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Report  
on  
Public Instruction in the  
Bombay Presidency

For the Year 1922-23

Price—Re. 1 As. 8

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# TABLE OF CONTENTS

	Page
<b>GRAPHS—</b>	
1. Public Institutions, Pupils, and Expenditure, facing ..	1
2. (a) Expenditure on education in 1909-10 and 1922-23 and the sources from which it was met, facing .. .. .	1
(b) The number of boys and girls attending educational institutions on 31st March 1923 and the percentage in each kind of institution, facing .. .. .	1
3. Growth in the number of pupils under instruction in the Presidency since 1855, facing .. .. .	1
4. Growth in total and Provincial expenditure on education since 1876-77, facing .. .. .	1
5. Growth of the percentage of pupils under instruction to population in	
(a) The Presidency including Indian States } facing ..	1
(b) British Districts	
6. Growth in the total cost and cost to Government of educating a pupil in Arts Colléges, facing .. .. .	8
7. Average annual cost of educating a pupil and average annual fee paid in Government and non-Government secondary schools, facing .. .. .	12
8. Growth in the total cost and cost to Government of educating a pupil in secondary schools, facing .. .. .	13
9. Growth in the total cost and cost to Government of educating a pupil in primary schools, facing .. .. .	20
10. Boys and girls in primary and secondary schools, facing ..	21
11. Growth of Mahomedan education in Sind and in the Presidency from 1914-15 to 1922-23, facing .. .. .	56
12. Distribution of Mahomedans in the various classes of Institutions from 1914-15 to 1922-23, facing .. .. .	57

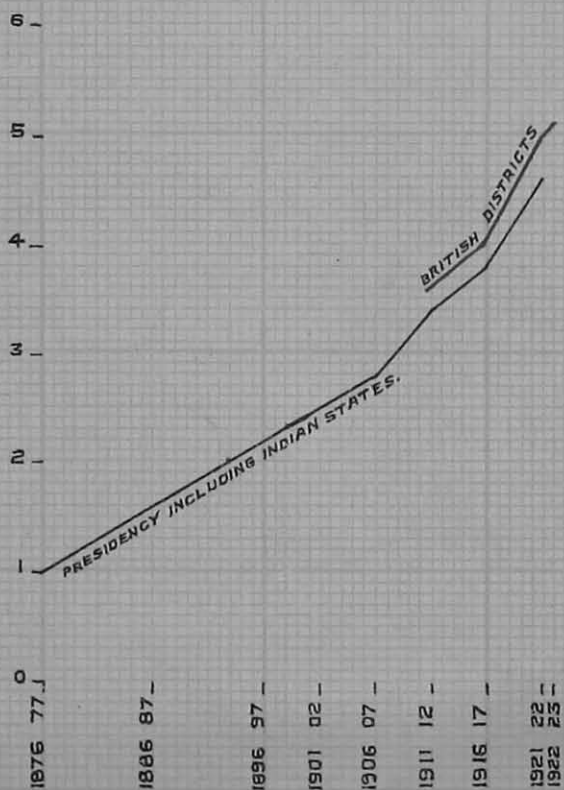
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<b>CHAPTER</b>	I—General Progress .. .. .	1
"	II—Administration .. .. .	4
"	III—University .. .. .	5
"	IV—Arts Colleges .. .. .	8
"	V—Secondary Education .. .. .	12
"	VI—Primary Education .. .. .	21

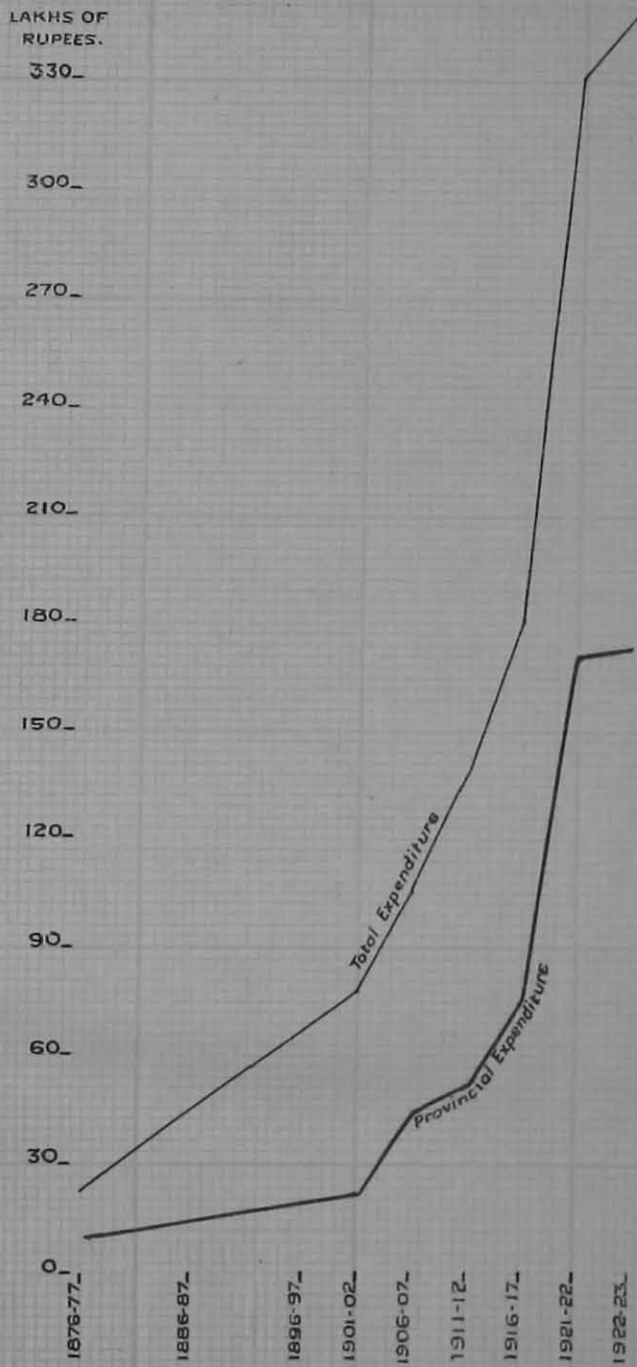
	Page
CHAPTER VII—Professional Education .. ..	31
„ VIII—Technical and Industrial Education ..	33
„ IX—Training of Teachers .. ..	40
„ X—Oriental Studies .. ..	45
„ XI—Education of Girls .. ..	46
„ XII—Education of Europeans .. ..	51
„ XIII—Education of Mahomedans .. ..	56
„ XIV—Education of the Intermediate and Backward Classes .. ..	64
„ XV—Education of Adults .. ..	76
„ XVI—Education of Defectives .. ..	80
„ XVII—Visual Instruction .. ..	81
„ XVIII—Reformatory schools .. ..	83
„ XIX—Unrecognised Institutions .. ..	85
„ XX—Text-Books, Libraries, Publications, etc. ..	86
 APPENDICES—	
Appendix I .. ..	88
Appendix II .. ..	89
 GENERAL TABLES—	
(a) Tables for British Districts .. ..	92—129
(b) Tables for Indian States .. ..	130—163

GRAPH SHOWING THE GROWTH OF THE  
PERCENTAGE OF PUPILS UNDER  
INSTRUCTION TO POPULATION.

PERCENTAGE OF  
PUPILS UNDER-  
INSTRUCTION  
TO POPULATION.



GRAPH SHOWING THE GROWTH IN TOTAL AND PROVINCIAL EXPENDITURE ON EDUCATION SINCE 1876-77.



GRAPH SHOWING THE GROWTH IN THE NUMBER OF PUPILS UNDER INSTRUCTION IN THE PRESIDENCY SINCE 1855.  
(The figures up to 1906-07 include pupils in Indian States.)

LAKHS  
OF  
PUPILS

10-

9-

8-

7-

6-

5-

4-

3-

2-

1-

0

1855-56

1866-67

1876-77

1886-87

1896-97

1901-02

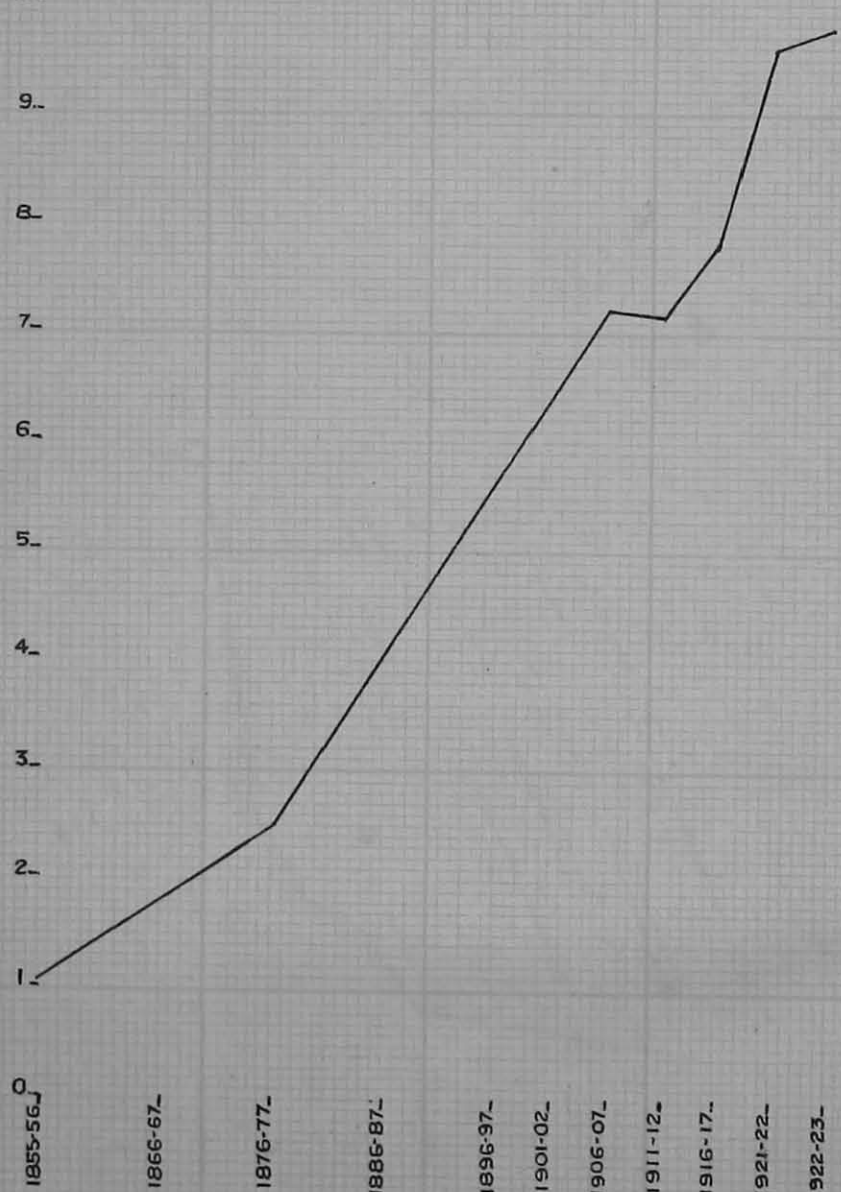
1906-07

1911-12

1916-17

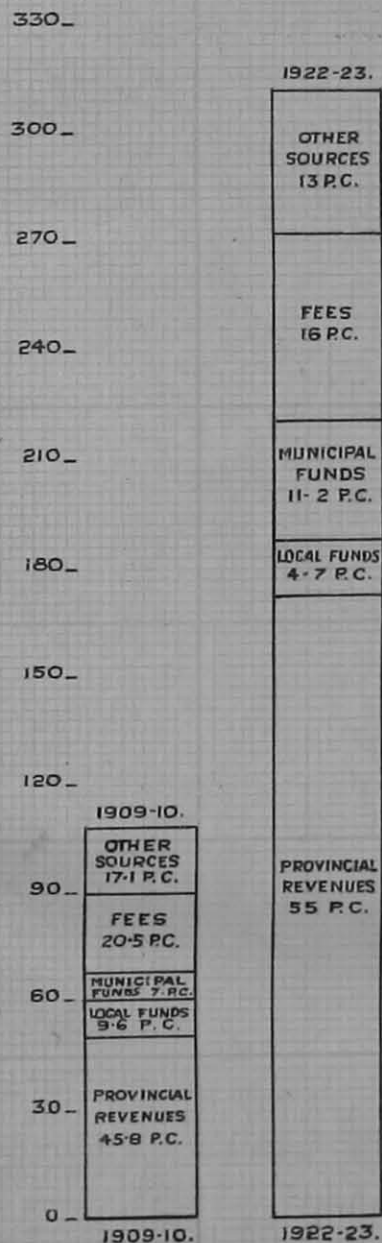
1921-22

1922-23



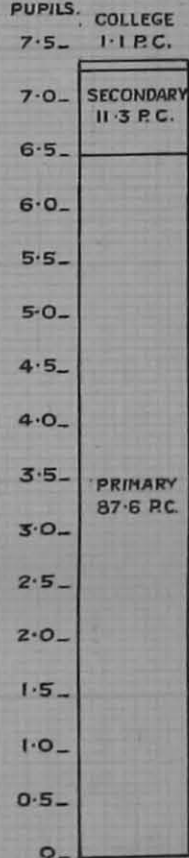
These two diagrams represent the expenditure on Education in 1909-10 and 1922-23 and the sources from which it was met.

LAKHS OF RUPEES

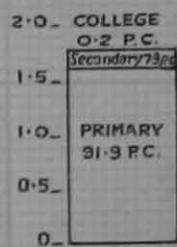


These two diagrams represent the number of boys and girls attending educational institutions on 31<sup>st</sup> March, 1923, and the percentage in each kind of institution.

LAKHS OF PUPILS. BOYS

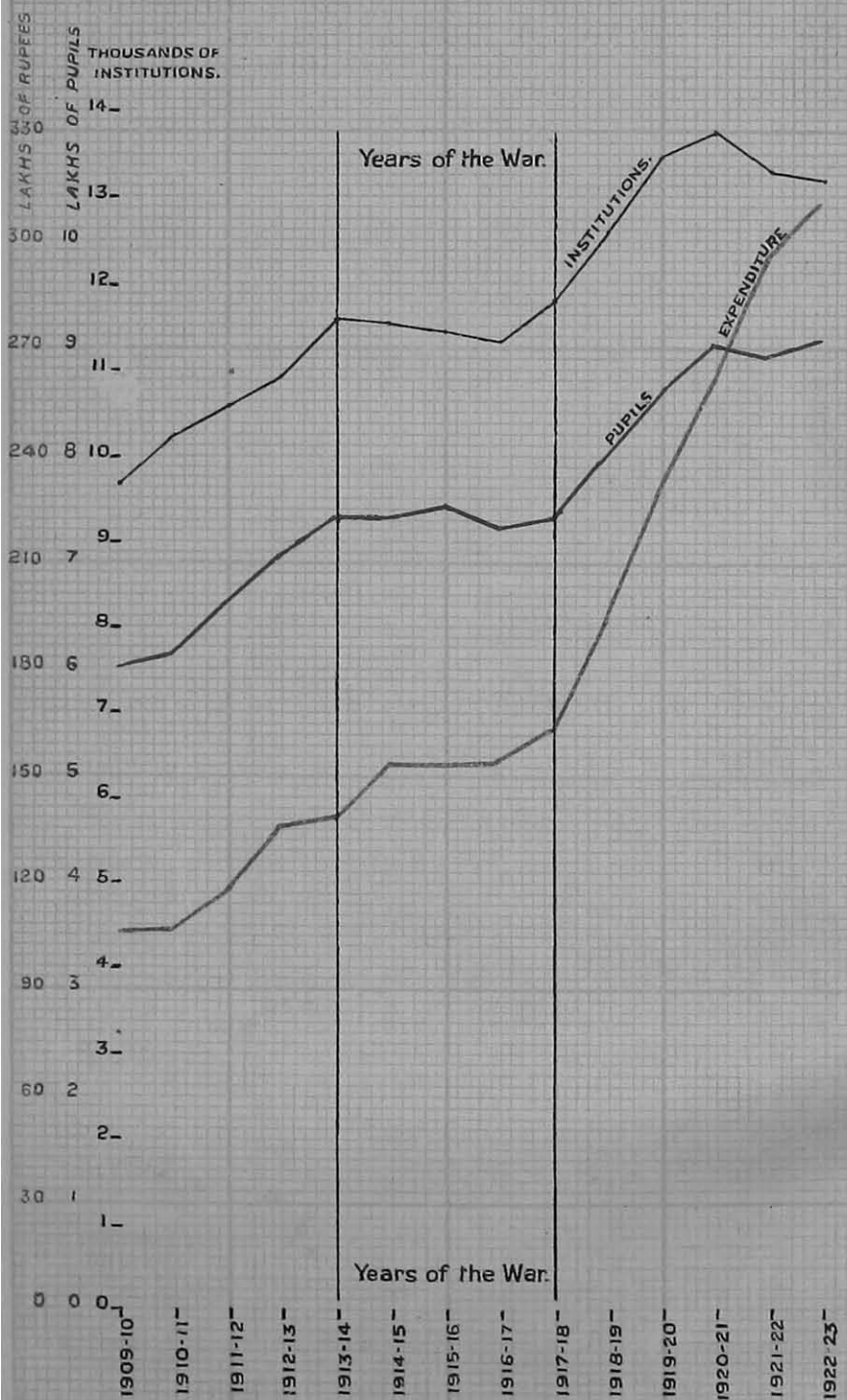


GIRLS





## PUBLIC INSTITUTIONS, PUPILS, AND EXPENDITURE.



# REPORT ON PUBLIC INSTRUCTION IN BOMBAY, 1922-23.

## CHAPTER I.

### GENERAL PROGRESS.

1. This Report has been unduly delayed by two causes, of which the first was that orders were received in April, 1923, for the introduction of new Government of India tables, which necessitated the issue of fresh instructions for the collection and return of figures. The second cause is the increased pressure of work both in this office and in those of the Educational Inspectors and Deputy Inspectors.

2. In my Quinquennial Report for the years 1917-18—1921-22, I reviewed at length every branch of education. I have, therefore, contented myself in the present Report with reporting progress, with the addition of a few remarks on matters which appear to call for special notice.

3. The main figures are given in the following paragraph, I had submitted to Government proposals for the year 1922-23 involving new and additional expenditure amounting to over Rs. 71 lakhs. Owing, however, to the cut which was forced on Government by the Legislative Council the allotment actually made was less by Rs. 8½ lakhs than that for the previous year. In these circumstances, it was impossible to hope for any great expansion or improvement in education.

4. The main features of the year as revealed by the statistics may be summed up as follows :—

The number of institutions increased by 61 to 14,961. Recognised institutions decreased by 40 to 13,269, while unrecognised institutions increased by 101. Of the recognised institutions, 12 are Arts and 7 Professional Colleges, and 475 are Secondary Schools, 12,402 Primary Schools, and 399 Special Schools. The 12,402 recognised primary schools were distributed among 9,736 out of 26,736 inhabited towns and villages—a decrease of 52 in the former (due to closure of Mulla Schools in Sind) and an increase of 49 in the latter. The number of pupils under instruction increased by 15,368 to 973,760. Those in public (recognised) institutions increased by 14,775 to 911,652 and those in unrecognised institutions by 593 to 62,108. There are, in all, 785,639 boys and 188,121 girls under instruction. The population under instruction in recognised institutions was per mille 72 males and 19 females, or 47 for males and females combined. Of the total number under instruction, 4,769 are Europeans, 29,513 Indian Christians, 740,792 Hindus (including Aborigines and Depressed Classes), 178,755 Mahomedans, 83 Buddhists, 16,044

Parsis, 416 Sikhs, and 3,388 others. The expenditure on Public Instruction increased by Rs. 15·7 lakhs to Rs. 311·8 lakhs. Of the total expenditure, 55 per cent. was defrayed from Government funds, 16 per cent. from Board funds (4·8 per cent. from District Local Board and 11·2 per cent. from Municipal funds), 16 per cent. from fees, and 13 per cent. from other sources. The following statement gives the expenditure from Provincial Funds during each of the last two years, according to the different heads :—

	Univer- sity.	Secon- dary.	Primary.	Special.	General (Direction, Inspection, etc.)	Exchange and expend- iture in England.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1921-22 ..	12,42,856	22,73,977	1,01,78,930	15,82,472	18,47,052	1,19,297	1,72,44,684
Percentage total ..	7·2	13·2	59·0	9·2	10·7	0·7	100
1922-23 ..	13,20,397	22,32,895	99,75,633	17,48,412	17,79,365	1,67,457	1,72,24,159
Percentage total ..	7·7	13·0	57·9	10·1	10·3	1·0	100

The total expenditure (Rs. 172 lakhs) on education from Provincial funds represented 12·7 per cent. of the total expenditure of Government under all Departments.

The very large sum which Government devote to Primary education (Rs. 99,75,633) has before been emphasized. It represents 57·9 per cent. of the whole expenditure. It is out of all proportion to the sums assigned by other local Governments for primary education, which in 1921-22 amounted in all to Rs. 2,36,93,355 against Rs. 1,01,78,930 spent in this Presidency. It must further be remembered that by far the greater portion of the cost of the training of teachers, as well as that of inspection, is on account of Primary education and might reasonably be debited to that head.

5. A prominent feature of the year was the passing of the Primary Education Act, 1923, which transfers the control of Primary Schools from the Educational Department to local bodies. A full account of the Act was given in my last Report (Quinquennial Report for 1917-18—1921-22). The introduction of the Act has been delayed pending the formulation of Rules, which, owing to the fact that the Act sets up an entirely new condition of affairs, and owing to the need for consulting local opinion, has proved a lengthy process..

I have referred in previous reports to the serious harm done to the schools by the Non-co-operation movement. By the commencement of the year under Report the movement had ceased as a working force except in the towns of Ahmedabad, Nadiad, and Surat. Time, however, only confirms the estimate of the harmful effects of the movement. Boys who have studied in the National schools are found to possess an altogether

inadequate knowledge of the subjects which they are supposed to have studied. The movement has done irreparable harm to the cause of education, and thus to the welfare of the people, the results of which are bound to be felt for many years to come.

6. The following Resolutions dealing with educational subjects were passed by the Legislative Council :—

(1) That a rule be inserted in the Grant-in-Aid Code that in all schools and colleges which are either the only institutions of their kind in the neighbouring area or which are not purely denominational in the sense of refusing admission to pupils not belonging to one particular religious denomination and which receive Government aid in any form whatsoever the attendance by students to any class of special religious instruction, which the parents or guardians of such students shall not have sanctioned, would be perfectly voluntary and that no payment in grant-in-aid should be made to any institution which will contravene the provisions of this rule.

(2) That a representative be nominated to the Court of Visitors of the Institute of Science, Bangalore.

Effect has been given to both of these resolutions.

## CHAPTER II.

## ADMINISTRATION.

7. The strength of the several Educational services on 31st March, 1923, stood as under :—

Various Cadres.	1923, stood as under :—				
Indian—Administration	..	..	..	18	} 60
Indian—Collegiate branch	..	..	..	42	
Provincial—General	..	..	..	75	} 108
Provincial—Collegiate	..	..	..	33	
Subordinate—Inspecting	..	..	..	141	} 1,337
Subordinate—Teaching	..	..	..	720	
Subordinate—Clerical	..	..	..	373	
Subordinate—Others	..	..	..	103	
*Miscellaneous or special appointments in all the three branches	..	..	..		32
				Total ..	1,537
*I.E.S.	..	..	..	2	
B.E.S.	..	..	..	7	
Others	..	..	..	23	
				32	

The total number of teachers in Vernacular schools (Government, District Local Board, and Municipal) was 24,976. Thus, excluding menials, the total establishment of the Department comes to 26,513. During the year two officers, one European and one Indian were appointed to the I.E.S., and 4 ladies, all Europeans, were promoted from the B.E.S. to the I.E.S. Of the 58 I.E.S. posts for men, 23 are held by Europeans; of these 6 are about to retire on proportionate pension. Twenty-one posts are held by Indians. The remaining 14 posts remain vacant.

8. There were no changes in the personnel except that Miss Corkery, Inspectress of Girls' Schools, Bombay and N. D., retired after a long and valuable service of 36 years and Mrs. F. L. Stockbridge was appointed in her place. Mr. Hesketh was appointed on special duty for two months from 1st April, 1922, to investigate the account and audit procedure in the Educational Department and again for three months from 5th February, 1923, in connection with the introduction of the New Primary Education Act. Owing to the development of education and the ever increasing interest taken by all sections of the public in educational matters the work has considerably increased and the Director of Public Instruction and the Educational Inspectors are heavily overworked. The appointment of a Deputy Director in place of the Assistant Director of Public Instruction and the creation of the temporary post of an additional Superintendent in the office since the close of the year go only a small way to relieving the Director of the intolerable burden of work.

The cost of Direction was Rs. 1,20,623 and that of Inspection Rs. 13,14,881. The two together formed 4.6 per cent. of the total expenditure on public instruction.

9. Government sanctioned the continuance of the temporary appointment of Mr. Miller as Provincial Secretary of the Scout Commissioner. Bombay Boy Scouts Council for a further period of three years from 1st March, 1923.

## CHAPTER III.

## THE UNIVERSITY.

10. The number of colleges affiliated to the University increased by 3 to 23 and the number of pupils in them by 980 to 9,445. The increase in the number of colleges is due to the affiliation of the Sind National College, Hyderabad, the N. E. D. Civil Engineering College, Karachi, and the Government Secondary Training College. The schools recognised by the University increased by 5 to 247.

Examinations. 11. The results of the more important examinations are given below :—

*Results of the different Examinations of the University of Bombay held in the year 1922-23. British Districts only.*

Nature of Examination.	Number of Candidates.	Number of Passes.			Total Passes.	Percentage of total Passes.
		I Class.	II Class.	III Class.		
M.A. .. ..	70	1	17	22	40	57.14
M.Sc. .. ..	5	1	..	4	5	100.00
B.A. Honours .. ..	344	19	172	93	284	82.55
B.A. Pass. .. ..	538	..	..	255	255	47.39
B.Sc. Honours .. ..		There is no separate Examination for Honours.				
B.Sc. Pass .. ..	134	6	29	40	75	55.97
I.A. .. ..	1,021	4	79	486	569	55.72
I.Sc. .. ..	365	14	63	112	189	51.78
Matriculation* .. ..	5,284	There are no classes at this Examination.			3,242	61.35

\*The University does not hold its own Matriculation Examination. A School-Leaving Examination is held in the Bombay Presidency by a special Board constituted jointly by the University and Government. A pass in that Examination under certain conditions entitles a student to matriculate at the University. The figures given here are in respect of the School-Leaving Examination in so far as it was taken by such candidates as offered the subjects prescribed for the purposes of Matriculation.

12. The total expenditure of the University increased by Rs. 9,760 to Rs. 3,81,544. Examination fees increased by Rs. 19,523 to Rs. 2,66,135.

13. Sindhi has been included among the vernaculars prescribed for the B.A. Examination. To make the M.C.E. degree more accessible and more attractive it has been resolved that it shall be obtainable by means of an original thesis on an Engineering subject. The B.A. Compulsory English course has been revised.

Royal Institute of Science. 14. The Institute had 69 students preparing for the Inter-Science, B.A. (Science), and B.Sc. classes.

The Institute is now seriously engaged in fulfilling the purpose for which it was founded, namely, the prosecution of Research. During the year the following problems were under investigation :—

(A) *Physics Department.*

- (1) Experiment in striated discharge.
- (2) Elastic constants of thin plates.
- (3) Hysteresis in wood under the influence of longitudinal and torsional stresses.
- (4) Measurement of viscosities in salt solutions.
- (5) Examination of spectral lines with high resolving interferometers.
- (6) Thomson effect in metals.
- (7) The loss of heat by radiation in the presence of a flow of gas.

(B) *Inorganic and Physical Chemistry Department.*

- (1) Production of Nitrous Oxide in the reaction between a metal and its nitrate.

(C) *Organic Chemistry Department.*

- (1) Derivatives of Pyrogallol and Gallic Acid.
- (2) Condensation of Chloral with M-cresotic Acid.
- (3) Derivatives of Carminic Acid.
- (4) The composition of Indian Eucalyptus oil.
- (5) The action of Hydroxylic groups on Sodium Borate solution.
- (6) The production of Ethylene from Potassium Ethylsulphate.
- (7) The Bromination of Sulphonated M-cresotic Acid.
- (8) Rennet Casein.
- (9) Strength of Casein glues.

(D) *Biology Department.*

Zoology.

- (1) Collection and description of local fishes : 400 specimens constituting 125 specimens and 60 genera : several new species and variations have been detected.
- (2) *Conorhinus Rubrufasciatus* and its bionomics.
- (3) Anatomy of the above.
- (4) Biting Insects of Assam (Part II).
- (5) Survey of coastal fauna of Bombay.

## Botany.

- (1) Botanical and Ecological Survey of the Flora of Mahableshwar.
- (2) Vegetative propagation of root runners in two species of Clerodendion.
- (3) Vascular Anatomy of Amarantaceae.
- (4) Marginal decay in leaves.
- (5) Herbarium work.

During the year under report additional apparatus was provided at a total cost of some Rs. 60,000 for the various Departments. The electric installation has been nearly completed, at a total estimated cost of Rs. 1,30,000.

15. The **Provincial Advisory Committee** transmitted 65 applications for admission to British institutions; of these, 45 were accepted, 5 were rejected, and 15 are still under consideration. The number of enquiries made in writing increased by 8 to 763, while the number of inquiries by personal visit decreased by 8 to 440. The number of students who applied for information regarding educational institutions in Great Britain, America and Japan was 550, as against 527 in the preceding year. 711 prospectuses and copies of regulations, etc., were issued to these applicants.

16. The **University Training Corps** had 633 on its rolls against a full sanctioned strength of 664. The Colleges in Bombay, Poona and Sangli contribute to the Company. A detachment has recently been started at Dharwar. The largest contingent is from the Fergusson College, which has 110 to its credit. A camp of training was held for a fortnight at Kirkee. Mr. Hamill, the officer in charge of the Company, reports:—

“This movement, I think, is a most valuable factor in student life. It inculcates habits of self-respect, discipline and camaraderie, and affords to these students and these members of the staff who go to camp an opportunity of getting to know one another in a way that would otherwise be impossible.”

I can myself speak from my own experience of the very great moral value of the University Training Corps and especially of the yearly training in Camp.



## CHAPTER IV.

## ARTS COLLEGES.

17. The number of Arts Collegés in British Districts increased by 2 to 12, of which 4 were Government, 7 Aided, and 1 Unaided. The new College was the Sind National College at Hyderabad, Sind. The number of students increased by 285 to 5,114, including 219 women, against 179 women in the preceding year. There were 1,441 students in Government, 3,608 in Aided, and 65 in Unaided Colleges. St. Xavier's College, Bombay, had 1,078 on its rolls and the Fergusson College, Poona, 855. Of the women students, 144 were in Bombay and 50 in Poona.

18. The total expenditure increased by Rs. 1,59,022 to Rs. 14,08,156, of which 38·7 per cent. was met from Provincial Revenues and 42·5 per cent. from fees. Government grant to Aided Colleges shows an apparent increase of Rs. 29,591 to Rs. 1,93,742. If, however, we deduct the grant of Rs. 37,742 given to the School of Sociology and Economics, the grant was really less by Rs. 8,152 than that given in the previous year. The average annual cost per student in Government Colleges was Rs. 374, of which Rs. 245 was borne by Government. The average cost per student in non-Government Colleges was Rs. 245, of which Rs. 54 was met from Government funds. The above figures do not take account of fees. The average annual fee per head was Rs. 125 in Government Colleges and Rs. 118 in non-Government Colleges.

## Hostels.

19. Of the 5,114 students, 1,453 resided in hostels.

## Examinations.

20. Of the 40 successful students in the M.A. Examination, 17 gained Second Class Honours; of the 5 at the M.Sc. Examination, one passed with Distinction (from the Gujarat College): of the 284 candidates for the B.A. Examination, 19 obtained First Class Honours, and of the 75 candidates for the B.Sc. Examination, 6 passed in the First Class, 3 with Distinction. The numbers of those who appeared for the various examinations are given in the previous chapter. It will be seen that 539 out of 882 passed the B.A. Examination (Pass and Honours combined). I give below the numbers for this examination for various years in the past :—

	Appeared.	Passed.
1885	92	69
1895	211	139
1905	396	273
1910	507	280
1915-16	754	481
1916-17	1,001	577
1917-18	1,125	657

GRAPH SHOWING THE GROWTH IN THE TOTAL COST  
& COST TO GOVERNMENT OF EDUCATING  
A PUPIL IN ARTS COLLEGES

RUPEES  
300.

270.

240.

210.

180.

150.

120.

90.

60.

1914-15.

1915-16.

1916-17.

1917-18.

1918-19.

1919-20.

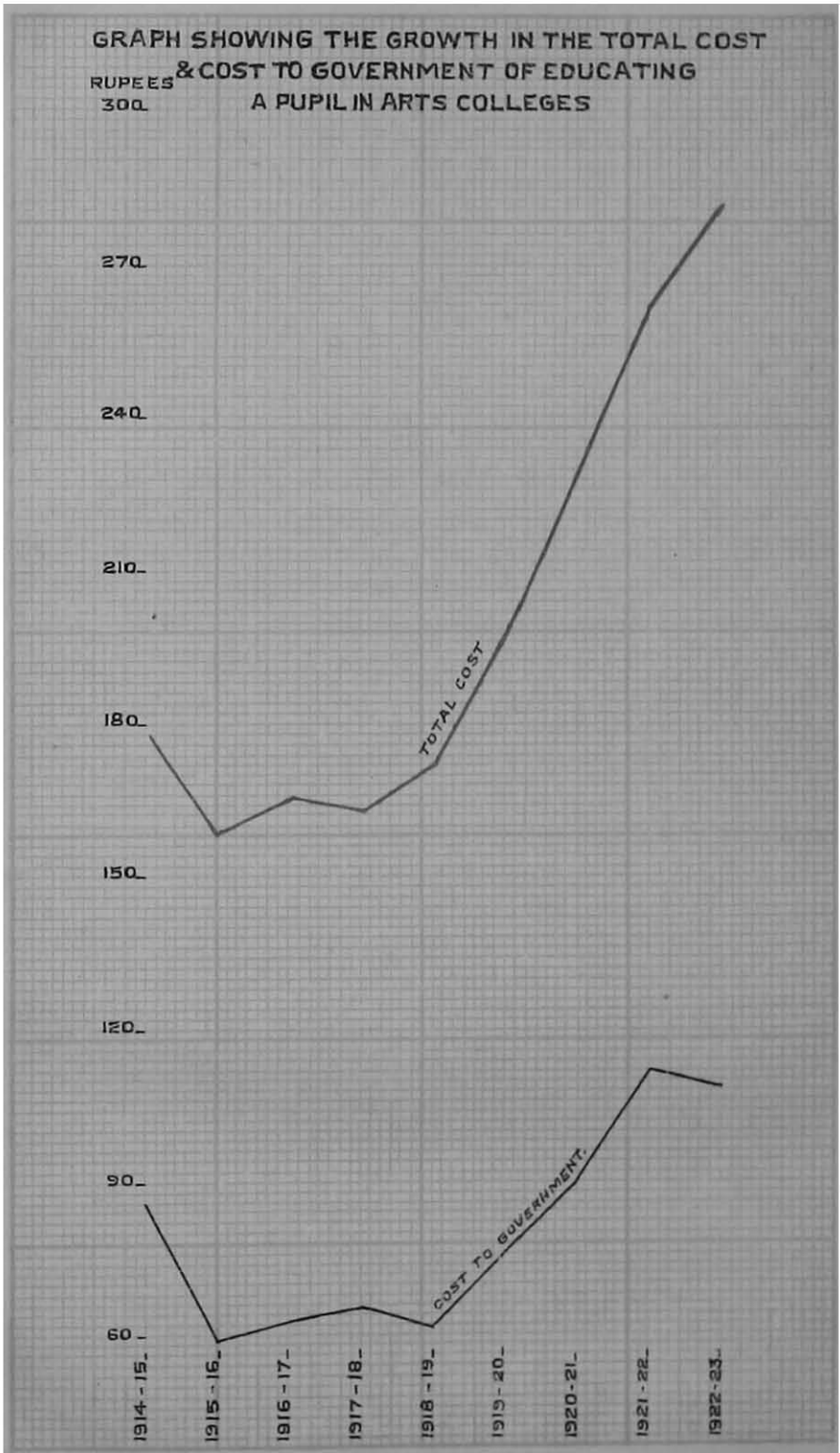
1920-21.

1921-22.

1922-23.

TOTAL COST

COST TO GOVERNMENT



	Appeared.	Passed
1918-19 .. .. .	1,096	695
1919-20 .. .. .	1,189	598
1920-21 .. .. .	1,081	719
1921-22 .. .. .	976	676
1922-23 .. .. .	882	539

It would appear that the fall in the numbers in the last two years is due partly to the Non-Co-operation movement and partly to the increasing recognition of the fact that the B.A. Examination is not a sure means of obtaining lucrative employment. Were the facilities for technical and professional education greater, there can be no doubt that the number of those who take the B.A. would be still less; as is shown by the enormous competition for admission to the College of Engineering and to the Medical College. The general depression in trade and in all industries also affects the question as there are fewer young men who are able to pay for a College education.

The following remarks by the Examiners in English at the B.A. Examination may be found interesting :—

“ The Composition of the candidates was on the whole very creditable as regards both matter and expression. Comparatively few failed to obtain pass marks and several wrote admirably. Composition is the usual test of a candidate’s knowledge of English ; for practical purposes a mastery of English language and not artificial knowledge of English literary history should be looked for. Ability to write good plain English based on a reading of sound modern prose texts and ability to converse in the language with a native Englishman would be much more useful and of greater educational value than the present examination which appears to be an imitation of English University courses for English-speaking peoples. Unless India wishes to make English her literary language there is no reason for burdening all her undergraduates, whatever their study, with the present examination, not in English but in English literature. As candidates taking Sanskrit have to take English, it is clear that many who have to study English have no interest in it ; it is therefore no matter for surprise that the papers in Voluntary English pass were disappointingly poor. Perhaps the new English courses on the anvil will lead to beneficial changes in this respect.”

21. The Principals report that it is almost impossible to do any sort of tutorial work in the large classes which are at present in vogue. All that it has been possible to do is to improve the system of essay writing. In this connection Mr. Hamill, Professor of English, Elphinstone College, reports :—

“ In connection with the First Year Essay I beg to emphasise the importance of maintaining the present system of dividing these essays over the whole staff of the College. This system enables the teacher to devote an amount of attention to individual students at

what is one of the most important periods of their careers. This is the first time I have seen this system in operation and I have the highest opinion of its value. It enabled me to put to the test a number of experiments to discover which kind of subject best lent itself to treatments by young students, and as a result, I found that several in my division had a very happy faculty for the creation of imaginary situations and characters, and also for the handling of dialogue."

Mr. Wilkinson observes :—

"No visible general improvement has followed the arrangements I attempted to make at the commencement of the year for more exercise or tutorial work. The terminal examination which was re-introduced in October was not favourably received by the students and it will take some time to improve the general standard of steady work and industry which these class exercises and home work are intended to effect. Good students undoubtedly benefit from the individual assistance they receive, but the average student prefers to trust to his memory or learning the lecture notes by heart."

On the First Year Arts Examination held by College authorities the Principal, Elphinstone College, remarks :—

"As a result of having a modern book of essays to study, First Year students displayed more than usual interest in composition and some made exceptional progress. It is becoming more and more difficult to maintain a satisfactory standard in this College examination, owing to variations in the standards of other Colleges and to the introduction of the compartment system, which certainly makes it easier to pass."

Mr. Robertson, Principal of the Gujarat College, is very strong on this point. He observes :—

"I have to state once more that I have little respect for the First Year Arts Certificate Examination. By the necessities of the situation the examination of the candidates' papers is largely done by young assistants, who lack experience and nerve, and are disposed to be merciful to very doubtful cases. Though senior professors take some part in the certificate Examination of the class, they are principally engaged in correcting the papers of the higher classes, which makes it impossible for them to do more than a portion of the corresponding work of the First Year Arts Examination. In the year under report, however, I arranged that the senior professors should 'moderate' on the marks assigned by their assistants, and the results show that better examining has taken place than occurred last year. On the whole, I wish the University to resume charge of this examination."

There appears to be a strong consensus of opinion that the transfer of the First Year Examination to the Colleges which was effected in 1913 has not met with that success that was hoped for and that it is desirable that the University should resume control of the examination.

Discipline and College Life. 22. Mr. Rawlinson from the Karnatak College, Dharwar, reports :—

“ One of the most gratifying features of the year was the great change in tone which has appeared throughout the College. The dis’urbing political elements have entirely disappeared and the students have applied themselves to their studies with a cheerful zeal entirely absent during the past three years. I do not think it is too much to say that Non-Co-operation is absolutely dead as far as the Karnatak College goes, to the obvious relief of all concerned, especially the students themselves. Relations between the students and the staff, both in and out of the College have been noticeably cordial, and I have not had to deal with a single serious breach of discipline during the whole period under report. The results of the past disturbances are still visible in the work of the senior classes, which have a good deal of leeway to make up. I am confident, however, that the University Examination results will show a very marked improvement on the past two years.”

23. One of the Maratha scholarships was awarded to a senior B.A. student of the Deccan College, Poona, who is appearing in Sanskrit (Honours). He is reported to be doing well. The other Maratha scholarship was awarded to Mr. G. S. Chavan in the senior B.A. Class. The Principal reports that his scholarship was suspended in October owing to lack of progress, and finally cancelled when he wholly failed to show progress in March, 1923. A Maratha student, A. S. Bodke, who is appearing for the B.A. with Honours in English, was exempted from payment of fees. Miss K. M. Desai and N. G. Shinde, Marathas, hold scholarships of Rs. 20 per mensem reserved for backward classes, and both show ability and industry. These results are on the whole encouraging.

## CHAPTER V.

## SECONDARY EDUCATION.

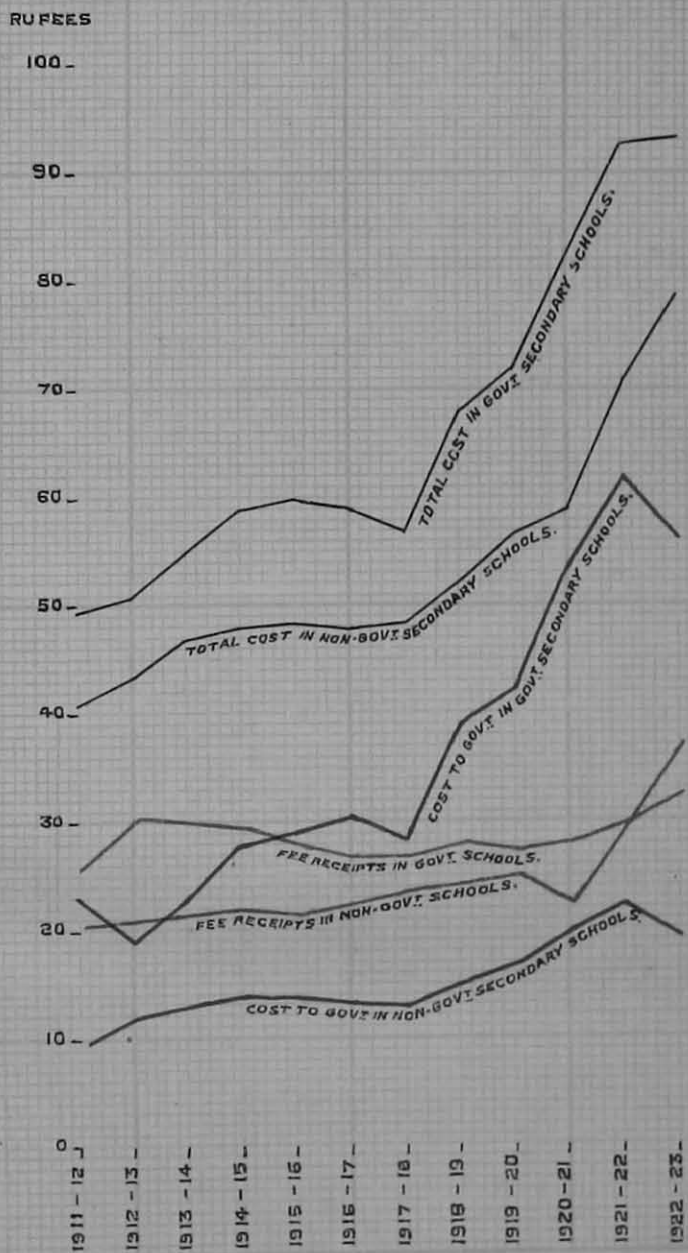
24. The total number of secondary schools for Boys and Girls, inclusive of European and English-teaching schools, decreased by 14 to 449, but the number of pupils in them increased from 77,607 to 78,524. There are 145 High and 218 Middle schools for boys, and 47 and 39 respectively for girls. Of the 363 secondary schools for boys, 42, with 8,486 pupils, are European and English-teaching schools, and 321, with 59,409 pupils, are Anglo Vernacular schools. By management, 35 with 10,651 pupils were Government schools, 5 with 518 pupils District Local Board schools, 51 with 6,274 pupils Municipal Board schools, 305 with 52,789 pupils Aided, and 53 with 8,292 pupils were unaided.

25. The total expenditure on all secondary schools for boys and girls rose by Rs. 2,15,989 to Rs. 57,92,962, of which 30 per cent. was met from Government funds, 2 per cent. from District Local Board and Municipal funds, 46 per cent. from fees, and 22 per cent. from other sources. The grants paid to aided schools amounted to Rs. 11,20,812, showing a decrease of Rs. 1,35,114, due to the temporary reduction on account of the financial stringency of grants for boys' schools from one-third to one-quarter of the expenditure and to the discontinuance of the supplementary grants. Government have now decided to restore the grants to their previous basis.

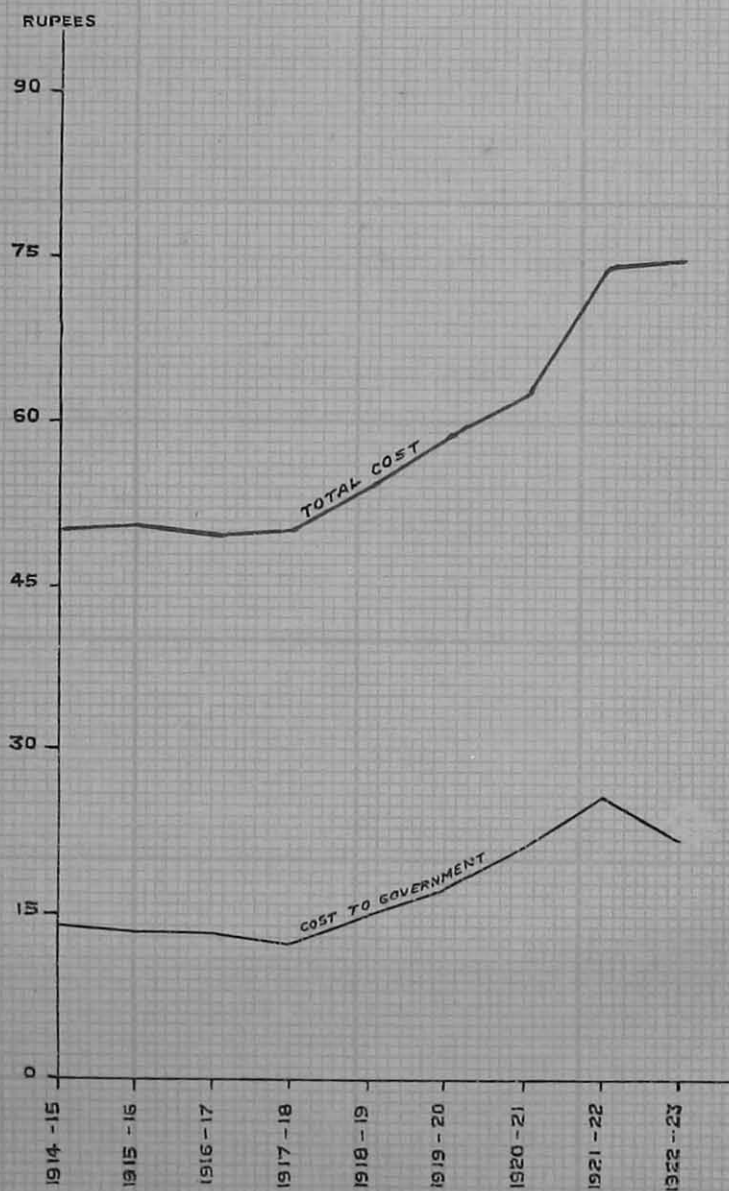
The average cost of a secondary school for boys and of a pupil attending one was respectively Rs. 12,547 and Rs. 64·5. The average annual cost per pupil in a Government, Board, Aided and Unaided school was Rs. 89·7, 49·6, 66·2 and 68·0 respectively. The total cost per pupil in a Government school increased from Rs. 89·5 to Rs. 89·7 and that in a non-Government school from Rs. 64·2 to Rs. 64·5. The net cost (*i.e.*, after excluding fees) in the two classes of institutions, however, decreased from Rs. 57·4 to Rs. 51·1 and from Rs. 34·9 to Rs. 31·9 respectively; while the cost to Government decreased from Rs. 57·2 to Rs. 50·7 and from Rs. 16·8 to Rs. 13·9. The decrease in the net cost in Government schools is due to the enhancement in the rate of fees (*vide* paragraph 26). The decrease in the cost to Government in non-Government schools is due to reduction in the grants.

26. The number of teachers in secondary schools for boys and girls increased by 25 to 3,555. Of these, 605 or 17 per cent. are trained, against 852 in the preceding year, and 36 per cent. possess degrees. The decrease in the number of trained teachers is due to the fact that teachers with teaching certificates without regular training, who were hitherto classed as trained, have now been treated as untrained. In Government schools 52 per cent. were trained, and 68 per cent. were graduates. The average number of teachers per school was 9 and of pupils per teacher 18. In non-Government schools the percentage of trained teachers is only 10·8 and the

DIAGRAM SHOWING AVERAGE ANNUAL COST OF EDUCATING  
A PUPIL AND AVERAGE ANNUAL FEE PAID IN GOVT.  
AND NON-GOVT. SECONDARY SCHOOLS.



GRAPH SHOWING THE GROWTH IN THE TOTAL COST AND COST TO GOVERNMENT OF EDUCATING A PUPIL IN SECONDARY SCHOOLS.





percentage of graduate teachers is 30·5; 86·4 per cent. of the total number of pupils under instruction are in non-Government schools, in which the average of pupils per teacher is 22.

Most of the Inspectors repeat the old remark that except in Government service most of the teachers regard their employment as temporary, and merely as a stepping-stone to some better paid form of employment. It is a truism that in the generality of schools, *i.e.*, excepting those schools in which the teachers for philanthropic reasons give their services for a remuneration which is below their real economic value, efficiency depends on ability to secure and to retain competent teachers. It is thus a matter of funds. The problem is who is to pay. It is unlikely that Government will ever be able to increase the rate of their grant-in-aid. It is indeed doubtful whether in view of the demands of primary education they will be able to increase their allotments so as to keep pace with the normal expansion of secondary education. It would seem, therefore, that the answer is that it is the consumer, in other words the parent, who must provide the extra money. This means increased fees. The fees were increased in 1922. They are now as follows:—

	Standard.	Bombay.		Mofussil.	
		Rs.	a. p.	Rs.	a. p.
I	.. ..	3	0 0	2	8 0
II	.. ..	3	0 0	2	8 0
III	.. ..	4	0 0	2	8 0
IV	.. ..	5	0 0	3	8 0
V	.. ..	5	0 0	3	8 0
VI	.. ..	6	0 0	5	0 0
VII	.. ..	6	0 0	5	0 0

These are the rates for Government schools. Government require that schools recognised by them shall charge fees which are at least two-thirds of the above rates. In practice, most of the schools charge in excess of this requirement. There are schools in Bombay which charge fees higher than those prescribed for Government schools.

The scheme for a pension fund for teachers still hangs fire owing to the inability of Government hitherto to finance it. Such a scheme by providing an incentive to teachers to stick to their profession would be of great help to the schools and to the cause of secondary education generally.

27. The number of students residing in hostels attached to secondary schools decreased from 7,575 to 5,662. The decrease is due to the exclusion of boys residing in non-approved hostels. The number of boarders in hostels attached to Government High Schools was 645 boys and 60 girls against 671 boys and 78 girls. The decrease is due partly to the high cost of living in the hostels. This is a matter to which very careful attention is being paid. The decrease is also due to the springing up of a large number

of sectarian hostels the living in which is generally cheaper than in the Government hostels. The Educational Inspector, C. D., observes :—

“ A number of what are called ‘ community hostels ’—about 11—have of late sprung into existence. One of them is for Brahmin students. These boarding-houses are a sign—an encouraging sign—of the times. They appear to me quite essential in the present educational condition of the backward classes. They would not be financially supported unless run on communal lines. It is too early yet to expect our people to lift their benevolent ken beyond the restricted sphere of their own caste. But there is a tendency, I understand, in certain quarters to make these boarding-houses quite self-sufficient. They have their own festive gatherings, debating societies and play-grounds. Opportunities for free intercourse, for bringing the members of all classes together are thus reduced to a minimum. At a time when the relations of the various communities are not of the happiest, should it not be a matter of the utmost importance for us to see that their younger representatives are thrown together on all possible occasions, that they rub shoulders and exchange views, get to know one another and understand the strong points and weaknesses characteristic of each ? The danger is that along with the undoubted good that they do community hostels might engender among their inmates a spirit of exclusiveness, a kind of sullen aloofness, with reference to the other communities. If that happens, any advantage secured will have been purchased at a heavy price. Of the inmates in these hostels 225 attend Secondary Schools.”

It seems to me that the apprehension expressed by the Educational Inspector is well-grounded, and that the influence of such hostels is calculated to militate against that of the school, which should rest on a broader basis than that of community.

28. The Inspector of Science Teaching  
 Science teaching. reports :—

“ The year under review has not been one of marked progress. Expectations of improvement all round in newly recognised schools have not been realised and most of the other schools remained practically in the same condition in which they were. Retrenchment has affected Science teaching in secondary schools to a much greater extent than any other branch of secondary education. Any further cutting down of the expense on science teaching by schools is bound to retard its progress.”

He complains that the grants sanctioned during the year for science equipment for the whole Presidency amounted to Rs. 2,626 only. He points out that the first subjects to suffer from this curtailment have been those items which do not affect the examination results, and that science has suffered proportionately. He pleads for a special recurring grant for science equipment. The sum he suggests is Rs. 10,000, which would work out at about Rs. 40 per school per annum.

As regards school work and method he observes :—

“The Science work in schools is rigidly restricted to the course leading to the School-Leaving Examination. There is very little attempt, except in one or two schools, to broaden the outlook of the students and to develop an intelligent appreciation of what is going on in the world. Short talks after school hours or class conferences on subjects outside the course though intimately related to the work done, are unknown. Even composition on subjects scientific is not very often heard of”.

The Educational Inspector, N.D., remarks :—

“The subject does not receive the same attention in aided schools as the Government ones owing to lack of adequate apparatus, spacious halls, and competent teachers. Another reason why sufficient attention is not bestowed in general is the absence of this subject among the compulsory subjects for the Joint Board Examination. There is a general complaint from sober public and even from the teachers that only scamped, perfunctory attention is paid by the teachers and the taught to Science and physical geography because these subjects do not form part of the curriculum for University Examinations. Apparently much attention is paid to fair note-books of the laboratory work by way of window-dressing for annual inspection and little to the theoretical portion. I have no hesitation in endorsing this public opinion, even discounting the general tendency of the people to praise the past and depreciate the present times. The University will have sooner or later to tackle this question again and revise the curriculum in the light of present experience.”

I have in previous years referred to the opinion almost universally held by those who are directly connected with teaching in the schools that Science teaching will never receive the attention it deserves until it is made an examination subject for the School Leaving Examination. In Government schools an examination is held in Science as a qualifying test for admission to the examination. The same remarks apply to the teaching of Geography.

29. Hygiene and Physiology are taught in A. V. Standards IV and V.

Hygiene. First Aid is regularly taught in the seventh Standard of all schools. It is a common complaint that the subject, owing to the difficulty of securing the services of qualified medical men, is not taught systematically. In this connection the Head master, N. J. High School, Karachi, observes :—

“The subject is taught here by trained graduate teachers possessing a certificate from the St. John Ambulance Association. One condition of admission to the examination held by the local branch of this Association is that the teacher of First Aid must be a medical man. This condition precludes the possibility of our boys entering for these examinations and prevents the school from remaining in touch with the Association. Both the school and the Association stand to lose by this feeling of separation. The school loses in so far that it gets no expert guidance. The Association loses in so far that it does not bring into its

fold a centre where First Aid is taught to from 100 to 140 boys—a centre which would provide a much wider field for their work than all their accumulated activities at Karachi, for it was only 89 persons that entered for their certificate examination last year.”

30. At Dharwar, Belgaum and Bijapur both paper and wood sloyd are taught—paper sloyd in Standards I to III and wood sloyd in IV and V. Paper sloyd and clay modelling are voluntarily learnt by some boys at Nadiad.

31. Direct moral instruction is given in all Government schools. I quote the following from the report of the Educational Inspector, N. D. :—

“ One period every week is regularly devoted to direct moral instruction in all schools. Almost all Head masters are uniformly of opinion that the personality of the teacher is an essential factor in the formation of good habits and cultivation of morals.”

The fact is that if a teacher is not respected no amount of moralising will have any effect on his students, while if his influence is good he will do more by mere example and by a timely word here and there than by set homilies.

32. In Government schools and in certain aided schools a regular record is maintained of the weight, height, eye-sight, and chest measurements of pupils, and any serious defects are brought to the notice of the parents.

33. Drill is performed in all schools. It is to be feared, however, that in many schools it lacks that smartness which is the most important factor of school drill as producing the habit of responding immediately to the spoken word. Games are played in all schools, in some with great keenness, in others with languishing interest. In Government schools every encouragement is given to the staff to take part in the boys' games. The House system described in my last Quinquennial Report continues in force at the N. J. High School, Karachi.

34. The Boy Scout movement continues. Mr. Miller contributes the following note on the progress of the movement :—

“ Since that date (31st July 1922) the only marked progress made in the movement has been the training of many more men at Lonavla training Camp and the starting of troops under the various Local Associations of which at the time of writing (April 15, 1923) there are 32, as against 23 in July 1922.

“ In July last there were 177 trained men. Now there are 413 divided as follows :—304 Hindus, 18 Mahomedans, 25 Christians, 28 Parsis, 20 Lingayats, 7 Europeans and Anglo-Indians, 10 Sindhis, 1 Depressed Class. Of these 322 are schoolmasters, 64 clerks and others, and 27 students.

"It is unfortunate that many of the men who have received training at Lonavla have not used their knowledge for the training of either Troops or other men and so the camp was closed for good on 26th March 1923 to enable Mr. Miller to go round the Presidency and arrange work for all trained men, if possible. If however there is a demand for the re-opening of the Lonavla camp, say in a year's time, it could be re-opened, but only on the distinct understanding that if a man goes through the course and then does not take up the work within a reasonable time he would have to refund the money spent on him during the course.

"There can be no doubt whatever that the Training Camp at Lonavla was successful. One of the most noticeable points about it was the excellent spirit of brotherhood displayed by every course, the jumbling-up of castes apparently making no difference whatever. The camp also was singularly free from sickness, and there were no casualties of a serious nature. A local Doctor was called in twice during 15 months.

"The Camp was visited by His Excellency the Chief Scout in November last and by several prominent Scouters, including the Organisers of Scouting in Baroda, Mysore, and the Central Provinces, and several of the Bombay Provincial Scout Council. The Deputy Educational Inspector for Visual Instruction also visited the Camp and took a series of photographs with the object of preparing stereoscopic photos and lantern-slides for use in schools.

"The staff have now returned to their respective Educational posts—one to Bombay, one to Satara, one to Belgaum and one to Dharwar, where they are continuing their Scout work."

**School Work and Methods.** 35. The Educational Inspector, N.D., states :—

"As for private schools the work and methods can hardly be on a par with those in Government schools by reason of meagre pay and lack of trained and permanent teachers. They are mostly business concerns and hence desirable improvement cannot be expected, though all that is possible is being done by a liberal though judicious assessment of grants. Besides, many an aided school has suffered a good deal owing to non-co-operation propaganda. Under such circumstances it is quite natural that managers are more anxious to swell the number than to look to the quality of education and improvement in the methods of teaching."

The Head Master, High School, Sholapur, reports :—

"Unfortunately there is in these days such an abundant supply of examination guides and keys, questions and ready made answers, solutions of examples, scrappy notes on History and such other subjects that the school is unable to completely stop the abuse of these so-called 'guides or aids to study'. The use of a good dictionary is not yet as common as it ought to be. There is perhaps less of exacting work from the students than there is need for. Home work timetables have

become a mere formality. The home condition of most of our students is unfavourable to the formation of studious habits and it is not easy to get them to do any home work properly. In fact in many cases little home work is done. Many guardians know little of school. Irregularity in attendance and neglect of home work on the part of their wards are not matters of serious importance in their eyes. Promotion to a higher class, whether deserved or not, is the only thing they care for.

“It is to be regretted that Science, Geography, and Vernacular still continue to be certificate subjects. Although the school is doing its best to insist upon the proper study of these subjects some of the boys and their guardians are inclined to think that the school is overdoing its part in attaching importance to these certificate subjects and thus robbing the students of the time which they would devote to the examination subjects. It is not easy to reconcile them to what they imagine to be the odd way of the school in this respect. The Head Master who has to detain a boy for failure in one of them appears to the boy, his guardian, and his friends quite an eccentric and heartless person.”

The Head Master, High School, Thana, reports :—

“The most important feature was the attempt made in the direction of school-room decorations by the preparation of charts—historical, geographical, scientific, etc., by the boys of all standards without exception under the guidance and supervision of class masters. Some of the charts are larger representations of diagrams and illustrations found in text-books and will be found to be helpful in the teaching of those portions in texts to which they refer. In the absence of drawing teacher the suggestion as to the colouring of the charts had to be given by the teachers and more work in this direction could not be attempted. Its introduction, however, has aroused a spirit of healthy rivalry among boys of different classes for better ornamentation of their respective class rooms and given considerable encouragement to hand and eye training.”

Regarding the experiment of employing Trained Primary teachers for teaching subjects (other than English) in the middle school standards the Head Master, N. J. High School, Karachi, reports :—

“Many of these teachers at the start did not understand their new bearings. The quick-witted town-bred lads made fun at what in them smacked of mofussil manners. Some of them failed to see that many of the lads were delicately brought up and that harsher methods of maintaining discipline would break down with them. But in most, there was the honest ambition to justify their selection. They put their shoulders to the wheel and got on. Their intrinsic worth, their knowledge of method and their command of homely mother-tongue began to tell after some time. They wore down prejudice against them. In the result, vernaculars were much better taught in the Middle School and hand-writing in them has shown almost phenomenal improvement. The experiment has been a success. Its scope may be extended and

the services of these masters employed for teaching second languages and vernaculars in 4th and 5th standards."

36. At the School-Leaving Examination held by the Joint Board, 5,284 candidates appeared in subjects qualifying for Matriculation, of whom 3,242 were successful. The corresponding figures for Government Service were 1,305 and 673 respectively. The following remarks are taken from the University report :—

"Out of 7,075 who presented themselves for Matriculation, 4,322 passed and out of 1,413 who presented themselves for the Government Service Certificate Examination, 726 were successful. Out of 1,009 candidates who had taken both these examinations simultaneously, 575 succeeded in passing both.

"At the end of the year under report there were on the Board's registration list 247 schools against last year's 242. Sixteen additional schools were added to the register, fifteen provisionally only for periods varying from one to three years and one permanently. Eleven schools were struck off the list, six having voluntarily closed down, three for failure to pay the registration fee and two for failure to present candidates for the Examination for two consecutive years.

"The question of giving candidates at the School-Leaving Examination the option of answering question papers in certain specified subjects in their Vernaculars was very warmly discussed in the Senate. After a long debate which involved several amendments to the original proposition and on a division being taken, twenty-one members voted for and thirty-three against the motion which was thereupon declared to be lost."

The Head Master, N. J. High School, Karachi, reports :—

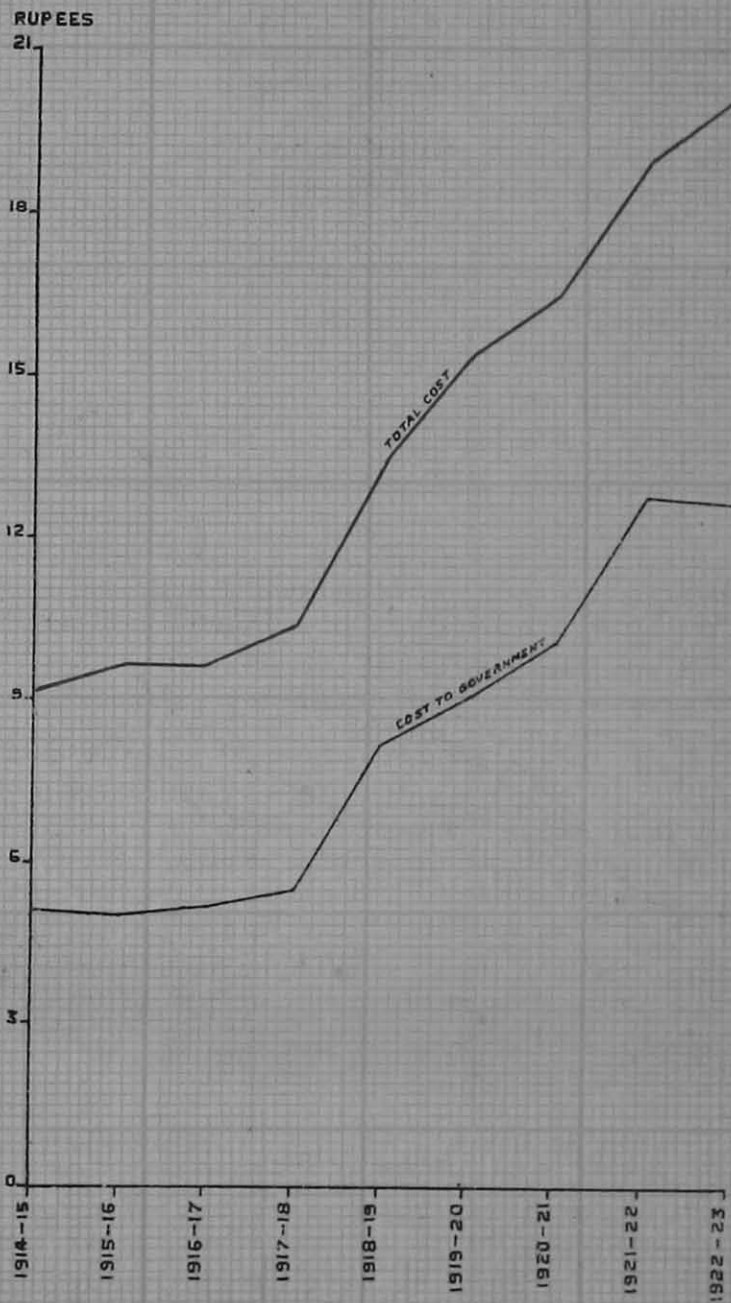
"I cannot conclude this paragraph without a reference to the School-Leaving Certificate Examination which has now been in existence for these five years. This all-comprehensive examination is in effect the same as the old Matriculation and fails to exercise that influence on our methods which the defunct Departmental School Final did." On the other hand the Head Master, Jalgaon High School, observes :—"Since the introduction of this Board great improvement has taken place in point of drafting question papers which are the result of combined wisdom of the Departmental authorities and University members. The candidates are also afforded opportunities of qualifying themselves in a variety of subjects which are chosen in accordance with different likes and aptitudes."

Opinions differ as to the success of the system, which is now nearing the end of the period for which it was appointed, but the general verdict appears to be one of disappointment. Not only have the Joint Examination Board failed to make any constructive recommendations for the improvement of secondary education, but it is open to doubt whether they have adequately performed the most important of the duties which devolve upon them, that of maintaining the standard of the test imposed as

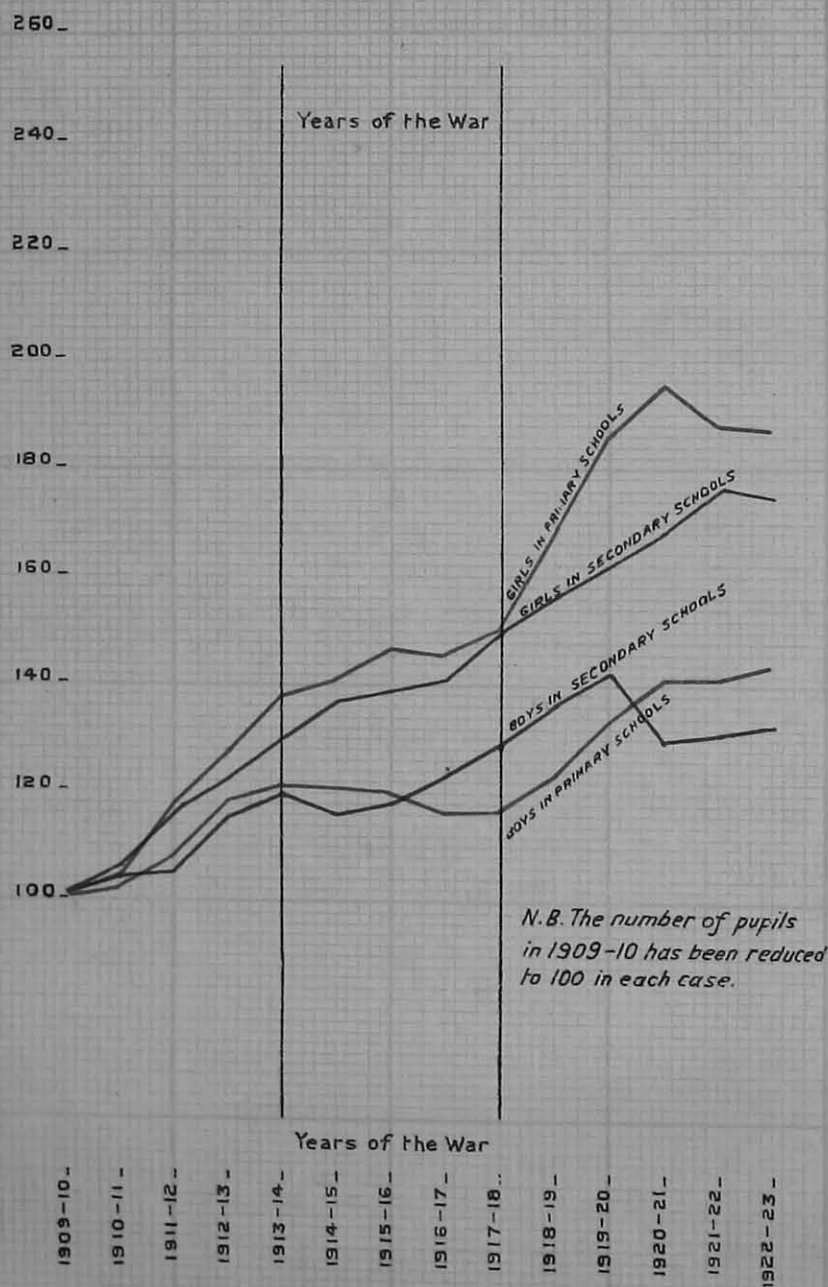
a qualification for admission to the University. The complaints of the College Professors that the majority of the students who enter the colleges are not fit for higher studies are as common as they have been in the past. It is indeed difficult to see how any satisfactory result can be expected from an examination which prescribes text-books in English and which fixes 33 per cent. as the requirement for a pass in the English and Language papers and 25 per cent. in other papers. The standard set by this examination determines not only the quality of the education possessed by those who enter the colleges, but also the quality of the education in the VIth and VIIth standards in the High Schools. There is every indication that this is considerably below what it should be and that a large number of the boys in these classes are not sufficiently far advanced to be able to deal with the prescribed curriculum.



GRAPH SHOWING THE GROWTH IN THE TOTAL COST  
AND COST TO GOVERNMENT OF EDUCATING A PUPIL  
IN PRIMARY SCHOOLS



## BOYS AND GIRLS IN PRIMARY AND IN SECONDARY SCHOOLS.



## CHAPTER VI.

## PRIMARY EDUCATION.

37. The total number of Primary Schools for boys and girls decreased by 52 to 12,402, but the number of pupils in them increased by 13,107 to 806,440 or by 1·6 per cent. The number of Primary Schools for boys, with which this chapter is specially concerned, decreased by 32 to 10,972, while the numbers in them increased by 12,269 to 700,248 or by 1·7 per cent. The decrease in schools is due to the withdrawal from the recognised list of 204 Mulla Schools with 5,725 pupils in Sind, but for which there would have been an increase of 172 in the number of schools and a total increase of 17,994 in the number of pupils. District Local Board, Municipal, and Unaided schools showed an increase of 17, 16, and 24 schools respectively, while Government and Aided schools showed a decrease of 3 and 86 schools respectively.

By Divisions the increase in pupils was as follows :—

Northern Division	..	..	6,995
Bombay Division	..	..	5,347
Central Division	..	..	4,299
Southern Division	..	..	3,507

In Sind and Aden the pupils decreased by 7,809 and 70 respectively. The average number of pupils in a school for boys was 64. The average number in Government, District Local Board, Municipal, and Private schools (Aided and Unaided) was respectively 150, 59, 151, and 47 (Aided 46 and Unaided 55). The growth in the number of boys attending primary schools for the last 14 years is shown in the graph attached to this chapter. Of the schools, 71·8 per cent. are District Local Board, 7·9 per cent. Municipal, 19·2 per cent. Aided, 0·8 per cent. Unaided, and 0·3 per cent. Government schools. Of the pupils, 66·1 per cent. are in District Local Board schools, 18·6 per cent. in Municipal, 14·0 per cent. in Aided, 0·6 per cent. in Unaided, and 0·7 in Government schools.

38. 8·9 per cent. of the pupils in Primary Schools for boys were in the upper primary stage of instruction, *i.e.*, in standards V to VII, and 91·1 per cent. in the lower primary stage. Of the latter, 35·8 per cent. were in the Infant class.

39. On the average one boys' Primary School served an area of 11·2 square miles and there was one school for every 2·4 inhabited towns and villages. The male population under instruction in Primary Schools was 6·3 per cent.

40. The total expenditure on primary education increased by Rs. 8,97,912 to Rs. 1,57,23,388, *i.e.*, by 5·7 per cent. The expenditure on Primary Schools for boys increased by Rs. 7,41,108 to Rs. 1,31,45,848 or by 5·6 per cent. Of this amount, 70 per cent. was met from Government funds, 20 per cent.

from Board funds, 3 per cent. from fees, and 7 per cent. from other sources. The contribution from Provincial funds increased by Rs. 4,35,761 to Rs. 91,29,407. Rs. 87,34,403 of this represented grants to District Local Board and Municipalities and Rs. 3,16,870 to schools under private management. The percentage of grants to expenditure by the two agencies last mentioned was 75·1 and 23·4 respectively. The average annual cost of educating a pupil in a District Local Board school has, during the last 9 years, increased from Rs. 8·3 to Rs. 17·8 while the cost to Government has increased from Rs. 6·5 to Rs. 15·7; that in a Municipal school has, during the same period, increased from Rs. 11·5 to Rs. 27·6, the contribution by Government having increased from Rs. 3·7 to Rs. 12·5. The following statement gives the growth in the cost of educating a pupil in District Local Board and Municipal schools :—

	District Local Board.		Municipal Board.	
	Cost to Government.	Total cost.	Cost to Government.	Total cost.
	Rs.	Rs.	Rs.	Rs.
1914-15 .. ..	6·5	8·3	3·7	11·5
1915-16 .. ..	6·4	8·5	3·5	11·5
1916-17 .. ..	6·6	8·3	3·5	12·0
1917-18 .. ..	7·2	8·9	3·7	13·1
1918-19 .. ..	11·0	12·6	5·7	17·2
1919-20 .. ..	12·1	13·7	6·0	22·7
1920-21 .. ..	12·8	14·7	8·7	23·1
1921-22 .. ..	15·5	17·2	10·6	25·7
1922-23 .. ..	15·7	17·8	12·5	27·6

The rate of grant to Municipalities was raised from one-third to one-half of the expenditure in 1919.

It will be seen that the cost of educating a pupil increases year by year. In District Local Board schools for boys in the Presidency, while the numbers increased by 1·4 per cent. only, the recurring cost increased by 5·4 per cent. and the cost per pupil increased by over 11 annas. The increased cost is due almost entirely to the increase in the pay of the teachers. This is dealt with in paragraph 43.

The Municipalities are finding it more and more difficult to meet their share of the cost. The Educational Inspector, S. D., reports :—

“A regular war is waged, as it were, between Municipal and Local Boards. Most of the Municipalities complain of the paucity of funds and thus refuse to pay their teachers the scales of pay fixed by Government. Even the biggest city Municipalities refuse to pay their teachers selection grade pay. Every Municipality urges that the high paid teachers should be taken back to Local Board and low paid teachers lent instead. On the other hand, the Local Board Budgets being tight, the Boards cannot afford to entertain all the highly paid teachers

on their establishment. During all this fight the poor teachers are starved. There are certain Municipalities, who do not pay their teachers timely and punctually. It is true that Government pay the Municipalities half of the expenditure incurred. But the Bodies complain that they are unable to bear even half of the expenditure without levying additional taxation. During these hard days, it is very difficult to force a Municipality to raise their taxation any more. In fine, it has been a very difficult task to settle amicably this financial position between these two bodies."

The Educational Inspector, C. D., points out :—

"Some of the Municipalities have tried to minimise the additional burden by the introduction of the shift-system in lower classes and by taking advantage of the concession to appoint teachers on the minimum of Rs. 15 rather than by raising their scales of pay."

41. The fee collections amounted to Rs. 4,50,699 and formed 3 per cent. of the expenditure. The present rule for Government and Board schools is that no child shall be kept away from school by inability to pay fees. Municipalities may with the consent of Government make primary education absolutely free and of the 156 Municipalities 33 have done so. The Educational Inspector, N. D., reports that no perceptible general improvement in numbers is noticeable as a result of this abolition of fees. In District Local Board schools 47·2 per cent. of the children are admitted free; in Sind all are admitted free. The sons of cess-payers are admitted at reduced rates. Fifty-four per cent. of total number of children in District Local Board schools are admitted at such rates. The average annual fee per pupil in a primary school for boys increased from 10 as. 9 ps. to 10 as. 10 ps. This figure includes schools under private management, which generally charge considerably higher fees. In all Government and District Local Board schools all girls are admitted free. The following table compares the average annual fee per pupil in schools by management :—

	1921-22.			1922-23.		
	Rs.	s.	p.	Rs.	s.	p.
Government ..	0	9	2	0	9	7
District Local Board ..	0	5	11	0	6	4
Municipal ..	0	13	10	0	12	9
Aided ..	1	10	7	1	14	0
Unaided ..	4	0	5	2	12	9
<b>Total Presidency ..</b>	<b>0</b>	<b>10</b>	<b>9</b>	<b>0</b>	<b>10</b>	<b>10</b>

42. Of the total number of District Local Board schools for boys and girls, 29·6 per cent. meet in their own buildings, 4·2 per cent. in buildings partly District Local Board and partly rented, 18 per cent. are held in exclusively rented buildings, and 48·1 per cent. are housed free of rent in *chavdis*, temples, *dharamsalas*, and private houses. Twenty-three new buildings were erected by the District Local Boards and 42 were under construction, while 25 buildings were extended.

I need not, I think, refer to the universal dissatisfaction at the present system, which renders it difficult for the Boards to construct anything but costly buildings far beyond the finances of the Boards. It is hoped that under the new Primary Education Act a way will be found for enabling the Boards to construct simple buildings of a character which is in keeping with the economic conditions of the people.

43. The total number of teachers in primary schools, male and female, increased by 635 to 29,510. Of these, 45·8 per cent. are trained. The percentage of trained teachers in Government schools is 72·5, in District Local Board schools 61·3, in Municipal schools 54·8, in Aided schools 13·8, and in Unaided schools 13·4. The average number of pupils to a teacher in a primary school (for boys or girls) was 27·3; the averages in District Local Board and Municipal Board schools were 28 and 24·9 respectively. Of the 8,489 District Local Board schools 3,452 are one-manned. The majority of these schools teach the infant class and 4 standards and some even beyond the fourth standard. This, as has been frequently reported, results in great loss of efficiency. In this connection the Educational Inspector, C. D., reports:—

“The one-man-schools have usually five classes including the fourth standard and a large number of these are under untrained teachers who have sometimes to look after 30 to 40 children. These things combined with the large proportion of one-teacher schools naturally lead to stagnation of children in lower classes thus causing a good deal of wastage. The need for additional assistants for undermanned schools is becoming acute. Owing to financial difficulties provision for only 30 additional assistants could be made during the year by paying an extra grant of Rs. 10,000 to Local Boards in this Division. The shift-system is being tried in some schools as a palliative but it does not find favour with the villagers who smart under a reduction in the hours of instruction. It has, however, been found on experience that the system works very well in one-manned schools and in larger schools if restricted to the infant class and standard I. The one condition of success is that the master should be a willing worker.”

The following table gives the distribution of trained and untrained teachers in Boys' schools in each Educational Division of the Presidency:—

	3rd year.	2nd year.	Total 3rd and 2nd year.	1st year.	Total trained.	Untrained.	Total.
Bombay Division ..	570	659	1,229	847	2,076	2,613	4,689
Percentage to total ..	12·2	14·1	26·3	18·1	44·4	55·6	100
Central Division ..	712	1,238	1,950	1,443	3,393	3,591	6,984
Percentage to total ..	10·2	17·7	27·9	20·7	48·6	51·4	100
Northern Division ..	872	586	1,458	1,620	3,078	1,511	4,589
Percentage to total ..	19·0	12·8	31·8	35·3	67·1	32·9	100
Southern Division ..	980	1,118	2,098	1,139	3,237	775	4,012
Percentage to total ..	24·4	27·9	52·3	28·4	80·7	19·3	100
Sind ..	687	317	1,004	668	1,672	687	2,359
Percentage to total ..	29·1	13·4	42·5	28·3	70·8	29·2	100

The high cost of primary education, which has risen by 173 per cent. in the last ten years, is due partly to the increase in the pay of the teachers and partly to the increase in the number of trained teachers. It must be remembered that it is 2nd and 3rd year trained teachers that cost the most, and the above table shows how very large are the proportions of these, especially in the Southern Division and in Sind.

44. The revision of the salaries of trained teachers is before Government. The present rates sanctioned by Government are regarded by some local bodies to be excessive. Permission was therefore given to appoint new untrained teachers on Rs. 15 instead of at the ordinary rate of Rs. 25, and the Educational Inspector, C. D., reports:—

**Pay of Teachers.**

“Experience, however, shows that the fresh candidates are reluctant to serve on this minimum as it is not considered to be a living wage, though they agree to accept that wage in the first instance to secure a footing somewhere. Possibly new entrants might be satisfied with a start of Rs. 20 if they are posted near their homes.”

Eighteen of the Municipalities—9 in the Central and 9 in the Northern Division—refused to pay their teachers according to the scale prescribed by Government in 1922. In some cases the Municipalities were induced to pay by the grant of special loans. In some cases, however, it has been necessary for the Department to make direct payment to the teachers, the amount paid being recovered from the grants due to the Municipalities.

45. At the Vernacular Final Examination held in 1923, 8,021 appeared, of whom 3,495, or 43·6 per cent., were successful. The figures for the previous year were 8,927, 4,199 and 47·0 respectively. The percentage of passes in different Divisions were Bombay Division 45·9, Central Division 35·4, Northern Division 41·9, Southern Division 46·9, Sind 64·2. Among the successful candidates 486 were Mahomedans, 39 belonged to the Depressed Classes, and 61 were Aborigines.

**Examinations.**

46. Most of the Inspectors complain of the want of funds for developing school gardens. In every Division, however, something is being done in this direction. Thus in the Dharwar District 22 schools are reported to have laid out small school gardens. In the Sukkur District (Sind) 40 schools have gardens attached to them, some of them being in excellent condition. The Educational Inspector, C. D., reports:—

**Nature Study and Gardening.**

“How much can be effected in the direction of maintaining useful school gardens by enlisting the sympathy and co-operation of local leaders is evinced by the instance of Wak in the Haveli Taluka. A wealthy leader of the place was induced by the Deputy Educational Inspector, Poona, to give a fair sized plot of land of his own, rent-free, to the school in order that it might be utilized for a garden. The school is supplied with necessary implements and the work in the garden is done by the children in all classes. Besides giving the pupils

an insight into plant-life and cultivating their powers of observation, the experiment at Wak is successful in giving a practical and rural bias to the instruction imparted. The Poona District also affords an instance of what masters can do if they are earnest enough. The Head Master of the Local Board School at Loni-Kalbhori found it very difficult to maintain a garden owing to lack of water. He, therefore, began to dig a well himself with the help of his assistants in the school compound and succeeded in gaining his object. Moved by the unflinching industry of the master, the villagers have now offered a sum sufficient to bring the work to its completion."

47. There are 25 English classes, 20 in the Presidency proper and 5 in

Teaching of English. Sind, attached to primary (Vernacular) schools.

These include two Urdu schools. They contained in all 673 pupils. The classes are reported to be successful and there is a considerable demand for more classes, especially in rural areas.

The Educational Inspector, C. D., observes :—

"All the classes were started either in August or September, 1919. Since then 79 pupils have left the classes after passing English standard III. Of these, 19 have passed both the Vernacular Final Examination and standard III. Of the pupils that have left the classes 57 are reported to be continuing their further studies in High Schools in standards IV to VI."

The classes have not yet been long enough in existence to enable a comparison of the boys who have studied in them with boys who have been through the ordinary first three standards of the Anglo-Vernacular course.

The desire for English education in villages is increasing with the rise in the number of pupils in primary schools and it is for the future Local Education Authorities to foster it. The District Local Board of East Khandesh has passed a resolution that English Classes may be attached to big first grade schools in the district.

Of the demand for English education there can be no doubt. Whether the demand, if satisfied, will conduce to the advantage of the country appears to me to be seriously open to doubt. Many thoughtful persons are apprehensive of any measure the result of which will be to encourage the cultivator to leave the land. The question is primarily an economic one and requires to be decided on economic grounds.

48. The number of school children's Co-operative Societies has risen

Co-operative Societies. by 7 to 443. These societies teach elementary

business principles to boys in practical way and are reported to be doing well in most places. The Educational Inspector, C. D., reports :—

"There are 196 school children's Co-operative Societies in primary schools in this Division. The educational value of these societies is being much appreciated, since in addition to teaching elementary business principles in a practical way they encourage thrift, self-help, and co-operation among students. They have sometimes to face slight



difficulties created by local shopkeepers. All the societies are inspected by the Inspecting Officers, who give necessary instructions for the guidance of masters and boys. The revised bye-laws and rules framed by the Registrar of the Co-operative Department are communicated to Deputy Educational Inspectors for introducing the same in the schools concerned. Government have now afforded special facilities to these societies by instructing the Postal Department to let public accounts be opened on their behalf. The boys at Valha in Poona District have presented a harmonium to their school out of the profits of their co-operative society."

The Educational Inspector, N. D., on the other hand remarks :—

"The number of such societies in the Northern Division was 61 against 74 last year. A few Head Masters encourage them, but parents yet fail to appreciate the manifold advantages. At some places village people cast a slur on the honesty of teachers and prefer to make their own purchases. Most of the teachers do not evince a keen interest since they thereby lose their own commission. Even commissions have been reduced considerably in not a few cases."

49. With the object of adapting Primary Education more closely to the needs of the Agricultural Classes, Government have decided to introduce a bifurcation in the primary school course, a special alternative curriculum with an agricultural bias being provided for standards V to VII. Four Agricultural-bias classes, three in the Central Division and one in the Southern Division, were opened in June, 1923, the teachers for them being trained at the Agricultural School at Loni. Two more classes have been opened in Sind, the teachers for them being trained at the Lyallpur Agricultural College in the Punjab. During the current year 15 more teachers from the Presidency proper have been deputed for training at the Agricultural schools in the different Divisions and 2 more teachers from Sind have been deputed to the Lyallpur College, and it is proposed to open 17 more classes in June 1924. The experiment appears to promise success and the extension of the scheme is under consideration.

50. Not more than 18·5 per cent. of the boys who join a primary school pass the IV standard and can thus be considered literate. Only 8·9 per cent. of the pupils in primary schools for boys are in the upper primary stage of instruction, i.e., in standards V to VII. I have referred at length in previous Reports to the causes of this state of affairs, which is the most serious problem which the School Boards will have to deal with under the new Primary Education Act.

The Educational Inspector, N. D., observes :—

"Economic reasons have much to do with the general embargo laid on primary schools by children of poor agriculturists. Most of them hardly finish the fourth standard course when they are called upon to do various domestic duties at a tender age. Now that compulsion

is shortly to be introduced, many of the difficulties will be overcome and wastage averted to no small extent."

The Educational Inspector, C. D., reports:—

"Of the total number of pupils in primary schools in this Division only 38 per cent. are children of the agriculturists. The number is, however, encouraging looking to the great indifference shown by these classes to education in former days. Most of these children, however, drop off very early before completing their Vernacular standard IV and lapse again into illiteracy. The main difficulties in the path of educational progress among these people are economic, resulting in the irregular attendance of their children. Latterly there is also to be seen a marked tendency among the agriculturists to stay on or near their farms forming 'Padals' or 'Wadis' on account of abnormal rise in wages. As these are at a distance from the main villages, parents hesitate to send their children to school located there. In Poona District about 30 classes have been opened at central 'Padals' and the experiment has proved remarkably successful in increasing the number of the children of agriculturists by nearly 800. At Wak near Loni the 'Padal' itself has hardly 20 cottages, but the locality being central to other farmsteads, the school has an attendance of 100 children, all of the agriculturists.

"One session schools have been tried in some localities in the harvest season to enable the children to help their parents. But this change, like all changes, is not much appreciated.

"Some of the agriculturists are reluctant to send their children to schools or to keep them on up to the upper primary stage on the ground that schooling unfits them for agricultural pursuits. The multiplication of school-gardens and the introduction of an element of rural bias in the curriculum will bring education into closer relationship with rural needs and will possibly root out this prejudice.

"Maintenance of literacy and imparting of general information are also other problems that have to be faced in connection with the education of the agriculturists. Circulating libraries, lantern lectures and talks on topics with which agriculturists and villagers are mainly concerned are some of the remedies suggested in this direction.

"The introduction of manual training is also advocated with a view to make village schools popular. The main difficulty is, however, about the selection of a handicraft that will exactly suit the age of small children in these schools. Paper sloyd is now taught in about 50 schools in the Division and is attended with successful results. The teaching of this subject no doubt inculcates habits of neatness and precision and gives training to the fingers and eyes of children."

51. The municipalities at Byadgi, Bandra, Satara, Surat and Dhulia have introduced compulsory education under the Patel Act, compulsion being applicable to both boys and girls at Bandra and Surat. The Municipality at Dakore had to discontinue compulsion. The following

Compulsory Education.

table shows the increase in numbers since the introduction of compulsory education.

Name of Municipality.	Year of introduction.	Numbers previous to introduction.			Numbers on 31st March 1923.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Bandra ..	1920	907	361	1,268	1,667	831	2,498
Satara ..	1921	1,174	550	1,724	2,046	847	2,893
Surat ..	1919	6,041	2,343	8,384	3,151	678	3,829*
Byadgi ..	1920	397	122	519	611	139	750
Dhulia ..	1923	1,710	570	2,280	2,208	983	3,191

\* The numbers under the Surat Municipality have been affected by the non-co-operation movement.

The Bombay Act No. XV of 1920 empowers the Bombay Municipality to introduce compulsory primary education in the City of Bombay ward by ward. Rules under the Act were sanctioned by Government in September, 1923. The introduction of the compulsory scheme in any particular locality requires the previous sanction of Government. The scheme has not yet been brought into force, but the Schools Committee has sketched out a scheme for the introduction of Free and Compulsory Education under a three years' programme and the Corporation have decided to begin with F and G wards in the current year 1923-24. The scheme is under consideration by Government.

52. I described in some detail in the Quinquennial Report of last year the main recommendations of the committee appointed to consider the desirability and practicability of introducing free and compulsory education in the Presidency and the provisions of the bill framed as a result of the recommendations of that Committee. The Bill became law after receiving the assent of the Governor General on 22nd February, 1923, and is known as Bombay Act No. IV of 1923. Mr. M. Hesketh, I.E.S., was placed on special duty in February, 1923, to frame rules under the Primary Education Act, 1923. These rules have been published and criticisms have been invited by Government from the public and the local bodies. It is proposed to convene conferences of the representatives of the local bodies to consider the objections raised to certain of the rules and to discuss certain matters connected with the introduction of the Act. The framing of the rules, which concern four different Acts, has been a matter of great difficulty, the more so as they have to provide for an entirely new state of affairs. It had been hoped to have everything in readiness to admit of the transfer of the schools to the new Local Authorities by April 1st, 1924. Unfortunately, however, this has not been found possible.

As I remarked last year:—

“It is a bold experiment definitely to entrust the control and management of primary schools to the local bodies, the functions of the

Educational Department becoming largely advisory. It brings to a close a long period during which the Educational Department from small beginnings has built up a comprehensive system of primary education, a system which no doubt has had many critics but which on the whole has not proved unsuccessful or unsuited to local conditions."

The chief difficulty anticipated in carrying out of the Act is that of Finance. In paragraph 40 of this Chapter I have referred to the high cost of pay of primary education, due to the increase during recent years in the pay of the teachers, and, in certain Divisions, to the excessive numbers of trained teachers. We are dealing with very large numbers of teachers and pupils in the case of primary education. An average increase of Re. 1 per mensem in the pay of primary teachers means an additional expenditure of 2½ to 3 lakhs per annum. The total cost of primary education is about Rs 1,10 lakhs, and we are aiming at doubling the number of pupils in primary schools within ten years. The need for rigid economy and for a reduction in the average cost of each pupil is obvious. This is the problem which has to be faced. It is difficult to see how there can be any great expansion in primary education unless means are devised for reducing the cost.

## CHAPTER VII.

## PROFESSIONAL EDUCATION.

53. The Government Law School, Bombay, had 884 students, 502 in the first and 382 in the second LL.B. Classes—an increase of 36 and 108 respectively. The fee receipts amounted to Rs. 1,06,780 and the expenditure Rs. 62,133. The classes are held in the Elphinstone College in the mornings and evenings. The Principal attended the library regularly once a week, when on an average 10 to 15 students consulted him regarding their work or other matters. The library is reported to have been used by students and subscribers as freely as before. The question of providing a separate building and hostel for the school is under the consideration of Government. At the First LL.B. Examination 372 students passed out of 939, and at the Second 299 out of 514.

54. The Sydenham College of Commerce and Economics had 358 students, against 246 in the preceding year. 197 were taking the degree course, 135 were in the Accountancy Diploma Class, and 26 were studying Stenography. At the beginning of the year the College moved into the fine and spacious building previously tenanted by the Indo-British School.

55. The expenditure increased by Rs. 4,855 to Rs. 81,963; it was met from the following sources:—

			Government Funds.	Fees.	Other sources.	Total.
			Rs.	Rs.	Rs.	Rs.
1921-22	..	..	45,824	29,284	2,000	77,108
1922-23	..	..	27,254	54,709	....	81,963

56. At the B.Com. Examination 30 out of 55 passed, against 31 out of 57 in the preceding year, and 52 (including one girl) out of 117 in the Inter Commerce Examination. Proposals for the institution of an M.Com. degree are before the Syndicate of the University. It is intended to start classes in Actuarial Science from 1925 on the return from England of a gentleman who was specially sent with a Government scholarship for the study of that subject. The question of making provision for instruction in the economics of transport is under consideration.

57. The number of Commercial Schools and Classes decreased from 37 to 34, but the pupils in them increased from 1,876 to 2,177. These schools give instruction in Book-keeping, Shorthand, Typewriting, Commercial correspondence, Commercial Law, etc., and prepare pupils for the examinations of the London Chamber of Commerce and the National Union of Teachers. At the London Senior and Junior Examinations held in May, 1922, 1,022 and

140 respectively appeared in various subjects, against 936 and 123 of the year before ; of these, 336 and 26 were successful, against 234 and 14. The following were the results in the subjects taken for Senior and Junior examinations :—

*Senior.*—Book-keeping and Accountancy 117/464, Methods and Machinery of Business 112/194, Commercial and Industrial Law 43/148, Banking and Currency 43/144, Shorthand 0/11, Type-writing 0/2, Political Economy 16/26, Advanced Arithmetic 0/1, Company Law 5/11, Advertising 0/21.

*Junior.*—Book-keeping 14/68, Shorthand 11/50, Typewriting 1/22.

58. The expenditure on these schools increased by Rs. 21,231 to Rs. 97,993; that from Provincial revenues decreased from Rs. 8,055 to Rs. 4,979.

59. At the Diploma examination of the Board held in April, 1922, in Bombay, Madras and Allahabad, 107 candidates appeared, of whom 35 passed. At the first Accountancy Diploma examination in Co-operative Accountancy held in Bombay only two candidates appeared, both of whom passed.

Fifteen persons have been awarded the Government Diploma in Accountancy of the Sydenham College of Commerce and Economics, Bombay. Seven out of these fifteen had previously taken the Diploma examination in Accountancy ; the remaining eight were graduates of the Sydenham College of Commerce and Economics who had passed the B.Com. Degree examination of the Bombay University with Advanced Accounting and Auditing as their special subject.

60. Among Colleges under other Departments the Grant Medical College, Bombay, had 1,150 students, the Agricultural College, Poona, 194, and the College, Veterinary Bombay, 62.

## CHAPTER VIII.

## TECHNICAL AND INDUSTRIAL EDUCATION.

61. Besides Technical and Industrial Education this chapter deals with Engineering and with the Fine Arts as represented by Painting and Music. Technical and Industrial schools remained stationary at 31—5 Government, 4 District Local Board, 4 Municipal, 16 Aided, and 2 Unaided—and the students in them increased by 457 to 2,286. The expenditure increased by Rs. 1,10,935 to Rs. 5,49,562, of which 58·5 per cent. was borne by Government.

*II.—Engineering.*

62. Education in Engineering is imparted in the Government College of Engineering at Poona and in the Nadirshah Institutions, Pupils and Expenditure. Edulji Dinshah Sind Engineering College at Karachi. There is a steadily growing demand for education in Engineering and there are some 400 applicants every year for the 60 odd vacancies in the College of Engineering, Poona.

The College at Karachi was affiliated to the University for the first year of the course from June, 1922, and for the first two years of the course from June, 1923, the number of admissions in each course being restricted to 50. It was required, as a condition of recognition, that the Engineering College should be placed under a separate Principal of its own, who would be wholly responsible for the Engineering work. The total amount collected for the new College up to March, 1923, was Rs. 2,77,000, including a donation of Rs. 1,50,000 from Mr. Hoshang Nadirshah Edulji Dinshah.

In view of the growing needs of the Presidency for qualified Engineers (Civil and Mechanical) Government have decided to increase the number of admissions to the Poona College every year to 100. Effect is now being given to this measure by the provision of the additional buildings, equipment, and staff required.

There were 263 pupils in the two<sup>a</sup> Colleges—195 in the Government College at Poona and 68 in the Sind College at Karachi.

The expenditure on the Government College of Engineering increased by Rs. 15,459 to Rs. 1,68,666, that from Provincial Revenues having increased from Rs. 1,33,706 to Rs. 1,47,337. The fees received amounted to Rs. 21,251. The total expenditure on engineering amounted to Rs. 1,99,444, of which Rs. 1,50,237 or 75·3 per cent. was contributed by Government.

63. At the B.E. (Civil) Examination, 81 appeared, of whom 47 passed ; while at the B.E. (Mechanical) Examination, Examinations. 15 appeared and 6 passed.

In addition to the students for the University classes, there were 161 other students in the College—19 in the F.E. Probationers' Class, and 142 in the Sub-Overseers Classes and the Mechanical and Electrical Apprentices Classes. It is now proposed to discontinue the Probationers'

Class and to introduce a three years' course with the Inter-Science University Examination as the standard for entrance.

### III.—Technical and Industrial Education.

64. The Committee of Direction for Technical Education had 20 schools under its control, attended by 972 pupils. In the majority of these schools boys are trained in Carpentry applied to house-building, furniture-making, carriage building, boat-making, etc., or in weaving on hand-looms. The age for admission is 13. About 50 per cent. of the pupils belong to the artisan class. The Committee complain of the poorness of the staff consequent upon the low salaries given and report that no ambitious man who is any good at all will remain indefinitely on such a small salary when he can get a much better living as a fitter or carpenter. In spite of these conditions, the products of the schools, it is reported, do not find any difficulty in getting employment.

The expenditure on the salaries of aided schools was Rs. 90,830 and the Government grant Rs. 28,643. The expenditure incurred by the Committee on account of Establishment, Inspection, and Examination charges amounted to Rs. 14,696. Of 468 students examined, 445 were successful, 105 having successfully completed the full course.

65. The V. J. Technical Institute, Bombay, had 343 students, against 314 in the previous year. At the entrance examination 270 candidates appeared, of whom 112 were admitted, 30 for Mechanical Engineering, 32 for Electrical Engineering, 26 for Textile Manufacture, 7 for Technical Chemistry, and 17 for Plumbing and Sanitary Engineering. A large number of promising students were refused admission owing to lack of accommodation. The following table gives the results of the final examinations :—

Department.	Examinees.	Passed.		
		1st class.	2nd class.	Pass.
Mechanical Engineering .. ..	15	4	8	3
Textile Manufacture .. ..	10	2	8	..
Electrical Engineering .. ..	26	8	7	4
Technical Chemistry .. ..	4	3	1	..
Plumbing and Sanitary Engineering ..	9	2	6	..
Total* ..	64	19	30	7

66. Great importance is attached to practical work, which is reported to be in many cases of a high character, the practical examinations being conducted by qualified gentlemen who have no connection with the Institute. The expenditure



on the Institute amounted to Rs. 1,98,750 and the Government grant was Rs. 1,25,000. The total cost of educating a pupil is Rs. 681, of which Rs. 428 is paid by Government.

The Secretary of the Institute reports :—

“That the courses are meeting the demand of the times is evidenced by the fact that four of students in the Textile Department and three of the students in the Chemical Department obtained employment before the Final Examination was held.

“In January of this year a Committee consisting of three members of the Board of the V. J. Technical Institute and three members appointed by the Millowners' Association was formed to consider whether it would be possible to increase the usefulness of the Textile Department in any way.

“After considerable discussion it was agreed that the Textile course as now arranged supplies a real need, but it would be an advantage if theoretical lectures were to be given to apprentices actually working in mills. These theoretical classes would be arranged nearly as possible similar to or identical with the theoretical classes attended by the ordinary students of the V. J. Technical Institute. It has been agreed by all the members of the Committee that the Spinning students should attend course of lectures in Spinning and that the Weaving apprentices should, in addition to a course of weaving lectures, attend classes in Applied Technological, Chemistry, and Dobby Design : it was felt that at the present moment there was no need for lectures on Jacquard work.

“Last year negotiations were opened between the Board of the V. J. Technical Institute and the B. B. & C. I. and G. I. P. Railways, the railways approaching the Board asking them to undertake theoretical training of the apprentices in their workshops. The Board after due consideration agreed to this proposal and classes were started in January, 1923.

“The Board feels that the arrangement is extremely good as it will bring the Institute into closer contact with industrial work.”

67. The number of pupils in the R. C. Technical Institute, Ahmedabad, increased from 78 to 107, who were distributed as follows :—

Technical  
Ahmedabad.

School,

26 Spinning ;

33 Weaving ;

48 Mechanical Engineering.

The course is one of three years. The qualification for admission has now been raised to Anglo-Vernacular standard VI, an exception being made in the case of boys who have passed the Vernacular Final Examination. It would appear that a better class of youths are now being attracted. It is reported that those who complete the course readily obtain good employment. A hostel to be attached to the Institute has recently been erected by Sheth Mangaldas.

The Parekh Technical Institute, Surat, had 60 pupils against 52 in the previous year. The school is reported to have improved considerably under the new Superintendent.

68. During the year under report two State Technical Scholarships were awarded, one in Tanning and the other in State Technical Scholars. Dyeing and Bleaching. Both the scholarships are tenable in the United Kingdom and arrangements are being made to give the scholars practical training after they finish their theoretical course. Two scholarships were awarded for research work in technical chemistry, one at the Indian Institute of Science, Bangalore, and the other at the Royal Institute of Science, Bombay. Two scholarships were offered for higher training in Electrical Engineering at the Bangalore Institute, but on account of the poor qualifications of the candidates no award was made.

69. The Director of Industries reports :—

“ Considerable public interest has been evinced in the training of apprentices at the Government Workshops at Dapuri. During the year under report (1922-23) there was an average number on the roll of forty half-timers and apprentices in the shops. This is about the maximum number which can be trained with advantage at one time, as the Works are small, employing only slightly over hundred men. The object of the training is to turn out skilled tradesmen such as fitters, turners machine hands, pattern makers, moulders, etc., and every effort is made by the staff to teach accurate workmanship and methods. The Works being run on commercial basis, a boy soon learns that the article he is making is for use and consequently had to be made with the utmost care. It is in this respect that training in commercial Workshop is so much more valuable than training in College or Technical School Workshops, where articles are more often made for practice and are then thrown on one side. Boys who are training as fitters or engine erectors get good opportunities for learning all about different makes of oil and steam engines as large numbers of these come in for repairs. The more advanced boys are sent away to carry out overhauls and repairs at site, under a charge hand, or one of the graduates from the Poona Engineering College of whom three are undergoing a course of practical training at Dapuri. The ordinary school education was given to the boys throughout the year, by the vernacular school master appointed for the purpose. The school was inspected by the Deputy Educational Inspector in December last and the report submitted by him was satisfactory. Government have recently sanctioned the appointment of an English School Master, so that the boys may be able to acquire useful knowledge which will help them in their trades. The question of inaugurating at these Workshops an apprentice system, suitable to boys with a fair knowledge of English, is at present under the consideration of Government. The boys are paid wages according to their ability and an extra allowance is given for educational

qualifications. A grant of Rs. 3,220 was given by the Government to pay the educational allowances and the cost of "masters" but the actual expenditure was only Rs. 2,637. Owing to the re-transfer of the control of the Dapuri Workshops from the Department of Industries to the Public Works Department from 1st March, 1923, the scheme for training the apprentices has also now been transferred to that Department."

### *The Arts.*

70. The Sir J. J. School of Art had 390 students (including 12 girls), against 343 in the previous year. The *Reay Art School of Art* Workshops had 143 students learning various crafts, against 131 in the preceding year.

The expenditure increased by Rs. 19,752 to Rs. 1,48,284, of which Rs. 1,39,501 or 94.1 per cent. was borne by Government.

71. The Pottery section had 9 students. Advice was given to 13 persons who asked for information in connection with pottery manufacture. Important experiments were made in fire bricks for the Development Department; also experiments in making pipes for the Chemical Industry. Eighty-four samples of clay were tested.

The School of Art proper had 238 students, of whom 32 learnt Drawing, 64 Painting, 24 Modelling, 12 Special Shading, while 21 attended the Drawing Teachers Class and 85 the Architectural Classes. I quote from the Report of the Principal (Mr. W. E. Gladstone Solomon):—

"There is a continued improvement in the work done by the students. The studies of Heads and Figures from the Life, draped and undraped, in particular are remarkably good and have reached in many cases a high standard of merit.

"In another important subject "Pictorial Composition" the students of the Advanced Painting Class have shown great ability in depicting a given subject with clearness and decision and in grasping the fundamental principles of the making of a subject picture.

"The special study of Mural Painting has yielded some excellent Panel designs for the decoration of the North Hall of the School of Art by the students of the Mural Painting Class and produced results in the junior classes that are highly creditable and encouraging.

"In addition to the usual class-work, the students during the year again took an active part in civic enterprize and designed and painted the beautiful classical Theatre for the Red Cross Fete and the Panorama of the 'Indian Village' both of which were widely admired, and very favourably commented upon in the Public Press."

Four out of five candidates passed the examination for the Diploma in Painting—the most advanced of the Higher Art Examinations. One of the successful candidates in this Examination, Mr. A. A. Bhonsale won His Excellency's prize for the best picture in the Bombay Art Society's Exhibition held in January, 1923.

As regards the Modelling Classes the Principal reports :—

“The modelling classes have produced a variety of work this year. The figure of an Oriental Deity modelled for the Red Cross Fete attracted a good deal of attention and examples of Low Relief in the School Exhibition showed an improved perception of form and proportion. The works exhibited by two students Mr. S. G. Mhatre and Mrs. Stella Hearn at the Bombay Society's recent Exhibition were very commendable. The Model for the Government Diploma Medal—an important work requiring particular skill and care—has been completed and submitted to Government for approval.”

As regards the School of Architecture the Principal observes :—

“A great advance has been made possible this year by the institution of the new 5th Year (Diploma) class and the reorganisation of the teaching staff.

“The numbers of the students in the School which had fallen off considerably in the last few years have recovered and the number of students in the School (85) is the largest number there has been since 1916. Of these 12 are in the new 5th Year class. The session was started with over 100 students which is about the maximum the School can accommodate and between 30 and 40 applicants had to be refused from the 1st and the 5th Year classes, for admission to which competitive Entrance Examinations were held.

“By the reorganisation of the teaching staff the students receive more individual attention when they are engaged on the studio work. The lectures are still given by the practising architects and other experts, who visit the School as before, one or more times a week but for the class work there are now six assistant teachers—who are also visitors—to assist the lectures in the studios and these are themselves all past students of the School who help to teach the subjects in which they showed special ability when in the School and in which they have since gained wider experience and knowledge in practice.

“The staff has been strengthened by the addition of experts who lecture on Hygiene and Sanitation and on Electrical Engineering, two subjects which do not perhaps offer very much scope for artistic expression but which are of great importance in training a student to practise the profession of an architect.

“In connection with the School of Architecture, mention must be made of the success of a past student Mr. F. N. Gilder who has lately been elected as Associate of the Royal Institute of British Architects on passing the final examination in England.

“Two other past students who have gone to England to complete their studies have been exempted from the Intermediate Examination of the Institute on the strength of the training they received in this School.

“Mention must also be made of the successes gained by the students of the School in the open competition for the design of Facades of Buildings in Indian style recently organised by the City Improvement Trust.”

The Diploma examination in Architecture was held for the first time in the year under report.

72. I have referred before to the efforts of Mr. Solomon to found a National School of Indian Painting. His efforts have been recognised with enthusiasm by the Indian public. But the movement which Mr. Solomon has started requires something more than enthusiasm—it requires practical help. How best those concerned can help is shown in the following words of Mr. Solomon, taken from a speech delivered by him under the auspices of the Bombay Students' Brotherhood in September, 1923 :—

“And how can Bombay help them, you will ask. I would reply that this city would best help its artists by associating them as a necessary adjunct in all its building operations, and all schemes for its improvement. I would beseech the Municipality to give them halls and ceilings and walls to paint, whether in oils, or tempera, or fresco, whether outside or inside, and to look upon this work as more essential to the completion of any Public Building than the stones and mortar that compose it. I would urge the Municipality to institute public competitions all over India for statues, or historical paintings, whether in the Town Hall or anywhere else; to offer prizes to the next best competitors and a good sum to the artist whose work is selected, for carrying out his sketch. I would urge upon all the representatives of this city the need of watching the opportunities that are constantly arising for the work of Bombay Artists, and of securing for them some of the many chances which go elsewhere by default of no champion coming forward to speak on behalf of those who cannot speak for themselves. I would ask on behalf of all artists that these representatives should look to the new field of opportunity for Indian painters, and sculptors, and craftsmen afforded by New Delhi. It is for you, if you believe in them to support with a united voice that shall be listened, to the lofty cause they advocate.”

73. There were 2,412 candidates for the Elementary and 1,101 for the Intermediate Grade Drawing Examinations, of whom 1,095 and 499 passed respectively. Some of the Design work is reported to have been exceptionally good; some of the designs have been reproduced in the Examination Report for 1923-24.

74. The School of Drawing and Design, Ahmedabad, had 21 pupils in the morning classes and 7 in the evening classes, against 28 and 6 in the previous year. Carpentry and Wood Carving, Textiles, and Iron and Metal work, are the subjects taught. Of the 21 pupils, 15 were *bona fide* craftsmen.

75. Apart from the instruction in Music given in ordinary schools, there are 19 Music Schools and Classes, with an attendance of 2,837 pupils—an increase of 1 school and 295 pupils. Of these schools, 18 are Aided and 1 Unaided. The Government grant paid to these schools increased by Rs. 536 to Rs. 5,286.

## CHAPTER IX.

## TRAINING OF TEACHERS.

*I.—Training of Secondary School Teachers.*

76. The only institution at which teachers for secondary schools are trained is the Government Secondary Training College, Bombay. Instruction is limited to 34 students, but for various reasons the number at the end of the year had fallen to 28, including two women teachers.

The Secondary Training College.

The outstanding feature of the year was the affiliation of the College to the University for the degree of B. T. In consequence there were considerable changes in the staff and organisation of the College. The staff now consists of a Principal in the Indian Educational Service, one Professor and two lecturers in the Bombay Educational Service, and one lecturer in the Subordinate Educational Service.

77. Part I (written) of the University Degree Examination, which was the first of its kind held in Bombay, took place in March, 1923. Part II (Practical) will be held next year. The Principal, who was one of the examiners, reports that the standard set up at the Examination was distinctly higher than for the old Secondary Training College Diploma. Twenty-four students out of twenty-eight, however, passed, two reaching the Honours Standard, while a third (a lady) also showed very good work.

Examinations.

78. The expenditure on the College increased by Rs. 6,397 to Rs. 53,249; this amount was wholly defrayed by Government.

Expenditure.

79. The accommodation has been increased and a new demonstration theatre constructed. A special grant of Rs. 3,500 was provided for the purchase of books, apparatus, and furniture.

General remarks.

The work of the College, tutorial and other, was carried on on the lines reported in my last Quinquennial Report. Sixteen excursions were undertaken by the students under the guidance of the staff during the year.

80. Besides the Government Secondary Training College there are three Normal Schools, which train women teachers for European and English-teaching Schools. These had 50 students under training against 44 in the preceding year. The expenditure on these institutions was Rs. 24,908 of which Rs. 13,611 or 54·6 per cent. was borne by Government. The cost per pupil amounted to Rs. 498, of which Rs. 272 was met from Provincial funds.

Normal Schools.

*II.—Training of Primary Teachers.*

81. The total number of institutions for males and females decreased from 40 to 37 and the number of students attending them from 2,971 to 2,385. Of these, 20 with

Institutions.

1,492 pupils are for men and 17 with 893 pupils for women. By management, 22 are Government, 1 Municipal, 13 Aided, and 1 Unaided. Of the pupils under instruction, 1,718 (including 43 Depressed Classes Students) are Hindus, 274 Mahomedans, 316 Indian Christians, 45 Parsis, and 32 others.

82. The expenditure on training institutions decreased by Rs. 51,405 to Rs. 8,87,399. Of this, 80·9 per cent. was defrayed from Provincial, 4·2 from Municipal, and 7·1 from District Local Board funds.

**Expenditure.**

83. Of the twenty-two Government institutions, 17 with 1,428 students are for males and 5 with 317 students for females. The total expenditure on them amounted to Rs. 7,60,313—Rs. 6,04,975 for institutions for males, and Rs. 1,55,338 for institutions for females—of which Rs. 6,59,797 or 86·7 per cent. was borne by Government. The cost of educating a pupil in institutions for males was Rs. 378, of which Rs. 333 was paid by Government, and that in institutions for women was Rs. 432, Rs. 373 being contributed by Government.

**Government Institutions.**

84. There are 13 aided institutions, with 617 pupils—2 for men with 59 pupils and the rest for women with 558 pupils. The institutions for men are maintained by Missionary bodies at Ahmedabad and Ahmednagar. Both have a course of two years and take the same examination as the Government Training Institutions, Government awarding certificates after examination. The cost per pupil amounted to Rs. 165, of which Rs. 71 was paid by Government.

**Aided Institutions.**

There is also a Training College maintained at the Widows' Home attached to the Women's University at Poona. The institution follows a course of its own; it has not applied for formal sanction by the Department.

85. In paragraph 43 of the chapter on Primary Education I have dealt with the distribution of trained and untrained teachers in the different Divisions of the Presidency. I have pointed out that it is the 2nd and 3rd year trained teachers that cost the most, and it is they who are to be found in large proportions, specially in the Southern Division and in Sind. Experience has shown that for ordinary purposes for teaching up to Standards IV or V 1st year trained teachers are suitable and that the 2nd and 3rd year trained teachers are only required for schools teaching the highest classes. It seems an uneconomical use of public money when it is utilised in paying 2nd and 3rd year teachers for work which could be done by 1st year men. The diversion of funds in this manner unnecessarily hinders the expansion of primary education and the whole question has therefore been reviewed by Government and orders issued closing training schools, at Broach, Surat, and Nadiad and restricting the number of admissions to Training Colleges and schools in the various classes.

**Output of Teachers.**

The output (of male teachers) as now restricted is shown in the following table:—

	Strength of the classes.				Output.				
	3rd year.	2nd year.	1st year.	Total.	3rd year.	2nd year.	1st year.	Total.	
Bombay Division ..	} 35	140	575	750	35	105	435	575	
Central Division ..		15	40	120	175	15	25	80	120
Northern Division ..		5	20	60	85	5	15	40	60
Southern Division ..		5	20	70	95	5	15	50	70
Sind ..									
Total ..	60	220	825	1,105	60	160	605	825	

This shows a substantial reduction on the output of teachers during the year under report as shown in the statement below:—

	1st year.		2nd year.		3rd year.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Bombay Division ..	166	..	..	..	..	..	166	..
Central Division ..	257	10	204	8	84	14	545	32
Northern Division ..	217	41	102	30	63	38	382	109
Southern Division ..	157	21	64	14	34	18	255	53
Sind ..	135	1	54	3	21	7	210	11
Total ..	932	73	424	55	202	77	1,558	205

It may be noted that the necessity of reducing the output of 2nd and 3rd year trained teachers was considered in 1921 and that the above figures are in accordance with the output then sanctioned and represent a considerable reduction over the output of previous years.

On this subject Miss Navalkar, Lady Superintendent, Training College for Women, Poona, observes:—

“I have said in the past and I would again reiterate that the women students of the type we have, do not really develop individuality and self-control till they have finished their three years in College. I have had to do with the Practical Work of students in all the three classes and I cannot but see how gradual the advance is from the 1st to the 3rd year. The first year is entirely spent in, if I may say it, ‘licking the material into shape,’ in teaching the girls how to set about to learn, how to read and how to express themselves, and in trying to make up their deficiencies. In the 2nd year the student becomes conscious of her powers and abilities and this is not the best time to send her out. It is in the 3rd year that she realises her limitation, her ignorance



and her responsibilities and the need of hard work to fit herself for her calling. It is then only that she is prepared to go out as an independent teacher."

86. The main result of the conference held in 1919 was the simplification of the curriculum by the omission of Sanskrit and Persian, Algebra and higher Geometry, increased attention being paid to practical training. One important result of this simplification has been to facilitate the admission of members of the Backward Classes, who had hitherto found a difficulty in grappling with the course. Opinions are strongly divided as to the advisability of reintroducing Sanskrit and Persian. In Gujarat the general feeling seems to be against Sanskrit. In the Deccan and Southern Division there is a strong demand among certain classes for its reintroduction. The Educational Inspector, N. D., reports that since Gujarati Grammar has ceased to be a sub-head for examination in the curriculum both for Primary Schools and for Training Colleges it is commonly neglected. It is reported from Poona that the Training College students are generally very poor in Marathi composition; it is suggested that the primary school curriculum requires to be modified by the addition of a paper in composition. The question is being considered.

87. Attempts are made to interest students, both men and women, in matters outside the set curriculum. The Educational Inspector, N. D., reports :—

"Though excursion grants were stopped, Head Masters of all the Training Schools managed to take their students in batches on short trips to places of historical importance and enabled them to realise some of the interesting phenomena of nature. Surat students visited the well-known Kabirvad and Devki Unai Springs. Nadiad boys were taken to Pavagadh and Baroda. The Urdu classes of the P. R. Training College, Ahmedabad, were similarly taken to Baroda. Mr. Miller, the Provincial Secretary of the Bombay Boy Scouts' Council, performed the investiture ceremony of the Training School Scouts at Surat. The Head Master, Surat Training School, got training at Lonavla and on his return introduced Scouting in his school. He also started a local association for the district in consultation with the Collector of Surat. The Raja Saheb of Baria was pleased to preside at a public meeting at Surat convened for the purpose. At Nadiad Training School the Scout work is done by Mr. V. D. Desai, 2nd Assistant Master. The Head Master reports that on the 8th of December, 1922, all the students of Training School including women pupils ran up with timely help to a neighbouring house on fire and did all they could to 'extinguish it by fetching water from a well and pouring it on the burning portion."

The Educational Inspector, C. D., observes :—

"Lantern lectures came to be given in all institutions. Excursions to surrounding places of interest could only be undertaken as the excursion grant was cut down. At Dhulia the third year students went to Ellora Caves at their own expense. Debating clubs of students

are formed in most of the institutions under the supervision of masters. It is seen from all reports that lectures by outsiders on subjects like hygiene, scouting, education, moral philosophy, agriculture, naturopathy came to be given."

The Deputy Educational Inspector for Visual Instruction too delivered lantern lectures to the Training Institutions in the course of his tour.

Miss Navalkar reports from Poona :—

"The following subjects were discussed by the students in their Debating Society during the year :—

- (1) Who is the happiest man in the World ?
- (2) A comparison of the characters of Nana Farnavis and Mahadji Shindya.
- (3) Social Reforms.
- (4) A comparison of Ancient and Modern Poetry.
- (5) Diversities of entertainment, their evils and their benefits.
- (6) How travel, mixing with mankind and much reading enlarge men's minds.
- (7) What can be said in defence of Anandibai ?
- (8) Who is the greater of the two, Nala or Damayanti ?

"Miss Fuller of the Alliance Mission gave two interesting discourses<sup>s</sup> on Pandita Ramabai, in Marathi. Her fluency in a foreign tongue was much admired by teachers and students.

"The Annual Day of the Vanita Samaj was celebrated with great enthusiasm by the students and a larger number of old students than usual attended. Bits from the Drama of Shakuntala were acted by the students and much appreciated by the audience. A little humorous piece composed especially for the occasion by the father of one of the students caused great amusement.

"The students take a great pride in their Debating Society and every year they try to outvie the students of the past year in their entertainment. The 3rd year Class before leaving College presents the Society with some article that is necessary to it, and old girls remember it and send presents of books to it. We have now two brass Indian lamps (Samais), a silver flower vase, a silver Attar-holder, a silver rosewater-sprinkler, and two table covers presented by old girls. The girls appreciate the library as is seen by the well-used books, and care is taken to add interesting books from the subscription money."

## CHAPTER X.

## ORIENTAL STUDIES.

88. In the B.A. Examination 56 obtained Honours in Sanskrit and 8 in Persian ; in the M.A. Examination 7 passed with Sanskrit and 3 with Persian.

At the University.

89. Among special institutions for imparting instruction in Oriental Languages, Pathshalas for the study of Sanskrit increased from 55 to 56, but the number of pupils attending them declined from 2,995 to 2,212 ; Maktabas for the study of Arabic or Persian increased by 130 to 926, but the number of pupils in them decreased by 1,068 to 19,941.

At Poona there is a Hebrew school with 62 pupils.

One of the aided Sanskrit Pathshalas presents candidates for the Calcutta examination, for which Bombay is a Centre. The Sanskrit Pathshala at Umarnkot (Sind) teaches Sanskrit, with a little English and Hindi, and prepares pupils for the examinations of the Sanskrit College, Benares. Of the unaided institutions, three teach the Ayurvedic system of medicine, one of them, the ' Prabhuram Ayurvedic Pathshala ', giving instruction on both Western and Eastern lines and preparing nurses and midwives.

90. The expenditure on Pathshalas was Rs. 42,493 and on Maktabas Rs. 84,906, of which 32·9 per cent. and 7·7 per cent. respectively were met from public funds.

Expenditure.

Some Rs. 1,200 was spent by Government on personal allowances given to Shastris and Moulvis by way of encouragement.

91. The Bhandarkar Oriental Research Institute, Poona, had a membership of 324, against 321 in the previous year. Its receipts amounted to Rs. 1,57,500 and the expenditure Rs. 1,46,275. Thirteen manuscripts were lent to Indian scholars and two to European scholars. The Institute was visited by two renowned scholars, Professor Levi of Paris and Professor M. Winternitz of Prague, each of whom delivered an address to a large and influential gathering. In collaboration with Dr. Rabindranath Tagore's University the Institute has undertaken the preparation of a scholarly edition of the Mahabharat. The Bombay Government have sanctioned an annual grant equal to one-half of the expenditure, but not exceeding Rs. 6,000, on account of this scheme. The Institute has also arranged to co-operate with the Cama Oriental Institute of Bombay in the matter of buying costly books of Oriental interest.

Research Institute.

92. Of the 11 pledges of the Bombay Sanskrit Series not yet completed, seven are in the Press, two are expected to be handed over to the Press before very long, and two have not yet been received from the editors. It is difficult to say when they will be ready. Of the Oriental Hindu Series, 18 works have so far been planned for the series but none have yet been received. The Institute hopes to issue one volume next year.

Sanskrit Series.

## CHAPTER XI.

## EDUCATION OF GIRLS.

93. The total number of institutions for Girls, public and private, for Europeans and Indians decreased by 23 to 1,702. Among these, recognised institutions fell from 1,581 to 1,563 and unrecognised from 144 to 139. The girls under instruction, however, increased from 187,265 to 188,121, the number in recognised institutions having decreased by 523 to 174,556 and that in unrecognised institutions having increased by 1,379 to 13,565. 122,083 girls are in girls' schools and 66,038 in boys' schools.

The percentage of girls under instruction to the female population of the Presidency is 2·0, percentages in the different Divisions being 2·0 in the Bombay Division, 1·6 in the Central Division, 3·6 in the Northern Division, 1·8 in the Southern Division, 1·4 in Sind, and 3·6 in Aden.

Of the girls under instruction in recognised institutions, 299 girls are in Colleges—219 being in Arts Colleges, 75 in Medical, 2 in the Secondary Training College, and 3 in the Sydenham College of Commerce and Economics—11,321 in Secondary schools; 160,481 in Primary schools, 51 in Medical schools, 945 in Training schools, 361 in Technical schools, 61 in Commercial schools, 37 in schools for defectives, 313 in schools for adults, and 687 in other special schools. The graphs attached to Chapter VI show the growth in the number of girls in Primary and Secondary schools during the last 14 years.

94. The number of Secondary schools for girls decreased by 1 to 86—7 Government, 68 Aided, and 11 Unaided. The number of girls who attend Secondary schools has decreased by 76 to 10,629, including 1,718 in schools for boys. 149 girls passed the School-Leaving Examination, against 128 in the preceding year. One of the girls studying in the Indian High School for Girls, Poona, won the second Jagannath Shankar Shet and Yamunabai Dalvi Scholarships and stood fourth in the list of successful students.

95. Primary schools for girls have decreased by 22 to 1,430—10 Government, 428 Municipal, 608 District Local Board, 372 Aided, and 12 Unaided. The number of girls attending Primary schools increased by 787 to 106,192.

The following table compares the progress of girls' primary education in the various Divisions:—

	Number of pupils.		Increase or decrease percentage.	Percentage to female population.
	1921-22.	1922-23.		
Bombay Division ..	25,388	26,559	4·6	1·2
Central Division ..	21,905	22,445	2·5	0·9
Northern Division ..	25,669	25,900	0·9	1·8
Southern Division ..	16,926	17,075	0·8	1·1
Sind ..	15,218	14,057	-0·8	1·0
Aden ..	299	156	-47·8	0·9

It will be seen that the education of girls is relatively more advanced in the Northern Division, where 50 per cent. more of the girls are under instruction, than in the next advanced Division of Bombay. The Inspectress of Girls' Schools, Bombay and N. D., remarks :—

“The teachers are apathetic, and cleanliness, obedience, good manners, and orderliness are conspicuous by their absence. Most of the women teachers need to have women officers to supervise and guide them, as they cannot converse freely with men, and meet with very little sympathy from the inhabitants of the place where they work and have very little to stimulate them and keep them up to the desired standard, unless they love their work and take an interest in children.”

96. The number of women teachers in Government, District Local Board, and Municipal Primary schools increased by 177 to 2,336, of whom 1,425 were trained and 911 untrained. The development of the education of girls is still hampered by the dearth of women teachers. The following statement gives the number of trained and untrained women teachers in girls' schools (District Local Board and Municipal) by Divisions :—

	Trained.				Untrained.			Total trained and untrained.
	3rd year.	2nd year.	1st year.	Total.	Qual-ified.	Unqua-lified.	Total.	
Bombay Division ..	213	67	84	364	49	275	324	688
Central Division ..	113	31	63	207	107	81	188	395
Northern Division ...	255	82	142	479	94	50	144	623
Southern Division ..	109	51	67	227	97	52	149	376
Sind ..	41	59	48	148	54	52	106	254
Total ..	731	290	404	1,425	401	510	911	2,336

In Sind scholarships have been instituted to induce women to study in Primary schools with a view to joining the Training College. The Educational Inspector in Sind states :—

“The number of women coming forward for training from Sukkur and Shikarpur is gratifying. The Shikarpur Municipality which, three years ago, had at the most two or three trained teachers, in the schools, has now seven trained teachers. It also has eight women undergoing training, and many more are studying in the schools with a view to being trained.

“The special scholarships sanctioned in 1920 have helped enormously in encouraging women to equip themselves for the teaching profession. These scholarships have been reduced to 14 a year, but the value has been increased to Rs. 10 per mensem. There are now 35 scholarship-holders of this class. There are seven Local Board schools under male Headmasters and these schools are among the most efficient

in the Division. The men, unlike many of the women teachers, are not harassed by babies or young children of their own, in need of constant attention, nor are they tired out, before their school day begins with their various household duties. They are in consequence able to put more energy and interest into their work."

97. The Primary curriculum has been revised for the Presidency, and that for Sind is under consideration. In addition to the ordinary subjects, Domestic Economy, Needlework, Nature Study, School Gardening, and Drawing and Handwork are prescribed as optional subjects for girls. Geography and Hygiene are obligatory subjects. In Bombay the Municipality makes provision for Singing, Sewing, and Spinning. There are special Readers for girls, but it is only in Gujarati that these exist for all three of the higher standards (V—VII). Marathi has two Readers and Kanarese one, while Sind has none, there having until recently been very few girls in the higher standards. Steps will be taken to get the Readers translated into all the languages, with adaptations as required.

98. The following table gives comparative figures of the success of women at various examinations:—

	M.A.	B.A. Honour.	B.A. Pass.	B.Sc.	Inter. Arts.	Inter. Science.	M.F. B.S.	B.T.	Inter. Com.	Matriculation.	Training.
1921-22 ..	1	8	7	..	18	1	7	3	4	128	496
1922-23 ..	5	15	6	3	22	3	10	1	1	149	478

99. It is impossible to give an accurate estimate of the full amount spent on the education of girls, because 34·2 per cent. of them are in boys' schools. The total expenditure on schools specially designed for girls increased by Rs. 2,60,932 to Rs. 41,99,748, of which 35 per cent. came from Provincial Funds, 32 per cent. from District Local Board and Municipal funds, 12 per cent. from fees and 21 per cent. from other sources. Public funds contributed 35·6 per cent. of the expenditure on secondary, and 82 per cent. of that on primary schools. The average annual cost of educating a pupil in schools for girls, excluding those for Europeans, was Rs. 100·8 for secondary and Rs. 25 for primary education. The rate of grant per pupil in aided schools was Rs. 27 in secondary and Rs. 8 in primary schools.

100. The Seva Sadan Societies at Bombay, Poona, Satara, Sholapur, and Baramati, the Women's Association at Nasik, the Mahila Samaj at Jalgaon, the Vanita Vishram, Bombay, the Bhagini Samaj at Alibag, Mrs. Nikambe's class for married ladies (now thrown open to all), the Sanjani Sangit

Varga, the Embroidery class, Manmad, the Parsi Domestic Arts schools, the Zenana Mission classes at Nasik, Karachi, and Sukkur, and certain other institutions, provide facilities for the instruction of women in Sewing, Knitting, First Aid, Hygiene, Domestic Economy, Cooking, English, the vernaculars, Music, etc. The Educational Inspector, C. D., observes :—

“Of the institutions working in the cause of female education the various activities of the Seva Sadan Society at Poona and the Widows' Home at Hingne near Poona are worthy of special mention. The former has now begun to extend its sphere of action and has started branches at Baramati and Sholapur. The Widows' Home has also started a girls' school at Satara, affiliated to the Indian Women's University. The work-room classes, Training Classes, and classes for training midwives and nurses maintained by the Seva Sadan Society are very popular. There were 1,047 women and girls attending the various departments of the Seva Sadan at Poona and Baramati on 31st March, 1923. Of these, 29 attend the L.C.P.S. course and 31 are undergoing courses in nursing and midwifery. Again 149 are in Training Classes, 188 attend the work-room and sewing classes, 100 attend the Special English Classes. It is from the last named classes that women are taken up for the medical and nursing courses. Considering that there is a deplorable lack of trained nurses and midwives outside large cities the services of the Sadan in this direction are valuable. The women that leave the work-room classes are found to be earning a respectable livelihood.

“There are 439 girls and women attending the various branches of the Widows' Home at Poona and Satara. Of these, 15 women attend the College of the Indian Women's University, 308 the Kanyashalas (*i.e.*, secondary schools), and 39 the Training College. Up to date 20 students have obtained the G. A. degree of the University and 18 women teachers have left the Training College after obtaining the Third Year Certificate. The Home follows its own curriculum in all its institutions.”

The Seva Sadan, Bombay, has domestic classes in which sewing, cutting out, cooking, and laundry work are taught free to poor women. In the Parsi Domestic Arts Schools, Bombay, Domestic Science is taught in a practical manner under fully trained teachers. These schools, which are attended by 205 girls and women, have cutting out, drafting, embroidery, painting, photography, dyeing, cooking, and laundry classes. The classes are under a lady who has received special training in domestic science in England and America.

101. A three years' course of instruction in needle work for sewing teachers was started in Sind, a certain salary being guaranteed on the completion of the course. The Inspectress of Girls' schools in Sind however reports :—

“The sewing teachers code, which was sanctioned for Sind in 1920, has not proved a success owing to the very small demand there is for

special sewing teachers. Owing to financial strain, aided schools are barely able to pay the enhanced salaries to their necessary vernacular staff and feel themselves quite unable to bear the additional burden of a sewing mistress when the needlework can be undertaken by one of the vernacular trained mistresses on the staff of the school. Moreover the only women who appear for the examination are from the Mission industrial institutes in Karachi and Sukkur and these women are not prepared to take up service outside their own native city."

102. In most of the schools drill is performed. In the Girls' school, Bijapur, drill had to be discontinued as it was looked upon with disfavour by the parents. In Sind, where schools are obliged to conform to pardah conventions, it is especially hard for them to cater for the physical well-being of the pupils. The Kundanmal Girls' School at Hyderabad has, however, a very fine play-ground in addition to a large hall for drill purposes. The older girls are reported to be surprisingly enthusiastic over their games. The Mission schools, Karachi, are reported to have systematically organised drill and infant games.

• In Bombay the special classes for physical instruction under the Directress of Physical Training were continued by arrangement with the Young Women's Christian Association, the cost being met by Government. The classes are reported to have been very popular; they were attended by 28 teachers from various primary and secondary schools. The Inspectress of Girls' Schools, Bombay and N. D., reports:—

"The Girl Guide movement seems to be growing in popularity and Parsi girls are joining it but Hindus and Mahomedans are still conspicuous by their absence."



## CHAPTER XII.

## EDUCATION OF EUROPEANS.

103. European High and Middle Schools decreased by 2 to 38 (23 for boys and 15 for girls), while special schools remained stationary at 5. The decrease is due to the amalgamation of the John Connon High School with the two Cathedral High Schools and to the transfer of the Railway School at Gadag from the list of European schools to that of English-teaching schools. All the institutions are aided. English-teaching schools increased by 2 to 44 (23 for boys and 21 for girls). Of these, 37 were aided and 7 recognised. The number of pupils in European schools decreased by 64 to 4,636 (3,879 Europeans and 757 Indians) while that in English-teaching schools rose by 485 to 10,348. The total number of Europeans under instruction in European and English-teaching schools decreased by 43 to 4,593, while the total number of Europeans in all classes of institutions declined by 37 to 4,769.

104. The total expenditure of European schools decreased by Rs. 96,286 to Rs. 13,20,236, while that of English-teaching schools increased by Rs. 61,836 to Rs. 9,13,640. The Provincial grant to the former was Rs. 4,46,248 or 33·8 per cent. of the expenditure, while that to the latter amounted to Rs. 2,15,797 or 23·6 per cent. of the expenditure. In consequence of the reduction in grants owing to financial stringency, fees were raised to meet the expenditure, and the average annual tuition fee in a European school rose from Rs. 64·08 to Rs. 68·6, while that in an English-teaching school rose from Rs. 35 to Rs. 38·5. The average cost of educating a pupil in the secondary stage in a European school decreased from Rs. 186·5 to Rs. 176, while the cost to Government decreased from Rs. 66·3 to Rs. 66; the cost in an English-teaching school, however, increased from Rs. 57 to Rs. 73, the cost to Government having decreased from Rs. 19·7 to Rs. 19.

105. War grants amounting to Rs. 12,288 were paid to children of wounded and disabled soliders, Rs. 11,452 being paid to boarders and Rs. 836 to day pupils.

106. Hostels are attached to 26 (9 boys' and 17 girls') European schools and 7 (2 boys' and 5 girls') English-teaching schools. The total number of boarders in these hostels was 2,696 (1,136 boys and 1,560 girls). The total expenditure exclusive of the messing charges amounted to Rs. 5,29,007, while the boarding fees amounted to Rs. 2,82,760. The average monthly cost per boarder exclusive of messing charges is Rs. 16-5-0, while the entire cost varies from Rs. 30 to Rs. 60 according to the type of the school.

*(a) Departmental Scholarship Examinations.*

107. The three Departmental Scholarship Examinations, High, Middle, and Primary, were held for the last time in November, 1922. From 1923 there will be no Primary scholarships awarded, and the High and Middle scholarships will be awarded on the results of the Cambridge School Certificate and Junior Local Examinations respectively. This decision is in accordance with the resolutions of the Simla Conference on European Education held in 1912. Thus pupils of tender years will no longer be exposed to the strain of preparing for a public examination, and the older pupils will be able to concentrate on one set of examinations instead of two.

Three, seven, and seven scholarships respectively were awarded as usual, the cost to Government being Rs. 7,152.

The High School Scholarships have hitherto been of the value of Rs. 20 a month, tenable at any college affiliated to the Bombay University. They have now been raised to Rs. 30 and are made tenable at any approved technical or professional institution.

The High School Examination was also a School-Leaving Certificate Examination, and recognized by the University.

*Results.*

	1921	1922.
Sent up .. .. .	49	71
Passed .. .. .	28	42

*(b) Results of Cambridge Local Examinations.*

	1921.		1922.	
	Number sent up.	Number passed.	Number sent up.	Number passed.
Higher .. .. .	12	7	6	2
Senior .. .. .	96	50	98	45
Junior .. .. .	177	66	155	69
Preliminary .. .. .	125	80	121	80

The Cambridge Higher Local Examination has now been abolished and it is proposed to hold the Oxford Higher Local Examination in its place.

For the School-leaving Examination held by the Joint Board 27 candidates appeared from three of the European schools and 240 candidates from 19 English-teaching schools. Of the former, 18, and, of the latter, 178, were successful.

108. The Departmental Kindergarten Examination was held at Poona and Murree. At the Poona centre there were 3 European Kindergarten Examination. candidates, all of whom passed, and at Murree there were 8 candidates, of whom 6 passed.

St. Mary's Training College, Poona, the Convent Normal Class, Clare Road, Bombay, and St. Deny's School, Murree, are the only institutions which prepare candidates for this examination at present. The examination is a very sound one, and it is hoped that in time other provinces will take it up. Proposals for certain improvements in the syllabus have been submitted to Government for sanction.

Eighteen candidates appeared for the Secondary Teachers' Certificate Examination, of whom 7 passed.

109. Physical education, in spite of the absence of play-grounds, is said to be taken far more seriously than it was ten years ago. The efforts of the Young Women's Christian Association in Bombay to train teachers on modern lines deserve special mention. Nine teachers from European or English-teaching schools were given Physical Training Certificates last year.

110. Religious instruction is compulsory for Christian children in all European and English-teaching schools. In the case of a few schools simple Bible teaching is given to all pupils. This instruction is generally given by religious teachers on the staff or by visiting Chaplains or Priests. Moral Instruction is given together with religious instruction.

111. Apart from the various forms of hand and eye training (*e.g.*, paper and cardboard and clay modelling, raffia-work, etc.) which form part of the Kindergarten work in the best schools, there is nothing that can be called Manual Training in any of the boys' schools, except the ordinary Drawing course, and the laboratory work done for the Science group of the Cambridge Local Examinations. Carpentry has been given up as it is impossible to get teachers, and the equipment costs too much. On the other hand the Boy Scout system, which finds a place in most European schools and some English-teaching schools, does much to make the boys correlate hand and eye.

The same remarks apply to Manual Training in girls' schools. When they leave the Kindergarten stage they take up the Drawing courses prescribed for the School of Art examinations and the Needlework course prescribed by the Department. In half a dozen High Schools there is a special course in Domestic Economy for those who do not wish to prosecute their literary studies beyond standard VI or VII. This involves manipulative skill.

There is also plenty of manual training in connection with the Girl Guide System, which is spreading rapidly among schools of every type.

**Teachers and Training.** 112. The total number of teachers in European and English-teaching schools increased by 21 to 938.

Of these, 173, or 18·4 per cent., are classified as trained, while 107, or 11·4 per cent., possess degrees. There were 154 holders of the Secondary Teachers' Certificate, but these teachers are not now classified as trained teachers. Nearly all of these are women; the Anglo-Indian schoolmaster is not attracted to this examination so much, chiefly because he has taken up teaching as a stepping-stone to some other profession.

There are no training institutions for men, but there are two training classes and one training college for women. Here they can study for the European School Kindergarten Examination or for the Departmental Secondary Teachers' Certificate Examination coupled with the Oxford Higher Local Examination. A fair percentage of Goan and East Indian teachers pass the examination every year, and a very high percentage of European teachers. The latter, however, do not all accept appointments in this Presidency. Out of 14 scholarships of Rs. 40 per mensem for students in training classes, five were kept vacant for want of candidates to hold them. The teaching profession is not considered as attractive as that of a nurse, or typist, or stenographer. As pointed out last year, until schools are in a position to pay the members of their staff adequate salaries, and until they can point to a Provident fund as security for the future, and to a career which offers prospects comparable to what is obtainable in other branches of service, trained lay teachers of the right stamp will never be forthcoming—at least, not in appreciable numbers. The necessity of a Provident fund scheme is thus very urgent and the Inspector observes that, if the scheme is sanctioned, schools may be able to get better teachers and to retain them longer.

The average pay of teachers in European schools was Rs. 142·8, in English-teaching schools Rs. 85·4, and in Special schools Rs. 74·9.

**Technical and Industrial Education.** 113. Apprentices living in the boardinghouse (Procter branch) provided by the Young Men's Christian Association, Bombay, continue to receive aid from Government at the rate of Rs. 20 per mensem per head. They receive their theoretical and practical education in Railway Workshops and in other firms where they work. The Technical classes which were conducted by the Young Men's Christian Association for their benefit have been discontinued.

**Commercial Classes.** 114. Commercial classes are conducted by the Young Women's Christian Association for the benefit of girls, who receive training in shorthand, type-writing, book-keeping, etc. About six girls, who live in the Home, receive aid from Government at the rate of Rs. 15 per mensem towards their boarding.

115. The reduction in grants to both European and English-teaching schools has affected them considerably. Though an attempt has been made to meet the deficit by a reduction in the staff, an increase in the rate of fees, and by appeals to public generosity, the outlook for the schools does not appear to be very bright. The chief difficulty, specially in the case of European schools, is that it has become difficult to retain good teachers, who demand higher and higher pay every year, and the resources of the schools cannot expand in proportion to the requirements.

## CHAPTER XIII.

## EDUCATION OF MAHOMEDANS.

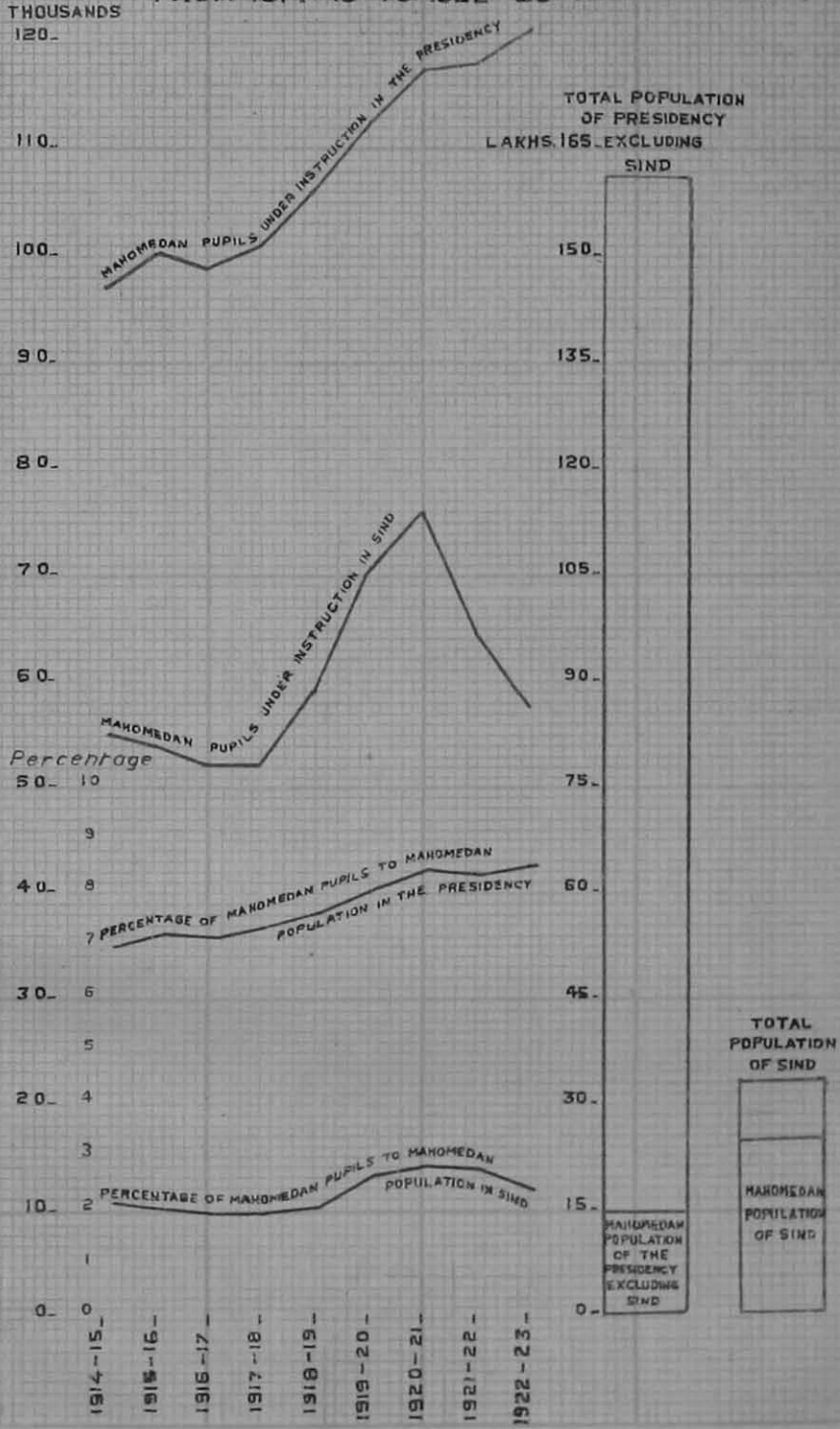
116. The number of Mahomedans under instruction in all classes of institutions decreased by 2,662 to 178,755; Institutions and Pupils. the number in recognised institutions decreased by 5,075 to 153,150. The following table shows the position of Mahomedans in education in the different Divisions :—

	Number of Mahomedan pupils in recognised Institutions.		Percentage of Mahomedan pupils to total pupils of all classes in such Institutions.		Percentage of Mahomedan population to total population.
	1921-22.	1922-23.	1921-22.	1922-23.	
Bombay Division ..	28,365	30,341	14·5	14·9	8·3
Central Division ..	26,114	25,985	10·5	10·2	6·1
Northern Division ..	23,477	24,985	14·1	14·4	10·8
Southern Division ..	22,789	23,192	14·7	14·5	10·8
Sind ..	55,233	46,310	49·01	44·4	73·3
Aden ..	1,776	1,799	67·4	63·6	79·7
European and English-teaching schools ..	471	538	3·2	3·6	..
Total ..	158,225	153,150	17·6	16·8	19·7

It will be seen that the numbers have increased in every Division except the Central Division and Sind. The drop in the Central Division is small; that in Sind is considerable; it is due to the closure of Mulla schools for the reasons explained in para. 126. It is also partly due to closure of some District Local Board schools on account of low attendance and the financial weakness of the Boards.

The literacy figure for Mahomedans is 4·7 per cent., against 5·0 per cent. for all communities in the Presidency, the percentage in the case of Hindus being—Advanced Hindus 15·4, Intermediate 3·8, Backward 1·6.

**GRAPH COMPARING THE GROWTH OF MAHOMEDAN EDUCATION IN SIND & IN THE PRESIDENCY FROM 1914-15 TO 1922-23**







The following table compares the distribution of pupils among the different classes of institutions:—

	Pupils in	
	1921-22.	1922-23.
Arts Colleges .. .. .	233	246
Professional Colleges .. .. .	91	87
Secondary Schools .. .. .	5,975	5,792
Primary Schools .. .. .	149,081	142,615
Special Schools .. .. .	2,845	4,410
Total recognised .. .. .	158,225	153,150
Total unrecognised ... .. .	23,192	25,605
Grand Total .. .. .	181,417	178,755

117. It is difficult to calculate exactly the expenditure on Mahomedan education, because 62·6 per cent. of Mahomedan pupils are in institutions open to all communities. But the total direct expenditure is roughly estimated at nearly Rs. 40 lakhs, of which 58·5 per cent. was contributed by Provincial funds.

118. In the University Examinations for Degrees 3 Mahomedans passed the M.A., 24 the B.A., 3 the B.Sc., 1 the LL.M., 8 the LL.B., 5 the B.E., 3 the M.B. B.S., 2 the B.Ag., and 2 the B.T. In the School-leaving Certificate Examination 190 passed in subjects qualifying for entrance into Colleges and 40 in those for Government service. At the training examinations of primary teachers, 177, 90 and 42 passed the 1st, 2nd, and 3rd year examinations. At the Vernacular Final Examination 486 passed, 292 in the Presidency proper and 194 in Sind.

119. The number of Mahomedans in public institutions declined by 5,075 to 153,150. Of these, the number in special institutions decreased by 3,606 to 95,865 and that in ordinary institutions by 1,469 to 57,285. The number of special institutions increased by 338 to 2,487. Of the total number of Mahomedans under instruction 93·1 per cent. are in primary schools, of whom 63·8 per cent. are in special primary schools—the Urdu schools in the Presidency proper, and the Mulla schools in Sind.

120. In the Presidency proper the number of special institutions increased by 38 to 1,109 and the number of pupils by 4,468 to 71,300. Of the special institutions, six are secondary schools, with 525 pupils.

Teachers. 121. The following table gives the number of Mahomedan teachers in the various Divisions :—

	Trained.		Untrained.			
			Qualified.		Unqualified.	
	1921-22.	1922-23.	1921-22.	1922-23.	1921-22.	1922-23.
Bombay Division ..	159	174	110	163	589	478
Percentage to total teachers.	18.5	21.3	12.8	20.0	68.7	58.7
Central Division ..	294	301	276	319	166	82
Percentage to total teachers.	39.9	42.8	37.5	45.4	22.8	11.6
Northern Division ..	278	304	157	175	183	150
Percentage to total teachers.	45.0	48.4	25.4	27.8	29.6	23.8
Southern Division ..	270	332	115	91	65	46
Percentage to total teachers.	61.4	70.8	26.1	19.4	12.5	9.8
Total ..	1,001	1,111	658	748	903	756
Percentage to total teachers.	37.8	42.8	24.8	27.1	37.4	30.1

	Total.		Total.		Number of Boys.	Number of pupils per teacher.
	1921-22.	1922-23.	1921-22.	1922-23.		
Bombay Division ..	699	641	858	815	21,339	26
Percentage to total teachers.	31.5	78.7	..	..	..	..
Central Division ..	442	401	786	702	15,070	21
Percentage to total teachers.	60.1	57.1	..	..	..	..
Northern Division ..	340	325	618	629	15,571	24
Percentage to total teachers.	55.0	51.6	..	..	..	..
Southern Division ..	170	137	440	469	14,557	27
Percentage to total teachers.	38.6	29.2	..	..	..	..
Total ..	1,651	1,504	2,652	2,615	66,537	26
Percentage to total teachers.	62.2	57.2	..	..	..	..

The statement shows a decrease of 37 in the number of teachers. This occurred in the Central Division and the Bombay Division. The reason for the decrease is not clear, but it appears to have been chiefly due to the services of unqualified teachers having been dispensed with. It will be seen that in both these Divisions the number of qualified teachers, both trained and untrained, increased.

The question of the supply of Mahomedan teachers for Primary Schools has been fully dealt with in preceding Reports. In respect of trained teachers Mahomedans are in most Divisions better off than the Non-Mahomedan communities. It will be seen that in the Southern Division no less than 70·8 per cent. of the Mahomedan teachers are trained. The chief need is for more qualified teachers. There is a very undue proportion of unqualified teachers, *viz.*, teachers who have not passed the Vernacular Final Examination (or VIth standard in the case of women teachers). Efforts are being made to increase the supply of qualified teachers. The means employed is the establishment of Central Schools in which boys are given stipends and after studying standards V, VI, and VII are prepared for the Vernacular Final Examination. The Tankaria Central School in the Broach District has now been going for over 20 years and has in its time passed some 101 boys through the Vernacular Final Examination. A similar school is that at Nasirabad in the East Khandesh District. In order to deal with the pressing problem of providing qualified teachers for the Konkan Districts special Central Schools have been started at Vahur in the Kolaba District and at Ratnagiri. These schools are reported to be doing well. The Educational Inspector, B. D., reports:—

“During the year under report a striking awakening was noticed among the Mahomedans of all the Districts and particularly of Ratnagiri where the demand for more Urdu schools and better Urdu teachers was insistent. The increase in Mahomedan pupils in this District was 1,062. The paucity of trained and qualified Urdu teachers has been a serious handicap to the growth and development of Urdu schools in Thana, Kolaba, and Ratnagiri Districts. Even schools of old standing have not been able to turn out pupils advanced beyond standard II or standard III, because the teachers themselves are incompetent to teach further. This difficulty was well illustrated by the futile search for standard IV or standard V pupils required for the Central Urdu School at Ratnagiri. The condition of Mahomedan Education in the city of Bombay is far from satisfactory. The schools are located in badly lighted and ill-ventilated buildings situated in unhealthy localities. The attendance of children is most fitful and the teachers are also not quite regular and punctual in their duties. The supervision over the schools is not strict and very little efficient work is turned out by them.”

122. The alternative sets of standards were introduced in 1918. It is left to the option of the local Mahomedans to decide whether the instruction shall be given through the medium of Urdu or the local vernacular. In the former case, special instruction in the local vernacular is compulsory. The following table gives comparative figures of District Local Board and Municipal schools teaching alternative standards in the different Divisions of the Presidency:—

Curriculum.

Statement giving statistics of (1) Urdu Vernacular and (2) Vernacular Urdu Primary Schools for 1921-22 and 1922-23.

Division.	District Local Board.							
	Urdu Vernacular Primary Schools.				Vernacular Urdu Primary Schools.			
	1921-22.		1922-23.		1921-22.		1922-23.	
	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 ..	21	807	20	852	128	4,932	130	5,987
Central Division ..	124	7,430	91	4,537	59	1,580	65	1,685
Northern Division ..	39	2,367	39	2,491	65	4,189	66	4,460
Southern Division ..	143	7,701	143	7,601	33	1,253	33	1,236
Total ..	327	18,305	293	15,481	282	11,954	294	13,368

Division.	Municipal Boards.							
	Urdu Vernacular Primary Schools.				Vernacular Urdu Primary Schools.			
	1921-22.		1922-23.		1921-22.		1922-23.	
	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 ..	117	11,229	136	11,874	10	636	10	717
Central Division ..	51	5,301	53	5,530	21	1,187	19	1,248
Northern Division ..	45	2,841	39	3,680	15	1,619	17	1,973
Southern Division ..	46	4,302	45	4,641	7	674	7	696
Total ..	258	23,673	273	25,725	53	4,116	53	4,634

In previous reports I have dealt with the problem of Urdu as the vernacular for Mahomedans. It will be seen that the majority of the community prefer the Urdu-Vernacular standards.

123. A committee was appointed by Government to prepare Urdu translations of the Departmental Vernacular Urdu Translation Board. Readers with such additions and alterations as may be necessary to bring them into closer harmony with

Mahomedan sentiment. The committee has also prepared District Geographies, a History of Gujarat, and books on Arithmetic, Indian Accounts, Geometry, Physiology and Hygiene, etc. These books will shortly be published.

124. The number of Mahomedans under instruction in Sind decreased by 6,531 to 57,518 (including 10,462 girls); of the latter figure, 46,310 are in public and 11,208 in private institutions. The public institutions show a decrease of 8,923 pupils, while the private institutions show an increase of 2,392 pupils. As explained in paragraph 126 the decrease of pupils in public institutions is mainly due to the decrease in the number of Mulla schools. Of those studying in public institutions, 44,246 are in primary and 1,720 in secondary schools, 72 in arts colleges, 78 in training institutions, and 194 in other special institutions. Of the girls, 5 were in secondary schools, 8 in training schools, 5 in medical schools, and 8 in other special schools. Of the total number of Mahomedans under instruction in public institutions 95·5 per cent. are in primary schools, of whom 51·07 per cent. are in special primary schools—the Mulla schools, almost entirely, in Sind. There are 5 special Madressahs (with 864 pupils) giving secondary education and 742 special primary institutions (with 21,707 pupils). The percentage of the Mahomedan population under instruction in public institutions comes to 1·9 (male 2·8 and female 0·7). Mahomedans form 73·3 per cent. of the total population. Mahomedan children constitute 49·4 per cent. of the total number of pupils under instruction.

125. Of the 2,613 teachers employed in District Local Board and Municipal schools, 1,033 (or 39·5 per cent.) are Mahomedans. Of these, 701 (or 69·2 per cent.) are trained. Of the 332 untrained teachers 314 are qualified and only 18 unqualified, a far better state of affairs than exists in the Presidency proper. A matter which at first sight appears to be of ominous significance is the fact that the number of Mahomedans who passed the Vernacular Final Examination in Sind in the year under report was 194 only against 346, 291, and 237 in the three previous years. The fact appears to be that the number of candidates accommodates itself closely to the demand. A considerable number of District Local Board schools had to be closed during the two previous years and the services of the teachers dispensed with. This fact was not lost on the boys studying in the higher standards, who quickly took them off rather than spend more time on studying for an examination which was not likely to bring them employment. There is, I think, little doubt that as soon as the expansion of education under the New Primary Education Act begins to take effect the demand for teachers will quickly create a supply.

126. The number of Mulla schools decreased from 1,010 to 761, while the number of pupils decreased from 28,920 to 22,533. Of the decrease of 6,387 the majority are girls, whose numbers fell from 8,799 to 2,983. The decrease is due to two causes—the Khilafat movement and the pruning off of inefficient schools. I dealt fully with the Mulla school system in

my last Report. As then explained, serious efforts are being made to make the schools more efficient and thus more competent to be regarded as a fit equivalent for District Local Board schools. Schools which after due warning fail to come up to the required standard are struck off the list. There are signs that this policy is having the desired effect and that the condition of the Mulla schools is steadily improving.

Thus, Mr. Ali Khan Abro, Deputy Educational Inspector, Mulla Schools Hyderabad, writes :—

“ Though the numbers have fallen, the average efficiency of a Mulla school is now greater than before, partly because many useless schools have been weeded out, and partly because a steady progress is being brought about by the employment of assistants to Mullas, by training more Mullas, and by the guidance given by the Inspecting officers during the touring season.”

Mr. Mahomed Ibrahim reports :—

“ As a result of my going far into the interior and studying the position of the schools personally I soon found out that there were several schools that existed for the sake of grant only and for no other useful purpose. And as from the very beginning I believed in the quality rather than the quantity of work, I at once impressed upon the Assistant Deputy Inspectors that it should not be the number of schools but the real work on which they should concentrate attention and which they should exact from Mullas, and that the undeserving schools should deserve no consideration in the matter of grant. In consequence if on one hand the number of schools and the number of pupils in them has decreased, on the other hand the schools that deserved encouragement have been developed on rational lines and to-day I can name many schools where in virtue of good staff very substantial and real work is being done. Many of the better staffed schools have already begun doing work on the curricula for Local Board schools and some successfully too. There have also been instances of sending boys directly to the Secondary Schools. This all I count as real progress and for which alone in my opinion the schools should justify their continuance in future.”

On the subject of Mulla Schools Mr. Ghulam Nabi Kazi remarks :—

“ Before the scheme to improve the Mulla schools came into force, they used to be held mostly in mosques without any furniture or equipment, and were conducted by Mullas most of whom had very hazy ideas of our method of teaching, and consequently the performance was very shabby. The number of large schools was also small. At present out of 204 schools in this Division 15 have more than 50 children on the roll, 23 have between 40 and 50, 45 have between 30 and 40, and the rest below 30. Very many of them have separate landhis of their own, which are more or less equipped with maps and a few necessary articles of furniture. A good number of Mullas are trained men, and the large schools have 47 efficient assistant masters working in them, 4 of whom have got 1st year Training College certificates,

25 have Vernacular Final Examination Certificates, and the rest have read at least 6 standards of Local Board schools. The Government also supplies indigent pupils with books and stationery free of charge.

“Under these improved circumstances naturally the work turned out is correspondingly efficient. Unfortunately there is certain shakiness produced in these maktabas owing to the Khilafat agitation to which these maktabas on account of their very nature are specially susceptible.

“We have lost a considerable number of these maktabas including some quite good schools, owing to the above reason. But by now I hope we have reached a solid bed-rock of good maktabas that will thoroughly justify the expenditure incurred on them.

“From certain quarters, there has been levelled criticism against these maktabas, unsympathetic in the extreme. The critics appear to have in their minds, an ideal Local Board school, and compare our schools with that ideal. In this comparison the Mulla schools decidedly fail to satisfy the critics. These gentlemen forget that the expenditure on the part of Government per average Mulla school is as much as is spent by a big Local Board school on its contingencies; they forget that these maktabas are the only effective means, at present, of pushing on literacy in the out of the way places, among Mussalmans whose apathy towards education is notorious, and specially among the Mussalman girls to whom secular education can reach only by the medium of these schools. They also do not appear to appreciate our difficulties. In short this criticism is very unsympathetic and inopportune and it is based on misinformation and prejudice.”

127. The total expenditure on these schools decreased by Rs. 35,963 to Rs. 1,95,957. The main allotment sanctioned were:—capitation grant Rs. 75,000; grant for assistants Rs. 26,148; scholarships in Local Board primary schools, Rs. 11,460; circulating libraries Rs. 4,000; improvement in accommodation Rs. 4,000; equipment Rs. 3,000; rewards Rs. 1,000; books and writing materials Rs. 5,000; prize for good attendance Rs. 3,000; the average grant per school is Rs. 136 and the cost of educating a pupil Rs. 8·7, of which Rs. 4·6 is borne by Government. The average cost of educating a boy in a District Local Board school in Sind is Rs. 26·5.

#### Expenditure.

128. Special Koran Classes are attached to 87 Local Board schools, a special allowance being given for the purpose.

#### Koran Classes.

129. Special scholarships are given in primary schools. In secondary schools 49 scholarships tenable for 7 years are given every year in standard I. The value of these scholarships is Rs. 10 in standards I—III and Rs. 12-8-0 in standards IV to VII. In the Collegiate course 52 scholarships, the details of which were given in paragraph 343 of the last Quinquennial Report, are reserved for Mahomedans, who can compete also for 12 special Sind College scholarships with students of other communities.

#### Scholarships.

## CHAPTER XIV.

## EDUCATION OF INTERMEDIATE AND BACKWARD CLASSES.

*I.—General.*

130. This chapter includes remarks not only on the really backward communities, comprising chiefly the Aboriginal and Hill Tribes, the Criminal Tribes, and the Depressed Classes or Untouchables, as they are sometimes called, but also those intermediate classes, composed chiefly of the cultivating and artisan classes, which are backward only in comparison with the more advanced communities. These classes are included in the electorate for Maratha members of the Legislative Council.

131. The total number of pupils belonging to these classes under instruction in public institutions was 408,272 against 396,761 in the preceding year. Of these, 538 were in colleges; 11,612 in secondary schools, 391,746 in primary schools, 570 in training institutions, and 3,806 in other special schools.

The following table compares the number of pupils of each community under instruction and their percentage to the population of the community for the last two years :—

	Intermediate Population— 9,156,979.		Aboriginals and Hill Tribes Population— 1,207,568.		Depressed Classes Population— 1,457,631.		Criminal Tribes Population— 1,081,467.	
	Number at school.	Percentage at school.	Number at school.	Percentage at school.	Number at school.	Percentage at school.	Number at school.	Percentage at school.
1921-22 ..	342,166	3.7	12,131	1.0	37,058	2.5	5,406	0.5
1922-23 ..	348,337	3.8	12,382	1.0	41,965	2.9	5,588	0.5

*II.—Intermediate Classes.*

132. The total number of pupils under instruction is 348,337, of whom 84,434 belong to the Maratha community proper, 161,863 to the Koli, Kunbi, and other cultivating classes, 37,944 to the Artisan classes including the Chaturth Jains, and 64,096 are Lingayats. The following statement compares the distribution of the communities by Divisions during the last two years :—

*Intermediate classes.*

	Marathas.		Kunbis, Kolis and other cultivating classes.	
	1921-22.	1922-23.	1921-22.	1922-23.
Bombay Division ..	31,508	31,080	27,074	37,975
Central Division ..	63,467	44,095	39,301	64,835
Northern Division ..	282	277	40,336	43,482
Southern Division ..	8,080	7,943	15,726	12,396
Siud ..	756	930	227	3,112
Aden ..	11	....	....	....
European and English teaching schools ..	124	109	25	63
<b>Total ..</b>	<b>104,228</b>	<b>84,434</b>	<b>122,689</b>	<b>161,863</b>



	Artisans and other classes including Chaturth Jains.		Lingayats.		Total.	
	1921-22.	1922-23.	1921-22.	1922-23.	1921-22.	1922-23.
Bombay Division .. .. .	9,620	3,003	684	704	68,888	72,762
Central Division .. .. .	18,820	13,629	8,400	8,340	129,988	130,899
Northern Division .. .. .	17,406	11,290	2	21	58,026	55,070
Southern Division .. .. .	5,012	9,752	55,157	55,019	83,976	85,110
Sind .. .. .	85	257	..	..	1,068	4,299
Aden .. .. .	..	..	..	..	11	..
European and English teaching schools .. .. .	57	18	6	12	218	197
Total .. .. .	51,000	87,944	64,249	64,096	342,166	348,337

The following table compares the distribution of communities in different classes of institutions:—

	Colleges.		Secondary Schools.		Primary Schools.	
	1921-22.	1922-23.	1921-22.	1922-23.	1921-22.	1922-23.
Marathas .. .. .	185	201	4,010	4,236	99,264	78,177
Kunbis, Kolis and other cultivating classes .. .. .	55	82	3,468	3,212	118,692	157,372
Artisan and other classes including Chaturth Jains .. .. .	91	101	1,657	1,395	48,886	35,946
Lingayats .. .. .	179	153	2,101	2,421	61,297	61,257
Total .. .. .	510	537	11,236	11,264	328,539	332,752

	Training Institutions.		Other Special Institutions.		Total.	
	1921-22.	1922-23.	1921-22.	1922-23.	1921-22.	1922-23.
Marathas .. .. .	218	161	551	1,659	104,228	84,434
Kunbis, Kolis and other cultivating classes .. .. .	185	222	289	975	122,689	161,863
Artisan and other classes including Chaturth Jains .. .. .	129	86	237	416	51,000	37,944
Lingayats .. .. .	116	53	156	212	64,249	64,906
Total .. .. .	648	522	1,233	3,262	342,166	348,337

133. In the Central Division the numbers have decreased from 63,467 to 44,095. Of these, 113 are in colleges, 1,577 in secondary schools, 41,686 in primary schools, 124 in training institutions, and 595 in other special institutions. The decrease is due to the fact that some of those who were returned as Marathas last year are now included under the cultivating and artisan classes, there being a net increase of 902 pupils.

There are seven hostels for Marathas, three in the Poona District at Baramati, Ranmodiwadi, and Poona City, two in the Ahmednagar District at Ahmednagar and Sangamner, and two in the Sholapur District

at Sholapur and Pandharpur. The Maratha Head Master at Patkul in Sholapur District has started a small boarding-house which is attended by 12 boys, who bring their own provisions and the whole concern is economically managed under the guidance of the master.

In the Bombay Division the number decreased by 428 to 31,080, of whom 69 were in colleges, 1,836 in secondary schools, 28,281 in primary schools, 28 in training institutions, and 866 in other special schools. In the Nasik District there is a hostel for Marathas attended by 30 boarders studying in Anglo-Vernacular schools and the higher standards of Vernacular schools.

In the Southern Division the number decreased by 37 to 7,943, of whom 5 were in colleges, 510 in secondary schools, 7,417 in primary schools, 5 in training institutions, and 6 in other special schools.

134. Apart from Marathas strictly, there are in the Central Division 64,835 Kunbis and other cultivating classes under instruction, against 39,301 in the preceding year. The large increase is accounted for in paragraph 133. Of these, 643 are in secondary schools, 63,839 in primary schools, 68 in training institutions, and 285 in other special schools.

There are 5 hostels in East Khandesh (3 at Jalgaon, 1 at Chopda, and 1 at Thorgavan) for Leva Kunbi children, and 2 in the Satara district (at Kale and Dhudhgaon) attended by 52 boys.

In the Bombay Division there were 37,975 pupils of this class against 27,074 in the preceding year. Of these, 27 are in colleges, 1,255 in secondary schools, 36,121 in primary schools, 49 in training institutions, and 523 in other special schools.

In the Northern Division these classes are represented chiefly by the Kolis of the Ahmedabad, Kaira, and Panch Mahals Districts. They are generally known as Dharalas in the latter two districts. The numbers of this community under instruction rose from 40,336 to 43,482, of whom 55 were in colleges, 1,075 in secondary schools, 42,080 in primary schools, 105 in training institutions, and 167 in other special schools. There is a special school maintained for them at Amboli in the Panch Mahals District in the vicinity of the Government farm, attended by 26 boarders.

In the Southern Division the numbers decreased by 3,330 to 12,396, of whom 154 were in secondary schools, and 12,242 in primary schools.

135. The reported number for the whole Presidency declined from 51,000 to 37,944. Enquiries made have failed to account for this decline. It would appear to be due to inaccuracy in the returns submitted by the schools.

136. The bulk of these are in the Southern Division, and some in the Central Division. Generally speaking they take the place of Marathas as agriculturists in the Southern Division. The total number of Lingayats under instruction decreased by 153 to 64,096. In the Southern Division the number decreased by 138 to 55,019, of whom 90 were in colleges, 2,190 in secondary

schools, 52,614 in primary schools, 37 in training institutions, and 88 in other special schools. In the Central Division the number decreased by 60 to 8,340, of whom 44 were in colleges, 200 in secondary schools, 7,968 in primary schools, 15 in training institutions, and 113 in other special schools.

137. The following comparative statement gives the number of teachers of every class, both trained and untrained, in District Local Board and Municipal Primary schools in the Bombay Division, Central Division, and Southern Division.

	Intermediate.		Backward.		Advanced.			
	Total.	Trained.	Total.	Trained.	Brahmins.		Others.	
					Total.	Trained.	Total.	Trained.
<i>Bombay Division.</i>								
1921-22 .. .. .	932	346	148	28	2,801	1,284	477	193
1922-23 .. .. .	920	406	202	28	2,835	1,451	565	214
Increase per cent. ..	-1	17	36	..	1	13	18	11
<i>Central Division.</i>								
1921-22 .. .. .	1,787	789	216	57	4,000	1,845	474	205
1922-23 .. .. .	1,905	986	218	57	4,036	2,019	499	198
Increase per cent. ..	7	25	1	..	1	9	5	-3
<i>Southern Division.</i>								
1921-22 .. .. .	1,434	1,068	67	26	2,026	1,623	156	125
1922-23 .. .. .	1,517	1,220	64	25	1,998	1,652	142	111
Increase per cent. ..	6	14	-4	-4	-1	1.8	-9	-11

138. The following statement gives the number of admissions to the Training institutions in the Bombay Division, Central Division, and Southern Division during the last two years :-

	Year.	Advanced.		Inter- mediate.	Back- ward.
		Brahmin.	Non- Brahmin.		
Bombay Division ..	1921-22 ..	145	27	75	4
	1922-23 ..	127	34	60	7
	Percentage ..	-12.4	26.0	-20	75.0
Central Division ..	1921-22 ..	259	71	231	23
	1922-23 ..	230	50	210	27
	Percentage ..	-11.2	-29.5	-9.1	17.3
Southern Division ..	1921-22 ..	39	12	69	2
	1922-23 ..	36	..	27	..
	Percentage ..	-7.7	..	-60.8	..

### III.—*Backward Classes.*

#### III. (a) *Aboriginals and Hill Tribes.*

139. The total number of pupils of this class under instruction increased by 251 to 12,382, of whom 15 were in secondary schools, 12,315 in primary schools, 5 in training institutions, and 47 in other special schools.

In the Central Division the number of children of these classes decreased by 771 to 2,091, of whom 8 were in secondary schools, 2,072 in primary schools, 4 in training institutions, and 7 in special schools. The decrease is due to children of those hill tribes which have been declared to be Criminal Tribes being now shown under that head. There are 24 primary schools—19 Local Board, 2 Municipal, and 3 Aided—specially maintained for children of these classes, with 791 children on the rolls. Two hostels are specially maintained for Bhil boys in West Khandesh out of the special Government grants to the District Local Board; these are attended by 22 and 16 pupils respectively. Six Bhil boys appeared for the Vernacular Final Examination, of whom 5 passed.

The results of the special efforts made for the encouragement of education among these classes in the Central Division have been disappointing. I consider the failure to be due to the want of interest shown by the officers immediately responsible.

In the Bombay Division the number of children of this class decreased by 616 to 3,384, of whom 3,374 were in primary schools and 10 in other special schools. There are, in all, 87 schools and classes specially maintained for them, containing 2,565 children against 2,387 children in the preceding year, in addition to 819 children in other schools. In the Kolaba District there was a fall in attendance in the Katkari schools, which is attributed to the attraction of higher wages offered by the Hydro Electric Company in Karjat and Mangaon Talukas. A Boarding house is attached to the Katkari school at Neral, the entire expense of the boarders being borne by Government. It cannot, I fear, be claimed that the school has been a success. In the Nasik District there are 28 schools for these tribes, of which 16 are District Local Board schools in the Peint Taluka, and 12 Mission schools in the Dangs. A boarding-house is maintained at Peint, one boy from which passed the Vernacular Final Examination. An itinerant teacher supervises the Peint schools and induces parents to send children to schools.

In the Thana District there are 36 special schools, 24 being in the Mokhada Pet, with 933 pupils. Two of the schools are full primary schools. A boarding house is attached to the school at Mokhada and is attended by 7 pupils, who are allowed free boarding and lodging. Four students from it passed the Vernacular Final Examination in 1922 but none in 1923. The general condition of affairs in the Thana District is unsatisfactory.

The efforts made in the Northern Division for the education of these classes, represented by the Bhils of the Panch Mahals, the Bhils and Talavias of Broach, and the Kaliparaj of Surat, have been productive of better results. The number of children of these classes rose by 849 to 5,299, of whom 6 were in secondary schools, 5,262 in primary schools, 1 in a training institution, and 30 in other special schools.

Four special boarding-schools are maintained by the District Local Boards for the benefit of these classes—at Godsamba and Khergam in the Surat District, at Dohad in the Panch Mahals, and at Diwa in the Broach District. The main object of these schools was the preparation of teachers for these classes and this object has been more than fulfilled, the output of Vernacular Final men being now greater than the demand. The Godsamba school is the oldest institution. It has provision for 50 boarders and has passed 136 boys in the Vernacular Final Examination since it first started work in 1904. The Khergam Boarding school was started in 1919 for Kaliparaj children of the Chikhli, Bulsar, and Pardi Talukas. It has 25 boarders. Six pupils passed the Vernacular Final Examination out of 7 presented. The Diwa Central School is specially meant for Bhils, Talavias, and Kolis of the Broach District and is reported to be doing excellent work. The Bhil school at Dohad continues to do well. Ten pupils passed the Vernacular Final Examination from the Diwa school and two from the Dohad school.

In the Southern Division the number increased from 224 to 1,567, of whom 1 was in a secondary school and 1,566 in primary schools. In Sind the numbers increased from 23 to 41, all of whom were studying in primary schools.

### III. (b) Depressed Classes.

140. The total number of children of the Depressed Classes or Untouchables in public institutions increased by 4,915 to 41,965, of whom 1 is in a college, 317 in secondary schools, 41,244 in primary schools, 31 in training institutions, and 372 in other special schools.

In the Central Division the number rose by 2,371 to 19,640, of whom 1 was in a college, 129 in secondary schools, 19,451 in primary schools, 23 in training institutions, and 36 in other special schools. The increase of 13.7 per cent. is remarkable. Of the pupils, 8,613 were in schools and classes specially maintained for these children and 11,027 in other ordinary institutions. With regard to the rise in the number of pupils the Educational Inspector, C. D., observes :—

“ The rise in the numbers is an indication of an awakening among the untouchable classes to educate their children with a view to take their own place in the democratization that is going on in caste-ridden India. The feeling of untouchability is going down in schools located in towns and cities and is becoming a myth in secondary schools, but it will take

a considerable time for the feeling to die out in villages where religious prejudices have crystallized. It is to be seen with what measure of success the recent instructions of Government about seating untouchable children along with others and stoppage of grants to schools refusing admission to these pupils come to be attended particularly in villages. The rigid attitude will be further relaxed if special schools for these classes disappear and if teachers coming from the depressed classes come to be appointed in ordinary schools and *vice versa*. The Poona Deputy Educational Inspector tried the former experiment in a big-sized village in his district but had ultimately to give it up in the face of a strong opposition from Marathas and people of other intermediate classes. In East Khandesh, however, one depressed class teacher is working smoothly in an ordinary school."

The hostel maintained by the Depressed Classes Mission at Poona was closed during the latter part of the year, but was re-opened in April, 1923; the attendance, however, is still low. Government have opened a hostel in Poona for 50 boys of these classes attending secondary schools. The hostel had 36 boys in March but is now full. The boys are reported to be well behaved, neat and tidy. But even here caste prejudices were shown at a maximum. The Chambhars refused to eat food cooked by a Mahar cook, and when it was proposed to solve the trouble by the employment of a Maratha cook the Mahars objected. Eventually two cooks had to be engaged, one for the Chambhars and one for the Mahars. The students are given scholarships at Rs. 12-8-0 per month, from which their boarding, clothing, and other charges are met. The average expenditure per boy on food amounted to Rs. 11-1-0 per mensem.

Twenty-one boys passed the Vernacular Final Examination, out of 86 presented for it. Twenty were admitted into Government Training institutions, against 11 in the preceding year.

In the Bombay Division the numbers increased by 1,095 to 9,697, of whom 96 were in Secondary schools, 9,309 in primary schools, 3 in training institutions, and 289 in other special schools. The total number of schools and classes specially maintained for them is 99, with 2,865 pupils, in the districts, and 46, with 2,669 pupils, in the City of Bombay. There are also 4,163 pupils of these classes learning in other schools. The boarding-school at Khardi (Thana District) has 25 boarders, all Mahars, 3 of whom passed the Vernacular Final Examination. The Depressed Class Mission in Bombay maintains an Anglo-Vernacular school, with 36 pupils. It also maintains an industrial school where carpentry is taught. Twenty-two Mahar boys attend the carpentry class attached to the Local Board School at Vakavli.

In the Northern Division the numbers increased by 1,022 to 7,091, of whom 25 were in secondary schools, 7,017 in primary schools, 2 in training institutions, and 7 in other special schools. There were, in all, eighty-two special schools and eight classes for these classes, with 3,362 pupils. The Depressed Classes

in this Division consist chiefly of Dheds and Bhangis. The Educational Inspector, N. D., observes :—

“Prejudices against untouchability are as strong as ever especially among the masses and will die hard. I may go further and state that even men of high culture owing to religious custom will not openly mix with Dheds or Bhangis. With these glaring drawbacks, it is not possible to hope for substantial improvement in this direction.

“Very recently a complaint was received from the Deputy Educational Inspector, Panch Mahals, that according to the recent Press Note arrangements were made to seat the urchins of these classes in the same rooms with children of advanced communities and the result was that out of a total of 280 pupils only 41 attended and the rest left. It seems it is very difficult to make headway against rooted inborn prejudices which have apparently a religious halo about them.”

In the Southern Division the number rose by 257 to 485, of whom  
 Southern Division. 47 were in secondary schools, 4,801 in primary schools, and three in training institutions. The number of schools and classes specially maintained for them increased by 4 to 113 and the number of pupils by 40 to 3,213. There were also 1,638 pupils belonging to these classes in ordinary institutions.

In Sind the number increased by 164 to 679, of whom 13 were  
 Sind. in secondary schools, and 666 in primary schools. There were 6 special schools, with an attendance of 109.

141. There were 336 teachers belonging to these classes (327 males and 9 females), against 328 (321 males and 7 females) in the preceding year. Of these, 87 were trained and 249 untrained. In the year under report 140 appeared for the Vernacular Final Examination and 39 passed.

Teachers.

### III. (c) Criminal Tribes.

142. The total number of pupils in public institutions increased by 182 to 5,588, of whom 16 were in secondary schools, 5,435 in primary schools, 12 in training institutions, and 125 in other special schools.

Criminal Tribes.

143. Education is compulsory for the children of the criminal tribes living in the special Settlements in the Southern Settlement Schools. Division and in the Central Division. The age of compulsion is between the years of 5 and 12. A Special Officer is in charge of these Settlements. In the Southern Division there are 21 Government schools in the Settlements for the benefit of these classes controlled by the Settlement Officer, with an attendance of 1,181. Of these schools, 3 are technical schools, attended by 106 pupils, the main object being to enable the children to earn an honest living. In the Central Division the schools are in charge of various Missionary Societies, who receive capitation grants from the Settlement Officer. The American Mission maintains two schools at Sholapur, attended by 917 children.

The Australian Mission maintains 5 schools, with an attendance of 250 for Takari children at and around Baramati. An industrial exhibition was held for the display of the articles prepared in the various Settlements; the exhibits in the school work section are reported to have been varied and interesting.

The following note on the progress of education in the Settlements, contributed by Mr. Starte, Criminal Tribes Settlement Officer, will be found interesting:—

“Primary education is compulsory for all the children in these settlements who are between the ages of 5 and 12, and for half-timers in the mills as long as they are half-timers. This ensures the mill half-time children coming to school for half the day until they reach the age of 15. The figures for the number of children in the day schools are in some settlements surprisingly large compared with the population. The following statement shows the proportion.

Settlement.	Population.	Number of children in day school.	Proportion per 1,000 of population of children in day schools.
Sholapur .. ..	4,001	892	222·94
Indi .. ..	222	34	153·15
Bijapur .. ..	1,579	273	172·89
Bagalkot .. ..	356	59	165·73
Gadag .. ..	1,256	242	192·67
Hubli and Dharwar .. ..	2,356	413*	175·29
Khanapur .. ..	531	62	116·76
Gokak Falls .. ..	666	185	277·77
Dandeli .. ..	169	23	136·09
Baramati .. ..	448	56	125·00
Bhatgar .. ..	108	14	129·63
Average for all the Settlements .. ..			192·75

\* Includes 26 children attending a school in Dharwar.

“It would be interesting to compare these figures as representing Indian communities in which compulsory education is rigidly enforced with corresponding figures for other countries. Unfortunately at the time of writing I am not able to secure up-to-date figures.

“The most important advance in settlement work made during the period under review has been the development of manual training in the schools and its correlation with the apprenticeship system and night school work. Handwork from the Kindergarten upwards has been made a special feature of most of the schools. For the older boys special attention is paid to drawing and to paper and card board sloyd work. By the time the boys are 11 years of age they are given one or two full afternoons a week in the manual training classes. At first we followed the course taken from the Training Colleges. When



however I was in England I was able to visit a number of manual training centres for the schools of poor children in large towns, and was impressed by the insistence laid upon the need of making the course interesting to the boys, and upon allowing them to use their own initiative by variety of design, or by allowing them to work at articles useful in their home even if such articles were not in the prescribed schedule. The course has accordingly been revised to allow for more initiative and to secure greater interest by the making of more homely articles than formerly. Another point insisted upon in some of the manual training centres I visited was the advisability of working in a variety of materials in order to maintain interest and to give a wider experience. To meet this need tin work has been introduced in some of the classes.

“The aim we have before us is that every boy who leaves school should have an opportunity of learning a definite trade. Many of course go into the mills, where by industry a satisfactory career is open to them now that the shortened hours of mill work make the life not too exacting upon their physique. The following table gives the number of lads apprenticed to other trades :—

Settlement.	Carpentry.	Masonry.	Tailoring.	Agriculture.	Blacksmithy.	Weaving.
Sholapur .. ..	12	6	..	..	..	..
Hotgi .. ..	..	..	..	12	..	..
Indi .. ..	..	..	..	7	..	..
Bijapur .. ..	16	54	1	..	2	..
Bagalkot .. ..	3	9	..	2	..	..
Kerur .. ..	1	2	..	..	..	..
Gadag .. ..	8	13	..	..	..	7
Hubli .. ..	21	9	..	..	..	..
Khanapur .. ..	1	..	..	..	..	..
Gokak Falls .. ..	2	..	..	..	..	..
Dandeli .. ..	..	..	..	..	..	..
Baramati .. ..	7	..	..	..	..	..
Bhatgar .. ..	..	8	..	..	..	..
Total ..	71	101	1	21	2	7

“Apprentice sheets are maintained for all of them, to enable their progress to be watched. Most of the carpentry apprentices in Bijapur, Gadag, and Hubli learn their trade in small carpentry factories attached to the settlement. The apprentices and other settlement lads also have to attend night school. There are now 472 on the rolls of the night schools. Interest in night school work is always hard to maintain, but since drawing has been made special feature of most of these night schools, more interest has been shown in them than was formerly the case.

“All the larger settlements except Gokak Falls have good playing grounds. Hockey and foot-ball are the favourite games with *attya patya* for moonlight nights. Some settlements play cricket also.

"The fourth annual industrial and school exhibition was held in Sholapur. This exhibition has been steadily increasing in importance since its inception. Its objects are three-fold. It serves as an object lesson to the settlers that people of their own castes can make articles of merit, and that there is an opening for their talents in many trades. The variety of the articles exhibited in the last exhibit was very striking. It also brings home to the citizens of the town in which the exhibition is held that the position of the settlers is not stationary but advancing, and so helps to break down the old tradition that persons of the Criminal tribes cannot be expected to engage in any other trade except their hereditary profession of crime. Lastly the exhibition serves a useful purpose for the schools in encouraging hand work and drawing and other subjects in which exhibits can be shown and in providing a stimulus for the teachers. The examiners were the managers of the local mills, educational experts, and other gentlemen of the town. Gadag settlement again won the industrial shield after a close struggle with Bijapur settlement. Most of the articles which were made for sale found a ready sale at the exhibition. Afterwards a small travelling exhibition was sent round to each of the settlements.

"A number of staff from the settlements have attended the class for the training of scout masters held by Mr. A. C. Miller at Lonavla and scout troops have been organised in three of the settlements. A further training camp in the vernacular (Canarese) has recently been held in Khanapur for others of the staff, and for selected lads from the settlements."

144. In addition to the settlement schools there are a number of other schools in the different divisions for the benefit of the children of these classes.

**Other Schools.**

In the Central Division the number of children rose by 319 to 1,754. The number of special schools and classes maintained for these tribes is 33, with an attendance of 997. There are three boarding-houses for Mahadeo Koli boys—at Ghoda and Ambegaon in the Poona District and at Akola in the Ahmednagar District.

**Central Division.**

In the Bombay Division the number increased from 58 to 196, of whom 177 were in primary schools and 19 in special schools.

**Bombay Division.**

In the Northern Division the number rose by 6 to 268, of whom 9 were in secondary schools, 249 in primary schools, and 10 in training institutions. A special school for Wagheris is maintained at Uttarsanda in the Nadiad Taluka with provision for 24 boarders, who receive everything free. The school passes every year two or three boys at the Vernacular Final Examination.

**Northern Division.**

In the Southern Division the number under instruction decreased by 151 to 992, of whom 2 were in secondary schools.

**Southern Division.**

Sind.

In Sind the number decreased from 85 to 30, all of whom are in primary schools.

145. There are 75 teachers of this class, against 44 in the preceding year, teaching in different schools of the Presidency. Of these 55 are trained.

Teachers.

#### IV. Special Facilities.

146. Twenty-four scholarships of the value of Rs. 20 per mensem tenable for four years in Arts Colleges have been sanctioned as an experimental measure.

Special Facilities.

Four are specially reserved for the depressed classes. Twenty are for the Marathas and other backward classes, excluding Mahomedans and depressed classes. Twelve special scholarships are reserved for the backward classes in the Colleges of Medicine, Engineering, and Commerce, of the value of Rs. 25 per mensem (Rs. 30 in the case of Sind) tenable for the full period of the college course. Of these, four (one for each Revenue Division) are reserved for the depressed classes. One hundred and forty scholarships in all (*i.e.*, 20 tenable for seven years) are open for children of the depressed classes studying in secondary schools. The value of the scholarships is Rs. 10 per mensem in standards I—III, Rs. 12 in standards IV and V, and Rs. 15 in standards VI and VII. The holders of these scholarships will, if necessary, be granted free studentships, provided they attend Government secondary schools. Government have also sanctioned the opening of a free hostel for 50 depressed class boys in Poona, but the boys in this hostel will be excluded from the benefits of the special scholarships scheme. In primary schools 9 scholarships in standards V to VII per district in the Presidency are awarded to pupils of these classes. Each scholarship is of the value of Rs. 5 per mensem and is tenable in a recognised primary school. In addition to this, Government have sanctioned Rs. 10,000 for the free supply of books, slates, etc., to pupils of the depressed classes in District Local Board schools.

In District Local Board and Municipal primary schools all backward class children are admitted free, and in Government secondary schools they are admitted free provided they can show that they are unable to pay fees. The number of free studentships allotted to Intermediate Hindus is  $22\frac{1}{2}$  per cent. of the number of pupils belonging to the Intermediate classes.

Government have recently sanctioned a scheme of special scholarships for backward classes and for Mahomedans in the Presidency proper in secondary schools in lieu of the present High and Middle Schools scholarships for these communities. The value of these scholarships will be Rs. 8 for standards I, II, and III, Rs. 10 for standards IV and V, and Rs. 12 for standards VI and VII. The new scheme will be brought into effect from 1st March, 1924, though the existing scholars belonging to these classes will be paid at the enhanced rates from 1st March, 1923, provided they satisfy the conditions attached to the new scheme.

## CHAPTER XV.

## EDUCATION OF ADULTS.

147. The total number of schools for adults increased from 178 to 197 and the numbers in them from 5,460 to 6,402.

**Schools and Pupils.**

The increase occurred wholly in the Bombay Division and the Southern Division. Of the schools, four are secondary with 235 pupils, 180 primary with 5,209 pupils, and 13 special institutions with 958 pupils. Besides these schools, there were 33 schools maintained by the Co-operative Institute, Bombay, out of funds presented by the late Sir Vithaldas Damodar Thakersey; these have an attendance of 572 pupils.

With the exception of certain Indigenous schools for the teaching of Sanskrit and Persian, the education of adults in the Primary and Secondary stages is conducted solely in Night Schools. The standard of education is considerably lower than that in the ordinary Primary and Secondary Day Schools. Most of the Night Schools for secondary education are in the city of Bombay, one being a full High School.

148. The total expenditure on these schools amounted to Rs. 1,93,073, of which Rs. 23,139 was contributed by Government.

**Expenditure.**

149. There are, as stated above, 33 schools maintained by the Co-operative Institute, Bombay, 12 of which are in the Central Division, 17 in the Southern Division and 4 in the Bombay Division. The object of these night schools is primarily the education of adult members of the local Co-operative Societies or of their children. Each school lasts for two years and the course of instruction includes Reading up to the 4th Vernacular Reader, Writing, Arithmetic up to fractions, Geography of the District, and knowledge of the Co-operative Society's accounts. There are examinations at the end of each year, and successful students are given rewards of Rs. 5 and Rs. 15 each at the first and second year's examination respectively. The teacher's pay is Rs. 7 and he receives in addition a bonus of Re. 1 for each of his students who passes the first year's examination and Rs. 4 for each who passes the second year's. During the year under report 8 students passed the second year's examination and 68 the first year's examination. A scheme of continuation work has been prepared with a view to maintaining the literacy of these students, and two libraries have been opened—one at Pimplas in the Ahmednagar District and the other at Retra Harnaksha in the Satara District. The Inspector of Night Schools, whose special duty it is to organise and develop these schools, reports that the character of the schools is extremely unstable, the greatest defect being irregular attendance. He points out that the selection of the teacher is the most important factor for success; he suggests that the teachers should be paid at least Rs. 15 a month.

All the 17 schools in the Southern Division have completed the two years' course, 200 students having passed the first year's and 164 the

second year's course. A student after two years is reported to be able to read and write fairly well and to be able to do multiplication and division. The schools in the Bombay Division are all situated in the Nasik District and have an attendance of 70 pupils. Two of them teach the first year course and two the second year course.

150. Of the other 43 night schools in the Central Division, 24 are to be found in the Poona District. The work done by the Alegaonkar brothers, who maintain 7 night schools at Kirkee and in the surrounding villages, deserves special mention. The pupils in them (400 in all) are mostly employees in the Government Arsenal at Kirkee. The work of these schools is greatly appreciated by the Arsenal authorities. A total grant of Rs. 1,567 was paid to these 7 schools last year. In addition to these there are 6 primary schools or classes which meet by day but are attended by adults. These include the grown-up women's primary classes of the Seva Sadan at Poona, Baramati, and Satara, the home classes for Hindu and Marwadi women at Ahmednagar, and the School for Adults in the Workshop at Dapodi. They have an attendance of 336 pupils—38 males and 298 females. The schools and classes are held at hours convenient to the pupils, the women's classes being held from 1 to 4 in the afternoon and the School for Adults at Dapodi meeting in the morning.

In the Bombay Division there are 21 Night Schools with an attendance of 855, besides 67 schools in the City of Bombay with 2,302 pupils, 41 being Municipal Night Schools with an attendance of 1,262 pupils, and 26 Aided Schools with 1,040 pupils. Two of the latter are for grown-up girls and women and meet during the day.

In the Southern Division there are 28 schools with 813 pupils, in the Northern Division 13 with 312 pupils, and in the Southern Division, Northern Division and Sind. Sind 17 with 542 pupils.

151. There are 4 secondary Night Schools, with 235 pupils. One of these is the Bradley Night High School in Bombay. Another is the Poona Night High School maintained by the Sarsvati Mandir. The school is attended by 75 pupils, mostly adults, most of whom are teachers, clerks, mechanics, or salesmen by day.

152. There are 3 special schools in the Central Division maintained mainly for adults, with an enrolment of 161 pupils (50 males and 111 females). They are the Special English and First Aid classes at Poona and the Sewing Classes at Baramati maintained by the Seva Sadan Society, and the Islamia Private Night School, Sangamner. The embroidery class at Manmad and the Mission class at Nasik are intended for the benefit of grown-up girls and women.

153. The Principal, Karnatak College, Dharwar, reports :—

Outside Lectures.

“The idea of giving weekly extension lectures, started in 1921, was continued during the monsoon term with great success. Lectures were given by nearly all members of the staff and distinguished outsiders like Dr. Somervell, who described his experiences in the Mount Everest Expedition, Mr. Devdhar, who lectured on Co-operation, and Principal Bhate, who took up Social Reform; and Mr. Toro, who gave a Lantern lecture, also assisted. These lectures were immensely popular and drew regular audiences of 200 to 300 people, students, and outsiders. Many of the European residents attended regularly and thus the lectures afforded a common meeting-ground between English and Indians, with happy results.”

Six lectures were also given under the auspices of the Dnyan Prasarak Mandali, Bombay, four of which were on Scientific subjects and one on Music. Three lectures were also delivered under the auspices of Sassoon Mechanics Institute, Bombay.

154. A movement was started by certain gentlemen a year or so ago and an Association known as the “Adult Education Society. Educational Association” was started with its Head Quarters in Bombay. Its object is to provide higher education on a broad and liberal basis for men and women engaged in earning their living. During the year 1922-23 six classes were maintained with lectures on (1) the Principles of Democracy, (2) Six Poems of Browning, (3) Psychology, (4) Indian Administration, (5) Elementary Economics, (6) Civics, (7) Some Modern Educational Problems.

The Secretary of the Provisional Committee reports:—

“From the reports which I have already received it is evident that we are succeeding in drawing the right class of student. The great majority of them are men who have passed or studied up to the Matriculation Examination. They are in many different forms of employment, but the majority of them are in clerical posts of some sort. The ages vary greatly. Most of the students are between 20 and 30, but some are considerably older. For example; the keenest student in my Psychology class is a Parsi of 60, who was formerly in charge of one of the public gardens.

“I believe most of the classes are conducted on much the same lines. They last for one hour, and the hour is devoted in approximately equal parts to lecture and discussion. I do not think that any of the tutors have yet tried to get their students to write essays or papers.

“I think our experience up to now has shown that we have been going on right lines. We began cautiously, and we were particularly afraid of generating shallow enthusiasm which would disappear as quickly as it rose. Now that we see our way fairly clearly I think we are ready for a little more advertising. Up to now we have sent to the newspapers only short intimations and reports, and we have found that a considerable number of people of all classes have been interested in our activities, but we want to broaden that interest. We have the leading educationalists with us, and we have more offers of voluntary

service from College professors than we have yet been able to use. Our chief task seems now to be to bring our work home to the imagination of the semi-educated workers, and, what is perhaps more important, of their employers. We are strongly convinced that the classes are meeting a need, but most people of the class which we are seeking to attract are unaccustomed to serious study and especially at the present stage in the development of the movement it is desirable that all possible encouragement should be given to young men to avail themselves of the facilities which are being offered."

155. All the Government High Schools (23 in number) in this Presidency are supplied with magic lanterns, and lectures on various subjects are given, to which members of the public are invited. Numerous lantern lectures on a variety of general subjects were also given in the various training institutions. Thus in the Training College for Men, Hyderabad, lectures were given on the following subjects—

- (1) Scotland and its people; (2) Japan and the Japanese; (3) Gardening and its effect upon the school master's life; (4) Incigestion, its prevention and cure; (5) Education of the blind; (6) the effects of the brain on the heart and body; (7) the Mulla school system, its aims and work.

In the other Training institutions lectures were freely given on such subjects as Hygiene, Agriculture, Scouting, Education, Moral Philosophy, etc. These lectures were largely given by outsiders. Every endeavour is made to secure the aid of specialists from other Departments such as the Medical and Public Health Departments, the Agricultural Department, the Forestry Department, etc.

The District Deputy Educational Inspectors also have their lanterns (one in each of the 26 districts). They tour throughout the districts, and, so far as the exigencies of their public duties permit, give lectures in the villages and towns. This work is supervised by the Deputy Educational Inspector for Visual Instruction, who himself tours throughout the Presidency and gives lectures to the public on a variety of subjects. He is acting in close co-operation with the Agricultural Department, the Department of Public Health, and the Co-operative Department, and lectures are given to the public by the officers of these Departments. I have in previous reports referred to the very valuable work which is being done by this officer. I am strongly of opinion that for the education of the masses the employment of travelling lecturers and teachers, who would interest the people and stimulate a desire for improvement, is a measure that would produce results of the highest value.

## CHAPTER XVI.

## EDUCATION OF DEFECTIVES.

156. Schools for defectives remained stationary at 6 ; the number of pupils in them increased by 13 to 193. Two of the schools (both in Bombay City, with 87 pupils) are for the blind and the remaining 4 schools (2 in Bombay, 1 in Ratnagiri, and 1 in Ahmedabad) with 106 pupils are for deaf-mutes. All the schools are managed by private bodies, which receive grants from Government and from the Municipalities. All of them are residential institutions, but four of them admit day pupils also. The Victoria Memorial School for the blind suffered a serious loss in the death of its late Principal, Dr. Nilkanthrai Dayabhai, its founder and organiser, who, after his becoming blind, had devoted his whole life to the institution.

157. The total expenditure on the schools increased by Rs. 7,648 to Rs. 52,051, of which Rs. 17,578 was met from Provincial funds, Rs. 8,200 from Municipal funds, and Rs. 26,273 from endowments and subscriptions.

158. The crafts commonly taught in these institutions are—cane and bamboo work, tailoring, embroidery, painting, type-writing, carpentry, drawing, music, bead-work, hand-spinning, etc.



## CHAPTER XVII.

## VISUAL INSTRUCTION.

159. Visual Instruction is under the charge of a special officer in the Provincial Service, who supervises the work done throughout the Department and himself tours throughout the Presidency giving lectures in Government and other institutions, both Secondary and Primary. He prepares lantern slides and arranges for the circulation of sets of slides to the different officers who have lanterns.

The following table shows the number of lanterns possessed by the Department and the work done :—

Year.	Number of lanterns in use.	Number of slides used.	Number of lectures delivered.	Average number of lectures per lantern.
1921-22 .. ..	98	14,775	1,223	12.4
1922-23 .. ..	98	18,324	1,963	20.0

Of these lanterns, 26 are in use in Government secondary schools, 14 in training institutions, and 58 with various Inspecting officers. Besides the lectures shown above the Deputy Educational Inspector for Visual Instruction delivered 135 lectures during the course of his tours. Special mention is made in paragraph 87 of this Report of the lectures given in training institutions. In paragraph 155 I have reported on the value of such lectures as a means of public education.

During the year eight sets of new slides illustrating the History and Geography of the British Districts of Kolaba and Surat and the Provinces of Sind and Maharashtra were completed. Special slides for three lectures to illustrate actual class lessons in physical geography were also prepared. Prizes were offered for the best lecture notes prepared by High School teachers on certain subjects. In this way not only are useful lecture notes obtained but the interest of the teachers in the subject is stimulated.

The question of extending the scope of the Government system of Visual Instruction to promote the cause and accelerate the progress of agricultural, sanitary, and co-operative movements in the Presidency, was discussed at a conference held in the office of the Registrar of Co-operative Societies in October, 1922. It was considered how the Departments concerned might make the best use of the services of the Inspector of the Visual Instruction. In accordance with the decisions arrived at the Inspectors of Co-operative Night Schools in the Central Division and Southern Division were trained at the Visual Instruction Office in the work of manipulating the lantern and delivering lantern lectures, and on finishing their course of training they were provided with lanterns and slides by this Department. As the result of another resolution passed at the Conference, two sets of lantern slides on

“Improved Methods of Agriculture” were prepared by the Visual Instruction Office for imparting Agricultural instruction in rural areas. Another set of slides on “Side Industries of Agriculture” is under preparation. Sets of slides on the subjects of Co-operation and Sanitation are also under preparation.

As a result of the Conference referred to above, the Deputy Educational Inspector for Visual Instruction visited, in the course of his tour, several centres of Agricultural and Co-operative importance, conferred with the officers of the respective Departments, and delivered public lectures under their auspices.

## CHAPTER XVIII.

## REFORMATORY SCHOOLS.

160. There are three Reformatory Schools in this Presidency, with an attendance of 498 against 517 in the preceding year. The following comparative statement gives information regarding the number of pupils, the average monthly number, the expenditure, and the cost per pupil, in each Reformatory :—

	1921-22.				1922-23.			
	Number of pupils on rolls.	Average monthly number.	Expenditure.	Cost per pupil.	Number of pupils on rolls.	Average monthly number.	Expenditure.	Cost per pupil.
			Rs.	Rs.			Rs.	Rs. a.
1. Yeravda Reformatory, Poona	172	176	19,021	108	158	130	23,625	181 12
2. David Sassoon Reformatory, Matunga, Bombay	324	324	85,671	264	324	329	98,525	299 7
3. Salvation Army Willingdon Home, Byculla, Bombay	21	15	6,105	407	16	13	8,466	651 4

161. This is a Government institution under the direct management of the Department assisted by a Board of Visitors. Besides instruction in Marathi and Gujarati up to Vernacular Standard V, five trades—Carpentry, Smithing, Painting and Varnishing, Book-binding, and Gardening and Agriculture—are taught. Under the present Superintendent there has been a marked improvement in the whole tone of this institution. A genuine attempt has been made to conduct it as a Reformatory School and not as a Penitentiary. Games are played with great zest by the boys, the Superintendent himself taking part. Every attempt is made to develop the self-respect of the boys and to build up their character. The whole atmosphere of the school is excellent and it is in many respects the model of what a Reformatory School should be.

162. The institution is under the management of a Committee. In addition to literary education (Marathi and Gujarati up to Vernacular Standard IV and English up to Anglo-Vernacular Standard III) instruction is given in Carpentry, Smithing, Cane-work, Painting, and Weaving. Special care is said to be taken of the moral and physical development of the boys and their career is watched after discharge. A few of the older and better behaved boys have been appointed as monitors to help in the

maintenance of discipline. They have been granted certain definite privileges and are given a special treatment. The Chairman of the Reformatory reports :—

“An attempt is always made to keep in touch with discharged boys many of whom are known to have been employed in various mills, docks and other places of business. But as the boys who come to the institution belong to various castes and professions and as many of them belong to places far from Bombay it is not always easy to follow their career. Boys who have no home or friends to go to are sent on discharge to the Sheppard After-Care Auxiliary Home at Parel where temporary board and lodging is afforded to them till they are able to earn a living. Further they are fitted out with a new set of clothes and every effort is made to get them some work. Close touch is kept between the Home and the Institution. It is satisfactory to note that the Home has been taken over by the Salvation Army Staff and is about to be moved to better quarters shortly.”

163. This institution is managed by the Salvation Army Mission. It has 16 boys, belonging mostly to the Thana and Kolaba Districts. In addition to instruction in Vernacular (Gujarati) boys are taught Weaving, Fitting, Laundry, and Paper sorting. The boys are taught to prepare their own food and make their own clothing, and habits of cleanliness are inculcated. Conditionally released prisoners are employed 8 hours daily and are paid 10 annas a day, from which Rs. 8 per mensem is deducted for their keep, and the remainder is placed in the Savings Bank for them.

164. The Borstal Institution (Juvenile Jail School, Dharwar,) is intended for juvenile offenders from the age of 15 to 21 years and is managed by the Jail Department. The number of boys decreased from 275 to 155, mainly on account of the large number of releases ordered by Government as a measure of economy. The boys are taught up to Standard III in Urdu, Marathi, Gujarati, and Kanarese. The boys are also taught one of the following trades :—Carpentry, Smithing, Masonry and Gardening. The Superintendent reports :—

“It is impossible to teach a boy a trade whose sentence is under two years. Every boy who proves himself a good carpenter is given a set of tools on release and sometimes employment is found for him, if he so desires ; but most of the boys prefer to return to their villages and carry on their trade. We try to keep in touch with them as long as we can but eventually they drift out of sight and it is here where we are handicapped for want of an association to see to the after care of these lads.”

## CHAPTER XIX.

## UNRECOGNISED INSTITUTIONS.

165. Unrecognised Institutions are those which do not follow a course of study prescribed or recognised by the Department, do not submit to inspection by the Department, and do not send in returns. They are for the most part indigenous institutions for education of a religious character and were formerly classified as "Private Institutions."

The number of unrecognised institutions increased by 101 to 1,692 and the number of pupils in them by 593 to 62,108. The increase is wholly on account of Sind and is accounted for by the large number of Mulla schools, which have been struck off the Aided list as being inefficient and now do not submit returns (*vide* paragraph 126). The figures are only approximate; they are based partly on information supplied by the schools and partly on hearsay report. The distribution by Divisions is as follows:—

	1921-22.		1922-23.	
	Schools.	Pupils.	Schools.	Pupils.
Bombay Division .. .. .	186	7,630	187	7,902
Central Division .. .. .	158	4,006	134	3,798
Northern Division .. .. .	602	38,738	530	36,603
Southern Division .. .. .	68	1,479	61	1,367
Sind .. .. .	577	9,662	773	12,176
Aden .. .. .	..	..	7	262
<b>Total ..</b>	<b>1,591</b>	<b>61,515</b>	<b>1,692</b>	<b>62,108</b>

The percentage of pupils in unrecognised institutions to the total of pupils under instruction in all institutions both recognised and unrecognised continues to be 6·4, as in the preceding year. Of the total number of pupils, Hindus form 58 per cent., Mahomedans 41·2, Indian Christians 0·6 and Others 0·2 per cent.

Information regarding *Maktabs*, Mulla schools, and Pathshalas is given in Appendix II.

## CHAPTER XX.

## TEXT-BOOKS, LIBRARIES, PUBLICATIONS, ETC.

166. Besides the Provincial Text-Book Committee, which considers books for use in secondary schools, there are five Text-Book Committees. Vernacular Text-Book Committees, with the Divisional Inspectors as Presidents for the consideration of books in Marathi, Gujarati, Kanarese, Sindhi, and Urdu. All books required for use as text-books are sanctioned by the Director of Public Instruction and recognised schools are required to select text-books from the sanctioned list.

The following table shows the work done by each Committee :—

	Number of books placed before the Committee.	Number of books disposed of.		Balance under circulation or consideration.
		Sanctioned.	Rejected.	
Provincial Text-Book Committee .. ..	129	102	17	10
Marathi Text-Book Committee .. ..	144	98	13	33
Gujarati Text-Book Committee .. ..	114	56	20	38
Kanarese Text-Book Committee .. ..	66	59	5	2
Sindhi Text-Book Committee .. ..	56	47	9	....
Urdu Text-Book Committee .. ..	78	50	13	15

167. The contract for the publication of the Departmental Vernacular Reading Series for boys in Marathi, Gujarati, and Sindhi has been placed with the Times Press, Bombay, for a period of ten years and that for the Reading Series in Kanarese with Messrs. R. N. Datar and Company, Poona, for a similar period. The contract was given after tenders had been publicly invited on the basis of the published price of the Readers. The following are the old and the new prices for these Readers :—

	New Prices.				Old Prices.
	Marathi.	Gujarati.	Sindhi.	Kanarese.	
Infant Primer ..	Rs. a. p. 0 0 9	Rs. a. p. 0 0 9	Rs. a. p. 0 1 0	Rs. a. p. 0 1 0	Rs. a. p. 0 1 3
Reader I ..	0 2 3	0 2 3	0 3 0	0 3 3	0 4 6
Reader II ..	0 2 9	0 2 9	0 4 0	0 3 3	0 4 6
Reader III ..	0 5 6	0 5 6	0 6 0	0 5 0	0 6 0
Reader IV ..	0 6 9	0 6 9	0 8 0	0 6 0	0 8 0
Reader V ..	0 8 6	0 8 6	0 8 6	0 7 0	0 10 0
Reader VI ..	0 9 0	0 9 0	0 9 6	0 8 0	0 11 0
Reader VII ..	0 9 6	0 9 6	0 10 6	0 8 0	0 12 0

Government, it may be mentioned, takes no royalty on the sales. The contract for the Girls' Readers in Marathi, Gujarati, and Kanarese has been given to the Karnatak Printing Press, Bombay.

168. Registered public libraries remained stationary at 326 (3 having  
 Libraries. been removed and 3 newly added to the list). Of these, 261 were in British districts and 65 in Indian States.

169. The total number of publications registered increased by 107 to  
 Publications. 2,832 (1,758 books plus 1,074 issues of periodicals). Of these, 2,750 were original works and 82 translations. Miscellaneous works (1,365) form about half of the total production. Next comes Poetry with 465 books, followed by Religion (285).

170. The total expenditure on the encouragement to literature out of the  
 Patronage. special allotment of Rs. 5,000 of which Rs. 1,000 is reserved for Urdu literature, amounted to Rs. 1,586. Besides this, Rs. 2,650 was paid as grants to various literary societies. Of these, special mention may be made of the Gujarat Vernacular Society, which publishes its own books; twelve were published during the year under report, 6 being new and 6 reprints. It also keeps on sale other Gujarati publications. The Society conducts a literary magazine, the "Budhi Prakash." Five hundred and twenty-one libraries have been registered by the Society. It has in all published some 300 books. It administers 120 trusts, with over Rs. 3½ lakhs, three new trusts of the value of Rs. 12,400 having been taken over during the year. The Bombay Branch of the Royal Asiatic Society issued 58,896 books and periodicals, examined 3,495 old coins, and added 1,493 volumes to its library. The Sassoon Mechanical Institute, Bombay, has 16,154 books in its library, 376 having been added during the year under report. It issued 93,100 books and periodicals to its members.

P. LORY,

Poona, 6th April, 1924.

Director of Public Instruction.

## APPENDIX I.

*Special public institutions for Mahomedans and pupils attending them  
and similar institutions on 31st March, 1923.*

Class of Institutions and Management.	Number of special Schools and classes.	Number of Mahomedan pupils.		
		In special Institutions.	In other Institutions.	Total.
Colleges ..	....	....	333	333
<i>Secondary Schools.</i>				
Government	{ Boys .. 1	116	948	1,064
	{ Girls .. ....	....	10	10
Local Board	{ Boys .. 2	161	20	181
	{ Girls .. ....	....	....	....
Municipal	{ Boys .. 1	28	589	617
	{ Girls .. ....	....	....	....
Aided	{ Boys .. 6	1,035	2,276	3,311
	{ Girls .. ....	....	129	129
Unaided	{ Boys .. 1	15	465	480
	{ Girls .. ....	....	....	....
Total ..	{ Boys .. 11	1,355	4,298	5,653
	{ Girls .. ....	....	139	139
<i>Primary Schools.</i>				
Government	{ Boys .. 7	715	332	1,047
	{ Girls .. 4	184	43	227
Local Board	{ Boys .. 520	25,529	34,943	60,472
	{ Girls .. 71	2,804	943	3,747
Municipal	{ Boys .. 220	22,861	8,832	31,693
	{ Girls .. 118	8,446	661	9,107
Aided	{ Boys .. 1,276	19,763	4,802	24,565
	{ Girls .. 181	9,349	758	10,107
Unaided	{ Boys .. 5	1,236	172	1,408
	{ Girls .. 3	233	9	242
Total ..	{ Boys .. 2,028	70,104	49,081	119,185
	{ Girls .. 377	21,016	2,414	23,430
<i>Training and other Special Schools.</i>				
Training Institutions	{ Boys .. 2	110	144	254
	{ Girls .. 1	5	15	20
Other Special Schools.	{ Boys .. 60	2,967	946	3,813
	{ Girls .. 8	308	15	323
Total ..	71	3,390	1,020	4,410
Grand Total ..	2,487	95,865	57,285	153,150



## APPENDIX II

(a) In Central, Northern, Bombay and Sind Divisions.

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
<i>Maktabs.</i>				
1 Institutions for { Boys ..	14	32	796	842
{ Girls ..	12	8	64	84
2 Pupils { Boys ..	731	1,831	12,865	15,427
{ Girls ..	730	440	3,344	4,514
3 Expenditure from Provincial or Imperial Funds ..	2,635	3,577	....	6,212
4 Expenditure from District Local Board Funds ..	....	....	....	....
5 Expenditure from Municipal Funds ..	140	100	....	240
6 Fees ..	230	....	14	244
7 Other Sources ..	4,868	7,359	65,983	78,210
<b>Total Expenditure ..</b>	<b>7,873</b>	<b>11,036</b>	<b>65,997</b>	<b>84,906</b>

(b) In Sind and Aden

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
<i>Mulla Schools.</i>				
1 Institutions for { Boys ..	647	....	....	647
{ Girls ..	114	....	....	114
2 Pupils { Boys ..	19,550	....	....	19,550
{ Girls ..	2,983	....	....	2,983
3 Expenditure from Provincial and Imperial Funds ..	103,688	....	....	103,688
4 Expenditure from District Local Board Funds ..	360	....	....	360
5 Expenditure from Muni- cipal Funds ..	5,805	....	....	5,805
6 Fees ..	966	....	....	966
7 Other Sources ..	85,138	....	....	85,138
<b>Total Expenditure ..</b>	<b>195,957</b>	<b>....</b>	<b>....</b>	<b>195,957</b>

*(c) Pathshalas.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
<i>(c) Pathshalas.</i>				
1 Institutions for { Boys ..	3	32	21	56
{ Girls ..	....	....	....	....
2 Pupils { Boys ..	269	1,476	467	2,212
{ Girls ..	....	....	....	....
3 Expenditure from Provincial or Imperial Funds ..	1,182	7,880	....	9,062
4 Expenditure from District Local Board Funds ..	....	150	....	150
5 Expenditure from Muni- cipal Funds ..	1,280	3,503	....	4,783
6 Fees ..	120	163	....	283
7 Other Sources ..	1,637	22,762	3,816	28,215
<b>Total Expenditure ..</b>	<b>4,219</b>	<b>34,458</b>	<b>3,816</b>	<b>42,493</b>

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**SUMMARIES AND GENERAL TABLES.**

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**BOMBAY**  
**BRITISH**  
*General Summary of Educational*

				Percentage of Scholars	
Area in square miles	..	..	123,627		
<b>Population—</b>					
Males	..	..	10,183,020	Males	.. ..
Females	..	..	9,175,351	Females	.. ..
			<b>Total</b>	<b>Total</b>	
				Institu	
				1923.	1922.
				1	2
<b>RECOGNISED INSTITUTIONS.</b>					
<i>For Males.</i>					
Arts Colleges	..	..	..	12	10
Professional Colleges	..	..	..	7	7
High Schools	..	..	..	145	141
Middle Schools	..	..	..	218	225
Primary Schools	..	..	..	10,972	11,004
Special Schools	..	..	..	352	341
			<b>Total</b>	<b>11,708</b>	<b>11,728</b>
<i>For Females.</i>					
Arts Colleges	..	..	..	....	....
Professional Colleges	..	..	..	....	....
High Schools	..	..	..	47	46
Middle Schools	..	..	..	39	41
Primary Schools	..	..	..	1,430	1,450
Special Schools	..	..	..	47	44
			<b>Total</b>	<b>1,563</b>	<b>1,581</b>
<b>UNRECOGNISED INSTITUTIONS.</b>					
<i>For Males</i>	..	..	..	1,553	1,444
<i>For Females</i>	..	..	..	139	147
			<b>Total</b>	<b>1,692</b>	<b>1,591</b>
			<b>Grand Total</b>	<b>14,961</b>	<b>14,900</b>

PRESIDENCY.  
DISTRICTS—1922-23.  
*Institutions and Scholars.*

to total population, 5·0.

Recognised Institutions.		All Institutions.	
1923.	1922.	1923.	1922.
11,706	11,728	13,259	13,175
-1,563	1,581	1,702	1,725
13,269	13,309	14,961	14,900

Increase or decrease.	Scholars.			Percentage of scholars in each class of institution.
	1923.	1922.	Increase or decrease.	
3	4	5	6	7
+ 2	5,114	4,829	+ 285	0·6
.....	2,877	2,595	+ 282	0·4
+ 4	49,239	47,630	+ 1,609	6·2
- 7	18,656	18,987	- 331	2·4
-32	700,248	687,979	+12,269	68·3
+11	16,598	16,920	- 322	2·1
-22	792,732	778,040	+13,792	100
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
+ 1	7,678	7,766	- 88	0·4
- 2	2,951	2,939	+ 12	2·5
-20	106,192	105,354	+ 838	80·4
+ 3	2,099	1,878	+ 221	1·7
-18	118,920	117,937	+ 983	100
+109	53,958	54,162	- 204	.....
- 8	8,150	7,353	+ 797	.....
+101	62,108	61,515	+ 593	.....
+ 61	973,760	958,392	+ 15,368	.....

## BOMBAY

## BRITISH

## General Summary of

	Total expenditure.		
	1922-23.	1921-22.	Increase or decrease.
	1	2	3
	Rs.	Rs.	Rs.
Direction and Inspection .. .. .	14,35,504	14,66,562	— 31,058
Universities .. .. .	3,36,202	3,71,784	— 35,582
Miscellaneous* .. .. .	30,15,262	28,87,113	+ 1,28,149
<b>Total .. .. .</b>	<b>47,86,968</b>	<b>47,25,459</b>	<b>+ 61,509</b>
<i>Institutions for Males.</i>			
Arts Colleges .. .. .	14,08,156	12,49,134	+ 1,59,022
Professional Colleges .. .. .	10,67,768	10,14,225	+ 53,543
High Schools .. .. .	35,22,657	33,85,870	+ 1,36,987
Middle Schools .. .. .	10,32,065	10,26,877	+ 5,388
Primary Schools .. .. .	1,81,45,848	1,24,04,740	+ 7,41,108
Special Schools .. .. .	20,17,172	18,58,223	+ 1,58,949
<b>Total .. .. .</b>	<b>2,21,93,666</b>	<b>2,09,38,669</b>	<b>+12,54,997</b>
<i>Institutions for Females.</i>			
Arts Colleges .. .. .	.....	.....	.....
Professional Colleges .. .. .	.....	.....	.....
High Schools .. .. .	9,50,205	8,87,688	+ 62,517
Middle Schools .. .. .	2,88,035	2,64,242	+ 23,793
Primary Schools .. .. .	25,77,540	24,20,736	+ 1,56,804
Special Schools .. .. .	3,83,968	3,66,150	+ 17,818
<b>Total .. .. .</b>	<b>41,99,748</b>	<b>39,38,816</b>	<b>+ 2,60,932</b>
<b>Grand Total .. .. .</b>	<b>3,11,80,362</b>	<b>2,96,02,944</b>	<b>+15,77,438</b>

\*Includes expenditure

## PRESIDENCY.

DISTRICTS—1922-23.

*Expenditure on Education.*

Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
Govt. funds.	Board funds.	Fees.	Other sources.	Govt. funds.	Board funds.	Fees.	Other sources.	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
100	..	..	..	..	..	..	..	..
6	..	79	15	..	..	..	..	..
45	17	23	15	..	..	..	..	..
58	11	15	16	..	..	..	..	..
39	1	42	18	109	3	120	50	282
58	..	41	1	216	..	154	4	374
29	1	52	18	21	1	37	18	72
24	8	40	28	14	5	22	16	57
70	20	8	7	13	4	1	1	19
67	13	8	12	87	13	11	15	131
59	14	17	10	17	4	5	8	29
..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
35	1	36	28	46	1	46	36	123
85	..	22	43	35	..	22	43	100
32	50	3	15	8	12	1	4	25
58	8	5	29	111	15	10	53	189
85	32	12	21	13	11	4	8	36
55	16	16	13	..	..	..	..	..

on buildings.

## BOMBAY

## BRITISH

## I.—Classification of

				For		
				Government.	District Board.	Municipal Board.
				1	2	3
<b>RECOGNISED INSTITUTIONS.</b>						
<b>Colleges—</b>						
Arts and Science*	..	..	..	4	..	..
Law	..	..	..	1	..	..
Medicine	..	..	..	1	..	..
Education	..	..	..	1	..	..
Engineering	..	..	..	1	..	..
Agriculture	..	..	..	1	..	..
Commerce	..	..	..	1	..	..
Forestry	..	..	..	..	..	..
Veterinary Science	..	..	..	..	..	..
Intermediate and 2nd Grade Colleges	..	..	..	..	..	..
<b>Total</b>				<b>10</b>	<b>..</b>	<b>..</b>
<b>High Schools</b>						
Middle	} English	..	..	5	5	41
Schools		} Vernacular	..	..	..	..
Primary Schools	..		..	27	7,881	866
<b>Total</b>				<b>55</b>	<b>7,886</b>	<b>917</b>
<b>Special Schools—</b>						
Art	..	..	..	1	..	..
Law	..	..	..	..	..	..
Medical	..	..	..	3	..	..
Normal and Training	..	..	..	17	..	..
Engineering	..	..	..	..	..	..
Technical and Industrial	..	..	..	5	4	4
Commercial	..	..	..	1	..	..
Agricultural	..	..	..	4	..	..
Reformatory	..	..	..	1	..	..
Schools for Defectives	..	..	..	..	..	..
Schools for Adults	..	..	..	6	28	65
Other Schools	..	..	..	2	..	6
<b>Total</b>				<b>39</b>	<b>32</b>	<b>75</b>
<b>Total for Recognised Institutions</b>				<b>104</b>	<b>7,918</b>	<b>992</b>
<b>Unrecognised Institutions</b>				<b>..</b>	<b>..</b>	<b>..</b>
<b>Grand Total, all Institutions</b>				<b>104</b>	<b>7,918</b>	<b>992</b>

\* Includes



PRESIDENCY.

DISTRICTS—1922-23.

*Educational Institutions.*

Males.			For Females.					
Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	5	6	7	8	9	10	11	12
7	1	12	..	..	..	..	..	..
..	..	1	..	..	..	..	..	..
..	..	1	..	..	..	..	..	..
..	1	2	..	..	..	..	..	..
..	..	1	..	..	..	..	..	..
..	..	1	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
7	2	19	..	..	..	..	..	..
97	15	145	2	..	..	40	5	47
140	27	218	5	..	..	28	6	39
..	..	..	..	..	..	..	..	..
2,109	89	10,972	10	608	428	372	12	1,430
2,346	131	11,335	17	608	428	440	23	1,518
..	..	1	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
..	..	8	..	..	..	1	..	1
2	1	20	5	..	1	14	..	30
1	..	1	..	..	..	..	..	..
8	2	23	..	..	..	8	..	8
7	25	33	..	..	..	1	..	1
..	..	4	..	..	..	..	..	..
1	..	2	..	..	..	..	..	..
5	..	5	..	..	..	1	..	1
89	5	192	..	..	..	5	..	5
57	3	68	..	..	..	8	8	11
170	30	352	5	..	1	38	8	47
2,523	109	11,706	22	608	429	478	26	1,563
..	1,553	1,553	..	..	..	..	139	139
2,523	1,722	13,259	22	608	429	478	165	1,702

Oriental Colleges.

BOMBAY

(BRITISH

## II-A.—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.</i>									
Arts and Science ..	1,441	1,239	690	..	..	..	..	..	..
Law ..	884	725	..	..	..	..	..	..	..
Medicine ..	1,150	1,079	224	..	..	..	..	..	..
Education ..	28	31	20	..	..	..	..	..	..
Engineering ..	195	168	86	..	..	..	..	..	..
Agriculture ..	194	181	..	..	..	..	..	..	..
Commerce ..	358	322	61	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
<b>Total ..</b>	<b>4,260</b>	<b>3,745</b>	<b>1,080</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<i>School and Special Education.</i>									
In High Schools ..	8,521	7,349	645	..	..	..	2,720	2,118	56
“ Middle (English	1,265	1,135	..	518	447	53	3,554	2,982	108
“ Schools ( Vernacular	..	..	..	..	..	..	..	..	..
“ Primary Schools ..	4,041	3,096	30	462,926	380,615	526	130,358	98,773	..
<b>Total ..</b>	<b>13,827</b>	<b>11,580</b>	<b>675</b>	<b>463,444</b>	<b>381,062</b>	<b>579</b>	<b>136,630</b>	<b>103,873</b>	<b>164</b>
In Art Schools ..	390	299	..	..	..	..	..	..	..
“ Law ..	..	..	..	..	..	..	..	..	..
“ Medical Schools ..	527	517	243	..	..	..	..	..	..
“ Normal and Training	..	..	..	..	..	..	..	..	..
“ Schools ..	1,428	1,515	1,372	..	..	..	..	..	..
“ Engineering Schools ..	..	..	..	..	..	..	..	..	..
“ Technical and Industrial	..	..	..	..	..	..	..	..	..
“ Schools ..	374	279	61	394	298	..	158	127	16
“ Commercial Schools ..	19	19	..	..	..	..	..	..	..
“ Agricultural ..	118	110	48	..	..	..	..	..	..
“ Reformatory ..	158	130	158	..	..	..	..	..	..
“ Schools for Defectives ..	..	..	..	..	..	..	..	..	..
“ Schools for Adults ..	283	214	..	463	267	..	1,896	1,174	..
“ Other Schools ..	90	74	..	..	..	..	306	201	..
<b>Total ..</b>	<b>3,385</b>	<b>3,157</b>	<b>1,882</b>	<b>862</b>	<b>565</b>	<b>..</b>	<b>2,359</b>	<b>1,502</b>	<b>16</b>
<b>Total for recognised Institutions ..</b>	<b>21,462</b>	<b>18,482</b>	<b>3,637</b>	<b>464,306</b>	<b>381,627</b>	<b>579</b>	<b>138,989</b>	<b>105,375</b>	<b>180</b>
<b>IN UNRECOGNISED INSTITUTIONS -</b>									
<b>Grand Total, all Institutions.</b>	<b>21,462</b>	<b>18,482</b>	<b>3,637</b>	<b>464,306</b>	<b>381,627</b>	<b>579</b>	<b>138,989</b>	<b>105,575</b>	<b>180</b>

PRESIDENCY.

DISTRICTS—1922-23.)

*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
3,608	3,205	763	65	61	..	5,114	4,505	1,453	319
..	..	..	..	..	..	884	725	..	..
..	..	..	..	..	..	1,150	1,079	224	75
..	..	..	68	64	38	23	31	20	2
..	..	..	..	..	..	263	232	123	..
..	..	..	..	..	..	194	181	..	..
..	..	..	..	..	..	358	322	61	3
..	..	..	..	..	..	..	..	..	..
3,608	3,205	763	133	125	38	7,091	7,075	1,881	299
82,111	27,138	1,643	5,887	5,103	218	49,239	41,708	2,562	965
11,740	9,443	932	1,579	1,269	105	18,656	15,276	1,198	758
98,048	74,354	1,135	4,877	3,490	..	700,248	510,328	1,691	57,250
141,899	110,935	3,710	12,343	9,862	323	768,143	567,312	5,451	58,968
..	..	..	..	..	..	390	299	..	..
..	..	..	..	..	..	527	517	243	46
59	61	59	5	4	..	1,492	1,580	1,431	2
4	4	..	..	..	..	4	4	..	..
976	841	8	43	42	..	1,950	1,587	85	26
325	258	22	1,811	905	..	2,155	1,182	22	39
..	..	..	..	..	..	116	110	43	..
18	13	18	..	..	..	174	143	174	..
147	103	25	..	..	..	147	103	25	11
3,372	2,336	..	90	72	..	6,109	4,053	..	20
3,048	2,173	33	91	66	..	3,534	2,514	33	253
7,947	5,789	163	2,045	1,089	..	16,598	12,102	2,061	402
153,454	119,929	4,636	14,521	11,076	361	792,732	536,489	9,393	59,649
			53,958			53,958			6,369
153,454	119,929	4,636	68,479	11,076	361	846,690	586,489	9,393	66,038

BOMBAY

(BRITISH

## 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.</i>									
Arts and Science ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools ..	576	455	60	..	..	..	..	..	..
„ Middle Schools { English ..	239	203	..	..	..	..	..	..	..
„ Middle Schools { Vernacular ..	..	..	..	..	..	..	..	..	..
„ Primary Schools ..	1,268	973	5	33,819	22,552	..	45,203	29,407	..
Total ..	2,133	1,631	65	33,819	22,552	..	45,203	29,407	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools ..	317	305	213	..	..	..	..	..	..
„ Technical and Industrial Schools ..	..	..	..	..	..	..	18	14	..
„ Commercial Schools ..	..	..	..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..	..	..	..
„ Agricultural Schools ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	..	..	..	..	..	..	..	..	..
„ Other Schools ..	..	..	..	..	..	..	..	..	..
Total ..	317	305	213	..	..	..	18	14	..
Total for recognised institutions ..	2,450	1,936	278	33,819	22,552	..	45,221	29,421	..
<b>IN UNRECOGNISED INSTITUTIONS</b>									
Grand Total, all Institutions ..	2,450	1,936	278	33,819	22,552	..	45,221	29,421	..

PRESIDENCY.

DISTRICTS—1922-23.)

*Educational Institutions for Females.*

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of males 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
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
6,514	5,268	1,345	588	460	17	7,678	6,192	1,422	688
2,424	1,996	480	238	188	..	2,951	2,387	480	348
..	..	..	..	..	..	..	..	..	..
25,068	18,556	886	824	624	76	106,192	72,112	917	2,961
34,006	25,820	2,661	1,660	1,281	98	116,821	80,601	2,819	3,987
5	4	..	..	..	..	5	4	..	..
609	412	228	..	..	..	943	731	441	..
336	244	112	..	..	..	886	244	112	1
22	21	5	..	..	..	22	21	5	..
46	37	..	..	..	..	46	37	..	20
..	..	..	..	..	..	..	..	..	..
293	184	15	..	..	..	293	184	15	..
410	305	..	44	34	..	454	339	..	25
1,720	1,207	360	44	34	..	2,099	1,560	578	46
35,726	27,027	3,021	1,704	1,315	98	116,920	82,251	3,392	4,033
			8,150			8,150			964
35,726	27,027	3,021	9,854	1,315	98	127,070	82,251	3,392	4,987

## BOMBAY

## BRITISH DISTRICTS—

## III-A.—Expenditure on

Expenditure on Buildings includes Rs. 7,06,851 spent by the Public Works Department on educational buildings. "Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships .. .. .	8,33,151
(2) Hostel Charges .. .. .	4,95,509
(3) Sind Book Depot .. .. .	33,527
(4) Dakshina Grants .. .. .	19,195
(5) Publication of Sanskrit Series .. .. .	16,280
(6) Expenditure on Committee of Direction for Technical and Industrial Education .. .. .	15,092

	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 .. .. .	8,50,522	..	..	1,78,486	7,208	5,86,211
Professional Colleges—						
Law .. .. .	..	..	..	62,133	....	62,133
Medicine .. .. .	1,21,275	..	..	2,75,762	....	3,97,037
Education .. .. .	58,249	..	..	....	....	58,249
Engineering .. .. .	1,47,337	..	..	21,251	78	1,68,666
Agriculture .. .. .	1,08,120	..	..	9,292	197	1,17,609
Commerce .. .. .	27,254	..	..	54,709	....	81,963
Royal Institute of Science (Elphinstone College, Bombay) .. .. .	1,59,117	..	..	....	966	1,00,083
Veterinary Science .. .. .	..	..	..	....	....	....
Intermediate Colleges .. .. .	..	..	..	....	....	....
<b>Total .. .. .</b>	<b>9,66,874</b>	<b>..</b>	<b>..</b>	<b>6,01,633</b>	<b>8,444</b>	<b>15,76,951</b>
<b>SCHOOL EDUCATION.</b>						
<i>General.</i>						
High Schools .. .. .	4,64,165	..	..	3,48,525	4,250	8,11,940
Middle Schools—						
English .. .. .	29,208	..	..	81,698	....	60,899
Vernacular .. .. .	..	..	..	..	....	....
Primary Schools .. .. .	78,184	..	5,000	2,216	929	86,279
<b>Total .. .. .</b>	<b>5,71,505</b>	<b>..</b>	<b>5,000</b>	<b>3,77,484</b>	<b>5,179</b>	<b>9,59,118</b>

PRESIDENCY.

1922-23.

*Education for Males.*

	Rs.
(7) Preparation of Urdu Text-books .. .. .	14,719
(8) Grant for encouragement to Literature .. .. .	1,586
(9) Departmental Publications .. .. .	1,434
(10) Personal Allowances to Pandits and Moulvis not in the Service of Government .. .. .	1,200

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.
						21,658	..
						1,93,742	5,000
						..	..
						..	..
						..	..
						..	..
						..	..
						..	..
						..	..
						..	..
						2,15,400	5,000
29,549	..	24,465	66,263	3,631	1,23,908	5,46,630	..
46,683	15,135	55,877	81,895	725	2,00,305	1,69,112	5,500
..	..	....	....	....	....	..	..
87,34,403	7,34,174	17,65,435	2,63,603	83,226	1,16,30,391	3,16,370	1,064
88,10,935	7,99,309	18,45,327	4,11,751	87,562	1,19,55,104	10,32,612	6,564

BOMBAY  
BRITISH DISTRICTS—  
III-A.—Expenditure on

Direction ..  
Inspection ..  
Buildings, etc. ..  
Miscellaneous ..  
Total ...

	Aided Institutions.				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	15	16	17	18	19	20	21
<b>UNIVERSITY AND INTERMEDIATE EDUCATION.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities .. ..	..	2,65,535	49,009	3,36,202	..	..	..
Arts Colleges .. ..	10,575	4,10,250	2,31,040	8,50,607	9,919	11,419	21,338
Professional Colleges—							
Law .. ..	..	..	..	..	..	..	..
Medicine .. ..	..	..	..	..	..	..	..
Education .. ..	..	..	..	..	..	..	..
Engineering .. ..	..	..	..	..	17,871	9,157	27,028
Agriculture .. ..	..	..	..	..	..	..	..
Commerce .. ..	..	..	..	..	..	..	..
Royal Institute of Science (Elphinstone College, Bombay) .. ..	..	..	..	..	..	..	..
Veterinary Science .. ..	..	..	..	..	..	..	..
Intermediate Colleges .. ..	..	..	..	..	..	..	..
<b>Total ..</b>	<b>10,575</b>	<b>6,75,785</b>	<b>2,80,049</b>	<b>11,86,809</b>	<b>27,790</b>	<b>20,576</b>	<b>48,366</b>
<b>SCHOOL EDUCATION.</b>							
<i>General.</i>							
High Schools .. ..	18,340	10,93,947	4,84,005	21,42,922	3,23,438	1,20,449	4,43,887
Middle Schools—							
English .. ..	10,919	2,54,432	2,59,264	6,99,227	36,820	34,814	71,634
Vernacular .. ..	..	..	..	..	..	..	..
Primary Schools .. ..	1,23,807	1,71,912	7,39,890	18,53,343	12,968	62,367	75,335
<b>Total ..</b>	<b>1,52,866</b>	<b>15,20,291</b>	<b>14,83,159</b>	<b>41,95,492</b>	<b>3,73,226</b>	<b>2,17,630</b>	<b>5,90,856</b>



PRESIDENCY—*contd.*1922-23—*contd.**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.	Rs.	Rs.	Rs.	Rs.	Rs.
1,20,628	.....	.....	.....	.....	1,20,628
12,77,310	.....	.....	.....	214	12,78,138
7,41,702	2,66,490	1,06,022	1,01,017	1,88,398	14,03,629
4,77,757	1,26,138	9,815	1,67,376	3,32,539	11,18,625
26,17,901	3,92,628	1,15,837	2,68,393	5,21,251	59,16,010
21,658	.....	.....	2,65,595	49,009	3,36,202
5,44,264	5,000	10,575	5,98,655	2,49,662	14,08,156
.....	.....	.....	62,138	.....	62,138
1,21,275	.....	.....	2,75,762	.....	3,97,037
53,349	.....	.....	.....	.....	53,349
1,47,337	.....	.....	39,122	9,235	1,95,694
1,03,120	.....	.....	9,292	197	1,17,609
27,254	.....	.....	54,709	.....	81,963
1,59,117	.....	.....	.....	966	1,60,083
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
11,82,274	5,000	10,575	13,05,208	3,09,069	28,12,126
10,40,344	.....	42,805	16,27,173	6,12,325	35,22,657
2,45,001	20,635	66,796	4,04,830	2,94,808	10,32,065
.....	.....	.....	.....	.....	.....
91,29,407	7,85,238	18,94,092	4,50,699	8,66,412	1,31,45,848
1,04,14,752	8,05,873	20,03,693	26,82,702	17,93,550	1,77,00,570

## BOMBAY.

## BRITISH DISTRICTS—

## III-A.—Expenditure on

	Government Institutions.					
	Government 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 ..	1,39,501	..	..	6,329	2,454	1,48,284
Law Schools ..	..	..	..	....	....	....
Medical Schools ..	1,38,610	8,649	..	24,134	9,078	1,76,371
Normal and Training Schools ..	5,26,281	58,198	19,352	22	7,182	6,04,975
Engineering Schools ..	..	..	..	....	....	....
Technical and Industrial Schools ..	46,364	50	15	6,793	586	53,808
Commercial Schools ..	118	..	..	408	1,617	2,143
Agricultural Schools ..	29,809	216	..	....	....	30,025
Reformatory Schools ..	18,466	..	..	....	5,159	23,625
Schools for Defectives ..	..	..	..	....	....	....
Schools for Adults ..	2,576	..	..	....	....	2,576
Other Schools ..	98,789	..	2,500	2,962	4,790	1,09,041
<b>Total ..</b>	<b>9,99,514</b>	<b>56,953</b>	<b>21,867</b>	<b>40,648</b>	<b>30,866</b>	<b>11,49,843</b>
<b>Grand Total ..</b>	<b>25,37,898</b>	<b>56,953</b>	<b>26,867</b>	<b>10,19,715</b>	<b>44,489</b>	<b>36,35,917</b>

PRESIDENCY—*contd.*1922-23—*contd.**Education of Males—contd.*

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.
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	7,298	..
..	..	..	..	..	..	2,900	750
21,240	16,408	16,300	1,548	6,104	61,604	2,32,202	1,008
..	..	..	..	..	..	8,861	50
..	..	..	..	..	..	..	..
..	..	..	..	..	..	4,800	..
..	..	..	..	..	..	18,498	..
6,386	125	1,19,022	1,416	7,159	1,34,108	8,589	..
5,316	20	4,578	..	..	9,914	38,112	250
32,951	16,558	1,39,900	2,959	18,268	2,05,826	3,10,708	2,058
88,48,586	8,15,862	19,85,727	4,14,710	1,00,845	1,21,60,730	15,58,718	13,617

## BOMBAY

## BRITISH DISTRICTS—

## III-A.—Expenditure on

	Aided Institutions.				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	15	16	17	18	19	20	21
<i>Special.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ..	..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..	..
Medical Schools ..	..	..	..	..	..	..	..
Normal and Training Schools ..	..	..	8,443	15,739	..	..	..
Engineering Schools ..	100	..	..	3,750	..	..	..
Technical and Industrial Schools ..	21,307	36,372	73,304	3,64,688	315	7,195	7,510
Commercial Schools ..	..	5,506	4,510	13,427	70,070	8,558	78,628
Agricultural Schools ..	..	..	781	781	..	..	..
Reformatory Schools ..	..	..	3,666	8,466	..	..	..
Schools for Defectives ..	8,200	..	13,600	85,298	..	..	..
Schools for Adults ..	3,907	5,095	19,833	37,374	..	..	..
Other Schools ..	1,165	4,387	50,967	94,881	..	1,158	1,158
<b>Total ..</b>	<b>35,179</b>	<b>61,860</b>	<b>1,75,104</b>	<b>5,74,402</b>	<b>70,385</b>	<b>16,911</b>	<b>87,296</b>
<b>Grand Total ..</b>	<b>1,98,620</b>	<b>22,47,436</b>	<b>19,38,312</b>	<b>59,56,703</b>	<b>4,71,401</b>	<b>2,55,117</b>	<b>7,26,518</b>

## PRESIDENCY—concl'd.

1922-23—concl'd.

*Education of 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.
1,39,501	....	....	6,329	2,454	1,48,284
....	....	....	....	....	....
1,38,610	3,549	....	24,184	8,078	1,75,371
5,32,577	58,138	19,352	22	15,625	6,20,714
2,900	750	100	....	....	3,750
2,99,815	17,461	38,122	45,028	87,180	4,67,610
3,479	50	....	75,984	14,685	94,198
29,809	216	....	....	781	30,806
23,266	....	....	....	8,825	32,091
13,498	....	8,200	....	13,600	35,298
17,501	125	1,22,929	6,511	26,992	1,74,058
1,42,217	270	8,243	7,340	56,915	2,14,994
13,48,171	75,550	1,96,946	1,65,852	2,36,144	20,17,172
1,55,58,098	12,79,080	23,27,051	44,21,655	28,60,014	2,64,45,878

## BOMBAY

BRITISH DISTRICTS—  
III-B.—Expenditure onExpenditure on Buildings includes Rs. ~~not~~ spent by the Public Works Department(1) Scholarships .. .. . Rs.  
21,843

	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 ..	71,289	..	..	6,269	1,983	79,541
Middle Schools—						
English ..	36,202	..	..	1,565	..	37,767
Primary Schools ..	43,879	..	..	40	..	43,919
<b>Total ..</b>	<b>1,51,370</b>	<b>..</b>	<b>..</b>	<b>7,874</b>	<b>1,983</b>	<b>1,61,227</b>
<i>Special.</i>						
Medical Schools ..	..	..	..	..	..	..
Normal and Training Schools ..	1,34,516	10,204	7,940	..	2,978	1,55,638
Technical and Industrial Schools ..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..
Other Schools ..	..	..	..	..	..	..
<b>Total ..</b>	<b>1,34,516</b>	<b>10,204</b>	<b>7,940</b>	<b>..</b>	<b>2,978</b>	<b>1,55,638</b>
<b>Grand Total for Females ..</b>	<b>2,85,886</b>	<b>10,204</b>	<b>7,940</b>	<b>7,874</b>	<b>4,961</b>	<b>3,16,865</b>
<b>Grand Total for Males ..</b>	<b>25,87,893</b>	<b>58,953</b>	<b>26,867</b>	<b>10,19,715</b>	<b>44,489</b>	<b>36,85,917</b>
<b>Grand Total for all ..</b>	<b>28,23,779</b>	<b>67,157</b>	<b>34,807</b>	<b>10,27,589</b>	<b>49,450</b>	<b>40,02,782</b>

PRESIDENCY.

1922-23.

*Education for Females.*

on educational buildings. "Miscellaneous" includes the following main items :-

(2) Hostel Charges .. .. Rs. 4,38,235

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.
..	..	..	..	..	....	2,64,682	..
322	..	739	..	..	1,061	69,684	..
6,45,197	1,86,879	10,28,057	22,466	30,996	19,13,595	1,38,678	580
6,45,510	1,86,879	10,28,796	22,466	30,996	19,14,656	4,67,194	580
..	..	..	..	..	....	..	550
3,758	..	3,160	..	..	6,918	46,862	..
..	..	..	..	..	....	21,788	..
..	..	..	..	..	....	1,500	..
..	..	..	..	..	....	..	..
..	..	..	..	..	....	4,082	..
..	..	..	..	..	....	5,638	..
..	..	..	..	..	....	6,906	..
3,758	..	3,160	..	..	6,918	86,771	550
6,49,277	1,86,879	10,31,956	22,466	30,996	19,21,574	5,58,965	1,130
88,43,586	8,15,862	19,85,727	4,14,710	1,00,845	1,21,60,780	15,58,718	12,617
94,92,863	10,02,741	30,17,683	4,37,176	1,31,841	1,40,82,304	21,12,689	14,747

## BOMBAY

BRITISH DISTRICTS—  
III-B.—Expenditure on

Inspection ..  
Buildings, etc. ..  
Miscellaneous ..  
Total ..

	Aided Institutions.				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	15	16	17	18	19	20	21
<b>SCHOOL EDUCATION.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>
<i>General.</i>							
High Schools ..	4,842	3,13,330	2,24,172	3,07,226	23,745	39,693	63,438
Middle Schools— English ..	..	58,865	1,03,181	2,25,680	3,598	19,929	23,527
Primary Schools ..	77,279	46,975	3,30,829	5,94,341	3,657	22,028	25,685
<b>Total ..</b>	<b>82,121</b>	<b>4,19,170</b>	<b>6,58,182</b>	<b>16,27,247</b>	<b>31,000</b>	<b>81,650</b>	<b>1,12,650</b>
<i>Special.</i>							
Medical Schools ..	..	..	1,316	1,366	..	..	..
Normal and Training Schools ..	7,216	7,498	42,553	1,04,129	..	..	..
Technical and Industrial Schools ..	712	2,530	36,927	61,952	..	..	..
Commercial Schools ..	..	3,982	318	5,795	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..
Schools for Defectives ..	..	..	12,673	16,755	..	..	..
Schools for Adults ..	1,423	3,688	8,266	19,015	..	..	..
Other Schools ..	..	1,013	2,969	10,888	410	602	1,012
<b>Total ..</b>	<b>9,351</b>	<b>18,711</b>	<b>1,05,017</b>	<b>2,20,400</b>	<b>410</b>	<b>602</b>	<b>1,012</b>
<b>Grand Total for Females ..</b>	<b>91,472</b>	<b>4,37,881</b>	<b>7,63,199</b>	<b>18,47,647</b>	<b>31,410</b>	<b>82,252</b>	<b>1,13,662</b>
<b>Grand Total for Males ..</b>	<b>1,98,620</b>	<b>22,47,436</b>	<b>19,38,312</b>	<b>59,56,703</b>	<b>4,71,401</b>	<b>2,55,117</b>	<b>7,26,518</b>
<b>Grand Total for all ..</b>	<b>2,90,092</b>	<b>26,85,317</b>	<b>27,01,511</b>	<b>78,04,350</b>	<b>5,02,811</b>	<b>3,37,369</b>	<b>8,40,180</b>



## PRESIDENCY—concl'd.

1922-23—concl'd.

## Education for Females—concl'd.

Total expenditure from					
Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
22	23	24		26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
36,748	....	....	....	....	36,748
9,228	....	17,299	81	9,111	35,664
1,13,845	680	604	1,84,388	1,62,682	4,62,344
1,59,816	680	17,908	1,84,414	1,71,948	5,34,756
3,36,171	....	4,842	8,48,344	2,65,848	9,50,20
1,00,158	....	789	64,028	1,28,110	2,83,085
8,27,754	1,87,459	11,05,336	78,138	8,83,853	25,77,540
12,64,083	1,87,459	11,10,917	4,80,810	7,72,811	38,15,780
....	550	....	....	1,316	1,866
1,85,136	10,204	18,316	7,498	45,581	2,66,685
21,783	....	712	2,580	36,927	61,962
1,500	....	....	8,982	313	5,795
....	....	....	....	....	....
4,082	....	....	....	12,873	16,755
5,638	....	1,423	3,688	8,266	19,015
6,906	....	....	1,423	3,571	11,900
2,25,045	10,754	20,451	19,121	1,08,597	3,88,968
16,48,944	1,98,898	11,49,271	6,84,045	10,58,351	47,34,504
1,55,58,098	12,79,060	23,27,051	44,21,655	28,60,014	2,64,46,878
1,72,07,042	14,77,958	34,76,322	51,05,700	39,13,866	3,11,80,882

## BOMBAY

## BRITISH

## IV-A.—Race or Creed of Scholars in

				Europeans and Anglo-Indians.	Indian Christians.	Hindus
				1	2	Higher Castes. 3
Total Population .. .. .				30,460	121,578	5,707,652
<i>School Education.</i>						
Primary	Classes.					
	†I	..	..	454	8,425	165,960
	II	..	..	233	2,584	89,114
	III	..	..	240	2,557	81,979
	IV	..	..	261	2,180	65,557
Middle	V	..	..	245	1,540	50,036
	VI	..	..	188	1,216	30,625
	VII	..	..	164	828	21,539
High	VIII	..	..	124	482	21,368
	IX	..	..	72	322	7,846
	X	..	..	75	263	6,111
	XI	..	..	1	116	4,742
	XII	..	..	....	131	4,029
Total ..				2,058	20,044	548,906
<i>University and Intermediate Education.</i>						
Intermediate classes—						
	1st year	..	..	28	126	1,745
	2nd year	..	..	8	50	1,032
Degree classes—						
	3rd year	..	..	3	20	519
	4th year	..	..	5	16	562
	5th year	..	..	....	7	55
Post-graduate classes—						
	6th year	..	..	....	5	66
	7th year	..	..	....	....	4
Research students .. .. .				....	....	6
Total ..				44	233	3,989
Number of scholars in recognised institutions ..				2,102	20,877	552,895
Number of scholars in unrecognised institutions ..				....	331	31,074
Grand Total ..				2,102	21,208	583,969†

\*The following are mainly included under heading "Depressed Classes" :—

- (1) Aborigines and Hill Tribes,
- (2) Criminal Tribes,
- (3) Depressed Classes (Untouchables), and
- (4) The Rest.

†Class I represents Infant class.

## PRESIDENCY.

DISTRICTS, 1922-23.

*Institutions for the General Education of Males.*

*Depressed Classes.	Muham- madans.	Buddhists.	Parals.	Sikhs.	Others.	Total.
4	5	6	7	8	9	10
2,098,112	2,115,381	1,557	48,094	5,900	59,936	10,183,020
27,512	47,633	4	1,294	116	676	262,274
10,632	23,988	13	840	54	374	126,032
8,047	17,383	9	786	46	399	111,452
5,280	12,939	3	767	35	236	87,258
2,551	10,257	2	366	23	176	65,231
1,118	7,027	3	901	21	115	41,204
692	3,874	....	1,005	12	95	28,209
423	2,590	....	670	10	59	25,726
75	796	....	778	10	62	9,961
43	541	....	606	10	50	7,699
29	420	1	538	1	32	5,860
22	427	....	587	2	19	5,217
56,619	128,075	85	9,168	345	2,293	768,148
1	94	....	270	....	18	2,282
....	81	....	154	....	3	1,337
....	29	....	52	....	3	626
....	37	....	68	....	7	695
....	4	....	13	....	..	79
....	1	....	11	....	1	84
....	....	....	....	....	..	4
....	....	....	1	....	..	7
1	246	....	569	....	32	5,114
56,820	128,321	85	9,787	345	2,325	778,257
1,171	21,279	....	67	....	36	53,958
57,791	149,600	85	9,804	345	2,361	827,215

‡ Statistics of scholars belonging to Jain, Lingayat, and Maratha Communities included under the heading "Higher Caste," are as under :—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Jains .. ..	12,799	2,072	111
(2) Lingayats .. ..	54,804	2,415	127
(3) Marathas .. ..	73,148	4,120	131

BOMBAY

BRITISH

## IV-B.—Race or Creed of Scholars in Institutions

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher Castes.	*Depressed Classes..
	1	2	3	4
Total Population	14,285	99,273	5,273,201	1,086,327
<i>School Education.</i>				
Classes.				
Primary †I	892	2,343	31,703	1,148
II	280	1,006	14,743	534
III	256	863	12,275	174
IV	235	850	8,779	92
V	250	717	5,065	45
Middle VI	204	575	3,236	15
VII	149	349	1,823	7
VIII	121	118	576	....
High IX	64	119	306	....
X	67	81	184	....
XI	....	27	136	....
XII	....	25	141	....
Total	2,518	7,073	78,967	2,015
<i>University and Intermediate Education.</i>				
Intermediate classes—				
1st year	....	....	....	....
2nd year	....	....	....	....
Degree classes—				
3rd year	....	....	....	....
4th year	....	....	....	....
5th year	....	....	....	....
Post-graduate classes—				
6th year	....	....	....	....
7th year	....	....	....	....
Research students	....	....	....	....
Total	....	....	....	....
Number of scholars in recognised institutions	2,518	7,073	78,967	2,015
Number of scholars in unrecognised institutions.	....	85	3,626	149
Grand Total	2,518	7,108	82,593	2,164

\*The following are mainly included under heading "Depressed Classes":—

- (1) Aborigines and Hill Tribes,
- (2) Criminal Tribes,
- (3) Depressed Classes (Untouchables), and
- (4) The Rest.

†Class I represents Infant class.



## V-A.—Race or Creed of Scholars in Institutions for the

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher Castes.	Depressed Classes.
	1	2	3	4
<i>Schools.</i>				
Art Schools .. .. .	5	24	290	10
Law Schools .. .. .	.....	.....	.....	.....
Medical Schools .. .. .	.....	29	470	3
Normal and Training Schools .. .. .	.....	73	1,192	33
Engineering and Surveying Schools .. .. .	.....	.....	4	.....
Technical and Industrial Schools .. .. .	5	119	1,270	188
Commerotal Schools .. .. .	66	193	1,439	1
Agricultural Schools .. .. .	.....	.....	114	2*
Reformatory Schools .. .. .	2	6	102	13
Schools for Defectives .. .. .	2	11	101	6
Schools for Adults .. .. .	.....	63	2,325	1,131
Other Schools .. .. .	.....	123	1,768	40
Total .. .. .	80	651	9,515	1,427
<i>Colleges.</i>				
Law .. .. .	.....	23	715	.....
Medicine .. .. .	11	111	815	.....
Education .. .. .	.....	1	24	.....
Engineering .. .. .	6	2	209	.....
Agriculture .. .. .	.....	20	146	.....
Commeros .. .. .	4	21	259	.....
Forestry .. .. .	.....	.....	.....	.....
Veterinary Science .. .. .	.....	.....	.....	.....
Total .. .. .	21	173	2,168	.....
Grand Total .. .. .	101	829	11,683†	1,427

\*The following are included under the heading "Depressed Classes" :—

Untouchables  
Jungle Tribes  
Orimal Tribes  
Other backward Tribes.

## PRESIDENCY.

DISTRICTS—1922-23.

*Vocational and Special Education of Males.*

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
25	3	18	....	15	300
....	....	....	....	....	....
19	....	2	8	1	527
254	....	....	....	....	1,492
....	....	....	....	....	4
264	1	78	16	0	1,950
126	2	269	17	87	2,155
....	....	....	....	....	116
51	....	....	....	....	174
19	....	8	....	....	147
2,068	....	6	....	16	6,109
1,465	....	65	....	68	3,534
4,291	6	446	26	146	16,598
26	....	45	....	75	884
87	3	107	8	3	1,150
3	....	....	....	....	23
8	....	37	1	....	263
8	17	3	....	....	194
5	2	63	1	3	353
....	....	....	....	....	....
....	....	....	....	....	....
87	22	315	5	61	3,877
4,378	28	761	41	227	19,478

†The following are included under the heading "Higher Castes"—

Jains	..	..	..	355
Marathas	..	..	..	1,617
Lingayats	..	..	..	269

## BOMBAY

## BRITISH

## V-B.—Race or Creed of Scholars in Institutions for the .

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
			Higher Castes.	*Depressed Classes.
	1	2	3	4
<i>Schools.</i>				
Medical Schools ..	26	257	544	10
Normal and Training Schools ..		66	262	
Technical and Industrial Schools ..	22			
Commercial Schools ..		37	8	
Schools for Defectives ..				
Agricultural Schools ..		2	213	
Schools for Adults ..		6	128	
Other Schools ..				
<b>Total ..</b>	<b>48</b>	<b>368</b>	<b>1,155</b>	<b>10</b>
<i>Colleges.</i>				
Medicine ..				
Education ..				
<b>Total ..</b>				
<b>Grand Total ..</b>	<b>48</b>	<b>368</b>	<b>1,155</b>	<b>10</b>

\*The following are included under the heading "Depressed Classes":

Untouchables.



## PRESIDENCY.

DISTRICTS—1922-23.

*Vocational and Special Education of Females.*

Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
5	6	7	8	9	10
5	....	....	....	....	5
20	....	.... 50	....	.... 36	942
8	....	....	....	....	396
....	....	.... 1	....	....	22
....	....	.... 77	....	.... 1	46
....	....	.... 12	....	....	203
308	....	....	....	....	454
341	....	140	....	37	2,009
....	....	....	....	....	....
....	....	....	....	....	....
341	....	140	....	37	2,009

†The following are included under the heading "Higher Castes"—

Jains	..	..	..	23
Marathas	..	..	..	74
Lingayats	..	..	..	15

## BOMBAY

## BRITISH

## VI.—Teachers

Class of Institutions.	Trained teachers with the following educational qualifications.				
	A Degree.	Passed Matic or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifica- tions.
	1	2	3	4	5
<i>Primary Schools.</i>					
Government ..	1	1	..	185	..
Local Board and Municipal ..	..	..	..	12,765	..
Aided ..	..	..	1	589	..
Unaided ..	..	..	..	86	..
Total ..	1	1	1	13,615	..
<i>Middle Schools.</i>					
Government ..	13	6	..	13	..
Local Board and Municipal ..	8	4	..	8	..
Aided ..	6	11	..	20	7
Unaided ..	1	2	..	4	..
Total ..	28	23	..	45	7
<i>High Schools.</i>					
Government ..	202	84	1	4	3
Local Board and Municipal ..	8	2	..	8	1
Aided ..	69	88	17	32	18
Unaided ..	9	4	..	7	..
Total ..	288	128	18	46	22
Grand Total ..	317	152	19	13,666	29

## PRESIDENCY.

DISTRICTS—1922-23.

*(Men and Women).*

Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand Total of teachers.
<i>Possessing a degree.</i>		<i>Possessing no degree.</i>				
Certifi- cated. 6	Uncerti- ficated. 7	Certifi- cated. 8	Uncerti- ficated. 9			
10	11	12				
....	....	7	45	137	52	189
246	....	1,736	10,060	12,755	12,032	24,787
62	....	229	3,884	590	3,675	4,265
....	....	12	221	86	233	269
308	....	1,984	13,700	13,518	15,992	29,510
6	16	8	25	32	60	82
38	11	71	118	20	238	258
36	68	96	467	44	662	706
4	7	13	68	7	92	99
84	97	188	678	108	1,042	1,145
52	71	41	48	244	207	451
27	11	51	37	14	126	140
132	380	152	617	224	1,281	1,505
7	116	6	166	20	294	314
218	578	250	862	502	1,908	2,410
610	675	2,417	15,240	14,123	18,942	33,065

## BOMBAY

## BRITISH

## VII.—European

Total European population		Male	Female	Total
		..	..	..
		28,479	18,875	42,854
		Total .. 42,854		
	Institutions.	Schools on roll on March 31st.	Average daily attendance.	Number of females in institutions for males and vice versa.
	1	2	3	4
<i>Institutions for Males.</i>				
Arts Colleges	..	....	....	....
Training Colleges	..	....	....	....
High Schools	..	9	1,428	1,217
Middle Schools	..	10	514	415
Primary Schools	..	....	....	....
Training Schools	..	....	....	....
Technical and Industrial Schools	..	....	....	....
Commercial Schools	..	1	22	22
Other Schools	..	....	....	....
Total	..	20	1,984	1,654
<i>Institutions for Females</i>				
Arts Colleges	..	....	....	....
Training Colleges	..	....	....	....
High Schools	..	14	2,315	1,992
Middle Schools	..	5	285	225
Primary Schools	..	....	....	....
Training Schools	..	3	50	41
Technical and Industrial Schools	..	....	....	....
Commercial Schools	..	1	22	21
Other Schools	..	....	....	....
Total	..	23	2,672	2,279
Grand Total for Institutions	..	43	4,656	3,933

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department

"Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships	7,01
(2) Hostel (boarding) charges	4,28,268
(3) Expenditure in connection with Scholarship for Europeans and Cambridge Local Examinations	2,646
Total	4,38,925

## PRESIDENCY.

DISTRICTS—1922-23.

*Education.*

Percentage to European population of those at school .. { Males .. 8·8  
 Females .. 19·2  
 Total .. 10·9

Teachers.		Expenditure from					Total expenditure.
Trained.	Untrained.	Government funds.	Board funds.	Fees.	Other sources.		
5	6	7	8	9	10	11	
		Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	....	....	....	....	....	
..	..	....	....	....	....	....	
32	72	1,09,984	750	1,10,242	75,852	2,06,828	
9	36	30,119	50	12,321	35,155	77,646	
..	..	....	....	....	....	....	
..	..	50	....	....	....	50*	
..	..	....	....	....	....	....	
..	1	....	....	....	....	....	
..	..	1,542	....	....	1,407	2,009†	
35	109	1,41,695	800	1,22,568	1,12,475	3,77,538	
..	..	....	....	....	....	....	
..	..	....	....	....	....	....	
48	152	1,45,118	....	1,60,765	75,253	3,81,136	
5	28	15,150	....	11,931	19,986	47,067	
..	..	....	....	....	....	....	
10	5	13,611	....	4,655	5,642	24,908	
..	..	....	....	....	....	....	
..	6	1,500	....	3,982	313	5,795	
..	..	2,262	....	....	....	2,262†	
63	136	1,77,641	....	1,81,333	1,02,194	4,61,168	
98	295	3,19,336	800	3,03,896	2,14,669	8,38,701	
Inspection ..		15,003	....	....	....	15,003	
Buildings, furniture, etc. ..		5,834	....	1,048	20,775	27,707	
Miscellaneous ..		1,06,025	....	2,57,015	75,785	4,39,825	
Total ..		1,26,912	....	2,58,063	96,560	4,81,535	
Grand Total ..		4,46,248	800	5,61,959	3,11,229	13,20,236	

\* Stipend to a student attending the Banawar Training Class.  
 † These represent Drawing grants to Schools.

BOMBAY  
BRITISH  
VIII—*Examination*

Examinations.	MALES.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
<b>DEGREE EXAMINATIONS.</b>						
<i>Arts and Science.</i>						
D. Litt.	..	..	..	..	..	..
Ph. D.	..	..	..	..	..	..
D. Sc.	..	..	..	..	..	..
M. A.	60	1	61	34	1	35
M. Sc.	5	..	5	5	..	5
B. A. (Honours)	318	14	327	261	8	269
B. Sc. (Honours)	..	..	..	..	..	..
B. A. (Pass)	227	300	527	143	106	249
B. Sc. (Pass)	111	20	131	69	3	72
<i>Law.</i>						
Master of Law	..	6	6	..	3	3
Bachelor of Law	502	..	502	299	..	299
<i>Medicine.</i>						
Doctor of Medicine	4	..	4	1	..	1
M. B. B. S.	390	..	390	139	..	139
L. M. S. (Bombay)	..	..	..	..	..	..
M. C. P. & S. (Bombay)	1	2	3	..	1	1
M. S. F. M. (Calcutta)	..	..	..	..	..	..
M. S.	2	..	2	1	..	1
M. Obstetrics	..	..	..	..	..	..
B. Hyg.	7	..	7	2	..	2
D. P. H.	..	..	..	..	..	..
B. So. (Sanitary)	..	..	..	..	..	..
D. T. M. (Calcutta)	..	..	..	..	..	..
<i>Engineering.</i>						
Bachelor of C. E.	81	..	81	47	..	47
Bachelor of M. E.	15	..	15	6	..	6
<i>Education.</i>						
B. E., B. T. (Part I) & L. T.	26	..	26	23	..	23
<i>Commerces.</i>						
Bachelor of Commerce	55	..	55	30	..	30
<i>Agriculture.</i>						
Master of Agriculture	..	1	1	..	1	1
Bachelor of Agriculture	45	..	45	38	..	38

\* Appearing from



Examinations.	MALES.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
	1	2	3	4	5	6
<b>INTERMEDIATE EXAMINATIONS.</b>						
Intermediate in Arts ..	788	196	979	460	87	547
Intermediate in Science ..	315	45	360	165	21	186
Licentiate of Civil Engineering ..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching (S. T. C.) ..	64	..	64	16	..	16
Intermediate or Diploma in Commerce ..	116	..	116	51	..	51
Licentiate of Agriculture ..	..	..	..	..	..	..
Veterinary Examinations (G.B.V.C.) ..	58	..	58	39	..	39
<b>*SCHOOL EXAMINATIONS.</b>						
<i>(a) On completion of High School Course.</i>						
School-Leaving Certificate Examination for the purposes of Matriculation ..	4,418	630	5,048	2,750	348	3,098
School Leaving Certificate Examination for the purpose of qualifying for Government Service ..	1,118	187	1,305	588	85	673
European High School ..	33	..	33	26	..	26
Cambridge Senior ..	52	..	52	18	..	18
<i>(b) On completion of Middle school course.</i>						
Cambridge Junior ..	69	..	69	36	..	36
European Middle ..	..	..	..	..	..	..
Anglo-Vernacular Middle ..	7,593	..	7,593	5,353	..	5,353
Vernacular Middle (Final) ..	7,540	462	8,002	3,395	93	3,488
<i>(c) On completion of Primary course.</i>						
Upper Primary ..	7,931	..	7,931	4,667	..	4,667
Lower Primary ..	51,932	1	51,933	32,657	1	32,658
<i>(d) On completion of Vocational course.</i>						
<b>For Teachers' Certificates—</b>						
Vernacular, Higher ..	1,952	216	2,168	1,745	126	1,871
Vernacular, Lower ..	..	..	..	..	..	..
At Art Schools ..	12	1	13	9	1	10
At Law Schools ..	..	..	..	..	..	..
At Medical Schools (L. C. P. S.) ..	301	..	301	117	..	117†
At Engineering Schools ..	20	..	20	17	..	17
At Technical and Industrial Schools ..	64	..	64	56	..	56
At Commercial Schools ..	952	70	1,022	317	19	336
At Agricultural Schools ..	..	..	..	..	..	..
At other Schools ..	..	..	..	..	..	..

\* Appearing from

† Besides these 14 out of 51 examined, who



## FEMALES.

Number of Examinees.			Number Passed.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7.	8	9	10	11	12
41	1	42	21	1	22
5	....	5	8	....	8
....	....	....	....	....	....
17	....	17	8	....	8
1	....	1	1	....	1
....	....	....	....	....	....
....	....	....	....	....	....
241	....	241	149	....	149
....	....	....	....	....	....
38	....	38	16	....	16
51	1	52	26	1	27
86	....	86	36	....	36
....	....	....	....	....	....
582	....	582	469	....	469
18	1	19	7	....	7
28	....	28	21	....	21
5,292	....	5,292	3,241	....	3,241
634	29	663	461	17	478
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
15	....	15	9	....	9
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....

\* a recognised institution.  
 passed the examination, were from other Provinces.

## BOMBAY PRESIDENCY.

INDIAN STATES FOR 1922-23.

*General Summary of Educational Institutions and Scholars.*

Area in square miles .. 63,859		Percentage of Scholars to total population, 4-1.					
				Recognised Institutions.		All Institutions.	
				1923.	1922.	1923.	1922.
Population—							
Males ..	3,765,727	Males ..	3,423	3,346	4,064	4,011	
Females ..	3,636,484	Females ..	330	326	550	626	
Total ..	7,402,211	Total ..	3,753	3,672	4,623	4,537	

	Institutions.			Scholars.			Percentage of scholars in each class of institution.
	1923.	1922.	Increase or decrease.	1923.	1922.	Increase or decrease.	
	1	2	3	4	5	6	
<b>RECOGNISED INSTITUTIONS.</b>							
<i>For Males.</i>							
Arts Colleges ..	4	4	..	1,021	685	+336	0.4
Professional Colleges ..	..	..	..	..	..	..	..
High Schools ..	48	48	..	14,971	14,112	+859	6.4
Middle Schools ..	162	160	+2	10,600	10,480	+120	4.6
Primary Schools ..	3,162	3,082	+80	205,842	198,574	+7,268	88.1
Special Schools ..	47	52	-5	1,183	1,258	-75	0.5
Total ..	3,423	3,346	+77	238,617	225,109	+13,508	100
<i>For Females.</i>							
Arts Colleges ..	..	..	..	..	..	..	..
Professional Colleges ..	..	..	..	..	..	..	..
High Schools ..	2	2	..	404	420	-16	1.3
Middle Schools ..	4	4	..	187	199	-12	0.6
Primary Schools ..	323	319	+4	30,031	29,827	+204	97.9
Special Schools ..	1	1	..	72	78	-6	0.2
Total ..	330	326	+4	30,694	30,624	+170	100

## BOMBAY PRESIDENCY.

INDIAN STATES FOR 1922-23.

*General Summary of Educational Institutions and Scholars—concl'd.*

	Institutions.			Scholars.			Percentage of scholars in each class of institution.
	1923.	1922.	Increase or decrease.	1923.	1922.	Increase or decrease.	
	1	2	3	4	5	6	
<b>UNRECOGNISED INSTITUTIONS.</b>							
<i>For Males</i> ..	641	665	-24	29,246	29,366	-120	..
<i>For Females</i> ..	229	200	+29	10,498	8,886	+1,607	..
<b>Total</b> ..	870	865	+5	39,739	38,252	+1,487	..
<b>Grand Total</b> ..	4,623	4,537	+86	304,050	293,885	+10,165	..

BOMBAY  
INDIAN STATES  
*I—Classification of*

	For Males.					
	Indian States.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
	1	2	3	4	5	6
<i>Recognised Institutions.</i>						
Universities .. .. .	.....	.....	.....	..	..	..
Colleges—						
Arts and Science* .. .. .	2	.....	.....	1	1	4
Law .. .. .	.....	.....	.....	..	..	..
Medicine .. .. .	.....	.....	.....	..	..	..
Education .. .. .	.....	.....	.....	..	..	..
Engineering .. .. .	.....	.....	.....	..	..	..
Agriculture .. .. .	.....	.....	.....	..	..	..
Commerce .. .. .	.....	.....	.....	..	..	..
Forestry .. .. .	.....	.....	.....	..	..	..
Veterinary Science .. .. .	.....	.....	.....	..	..	..
Intermediate and 2nd Grade Colleges.	.....	.....	.....	..	..	..
Total .. .. .	2	.....	.....	1	1	4
High Schools .. .. .	39	.....	.....	6	8	48
Middle Schools { English .. .. .	142	.....	.....	4	16	162
{ Vernacular .. .. .	.....	.....	.....	..	..	..
Primary Schools .. .. .	2,986	.....	.....	161	15	3,162
Total .. .. .	3,167	.....	.....	171	34	3,372
Special Schools—						
Art .. .. .	.....	.....	.....	..	..	..
Law .. .. .	.....	.....	.....	..	..	..
Medical .. .. .	.....	.....	.....	..	..	..
Normal and Training .. .. .	2	.....	.....	..	..	2
Engineering, .. .. .	.....	.....	.....	..	..	..
Technical and Industrial .. .. .	7	.....	.....	..	..	7
Commercial .. .. .	1	.....	.....	..	..	1
Agricultural .. .. .	.....	.....	.....	..	..	..
Reformatory .. .. .	.....	.....	.....	..	..	..
Schools for Defectives .. .. .	.....	.....	.....	..	..	..
Schools for Adults .. .. .	18	.....	.....	..	..	18
Other Schools .. .. .	15	.....	.....	2	2	19
Total .. .. .	43	.....	.....	2	2	47
Total for recognised Institutions.	3,212	.....	.....	174	37	3,423
<i>Unrecognised Institutions.</i>	.....	.....	.....	..	641	641
Grand Total, all Institutions.	3,212	.....	.....	174	678	4,064

\* Includes no Oriental Colleges.



## BOMBAY

## INDIAN STATES

## II-A.—Distribution of Scholars attending

	Indian States.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Arts and Science ..	314	201	165	..	..	..	..	..	..
Law ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..	..	..
Total ..	314	201	165	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools ..	11,904	10,082	267	..	..	..	..	..	..
.. Middle Schools { English ..	8,985	7,367	30	..	..	..	..	..	..
.. { Vernacular ..	..	..	..	..	..	..	..	..	..
.. Primary Schools ..	195,582	141,015	110	..	..	..	..	..	..
Total ..	216,531	158,464	407	..	..	..	..	..	..

## PRESIDENCY.

FOR 1922-23.

*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.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
280	226	65	427	401	..	1,021	888	230	6
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
280	226	65	427	401	..	1,021	888	230	6
2,454	2,177	237	553	448	45	14,971	12,707	549	55
753	608	..	862	638	..	10,600	8,613	30	18
..	..	..	..	..	..	..	..	..	..
9,149	6,971	21	1,117	735	..	205,842	148,721	131	12,587
12,350	9,756	258	2,532	1,821	45	231,413	170,041	710	12,600

## II-A.—Distribution of Scholars attending

	Indian States.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.
	1	2	3	4	5	6	7	8	9
In Art Schools ..	..	..	..	..	..	..	..	..	..
„ Law „ ..	..	..	..	..	..	..	..	..	..
„ Medical Schools ..	..	..	..	..	..	..	..	..	..
„ Normal and Training Schools ..	99	88	77	..	..	..	..	..	..
„ Engineering Schools ..	..	..	..	..	..	..	..	..	..
„ Technical and Industrial Schools ..	278	178	..	..	..	..	..	..	..
„ Commercial Schools ..	45	25	..	..	..	..	..	..	..
„ Agricultural „ ..	..	..	..	..	..	..	..	..	..
„ Reformatory „ ..	..	..	..	..	..	..	..	..	..
„ Schools for Defectives ..	..	..	..	..	..	..	..	..	..
„ Schools for Adults ..	294	169	..	..	..	..	..	..	..
„ Other Schools ..	355	275	51	..	..	..	..	..	..
Total ..	1,086	785	128	..	..	..	..	..	..
Total for recognised Institutions ..	217,011	159,460	700	..	..	..	..	..	..
IN UNRECOGNISED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
Grand total, all Institutions .	217,011	159,460	700	..	..	..	..	..	..



PRESIDENCY.

FOR 1922-23.

*Educational Institutions for Males—concl'd.*

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.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	99	88	77	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	278	178	..	..
..	..	..	..	..	..	45	25	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	204	169	..	1
47	85	8	70	58	..	472	868	59	12
47	85	8	70	58	..	1,183	828	188	13
12,677	10,017	381	8,029	2,280	45	283,617	171,757	1,076	12,679
..	..	..	29,246	..	..	29,246	..	..	1,882
12,677	10,017	381	32,275	2,280	45	262,863	171,757	1,076	14,561

## II-B.—Distribution of Scholars attending

	Indian States.			District Board.			Municipal Board.		
	1. Scholars on roll on March 31st.	2. Average daily attendance.	3. No. of residents in approved hostels.	4. Scholars on roll on March 31st.	5. Average daily attendance.	6. No. of residents in approved hostels.	7. Scholars on roll on March 31st.	8. Average daily attendance.	9. No. of residents in approved hostels.
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education.</i>									
Arts and Science ..	..	..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..
<i>School and Special Education.</i>									
In High Schools ..	404	264	..	..	..	..	..	..	..
" Middle English ..	170	108	..	..	..	..	..	..	..
" Schools (Vernacular ..	..	..	..	..	..	..	..	..	..
" Primary Schools ..	28,234	18,820	..	..	..	..	..	..	..
Total ..	28,808	18,692	..	..	..	..	..	..	..
In Medical Schools ..	..	..	..	..	..	..	..	..	..
" Normal and Training ..	..	..	..	..	..	..	..	..	..
" Schools ..	72	66	72	..	..	..	..	..	..
" Technical and Industrial ..	..	..	..	..	..	..	..	..	..
" Schools ..	..	..	..	..	..	..	..	..	..
" Commercial Schools ..	..	..	..	..	..	..	..	..	..
" Agricultural Schools ..	..	..	..	..	..	..	..	..	..
" Schools for Adults ..	..	..	..	..	..	..	..	..	..
" Other Schools ..	..	..	..	..	..	..	..	..	..
Total ..	72	66	72	..	..	..	..	..	..
Total for recognised institutions ..	28,880	18,758	72	..	..	..	..	..	..
<b>IN UNRECOGNISED INSTITUTIONS</b>									
Grand total, all Institutions.	28,880	18,758	72	..	..	..	..	..	..

## PRESIDENCY.

FOR 1922-23.

*Educational Institutions for Females.*

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	No. of residents in approved hostels.				
10	11	12	13	14	15	16	17	18	19
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
.. 17	.. 12	..	..	..	..	404	264	..	..
1,628	1,102	..	169	94	..	187	120	..	..
..	..	..	..	..	..	30,081	19,516	..	91
1,645	1,114	..	169	94	..	30,622	19,900	..	91
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	72	66	72	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	72	66	72	..
1,645	1,114	..	169	94	..	30,694	19,966	72	91
..	..	..	10,493	..	..	10,493	..	..	1,037
1,845	1,114	..	10,662	94	..	41,187	19,966	72	1,126

## BOMBAY

## INDIAN STATES

*General Summary of*

	Total expenditure.		
	1922-23.	1921-22.	Increase or decrease.
	1	2	'3
	Rs.	Rs.	Rs.
Inspection .. .. .	1,20,299	1,06,129	+ 14,170
Universities .. .. .	....	....	....
Miscellaneous* .. .. .	3,22,569	2,88,922	+ 33,647
<b>Total ..</b>	<b>4,42,868</b>	<b>3,95,051</b>	<b>+ 47,817</b>
<i>Institutions for Males.</i>			
Arts Colleges .. .. .	1,72,894	1,44,568	+ 27,326
Professional Colleges .. .. .	....	....	....
High Schools .. .. .	6,65,469	6,47,197	+ 18,272
Middle Schools .. .. .	3,15,554	2,65,606	+ 49,948
Primary Schools .. .. .	16,24,546	15,32,889	+ 91,657
Special Schools .. .. .	57,840	57,507	+ 333
<b>Total ..</b>	<b>28,35,803</b>	<b>26,47,767</b>	<b>+ 1,88,036</b>
<i>Institutions for Females.</i>			
Arts Colleges .. .. .	....	....	....
Professional Colleges .. .. .	....	....	....
High Schools .. .. .	15,840	16,224	- 884
Middle Schools .. .. .	8,848	6,446	+ 2,397
Primary Schools .. .. .	2,69,718	2,59,506	+ 10,207
Special Schools .. .. .	14,475	14,592	- 117
<b>Total ..</b>	<b>3,08,871</b>	<b>2,96,768</b>	<b>+ 11,603</b>
<b>Grand Total ..</b>	<b>35,87,042</b>	<b>33,39,586</b>	<b>+ 2,47,456</b>

\* Includes expenditure on buildings.

## PRESIDENCY.

FOR 1922-23.

*Expenditure on Education.*

Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
Indian State funds.	Board funds.	Fees.	Other sources.	Indian State funds.	Board funds.	Fees.	Other sources.	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
90	1	..	..	..	..	..	....	....
..	..	..	..	..	..	..	....	....
95	..	4	1	..	..	..	....	....
96	..	3	1	..	..	..	....	....
62	..	36	2	105	..	80	3	168
..	..	..	..	..	..	..	....	....
69	1	26	4	30	..	12	2	44
57	3	29	11	17	1	9	3	30
86	7	3	4	7	1	..	....	8
95	..	2	3	46	..	1	1	48
78	4	14	4	9	1	2	..	12
..	..	..	..	..	..	..	....	....
..	..	..	..	..	..	..	....	....
97	..	..	3	37	..	..	1	38
70	..	3	27	33	..	1	13	47
89	4	..	7	8	..	..	1	9
87	..	..	13	174	..	..	27	201
83	4	..	3	9	..	..	1	10
81	4	11	4	..	..	..	....	....

## BOMBAY

## INDIAN STATES

## III-A.—Expenditure on

Expenditure on buildings includes Rs. Nil spent by the Public Works Department on educational buildings. "Miscellaneous" includes the following main items:—

					Rs.
(1) Scholarships	..	..	..	..	79,494
(2) Hostel (Boarding Charges)	..	..	..	..	31,658
(3) Furniture and Apparatus	..	..	..	..	9,103

	Indian State Institutions.					
	Indian State 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 ..	81,076	..	..	13,033	962	95,071
Professional Colleges—						
Law ..	..	..	..	....	....	....
Medicine ..	..	..	..	....	....	....
Education ..	..	..	..	....	....	....
Engineering ..	..	..	..	....	....	....
Agriculture ..	..	..	..	....	....	....
Commerce ..	..	..	..	....	....	....
Forestry ..	..	..	..	....	....	....
Veterinary Science ..	..	..	..	....	....	....
Intermediate Colleges ..	..	..	..	....	....	....
<b>Total ..</b>	<b>81,076</b>	<b>..</b>	<b>..</b>	<b>13,033</b>	<b>962</b>	<b>95,071</b>
<b>SCHOOL EDUCATION.</b>						
<b>General.</b>						
High Schools ..	4,08,157	6,711	1,000	1,39,677	3,105	5,58,650
Middle Schools—						
English ..	1,61,972	1,544	7,224	74,013	23,007	2,67,760
Vernacular ..	..	..	..	....	....	....
Primary Schools ..	13,82,118	98,944	12,950	41,267	84,708	15,69,977
<b>Total ..</b>	<b>19,47,247</b>	<b>1,07,199</b>	<b>21,174</b>	<b>2,54,947</b>	<b>60,820</b>	<b>23,91,387</b>

## PRESIDENCY.

FOR 1922-23.

*Education for Males.*

District Board and Municipal Institutions.						Aided Institutions.	
Indian State funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Indian State funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	....	....	....	....	..	..
..	..	....	....	....	....	26,350	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	26,350	..
..	..	....	....	....	....	54,752	..
..	..	....	....	....	....	19,788	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	15,781	..
..	..	....	....	....	....	90,321	..

BOMBAY  
INDIAN STATES  
III-A.—Expenditure on

Direction  
Inspection  
Buildings, etc.  
Miscellaneous

Total ..

	Aided Institutions.				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.</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ..	..	..	..	..	..	..	..
Arts Colleges ..	..	15,120	2,339	43,809	33,514	..	33,514
Professional Colleges—							
Law ..	..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..	..
Education ..	..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..	..
Veterinary Science ..	..	..	..	..	..	..	..
Intermediate Colleges ..	..	..	..	..	..	..	..
Total ..	..	15,120	2,339	43,809	33,514	..	33,514
<b>SCHOOL EDUCATION.</b>							
<i>General.</i>							
High Schools ..	..	27,260	1,679	83,691	7,565	20,563	28,128
Middle Schools—							
English ..	..	8,942	2,508	31,238	7,698	8,858	16,556
Vernacular ..	..	..	..	..	..	..	..
Primary Schools ..	287	14,668	15,652	46,388	855	7,326	8,181
Total ..	287	50,870	19,839	1,61,317	16,118	36,747	52,865



## PRESIDENCY.

FOR 1922-23.

*Education for Males—contd.*

Total expenditure from					
Indian State funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....
1,18,947	1,352	.....	.....	.....	1,20,299
1,73,600	.....	.....	1,670	.....	1,75,170
1,15,805	554	.....	10,561	2,139	1,28,859
4,08,052	1,906	.....	12,231	2,139	4,24,328
.....	.....	.....	.....	.....	.....
1,07,426	.....	.....	61,667	3,301	1,72,394
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
1,07,426	.....	.....	61,667	3,301	1,72,394
4,57,909	6,711	1,000	1,74,502	25,347	6,65,469
1,81,760	1,544	7,224	90,653	34,373	3,15,554
.....	.....	.....	.....	.....	.....
13,07,899	98,944	13,237	56,780	57,686	16,24,546
20,37,568	1,07,199	21,461	3,21,935	1,17,406	26,05,569

## BOMBAY

## INDIAN STATES

## III-A.—Expenditure on

	Indian State Institutions.					
	Indian State 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 .. ..	..	..	..	....	....	....
Law Schools .. ..	..	..	..	....	....	....
Medical Schools ..	..	..	..	....	....	....
Normal and Training Schools .. ..	21,256	..	..	85	386	21,727
Engineering Schools ..	..	..	..	....	....	....
Technical and Industrial Schools .. ..	16,536	..	..	883	....	17,419
Commercial Schools ..	1,159	..	..	....	180	1,339
Agricultural Schools ..	..	..	..	....	....	....
Reformatory Schools ..	..	..	..	....	....	....
Schools for Defectives ..	..	..	..	....	....	....
Schools for Adults ..	1,289	..	..	123	7	1,413
Other Schools ..	14,274	..	..	175	415	14,864
<b>Total ..</b>	<b>54,508</b>	<b>..</b>	<b>..</b>	<b>1,266</b>	<b>988</b>	<b>56,762</b>
<b>Grand Total ..</b>	<b>20,82,831</b>	<b>1,07,109</b>	<b>21,174</b>	<b>2,69,246</b>	<b>62,770</b>	<b>25,43,220</b>

PRESIDENCY.

FOR 1922-23.

*Education of Males—contd.*

District Board and Municipal Institutions.						Aided Institutions.	
Indian State funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Indian State funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	..	..
..	..	....	....	....	....	411	..
..	..	....	....	....	....	411	..
..	..	....	....	....	....	1,17,082	..

## BOMBAY

## INDIAN STATES

## III-A.—Expenditure on

	Aided Institutions.				Recognised Unaided Institutions.		
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.
	15	16	17	18	19	20	21
<i>Special.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ..	..	..	..	..	..	..	..
Law Schools ..	..	..	..	..	..	..	..
Medical Schools ..	..	..	..	..	..	..	..
Normal and Training Schools ..	..	..	..	..	..	..	..
Engineering Schools ..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..	..	..	..
Commercial Schools ..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..
Reformatory Schools ..	..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..	..
Schools for Adults ..	..	..	..	..	..	..	..
Other Schools ..	..	..	407	818	..	260	260
<b>Total ..</b>	..	..	407	818	..	260	260
<b>Grand Total ..</b>	<b>287</b>	<b>66,990</b>	<b>22,585</b>	<b>2,05,944</b>	<b>40,632</b>	<b>37,007</b>	<b>86,639</b>

## PRESIDENCY.

FOR 1922-23.

*Education for Males—concl.*

Total expenditure from					
Indian state.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
21,256	....	....	85	886	21,727
....	....	....	....	....	....
16,536	....	....	898	....	17,419
1,159	....	....	....	180	1,339
....	....	....	....	....	....
....	....	....	....	....	....
....	....	....	....	....	....
1,288	....	....	128	7	1,418
14,085	....	....	175	1,082	15,942
54,919	....	....	1,266	1,655	57,840
26,07,965	1,09,105	21,461	3,97,099	1,24,501	32,60,131

## BOMBAY

## INDIAN STATES

## III-B.—Expenditure on

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department on educational buildings. "Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships .. .. .	3,522
(2) Furniture and apparatus .. .. .	1,200

	Indian States Institutions.					
	Indian States 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 ..	14,830	....	....	....	510	15,340
Middle Schools—						
English ..	5,929	....	....	....	28	6,057
Vernacular ..	....	....	....	....	....	....
Primary Schools ..	2,38,638	5,101	7,520	30	8,288	2,54,577
<b>Total ..</b>	<b>2,54,397</b>	<b>5,101</b>	<b>7,520</b>	<b>30</b>	<b>8,326</b>	<b>2,75,374</b>
<i>Special.</i>						
Medical Schools ..	....	....	....	....	....	....
Normal and Training Schools ..	12,547	....	....	1	1,927	14,475
Technical and Industrial Schools ..	....	....	....	....	....	....
Commercial Schools	....	....	....	....	....	....
Agricultural Schools	....	....	....	....	....	....
Schools for Adults ..	....	....	....	....	....	....
Other Schools ..	....	....	....	....	....	....
<b>Total ..</b>	<b>12,547</b>	<b>....</b>	<b>....</b>	<b>1</b>	<b>1,927</b>	<b>14,475</b>
<b>Grand Total for Females ..</b>	<b>2,66,944</b>	<b>5,101</b>	<b>7,520</b>	<b>31</b>	<b>10,753</b>	<b>2,90,349</b>
<b>Grand Total for Males ..</b>	<b>20,82,931</b>	<b>1,07,109</b>	<b>31,174</b>	<b>2,09,246</b>	<b>62,770</b>	<b>25,43,220</b>
<b>Grand Total for all ..</b>	<b>23,49,775</b>	<b>1,12,300</b>	<b>28,694</b>	<b>2,09,277</b>	<b>73,523</b>	<b>28,33,569</b>

PRESIDENCY.

FOR 1922-23.

*Education for Females.*

District Board and Municipal Institutions.						Aided Institutions.	
Indian States funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Indian States funds.	Board funds.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
....	..	....	....	....	....	..	..
....	..	....	....	....	....	300	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	4,440	..
....	..	....	....	....	....	4,740	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	..	..
....	..	....	....	....	....	1,17,082	..
....	..	....	....	....	....	1,21,622	..

## BOMBAY

## INDIAN STATES

## III-B.—Expenditure on

Inspection  
Buildings, &c.  
Miscellaneous

	Aided Institutions.				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 ..	..	..	..	..	..	..	....
Middle Schools—							
English ..	..	299	2,287	2,886	..	..	....
Vernacular ..	..	..	..	..	..	..	....
Primary Schools ..	250	..	9,693	14,583	..	753	753
Total ..	250	299	11,980	17,269	..	753	753
<i>Special.</i>							
Medical Schools ..	..	..	..	..	..	..	..
Normal and Training Schools ..	..	..	..	..	..	..	....
Technical and Industrial Schools..	..	..	..	..	..	..	....
Commercial Schools.	..	..	..	..	..	..	....
Agricultural Schools	..	..	..	..	..	..	....
Schools for Adults..	..	..	..	..	..	..	....
Other Schools ..	..	..	..	..	..	..	....
Total ..	..	..	..	..	..	..	....
Grand Total for Females ..	250	299	11,980	17,269	..	753	753
Grand Total for Males ..	287	65,990	22,595	2,05,044	49,632	37,007	86,639
Grand Total for all ..	537	66,289	34,565	2,23,213	49,632	37,760	87,392



## PRESIDENCY.

FOR 1922-23.

*Education for Females—concl'd.*

Total expenditure from					
Indian States funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand Total.
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..... 12,983 5,600	..... ..... .....	..... ..... .....	..... ..... .....	..... ..... 57	..... 12,983 5,557
18,483	.....	.....	.....	57	18,540
14,830	.....	.....	.....	510	15,340
6,229	.....	.....	299	2,315	8,843
.....	.....	.....	.....	.....	.....
2,38,078	5,101	7,770	30	18,784	2,60,713
2,59,137	5,101	7,770	329	21,559	2,93,896
.....	.....	.....	.....	.....	.....
12,547	.....	.....	1	1,927	14,475
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
12,547	.....	.....	1	1,927	14,475
2,90,167	5,101	7,770	330	23,543	3,26,911
26,07,965	1,09,105	21,461	3,97,099	1,24,501	32,60,131
28,98,132	1,14,206	29,231	3,97,429	1,48,044	35,87,042

## IV-A.—Race or Creed of Scholars in Institutions

		Europeans and Anglo- Indians.	Indian Christians.	High Castes.
		1	2	3
Total Population ..		84	7,001	2,720,887
<i>School Education.</i>				
<i>Classes.</i>				
Primary	† I .. .. .	.....	246	50,743
	II .. .. .	.....	119	81,625
	III .. .. .	.....	74	26,542
	IV .. .. .	.....	60	20,053
	V .. .. .	.....	48	16,754
‡ Middle	VI .. .. .	.....	37	14,784
	VII .. .. .	.....	35	9,244
	VIII .. .. .	.....	31	6,702
§ High	IX .. .. .	.....	22	3,238
	X .. .. .	1	16	2,219
	XI .. .. .	.....	19	1,519
	XII .. .. .	1	5	1,806
	Total ..	2	706	185,079
<i>University and Intermediate Education.</i>				
Intermediate classes—				
	1st year .. .. .	.....	6	544
	2nd year .. .. .	.....	.....	232
Degree classes—				
	3rd year .. .. .	.....	1	114
	4th year .. .. .	.....	.....	64
	5th year .. .. .	.....	.....	.....
Post-graduate classes—				
	6th year .. .. .	.....	.....	.....
	7th year .. .. .	.....	.....	.....
	Research students .. .. .	.....	.....	.....
	Total ..	.....	7	964
	No. of scholars in recognised institutions .. .. .	2	713	186,033
	No. of scholars in unrecognised institutions .. .. .	.....	180	11,704
	Grand Total ..	2	893	197,737

† Class I represents

‡ The two broad lines drawn across the table indicate the

PRESIDENCY.

1922-23.

for the General Education of Males.

ius.	Muhamma- dans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
Depressed Classes.						
4	5	6	7	8	9	10
566,474	425,983	43	1,215	390	34,659	8,765,786
5,477	10,928	....	77	....	216	66,787
2,043	5,722	....	30	....	104	40,596
1,870	4,270	....	68	....	77	32,901
1,229	3,308	....	68	....	40	24,758
708	2,699	....	35	....	41	20,345
386	2,621	....	40	....	25	17,843
156	1,589	....	38	....	5	11,067
82	823	....	33	....	5	7,676
45	280	....	24	....	1	3,660
29	143	....	6	....	1	2,415
10	86	....	8	....	2	1,644
10	85	....	12	....	2	1,721
12,955	31,654	....	498	....	519	231,413
2	33	....	3	....	....	588
....	5	....	1	....	....	239
2	8	....	1	....	....	126
....	4	....	....	....	1	69
....	....	....	....	....	....	....
....	....	....	....	....	....	....
....	....	....	....	....	....	....
....	....	....	....	....	....	....
4	50	....	5	....	1	1,021
12,959	31,704	....	503	....	520	232,434
4,605	12,543	....	25	....	189	29,246
17,564	44,247	....	528	....	709	261,680

Infant class.  
stages where the High and Middle Departments begin

## IV-B.—Race or Creed of Scholars in Institutions

	Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
			Higher Castes.	Depressed Classes.
	1	2	3	4
Total Population ..	80	6,855	2,560,806	620,961
<i>School Education.</i>				
<i>Classes.</i>				
Primary				
†I .. .. .	....	42	9,627	268
II .. .. .	....	18	5,980	126
III .. .. .	....	13	4,244	99
IV .. .. .	....	9	2,914	77
V .. .. .	....	5	1,549	27
*Middle				
VI .. .. .	1	5	1,850	14
VII .. .. .	....	2	584	4
VIII .. .. .	....	1	203	....
*High				
IX .. .. .	1	2	34	....
X .. .. .	....	....	7	....
XI .. .. .	....	....	3	....
XII .. .. .	....	....	2	....
Total ..	2	97	27,016	615
<i>University and Intermediate Education.</i>				
Intermediate classes—				
1st year .. .. .	....	....	....	....
2nd year .. .. .	....	....	....	....
Degree classes—				
3rd year .. .. .	....	....	....	....
4th year .. .. .	....	....	....	....
5th year .. .. .	....	....	....	....
Post-graduate classes—				
6th year .. .. .	....	....	....	....
7th year .. .. .	....	....	....	....
Research students .. .. .	....	....	....	....
Total ..	....	....	....	....
No. of scholars in recognised institutions ..	2	97	27,016	615
No. of scholars in unrecognised institutions ..	....	1	3,089	424
Grand Total ..	2	98	30,105	1,039

†Class I represents

\* The two broad lines drawn across the table indicate



## BOMBAY.

## INDIAN STATES—

## V-A.—Race or Creed of Scholars in Institutions

	Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
			Higher Castes.	Depressed Classes.
	1	2	3	4
<i>Schools.</i>				
Art Schools .. .. .	.....	.....	.....	.....
Law Schools .. .. .	.....	.....	.....	.....
Medical Schools .. .. .	.....	.....	.....	.....
Normal and Training Schools .. .. .	.....	.....	99	.....
Engineering and Surveying Schools .. .. .	.....	.....	.....	.....
Technical and Industrial Schools .. .. .	.....	2	135	4
Commercial Schools .. .. .	.....	.....	44	.....
Agricultural Schools .. .. .	.....	.....	.....	.....
Reformatory Schools .. .. .	.....	.....	.....	.....
Schools for Defectives .. .. .	.....	.....	.....	.....
Schools for Adults .. .. .	.....	.....	86	165
Other Schools .. .. .	.....	.....	404	.....
<b>Total ..</b>	.....	<b>2</b>	<b>768</b>	<b>169</b>
<i>Colleges.</i>				
Law .. .. .	.....	.....	.....	.....
Medicine .. .. .	.....	.....	.....	.....
Education .. .. .	.....	.....	.....	.....
Engineering .. .. .	.....	.....	.....	.....
Agriculture .. .. .	.....	.....	.....	.....
Commerces .. .. .	.....	.....	.....	.....
Forestry .. .. .	.....	.....	.....	.....
Veterinary Science .. .. .	.....	.....	.....	.....
<b>Total ..</b>	.....	.....	.....	.....
<b>Grand Total ..</b>	.....	<b>2</b>	<b>768</b>	<b>169</b>



## BOMBAY

## INDIAN STATES—

## V-B.—Race or Creed of Scholars in Institutions for the

	Europeans and Anglo- Indians.	Indian Christians.	Hindus.	
			Higher Castes.	Depressed Classes.
	1	2	3	4
<i>Schools.</i>				
Medical Schools .. .. .	.....	.....	.....	.....
Normal and Training Schools .. .. .	.....	2	70	.....
Technical and Industrial Schools .. .. .	.....	.....	.....	.....
Commercial Schools .. .. .	.....	.....	.....	.....
Agricultural Schools .. .. .	.....	.....	.....	.....
Schools for Adults .. .. .	.....	.....	.....	.....
Other Schools .. .. .	.....	.....	.....	.....
<b>Total</b> .. .. .	.....	2	70	.....
<i>Colleges.</i>				
Medicine .. .. .	.....	.....	.....	.....
Education .. .. .	.....	.....	.....	.....
<b>Total</b> .. .. .	.....	.....	.....	.....
<b>Grand Total</b> .. .. .	.....	2	70	.....



PRESIDENCY:

1922-23.

*Vocational and Special Education of Females.*

Muhammadans.	Buddhists.	Paras.	Sikhs.	Others.	Total.
	6	7	8	9	10
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	72
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	72
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	72

Examinations.	MALES.					
	Number of Examinees.			Number Passed.		
	Public.*	Private.	Total.	Public.*	Private.	Total.
1	2	3	4	5	6	
<b>DIGREES EXAMINATIONS.</b>						
<i>Arts and Science.</i>						
M.A. .. .. .	8	..	8	8	..	8
M.Sc. .. .. .	1	..	1	1	..	1
B.A. (Honours) .. .. .	58	..	58	45	..	45
B.Sc. (Honours) .. .. .	..	..	..	..	..	..
B.A. (Pass)* .. .. .	82	79	161	52	30	82
B.Sc. (Pass) .. .. .	17	..	17	11	..	11
<i>Intermediate Examinations.</i>						
Intermediate in Arts .. .. .	338	97	435	181	37	218
Intermediate in Science .. .. .	38	1	39	16	..	16
Licence, Diploma or Certificate in Teaching (S.T.C.).	1	..	1	..	..	..
<b>SCHOOL EXAMINATIONS.</b>						
<i>(a) On completion of High School course.</i>						
School-Leaving Certificate Examination for the purposes of Matriculation.	1,618	150	1,768	995	67	1,062
School-Leaving Certificate Examination for the purposes of Government Service.	100	8	108	50	3	53
<i>(b) On completion of Middle School course.</i>						
Anglo-Vernacular Middle .. .. .	5,779	..	5,779	2,977	..	2,977
Vernacular Middle (Final) .. .. .	302	1	303	360	..	360
<i>(c) On completion of Primary courses.</i>						
Upper Primary .. .. .	1,139	62	1,201	737	45	782
Lower Primary .. .. .	16,003	222	16,225	9,924	117	10,041
<i>(d) On completion of Vocational courses.</i>						
At Medical Schools (L.C.P.S.) .. .. .	16	..	16	1	..	1

\* i.e., Appearing from a

PRESIDENCY.

1922-23.

Results.

FEMALES.					
Number of Examinees.			Number Passed.		
Public.*	Private.	Total.	Public.*	Private.	Total.
7	8	9	10	11	12
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
2	.....	2	1	.....	1
.....	.....	.....	.....	.....	.....
1	.....	1	.....	.....	.....
.....	.....	.....	.....	.....	.....
3	1	4	2	.....	2
1	.....	1	1	.....	1
.....	.....	.....	.....	.....	.....
23	.....	23	18	.....	18
.....	.....	.....	.....	.....	.....
51	.....	51	35	.....	35
.....	.....	.....	.....	.....	.....
157	.....	157	110	.....	110
1,489	.....	1,430	1,083	.....	1,038
.....	.....	.....	.....	.....	.....

recognised institution.

*Administration Reports.*

Report of the Director of Public Instruction on the progress of Education in the Bombay Presidency during the year 1922-23.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. P.—36.

Bombay Castle, 15th August 1924.

RESOLUTION OF GOVERNMENT.

The year under review was one of great financial stringency and the drastic retrenchment which was forced upon Government at the beginning of 1922 had the inevitable effect of retarding the substantial progress that the previous quinquennium had witnessed in the Department of Education. It is a matter of deep regret to Government that the keen interest taken throughout the Presidency in the development of this nation-building Department is not reflected in the provincial legislature, where the opportunity for accelerating the official programme of educational expansion by increasing the limited sources of taxation has been neglected. Progress has therefore been slow and the achievements of the year 1922-23 fell short of the expectations of the Department. Nevertheless cause for satisfaction can be found in the increase in the number both of educational institutions and of pupils and it is a remarkable fact that although the number of recognised institutions fell off by as many as 40, as compared with a rise of 101 in the number of unrecognised institutions, the increase in the number of pupils was almost entirely confined to the recognised institutions, a fact which bears eloquent testimony to the stability of the former and the ephemeral character of many of the latter.

2. Owing to the enforced retrenchment mentioned above there was a comparatively insignificant increase in the total expenditure on education, but this expenditure absorbs a very substantial portion of the aggregate provincial expenditure and emphasises the urgent necessity for discovering fresh sources of income for future development. As usual the lion's share of the educational expenditure fell to primary education and the bulk of it was devoted to the pay of primary school teachers at the cost of expansion in other directions. The problem of the pay of these teachers is still engaging the anxious attention both of Government and the Legislative Council and a Committee is now considering to what extent their claims can be satisfied without too heavy an encroachment upon the resources of the State and local bodies.

3. The outstanding feature of the year was the enactment of the Primary Educational Act of 1923; whereby almost complete control of

the whole system of primary education passes from the hands of the Educational Department into those of the District Local Boards and Municipalities. The task of framing rules for the working of this Act, which has been occupying the attention of Government during the past year, is now complete and Government hope that the care that has been bestowed upon this task and the valuable assistance that has been so freely given by the local authorities themselves will enable the Act to be introduced with the utmost possible rapidity, as soon as the District Local Boards are reconstituted, and to be set into operation with the least possible friction. A welcome sign of the intention of District Local Boards in particular to ensure the success of the new system is to be found in the increased taxation that some of them have voluntarily undertaken with a view to the provision of the necessary funds.

4. Apart from the passing of the Primary Education Act the year under review possesses no distinctive features in the domain of primary education. Progress was maintained in the number of pupils but at a lower rate than in previous years. This was partly due to the prevailing financial stress and the increasing cost of education per head and partly to the movement for the so-called nationalisation of schools in response to the activities of Non-co-operation. The force of the latter however is on the wane. It remains to be seen what impetus will be given to primary education by the new Act. In five Municipalities only has effect been given to the provisions of the Patel Act and in three cases the results have been encouraging. It will now rest with the local authorities to give practical effect to the popular demand for free and compulsory education. This should however not be regarded as the final goal of their ambition. Primary education is not an end in itself but only a means to an end and too great importance cannot possibly be attached to the further education of boys after they have passed beyond the compulsory stage. At present less than 20 per cent. of boys joining a primary school succeed in passing the 4th standard and less than 10 per cent. reach the higher standards. It is hoped that this serious defect will to some extent be rectified by the operation of the Act of 1923 but it should be the constant endeavour of local authorities to create a demand for a considerably higher degree of literacy than has hitherto satisfied the public and to this end they should devote their attention to the provision of facilities for study after the school leaving age has been reached. In the opinion of Government there is a wide scope for such facilities and they have under their consideration proposals for the introduction in selected places of village reading rooms, where facilities for pursuing their earlier studies may be provided both for adults and youths. Another direction in which the local authorities can extend their educational activities is in the establishment of schools with an agricultural bias. Government have recently introduced the policy of training selected teachers for this object at the various agricultural schools as an experimental measure with encouraging results. The co-operation of local authorities in this policy of adopting primary education more nearly to the requirements of the rural classes will go a long way towards popularising education.

5. There was no noteworthy event in the sphere of secondary education during the year. The reduction in grants-in-aid to schools has been subsequently restored. The position is however not free from anxiety owing to the increasing demands of teachers for a higher rate of pay and the difficulty in raising still further the fees for pupils. The provision of a provident fund for the former would afford some measure of relief and it is the intention of Government to make such provision in their next budget if funds are available. There is some danger that the very heavy commitments of Government in connection with primary education may militate against the expansion of secondary education, the importance of which as an integral factor in the intellectual and industrial life of the presidency cannot be over-emphasised. Primary education at the best can only lay the foundations of a useful career. The superstructure reared upon these foundations can only be provided by higher education and particularly by secondary education. While therefore the wants of the purely agricultural classes can adequately be met by a well conceived system of free and compulsory primary education, the needs of the middle classes require a more elastic and practical system of secondary education than has hitherto been in force, more especially in the direction of technical and industrial education. The learned professions are overcrowded and there are insufficient avenues of employment open to the rapidly increasing number of students passing through the arts and professional colleges. Government have the matter under their consideration and hope that it will shortly be possible to place before the Legislative Council a scheme for the promotion of Technical education in this presidency.

6. Three more colleges were affiliated to the University during the year and there was a substantial increase in the number of students. There was however a further falling off in the number of students appearing for the B.A. examination, which is attributed by the Director of Public Instruction partly to the Non-co-operation movement and partly to the fact that a B.A. degree does not in itself guarantee profitable employment. This raises the difficult and delicate problem of how far it is in the real educational interests of the presidency that colleges of moderate calibre should be encouraged to spring up in different parts of the country. While it is the desire of Government to give necessary facilities for placing higher education within the reach of all who desire it, there is unquestionably room for doubt whether the accumulation of small and isolated mofussil colleges imperfectly staffed and equipped, will adequately supply the demand for this kind of education. This however is one of the problems that will be considered by the recently appointed University Reforms Committee, pending whose report Government do not wish to dogmatise on this important subject.

By order of the Government of Bombay  
(Transferred Departments),

E. J. UNVALA,  
Acting Deputy Secretary to Government.

To

The Commissioner in Sind,	The Revenue Department;
The Commissioner, N. D.,	The Development Department,
The Commissioner, C. D.,	The General Department,
The Commissioner, S. D.,	The Home Department,
The Commissioner, Bombay	The Political Department,
Suburban Division,	The Finance Department,
The Director of Public Instruction,	The Public Works Department,
The Surgeon General with the	The Director of Information (with
Government of Bombay,	spare copies for the Editors
All Collectors, including the Col-	of Newspapers),
lectors in Sind, the Deputy	The Oriental Translator to
Commissioner, Upper Sind Fron-	Government,
tier, and the Collector, Bombay	The Non-official members of the
Suburban District,	Legislative Council,
The Director of Agriculture,	The Secretary, Legislative Council
The Superintendent, Weaving,	(for the Reading Room for the
All Political Officers who are not	members of the Legislative
Collectors,	Council),
The Compiler, General Adminis-	The Under Secretary of State for
tration Report,	India,
The Manager, Government	The Government of India, Depart-
Central Press, Bombay,	ment of Education, Health and
The Superintendent of Govern-	Lands (Education).
ment Printing and Stationery,	