indian Historical Institute at the St. Xavier's College, Bombay, aims at original research in Historical subjects, the Mimamsa Vidyalaya, Poona, is interested in a critical study of the *Mimamsa Shastra*. The Bharat Itihasa Samshodhak Mandal, Poona, and the Historical Museum, Satara, have a rare collection of Manuscripts, *Daftars*, etc., on Historical subjects which are used by scholars interested in Historical research.

The three premier Institutes mentioned above, of which an account is given in the subsequent paragraphs, maintain valuable libraries of rare manuscripts, books, etc., which are lent to scholars from India and abroad. Scholarships and prizes are awarded for works on Oriental learning and for original research. These Institutes are frequently visited by eminent scholars who deliver lectures on subjects of Oriental interest.

108. With a view to expediting the work in connection with the different *Parvans* of the *Mahabharata*, another scholar was added to the panel of editors during the year. He is now entrusted with the work of editing the *Bhisma Parvan* under the supervision of the General Editor. The *Virata Parvan* entrusted to Dr. Raghuvira has been finally printed, while the *Udyoga Parvan* which was edited by Dr. De in collaboration with the General Editor was completely revised during the year and is now ready for the Press. The text of the *Aranyakaparvan* has also been revised and the work of preparing a critical apparatus for the *Parvan* is taken in hand. The Superintendent of the Mahabharata Department makes the following remarks on the work of collation during the year :—

“ No collation of Northern Manuscripts could be carried out at the Institute during the year as most of the collators in charge of this work were engaged, partly in the preparation of the critical apparatus of the edition of the *Udyogaparvan* entrusted to Dr. S. K. De of the Dacca University who has been working for the last two years with a view to send it to the Press as expeditiously as possible, and partly in the preparation of the press-copy of the text of the *Aranyakaparvan* edited by Dr. V. S. Sukthankar. The collators, however, in charge of the collation of Southern Manuscripts continued their work unhampered. In addition to this collation, the Department has been able to put in additional collation work carried on at the two outside centres, viz. the Saraswati Mahal Library, Tanjore, and the Vishvabharati, Shantiniketan. As in the previous year, the progress of collation work at these centres has been found to be quite satisfactory.”

The work in connection with the descriptive catalogue of Manuscripts in the various sections of the Government Manuscripts Library is reported, to have progressed satisfactorily during the year.

The post-graduate classes of the Institute did not attract a large number of students during the year owing mainly to the fact that similar post-graduate classes are now conducted by recognised University teachers in all the Arts Colleges in the City.

Forty-five Manuscripts were given on loan to 21 Indian scholars and 14 to a scholar from abroad.

109. A discourse on "Religions and Reformers" was given on 19th August, 1935, by Miss Dhun B. T. Anklesaria, on the occasion of the twenty-sixth anniversary of the death of Mr. K. R. Cama, the founder of the Institute.

**K. R. Cama Oriental Institute.**

Five lectures on "The teachings of the later Avesta : how far they interpret Zarathustra's holy Message" were delivered during the year by Mr. S. J. Bulsara, the Government Fellowship Lecturer for the year. Dr. W. E. Cohn Wiener and Dr. J. M. Unwala also delivered public lectures on various subjects. Nos. 27 and 28 of the Journal of the Institute were published during the year.

The Sarosh K. R. Cama prize was awarded to two Oriental scholars for their essays on "Domestic life in Ancient Iran from a sociological standpoint", while essays have been invited from scholars in connection with two other prizes.

The Institute was represented at the All-India Oriental Conference and the Nineteenth International Conference of Orientalists.

110. The membership of the Society increased during the year by 3 to 517 including 72 life-members. The total issues of books for the year also increased by 4,860 to 65,954, giving an average of 222 issues per working day, as against 204 in the preceding year. Of the 1,391 volumes added to the Library during the year, 922 were purchased and 469 were presented. Over a hundred coins were added to the Society's Coin Cabinet.

Three lectures on subjects of Oriental interest were delivered under the auspices of the Society during the year.

111. The Poona Sanskrit College had an enrolment of 11 students of whom one was in the Preparatory class, 6 were in the *Vedanta* and 4 in the *Vyakarana* Section. The course of the institution extends over a period of six years with an examination at the end of every two years leading to the degrees of *Upadyaya*, *Shastri* and *Acharya*. Five out of the 11 students who are reading in the sixth year are thus due for the final examination of the College.

The Government officer who inspected the College during the year reports that the College is doing excellent work for the preservation of the old learning.

## CHAPTER XI.

## VISUAL INSTRUCTION.

112. The sub-Department of Visual Instruction is in charge of a Deputy Educational Inspector in the Bombay Educational Service who inspects magic lanterns and slides, prepares lecture notes, supervises the lectures delivered by various officers and teachers, and himself delivers model lectures.

113. Of the 104 magic lanterns possessed by the Department, 33 were Magic Lanterns and used by Secondary schools, 14 by Training Slides. institutions, and 38 by Local Authorities, while 17 were lent to the various District School Boards and one was lent to a non-Government High School in Sind.

In addition to the 104 Government lanterns, 7 District and 18 Municipal School Boards and 89 non-Government Secondary schools had their own magic lanterns.

There are now with the Department 38,481 slides forming 760 sets on various subjects, 22 new sets comprising over one thousand slides being added during the year. A large majority of these sets are provided with the requisite lecture-notes which are being added to from year to year.

114. The lantern slides and notes are supplied by the Deputy Work done during the Educational Inspector for Visual Instruction year. to Government schools and Training institutions at the rate of 12 sets and to Inspecting Officers at the rate of 6 sets a year under a system of annual rotation. Slides are also lent to District and Municipal School Boards. The following table shows the number of slides used and the lectures delivered during the year :—

	No. of Magic lanterns in use.	No. of slides used.	No. of lantern lectures delivered.	Average No. of lectures per lantern.
Secondary Schools .. ..	33	10,560	1,378	41·7
Training Institutions .. ..	14	8,848	559	39·9
Inspecting Officers .. ..	38	14,391	1,328	34·9
District School Boards using Government lanterns.	18	3,083	603	38·5
Private Institutions using Government lanterns.	1	140	12	12·0
	104	46,022	3,970	38·2

The Deputy Educational Inspector for Visual Instruction remarks :—

“ It is indicative of an appreciation of the usefulness and educative value of Visual Instruction on the part of teachers as well as the public that, as a rule, a large majority of Government institutions and Inspecting Officers deliver a larger number of lectures than the minimum prescribed, and the quality of the lectures is steadily improving year by year. No Government institution gave less than 25 lectures and only two Inspecting Officers in the Presidency failed to give the minimum number of lectures. Though the same thing cannot be said of District School Boards, using Government lanterns, a little more than a half of them turned out the prescribed amount of work and five of these did commendable work. The Private High School, Hyderabad, to which a Government lantern is lent, failed to give 25 lectures during the year.”

Of the 20 magic lanterns at present used by the District School Boards, 18 have been lent by the Department. The District School Boards, Sholapur, Satara, Surat, Thana, and Ahmednagar are reported to have made good use of the lanterns, while the lantern lent to the District School Board, Nasik, is reported to have been kept idle. It is disappointing to note that only 18 Municipal School Boards have magic lanterns of their own, and, with a few exceptions, the work done by these Boards during the year is reported to be much below the average. The Municipal School Board, Dharwar, which has a good magic lantern equipped with useful sets of slides is reported to have only one lecture to its credit.

The Deputy Educational Inspector makes the following remarks on the work done by non-Government Secondary schools during the year :—

“ There are as many as 89 private High Schools in the Presidency possessing their own lanterns. With these they gave 1,056 lectures to their pupils as against 886 of the preceding year. This is, no doubt, some improvement on their last year's work but still the average number of lectures given per lantern works out at 10·9 while in Government Secondary schools this average works out at 41·7 per lantern. The private schools have, no doubt, the difficulty of getting slides but where there is a will there is a way, and if each school should set apart, say Rs. 60 per year, for the purchase of slides, it would have, within a few years, a good stock of slides. Meanwhile the Department is doing its best to lend them slides free through the Government Educational Officers in the Districts.”

115. In addition to the Training course conducted by the Deputy Educational Inspector for Visual Instruction at the Secondary Training College, Bombay, over one hundred lectures were delivered by him in Government and non-Government educational institutions and at public places on special occasions. Many of these

Work done by the Deputy Educational Inspector for Visual Instruction.

public lectures were delivered in connection with the Village Improvement Scheme including Adult Education programmes. Seven graduated class-lessons were broadcast to Secondary schools in the Presidency from the Radio Broadcasting Station in Bombay. This was the first experiment of its kind and is reported to have been very much appreciated. The Deputy Educational Inspector summarises the important demonstrations and lectures in the following paragraph of his report :—

“ At the Secondary Training College, Bombay, all the teachers were given practical training in photography and slide-making and as many as 70 teachers, including 16 women teachers, took several photographs, prepared negatives and positive prints and lantern slides. General lectures and practical demonstrations were also given to all the teachers under training in the theory and practice of recording and reproducing sound in talkies, and transmission and reception of sound in Radio Broadcasting.

“ A number of class-lessons with lantern slides were given to the pupils of the VIIth standard in Secondary schools on the ‘ Mount Everest Expedition ’ which helped them in getting a clear perspective of the subject matter of a lesson on this subject appearing in this year’s Matriculation text.”

The Deputy Educational Inspector received numerous calls to deliver public lectures in connection with Education Weeks and Refresher Courses, public fares and festivals, Agricultural shows and exhibitions, etc.

## CHAPTER XII.

## EDUCATION OF GIRLS.

116. During the year under review the Presidency continued to **Institutions and Pupils.** and maintain the usual rate of progress in regard to the education of girls. The number of girls under instruction rose from 331,501 to 351,392 and the number of institutions for girls increased by 27 to 2,094. The total number of girls under instruction represents only 3·4 per cent. of the total female population of the Presidency, the percentage for the preceding two years being 3·0 and 3·2 respectively. The corresponding percentage for boys is 9·8. There is thus still a great disparity between the numbers of boys and girls.

The following table shows the number of institutions for girls and the number of girls under instruction by Divisions :—

Division	Number of institutions for Girls	Number of pupils in institutions for Girls	Number of Boys in institutions for Girls	Number of Girls in institutions for Girls (Column 3—4)	Number of Girls in institutions for Boys	Total number of Girls under instruction (Column 5+6)
1	2	3	4	5	6	7
Bombay Division ..	380	56,400	2,215	54,185	36,101	90,346
Central Division ..	474	48,844	1,022	47,822	35,462	83,284
Northern Division ..	494	54,538	1,483	53,055	26,467	79,522
Southern Division ..	300	20,733	146	20,587	18,309	44,406
Sind ..	404	31,192	1,382	29,810	13,475	43,285
European Schools ..	20	3,282	531	2,751	530	3,281
English-teaching Schools.	22	6,731	1,236	5,495	1,283	6,778
Total ..	2,094	227,720	8,015	219,705	131,687	351,392

There was an increase in the number of girls in all Divisions. It will be seen that, of the 351,392 girls under instruction, 131,687 or 37·5 per cent. were in institutions for boys and 219,705 were in institutions for girls.

The number of girls under instruction in the various kinds of institutions is given in the sub-joined table :—

Institution	Number of Girls under instruction		Increase or decrease
	1935-36	1934-35	
Arts Colleges ..	1,207	1,092	+ 115
Professional Colleges ..	175	158	+ 17
High Schools ..	21,917	20,322	+ 1,595
Middle Schools ..	5,955	5,139	+ 816

Institution	Number of Girls under instruction		Increase or decrease
	1935-36	1934-35	
Primary Schools .. .. .	307,989	292,836	+ 15,153
Art Schools .. .. .	79	79	....
Medical Schools .. .. .	130	115	+ 15
Normal and Training Schools .. .. .	899	825	+ 74
Technical and Industrial Schools .. .. .	1,194	1,182	+ 12
Commercial Schools .. .. .	85	78	+ 7
Schools for Defectives .. .. .	39	47	- 8
Schools for Adults .. .. .	630	695	- 65
Other Schools .. .. .	109	149	- 40
<b>Total Recognised .. .. .</b>	<b>340,408</b>	<b>322,717</b>	<b>+ 17,691</b>
<b>Total Unrecognised .. .. .</b>	<b>10,084</b>	<b>8,784</b>	<b>+ 2,200</b>
<b>Grand Total .. .. .</b>	<b>351,392</b>	<b>331,501</b>	<b>+ 19,891</b>

It will be seen that girls are going up the educational ladder in increasing numbers. The following table shows the extent to which facilities for the education of girls are taken advantage of by the different communities :—

Community	Total number under instruction	Percentage to total	Percentage to Female population of the community	
Europeans and Anglo-Indians .. .. .	3,317	1·0	21·4	
Indian Christians .. .. .	15,516	4·4	12·4	
Hindus .. {	Advanced .. .. .	120,483	34·3	14·3
	Intermediate .. .. .	106,020	30·2	2·0
	Backward .. .. .	20,413	5·8	1·0
Muhammadans .. .. .	64,808	18·4	3·3	
Parsis .. .. .	8,407	2·4	19·5	
Others .. .. .	12,428	3·5	7·3	
<b>Total .. .. .</b>	<b>351,392</b>	<b>100</b>	<b>3·4</b>	

117. It is not possible to frame a correct estimate of the total amount spent on the education of girls, because, as stated already, 37·5 per cent. of the number of girls under instruction read in institutions for boys. The expenditure on institutions



especially intended for girls increased during the year from Rs. 69,32,598 to Rs. 70,10,124. The sources from which this expenditure was met are given below :—

	Amount Rs.	Percentage.
Government funds ..	25,51,220	36·4
District Local Board and Municipal Funds.	18,46,656	26·4
Fees .. ..	12,56,311	17·9
Other Sources .. ..	13,55,937	19·3
<b>Total ..</b>	<b>70,10,124</b>	<b>100·</b>

118. There is no separate College for women affiliated to the Bombay University Education. There were, however, 1,382 women studying in the various Arts and Professional Colleges, as compared with 1,250 in the year 1934-35. Of these, 1,207 were in Arts and 175 in Professional Colleges, as compared with 1,092 and 158 respectively in the preceding year. The following table compares the number of women attending the different Professional Colleges during the years 1934-35 and 1935-36 :—

	1934-35.	1935-36.
Secondary Training College ..	18	19
Sydenham College of Commerce and Economics .. ..	1	4
Law Colleges .. ..	10	14
Medical Colleges .. ..	128	137
Agricultural College .. ..	1	1
	<b>158</b>	<b>175</b>

It will be seen that there has been an increase in the number of women attending all kinds of Professional Colleges, except the Agricultural College, the number in the medical college being the highest. The increase in the Commercial, Law, and Medical Colleges is noteworthy. The number of women who passed the various University Examinations during the year was as follows :—

Examination.	Number passed.
M.A. .. ..	10
M.Sc. .. ..	3
B.A. (Honours) .. ..	66
B.A. (Pass) .. ..	51
B.Sc. .. ..	14
LL.B. .. ..	3
Intermediate in Arts .. ..	158
Intermediate in Science .. ..	52
M.B.B.S. .. ..	16
M.D. .. ..	1
B.T. .. ..	24
Matriculation .. ..	544

119. The Indian Women's University, which was founded in 1916, had 170 women students attending the four Colleges at Poona, Bombay, Baroda, and Ahmedabad affiliated to it. The chief characteristics of the University are that (i) the courses of study are designed to suit the requirements of girls (Domestic Science, Human Physiology, Hygiene and Fine Arts are included in the curriculum); (ii) the vernacular is the medium of instruction, English being a compulsory subject; and (iii) external candidates are allowed to appear at the University Examinations.

According to the terms of the settlement arrived at between the University authorities and the Executors of the Late Sir Vitthaladas Thakarsey to which a reference was made in the previous Report, the Headquarters of the University were shifted from Poona to Bombay with effect from 1st January, 1936.

The number of Secondary schools affiliated to the University remained stationary at 21. Of these, 15 are in the British Districts of the Presidency and the remaining six are either in Indian States or in other Provinces. The number of girls attending all these schools is reported to be 4,512.

120. The following table gives the number of Secondary schools for girls and the number of girls attending Secondary schools, including those for boys :—

	Secondary schools for Girls		Girls under instruction	
	1934-35	1935-36	1934-35	1935-36
Indian .. .. .	91	95	22,358 (5,283 in Boys schools).	24,711 (5,995 in Boys schools).
Anglo-Indian and European.	18	17	3,103 (460 in Boys schools).	3,161 (530 in Boys schools).
Total .. .. .	109	112	25,461 (5,743 in Boys schools).	27,872 (6,525 in Boys schools).

It will be seen that the number of Secondary schools for girls rose from 109 to 112. Of these, 7 are maintained by Government, 3 by Municipalities, one by a District Local Board, and the remaining 101 by private bodies or individuals. The three schools maintained by Municipalities and the one by a District Local Board are the English Classes attached to their Primary schools for girls.

The position of the different communities in regard to Secondary education of their girls during the last two years is compared in the following table :—

Community.	Number of girls under instruction.		
	1935-36.	1934-35.	
Europeans and Anglo-Indians .. .. .	3,165	3,034	
Indian Christians .. .. .	4,863	4,967	
Hindus .. {	Advanced .. .. .	12,690	11,217
	Intermediate .. .. .	1,368	968
	Backward .. .. .	104	70
Muhammadans .. .. .	885	729	
Parsis .. .. .	3,751	3,547	
Others .. .. .	1,096	929	
Total ..	27,872	25,461	

These figures reveal the fact that all the communities have begun to realize gradually the importance of imparting Secondary education to their girls. The increase in the number of girls of the Intermediate and Backward classes is remarkable.

Government maintain a full High School for girls at Ahmedabad and Anglo-Vernacular Girls' Middle Schools at Thana, Nasik, Ahmednagar, Dharwar, and Bijapur, and an Anglo-Urdu Girls' Middle School at Poona. All the Anglo-Vernacular Middle Schools teach standards I to IV, except the one at Bijapur which has only the first three standards.

The Girls' High School at Ahmedabad had on its roll at the end of the year 198 pupils as against 154 in the preceding year. The Head Mistress reports that for the first time in the history of the School Standard VII had as many as 28 girls. There is an increasing demand for the opening of higher standards and for the addition of extra classes in the lower standards in almost all the Government Girls' Middle Schools. In view of the growing need for the provision of High School education to girls, the Department is exploring the possibilities of developing one or two of these Middle Schools into full fledged High Schools. The Anglo-Urdu

Girls' Middle School at Poona, which is the only institution of its kind in the Presidency, teaches Standards I-V. Although no fees are charged to girls attending the School, the number of girls attending the School was only 56. It is to be regretted that the school has not been as popular as it was expected to be when it was opened in 1929.

As an encouragement to girls' Secondary education preference is, as far as possible, shown to girls' Secondary schools over those for boys in the matter of grants-in-aid.

121. There is no separate Secondary Training College for Women teachers. The number of women in the Secondary Training College, Bombay, was 18, while the number of those who passed the examination for the B. T. degree of the Bombay University during the year was 19. The number of women teachers in all Secondary Schools for boys and girls was 1,588 as compared with 1,455 in 1934-35. Of these, 705 were in Anglo-Vernacular Schools, 601 in English-teaching schools, and 282 in European schools. Although the number of women teachers is increasing, well qualified women teachers are not forthcoming to serve in Secondary schools in the mofussil. This is one of the reasons why the Secondary education of girls has not progressed in the mofussil to the extent noticeable in large cities and towns.

122. Most of the Secondary schools for girls follow the Departmental course and prepare candidates for the Matriculation examination, and, although, every encouragement is given by the department to schools to adopt alternative curricula, experience has shown that few exercise this option. Of the schools which follow a special course, the two schools in Bombay conducted by the Parsi Girls' Schools Association deserve special mention. Even for the purposes of the Matriculation examination, very few schools have made arrangements for the teaching of Domestic Science. The two schools at Poona, viz. the Sardar Dastur Noshervan Girls' High School and the High School for Indian Girls, and the American Mission Girls' High School at Ahmednagar, are, however, reported to be doing remarkably good work in the teaching of this subject to their pupils.

In regard to the progress of Secondary education of girls the Educational Inspector, Central Division, reports —

“ Though there is a steady increase in the number of schools and in the number of pupils under instruction, the progress may not be said to be very encouraging. The only redeeming feature is that the public have awakened to their sense of duty towards their girls and they are keen on imparting some Secondary education to them and will not be satisfied with primary education only. It is pleasing to find a few girls in Boys' High Schools in backward districts even and with some relief in the financial stringency both Government and public, the whole division over, much more can be expected in future.

“It will not be out of place to mention once again the suggestion made last year to divert some of the money now spent on Boys to the education of girls and to give most of the spare money available from the savings of grants to these institutions.”

While commenting on the state of Secondary education of girls in the Bombay Division, the Inspectress of Girls' Schools, Central Division and Bombay Division remarks—

“Girls' Secondary education in this Division (Bombay Division) requires fostering and encouragement at the hands of Government. Except in the Bombay Suburban area, where education is slightly more advanced, the people have not yet come to appreciate the need for Girls' education or its advantages. Wherever private agency has undertaken the task of spreading Secondary education among girls by the opening of Secondary Schools for girls they have been faced with the fact that the parents are unwilling to pay for the education of their girls and have either to charge no fees at all, or to reduce their fees to a nominal sum, and greatest difficulty is experienced in equipping the schools and maintaining an efficient staff of teachers.”

As regards the Girls' Secondary schools in the City of Bombay, the Inspectress of Girls' Schools, Bombay and Northern Division, observes—

“In general, it may be stated that the Secondary girls' schools in Bombay City are doing very good work, considering the great disadvantages under which they labour. Most of their money is swallowed up in rents, and save for three schools, they are, even when they have their own buildings, very badly off for space, having no play-grounds, and some of them have no halls for drill or general assembly. People are still very reluctant to give money to girls' schools and hence the girls' schools are labouring under many disadvantages, and yet they manage to deal fairly successfully with the problems that arise.”

The Educational Inspector, Bombay Division, while agreeing with the Inspectress of Girls' Schools in her remarks quoted above, points out—

“When such is the position of the managements of Secondary schools for girls in a city like Bombay, it can be said that it is not an easy task to run separate institutions for girls in the mofussil. This can be justified from the fact that in comparison to the Secondary schools for Boys in the mofussil, there is no adequate provision for Secondary education of girls. This problem can be solved by admitting girls in Boys' Secondary schools in the mofussil and appointing female teachers in them in proportion to the number of girls.”

123. The number of Primary schools for girls increased by 17 to 1,814 Primary education. and the number of pupils attending them by 6,786 to 195,625. The following table shows the number

of Primary schools for girls under different managements and of the pupils reading in them :—

	Schools.		Pupils.	
	1934-35.	1935-36.	1934-35.	1935-36.
Government .. ..	11	9	1,469	1,263
District Local Board .. ..	793	804	52,608	54,510
Municipal .. ..	574	586	98,296	103,279
Aided .. ..	407	403	35,002	35,246
Unaided .. ..	12	12	1,464	1,327
<b>Total ..</b>	<b>1,797</b>	<b>1,814</b>	<b>188,839</b>	<b>195,625</b>

The number of girls in Primary schools increased by 15,153 to 307,989. This increase is indicative of the general awakening among the masses in respect of female education. The following table shows the position of girls' Primary education in the different Divisions :—

Division.	Number of pupils.		Percentage increase.
	1934-35.	1935-36.	
Bombay Division .. ..	46,429	48,636	4.8
Central Division .. ..	43,453	44,547	2.5
Northern Division .. ..	47,898	49,044	2.4
Southern Division .. ..	25,174	26,174	4.0
Sind .. ..	25,885	27,224	5.2
<b>Total ..</b>	<b>188,839</b>	<b>195,625</b>	<b>3.6</b>

The following table compares the position of the different communities in regard to the primary education of their girls during the last two years :—

	1935-36.	1934-35.
Europeans, Anglo Indians and Indian Christians .. ..	9,803	9,453
Hindus .. { Advanced .. ..	103,015	97,921
{ Intermediate .. ..	103,300	95,438
{ Backward .. ..	19,895	20,575
<b>Total Hindus ..</b>	<b>226,210</b>	<b>213,934</b>
Muhammadans .. ..	57,482	55,338
Parsis .. ..	3,814	3,607
Others .. ..	10,880	10,504
<b>Grand Total ..</b>	<b>307,989</b>	<b>292,836</b>

It will be noticed that there has been an increase in the case of all communities except the Backward classes which shew a decrease of 680.

The number of girls reading in various standards of Primary schools is given below :—

	Number of Girls.		Percentage.	
	1935-36.	1934-35.	1935-36.	1934-35.
Infants .. ..	130,460	125,858	42·3	43·0
Standard I .. ..	58,108	54,755	19·0	18·7
Standard II .. ..	46,160	43,814	15·0	14·9
Standard III .. ..	33,367	31,560	10·8	10·8
Standard IV .. ..	23,320	21,600	7·6	7·4
Total, Lower Primary Stage..	291,514	277,587	94·7	94·8
Standard V .. ..	9,014	8,375	2·9	2·9
Standards VI and VII .. ..	7,461	6,874	2·4	2·3
Total, Upper Primary Stage..	16,475	15,249	5·3	5·2
Grand Total (Lower and Upper Primary Stages) .	307,989	292,836	100	100

It will be seen that of the total number of girls in Primary schools 94·7 are in the Lower Primary stage and 5·3 in the Upper Primary stage. The above figures will also show that the numbers in the Infant class and Standard I still form the vast majority of the girls in Primary schools. The percentage in the higher standards has slightly increased, but the increase is not at all satisfactory.

The falling-off in numbers from Standard to Standard is due mainly to social prejudice and to the unwillingness on the part of parents to retain their girls in schools after a certain age. The slight decrease in the Infant class is reported to be due to the suggestions made by Inspecting Officers to restrict the admissions of children to the Infant class to the commencement of each term of the year.

In regard to the wastage in Primary schools the Inspectress of Girls' Schools, Central Division and Bombay Division, writes—

“Wastage is not confined to the Infant class, the single teacher school, so prevalent in all districts is another contributory factor, particularly where the single teacher is untrained and inexperienced.  
“Only a very small percentage, if any, of the girls in these schools can  
“be said to attain real literacy.

“ Though the demand for it is increasing, Girls’ Education has not yet begun to ‘ matter ’ sufficiently. While every effort is being made by the Department to discourage the employment of male teachers in girls’ schools in certain areas, the percentage of male teachers has actually increased, though there is no dearth of female teachers. The policy seems to be to try to keep up some standard of efficiency in boys’ schools by getting rid of the old and inefficient men teachers and the only way in which this can be done is by transferring them to girls’ schools. I have come across innumerable instances of male teachers in girls’ schools whose only qualification to be there, was their age and their little lack of intelligence and ability to teach or maintain discipline. Such men worn out in body and mind, with no interest in life, but not yet of pensionable age, are deputed as teachers in girls’ schools on the ground of their ‘ respectability ’.

“ Remonstrance appears to have no effect and the only cure would be the stoppage of grant on a certain proportion at least of the male teachers in girls’ schools while insisting that this proportion will be increased if no steps are taken to reduce the number.

“ Apart from the fact that more female teachers should be recruited for girls’ schools, it is also necessary that a certain number of female teachers should be appointed in the boys’ schools in which girls are studying in the absence of any separate girls’ school in the village, for the wastage so far as girls are concerned, is particularly large in such schools. The mere fact that there were responsible women teachers on the premises would induce parents to keep their daughters longer in the school.”

It is suggested that the wastage can be reduced to some extent by opening more 1st grade schools in rural areas. In this connection the Chairman, District School Board, Poona, observes—

“ There are very few 1st grade schools in rural areas. For want of such schools many girls, though desirous of continuing their education in Upper Primary standards, have to sit at home as their parents and guardians are not prepared to send their grown-up girls to boys’ schools in their own villages. To keep them in the neighbouring villages for further education is beyond their means.”

The Educational Inspector, Central Division, remarks—

“ It would perhaps help matters a great deal if 2nd grade Primary schools are merged into boys’ schools and the upper section is started for girls only. A place with a possibility of a number of girls going in for the Upper Primary course may have the Infants, first and second standard classes common for boys and girls and standard III, IV, V, and VI separately. There will not thus be an increase in expenditure as the staff now engaged in the Lower Primary section can be made available for the Upper Primary and there cannot be any objection to boys and girls learning together in lower classes.”



124. At the Vernacular Final Examination for girls held during the year under review, 5,271 girls appeared, of whom Vernacular Final Examination. 2,300 or 43·6 per cent. passed as compared with 4,552 and 2,108 or 46·3 per cent. respectively in the previous year. The increase in the number of girls passing the Vernacular Final Examination is encouraging. The following table gives the details of the results of the Vernacular Final Examination by Divisions :—

Division.	Vernacular Final.		Urdu Final.		Total.		
	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.	Percentage.
Bombay Division ..	1,803	447	75	83	1,378	480	34·8
Central Division ..	1,569	746	86	26	1,655	772	46·6
Northern Division ..	1,893	618	20	4	1,413	617	43·7
Southern Division ..	396	159	21	6	417	165	40·0
Sind ..	408	206	--	--	408	266	65·2
Total ..	5,069	2,231	202	60	5,271	2,300	43·6

During the year under report Government sanctioned the appointment of a separate Central Committee for the Bombay Division to conduct the Vernacular Final Examination.

125. The following table gives details regarding the trained and untrained women Primary teachers in the different Divisions :—

—	Trained.				Untrained.			Grand Total.
	III Year.	II Year.	I Year.	Total.	Qualifed.	Unqualifed.	Total.	
Bombay Division ..	100	168	239	507	372	275	647	1,239
Percentage to total ..	15·3	13·2	19·3	47·8	30·0	22·2	52·2	100
Central Division ..	115	186	245	497	404	76	480	977
Percentage to total ..	11·8	13·9	25·2	50·9	41·3	7·8	49·1	100
Northern Division ..	266	157	250	673	341	17	358	1,031
Percentage to total ..	25·8	15·2	24·3	65·3	33·1	1·6	34·7	100
Southern Division ..	90	81	107	278	183	43	226	564
Percentage to total ..	15·9	14·4	29·6	59·9	32·5	7·6	40·1	100
Sind ..	46	88	81	215	158	76	234	449
Percentage to total ..	10·3	19·6	18·0	47·9	35·2	16·9	52·1	100
Total ..	707	625	933	2,815	1,458	487	1,945	4,260
Percentage to total ..	16·6	14·6	23·1	54·3	34·2	11·5	45·7	100

It will be seen that the number of trained women Primary teachers increased by 278 to 2,315 and that of untrained by 137 to 1,945.

Of the 4,260 women Primary teachers, 2,315 were trained and 1,945 untrained as compared with 2,237 and 1,808 respectively in the preceding year. An account of Primary Training Institutions for women has been given in Chapter VIII.

126. The standard of teaching in Primary schools for girls continues to be low especially in girls' schools in rural areas.

**Teaching.** This state of things will not improve unless serious efforts are made by Local Authorities to appoint women supervisors to see that all girls' schools are entirely staffed by women teachers, and to recruit in large numbers trained women teachers, discontinuing the present practice of appointing qualified and even unqualified women. In this connection the Educational Inspector, Bombay Division, observes—

“The efficiency in teaching in girls' schools is likely to improve if women supervisors are appointed by Local Authorities for inspecting girls' schools. The appointment of women supervisors is likely to inspire energy and enthusiasm among women teachers whose position would be safer and happy in villages as they would be supported by women supervisors in their difficulties. In the interest of female education, I would like to urge the appointment of women supervisors by District Local Board Local Authorities.”

The Educational Inspector, Southern Division, suggests—

“But knowing Local Authorities' administration and the principles which guide them in the matter, I am doubtful if they will care to consider the appointment of such a supervisor at all. Where patronage and party are the rule, the interests of girls are not likely to appeal to the powers that be. In my opinion, the best way to achieve the ideal would be to amend the Primary Education Act suitably so as to make it obligatory on Local Authorities to have at least one woman supervising officer.”

127. The reports received from the Inspecting Officers go to show that the physical education of girls leaves much to be desired. This is due mainly to inadequate playing fields and want of trained teachers with capacity to organise games.

128. The Provincial Girl Guides Association received a total grant of Rs. 4,336 from Government in the year under report.

**Girl Guide Movement.** The number of girl guides of all ranks was 10,618 distributed as under :—

Guides	..	..	..	4,346
Blue Birds	..	..	..	6,001
Rangers	..	..	..	271
				<hr/>
				10,618

The following extract from the report of the Girl Guides Association gives an account of the progress made by the various branches of the Association throughout the Presidency :—

“ Guiding has made good progress in the year under review, and the increase in numbers has also been considerable. The Movement is spreading out into the Village areas in the Gujarat District and this has meant a greater increase in the numbers of Vernacular Training camps and tours which have been held during the year.

“ A very successful Training week for Commissioners and Secretaries only was held in Poona. His Exalted Highness the Nizam’s Government kindly lent their State Trainer, Miss Hacon, who assisted Miss Taylor with the Training. Commissioners and Secretaries from Hyderabad and Madras also attended this Training.

“ A Trail of Service to help Hospitals in the Presidency was carried out as part of our Thinking Day activities, and this resulted in a very great deal of help being given both in money, and kind, to not only Hospitals but children’s Homes, and numerous societies doing social work among women and children.

“ In June, Miss Rustomjee went to England on leave to refresh her training and while there, attended both the International Training and the Round Table Conference for Trainers at Adelboden. She has now been awarded the Red Cord Diploma.

“ A special effort is being made to encourage more Guiders to take their Local Adviser Tests in order to be able to help the Trainers with Vernacular Trainings, and one Local Adviser Certificate has been awarded this year. Vernacular literature is still the crying need of the Province and whenever money is available, translations of existing books and leaflets are being added to our stock.

“ Out trainers have been lent again to outside Provinces for Trainings and help has been given to the Training Conference at Ootacamund, to Bhopal, Central India, and Junagadh.

“ Miss Taylor has returned to England at the expiration of her contract, and Miss Chapman, a Red Cord Diploma’d Guider, has come out to take her place.”

It is gratifying to note that the movement is spreading in the villages of Gujarat which has hitherto been generally apathetic towards it.

The Inspectress of Girls’ Schools, Bombay and Northern Division, reports that the Junior Red Cross does not flourish in Bombay City as other bodies, such as the Girl Guide and the various school clubs, are doing much of the work that they aim at. The Junior Red Cross groups at the Thana and Nasik Government Anglo-Vernacular Girls’ Schools are, however, reported to have been doing good work.

129. Very few schools are provided with buildings of their own but in the majority of schools the accommodation is inadequate and is ill-lighted and badly ventilated.

School Buildings.

In this connection the Inspectress of Urdu Girls' Schools, Central Division and Bombay Division, observes—

“Very few schools are provided with sanitary conveniences or open space for drill or games and still fewer are located in Muslim quarters because the Local Authorities that are responsible to provide the building for the school often choose one which may most conveniently be spared.”

The Inspectress of Girls' Schools, Central Division and Bombay Division, reports—

“Thanks to the efforts of Mrs. Hamid Ali, a very fine school house has recently been constructed in one of the villages of the Satara District by co-operative effort. In addition to money, contributions in kind were invited. Certain people supplied the nails and bolts and other iron work required, others the lime wash and others the wood and so on. The village has cause to be proud of the building which has resulted.”

The Sir P. T. Cheap Building Scheme for the Surat District and the Sheth Mangaldas Girdhardas and Rao Bahadur Girdharlal Uttamram schemes for buildings in the Ahmedabad District are of immense value and will help to some extent in relieving the deplorable condition of school buildings.

130. Apart from the Training Institutions for women teachers, there are a number of special institutions which provide special training in needle work, embroidery, tailoring, etc., for grown up girls and women. The number of such institutions at the end of the year was 34.

131. The increasing number of girls in all kinds of institutions is an encouraging feature; yet the increase recorded is small so that it cannot be denied that people in small towns and villages are for various reasons still averse to sending their daughters to schools and keeping them there for a longer period when sent. As observed in the previous Report, education in this Presidency is still somewhat lopsided.

Under the Government of India Act, 1935, women have been given special representation in the Bombay Provincial Legislative Assembly and a special concession has been shown to them in the matter of franchise. With the coming of the new constitution into operation, therefore, women in this Presidency will have to play a greater part in public affairs. It is hoped that this may result in giving a lead to the people of the Presidency in planning and directing the future of their Girls' education. In this connection I quote the following extract from the speech delivered in September, 1935, by Her Excellency Lady Brabourne when she visited the Thakarsey College for Women affiliated to the Indian Women's University :—

“In a country where so many of the men take up clerical occupations it would be a mistake to train up women on the same lines. Some women will require to enter upon a vocational training. A very great number will remain in the domestic sphere. But the main

“ point is that whatever their occupation women must be trained  
“ to a more enlightened outlook and their capacities developed so that  
“ their collective opinion, which has an enormous, though not always  
“ conspicuous, influence, may be on the side of intelligent progress.”

“ The influence of women seems to me to be one of the most important  
“ factors in social reform, and a negative or obstructive attitude  
“ on the part of the great bulk of women is probably the chief hindrance  
“ to any real progress in this direction. It is natural that women  
“ should be conservative in social matters where they have no  
“ opportunity for education, and, speaking as a woman, I regret the  
“ disproportion between the money spent on male and female education  
“ at the present time.”

“ If there are fewer women than men available as teachers that is all  
“ the more reason for supplying facilities for those few to be properly  
“ trained so that they may teach the younger generation of girls which  
“ is now growing up. I hope the conscience of the public will be roused  
“ to the need of finding funds for the proper training of women teachers  
“ as this is the necessary preliminary to any real advance in female  
“ education.”

## CHAPTER XIII.

## ANGLO-INDIAN AND EUROPEAN EDUCATION.

132.— This Chapter deals exclusively with European schools which are governed by a special Code of Regulations and which follow a special curriculum. An account of English-teaching schools which are closely allied to Anglo-Vernacular schools is given at the end of Chapter VI.

133. Although European schools cater mainly for the Anglo-Indian and European communities, they are allowed to admit non-Europeans up to a limit of 30 per cent. Thus, of the 5,713 pupils in European schools on 31st March, 1936, 4,407 or 77 per cent. were Europeans and Anglo-Indians, while 1,306 or 23 per cent. belonged to the various non-European communities.

In addition to the 4,407 pupils mentioned above, there were 1,485 European and Anglo-Indian pupils in non-European schools, raising the total number of such pupils under instruction to 5,892 which formed 14·5 per cent. of the total Anglo-Indian and European population in this Presidency. The following table gives further details of the Anglo-Indian and European pupils under instruction in various kinds of institutions :—

—		Boys.	Girls.	Total.
Arts and Professional colleges	.. ..	27	13	40
Secondary schools	.. ..	2,444	3,165	5,609
Primary schools	.. ..	38	27	65
Training Institutions	.. ..	..	60	60
Other Special schools	.. ..	54	48	102
Unrecognised schools	.. ..	12	4	16
Total ..		2,575	3,317	5,892
Total for 1934-35 ..		2,583	3,176	5,759

Government of India Table VII published with this Report gives a statistical summary of Anglo-Indian and European education, while details of individual schools are published in the Supplement to the Report.

As mentioned in previous Reports, European and Anglo-Indian pupils desirous of receiving higher education join the various Arts and Professional colleges affiliated to the Bombay University, as there are no separate colleges for them in this Presidency. Of the 40 students receiving higher education during the year, 37 (24 men and 13 women) were reading in Arts colleges, while one was in the Grant Medical College, one in the Poona Engineering College and one was attending the Sydenham College of Commerce and Economics, Bombay.

134. The total expenditure on Anglo-Indian and European education decreased by Rs. 85,680 to Rs. 13,48,151 which was met from the following sources :—

	Amount.	Percentage.
	Rs.	
Government funds .. .. .	4,78,365	35.5
Fees .. .. .	6,30,326	46.8
Other sources .. .. .	2,39,470	17.7
Total ..	13,48,151	100

135. The number of Secondary schools decreased by 1 to 33. This was due to the closure of the Convent High School for Girls, Parel, which catered for the Anglo-Indian and European population of the locality for over 80 years. All the 33 schools were in receipt of grants-in-aid from Government. The following table gives details of High and Middle schools for boys and girls and the number of pupils attending them :—

	Number of schools.	Number of pupils.
High Schools for .. { Boys .. .. .	7	1,683
.. { Girls .. .. .	13	2,909
Middle Schools for .. { Boys .. .. .	9	748
.. { Girls .. .. .	4	163
Total ..	33	5,593

Of the 5,593 pupils, 4,315 were Europeans and Anglo-Indians, while the remaining 1,278 comprised 322 Indian Christians, 149 Hindus, 190 Muhammadans, 508 Parsis, and 109 others.

136. The closure of the Convent High School, Parel, resulted in a decrease in the expenditure of European Secondary schools which fell by Rs. 3,277 to Rs. 9,00,279. Of this expenditure, Rs. 3,44,049 or 38·2 per cent. was met from Government funds, Rs. 4,33,405 or 48·1 per cent. from fees, and Rs. 1,22,825 or 13·7 per cent. from other sources.

The average annual cost of educating a pupil in a European Secondary school was Rs. 170 which remained practically stationary during the year.

137. There were 348 teachers in European Secondary schools, a decrease of 24, which was due partly to the closure of the Convent High School, Parel, and partly to reduction in certain over-staffed schools. Of the 348 teachers, 276 or 79·3 per cent. were trained as against 77·3 per cent. in the preceding year. Six more teachers were recruited from England by four Secondary schools during the year. A grant of Rs. 990 on the passage of these teachers was paid by Government.

Teachers from all Railway schools contribute towards the Railway Provident Fund, while eight schools under private management have introduced Provident Fund schemes which have been provisionally sanctioned by the Department.

The pay of Head Masters in European schools ranges from Rs. 400 to Rs. 1,400 per mensem and of graduate assistant masters from Rs. 250 to Rs. 650 per mensem. A trained undergraduate master earns from Rs. 100 to Rs. 250 per mensem. The pay of trained assistant mistresses ranges from Rs. 100 to Rs. 300 per mensem. Untrained assistant mistresses do not ordinarily get more than Rs. 80 per mensem.

138. As there is no European Training College for men in this Presidency, candidates who wish to be trained as teachers are required to seek admission into the Chelmsford Training College, Ghoragali, in the Punjab. One student, who was under training last year with a stipend of Rs. 60 per mensem sanctioned by Government, completed his training in December, 1935, and obtained a certificate. He is now serving at the Barnes High School, Deolali, in accordance with the agreement signed by him before admission.

The experiment of arranging for special evening lectures for the benefit of teachers referred to in the last Report is reported to have met with a very enthusiastic response. A scheme for placing the organization on a permanent footing was launched during the year. Full details of this scheme are given in paragraph 144.



139. In addition to the Cambridge Local examinations, the following Examinations. examinations were held as usual :—

1. Cambridge Higher School Certificate examination.
2. Departmental Kindergarten examination.
3. Bombay European School Teachers Diploma examination.
4. Secondary Teachers Certificate examination.

Mount Abu which was one of the centres for the Cambridge Local examinations ceased to be under the control of the Inspector of European Schools, and the examinations for 1935 were consequently held in this Presidency at Bombay, Poona, Panchgani, Deolali, and Karachi. The following table compares the results of these examinations for the last two years :—

	1934.			1935.		
	Number sent up.	Number passed.	Percentage.	Number sent up.	Number passed.	Percentage.
Cambridge School Certificate ..	190	121	63·7	102	116	60·4
Junior ..	247	154	62·3	244	157	64·3
Preliminary ..	70	47	67·1	91	64	70·3

The Cambridge Higher School Certificate Examination is held in this Presidency at the Poona Centre in the month of July every year. Two Training institutions in this Presidency, viz. St. Mary's Training College, Poona, and the Convent Normal Class, Clare Road, Byculla, prepare candidates for this examination. Eleven candidates appeared for the examination held in July, 1935, and 7 were successful.

The only institution in this Presidency which prepares candidates for the Departmental Kindergarten Examination is the St. Mary's Training College, Poona. Madras, Bangalore, and Murree in the Punjab are additional centres where this examination is held every year.

Of the 38 candidates, who appeared for Part I of the examination, 15 passed, 11 out of 18 passing in Part II: The Poona Centre showed the best results, all out of the 6 candidates presented having passed in Part I and 5 out of 8 in Part II.

The Bombay European School Teachers Diploma Examination was held at St. Mary's Training College, Poona, which sent up 9 candidates for the examination of whom 6 passed. At the Byculla Centre, which was newly opened during the year, 3 candidates from the Convent Normal Class appeared of whom one passed.

The candidates who study for this examination are required to appear for the Cambridge Higher School Certificate Examination during their period of training. Five out of the 7 successful candidates, passed the Cambridge Higher School Certificate Examination also.

Twenty-two candidates from European schools appeared for the Secondary Teachers' Certificate Examination of whom 19 were successful.

140. The Regulations governing the scheme of the Senior and Junior scholarships awarded to European and Anglo-Indian students have been explained in previous Reports. All available scholarships were awarded during the year, the expenditure on this account amounting to Rs. 9,012 as against Rs. 6,741 in the preceding year.

Of the 25 students who were in receipt of the Senior Scholarships during the year, 15 were attending Arts Colleges and 10 were studying in the various Professional colleges. The Inspector of European Schools remarks—

“ A proposal to make the Senior Scholarships tenable outside India was put up for consideration at the 1st meeting of the Bombay Provincial Board for Anglo-Indian and European Education held on 9th October, 1934, and a resolution was passed by the Board in favour of the proposal. This resolution was further referred to the Inter-Provincial Board for their consideration. It was discussed in the 2nd meeting of the Inter-Provincial Board held in February, 1936, and was unanimously approved ”.

141. The only special institution in this Presidency is the Commercial School for Girls conducted by the Young Women's Christian Association, Fort, Bombay. This school is doing good and useful work. Girls from European Schools, whose circumstances do not permit them to pay for higher education, attend this Commercial School, where they receive commercial education and are trained in Short-hand, Type-writing, Book-keeping, etc.

142. With the closing of the Convent High School, Parel, the hostel attached to it ceased to exist. This reduced the number of hostels to 23, of which 7 were attached to Boys' schools. The number of residents in all the 23 hostels increased from 1,723 to 1,742 (677 boys and 1,065 girls) during the year.

Under Articles 40 to 42-A of the Code of Regulations for European schools boarding grants for orphans and destitute children at Rs. 12 per mensem per boarder and grants for children of the poor are paid to schools every year. The latter are intended to cover the fee payments of day-scholars, and they vary according to the rates of fees charged for different standards. The grants paid for boarders and day-pupils during the year amounted to Rs. 1,14,410.

Two hostels are maintained in Bombay by the Young Men's Christian Association and the Young Women's Christian Association for apprentices

working in various workshops or business firms, while a hostel is maintained by the Missionary Women's University Settlement in Bombay for the benefit of women students attending collegiate and special institutions. The total number of resident students in the hostel on 31st March, 1936, was 40. Further details of these hostels will be found in the last table published in the Supplement to this Report.

The arrangements made by Managers of schools for the medical supervision of the pupils and of the resident students in the hostels are reported to be satisfactory.

143. The Inspector of European Schools makes the following remarks on the subject of physical instruction imparted in European schools and on the arrangement for games and sports made by these schools :—

Physical Training and Games.

" Games, sports, boxing, etc., continue to form a most pleasing part of the curriculum of most schools. Nearly every school has a master or mistress well qualified or specially interested in this aspect of school activities. As a rule the standard is high. In the Primary section, of course, organised games and play are taken as ordinary school subjects along with the compulsory Physical Training.

" There has been improvement in the quality of the drill done as more and more teachers come to realise what a high standard in this work really means. The Board of Education's Physical Training Syllabus is almost universally the basis of the drill syllabus. In some cases a fully qualified teacher is shared by a group of schools. This is a very pleasing sign.

" Nearly all schools of any size have Scouts, Guides, Wolf-Cubs, and Bluebirds and these activities seem to flourish. They are certainly popular and vigorous. The bigger Boys' schools have Cadet Corps with 182 cadets in three regiments which are uniformly smart in turn-out."

144. The constitution and the functions of the Provincial Board of European and Anglo-Indian Education were explained at full length in the previous Report. Four meetings of the Board were held in Bombay during the year and various subjects pertaining to European and Anglo-Indian Education were discussed.

In addition to the Provincial Board, an Inter-Provincial Board for Anglo-Indian and European Education was constituted during the year. The Director of Public Instruction, as the deputy of the Government of Bombay, and the Inspector of European Schools, attended the meeting of the Inter-Provincial Board held in Delhi in February, 1936.

A reference was made in the last Report to the organization of a series of evening lectures in Bombay for the benefit of teachers in European schools. A further step in this direction was taken during the year and an institute known as the " Teachers Evening Institute " was organised, with a representative Managing Committee, for the benefit of teachers

in European and English-teaching schools in Bombay City and its suburbs. The objects of the Institute are—

(i) to provide opportunities for teachers in English-teaching and European schools to increase their academic and professional competence ;

(ii) to develop and aid the development of a professional attitude and self respect which cannot flourish while teachers are conscious of having only very inadequate qualifications ;

(iii) to make a beginning in the matter of turning attention to the possibilities of evening study (not necessarily for teachers only) ;

(iv) to encourage the development of a social spirit and to break down as far as possible the barriers which have been felt to exist between European and English-teaching schools and the various communities.

Evening classes are held at the Cathedral Girls' High School, Bombay, on four days during the week, which are reported to be well attended. The Inspector of European schools reports—

“ From the very outset the Institute met with whole-hearted support from the schools, and its success was outstanding. It is entirely self-supporting, and has recently secured Departmental recognition.”

## CHAPTER XIV.

## EDUCATION OF MUHAMMADANS.

145. In this chapter the education of Muhammadans in Sind is dealt with separately as the conditions and problems connected with Muhammadan education in Sind differ widely from those in the Presidency proper. Whilst Muhammadans constitute 8·8 per cent. of the total population in the Presidency proper, the corresponding percentage in Sind is 72·8.

*A—Presidency excluding Sind.*

146. The total number of Muhammadan pupils under instruction in all classes of institutions increased from 173,725 to 179,902, i.e. by 3·6 per cent. The number of Muhammadan pupils in recognised institutions increased from 159,991 to 165,580, i.e. by 3·5 per cent. and that in unrecognised institutions from 13,734 to 14,322.

The following table gives the number of Muhammadan pupils in recognised institutions in the different Divisions :—

	Number of Muhammadan pupils in recognised institutions.		Percentage of Muhammadan pupils to total pupils of all classes in such institutions.		Percentage of Muhammadan population to total population.
	1934-35.	1935-36.	1934-35.	1935-36.	
Bombay Division ..	45,203	47,024	14·0	13·8	8·6
Central Division ..	40,419	40,861	10·2	10·0	6·2
Northern Division ..	41,303	43,702	15·7	16·1	11·6
Southern Division ..	31,581	32,409	15·4	15·3	11·2
European and teaching schools ..	1,425	1,584	6·3	6·1	..
Total ..	159,991	165,580	13·2	13·2	8·8

The following table gives the comparative position of Muhammadans with other communities on the basis of pupils under instruction to the total population of each community :—

	Hindus.				Muham- madans.	Others.	Average for all commu- nities
	Advanc- od.	Inter- mediate.	Back- ward.	Average for Hindus.			
Bombay Division ..	10·4	4·9	3·2	6·1	11·0	12·1	6·9
Central Division ..	10·8	5·8	3·4	6·1	10·5	12·6	6·5
Northern Division ..	36·5	6·3	4·8	8·3	15·3	10·9	9·3
Southern Division ..	13·3	5·3	3·8	5·7	8·3	9·4	6·2
Total ..	21·5	5·6	3·7	6·4	11·4	14·2	7·2

It will be seen that the percentage of Muhammadan pupils under instruction to their population is higher than the corresponding percentage for Hindus.

The number of Muhammadan pupils attending different types of institutions is given in the following table :—

	Pupils in		Percentage.  Increase or decrease.
	1934-35.	1935-36.	
Arts Colleges ..	521	502	— 3·6
Professional Colleges ..	183	187	+ 2·2
Secondary Schools ..	10,014	10,427	+ 4·1
Primary Schools ..	146,919	162,040	+ 3·5
Special Schools ..	2,354	2,424	+ 3·0
Total ..	159,991	165,580	+ 3·5
Unrecognised Institutions ..	13,734	14,322	+ 4·3
Grand total ..	173,725	179,902	+ 3·6

There has been an all-round increase in the number of Muhammadan pupils in all classes of institutions except in Arts Colleges. No definite reason can be assigned for the fall in the number of students in Arts Colleges; but apparently Muhammadan students seem to prefer professional Colleges and schools to Arts Colleges, and this is a tendency which deserves to be encouraged in the interest of the community.

147. The total expenditure on the education of Muhammadans may be estimated roughly at Rs. 47,81,000 of which Rs. 19,99,000 was met from Provincial funds. The expenditure on institutions specially maintained for Muhammadans was Rs. 24,19,224, of which Rs. 11,04,230 was borne by Government.

148. The number of Muhammadan students attending Arts and Science Colleges decreased during the year from 521 to 502, while the number in the Professional colleges increased from 183 to 187. In the Ismail College, Andheri, out of the total number of 303 students, 147 were Muhammadans as compared with 151 in 1934-35.

The following table shows the percentages to population of students belonging to different communities attending Arts and Professional Colleges :—

	Hindus.				Muham- madans.	Others.	Average for all commu- nities.
	Advanc- ed.	Inter- mediate.	Back- ward.	Average for Hindus.			
<i>Higher Education.</i>							
1934-35 ..	0·63	0·01	0·004	0·06	0·04	0·39	0·07
1935-36 ..	0·65	0·01	0·004	0·06	0·04	0·37	0·07

The number of Muhammadan students who passed the various University examinations is given below :—

Examination.	Number passed.
M.A. ..	3
B.A. (Honours) ..	28
B.A. (Pass) ..	26
B.Sc. ..	11
LL.B. ..	17
M.B.B.S. ..	5
B.E. ..	8
B.T. ..	4
B.Com. ..	2
B.Ag. ..	2
Intermediate Arts ..	75
Intermediate Science ..	30
Intermediate Commerce ..	6
Matriculation ..	341

With a view to encouraging Muhammadans to take higher education, Government have provided special facilities for them. In Government Professional Colleges 10 per cent. of the places are reserved for Muhammadans. Details of the scholarships provided are given below :—

Arts Colleges	Professional Colleges.		
	College of Engineering.	College of Commerce.	Law College.
42 scholarships of Rs. 15 (40 tenable for four years and 2 tenable for one year).	Three scholarships of Rs. 30 tenable for three years	One scholarship of Rs. 25 tenable for three years.	Three scholarships of Rs. 20 to Rs. 25 tenable for two years.

In addition to these scholarships, certain Muhammadan benefactors have provided endowment funds, the interest of which is utilised in giving a number of scholarships in Arts and Professional Colleges. Details of these funds are given below :—

	Amount of the Fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs. per month	
Sir Mahomed' Yusuf Scholarship Fund.	2,43,600	26	30	Ismail College, Andheri.
Kavi Shahabuddin Scholarship Fund.	1,46,900	20	15	Arts Colleges and the Savantwadi State.
Sir Currimbhoy Ebrahim Scholarship Fund.	2,42,300	6	70	Royal Institute of Science.
Saiyid Saividmiyan Ahmed-miyan Kadri Scholarship Fund.	25,200	1	15	Gujarat College (Junior B. A. Class).
		1	12	Agricultural College.
		1	15	Grant Medical College or College of Engineering.
		<u>67</u>	<u>187</u>	

149. The number of Muhammadan pupils in Secondary schools increased from 10,014 to 10,427, i.e. by 4.1 per cent. Last year the percentage increase was also 4.1.



The following table gives the percentage to population of pupils of different communities attending Secondary schools :—

	Hindus.				Muham- madans.	Others.	Average for all commu- nities.
	Advanc- ed.	Inter- mediate.	Back- ward.	Average for Hindus.			
<i>Secondary Education</i>							
1934-35 ..	4.09	0.21	0.07	0.50	0.03	4.56	0.68
1935-36 ..	4.25	0.23	0.07	0.53	0.06	4.62	0.71

Though the majority of Muhammadan pupils attend ordinary schools, there are Secondary schools and English classes maintained specially for Muhammadans. Government maintain the Anglo-Urdu High Schools at Poona and Hubli, the Anglo-Urdu Middle Schools at Nasik and Sholapur, and an Anglo-Urdu Middle School for Muhammadan girls at Poona. In the Government High schools at Nasik and Jalgaon, one class of each of the standards IV and V is reserved for Muhammadan pupils for instruction through the medium of Urdu. There is provision for the teaching of Persian in all Government High schools and of Urdu in 10 Government schools, while Arabic is taught in the Government High Schools at Jalgaon, Nasik and Surat and the Anglo-Urdu High School, Poona.

A spacious building has been constructed for the Anglo-Urdu High School, Poona, mainly from the Ajam Trust Fund and the School will shortly be housed in it. There are hostels attached to the Anglo-Urdu High Schools at Poona and Hubli. The Muslim Education Society at Nasik now possess two hostel blocks to accommodate about 30 pupils. It is expected that this Hostel accommodation will attract more pupils from outside and will increase the number of pupils in the Anglo-Urdu Middle School. In other Government High Schools separate boarding arrangements are made for Muhammadan pupils when their number justifies such arrangements.

In addition to the Government schools, there are aided and recognised institutions for Muhammadans. In the Bombay Division there are four aided and two unaided Secondary schools specially meant for Muhammadans. The Anjuman High School, Bombay, and the Anglo-Urdu High School, Bhiwandi, provide hostel accommodation for some of their pupils. The Konkan Muslim Education Society of the Thana District maintains a separate hostel for Muhammadan boys attending the S. P. Hakimji High School, Bordi.

In the Central Division, the Badria Anglo-Vernacular School, Poona, which chiefly caters for the Dawoodi Bohra community was raised, during

the year under report, to the status of a High school. An Anglo-Urdu Class for boys was opened at Dharangaon.

In the Northern Division, there are 5 Secondary schools including 3 English classes, which are maintained specially for Muhammadans, viz. (1) Anjuman-I-Islam High School, Ahmedabad, which had 130 pupils in the year under report as against 121 in 1934-35, (2) the Late Haji Kassam Anglo-Vernacular Commercial School, Rander, with 32 pupils, and (3) 3 English Classes attached to the District Local Board Urdu Primary schools, Hansot, Kavi, and Dayadra, in the Broach District, which had 63 pupils.

In the Southern Division, there are two Anglo-Urdu Middle Schools—the Islamia Anglo-Urdu School, Bhatkal, and the Muslim English School, Hubli. The latter was recognised by the Department during the year under report, and as it teaches standards I-III, it serves as a feeder to the Anglo-Urdu High School, Hubli. The two schools have been encouraged by the Department with a small amount of grant-in-aid to each, despite the present financial stringency.

All these private efforts to impart instruction to Muhammadan pupils through the medium of Urdu fall short of the actual demand for Anglo-Urdu schools. The Deputy Educational Inspector, Urdu Schools, C. D., reports—

“There is a demand for more Anglo-Urdu Schools and Classes in the Division but the prevailing unfavourable financial condition has not so far allowed the expansion of Secondary education through the medium of Urdu. For want of Anglo-Urdu schools many Urdu-knowing children desiring to learn English are very much handicapped. They are required to join Anglo-Marathi schools where the medium of instruction is Marathi. Until circumstances improve and there is an adequate provision of Anglo-Urdu schools, it is advisable that the standard of Marathi in Urdu schools be suitably raised so that the Urdu-knowing pupils reading in Anglo-Marathi schools may be better able to follow the instruction imparted in these institutions”.

Government have provided special facilities for the encouragement of Secondary education among Muhammadans. In all Government High schools 15 per cent. of the places are reserved for them and in the Northern Division this percentage has been raised to 20. Free studentships have been awarded in Government Secondary schools to the extent of 22½ per cent. of the number of Muhammadan pupils in the school and special scholarships ranging in value from Rs. 4 to Rs. 8 have been provided for Muhammadan pupils in Secondary schools.

150. The number of Muhammadan pupils in Primary schools increased from 146,919 to 152,040 or by 3·5 per cent. Of these, 111,010 were in schools specially maintained for Muhammadans. Though the increase is satisfactory, there is

considerable wastage from the Infant class to standard IV as will be seen from the following table :—

Year	Infants	Standard I	Standard II	Standard III	Standard IV
1931-32 ..	61,029	....	....	....	....
1932-33 ..	....	25,930	....	....	....
1933-34 ..	....	....	20,889	....	....
1934-35 ..	....	....	....	16,028	....
1935-36 ..	....	....	....	....	12,365

151. Two alternative Primary courses—(1) the Urdu-Vernacular in which Urdu is used as the medium of instruction and the Vernacular is taught, in addition, as an optional subject and (2) the Vernacular-Urdu in which instruction is given in the Vernacular with Urdu as a compulsory second language—continued to be followed in Urdu schools for boys. The course to be followed depends upon the choice of the local members of the community.

The Urdu schools for girls follow a separate curriculum in which instruction in all subjects is given through the medium of Urdu.

The following table gives the comparative position of the two classes of schools and of the pupils in them for the years 1934-35 and 1935-36 :—

	District Local Board.							
	Urdu Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.			
	1934-35.		1935-36.		1934-35.		1935-36.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division ..	47	2,520	46	2,309	167	7,891	165	8,481
Central Division ..	182	7,192	146	8,046	101	3,105	89	2,718
Northern Division ..	28	1,845	28	2,142	117	7,825	121	8,603
Southern Division ..	213	11,866	228	12,072	..	..	..	..
<b>Total ..</b>	<b>420</b>	<b>28,443</b>	<b>448</b>	<b>24,669</b>	<b>385</b>	<b>18,822</b>	<b>375</b>	<b>19,802</b>

	Municipal.							
	Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.			
	1934-35.		1935-36.		1934-35.		1935-36.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division ..	148	18,530	155	18,658	14	954	16	1,073
Central Division ..	91	12,505	91	12,673	23	1,689	30	1,882
Northern Division.	74	8,940	77	9,097	25	3,422	26	3,285
Southern Division.	79	9,105	83	9,237	..	..	..	..
Total ..	392	49,180	406	50,565	67	6,065	71	6,240

It will be seen from the above figures that there has been an increase in the number of Urdu-Vernacular Primary schools both in the District Local Board and Municipal areas, while the Vernacular-Urdu Primary schools show an increase in the Municipal areas with a corresponding decrease in the District Local Board areas. In this connection the Educational Inspector, Central Division, says—

“The increase in the number of schools and pupils in Urdu-Vernacular Primary schools goes to prove that the Muhammadans in general are taking interest in educating their future generation through the medium of Urdu. It may, however, be pointed out that the present number of Anglo-Urdu schools is insufficient and only a limited number of Muslim children get admission to these schools. The majority of Muslim pupils have to join other Secondary schools where the medium of instruction is Marathi.”

The necessity of learning two languages at the initial stage of their education is a great hardship to Muhammadan pupils and acts as a brake upon their educational progress in both kinds of schools.

The following table shows the number of Muhammadan pupils who passed the Urdu and Vernacular Final examinations :—

	Vernacular Final		Urdu Final	
	1934-35	1935-36	1934-35	1935-36
	Bombay Division .. ..	30	16	84
Central Division .. ..	75	116	29	121
Northern Division .. ..	60	71	117	153
Southern Division .. ..	65	78	68	87
Total ..	230	279	298	398

The increase shown by the above figures is highly encouraging.

152. The following table gives the number of Muhammadan teachers in Primary schools in each Division and their qualifications :—

	Trained.		Untrained.						Total trained and untrained.	
			Qualified.		Unqualified.		Total.			
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
Bombay Division ..	477	500	313	273	165	174	468	447	945	947
Percentage to total Muhammadan teachers ..	50.5	52.8	33.1	28.8	16.4	18.4	49.5	47.2	100	100
Central Division ..	560	580	480	494	74	72	554	560	1,120	1,148
Percentage to total Muhammadan teachers ..	50.5	50.6	42.0	43.1	6.6	6.3	49.5	49.4	100	100
Northern Division	470	479	398	422	40	40	447	462	917	941
Percentage to total Muhammadan teachers ..	51.3	50.9	43.4	44.6	5.8	4.3	48.7	49.1	100	100
Southern Division	450	447	303	322	51	42	354	364	804	811
Percentage to total Muhammadan teachers ..	56.0	55.1	37.7	39.7	6.3	5.2	44.0	44.9	100	100
Total (Presidency proper) ..	1,963	2,008	1,404	1,511	329	328	1,828	1,839	3,786	3,845
Percentage to total Muhammadan teachers ..	51.8	52.2	39.5	39.8	8.7	8.5	48.2	47.8	100	100

It will be seen that the total number of Muhammadan Primary teachers increased from 3,786 to 3,845. It is gratifying to note that the percentage of trained teachers has increased from 51.8 to 52.2.

For the training of Muhammadan men teachers, Government maintain Urdu Training schools at Poona and Ahmedabad. With a view to providing facilities for Muhammadan pupils to qualify for the teaching profession, three Central Urdu Schools in the Thana, Kolaba, and Ratnagiri Districts are maintained by Government. The Central Urdu School in the Thana District which was till last year located at Bhiwandi was removed to Bordi during the year on account of the uncongenial climate of Bhiwandi. Now that the Central School is located at Bordi which is wellknown for its salubrious climate, it is hoped that full advantage of the school will be taken by the Muhammadans of the Thana District. In addition to these schools maintained by Government, there are two other Central Urdu schools maintained at Nasirabad and Tankaria by the District Local Boards of East Khandesh and Broach respectively and aided by Government.

153. The number of Muhammadan girls under instruction in different classes of institutions increased from 41,943 to 43,779 and they were distributed as under:—

	1934-35.	1935-36.
Colleges .. .. .	18	26
Secondary Schools .. .. .	630	703
Primary Schools .. .. .	41,204	42,951
Special Schools .. .. .	91	99
Total ..	41,943	43,779

It is very gratifying to note that the number of Muhammadan girls attending all classes of institutions has increased. In spite of the all-round increase, the education of Muhammadan girls has much leeway to make up. The main obstacles to its progress are the paucity of qualified women teachers, the apathy of the parents and the purdah system. The number of unqualified women teachers is slowly decreasing, but still the position of Urdu schools for girls in the matter of trained mistresses is far from satisfactory. It is, therefore, necessary that Local Authorities should try to depute to the Urdu Training School for Women, Poona, more promising girls, who would be willing to take up teaching as their profession. In this connection the Deputy Educational Inspector, Urdu Schools, Central Division. remarks—

“ I am glad to mention here that the District School Board, East Khandesh, is heard to have submitted to the District Local Board, East Khandesh, for sanction, a proposal for starting a Central Urdu School at Bhusawal with a hostel attached to it. The Board intends to pay stipends to students so that suitable candidates may be available for training and for employment in its Urdu Girls' Schools.”

For the training of Urdu women teachers Government maintain a separate Urdu Training School in Poona which is a *Purdah* institution and which provides a three years' course leading to the 2nd Year Certificate examination.

The Bombay Municipality also maintains a training institution called the R. C. Urdu Training Institution for the training of Muhammadan women for their Urdu Girls' Schools.

154. The number of special institutions for Muhammadan boys and girls was 1,163 and 317 respectively as compared with 1,135 and 315 in the preceding year. The total number of pupils in these institutions was 115,000 as against 111,720 in 1934-35. Further details regarding these institutions are given in appendix II to this Report.

155. The total number of these institutions was 282 and they were attended by 15,649 pupils. These institutions follow their own curriculum and teach merely the recitation of the Koran and in some cases a little Urdu and Arithmetic in addition. They are practically Class B Primary schools giving religious instruction.

156. The following table gives the number of Primary schools specially meant for Muhammadans maintained by District Local Boards and Municipalities and the number of Muhammadan pupils in them and in other Primary schools :—

	Number of schools and classes.	Number of Muhammadan pupils in			
		Special Schools.	Other Schools.	Total.	
1935.					
District Local Board	{ Boys ..	684	35,800	22,982	58,782
	{ Girls ..	87	4,436	963	5,399
Municipal	{ Boys ..	288	38,381	8,276	46,657
	{ Girls ..	163	15,708	1,059	16,767
Total ..		1,222	94,325	33,290	127,605
1936.					
District Local Board	{ Boys ..	607	37,053	23,697	60,750
	{ Girls ..	80	4,636	1,032	5,668
Municipal	{ Boys ..	301	39,769	8,518	48,287
	{ Girls ..	164	16,233	1,072	17,305
Total ..		1,251	97,691	34,319	132,010

It will be seen from the above table that there is an all-round increase in the number of schools for Muhammadans maintained by District Local Boards and the Municipalities and of Muhammadan pupils in those schools and in other schools. This shows that Local Authorities are

doing their best to promote the cause of Muhammadan education within the limited finances at their disposal.

157. There is a Deputy Educational Inspector for Urdu Schools in the Bombay Educational Service Class II for each Muhammadan officers in the Superior educational services. Division of the Presidency proper. There is also an Inspectress of Urdu Girls' Schools for the Bombay Division and Central Division in the Bombay Educational Service Class II.

The total number of posts in the Indian Educational Service and Bombay Educational Service Classes I and II and the number of posts held by Muhammadans in the Presidency excluding Sind were as under :—

	Total number of posts in the Presidency proper excluding Sind.	Number of posts held by Muhammadans.
Indian Educational Service ..	28	....
Bombay Educational Service, Class I ..	24	4
Bombay Educational Service, Class II..	95	17

158. The educational progress of Muhammadans was not as satisfactory as it would have been under more favourable financial circumstances. The Local Authorities are doing their best to promote the cause of Muhammadan education with the resources at their disposal and it is hoped that with the improvement of their finances the Local Authorities will be able to devote more and better attention to the educational needs of the Muslims.

#### *Sind.*

159. In Sind the percentage of Muhammadan population to the total population is 72·8. It is mainly scattered in rural areas. The problem of the education of Muhammadans in Sind is closely associated with village schools.

160. The number of Muhammadan pupils under instruction increased during the year by 1,799 to 87,185 or 2·1 per cent. (including 16,358 girls) of whom 80,003 were in recognised institutions. There was an increase of 440 pupils in recognised institutions and of 1,359 in unrecognised institutions.



The following table shows the number of Muhammadans under instruction in all kinds of institutions :—

	1934-35		1935-36	
	Boys	Girls	Boys	Girls
Arts Colleges .. .. .	164	2	165	1
Professional Colleges .. .. .	33	..	29	..
Secondary schools .. .. .	4,279	99	4,526	132
Primary schools .. .. .	60,402	14,134	60,225	14,531
Special schools .. .. .	438	12	385	9
<b>Total, Recognised .. .. .</b>	<b>65,316</b>	<b>14,247</b>	<b>65,330</b>	<b>14,673</b>
<b>Total, Unrecognised .. .. .</b>	<b>4,530</b>	<b>1,293</b>	<b>5,497</b>	<b>1,685</b>
<b>Grand Total .. .. .</b>	<b>69,846</b>	<b>15,540</b>	<b>70,827</b>	<b>16,358</b>

The number of Muhammadan pupils in recognised institutions was 45·6 per cent. of the total number of pupils under instruction.

The following figures represent the percentage of pupils of various communities to their population in recognised institutions :—

	Percentage in 1935-36
Hindus .. { Advanced .. .. .	16·3
{ Intermediate .. .. .	2·5
{ Backward .. .. .	1·6
Average for Hindus .. .. .	9·1
Muhammadans .. .. .	2·8
Others .. .. .	9·4
Average for the whole Division .. .. .	4·5

It will be seen that, while the average for Advanced Hindus is 16·3 and for all Hindus 9·1, that for Muhammadans is only 2·8. The Muhammadans still have considerable leeway to make up.

161. The total expenditure on Muhammadan education in Sind is estimated at Rs. 27,20,102 (direct Rs. 23,70,090 and indirect Rs. 3,50,012) of which Rs. 12,00,045, i.e. 43·7 per cent. is from the Provincial Funds.

162. The number of Muhammadans attending Colleges decreased by 4 to 195 of whom 166 were in Arts Colleges and 29 in Professional Colleges.

The following table gives the percentage to population for Advanced, Intermediate, and Backward Hindus and Muhammadans in Higher and Secondary Institutions :—

	Hindus				Muham- madans	Others	Average for all commu- nities
	Ad- vanced	Inter- mediate	Back- ward	Average for Hindus			
Higher Education ..	0·2	0·01	..	0·1	0·007	0·4	0·04
Secondary Educa- tion.	3·2	0·2	0·1	1·7	0·16	2·4	0·6

163. For the encouragement of higher education among the Muhammadans in Sind Government have provided 48 scholarships of Rs. 20 per mensem each of the aggregate value of Rs. 11,520 for Muhammadan students from Sind studying in Arts Colleges. In addition, there are the following scholarships :—

King Edward Memorial Scholarships and Amir Sir Ali Murad Scholarships.	{ 1 at Rs. 30 per mensem. 7 at Rs. 25 " " 14 at Rs. 20 " "	} For studies in Eng- land.
Local Board Scholarships.	{ 10 at Rs. 30 per mensem. 2 at Rs. 25 " " 13 at Rs. 20 " "	

The last three sets of scholarships are also tenable for courses other than Arts.

Two of the King Edward Memorial and Sir Ali Murad Scholarships are reserved for candidates domiciled in the Khairpur State Territory.

164. The number of Muhammadan pupils attending Secondary schools increased by 280, i.e. by 6·4 per cent., in 1935-36 as against an increase of 389 or 9·8 per cent. in the previous year. The increase this year indicates great improvement in the case of girls.

Four hundred and seven Muhammadan pupils passed the Matriculation Examination this year out of 1,405 who appeared, as against 140 and 393 in 1934-35.

The following table gives the number of Muhammadan pupils in Secondary schools by standards :—

Standard					Boys	Girls	Total
I	..	..	..	..	1,067	38	1,105
II	..	..	..	..	880	25	905
III	..	..	..	..	783	28	811
IV	..	..	..	..	585	15	600
V	..	..	..	..	456	14	470
VI	..	..	..	..	362	4	366
VII	..	..	..	..	393	8	401
Total					4,526	132	4,658

165. Special facilities are provided by Government, Local Bodies, and others for the advancement of Secondary Education of Muhammadans. These are—

*Institutions.*—There are three special Secondary schools for Muhammadans, the Sind Madressah, Karachi, the High School, Hyderabad, and the Lawrence Madressah, Tando Bago, which receive special treatment in regard to the annual maintenance grants. In addition to these, there is a special Muhammadan Girls' School, viz. Girls' Academy, Karachi. It is the first of its kind in Sind.

The Sind Madressah is the largest institution in Sind. The number on the rolls was 810 as against 817 in the previous year. The school gets a special grant of Rs. 46,100, the largest grant given to an Educational Institution in this Division. The total annual expenditure on the school amounted to Rs. 75,112 and was met from Government grant, fees, and subscriptions. The school maintains a boarding house. The expenditure thereon last year was Rs. 20,193. This expenditure was met from grants from Local Bodies and from the small income derived from Endowment Funds. There were 146 boarders.

The High School, Hyderabad, received a block grant of Rs. 12,500. The expenditure was met from Government grant and fees. Out of 306 pupils in the school, 279 were Muhammadans.

The Lawrence Madressah, Tando Bago, continued to do useful work for the poor Muhammadans of the Lar in the Hyderabad District and the desert adjoining it. The number on the rolls was 138. Of these, 121 were Muhammadans and 17 Hindus. Interest on the endowment fund donated by the late Khan Bahadur Mir Ghulam Mahomed Khan, O.B.E., of Tando Bago, a Government grant at the rate of half of the expenditure and the annual grant by the District Local Board, Hyderabad, are the main sources of income to the institution for its maintenance.

166. Hostels specially for Muhammadans are attached to all the three abovementioned High Schools, though in the Lawrence Madressah Hostel Hindu boarders are also admitted.

The hostel attached to the Hyderabad High School is housed in the additional Training College buildings which have been permanently transferred by Government to the Muslim Education Society.

Hostels, specially for Muhammadans, are also attached to the following Secondary schools:—

- (1) Larkana Madressah.
- (2) Naushahro Madressah and High School.
- (3) Mirpurkhas Madressah and High School.
- (4) Jacobabad High School.
- (5) District Local Board Anglo-Vernacular School, Nawabshah.

The expenditure on the first four hostels is met from the District Local Board funds and that on the fifth is borne by well-to-do Muhammadans of the District. In the hostel attached to the Mirpurkhas Madressah and High School pupils of Anglo-Vernacular Classes, Mirpurkhas, are also allowed.

There is one more hostel for Muhammadans which is not attached to any Secondary school, the Sukkur Muhammadan hostel. The expenditure on this is met from the District Local Board funds.

In all the abovementioned hostels, free board and lodging are given to poor and deserving pupils.

167. Seven hundred special Government scholarships, ranging from Rs. 7 to Rs. 9 per mensem each, are reserved for Muhammadans in Secondary schools. The number of eligible candidates is fast increasing. Almost all the deserving Muhammadan girls who apply for scholarships get them. In addition to the Government scholarships, there are 8 scholarships called the King Edward Memorial Scholarships, tenable in Standards IV to VII.

168. I. There is a Zamindari Fund for the support of poor Muhammadan pupils studying at the Municipal High School, Jacobabad.

II. Muhammadans are given preference for appointments as assistant masters and clerks.

III. In all the Government High Schools, free-studentships are allowed to Muhammadans to the extent of 30 per cent. of the number of Muhammadan pupils in the school.

IV. In each Government High School, places are reserved for Muhammadans in proportion to the Muhammadan population of the District.

169. The number of Muhammadan pupils attending recognised Primary Education. Primary schools increased by 220 to 74,756, i.e. by 0·3 per cent. The proportion of Muhammadan pupils in Primary schools is 85·8 per cent. of the total number of

Muhammadans under instruction. Of the 74,756 pupils, 28,742 or 38·5 per cent. were in recognised Primary schools specially maintained for Muhammadans as against 29,115 or 39·1 per cent. in the preceding year.

The following table shows the distribution of Muhammadan pupils in Primary schools by standards :—

Standards	Number of Boys	Percentage to total number of boys	Number of Girls	Percentage to total number of Girls	Total	Percentage to total number of pupils
Infant ..	20,652	34·3	7,637	52·6	28,289	37·9
Standard I ..	11,042	18·3	2,034	20·2	13,076	18·6
Standard II ..	8,370	13·9	1,844	12·7	10,214	13·7
Standard III ..	7,078	11·7	1,059	7·3	8,137	10·9
Standard IV ..	5,954	9·9	716	4·9	6,670	8·9
<b>Total, Lower Primary ..</b>	<b>53,096</b>	<b>88·1</b>	<b>14,100</b>	<b>97·7</b>	<b>67,286</b>	<b>90·0</b>
Standard V ..	3,206	5·5	233	1·6	3,529	4·7
Standard VI ..	1,986	3·3	80	0·6	2,075	2·8
Standard VII ..	1,847	3·1	19	0·1	1,866	2·5
<b>Total, Upper Primary ..</b>	<b>7,129</b>	<b>11·9</b>	<b>341</b>	<b>2·3</b>	<b>7,470</b>	<b>10·0</b>
<b>Grand Total ..</b>	<b>60,225</b>	<b>100</b>	<b>14,531</b>	<b>100</b>	<b>74,756</b>	<b>100</b>

The disproportion between the figures of the Lower and the Upper Primary stages is striking. The decrease in boys was due to the closing of inefficient Mulla Schools.

At the Vernacular Final Examination, 571 (including 42 girls) passed out of 1,069 (including 101 girls).

Scholarships for Muhammadans are given by the District Local Boards ranging from Re. 1 to Rs. 3 each in the Primary schools within their area. The Hyderabad Municipality gives 11 scholarships of Rs. 2 each.

Prizes, books, slates, etc., are distributed free amongst poor Muhammadan pupils in Local Board schools. The District Local Boards give special consideration to the claims of Muhammadans in the matter of deputation to the Training College for Men, Hyderabad, and appointments as teachers in Local Board Primary schools.

In Mulla schools there are special prizes for good attendance.

170. Of the 3,691 teachers in Government, District Local Board, and Municipal Primary schools, 1,803 or 49 per cent. are Muhammadans of whom 954 or 52·9 per cent are trained. Of the 849 untrained teachers, 820 are qualified and 29 unqualified. Of the 1,803 Muhammadan teachers, 159 are women, 72 or 45·3 per cent being trained.

The percentage of Muhammadan teachers during the year was 49 as against 47·9 of the preceding year.

Progress of Muham-  
madan Education  
under Local  
Authorities.

171. The following statement gives the figures by Local Authorities of the increase in the number of pupils of all communities and of Muhammadans.

	Number of pupils before the transfer of control		Number of pupils at the end of the * year 1935-36		Percentage of increase or decrease	
	Boys	Girls	Boys	Girls	Boys	Girls
<i>Local Authority Municipalities</i>						
All Communities ..	19,192	9,800	29,839	17,624	55·5	79·8
Muhammadans ..	5,781	2,025	9,453	3,908	64·1	92·9
<i>District Local Boards.</i>						
All Communities ..	50,500	4,295	54,613	8,858	8·1	106·2
Muhammadans ..	23,659	458	31,382	2,524	32·6	451·1

In the case of the Municipal Local Authorities, there has been an increase of 55·5 per cent. in the number of boys and 79·8 per cent. in the number of girls since the transfer of control. The corresponding figures for Muhammadans are 64·1 and 92·9 per cent. The increase in the Karachi Municipal schools was the highest.

Karachi is the only Municipal Local Authority which has introduced compulsion in a quarter where the population for the most part consists of Muhammadans.

The District Local Board figures also show a marked increase in the case of Muhammadan children. In the case of the District Local Board Local Authorities, there was an increase of 8·1 per cent. in the case of boys and 106·2 per cent. in the case of girls since the transfer of control. The corresponding figures for Muhammadans are 32·6 and 151·1 per cent. The highest increase was in the Local Board schools, Thar Parkar district.

The District Local Board, Larkana, is the only District Local Authority which has introduced compulsion in Larkana Taluka where the bulk of population is Muhammadan.

172. Of the total number of Muhammadan pupils in Primary schools, 28,932 or 38·7 per cent. were in Mulla schools as compared with 29,324 or 39·3 per cent. in 1934-35.

Mulla schools.

The number of recognised Mulla schools decreased by 8 to 830. The number of boys' schools decreased by 9 to 685, while the number of girls schools increased by 1 to 144. The Boys' schools decreased only in Hyderabad Sub-Division by 16. In the other two sub-divisions, viz. Sukkur and Larkana, there was an increase of 1 and 6 respectively. The reasons for the decrease in Hyderabad sub-division are as follows :—

(1) Weeding out of schools which were inefficient or in which there was poor attendance.

(2) Migration of people from villages or death of the Mullas.

The number of pupils in the recognised Mulla schools decreased by 386 to 28,959. The decrease was in Boys' schools only. There was an increase of 204 and 6 pupils in Girls' and Night schools respectively.

The following table shows the progress made by the Mulla Schools :—

	1934-35	1935-36	Percentage of increase or decrease
1. Number of Mulla Boys' Schools .. ..	694	685	- 1.3
Number of Mulla Girls' Schools .. ..	143	144	+ 0.7
Number of Mulla Night Schools .. ..	1	1	..
Total ..	838	830	- 0.9
2. Number of pupils in Boys' schools ..	25,123	24,527	- 2.4
Number of pupils in Girls' schools ..	4,201	4,405	+ 4.8
Number of pupils in Night schools ..	21	27	+28.6
Total number of pupils ..	29,345	28,959	- 1.3
3. Number of pupils sent to Local Board and Municipal schools.	274	290	+ 5.9
Number of pupils sent to Secondary schools ..	138	122	-11.6
4. Number of boys sent up for the Vernacular Final Examination.	56	67	+19.6
5. Number of girls sent up for the Vernacular Final Examination.	..	..	..
6. Number of pupils sent up for the Special Muhammadan Middle School Scholarship Examination.	65	81	+24.6
Number of pupils awarded scholarships ..	17	27	+58.8
7. Mulla schools teaching Lower Primary standards up to Standard IV (Schedule H).	98	96	- 2.0
8. Mulla schools teaching Standards V, VI and Vernacular Final Examination course (Schedule H).	100	172	+ 7.5
Total number of schools teaching Primary course (Schedule H).	258	268	+ 3.9

173. The number of teachers in Mulla schools was as under :—

	1934-35	1935-36
(a) Trained in the Training College for Men, Hyderabad .. .. .	39	43
(b) Vernacular Final passed (including those who have been trained at the Mulla Training Class) .. .. .	158	160
(c) Unqualified (including those who have been trained at the Mulla Training Class) .. .. .	893	865
<b>Total ..</b>	<b>1,090</b>	<b>1,068</b>

The decrease in the number of teachers is due to the reason that an Assistant teacher working in a Mulla school is at a great disadvantage having neither pension nor Provident Fund provision for him. He considers himself insecure always and leaves his work as soon as he secures a better post elsewhere.

174. The total expenditure on Mulla schools for 1935-36 was Rs. 4,32,504. The direct expenditure increased by Rs. 2,486 to Rs. 3,80,618. The details are given below :—

	Provincial revenues	Other sources	Total
	Rs.	Rs.	Rs.
Indirect expenditure .. .. .	51,876	12	51,888
Direct expenditure .. .. .	1,60,900	2,19,718	3,80,618
<b>Total ..</b>	<b>2,12,776</b>	<b>2,19,728</b>	<b>4,32,504</b>

The main items of expenditure from Provincial Funds are as under :—

	Rs.
Capitation grant .. .. .	1,12,081
Assistants .. .. .	28,899
Accommodation grant .. .. .	6,000
Equipment grant .. .. .	3,956
Lungis and other rewards .. .. .	1,000
Prizes for good attendance .. .. .	3,000
Books and writing materials .. .. .	4,966
Prize books and slates .. .. .	998
<b>Total ..</b>	<b>1,60,900</b>



The following table gives the expenditure on Mulla schools per pupil and per school calculated on the total direct expenditure.

	1934-35	1935-36
	Rs.	Rs.
1. Cost per pupil .. .. .	12.9	13.9
2. Capitation grant per pupil .. .. .	3.8	4.1
3. Capitation grant per school .. .. .	134.6	135.0
4. Cost per school .. .. .	451.2	458.6
5. Cost per school paid by Government.. .. .	192.0	193.8

175. Government maintain 3 Deputy Educational Inspectors for Muhammadan Education who are in the Bombay Educational Service Class II, with 9 assistants, who are in the Subordinate Educational Service. The total number of posts in the Superior Educational Service and the number of posts held by Muhammadans were as under :—

	Total number of posts	Number of posts held by Muhammadans
The Indian Educational Service .. .. .	..	..
Bombay Educational Service Class I .. .. .	2	2
Bombay Educational Service Class II .. .. .	11	6

176. There were 240 Koran classes attached to the District Local Board and Municipal Primary schools as against 220 in the preceding year. Muhammadans in the rural area are particularly keen on religious instruction to their children. The allowance of the Koran teacher ranges from Rs. 2 to Rs. 10 per mensem.

177. The following Secondary schools for boys and girls provide Urdu Teaching. instruction through the medium of Urdu :—

Name of School	Total number of pupils on rolls	Number of pupils learning Urdu
1. Sind Madrasah, Karachi .. .. .	814	324
2. Karachi Academy .. .. .	366	151
3. L. R. D. Anglo-Vernacular High School, Karachi .. .. .	370	67
4. Khalsa Anglo-Vernacular School, Karachi .. .. .	108	108
5. Cutchi Memon Middle School, Karachi .. .. .	68	68
6. Municipal Anglo-Urdu School, Kosmari .. .. .	45	45
7. Municipal Anglo-Vernacular School, Lyari Quarters, Karachi .. .. .	45	45
8. Girls' Academy, Karachi .. .. .	39	30

The number of Primary schools was as under :—

Name of Local Authority	Name of school	Number of schools	Number of pupils
1. Karachi Municipality ..	Municipal Urdu Boys' Schools	29	3,312
	Municipal Urdu Girls' Schools	17	1,895
	Aided Urdu Boys' Schools ..	7	1,195
	Aided Urdu Girls' Schools ..	2	318
	Total ..	55	6,720
2. Karachi District ..	Urdu Mulla Schools for Boys	36	4,507
	Urdu Mulla Schools for Girls	19	2,213
	Total ..	55	6,720
3. Drigh Road Cantonment ..	Feroze Primary school ..	1	132
4. District Local Board, Tharparkar.	Urdu Mulla schools for Boys ..	2	71
	Urdu Mulla schools for Girls	1	21
5. District Local Board, Hyderabad.	Urdu Mulla Schools for Boys	1	33
	Urdu Mulla Schools for Boys	1	58
6. District Local Board, Dadu	Total ..	6	315
	Grand total ..	116	13,755

Besides the above Urdu Primary schools, an Urdu class has been attached to the Humbey Vernacular School, Manora, under the control of the Karachi Port Trust. There were 68 pupils learning Urdu in that Class.

## CHAPTER XV.

## EDUCATION OF INTERMEDIATE AND BACKWARD CLASSES

178. This Chapter deals with those Hindu Communities which are classed as Intermediate and Backward. The Intermediate Classes include the Hindu cultivating and artisan classes and the Backward Classes comprise those Hindu communities which are called (1) the Scheduled Classes, (2) the Aboriginal and Hill Tribes and (3) Other Backward Classes.

*Presidency proper (General).*

179. The following table gives comparative figures of population and pupils of the Intermediate and Backward Classes, and those of all other important communities in the Presidency proper :—

Race or Creed		Population (Census of 1931)	Percent- age of popu- lation to total popu- lation	Number of pupils under instruction	Percent- age of pupils to total number of pupils	Percent- age of pupils to popula- tion
Hindus	Advanced ..	1,313,744	7.3	281,918	21.8	21.5
	Intermediate	10,536,967	58.8	588,398	45.5	5.6
	Backward ..	3,752,221	20.0	138,571	10.7	3.7
	Total ..	15,602,932	87.0	1,008,887	78.0	6.4
Muhammadans ..	1,583,259	8.9	179,902	13.9	11.4	
Zoroastrians ..	85,662	0.5	18,079	1.4	21.1	
Indian Christians ..	267,460	1.5	40,977	3.2	15.3	
Others ..	377,005	2.1	44,785	3.5	11.9	
Total ..	17,916,318	100.0	1,292,930	100.0	7.2	

The percentage of pupils to population in the case of the Intermediate Classes is 5.6 and for the Backward Classes the percentage is 3.7. The

corresponding figures in the preceding year for these two classes were 5·3 and 3·7. Although these two classes form the bulk of the Hindu population, their total number of pupils under instruction is limited. Compared to the Advanced Classes, these classes are backward in education.

The following table gives figures of pupils of the Intermediate and Backward Classes under instruction in all kinds of educational institutions during the last two years :—

1	Colleges		Secondary Schools		Primary Schools		Training Institutions	
	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36	1934-35	1935-36
	2	3	4	5	6	7	8	9
<i>Intermediate Classes</i> ..	1,234	1,304	22,306	24,258	525,872	551,084	807	473
<i>Backward Classes.</i>								
(i) Scheduled Classes ..	41	58	1,660	1,687	69,928	73,228	62	93
(ii) Aboriginal and Hill Tribes ..	2	2	86	115	25,904	25,874	6	10
(iii) Other Backward Classes ..	125	79	729	721	37,450	32,763	17	30
<i>Total, Backward Classes</i> ..	168	139	2,475	2,523	133,282	131,875	85	133
<i>Grand Total, Intermediate and Backward Classes</i> ..	1,402	1,443	24,781	26,776	659,154	682,909	392	606

1	Other Special Schools.		Total.		Increase or decrease (Vide columns 12 and 13).	Percentage of increase or decrease.
	1934-35.	1935-36.	1934-35.	1935-36.		
	10	11	12	13	14	15
<i>Intermediate Classes</i> ..	2,975	3,473	552,694	530,537	+27,843	+ 5·0
<i>Backward Classes.</i>						
(i) Scheduled Classes ..	569	716	72,260	75,792	+ 3,532	+ 4·9
(ii) Aboriginal and Hill Tribes ..	242	275	26,240	26,276	+ 36	+ 0·1
(iii) Other Backward Classes ..	378	335	38,699	33,928	- 4,771	-12·3
<i>Total, Backward Classes</i> ..	1,189	1,326	137,199	135,996	- 1,203	- 0·9
<i>Grand Total, Intermediate and Backward Classes</i> ..	4,164	4,799	689,893	716,533	+26,640	+ 3·9

The number of pupils of the Intermediate and Backward classes taken together increased by 26,640. It is gratifying to note that the Intermediate classes have maintained their progress. In the case of the Backward classes there is an apparent decrease on the whole. The Scheduled classes and the Aboriginal and Hill Tribes have made some progress but the fall in the number of pupils of the "Other Backward Classes" is largely due to the changes made in the classification of the Backward Classes as a whole. A number of communities formerly classed as Backward are now classified as Intermediate, and, moreover, there was formerly considerable misclassification for want of a complete list in the Vernacular.

*Intermediate Classes (Hindus)*

180. The Intermediate classes chiefly comprise (1) the Marathas, (2) Kunbis and Kolis, (3) Artisan classes, and (4) Lingayats. The distinction between Marathas and Kunbis is fast disappearing. Most Kunbis now style themselves Marathas.

181. The following table gives by Division the number of pupils of the various Intermediate communities under instruction for the last two years :—

		Intermediate Hindus.					Percentage Increase or decrease.
		Marathas.	Kunbis, Kolis, and other cultivating Classes.	Artisans, etc.	Lingayats.	Total.	
Bombay Division	1934-35..	57,023	53,545	18,042	1,080	130,506	} + 7.9
	1935-36..	63,953	56,132	19,621	1,160	140,866	
Central Division	1934-35..	98,591	71,069	33,367	12,270	215,297	} + 3.5
	1935-36..	102,791	73,087	34,500	12,421	222,800	
Northern Division	1934-35..	1,287	66,400	31,348	19	99,109	} + 3.8
	1935-36..	1,320	68,319	33,197	64	102,900	
Southern Division	1934-35..	15,184	13,406	18,500	65,256	107,406	} + 5.7
	1935-36..	15,630	15,756	14,637	67,615	113,638	
European and English-teaching schools.	1934-35..	116	56	16	9	196	} +19.7
	1935-36..	145	28	67	4	244	
Total ..	1934-35..	172,200	204,626	97,228	78,640	552,694	} ..
	1935-36..	183,839	213,322	102,112	81,264	580,537	
Percentage—Increase or decrease ..		+6.8	+4.2	+5.0	+3.3	+5.0	..

The most striking feature of the figures is that they show a marked increase in the number of pupils all round.

The number of pupils of the Intermediate classes attending various types of educational institutions is shown below :—

	1934-35	1935-36	Increase or decrease
Colleges .. .. .	1,234	1,304	+ 70
Secondary Schools .. .. .	22,306	24,253	+ 1,947
Primary Schools .. .. .	525,872	551,034	+25,162
Training Institutions .. .. .	307	473	+ 166
Other Special Schools .. .. .	2,975	3,473	+ 498
Total ..	552,094	580,537	+27,843

182. For the education of the Intermediate Classes special facilities have been provided.

Special scholarships have been reserved in various kinds of educational institutions and free studentships in Government Secondary schools to the extent of 22½ per cent. The children of the Konkani Marathas in the Kanara, Kolaba, and Ratnagiri Districts, if certified to be poor and deserving, are admitted free to all Government and aided Primary and Secondary schools. The loss entailed in granting such exemption from payment of fees in aided schools is made good by a special fee grant. A definite percentage of seats is also reserved for them in Government Secondary schools and Training institutions.

Special hostel facilities are also available for these communities. In the Central Division in every important town facilities are provided for the boarding and lodging of pupils studying in Secondary schools. In the Ahmednagar District hostels are attached to eight Local Board Primary schools. In this connection the Chairman, District School Board, Ahmednagar, writes: "These institutions, though privately managed, are a great help and encouragement to pupils."

In the Northern Division a special school known as the Baria Kshatriya Boarding school is maintained at Kankanpur in the Godhra Taluka for the boys of the Dharala community. This school teaches the Agricultural-bias course and a Boarding house is attached to it.

In the Southern Division for the Lingayats who form the bulk of the Intermediate Classes, the Lingayat Association maintains an Arts College at Belgaum and 4 High Schools—one in each of the District Headquarters, Dharwar, Belgaum, and Bijapur, and one at Bagalkot. These institutions although intended for pupils of the Lingayat community are open to pupils of other communities. Special scholarships are also awarded to pupils of the community in Secondary schools and colleges by private bodies.

*Backward Classes (Hindus).*

183. The Backward classes are divided into three sub-classes, (1) the Scheduled classes, (2) the Aboriginal and Hill Tribes and (3) Other Backward classes. As in the case of the Intermediate classes, special facilities have been provided by Government for these classes also. They are exempted from the payment of fees in Primary schools and Government Secondary schools, provided the pupils are certified to be poor, awarded special Government scholarships in Primary and Secondary schools and in Arts and Professional Colleges and exempted from the payment of room-rent in the hostels attached to Government Secondary schools if the pupils are certified to be poor by the Head Master. Some of the District Local Boards also award scholarships to deserving pupils attending Primary schools and make a free distribution of clothes, books, slates and other writing material.

The Government scholarships in Primary schools are taken full advantage of but the scholarships in Secondary schools remain vacant for want of suitable candidates especially in the Higher standards.

184. The total number of pupils of the Scheduled classes attending various types of educational institutions increased by 3,532 to 75,792 as under :—

	1934-35.	1935-36.	Increase or decrease.
Colleges .. .. .	41	58	+ 17
Secondary schools .. .. .	1,000	1,087	+ 27
Primary schools .. .. .	69,928	73,238	+3,310
Training Institutions .. .. .	62	93	+ 31
Other Special Schools .. .. .	509	716	+ 147
Total ..	72,200	75,792	+3,532

The figures show an all round increase in all kinds of educational institutions. There has been a good deal of general awakening among these classes themselves and the prejudice against them is dying out. The Scheduled class pupils are now generally admitted freely into ordinary schools and are allowed to sit in the class along with other children. The Educational Inspector, Central Division, writes—

“No complaint of discrimination against Scheduled-Class teachers working in ordinary schools has been reported to the Educational Inspector and it has been found that the exercise of steady and tactful pressure in the matter of seating arrangement is having the effect of over-coming gradually the prejudices of caste Hindus in this matter.”

School Boards are anxious to afford these classes adequate and equal facilities and do all they possibly can to help these children. Trouble,

however, arises when schools are held in temples or private houses. The School Boards remove such schools to another suitable buildings and if the villagers are recalcitrant shift the school to a village where equal facilities can be given to the classes. A threat to remove the school usually proves effective. Some cases were reported from the Northern Division in which the Scheduled classes themselves preferred separate seating arrangements or took away their children from school owing to social pressure. Such instances were, however, few and far between and the Educational Inspector, Northern Division, reports that there has been a definite change in the attitude of the people. Even in the Broach District, where there was considerable opposition, a change for the better is noticeable.

There were 431 Special Primary schools and classes meant exclusively for children of the Scheduled classes with 16,589 pupils as against 459 with 16,835 pupils in the preceding year. The total number of pupils of the classes attending Primary schools is 73,238. It would appear that the majority of the Scheduled class children attend ordinary Primary schools meant for all classes. The Chairman, District School Board, Kanara, in this connection says—

“With a view to removing the feeling of untouchability, the “Depressed class school at Ankola was amalgamated with the local “vernacular school thereat. The total number of school-going “scheduled class pupils rose to 611 from 537 of the last year.”

Almost all School Boards are turning the Special schools maintained for the Scheduled classes into ordinary schools and the total number of Scheduled class pupils attending ordinary schools is increasing. This increase shews that the disabilities imposed on these pupils are fast disappearing.

185. In the Bombay Division five aided hostels are maintained for  
 Hostels for Scheduled Scheduled class boys at Bombay, Nasik, Thana,  
 Classes. Mahad, and Manmad. These hostels are aided from Provincial funds. The District Local Board, Thana, also maintain a Boarding house for the classes at Khardi. A special Weaving class is attached to this hostel for instruction in carding, spinning, and weaving. In the Central Division Government maintain a hostel for the classes at Poona which is under the control of the Backward Class Officer. Four other hostels are maintained by private bodies in the Division at Poona, Sholapur, Jalgaon, and Chalisgaon, the one at Poona being for Women. They are all aided from Provincial Funds. In the Northern Division a special hostel is maintained at Ahmedabad and in the Southern Division there is a hostel at Dharwar and at Belgaum.

186. These tribes mostly consist of Mahadev Kolis, Thakurs, Katkaris, and Bhils chiefly inhabiting the slopes of  
 Aboriginal and Hill the Sanhyadris. As these tribes are scattered  
 Tribes. and lead an unsettled life it is difficult to get their children to attend school without providing suitable hostel accommodation at central places.



187. The following table gives the number of pupils of these tribes under instruction in various kinds of educational institutions :—

—	1934-35.	1935-36.	Increase or decrease.
Colleges .. .. .	2	2	..
Secondary Schools .. .. .	86	115	+29
Primary schools .. .. .	25,904	25,874	-30
Training institutions .. .. .	6	10	+ 4
Special schools .. .. .	242	275	+33
Total ..	26,240	26,276	+36

The figures show an increase in the number of pupils of the Aboriginal and Hill Tribes attending all kinds of educational institutions except a small decrease in the number of pupils in Primary schools. Last year the number in Primary schools showed an increase of over 1,000.

There were 189 Primary schools and classes specially meant for pupils of the Aboriginal and Hill Tribes with 6,132 pupils as against 171 schools with 5,599 pupils in the preceding year.

In the Bombay Division there are three boarding schools for the benefit of pupils of these tribes at Mokhada, Neral, and Peint maintained by the District Local Boards, Thana, Kolaba, and Nasik respectively. There is a special Officer called the Superintendent for Katkari schools in the Kolaba District and an Itinerant teacher in the Nasik District to look after the education of the tribes.

In the Central Division there are six Central schools with hostels attached to them specially maintained for the benefit of these tribes at Ghoda and Ambegaon in the Poona District, at Akola in the Ahmednagar District, and at Nandurbar, Taloda, and Dhadgaon in the West Khandesh District. The Head Masters of the Central Schools concerned supervise the hostels and are paid a special allowance for the purpose. The District Local Board, West Khandesh, give scholarships at annas 4 per mensem for regular attendance to pupils of these tribes and have appointed a small Bhil Committee of men specially interested in the welfare of the tribes to advise the Board. The Chairman, District School Board, West Khandesh, reports that during the year under report the Board opened an additional hostel at Pimpalner for the benefit of Mawachis and Kokanis on the lines of the existing three hostels.

Four special schools with hostels attached to them (including the schools at Diwa and Vanzna, which are not exclusively for these tribes)

are maintained in the Northern Division for these tribes and the Agricultural-bias course is taught in these Central Schools. The Bhil Ashram or Boarding house at Amratpura in the Broach District conducted by the Arya Kumar Mandal, Baroda, has been doing useful work for these classes.

188. All Backward classes other than the Scheduled classes and Other Backward the Aboriginal and Hill tribes go under this head. Classes. The number of pupils of these classes attending various kinds of educational institutions was as under :—

	1934-35.	1935-36.	Increase or decrease.
Colleges .. .. .	125	79	-46
Secondary schools .. .. .	729	721	-8
Primary schools .. .. .	37,450	32,763	-4,687
Training institutions .. .. .	17	30	+13
Other special schools .. .. .	378	335	-43
Total .. .. .	38,699	33,928	-4,771

The fall in number shewn by the figures, however, is not wholly real. As stated above, much of it is due to reclassification on the basis of the revised lists.

189. There are several settlements and free colonies for Criminal tribes and Day and Night schools are maintained by Government for the children of those tribes. Settlement Schools. The Backward Class Officer in his Annual Administration Report for the year ending 31st March, 1936, writes—

“ Education in settlements is compulsory for both boys and girls. Out of a total population of 8,183 in the settlements proper, the numbers of children attending the day and night schools are 1,856 and 357 respectively and out of a population of 7,099 in the free colonies, the corresponding numbers are 1,294 and 223. Thus the number of children attending day and night schools per thousand of the population is 270·4 for settlements and 213·6 for free colonies. In addition, 335 children from settlements and free colonies attend outside vernacular schools and 16 children attend English schools. It is gratifying to note that a few boys are being sent to English High Schools in the towns. Two hundred and eighty non-criminal tribe children, and 76 children of the Criminal tribes from outside, attend settlement schools.”

" In general, the school work has been satisfactory during the year and the results of Government settlement schools, in examinations usually held by officers of the Educational Department, are on the whole satisfactory and encouraging. Thanks are due to the part-time and honorary Lady Superintendents, Miss C. M. Edwards for schools in Kanarese area, and Miss E. Vawser, Lady Superintendent for schools in Marathi area, for their efficient and tactful control and direction of the technique of school work.

" This year one teacher was sent for training in the first year in the Training School at Dharwar and two teachers were sent for training in the Training School at Poona.

" Seventy-three lads have been apprenticed in various trades, such as carpentry 31, tailoring 6, smithy 5, weaving 27, motor driving 3, and chappal-making 1. There are 206 children in the Manual Training classes of settlement schools. During the year 25 boys passed the examination in carpentry and drawing, and 9 in the examination in weaving, held by the Committee of Direction for Technical Education.

" Training in Agriculture is given to 44 lads in Agricultural Settlements. Special attention is paid to Manual Training in most of the settlement schools. But the problem of finding employment as masons and carpenters for boys leaving school has become increasingly difficult."

In regard to girls the Manager of the Baramati Settlement remarks—

" During the past few years, the settlers and the free colonists have allowed their girls to continue with education beyond the age-limit of 13. Two girls are now in the second year's work in the Women's Training College for teachers. This year we had 8 girls in the sixth and vernacular final class. More boys are also being allowed to continue their education to the 7th standard."

Sports and other outdoor activities are also receiving due attention in the settlement schools.

Reservation of places for the Intermediate and Backward classes. 190. Places are reserved for the Intermediate and Backward classes as under :—

	Percentage of places reserved.
(i) Government Secondary schools ..	45
(ii) The College of Engineering, Poona ..	25
(iii) Government Professional Colleges ..	10
(iv) Training Institutions ..	60
{ Intermediate	..
{ Backward	.. 15

191. The following table gives comparative figures of trained and untrained teachers belonging to the Advanced, Intermediate, and Backward Classes employed in Government, District Local Board, and Municipal Primary schools in the Bombay, Central, and Southern Divisions :—

				1934-35	1935-36	Increase or decrease
<i>Advanced</i>						
Trained	..	..	..	5,239	5,162	— 67
Untrained	..	..	..	4,321	4,171	—150
Total ..				9,550	9,333	—217
<i>Intermediate</i>						
Trained	..	..	..	4,324	4,435	+111
Untrained	..	..	..	3,415	3,621	+206
Total ..				7,739	8,056	+317
<i>Backward</i>						
Trained	..	..	..	614	645	+ 31
Untrained	..	..	..	689	763	+ 74
Total ..				1,303	1,408	+105

The total number of teachers of both the Intermediate and Backward classes is gradually increasing while the number of teachers of the Advanced classes is decreasing. The Local Authorities have been advised to increase the number of teachers belonging to the Scheduled and other Backward Classes and the recruitment made by them is watched. Scheduled class teachers are also appointed in some of the Practising schools attached to Government Training Institutions. The Chairman, District School Board, Sholapur, writes—

“ Of the 52 Harijan teachers, 22 are appointed to serve in common schools. The Board is trying to appoint Depressed Class teachers more and more in common schools where there is little opposition offered by the orthodox Hindus. The tendency of the Board is to draft the separate schools into common schools whenever an opportunity occurs.”

These remarks represent the policy adopted by all School Boards. No school is now labelled as a Depressed Class or Low Caste school and several Local Authorities have reduced the number of such special schools. The Scheduled class people themselves have begun to realise the importance of Primary education and the number of complaints regarding admission of their children to Primary schools is gradually decreasing. On the whole it seems that every effort is made to recruit Backward class teachers and to engage them in ordinary schools.

*Sind.*

192. The Hindus are in a minority in Sind, and as there is practically no "untouchability" amongst the Hindus of Sind, the social position of the Scheduled Classes is materially different from what it is in the Presidency proper.

The following table shows the population and pupils of the Advanced, Intermediate, and Backward class Hindus along with details for all other communities :—

Race or Creed		Population (census of 1931)	Percent- age of popula- tion to total popula- tion	Number of pupils under instruction	Percent- age of pupils to total number of pupils	Percent- age of pupils to popula- tion
Hindus	Advanced ..	501,723	12.9	83,122	45.2	16.5
	Intermediate ..	279,415	7.2	5,731	3.1	2.1
	Backward ..	234,087	6.0	3,770	2.1	1.6
	Total ..	1,015,225	26.1	92,632	50.4	9.1
Muhammedans ..	2,830,800	72.8	87,185	47.5	3.1	
Zoroastrians ..	3,537	0.1	938	0.5	26.5	
Indian Christians ..	6,627	0.2	629	0.3	9.5	
Others ..	30,881	0.8	2,390	1.3	7.7	
Total ..	3,887,070	100.0	183,774	100	7.8	

The figures show that the percentage of pupils to population increased during the year in the case of the Intermediate classes from 2 to 2.1 and in the case of the Backward classes from 1.5 to 1.6. Both the communities are comparatively backward in education.

The following table gives comparative figures for two years of pupils of the Intermediate and Backward classes attending various kinds of educational institutions :—

	Intermediate classes		Backward classes	
	1934-35	1935-36	1934-35	1935-36
Colleges .. .. .	28	26	7	9
Secondary schools .. .. .	607	608	223	273
Primary schools .. .. .	4,871	4,969	3,331	3,430
Training Institutions .. .. .	..	1	2	..
Other Special schools .. .. .	105	116	59	42
Total .. .. .	5,611	5,720	3,621	3,763

The number of pupils of the Intermediate classes shows an increase in all kinds of institutions. The number in colleges has not increased, but last year there was an increase of 12 in the number of pupils attending Colleges. As regards the Backward classes, although there is an increase in the number of pupils attending Colleges, Secondary schools and Primary schools, the number in Training Institutions and other Special schools shews a small decrease. Last year there was an all round increase in the number of pupils of these classes.

## CHAPTER XVI.

## REFORMATORY SCHOOLS.

[Contributed by the Backward Class Officer, Poona.]

193. Provision for the custody, protection, and treatment of destitute and delinquent children is made in this Presidency under the Bombay Children Act of 1924. The Apprentices Act, 1850, and the Reformatory Schools Act, 1897, also deal with delinquent boys under 16 years of age. The first of these, viz. the Apprentices Act, has been virtually obsolete for many years, and the latter has become otiose in those parts of the Presidency where the Children Act is extended. These two Acts have now been repealed.

The Bombay Children Act is much more comprehensive than the Reformatory Schools Act. It deals with girls as well as boys. It provides for protective and corrective measures not only for young delinquents, but also for neglected, uncontrollable, destitute, or offended against children. Children dealt with under this Act are committed either to certified institutions, or to the care of relatives, guardians, or fit persons. They may also be discharged after due admonition, or placed under the supervision of a probation officer.

194. The Children Act with the exception of Parts II and III has now been extended to the whole of the Presidency. The whole Act is in force in the City of Bombay, Bombay Suburban District, Municipal Boroughs of Dharwar, Hubli, Poona City, Poona Suburban, Sholapur and Belgaum, the Cantonnments of Poona, Kirkee and Belgaum, and the village of Sholapur.

There are 3 certified Industrial Schools in the Presidency, viz. the Yeravda Industrial School maintained by Government, the David Sassoon Industrial School, Matunga, managed by a committee of Management appointed under the terms of a trust and maintained by Government grants, and the Willingdon Boys' Home under the management of the Salvation Army, which is also an aided institution. In addition, the following institutions have been certified under section 34 (2) of the Bombay Children Act :—

1. The Junior School, Umarkhadi, Bombay.
2. The Byramjee Jeejeebhoy Home, Matunga, Bombay.
3. The Dawood Bawla Mohomedan Orphanage for Girls, Bombay.
4. The Happy Home for the Blind (for Boys), Bombay.
5. The Nasik Home for the Homeless (for Girls).
6. The Salvation Army Girls' Home, Sion, Bombay.
7. The Lady Northcote Hindu Orphanage (for Boys), Bombay.
8. The Children's Home, Industrial Settlement, Hubli.
9. The Children's Home, Industrial Settlement, Sholapur.

A number of other institutions have also co-operated with the different juvenile courts as "fit persons" or "place of safety" within the meaning of the Children Act.

The Backward Class Officer is the Chief Inspector of Certified Schools. The purely educational inspection of the certified schools is carried out by the Inspectors of the Department of Public Instruction.

195. The total accommodation available in the 3 certified Industrial Schools is for 700. The number of boys in residence on March 31st, 1936, was 664 as against 628 on the corresponding date of last year. Their distribution by religions is as follows :—

Name of the Institution.	Hindus.	Muham- madans.	Indian Christians.	Others.	Total.
Yeravda Industrial School ..	137	77	4	..	218.
David Sassoon Industrial School .. ..	173	172	19	7*	371
Willingdon Boys' Home ..	45	22	7	1†	75.
Total ..	355	271	30	8	664

(\*3 Parsis, 3 Jews and one Sikh). †Sikh.

196. The following comparative table gives the average number of inmates, the expenditure, and the average cost per pupil in each of the three schools referred to above for the last two years :—

Name of the Institution.	Year.	Average monthly number.	Expendi- ture.	Average annual cost per pupil.
			Rs.	Rs. a.
Yeravda Industrial School ..	1934-35	183	39,312	214 13
	1935-36	213	39,562	185 12
David Sassoon Industrial School ..	1934-35	357	75,009	210 2
	1935-36	381	75,258	197 8
Willingdon Boys' Home ..	1934-35	96	17,085	178 0
	1935-36	81	15,599	192 9
	1934-35	636	131,406	206 10
	1935-36	675	130,419	196 3

Out of the total expenditure of Rs. 1,30,419, Rs. 1,09,843 or 84·2 per cent. was met from provincial grants.



197. The three schools provide for instruction up to Vernacular School IIIe and Standard IV or V and in the David Sassoon Industrial School English is also taught. Instruction in vocational subjects is also imparted so that during the period of detention a boy may acquire knowledge of a useful trade or craft and thus be enabled to earn his living after he is discharged. The number of pupils receiving instruction on 31st March, 1936, in the various trades or crafts at the three institutions is given in the following table :—

Trade or craft.	Yeravda Industrial School.	David Sassoon Industrial School.	Willingdon Boys' Home.
Carpentry .. .. .	30	51	....
Smithy .. .. .	13	28	....
Book-binding .. .. .	12	...	....
Tailoring .. .. .	67	73	4
Agriculture .. .. .	62	84	....
Gardening .. .. .	32		....
Fitting .. .. .	....	23	....
Cane work .. .. .	....	56	....
Paint and Polish .. .. .	....	51	....
Cooking .. .. .	....	26	8
Weaving .. .. .	....	....	32
Warping .. .. .	....	....	17
Winding .. .. .	....	....	13
Other trades .. .. .	2*	4	1†
	218	396†	75

\*Under observation.

†Attending day school.

‡46 boys attended 2 different workshops and 21 attended workshops whole day.

The school workshops were busy throughout the year and turned out a large variety of articles for sale bringing in a considerable income to the schools. The instruction given in agriculture and vegetable gardening is of especial help to the many boys who come from mofussil villages.

The Chairman of the Managing Committee of the David Sassoon Industrial School, observes in this connection—

“It was possible to purchase modern tools of ploughing, two bullocks, a milch-cow and other necessary appliances including a bullock-cart. Boys are being trained in field-ploughing, digging, serving, milking, washing the cattle and stable, cart-driving and allied work useful to them in their country homes. The keeping of high-breed poultry, rabbits, etc., gives a touch of agricultural bias to the training of youths in general.”

The organisation of the schools is so mapped out as to provide literary, vocational, and moral education to the young lad at the most impressionable stage of his life, and to encourage him to become an honest and useful citizen. Every endeavour is made to develop the qualities of self-respect, self-control, and self-reliance. Boys are now made to feel that they are in a school and not in a penitentiary, and distinction is observed in the treatment of the delinquent and destitute boys in the schools.

Games form a regular feature of school life and matches are arranged with outside teams. Boys are occasionally taken for outings and picnics, and sports, scouting and entertainments of a social nature are provided. The boys of the Yeravda Industrial School conduct a manuscript magazine of their own. Monitors are appointed and the system of paying mark-money is in vogue. Features of this kind encourage good behaviour and ultimately result in fewer punishments. Escapes from the schools are very rare.

198. However wise the principles on which an institution is run, there is bound to exist a wide gulf between institutional life and actual life outside. In order therefore to bridge that gulf, adequate after-care after discharge is essential, and no boy on leaving must be allowed to feel that he is friendless and entirely dependent on his own resources. Those boys who have satisfactory homes to go to on discharge do not require so much help, but in the case of destitute boys and boys who have hostile or bad relations, the problem of after-care is very difficult.

In the case of the Yeravda Industrial School, the authorities under the old system try to keep in touch with the after-career of discharged boys through the education authorities of the localities where they have gone to live. But the mere provision of information even when it is forthcoming does not constitute after-care and this system is being gradually replaced by one of release on license to the supervision of the Bombay Presidency Borstal Association. In the case of the David Sassoon Industrial School, the Shephard After-Care Association provides a shelter in Bombay for homeless discharged boys and efforts are made to find work for as many boys as possible. The Willingdon Boys' Home authorities do their best to provide after-care for their boys but releases on license have yet to be begun.

The following table is of interest as it shows the extent to which employment has been found for boys discharged during the year under review :—

	No. of boys discharged.	Employed.	Unemployed.	Readmitted.	Recommitted.	Abandoned.	Transferred to other institutions.	Released unconditionally.	No. untraced.
Yeravda Industrial School ..	52	12 (1)	..	3	1	..	1	2	33 (2)
David Sassoon Industrial School ..	127	55 (3)	21 (4)	..	..	..	1	..	50 (5)
Willingdon Boys' Home	39	12	13 (6)	..	..	2	..	..	12 (5)
	218	79	34	3	1	2	2	2	95

(1) Out of these one was attending school.

(2) Reports of 25 out of these were not received.

(3) 40 were employed by the Shepherd After-Care Association and 15 by the school.

(4) They were sent to the Shepherd Hostel and later on taken by the relations.

(5) Taken by parents.

(6) Sent to the Salvation Army Released Prisoners' Home.

## CHAPTER XVII.

## EDUCATION OF DEFECTIVES.

199. Provision is made in this Presidency for the education of the blind and of deaf-mutes, and the remarks in this

**Introduction.** chapter are, therefore, confined to such defectives only. Of the 3,061 blind and 4,094 deaf-mute children between the ages of 5 and 15, only 4·7 and 4·0 per cent. respectively are at school. The reasons for these low percentages are many and have been discussed in previous Reports. In this connection the following remarks made recently by His Excellency the Governor on the occasion of the Golden Jubilee of the Bombay Institution for Deaf-Mutes are significant:—

“ It is very difficult to believe that there are still people who doubt whether it is right to provide a child with the means to overcome a natural defect. There are probably more parents who procrastinate in the vain hope that children born deaf will somehow acquire hearing. If these are the causes of the school not being full, I hope that any of you who come across such cases will use every endeavour to induce the parents to bring the children at the earliest possible age to this school, so that they may not miss the most teachable years in which they may learn to overcome their difficulties.”

200. The existing provision for the education of defective children consists of three schools for the blind and five for deaf-mutes with an enrolment of 143 and 165 respectively. The following table gives a statistical summary of these institutions:—

	Number of pupils on 31st March, 1936.	Expenditure.		Average annual cost per pupil.	
		Provincial.	Total.	To Government.	Total.
<i>For Blind.</i>					
1. Victoria Memorial School for the Blind, Bombay.	73	Rs. 2,150	Rs. 11,323	Rs. 31	162
2. American Mission School for the Blind, Bombay	33	2,299	7,172	68	211
3. Ida Rieu Poor Welfare Association School for the Blind, Karachi	37	2,500	8,210	71	235
<i>For Deaf-Mutes.</i>					
4. Institution for Deaf-Mutes, Bombay	40	3,240	9,671	79	236
5. Prof. Date's Institution for Deaf-Mutes, Bombay	37	1,000	6,716	26	177
6. New Dumb and Deaf Institution, Bombay	27	200	1,992	8	83
7. N. G. Gondhalekar's School for the Dumb and Deaf, Poona	28	400	1,515	15	56
8. School for Deaf-Mutes, Ahmedabad	33	3,460	8,786	99	251
Total ..	308	15,269	55,385	50	180
Total for 1934-35 ..	319	14,994	57,066	47	178

All these institutions are managed by private bodies and receive grants from Government and the Municipalities. The majority of these schools provide board and lodging for their pupils.

201. The blind receive instruction in the three R's by means of a braille code specially adapted to the Indian languages, while in some schools English is also taught. The Principal of the Karachi school remarks—

“The School continues to lay emphasis on the teaching of the English language which makes it possible for the student to take advantage of literature in Braille available in that language. The schools and the students receive about 40 different magazines, weekly, monthly, and quarterly dealing with all manner of subjects and coming from all parts of the world. They also correspond with friends all over the world. About 10 students in the School are able to take advantage of these things.”

At the A. M. School for the blind the following methods are adopted for the teaching of different subjects :—

The Oriental Braille (Knowles and Garthwaite) is adopted for Marathi.

Taylor's frame and types are used for Arithmetic.

Imp roved relief maps are used for teaching Geography.

Nature study is taught with the help of actual objects, which are handled, felt, and smelt.

History is usually done in story form.

In addition to the ordinary school subjects, various arts or crafts are taught. The Principal, V. M. School, makes the following remarks on the practical value of this kind of instruction :—

“In the matter of industries, cane-work, fancy and plain and bamboo-work as also sewing and bidee making form the principal types of occupation we attempt.

“For such as have ears, music, vocal and instrumental, proves the most paying. It is the one subject that attracts all. While it helps only a few to enjoy the rare pleasure of acquiring mastery in the art, not a few learn enough to occupy themselves and their friends in the most delightful manner, while it helps the plodding medecore to make a decent living. In the matter of sewing and cane-work, the ever changing fashions require an ever new type of clothes and other articles. Here the blind feel their handicap most. Cutting, except in the case of the very fortunate few, creates great difficulty. Here they have to seek the aid of their, sighted teachers.”

Lip-reading and articulation form the main subjects of instruction for deaf-mute children. As in the case of their blind brethren deaf-mute children also receive practical instruction in various useful crafts calculated to enable them eventually to earn a living. The Principal, Bombay School for deaf-mutes, remarks—

“Instruction in arts and crafts to deaf-mutes serves another useful purpose. It is especially suited to backward and subnormal pupils

“ who are incapable of literary instruction. We have four such pupils. Such sub-normal pupils are often able to acquire manual skill which inspires them with a feeling of confidence in their own power, and saves them from feeling that they are fated to lag behind their brighter school mates and are good for nothing. This individual attention to pupils of different characters and varying degrees of intelligence enables us to find out the good in each and to draw out his natural abilities and aptitudes. We may make a backward boy a good tailor or carpenter.”

202. No special arrangements for the training of teachers for such schools exist, but efforts are made by the Managers to keep in touch with similar institutions in India and abroad and to acquire by observation and experience the required knowledge to handle defective children. At the Victoria Memorial School senior pupils are specially coached up and placed in charge of regular classes.

**Teachers.**  
**General.** schools for defectives and physical drill and games suited to the conditions at each place are encouraged. Excursions to places of interest are made wherever possible and every effort is made to keep the children happy and cheerful. The Principal, Bombay Institution for Deaf-mutes, remarks—

“ The happiness of our charges is also a matter of great concern to us as we fully realise the sad lot of deaf and dumb children and we feel gratified by the remarks of visitors and Educational Inspectors in regard to their cheerful and happy looks. We endeavour to create and preserve in this school the atmosphere of a home for our children.”

204. As stated in previous Reports, the Managers generally keep in touch with their ex-pupils and endeavour to find suitable employment for them and to help them in other ways when required. During the year some ex-pupils of the A. M. School for the blind received encouragement and help in raising a poultry farm, while a student from the Karachi school who was earning a living as a Music teacher returned to the school in the hope of securing more remunerative employment from gramophone and Film companies through the school authorities.

The N. S. Dharmaji Industrial Home, the Happy Home for the Blind, and the Blind Relief Association continued to do useful after-care work for defective children.

CHAPTER XVIII.

ADULT EDUCATION.

205. The Village Improvement Scheme to which a reference has been made in paragraph 73 has given a definite impetus to the question of adult education which had received a set-back in recent years owing partly to economic reasons and partly to lack of popular support. The number of schools for adults had gradually dwindled during the past few years, but a beginning has been made to regain the lost ground, mainly through the efforts of the Village Improvement Committees. The schemes formulated by these Committees for rural uplift work provide for the opening of night schools and classes at various places in the rural areas, and, although the Educational Inspectors' returns for the year do not reveal large quantitative increases, there are clear signs of an awakening among social workers and the Local Bodies for the educational uplift of the illiterate adult.

206. The number of schools for adults increased during the year by 15 to 129 and the enrolment by 502 to 5,198. Of the total number of institutions, 9 with 632 pupils were Secondary, 113 with 4,193 pupils were Primary, and 7 with 373 pupils were special. Primary schools, which form the bulk of these institutions, are mostly night schools imparting elementary instruction in the Vernacular. The following table compares the number of Primary Night schools in each Division for the last two years :—

	Schools.		Pupils.	
	1935-36.	1934-35.	1935-36.	1934-35.
Bombay Division .. ..	36	27	1,591	1,235
Central Division .. ..	21	24	867	953
Northern Division .. ..	29	18	962	657
Southern Division .. ..	16	16	472	437
Sind .. ..	11	12	301	342
<b>Total ..</b>	<b>113</b>	<b>97</b>	<b>4,193</b>	<b>3,524</b>

Mention has been made in the previous Reports of the efforts made by certain public spirited bodies and individuals for the spread of literacy among factory employees and mill operatives. In this connection the Educational Inspectors specially commend the work of the Alegaonkar Brothers of Kirkee who cater for factory employees and of the Social Service League which maintain Night schools and classes for the mill-hands of Bombay. The Settlement schools at Belgaum and Bijapur are also reported to be doing good work in this direction, while the Primary classes for women maintained by the Seva Sadan Society at

Poona and Baramati serve a distinctly useful purpose. The Educational Inspector, Central Division, reports—

“Over and above these, attempts are made by Mr. S. R. Bhagwat, Chief Officer of the Poona City Municipality, to teach adults reading and writing by a method devised by him and very good propaganda work is being done in this direction. Whether the attempt succeeds or not, the efforts of Mr. Bhagwat have at least created among ordinary persons a desire to take interest in adult education and among illiterate villagers a desire to learn. How far this interest continues and how far the villagers keep on their keenness to learn, the future progress of the scheme will decide.”

Of the Secondary schools, the Bradley Night High School in Bombay, the two High schools at Parel maintained by the Social Service League and the Parel Education Society for the benefit of mill workers, and the Poona Night High School; teach the full High school course and send up pupils for the Matriculation examination. The Free Night school in the Fort, Bombay, the English classes attached to the Industrial Night School, Sholapur, and the English and First-aid classes of the Seva Sadan Society are reported to be doing useful work, while the two night schools at Karachi help to improve the prospects of clerks and menials in offices and business firms.

All the seven special schools are for women, and, with the exception of the Social Training Centre of the University Settlement in Bombay which has only a nominal enrolment of two women, are reported to be well attended. These institutions impart instruction in useful arts and crafts calculated to help women of the poorer classes to earn a living.

207. The total expenditure of the schools for adults amounted to Rs. 1,25,101 of which Rs. 9,571 was met from Expenditure. Government funds, Rs. 59,823 from Board funds, Rs. 14,905 from fees, and Rs. 40,802 from other sources.

208. The Dnyan Prasarak Mandali and the Sassoon Mechanics Institute continued to stimulate the cause of adult education in Bombay by means of public lectures on subjects of general interest. These lectures were illustrated by the magic lantern or other suitable visual aids and were well attended. The Government Inspecting Officers and the Supervisors working under the Local Authorities are also reported to have delivered lantern lectures on a variety of subjects. The Deputy Educational Inspector for Visual Instruction delivered 18 public lectures on Village Improvement with the aid of a special set of slides at various places during the course of his tour. All these lectures were arranged for under the auspices of the Village Improvement Committees and attracted a large attendance. Twenty-eight lantern lectures were also delivered by him on subjects of general information for the benefit of the adult population. These lectures are reported to have been very well attended and appreciated.



209. A reference has been made in the opening Chapter of this Adult Education Report to the excellent work done by the Adult Education Association in Bombay. The various extension classes conducted by the Association during the year were attended by 365 students most of whom were drawn from the clerical classes. Five public lectures on fine arts and four on popular scientific subjects were delivered by distinguished persons under the auspices of the Association. The Secretary makes the following remarks on the work done by the Association during the year :—

“The Extension lectures are being conducted by well-known professors on various subjects such as Economics, Political Theory, English Literature, Principles of Education, Philosophy, Psychoanalysis, Political Institutions, Languages, etc. The total number of students who attended these classes was 365. These classes are becoming more popular and larger attendance is expected in future.

“The very useful and important activity of spreading literacy amongst illiterate working men was also taken up by the committee and it started its work from February, 1935. During the period under report the committee has organised 12 classes in different localities, six classes are conducted in Mill premises, two at the General Motors Ltd., one at Damodar Hall, Parel, one for Harijans at Matunga Labour Camp, and one at the offices of the N. M. Wadia Charities, for peons.

“Besides these classes, weekly talks to workmen are given every Sunday morning. Forty such talks were given on various subjects such as Gambling, Evils of drink, Healthy habits, simple talks on History and Geography etc.

“The classes at the Mill premises and the General Motors Ltd. were started with the assistance and co-operation of the authorities concerned. The field for this activity is very wide and the result achieved so far from the work we are doing is encouraging. The very important problem of spreading literacy amongst the working class population of Bombay can be effectively tackled if the Association gets assistance and co-operation, especially from Mill and Factory owners and from the general public. The total number of workers who have joined the classes is 300. The attendance is fairly regular and the workers show a keen desire to learn.”

## CHAPTER XIX.

## UNRECOGNISED INSTITUTIONS.

210. The remarks in this Chapter are confined to Unrecognised schools which are independent of Government control and which do not conform to the courses of studies prescribed by the Department. The ephemeral character of these schools and the reluctance of the Managers to submit the annual returns often lead to striking variations in the numbers. The returns for the year under report shew that the total number of unrecognised schools increased by 116 to 1,217 and the number of pupils in them by 5,240 to 45,939. The following table compares the figures for each Division :—

	1935-36		1934-35		Increase or decrease	
	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils
Bombay Division.	213	9,463	153	8,159	+60	+1,304
Central Division .	98	4,410	120	4,600	-22	- 190
Northern Division.	358	22,547	340	19,884	+18	+2,663
Southern Division.	40	1,206	41	1,332	- 1	- 126
Sind ..	508	8,313	447	6,724	+61	+1,589
Total ..	1,217	45,930	1,101	40,699	+116	+5,240

The Bombay Division and Sind record striking increases which are reported to be due to the efforts of the Inspecting Officers in collecting the statistics of many schools which did not so far submit annual returns. The decrease of 22 institutions in the Central Division is due to as many of these schools being recognised by the Local Authorities during the year.

The pupils in unrecognised institutions formed 3·1 per cent. of the total number of pupils under instruction in all kinds of institutions. Of the 45,939 pupils in unrecognised institutions, 21,483 were Hindus, 21,504 were Muhammadans, while 2,952 belonged to the various other communities.

Of the 1,217 unrecognised institutions, 3 with 149 students were collegiate institutions, 139 with 13,043 pupils were Secondary schools, and 1,069 with 32,747 pupils were Primary and Special schools.

The three Collegiate institutions are the Shree L. U. Pathshala, Ahmedabad, and the S. N. D. T. Arts Colleges in Bombay and Poona. These institutions teach a course leading to the G.A. degree of the Indian Women's University.

With the exception of a few schools like the Samartha Vidyalyaya, Talegaon Dabhade, the Maharashtra High School of the Anath Vidyarthi

Graha, Poona, and the schools affiliated to the Indian women's University, which are reported to be well managed on the whole, Unrecognised Secondary schools are in the majority of cases run as profit-seeking concerns rather than as educational institutions. These institutions very often encourage unhealthy rivalry by making irregular admissions and promotions, and are as a rule inefficient. The gradual increase in the number of such schools is thus a menace to Secondary education. The Educational Inspector, Southern Division, remarks—

“ These unrecognised institutions owe their origin to the enterprise of some unemployed—possibly unemployable—persons eager to make a living by any means easily within their reach, or to local squabbles and differences and mostly thrive on the ignorance of unsuspecting parents and guardians. Being a Law unto themselves, these institutions are prepared to promise any impossible results provided they can secure numbers by such promises.”

A large majority of the Unrecognised Primary schools teach an elementary course along traditional lines and cater for small villages which have no schools. The Bhil Seva Mandal in Gujarat maintain 28 schools and 3 *Ashrams* with an enrolment of 824 boys and 84 girls. These schools are managed by a member of the Servants of India Society and are reported to be doing useful work for the educational uplift of the aboriginal and hill tribes in the Panch Mahals District.

The Special schools mainly comprise Pathshalas and Maktabas or Mulla schools. The Pathshalas impart a rudimentary knowledge of Sanskrit or of the Vedic lore, while the Maktabas or Mulla schools teach the reading of the Koran in addition to instruction in the three R's.

POONA, 12th December, 1936.

W. GRIEVE,  
Director of Public Instruction.

## BOMBAY PRESIDENCY.

## BRITISH DISTRICTS—1935-36.

*General Summary of Educational Institutions and Scholars.*

	Percentage of scholars to population					
	Recognised Institutions		All Institutions			
	1935	1936	1935	1936		
Area in square miles ...	123,590					
Population—[Census of 1931]—						
Males ...	11,473,884	Males ...	9.50	9.23	9.60	9.51
Females ...	10,830,604	Females ...	8.30	8.12	8.40	8.21
Total ...	21,808,388	Total ...	6.87	6.34	6.77	6.52

  

	Institutions.			Scholars			Stages of Instruction of scholars entered in column 4.
	1936	1935	Increase	1936	1935	Increase	
	1	2	3	4	5	6	
<b>RECOGNISED INSTITUTIONS</b>							
Universities ...	1	1	...	181	107	24	(a) 131
<i>For Males</i>							
Arts Colleges ...	17	17	...	11,413	11,312	101	{ (a) 4,172 (b) 7,341
Professional Colleges ...	13	11	2	3,437	3,357	80	(a) 3,437
High Schools ...	263	255	8	99,932	96,836	4,106	(c) 99,932
Middle Schools ...	412	398	14	26,304	26,333	972	(c) 26,304
Primary Schools ...	13,138	12,933	205	1,052,367	1,018,043	34,344	(d) 1,052,367
Special Schools ...	272	255	17	15,310	14,198	1,112	.....
Total ...	14,116	13,665	251	1,308,914	1,168,175	40,739	.....
<i>For Females</i>							
Arts Colleges ...	...	...	...	...	...	...	
Professional Colleges ...	...	...	...	...	...	...	
High Schools ...	67	68	9	18,475	17,468	1,007	(c) 18,475
Middle Schools ...	45	44	1	4,719	4,266	453	(c) 4,719
Primary Schools ...	1,674	1,797	17	195,625	188,839	6,786	(d) 195,625
Special Schools ...	55	55	...	2,732	2,669	63	.....
Total ...	1,961	1,961	20	221,551	213,272	8,279	.....
<b>UNRECOGNISED INSTITUTIONS</b>							
<i>For Males</i>	1,104	995	109	39,770	36,936	3,834	.....
<i>For Females</i>	113	106	7	6,169	4,763	1,406	.....
Total ...	1,217	1,101	116	45,939	40,699	5,240	.....
Grand Total ...	17,314	16,927	387	1,476,404	1,422,146	54,258	.....

(a) Graduate and post-graduate classes.  
(c) Secondary stage.

(b) Intermediate classes.  
(d) Primary stage.

**BOMBAY**  
**BRITISH DISTRICTS—**  
*General Summary of*

				Total expenditure		
				1936	1935	Increase or decrease
				1	2	3
				Rs.	Rs.	Rs.
Direction and Inspection	...	...	...	17,83,340	16,37,501	+ 05,748
Universities	..	...	...	9,01,570	11,15,404	- 1,33,825
Miscellaneous*	..	...	...	34,48,997	33,57,035	+ 91,962
			Total	61,73,125	61,00,040	+ 63,185
<i>Institutions for Males</i>						
Universities	...	...	...	54,384	1,59,185	- 1,04,801
Arts Colleges	...	...	...	25,33,737	24,05,787	+ 1,27,950
Professional Colleges	...	...	...	13,80,011	12,38,033	+ 1,59,978
High Schools	...	...	...	66,90,080	63,63,337	+ 1,56,252
Middle Schools	...	...	...	10,52,026	10,34,585	+ 17,441
Primary Schools	...	...	...	1,84,65,043	1,60,58,572	+ 4,56,471
Special Schools	...	...	...	16,76,006	16,14,890	+ 61,697
			Total	2,97,06,286	2,89,24,403	+ 8,83,883
<i>Institutions for Females</i>						
Arts Colleges	...	..	...	.....	.....	.....
Professional Colleges	...	...	...	.....	.....	.....
High Schools	...	...	...	16,34,847	15,90,030	+ 44,817
Middle Schools	...	...	...	2,00,713	2,81,081	+ 9,333
Primary Schools	...	...	...	30,84,045	30,84,001	+ 50,044
Special Schools	...	...	...	3,74,892	3,45,890	+ 27,993
			Total	62,94,497	61,52,011	+ 1,32,486
			Grand Total	4,21,66,008	4,10,66,354	+ 10,79,554

\* Includes expenditure  
† Includes both District

## PRESIDENCY.

1935-36.

*Expenditure on Education.*

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Local funds†	Fees	Other sources	Govt. funds	Local funds†	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
77.8	23.6	...	0.1	.....	.....	...	.....	.....
7.1	.....	92.0	.....	.....	.....	...	.....	.....
20.1	11.2	15.5	44.2	.....	.....	...	.....	.....
80.1	12.6	23.6	24.7	.....	.....	...	.....	.....
60.6	.....	14.5	.....	355	.....	60	.....	415
17.7	0.2	66.2	15.9	40	.....	147	35	223
34.5	9.8	43.1	13.1	139	33	174	63	404
24.2	2.3	00.1	13.4	16	2	89	9	66
14.8	12.9	54.7	17.6	6	5	23	7	40
57.0	22.4	3.9	9.7	9	5	1	1	16
52.8	7.5	24.7	15.0	68	8	28	16	110
43.7	18.1	26.4	11.8	11	4	7	3	25
.....	.....	...	.....	.....	.....	...	.....	.....
.....	.....	...	.....	.....	.....	...	.....	.....
25.7	0.4	49.0	23.9	24	.....	43	21	88
27.4	3.5	33.3	30.8	17	2	21	29	62
41.1	44.1	5.0	11.8	8	9	1	2	20
60.6	4.6	11.2	32.4	70	6	15	46	127
27.3	26.5	16.8	17.4	11	8	5	5	29
42.1	15.8	24.6	14.5	13	6	7	4	29

on buildings.

Local Board and Municipal Funds.

**BOMBAY**  
**BRITISH DISTRICTS—**  
**I.—Classification of**

	For		
	Government	District Board	Municipal Board
	1	2	3
<b>RECOGNISED INSTITUTIONS</b>			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	5	.....	.....
Law	1	.....	.....
Medicine	1	.....	1
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Technology	.....	.....	.....
Total	11	.....	1
High Schools	24	2	24
Middle Schools (English)	8	100	44
Primary Schools	25	2,464	1,201
Total	52	2,666	1,269
Special Schools—			
Art	2	.....	.....
Law	.....	.....	.....
Medical	8	.....	.....
Normal and Training	9	.....	.....
Engineering	1	.....	.....
Technical and Industrial	9	8	5
Commercial	4	.....	.....
Agricultural	2	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	4	18	28
Other Schools	1	.....	4
Total	29	21	37
Total for Recognised Institutions	82	2,877	1,307
Unrecognised Institutions	.....	18	9
Grand Total, all Institutions	82	2,895	1,316

\* Includes

PRESIDENCY.

1935-36.

*Educational Institutions.*

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Un-aided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	..	..	.....
10	9	17	.....	.....	.....	..	..	.....
.....	4	5	.....	.....	.....	..	..	.....
.....	.....	2	.....	.....	.....	..	..	.....
.....	.....	1	.....	.....	.....	..	..	.....
1	.....	2	.....	.....	.....	..	..	.....
.....	.....	1	.....	.....	.....	..	..	.....
.....	.....	1	.....	.....	.....	..	..	.....
1	.....	1	.....	.....	.....	..	..	.....
12	6	30	.....	.....	.....	..	..	.....
191	92	263	1	.....	.....	64	9	67
121	54	412	6	1	3	31	4	45
2,242	906	18,139	9	804	586	403	19	1,814
2,554	282	18,813	16	805	589	498	18	1,926
1	.....	3	.....	.....	.....	..	..	.....
.....	1	4	.....	.....	.....	..	..	.....
2	1	12	5	.....	1	13	2	21
1	.....	2	.....	.....	.....	..	..	.....
19	4	22	.....	.....	.....	18	3	21
1	28	33	.....	.....	.....	1	.....	1
1	.....	2	.....	.....	.....	..	..	.....
2	.....	3	.....	.....	.....	..	..	.....
8	.....	6	.....	.....	.....	..	..	.....
59	11	120	.....	.....	.....	8	1	9
26	12	52	.....	.....	.....	1	2	3
128	67	272	3	.....	1	41	8	56
2,695	345	14,116	21	805	590	539	26	1,961
.....	1,089	1,104	.....	.....	1	.....	119	118
2,695	1,484	15,230	21	805	591	539	138	2,094

no Oriental Colleges.



## II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March list	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March list	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March list	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS</b>									
<i>University and Intermediate Education (a).</i>	...	...	...	...	...	...	...	...	...
<b>Arts and Science (b) &amp; (c).</b>	2,677	2,522	552	...	...	...	...	...	...
Law ...	534	490	...	...	...	...	...	...	...
Medicine ...	717	650	228	...	...	...	449	349	184
Education ...	94	98	25	...	...	...	...	...	...
Engineering ...	204	176	88	...	...	...	...	...	...
Agriculture ...	168	157	129	...	...	...	...	...	...
Commerce ...	403	344	54	...	...	...	...	...	...
Technology ...	...	...	...	...	...	...	...	...	...
<b>Total ...</b>	<b>4,797</b>	<b>4,371</b>	<b>1,074</b>	...	...	...	<b>449</b>	<b>349</b>	<b>184</b>
<b>School and Special Education.</b>									
<b>In High Schools ...</b>	<b>8,044</b>	<b>7,388</b>	<b>740</b>	<b>418</b>	<b>888</b>	<b>106</b>	<b>7,031</b>	<b>6,484</b>	<b>44</b>
.. Middle Schools	343	320	...	5,336	4,741	130	4,860	3,043	43
.. Primary Schools	3,463	3,008	145	658,100	500,962	618	253,752	191,750	46
<b>Total ...</b>	<b>11,870</b>	<b>10,606</b>	<b>804</b>	<b>663,864</b>	<b>506,085</b>	<b>848</b>	<b>265,143</b>	<b>205,176</b>	<b>183</b>
<b>In Art Schools ...</b>	<b>590</b>	<b>676</b>	...	...	...	...	...	...	...
.. Law Schools	...	...	...	...	...	...	...	...	...
.. Medical Schools	710	700	192	...	...	...	...	...	...
.. Normal and Training Schools.	891	810	889	...	...	...	...	...	...
.. Engineering Schools...	236	203	81	...	...	...	...	...	...
.. Technical and Industrial Schools.	180	152	84	357	206	...	417	320	41
.. Commercial Schools...	115	96	...	...	...	...	...	...	...
.. Agricultural Schools...	62	54	32	...	...	...	...	...	...
.. Reformatory Schools	218	211	218	...	...	...	...	...	...
.. Schools for Defectives.	...	...	...	...	...	...	...	...	...
.. Schools for Adults	45	39	...	895	283	...	897	520	...
.. Other Schools	103	76	69	...	...	...	112	96	...
<b>Total ...</b>	<b>5,166</b>	<b>2,325</b>	<b>1,465</b>	<b>782</b>	<b>531</b>	...	<b>1,420</b>	<b>935</b>	<b>41</b>
<b>Total for recognised institutions ...</b>	<b>19,822</b>	<b>17,902</b>	<b>3,438</b>	<b>664,606</b>	<b>506,617</b>	<b>848</b>	<b>267,018</b>	<b>206,160</b>	<b>308</b>
<b>IN UNRECOGNISED INSTITUTIONS ...</b>	...	...	...	265	212	...	81	76	...
<b>Grand Total, all Institutions for Males ...</b>	<b>19,822</b>	<b>17,902</b>	<b>3,438</b>	<b>664,871</b>	<b>506,829</b>	<b>848</b>	<b>267,099</b>	<b>206,536</b>	<b>307</b>

(a) Scholars reading more than one of the following

(b) Includes 263 scholars

(c) Includes no scholars

## PRESIDENCY.

1935-36.

*Educational Institutions for Males.*

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of females included in column 16
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
181	101	...	...	...	...	131	101	...	13
7,877	7,162	1,876	850	764	72	11,413	10,440	2,000	1,194
...	...	...	681	688	31	1,156	968	31	14
...	...	...	...	...	...	94	1,008	360	137
174	158	...	...	...	...	978	93	25	19
...	...	...	...	...	...	168	334	88	...
...	...	...	...	...	...	403	187	129	1
33	32	...	...	...	...	38	344	54	4
8,216	7,449	1,376	1,590	1,334	103	14,961	13,497	2,687	1,322
74,037	67,825	3,021	10,403	9,625	504	90,933	81,360	4,433	4,756
12,642	11,367	333	3,623	3,219	77	26,304	23,589	303	1,769
127,227	101,634	1,196	9,825	7,607	31	1,062,387	807,306	2,031	117,651
213,906	190,436	4,570	23,850	20,451	612	1,178,623	922,755	7,057	124,376
44	35	...	...	...	...	648	510	...	79
...	...	...	...	...	...	...	...	...	...
78	70	69	230	206	40	940	915	232	130
...	...	...	8	8	...	972	828	948	...
87	78	...	...	...	...	323	276	31	...
1,190	1,076	226	136	96	...	2,286	1,910	300	32
18	19	...	1,904	1,147	...	2,037	1,236	...	41
18	9	...	...	...	...	75	63	32	...
446	440	446	...	...	...	664	651	664	...
308	260	163	...	...	...	306	280	163	39
2,115	2,006	...	600	360	...	4,652	3,201	...	84
1,763	1,418	11	422	317	25	2,410	1,906	105	64
6,657	5,401	904	3,310	2,143	65	15,210	11,625	2,475	469
228,778	193,220	6,850	28,660	22,928	780	1,208,914	948,087	12,219	126,227
...	...	...	30,434	31,069	...	39,770	31,357	...	5,460
228,778	193,220	6,850	68,114	64,997	780	1,248,684	979,444	12,219	131,687

subjects should be entered under only one head.  
also reading Law.  
in Oriental Colleges.

## II-B.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
<b>Total ...</b>	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	198	171	...	...	...	...	...	...	...
„ Middle Schools (English) ...	507	487	...	95	91	...	158	194	...
„ Primary Schools ...	1,968	1,084	94	54,510	89,170	...	108,970	78,938	...
<b>Total ...</b>	1,068	1,732	94	54,535	89,191	...	108,487	78,962	...
In Normal and Training Schools ...	277	261	244	...	...	...	23	31	...
„ Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools ...	...	...	...	...	...	...	...	...	...
<b>Total ...</b>	277	261	244	...	...	...	23	31	...
<b>Total for recognised institutions ...</b>	2,945	1,983	269	54,535	89,191	...	108,460	78,893	...
<b>IN UNRECOGNISED INSTITUTIONS</b> ...	...	...	...	...	...	...	410	337	...
<b>Grand Total, all Institutions for Females ...</b>	2,945	1,983	269	54,535	89,191	...	108,870	78,730	...
<b>Grand Total, all Institutions, Males and Females ...</b>	22,077	19,785	8,701	719,306	546,020	848	370,960	285,265	309

(a) Scholars reading more than one of the following  
(b) Includes no scholars

## PRESIDENCY.

1935-36.

*Educational Institutions for Females.*

10	Aided		Unaided			16	17	18	19
	Average daily attend- ance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attend- ance	Number of residents in approved hostels				
..	...	...	..	..	..	...	...	...	..
..	...	...	..	..	..	...	...	...	..
..	...	...	..	..	..	...	...	...	..
..	...	...	..	..	..	...	...	...	..
18,115	16,021	2,025	163	144	27	18,475	16,836	2,063	1,314
3,765	3,966	314	264	233	...	4,719	4,110	314	633
35,246	28,463	653	1,327	1,069	...	195,625	148,023	877	6,467
57,126	47,750	3,192	1,753	1,444	27	218,819	168,469	3,243	7,334
575	543	304	24	26	...	699	861	548	...
1,003	551	145	60	64	...	1,162	915	145	...
44	24	...	...	...	...	44	24	...	...
544	363	67	2	4	...	546	373	67	...
23	19	...	66	54	4	81	73	4	36
2,279	1,806	516	153	148	4	2,732	2,246	764	36
50,405	40,556	3,705	1,906	1,592	31	221,651	170,715	4,007	7,370
...	...	...	5,759	3,961	...	6,160	4,296	...	645
59,495	49,556	3,708	7,665	5,553	31	227,730	175,013	4,007	8,015
28,133	242,636	10,568	75,779	60,550	811	1,476,404	1,154,487	16,226	...

subjects should be entered under only one head.  
in *Oriental Colleges.*

## BOMBAY

## BRITISH DISTRICTS—

## III-A.—Expenditure on

Expenditure on Buildings includes Rs. 1,84,764 spent by the Public Works Department on educational buildings.

Rs.

"Miscellaneous" includes the following main items:—

(1) Scholarships	...	...	...	...	7,06,873
(2) Hostel Charges	...	...	...	...	7,78,176
(3) Dakshina Grants and Fellowships	...	...	...	...	14,560
(4) Travelling allowances to Members of School Book Committees	...	...	...	...	1,307

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION</b>						
Universities	.....	.....	.....	.....	.....	.....
Arts Colleges	9,90,766	.....	.....	4,15,871	1,31,887	8,26,524
<b>Professional Colleges—</b>						
Law	.....	.....	.....	58,490	.....	58,490
Medicine	94,756	.....	.....	1,09,367	17,179	2,81,195
Education	68,434	.....	.....	2,400	78	70,907
Engineering	1,44,008	.....	.....	61,325	492	2,06,425
Agriculture	1,04,060	.....	.....	33,365	.....	1,89,324
Commerce	.....	.....	.....	57,336	18,499	75,835
Technology	.....	.....	.....	.....	.....	.....
<b>Total</b>	<b>6,03,623</b>	.....	.....	<b>7,06,004</b>	<b>1,68,123</b>	<b>16,67,650</b>
<b>SCHOOL EDUCATION</b>						
<i>General</i>						
High Schools	6,43,010	.....	.....	3,38,666	6,391	9,83,066
Middle Schools	23,181	.....	.....	9,804	18	32,993
Primary Schools	18,324	.....	.....	2,727	.....	91,061
<b>Total</b>	<b>7,54,514</b>	.....	.....	<b>3,45,396</b>	<b>6,389</b>	<b>11,06,179</b>

## PRESIDENCY.

1935-36.

*Education for Males.*

Rs.

(5) Capital Expenditure in connection with the University Department of Chemical Technology ... ..	2,02,616
(6) Grants for the Encouragement of Literature ... ..	19,240
(7) Examination Charges ... ..	76,556
(8) Mulla Magazine ... ..	829
(9) Grant to the Boy Scouts' Association ... ..	21,000

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
-----	-----	-----	-----	-----	-----	1,17,000	-----
-----	-----	-----	-----	-----	-----	1,68,800	750
-----	-----	1,22,493	1,01,450	-----	2,23,943	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	31,700	2,500
-----	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	23,435	-----
-----	-----	1,22,493	1,01,450	-----	2,23,943	2,50,936	3,250
74,048	10,590	93,630	2,34,118	8,730	4,11,116	8,68,349	15,564
33,819	23,767	79,049	1,75,313	6,140	3,98,108	99,110	6,025
66,30,767	14,80,798	33,33,984	2,84,518	4,72,467	1,42,61,514	4,53,460	7,385
69,37,624	14,85,165	34,06,563	2,83,949	4,87,337	1,50,00,788	14,80,919	28,974

**BOMBAY**  
**BRITISH DISTRICTS—**  
**III-A.—Expenditure on**

Direction ...  
 Inspection ...  
 Buildings, etc. ...  
 Miscellaneous ...

Total ...

	Aided Institutions—concld.				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION—concld.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>
Universities ...	...	9,38,063	.....	10,45,063	...	...	...
Arts Colleges ...	4,500	11,34,908	2,06,162	16,56,140	1,37,635	14,438	1,52,073
<b>Professional Colleges—</b>							
<b>Law</b> ...	...	.....	.....	...	61,384	11,003	73,376
<b>Medicine</b> ...	...	.....	.....	...	...	...	...
<b>Education</b> ...	...	.....	.....	...	...	...	...
<b>Engineering</b> ...	3,760	44,646	14,300	96,856	...	...	...
<b>Agriculture</b> ...	...	.....	.....	...	...	...	...
<b>Commerce</b> ...	...	.....	.....	...	...	...	...
<b>Technology</b> ...	...	8,775	1,19,469	1,61,680	...	...	...
<b>Total ...</b>	<b>8,930</b>	<b>21,07,399</b>	<b>3,89,911</b>	<b>25,59,689</b>	<b>1,99,019</b>	<b>26,489</b>	<b>2,25,449</b>
<b>SCHOOL EDUCATION</b>							
<b>General</b>							
High Schools ...	27,491	28,36,000	6,74,857	44,22,201	5,45,354	1,88,513	7,33,677
Middle Schools ...	16,319	8,18,569	1,19,453	5,54,466	78,110	59,349	1,37,359
Primary Schools ...	1,54,563	8,23,829	10,01,192	19,50,429	82,405	1,19,644	1,52,049
<b>Total ...</b>	<b>1,98,373</b>	<b>34,78,398</b>	<b>17,96,502</b>	<b>69,27,156</b>	<b>6,56,879</b>	<b>3,67,506</b>	<b>10,23,085</b>

## PRESIDENCY.

1935-36.

*Education for Males—contd.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
22	23	24	25	26	27
Rs. 1,65,278 10,88,564 1,74,173 7,09,106	Rs. ..... 1,88,773 1,73,823 92,023	Rs. ..... 1,89,087 84,345 43,531	Rs. ..... ..... 49,937 2,85,330	Rs. ..... ..... 1,957 5,38,557 7,24,392	Rs. ..... ..... 3 14,37,380 2,98,855 18,54,403
21,57,125	4,54,628	2,66,019	3,35,227	12,62,919	44,55,919
1,17,000	.....	.....	9,23,963	.....	10,45,963*
4,49,566	750	4,500	16,76,414	4,02,507	26,33,737
.....	.....	.....	1,19,804	11,909	1,31,796
94,756	.....	1,29,433	2,70,717	17,173	5,05,068
68,434	.....	.....	2,400	73	70,907
1,76,308	2,500	3,750	1,06,971	14,752	3,03,281
1,04,959	.....	.....	33,365	.....	1,38,324
.....	.....	.....	57,356	18,499	75,855
83,436	.....	.....	8,775	1,19,469	1,61,680
10,44,459	3,260	1,30,673	32,03,765	5,84,464	49,66,611
15,55,446	26,154	1,31,121	39,39,147	8,78,321	65,50,089
1,66,110	39,812	95,368	5,76,676	1,84,660	10,52,026
93,81,541	14,48,173	33,88,547	6,43,479	15,03,303	1,64,55,043
1,11,23,097	15,14,139	86,05,036	51,68,593	26,56,334	2,40,57,168

\* Exclusive of Rs. 2,19,416 returned as "Indirect" expenditure.



**BOMBAY**  
**BRITISH DISTRICTS—**  
*III-A.—Expenditure on*

	Government Institutions					
	Govern- ment funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
<i>Special</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	90,380	.....	.....	36,484	670	1,37,334
Medical Schools ...	1,15,840	.....	.....	39,401	.....	1,55,341
Normal and Training Schools.	2,41,861	.....	6,470	.....	2,666	2,51,006
Engineering Schools ..	25,080	.....	.....	24,605	142	49,786
Technical and Industrial Schools.	89,484	.....	15	2,807	223	41,619
Commercial Schools ...	1,076	.....	.....	8,000	1,618	10,703
Agricultural Schools ...	12,634	.....	.....	.....	.....	12,634
Reformatory Schools ...	86,976	.....	.....	.....	2,586	89,562
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	416	.....	.....	.....	.....	416
Other Schools ...	48,489	.....	.....	12,680	46	61,214
Total ...	6,11,064	.....	6,494	1,94,076	7,861	7,49,506
Grand Total ...	90,60,161	.....	6,494	19,66,366	1,82,313	85,18,334

## PRESIDENCY.

1935-36.

*Education for Males—contd.*

District Board and Municipal Institutions						Aided Institutions	
Government funds 7	Board funds 8	Municipal funds 9	Fees 10	Other sources 11	Total 12	Government funds 13	Board funds 14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	2,000	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	5,350	.....
.....	.....	.....	.....	.....	.....	2,300	.....
94,337	8,908	97,328	4,568	18,674	68,729	1,42,441	1,350
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	900	1,000
.....	.....	.....	.....	.....	.....	72,887	.....
.....	.....	.....	.....	.....	.....	15,269	.....
895	898	55,545	19	.....	58,987	5,559	284
230	.....	3,080	47	.....	3,357	3,401	845
95,469	9,630	87,083	4,634	18,674	1,45,483	2,49,487	3,479
89,63,096	14,94,795	86,16,169	7,90,033	5,06,011	1,53,70,094	90,31,343	85,708

BOMBAY  
BRITISH DISTRICTS—  
III-A.—Expenditure on

	Aided Institutions— <i>consid.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<i>Special—consid.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	800	966	1,310	3,076	...	...	...
Medical Schools ...	...	.....	.....	.....	80,418	858	80,776
Normal and Training Schools.	...	2,006	7,493	14,840	...	1,902	1,902
Engineering Schools .	...	4,800	2,280	2,850	...	...	...
Technical and Industrial Schools.	9,375	1,96,938	61,907	3,41,301	8,375	5,450	13,824
Commercial Schools .	500	478	1,210	2,188	95,968	7,770	1,03,758
Agricultural Schools .	...	.....	1,508	2,708	...	...	...
Reformatory Schools .	550	1,923	15,517	17,987	...	...	...
Schools for Defectives.	3,775	797	85,944	90,516	...	...	...
Schools for Adults ...	1,866	7,005	22,523	31,394	4,173	5,140	9,313
Other Schools ...	2,078	1,158	80,532	83,768	660	24,075	24,735
<b>Total ...</b>	<b>18,544</b>	<b>1,45,400</b>	<b>1,70,810</b>	<b>3,34,754</b>	<b>1,39,614</b>	<b>44,705</b>	<b>1,84,319</b>
<b>Grand Total ...</b>	<b>2,35,167</b>	<b>57,96,140</b>	<b>23,65,232</b>	<b>1,03,89,584</b>	<b>2,04,512</b>	<b>4,83,341</b>	<b>14,32,853</b>

## PRESIDENCY.

1935-36.

*Education for Males—concl'd.*

Total expenditure from					
Government funds.	Board funds	Municipal funds	Fees	Other sources	Grand Total
22-	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
92,260	.....	300	36,750	1,580	1,31,210
1,16,840	.....	.....	69,619	368	1,86,017
2,47,211	.....	6,470	2,006	12,061	2,67,757
27,339	.....	.....	20,414	2,422	69,175
2,05,262	10,152	36,748	1,42,078	66,258	4,80,493
1,076	.....	600	1,04,476	10,598	1,16,640
12,824	1,000	.....	.....	1,508	15,332
1,09,843	.....	660	1,323	18,103	1,30,410
15,269	.....	3,775	797	85,544	55,385
6,070	1,112	68,511	12,097	97,668	1,06,368
52,119	845	5,158	14,625	64,664	1,27,301
8,86,033	18,109	1,12,121	4,12,784	2,51,049	16,76,096
1,51,90,715	19,88,126	41,18,849	91,11,278	47,64,816	3,61,55,784

## BOMBAY

## BRITISH DISTRICTS—

## III-B—Expenditure on

Expenditure on Buildings includes Rs. 2,177 spent by the Public Works Department

"Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships ... ..	48,833
(2) Hostel charges ... ..	4,71,708
(3) Examination charges ... ..	10,311
(4) Grant to Girl Guide Association ... ..	4,336

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>SCHOOL EDUCATION</b>						
<i>General</i>						
High Schools ...	18,469	.....	.....	2,623	.....	20,994
Middle Schools ...	40,605	.....	.....	4,620	.....	54,325
Primary Schools...	88,347	.....	.....	.....	.....	88,347
<b>Total ...</b>	<b>1,04,821</b>	.....	.....	<b>7,345</b>	.....	<b>1,12,666</b>
<i>Special</i>						
Normal and Training Schools.	1,35,635	.....	4,269	.....	2,223	1,42,127
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Adults.	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
<b>Total ...</b>	<b>1,35,635</b>	.....	<b>4,269</b>	.....	<b>2,223</b>	<b>1,42,127</b>
<b>Grand Total for Females.</b>	<b>2,41,666</b>	.....	<b>4,269</b>	<b>7,345</b>	<b>2,223</b>	<b>2,55,798</b>
<b>Grand Total for Males.</b>	<b>20,50,161</b>	.....	<b>6,404</b>	<b>12,65,866</b>	<b>1,82,813</b>	<b>23,15,334</b>
<b>Grand Total for all.</b>	<b>22,91,117</b>	.....	<b>10,763</b>	<b>19,72,711</b>	<b>1,84,536</b>	<b>27,69,127</b>

## PRESIDENCY.

1935-36.

*Education for Females.*

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	4,17,057	450
555	.....	4,980	2,525	308	9,628	22,608	400
14,22,107	1,30,445	15,58,147	9,365	25,015	31,35,079	1,77,161	2,104
14,22,662	1,30,445	15,63,077	13,200	25,328	31,44,707	6,24,726	2,954
.....	.....	9,240	.....	.....	9,240	42,963	.....
.....	.....	.....	.....	.....	.....	7,002	.....
.....	.....	.....	.....	.....	.....	2,300	.....
.....	.....	.....	.....	.....	.....	2,801	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	9,240	.....	.....	9,240	54,666	.....
14,22,662	1,30,445	15,72,317	13,900	25,328	31,53,947	6,70,392	2,954
50,53,696	14,94,795	36,16,160	7,90,033	5,06,011	1,53,70,094	20,31,349	35,703
1,03,55,748	16,15,240	51,88,486	8,08,238	5,31,334	1,85,94,041	27,10,734	38,657

**BOMBAY**  
**BRITISH DISTRICTS—**  
**III-B—Expenditure on**

Inspection ...  
 Buildings, etc. ...  
 Miscellaneous ...

Total ...

	Aided Institutions—consolid.				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<b>SCHOOL EDUCATION</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>General</i>							
High Schools ...	5,559	7,87,283	3,01,441	16,09,680	11,164	...	11,164
Middle Schools ...	4,707	83,000	07,480	2,14,205	5,077	6,488	12,465
Primary Schools...	70,612	03,712	4,31,640	7,91,238	14,702	14,569	29,381
<b>Total ...</b>	<b>86,007</b>	<b>9,63,065</b>	<b>9,20,520</b>	<b>26,08,222</b>	<b>31,033</b>	<b>21,077</b>	<b>53,010</b>
<i>Special</i>							
Normal and Training Schools.	1,204	16,099	56,606	1,18,789	745	8,488	4,183
Technical and Industrial Schools.	1,972	16,165	43,684	68,133	80	5,445	5,475
Commercial Schools.	.....	4,274	20	6,508	...	...	.....
Schools for Adults.	900	2,633	10,785	16,410	175	2,340	2,594
Other Schools ...	50	236	14	300	505	511	1,415
<b>Total ...</b>	<b>3,816</b>	<b>40,237</b>	<b>11,11,908</b>	<b>2,00,927</b>	<b>1,865</b>	<b>11,743</b>	<b>13,598</b>
<b>Grand Total for Females.</b>	<b>90,783</b>	<b>10,03,293</b>	<b>10,31,728</b>	<b>28,08,149</b>	<b>33,758</b>	<b>32,620</b>	<b>66,606</b>
<b>Grand Total for Males.</b>	<b>2,25,167</b>	<b>67,26,140</b>	<b>23,66,232</b>	<b>1,03,83,684</b>	<b>9,04,512</b>	<b>4,38,841</b>	<b>14,32,853</b>
<b>Grand Total for all</b>	<b>3,15,950</b>	<b>67,29,432</b>	<b>33,96,960</b>	<b>1,31,91,788</b>	<b>10,28,300</b>	<b>4,71,161</b>	<b>14,99,461</b>

## PRESIDENCY.

1935-36.

*Education for Females—concl'd.*

Total expenditure from					
Government funds 23	Board funds 23	Municipal funds 24	Fees 25	Other sources 26	Grand Total 27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
86,667	1,707	42,214	.....	.....	1,30,588
3,807	1,011	2,334	5,695	42,596	55,443
1,16,738	2,682	5,940	1,02,991	2,21,247	5,39,596
2,07,210	5,400	50,484	1,08,686	2,63,843	7,25,623
4,85,426	450	5,568	8,00,972	5,91,441	16,34,847
79,668	400	9,727	96,692	1,04,226	2,90,713
16,87,615	1,92,549	16,31,759	1,17,869	4,71,263	29,84,045
21,53,709	1,23,399	16,50,044	10,15,533	9,66,920	59,09,605
1,78,498	.....	15,803	17,674	62,337	2,74,332
7,002	.....	1,272	16,195	49,129	73,598
2,300	.....	.....	4,274	29	6,503
2,001	.....	200	2,208	13,134	18,743
.....	.....	50	1,141	525	1,716
1,90,201	.....	17,325	42,092	1,25,174	3,74,692
25,51,220	1,98,769	17,17,837	12,56,311	13,55,937	70,10,124
1,51,90,715	19,85,126	41,13,649	91,11,278	47,54,216	3,51,55,784
1,77,41,235	21,13,925	58,31,706	1,03,67,529	61,10,753	4,21,65,908



**BOMBAY**  
**BRITISH DISTRICTS—**  
**IV-A.—Race or Creed of Male Scholars**

		Europeans and Anglo- Indians	Indian Christians	Hindus		
				Advanced	Inter- mediate	Backward?
		1	2	3a	3b	3c
Total Male Population ...		25,233	149,315	973,338	5,003,648	2,030,436
<b>School Education</b>						
<b>Classes</b>						
Primary	I ‡ ...	730	7,551	37,067	135,777	44,582
	II ...	208	3,250	25,560	78,800	21,840
	III ...	234	3,131	26,336	73,650	18,343
	IV ...	264	2,730	24,402	50,631	13,592
	V ...	258	2,439	23,601	52,340	9,973
Middle	VI ...	900	1,663	21,862	30,074	4,507
	VII ...	100	1,229	17,105	18,806	2,781
	VIII ...	184	1,165	10,702	17,607	2,410
High	IX ...	00	526	8,553	3,122	311
	X ...	83	123	7,110	2,451	290
	XI ...	.....	145	5,981	1,730	173
	XII ...	.....	250	7,375	2,210	199
<b>Total ...</b>		<b>2,421</b>	<b>24,337</b>	<b>221,633</b>	<b>476,196</b>	<b>113,111</b>
<b>University and Intermediate Education.</b>						
<b>Intermediate classes—</b>						
	1st year ...	7	140	2,144	362	41
	2nd year ...	7	124	2,077	304	31
<b>Degree classes—</b>						
	1st year ...	6	57	682	110	11
	2nd year ...	4	44	1,101	133	6
	3rd year ...	.....	.....	.....	...	.....
<b>Post-graduate classes—</b>						
	1st year ...	.....	20	330	24	4
	2nd year ...	1	10	270	32	4
	Research students ...	.....	7	30	2	.....
<b>Total ...</b>		<b>24</b>	<b>410</b>	<b>5,960</b>	<b>976</b>	<b>97</b>
No. of scholars in recognised institutions.		2,500	24,756	228,643	477,172	113,208
No. of scholars in unrecognised institutions.		12	473	3,422	6,020	2,290
<b>Grand Total ...</b>		<b>2,512</b>	<b>25,229</b>	<b>232,065</b>	<b>483,192</b>	<b>115,498</b>

\*Statistics of scholars belonging to the Lingayats and Maratha Communities included under Hindus are as under:—

	Primary Schools.	Secondary Schools.	Arts Colleges.
(1) Lingayats ...	62,122	2,736	2-3
(2) Marathas ...	146,611	7,530	236

## PRESIDENCY.

1935-36.

*receiving General Education.*

dus.*							
Total	Muham- madans	Buddhists	Parseis	Sikhs	Others	Total	Number of pupils from rural areas
3	4	5	6	7	8	9	10
8,607,673	2,447,447	1,627	46,166	13,076	122,348	11,472,884	.....
217,426	62,738	3	808	405	5,017	221,697	174,949
126,218	30,222	.....	646	222	2,993	164,225	103,656
118,296	24,700	4	799	180	3,163	150,506	93,717
96,215	20,285	1	841	118	2,938	124,149	75,287
85,223	16,676	15	830	82	3,039	109,139	63,043
56,533	11,524	.....	844	126	2,331	73,227	29,465
38,692	7,628	2	738	82	1,859	50,436	24,910
36,809	6,780	.....	665	80	1,497	47,160	23,460
11,969	1,657	.....	687	82	715	15,696	3,426
9,821	1,292	1	531	90	597	12,568	2,738
7,849	1,020	1	569	13	397	10,064	2,135
9,665	1,202	.....	768	16	459	12,388	2,273
815,926	183,564	27	8,796	1,375	25,006	1,061,581	606,697
2,547	195	.....	251	2	172	3,363	775
2,412	204	.....	251	6	153	3,145	648
1,112	108	.....	87	.....	54	1,423	308
1,240	91	.....	78	5	52	1,514	316
.....	.....	.....	.....	.....	.....	.....	.....
358	25	.....	24	.....	17	444	68
305	17	.....	23	1	11	366	60
52	6	.....	13	2	4	90	16
5,033	646	.....	736	16	463	10,397	2,191
624,025	164,210	27	9,522	1,391	25,468	1,071,918	610,828
17,522	15,148	1	311	7	1,371	34,956	18,347
841,660	199,358	28	9,543	1,398	26,839	1,106,873	629,335

† The following are included under the heading "Backward Hindus":—

- (1) Scheduled Classes;
- (2) Aboriginal and Hill Tribes;
- (3) Other Backward Classes.

: Class 1 represents infants class.

## IV-B.—Race or Creed of Female Scholars

		Europeans and Anglo- Indians	Indian Christians	Hindus	
				Advanced	Inter- mediate
				1	2
<b>Total Female Population</b> ...		18,477	194,772	842,079	5,312,534
<b>School Education</b>					
<b>Classes</b>					
Primary	I ‡	818	6,564	83,466	47,280
	II	819	1,810	19,141	19,983
	III	384	1,040	17,308	15,267
	IV	387	1,480	14,261	10,188
	V	856	1,291	11,023	6,394
Middle	VI	312	977	7,667	2,871
	VII	263	1,069	6,143	2,005
	VIII	221	868	2,245	815
High	IX	145	267	1,599	141
	X	70	109	1,188	91
	XI	.....	80	799	60
	XII	.....	65	919	79
	<b>Total</b> ...	8,194	14,689	115,705	104,668
<b>University and Intermediate Education.</b>					
<b>Intermediate classes—</b>					
	1st year	6	65	253	15
	2nd year	4	35	218	8
<b>Degree classes—</b>					
	1st year	4	23	96	2
	2nd year	.....	24	64	3
	3rd year	.....	.....	.....	.....
<b>Post-graduate classes—</b>					
	1st year	.....	4	80	.....
	2nd year	.....	1	11	1
<b>Research students</b>		.....	9	6	1
<b>Total</b> ...		18	145	688	30
<b>No. of scholars in recognised institutions.</b>		8,206	14,784	115,889	104,698
<b>No. of scholars in unrecognised institutions.</b>		4	226	2,598	962
<b>Grand Total</b> ...		8,210	15,010	118,487	105,660

\* Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under:—

	Primary Schools.	Secondary Schools.	Arts Colleges
(1) Lingayats	15,537	48	2
(2) Marathas	28,696	602	24

PRESIDENCY.

1935-36.

receiving General Education.

Age*		Mildly- Mongers	Sub- Class	Paras	Sakas	Others	Total	Number of Pupils from 1934-35	
Back- ward:	Total							10	11
No.	3	4	5	6	7	8	9	10	11
1,000,000	1,000,000	1,000,000	001	0,000	1,000	10,000	1,000,000	—	—
11,530	21,273	20,554	1	532	213	1,274	230,236	20,590	—
1,535	41,732	11,853	—	763	57	1,086	32,140	21,370	—
2,531	24,171	7,522	2	512	53	1,777	47,321	20,210	—
1,179	21,022	4,259	2	353	34	2,280	54,454	12,368	—
927	21,274	2,549	—	774	23	2,122	24,420	2,353	—
277	21,213	904	—	511	39	453	14,364	4,320	—
207	1,255	325	—	643	15	428	11,533	2,711	—
21	2,223	277	—	522	3	125	3,247	423	—
5	1,745	26	—	422	4	65	1,734	142	—
6	1,223	25	—	225	5	26	1,526	115	—
5	927	26	—	325	3	24	1,226	49	—
1	322	22	—	221	1	27	1,421	67	—
21,235	241,772	25,227	5	7,265	422	11,272	325,921	121,225	—
1	274	11	—	75	—	26	425	24	—
—	222	9	—	22	—	12	223	6	—
1	22	2	—	47	—	5	122	5	—
—	67	—	—	43	—	—	124	3	—
1	21	—	—	11	—	1	47	2	—
—	12	—	—	5	—	1	12	2	—
—	7	—	—	3	—	3	15	1	—
3	745	21	—	355	—	43	1,227	39	—
21,222	241,222	25,222	5	7,222	422	11,222	325,222	121,222	—
21	1,221	6,224	—	224	1	322	20,224	1,224	—
21,222	241,222	25,222	5	7,222	422	11,222	325,222	121,222	—

\* The following are included under the heading "Backward Classes":  
 1. Scheduled Classes;  
 2. Aboriginal and Hill Tribes;  
 3. Other Backward Classes.  
 † Class I represents infants class.

## BOMBAY

## BRITISH DISTRICTS—

## V-A.—Race or Creed of Male Scholars

	Europeans and Anglo- Indians	Indian Christians	Hindus	
			Advanced	Inter- mediate
			1	2
<i>School Education.</i>				
Art Schools ... ..	5	28	349	92
Law Schools ... ..	.....	.....	.....	.....
Medical Schools ... ..	1	90	591	79
Normal and Training Schools...	.....	80	248	399
Engineering and Surveying Schools ...	1	5	237	87
Technical and Industrial Schools ...	2	300	867	643
Commercial Schools... ..	42	123	1,188	106
Agricultural Schools... ..	.....	.....	12	55
Reformatory Schools ... ..	.....	30	71	181
Schools for Defectives ... ..	3	34	107	50
Schools for Adults ... ..	.....	50	527	1,819
Other Schools ... ..	.....	8	1,271	305
<b>Total ...</b>	<b>54</b>	<b>711</b>	<b>5,498</b>	<b>3,700</b>
<i>University and Intermediate Education.</i>				
Law ... ..	.....	25	750	144
Medicine ... ..	1	76	519	45
Education ... ..	.....	9	49	3
Engineering ... ..	1	17	207	51
Agriculture ... ..	.....	8	89	51
Commerce ... ..	1	15	226	21
Technology ... ..	.....	.....	30	1
<b>Total ...</b>	<b>3</b>	<b>150</b>	<b>1,980</b>	<b>317</b>
<b>Grand Total ...</b>	<b>57</b>	<b>861</b>	<b>7,477</b>	<b>4,017</b>

\* The following are included under Hindus:—

(1) Lingayats ... ..	520
(2) Marathas ... ..	1,180

## PRESIDENCY.

1935-36.

receiving Vocational and Special Education.

dms *		Mishna- madans	Bodhisattva	Parms	Sakas	Others	Total	No. of people from rural areas
Back- ward†	Total							
3r	3	4	5	6	7	8	9	10
5	485	25	1	37	3	19	564	35
15	735	35	—	4	4	21	800	45
107	604	155	—	—	—	14	769	130
1	365	15	—	30	10	6	383	62
49	1,559	173	—	140	10	32	2,264	374
15	1,302	135	—	322	7	53	2,006	—
6	74	—	—	—	—	1	75	71
103	355	271	—	3	3	3	654	145
9	285	37	—	15	1	13	359	61
1,074	3,413	1,045	—	23	19	35	4,565	1,199
11	1,527	173	—	—	1	5	2,322	425
1,325	10,508	2,720	1	534	57	217	14,977	2,063
17	920	72	—	50	3	35	1,151	240
17	623	71	—	35	2	141	1,029	371
5	57	7	—	1	—	1	75	—
3	367	34	—	45	4	13	378	29
—	140	5	—	3	2	9	167	92
—	245	15	—	74	—	44	369	42
—	31	—	—	1	—	1	33	10
44	2,350	211	—	233	11	304	3,962	504
1,426	12,943	3,921	1	757	66	521	18,139	3,987

† The following are included under the heading "Backward Hindus" :-

- (1) Scheduled Classes;
- (2) Aboriginal and Hill Tribes;
- (3) Other Backward Classes.

## BOMBAY

## BRITISH DISTRICTS—

## V-B.—Race or Creed of Female Scholars

	Europeans and Anglo- Indians	Indian Chris- tians	Hindus*			
			Advanced	Inter- mediate	Back- ward	Total
			8 (a)	8 (b)	8 (c)	8
<i>School Education.</i>						
Art Schools ... ..	8	8	87	4	...	41
Medical Schools ... ..	2	28	78	14	1	91
Normal and Training Schools	60	218	880	135	26	491
Technical and Industrial Schools. . . . .	.....	188	521	115	8	646
Commercial Schools ... ..	41	91	6	...	...	6
Agricultural Schools ... ..	.....	...	.....	...	...	...
Schools for Defectives ... ..	.....	18	18	4	8	25
Schools for Adults... ..	.....	6	338	70	58	469
Other Schools ... ..	.....	4	91	14	...	105
<b>Total ...</b>	<b>108</b>	<b>481</b>	<b>1,417</b>	<b>868</b>	<b>106</b>	<b>1,886</b>
<i>University and Intermediate Education.</i>						
Law ... ..	.....	..*	11	...	...	11
Medicine ... ..	.....	22	60	7	4	71
Education ... ..	.....	8	9	...	...	9
Agriculture ... ..	.....	...	.....	...	...	...
Commerce ... ..	.....	...	.....	...	...	...
<b>Total ...</b>	<b>.....</b>	<b>25</b>	<b>80</b>	<b>7</b>	<b>4</b>	<b>91</b>
<b>Grand Total ...</b>	<b>108</b>	<b>506</b>	<b>1,497</b>	<b>875</b>	<b>110</b>	<b>1,977</b>

\*The following are included under "Hindus" :—

(1) Lingayats ... ..	15
(2) Marathas ... ..	180

## PRESIDENCY.

1935-36.

*receiving Vocational and Special Education.*

Muhammadans	Buddhists	Paras	Sikhs	Others	Total	No. of pupils from rural areas.
4	5	6	7	8	9	10
3	.....	19	.....	3	79	.....
1	.....	4	.....	4	130	2
90	.....	23	1	21	899	278
.....	.....	319	.....	42	1,194	31
.....	.....	10	.....	7	86	3
.....	.....	.....	.....	.....	.....	.....
.....	.....	1	.....	.....	39	.....
14	.....	121	.....	7	630	45
.....	.....	.....	.....	.....	109	7
108	.....	497	1	84	3,165	366
.....	.....	3	.....	.....	14	.....
6	.....	31	.....	8	137	37
.....	.....	6	.....	1	19	.....
.....	.....	1	.....	.....	1	.....
.....	.....	4	.....	.....	4	.....
5	.....	45	.....	9	175	37
113	.....	543	1	93	3,840	403

† The following are included under the heading "Backward Hindus":—

- (1) Scheduled Classes;
- (2) Aboriginal and Hill Tribes;
- (3) Other Backward Classes.



## BOMBAY

## BRITISH DISTRICTS—

## VI-A—Men

Class of Institutions	Trained teachers with the following educational qualifications				
	A Degree	Passed Metric or School Final	Passed Middle School	Passed Primary School	Lower qualifica- tions
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	97	.....
Local Board and Municipal ... ..	2	7	.....	15,137	6
Aided ... ..	8	18	.....	649	10
Unaided ... ..	.....	1	.....	44	2
Total ... ..	10	20	.....	15,927	18
<i>Middle Schools</i>					
Government ... ..	11	1	.....	.....	.....
Local Board and Municipal ... ..	17	4	1	3	4
Aided ... ..	30	17	.....	12	11
Unaided ... ..	11	6	.....	2	3
Total ... ..	60	28	1	17	18
<i>High Schools</i>					
Government ... ..	270	24	.....	2	15
Local Board and Municipal ... ..	61	0	2	8	8
Aided ... ..	403	185	2	65	96
Unaided ... ..	46	7	.....	10	8
Total ... ..	750	226	4	85	125
Grand Total ... ..	820	278	5	16,039	161

## PRESIDENCY.

1935-36.

*Teachers.*

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		Possessing no degree				
Certifi- cated 6	Uncertifi- cated 7	Certifi- cated 8	Uncertifi- cated 9			
				10	11	12
	1		22	97	23	120
2		500	12,580	15,152	13,181	26,333
2	27	12	3,717	679	3,739	4,438
2	7	3	322	47	341	366
6	26	615	16,648	15,975	17,304	33,279
1	2	3	2	12	8	20
13	33	102	254	20	402	421
36	117	98	320	70	631	701
4	30	12	150	22	202	224
54	162	221	726	133	1,243	1,376
4	56	11	34	302	104	413
42	20	20	126	68	205	273
472	620	462	1,077	751	2,598	3,349
57	176	21	174	71	426	508
522	1,121	561	1,411	1,219	3,745	4,964
642	1,402	1,297	16,245	17,227	22,222	39,449

**BOMBAY**  
**BRITISH DISTRICTS—**  
**VI-B—Women**

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	48	.....
Local Board and Municipal ... ..	.....	1	.....	2,205	.....
Aided ... ..	6	12	.....	661	2
Unaided ... ..	.....	.....	.....	8	.....
Total ...	6	13	.....	2,002	2
<i>Middle Schools</i>					
Government ... ..	10	2	.....	3	.....
Local Board and Municipal ... ..	.....	.....	.....	.....	.....
Aided ... ..	12	33	12	17	7
Unaided ... ..	1	7	.....	8	1
Total ...	23	42	12	28	8
<i>High Schools</i>					
Government ... ..	3	.....	.....	.....	.....
Local Board and Municipal ... ..	.....	.....	.....	.....	.....
Aided ... ..	116	376	1	23	75
Unaided ... ..	5	8	.....	3	4
Total ...	124	379	1	26	79
Grand Total ...	158	464	13	2,051	80

## PRESIDENCY.

1935-36.

*Teachers.*

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		Possessing no degree				
Certifi- cated 6	Uncertifi- cated 7	Certifi- cated 8	Uncertificated 9			
10	11	12				
.....	1	1	2	48	4	52
.....	.....	5	2,033	2,266	2,038	4,304
4	20	14	800	601	947	1,548
.....	1	3	46	8	50	58
4	22	23	2,990	2,923	3,039	5,962
1	3	1	2	15	7	22
.....	.....	.....	5	.....	5	5
7	25	28	81	131	141	272
1	2	3	19	19	25	37
9	30	32	107	158	178	336
.....	2	3	1	3	6	9
.....	.....	.....	.....	.....	.....	.....
60	125	136	262	501	612	1,113
2	8	3	12	15	25	40
71	135	142	295	609	643	1,252
84	127	197	3,322	3,620	3,860	7,480

**BOMBAY**  
**BRITISH DISTRICTS—**  
**VII.—Anglo-Indian and**

Total European and Anglo-Indian population: ... (Census of 1931).		(Male ... 35,233 Female ... 15,477 Total ... 40,710)		
	Institu- tions	Scholars on roll on March 31st	Number of females in insti- tutions for males and vice versa	* Number of Non-Euro- peans on rolls
	1	2	3	4
<i>Institutions for Males</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools ... ..	7	1,658	195	361
Middle Schools ... ..	9	748	835	136
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	.....	.....	.....	.....
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	.....	.....	.....	.....
Other Schools ... ..	.....	.....	.....	.....
<b>Total ...</b>	<b>16</b>	<b>2,481</b>	<b>530</b>	<b>487</b>
<i>Institutions for Females</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools ... ..	13	2,950	467	757
Middle Schools ... ..	4	168	64	34
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	2	75	.....	19
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	1	44	.....	9
Other Schools ... ..	.....	.....	.....	.....
<b>Total ...</b>	<b>20</b>	<b>3,222</b>	<b>531</b>	<b>819</b>
<b>Grand Total for all Institutions ...</b>	<b>36</b>	<b>5,713</b>	<b>1,061</b>	<b>1,306</b>

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department.

\* "Miscellaneous" includes the following main items:—

	Rs.
(1) Hostel (Boarding) charges ... ..	3,49,410
(2) Scholarships and stipends ... ..	20,529
(3) Examination charges ... ..	814
<b>Total ...</b>	<b>3,70,753</b>

\* The term "non-Europeans" does not include domiciled Europeans and Anglo-Indians



BOMBAY  
BRITISH DISTRICTS—  
VIII—Examination

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public* 1	Private 2	Total 3	Public* 4	Private 5	Total 6
<b>DEGREE EXAMINATIONS</b>						
<i>Arts and Science</i>						
D.Litt. ... ..	1	...	1	...	...	...†
Ph.D. ... ..	...	...	...	...	...	...
D.Sc. ... ..	...	...	...	...	...	...
M.A. ... ..	186	1	187	121	...	121
M.Sc. ... ..	55	...	55	44	...	44
B.A. (Honours) ... ..	484	85	510	413	23	436
B.A. (Pass) ... ..	568	305	663	343	183	526
B.Sc. (Pass) ... ..	335	66	481	295	51	346
<i>Law</i>						
Master of Law ... ..	7	2	9	2	...	2
Bachelor of Law ... ..	367	...	367	366	...	366
<i>Medicine</i>						
M.D. ... ..	14	...	14	1	...	1
M.B., B.S. ... ..	485	...	483	106	...	106
F.O.P.S. ... ..	2	...	2	1	...	1
M.C.P.S. ... ..	1	...	1	...	...	...
M.S. ... ..	9	...	9	8	...	8
D.O. ... ..	4	...	4	2	...	2
B.Hy. ... ..	6	...	6	1	...	1
<i>Engineering</i>						
Master of C.E. ... ..	1	...	1	...	...	...‡
Bachelor of C.E. ... ..	110	...	110	67	...	67
Bachelor of M.E. ... ..	10	...	10	5	...	5
Bachelor of E. E. ... ..	18	...	18	10	...	10
<i>Education</i>						
B.T. ... ..	120	...	120	82	...	82
<i>Commerce</i>						
Master of Commerce ... ..	2	...	2	2	...	2
Bachelor of Commerce ... ..	236	...	236	69	...	69
<i>Agriculture</i>						
Master of Agriculture ... ..	...	...	...	...	...	...
Bachelor of Agriculture ... ..	61	...	61	42	...	42

\* i.e., Appearing from  
† Result  
‡ Result





Examinations	MALES					
	Number of Examinees			Number Passed		
	Public* 1	Private 2	Total 3	Public* 4	Private 5	Total 6
<b>INTERMEDIATE EXAMINATIONS</b>						
Intermediate in Arts ... ..	1,724	340	2,073	908	137	1,045
Intermediate in Science ... ..	1,328	900	1,528	493	78	566
Licence, Diploma or Certificate in Teaching (S.T.C.).	535	...	535	205	...	205
Intermediate in Commerce ... ..	215	...	215	110	...	110
Second Year Sc. (Agriculture). ...	41	...	41	23	...	23
Veterinary Examinations (G.B.V.O.).	23	...	23	15	...	15
<b>SCHOOL EXAMINATIONS</b>						
<i>(a) On completion of High School Course</i>						
School Leaving Examination for the purposes of Matriculation.	13,120	3,104	16,314	4,248	555	4,793
Cambridge School Certificate ... ..	64	...	64	41	...	41
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior ... ..	92	...	92	64	...	64
Anglo-Vernacular Middle ... ..	16,503	...	16,503	14,178	...	14,178
Vernacular Middle (Final)... ..	19,826	2,510	22,336	8,884	329	9,213
<i>(c) On completion of Primary Course</i>						
Upper Primary ... ..	18,952	1,812	20,764	10,455	155	10,610
Lower Primary ... ..	92,860	...	92,860	66,602	...	66,602
<i>(d) On completion of Vocational Course</i>						
<b>For Teacher's Certificates—</b>						
Vernacular, Higher ... ..	754	87	841	538	60	598
At Art Schools ... ..	24	...	24	14	...	14
At Medical Schools (L.C.P.S.) ... ..	406	...	406	94	...	94
At Engineering Schools ... ..	71	...	71	63	...	63
At Technical and Industrial Schools.	134	...	134	128	...	128
At Commercial Schools ... ..	734	119	853	268	39	307

\* i.e., Appearing from

FEMALES

Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
263	36	299	149	10	159
108	10	118	47	5	52
108	---	108	70	---	70
4	---	4	2	---	2
1	---	1	1	---	1
---	---	---	---	---	---
1,321	204	1,525	608	38	646
108	---	108	75	---	75
152	---	152	98	---	98
2,698	8	2,706	2,226	7	2,233
4,561	710	5,271	2,165	46	2,211
4,967	339	5,306	3,086	62	3,148
18,568	---	18,568	13,634	---	13,634
431	109	540	276	67	343
39	---	39	8	---	8
14	1	15	7	---	7

\* recognised institution.

## IX—Statistics of Educational

Types of Institutions.  1	Number of Institutions and Scholars.							
	Government.		District Board.		Private.*		Total.	
	Institu- tions.	Scho- lars.	Institu- tions.	Scho- lars.	Institu- tions.	Scho- lars.	Institu- tions.	Scholars.
	2	3	4	5	6	7	8	9
<b>I. RECOGNIZED INSTITUTIONS.</b>								
<i>For Males.</i>								
Arts Colleges ...	...	...	...	...	1	311	1	311
Professional Colleges ...	1	168	...	...	...	...	1	168
High Schools ...	...	...	1	255	37	3,223	18	3,479
Middle Schools ...	...	...	161	4,334	60	5,038	230	9,372
Primary Schools ...	6	374	9,373	630,084	1,307	64,986	11,145	696,444
Training Schools ...	8	700	...	...	3	81	11	890
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults ...	...	...	19	420	17	492	35	921
Other Schools ...	...	...	...	...	8	196	8	196
<b>Total ...</b>	<b>15</b>	<b>1,341</b>	<b>9,453</b>	<b>635,008</b>	<b>1,992</b>	<b>74,826</b>	<b>11,450</b>	<b>710,870</b>
<i>For Females.</i>								
High Schools ...	...	...	...	...	2	267	2	267
Middle Schools ...	...	...	1	25	1	48	2	73
Primary Schools ...	...	...	716	40,169	178	6,951	694	56,149
Training Schools ...	4	233	...	...	5	231	9	464
<b>Total ...</b>	<b>4</b>	<b>233</b>	<b>717</b>	<b>40,223</b>	<b>186</b>	<b>7,497</b>	<b>907</b>	<b>56,953</b>
<b>Grand Total for all Recognized Institutions.</b>	<b>19</b>	<b>1,574</b>	<b>10,170</b>	<b>684,236</b>	<b>2,168</b>	<b>81,823</b>	<b>12,357</b>	<b>767,823</b>
<b>II. UNRECOGNIZED INSTITUTIONS.</b>								
<i>For Males</i> ...	...	...	...	...	...	...	834	20,337
<i>For Females</i> ...	...	...	...	...	...	...	54	1,796
<b>Total ...</b>	...	...	...	...	...	...	<b>888</b>	<b>22,133</b>
<b>Grand Total for all Institutions ...</b>	...	...	...	...	...	...	<b>13,245</b>	<b>789,956</b>

\* Aided and unaided.

## PRESIDENCY.

1935-36.

*Institutions in Rural Areas.*

Expenditure on Institutions.				Number of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
5,800	.....	74,369	79,969	.....	.....	14	14
1,04,969	.....	41,637	1,46,606	96	.....	.....	96
62,490	8,114	1,80,998	2,41,462	.....	10	194	904
86,943	83,309	2,02,137	2,77,889	.....	175	309	484
70,91,076	16,99,072	10,56,533	97,76,681	13	19,806	2,597	22,046
2,29,515	6,479	18,662	2,54,656	68	.....	30	98
.....	.....	.....	.....	.....	.....	.....	.....
1,265	668	1,641	3,594	.....	5	19	94
3,522	75	17,509	21,106	.....	.....	94	94
76,35,300	16,82,737	15,93,416	1,08,01,453	107	19,696	3,117	22,290
13,497	.....	24,821	38,318	.....	.....	26	26
545	.....	2,339	2,877	.....	1	4	5
6,10,299	1,04,804	87,764	8,02,857	.....	1,315	286	1,601
1,37,979	4,969	24,599	1,57,147	35	.....	46	81
7,59,290	1,09,073	1,39,806	10,01,169	35	1,316	362	1,713
62,77,620	17,91,810	17,33,222	1,18,02,652	142	21,012	3,479	24,533

*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

Table showing the classification of scholars according to race  
Districts of the Bombay Presidency

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins		
	Boys	Girls	Boys	Girls	Boys	Girls	
<b>UNIVERSITY EDUCATION.</b>							
University ... ..	...	...	5	...	49	4	
<i>Colleges for Men.</i>							
Arts and Science ... ..	92	12	891	182	2,808	307	
<i>Professional Colleges for Men.</i>							
Law ... ..	...	...	23	...	451	6	
Medicine ... ..	1	...	70	22	394	38	
Education ... ..	...	...	9	5	37	7	
Engineering ... ..	1	...	11	...	70	...	
Agriculture ... ..	...	...	8	...	51	...	
Commerce ... ..	1	...	15	...	86	...	
Technology ... ..	...	...	...	...	17	...	
Total, Professional Colleges ...	9	...	142	25	1,106	51	
Total, University, Arts and Professional Colleges ... ..	92	12	598	187	5,049	369	
<i>Secondary Schools.</i>							
High Schools for	{ Boys ...	1,488	189	6,325	708	24,391	1,740
	{ Girls ...	474	2,418	807	2,607	84	2,872
Middle Schools for	{ Boys ...	878	906	520	252	4,019	541
	{ Girls ...	102	250	306	1,155	19	950
	Total ...	2,462	3,155	7,558	4,822	28,493	6,103
<i>Primary Schools.</i>							
For Boys	{ Upper Primary. ...	...	...	1,515	77	18,758	593
	{ Lower Primary. 7	5	14,924	5,925	51,478	15,310	
For Girls	{ Upper Primary. ...	...	...	20	1,003	1	4,391
	{ Lower Primary. ...	...	...	652	8,284	493	20,121
Total	{ Upper Primary. ...	...	...	1,535	1,000	18,754	4,914
	{ Lower Primary. 7	7	14,876	8,507	51,966	44,781	
	Total ...	7	7	16,511	9,587	65,720	49,845
<i>Special Education.</i>							
Art Schools for Men ... ..	5	5	23	8	151	12	
Medical Schools for Men ... ..	1	2	20	27	329	42	
Normal and Training Schools for	{ Men ...	...	...	...	182	...	
	{ Women ...	...	...	...	...	233	
Engineering Schools for Boys ...	1	...	3	...	145	...	

I.

Presidency proper.

or creed in Recognised and Unrecognised institutions in the British  
(excluding Sind) on 31st March, 1936.

III—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kollis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
31	4	80	8	4	—	3	—
2,161	801	6,054	508	264	10	266	8
263	3	714	9	44	—	79	—
225	21	619	60	14	7	19	—
12	2	49	9	—	—	—	—
23	—	53	—	7	—	19	—
38	—	52	—	90	—	14	—
140	—	225	—	8	—	6	—
13	—	30	—	—	—	1	—
714	27	1,230	78	53	7	136	—
2,906	231	7,554	594	261	17	407	8
14,108	781	36,099	2,521	6,004	117	5,633	80
226	2,275	360	5,247	1	262	—	225
3,116	190	7,165	731	1,203	30	2,275	44
30	454	49	1,404	4	73	2	52
17,460	2,500	45,973	9,928	7,212	562	7,902	401
8,296	277	22,048	870	15,507	197	20,100	426
44,312	6,548	96,791	23,686	130,235	14,412	148,962	17,124
—	2,629	1	6,750	—	646	—	1,252
479	22,021	972	51,442	361	12,680	212	14,527
8,296	2,706	22,049	7,620	15,507	1,043	20,100	1,672
44,797	30,569	96,763	75,200	130,796	27,262	149,078	32,059
53,092	33,275	115,212	62,920	146,103	27,265	169,175	33,737
168	25	349	37	37	3	2	—
144	25	523	67	34	9	19	3
28	—	210	—	140	—	26	—
—	40	—	278	—	44	—	60
14	—	159	—	18	—	5	—

		III.—Hindus					
		B.—Intermediate—concll.					
		Artisans, etc.		Lingayats		Total (Intermediate)	
		Boys	Girls	Boys	Girls	Boys	Girls
<b>UNIVERSITY EDUCATION.</b>							
University	... ..	9	1	...	...	9	1
<i>Colleges for Men.</i>							
Arts and Science	... ..	113	5	288	9	661	26
<i>Professional Colleges for Men.</i>							
Law	... ..	3	...	19	...	144	...
Medicine	... ..	8	...	5	...	40	7
Education	... ..	...	...	8	...	3	...
Engineering	... ..	13	...	6	...	45	...
Agriculture	... ..	...	...	17	...	51	...
Commerce	... ..	9	...	5	...	21	...
Technology	... ..	...	...	...	...	1	...
Total, Professional Colleges	...	96	...	54	..	311	7
Total, University, Arts and Professional Colleges	...	141	6	342	9	1,271	33
<i>Secondary Schools.</i>							
High Schools for	{ Boys ...	4,180	109	2,190	15	17,654	821
	{ Girls ...	...	124	...	12	1	723
Middle Schools for	{ Boys ...	1,060	91	406	8	4,052	98
	{ Girls ...	1	53	1	18	8	196
Total	...	5,240	307	2,536	43	22,915	1,338
<i>Primary Schools.</i>							
For Boys	{ Upper Primary.	8,163	88	6,006	59	52,466	778
	{ Lower Primary.	63,903	6,879	63,326	6,928	306,625	44,141
For Girls	{ Upper Primary.	...	966	1	505	1	8,390
	{ Lower Primary.	210	10,228	37	9,208	821	68,918
Total	{ Upper Primary.	8,163	1,074	6,507	367	53,467	4,162
	{ Lower Primary.	63,413	23,207	63,363	15,481	306,446	77,059
Total	...	71,576	24,281	63,060	15,798	448,913	102,121
<i>Special Education.</i>							
Art Schools for Men	... ..	50	1	3	...	92	4
Medical Schools for Men	... ..	13	1	11	...	77	13
Normal and Training Schools for	{ Men ...	44	...	50	...	389	...
	{ Women ...	...	28	...	12	...	134
Engineering Schools for Boys	... ..	10	...	3	...	37	...

I--continued.

Presidency proper.

--contd.

C.--Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
--	--	--	--	--	--	--	--
43	--	1	--	47	1	91	1
11	--	--	--	5	--	16	--
--	--	--	--	17	4	17	4
3	--	--	--	5	--	5	--
--	--	--	--	--	--	3	--
1	--	1	--	--	--	2	--
--	--	--	--	--	--	--	--
15	--	1	--	37	4	43	4
26	--	2	--	74	5	134	5
1,327	4	66	1	507	14	1,903	19
--	15	--	1	--	37	--	33
334	6	41	1	137	1	555	10
1	8	--	--	2	3	3	11
1,652	23	113	3	666	55	2,430	38
1,423	60	1,341	37	2,195	87	7,363	174
57,523	7,909	22,046	1,736	24,621	2,219	104,349	12,714
--	173	1	40	7	165	11	351
158	2,959	106	513	303	2,604	366	5,925
1,197	283	1,345	67	2,303	255	7,974	555
57,710	10,956	22,154	2,305	24,732	2,523	104,647	12,699
62,137	11,101	22,639	2,375	26,065	2,778	112,681	13,254
2	--	--	--	3	--	5	--
--	--	--	--	8	1	8	1
74	--	10	--	23	--	107	--
--	10	--	--	--	7	--	26
--	--	--	--	1	--	1	--



	III.—Hindus —concl.		IV.—Muham- madans		V.—Parais		Punjabi Sikhs	
	Total Hindus							
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>UNIVERSITY EDUCATION.</b>								
University ... ..	80	0	5	...	11	1	...	...
<i>Colleges for Men.</i>								
Arts and Science ... ..	7,096	534	476	81	552	245	8	...
<i>Professional Colleges     for Men.</i>								
Law ... ..	874	0	65	...	40	5	1	...
Medicine ... ..	682	71	71	5	55	31	2	...
Education ... ..	87	0	7	...	1	6	...	...
Engineering ... ..	141	...	18	...	28	...	1	...
Agriculture ... ..	140	...	5	...	8	1	2	...
Commerce ... ..	240	...	10	...	74	4	...	...
Technology ... ..	81	...	...	...	1	...	...	...
Total, Professional Colleges ... ..	2,174	80	182	5	212	45	6	...
Total, University, Arts and Professional Colleges ... ..	9,850	632	668	26	905	92	14	..
<i>Secondary Schools.</i>								
High Schools for ... ..								
{ Boys ... ..	26,355	2,861	7,056	84	4,007	173	61	9
{ Girls ... ..	251	6,023	72	520	146	3,125	7	42
Middle Schools for ... ..								
{ Boys ... ..	12,042	839	2,587	27	823	154	7	4
{ Girls ... ..	50	1,611	0	72	18	59	5	3
Total ... ..	71,212	11,324	9,714	703	5,260	3,242	100	58
<i>Primary Schools.</i>								
For Boys... ..								
{ Upper Primary.	82,477	1,817	10,542	99	28	12	10	...
{ Lower Primary.	606,665	80,713	97,755	14,910	2,320	550	276	97
For Girls... ..								
{ Upper Primary.	13	10,520	11	807	3	191	...	1
{ Lower Primary.	2,191	111,245	781	97,135	522	2,073	2	52
Total ... ..								
{ Upper Primary.	82,490	12,337	10,553	996	31	203	10	1
{ Lower Primary.	607,256	191,958	98,536	49,045	2,908	3,223	278	79
Total ... ..	689,746	204,295	109,089	49,951	2,939	3,426	288	80
<i>Special Education.</i>								
Art Schools for Men ... ..	445	41	25	8	27	10	3	...
Medical Schools for Men ... ..	613	81	23	1	4	4	4	...
Normal and Men ... ..	656	...	115	...	...	...	...	...
Training Schools for Women ... ..	...	428	...	81	...	23	...	...
Engineering Schools for Boys ... ..	197	...	7	...	18	...	6	...

I—continued.

Presidency proper.

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total (others)		Boys	Girls	Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	7	2	1	1	8	8	118	13	131
...	...	389	17	49	21	439	29	9,106	983	10,089
...	...	90	...	8	...	94	...	1,105	12	1,117
...	...	137	3	4	5	143	8	1,029	137	1,166
...	...	1	...	1	1	1	1	75	19	94
...	...	8	...	...	1	5	...	204	...	204
...	...	4	...	5	...	11	...	187	1	188
...	...	43	...	1	...	44	...	399	4	403
...	...	1	...	...	...	1	...	33	...	33
...	...	379	3	14	6	399	9	3,012	173	3,185
...	...	675	22	27	28	716	20	12,226	1,169	13,405
7	...	2,426	79	731	297	4,236	326	22,266	4,445	26,711
...	...	8	196	44	241	54	479	1,314	15,262	16,576
...	...	1,349	29	29	17	1,415	20	17,265	1,618	19,683
...	...	5	66	21	63	41	129	533	2,297	2,830
7	...	4,763	270	255	218	5,745	1,045	102,178	24,622	126,800
...	...	2,426	28	16	8	2,511	66	97,173	2,071	99,244
6	...	15,521	2,524	800	214	16,603	2,275	726,624	104,206	830,830
...	...	...	609	...	47	...	657	47	12,178	12,225
...	5	24	6,293	12	227	48	6,627	4,200	150,976	155,176
...	...	2,425	667	16	25	2,511	722	97,220	15,249	112,469
6	5	15,555	2,227	212	601	16,661	2,512	730,624	225,222	955,846
6	5	18,040	2,494	222	656	19,162	10,225	822,054	270,621	1,092,675
1	...	12	1	7	2	23	3	564	79	643
...	...	21	...	...	4	25	4	662	119	781
...	...	14	...	...	...	14	...	254	...	254
...	...	...	11	...	9	...	20	...	231	231
...	...	4	...	...	...	10	...	226	...	226

## APPENDIX

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—condid.</i>					
Technical and Industrial Schools for	{ Boys ... 2	... ..	805	... ..	484	16
	{ Girls ... ..	... ..	...	198	...	168
Commercial Schools for	{ Boys ... 5	... ..	80	5	406	1
	{ Girls ... ..	35	...	5	...	...
Agricultural Schools for Boys	... ..	...	...	...	12	...
Reformatory Schools for Boys	... ..	...	80	...	97	...
Schools for Defectives for Boys	... ..	8	81	13	48	10
Schools for Adults for	{ Men ... ..	...	80	...	149	8
	{ Women ... ..	...	...	6	...	274
Other Schools for	{ Boys ... ..	...	8	...	1,000	22
	{ Girls ... ..	...	...	4	8	26
<b>Total (Special Schools)</b>	... ..	17 102	888	405	3,120	637
<b>Total, Recognised</b>	... ..	2,498 2,950	22,240	15,041	102,881	56,947
Unrecognised Institutions for	{ Boys ... 12	4	400	153	8,705	852
	{ Girls ... ..	...	7	65	3	677
<b>Total, Unrecognised</b>	... ..	12 4	407	218	8,708	1,029
<b>Grand Total</b>	... ..	2,510 2,954	22,647	15,259	111,589	57,976

I—continued.

Presidency proper.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kols, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
339	1	616	17	144	3	358	6
—	948	—	436	—	37	—	16
675	4	864	5	45	—	40	—
—	—	—	—	—	—	—	—
—	—	12	—	32	—	11	—
44	—	71	—	45	—	80	—
39	8	84	15	11	—	94	4
165	—	314	8	543	9	946	—
—	66	—	330	—	43	—	8
53	2	1,143	94	21	—	7	—
8	3	16	29	8	5	3	4
1,471	413	4,591	1,349	1,067	173	1,594	91
74,949	37,719	177,330	94,666	154,763	22,076	179,055	34,357
3,966	464	7,761	816	1,968	135	2,373	295
25	639	39	1,316	7	103	21	188
3,991	1,103	7,790	2,132	1,975	238	2,298	483
75,941	38,829	185,120	96,798	156,738	22,314	182,378	34,730

## APPENDIX

		III.—Hindus					
		B.—Intermediate— <i>consolid.</i>					
		Artisans, etc.		Lingayats		Total (Intermediate)	
		Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—consolid.</i>							
Technical and Industrial Schools for	Boys	50	4	40	...	641	18
	Girls	...	80	...	...	...	108
Commercial Schools for	Boys	8	...	8	...	101	...
	Girls	...	...	...	...	...	...
Agricultural Schools for Boys		8	...	20	...	56	...
Reformatory Schools for Boys		46	...	10	...	181	...
Schools for Defectives for Boys		18	...	...	...	48	4
Schools for Adults for	Men	156	...	104	1	1,748	10
	Women	...	15	...	1	...	66
Other Schools for	Boys	11	...	208	...	247	...
	Girls	7	8	...	...	20	18
Total, Special Schools		460	82	456	14	3,587	859
Total, Recognised		77,436	24,670	65,402	15,869	476,686	106,881
Unrecognised Institutions for	Boys	1,075	85	554	54	6,900	669
	Girls	12	99	...	...	40	883
Total, Unrecognised		1,087	177	554	54	6,900	669
Grand Total		78,523	24,863	65,956	15,915	483,586	107,550

I—continued.

—contd.

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
42	—	7	2	—	—	49	2
—	4	—	—	—	2	—	6
1	—	—	—	10	—	11	—
—	—	—	—	—	—	—	—
3	—	3	—	—	—	6	—
57	—	6	—	40	—	103	—
8	3	—	—	1	—	9	3
568	14	219	38	270	4	1,057	56
—	12	—	—	—	—	—	12
2	—	—	—	—	—	2	—
—	—	—	—	—	—	—	—
757	52	245	40	351	14	1,353	108
84,604	11,186	23,558	2,413	28,076	5,522	116,638	19,428
558	60	1,245	119	436	90	2,270	269
5	22	—	8	—	1	5	31
608	62	1,245	127	436	91	2,275	300
65,197	11,970	25,104	2,543	28,612	5,943	118,813	19,733

## APPENDIX

	III.—Hindus—conold.		IV.—Muham- madans		V.—Parais		Punjabi Sikhs		
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							
<i>Special Education—conold.</i>									
Technical and In- dustrial Schools for	Boys ...	1,006	83	91	...	140	...	5	...
	Girls ...	.....	645	...	...	...	310	...	...
Commercial Schools for	Boys ...	906	5	70	...	227	6	3	...
	Girls ...	.....	.....	...	...	...	1	...	...
Agricultural Schools for Boys	74	.....	...	...	...	...	...	...	...
Reformatory Schools for Boys	855	.....	271	...	3	...	2	...	...
Schools for Defectives for Boys.	141	25	20	...	16	1	...	...	...
Schools for Adults for	Men ...	3,110	74	920	10	12	...	16	...
	Women	.....	408	...	4	...	121	...	...
Other Schools for	Boys ...	1,802	24	765	...	...	...	1	...
	Girls ...	36	41	...	...	...	...	...	...
Total, Special Schools ...	9,531	1,714	2,925	99	517	494	40	...	
Total, Recognised ...	770,554	217,975	121,501	42,770	9,750	7,784	442	128	
Unrecognised Ins- titutions for	Boys ...	16,500	1,654	9,233	2,171	311	102	4	1
	Girls ...	74	1,730	418	2,500	...	122	...	...
Total, Unrecognised ...	16,974	3,384	9,651	4,671	311	224	4	1	
Grand Total ...	787,528	221,359	131,152	47,440	10,061	8,018	446	129	

I—concl'd.

Presidency proper

VI—Others										Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total (others)		Boys	Girls	Total		
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls					
...	...	89	...	13	...	67	...	2,101	33	2,133		
...	...	...	19	...	80	...	42	...	1,094	1,094		
...	...	29	...	9	3	41	3	1,497	19	1,516		
...	...	...	...	...	3	...	3	...	44	44		
...	...	1	...	...	...	1	...	75	...	75		
...	...	...	...	3	...	5	...	664	...	664		
...	...	11	...	1	...	12	...	233	30	271		
...	...	18	...	9	...	43	...	4,144	84	4,228		
...	...	...	6	...	1	...	7	...	546	546		
...	...	3	...	...	...	4	...	2,169	24	2,193		
...	...	...	...	...	...	...	...	35	45	81		
1	...	159	30	42	59	235	52	13,258	2,956	16,214		
14	5	23,660	9,916	1,763	1,354	25,688	11,413	956,736	290,978	1,255,004		
1	...	1,375	111	99	6	1,373	118	28,294	4,307	32,501		
...	...	4	190	...	5	4	105	503	4,623	5,125		
1	...	1,379	301	91	11	1,376	313	28,797	8,329	37,126		
15	5	24,929	10,217	1,974	1,365	27,264	11,726	984,523	308,107	1,292,630		



## APPENDIX

Table showing the classification of scholars according  
in the British Districts of

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<b>UNIVERSITY EDUCATION.</b>					
<i>Colleges for Men.</i>						
Arts and Science ... ..	2	1	23	18	53	4
Law ... ..	...	...	2	...	4	...
Engineering ... ..	...	...	6	...	27	...
<b>Total ...</b>	<b>2</b>	<b>1</b>	<b>31</b>	<b>18</b>	<b>84</b>	<b>4</b>
<i>Secondary Schools.</i>						
High Schools for Boys ... ..	...	...	42	4	657	89
Middle Schools for Boys ... ..	...	...	4	...	135	2
High Schools for Girls ... ..	...	...	...	18	...	2
Middle Schools for Girls ... ..	...	...	...	9	...	43
<b>Total ...</b>	<b>...</b>	<b>...</b>	<b>46</b>	<b>31</b>	<b>693</b>	<b>70</b>
<i>Primary Schools.</i>						
For Boys	{ Upper Primary. ... ..		...	...	104	1
	{ Lower Primary. ... ..		4	3	1,409	218
For Girls	{ Upper Primary. ... ..		2	3	5	13
	{ Lower Primary. ... ..		25	14	81	91
<b>Total ...</b>	{ Upper Primary. ... ..		2	3	5	13
	{ Lower Primary. ... ..		20	17	210	176
<b>Total ...</b>	<b>21</b>	<b>20</b>	<b>223</b>	<b>169</b>	<b>1,614</b>	<b>962</b>
<i>Special Education.</i>						
Medical Schools for Men ... ..	...	...	...	1	...	...
Normal and Training Schools for	{ Men ... ..		...	...	2	...
	{ Women ... ..		...	...	4	2
Engineering Schools for Boys ... ..	...	...	2	...	3	...

I

Sind.

*to race or creed in Recognised and Unrecognised institutions  
Sind on 31st March, 1936.*

III—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
774	163	826	167	8	4	—	—
51	9	55	9	—	—	—	—
87	—	114	—	—	—	5	—
912	165	925	169	8	4	5	—
8,334	941	8,861	973	183	17	32	—
4,370	134	4,405	136	165	1	36	—
—	1,569	—	1,561	—	9	—	—
—	734	—	777	—	—	—	1
12,594	2,708	13,257	2,737	348	90	68	1
4,056	59	4,100	58	9	—	122	—
37,556	3,850	39,255	4,063	496	59	1,467	216
3	671	3	718	—	25	—	8
127	14,540	128	14,561	3	309	5	211
4,059	723	4,163	771	9	25	122	8
28,043	16,390	29,453	19,324	499	368	1,472	427
42,102	19,113	43,616	20,026	608	393	1,694	436
98	9	98	9	2	1	—	—
26	—	26	—	—	—	—	—
—	50	—	52	—	—	—	—
65	—	65	—	—	—	—	—



I—continued.

Sind.

—contd.

C.—Backward							
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
4	—	—	—	2	2	6	2
—	—	—	—	1	—	1	—
—	—	—	—	—	—	—	—
4	—	—	—	2	2	7	2
70	2	—	—	51	—	121	2
89	—	30	—	22	1	141	1
—	—	—	—	—	—	—	—
—	—	—	—	—	8	—	8
159	2	30	—	73	9	262	11
102	—	8	—	7	—	112	—
2,025	158	146	5	495	64	2,627	227
—	9	—	7	—	—	—	16
—	264	6	74	13	40	19	393
102	9	3	7	7	—	112	16
2,025	442	152	79	509	104	2,626	625
2,127	451	155	85	516	104	2,793	641
—	—	—	—	12	—	12	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—

	III.—Hindus—consolid.		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs		
	Total, Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							
<b>UNIVERSITY EDUCATION.</b>									
<i>Colleges for Men.</i>									
Arts and Science ... ..	848	178	165	1	43	19	8	...	
Law ... ..	56	9	13	...	1	...	2	...	
Engineering ... ..	190	.....	15	...	20	...	8	...	
<b>Total ...</b>	<b>1,094</b>	<b>178</b>	<b>194</b>	<b>1</b>	<b>64</b>	<b>19</b>	<b>18</b>	<b>...</b>	
<i>Secondary Schools.</i>									
High Schools for Boys ...	9,310	209	2,058	6	290	1	49	1	
Middle Schools for Boys ...	4,817	189	1,078	9	1	...	159	3	
High Schools for Girls ...	...	1,008	...	60	...	206	...	6	
Middle Schools for Girls ...	.....	794	...	87	...	2	...	9	
<b>Total ...</b>	<b>14,127</b>	<b>2,898</b>	<b>4,596</b>	<b>189</b>	<b>301</b>	<b>200</b>	<b>208</b>	<b>21</b>	
<i>Primary Schools.</i>									
For Boys... {	Upper Primary.	4,558	55	7,114	97	8	5	110	8
	Lower Primary.	46,430	4,680	52,168	6,419	171	10	669	69
For Girls... {	Upper Primary.	8	781	15	244	...	1	...	6
	Lower Primary.	918	16,399	928	7,771	8	143	10	224
<b>Total ...</b>	Upper Primary.	4,566	836	7,129	841	8	6	110	9
	Lower Primary.	46,548	21,079	53,996	14,190	174	152	669	208
<b>Total ...</b>	<b>50,904</b>	<b>21,915</b>	<b>60,225</b>	<b>14,581</b>	<b>177</b>	<b>158</b>	<b>779</b>	<b>309</b>	
<i>Special Education.</i>									
Medical Schools for Men ...	113	10	19	...	...	...	...	...	
Normal and Train- ing Schools for {	Men ...	33	.....	60	...	...	...	...	
	Women ...	.....	53	...	0	...	...	1	
Engineering Schools for Boys	66	.....	9	...	9	...	4	...	

I—continued.

Sind.

VI.—Others								Total of pupils of all Castes		
Buddhists		Jains		Jews and others		Total (Others)		Boys	Girls	Total.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
—	—	92	—	2	4	52	4	1,113	211	1,324
—	—	1	—	1	—	4	—	76	2	78
—	—	9	—	—	—	12	—	174	—	174
—	—	32	—	3	4	48	4	1,363	213	1,576
—	—	149	—	17	7	215	8	12,310	311	12,621
—	—	6	—	10	—	175	3	6,570	151	6,721
—	—	—	—	—	4	—	12	—	1,899	1,899
—	—	—	16	—	2	—	27	—	869	869
—	—	155	16	27	13	390	50	19,320	3,350	22,670
—	—	3	—	—	—	113	3	11,733	160	11,893
14	—	264	47	48	1	965	117	22,046	11,314	33,360
—	—	—	9	—	9	—	24	23	1,066	1,069
—	—	—	226	2	51	19	501	1,217	24,218	25,435
—	—	3	9	—	9	113	27	11,806	1,226	13,032
14	—	264	273	50	52	997	618	100,163	26,232	126,395
14	—	267	223	60	61	1,110	646	111,969	37,422	149,391
—	—	—	—	—	—	—	—	124	11	135
—	—	—	—	—	—	—	—	118	—	118
—	—	—	—	—	1	—	2	—	68	68
—	—	2	—	—	—	6	—	87	—	87

	I.—Europeans and Anglo-Indians		II.—Indian Christians, including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—conold.</i>					
Technical and Industrial Schools for	Boys ...	...	4	...	...	...
	Girls ...	...	...	...	...	...
Commercial Schools for	Boys ...	37	6	60	11	81
	Girls ...	...	...	...	...	...
Schools for Defectives for...	Boys ...	...	...	8	...	1
	Girls ...	...	...	...	...	...
Schools for Adults for	Men ...	...	...	...	4	...
	Women ...	...	...	...	...	...
Other Schools for	Boys ...	...	...	...	69	16
	Girls ...	...	...	...	...	...
<b>Total</b>	...	37	6	78	16	110
<b>Total, Recognised</b>	...	70	27	277	249	2,400
Unrecognised Institutions for	Boys ...	...	...	...	85	2
	Girls ...	...	...	...	3	6
<b>Total, Unrecognised</b>	...	...	...	...	88	8
<b>Grand Total</b>	...	70	27	277	259	2,488
	...	...	...	...	1,001	...

I—continued.

Sind.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolls and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
51	68	51	68				
973	1	304	1	4			
22		23				1	
200		213		64			
43	22	119	33			22	2
797	150	907	163	70	1	29	2
50,405	22,136	58,805	23,219	984	418	1,696	438
548	53	594	54	2		3	
46	406	48	412				
524	422	523	466	2		3	
55,999	22,594	59,437	23,685	986	418	1,699	438



III.—Hindus						
B.—Intermediate—conold.						
	Artisans and other classes.		Lingayats		Total (Intermediate)	
	Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—conold.</i>						
Technica and Industrial schools for	Boys ... 2	Girls ... ..	Boys ... ..	Girls ... ..	Boys ... 2	Girls ... ..
Commercial Schools for	Boys ... 1	Girls ... ..	Boys ... ..	Girls ... ..	Boys ... 5	Girls ... ..
School for Defectives for	Boys ... 1	Girls ... ..	Boys ... ..	Girls ... ..	Boys ... 2	Girls ... ..
Schools for Adults for	Men ... ..	Women ... ..	Boys ... ..	Girls ... ..	Boys ... 64	Girls ... ..
Other Schools for	Boys ... 10	Girls ... ..	Boys ... ..	Girls ... ..	Boys ... 88	Girls ... 2
<b>Total</b> ...	<b>14</b>	<b>..</b>	<b>..</b>	<b>1</b>	<b>119</b>	<b>4</b>
<b>Total, Recognised</b> ...	<b>1,809</b>	<b>821</b>	<b>64</b>	<b>40</b>	<b>4,508</b>	<b>1,217</b>
Unrecognised Institutions for	Boys ... 6	Girls ... ..	Boys ... ..	Girls ... ..	Boys ... 11	Girls ... ..
<b>Total, Unrecognised</b> ...	<b>6</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>11</b>	<b>..</b>
<b>Grand Total</b> ...	<b>1,815</b>	<b>821</b>	<b>64</b>	<b>40</b>	<b>4,514</b>	<b>1,217</b>

I—continued.

Sind.

—contd.

## C.—Backward

Scheduled Classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	4	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
17	.....	.....	.....	.....	.....	17	.....
.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	9	.....
.....	.....	.....	.....	.....	.....	.....	.....
80	.....	.....	.....	12	.....	42	.....
2,890	453	185	86	604	115	3,109	654
9	1	1	.....	5	.....	15	1
.....	.....	.....	.....	.....	.....	.....	.....
9	1	1	.....	5	.....	15	1
2,899	454	186	86	609	115	3,124	655

## APPENDIX

	III.—Hindus—consolid.		IV.—Moham- madans		V.—Parais		Punjabi Sikhs	
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls						
<i>Special Education—consolid.</i>								
Technical and In- dustrial Schools for	Boys ... 53	...	81	...	...	...	5	...
	Girls ...	68	...	...	...	...	...	...
Commercial Schools for	Boys ... 313	1	56	...	15	3	4	...
	Girls ...	...	...	...	...	...	...	...
Schools for Defec- tives for	Boys ... 25	...	8	...	...	...	1	...
	Girls ...	...	...	...	...	...	...	...
Schools for Adults for	Men ... 294	...	126	...	...	...	3	...
	Women ...	...	...	...	...	...	...	...
Other Schools for	Boys ... 159	40	13	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...
<b>Total ...</b>	<b>1,063</b>	<b>179</b>	<b>365</b>	<b>9</b>	<b>17</b>	<b>3</b>	<b>17</b>	<b>1</b>
<b>Total, Recognised ...</b>	<b>66,417</b>	<b>25,000</b>	<b>64,330</b>	<b>14,678</b>	<b>549</b>	<b>369</b>	<b>1,017</b>	<b>324</b>
Unrecognised Ins- titutions for	Boys ... 610	55	6,403	1,198	...	...	3	...
	Girls ... 48	412	94	487	...	...	...	...
<b>Total, Unrecognised ...</b>	<b>658</b>	<b>467</b>	<b>6,497</b>	<b>1,685</b>	<b>...</b>	<b>...</b>	<b>3</b>	<b>...</b>
<b>Grand Total ...</b>	<b>67,075</b>	<b>25,567</b>	<b>70,827</b>	<b>16,363</b>	<b>549</b>	<b>369</b>	<b>1,020</b>	<b>324</b>

1—concluded.

Sind.

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total (Others)				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	...	...	...	...	5	...	143	...	143
...	...	...	...	...	...	...	...	...	68	68
...	...	10	...	5	1	19	1	509	22	531
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	...	87	...	87
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	4	...	494	...	494
...	...	...	...	...	...	...	...	...	...	...
...	...	5	...	...	...	5	...	177	40	217
...	...	...	...	...	...	...	...	...	...	...
...	...	17	...	6	2	40	8	1,619	209	1,828
14	...	471	298	86	80	1,588	702	134,331	41,130	175,461
...	...	...	...	...	...	3	...	6,016	1,233	7,249
...	...	...	...	...	...	...	...	142	902	1,044
...	...	...	...	...	...	3	...	6,158	2,155	8,313
14	...	471	298	86	80	1,591	702	140,439	43,285	183,724

## APPENDIX

TABLE SHOWING DETAILS OF SPECIAL INSTITUTIONS FOR

(a) Presidency

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
Colleges ...	{ Boys ...	1	145	1	517	25
	{ Girls ...	...	...	...	...	...
<i>Secondary Schools.</i>						
Government ...	{ Boys ...	4	501	5	864	2
	{ Girls ...	1	...	37	...	16
District Local Board ...	{ Boys ...	11	238	...	166	...
	{ Girls ...	...	...	...	...	...
Municipal ...	{ Boys ...	8	474	...	660	8
	{ Girls ...	...	...	...	...	...
Aided ...	{ Boys ...	9	1,185	...	4,568	100
	{ Girls ...	...	...	...	81	589
Unaided ...	{ Boys ...	4	257	...	571	1
	{ Girls ...	...	...	...	...	...
Total ...	{ Boys ...	34	2,005	5	7,038	105
	{ Girls ...	1	...	37	81	555
<i>Primary Schools.</i>						
Government ...	{ Boys ...	5	455	...	266	13
	{ Girls ...	1	...	148	...	48
District Local Board ...	{ Boys ...	507	30,400	6,563	21,524	2,173
	{ Girls ...	89	75	4,530	...	1,032
Municipal ...	{ Boys ...	801	26,341	3,722	2,033	420
	{ Girls ...	164	207	15,236	6	1,065
Aided ...	{ Boys ...	94	6,426	1,607	4,268	265
	{ Girls ...	57	806	3,257	73	1,506
Unaided ...	{ Boys ...	10	568	74	204	25
	{ Girls ...	8	28	226	6	5
Total ...	{ Boys ...	1,107	74,044	12,062	34,253	2,947
	{ Girls ...	84	707	24,197	85	3,745

## II.

## MUHAMMADANS DURING THE YEAR 1935-36.

*Proper.*

pupils		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
663	26	51,216	.....	45,570	.....	96,786
---	---	.....	.....	.....	.....	.....
1,355	7	56,442	.....	16,955	535	73,932
---	53	8,686	.....	.....	.....	8,686
404	---	672	1,933	2,156	802	6,563
---	---	.....	.....	.....	.....	.....
1,133	2	885	14,098	3,370	2	18,355
---	---	.....	.....	.....	.....	.....
5,823	100	13,956	2,050	29,266	39,626	65,939
61	539	.....	.....	.....	.....	.....
923	1	.....	.....	742	11,940	11,682
---	---	.....	.....	.....	.....	.....
9,643	111	71,935	19,081	53,563	52,605	1,97,174
61	592	8,686	.....	.....	.....	8,686
---	---	.....	.....	.....	.....	.....
741	13	32,909	.....	.....	.....	32,909
---	194	6,975	.....	.....	.....	6,975
52,014	8,736	4,09,713	73,177	12,242	3,266	4,96,530
75	5,593	44,936	9,623	.....	405	54,964
41,079	4,208	2,01,449	5,37,090	4,853	11,151	8,44,552
302	17,002	1,12,406	2,29,182	515	2,422	4,10,521
10,598	1,252	11,041	22,239	3,065	94,833	1,31,199
872	4,253	6,317	10,478	1,244	29,375	47,415
765	100	.....	.....	79	8,924	9,003
84	201	.....	.....	.....	5,838	5,838
102,297	15,009	7,45,202	6,32,515	90,960	1,18,206	15,16,283
792	27,942	1,76,633	2,09,253	1,760	88,047	5,25,723

Class of institutions and management.	Number of special schools and classes.	Number of Muhammedian				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
<i>Training and other Special Institutions.</i>						
Training Institutions ...	{ Boys ...	2	51	...	24	...
	{ Girls ...	2	...	70	...	11
Other Institutions ...	{ Boys ...	19	1,085	...	1,175	14
	{ Girls ...	...	...	...	...	4
Total ...	{ Boys ...	21	1,196	...	1,199	14
	{ Girls ...	2	...	70	...	15
Grand Total ...	{ Boys ...	1,163	77,921	12,068	48,007	8,092
	{ Girls ...	317	707	24,804	166	4,315
Total ...		1,480	78,628	36,872	48,173	7,407
(b)						
Colleges ...	{ Boys ...	...	..	...	194	1
	{ Girls ...	...	...	...	...	...
<i>Secondary Schools.</i>						
Government ...	{ Boys ...	...	...	...	475	8
	{ Girls ...	...	...	...	...	...
District Local Board ...	{ Boys ...	1	186	...	729	5
	{ Girls ...	...	...	...	...	...
Municipal ...	{ Boys ...	...	...	...	644	8
	{ Girls ...	...	...	...	...	4
Aided ...	{ Boys ...	2	929	...	1,554	4
	{ Girls ...	...	...	...	...	113
Unaided ...	{ Boys ...	...	...	...	48	...
	{ Girls ...	...	...	...	...	...
Total ...	{ Boys ...	2	1,078	...	3,448	15
	{ Girls ...	...	...	...	...	117

pupls.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total
Boys.	Girls.	9	10	11	12	13
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
115	---	27,975	1,165	.....	129	29,269
---	51	21,573	11,315	.....	15	32,903
2,310	14	1,011	1,363	498	9,535	12,407
---	4	.....	.....	.....	.....	.....
2,325	14	28,965	2,839	498	9,537	41,839
---	55	21,573	11,315	.....	15	32,903
190,928	15,160	8,97,339	6,54,195	1,19,681	1,80,568	18,51,813
873	28,619	2,06,891	3,20,598	1,760	25,069	5,57,311
191,801	43,779	11,04,230	9,74,793	1,21,441	2,18,630	24,19,294

Sind.

194	1	.....	.....	.....	.....	.....
---	---	.....	.....	.....	.....	.....
475	3	.....	.....	.....	.....	.....
---	---	.....	.....	.....	.....	.....
285	5	4,144	8,390	5,735	530	18,799
---	---	.....	.....	.....	.....	.....
544	3	.....	.....	.....	.....	.....
---	4	.....	.....	.....	.....	.....
2,475	4	51,707	3,309	27,309	9,529	92,794
---	113	.....	.....	.....	.....	.....
45	---	.....	.....	.....	.....	.....
---	---	.....	.....	.....	.....	.....
4,525	15	55,941	12,399	23,134	10,059	1,11,533
---	117	.....	.....	.....	.....	.....



Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan			
		In special institutions.		In other institutions.	
		Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6
<i>Primary Schools.</i>					
Government ...	Boys ...	...	...	61	19
	Girls ...	...	...	...	49
District Local Board ...	Boys ...	...	...	28,776	1,266
	Girls ...	...	...	7	736
Municipal ...	Boys ...	...	...	8,687	329
	Girls ...	4	110	...	2,623
Aided ...	Boys ...	600	19,471	4,792	2,031
	Girls ...	144	911	8,468	1,040
Unaided ...	Boys ...	...	...	280	152
	Girls ...	...	...	...	...
Total ...	Boys ...	600	19,471	4,792	29,811
	Girls ...	148	911	8,568	4,447
<i>Training and other Special Schools.</i>					
Training Institutions ...	Boys ...	...	...	80	...
	Girls ...	...	...	...	9
Other Institutions ...	Boys ...	1	27	278	...
	Girls ...	...	...	...	...
Total ...	Boys ...	1	27	358	...
	Girls ...	...	...	...	9
Grand Total ...	Boys ...	604	20,576	4,792	48,911
	Girls ...	148	911	8,568	4,578
Total ...		842	21,487	8,360	48,943

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
61	19	.....	.....	.....	.....	.....
...	49	.....	.....	.....	.....	.....
98,775	1,266	.....	.....	.....	.....	.....
7	736	.....	.....	.....	.....	.....
8,657	232	.....	.....	.....	.....	.....
...	2,733	1,865	1,112	.....	.....	9,978
21,522	4,854	1,37,936	867	.....	1,87,518	3,25,931
936	4,493	23,573	.....	.....	34,187	57,750
936	153	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
20,222	5,515	1,37,936	867	.....	1,87,518	3,25,931
943	8,015	25,439	1,112	.....	34,187	60,738
80	...	.....	.....	.....	.....	.....
...	9	.....	.....	.....	.....	.....
305	...	194	.....	.....	248	372
...	...	.....	.....	.....	.....	.....
865	...	194	.....	.....	248	372
...	9	.....	.....	.....	.....	.....
54,387	6,522	1,04,001	12,755	23,134	1,97,935	4,37,815
943	8,141	25,439	1,112	.....	34,187	60,738
55,230	14,673	2,19,440	13,867	33,134	2,32,112	4,98,554

## APPENDIX III.

## MAKTABS AND MULLA SCHOOLS.

(a) *Presidency Proper—1935-36.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for				
{ Boys ...	85	.....	176	211
{ Girls ...	88	.....	88	71
2. Pupils in in-stitutions for				
{ Boys ...	2,200	.....	8,485	10,745
{ Girls ...	2,415	.....	2,489	4,904
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	5,938	.....	.....	5,938
4. Expenditure from District Local Board Funds.	1,189	.....	.....	1,189
5. Expenditure from Municipal Funds.	660	.....	.....	660
6. Fees ...	54	.....	.....	54
7. Other sources ...	20,842	.....	.....	20,842
* Total expenditure ...	37,128	.....	.....	37,128

(b) *Sind.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total .
1. Institutions for				
{ Boys ...	685	1	464	1,150
{ Girls ...	144	.....	29	178
2. Pupils in in-stitutions for				
{ Boys ...	24,527	27	6,750	31,804
{ Girls ...	4,405	.....	805	5,210
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial Funds.	1,60,776	124	.....	1,60,900
4. Expenditure from District Local Board Funds.	.....	.....	.....	.....
5. Expenditure from Municipal Funds.	.....	.....	.....	.....
6. Fees ...	.....	.....	.....	.....
7. Other sources ...	2,19,468	248	.....	2,19,716
* Total expenditure ...	8,80,244	372	.....	8,80,616

\* For Recognised institutions only.

## PATHASHALAS.

(c) *Whole Presidency—1935-36.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for				
{ Boys ...	.....	34	23	56
{ Girls ...	.....	.....	1	1
2. Pupils in institutions for				
{ Boys ...	.....	1,449 (178)	639	2,088 (178)
{ Girls ...	.....	(11)	194	194 (11)
	Rs.	Rs.	Rs.	Rs.
2. Expenditure from Provincial Funds.	.....	2,620	.....	2,620
4. Expenditure from District Local Board Funds.	.....	845	.....	845
5. Expenditure from Municipal Funds.	.....	4,758	.....	4,758
6. Fees	.....	2,981	.....	2,981
7. Other sources	.....	41,429	.....	41,429
* Total expenditure ...	.....	52,633	.....	52,633

\* For Recognised institutions only.

*Annual Report, 1935-36.*Public Instruction in Bombay  
Presidency.

Review on —.

## GOVERNMENT OF BOMBAY.

## EDUCATIONAL DEPARTMENT.

Resolution No. P. 36.

Bombay Castle, 23rd March 1937.

## RESOLUTION OF GOVERNMENT.

Government are glad to record that during the year under report, the total number of educational institutions increased from 16,927 to 17,314 and the total number of pupils under instruction from 1,422,146 to 1,476,404. The largest increase in the number of pupils was in the primary schools. The total expenditure on Public Instruction also increased from Rs. 4,10,86,354 to Rs. 4,21,65,908. Of this total expenditure 42·1 per cent. was met from provincial revenues, 18·8 per cent. from local funds, 24·6 per cent. from fees, and 14·5 per cent. from other miscellaneous sources.

2. The number of Arts and Professional Colleges affiliated to the University of Bombay at the end of the year were 21 and 14 as compared with the 21 and 13 respectively at the end of the previous year. During the year the new Law College opened at Surat was affiliated to the University. The total number of students in all the affiliated Colleges including the University School of Economics and Sociology and the Department of Chemical Technology increased from 17,736 to 17,914. It is gratifying to note that nearly 75 per cent. of the total increase was in the number of women students.

University  
Education.

3. The total receipts of the Bombay University during the year amounted to Rs. 15,66,276 as compared with Rs. 15,35,230 in the preceding year, while the total expenditure was Rs. 14,24,059 as compared with Rs. 14,78,429 in the preceding year. The total Government grant paid to the University during the year was Rs. 1,50,345 which was made up of the statutory grant of Rs. 1,17,000 and a special grant of Rs. 33,346 on account of the Department of Chemical Technology.

4. The number of Anglo-Vernacular Schools for Boys increased by 26 to 636 and the number of pupils by 4,515 to 113,247. The total expenditure on all Anglo-Vernacular Schools for Boys increased by Rs. 1,61,394 or 2·5 per cent. to Rs. 65,20,792. Of this expenditure 22·5 per cent. was met from provincial funds, 59·3 per cent. from fees and 18·2 per cent. from other sources.

Secondary  
Education.

5. In their previous reviews of the reports on Public Instruction, Government have recognised with a feeling of some uneasiness the unsatisfactory nature of the dual control over secondary education which is at present exercised by the Educational Department and the University. Two very undesirable features of this arrangement are (1) that certain schools which are refused recognition by the Educational Department are recognised by the University and (2) that the University occasionally prescribes and alters the syllabus for the Matriculation Examination without consulting the Educational Department. Government, however, note with satisfaction that the bad effect of this unfortunate state of affairs on the progress of secondary and higher education is beginning to be realised and that the University authorities are now considering this problem in collaboration with the officers of the Educational Department.

Primary  
Education.

6. The total number of primary schools for boys and girls increased by 222 to 14,952 and the number of pupils in them by 41,130 to 1,248,012. The average number of pupils per school was 83.

The report shows that there are still 259 villages with a population exceeding 1,000 each where there are no schools. The Local Authorities concerned may usefully consider the suggestion of the Director of Public Instruction that existing ill-attended schools of doubtful stability might well be transferred to some of these larger villages where there is a chance of getting a larger number of children of school-going age to attend.

7. As in previous years, a much larger share (viz. 53·9 per cent.) of the expenditure on primary education was borne by Government than by local authorities who spent 32·3 per cent., while the remaining 13·8 per cent. came from fees which brought in only 3·7 per cent., and other sources which contributed 10·1 per cent. The decrease in the expenditure met from provincial funds as compared with the previous year's expenditure which amounted to 55·5 per cent., was due partially to a special advance grant of Rs. 30,000 having been paid to the District School Board, Nasik, during the previous year and partly to reduced expenditure on Primary Education in the Northern Division. Though the income from fees showed a slight increase of ·2 per cent. it is still less than half of the income from other sources. Government concur in the following remarks made by the Director of Public Instruction in this connection :—

“The fact that aided schools are able to charge fees shows that a large number of children, particularly in Municipal areas, who are admitted free in Local Authority schools, can well afford to pay fees. The Local Authorities might well consider the question of charging reasonable fees, if by charging fees they can open a school or two more for those who are really unable to pay fees.”

8. The remarks made in the last year's Review on the wastage and stagnation which occur in the primary schools in rural areas still hold good. Of the number of pupils that enter the infant class in primary schools only about half go up to the 1st standard. In 1934-35 there were 410,000 boys and girls in the infant class and the present Report shows that the number of pupils in standard I during 1935-36 was 221,000 only.

This problem of stagnation is now being seriously tackled by the Department by revising the curriculum for the infant classes of primary schools and the introduction of fresh text books specially written for the purpose. As remarked by the Director of Public Instruction in his Report it will be some time before the effect of these changes becomes definitely evident.

The other remedy is to place the Infant classes in the hands of trained teachers and a beginning has already been made in the scheme of obtaining trained Kindergarten teachers for all Infant classes of primary schools.

9. As noticed in the last year's review arrangements have been made with effect from the year under review for the training of more primary teachers by the revival of the 2nd and 3rd year classes in Training Institutions and by increasing the number of admissions to the 1st year classes. It is thus hoped to increase gradually the percentage of trained teachers which at present is 55 only.

It is a welcome sign that matriculates are entering primary schools as teachers and seeking admission to Training Colleges. The Principal, Training College for Men, Dhulia, reports:—

“The number of Matriculates was 18 this year. If the Local Authorities take a broader view and appoint Matriculates as teachers and depute them for training, the efficiency of their teachers would be greatly raised during the course of few years. The new material will be very valuable and of great help in the cause of Village Uplift also.”

The curricula of Training institutions both for men and women have been revised and rearranged and brought into force during the academic year 1935-36. These revised courses have been devised with the object of securing trained teachers with a broader and a more practical outlook in life.

The expenditure during the year on Vernacular training institutions was Rs. 5,09,000 of which 81·6 per cent. was met from Provincial funds, 4·4 per cent. from Municipal funds, 2 per cent. from fees and 12 per cent. from other sources.

10. The remarks made in the previous year's Review about the unsatisfactory nature of the accommodation provided for primary schools require still greater emphasis this year. How bad the state of things actually is in the case of some schools is revealed in the following remarks made by the Educational Inspector, Southern Division:—

“It is rather tiresome to have to repeat year after year the same old story of unsatisfactory buildings. But the fact is still there that many of our Primary school-buildings are unfit for use by children. In an age when even criminals are well housed and well looked after and when institutions for delinquents are no longer treated as juvenile jails, but as Reformatory schools, we still come across buildings in which it would be a social crime to house even delinquents.

Many a building suffers from too much of the sun, rain, and wind, while not a few have rooms where the sun's rays rarely penetrate and where air condition is almost entirely absent. These are not conditions that will help to improve the none too good health of the village and town children."

Government hope that the local authorities concerned will realise their responsibility in this matter and take suitable action without further delay in the interests of the health of the rising generation.

Education  
of girls.

11. The number of girls attending primary schools increased by 15,153 to 307,989. There has been an increase in the case of all communities except the Backward Classes which show a decrease of 680. The increase is indicative of the general awakening among the masses in respect of female education.

The Director of Public Instruction again draws attention to the low standard of teaching in primary schools of girls in rural areas and suggests as remedies the appointment of women supervisors and trained women teachers. Government hope that Local Authorities will adopt those suggestions as far as possible.

The number of girls attending the High Schools and Colleges also showed a marked increase during the year under report. This means that the public are now alive to the necessity of imparting higher education to girls who will be required to take an increasing share in the public life of the country.

Education  
of Inter-  
mediate and  
Backward  
Classes.

12. A striking feature of the Report is the marked increase all round in the number of pupils of the Intermediate and Backward Classes. This number has increased from 552,694 in 1934-35 to 580,537 in 1935-36 or an increase of 5 per cent. The largest increase, viz. 25,162 was in primary schools.

It is gratifying to note from the Report that there has been a good deal of general awakening among the Scheduled Classes themselves. There are signs of a weakening in the caste prejudice against them with the result that generally the Scheduled Class pupils are now admitted freely into ordinary schools and are allowed to sit together with children of the higher castes and that most School Boards are anxious to do all they possibly can, to help these children.

Education  
of Muham-  
madans.

13. The total number of Muhammadan pupils under instruction in all classes of institutions increased from 173,725 to 179,902 or by 3.6 per cent. in the Presidency proper.

The total expenditure on the education of Muhammadans was roughly Rs. 47,81,000 of which Rs. 19,99,000 was met from provincial revenues. The expenditure on institutions specially maintained for Muhammadans was Rs. 24,19,224 of which Rs. 11,04,230 was borne by Government.

14. Government are once more pleased to note that the year under Report was marked by a general progress in all directions and they desire to convey to the Director of Public Instruction personally, to the officers of the Educational Department, to officers and members of the local



authorities concerned and to all others responsible in any way for the good results obtained, their appreciation of the satisfactory results achieved during the year.

By order of the Government of Bombay  
(Transferred Departments),

H. T. SORLEY,  
Secretary to Government.

To

The Commissioners of Divisions,  
The Director of Public Instruction,  
The Director, Sir J. J. School of Art, Bombay,  
The Surgeon General with the Government of Bombay,  
All Collectors,  
The Director of Agriculture,  
The Director of Industries,  
The Backward Class Officer, Bombay Presidency,  
The Compiler, General Administration Report,  
The Superintendent, Government Printing and Stationery, Bombay,  
The Manager, Government Central Press, Bombay,  
The Director of Information (with spare copies for the Editors of  
Newspapers),  
The Oriental Translator to Government,  
The Secretary, Legislative Council (for the Reading Room for the  
Members of the Legislative Assembly),  
The Revenue Department,  
The General Department,  
The Home Department,  
The Finance Department (with a copy of the Report),  
The Public Works Department,  
The Under Secretary of State for India (by letter),  
The Chief Secretary to the Government of Sind (by letter).