

TABLE OF CONTENTS

14

CHAPTER		PAGE
I.	General Progress	1
II.	Controlling Agencies	8
III.	University	17
IV.	Arts Colleges	33
V.	Professional Colleges	41
VI.	Secondary Education	56
VII.	Primary Education	89
VIII.	Training of Teachers	117
IX.	Professional Schools and Classes	127
X.	Oriental Studies	148
XI.	Visual Instruction	154
XII.	Education of Girls	158
XIII.	Education of Europeans	174
XIV.	Education of Muhammadans	187
XV.	Education of Intermediate and Backward Classes	214
XVI.	Reformatory Schools	230
XVII.	Education of Defectives	240
XVIII.	Adult Education	243
XIX.	Unrecognised Institutions	246

APPENDICES

I-A.	Classification of Scholars in various kinds of Institutions according to Race or Creed (Presidency Proper)	250
I-B.	Classification of Scholars in various kinds of Institutions according to Race or Creed (Sind)	262
II-A.	Special Institutions for Muhammadans (Presidency Proper)	274
II-B.	Special Institutions for Muhammadans (Sind)	276
III-A.	Maktabs and Mulla Schools (Presidency Proper)	280
III-B.	Maktabs and Mulla Schools (Sind)	280
III-C.	Pathshalas	281
IV.	Institutions maintained by Missions	282

EDUCATIONAL GENERAL TABLES		PAGE
1.	General Summary of Institutions and Scholars ..	285
2.	General Summary of Expenditure	286
3.	Table I—Educational Institutions	288
4.	Table II-A—Scholars in Institutions for Males ..	290
5.	Table II-B—Scholars in Institutions for Females ..	292
6.	Table III-A—Expenditure on Recognised Institutions for Males	294
7.	Table III-B—Expenditure on Recognised Institutions for Females	302
8.	Table IV-A—Race or Creed of Male Scholars receiving General Education	306
9.	Table IV-B—Race or Creed of Female Scholars receiving General Education	308
10.	Table V-A—Race or Creed of Male Scholars receiving Special Education	310
11.	Table V-B—Race or Creed of Female Scholars receiving Special Education	312
12.	Table VI-A—Men Teachers	314
13.	Table VI-B—Women Teachers	316
14.	Table VII—Statistics of European Schools	318
15.	Table VIII—Examination Results	320
16.	Table IX—Statistics of Educational Institutions in Rural areas	324
17.	Table X—Scholars by Classes and Ages	326-27

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QUINQUENNIAL REPORT ON PUBLIC INSTRUCTION IN BOMBAY, 1927-32

CHAPTER I. ST 45 4/127

GENERAL PROGRESS.

1. Educational institutions are divided into two classes—Public and Private. Public institutions are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction, or by the University of Bombay, and which satisfy one or more of these authorities, as the case may be, that they have attained to a reasonable standard of efficiency. They are open to inspection, and their pupils are eligible for admission to the public examinations held, by the Department. Private institutions are those which do not come under the above definition. Public institutions are further subdivided according to management. All institutions managed by Government, District Local Board, or a Municipality are classed as “publicly managed” institutions; while those under the management of private individuals or Societies are classed as “privately managed”, and are divided into aided and unaided according as they receive or do not receive grants from Government or from Local Bodies.

Educational institutions are also divided according to the curriculum which they follow. They are classified as (1) Primary schools, the instruction in which is wholly in the vernacular, the course in this Presidency being one of 8 years; (2) Secondary schools, with a seven years' course leading up to the Matriculation Examination in the case of Anglo-Vernacular schools, (3) Colleges which are affiliated to the Bombay University, and (4) Special institutions which include all those not covered by the first three.

2. The total number of institutions increased during the quinquennium from 16,211 to 17,159 or by 5·8 per cent. Recognised institutions increased by 1,145 to 15,929, while unrecognised institutions decreased by 197 to 1,230. Of the recognised institutions, 16 are Arts Colleges, 11 Professional Colleges, 689 Secondary schools, 14,827 Primary schools, and 386 Special institutions. Of the 26,813 towns and villages, 10,831 possessed schools as against 10,244 at the end of the last quinquennium. The average area served by each town or village with a school was 11·4 square miles against 12·1 five years ago.

3. The total number of pupils under instruction in all classes of institutions increased from 1,148,714 in 1926-27 to 1,392,693 in 1931-32 or an increase of 16·0 per cent. Of these, 1,298,623 were in recognised institutions against 1,114,093 in 1926-27—an increase of 16·6 per cent. Of the 1,298,623 pupils in recognised institutions, 1,013,032 were boys and 285,591 girls, the increase in the case of boys being 114,340 or 12·7 per cent. and in the case of girls being 70,190 or 32·6 per cent. The increase in the case of girls is particularly noteworthy.

The following table compares the distribution of pupils in various kinds of recognised institutions in 1926-27 and 1931-32 :—

	1926-27.		1931-32.	
	Pupils.	Percentage to total.	Pupils.	Percentage to total.
Arts Colleges	7,027	0·6	9,313	0·7
Professional Colleges	2,487	0·2	3,073	0·2
Secondary Schools	100,294	9·0	123,578	9·5
Primary Schools	984,726	88·4	1,143,808	88·1
Special Schools	19,559	1·8	18,851	1·5
Total	1,114,093	100	1,298,623	100

The increase in the case of Arts Colleges and in Secondary schools is remarkable. A great majority of the pupils however is in Primary schools. The following table gives the distribution of recognised institutions and pupils in them by Divisions :—

	Recognised institutions on 31st March, 1932.	Percentage of increase over the preceding quinquennium.	Pupils in recognised institutions on 31st March, 1932.	Percentage of increase over the preceding quinquennium.	Percentage of pupils attending recognised institutions to total population.
Bombay Division	3,145	+13·1	290,079	+21·8	5·7
Central Division	4,825	+2·2	309,991	+12·2	6·0
Northern Division	2,578	+4·1	243,794	+10·3	7·7
Southern Division	2,779	+5·0	207,139	+13·2	6·0
Sind	2,518	+21·2	166,502	+33·2	4·3
European and English-teaching schools	84	..	21,118	+23·4	..
Total	15,929	+7·7	1,298,623	+16·5	6·0

It will be seen that Sind had the largest percentage increase both in the number of institutions and pupils during the quinquennium.

Distribution by 4. The distribution of pupils in all recognised institutions by communities is given in the following table:—

	1926-27.	1931-32.	Increase per cent.
Europeans and Anglo-Indians	4,819	5,398	12.0
Indian Christians	32,034	37,937	18.4
Hindus { Advanced	295,296	303,540	2.8
{ Intermediate	450,875	523,428	12.6
{ Backward	121,555	135,769	11.7
Muhammadians	187,919	236,469	25.3
Parais	17,641	17,863	1.2
Others	3,954	34,219	765.4
Total	1,114,093	1,293,623	16.6

It will be seen that the percentage increase in the case of Muhammadans is the largest. The comparatively small increase in the case of Advanced Hindus and the very large increase in the case of "others" is due to the fact that most Jains who were included in the former in 1926-27 have been included in the latter since 1930-31 in accordance with the orders of the Government of India. The increase in the case of the Intermediate and Backward Hindus is encouraging.

5. The total expenditure on education increased from Rs. 3,81,49,449 in 1926-27 to Rs. 3,99,27,898 in 1931-32 or an increase of 4.7 per cent. against 29.6 per cent. during the last quinquennium. The following table shows the different sources from which this expenditure was met in 1931-32:—

	Public funds.		Private funds.		Total.
	Provincial funds.	District Local Board and Municipal funds.	Fees.	Other sources.	
	Rs.	Rs.	Rs.	Rs.	
Bombay Division	Amount 43,36,681	31,13,610	32,48,719	17,74,815	1,24,78,825
	Percentage 34.8	25.0	20.0	14.2	100
Central Division	Amount 55,18,159	16,39,519	13,37,187	10,54,140	95,49,005
	Percentage 57.8	17.2	14.0	11.0	100
Northern Division	Amount 39,57,481	12,39,370	8,99,309	8,90,428	57,86,588
	Percentage 51.1	21.4	15.6	11.9	100
Southern Division	Amount 25,18,336	6,70,244	4,38,438	2,32,834	39,08,902
	Percentage 66.0	17.1	11.0	5.9	100
Sind	Amount 27,69,845	11,04,250	9,46,268	7,54,703	55,74,566
	Percentage 49.7	19.8	17.0	13.5	100
European and English-teaching schools.	Amount 7,57,365		12,31,546	5,86,100	25,76,012
	Percentage 20.4		47.8	22.8	100
Total	Amount 1,29,57,368	77,76,908	31,01,467	50,98,070	3,99,27,898
	Percentage 47.5	19.5	20.3	12.7	100

The provincial expenditure on education decreased by Rs. 8,42,913 to Rs. 1,89,57,368 and the percentage of expenditure from Provincial funds to total expenditure on education from 51·9 to 47·5.

The following table compares the distribution of Provincial expenditure on the various classes of educational institutions :—

		1926-27.			
		Boys.	Girls.	Total.	Percentage to total.
		Rs.	Rs.	Rs.	
University and Higher Education.		12,60,870	....	12,60,870	6·3
Secondary Education ..		17,45,183	5,24,371	22,69,554	11·5
Primary Education ..		1,05,22,840	18,36,999	1,21,59,839	61·4
Special Education ..		10,62,075	1,95,736	12,57,811	6·4
Total (Direct) ..		1,45,90,768	23,57,106	1,69,47,874	85·6
Direction and Inspection ..		....	....	12,79,793	6·5
Buildings ..		7,09,190	27,368	7,36,558	3·7
Miscellaneous ..		7,25,991	1,10,065	8,36,056	4·2
Total (Indirect) ..		14,35,181	1,37,433	28,52,407	14·4
Grand total ..		1,60,25,949	24,94,539	1,98,00,281	100

		1931-32.			
		Boys.	Girls.	Total.	Percentage to total.
		Rs.	Rs.	Rs.	
University and Higher Education.		12,44,225	....	12,44,225	6·6
Secondary Education ..		17,34,887	5,19,076	22,53,963	11·9
Primary Education ..		1,01,70,825	18,46,083	1,18,17,308	62·3
Special Education ..		9,19,393	1,74,258	10,93,651	5·8
Total (Direct) ..		1,40,68,930	23,40,017	1,64,08,947	86·6
Direction and Inspection ..		....	....	13,75,371	7·3
Buildings ..		1,85,312	12,302	1,97,614	1·0
Miscellaneous ..		8,82,769	1,12,667	9,75,436	5·1
Total (Indirect) ..		10,48,091	1,24,969	25,48,421	13·4
Grand total ..		1,51,17,011	24,64,986	1,89,57,368	100

Exchange and expenditure in England (not included in the figures above). { 1926-27 .. Rs. 1,96,256.
1931-32 .. ,, 1,36,484.

It will be seen that 62·3 per cent. of the total Provincial expenditure was expended on Primary education.

6. The following table compares the figures of educational institutions, pupils, total expenditure on education and the share borne from Provincial funds in the different Provinces in 1929-30, the year for which latest figures for other Provinces are available :—

Provinces.	Total population (Census of 1921).	Total number of educational institutions.	Number of pupils under instruction.	Percentage of pupils under instruction to population.	Expenditure on Education.		Percentage of Provincial expenditure to total expenditure.
					Provincial.	Total.	
1	2	3	4	5	6	7	8
					Rs.	Rs.	
Bombay	19,391,719	17,182	1,262,244	6·54	2,09,50,326	4,08,03,136	52·0
Madras	42,818,985	58,777	2,879,787	6·8	2,68,13,618	5,88,07,965	49·5
Bengal	146,695,536	60,972	2,037,836	5·76	1,54,89,869	4,43,99,993	34·0
United Provinces	46,375,787	20,185	1,621,743	3·35	2,15,92,250	3,76,82,420	57·3
Punjab	20,685,024	19,469	1,313,376	6·35	1,78,42,325	3,14,78,203	56·7
Burma	13,212,102	25,490	726,181	5·49	90,12,903	2,14,61,084	45·5
Bihar and Orissa	34,094,546	31,735	1,101,289	3·23	64,70,238	1,85,16,071	34·9
Central Provinces and Berar	18,012,760	5,597	431,182	3·24	57,53,499	1,15,21,891	49·0
Assam	7,606,230	7,006	363,260	4·7	31,21,053	63,68,897	58·3
North-West Frontier	2,251,342	1,097	84,123	3·7	17,04,381	25,10,921	70·0

It will be seen that this Presidency ranks second in respect of percentage of pupils under instruction to population, Madras being first.

7. The main features of the quinquennium may be summarised as under :—

(1) the passing of the Bombay University Act of 1928, (2) the opening of the Ismail College at Andheri, (3) sanction given to the expansion of the Secondary Training College, (4) abolition of the School-leaving Examination Board and the School-leaving Examination, (5) publication of the reports of three Committees appointed by Government, viz. the Primary and Secondary Reorganization Committee, the Physical Training Committee, and the Backward Classes Committee, (6) the opening of Government Anglo-Urdu Middle Schools at Nasik and Sholapur and one for girls in Poona, (7) the spread of education among the less advanced communities, (8) the transfer of control of Primary education to Local Authorities, (9) the opening of a Rural Training School for Primary Teachers, (10) the Reorganization

of the Educational Services, (11) the Civil Disobedience Movement. Most of these are dealt with in the various Chapters of this report. The most prominent feature of the quinquennium was the Civil Disobedience Movement started in 1930-31. The effect which the movement had on educational institutions and the measures which Government had to take to counteract this are described in the following extracts from the Annual Report of 1930-31 which are reproduced below :—

“ The educational atmosphere during the year under review was seriously disturbed by the attempt on the part of certain political leaders to extend the Civil Disobedience Movement to schools and colleges. At the beginning of the year, efforts were made to organize a boycott of educational institutions, and, this failing, intimidation in the form of picketing was resorted to in some cases with partial success. Interruptions due to attempts on the part of outsiders, to hoist Congress flags on school buildings, and to involve the school children in hartals, processions, and other political demonstrations, had, inevitably, an adverse effect upon work and discipline.

“ In order to counteract this, Government issued a circular, warning the Governing Bodies of institutions in receipt of a Grant-in-aid against allowing members of their staffs to take part in movements directed against Government or allowing the standard of discipline or educational efficiency of their institutions to be impaired. They also addressed Local Authorities in a resolution requiring them to see that educational administration was carried on in accordance with accepted principles uninfluenced by the ebb and flow of party politics, that discipline was maintained, and that the regular course of studies was not interrupted for reasons unconnected with normal educational practice. They appealed to the Local Authorities to co-operate in protecting those under their care from being exploited by political agitators. In a few instances, Local Authorities and managing bodies permitted the schools in their charge to become implicated, and the Department was forced to adopt the only course open to it, viz. to remove the schools in question from the list of recognised institutions and withdraw the grants-in-aid. The difficulties with which the managers of educational institutions were faced called for the exercise of tact and firmness. The fact that some failed should not be allowed to obscure the success with which the efforts of the majority of managers were attended. Parents also in most cases used their influences in the right direction, but it cannot be said that as a whole public opinion showed adequate appreciation of the danger of these subversive influences to immature minds. Although records of attendance after the few first hartals and headmasters' reports shew that discipline was to a great extent restored, it cannot be denied that the general effect of the movement was to inculcate a disregard of authority and a weakening

“ of the respect for parents and teachers—matters which may well
 “ receive the serious consideration of all those who have the welfare
 “ of India at heart. It must be borne in mind that the function of
 “ education is not only to impart instruction, but to build up the
 “ characters of the generations of future citizens, and it is hoped
 “ that parents and the public in general will co-operate with the
 “ Department in its efforts to repair the moral damage which has
 “ been done.

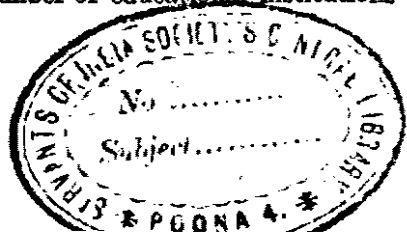
“ Reference must be made to the deplorable attempt on the life
 “ of Sir Ernest Hotson, K.C.S.I., acting Governor of the Presidency,
 “ when paying an informal visit to the Fergusson College on July
 “ 22nd, 1931. Two shots were fired by a third year student at
 “ His Excellency when he was inspecting the Wadia Library,
 “ providentially without effect. On the departure of His Excel-
 “ lency and Lady Hotson a disgraceful demonstration on the part
 “ of a number of students occurred. The assailant has since been
 “ sentenced to a long term of imprisonment and two students who
 “ took part in the demonstration were expelled. Although the
 “ attempt appears to have been an isolated act, the demonstration
 “ revealed the existence of a deplorable spirit among a section of
 “ the students and the whole occurrence was a painful illustration
 “ of the deleterious effect on immature minds of the insidious
 “ propaganda which has been carried on in connection with the
 “ civil disobedience movement.”

These occurrences in the Fergusson College showed the necessity, on moral as well as educational grounds, for ensuring proper supervision and control in educational institutions. The Governing Body of the Deccan Education Society were, therefore, addressed in the matter and after considerable interchange of views between them and the Department the former agreed to take steps on the lines either suggested by the Society or indicated by Government. These include mainly the following :—

(1) the limitation of the number of students in the college to 1,200 from June 1933, (2) restriction of the size of each class to 150, (3) increase in the superior teaching staff, (4) introduction of the tutorial system, (5) provision of four resident Professors for purposes of closer supervision of the hostels.

8. Apart from the unsettling effect of the Civil Disobedience Movement mentioned above, the financial stringency

General. prevented Government from providing the necessary funds for the expansion of education. In spite of this, however, it is gratifying to note the increase in the number of educational institutions and of pupils in them.



CHAPTER II.

CONTROLLING AGENCIES.

I—General.

9. The control of Government over Public Instruction of all kinds is exercised through the Director of Public Instruction, except that Government deal directly with the University in matters of higher education. The Director exercises control over all Government Colleges—Arts, Science, and Professional (except Agricultural and Medical which are controlled by their respective Departments) and Government High Schools. He advises Government on University matters and is also responsible for the general administration of Primary schools, i.e. for the award of grants to Local Authorities, inspection, curricula, etc. During the quinquennium the control of technical and industrial education was transferred from the Director of Public Instruction to the Director of Industries. The general supervision of technical and industrial education is entrusted to a Committee of Direction composed of officials and non-officials working under the control of the Director of Industries. The control of Art education is entrusted to the Director of the Sir J. J. School of Art which institution was made a separate Department independent of the control of the Director of Public Instruction.

II—The Educational Staff.

10. The most important event during the quinquennium under review, so far as the Educational Services are concerned, was the introduction of a scheme for the Reorganisation of the (Provincial) Educational Service which has been reconstituted and grouped into two classes—the Bombay Educational Service Class I and the Bombay Educational Service Class II. The Educational Services now consist of—

- (1) The Indian Educational Service (All-India),
- (2) The Bombay Educational Service Class I,
- (3) The Bombay Educational Service Class II,
- (4) The Subordinate Educational Service.

In addition, there are certain appointments of a special nature which are ordinarily filled on a non-pensionable and contract basis, the terms of contract being prescribed in each case.

The Bombay Educational Service Class I will in course of time replace the All-India Service (Indian Educational Service), to which recruitment has been stopped in pursuance of the orders passed upon the recommendations of the Royal Commission on the Superior Services in India, 1924. The status and interests of the existing members of the Indian Educational Service have been safeguarded under the provisions of the All-India Services (Transferred Departments) Replacement Rules and of the Civil Services (Classification, Control, and Appeal) Rules.

11. The strength of the various Educational Services on 31st March, 1932, was as under :—

<i>All-India (Indian Educational Service) Service.</i>		
Administration (Direction, Inspection, etc.)	9	
Collegiate Branch	27	
	36	
<i>Bombay Educational Service (Class I).</i>		
Administration (Direction, Inspection, etc.)	8	
Collegiate Branch	13	
	21	
<i>Bombay Educational Service (Class II).</i>		
Teaching, Inspecting, General	62	
Collegiate Branch	48	
	110	
<i>Subordinate Educational Service.</i>		
Inspecting	139	
Teaching	714	
Clerical	368	
Others	85	
	1,306	
<i>Miscellaneous or Special appointments outside the regular services.</i>		
Gazetted appointments	25	
Non-Gazetted appointments	8	
	33	
Grand Total		1,506

During the quinquennium 16 officers retired from the Indian Educational Service. The following statement gives the numbers in the various Services, the proportion of Europeans and Indians who hold the posts, and their average monthly emoluments of the nature of pay on 31st March, 1932 :—

Service.	Number of Officers.		Average emoluments in rupees.
	Europeans or domiciled community.	Indians.	
Indian Educational Service	12	21	1,457·6
Bombay Educational Service Class I	1	17	562·3
Bombay Educational Service Class II .. .. .	..	104	441·2
Subordinate Educational Service .. .. .	..	1,268	129·1
Unclassified posts	2	31	387·5

Twenty-eight Indian Educational Service posts were abolished during the quinquennium under review. There were 36 Indian Educational Service posts on 31st March, 1932, of which 12 were held substantively by Europeans, 21 by Indians, and 3 (of which two are held in abeyance) were clearly vacant.

12. The Director is assisted by a Deputy Director of Public Instruction in the Indian Educational Service, an Assistant Director of Public Instruction in the Bombay Educational Service Class I, three Superintendents in the Bombay Educational Service Class II and an Assistant Superintendent and a clerical staff of 42, with some additional staff sanctioned on a temporary basis. Mr. F. B. Pendarves Lory who held the post of Director of Public Instruction for nearly a decade retired during the quinquennium. He was awarded the C.I.E. for long and eminent services rendered to the cause of education in the Bombay Presidency. He was succeeded by Mr. R. H. Beckett, C.I.E., I.E.S., with effect from 20th January, 1930. Mr. M. Hesketh, I.E.S., who was Deputy Director of Public Instruction since the post was created, also retired during the quinquennium and Mr. W. Grieve, I.E.S., was appointed to hold the post substantively. The post of Assistant Director of Public Instruction, which was held by Mr. S. N. Moos, I.E.S., almost since its creation, fell vacant in consequence of his transfer as Educational Inspector in Sind and was filled by Khan Bahadur S. D. Contractor, a member of the Bombay Educational Service Class I.

The cost of Direction was Rs. 1,63,455, which represents 0·9 per cent. of the total Provincial expenditure on Public Instruction and 0·4 per cent. of the total expenditure from all sources.

13. There are 5 Divisional Educational Inspectors who are directly responsible to the Director for the general control of Secondary and Primary education in their Divisions. They directly control the Training Institutions for Primary Teachers and the few Government Primary schools. There is also an Assistant Educational Inspector in the Northern Division, who is directly subordinate to the Educational Inspector of that Division. The Educational Inspector was formerly represented in each District by a Deputy Educational Inspector in the Bombay Educational Service Class II. In view, however, of the transfer of control of Primary education to Local Authorities in the Presidency including Sind, except in Ahmedabad and Kaira Districts, the Educational Inspector has now generally only one Assistant Deputy Educational Inspector in the Subordinate Educational Service who acts as his executive Officer in each District.

In pursuance of a scheme to create separate Inspectorates for Primary and Secondary education which was under the consideration of Government, a special temporary post of Assistant Inspector of Secondary Schools, Bombay Division and Central Division, was sanctioned early in the quinquennium, the post of Educational Inspector, Bombay Division, was kept vacant and the Educational Inspector, Central Division,

was placed in general charge of both the Bombay Division and Central Division and, particularly, of Primary Education in these Divisions. After further experience, however, of the scheme, Government decided to drop it and to continue the system of Inspectorates responsible both for Primary and Secondary education. Accordingly the post of Educational Inspector, Bombay Division, was filled by direct recruitment and the special temporary post of Assistant Inspector referred to above was abolished.

Owing to the cessation of recruitment to the Indian Educational Service since 1924 and to a combination of circumstances which delayed the constitution of the Bombay Educational Service Class I until 1931, there was, during the quinquennium considerable falling off in the strength of the superior inspecting and administrative staff. The position was rendered worse by the absence of a reserve for posts falling vacant on account of leave or retirement, and by the lack of any provision for the training of subordinate officers to succeed to these posts. Government and the Legislative Council realized the gravity of the situation and sanctioned the creation of a post of Assistant Educational Inspector, with the requisite establishment, which was subsequently included in the cadre of the Bombay Educational Service Class I. The post was filled in 1931 by the appointment of an officer recruited from England. The appointment of an Assistant Educational Inspector has afforded some relief to the superior inspecting staff, but experience has shown that it is essential, in the interests of the efficiency of inspection work, that there should be a larger proportion of such appointments.

As stated above, in consequence of the transfer of control of Primary education there is now generally only one Assistant Deputy Educational Inspector in each District, with the result that the personnel of the subordinate inspecting staff has been reduced to such an extent as to make it impossible to exercise and enforce effective check on the expenditure on Primary education, which Government are financing by substantial grants-in-aid. The question of improving and enlarging the inspectorate has, therefore, assumed great importance and been the subject of careful consideration by Government. A weak spot of the Primary Education Act, in fact, is in my opinion the effect it has had on inspection and control. The Government inspecting staff has been so reduced as to be quite inadequate, while a dual inspecting staff has been created performing similar functions but under the control of local authorities. This arrangement cannot be paralleled to my knowledge in any other educationally advanced country and is condemned by all the leading educational experts. The Indian Statutory Commission considered the present position in this Presidency as regards Government's ability to exercise any kind of effective supervision over primary education to be particularly unsatisfactory. In this connection the following remarks of the Commission are interesting :—

“ And in one respect, viz. the devolution of authority and responsibility on local bodies, it is now evident that the action of some provincial Governments was both precipitate and excessive. It has tied the hands of ministerial departments and, however much they

" may now realise the necessity of wise reforms and true economy,
 " they find themselves deprived of that effective power of supervision,
 " direction, and ultimate control which, even in countries where self-
 " government by local bodies is most highly developed, is regarded as
 " essential. In England, where the principle of decentralisation is
 " honoured and local self-government is strong and highly developed,
 " much more power is reserved to and exercised by the Department,
 " acting through its permanent educational advisers, than in India.
 " We fully recognise the value of responsible local administration as a
 " training ground for political and public life; this must be set off
 " against some degree of initial inefficiency. Local bodies may ' learn
 " ' by making their own mistakes', but they need to be helped not to
 " repeat them, and their short-comings must be genuine mistakes due to
 " inexperience or ignorance. We do not exaggerate the significance
 " of the instances of misuse or abuse of local power which the proceed-
 " ings of local bodies supply, but it is clear that in a good many cases
 " the ' mistakes' are more properly described as ' breaches of trust.'
 " After all, provincial Governments and Education Departments are
 " trustees of a service which is of vital importance for the youth of
 " India and the future of India, and which is now in a most critical
 " position. That trusteeship does involve the reservation and exercise
 " of the powers necessary for securing its due discharge."

The cost of the Government inspecting agency in 1931-32 was
 Rs. 5,82,704, or 3·1 per cent., of the total Provincial expenditure on
 Public Instruction, against Rs. 12,79,189, or 6·5 per cent., in 1926-27.

14. The total number of teachers in Government, District Local
 Primary School Board, and Municipal Primary schools was 31,413,
 Teachers. the number of teachers in Government schools
 being 179.

15. In view of an exceptional financial emergency with which the
 Presidency was faced towards the end of the
 Emergency cut in Salaries. quinquennium, Government, among other measures
 to restore equilibrium between revenue and
 expenditure, decided to apply, with effect from 1st December, 1931,
 a uniform cut of 10 per cent. in the pay of Government servants
 under their control. In doing so they followed as closely as possible the
 policy of the Government of India in the matter. The Government of
 India have recognised the fact that a cut of this nature is nothing
 less than a direct variation of the conditions under which an officer enters
 Government service, that it would be fatal to the public interest if
 the sense of security of these conditions, which represents an essential
 attraction of service under a Government, were destroyed, and that,
 therefore, no variation can be justified except in a real national
 emergency and when it is clear that all other measures have been fully
 tried. They have, therefore, announced that the cut should be of
 a temporary nature not extending beyond the need of the present
 exceptional emergency and that relief must first come in restoring the
 emergency cut. The Bombay Government are in agreement with this

policy and it is hoped that it will be possible for them to restore the cut as soon as possible.

16. In view of the imperative need of reducing establishment costs, Government passed orders in August, 1931, that, pending the sanction of revised scales for the Provincial and Subordinate Services, and of revised conditions of service or until further orders, all appointments of new entrants to Government service made after 4th August, 1931, should be provisional (i.e. officiating only) and that a reduction of 2 annas in the rupee should be made in the existing sanctioned scales for all Provincial and Subordinate Services in their application to such new entrants. The scales of the Bombay Educational Service Class I and the Bombay Educational Service Class II have been revised with effect from 1st December, 1931. The old and new scales of pay are given below :—

Service.	Old.		New.	
	Class I.	Class II.	Class I.	Class II.
Bombay Educational Service (Men).	320—40—1,200 (with an efficiency bar at Rs. 640).	250—20—650 (with two efficiency bars at Rs. 300 and Rs. 550).	300—25—400 —30—550— efficiency bar—35— 750—40— 1,000	200—15—600— efficiency bar—20— 440—efficiency bar— 20—600.
Bombay Educational Service (Women).	320—25—770 (with an efficiency bar at Rs. 620).	200—10—340 —efficiency bar—15—400.	300—25—750	200—10—340 —efficiency bar—15—400.

Selection Grades and Administrative posts above the time scales of Class I and Class II of the Bombay Educational Service.

Service.	Old.		New.	
	Class I.	Class II.	Class I.	Class II.
Bombay Educational Service (Men).	Lower selection grade. 1,200—50— 1,350. Higher selection grade. 1,400—50— 1,500	Selection grade. 650—30—800	Selection grade. 1,200—50— 1,350 (Numbers to be settled later).	Selection grade. Nil.
Post of Director of Public Instruction.	2,000—100— 2,100—200— 2,500.	....	1,800—100— 2,000.	....
Bombay Educational Service (Women).	Selection grade. 300—25—1,000	Selection grade. 400—25—500	Selection grade. 300—25—1,000	400—25—500

17. During the quinquennium under review Government empowered the Educational Inspectors to appoint and transfer Assistant Masters in Government Secondary and Backward classes. Training institutions and extended their powers in regard to grant of leave, subject to certain restrictions. With a view to ensuring that the extended powers which were placed in the hands of the Inspectors were properly used and the policy of Government in regard to the recruitment of a fair proportion of all castes and creeds in the public service was implemented, detailed instructions were issued to the Inspectors who were required to give special consideration to the needs of backward classes. Further orders were also issued providing for preference being given to "Honours" and "Pass" graduates belonging to the Intermediate, the Muhammadan and other Backward communities. The need of redressing communal inequalities in the clerical cadres was also brought to the notice of the Educational Inspectors from time to time and vigorous efforts made to recruit candidates from Backward communities and Muhammadans in the office of the Director of Public Instruction.

18. During the quinquennium under review Mr. M. Hesketh, I.E.S., Deputy Director of Public Instruction, was placed on special duty as Chairman of the Committee, which was appointed to consider and report on the reorganisation of Primary and Secondary school courses with a view to their co-ordination and the introduction of vocational and industrial training in Primary and Secondary schools. Mr. Hesketh worked on the Committee from 22nd October, 1928, till he went on leave preparatory to retirement in March, 1929. Mr. S. N. Moos, I.E.S., was appointed Chairman in September, 1929, to complete the work of the Committee. In July, 1931, Government placed Mr. S. S. Cameron, Assistant Educational Inspector, on special duty for a short period in the office of the Director of Public Instruction for the compilation of an Educational Manual.

III—Local Bodies.

19. Local bodies consist mainly of the District Local Boards which are governed by the District Local Board Act of 1923 and Municipalities. The latter include the Bombay Municipality which operates under a separate Act—the City of Bombay Municipal Act, 1888,—and other municipalities which are governed either by the Bombay District Municipal Act of 1901 or the Bombay Municipal Boroughs Act, 1925.

The general development and extension of Primary Education is an obligatory duty of both District Local Boards and Municipalities. These bodies excluding the City of Bombay exercise control over Primary education under the Primary Education Act of 1923. The Bombay Municipality has its own Act—the City of Bombay Primary Education Act, 1920.

The following table gives the number of educational institutions maintained by these bodies in 1931-32 :—

	Institutions under the management of Local Bodies.					
	Number of Institutions.			Number of pupils.		
	District Local Board.	Municipality.	Total.	District Local Board.	Municipality.	Total.
University and Higher Education ..		1	1		305	305
Secondary Schools ..	133	73	206	4,186	10,389	14,575
Primary Schools ..	10,284	1,704	11,988	671,779	308,222	980,001
Special Schools ..	34	47	81	1,092	1,563	2,655
Total ..	10,451	1,825	12,276	677,057	320,479	997,536

IV—Private Managing Agencies.

20. The number of privately managed institutions in 1931-32 was 3,532 or 22·1 per cent. of the total number of recognised educational institutions. The number of pupils in them was 278,987 or 21·5 per cent. of the total number of pupils under instruction in recognised institutions. Of these, 3,208 with 253,477 pupils were aided.

The following table shows the distribution of these institutions and pupils in them :—

	Institutions under private management.					
	Number of institutions.			Number of pupils.		
	Aided.	Unaided.	Total.	Aided.	Unaided.	Total.
University and Higher Education ..	9	5	14	6,330	1,342	7,672
Secondary Schools ..	355	91	446	84,393	14,481	98,874
Primary Schools ..	2,828	173	3,001	152,454	6,912	159,366
Special Schools ..	218	49	267	10,290	2,775	13,065
Total ..	3,208	324	3,532	253,477	25,510	278,987

21. Among the privately managed institutions which are doing useful educational work, mention must be made of those managed by Missions. They number 792 with 64,289 pupils—2 Colleges with 2,328 students, 92 Secondary schools with

24,413 pupils, 647 Primary schools with 35,399 pupils, 14 Training schools with 487 pupils, and 37 other special schools with 1,662 pupils. Their total expenditure in 1931-32 was Rs. 32,06,641, of which Rs. 7,09,187 or 22·1 per cent. was met from Provincial funds, Rs. 9,74,898 or 30·4 per cent. from Mission funds, Rs. 12,98,491 or 40·5 per cent. from fees, and Rs. 2,24,065 or 7 per cent. from other sources. Further details regarding these institutions are given in Appendix IV.

22. Among the institutions maintained by other private educational societies, may be mentioned those of the Deccan Education Society, the Shikshan Prasarak Mandali, Shri Shivaji Maratha Society, the Maharashtra Girls' Education Society, the Seva Sadan of Poona; the Karnatak Lingayat Education Society of Belgaum; the Gokhale Education Society, the Bombay Education Society, the Sir J. J. Parsi Benevolent Institute, the Gokuldas Tejpal Charities, the Anjuman-i-Islam, the General Education Institute and the Vanita Vishram of Bombay; the Konkan Education Society in the Kolaba District; the Sarvajanic Education Society of Surat, the Sind Madressah, the Nava Vidyalaya Association and many others. This long list of institutions founded for the spread of education is a testimony to private enterprise which is largely supported by philanthropy.

CHAPTER III.

UNIVERSITY

23. The University of Bombay was founded in 1857 as a purely examining body, all its Fellows being nominated for life by Government. The scope of the University was extended by the Indian Universities Act of 1904, whereby it obtained a measure of control over the affiliated Colleges in the Presidency, and also received authority to appoint teachers of its own. The tenure of Fellowships was limited to five years, and an elective element was introduced in the constitution of the Senate by allowing one-fifth of the Fellows to be elected by registered graduates and the Faculties. The spread of education since 1904 rendered necessary an enquiry as to whether the constitution of the University could not be altered still further so as to bring it into closer touch with the community in general and to enable it to discharge the higher duties demanded of it by the public in the shape of well-organized post-graduate teaching and research. A Committee, to consider the question of University Reform, was accordingly appointed in May, 1924. The Committee submitted its report in May, 1925. Its recommendations, which covered the whole realm of University education, were considered by the Senate, by the principal educational associations in the Presidency, and by leading educationists. In order to give effect to such of the proposals as required legislation a bill was framed and introduced into the Bombay Legislative Council on the 25th of July, 1927.

24. The most important event during the quinquennium was the passing of this bill into an Act on 19th March, 1928. The main purpose underlying the changes introduced by the new Act was, as stated in the preamble to the Act, "to reconstitute the University to enable it to provide greater facilities for higher education and to conduct post-graduate teaching and research in all branches of learning, including technology, while continuing to exercise due control over the teaching given by colleges affiliated to it from time to time." The chief provisions of the Act were to extend the elective principle for the composition of the various authorities of the University and to entrust the technical part of the work to a newly constituted body, the Academic Council, which is composed entirely of persons connected directly with education. The power of granting or withdrawing affiliation to colleges has continued to be vested in Government, while that of according sanction to the Statutes framed by the Senate has been vested in the Chancellor. Provision has been made for the appointment of a Rector when the need for such an officer arises and for a statutory grant from Government. The Act received the assent of the Governor-General on 18th June, 1928. The first Statutes, Ordinances, and Regulations framed under the Act were approved by the Chancellor on 22nd January, 1929, and the Act came into operation on 24th January, 1929. Elections to the various bodies commenced in February, 1929, and the Senate was constituted on 5th August, 1929. The Academic Council was constituted on 7th December, 1929, and the

Syndicate on 18th January, 1930. The working of the Act during the first few years brought to light evidence of hasty drafting and four amending bills have since been passed into law.

25. As in the Act of 1904, the Governor of Bombay is ex-officio the Chancellor of the University and nominates a Vice-Chancellor to hold office for 2 years. During the quinquennium there have been three Vice-Chancellors. In March, 1929, Mr. Mirza Ali Mahomed Khan was appointed Vice-Chancellor in place of Sir Chimanlal Setalvad whose term of office expired. Mr. Mirza died in February, 1930, and was succeeded by the Honourable Mr. Justice Mirza Ali Akbar Khan in April, 1930. The latter relinquished his office in April, 1931, on the eve of his departure to England on a long holiday and in his place the Rev. John McKenzie was appointed Vice-Chancellor.

The Senate continues to be the supreme governing body of the University. Its size has been raised from 110 to about 150 (excluding donors and nominees of donors), of whom 11 are ex-officio Fellows, 40 are nominated by the Chancellor against 80 in the past, and 93 are elected in the manner shown below :—

(i) By one electorate of Principals of colleges entitled to send up students for degree examinations from among themselves as under—	13
(a) Principals of Arts colleges as follows :—	
(1) one Principal elected by separate elections to represent the Principals of Arts colleges in each of the five groups	5
(2) three Principals elected by a separate election to represent the Principals of Arts colleges in all the groups	3
(b) Principals of Colleges of pure Science	1
(c) Principals of Colleges of Medicine	1
(d) Principals of Colleges of Agriculture	1
(e) Principals of Colleges of Engineering	1
(f) Principals of Colleges of Law	1
(ii) By University Teachers and Teachers including Principals from among themselves	20
(iii) One by Headmasters of schools in each group from among themselves	5
(iv) By public associations or bodies in British India as under—	15
(a) Municipal Corporation of the City of Bombay	1
(b) Indian Merchants' Chamber	1
(c) Chamber of Commerce	1
(d) Millowners' Association, Bombay	1
(e) Millowners' Association, Ahmedabad.	1

(f) One by Municipal Boroughs of each of the five groups	5	
(g) One by District Local Boards of each of the five groups	5	
(v) By registered graduates		25
(vi) By the Faculties		10
(vii) By the Legislative Council of the Governor of Bombay, of whom one shall be the representative of the University on the Council if he is not already a member of the Senate		5
		<hr/>
		93

The tenure of Fellowship has continued to be five years.

The Senate is sub-divided into four Faculties of Arts, Science, Law, and Medicine. The question of instituting a new Faculty of Technology was under consideration at the end of the year 1931-32.

Under the Faculties there are 25 Boards of Studies for various subjects whose duties are mainly to recommend text books and courses of studies in their respective subjects.

The Academic Council, which is a new body constituted under the Act, is the chief authority so far as academic matters are concerned. It consists of the Vice-Chancellor, the Deans of Faculties, representatives of the University Professors and whole-time University teachers not exceeding five in number, two Headmasters of schools elected by the Senate from among the Fellows, twenty representatives of the Boards of Studies, and five persons elected by the Senate from among the Fellows.

The executive government of the University is vested in the Syndicate consisting of the Vice-Chancellor, the Director of Public Instruction, seven persons elected by the members of the Academic Council from among themselves and nine elected by the Senate from among the Fellows, who are neither Principals, University Professors, University Teachers, Teachers, nor Headmasters. The life of a member of the Syndicate is three years. The Syndicate in the exercise of its executive functions has appointed six Standing Committees dealing respectively with Library, publication work, sports, grants, buildings, and garden.

Under the Act election to any authority of the University is to be made according to the system of proportional representation by means of a single transferable vote. Some doubt has been expressed as to the suitability of this method of election. It is doubtful, however, whether the system has been in use for a sufficiently long time to enable a fair estimate being made of its merits and demerits. The results so far do not appear to be free from several of the evils incidental to the elective system.

26. The School Leaving Examination Board constituted in 1925 ceased to function in August, 1929, and the control of the Matriculation Examination was taken over by the University. From 1919 to 1924 the Matriculation Examination was controlled by the Joint Examination Board constituted in January, 1918, and from 1925 to 1929 by the School Leaving

Control of the Matriculation Examination.*

Examination Board. When the Joint Examination Board entered on its duties the number of candidates who presented themselves for the examination was 5,609; in 1924 when the Board became defunct, the number had increased to 8,305. In 1925 when the School Leaving Examination Board was constituted the number rose to 8,924, and in 1929 when the latter ceased to function, the number was 12,044. For the Matriculation Examination of 1932 it increased still further to 15,477.

Under the Joint Examination Board, the number of registered schools had risen from 226 to 257. Under the School Leaving Examination Board the number rose to 322. In 1932 it was 359.

During the period of eleven years when the examination was under the control of the Joint Examination Board and the School Leaving Examination Board, including the period from July, 1924, to August, 1925, during which time the Examination was controlled by the Syndicate, the total amount paid into the General Fund of the University on account of this Examination was nearly Rs. 2,97,914, so that the average annual contribution was Rs. 27,083.

At the end of this quinquennium the question of constituting a Matriculation Board as a separate University authority to control all matters in connection with the Matriculation Examination was still under consideration.

Mention has already been made of the provision in the Act of 1928 of a statutory grant from Government. This grant came to be fixed at Rs. 1,17,000 because this figure represented the total of the following grants paid to the University at the time of the passing of the Act:—

	Rs.
(i) For development of University work ..	45,000
(ii) For the School of Economics and Sociology ..	12,000
(iii) For travelling allowances of Fellows and for charges in connection with inspection of colleges ..	10,000
(iv) For carrying out some of the recommendations of the University Reforms Committee ..	50,000

The total income and expenditure of the University including those of the Joint or School Leaving Examination Board for this and the previous quinquenniums were as under:—

	Receipts		Expenditure	
	1922-27	1927-32	1922-27	1927-32
	Rs.	Rs.	Rs.	Rs.
Government funds ..	3,37,083	6,15,000	5,02,385	6,15,000
Fees, Subscriptions, etc. ..	32,92,123	39,75,702	23,65,915	31,52,785
Endowments ..	5,14,806	6,77,520	4,92,539	6,51,656
Total ..	41,44,012	52,68,222	33,60,839	43,19,441

In connection with the University finances the Vice-Chancellor remarks—

“As a result of the statutory grant of Rs. 1,17,000 and the progressive rise in the number of students appearing at the various University examinations, particularly, the Matriculation, the University finances, so far as the normal routine working of the University is concerned, has not caused any anxiety to the authorities despite the general depression visible everywhere. However, when the duties that the new University Act imposes on the University, such as the conduct of post-graduate teaching and technological education are realised and when the progressive demand made on the University authorities by the rapidly changing circumstances in the country and abroad are taken into consideration, the resources of the University fall far short of the requirements. From time to time schemes for the introduction of University Departments have been mooted in the various University bodies, only to be shelved for want of necessary funds.”

27. The following table compares the number of Arts and Professional Institutions and Colleges affiliated to the University and the number of students in them at the end of the last and this quinquennium. The School of Economics and Sociology maintained by the University has been included in the Arts Colleges :—

	On 31st March, 1927				On 31st March, 1932			
	Number of Colleges	Number of students			Number of Colleges	Number of students		
		Men	Women	Total		Men	Women	Total
<i>British Districts.</i>								
Arts and Science	15	8,645	382	7,027	16	8,609	704	9,313
Law	3	1,021	3	1,024	4	1,320	19	1,339
Engineering	2	327	..	327	2	321	..	321
Medical	2	561	67	618	2	703	90	793
Education	1	41	7	48	1	65	10	75
Agricultural	1	201	..	201	1	231	..	231
Commercial	1	260	..	260	1	313	1	314
Total	25	9,065	449	9,514	27	11,571	815	12,386
<i>Indian States.</i>								
Arts and Science	4	1,521	24	1,545	4	2,108	54	2,162
Grand Total	29	10,586	473	11,059	31	13,679	869	14,548

The new Arts College affiliated during the quinquennium is the Ismail College, Andheri, opened by Government in June, 1930, while the increase of one Law College is due to the opening of a Law College in Ahmedabad in 1927. At the end of the quinquennium an application for affiliation of a new Arts College in Poona, the Nowrosji Wadia College, was under the consideration of the University authorities. Except in the case of Colleges of Engineering, the numbers of students show an increase all round. The average attendance per college was 469 against 381 five years ago.

There are no separate Colleges for Women affiliated to the University. The rise in the number of women students is especially noteworthy.

The system of triennial inspection of affiliated colleges adopted during the last quinquennium has been maintained and with a view to ensuring that the reports of the Inspection Committees are properly scrutinised a Standing Committee on College Inspection Reports has been constituted.

The numbers of graduates during this and the preceding two quinquenniums are given in the following comparative table:—

	Number of graduates during the Quinquennium			Percentage increase or decrease during the Quinquennium ending	
	1917-22	1922-27	1927-32	31st March 1927, Columns 2 and 3	31st March 1932, Columns 3 and 4
1	2	3	4	5	6
Arts	4,048	3,746	4,222	-7.5	12.7
Science	308	667	1,424	116.6	113.5
Agriculture	163	194	270	19.0	39.2
Commerce	162	203	300	25.3	47.8
Engineering	213	300	427	43.7	39.5
Medicine	540	935	620	73.1	-33.7
Law	1,234	1,568	2,146	27.1	26.9
Education .. ..	..	131	331	..	152.7

These figures point to an increasing attraction of the Bachelors degree in Agriculture and in Commerce and of the Science course as compared with the Arts course. It also shows that a large number of graduates still continue to take the degree in Arts.

The following table shows the output of Masters in various subjects :—

1	Number of persons who took the Master's degrees during the Quinquennium			Percentage increase or decrease during the Quinquennium ending 31st March	
	1917-22 2	1922-27 3	1927-32 4	1927 5	1932 6
M.A.	146	278	425	90.4	52.9
M.Sc.	24	68	135	183.3	98.5
M.Ag.	10	9	13	-10.0	44.4
M.Com.	..	1	7	..	600.0
M.E.	..	3	1	..	-66.6
M.D.	4	20	20	400.0	..
LL.M.	7	11	14	57.1	27.7

Of the 425 students who passed the M.A. Examination, 224 took languages, 148 History, 24 Philosophy, 23 Mathematics, and 6 Ancient Indian Culture, while 135 who took their M.Sc. were distributed as under :—

Chemistry	..	..	..	..	82
Physics	..	..	..	..	16
Mathematics	..	..	..	..	17
Botany	..	..	..	..	14
Zoology and Geology	..	..	..	..	4 2

During the quinquennium the Honorary degree of LL.D. was conferred on the Right Hon'ble Sir Dinshaw F. Mulla, Sir Chandrashekhar Venkata Raman, Sir M. Visvesvaraya and Shams-ul-ulema Sir Jivanji J. Modi at a special convocation held on 17th August, 1931. This is the highest honour that is within the power of the University to bestow and the University has, therefore, selected those in honouring whom she no less honours herself.

The following table gives the results of the more important University examinations held at the end of the year 1931-32 :—

	Number of candidates examined	I Class	II Class	Pass	Total passed	Percentage of passes
M.A.	124	9	34	37	80	64.53
B.A. (Honours)	493	22	198	201	421	71.27
B.A. (Pass)	659	..	..	400	400	
Intermediate in Arts	2,084	3	112	1,122	1,237	59.36
M.Sc.	37	16	..	15	31	83.78
B.Sc.	446	36	102	185	323	72.42
Intermediate in Science	1,318	42	214	639	795	60.32
First Year Arts	5,201	..	..	3,532	3,532	67.91
Matriculation	15,477	..	..	5,806	5,806	37.51

(i) *The Matriculation.*

28. The School Leaving Examination Board which ceased to exist in 1929 used to grant two certificates—one qualifying for entrance into Government service only and the other qualifying for the Matriculation also. After the coming into effect of the Act of 1928 the University, which controlled the Matriculation Examination, could not hold any examination in subjects like Book-keeping and Commercial correspondence, Shorthand and Typewriting, Manual training, and Drawing which were not prescribed for the Matriculation Examination. Examination in these subjects was, therefore, held for the last time in 1930. In view of the very small number of candidates who used to take these subjects it does not appear to be necessary to make any provision for examination in these subjects especially when the first two subjects have been prescribed for the Government Commercial and Clerical Certificate Examination instituted in 1927. The Matriculation Examination continued to be held in English, an additional language, Mathematics, History and Geography and Elementary Science.

In 1930 the Academic Council appointed a Committee to consider the question of the revision of the Matriculation courses. The chief object underlying the revision was to make the burden upon the candidates lighter, while making the courses at the same time more useful in certain respects. The scheme prepared by this Committee has passed through several vicissitudes and is still under consideration. The chief point on which opinion has been divided is whether a classical or modern European Language should be made compulsory or whether the old arrangement under which a candidate was allowed to offer a modern Indian language instead of a classical or modern European language as an additional language should continue.

(ii) *First Year.*

The First year course is common to all students who wish to take the Arts or Science course. There is no University Examination at the end of the first year, but students are examined by the College authorities in English, Mathematics, Second Language, and Elementary Physical Science. There is a great variation in standard between the colleges. The average percentage of passing varies from 51·73 to 81·57 whilst the average for all colleges is 63·91. It would appear from these figures that the various college authorities hold different views as regards the rigour with which this examination should be held.

(iii) *Intermediate.*

In the second year or the Intermediate course the student begins to specialise, choosing either Arts, Science, Commerce, or Agriculture. The students in Commerce or Agriculture have no option as all subjects are compulsory. They are English, Elements of Economics, Economic Geography, Accounting and Administration in the case of Commerce, and Agriculture, Chemistry, Botany, and Mathematics and elementary Physics in the case of Agricultural students. The Arts students choose

between Logic and Mathematics along with English, Second Language, and Indian History and Administration which are compulsory. The Science student has to choose between two groups of subjects—(A) Physics, Chemistry, and Mathematics, and (B) Physics, Chemistry, and Biology. Those who wish to join the Engineering College have to take the former while for the Medical College it is necessary to take the latter group.

With a view to enabling students in colleges to begin specialization at an earlier stage of their career than they have been hitherto doing, a scheme known as the Bifurcation scheme has been framed so that the Arts, Science, and Commerce courses should be divided off from the very first year of college life. The outline of the scheme has been approved by the Academic Council and detailed courses of study under the various heads are being framed.

(iv) *B.A.*

To obtain the B.A. degree there are two separate examinations for the Pass and Honours degree. The subjects for both are the same—Compulsory English and one of the six optional groups, viz. (a) Languages, (b) Mathematics, (c) History and Economics, (d) Mental and Moral Philosophy, (e) Physics and Chemistry, and (f) Botany and Zoology. In the optional groups the Pass and Honours students (except in Mathematics and Science) have four papers common while the Honours students have to take three additional papers. Honours and Pass papers in Mathematics and Science are distinct. During the quinquennium the number of papers for the Honours course in languages other than English was increased from five to seven and was thus made identical with the number of papers in other subjects excepting English and Mathematics in which there are eight papers. Courses of studies in English, Philosophy, Sanskrit, Pali, and Ardha-magadhi were revised. It has also been decided to introduce Honours courses in Vernaculars. Nothing, however, has been done to separate the Pass and Honours courses. The Regulations provide that an Honours candidate who fails to obtain the minimum percentage for the Honours degree will be entitled to a Pass degree if he secures the required percentage of marks in the Pass papers. During the quinquennium 2,359 students were examined for the Honours courses. Of these, 1,103, or 46·75 per cent., secured the Honours degree, and as many as 883, or 37·43 per cent., were able to obtain the Pass degree.

(v) *M.A.*

A new branch called "Ancient Indian Culture" was added to the subjects of the M.A. Examination in 1930. The candidate has to choose one of the five branches, viz. Languages, History, Philosophy, Mathematics, and Ancient Indian Culture. There are eight papers in each branch and except in Ancient Indian Culture thesis are admitted in lieu of some or of all papers. The Regulations relating to the examination by thesis have recently been revised. Of the 425 students who passed the M.A. Examination during the quinquennium, 224 took Languages, 148 History, 24 Philosophy, 23 Mathematics, and 6 Ancient Indian Culture.

(vi) Science Courses.

For the B.Sc. degree the student has to select any two subjects : One Principal and the other Subsidiary out of Mathematics, Physics, Chemistry, Botany, Zoology, Geology, Microbiology, Animal Physiology, Human Anatomy and Embryology, and Experimental Psychology. Human Anatomy and Embryology was added to the list in 1928-29.

The M.Sc. degree can be taken (i) by research alone, (ii) by written examination, or (iii) by research and examination combined, in any one of the six branches : Mathematics, Physics, Chemistry, Botany, Zoology, and Geology. In 1928-29 the passing in the Translation test in French or German was made antecedent to the presentation of the thesis or to the admission to the examination. The 135 students who took their M.Sc. degree during the quinquennium were distributed as under :—

Chemistry 82, Physics 16, Mathematics 17, Botany 14, Zoology 4, and Geology 2.

Two new degrees—the degree of Doctor of Letters and the degree of Doctor of Science—have recently been instituted. These are now the highest degrees which the University can confer in the Faculty of Arts or of Science. In both cases the degree will only be conferred for published work which makes an original contribution to learning.

(vii) Professional.

The courses in Commerce, Medicine, and Teaching were also revised during the quinquennium. They have been dealt with in greater detail in the Chapter on Professional Colleges.

29. The position of the Vernaculars in the University courses still continues to be anomalous. At the Matriculation the Study of Vernacular. candidate has the option of taking either a vernacular or a modern European language or a classical language. In the first two years courses in Arts the choice is restricted to a classical language or a modern European language. At the B.A. and M.A. Examinations Vernaculars appear again as optional subjects. The only progress made during the quinquennium is the decision to introduce Honours courses in Vernaculars at the B.A. Examination from June, 1933. The proposed Matriculation and the Bifurcation scheme may rationalise this anomalous position.

30. According to the scheme of Post-graduate studies adopted in 1924 it was decided that the aim of the University Post-graduate studies. should be to award the Masters' or Doctors' degree in recognition of satisfactory original research work wherever this is possible and that the two systems of testing the efficiency of candidates by means of examination and by the character of original research produced should run side by side till the time was ripe for the complete elimination of the former system. The Board of Management for Post-graduate Studies which was then formed ceased to exist after the coming into effect of the Act of 1928. Provision has been made in the Act for the constitution and functions of a Board of Post-graduate studies as one of the authorities

of the University with a view to enabling the University to provide greater facilities for higher education and to conduct post-graduate teaching in all branches of learning, including Technology. The direct activities of the University in respect of post-graduate studies have been confined to the University Departments of Economics and Sociology and as the financial position of the University would not admit of extending these activities in other subjects attempts were directed towards evolving a scheme whereby post-graduate teaching and research in the affiliated colleges can be controlled and co-ordinated under the supervision of the University. In this connection the question of the affiliation of post-graduate institutions like the Bhandarkar Oriental Research Institute or the Gokhale Institute of Politics and Economics, Poona, was considered by the Board and it was decided that under the Act it was not competent to the University to affiliate Institutions or Departments for post-graduate teaching. After considering the various proposals made from time to time with a view to securing the end in view, the Board of post-graduate Studies have now resolved that in the absence of the possibility of the University conducting post-graduate studies in its own departments or institutions, other than the School of Economics and Sociology, co-operation of the colleges should be sought, and with the help of college teachers, appointed as University teachers by the Syndicate on the recommendation of the Board of post-graduate Studies, and working under the direct authority of the latter body, provision should be made for post-graduate instruction and research. Owing to the various difficulties encountered in implementing this scheme so far as post-graduate teaching and research in subjects belonging to the Faculty of Medicine are concerned, the proposals of the Board have not yet taken final shape. But applications received for recognition as University Teachers have already been considered by the Board and their proposals in respect of Arts and Science subjects have already been submitted to the Syndicate. The scheme is likely to be introduced shortly.

31. In the School of Economics there were 54 students during the first term and 49 during the second term of 1931-32 compared with 49 and 40 respectively in 1930-31. Of these, 19 were engaged in research.

The University School of Economics and Sociology.

In the School of Sociology the numbers of students in the first and second terms were respectively 46 and 38 compared with 57 and 44 in 1930-31. Of these, 29 were research students. The professor in charge of the School says that the apparent fall in the number of research students from 64 in 1931 to 48 in 1932 is due to the fact that certain students who had thought of doing research at first and had registered themselves as such, transferred themselves to the paper examination on account of a desirable change in the regulations, making the standard of research work expected higher. The total expenditure of the school in 1931-32 was Rs. 47,314.

The school has shown steady progress during the quinquennium. The number of students increased from 43 on 31st March, 1927, to 87 on

31st March, 1932, and the research students from 16 to 48. During the quinquennium 37 theses were submitted for the M.A. degree all of which were accepted and a majority of the candidates obtained distinction. Nine theses were published during the quinquennium. The University Professor of Economics, Mr. C. N. Vakil, remarks—

“ From the point of view of facilities for research in Economics and Sociology the School Library may be said to be the best of its kind in Western India. The total number of volumes in the Library exceeds 16,000 and efforts are being made to keep the Library up-to-date and well organised, so that it may become the centre of research in Social Sciences on this side of the country.”

“ With the experience in research work in different problems already carried out in the school, with the increasing facilities in the Library, and with the growing number of students, the school may be said to have passed its stage of infancy, and is now in a position to play that part in the life of the City and the Presidency, which a research institution is expected to do by means of systematic studies towards the solution of economic and social problems. In carrying out this desirable object, however, a more active co-operation, or perhaps a continuous contact with leading men in different spheres of life and with different institutions is essential. The School has every hope that such co-operation and contact will be established.”

32. During the quinquennium about 15 courses of public lectures were delivered under the auspices of the University. Public Lectures. They included six lectures on “ Indian Philosophy ” by Professor Luders of the Berlin University, six lectures on “ Vedic Philosophy and Religion ” by Professor Ernest P. Horowitz of Hunter College, New York, five lectures by Professor N. K. Sidhanta of the Lucknow University—three on “ Contemporary English Drama ” and two on “ The Contemporary English Novel ”, five lectures by Dr. Kalidas Nag, Secretary of the Greater India Society on “ Ancient Indian Culture ”, six lectures on “ French Symbolism ” by Dr. M. J. Dave of the Hindu College, Benares, four lectures on “ Radiation ” by Sir C. V. Raman, one on “ Indian Architecture and Sculpture ” by Mr. K. de B. Codrington, Secretary, India Research Committee, Royal Anthropological Institute, one on “ Hindu Sculpture ” by Dr. Elie Faure, the well-known French Historian, and others on Gujarati Literature by Professor N. B. Divatia, on “ History of Gujarat ” by Professor M. S. Commissariat, on “ Post-war Germany ” by Professor K. T. Shah, on “ Development of Architecture in South India ” by the Reverend Father H. Heras.

33. During the period of five years the University gave grants amounting to about Rs. 15,000 to individual research workers, while grants of about Rs. 29,000 were made in aid of learned publications. Of this amount, Rs. 9,684 was paid to the Bhandarkar Oriental Research Institute for the new edition of the *Mahabharata*. A scheme for starting a University Journal has been prepared. The Journal is to be published six times in a year, the issues being devoted to different subjects in turn.

34. During the past three years, efforts have been made to undertake direct teaching in Technology. Encouraged by some promised donations the Academic Council appointed a Committee in March, 1930, under the Chairmanship of Sir M. Visvesvaraya to prepare a scheme for the establishment of a University Department in Technological subjects. In view of the limited nature of the promised donations the Committee recommended the establishment of only one department of Chemical Technology to start with and that too confined to undergraduate teaching. The cost involved was estimated at Rs. 1½ lakhs recurring and Rs. 6½ lakhs non-recurring. But as the anticipated donations have not yet materialised it has not been found financially possible to put the scheme into operation. With a view to making an early beginning with the resources at the command of the University, Dr. T. S. Wheeler placed before the Academic Council for its consideration a modified scheme for post-graduate teaching in Technology in co-operation with the Royal Institute of Science and the Victoria Jubilee Technical Institute. This modification has been proposed with a view to saving the expenditure on the teaching of pure Science, as Science graduates obtain a sufficient training in pure Science during their undergraduate course. The Academic Council has generally approved of the modified scheme and it is hoped that it will be put into operation as soon as the necessary funds have been provided by the Senate.

35. At the commencement of the quinquennium the Syndicate had decided to introduce, as an experimental measure, compulsory physical training in the three Arts Colleges in Poona to begin with, and had sanctioned a grant of Rs. 7,070 for the purpose. The experiment was commenced in the second term of 1927-28 and the results obtained being considered to justify the step taken the Syndicate allowed the continuation of the experiment for one term more and sanctioned Rs. 5,000 for the purpose. At the end of the period the Principals of the three Colleges concerned submitted a comprehensive report as to the necessity of introducing compulsory physical training. To quote from this report "Compulsory Physical training has created an amount of enthusiasm among students in general and in some also a liking for physical exercises and students are not wanting who urge that the physical training should be given in all the days of the week instead of on alternate days as till now." The success of the experiment resulted in the University appointing a Committee to submit a scheme for the general introduction of physical training in all colleges. The report of this Committee was considered by the Senate in August, 1930, and the University has now embarked on a comprehensive scheme and since January, 1931, a Director of Physical Training has been appointed to guide and conduct University activities in this direction. A thorough medical examination of the students in the affiliated colleges was undertaken with a view to test their capacity to undergo a system of physical training. The medical inspection carried out in 1930-31 showed that of the 9,225 students examined 3,389, or 36.7 per cent., were

considered to be possessing a normal standard of health, 4,604, or 49·9 per cent., below par in health while the number of those who were found to be physically unfit was 1,232 or 13·4 per cent.

A camp for the training of student instructors was also held at Panchgani in October, 1931. A scheme is now being evolved whereby the students of the First Year class in the affiliated colleges will be divided into groups and subjected to a course of physical training under the guidance of the student instructors trained for the purpose at the last camp.

36. During the year 1931-32 the corps was maintained up to its establishment, i.e. 663 officers and other ranks. The annual training camp was held at Moshi with the Poona (II) Brigade and took active part in Brigade operations on three occasions. In connection with the corps the Vice-Chancellor remarks—

The University
Training Corps.

“The Corps is now well past its experimental stage, and has definitely established its utility in the corporate life of the University. The University is making an annual contribution of Rs. 2,000 towards the expenses of the Corps, and the attitude of the students towards it is decidedly encouraging. In fact, the demand for enlistment is well over the sanctioned strength of the Battalion, and steps need to be taken to give an opportunity to all those who desire to undergo military training. Recently, the annual camp of exercise was arranged to be held together with the Regulars, and the members of the Corps acquitted themselves so well, that arrangements are being made to hold the next camp under similar conditions.”

The Commandant in charge of the Battalion reports:—

“The physical standard of the average men leaves much to be desired, this is probably due to the early home life lead by the individuals prior to proceeding to college.”

“The Battalion from a sports point of view is well represented. Boxing has greatly improved. Wrestling has been given an incentive by the gift of three Maces graciously given by the Chief of Miraj.”

37. The University Information Bureau conducted by the University and opened in 1926 as a result of the recommendations of the Lytton Committee in place of the old Provincial Advisory Committee controlled by Government continued its useful work during the quinquennium. In order to emphasise the fact that the function of the Bureau is to give information in regard to educational institutions in foreign countries and thus prevent enquiries about educational institutions in India the name of the Bureau was changed from “University Information Bureau” to “Foreign Universities Information Bureau”. The Bureau consists of 12 members who are either educationists possessing knowledge of the social and educational conditions of Indian students or others who have personal knowledge of conditions of study in foreign Universities and are thus in a position to give useful advice to students.

Foreign Universities
Information Bureau.

The Bureau does not content itself with supplying information only, it is the channel through which applications for admission to foreign educational institutions are forwarded to the authorities concerned through the High Commissioner for India. It is also the channel through which changes in the curricula or regulations of British Universities are communicated to the colleges concerned in this Presidency.

It is not only in regard to Educational Institutions that enquiries are made, but the Bureau receives enquiries regarding training in subjects such as Furniture-making, training at Scotland Yard, Printing, Film Industry, etc., which are outside the purview of Universities and Colleges connected with them. Such enquiries are referred to the Office of the High Commissioner, and the answers received are communicated to the respective enquiries.

The services of the Bureau are, on occasions, called into requisition by the Office of the High Commissioner for India to recover repayment of debts incurred by students of this Presidency when they have returned without discharging them. In some cases, the Bureau has been successful in getting into touch with such students.

The following statistics will give an idea of the work done by the Bureau during the last five years :—

	1927-28	1928-29	1929-30	1930-31	1931-32
Number of enquiries made by post.	1,310	1,868	1,839	990	1,602
Number of enquiries made in person.	927	1,099	991	626	1,460
Number of students who applied for prospectuses etc.	927	1,200	994	589	1,288
Number of documents containing prospectuses etc. supplied.	1,038	1,417	1,099	861	1,895
Number of students who proceeded to England so far as the Bureau is aware.	39	44	22	9	35

The High Commissioner in London has expressed his appreciation of the work done by the Bureau.

38. The University is the guardian and trustee of the higher education of the people of this Presidency. It is essential that it should maintain a high inflexible level of efficiency both for its own sake and for the sake of the whole Presidency. In this regard I should like to quote from the Hartog Committee's Report—

“The proper conduct of universities is a matter of first rate importance to the State because it is in them that the leaders of the country are trained. It is therefore pertinent to ask how far university education is calculated to produce, and is producing,

“ men who will be able to play a worthy part in public life. It is true
“ that legislative and administrative capacity are developed largely by
“ experience and by practical knowledge of affairs ; but the founda-
“ tion needs to be laid at an earlier stage. It is from his university
“ teaching that a young man should learn to examine critically the
“ material before him, to arrive at a balanced judgment, and not to
“ be carried away by mere catchwords. But in public affairs some-
“ thing more than the power of criticism and intellectual judgment is
“ needed. It is mainly outside the class-room that a boy learns the
“ lessons of corporate life, how to understand the views of others
“ and to work with them, how to sacrifice cheerfully his private
“ inclinations for the common good, and how to lead others by
“ influence rather than by authority. He learns these lessons by
“ daily contact with his fellows in clubs and societies, in the playing
“ fields and the common-room ; and also not least by the guidance
“ of wise teachers from whom a timely word may mean so much.”

CHAPTER IV.

ARTS COLLEGES.

39. The number of Arts Colleges affiliated to the University rose during the quinquennium from 18 to 19. Of these, 15 are in British Districts and four in the Indian States of Junagad, Bhavnagar, Baroda, and Kolhapur, respectively. Of the 15 Colleges in British Districts, six are managed by Government and the remainder by private bodies of which six are aided by Government, one by a Municipality, and two are unaided. Of the privately managed colleges, two belong to Christian missions and seven to other private bodies. The new college added during the quinquennium is the Ismail College, Andheri, opened by Government in June, 1930. The college owes its existence to the munificent donation of Rs. 8,00,000 made by Sir Mahomed Yusuf Ismail in January, 1914, for the promotion of the higher education of Muhammadans. The College is intended to provide an all round University education, stress being laid on those branches of learning which are predominantly Muhammadan—the study of classical Arabic and Persian, and of Islamic History and Culture. In June, 1930, the first two years' classes were opened in the College. In June, 1931, the Junior B.A. and the Intermediate Science Group A (i.e. Physics and Chemistry) classes were added while arrangements were made to open the I.Sc. Group B (i.e. Biology) and the Senior B.A. classes from June, 1932.

During the quinquennium Inter Science classes were opened in the Deccan, Sir Parashurambhau and the M.T.B. Arts Colleges, and, whilst the Sir Parashurambhau College, Poona, extended the teaching of Science up to the B.Sc. degree in Physics, Chemistry and Mathematics, the M.T.B. Arts College, Surat, was forced to close the Biology section of the Inter Science class on account of financial stringency. Apart from these, the Karnatak College was affiliated in Pali and the M.T.B. Arts College in Mathematics Honours for the B.A. degree. Just before the end of the quinquennium an application for affiliation of a new Arts College in Poona was received by the Syndicate.

All the colleges are first grade colleges (i.e. are affiliated to teach the course up to the degree of Bachelor of Arts or of Science). Fuller details of all the 15 Arts Colleges in British Districts are given in Subsidiary form No. 1 printed in the Supplement to this Report.

40. The total number of students in all the Arts and Science Colleges in British Districts, excluding the University School of Economics and Sociology, an account of which has been given in Chapter III, increased from 6,984 in 1926-27 to 9,226 in 1931-32 an increase of 2,242 or 32.1 per cent. Of the 9,226 students, 698 were women against 380 in 1926-27. This increase of women students is note-worthy. The number of students in Government colleges at the end of the quinquennium was 2,528 and that in non-Government Colleges was 6,698. The corresponding figures at the end of the last quinquennium were 2,022 and 4,962 respectively. The increase in the

number of students was shared by all the Colleges. The average attendance in 1931-32 was 7,866, or 85·3 per cent., of the number on the rolls as against 86·7 per cent. in 1926-27 and 85·5 in 1930-31. The following table shows the distribution by caste or creed of the students in Colleges and the percentage of male students to the male population of the community :—

	Number of male students in Arts Colleges	Percentage to total population of each community
Europeans, Anglo-Indians, Indian Christians ..	350	0·2
Hindus—		
Advanced	5,694	0·6
Intermediate	750	0·01
Backward	99	0·00
Muhammadans	574	0·05
Parsis	676	1·5
Others	385	0·2
Total ..	8,528	0·07

41. The University prescribes a limit to the number of students to be admitted to a class in the case of colleges newly affiliated to it. This limit is prescribed at the time the college is affiliated. There is no limit laid down by the University for the number of students per teacher in colleges. It will be seen from the details given in the Supplement to this Report that there are one or two colleges in which the number of students is very large. The First Year Arts classes are generally overcrowded. The number of students per teacher in Government Arts Colleges in 1931-32 was 20 against 22 in aided colleges and 26 in unaided colleges. The question of prescribing certain limits was under the consideration of the University authorities at the end of the quinquennium.

42. The total expenditure on Arts and Science Colleges in British Districts, excluding the University School of Economics and Sociology, rose during the quinquennium from Rs. 19,17,917 to Rs. 20,41,305, giving an increase of 6·4 per cent. It was made up as follows :—

	Amount	Percentage
	Rs.	
Government Funds	4,90,066	24·1
Board Funds	14,715	0·7
Fees	12,86,556	63·0
Other Sources	2,40,068	12·2
Total ..	20,41,305	100·0

Government contribution decreased by 14·8 per cent., whilst fees increased by 42·7 per cent. during the quinquennium. The total expenditure on Government Arts Colleges increased by Rs. 50,573 to Rs. 6,61,529 during the quinquennium, but Government contribution decreased by Rs. 49,842 to Rs. 2,68,622. In the case of non-Government Arts Colleges the total expenditure increased by Rs. 73,672 to Rs. 12,13,998 and the Government contribution fell from Rs. 1,87,000 to Rs. 1,76,492.

The rates of fees vary in different colleges. Fees in Government Colleges were increased from June, 1931. In the Elphinstone College they were increased from Rs. 150 to Rs. 180 per annum, and in other Government Colleges from Rs. 120 to Rs. 150 per annum. In aided colleges the fees vary from Rs. 100 to Rs. 200 per annum. The average annual fee per student was Rs. 139 in 1931-32 against Rs. 94 in 1921-22. In Government Colleges the average fee per student increased from Rs. 90 to Rs. 151 and in private colleges from Rs. 98 to Rs. 135.

The average annual cost of educating a student went down from Rs. 269 in 1921-22 to Rs. 228 in 1931-32. The total average cost and the cost to Government per student in Government Arts Colleges excluding the Royal Institute of Science, and in aided colleges is given in the following comparative table :—

	Total cost		Cost to Government	
	1931-32	1926-27	1931-32	1926-28
	Rs.	Rs.	Rs.	Rs.
Government	296	336	120	175
Aided	191	252	30	43

It will be seen from this table that the cost in Government Colleges is Rs. 296 of which Rs. 120 is borne by Government, while in aided Colleges the total cost is Rs. 191, the cost to Government being Rs. 30 only. The low average cost in non-Government Colleges is due to the lower scales of pay of the teaching staff and the larger number of students in those colleges.

43. Of the nine non-Government colleges in British territory, all Grants-in-aid to except the H. P. T. College, Nasik, the Willingdon Colleges. College, Sangli, and the Sind National College, Hyderabad, are in receipt of grants from Government. Government grant-in-aid to the Sind National College was withdrawn in 1930-31 as the dislocation of work in that college had a reaction on the discipline and normal educational work of the college. The maximum grant admissible to an aided college is one-fourth of the admitted expenditure or one-third of the local assets. Owing to the shortness of funds grants

given to colleges in 1928-29 were repeated in the succeeding years, except in the case of the Sind National College, Hyderabad.

44. The results of the B.A. and B.Sc. examinations held in 1932 Examinations. are given in the following table:—

Name of College	Total number examined	Passed in Class I	Passed in Class II	Passed	Total passed	Percentage of total passes
<i>B.A.</i>						
Elphinstone	65	5	19	33	57	87·69
Deccan	27	3	9	10	22	81·48
Wilson	100	3	30	40	82	82·00
St. Xavier's	122	5	24	61	90	73·77
Gujarat	66	1	11	47	59	89·39
Rajaram	57	1	7	31	39	68·42
Baroda	97	1	12	53	66	68·04
Fergusson	108	1	19	47	67	62·03
Samaldas	34	1	6	23	30	88·23
D. J. Sind	61	..	12	41	53	86·88
Bahauddin	16	..	5	7	12	75·00
Sir Parashurambhau	61	..	8	33	41	67·21
Karnatak	58	1	15	30	46	79·31
M. T. B., Surat	23	..	5	14	19	82·60
Willington	32	..	3	23	26	81·25
Sind National, Hyderabad	16	..	4	10	14	87·50
H. P. T., Nasik	12	..	3	5	8	66·66
Average for the University ..						71·26

Name of College	Total number examined	Number passed in Class I with distinction	Number passed in Class I	Number passed in Class II	Number passed only	Total passed	Percentage of total passes
<i>B.Sc.</i>							
Wilson	29	..	2	13	11	26	89·65
St. Xavier's	31	1	1	10	16	28	90·32
Gujarat	22	1	2	9	6	18	81·81
Baroda	48	1	3	7	25	36	75·00
Fergusson	110	3	1	23	52	79	71·81
D. J. Sind	41	..	1	11	13	25	60·97
Royal Institute of Science	62	6	11	21	17	55	88·70
Sir Parashurambhau	19	..	1	1	10	12	63·15
Rajaram	8	..	..	1	5	6	75·00
Grant Medical	3	..	2	..	1	3	100·00
Soth G. S. Medical	1	..	..	..	..	..	..
Average for the University ..							72·42

The following extracts from the reports of the Examiners in English at the Intermediate Arts and B.A. Examinations of 1932 indicate that the standard of attainment is low :—

Inter Arts.

“ For the most part, answers of candidates consist of reproductions of notes sold in the market, or those dictated by their professors. Even students aspiring to distinction—who may be expected to know better—are content to repeat verbatim the criticisms of a Dixon, or an Abercrombie, or some oracle of a province who enjoys the reputation of being an infallible guide to success in a university examination. It is—it seems to us—a great pity that clever and gifted students should distrust their own intelligence and good sense. Nevertheless, it must be said to their credit that they have a lively sense of propriety and proportion. They endeavour to fit the answer to the question, arrange well the material of their answer and present it neatly. On the other hand, the large majority of students—the commoners as distinguished from the scholars—rush off to attack a question with, at best, a very hazy notion of the answer which is expected of them. They will not stop to take stock of their knowledge and ability to tackle a question. Sometimes they will not even read the question properly. The result is, a confusion of thought which is, if possible, worse confounded by the style, if the manner in which these students express themselves may be dignified with the term ‘ style ’. In their hurry, they forget to indicate the part of the question which they are answering and (in the essay) the subject which they have selected for their discourse. Some of us have found the slovenly hand-writing and spelling very trying on occasions.”

“ But all these are trifles as compared with the wholesale or distorted reproduction of cribs or notes. A heavy reduction of marks has been suggested as a remedy against this. However, it is clear to us that the root of the evil, the intellectual parasitism, which we have been denouncing year after year, lies in the big bloated classes which professors have to lecture in this Presidency. If the classes were reduced to 50 or 60 each, there would be closer contact between teachers and students. It would be possible to give individual attention to students and create in them a genuine interest in the subject. The examination would remain, but it would not be regarded as a huge gamble in which, after learning something by heart, one sets it down somehow in answer to the questions asked, in the hope that the Blind Fates who preside over human destinies may somehow lead one to success.”

B.A. Examination.

“ Literary Histories, Introductions, Guides, Companions, crambooks of every variety, have been diligently ransacked, and their contents, in all stages of accurate or inaccurate reproduction, discharged into

“ answer books. Precision in the answers was conspicuous by its absence. The general run of candidates seems to have had set answers ready, and they got them in somehow, whether they were relevant or not. The lack of originality or even of intelligent assimilation was seen particularly in the answers to questions which were not of the usual type. Answers to these were as a rule hopelessly irrelevant. In a certain sense, manner is more important than matter in the examinations in languages. The candidates collected a good amount of matter, but the way in which they expressed themselves in English needed considerable improvement. If it is too much to expect graces of style in the average candidate one ought at least to find that his grammar and spelling are correct. The hand-writing of several candidates was extremely illegible.”

45. In the First Year and Inter Arts Classes real tutorial work is not possible owing to (1) the large number of students and (2) insufficiency of staff. In Government and non-Government colleges it is carried on as far as possible in the higher classes.

Tutorial work.

46. The University requires that each affiliated college shall provide residential quarters for such a percentage of its students as the Syndicate may from time to time decide. Out of a total number of 9,226 students, 1,908 were living in hostels attached to Arts Colleges in 1931-32 against 1,738 in 1926-27. The number of students for whom accommodation is available is 2,085. The cost of messing varies from college to college. Arrangements for medical and general supervision are made in all hostels, but the number of resident professors is not adequate in all cases for the purposes of proper supervision.

Hostels.

47. The highly charged political atmosphere during the year 1930-31 had its inevitable effect upon the work and discipline of the colleges. Mention has already been made in Chapter I of the unfortunate occurrences at the Fergusson College, Poona. On days which were proclaimed as public *hartals*, attendance was as a rule poor. Attempts at picketing met with little or no response. The Civil Disobedience Movement however had a particularly marked effect on the attendance of the Gujarat College in which the number of students fell from 700 to 135 in the first term of 1930-31 though it rose slightly to 254 in the second term. In the Sind National College, Hyderabad, there was considerable excitement and dislocation of work which reacted on the discipline and normal work of the college and resulted in the withdrawal of the Government grant-in-aid.

Discipline.

48. The Wilson College celebrated its centenary on 29th March, 1932. There was a gathering of past students and some of the friends of the college, and congratulatory messages were read from His Excellency the Viceroy, His Excellency the Governor of Bombay, and others. A new hostel for

Notable events.

women students, called the Pandita Ramabai Hostel, was opened by His Excellency the Governor in February, 1932. It provides accommodation for 20 women students.

49. The affiliation of the Institute first sanctioned in 1926 for five years was renewed in 1931 for two years more. The number of students increased from 188 to 261 during the quinquennium. They were reading in the different classes, as under :—

The Royal Institute
of Science.

Inter Science Group A	..	..	..	45
Inter Science Group B	..	..	..	35
Junior B.Sc.	..	..	..	45
Senior B.Sc.	..	..	..	74
M.Sc.	..	..	..	62

The number of post-graduate students increased from 30 to 62. Dr. Meldrum, who was the Principal since 1925, retired in 1930-31. His retirement was a great loss to the Institute and to the Bombay University. He has been succeeded by Dr. Wheeler. During the quinquennium two members of the staff, Mr. Lele and Mr. Sethna, proceeded on leave to England and obtained the Ph.D in Zoology of the University of Liverpool and of Cambridge, respectively.

The laboratories of the Institute are well-equipped for research work. Research work is undertaken by all members of the staff and during the quinquennium some 36 papers were published.

The results of the M.Sc. students of the Institute during the last five years in the different Science subjects are given in the following table :—

	1927-28.		1928-29.		1929-30.		1930-31.		1931-32.		Total passes.
	Apprented.	Passed.	Apprented.	Passed.	Apprented.	Passed.	Apprented.	Passed.	Apprented.	Passed.	
Chemistry	1	1	7	7	11	11	6	6	1	..	25
Physics	1	1	3	3	3	3	1	1	5	..	8
Botany	3	..	3	2	1	1	2	2	3	2	7
Zoology	2	..	1	1	1	1	..	..	..	..	2
Mathematics	..	..	..	..	1	1	..	..	..	..	1
Total	7	2	14	13	17	17	9	9	9	2	43

The Institute is primarily intended for research work in Science, both pure and applied. As regards the work of the Institute the Principal reports—

“Most of the research students are keen on their work.
“The laboratories are kept open every day in the week from 8 in the

“ morning until 7 and later in the evening, even during vacation.
 “ Admission to the library can be obtained by post-graduate students
 “ at any time. A Research Society has been started in the Institute
 “ in order to bring the M.Sc. students of all the Departments together
 “ and to encourage them to discuss their problems with one another.

“ Members of the staff are in demand by many societies for the
 “ purpose of giving popular lectures. In September, 1929, the staff
 “ and students on the request of the Sindhi students organized a
 “ Scientific Exhibition, as a means of raising money for
 “ His Excellency the Governor's 'Sind Flood Relief Fund'.
 “ The Exhibition during the four days it was open was attended by
 “ the Public and school children in large numbers. The yield
 “ was Rs. 7,219-12-3.

“ This year arrangements have been made for visit of the senior
 “ chemical students to spend portion of their vacation either in the
 “ Sassoon Mills, the Bombay Gas Company, or the Dharamsey Morarji
 “ Chemical Works.

“ The Royal Institute of Science is useful to the public in many
 “ ways. Large rooms in the East Wing have been placed at the
 “ disposal of the University of Bombay and Bar Council for
 “ examination purposes. The Laboratories are used by the University
 “ annually for their practical examinations and the Engineering
 “ Society holds its annual meetings here. The Indian Chemical
 “ Society also meets in the Institute. Members of the staff take an
 “ active part in the scientific life of the Presidency and serve on a
 “ large number of University Committees.

“ Work is being carried out in the Institute on a problem connected
 “ with the occurrence of green colouring matter in cotton suggested by
 “ the Director, Technical Laboratory, Indian Central Cotton Committee,
 “ Matunga, and on the effect of a humid atmosphere on glued joints.
 “ This latter problem was suggested by a Parsi Industrial Institution
 “ who are manufacturing furniture. It is being investigated in an
 “ academic way and the results will be published.”

The total expenditure on the Institute in 1931-32 was Rs. 1,65,778 which was met from the following sources:—

	Rs.
Government funds	44,952
Fees	38,727
Endowments	80,476
Subscriptions and other sources	1,623
Total	1,65,778

CHAPTER V.

PROFESSIONAL COLLEGES.

50. This Chapter deals with Professional colleges affiliated to the University. An account of other Professional institutions, such as Engineering and Commercial classes, Industrial and Technical Schools etc. is given in Chapter IX. As stated in Chapter III the number of Professional colleges in British territory increased during the quinquennium by one by the opening of a Law College in Ahmedabad in 1927-28. There are now 11 Professional colleges affiliated to the University—1 for Commerce, 1 for Agriculture, 2 for Engineering, 2 for Medicine, 4 for Law and 1 for the training of Secondary teachers. Of these, the College of Agriculture and those of Medicine are under the control of the Departments of Agriculture and Medicine respectively. Details of expenditure and the cost per student in each of these Colleges is given in the subsidiary form No. 1 printed in the Supplement to this Report.

51. The Sydenham College of Commerce and Economics, Bombay, owes its existence to the keen interest taken in the subject by Lord Sydenham the then Governor of Bombay and to the munificence of Bombay merchants who gave large donations to found endowments for the College. It continues to be the only institution affiliated to the Bombay University for the Commerce degree. The College was started in 1913 with the main object of supplying the growing needs not only of this Presidency but of India generally for young men specially trained in Commercial education. As a College of "Commerce" it aims at training those who aspire to a commercial career. As a College of "Economics" it aims at providing a liberal education in all branches of social science likely to be helpful to those concerned with public affairs. It also offers facilities under expert supervision and guidance for postgraduate research in connection with the many problems of Indian economic development. In its management of the College the Department is assisted by an Advisory Board, of which the representatives of many of the leading mercantile institutions (e.g. the Bombay Chamber of Commerce, the Millowners' Association, etc.) are members. The constitution of the Advisory Board of the College was revised in 1930. The number of members was increased from 13 to 15. The addition of two seats has permitted the appointment of a representative of each of the two important business activities in the country—transport and insurance.

The College continues to attract students in large numbers not only from this Presidency but also from other parts of India. The fees were increased from Rs. 75 to Rs. 100 from June, 1931, but this had no adverse effect upon the demand for admission. Owing to the establishment of Colleges of Commerce in other Provinces, the demand for admission from other Provinces is not as great as it was ten or fifteen years ago, but there is still a fairly good demand from other Provinces, particularly from Madras. The number of students has gone up from 269 in March, 1927, to 314 (including one woman student), in March, 1932. Of the 314

students, 197 were Hindus (183 Advanced and 14 Intermediate), 16 Muhammadans, 11 Indian Christians, 51 Parsis, and 39 others.

With a view to bringing the courses into harmony with present day requirements the regulations and syllabuses of the Commerce Examinations were revised in 1927. According to the new regulations English was added to the list of compulsory subjects for the B.Com. Examination, and Administration was transferred from the B.Com. to the Intermediate Commerce Examination. The subject of Economic History for the B.Com. Examination was re-named Modern Economic Development and made to include the recent economic history of important countries like the United States, Germany, and Japan, in addition to that of England and India. "Advanced Economics" was deleted from the list of optional subjects for the B.Com. Examination, (as very few students selected this subject), and "Economics of Transport" was substituted for it. The latter subject is of growing importance in India and its inclusion in the syllabus meets a long-felt want. Thus at the B.Com. Examination the compulsory subjects are English, Business organization, Mercantile and Industrial Law, Trade and Statistics, Indian Currency and Banking, and Modern Economic Development. In addition, the student has to take one of the five optional subjects, viz. Advanced Accounting and Auditing, Advanced Banking, Actuarial Science, the Organization of the Indian Cotton Industry and Economics of Transport. The introduction of "Economics of Transport" in the B.Com. syllabus made it unnecessary to have "Land Transport" and "Sea Transport" as subjects for the M.Com. Examination. According to the revised syllabuses for the M.Com. Examination a candidate has to offer any four of the following subjects:—

- (1) Economics of Agriculture with special reference to India.
- (2) The Organization of Industries in India.
- (3) Corporation Finance.
- (4) The Organization of Markets.
- (5) Foreign Exchanges.
- (6) International Banking.

In 1931 the B.Com. Examination was recognised by the University as one of the qualifying examinations for admission to the Law course. At the B.Com. Examination held in March, 1932, the percentage of passes was 39·8 as against 29 in the previous year and 42 in 1926-27. The successful candidates in 1932 included one woman student.

At the Intermediate Commerce Examination held in March, 1932, 57 candidates, out of the 157 who appeared for the whole Examination or had obtained exemptions, were declared successful. The percentage of passes was 36 as against 37 in the previous year and 28 in 1926-27. One candidate obtained a First Class. It is remarkable that at both the Intermediate Commerce and B.Com. Examinations the distinction

of obtaining a First Class is very rare. So far only 5 students have won it at the Intermediate and 3 at the B.Com.

At the M.Com. Examination held in March, 1932, two candidates appeared and both passed. For the M.Com. Examination a student has to prepare a thesis, and if the thesis is approved, has to sit a written examination. It is thus a more difficult Examination than the M.A., for which a student can offer either a thesis or papers, and it does not therefore attract many students. Since the institution of the degree only 7 have been successful in obtaining it. Altogether 10 theses have been prepared for the Examination, and some of them have been highly commended.

As regards the methods of instruction the Principal remarks—

“ The objective aimed at is to awaken the students’ interest in their work and to develop their capacity to think for themselves. The system of splitting up large classes into smaller groups, of holding weekly ‘ reading and discussion classes ’, of occasional ‘ seminars ’ in advanced subjects, has been found to work well and has been continued. Recently, the system of examining the weekly written exercises of the students has been modified. Formerly these exercises were corrected by the lecturers and merely returned to the students. It was felt that this was not enough and the students would derive greater benefit if the lecturers were to discuss the written work of each student with him personally. The system was introduced in November, 1930. This work can be done only by the full-time members of the staff, and the smallness of their numbers militates against an extension of the system.

“ Visits of observation to places of interest are arranged every term and students are taken in batches to visit industrial establishments and places of commercial interest, such as cotton mills, match factories, the Stock Exchange, the Cotton Exchange, the Mint, etc. Such visits are much appreciated by students. Many students come from districts and far-off places and do not get a chance of seeing these places for themselves.”

With a view to giving practical training to students a beginning was made last year when, owing to the kind interest taken by Mr. A. S. Trollip, at present acting General Manager of the Bombay Electric Supply and Tramways Company, a few students of the College were taken as apprentices and were shown the working of several departments of the Company. One cotton student was taken up as an apprentice by Messrs. Gill and Company, a leading cotton firm in Bombay, and received an invaluable training in cotton trading in the Bombay market. Although it may not be possible for a large number of students to work as apprentices, the idea is capable of further development and more might perhaps be done in this direction.

Short courses of special evening lectures are delivered by full-time members of the staff for the benefit of persons engaged in business during

the day. The following are some of the subjects on which lectures were delivered during the quinquennium :—

“ Bankers as Lenders ”	}	by Mr. M. L. Tannan.
“ Foreign Exchanges ”		
“ Salesmanship ”	}	by Mr. R. M. Joshi.
“ The Financial Systems of some Leading Countries ”		
“ Geographical Control ”		
“ Co-operation Abroad ”	}	by Mr. H. L. Kaji.
“ Futures and Futures Markets ”		
“ The Present Position of the Indian Cotton Industry ”	}	by Mr. M. J. Antia.

In addition to lectures given by members of the staff, Mr. Robert L. Stewart, a member of the Advertising Club of New York, delivered a course of three lectures on “ Profitable Advertising ” in 1929. Mr. K. K. Lalkaka, a finance broker, delivered some lectures on “ Selling and Salesmanship ”.

The College has a Library which is perhaps the finest library of economic and commercial publications in India. There is also a Commercial Museum. Owing to paucity of funds very few additions were made to the Museum during the quinquennium under review.

The various college societies continued their work of arranging lectures and social functions for the students. These societies are doing useful work not only by arranging lectures on subjects of particular interest to students, but also by bringing prominent business men into touch with the College and thus making them take an interest in the students and their work. It is gratifying to find that leading business men in Bombay are always willing to come to the College and meet the students.

The College Gynkhana has made good progress during the quinquennium. In 1931 the College won the Northcote Cricket Shield and the Ibrahim Rahimtulla Cup, for the first time in its history. In the inter-collegiate tennis tournament the representatives of the College won both the Singles and Doubles Championship. In the inter-collegiate athletic sports, the individual championship was won by a student of the College.

At the All-India Inter-Collegiate Debate held in Allahabad in December, 1931, Mr. V. Venkatachar, a student of the Senior B.Com. Class, won the first prize.

As regards the discipline in the College the Principal observes—

“ The Civil Disobedience Movement did not affect this institution to any great extent. It would be too much to expect that a movement of this sort which affected almost all educational institutions would not have some effect on this College ; but apart from a few minor manifestations, the students of this College behaved very well. On certain days when ‘ hartals ’ were declared, the large

“majority of students remained absent, but probably many kept away from fear of molestation rather than from active sympathy with the movement. But even on such days all the classes were regularly held and attempts to ‘close’ the College ‘failed’.”

In his general remarks Mr. M. J. Antia, the Officiating Principal of the College, says—

“The students of the College are well received in business houses, and several of them are holding responsible positions in industrial and commercial concerns. In spite of trade depression I still receive inquiries for promising young men from business concerns, and with progressive improvement in trade there should be good prospects for Commerce graduates. Although it cannot be said that all students of this College obtain employment as soon as they pass out, it can be claimed that on the whole they have better prospects of obtaining suitable employment than Arts graduates. There are several reasons for this. In the first place the number of Commerce graduates is still limited. The B.Com. Examination is admittedly a difficult test and not many students pass it at the first attempt. On an average 60 candidates pass the B.Com. Examination every year. Thus the market is not flooded with Commerce graduates. Moreover, most of the students who come here from other parts of India manage to find employment in their own provinces. Another reason is that the B.Com. Degree has become a recognized qualification for employment in banks and business houses, ~~where~~ owing to their specialized training our students are much appreciated. Some are taken up by banks, some by insurance companies, some by mercantile firms, and some by the Income Tax Office and other Government offices. A few have set themselves up as brokers and as accountants and auditors. But it has to be regretfully admitted that only a few have shown initiative and enterprize and started independent business on their own. The general tendency of our young men is to seek employment as clerks or office assistants. This is mainly because students who come to this College belong chiefly to middle class families and are anxious to secure employment as soon as they pass their degree examination. Hitherto the College has not attracted sons of well-to-do business men in appreciable numbers, though a slight change has been noticed in this respect in the last two or three years. The present trade depression has also affected the mentality of some business men. For instance, a Hindu gentleman, who is a guarantee broker to a big concern, told me that he did not want his son to join his business but intended to make him an accountant.

“There is a limit to the scope for clerical employment even in business firms, and it is therefore desirable to provide training for several different spheres of employment. The tendency of the majority of students is to take up Accountancy or Banking as their special subjects. The introduction of Actuarial Science has opened up a new avenue of employment for Commerce graduates. Some

“ students who have obtained their Degree in this subject have been able to secure good positions in insurance companies. One student who passed out in 1928 was taken up by the Government of India as Assistant Actuary in 1930. The introduction of Economics of Transport as a special subject for the B.Com. Examination is to be welcomed, as it will throw open a new field of employment for our students. It is, therefore, unfortunate that during the last five years no provision could be made for teaching this subject.”

However a professor has now been appointed on the College staff who is expected to be able to give instruction in this subject.

The total expenditure on the College in 1931-32 was Rs. 89,632 of which Rs. 11,075 was met from Provincial funds. Over Rs. 2,000 is received every year as income from endowments and contributions. The average cost per students was Rs. 296 and the cost to Government was Rs. 37.

52. The College of Agriculture, Poona, under the control of the Department of Agriculture is the only institution of its kind in this Presidency. It grew out of the agricultural classes held in the College of Science and has been in existence as a separate institution since 1908. The qualification for admission is the First Year Arts course of the Bombay University. The total number of students in the degree classes in March, 1932, was 231 against 201 in March, 1927. Of the 231 students 121 were Advanced Hindus, 68 and 3 belonged to the Intermediate and Backward classes respectively 16 were Muhammadans, 8 Indian Christians, 7 Parsis and 8 others. Owing to the need for retrenchment the number of admissions to the I.Ag. class has been restricted and only 50 students were admitted. The “ Short course ” extending over one year only and intended to give training in practical agriculture etc. to those who did not desire a degree ~~was~~ temporarily suspended. Fees have been raised to Rs. 120 per annum in the case of new students from the Presidency and Rs. 240 in the case of all students from outside. At the B.Ag. Examination of 1932, 82 appeared of whom 58 or 70.6 per cent. passed. The number of students doing post-graduate work during the year was five. Two students passed the M.Ag. and one M.Sc. Examination.

In February 1932, Mr. Goheen of Sangli sent his Rural Propaganda Motor outfit which was demonstrated to the students. It gave the students an insight into the ways and methods of Rural, Agricultural, and other useful propaganda. The question of reorganization of the course of Agriculture is under the consideration of the University authorities.

The total expenditure on the College in 1931-32 was Rs. 1,70,653 of which Rs. 1,49,003 was met from provincial funds. The annual cost per student was Rs. 765, the cost to Government being Rs. 668.

53. The College of Engineering, Poona, has been developed from the nucleus of the Poona Engineering Class and Mechanical School which was opened in July, 1854, with the object of providing suitable instruction for subordinate officers of the Public Works Department. In 1866 the Degree of L.C.E. was

instituted for Matriculated students and the College was affiliated to the Bombay University. In 1886 the University Course was revised and the students were required to pass the Previous Examination before joining the College. The L.C.E. degree was replaced by the Degree of B.E. in 1909. As a result of the new course introduced in 1924 the entrance test was raised to the Intermediate Science Examination. In 1926 with a view to raising the standard it was ruled that candidates who had passed the Inter-Science Examination and obtained not less than 45 per cent. of the total marks in Physics and Mathematics should only be considered eligible for admission to the College. This restriction has however been removed since 1930-31. There is an Advisory Committee consisting of 6 official and 7 non-official members to advise Government on questions of policy, organization, building, equipment, etc.

During the quinquennium the College has shown steady progress, improvement and expansion. In 1927 extensions to the workshop building were completed at a cost of about Rs. 1,53,000. New equipment and plant to the value of Rs. 64,000 were provided. A new building for Physics and Electrical Engineering towards the construction of which the Wadia Trust donated Rs. 1,00,000 was completed. In 1929 a new steel chimney and a Babcock and Wilcox boiler were erected for the workshops. The Drawing Hall for Degree classes in Civil Engineering was doubled and additional rooms were provided in continuation of this Hall for staff, stores and lectures. The Electrical Laboratory was installed and equipment of the value of Rs. 1,22,000 was provided. In 1930 a new pavilion was built for the College Gymkhana.

The Principal reports—

“ The College was not affected by the Civil Disobedience Movement except that the students did not hold their annual gathering and the Gymkhana activities were suspended during part of the year 1930-31 with the result that the amount of the Reserve Fund rose to a good figure making it possible to build watchman’s quarters and two tennis courts during 1931-32 when the students carried on all Gymkhana activities and celebrated the Gathering enthusiastically and were on the whole well behaved in and outside the College walls.”

The College continues to cater for two categories of students, viz. those studying for the B.E. Degree and those for a Diploma in Civil, Mechanical or Electrical Engineering. Many of the teachers, appliances, buildings and playgrounds are common to the Degree and Diploma classes. An account of the Diploma classes is given in Chapter IX.

The number of Degree students on March 31st, 1932, was 172 against 184 five years ago. The 172 students included 137 Hindus (101 Advanced, 32 Intermediate and 4 Backward), 16 Muhammadans, 10 Parsis, 3 Indian Christians and 6 others. During the quinquennium 60 students used to be admitted every year—50 for the course in Civil and 10 in Mechanical Engineering. Twenty-five per cent. of the places are reserved for admission of Intermediate and Backward classes students

and 10 per cent. for Muhammadans. Since the close of the quinquennium a degree course in Electrical Engineering has been started and 10 additional students admitted for that course. From June, 1931, fees were raised from Rs. 75 to Rs. 100 per term per student from the Bombay University and from Rs. 100 to Rs. 125 for students who have passed the qualifying examinations from other Universities. The Principal reports that the increase in fees has made no difference to the numbers attending the College.

The Course is one of 3 years and there is a University Examination at the end of each year. The first year's course is common to all students whether taking Civil or Mechanical Engineering. The syllabus for the course leading to the Bachelor of Civil Engineering includes subjects like Mathematics, Mechanics, Calculus, Building Materials and Construction, Prime Movers, Surveying, Drawing, Workshop Practice, Roads, Railways and Bridges, Geology, Hydraulics and Irrigation, Water Supply and Sanitary Engineering, Electrical Engineering, etc. Special attention is paid to the practical training of the students and for this purpose "Instructional Tours" are undertaken every year to important Industrial and Engineering Works. During 1931-32 the B.E. (Civil) students went on a combined Engineering and Geological tour to the Madras Presidency. *En route* they visited works at Hyderabad, Bezwada, Vizyagapatam and the deltaic areas of the Rivers Krishna and Godavari. The S.E. Mechanical and B.E. Mechanical students visited the Mills at Gokak Falls, the Iron Works at Bhadravati, the Railway Workshop at Mysore, the Power Station at Shivasamudram; the Engineering College, Indian Institute of Science and Mills at Bangalore. The S.E. Civil students went to Bombay, Nasik, Katraj, Bhor Ghat, Aurangabad and Hyderabad (Deccan). The F.E. Civil students visited the cement factory at Shahabad and the Archæological structures at Bijapur.

During the quinquennium 283 students from the College appeared for the examination for the B.E. (Civil), of whom 200 passed (16 in the first, 150 in the second and 34 in the pass class). Similarly 42 students were sent up for the B.E. (Mechanical), of whom 29 passed (3 in the first, 13 in the second and 13 in the pass class). For the examination held in March, 1932, 40 appeared for B.E. (Civil) of whom 27 passed (6 in the first class, 18 in the second class and 3 in the pass class). Nine students appeared for B.E. (Mechanical) and 5 passed (1 in the first class and 4 in the second class).

The students turned out every year have begun to experience difficulty in getting employment. In 1929-30 Government discontinued the guarantee of one appointment to the Imperial Service of Engineers. Three annual appointments to the Bombay Engineering Service by direct recruitment are, however, still made and in 1931-32 two out of these three appointments were secured by the students of the College; while 8 got All-India appointments after passing the competitive examinations. In this connection the officiating Principal remarks—

"During 1931, the unemployment amongst the Civil Engineering graduates was very severe. Ex-students of this College find

“difficulty in obtaining employment in Presidencies other than Bombay because young men of those Presidencies are not now admitted to this College. Refusal to admit these young men is thus a double-edged weapon.”

The total expenditure on the College in 1931-32 was Rs. 2,05,204 of which Rs. 1,68,645 was met from Provincial funds. The average annual cost per student was Rs. 1,179 and the cost to Government Rs. 969. These figures are only rough estimates and cannot be regarded as a basis for working out the average cost per student as it is not possible to separate the expenditure on the Degree and Diploma classes of the College.

The N. E. D. Civil Engineering College, Karachi, managed by the Sind Collegiate Board and aided by Government was opened in 1922-23. It teaches the full course leading to the B.E. (Civil) degree. Attached to the College there are also Diploma classes in Civil and in Mechanical and Electrical Engineering, an account of which is given in Chapter IX. As regards the expansion of the College, the Principal reports—

“With the College running a full complement in University classes and owing to a large influx of students in the three year Diploma course in Civil Engineering, the existing accommodation in workshops and laboratories was proving very inadequate indeed. The College has also started a three year Diploma course in Mechanical and Electrical Engineering since 1929. Under the circumstances, the existing machine shop had to be extended, and a separate shed for carpentry and smithy had to be put up on the premises thus releasing a couple of rooms in the main buildings to provide a class room and to house the Electrical Engineering laboratory. Extension of the Drawing Hall, provision of a separate office-room and a couple of class-rooms have been taken in hand. It is hoped that these extensions will relieve the overcrowding to some extent at least for the immediate future. To increase the utility of the institution in technical instruction, a scheme for a wireless class is now ready and is expected to be brought into operation in the near future.”

The number of students in the degree classes at the end of the quinquennium was 149 against 143 five years ago. Of the 149 students, 102 were Advanced Hindus, 17 were Muhammadans, 17 were Parsis, 5 Indian Christians and 8 others. The College sent up 54 candidates for the B.E. (Civil) Examination in March, 1932. Of these, 34 passed (1 in the first class, 30 in the second class, and 3 pass). In connection with the examination results the Principal remarks :—

“The results achieved by this College at University examinations during the quinquennium under review, have been quite gratifying. The first place in the first class at the final B.E. degree examination was secured for this College by Mr. A. L. Das in 1927, by Mr. A. H. Pandya in 1930, and by Mr. B. K. Choksi in 1931. Besides, four students from this College have been taken up in the Imperial Services by open competition in the examinations held by the Public Service Commission at Delhi.”

The total expenditure of the College amounted in 1931-32 to Rs. 94,641 of which Rs. 32,760 was borne by Government. The average cost per student was Rs. 712, the cost to Government being Rs. 246. As in the case of the College of Engineering, Poona, these figures are somewhat misleading as it is not possible to separate the expenditure on the Degree and the Diploma classes in the College.

54. The faculty of Medicine of the Bombay University has been consistently striving for the improvement of medical education in this Presidency, a fact borne out by periodical revisions of the medical regulations. Regulations replacing the old L.M. and S. examination by the M.B.B.S. examination were passed in 1906 and the latter examination was held for the first time in 1911. Within seven years, proposals were made for the reorganization of the medical course, and revised Regulations intended to satisfy the requirements of the British Medical Council were introduced in 1923. Under the revised regulations the standard of admission to the course was raised to the Intermediate Science examination (Group B) and students were required to do three years' hospital work instead of two as formerly. The question of a thorough revision of the whole medical course soon after engaged the attention of the Faculty with the result that new regulations were put into effect in 1928-29. One distinctive feature of these new regulations is that it provides for three University Examinations, whereas the Regulations of 1923 provided for only two such examinations. The completing of 20 labour cases has been made a condition precedent to appearing for the M.B.B.S. examination.

There are two medical colleges affiliated to the Bombay University, viz., the Grant Medical College, which is a Government College under the control of the Medical Department, and the Seth Govardhandas Sundardas Medical College maintained by the Bombay Municipality. The Grant Medical College had 488 students, including 68 women students, in March, 1932, against 518 in March, 1927. They belonged to the various communities as under :—

Advanced Hindus	..	..	..	268
Intermediate Hindus	..	..	..	18
Backward Hindus	..	..	..	1
Muhammadans	..	..	..	45
Parsis	..	..	..	59
Indian Christians	..	..	..	50
Others	..	..	..	47

That the number of students has been fluctuating and also decreasing in recent years will be seen from the following figures :—

	Average attendance.
During the quinquennium ending 1916-17	.. 614
During the quinquennium ending 1921-22	.. 1,008
During the quinquennium ending 1926-27	.. 815
During the quinquennium ending 1931-32	.. 425

The first and the largest drop was in 1923-24 in which year the course was revised and the admissions to the College were reduced. During the quinquennium several important changes have taken place. They include the following :—

(a) The Sir Byramjee Jeejeebhoy Hospital for children named after the donor who contributed a sum of Rs. 2 lakhs towards its construction was opened in November 1928. It provides training for students in pediatrics.

(b) The new building for the Department of Pathology and Bacteriology was completed and occupied in June 1929. It was constructed at a cost of Rs. 3,92,972 half of which was contributed by Sir Dorab Tata, Kt. It has been well furnished and equipped, and fitted up with an up-to-date Refrigerating plant. The Pathology Museum which was formerly in the old College building has been shifted to the new Pathology School, and it has been enriched by many new specimens. The section of Morbid Anatomy and Histology has been re-arranged. The department affords ample facilities for undergraduate and postgraduate teaching.

(c) The building of Sir Currimbhoy Ebrahim Memorial Dental College and Hospital constructed at an estimated cost of Rs. 1,00,000 was taken over by the College in June 1929 but owing to financial stringency the whole scheme of staffing and equipping the Dental College and Hospital has been postponed.

(d) The new wing of the Sir Cawasji Jehangir Ophthalmic Hospital was completed in October 1930. The whole Hospital has been brought up to date and provides ample scope and material for teaching purposes.

(e) The Pharmacology Department was introduced in 1930 as required by the University Regulations.

The students continue to attend the N. J. Wadia Maternity Hospital and the Cama and Albless Hospitals in order to complete 20 labour cases as required by the British Medical Council. As regards the research work done, the Principal reports—

“ Investigations on ‘ Malaria ’ were carried out in the Pathology department, on the development of the tree frog in the Anatomy department, and on Basal Metabolism, Vital Capacity, Gastric Secretion and the functions of the spleen in the Physiology department of the College. Quite a number of papers were published by different members of the staff on topics dealing with clinical and laboratory observations.”

The total expenditure on the College in 1931-32 was Rs. 3,25,825 of which Rs. 2,00,282 was met from Provincial funds. The average cost per student was Rs. 668 while the cost to Government was Rs. 410.

The Seth Govardhandas Sundardas Medical College opened in 1925 owes its origin to an endowment of Rs. 14,50,000 given by the trustees of the late Seth Govardhandas Sundardas to the Bombay Municipal Corporation for the foundation of a Medical College in association with

the King Edward Memorial Hospitals. There were 305 students (283 men and 22 women) in the College distributed as under :—

Advanced Hindus	..	..	..	232
Intermediate Hindus	..	..	..	7
Muhammadans	..	..	..	17
Parsis	..	..	..	5
Indian Christians	..	..	..	35
Others	..	..	..	9

The number of students in March, 1927, was 100. This shows that the College is gaining popularity.

The expenditure of the College during the year 1931-32 was Rs. 2,28,848, the average cost per student being Rs. 851.

The results of the University Examinations in Medicine are given in table VIII at the end of the Report.

55. The policy formerly followed was to concentrate all Legal education in Bombay. But in view of the increasing numbers a new college was allowed to be opened in Poona in 1924. In 1926 a further college was opened at Karachi and in 1927 yet another at Ahmedabad. Excepting the college in Bombay all the colleges are managed by private bodies. There were 1,339 students (1,329 men and 10 women) studying in these 4 colleges at the end of the quinquennium against 1,024 at the end of the last quinquennium. Of the 1,339 students, 1,120 were Hindus (962 Advanced, 139 Intermediate, and 19 Backward), 76 were Muhammadans, 51 Parsis, 46 Indian Christians, and 46 others. All the Law colleges more than pay their way. Details of expenditure and cost per student are given in the Supplement to this Report.

The Government Law College, Bombay, had 601 students (including 8 women students) against 498 at the end of the last quinquennium. The college meets in the Elphinstone College building in the morning and in the evening. The Professors who are usually appointed for a term of three years are part-time officers, occupied as pleaders in the High Court or in other legal occupations throughout the day.

At the end of the quinquennium the scheme for increasing the hours of instruction per week for each class was sanctioned, while fees were raised from Rs. 60 to Rs. 65 per term per student. Consequent upon the recognition of the Principal of the college as a University Teacher for postgraduates in 1929 arrangements were made from 1930-31 for the admission of LL.M. students. There were 5 such students in 1931-32.

The students of the college won the Trophy for the second time in the All India Eloquence Competition held at Aligarh. The first issue of the College Magazine was published in February, 1930. It is reported that the Magazine is much appreciated both by the Bench and the Bar.

The college has a Board of Visitors to advise Government on matters connected with the college. The rules relating to the constitution and functions of this Board were revised in 1930-31.

The Sir Lallubhai Shah Law College opened in Ahmedabad at the commencement of the quinquennium by the Gujarat Law Society is reported to be making steady progress. It has 165 students, according to the latest figures available.

56. The Secondary Training College, Bombay, was founded in 1906, and for the first fourteen years of its existence prepared teachers for its own diploma, known as the Secondary Training College Diploma (S.T.C.D.). In 1920 the college was affiliated to the University for the purposes of the degree of the Bachelor of Teaching, and in 1923 the first examination for Part I of that degree was held, the diploma being discontinued. The college is the only institution of its kind in the Presidency. The course involves two examinations—Part I (Theoretical) and Part II (Practical). The syllabus for the examination in Part I was revised during the quinquennium and now includes—

1. (A) The principles of Education—
Philosophical, Psychological, Ethical, and Social.
- (B) The History of Education—in Europe and in India, and the main features of the present educational systems of England, Germany, America and Japan.
2. (A) The practice of Education.
 - (a) School management and Hygiene.
 - (b) General methods and class management.
 - (c) Special method in English and in any other two subjects.
- (B) Educational experiment.

Recent developments in educational practice and tests of educational capacity.

In Part II students are tested in their practical skill in class management and class teaching and in their ability to conduct educational experiments. They are required to keep (1) a diary of demonstrations attended, lessons observed, and teaching practice carried out, (2) a journal containing notes of lessons given and criticisms made thereon by a Master of Method, and (3) a log book of experimental work carried out.

The Examination in Part I is taken after graduation after two terms' attendance at a recognised Training College or after two years' attendance at a High School recognised for the purpose. Candidates are not allowed to appear for Part II unless they have served for one full school year in a recognised High School, either prior or subsequent to passing in Part I.

The number of admissions was increased during 1931-32 from 60 to 75 as an experimental measure. Of these, 16 were Government teachers, 55 came from non-Government schools, and 4 from schools in Indian States. The 75 students consisted of 62 Hindus (56 Advanced, 4 Intermediate, and 2 Backward), 5 Muhammadans, 4 Indian Christians, and 4 others. The number of women teachers under training was 10.

In order to relieve the college staff of a certain amount of criticism work, a number of lessons were entrusted to different masters of the

Elphinstone High School. This was obviously not an ideal arrangement and has been discarded with the appointment of extra staff to the college.

Experience having shown that teachers over 30 years of age rarely profit very much by a course of training, an age limit (of 30) was imposed before the opening of the session in 1930-31. It is confidently expected that this measure will help to eliminate unsuitable material.

Until 1931-32, 25 stipends of Rs. 40 per mensem each were awarded in the college. At the end of the quinquennium it was decided to reduce the value of the stipends to Rs. 30 per mensem.

The examination for the degree of B.T. held in March, 1932, was the last examination held both under the old and the new regulations. 114 candidates were registered for the examination, 106 from the Secondary Training College and 8 from the Camp Education Society's High School, Poona. Of these, 75 candidates passed the whole examination (2 in the first class, 17 in the second class, and 56 in the pass class), 19 passed in Part I only, 7 in Part II, and 13 failed. In this connection the Principal observes—

“Throughout the quinquennium the results at the B.T. examination were surprisingly good. Here it may be pointed out that the average attainments of students admitted within the last couple of years has fallen below the level reached in the preceding years. This may be accounted for in various ways : firstly, a large percentage of the best teachers in the Presidency has already passed through the college and, secondly, the present system of making admissions aims at satisfying not only the needs of the different parts of the Presidency but at giving proportionate representation to different castes, creeds, and communities. As a result, the freedom of choice both of the Divisional Inspectors and the Principal is considerably restricted. Hence, the number of students who obtain Honours (I or II) at the B.T. tends to decline, although the number of passes continues to be satisfactory.”

As regards the work and future expansion of the college I quote from the Principal's report—

“The work of the college was not in any way affected by the Civil Disobedience Movement. Most of the teachers under training were responsible members of society, holders of permanent posts and anxious to better their professional qualifications and improve their status and prospects. In the circumstances, it is not surprising that they refused to be disturbed by the influence of current politics.

“*Research.*—Little or nothing was done in this connection throughout the period under review. Funds for this purpose were not available, and, owing to the pressure of routine duties, members of the staff had not the leisure for original work. In 1930-31, however, Mr. L. R. Desai translated into Gujarati Dr. Ballard's ‘Colonial Group Tests’ and he proposes to make experiments on Bombay children with a view to fixing suitable ‘Normes’.”

Methods.—Mr. Bokil continued to employ the Direct Method in the teaching of Sanskrit and in the period under review he extended this experiment to the higher classes. The results appear to have been satisfactory, but we often hear that Headmasters in the mofussil are not encouraging to teachers who wish to employ this method in school practice. Lack of funds has been largely responsible for our inability to demonstrate new methods in actual working. For example, in the teaching of Phonetics we have not had the benefit of a Gramophone, nor have we been able to demonstrate the educational possibilities of the Cinematograph”.

S.T.C. Examination.—In 1928 the Principal of this college was appointed President of the S.T.C. Examination Board, and Part I (Theory) of this examination is carried out by the members of the college staff. During term time lectures are delivered twice weekly to a large class of Bombay teachers preparing for the S.T.C. and are highly appreciated.

Reorganisation.—Throughout the quinquennium the college worked on more or less the same lines and in the face of very considerable difficulties. A scheme for reorganisation and expansion was worked out and has since the close of the year received the approval of Government. The most important provisions in this scheme are—

- “(1) The abolition of 14 classes in the Elphinstone High School, in order to provide annually accommodation for 100 teachers under training.
- “(2) Increase of Secondary Training College staff, which will in future total 8 (1 Indian Educational Service, 1 Bombay Educational Service Class I, 4 Bombay Educational Service Class II, and 2 Subordinate Educational Service Assistant Lecturers).
- “(3) Increased grants, with special allotments for Library and Equipment.
- “(4) Creation of a real Model School under the direct control of the Secondary Training College.

“It remains to be seen how this scheme will work out in practice but there appears to be no doubt that it embodies reforms which have long been overdue. One of the most pressing educational needs of the Presidency is an adequate supply of trained teachers for Secondary Schools and the reorganisation scheme was framed with the special object of affording professional training to a large number of graduates. It is gratifying to note that in spite of financial stringency Government accorded their sanction to a scheme which is calculated to have very far-reaching effects throughout the Presidency.”

The total expenditure on the college rose from Rs. 64,702 in 1926-27 to Rs. 72,849 in 1931-32, while the total cost per student decreased from Rs. 1,320 to Rs. 971.

CHAPTER VI.

SECONDARY EDUCATION.

57. As stated in previous Reports, in this Presidency the term "Secondary" is applied to those schools only in which English is taught, the higher classes of Vernacular schools being treated as Primary. The English classes attached to Primary schools are, however, considered as "Secondary" for grant-in-aid purposes. This chapter deals mainly with Anglo-Vernacular schools for boys, an account of Anglo-Vernacular schools for girls being given in Chapter XII. An account of European schools is given in Chapter XIII, while English-teaching schools are dealt with separately at the end of this Chapter.

Anglo-Vernacular schools which teach the full course of seven standards leading up to the Matriculation Examination of the Bombay University are known as High Schools. Some Anglo-Vernacular schools teach up to standard III only and are known as Middle schools. Other schools teach up to standard IV or V only. These are known as "Anglo-Vernacular" schools. The Department refuses to grant recognition to a school which teaches the sixth standard unless it is satisfied that the management are in a position to make suitable arrangements for the seventh standard in the following year. In some selected Primary schools, arrangements are made to teach English to the pupils in the Upper Primary standards (V, VI and VII) by attaching separate classes; these are known as "English classes." In addition, there are special classes in English for boys who have passed the Vernacular Final examination, in which a special and intensive course is followed, to enable the boys to complete Anglo-Vernacular standards I-III in one year. These classes are known as "Special Vernacular Final Classes."

In other Provinces the figures for Secondary schools include pupils studying in the Vernacular Middle standards, which in this Presidency are returned as Primary. This difference in classification makes it difficult to compare the statistics of Secondary schools in this Presidency with those of other Provinces.

58. No pupil is admitted to Anglo-Vernacular standard I until he has passed Vernacular standard IV, i.e. after the completion of a 5 years' course in a Primary school. There has however been a tendency to curtail the period of the Primary course by forcing the child through the course by additional home study, in a shorter time. This is not only educationally unsound but puts a severe strain on the child. In this regard the Educational Inspector in Sind wisely observes:—

"Unfortunately even among educated parents, there is a fatal affection for 'short cuts,' and, consequently all sorts of devices are resorted to, to secure the IV Vernacular certificate in 3 years.

“It cannot be too strongly emphasised that methods of education must conform to the natural laws of development and the intellectual ‘short-cuts’ vociferously advocated by enthusiasts are generally harmful. Attempts are made to circumvent the laws of progress which can least be violated in education.”

In cities like Bombay, Karachi, another tendency, observable especially among Parsis and wealthy persons, is to send their children to English-teaching schools, thus dropping their vernacular course altogether. The Department tries to check this tendency at least in the case of those children who speak one of the vernaculars of the Presidency at home. The Educational Inspector, Bombay Division, reports—

“There are several families, especially among Parsis and Gujaratis, who want to send their children directly to Anglo-Vernacular or English-teaching schools from the very beginning. As such pupils are not admitted to schools teaching English without a vernacular standard IV certificate under Rule 27 of the Grant-in-aid Code, the inspecting officers in Bombay have to do a good deal of work in issuing Vernacular Standard IV Certificates to such pupils as are presented to them by their parents and guardians.”

59. The total number of Secondary schools for boys and girls of all kinds increased from 529 to 689, an increase of 30·2 per cent. against 21·1 per cent. in the last quinquennium, and the number of pupils in them from 100,296 to 123,578, or by 23·2 per cent., against 31·5 per cent. in the last quinquennium. The following table gives the distribution by Divisions :—

	Schools.		Pupils.		Percentage Increase or decrease.		Total population.	Percentage of pupils to total population.
	1926-27	1931-32	1926-27	1931-32	Schools	Pupils		
Bombay Division ..	128	161	25,752	32,465	+25·8	+26·1	5,108,828	0·6
Central Division ..	89	129	17,761	21,620	+44·9	+21·7	6,193,065	0·3
Northern Division ..	88	120	17,613	20,861	+26·4	+18·4	3,147,992	0·7
Southern Division ..	68	62	9,365	10,065	-1·6	+7·5	3,466,433	0·3
Sind ..	81	137	12,785	17,567	+69·1	+37·4	3,887,070	0·4
Total, Anglo-Vernacular.	449	609	83,276	102,578	+35·6	+23·2	....	..
European and English teaching.	80	80	17,020	21,000	..	+23·4	....	..
Grand Total (all Secondary Schools) ..	529	689	100,296	123,578	+30·2	+23·2	21,868,366	0·6

It will be seen from these figures that Anglo-Vernacular schools increased by 35·6 per cent., while the pupils in them by 23·2 per cent. Sind had the largest percentage increase, both in the number of schools and pupils, while the Southern Division showed the least increase. In fact the number of schools in that Division decreased by one. The increase in

the number of schools in Sind was mainly due to the opening of English classes attached to Local Board Primary schools. Of the 56 Secondary schools added during the quinquennium, 45 were English classes. The following table compares the area in square miles and the population served by an Anglo-Vernacular school in each Division in 1926-27 and in 1931-32 :—

	Square miles.		Population.	
	1926-27.	1931-32.	1926-27.	1931-32.
Bombay Division	122·1	97·0	27,051	24,516
Central Division	363·8	251·1	58,725	48,008
Northern Division	115·3	84·5	33,623	26,233
Southern Division	229·5	304·3	50,611	55,910
Sind	574·1	339·6	40,486	28,154

The figures for the Bombay Division are rendered somewhat non-informative by the inclusion of those for Bombay City in them. The average number of pupils per school in 1931-32 was 179 against 190 five years ago. This decrease is probably due to the laying down by Government in 1927 of the following limits for each class in Government and non-Government schools with a view to preventing overcrowding and thus to securing more individual attention being paid to each pupil as far as possible :—

	Government schools.	Non-Government schools.
Standards I-III	30	35
Standards IV-VII	35	40

These limits are subject to a further condition that accommodation is provided at the rate of 10 square feet per pupil.

60. Secondary education continues to be subject to a sort of dual control referred to in previous Reports. The University registers schools for the Matriculation Examination. Before doing so, it satisfies itself from the report of a special Inspection Committee that the school is up to the required standard. The University is also supplied with copies of the Inspection Reports of the Government Inspecting Officers. The Department recognises (without aiding) schools which satisfy generally the requirements of the Grant-in-Aid Code and which either have not applied for aid or have not yet secured admission to the Register (generally owing to the inability of Government to provide sufficient funds). Schools not recognised by the Department are debarred from sending up pupils for the various Government examinations and from receiving Government scholars. Their leaving certificates also are not recognised for the purposes of admission to Recognised schools. No

serious inconvenience has so far arisen from the fact that recognition is granted both by the University and by the Department, though in a few cases the University has recognised schools which the Department has declined to recognise. In the interest of education it is desirable that there should be full co-operation in this respect between the University and the Department. In this connection the Educational Inspector in Sind remarks—

“To meet the ever growing demand for Secondary education, two more High Schools, still unrecognised by the Department, have come into existence during the Quinquennium. It is deplorable that the keen competition among privately managed High Schools for attracting and retaining pupils has given rise to undesirable features, one of which is the weakening of ‘Discipline’ in these and other schools. Strong measures have been taken whenever instances of this nature have come to the notice of the Department. One of the two above-mentioned schools is affiliated to the Bombay University.”

He further adds—

“It is a pity—and this is chiefly responsible for the unsatisfactory state of some schools—that schools which have been refused recognition by the Educational Department for some sound educational reasons are affiliated by the University. In the public interest there should be close co-operation between the University and the Department in this respect.”

Anglo-Vernacular Schools for Boys.

61. The number of Anglo-Vernacular schools for boys increased during the quinquennium from 357 to 547 and the pupils Schools and Pupils. in them by 16,180 to 93,859 or 20·8 per cent. The following table gives their distribution by Divisions :—

	Number of schools.			Number of pupils.			Percentage increase during the quinquennium.
	High School.	Middle Schools.	Total.	High Schools.	Middle Schools.	Total.	
Bombay Division ..	61	75	136	22,418	6,213	28,631	23·2
Central Division ..	30	74	113	15,630	3,882	19,512	17·3
Northern Division ..	43	70	113	15,514	4,616	20,130	18·6
Southern Division ..	29	29	58	8,161	1,552	9,703	5·8
Sind ..	29	98	127	10,316	5,567	15,883	36·2
Total ..	201	346	547	72,029	21,830	93,859	20·8

62. The following table gives the distribution of Anglo-Vernacular Management. schools for boys by management in 1931-32 :—

	Schools.		Pupils.		Increase or decrease.	
	1926-27.	1931-32.	1926-27.	1931-32.	Schools.	Pupils.
Government ..	28	30	9,705	9,551	+ 2	- 154
District Local Board.	4	133	481	4,186	+129	+ 3,705
Municipal ..	59	72	8,634	10,326	+ 13	+ 1,692
Aided ..	214	236	48,694	57,641	+ 22	+ 8,947
Unaided ..	52	76	10,165	12,155	+ 24	+ 1,990
Total ..	357	547	77,679	93,859	+190	+16,180

It will be seen from this table that the largest proportion of the schools are privately managed. The increase of 2 in the number of Government schools is due to the opening of the Anglo-Urdu Middle schools in Nasik and Sholapur in 1927-28. It is the declared policy of Government to maintain one full High School in each district to serve as a model. Of the 27 districts in the Presidency, 23 have a High School, while the Dharwar District has two High Schools, one of which at Hubli is an Anglo-Urdu High School. The Poona District has an Anglo-Urdu High School only. There is no Government High School in the Bombay Suburban, Kolaba, Ahmednagar, and Upper Sind Frontier Districts. In Bombay City the Elphinstone High School maintained by Government serves as a practising school for the Secondary Training College. The decrease in the number of pupils in Government schools is mainly due to the stricter application of the maximum limits laid down for each class and to the reduction in the number of classes in some schools. As stated in the last Quinquennial Report, schools are not recognised unless they are conducted by a responsible body. Endeavours are also made to secure the establishment of a permanent endowment fund, especially in the case of full High Schools. It must be admitted that some schools exist which are really proprietary in character. It is, however, a fact that the proprietary system has never bulked so large in this Presidency as, apparently, in other parts of India. The very large increase in the number of schools under the District Local Boards is due to the fact that the large number of English classes attached to District Local Board Primary schools are classified as Secondary, Anglo-Vernacular schools. In the whole Presidency there are only 2 High Schools managed by District Local Boards and they are in Sind. The average percentage of attendance in Anglo-Vernacular schools for boys was 90·2, the percentages for schools under different managements being 92·1 for Government, 89·0 for District Local Board, 90·4 for Municipal, and 89·9 for aided schools.

63. The distribution of boys in Anglo-Vernacular schools for boys and girls by communities is given in the following table:—

	Number of boys in Anglo-Vernacular Schools.		Male population.	Percentage of boys to male population.
	1926-27.	1931-32.		
Indian Christians	1,301	1,640	149,316	1·1
Hindus—				
Advanced	46,246	49,405	973,388	5·1
Intermediate	15,635	18,804	5,693,848	0·3
Backward	1,433	2,206	2,030,436	0·1
Muhammadans	7,360	10,852	2,447,447	0·4
Parsis	4,638	4,470	46,166	9·7
Others	311	4,490	221,284	2·0
Total	76,924	91,957	11,472,884	0·8

The increase in the case of Intermediate and Backward Hindus and of Muhammadans is encouraging, the increase in the case of the last two being particularly remarkable. The comparatively small increase in the case of Advanced Hindus and the large increase in the case of "others" is due to the inclusion of Jains in the latter in 1931-32 and not in the former as in 1926-27.

64. The total expenditure on all Secondary schools for boys and girls excluding European schools increased from Rs. 65,15,143 to Rs. 76,17,771, or by 16·9 per cent., against 39·2 per cent. in the last quinquennium. The following table shows the expenditure in different divisions:—

	Total expenditure.		Provincial expenditure.	
	1926-27.	1931-32.	1926-27.	1931-32.
	Rs.	Rs.	Rs.	Rs.
Bombay Division	18,99,736	23,60,686	4,49,787	4,79,843
Central Division	10,64,290	12,67,251	3,47,218	3,51,391
Northern Division	9,85,153	10,95,133	2,79,859	2,86,671
Southern Division	6,36,420	6,32,728	2,46,301	2,23,334
Sind	9,61,471	11,95,736	3,47,020	3,44,905
English-teaching Schools	9,68,073	10,60,237	2,36,737	2,20,134
Total	65,15,143	76,17,771	19,06,922	19,05,278

The sources from which the total expenditure was met in 1926-27 and in 1931-32 are given in the following table :—

	1926-27.		1931-32.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
Government funds	19,06,922	29·3	19,05,278	25·0
District Local Board Funds	21,474	0·3	50,301	0·7
Municipal funds	1,84,157	2·8	2,29,083	3·0
Fees	31,69,221	48·7	40,87,629	53·6
Other sources	12,33,369	18·9	13,45,500	17·7
Total	65,15,143	100	76,17,771	100

The total Provincial expenditure decreased slightly by Rs. 1,744 to Rs. 19,05,278.

65. The following table shows the rates of fees charged in Government Secondary schools for boys :—

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

Recognised schools are required to charge fees at the rate of not less than two-thirds of those charged in Government schools, and a large number of schools charge fees equal to, or in some cases higher than, those charged in Government schools. There is reason to believe, moreover, that many schools would increase their fees if Government gave them a lead. In view of the present financial stringency which precludes Government from providing additional funds for Secondary education, there would appear to be some grounds for raising the fees in Government schools.

The following table gives the average annual fee per pupil in an Anglo-Vernacular school for boys under each class of management :—

	Average annual fee per pupil.	
	1926-27.	1931-32.
	Rs.	Rs.
Government	40·3	44·1
Board	22·5	22·9
Aided	30·1	33·8
Unaided	44·2	43·5
Total ..	32·1	34·4

The figures for unaided schools are vitiated to some extent by the inclusion of certain large schools in Bombay which charge specially high fees.

66. The following extract from the last Quinquennial Report describing the system of Grants-in-Aid is reproduced below :—

“ The principle followed is that the grant is based on the expenditure, the maximum grant being one-third of the admitted expenditure.

“ Before the payment of a grant the Inspector considers whether—

“ (1) the conditions on which the school was registered, and the attendance, are duly maintained ;

“ (2) the school premises are sufficiently healthy, well lighted, and ventilated and whether they contain sufficient accommodation, furniture, and appliances for the instruction and recreation of the pupils ;

“ (3) the arrangements for registering the admission, attendance, and age of pupils, for management, and for keeping accounts of income and expenditure, are effective ;

“ (4) the teaching staff is adequate and well qualified ;

“ (5) the education given is satisfactory in range and quality ;

“ (6) the discipline and behaviour of the pupils, especially their manners, regularity of attendance, and honesty under examination, are satisfactory ;

“ (7) the school records are properly maintained, and all statistical returns and formal certificates given by the masters or school managers are trustworthy.

“ It is laid down that failure to satisfy the Department in respect of any of these points may involve reduction of the grant. It is further laid down that a grant once given shall not ordinarily be reduced (so long as the expenditure is maintained) without due warning. In practice, so far as the funds at the disposal of the Department will allow, it has been usual to give grants equalling one-third of the expenditure, such a practice having been definitely ordered by Government.

“ The principle on which the system is based is generally admitted to be sound, namely, that in Indian schools efficiency is in most cases relative to expenditure, which means chiefly the cost of the teaching staff. The system has on the whole been found to work well.

“ Another great point in its favour is that the Inspecting Officer has full opportunity to frame a comprehensive view of the school and of the education it is imparting, and his judgment is not cramped, nor his time wasted in having to scrutinise countless records of the work of individual students.”

Although the aim is to give all schools that apply for grant, one-third of their admitted expenditure, the funds placed at the disposal of the Department for the purpose are quite inadequate to permit this payment being made in full, even to those schools which are already on the aided list. There is also a large number of schools which it has not been possible to add to the list. An additional amount of over Rs. 7 lakhs would be required to pay full admissible grants to the schools which are already registered or which are on the waiting list. In 1931-32 grants amounting to Rs. 8,36,613 were paid to Anglo-Vernacular schools for boys.

67. The average cost of an Anglo-Vernacular school for boys in 1931-32 was Rs. 10,547 against Rs. 12,395 in 1926-27.

Average cost. The average cost per pupil was 61·0 against 62·6 in 1926-27. The following table shows the average annual cost and cost to Government per pupil in an Anglo-Vernacular school for boys under different managements :—

	Total cost		Cost to Government	
	1926-27	1931-32	1926-27	1931-32
	Rs.	Rs.	Rs.	Rs.
Government	100·8	108·3	60·0	64·1
Board	49·3	46·4	11·2	7·7
Aided	57·7	57·3	14·6	12·1
Unaided	63·3	60·1	..	..
Total	62·6	61·0	17·9	16·0

The increase in the cost in a Government school was mainly due to the increased cost on account of pay of teachers.

68. Reports received from the Educational Inspectors show that there has been a great demand for admission into the Government High Schools. This is due to two causes—(1) the increasing demand for English education owing to the general educational awakening and to the expansion of Primary education and (2) the superior circumstances of Government schools over other schools. With a view to providing for the increasing demand for Secondary education from the less advanced communities Government have reserved certain percentage of places in Government schools for these communities. With the exception of a small number of non-Government schools under specially capable management, Government schools are better placed than other schools in the matter of staff, building, equipment, and discipline. This is reflected in greater stability and in the Matriculation results. The political unrest through which the Presidency passed during the quinquennium has furnished ample evidence that the tone and discipline in Government schools have been appreciated by the public.

Free-studentships.

69. In Government schools free-studentships are awarded subject to the following limits:—

Advanced classes	..	..	7½ per cent. of the number of pupils from these classes.
Intermediate	..	..	22½ per cent. of the number of pupils from these classes.
Muhammadians (Presidency excluding Sind).			22½ per cent. of the number of Muhammadan pupils.
Do. (Sind)		..	30 per cent. of the number of Muhammadan pupils.

Pupils from Backward classes are admitted free provided they are unable to pay their fees. The annual loss in fee receipts to Government on account of these free-studentships is about Rs. 69,000. In aided schools the total number of free-studentships is limited to 15 per cent. of the number of pupils in the school. In addition to these, as a reward for war service the children of the Konkani Maratha communities attending Secondary and Primary schools in the Kanara, Ratnagiri, and Kolaba districts are admitted free under certain conditions. Similarly the children of Indian soldiers and followers who died or were incapacitated in the Great War are given free education in Secondary schools under certain conditions. The loss in fees entailed on non-Government schools on this account is made good by Government.

Scholarships.

Details of the open and special scholarships awarded in Secondary schools by Government are given in the following table:—

Open scholarships				Special scholarships in the Presidency proper				
Available in High Schools, Standards IV-VII		Available in Middle Schools, Standards I-III		Total	Intermediate		Backward	
Number	Value	Number	Value		Number	Value	Number	Value
28	Rs. 5 per mensem each.	54	Rs. 3 per mensem for Presidency proper and Rs. 5 per mensem for Sind.	82	167	Rs. Standards I-III Standard IV Standard V Standard VI Standard VII	87	Same as for Intermediate classes.

Special scholarships in the Presidency proper—contd.

Special scholarships for Sind

Muhammadans		Total	Intermediate		Backward		Muhammadans		Total
Number	Value		Number	Value	Number	Value	Number	Value	
91	Same as for Intermediate classes.	345	1	Rs. Standards I-III Standard IV Standard V Standard VI Standard VII	5	Same as for Intermediate classes.	100	Rs. a. Standards I-III Standards IV-VII	108

Open Scholarships.

High School scholarships	Rs.
Middle School scholarships	6,736
	6,810
Total	13,625

Special Scholarships.

Intermediate classes	Rs.
Backward classes	1,00,858
Muhammadans (in the Presidency excluding Sind)	58,582
Do. (in Sind)	57,876
	97,260
Total	3,20,546

These scholarships are awarded on the results of competitive examinations held in each District of the Presidency. The reports of Educational Inspectors show that whilst there is more than a sufficient number of candidates of the Intermediate classes there is a paucity of candidates from the Backward class, especially for the High School scholarships. In addition to these scholarships, there are others awarded from the Silver Wedding Fund, the Imperial Indian Relief Fund, and the Maratha War Memorial Fund, Belgaum.

Reservation of places.

With a view to encouraging the less advanced classes to take to Secondary education, Government have reserved a certain number of places for the various communities in all Government High Schools. Details of these are given in the following table :—

Class or community	Percentage of seats reserved	Percentage of seats reserved for mofussil pupils from among those reserved for the community
<i>Presidency proper.</i>		
	Per cent.	Per cent.
Advanced classes	40	50
Intermediate classes	45* (except in Northern Division).	
Backward classes	40* (in Northern Division).	
Muhammadians	15 (except in Northern Division).	
	20 (in Northern Division).	
<i>Sind.</i>		
Muhammadians—		
N. J. High School, Karachi	10	20
High School, Hyderabad	50	50
High School, Shikarpur	50	50
High School, Larkana	50	50
Madressah and High School, Naushahro.	75	80 (except in the case of seats available for Hindus).
		20 (in the case of Hindus).
Madressah and High School, Mirpurkhas.	65	60

* Preference being given to pupils from the Backward classes.

N.B.—Admissions to Anglo-Urdu High Schools at Poona and Hubli should be restricted to Muhammadans but non-Muhammadans may be admitted after a week from the opening of the school year if any places are vacant.

70. There is an ever increasing demand for Secondary education. This is mainly due to the awakening among the Intermediate and Backward classes and among Muhammadans to the need of education if they are to make any headway in the new political conditions. In this connection the Educational Inspector, C. D., reports :—

“ This increased demand for admission to Secondary schools is due mainly to the general educational awakening, the expansion of Primary education and the keen desire of even the poor middle

“classes to give their children a modicum of English education at almost any sacrifice. The Head Masters of Government High Schools have to observe the percentages fixed for admissions from different communities while the heads of non-Government schools are helpless in point of accommodation and the limit fixed for each class. Even the heads of some large aided High Schools are at times harassed by parents with visits, letters, requests, and entreaties for the admission of their children.”

71. With a view to meeting this demand, the Department opened in 1919, as an experimental measure, some 20 English classes, one in each District, and attached them to well established 1st grade Primary schools. With the transfer of control of Primary education to Local Authorities the control of these classes was also transferred to them and Government undertook to bear the whole expenditure of these classes *minus* fee receipts within certain limits. In rural areas people are unable to send their children to far off places partly because the latter are too young to be sent outside and partly because the former cannot afford the expense. The English classes in such areas have proved of great help to the public and in some villages English classes have been opened at the initiative of the villagers who have agreed to bear the cost. During the quinquennium the number of such classes increased from 44 to 150 and the pupils in them from 1,655 to 4,658. The following table gives their distribution by Divisions :—

	1926-27		1931-32	
	Number of classes	Number of pupils	Number of classes	Number of pupils
Bombay Division	5	202	20	915
Central Division	15	568	41	1,228
Northern Division	12	529	29	952
Southern Division	5	138	8	241
Sind	7	228	52	1,322
Total ..	44	1,655	150	4,658

It will be seen that the Bombay Division, Central Division, and Sind had comparatively a large increase in the number of pupils attending

these classes. The following table shows the number of English classes under different managements and of pupils in them :—

	1926-27		1931-32	
	Number of classes	Number of pupils	Number of classes	Number of pupils
Government .. .. .	..	..	1	5
District Local Board	34	1,267	127	3,513
Municipal	6	259	13	863
Aided	2	76	2	112
Unaided	2	53	7	165
Total	44	1,655	150	4,658

The Government English class shown in the above table is attached to the Primary school in Ganeshkhind for the benefit of the children of the employees at Government House. It will be seen that the largest increase has been in the case of classes under District Local Board management. Although these classes have proved to be popular Inspecting Officers complain of the poor quality of their work. The Educational Inspector, B. D., says that it is sad to note that with the increase in the number of these classes the standard of Secondary education is being continually lowered owing to the inefficient staff. The Educational Inspector in Sind reports—

“ These classes help poor pupils in the rural areas to a great extent. They learn English side by side with the subjects which are prescribed for the Vernacular Final Examination. The standard of English, however, is lower than in Anglo-Vernacular schools. Those responsible for conducting the classes are constantly reminded to effect improvements in equipment and teaching staff.”

The Educational Inspector, C. D., remarks—

“ In a majority of cases it has been noticed that these classes are not placed in proper hands with the result that the quality of instruction is sometimes below the mark.”

72. During the quinquennium special English classes for boys who have passed the Vernacular Final Examination continued to be maintained in the Government High Schools at Nasik, Satara, and Surat. The course consists of special intensive instruction in English with a view to bringing the pupils in one year up to the level normally reached by those of Standard III. The three classes have been popular. The demand for such classes having increased, certain non-Government recognised schools also have been allowed to open similar classes under certain conditions of which the two most important are (1) that the class is placed in charge

of a trained teacher and (2) that the examination is conducted and promotions determined by an officer of the Department. Three schools in the Northern Division and 15 in the Central Division have opened such classes. In this connection the Educational Inspector, N. D., however, reports—

“ Popular as these classes are, they are educationally unsound, since to confine a child’s mind to the study of one subject, and that a foreign language, for a whole year is to discourage the development of its mind in other directions. This was borne out by the results of the examination and by inspection, both of which showed that three years’ work in one language cannot be successfully crammed into one year.”

The increasing number of the English classes in addition to the increasing number of small Secondary schools teaching the first few standards only all over the Presidency have been attended with certain drawbacks. One is the lowering of standard, since, as stated in the last Quinquennial Report, the new recruits represent, generally speaking, lower intellectual strata. It has led to the diversion of the pupils from the rural to the urban areas and tended to create a dislike for manual labour. In this connection the following remarks by the Educational Inspector in Sind will be found to be interesting :—

“ It is exceedingly important, in view of the present difficulties, to recognise the disastrous effects of attempting to expand Primary education, and ignoring the corresponding requirements in higher spheres. An educational system, like most other things possessing vitality, has a tendency to grow upwards. The Primary school naturally presses up into the Secondary sphere, and the Secondary school into the University sphere. Unless Secondary and University Education is given financial facilities for expansion on sound lines under proper control, the danger to the country of a large number of Anglo-Vernacular classes, high schools, and colleges coming into existence without adequate funds and turning out crowds of pupils and students, ill-equipped and half-educated, can well be imagined.”

Thus the problem is one which is not for the educationist alone to solve. The following extract from the Annual Report of 1927-28 is in this connection very significant :—

“ The popularity of these classes is a sign of the times and is indicative of the movement from the villages to the towns and of the general desire of the rural populace to raise themselves in life and to get away from their old surroundings. They cater, in fact, for the tendency against which the Agricultural-bias classes in the upper standards of the Primary schools have been devised as an antidote. How far the form of English education provided by these classes is in the interest of the people themselves and of the country as a whole is open to question. They provide facilities for exceptional boys to commence a study which will help them on with the aid of a scholarship, to a High School in the nearest town. But it would

“ seem that the vast majority of the boys who join such classes never get beyond the Third, or even the Second standard. Whether the knowledge of English acquired is in most cases of any practical value is doubtful. On the other hand it is generally agreed that a boy who has once studied English is not prepared to work on the land. A smattering of English is useful for industrial purposes; but in rural areas, where the chief occupation is agriculture, it is not calculated to assist any youth to earn his living, and nothing remains for him but to migrate to the towns, and to swell the number of those half-educated, unskilled crowds who are finding it more and more difficult to find the means of subsistence. The problem is a counterpart, further down the line, of that presented by the glut of matriculates and graduates unable to find employment up to the expectation justified by the face value of their qualifications, a problem which is recognised as being one of the most serious that confronts the statesman of to-day.”

73. The following table shows the number of pupils in different standards of Anglo-Vernacular schools in 1931-32 :—

	Boys	Girls	Total
Standard I	18,746	2,649	21,395
Standard II	15,563	2,083	17,646
Standard III	14,216	1,744	15,960
Total, Middle Stage ..	48,525	6,476	55,001
	62·8	61·0	53·6
Standard IV	13,178	1,444	14,622
Standard V	11,105	1,041	12,146
Standard VI	9,230	847	10,077
Standard VII	9,919	813	10,732
Total, High Stage ..	43,432	4,145	47,577
	47·2	39·0	46·4
Grand Total ..	91,957	10,621	102,578
	100	100	100

It will be seen that there is a gradual fall as one goes up the educational ladder. Of the total number of pupils a very large proportion is in the Middle school stage. The wastage is greater in the case of girls than in the case of boys. Poverty in some cases, and in others a desire only to pick up a modicum of English generally account for early leaving. The larger number in Standard VII than in Standard VI is obviously due to the large number of failed candidates who repeat the course.

74. All Government and Recognised schools are required to follow the courses laid down by the Department. Although latitude is given to Managers of Schools to introduce other courses with the approval of Government, few schools have done so. Most of the High Schools prepare for the Matriculation Examination. As stated in Chapter III, this examination is now controlled by the University as the School-leaving Examination Board ceased to function after the coming into effect of the Bombay University Act. At the Matriculation Examination a candidate is required to pass at the same examination in English, a language other than English, Mathematics, History and Geography, and Elementary Science. The additional language may be either a classical language or a Vernacular. At the Examination of 1932, of the 11,969 candidates who appeared from the British Districts of the Presidency, 4,466 or 37·3 per cent. passed. The percentage of passes at this examination fluctuates very considerably from year to year. This will be seen from the following figures taken from the Report of the Syndicate.

Year.	Number of candidates presented.	Number of successful candidates.	Percentage of passes.
1928	11,552	4,165	36·0
1929	12,044	6,780	56·2
1930	13,011	4,391	33·7
1931	13,931	7,974	57·2
1932	15,477	5,806	37·5

75. The medium of instruction in all subjects except English in Medium of instruction. Standards I to III is the Vernacular. In Standards IV and V subjects like History, Geography, Sanskrit, etc., are generally taught through the Vernacular. The medium of instruction in Standards VI and VII is generally English. The University allows candidates at the Matriculation Examination the option of answering question papers in History and Second language in the Vernacular. The number of pupils answering the question papers in the Vernacular is increasing. At the Matriculation Examination of 1932, of the 15,252 candidates only 5,196 answered the History paper in English and the remaining 10,056 in the Vernacular. The following table gives the number of those who answered the papers in the Indian Classical languages through English and the Vernacular:—

	Through English.	Through the Vernacular.
Sanskrit	962	2,612
Pali	6	17
Persian	1,045	96
Arabic	25	10

The question of extending this option to other subjects of the Matriculation Examination is being considered by the University. It remains to be seen what effect the more extended use of the Vernacular medium of instruction will have on the standard of English.

English.

76. In the lower standards English is taught by the Direct Method in the great majority of Anglo-Vernacular schools, and the system has yielded encouraging results when handled by skilled and trained teachers. Untrained teachers are usually unable to use the method judiciously and to combine it suitably and, where necessary, with the old translation method. Although, as stated above, the direct method prevails in most schools, some schools are experimenting with the New Method Readers based on the researches of Dr. Michael West. In this method greater stress is laid on ability to read and appreciate written English than on oral expression, and translation into the mother tongue is, unlike in the Direct Method, freely resorted to.

Although the teaching of English finds an important and predominant place in the school curriculum, the results achieved in a majority of cases cannot be said to be proportionate to the time and energy spent on the teaching of that subject. An average matriculate of to-day is usually incapable of expressing his thoughts in correct English. It is hoped, however, that the extended facilities which have now been provided for the training of Secondary teachers will assist in improving the quality of teaching in English and will enable stereotyped and antiquated methods to be replaced by those which are more in conformity with modern and up-to-date ideas.

In commenting on the quality of teaching in English the Educational Inspector, C. D., remarks—

“ Even the teacher who has undergone regular training is unable to influence to any great extent the quality of teaching as he is often the slave of the method which he has been taught at the Training College. Natural free lessons which go to the heart of the pupils, which stimulate thought and leave something definite for the learner to do at each stage and which are really enjoyed both by the teacher and the taught are conspicuous by their absence. The teacher’s training is defective in certain important respects. While under training he is taught a good deal of the technique of the teaching profession and is given information regarding methods often imported from abroad. He is, however, rarely capable of suiting his methods to the conditions in which he has actually to work. These and such other reasons may be the cause of the poor quality of the product turned out from the Secondary schools after the Matriculation Examination.”

Mathematics.

Unless the teaching of this subject is placed in skilled and trained hands, it is impossible to create an interest in the majority of the pupils.

The common defects are the stereotyped and mechanical methods employed in handling the subject and in the inability to forge a link between incidents occurring in the day-to-day life of the pupils and the examples set to illustrate principles in Mathematics. Although there is still much to be desired, a great improvement was noticed during the quinquennium and it is hoped that as more teachers at the Secondary Training College take up Mathematics and Science as their optional subjects the efficiency of teaching, especially from the utilitarian point of view, will gradually rise.

History and Geography.

The importance of teaching History and Geography on more realistic lines is being increasingly recognised. The divorce between History and Geography which was noticeable in old days is now disappearing, although much still remains to be done in this connection. An effort has also been made in recent years to create a lively interest in these subjects by organising excursions to places of historical interest, by holding geographical exhibitions and by creating a taste among the pupils for a further and deeper study of these subjects, particularly their social and human aspects, by the reading of short stories and instructive travel books. Visual Instruction is also playing an important part in developing interest in these subjects and in restoring them to their proper position in the school curriculum. The lack of educational appliances and apparatus and of trained teachers in private schools is, however, mainly responsible for the generally low level of efficiency which is still noticeable.

Science.

During the quinquennium under report the post of Inspector of Science Teaching was abolished and the work of inspecting science teaching was entrusted to the general inspectorate. The subject is reported to be well handled in Government High Schools and in some of the aided schools which possess well-equipped laboratories.

77. Drawing is taught in almost all Secondary schools and is treated as a compulsory subject in Standards I--V in several schools. It is reported that it is not taught in mofussil schools, especially in Sind, as they cannot afford to engage qualified Drawing teachers. Unless attempts are made to correlate Drawing and ordinary school subjects and not to treat it as an isolated and specialised art, the subject will not have a wide appeal or value. The Inspector of Drawing and Craft-Work reports—

“Drawing is not merely taught with the object of cultivating the art to draw or reproduce nature, but chiefly with an idea to train the eye, memory, and hand. Many a child sees an object but when asked to draw it from memory, it fails to remember its shape, size, and its relative proportion as its eyes are not properly trained to observe carefully. Therefore it is very essential to train the eye of a young child before the actual drawing of objects or nature which receives more attention from the Drawing teachers.”

Too much emphasis cannot be laid on the fact that one of the main objects is to train the eye and to develop the power of observation and to establish a contact with ordinary school subjects.

78. The following table shows the number of candidates who appeared and passed the Elementary and Intermediate Drawing Grade Examinations during the quinquennium :—

Examination		Number examined		Number passed		
		1926-27	1931-32	1926-27	1931-32	
Elementary Grade.	Drawing	Bombay Presidency ..	2,200	3,966	1,147	2,300
		Outside Bombay Presidency.	1,454	1,949	636	1,006
		Total ..	3,654	5,915	1,783	3,315
Intermediate Grade.	Drawing	Bombay Presidency ..	1,252	1,782	614	901
		Outside Bombay Presidency.	738	957	318	438
		Total ..	1,990	2,739	932	1,339

Examination		Percentage of passes		Prizes awarded		
		1926-27	1931-32	1926-27	1931-32	
Elementary Grade.	Drawing	Bombay Presidency ..	52.1	58.8	13	24
		Outside Bombay Presidency.	43.7	51.6	4	2
		Total ..	48.7	56.0	17	26
Intermediate Grade.	Drawing	Bombay Presidency ..	49.0	50.5	32	18
		Outside Bombay Presidency.	43.0	45.7	7	10
		Total ..	46.8	48.8	39	28

79. There is some demand for education of a vocational nature. As stated in previous Reports, however, it is not generally recognised that the function of a Secondary school is to provide a form of education leading up either to Higher studies or to studies of a nature suited to the needs of those who intend to follow an occupation requiring a general education less advanced than that provided by a University course. For the latter purpose a pre-vocational training is both desirable and possible. But any attempt to give full vocational instruction in an ordinary Secondary school would appear to be opposed to all sound principles of education.

The narrowness and uniformity of High School courses is largely attributable to University influence. Practically all who join Secondary schools aspire to go to the University and the attempts made so far to provide for examination in alternative subjects of a practical nature have not proved successful. The number of candidates who took such subjects as Shorthand, Book-keeping, or manual training at the old School-leaving Examination was exceedingly small and the number who passed in them was almost negligible. There are very few Secondary schools which have introduced any vocational bias. Among these may be mentioned the S. P. Hakimji High School, Bordi, and the Private High School at Rajapur both of which impart instruction in agriculture. It is reported that the introduction of this agricultural course does not come in the way of other subjects. In the D. S. High School at Bhusawal the syllabus in Natural Science in Standards I and II has been replaced by one in Agriculture. Periods of instruction in this subject are included in the regular time-table of the school. There is also a special class for those pupils in Standards I-V who have a special liking for the subject. Their practical work is done under the supervision of a B.Ag. teacher on the staff of the school. The Industrial High School at Alibag (Kolaba District) maintained by the Konkan Education Society provides for instruction in weaving, printing, carpentry, smithy, etc. There are however no data to show how far the instruction in these subjects has been successful in enabling pupils who go out of the school to earn a living.

80. The total number of teachers in the Anglo-Vernacular Schools for boys in 1931-32 and their qualifications are given in the following table:—

	Total number of teachers	Trained teachers		Graduates	
		Number	Percentage	Number	Percentage
Government	484	346	71.5	370	76.4
District Local Board and Municipal.	768	83	10.8	221	28.8
Aided	3,236	342	10.6	1,343	41.5
Unaided	678	44	6.5	265	39.1
Total, Non-Government ..	4,682	469	10.0	1,829	39.1
Grand Total ..	5,166	815	15.8	2,199	42.6
Total for 1926-27 ..	4,259	842	19.8	1,611	37.8

The total number of teachers increased from 4,259 to 5,166, or by 21·3 per cent., against an increase of 20·8 per cent. in the number of pupils in these schools. In 1931-32 there was one teacher for 18 pupils. During the quinquennium the percentage of trained teachers has fallen from 19·8 to 15·8, while that of graduate teachers has risen from 37·8 to 42·6. It will be seen from the above table that the percentages of trained and graduate teachers in Government schools are considerably higher than those in non-Government schools. In most of the non-Government schools the bulk of the teachers are undergraduates. The reason for this academic and professional weakness among teachers in non-Government schools lies in the fact that (1) the salaries paid in non-Government schools are comparatively low and (2) the managements are in some cases unable to pay the expenses of deputation of teachers to the Secondary Training College. The College being the only one of its kind in the Presidency has been unable to admit all who seek admission into it. In view of this the number of admissions to the College has been raised from 60 to 100 recently. There is a great need for the provision of training for non-graduate teachers. The Secondary Teacher's Certificate Examination held by the Department mainly for such teachers cannot be regarded as an adequate substitute for systematic training. The holders of the Secondary Teacher's Certificate are not classified as trained. The number of teachers who passed this Examination in 1931-32 was 138 (including 38 women). In 1928 the Principal, Secondary Training College, was appointed President of the Secondary Teacher's Certificate Examination Board. The Examination consists of two parts, theoretical and practical. The papers for the former are set and valued by the Secondary Training College staff, while the practical examination is conducted by the Divisional Inspectors.

Demonstration classes in the Direct Method of teaching English were held from time to time during the quinquennium in each Division of the Presidency for the benefit of teachers in non-Government schools. These classes are reported to be popular.

81. In Government schools graduates are appointed except in rare cases. The ordinary time scale for such assistants rises from Rs. 70 to Rs. 200 with selection grades up to Rs. 250 for 15 per cent. of the cadre and a few special posts on a scale rising from Rs. 250 to Rs. 300. There is also the prospect of a Head-mastership. The Head Master's posts are in the Bombay Educational Service Class II, the scale of pay of which is given in Chapter II. The average monthly pay of a Head Master is Rs. 405 while that of a graduate assistant is Rs. 139. The question of reducing the scales for graduate teachers in Government schools is under consideration. In non-Government schools the pay of a graduate assistant ranges from Rs. 40 to Rs. 100 and of an undergraduate from Rs. 30 to Rs. 60. The disparity between the figures for Government and non-Government schools is thus great. As stated in the previous Quinquennial Report, the inadequacy of pay given to teachers is largely responsible for the

unsatisfactory nature of the work in most of the schools. Owing to paucity of funds the Department has also been unable to pay full admissible grants. Another factor which militates against efficiency in non-Government and particularly in private schools is the frequent changes of teachers. It is gratifying to note that as a result of Departmental insistence there is a tendency to introduce regular time scales of pay in some schools.

82. The number of pupils in hostels attached to Anglo-Vernacular schools for boys in 1931-32 was 3,324 against 3,352 in 1926-27. They were in hostels attached to schools under different managements as under :—

Management	Number of pupils
Government	994
District Local Board	184
Municipal	126
Aided	1,829
Unaided	191
	3,324

Of the 27 Government High Schools, 20 have hostels attached to them. These hostels have been maintained chiefly to provide against the danger to mofussil boys from unhealthy and undesirable surroundings. Every effort is made to keep the expenditure in Government hostels as low as possible. The messing charges per head vary from Rs. 8 to Rs. 15 per mensem.

83. In Government Secondary schools a record is kept of the weight, height, eye-sight, and chest measurements of pupils and serious defects are brought to the notice of parents. Full medical inspection of boys in Government schools was discontinued since the retrenchment of the posts of Medical Inspectors in 1922. It is reported that private schools are also beginning to maintain records showing the physical development of the pupils and that the result is to be seen in an improvement in their general physical appearance. Special mention may be made here of the Bharda New High School which has made arrangements for the full medical inspection of each boy annually and of the Nutan Marathi Vidyalaya High School which holds a detailed medical inspection of pupils in Standards I to III. The Sind Madressah is reported to have its own dispensary and its Medical Officer who inspects each boy. A few more schools in Sind have also made provision for free medical inspection of their pupils.

The importance of medical inspection of school children with a view to detecting and if possible correcting physical defects in early life is being increasingly recognised. Owing to lack of funds, however, it has not been possible for Government to set up an Agency to direct and organise Medical Inspection work in schools on a satisfactory basis.

84. In all Government Secondary schools provision is made for physical training and games and special Drill teachers have been appointed for the purpose. The fact has, however, now been recognised that these men of the old type are not satisfactory for imparting physical education according to modern ideas, and whenever, therefore, the existing gymnasts retire, their work is entrusted to the ordinary class teacher, and preferably to those who have gone through a special course of physical training under Mr. Weber, who, as stated in the previous Quinquennial Report, was for some time appointed Director of Physical Education. The supply of such teachers is, however, very limited, and it is feared that unless efforts are made to supplement it this source will die out.

The report of the Committee appointed by Government in 1927 to consider the question of physical instruction in Primary and Secondary schools was published in the course of this quinquennium. The Committee made various recommendations with a view to placing physical education on a proper footing, but owing to financial stringency Government has so far been unable to take any action on them.

Schools under private management find it difficult to make adequate provision for physical training owing to the absence of suitable playing fields, insufficiency of qualified staff, and lack of funds. The provision of playing fields is largely a matter of finance, but much can be done in this direction by Local Bodies, especially Municipalities, by reserving specified areas for this purpose and by assisting school authorities in securing suitable plots near their institutions, so that children in congested places may have the benefit of outdoor exercise. The importance of this question cannot be over-stressed, and it is hoped that Local Bodies will rise to the occasion and make vigorous efforts to provide facilities for physical instruction in schools in their areas, as far as possible.

As regards the quality of Physical Instruction, the Educational Inspector, N. D., remarks—

“Drill is also done in all but a few schools, but as taken by the average instructor does more harm than good, the instructors for the most part having apparently no anatomical knowledge and all of them being insufficiently trained. Physical education is undoubtedly one of the weakest features of Secondary education and that of girls is being neglected altogether in schools which are not solely attended by girls.”

The Educational Inspector in Sind reports—

“Physical movement, done systematically every day to keep the children fit for work, is all that is necessary. Athletics and Exhibitions, common features of Akharas, are outside the scope of schools. We are not concerned with producing Sandows and Ram-Murtis but only with teaching boys and girls how to live fit when they grow to be men and women.”

85. The following note has been contributed by the Provincial Boy Scout Movement. Scout Secretary of the Boy Scouts Association, Bombay, on the spread of the Scout Movement in this Presidency :—

“ The quinquennium ending March, 1932, began with 52 Local Associations, 413 Troops and Packs, and 10,829 Scouts. Very steady growth was registered during the period. According to the last census returns the number of Local Associations rose to 126, Troops and Packs to 1,306, and the total number of Scouts to 34,939.”

“ Twenty-seven Training Camps were conducted during the period through the medium of English and 87 in Vernacular—37 in Marathi, 22 in Gujarati, 19 in Kanarese, and 9 in Sindhi. A peak point was reached in December, 1929, when the Bombay Presidency became the first in numbers throughout India. Latterly, however, it fell to a second position mainly, it is felt, owing to the political situation and normal growth has been considerably affected thereby.”

“ The most outstanding event of this quinquennium was the great All-India Jamboree opened by His Excellency the Chief Scout for India, in Bombay, in December, 1927. Nearly twelve thousand Scouts from all parts of India, Burma, and Ceylon gathered, and this Presidency had the opportunity of being hosts for the entire contingents. The second event was the partaking in the World Jamboree at Birkenhead by 91 Scouts and Scouters from this Presidency, this contingent being the largest single unit from India as also constituting nearly half of the whole number. Both these events had a very beneficent influence on the Movement in this Presidency and contributed to the vitality of Indian Scouting in general.

“ Great interest was evinced during the quinquennium by Local Bodies in the Boy Scouts Movement. It is a matter for congratulation that the Bombay Municipality and Satara District have their own full-time Scout Organisers, and other School Boards have also taken Scouting on an intensive scale. It is expected that this aspect of the movement will register greater growth as soon as normal conditions arise.....”

“ Wherever the Scout Movement has taken deep root, it has had a most beneficent effect in keeping up the general tone of discipline in the school and in making school Troops effective channels for service. Innumerable acts of service have been done in various parts of the Presidency specially during the Gujarat floods.”

“ During the quinquennium, Local Association Headquarters were built at Karachi, Shikarpur, Poona, and Dhulia thus showing increased interest on the part of the public towards the Movement.....”

86. Most of the schools encourage various activities outside the ordinary curriculum, and games, which not only prepare the ground for training in good citizenship, but assist in broadening the outlook and in creating among pupils a sense of mutual School activities.

help and comradeship. Among some of the activities may be mentioned Debating Societies, School excursions, First Aid, Hygiene and Sanitation classes, School magazines, Teachers' Meetings, Dramatic performances in aid of deserving movements, etc. The Educational Inspector, N. D., reports that much more could still be done in this direction and that what is done should not only be of a much more spontaneous nature but be the work of the boys themselves, so that both "esprit de Corps" and a sense of the connection between work in the class room and life outside may be developed.

87. It is reported that some of the schools have attempted to train boys in "Self-Government" and "Boys' Parliament." The system of Self-Government aims at leaving mostly the work formerly carried on by teachers to be managed by "Boy-Prefects," and the various school Departments such as Boys' Library, Reading-room, water arrangements, school garden, games, functions, school discipline, etc., are also operated by pupils under the supervision of school staffs.

A "Boys' Parliament", which is reported to be a feature of some schools, manages every day prayers, arranges lectures, annual functions, and so on. Sports Committees, Library Committees, etc., are also formed from among boys by election.

88. The number of Boys' Co-operative Societies in Secondary schools increased during the quinquennium from 88 to 175. They were distributed in different Divisions of the Presidency as under :—

	1926-27	1931-32
Bombay Division	21	47
Central Division	29	44
Northern Division	9	35
Southern Division	5	17
Sind	24	32
Total ..	88	175

In connection with these Societies the Educational Inspector in Sind reports—

"Such Societies are very helpful to boys. The local merchants are compelled to reduce the price of school materials. Profiteering is thus checked."

The Educational Inspector, C. D., reports—

"These societies are mostly managed by boys themselves, under the supervision of a teacher, and deal in books, stationery and other requirements of students. Capital is raised by shares, the price of each share being from As. 4 to Re. 1. Purchases are made out of this amount and profits earned from transactions are distributed

"annually to the share-holders who are necessarily students. Committees are formed by election from among the share-holders for carrying on the business of the Society or the Store."

"Special mention may be made here of the Stores run in the Nutan Marathi Vidyalaya High School, Poona, and the Shri Shivaji Maratha High School, Poona, which have got fine buildings of their own with appreciable reserve fund."

89. The Government High Schools have well-equipped libraries. In other schools they are in a fairly satisfactory condition, although it is reported that many are deficient in suitable reading matter for boys and standard reference books for teachers. A steady improvement was, however, noticed by Inspecting Officers during the quinquennium both in quality and quantity of books available and in their use by teachers and boys. A period is usually set apart for extra reading in the time-table and boys read under the supervision of teachers.

90. In Government, aided or recognised schools or in any school Text-Books and School Book Committees. approved by a Local Authority no books other than those sanctioned by the Department are allowed to be used. There are six School Book Committees to assist the Director of Public Instruction in determining what books shall be sanctioned. The rules of these Committees were revised in December, 1930. The Provincial School Book Committee, of which the Director of Public Instruction is President, considers books proposed for use in Secondary schools, while the Vernacular School Book Committees, of which there are 5, deal with books in the different vernaculars, viz., Marathi, Gujarati, Kanarese, Sindhi, and Urdu. An account of these latter bodies is given in Chapter VII. These Committees are mainly consultative bodies and their function is to advise on questions referred to them by the President. In all cases of difference of opinion the Director of Public Instruction's decision is final. The following table gives details of the work done by the Provincial School Book Committee in 1926-27 and in 1931-32.

	Year	Number of books received including the opening balance.	Number of books disposed of							Total number of books disposed of.	Balance.	
			Books sanctioned as									
			Text Books.	Supplementary Readers.	Prize and Scholars' Library Books.	Prize Books.	School Library Books.	Teachers' Library Books.	Total.			Rejected.
Provincial School Book Committee.	1926-27	263	48	50	20	..	43	34	184	18	202	61
	1931-32	377	38	70	30	..	50	48	245	47	292	85

A list of newspapers and periodicals sanctioned for use in recognised educational institutions in this Presidency is issued by the Director of Public Instruction annually.

91. The quinquennium under review, and particularly the year 1930-

General. 31, was one of great strain for the Heads of Government and Non-Government Secondary schools. Owing to the Civil Disobedience movement efforts were made to persuade the children to boycott schools or to prevent them from attending them by picketting. Some interruption to work was caused by attempts to hoist Congress flags on school buildings, *hartals*, and other disturbances which had an unsettling effect on school pupils. In a few cases these activities led to serious trouble. On *hartal* days the attendance in many of the schools was thin. Frequently parents, who for the most part disapproved of the interruption caused by these *hartals* in the studies of their children, kept them at home for fear of their being mixed up in street brawls. The trouble was particularly bad in Bombay, where on one or two occasions the mob forcibly prevented children from entering the schools. In a few cases throughout the Presidency punishments had to be inflicted on pupils who, in spite of warnings, behaved in a manner which was subversive of school discipline.

English-teaching schools for boys and girls.

92. An English-teaching school is defined in the Grant-in-Aid Code as one in which the proportion of pupils of European descent is not sufficient to constitute a European school and which follows a prescribed curriculum. Schools for Goans and East Indians are recognised as English-teaching schools. The special feature of these schools is that instruction is through the medium of English throughout. They are peculiar to this Presidency as in other Provinces the number of Goans and East Indians is small. They are closely allied to Anglo-Vernacular schools and are governed by the same Grant-in-Aid Code which governs the Anglo-Vernacular schools. The curriculum followed by these schools is, however, different from that followed by Anglo-Vernacular schools. The Inspector of European Schools is responsible for the inspection of these schools.

93. The total number of English-teaching schools increased from 45
in 1926-27 to 47 in 1931-32 and the total number
Schools and Pupils. of pupils in them from 12,168 to 15,662.

The following table compares the number of English-teaching schools and pupils in them in 1926-27 and in 1931-32 :—

	Number of schools.		Number of pupils.			
	1931-32.	1926-27.	1931-32.		1926-27.	
			Boys.	Girls.	Boys.	Girls.
High Schools for { Boys.	13	12	7,096	717	5,451	628
Girls.	11	8	750	3,623	422	2,237
Middle Schools { Boys.	12	15	1,436	444	1,609	275
Girls.	10	10	416	1,158	267	1,307
Training Institutions for Women.	1	..	..	22	..	..
Total ..	47	45	9,698	5,964	7,730	4,447

Five new schools were added during the quinquennium, while the R. C. School, Lonavla, and the St. Joseph's School, Bhuleshwar (Bombay), were closed and the New High School for girls, Fort, Bombay, was transferred from the list of English-teaching schools to Anglo-Vernacular schools. The five new schools are—

1. Little Flower of Jesus School, Princess Street, Bombay.
2. St. Michael's School, Karwar.
3. St. Anthony's School, Bellasis Road, Byculla.
4. Normal Class attached to the St. Teresa's Convent School, Santacruz.
5. Gokak Falls English-teaching School.

The number of European pupils in English-teaching schools increased from 850 in 1926-27 to 1,003 in 1931-32, while the number of non-Europeans increased from 11,318 to 14,659. The percentage increase in the case of European pupils was 18·0 against 29·5 in the case of non-Europeans. Fifty-nine per cent of the total number of pupils attending English-teaching schools were Goans or East Indians. In this connection the Inspector of European Schools remarks—

“ The school population has increased immensely during the period from 12,168 to 18,662. Much of this expansion is due to rapidly growing popularity of these schools amongst non-Europeans who are not normally expected to seek admission, but may do so on production of a certificate that they have satisfactorily completed their IV Vernacular standard. Figures ascertained, by me in 1931 showed that of the total number of pupils in attendance, 3,435 had this sort of admission. There are unfortunately no comparable figures for previous years, but I learn from all sides that this

“ development has taken place most rapidly during the last two or three years concurrently with the normal, rather accelerated expansion. Many of these schools are now seriously overcrowded.”

94. Of the 47 schools, 41 are managed by R. C. Missions, one by Z. B. and M. Mission, one is a Jewish school, and the remaining four, including two Railway Schools, are undenominational.

95. The total expenditure on English-teaching schools rose from Rs. 11,20,456 to Rs. 11,98,844 and the direct expenditure from Rs. 9,68,073 to Rs. 10,64,150. The different sources from which the expenditure was met are given in the table below :—

	1931-32.		1926-27.	
	Amount.	Percentage to total.	Amount.	Percentage to total.
	Rs.		Rs.	
Government funds	2,56,418	21·4	2,76,702	24·7
Board funds .. .. .	.....	..	1,522	0·2
Fees	6,53,570	54·5	5,59,497	49·9
Other sources	2,88,856	24·1	2,62,735	25·2
Total ..	11,98,844	100	11,20,456	100

It will be seen that the percentage of Government funds to the total expenditure has decreased from 24·7 to 21·4. Owing to shortness of funds it is not possible to pay the grants to which the schools are entitled under the Grant-in-Aid Code or to register new schools for grants-in-aid.

War grants amounting to Rs. 2,896 were paid in 1931-32 to Goan and East Indian children attending English-teaching schools. Of this, Rs. 2,520 was for boarders and Rs. 376 was for day-pupils.

The average annual cost of a pupil in an English-teaching school decreased from Rs. 80 to Rs. 68-9-0, of which 79·3 per cent was derived from private funds. The decrease in the cost can be attributed to the fact that 9 schools do not receive any grant from Government and the majority of these schools are attended by children of the poorer classes. The Managers of such schools are compelled to run their schools economically. This applies to some of the aided schools as well.

96. The curriculum prescribed in Schedule C of the Grant-in-Aid Code is followed in these schools. English-teaching schools and prepare candidates for the Matriculation Examination of the Bombay University. In 1931-32 of the 428 candidates who appeared from 23 English-teaching High Schools, 290 passed. In 1926-27 out of 278 candidates from 20 High Schools, 172 were successful in the School-leaving Certificate Examination. The Inspector of European Schools reports—

“ The overcrowding consequent on the increased school population is becoming a serious matter. Limits to class size are laid down clearly in the Code but have very often not been observed. For example I found 54 children seated in 42 linear feet of desk in one school and in another large school over 200 children more than the school could properly educationally-accommodate. The ingress of external pupils armed with a IVth vernacular certificate has a distinct retardatory effect on the middle school classes of the full High Schools and this is caused at once by the comparative seniority of pupils who so enter and by their usually less adequate knowledge of the medium of instruction. In consequence, middle school classes are often overlarge or duplicated and triplicated, until the normal school wastage sets in in Standard VI. There is much real inefficiency still in this respect. I ascribe to economic pressure the evident tendency for over rapid promotion to Matriculation classes to be granted or required. A notable disadvantage of the present examination requirements and past question papers is that they do lend themselves to the spreading of a ‘ cramming system ’ and by cramming a boy can be led to answer at a young age questions not ‘ requiring extensive thought-experience ’.”

97. The total number of teachers increased from 659 to 761 during the quinquennium. Of these, 371 were trained or qualified and 390 untrained. The corresponding figures in 1926-27 were 266 and 393 respectively. Of the 761 teachers, 141 possess University degrees as against 98 in 1926-27. The number of trained teachers has increased; but many English-teaching schools are still inadequately staffed as Managers of such schools cannot find funds to pay higher salaries demanded by trained teachers. The only school which has a Provident Fund Scheme for its teachers is the Queen Mary High School, Girgaum, Bombay.

Ordinarily these schools are staffed by Goans and East Indians who in the upper classes are graduates, usually qualified; in the middle school, fairly well qualified with the Secondary Teacher's Certificate; and in the Junior School, without either academic qualifications or training.

98. There is no Training College either for men or women teachers serving in English Teaching Schools, except the Training of teachers. Normal Class attached to the Convent High School, Clare Road, Byculla, which admits students for the Secondary Teachers' Certificate Examination. The Normal Class attached to the Queen Mary High School, Girgaum, which also used to coach students, was closed in 1928. Teachers from various schools also appear for the Secondary Teachers' Certificate Examination by private study. Thirty-three teachers from 13 English-teaching schools appeared for the Secondary Teachers' Certificate Examination in 1931, and 16 passed.

In 1931-32, 5 graduate teachers from English-teaching schools got admission to the Secondary Training College for the B. T. Course, 2 with stipends and 3 without.

The Normal Training Class started at Santacruz is tackling the problem of giving some sort of training to Mistresses in Christian Primary Parish Schools. These women as a rule possess no qualifications whatever.

99. Almost every English-teaching school has some form of Hand-work for the lower classes. Drawing is compulsory **Manual Training.** and needlework, too, in Girls' Schools, since these subjects are laid down in Schedule C (Courses of study for English-teaching schools) of the Grant-in-Aid Code. There is as yet no provision for Handicraft in upper classes although schools having Scout Troops often provide opportunity.

100. The following statement shows the number of hostels attached to English-teaching schools as well as the number of boarders for 1926-27 and 1931-32 :—

	Number of hostels.			Number of boarders.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1926-27	4	5	9	495	628	1,123
1931-32	4	6	10	351	722	1,073

101. As in the case of European schools, bigger English-teaching schools, having boarding houses attached to them **Medical Inspection.** have made their own arrangements for medical inspection of the boarders. Some of them have hospitals where minor cases are treated by the school Medical Officer, while serious cases are sent to station Civil Hospitals.

102. Mr. E. Hudson Davies, the Inspector of European Schools, in **General.** his general remarks on these schools observes—

“ These schools are all poor—some abjectly so and 10 of them receive no Government assistance at all, while a majority receive less than the grant to which their expenditure would appear to give them a claim. ”

“ There has indubitably been improvement in general outlook of the English-teaching schools during the quinquennium and some of them are particularly pleasing in this respect. The larger urban schools are able to develop more rapidly perhaps, and have done so particularly in their attitude towards tone, relationships between children and teachers, cleanliness, neatness of dress, and amenity of school surroundings. The more remote schools have failed in this, largely through apathy and lack of perception on the part of Headmasters and teachers, but partly because both emulation and example are

“absent. I am specially conscious of this and believe the educative influences thus neglected to be well worth striving for.”

“Teaching efficiency has improved but very slowly, although I now find one or two schools which have specially placed their junior classes under trained and well qualified teachers. There are signs that schools are beginning to realise how wise this is, but the long-standing association between higher qualification and salary and professional status and charge of a senior class is very slow to break down. The schools have shown themselves willing to adopt new lines and ideas suggested and this is particularly pleasing.”

“Their difficulty was largely that they did not know ‘how’ or ‘what’. They are increasingly anxious to learn, but much good work is hampered by the dead weight of unqualified and untrained teachers in these schools—nearly 50 per cent of the total still, in spite of the great improvement shown. I have, however, been pleasantly surprised to see how many recently published text-books have been introduced in the last 2 or 3 years.”

“Head Masters too, though often not specially qualified, are rarely found, as used often to be the case, ignorant of what a teacher was doing or of what happened in the class rooms. The difficulty of obtaining competent staff at the low salaries offered still offers great hindrance to improvement in the teaching. The question of supply of competent and qualified teachers continues a burning one, although each year an increasing number of candidates present themselves for the Secondary Teachers’ Certificate Examination. A pass in theory is apparently not difficult but the standard of pass in practical teaching test is still necessarily low. I feel also that insufficient stress is laid on adequacy of English knowledge—and in this respect there appears very little improvement over the condition of things five years ago.”

“Schools are realising more and more the value of qualified and, if possible, trained teachers and the consistent policy of the Department has been to require some qualifications from teachers. They are thus being pressed and encouraged to present themselves for examination—even after several—in some cases—many years of unqualified service. The standard of candidates shows slight improvement.”

“School apparatus has shown little improvement and is still inadequate in most schools. On the other hand, physical training of one kind or another is now taken in every school—but singing and Art and Craft work—other than the normal formal drawing course, is still much too rare. Handwork for boys is completely unknown.”

“In resume, I think the English-teaching schools have still considerable leeway to make up, but that during the quinquennium they have done what they could without funds to improve their condition. I am sure that if they are steadily shown the way greater improvement can follow.”

CHAPTER VII.

PRIMARY EDUCATION.

103. In this Presidency "Primary Education" is defined as education given wholly through the vernacular in any of the prescribed vernacular standards. In other words, all purely vernacular schools are classed as Primary. There are five recognised vernaculars of this Presidency—Marathi, Gujarati, Kanarese, Sindhi and Urdu. The Primary course covers a period of eight years and consists of two stages—the Elementary or Lower Primary Stage (infant class and standards I-IV) and the Upper Primary Stage (standards V-VII). In all other Provinces, except Madras which follows the same classification as this Presidency the three upper standards (V-VII) are classed as "Vernacular Middle" and the schools which teach these standards are classed as "Secondary" by the Government of India for the purpose of their Educational General Tables. In the Primary Education Act of 1923, the term "Elementary Education" is defined as "education imparted in infant classes and vernacular standards I-IV inclusive". The elementary standards in this Presidency correspond to Primary standards in the Government of India Tables.

In comparing the facts and statistics of Primary education in this Presidency with those of other provinces it is necessary to bear this distinction in mind. There are fundamental reasons, of far greater importance than those of mere classificatory convenience, why the classification followed in this Presidency should be adhered to. Primary Schools in this Presidency including standards V-VII represent a form of education which is self-contained and homogeneous, and it is entirely separate in purpose, outlook, and technique from the "English" education given in Secondary schools. The affinities of the upper primary standards, both educationally and from the relation they bear to the life of the people, are rather with Primary than with Secondary education, which involves the teaching of English and has different aims and different technique.

104. The passing of the Primary Education Act of 1923 was perhaps the most important event in the history of Primary education in this Presidency during the last 30 or 40 years. The Act of 1918 authorised Municipalities to prepare and submit for the approval of Government schemes for the introduction of compulsory education within their limits and to raise the requisite funds for it by the levy of a special educational cess, if necessary. This Act was repealed by the one of 1923. Compulsory Primary education introduced under the earlier Act in five Municipalities, however, continues to be in force. The Act of 1920 enabled the Bombay Municipality to introduce free and compulsory education ward by ward after obtaining the previous sanction of Government to such introduction. The Bombay Primary Education Act of 1923

Policy as regards
Primary Education.

was passed with the object of carrying out the recommendations of the Compulsory Education Committee appointed by Government in 1921 to consider the question of compulsory education. The preamble to the Act declared the policy of Government which was "that universal, free and compulsory elementary education for boys and girls should be reached by a definite programme of progressive expansion." The Act provides the machinery necessary for the working of a scheme of compulsory elementary education by a local authority constituted under the Act and for the progressive development and expansion of Primary education. The extent to which this development and expansion has taken place will be seen from the following paragraphs.

105. The sub-joined table shows the increase in the number of Primary schools for boys and girls and of pupils in them during the quinquennium :—

	Schools.		Pupils.		Increase during the quinquennium.		Percentage of increase.	
	1926-27	1931-32	1926-27	1931-32	Schools.	Pupils.	Schools.	Pupils.
Bombay Division—								
Bombay City	463	464	62,923	76,951	1	14,028	0·2	22·3
Mofussil	2,050	2,387	138,020	167,073	328	29,044	15·9	21·0
Total	2,522	2,851	200,952	244,024	329	43,072	13·0	17·8
Central Division	4,518	4,579	894,483	910,240	61	35,757	1·3	11·7
Northern Division	2,287	2,680	198,692	218,827	92	20,135	4·0	10·1
Southern Division	2,519	2,679	171,438	195,231	136	23,796	5·1	13·0
Sind	1,949	2,326	109,161	145,483	370	36,322	19·5	33·3
Grand Total	13,835	14,827	984,726	1,143,808	992	159,082	7·2	16·2

It will be seen that the number of Primary schools increased by 992 to 14,827, the increase being the largest in Sind. The number of pupils increased by 159,082 to 1,143,808, or an increase of 16·2 per cent. against 24·6 per cent. in the last quinquennium. Sind had the largest percentage increase in the number of pupils also. The Educational Inspector in Sind attributes this increase partly to the abnormal rise in the population of Karachi and partly to the introduction of compulsion in the Lyari Quarter of Karachi City and in the Larkana taluka.

There was one recognised Primary school for every 1,471 of the population of the whole Presidency, with 77 pupils on an average in every 8·3 square miles. The corresponding figures for the last quinquennium were 1,365, 71, and 8·9 square miles respectively.

106. At the end of the last quinquennium all District Local Boards in the Presidency, with the exception of four in the Northern Division and one in Sind, had taken over control of Primary schools under the Primary Education Act of 1923. During the quinquennium three more District Local Boards (two in the Northern Division and one in Sind) took over such control so that at the end of the quinquennium there were only two district local boards in the Presidency, viz. Ahmedabad and Kaira which had not taken over control of Primary education. The various District Local Boards and municipalities declared as Local Authorities under the Act were distributed at the end of the quinquennium as under:—

		Number of Local Authority—District Local Boards.	Number of Local Authority— Municipalities.
Bombay Division ..	..	5	7
Central Division ..	..	6	14
Northern Division ..	..	3	9
Southern Division ..	..	4	6
Sind ..	..	7	13
Total ..		25	49

74

Under the Act each Local Authority is required to appoint a School Board which is responsible for the administration of Primary education within the area, subject to the general control of the Local Authority. The chief executive officer of the School Board is an Administrative Officer who is appointed with the approval of Government by the Local Authority concerned after considering the suggestions, if any, of the School Board. He is responsible to the Board and not to Government. Each Board maintains its own staff of supervisors.

The following table gives the number of Primary schools by management and the number of pupils in them:—

	Schools.			Pupils.		
	1926-27.	1930-31.	1931-32.	1926-27.	1930-31.	1931-32.
Government ..	34	34	34	4,832	4,242	4,441
District Local Board ..	9,608	10,376	10,284	592,900	654,379	671,779
Municipal ..	1,566	1,677	1,704	250,166	292,685	308,222
Aided ..	2,528	2,611	2,626	131,252	147,617	152,454
Unaided ..	69	180	179	5,507	6,705	6,912
Total ..	13,835	14,877	14,827	984,726	1,105,626	1,143,808

It will be seen that District Local Boards manage the bulk of the schools. The aided schools include the Mulla Schools in Sind and others maintained

by missionary and private educational bodies. There were 530 Primary schools maintained by Christian missions with an attendance of 24,618 pupils. The majority of the Government Primary schools are practising schools attached to the Government Training Institutions for Primary teachers and Central schools for Muhammadans.

The average number of pupils in a Primary school under different managements was as under :—

Government	..	..	..	131
District Local Board	..	..	..	65
Municipal	..	..	..	181
Aided	..	..	..	58
Unaided	..	..	..	39

Other details regarding the attendance, expenditure, cost per pupil, etc. are given in the supplement to this report (Subsidiary forms 4 and 5).

107. The Rules under the Primary Education Act, provide for the formation of representative School Committees both in District Local Board and non-local authority municipal areas. The functions of these committees are mainly as follows :—

(a) to visit the schools at least once a month and to report to the Administrative Officer of the School Board, any irregularities noticed in the general conduct of the schools ;

(b) to assist the School Board in securing suitable accommodation for the school and to carry out the current repairs etc.;

(c) to see that the school premises are kept clean and in a sanitary condition ; and

(d) to inspect the registers with a view to seeing that they are well kept and written up to date.

Very few local authorities, however, seem to have framed rules for such committees under the Act.

108. The following table gives the distribution of pupils in primary schools by communities :—

Distribution of pupils by communities.		Number of Boys in Primary schools.	Percentage to male population of the community.	Number of Girls in Primary schools.	Percentage to female population of the community.	Total number of pupils in Primary schools.	Percentage to total population of the community.
Indian Christians	..	15,442	10·3	8,680	7·0	24,122	8·8
Hindus—							
(1) Advanced	..	147,263	15·1	84,141	10·0	231,404	12·7
(2) Intermediate	..	419,784	7·5	84,980	1·6	504,764	4·7
(3) Backward	..	111,913	5·5	19,039	1·0	130,952	3·3
Muhammadans	..	165,708	6·8	52,545	2·7	218,253	4·9
Parsis	..	3,120	6·8	3,732	8·7	6,852	7·7
Others	..	18,253	8·2	9,208	5·0	27,461	6·7

The following table shows the percentage of pupils in Primary schools for boys to the male population of each community :—

	Number of pupils in Boys' Primary Schools in		Male population of the community in 1931.	Percentage of pupils in 1931-32 to the male population.
	1926-27.	1931-32.		
Indian Christians	15,518	18,956	149,315	12·7
Hindus—				
(1) Advanced	174,272	167,661	973,388	17·2
(2) Intermediate	394,995	455,771	5,603,848	8·1
(3) Backward	110,788	123,615	2,030,436	6·1
Muhamamedans	149,180	184,438	2,447,447	7·5
Parsis	3,904	3,457	46,166	7·5
Others	1,846	20,835	222,284	9·4

The fall in the figures of pupils of the advanced classes and the rise in those of others in 1931-32 as compared with 1926-27 is largely due to the fact that Jains have been excluded from the former and included in the latter with effect from 1930-31 under the orders of the Government of India.

109. The total expenditure on all Primary schools increased during the quinquennium from Rs. 1,98,57,428 to Rs. 2,05,12,003, an increase of Rs. 6,54,575, or of 3·3 per cent., against an increase of 35 per cent. in the last quinquennium. The following table shows the sources from which it was met in 1926-27 and 1931-32 :—

	1926-27.	1931-32.	Increase or decrease.
	Rs.	Rs.	Rs.
Government Funds	1,21,59,848	1,18,17,308	- 3,42,540
Percentage to total	61·2	57·6	- 2·8
District Local Board Funds	14,67,182	17,29,018	+ 2,61,836
Percentage to total	7·4	8·4	+ 1·0
Municipal Funds	41,87,341	47,41,523	+ 5,54,182
Percentage to total	21·1	23·1	+ 2·0
Fees	5,07,780	5,25,809	+ 18,029
Percentage to total	2·6	2·6	+ 0·0
Other sources	15,35,277	16,98,345	+ 1,63,068
Percentage to total	7·7	8·3	+ 0·6
Total	1,98,57,428	2,05,12,003	+ 6,54,575
	100	100	+ 3·3

Direct expenditure on Primary education formed 58·2 per cent. of the total direct expenditure on education in 1931-32, while the percentage of expenditure from Provincial funds on Primary education to total direct provincial expenditure on education was 71·9. The corresponding percentages in 1926-27 were 59·7 and 68·3 respectively. The percentage of expenditure met from Government funds decreased to 57·6 from 61·2 in 1926-27 and from 62·5 in 1930-31. This decrease was mainly due to the retrenchment of 5 per cent. in Government grants during 1931-32

and to the non-payment of Government grants to the Ahmedabad and Broach municipalities.

Under the Act of 1923 the Government contribution towards the cost of compulsory schemes has been fixed at half or two-thirds according as the Local Authority is a Municipality or a District Local Board and Government have agreed by rules under the Act to contribute on a similar scale towards the cost of schemes of voluntary expansion if their financial condition permits. Boards are given as annual datum line grant the amount paid as annual grant in the year preceding the year of the transfer of control of Primary education and two-thirds of the excess of approved expenditure over the total expenditure in that year. While the Government assignment for Primary education was Rs. 99,57,161 in 1922-23, the year in which the Primary Education Act was passed it increased to Rs. 1,25,98,250 in 1927-28. The expenditure on Primary education thus increased considerably without any improvement in the finances of the Presidency so that it was not possible for Government to meet the increasing recurring liability. In order to avoid any possible misunderstanding and disappointment on the part of local bodies, Government issued a Press Note in October, 1927, explaining the financial position of the Presidency and making it clear that it would be impossible for them to provide additional funds for schemes of expansion for some years to come unless the legislature provided the necessary funds by fresh taxation. Notwithstanding this warning to local authorities, efforts were made to provide some additional allotment. The financial position however instead of improving became worse and Government were compelled to apply a cut of 5 per cent. to the grants payable to Local Authorities in 1931-32. Since then it has become necessary to increase the cut to 20 per cent.

The following table compares the sources of expenditure on Primary education in the various provinces in 1929-30, the latest year for which figures for all Provinces are available :—

Name of Province.	Expenditure (Direct).					Provincial expenditure on education.	Percentage of Provincial expenditure on Primary Education to total Provincial expenditure on education.
	Provincial funds.	Board funds.	Fees.	Other sources.	Total.		
1	2	3	4	5	6	7	8
Bombay	Rs. 1,20,11,430	Rs. 54,30,155	Rs. 4,06,043	Rs. 16,14,679	Rs. 2,01,52,307	Rs. 2,09,50,366	60.2
Percentage	82.0	26.9	2.5	8.0	100.0		
Madras	Rs. 1,17,05,911	Rs. 63,08,191	Rs. 7,08,107	Rs. 27,58,928	Rs. 2,15,66,138	Rs. 2,86,18,618	44.3
Percentage	54.7	29.2	3.3	12.8	100.0		
Bengal	Rs. 26,66,786	Rs. 17,96,462	Rs. 23,74,105	Rs. 11,85,667	Rs. 84,73,080	Rs. 1,64,89,869	17.2
Percentage	31.5	21.2	33.9	18.4	100.0		

Name of Province.	Expenditure (Direct).					Provincial expenditure on education.	Percentage of Provincial expenditure on Primary Education to total Provincial expenditure on education.
	Provincial funds.	Board funds.	Fees.	Other sources.	Total.		
	1	2	3	4	5			6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
United Provinces Percentage	74,10,830 85.4	29,75,949 26.3	6,39,107 5.6	3,03,813 2.7	1,13,29,708 100.0	2,15,92,250	34.8
Punjab Percentage	71,46,060 67.1	23,58,800 22.1	5,92,995 5.6	5,54,300 5.2	1,06,62,155 100.0	1,78,42,325	40.1
Burma Percentage	1,12,978 2.3	45,05,934 92.3	1,39,056 2.8	1,25,079 2.6	48,82,147 100.0	96,12,903	1.2
Bihar and Orissa Percentage	1,64,781 2.3	41,97,501 64.2	11,20,725 17.1	10,36,292 15.9	65,39,249 100.0	64,70,238	2.9
Central Provinces and Berar Percentage	20,38,000 43.0	21,22,631 44.8	2,08,941 4.4	3,09,126 7.8	47,38,698 100.0	57,53,499	35.4
Assam Percentage	8,98,914 57.5	4,34,854 28.5	8,103 0.5	2,11,744 13.5	15,62,778 100.0	31,21,953	28.8
North-West Frontier Percentage	6,54,548 76.0	1,50,615 17.5	5,350 0.6	59,955 5.9	8,61,477 100.0	17,64,281	37.1

It will be seen that the percentage of provincial expenditure on Primary education to the total Provincial expenditure on education is the largest in this Presidency.

The following table gives the average cost of a boys' Primary school and the cost of educating a pupil in different Divisions in 1931-32 :—

	Bombay Division.		Central Division.	Northern Division.	Southern Division.	Sind.	Average for the Presidency.
	Bombay City.	Mofussil.					
	Rs. a.	Rs. a.	Rs. a.	Rs. a.	Rs. a.	Rs. a.	Rs. a.
1. Average total direct expenditure on a Boys' Primary school	7,429 6	957 2	1,082 6	1,421 0	989 6	1,234 8	1,278 2
2. Average direct expenditure per pupil in a Boys' Primary school	48 0	14 9	15 4	17 0	14 2	21 4	17 8

110. The following table gives the average cost of educating a pupil. Average cost per in a Primary school for boys under each class of pupil. management :—

	1926-27.		1931-32.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government	24 3	24 3	30 4	29 10
District Local Board	17 12	14 14	15 11	12 10
Municipal	28 13	12 0	24 9	9 5
Aided	16 6	4 14	16 4	4 2
Unaided	25 1	....	12 15	....
Total	20 0	12 14	17 13	10 13

The increase of cost in the case of Government schools was due to the normal rise in salaries drawn by the teachers under the incremental scale, and to the addition of the practising school attached to the Urdu Training School, Poona, and of the Government House Establishment School, Ganeshkhind, to the list of Government Primary schools. In both of these schools the expenditure per pupil is larger than in an ordinary Primary school. The decrease in the cost in the case of the District Local Board and Municipal schools was largely due to the employment of teachers on lower scales of pay in place of those who retired or died and non-payment of headmasters' and first assistants' allowances by some Local Authorities. It is not easy to account for the variation in the figures of the unaided schools as their figures are not always correctly returned.

The following table gives the cost per pupil in a District Local Board or Municipal Primary school for boys in each Division :—

	Average annual cost of educating a pupil.			
	1926-27.		1931-32.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
District Local Board Schools—				
Bombay Division	17 14	14 15	14 7	11 6
Central Division	14 12	12 7	14 11	11 6
Northern Division	18 15	15 7	16 13	13 10
Southern Division	17 5	15 5	14 14	12 7
Sind	30 3	23 11	23 8	18 4
Total	17 12	14 14	15 11	12 10
Municipal Schools—				
Bombay (Bombay City	70 1	17 9	49 4	13 0
Division. (Mofussil	19 7	10 2	17 3	10 5
Central Division	19 3	10 3	17 5	8 8
Northern Division	21 2	10 1	20 13	5 6
Southern Division	18 8	10 12	15 8	8 8
Sind	32 0	16 5	27 14	12 9
Total	28 13	12 0	24 9	9 5

The considerably higher cost per pupil in Sind than in the Presidency proper is mainly due to the scattered nature of the population in that Province.

The following table compares the cost per pupil in Primary schools in different provinces in India in 1929-30 :—

Name of Province.	Percentage of Pupils to Population (1921).	Cost per pupil.	
		Total cost.	Cost to Government.
1	2	3	4
		Rs. a.	Rs. a.
Bombay	5.6	18 11	11 11
Madras	6.1	3 6	4 9
Bengal	4.3	4 4	1 5
United Provinces	2.9	8 9	5 10
Punjab	4.4	11 9	7 12
Burma	3.5	11 12	0 4
Bihar and Orissa	2.7	7 1	0 3
Central Provinces and Berar	2.9	11 15	5 2
Assam	3.8	5 6	3 1
North-West Frontier	2.9	13 6	10 2

It will be seen that owing to the substantially higher rates of pay the cost per pupil in this Presidency is high compared with the cost in other Provinces.

111. The percentage of expenditure on Primary education met from fees in 1931-32 was the same as that in 1926-27, viz. 2.6. Local authorities are given a free hand in the matter of remission of fees. Children of persons paying local fund cess are admitted at reduced rates of fees. All girls and all children of the backward communities are admitted free in District Local Board and Municipal schools throughout the Presidency. In Sind all pupils in District Local Board schools are admitted free. The following table shows the percentage of boys in District Local Board Primary schools in other divisions of the Presidency proper paying fees, or cess-payers' fees, and of those who are free :—

	Percentage of Boys in Primary Schools paying		
	Full fees.	Cess-payers' fees.	No fees.
Bombay Division	13.5	30.6	55.9
Central Division	8.5	45.6	45.9
Northern Division	9.3	40.1	41.6
Southern Division	2.1	22.4	75.5

Children of women teachers whose pay is Rs. 100 per mensem or less and of Indian soldiers and "followers" who died or were incapacitated during the Great War, are admitted free. The children of the Konkani Maratha community in the Kanara, Ratnagiri and Kolaba districts are also admitted free under certain conditions.

The following table compares the average annual fee per pupil in boys' Primary schools by management :—

		1926-27.	1931-32.
		Rs. a. p.	Rs. a. p.
Government	.. .. .	0 6 10	0 9 0
District Local Board	.. .. .	0 5 10	0 4 4
Municipal	.. .. .	0 5 3	0 3 10
Total, under public management		0 5 8	0 4 3
Aided	.. .. .	1 12 0	1 15 11
Unaided	.. .. .	4 4 9	0 4 4
Total, under private management		1 13 7	1 14 7
Grand Total		0 8 9	0 7 7

Eighty-two Municipalities have made Primary education free.

In view of the dearth of funds to provide for the universal demand for more education there would seem to be grounds for holding that those who can afford to do so should pay a fair share of the cost of the education of their children.

112. The teachers employed in Primary schools are divided into three classes : (1) trained teachers who have received training in a Government or recognised training institution, (2) qualified teachers who are not trained but have passed the vernacular final examination and (3) unqualified teachers. Trained teachers are again divided into three classes according as they have received training for one, two or three years.

The total number of men and women teachers in Primary schools under all managements including aided schools increased during the quinquennium by 2,804 to 37,415 (32,381 men teachers and 5,034 women teachers). This shows an increase of 8·1 per cent. against 19·9 per cent. in the last quinquennium or against an increase of 16·2 in the number of pupils in Primary schools. Of the 37,415 teachers 17,808, or 47·6 per cent., were trained against 48·9 per cent. at the end of the last quinquennium. The following table gives the distribution of

trained and untrained teachers in Government, Municipal and District Local Board schools for boys in each Division in 1931-32 :—

	Trained.				Untrained.			Grand Total.
	III year.	II year.	I year.	Total.	Quali- fied.	Un- quali- fied.	Total.	
Bombay Division	458	842	1,527	2,867	2,287	372	2,669	5,516
Percentage to Total	8·8	15·3	27·7	51·8	41·5	6·7	48·2	100
Central Division	575	1,462	2,452	4,489	4,489	289	4,778	9,267
Percentage to Total	6·2	15·8	26·4	48·4	48·4	3·2	51·6	100
Northern Division	764	686	1,298	2,683	2,387	100	2,487	5,170
Percentage to Total	15·6	13·3	25·0	51·9	46·2	1·9	48·1	100
Southern Division	832	1,019	1,128	2,979	1,653	77	1,730	4,709
Percentage to Total	17·7	21·6	24·0	63·3	35·1	1·6	36·7	100
Sind	581	432	925	1,938	1,139	16	1,155	3,093
Percentage to Total	18·8	14·0	20·9	62·7	36·8	0·5	37·3	100
Total	3,180	4,441	7,325	14,946	11,955	854	12,809	27,765
Percentage to Total	11·4	16·0	26·4	53·8	43·1	3·1	46·2	100

The percentage of trained teachers has fallen from 59·1 to 53·8, while that of unqualified teachers from 4·0 to 3·1. The percentage of unqualified teachers in the Bombay Division is still the largest of all Divisions.

Although it is admitted that trained teachers are preferable to untrained ones, the funds at the disposal of Government and of Local Authorities being limited, the rules under the Primary Education Act of 1923 aim at a minimum of 50 per cent. only of the teachers being trained. The foregoing table shows that this percentage has been secured in all divisions except the Central Division while in Sind and the Southern Division the percentages of trained teachers are still considerably high. In the Southern Division there is also a large proportion of Second and Third year trained teachers with the result that there are many one-teacher schools teaching the lower Primary standards only with such highly trained teachers. It would appear that the continuance of such a position is directly opposed to the principle of securing the greatest amount of literacy with the funds available. The output of Training Institutions has been regulated in order to bring these percentages into conformity with those contemplated by the rules under the Primary Education Act.

113. Incremental scales of pay for primary teachers were introduced for the first time in 1919. The increasing cost of Scales of pay. Primary education is mainly due to the time-scales of pay sanctioned for them from time to time. Since 1924 the following scales have been sanctioned for teachers in the service of Government,

District Local Boards, and Municipalities who held permanent posts on 30th June, 1923 :—

	Rs.
Unqualified teachers ..	20
Qualified teachers ..	25-1/5-30
First Year trained teachers ..	30-1/3-35-1/2-40
Second Year trained teachers ..	35-1/2-45-1-50
Third Year trained teachers ..	40-2/3-50-1-60

An addition of Rs. 5 is made for teachers in Sind.

Over and above this scale, special allowances ranging from Rs. 5 to Rs. 25 according to the size of the schools were, as a result of the recommendations of the so-called Surve Committee, sanctioned to Head Masters, with retrospective effect from March 1st, 1923. Allowances of Rs. 5 or Rs. 10 were also given to the First Assistants in large schools. In sanctioning these allowances the object in view was to secure that merit should receive special recognition and increased responsibilities command higher reward. Teachers employed after June 30th, 1923, are paid according to the scales to be fixed by the Local Authorities with the approval of Government, subject to certain maxima and minima prescribed in the Primary Education Rules. In July, 1929, Government announced that in the case of teachers appointed after June 30th, 1923, they would admit for the purposes of grant the following scales of pay :—

(a) District Local Board areas including Non-Local Authority Municipalities in the Presidency proper—

	Rs.
Unqualified teachers ..	15
Temporary qualified teachers ..	15
Permanent qualified but un- trained teachers ..	20-1/3-25-1/2-30
First Year trained teachers ..	25-1/2-35-1-40
Second Year trained teachers ..	30-1/2-35-1-50
Third Year trained teachers ..	35-1-60

(b) District Local Board areas including Non-Local Authority Municipalities in Sind—

	Rs.
Unqualified teachers ..	20
Temporary qualified teachers ..	20
Permanent qualified but un- trained teachers ..	25-1/3-30-1/2-35
First Year trained teachers ..	30-1/2-40-1-45
Second Year trained teachers ..	35-1/2-40-1-55
Third Year trained teachers ..	40-1-65

(c) Local Authority Municipal areas in the Presidency, including Sind—

The existing Government scales prescribed for permanent Primary School teachers.

Head Master's and First Assistant's allowances according to the usual scale.

Up to the end of the year 1931-32, 72 Local Bodies as detailed below have adopted or consented to adopt, with the approval of Government, the scales prescribed in 1929 :—

District Local Boards	24
Local Authority Municipalities	34
Non-Local Authority Municipalities	11
Cantonments	3
Total	72

The system of Head Masters' or First Assistants' allowances introduced with effect from March, 1923, came in for a good deal of criticism, partly because the principles underlying these allowances were not clearly understood and partly because in practice it resulted in inequality of treatment which was not based on merit. Government therefore announced that they would raise no objection to any Local Authority withdrawing such allowances after December 1st, 1930, on the understanding that the allowances would not be merged in the pay. Accordingly, 19 Local Authorities have so far discontinued the payment of these allowances.

The main cause of the disparity in the average annual cost per pupil between this Presidency and other Provinces is to be found in the higher cost of teachers. In this connection the following figures from the Hartog Committee's Report showing the average monthly pay of teachers in boys' and girls' Primary schools in different Provinces will be of interest :—

	Rs.	a.
Madras	15	4
Bombay	47	0
Bengal	8	6
United Provinces	18	8
Punjab	25	8
Burma	33	1
Bihar and Orissa	11	5
Central Provinces	24	8
Assam	14	4

The above figures show that the average monthly pay of a Bombay teacher is more than three times the pay of a Madras teacher, six times that of a Bengal teacher, and four times that of a teacher in Bihar and Orissa. Although it is true that the cost of living in Bombay City is high, it is doubtful whether it is so high in the mofussil as to warrant the great difference in the cost of the teaching staff. This disparity does not appear to be due to the fact that more trained teachers are employed in this Presidency in Primary schools than elsewhere. It is due to some extent to the difference in the classes treated as Primary in this Presidency and in other Provinces. Moreover, no real progress can be made in bringing education effectively to the masses unless teachers as a body are reasonably paid and contented. The question however whether some reduction in the cost to Government or to the Boards of employing

trained teachers can be effected calls for investigation as the fact that a decrease of Re. 1 per mensem in the pay of each teacher involves an annual saving of Rs. 4½ lakhs in expenditure cannot be overlooked.

114. The average number of pupils, boys and girls together, per school was 77 as against 71 in 1926-27 and 62 in 1921-22. The average number of pupils per teacher was 31 against 27 in 1926-27.

The average number of pupils per teacher in different divisions in 1931-32 was as under :—

Bombay Division	31
Central Division	30
Northern Division:	31
Southern Division	33
Sind	27
Whole Presidency	31

The following table shows the number of one-teacher District Local Board Primary schools (boys' and girls') and their percentage to the total number of District Local Board schools in each Division :—

	Number of District Local Board Primary schools.	Number of one-teacher schools.	Percentage.
Bombay Division	1,910	1,220	63.9
Central Division	3,774	2,366	62.7
Northern Division	1,609	539	33.5
Southern Division	1,936	1,078	55.7
Sind	1,055	374	35.5
Total	10,284	5,577	54.2

It is gratifying to note that the percentage of one-teacher schools has fallen during the quinquennium from 55.9 to 54.2. The percentage in the Bombay Division and in Sind has, however, increased. As stated in previous Reports, a one-teacher school is apt to be a weak spot in the organization of Primary Education in this Presidency and it is hoped that the Boards will try to reduce the number of such schools as far as possible with the funds at their disposal.

It must be borne in mind however that a one-teacher school can reach a high level of efficiency and that in areas with sparse population such schools cannot be avoided entirely.

115. As stated in previous Reports, the chief aim of Primary Education is to produce literacy. It is recognised that literacy is not an end in itself but only a means to an end. As observed by the Indian Statutory Commission "education does help in the formation of an electorate which will be potentially more capable of understanding issues submitted to its judgment and hence *prima facie* better equipped to exercise political power." It is

Wastage.

necessary therefore to judge the progress of Primary Education not so much by the increase in the number of schools and pupils as by this standard. The figures given already do not take into account the wastage which occurs in Primary schools. The following table shows the distribution of pupils in Primary schools in 1931-32 by standards :—

---				Boys.	Percentage to total.	Girls.	Percentage to total.
Infants	..	..	..	289,334	32.9	122,879	46.8
Standard I	..	..	..	154,320	17.5	48,603	18.5
.. II	..	..	..	136,715	15.5	37,180	14.2
.. III	..	..	..	111,014	12.6	25,832	9.9
.. IV	..	..	..	96,225	10.9	16,892	6.4
Total, Lower Primary Stage				787,608	89.4	251,387	95.8
Standard V	..	..	..	43,105	4.9	6,461	2.5
.. VI	..	..	..	26,058	2.9	4,308	1.6
.. VII	..	..	..	24,712	2.8	169	0.1
Total, Upper Primary Stage				93,875	10.6	10,938	4.2
Grand Total (Lower and Upper Primary Stages)				881,483	100	262,325	100

It will be seen from this table that of the pupils in Primary schools, a very large percentage is to be found in the lower primary stage and a definitely smaller percentage in the upper primary standards. Of the pupils in the lower primary stage, again, more than half are in the Infant class and Standard I. A child is not likely to remain literate unless it has passed the fourth Vernacular Standard. The following table shows the percentage of children who enter Primary schools and pass Standard IV :—

Year.	Pupils in Infant Class.	Pupils in Standard IV five years later.	Pupils passing Standard IV five years later.	Percentage of pupils in Standard IV to pupils in Infant Class.	Percentage of pupils passing Standard IV to pupils in Infant Class.
1922-23	287,930	.....	.....	..	..
1926-27	.....	98,650	48,596	34.2	16.8
1923-24	287,714	.....	.....	..	..
1927-28	.....	99,671	56,871	34.6	19.8
1924-25	281,419	.....	.....	..	..
1928-29	.....	102,775	56,368	36.5	20.0
1925-26	308,229	.....	.....	..	..
1929-30	.....	104,284	55,519	33.8	18.0
1926-27	352,281	.....	.....	..	..
1930-31	.....	106,475	63,774	30.2	18.1
1927-28	372,019	.....	.....	..	..
1931-32	.....	113,118	65,209	30.4	17.5
			58 per cent.		

These figures show that since the year 1928-29 there has been a gradual decrease in the percentage of those who reach Standard IV and also of those who pass it. This means that out of 100 children who enter Primary schools, only 17 or 18 pass the Standard IV and become literate. The percentages quoted above are for urban as well as for rural areas and include children of the advanced classes who almost invariably complete the lower primary course. It is believed that in rural areas a large number even of those who pass the fourth standard fall back into illiteracy. It would appear therefore that the extent of wastage among the backward and rural communities is greater than what the above figures show. The increasing expenditure on Primary Education coupled with the decreasing percentage of pupils passing the Vernacular Standard IV clearly point to the fact that a considerable portion of the expenditure and effort in this Presidency is wasted. It is the duty of all connected with Primary Education to examine the causes of this wastage and to try to prevent it as far as practicable. The data available are not sufficient to show how far this diminution year by year is due to wastage, stagnation, and kindred causes. The figures show that there is a very big drop between the Infant class and Standard I. From figures collected recently in this connection it is indicated that although stagnation is responsible to a certain extent there are various other causes for this big drop. The main causes are the existence of a large number of one-teacher schools in which the Infants receive least care, the utilization of child labour in the crop season, the neglect of the Infant classes by teachers in preference to pupils of the upper standards, the artificial swelling of attendance by Head-masters to retain their special allowances, the admission of children below 5 years of age into schools, etc. Fundamentally, however, underlying all these factors is, I feel, the ignorance or indifference of many parents who either allow their children to leave school or, pressed by poverty, use them as wage earners at too early an age.

Moreover, in the handling of Infant classes the level of training and the technique are lower than in the other parts of our Educational system. This defect is probably responsible for both stagnation and waste. The most obvious remedy to stop this wastage or at least to reduce it considerably would appear to be compulsion and vigilant supervision of schools. This in turn calls for an independent staff of inspectors, i.e. one under Government control entirely. This is a point which cannot be too strongly stressed.

116. The Primary school course has not undergone any change except the course in Arithmetic for infants and for Standards I-IV which was revised during the quinquennium with a view to making it more practical. The Primary course aims at giving a knowledge of the 3 R's with instruction in subjects like History, Geography, Indian Accounts, etc. The present course has been criticised as being too literary and theoretical. In view of this, in 1927 a special Committee was appointed to consider the question of the reorganization of Primary and Secondary education. The Committee

has submitted a Report and the recommendations made by the Committee are under the consideration of Government.

117. The need for adapting the education given to the conditions of those for whom it is intended is universally recognised. In the elementary standards (up to Standard IV), the one aim being the production of literacy, there is not much scope for alternative curricula, it being necessary for all schools to concentrate on the 3 R's, though it is fully realised that the atmosphere of the village school should be rural.

In the Upper Primary Standards, however, there is scope for variety. With a view to meeting the common criticism that the education given in Primary schools is too literary in its outlook and in its methods, Government in 1923 introduced the agricultural bias curriculum for rural children. In schools which follow this curriculum practical work is done in field-work and in village carpentry and smithing. The object of this special curriculum is to give village boys a form of instruction which will be useful to them in their future life as agriculturists. The course is prevocational rather than vocational, and while a boy who has passed through one of these schools is not likely to be able to start off on his own, he will have a general knowledge of the principles of agriculture and be in a much better position than the boy whose education has been purely literary. During the quinquennium the number of agricultural bias classes increased from 52 to 80 and the pupils in them from 1,587 to 2,824. The following table gives their distribution by divisions :—

	Number of classes.	Number of pupils.			
		Standard V.	Standard VI.	Standard VII.	Total.
Bombay Division ..	8	115	110	95	320
Central Division ..	27	498	338	370	1,206
Northern Division ..	12	178	134	145	457
Southern Division ..	25	257	191	223	671
Sind ..	8	75	46	49	170
Total ..	80	1,123	819	882	2,824

The degree of popularity and success of these classes varies from Division to Division. In Sind for example the report of the Educational Inspector shows that they have not been particularly popular. In the Northern Division the Educational Inspector reports—

“ Out of 122 boys that appeared for the Agricultural Bias Vernacular Final Examination, 87 passed this year as against 89 and 59 respectively during the previous year and 18 and 9 respectively during the year 1926–27. These results are good, but the unpopularity remains and is due to a general prejudice against these classes

“ The people think that (1) the kind of education imparted in these schools does not enable their children to enter Government service and (2) the agricultural methods practised in the village are better than those taught by the school there. Both of these objections are valid. The first, however, reveals the ignorance of even the better educated villagers concerning the openings for young men in Government service and the deplorable view that the only object of education is to enable a boy to leave the village and go to the town. The second, though not altogether justified, deserves more serious consideration and is based on sound principles. An agricultural bias class cannot teach a boy as much about farming as his father can, but, what it should be able to do and is not doing, is to forge a link between the outside world and agricultural life by using the farm and village to illustrate the general principles of science, history and geography.”

In the Bombay Division the Educational Inspector reports that except in the Nasik District where these schools are thriving, they are not satisfying the purpose for which they were intended and in some cases they have been shifted from place to place for want of sufficient attendance. In the Central and the Southern Divisions, however, these classes have been very popular and successful. In the former, it is reported that the Inspector of Agricultural Schools takes keen interest in these classes and has arranged refresher classes in the Sholapur, Ahmednagar, and East Khandesh Districts in 1930-31 and made useful suggestions to the agricultural bias class teachers. In the Southern Division, at the Vernacular Final Examination for Agricultural Bias schools of 1932, 123 candidates appeared and 53 passed against 12 and 7 respectively in 1926 when the first examination was held. The following remarks entered in the Visitors' Book of the Agricultural Bias School at Kongnolli in the Belgaum District by Dr. Burns, Director of Agriculture, Bombay Presidency, admirably testify to the excellent work done by some of the schools :—

“ The Agricultural Bias class work is excellent. The garden is well-developed. The water-lifting and distributing arrangement is very good. The crops grown are also in splendid condition. This school is undoubtedly doing the kind of work a village school should do and the Head Master should be congratulated on his enthusiasm and its results.”

As stated in the last Quinquennial Report, however, what matters is not so much the curriculum as the way it is taught. It is the teacher's outlook and attitude that are all important. The reiterated complaint that the teaching is of a literary character is based on the traditional attitude of the teacher, who refers for his facts not to nature, nor to the experience of every-day life, but to the written word and to hereditary lore. Even a purely agricultural course taught by such a teacher is likely to give few results of a practical nature. In order to make teaching in village schools suitable for children of the agricultural classes the first measure is to select teachers from the agricultural classes and then to train them in special Training Institutions.

In order to ensure that teachers in village schools shall have an agricultural bias outlook it has been laid down that 75 per cent. of the places available at Government Training institutions should be reserved for candidates from the Intermediate and Backward classes. During the quinquennium a beginning has also been made in the direction of training teachers in rural surroundings and under rural conditions by opening a rural Training School which is now at Loni. A detailed account of this school is given in Chapter VIII on the "Training of Teachers."

118. The Vernacular IVth Standard examination is the minimum qualification for a pupil to join a Secondary school.

Examinations. It is necessary and desirable therefore to ensure a uniform standard for this Examination in all schools under the control of the Local Authority. Accordingly, some of the Local Authorities have introduced a system of written annual examinations for the IVth standard to be held simultaneously in all large schools under proper arrangements of supervision and assessment of answer-papers. It is reported that this experiment has proved successful and has received approval from the general public.

The Vernacular Final Examination, which terminates the Primary School course and which qualifies for admission to the Primary Training institutions and to the lower grades of the public service, including posts of Primary School teachers, is held by the Department in each District. At the Vernacular Final Examination (including the Urdu Final Examination) held in 1932, 18,654 boys appeared, of whom 7,655 passed. The following table gives the results of these examinations separately for each Division :-

	Vernacular Final.			Urdu Final.		
	Number appeared.	Number passed.	Percentage.	Number appeared.	Number passed.	Percentage.
Bombay Division	2,758	1,010	36.6	198	55	27.8
Central Division	7,024	3,253	46.3	284	141	49.6
Northern Division	2,658	1,009	38.0	242	84	34.7
Southern Division	3,326	1,567	47.1	352	88	25.0
Sind	1,212	458	37.8	..	..	..
Total	17,578	7,287	41.5	1,076	368	34.2

119. The number of school co-operative societies at the end of the year 1931-32 was 520. Most of these societies are unregistered.

120. There are five Vernacular School Book Committees to deal with books in Marathi, Gujarati, Kanarese, Sindhi, and Urdu. The Rules of these Committees were revised in December, 1930. Under the rules each

Vernacular School Book Committees.

Committee consists of 10 members. The Divisional Educational Inspector is generally the President of the Committee, except in the case of the Urdu Committee, of which the Professor of Persian, Deccan College, is the President. These Committees are mainly consultative, their function being to advise on questions referred to them by the President. The following table gives details of the work done by each of these Committees in 1926-27 and in 1931-32 :—

	Number of books received including opening balance.		Number of books disposed of.					
			Sanctioned.		Rejected.		Balance.	
	1926-27.	1931-32.	1926-27.	1931-32.	1926-27.	1931-32.	1926-27.	1931-32.
Urdu School Committee Book ..	74	186	34	160	12	26	28	..
Marathi School Committee ..	207	208	181	234	22	52	4	7
Gujarati School Committee ..	221	231	108	110	18	80	95	41
Kanarese School Committee ..	43	90	31	66	12	16	..	8
Sindhi School Committee ..	84	43	50	51	11	8	14	4
Total ..	629	843	413	601	75	182	141	60

The question of encouraging the production of Vernacular literature suitable for adults who have left schools after completing Vernacular Standard IV with a view to preventing them as far as possible from relapsing into illiteracy was considered by Government in 1928. Three Committees were appointed to select suitable authors to prepare books in the Vernacular on (1) Agriculture, etc., (2) History, Geography, and (3) Domestic Science. The Committees were instructed to lay down the course to be followed in any book, select a suitable author to write the book, and recommend the rate of subsidy to be given to him by Government. By 1931 the Committees had selected 8 authors to write 8 books. In May 1931, however, in view of the present financial stringency the scheme was suspended. Of the 8 books 5 have been printed and the remaining three have been cancelled.

121. Of the total number of District Local Board schools for boys and girls, 2,825 or 27·4 per cent., have their own School Buildings. buildings, 522, or 5·1 per cent., are held in buildings partly District Local Board and partly rented, 2,036 or 19·8 per cent. in exclusively rented buildings, and 4,901, or 47·7 per cent., in rent-free buildings such as temples, *chavdis*, *dharmashalas* or private houses. A majority of the rented or rent-free buildings are not suitable for school purposes. Forty-one new buildings were erected by District Local Boards in 1931-32, 20 were under construction, while extensions were made to 22 buildings.

The reports of the Educational Inspectors show that the present condition of school houses in general is far from satisfactory. The problem is a vast one which cannot be solved satisfactorily in the present financial stringency. Special mention must be made of the scheme known as the Sir Purushottamdas Thakordas Building Scheme in the Surat District. The funds are controlled by a Central Committee composed of the Educational Inspector, a representative of the District Local Board, and two nominees of Sir Purushottamdas. An essential feature of the scheme is that the villagers shall contribute at least one-third of the cost in each case. This not only ensures their taking interest in the work and in the building, but also the building being constructed in the most efficient manner possible. The scheme has been highly successful and Sir Purushottamdas has received the thanks of Government for his public-spirited munificence. Under the scheme 66 buildings were constructed during the quinquennium. The following table will show the number of school buildings erected under this scheme during each of the years 1926-27 to 1931-32 :—

Year.	Number of build-ings.	Number of pupils for whom accom-mo-dation is provided.	Village con-trib-ution.	Sir Puru-shottamdas Thakor-das Fund con-trib-ution.	Total.	Cost per pupil.
			Rs.	Rs.		
1926-27	5	600	10,016	14,224	24,240	40
1927-28	20	1,600	34,265	55,957	90,222	57
1928-29	19	1,480	30,402	52,191	82,593	56
1929-30	13	1,040	29,877	37,325	58,202	56
1930-31	1	50	1,367	2,733	4,100	82
1931-32	13	1,160	24,294	48,987	72,381	62
Total	71	5,903	1,31,221	2,10,517	3,31,738	56

It will be seen from the table that the total cost of 71 (including 5 for the year 1926-27) buildings amounted to Rs. 3,31,738, of which Rs. 1,21,221, or 36 per cent., was contributed by the people and Rs. 2,10,517, i.e. 64 per cent. by Sir Purushottamdas. The other efforts made in the Northern Division in this respect are also commendable. The Educational Inspector, Northern Division, gives the following account of these efforts :—

“ Five buildings in the Kaira District have been constructed by
 “ village people for Local Board schools with the aid of popular contri-
 “ butions during the year under report. Four new buildings were
 “ erected during 1931-32 in the Local Board area of the Ahmedabad
 “ District. The late Sheth Mangaldas Girdhardas of Ahmedabad
 “ prepared a scheme for providing new school buildings last year, i.e.

" 1931-32. The most important part of the scheme is as follows :—

" Sheth Mangaldas and his family will contribute a donation of Rs. 10,000 in the first instance for the construction of cheap school buildings, out of which school buildings will be provided for such of the villages in Ahmedabad District as offered to provided suitable sites for the purpose free of charges and contribute at least one-third of the total cost of the buildings. Schools for girls, backward and depressed classes, may be given preference to other schools."

" School buildings are being erected from this fund with the help of popular contribution from the villagers; meantime two buildings one at Kanbha and another at Vehelal have been almost completed."

" Another noteworthy feature is the Endowment Fund of the late Rao Bahadur Girdharlal Uttanram of Rs. 1,31,000 which yields an annual income of Rs. 9,788. From this sum, Rs 5,000 are set aside to be spent every year on the construction of Local Board school buildings in the Ahmedabad District. No new building has yet been erected from this fund."

122. The Bombay Municipality has its own Scheme of compulsory education sanctioned under a separate Act (Act XV of 1920). Free and compulsory education was introduced under the Act in November, 1925, in F and G wards of the City. These two wards comprise an area of 13.2 square miles and have a population of about 3 lakhs living in some 10,000 houses. They form the portion of the City in which poverty, backwardness, and illiteracy are most prevalent. There are about 60 mills in this area and the population is mostly composed of mill workers and their families. The entire management of Primary education is vested in the Schools Committee consisting of 16 members (12 councillors and 4 non-councillors) constituted under the City of Bombay Municipal Act, 1888. In 1930, the constitution of this Committee was changed by an amending Act. The main changes made are :—

(1) The Schools Committee as a whole never retired under the old constitution. Under the amended constitution, the whole Schools Committee retires when the Municipal Corporation is dissolved, and every time a new Corporation is elected after the General Election, a new Schools Committee is to be appointed.

(2) Formerly 4 Members of the Committee retired by rotation at the end of every calendar year. Now half the number of Councillor Members and half the number of Non-Councillor Members of the Committee will retire by lot at the end of every official year.

(3) Persons directly or indirectly interested in institutions receiving a donation or grant-in-aid from the Schools Committee or the Corporation and also persons directly or indirectly interested in any immoveable property leased out to the Municipality have now been debarred from serving on the Schools Committee.

The number of Primary schools in the City increased by 1 to 464 during the quinquennium. The number of pupils, however, increased from

62,923 to 76,951 (46,696 boys and 30,255 girls) or an increase of 22·3 per cent. The number of pupils per mille of population in 1931-32 was 66. The total expenditure decreased from Rs. 29,92,866 to Rs. 28,21,395 during the quinquennium, of which Rs. 7,44,507, or 26·4 per cent., was met from Provincial funds. The average annual cost per pupil decreased from Rs. 70-1-0 to Rs. 49-4-0 and the cost to Government per pupil from Rs. 17-9-0 to Rs. 13.

Of the 1,998 teachers in the employment of the Municipality in 1931-32, 1,031, or 51·6 per cent., were trained. Of the remainder, 717, or 35·9 per cent., were qualified and 250, or 12·5 per cent., were unqualified.

The following extract from the Chairman, Schools Committee's Report for 1930-31 will give an idea of the various activities of the Committee :—

“ The Boy Scout and the Girl Guide movements were extended to more and more schools. Industrial bias to Primary Education was further extended and the teaching of Handicrafts was encouraged. An addition to the teaching of Handicrafts was made by starting a Composing and Printing Class in the Foras Road School. For this purpose a printing press on a small scale has been set up which is also useful in turning out job work to meet some of the requirements of the schools and offices. With a view to afford facilities of training to the untrained teachers in the Department, a first year Training Class was started with the permission of the Government authorities. The experiment of only three hours' instruction to the Infants was tried and was found to be successful. The spare time of the teachers of the Infant Standards receiving three hours instruction was utilised in the training of those teachers in subjects like Drawing, Drill, Music, Handwork, Sewing, and Hindi. They were imparted training in these subjects for about 9 months and they are now in a position to impart the knowledge they obtained to the classes under their charge. The question of Compulsory Physical Training in the Municipal Schools was also tackled and a curriculum of drill exercises and games suitable for children of all ages was prepared. The backward condition of the Municipal Urdu Schools engaged the attention of the Schools Committee for some time and suitable steps for their improvement were taken. The Committee encouraged the starting of private classes for coaching unqualified teachers on the Urdu side for the Vernacular Final Examination with considerable success. The Teachers' Conferences, the working of the Teachers' Libraries, and other free Reading Rooms and Libraries, the Local Committees, Visual Instruction in the schools, Annual Sports, Retrenchment, and the like were some more items which formed part of the Schools Committee's activities.”

123. One of the main objects with which the Primary Education Act of 1923 was passed is to provide for compulsory elementary education. The Compulsory Education Committee (1921-22) recommended that compulsion for boys should be introduced into all city Municipalities by

Compulsory educa-
tion.

stages within five years, and into all non-city Municipalities and all villages (excluding Sind) which already possessed a school, within seven years, and that schools on a voluntary basis should be opened each year in one-tenth of the school-less villages in the Presidency which were able to produce 30 children of school-going age (i.e. ages of 5 to 10). By this means they expected that the total attendance of boys of school-going age would be increased by 500,000 in 10 years and that at the end of the period 80 per cent. of such boys in the Presidency proper and 60 per cent. in Sind would be at school. Under the Act a proposal of a Local Authority to provide for compulsory education is required to be submitted to Government in the form of a scheme. It was found however that whilst the number of schemes of expansion of Primary education on a voluntary basis submitted to Government was large, that of schemes of compulsory education was small. At the beginning of the quinquennium, therefore, Government considered the policy to be adopted by them in the matter of expansion of Primary education and decided that—

(1) Schemes for the expansion of Primary education on a voluntary basis submitted by District Local Boards on or after 1st April, 1927, should contain a provision for the introduction of compulsory elementary (i.e. lower primary) education equal to at least one-third of the total cost of each scheme :

(2) Schemes for the expansion of Primary education submitted by Municipalities which are Local Authorities should invariably be for the introduction of compulsory elementary education :

(3) Care should be taken to see that any additional funds which can be made available for schemes of expansion of Primary education are, as far as possible, equitably distributed among all parts of the Presidency and that Local Authority Municipalities, which, being compact areas, are in a position of advantage as compared with District Local Boards in preparing and submitting such schemes, should not monopolise all or most of the available funds.

Of the 30 schemes of compulsory education received by Government, 11 were sanctioned before the end of the year 1931-32. Of these 11 schemes, 7 were for Municipalities, viz. Ahmednagar, Sholapur, Brouch, Jalgaon, Poona City, Karachi, and Nasik and 4 for District Local Boards, viz. Larkana, West Khandesh, and Karachi (2 schemes). The sanctioned schemes cost Government Rs. 1,13,493. Of these 11 schemes, however, only 7 were actually in operation on March 31st, 1932. As regards the remaining 4, the Jalgaon and Nasik Municipalities have withdrawn theirs for want of funds and the District Local Board, Karachi, has held up its 2 schemes in view of the contemplated territorial changes.

Owing to financial stringency it was not possible for Government to sanction all the schemes of compulsion submitted to it.

At the end of the year 1931-32 the total number of Local Authorities which had introduced compulsory elementary education was twelve.

Ten of them are Municipalities. The names of these Local Authority Municipalities and other details are given in the following table :-

Name of Municipality.	Year of introduction.	Number previous to introduction.			Number on rolls on 31st March, 1932.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
<i>Bombay Primary Education Act, 1916—</i>							
1. Surat	1919	6,041	2,313	8,354	10,219	5,832	16,051
2. Bandra	1920	907	361	1,268	2,567	1,596	4,163
3. Satara City	1921	1,174	550	1,724	2,127	912	3,059
4. Dhulia	1923	1,710	570	2,280	3,475	1,975	5,450
<i>City of Bombay Primary Education Act, 1920—</i>							
5. Bombay City (F and G Wards)	1925	35,488	17,111	52,599	46,096	30,255	76,351
<i>Bombay Primary Education Act, 1923—</i>							
6. Ahmednagar City	1927	3,240	1,652	4,892	3,864	1,558	5,222
7. Shelapur	1927	6,112	2,168	8,280	7,660	2,840	10,500
8. Broach	1927	2,706	1,559	4,265	3,573	1,872	5,445
9. Poona City	1929	8,982	5,050	14,032	16,815	7,176	17,391
10. Karachi City	1930	1,187	1,049	2,236	3,059	41	3,109

124. The total number of schemes of expansion of Primary education on a voluntary basis submitted to Government up to the end of the year 1931-32 was 71. Of these, 34 have been sanctioned by Government. The schemes sanctioned involve a total cost of Rs. 4,84,916 to Government.

125. There are in all 10 Cantonments. The following table shows the number of Primary schools and pupils in them within the areas of these Cantonments :-

Name of the Cantonment.	Schools.			Pupils.			Expenditure (Recurring).				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Province In- Revenues.	Cantonment Funds.	O t h e r sources.	Total.	
<i>Bombay Division.</i>											
1. Deolali ..	Cantonment.	1	1	2	131	45	176	915	3,021	..	3,936
	Aided ..	2	..	2	318	163	481	..	2,150	4,058	6,208
<i>Central Division.</i>											
2. Poona ..	Cantonment.	..	..	..	..	..	..	..	..	..	..
	Aided ..	13	5	18	1,303	739	2,042	4,404	9,444	27,385	41,233
3. Kirkee ..	Cantonment.	..	..	..	..	..	..	..	..	..	..
	Aided ..	3	..	3	463	120	583	180	1,199	4,074	5,756
4. Ahmed- nagar.	Cantonment.	3	2	5	609	212	821	4,113	8,684	470	13,217
	Aided ..	1	..	1	24	9	33	24	48	449	518

Name of the Cantonment.	Schools.			Pupils.			Expenditure (Recurring).				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Provincial	Cantonment	Other	Total.	
							Revenues.	Funds.	sources.		
							Rs.	Rs.	Rs.	Rs.	
<i>Northern Division.</i>											
5. Ahmedabad.	Cantonment.	1	..	1	73	9	82	431	920	..	1,351
	Aided	..	..	..	..	..	..	..	..	..	..
<i>Southern Division.</i>											
6. Belgaum.	Cantonment.	1	..	1	282	104	380	1,253	3,272	..	4,525
	Aided	..	2	2	143	229	372	..	290	4,776	4,976
<i>Sind.</i>											
7. Karachi.	Port Trust.	1	1	2	89	36	125	1,408	2,508	..	3,916
	Aided	..	..	..	..	..	..	..	..	..	..
8. Karachi.	Cantonment.	..	..	..	..	..	..	..	..	..	..
	Aided	..	1	1	80	117	197	79	21	1,795	1,895
9. Drig Road.	Cantonment.	..	..	..	..	..	..	..	..	..	..
	Aided	..	1	1	90	12	102	295	5	2,326	2,626
10. Hyderabad.	Cantonment.	1	..	1	237	53	290	1,178	3,101	..	4,279
	Aided	..	..	..	..	..	..	..	..	..	..

It will be seen that there are three Cantonments—*Deolali*, *Ahmednagar*, and *Belgaum* which maintain their own schools and also give grants-in-aid to schools managed by private bodies within their limits. The other Cantonments either maintain their own schools or give a grant to aided schools. On the whole Cantonments are making adequate provision for the educational needs of their areas.

126. The passing of the Primary Education Act brought to a close a long period during which the Educational Department from small beginnings had built up a comprehensive system of Primary education which was generally admitted to be more efficient than the system in any other Province. Reports on Public Instruction in this Presidency during the last 5 or 6 years however point to the fact that there has been considerable decline in the efficiency of Primary Education since the transfer of control. It will be seen from these reports that the factor which has militated more than any other against efficiency has been communalism. The transfer of control followed the elections to District Local Boards which were held under the new District Local Board Act of 1923 which broadened the franchise and which resulted in installing members of certain communities only in office. This composition of the various District Local Boards has had its effect on the working of the Primary Education Act. The majority of School Boards which came into existence developed communal tendencies and this attitude influenced the selection of the supervising and teaching staff and their transfers and promotions. Another factor responsible for the lowering

of efficiency is the influence which Primary teachers have begun to wield since the introduction of the Reforms. A schoolmaster is very often the only educated person in a village. It is clear that he has opportunities of assisting or obstructing the candidature of individuals in the elections not only to the Legislative Council but to the District Local Board and School Board. He has thus come to possess a political power which has reacted adversely on the performance of his legitimate duties. To add to this the School Boards in some cases have shown reluctance to give any real authority to the Administrative Officer who is supposed to be their chief executive officer.

A further factor which has not conduced to the smooth working of local educational administration has been the friction which has in some cases existed between the Local Authority and the School Board mainly owing to their failure to interpret correctly the rules framed under the Primary Education Act. With a view to remedying this, a circular explaining the legal position of these two bodies has been issued. It is also intended to issue a set of model rules defining clearly the spheres of the Local Authority and the School Board. Moreover, in 1930-31 the Civil Disobedience Movement had an unsettling effect upon educational institutions and steps had to be taken to deal with the situation. Grants-in-aid for Primary education given to two Municipalities were withheld because the authorities, by closing schools on the occasions of the arrests of political leaders etc., allowed their political views to interfere with their educational administration and the course of studies to be unnecessarily interrupted for reasons unconnected with normal educational practice.

On the whole, however, the administration of the Act is proceeding with increasing smoothness and harmony. The transfer of control has brought the public into more intimate touch with education and the practical difficulties involved in its administration, and it is hoped that as time advances public opinion will begin to exercise a sufficient check on the evils which are usually attendant on the devolution of authority in an earlier stage.

The policy of Government has been to do everything possible to assist Local Authorities and School Boards in carrying out the responsibilities which have been placed upon them under the Act. Unfortunately owing to financial stringency Government have not been able to provide the funds necessary to meet fully their obligations under the Act. During the quinquennium steps were taken to minimise correspondence and consequent delay, by the publication of a Code containing the orders of Government issued from time to time regulating expenditure on Primary education. The procedure in regard to the audit of educational accounts of Local Authorities has also been simplified.

127. Prior to the passing of the Act of 1923 the Primary schools of District Local Boards were managed by the Educational Department through the agency of its inspecting officers. The District Deputy Educational Inspector was responsible for the maintenance of the schools. With the passing of the Primary Education Act the functions of

Government Control
and Inspection.

Government have been limited to seeing that the Boards carry out their duties in accordance with the provisions of the Act. Government, however, continue to maintain some check on expenditure. Scales of pay and schemes of expansion have to be approved by Government. The accounts of each District Local Board are audited annually by the Local Audit Department to ensure that Government grants are paid only on items of expenditure which are admissible under the rules. Government maintain only a small inspecting staff whose functions are largely advisory. In each District in which the control of Primary education has been transferred to a Local Authority there is only one Assistant Deputy Educational Inspector in the Subordinate Educational Service. When it is remembered that there are Districts with over 800 schools each, and in one or two cases even 1,000 schools, and that the Inspecting Officer is required to do other multifarious duties, it is clear that the existing staff is quite inadequate and is unable to see that Government money is usefully spent and the teaching is efficient. It is essential therefore that the existing staff should be strengthened. The necessity of Government inspection needs no emphasis. In this connection the following remarks made by the Indian Statutory Commission are significant :—

“ The vital importance of government inspection, both on its protective and constructive side, is well recognised in Europe. In the early stages of a public system of education, and also in periods of rapid expansion—particularly when administrative responsibility is being extensively confided to inexperienced local bodies—the protective function of independent inspection is specially important. It is only through such inspection that Governments and Ministers can guard against large waste of money, which, if permitted, will quickly exhaust resources and cripple all endeavours to build up a good system. The Government cannot in this matter properly rely on any officers but its own. And even when the foundations of a good system have been firmly established, government inspection remains just as important on its constructive side and as a stimulus to fruitful development. Efficient educational inspection is just as essential as efficient railway inspection: safe and rapid advance on the right lines is not possible without it. And its maintenance involves no suggestion of distrust either of local bodies or of teachers, or of slight to them. Indeed, in England where devolution to local bodies is well developed and they are legitimately proud of their proved capacity for responsible administration, and where teachers are well-organised in associations and maintain close contact with each other, the constructive criticism, advice and guidance of the government inspector are not only not resented, but welcomed. There is reason to believe that English local education authorities desire not less but more government inspection. We are convinced that in India inspection is the Government’s administrative key to advance, and that without an efficient system of government inspection of this nation-building service, there is a grave risk that its relative sterility will be perpetuated.”

CHAPTER VIII.

TRAINING OF TEACHERS.

I. Training of Secondary School Teachers.

128. There is only one institution, the Government Secondary Training College, Bombay, which trains teachers for Secondary Schools. An account of this institution has been given under Professional Colleges in Chapter V.

II. Training of Primary School Teachers.

129. The total number of Training Institutions for men and women decreased during the quinquennium by 1 to 29—12 for men and 17 for women against 15 for men and 15 for women at the end of the last quinquennium. Four institutions for men closed during the quinquennium, viz. the three Government Training schools at Ahmednagar, Ratnagiri, and Satara, and the Urdu Training Class maintained by the Poona City Municipality, while the Training Class for Marathi teachers opened by the Bombay Municipality was added during the quinquennium. The Government Training School at Nasik was first transferred to Narayangaon in the Poona District and reorganised as a Rural Training School. It has since been transferred to Loni in the same district.

The two Training Institutions for women recognised during the quinquennium are the R. C. Urdu Training Institute for Muslim Girls maintained by the Bombay Municipality and the *Adhyapika Shala* or the Normal Class conducted by the Hindu Widows' Home Association at Hingne near Poona.

The following table shows the number of Training Institutions for men and women at the end of the quinquennium by Divisions :—

Division	Training institutions for				Total
	Men		Women		
	Government	Non-Government	Government	Non-Government	
Bombay Division ..	1	1	..	3	5
Central Division ..	4	1	2	6	13
Northern Division ..	2	1	1	2	6
Southern Division ..	1	..	1	..	2
Sind ..	1	..	1	1	3
Total ..	9	3	5	12	29

The number of pupils in these Training Institutions on the 31st of March, 1932, belonged to various communities as under :—

	Indian Chris- tians	Hindus			Muham- madans	Parsis	Others	Total
		Ad- vanced	Inter- diate	Back- ward				
Men	88	59	236	62	157	..	9	711
Women	228	246	91	13	82	38	16	713
Total	316	404	327	75	239	38	25	1,424

Further details such as the number of students, expenditure of each institution, etc., are given in the Supplement to this Report.

130. As stated in the last Quinquennial Report the general policy of Government in regard to the training of Primary Government's policy. teachers is to maintain its own institutions. If an institution under private management is efficient and meets a want, Government award a grant at one-half of the admitted expenditure, subject to a limit of grant of Rs. 120 per student in average attendance. The examinations for the award of Training College Certificates are conducted by Government.

In accordance with the scheme which came into effect about 1919 a number of Training schools were opened in districts in which there were no Training Colleges already with the object of training a large number of Primary teachers required annually and supplying them with a one year's training only. These schools were successful as they had small numbers (i.e. 50 students in each school). Unfortunately, however, sufficient care was not taken to make sure that there was demand for so many trained teachers or to see that the provision made in each area was proportionate to the need of trained teachers in that area. The result was that in course of time the distribution of trained teachers among the different districts became very unequal, some having as many as 90 per cent, and others as few as 30 per cent. It was, therefore, necessary to modify the scheme in order to provide trained teachers according to the needs of each district. Moreover, the need for economy was also becoming more and more evident. The time scales of pay for Primary teachers introduced for the first time in 1919 to which teachers were automatically promoted on their obtaining the requisite Training College Certificates of 1st, 2nd or 3rd year and the excessive number of 2nd and 3rd year trained teachers raised the cost of Primary education to an unnecessary height. Thus on financial grounds also it became necessary to change the old policy. The first point to be considered was the proportion of trained teachers necessary and it was decided that not less than 50 per cent, of the teachers should be trained and not less than 15 per cent, or more than 30 per cent, should hold the 2nd or 3rd year certificate. These are the percentages which have been prescribed in Primary Education Rule 58. The number of teachers

required to be trained annually for each district was worked out on these assumptions, due allowance being made for wastage, and with a view to securing the proportion of trained teachers on this basis the output of training institutions was regulated. The 3rd year class was abolished partly because there was already an excess of 3rd year teachers in many districts and partly because it was hoped that it would be possible to train men in two years who would be competent to teach any class in a Primary school. A number of District Training Schools have also been closed gradually. The policy followed at present and mentioned in previous years' Reports is to level up the percentage of trained Primary teachers all over the Presidency to approximately 50 per cent. allowing for normal wastage. In practice this means that more places are allotted to those Local Authorities whose percentage of trained teachers is low. It will be seen that this policy of restrictions, though in many ways unsound and opposed to the best interests of education, has been imposed by financial circumstances. A new scheme of training intended to reduce the cost and at the same time to provide a greater percentage and supply of trained teachers is under consideration.

131. The expenditure on Vernacular Training Institutions decreased during the quinquennium from Rs. 4,74,764 to Rs. 4,38,445. The following table compares the expenditure on Training Institutions in 1926-27 and 1931-32:—

	1926-27				
	Provincial funds	Board funds	Fees	Other sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Men ..	2,46,229	12,243	.....	12,464	2,70,936
Women ..	1,51,810	9,608	3,649	38,761	2,03,828
Total ..	3,98,039	21,851	3,649	51,225	4,74,764

	1931-1932				
	Provincial funds	Board funds	Fees	Other sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Men ..	2,11,740	4,541	310	17,764	2,34,355
Women ..	1,36,402	15,189	4,708	47,791	2,04,090
Total ..	3,48,142	19,730	5,018	65,555	4,38,445

132. Of the 29 Training Institutions, 14 are maintained by Government. Of these, 9 with 605 students are for men and 5 with 179 students are for women. The average annual cost of educating a student in a Government institution for men and the cost to Government were Rs. 358 and Rs. 343 against Rs. 290 and Rs. 270 respectively 5 years ago. The corresponding figures in the case of a Government institution for women were Rs. 625 and Rs. 604 against Rs. 531 and Rs. 521 respectively in 1926-27.

The need for training Primary teachers in rural surroundings and under rural conditions so that their teaching may be in true sympathy with the conditions of village life is universally recognised. A beginning was made in this direction in August, 1929, by the transfer of the Training School at Nasik to Narayangaon in the Poona District and by converting it into a Rural Training School. It has since been transferred to Loni in the same district. The school provides training for 30 students in the First year course of the Training Institutions for Men, special training being given in field work. The training is specially adapted to the needs of rural schools. The special syllabus followed in the school includes all the subjects taught in the ordinary Training Institutions with slight modifications. Certain subjects of a practical nature such as agriculture, smithy, carpentry, and village uplift have been added. In making admissions to the school preference is given to those who have passed the Agricultural-bias Vernacular Final Examination. The First year certificate issued on the successful completion of the course ranks as in every way equal to the First year certificate of the ordinary Training Institutions for Men. It is hoped that the public and especially the District School Boards, will recognise the true value of the education given in this Rural Training School, and that, in the matter of appointment of teachers for rural schools, they will give preference to men who have received this form of training which specially qualifies them for the duties of the village teacher.

The school is still in the experimental stage and the question of adding a second year class to the school depends on the results of this experiment.

During the quinquennium the Urdu Normal Class for Muslim Girls, Poona, was developed into an Urdu Training School for Women by the addition in 1930-31 of one more class for the Senior First year candidates. The institution has thus been brought into line with other Training Institutions for women. It has 34 students.

133. Of the 15 non-Government institutions, 3 with 106 students are for men and 12 with 530 students are for women. The 3 Training Institutions for men are (1) the Union Training College at Ahmednagar maintained by a combination of five missions, two of which are American, one Scottish and the remaining two Indian, (2) the Vocational Training

School at Ankleshwar maintained by the Church of Brethren Mission and (3) the First Year Training Class for Marathi teachers opened in 1930-31 by the Bombay Municipality. The institution at Ahmednagar follows the course of studies prescribed by the Department. The school at Ankleshwar teaches agriculture and carpentry in addition to the course prescribed.

Of the 12 non-Government Training Institutions for Women, 7 are conducted by missionary bodies, 3 by other private bodies like the Seva Sadan, etc., one known as the Rabimtulla Currimbhoy Urdu Training Institute for Muslim women teachers is maintained by the Bombay Municipality, and one is conducted by the Hindu Widows' Home Association at Hingne near Poona.

The non-Government training institutions for women, with few exceptions, follow the course prescribed by the Department and send up candidates for the Training College Certificate Examinations held by the Department. The Kindergarten Training School at Sholapur follows a different course and holds its own examinations. The course followed by the Training College for Women at Hingne, which is also recognised by the Indian Women's University, is one of 3 years and generally corresponds to that of the junior 1st year and senior 1st and 2nd year classes respectively of a Government Training College for Women. The examinations of the candidates in this institution are held by an Examination Board appointed by the Indian Women's University, one member of the Board being a Government officer nominated by the Director of Public Instruction. Since 1929 the certificates issued by this institution have been treated as equivalent to the certificates of a Government Training College for Women on certain conditions.

Of the 15 non-Government institutions, 12 (2 for men and 10 for women) are aided by Government. In 1931-32 grants amounting to Rs. 36,876 were paid to these institutions. The cost per pupil in an aided institution for men in 1931-32 was Rs. 233 of which Government's share was Rs. 65. The corresponding figures in 1926-27 were Rs. 196 and Rs. 83 respectively. The cost per pupil in aided institutions for women was Rs. 173 against Rs. 228 five years ago, the cost to Government being Rs. 64 in 1931-32 and Rs. 87 in 1926-27.

134. The Vernacular Final Examination qualifies candidates for admission to the Training Institutions, both in the case of men and women.

Selection of Teachers.

Before the transfer of control of Primary education to the Local Authorities the selection of candidates was made by the Educational Inspectors on the recommendations of the Deputy Inspectors. But, owing to the transfer of control to Local Authorities, the selection now rests with the School Boards, and admissions are based on their recommendations. The Educational Inspectors, however, take care to ensure that admission

are made in accordance with the proportions prescribed by Government. These proportions are :—

	Bombay, Central, and Southern Divisions	Northern Division
<i>Presidency proper.</i>	Per cent.	Per cent.
(1) Advanced classes	25	90
(2) Intermediate castes including Muhammadans and Indian Christians, etc.	60	
(3) Backward castes proper (formerly called Depressed classes)	15		10
Total	100	100
<i>Sind.</i>		
Hindus	25	..
Muhammadans	75	..
Total	100	..

These proportions have been fixed with a view to recruiting a larger number of persons from among the agricultural and artisan classes in order to secure teachers better suited to the needs of rural areas.

Although the reservation of places is a step favourable to the growth of education in the villages it has been reported that the selections made by the Local Authorities are not always judicious.

The Principal, Training College for Men, Poona, reports—

“The present selection of candidates by the Local Authorities had decidedly lowered the standard of efficiency in the Training Institutions and the only way to improve it is to make selections on competitive basis.”

The Principal, Training College for Men, Dhulia, reports—

“Many of the students sent by the Local Authorities were really of mediocre abilities and the teachers and myself had to work hard to coach these students outside regular college hours.”

He further says—

“The certificate of physical fitness is now obtained by the students from the medical officers of the Local Authorities or from the Sub-Assistant Surgeons for their talukas. Some of these medical officers have an idea that teachers can do their duties even with serious physical defects. This year I had a student who had lost completely the sight of one of his eyes. There was another student who stammered while teaching so much, that I was afraid that the children of the Practising School would get the habit by imitating him. Another student had lost use of his right arm and had to write with his left hand. A fourth student had two of his fingers out during his childhood as they had been badly burnt. These defects were discovered when the students commenced their practical work in the Practising School. It was then too late to send them back to

“ their districts and many times it happens that a worse student is sent by the Local Authority in place of the one who is sent back.”

The Lady Superintendent, Training College for Women, Poona, reports—

“ It is very desirable that the selection of candidates for the First Year Junior should be made carefully according to the physical and intellectual ability of the candidates. In two or three cases within the last 5 years, women who were lame or otherwise physically unfit as teachers, were sent, and they had somehow managed to secure certificates from medical officers about their fitness.”

Apart from this, when it was decided that it should be possible to secure reasonable efficiency if on the average 50 per cent. of the teachers were trained it was also intended that young men who had passed the Vernacular Final Examination and wished to become teachers should be appointed to schools with experienced Head Masters, who would teach them the rudiments of their profession. Nothing appears to have been done in this respect. The Principal, Training College for Men, Poona, reports—

“ A large number of students admitted to this Institution are not well grounded in the subjects prescribed for Primary standards, and so an extensive study of these subjects requires to be undertaken to enable these students to teach the subjects efficiently.”

The Educational Inspector, Northern Division, reports—

“ The Vernacular Final Course does not provide a sufficiently sound basis upon which to build a course of training for future teachers, particularly when, as usually happens, there is a gap of two to five years between the passing of the Vernacular Final Examination and the deputation to the Training College. The work of the Training College is, therefore, handicapped by the ignorance of the students concerning the subjects which they have to teach.”

The Educational Inspector, Southern Division, reports—

“ Candidates admitted for training generally possess a low standard of general education and hence need to be given general education in addition to professional training during the short period of their 1st year's certificate course. To enable the Training Institutions to devote themselves principally to the work of professional training, it is necessary to lengthen the preliminary course of general education at school by one year by adding to the present primary course for boys an additional Vernacular Final Standard and to that for girls an additional Standard VII.”

With a view to raising the intellectual standard of future teachers the introduction of an entrance test has been advocated. This question is still under consideration.

135. Stipends are paid by Government to the students deputed by the District School Boards to the extent of the actual requirements as fixed by Government. A District School Board wishing to depute candidates in excess of the number fixed for it has to bear the cost of the additional stipends.

Local Authority Municipalities provide their own stipends to the teachers deputed by them and the expenditure incurred on this account is admitted for purposes of grant.

A stipendiary student is required to serve for a period at least equal to the period for which he has received his stipend. Failure to comply with this condition entails a refund of the stipend proportionate to the period of default. In the case of Training Institutions for men in the Presidency proper the value of stipends has recently been reduced from Rs. 12-8-0 to Rs. 10 per mensem and in Sind from Rs. 15 to Rs. 12-8-0 per mensem. No reduction has however been made in the value of stipends for women which continues to be Rs. 15 per mensem. The question of reducing the rates further or of discontinuing the stipends altogether in the case of all institutions as a measure of retrenchment is, however, being considered.

136. Every Government Training Institution has a hostel attached to it and students are required to reside in the **Hostels.** hostel, special permission being necessary to reside outside. The messing arrangements are made by the students under the supervision of the staff.

137. The following table shows the output of the various Training Institutions for men and women in 1931-32 :—

	2nd year		1st year		Total	
	Men	Women	Men	Women	Men	Women
<i>Government Non-Urdu—</i>						
Bombay Division ..	16	..	79	49	95	49
Central Division ..	36	..	229	36	265	36
Northern Division ..	25	..	63	7	88	7
Southern Division ..	..	..	25	21	25	21
Sind ..	8	4	44	13	52	17
	85	4	440	126	525	130
<i>Government Urdu—</i>						
Bombay Division ..	16	..	19	..	35	..
Central Division ..	19	..	31	6	50	6
Northern Division ..	..	..	32	..	32	..
	35	..	82	6	117	6
<i>Non-Government Non-Urdu—</i>						
Bombay Division ..	..	..	..	9	..	9
Central Division ..	14	7	22	61	36	71
Northern Division ..	..	16	8	20	8	41
	14	22	30	90	44	121
<i>Non-Government Urdu—</i>						
Central Division ..	..	..	..	5	..	5
Grand Total ..	134	26	552	236	686	262

138. The College year for Training Institutions for men was changed in the last quinquennium and was brought into line with that for Secondary schools which commence in the Presidency proper in June and in Sind in April. During this quinquennium the college year in the case of Training Institutions for women was also changed and brought into line with that for men.

Courses. The course for the Training Institutions for men as revised in 1924 is one of two years, the old course of three years having been compressed into one of two years. All the subjects taught are compulsory. For the first year they include theory and practice of Education, Vernacular, Arithmetic (with Indian accounts), Indian History, Geography, Science (including Hygiene and First Aid), Drawing, Nature Study and School Gardening, Physical Training, Hand-work, and Music. In the second year, in addition to these subjects Geometry, History of the British Empire in outline and Indian Administration, and psychology are taken. Hand work includes clay-modelling, paper-cutting and paper-folding, card-board modelling, bead work, basket making, spinning, weaving, etc. Persian has been introduced as an additional subject in the curriculum of the Training College for Men, Hyderabad, from 1930-31, and of the Urdu Training Institutions for Men and Women from June, 1931, as an experimental measure.

The adequacy of this course is under consideration.

The course for Training Institutions for Women continues to be one of three years. The First Year's Certificate is granted after two years' training and the Second Year's Certificate at the end of a further year's training. All the subjects taught for the First and Second Year certificates are compulsory. They include Theory and Practice of Education, Vernacular, Arithmetic (including house-hold accounts), History, Geography, Hygiene, Needle-work, Nature study, Drawing, Physical training Hand-work and Singing. Hand-work includes paper cutting, card-board modelling, bead-work, raffia-work, basket-work, cane-work, etc. For the Second Year Certificate more advanced teaching is given in the same subjects.

Great stress is laid in all Training Institutions on the practice of teaching and this includes that of teaching two or more classes at a time since in rural areas conditions in many schools are such that this combination of classes is unavoidable. Students are also trained to make their own apparatus and appliances designed as aids to teaching. Every endeavour is made to widen the teachers' outlook and to enlarge their experience. Among the activities that may be mentioned are the Boy Scouts or Girl Guides, Children's Guild of Service, Junior Red Cross Work, Co-operative Societies, Debating clubs, College magazines, Lantern Lectures, excursions to various places of interest, lectures by distinguished persons and periodical conferences of teachers and students.

139. (a) Special classes for an intensive course in physical training for women teachers was conducted by Miss Motiwala in the Training College for Women, Poona, in December, 1928.

Special features.

(b) The two monthly magazines for Primary teachers "Marathi Shikshak" and "Kanya Shikshak" conducted by the Principal, Training College for Men, Poona, and the Lady Superintendent, Training College for Women, Poona, respectively were incorporated into one in 1928 under the new name of "Prathamik Shikshak".

(c) The Diamond Jubilees of the Training College for Men, Poona, and the Training College for Women, Poona, were celebrated in 1929-30.

(d) A vacation course for Educational Administrative Officers, Supervisors, and teachers was held at the Training College for Men, Poona, during the summer vacation of 1931.

(e) In January, 1931, the First Bombay Presidency Geographical Conference was held at the same institution when a new and an improved course in Geography was framed by the Conference.

(f) The Training College for Women, Dharwar, obtained second class certificates of merit from the All-Asia Educational Conference held in Benares in December, 1930, and the All-India Educational Conference held in Bangalore in December, 1931, for exhibits of Hand-work, Drawing, Needle-work and teaching appliances.

(g) The Advisory Committee for Training Colleges for Women in the Northern Division met for the first time in 1930-31 at Ahmedabad. The Educational Inspector reports—

"It brings together the various Principals, allows them to discuss their problems not only among themselves, but also with the Inspectorate, to obtain valuable suggestions from the observation of Training Colleges other than their own, and to decide upon a common course of action after personal discussion."

(h) At the Training College for Men, Dhulia, an Educational Week and exhibition for the benefit of Primary teachers was held in February, 1932.

CHAPTER IX.

PROFESSIONAL SCHOOLS AND CLASSES.

140. This chapter deals with Professional Institutions other than (1) Professional Colleges affiliated to the University, (2) Normal and Training Schools and (3) Pathshalas and Maktabs whose accounts are given in Chapter V, VIII, and X respectively. The list of institutions dealt with in this chapter is a very miscellaneous one, as they vary widely in character. Some of them are under the control of other Departments.

A—Commercial Institutions.

141. In addition to the Sydenham College of Commerce and Economics, Bombay, an account of which is given in Chapter V, there were 34 Commercial schools and Classes as at the end of the last quinquennium. The number of pupils in them decreased from 2,136 to 2,012 during the quinquennium. These schools impart instruction in Book-keeping, Shorthand, Type-writing, Commercial Correspondence, Commercial Law, etc. A list of these institutions is given in the Supplement to this Report. Of the 34 institutions, 4 are maintained by Government and the remaining 30 by private bodies or individuals. The total expenditure of these schools amounted to Rs. 1,34,287 of which Rs. 3,484 was borne by Government. Most of these institutions prepare students for the Junior and Senior Examinations of the London Chamber of Commerce. At the Junior and Senior London Chamber of Commerce Examinations held in Bombay and Karachi in 1931, 606 and 202 candidates respectively appeared, of whom 239 and 86 respectively passed in different subjects. In 1930-31, 291 and 60 passed out of 732 and 243. The decrease in the number of entries is due to the general depression in trade. The following table gives the results of the Senior Examination :—

Subject.	Number appeared.	Number passed.
Book-keeping and Accountancy	286	76
Commerce and Finance	65	41
Banking and Currency	56	11
Foreign Exchange	8	3
Commercial Law	96	49
Economics	6	6
Company Law	31	21
Commercial Geography	11	4
Advertising	11	2
Commercial Arithmetic	11	1
Shorthand	10	..
Typewriting	5	..
Salesmanship	10	6
Marine Insurance	2	2
Fire Insurance	2	..
Life Insurance	5	2
Secretarial practice	32	14
English	4	1
Stock exchange	1	1
Total	652	240

These examinations have been held every year in this Presidency since 1901 when their conduct was entrusted to the Director of Public Instruction. Prior to 1926, however, there was hardly any regular inspection of the institutions preparing candidates for these examinations as the inspection work was in the hands of the Educational Inspectors and their assistants who in most cases were not qualified in any commercial subjects. Early in 1926 the work of inspection was therefore entrusted to the Principal, Sydenham College of Commerce and Economics, Bombay, who at present works as the Inspector of Commercial Schools in the Presidency.

With a view to equipping young men in this Presidency seeking employment in Government and commercial offices, Government instituted in 1926, in consultation with the representatives of the leading commercial bodies and associations, a special examination known as the Government Commercial and Clerical Certificate Examination specially adapted to Indian requirements. For admission to the examination a year's attendance at a recognised Commercial institution is required in the case of Matriculates and of two years for non-Matriculates. The examination was held for the first time in July, 1927. The subjects prescribed for the examination are such as would be useful to persons seeking clerical employment in Government and Commercial offices, and include English, Commercial Geography, Commercial Arithmetic, Book-keeping, etc. A reasonably high standard of proficiency in these subjects is demanded. The results of the examination for the last 5 years are given below :—

				Number appeared.	Number passed.
1927	..	..	..	37	6
1928	..	..	..	52	17
1929	..	..	..	38	10
1930	..	..	..	52	16
1931	..	..	..	38	14

It will be seen that the examination has not been able to attract as large a number of pupils as was anticipated. The Inspector of Commercial Schools considers this to be due to the following reasons :—

- (1) The examination is not widely known to pupils and parents.
- (2) To pass the Government Commercial and Clerical Certificate Examination, a non-Matriculate student is required to attend a recognised institution for two years, which is not the case with examinations conducted by the London Chamber of Commerce, and the Indian Merchants' Chamber, Bombay.
- (3) The standard of the examination in most of the subjects is higher than that at the examinations referred to in the above paragraph.
- (4) Unlike the London Chamber of Commerce and the Indian Merchants' Chamber no single subject certificate examination was held by the Department.
- (5) The extreme trade depression has resulted in temporarily reducing the demand for young men trained in commercial subjects.

In order to increase the usefulness and popularity of this examination, certain modifications have recently been made in its rules. According to the new rules, the examination will be known as the Government Commercial Diploma and Certificate Examinations. Provision has been made for the award of a Diploma and also of certificates in individual subjects as in the case of the examinations conducted by the London Chamber of Commerce. The Government Commercial Diploma will be awarded to candidates who pass the examination in all the prescribed subjects. Certificates will be granted to candidates offering any one or more of the subjects prescribed for the examination, if they secure 50 per cent. or more of the marks assigned to each subject. A candidate passing in this manner in all the subjects required for the award of the diploma within a period of not more than five years will be eligible for the Diploma. The new Rules also give facilities to candidates to pass the examination by compartments.

The subjects prescribed for the Diploma and Certificate Examinations are as follows :—

Compulsory subjects.

1. English including precis writing and commercial correspondence.
2. Commercial Arithmetic, chiefly of a practical nature.
3. Elements of Book-keeping (inclusive of the main features of the "Desi Nama", Gujarati Book-keeping).
4. Commercial Geography.
5. Methods and Machinery of Business.

Optional subjects (of which one has to be selected by the candidate).

- (a) Shorthand.
- (b) Typewriting.
- (c) Accountancy, i.e. more Advanced Book-keeping.
- (d) Administration.
- (e) Indian Banking (Elementary).

It is hoped that with these changes the examination will become more popular and better known.

The J. D. Vakil Commercial School attached to the Government High School at Broach and started in March, 1920, with the help of a donation given by Seth D. B. Vakil continues to prepare candidates for the London Chamber of Commerce and the Government Commercial Examinations. It also sends up candidates for the Banking Diploma Examination of the Indian Merchants' Chamber, Bombay. Admission to the School is restricted to those pupils who have passed at least Anglo-Vernacular Standard V. Fees at the rate of Re. 1 per mensem per subject and Rs. 5 per mensem for the Government Commercial Diploma course were charged at the beginning of the quinquennium. The former rate has been raised to Rs. 1-8-0 per subject with effect from 1931-32. The average number of pupils in the school has increased from 7 in 1926-27 to 31 in 1930-31 and 27 in 1931-32. The fall in 1931-32 is attributed to the increase in the rate of fees mentioned above. The total expenditure on the school in 1931-32 was Rs. 2,637 of which Rs. 812 was met from fees, Rs. 1,617 from endowments, and Rs. 208 from Provincial funds.

The Government Commercial Classes attached to the Elphinstone High School since 1926 continue to provide suitable training in commercial subjects. The minimum qualification for admission is the passing of Anglo-Vernacular Standard V. The average number on the roll has increased from 37 in 1926-27 to 45 in 1931-32. The classes meet from 11 a.m. to 4-30 p.m., but in order to meet the needs of young men who are employed by day evening classes are also held. The fees charged are Rs. 1-8 per mensem per subject and Rs. 6 per mensem for the full Diploma course. The total expenditure on these classes in 1931-32 was Rs. 4,203, of which Rs. 3,792 was met from fees and the remaining Rs. 411 was borne by Government.

Government also maintain Shorthand classes attached to the Sydenham College of Commerce and Economics since 1919. In 1931-32, 7 students were attending these classes. The Principal of the College reports that the elementary and speed classes held in the evening for outsiders were also fairly well attended. During the quinquennium 7 clerks were deputed for training in shorthand against 32 in the last quinquennium.

142. The Accountancy Diploma Board was constituted by Government at the suggestion of the Government of India in 1915. But the first examination for the Government Diploma in Accountancy was not held until 1918. Examinations are now held simultaneously every year at 6 centres, Bombay, Madras, Calcutta, Allahabad, Rangoon, and Karachi. Karachi was added to the list of centres for the Examination in 1929. During the quinquennium 1,928 candidates were examined, of whom 464 were declared successful. The following table shows the number of candidates at each centre:—

Name of Centre.	Year.											
	1927.		1928.		1929.		1930.		1931.		Total.	
	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.	Number examined.	Number passed.
Bombay ..	193	50	222	68	193	49	190	51	193	53	983	271
Karachi ..	..	..	..	..	12	5	22	8	27	10	61	23
Madras ..	71	17	82	23	78	17	84	15	100	21	415	93
Calcutta ..	38	6	36	12	58	10	80	6	07	12	309	48
Allahabad ..	13	2	9	3	9	1	5	..	8	1	44	7
Rangoon ..	11	6	10	1	21	2	25	5	30	8	100	22
Total ..	320	81	368	107	371	84	406	87	457	105	1,928	464

During the quinquennium 195 candidates satisfied the requirements of the regulations, were awarded the Government Diploma in Accountancy, and thus became qualified to practise as auditors under the Indian Companies Act, 1913. Eighty-three of these diplomates received their practical training in Bombay, 62 in Madras, 32 in Bengal, 7 in Burma, 6 in Delhi, and 5 in the Central Provinces.

Up to 1928 the Diploma awarded by the Board was known as the Government Diploma in Accountancy of the Sydenham College of Commerce and Economics, Bombay, but since 1928 the words "of the Sydenham College of Commerce and Economics, Bombay" were omitted.

The Government Diploma in Co-operative Accountancy was instituted by Government in February, 1921. It qualifies the holder for permanent appointment as an auditor under the Registrar of Co-operative Societies. During the quinquennium, of the 153 candidates examined, 38 passed. They were distributed as under:—

Year.	Bombay.		Rangoon.	
	Number examined.	Number passed.	Number examined.	Number passed.
1927	13	3	1	..
1928	26	5	1	..
1929	26	7	..	..
1930	35	7	..	..
1931	51	16	..	..
Total	151	38	2	..

In connection with the proposed Indian Accountancy Board the Secretary reports—

" For some years past the question of forming an Indian Accountancy Board for the purpose of advising the Governor General in Council regarding the granting of auditors' certificates and assisting him in maintaining a high standard of qualifications and conduct of persons enrolled on the register of accountants was under the consideration of the Government of India. In 1925 a scheme for the establishment of such a Board was drawn up and circulated for opinion. After much careful consideration of the replies received and consultation with commercial and professional bodies, the Government of India framed rules called the Auditor's Certificate Rules, 1932, which came into force from 1st April, 1932. These rules provide for the maintenance of a Register of Approved Accountants, the granting of Auditors' Certificates, the examinations to be passed and the theoretical and practical training to be undergone by persons wishing to be enrolled on the Register, and for the constitution of an All-India Board called the Indian Accountancy Board. Under these rules the Government of India and not the local Governments will be the statutory authority

“ for the grant of certificates to persons entitling them to act as Auditors of Public Companies in India. The First Examination prescribed by the new rules will be held in 1933 and the first Final Examination in 1935. The Government of India have recognised that an abrupt transition from the old to the new system might involve hardship to persons already engaged on a course of training for the accountancy profession, and they have therefore decided that the G.D.A. examination should continue to be held under the old rules until a date not later than the 31st December, 1934. The Accountancy Diploma Board will continue in existence for a certain period beyond that date for the purpose of making recommendations to the Government of Bombay for the award of the Government Diploma in Accountancy to any persons who may have passed the examination but may not have completed the practical training by the end of 1934.”

In connection with the Accountancy Diploma classes at the Sydenham College of Commerce and Economics the Principal reports—

“ In 1927 and 1928, there was a fall in the number of students admitted to the Accountancy Diploma Classes, but there was a slight improvement during the last three years. In 1931-32 there were 47 students in these classes, as against 39 in 1930-31, 28 in 1929-30, and 19 in 1928-29. It remains to be seen what effect the new Auditor's Certificate Rules will have on the number of students in the Accountancy Diploma Classes.”

B—Engineering Classes.

143. In addition to the regular classes for the degree of B.E., classes in which students are prepared for the (1) Civil and (2) Combined Mechanical and Electrical Engineering Diploma are held at the College of Engineering, Poona, for the training of overseers, foremen, chargemen, and electrical apprentices.

The course for each of the three branches formerly covered a period of three years. The course for the Diploma in Civil Engineering extends over 3 years. Prior to June, 1931, there were separate Diplomas in Mechanical Engineering and in Electrical Engineering, each having a course of 3 years. From the experience gained in past years, however the combined course in Mechanical and Electrical Engineering has been instituted since June, 1931, in order that the students who undergo the combined course may be better suited to the present day requirements of employers of labour, than those who formerly only underwent a single course. The course extends over a period of 4 years. These Diploma classes observe the same terms as the University except that the 2nd term closes about 10th April and not 10th March.

The minimum standard for admission is the Matriculation Examination or its equivalent. About 40 candidates are admitted annually, to each of the two courses. Twenty-five per cent. and 10 per cent. of the places are reserved for candidates from the Intermediate and Backward

classes and for Muhammadans respectively. The tuition fees charged per term were Rs. 20 for *bona fide* students of the Bombay Presidency and Rs. 30 for students from outside the Bombay Presidency. Government have recently raised these rates to Rs. 30 and 50 respectively with effect from June, 1932.

The workshops are fitted with the modern equipment required for the various Departments of an Institution of this kind and the Electrical laboratory contains the appliances and machinery required for instruction in Electrical Engineering.

The number of students continued to be steady as shown below :—

1926-27	..	..	..	251
1930-31	..	..	..	266
1931-32	..	..	..	269

The results of the Examinations held in April, 1931, under the old rules were as under :—

Examination.					Number appeared.	Number passed.	Percentage of passes.
D.C.E.	..	..	..	..	42	41	98
D.M.E.	..	..	..	..	37	36	97
D.E.E.	..	..	..	..	27	19	70

It is not possible to give figures of expenditure on these classes as the teaching staff and other workshop facilities are common to the Degree and the Diploma classes.

Instructional tours are undertaken under the guidance of the staff every year. The Principal reports—

“ During 1931-32, the D.M.E. students visited Gokak Mills, Bhadravati Iron Works, Mysore Railway Workshop, Sivasamudram Power Station, and the College, Institute and Mill at Bangalore. The D.C.E. students went to Bombay, Baroda, Ahmedabad, Dharangadhra, Palitana, Bhavnagar, Veraval, Porebunder, Junagar, Dwarka, and Okha to see the various Civil Engineering works in these places. The D.E.E. class, besides visiting local installations and works in Madras, saw the works and stations near Mattur Dam, Ootacamund, Hubli, Gokak, Sholapur, Dhond, Khopoli and Kalyan.”

Similar classes are attached to the N. E. D. Civil Engineering College, Karachi. Instruction was formerly confined to Civil Engineering, but in 1929 Diploma classes in Mechanical and Electrical Engineering were opened. The number of students during the year 1931-32 was 105.

144. Special classes are maintained by the Public Works Department at Dapuri near Poona, for the training of apprentices with a view to preparing them to serve as foremen, fitters, etc., in mills and workshops. The course

P. W. D. Workshop
Classes, Dapuri.

covers a period of five years and consists of instruction in pattern-making, moulding, fitting, turning, and blacksmithing, each boy being taught one craft only. It is reported that the boys who complete the course earn handsome wages and experience no difficulty in securing employment as trained artisans and foremen. Special classes are also held for graduates of the Engineering College who undergo a two years' course of practical work.

During the year 1931-32 there were 35 boy apprentices and 3 graduate apprentices under instruction against 36 and 3 respectively during the year 1930-31.

C—Technical and Industrial Education.

145. At the beginning the Director of Public Instruction had the administrative control of industrial and technical education. During the quinquennium, however, Government decided that this control should be transferred to the Director of Industries. Accordingly with effect from 1st April, 1931, certain items connected with industrial and technical education (including the V. J. Technical Institute and the Committee of Direction for Technical Education and the schools under it) have been placed under the control of the Director of Industries, Bombay. As detailed account of these institutions has been given in the Report of the Department of Industries for 1931-32, they are not dealt with at length in this Report.

146. The V. J. Technical Institute is an institution of almost University standing and is regarded as the Central Technological Institute in this Presidency. It is under the management of a Board of Trustees consisting of 18 members, 8 of whom including the Chairman are appointed by Government, the remainder being elected by the Bombay Municipality and various other non-official bodies. The Institute imparts instruction in 5 branches of technology, viz. Mechanical Engineering, Electrical Engineering, Textile Manufacture, Technical and Applied Chemistry, and Sanitary Engineering and Plumbing. The course of instruction in each Department extends over 4 years. The fees charged are Rs. 55 per term of six months for *bona fide* Bombay Presidency candidates and Rs. 80 per term for others. The number of students on March 31st, 1932, was 559 against 520 in 1927. They were distributed as under:—

Mechanical Engineering	..	..	154
Electrical Engineering	..	..	188
Textile manufacture	..	...	122
Technical and applied chemistry	..	..	39
Sanitary Engineering and Plumbing	..	..	56
			<hr/>
Total	..	..	559

The results of the final examinations in 1931-32 are given below :—

	Number appeared.	Number passed.
Mechanical Engineering ..	40	31
Electrical Engineering ..	52	35
Textile manufacture ..	19	15
Technical chemistry ..	6	6
Sanitary Engineering ..	10	10
Total ..	127	97

Students from the Institute appear for the City and Guilds of London Institute Examinations. The percentage of successful candidates for 1931 is given below :—

	Percentage.
(i) Of the total number of candidates examined ..	46.6
(ii) Candidates from Great Britain and Ireland ..	66.6
(iii) Candidates from India ..	48.4
(iv) V. J. Technical Institute students ..	48.6

147. The Committee of Direction for Technical Education formed in 1913 consists of 7 members with the Chairman of the V. J. Technical Institute as Chairman. Although the control of technical education has been transferred to the Director of Industries, the Director of Public Instruction or the officer appointed by him is a member of the Committee in order to maintain contact of his Department with the work of the Committee. The functions of the Committee include (i) regulating the courses and standards of instruction in the schools and classes under its control, (ii) arranging for inspection and examination of such schools, (iii) recommending grants-in-aid which are now paid by the Director of Industries. In 1931-32 the Committee had 28 schools under its control attended by 1,770 pupils.

The cost to Government on account of this Committee in 1931-32 was :—

	Rs.
Establishment ..	3,959
Inspection ..	3,625
Examination ..	8,202

Grants amounting to Rs. 43,758 were paid to these 28 schools by the Director of Industries in 1931-32.

148. Apart from the schools under the Committee of Direction for Technical Education mentioned above, this Department had under its control 21 industrial schools or Other industrial Institutions. classes maintained by private bodies. Most of them are for girls or women and provide instruction in tailoring, embroidery,

knitting, hosiery, weaving, etc. They are inspected by officers of this Department and grants amounting to Rs. 14,169 were paid to them in 1931-32.

149. On account of continued financial stringency no State Technical Scholarships tenable abroad for higher training were awarded during the quinquennium. The rules governing these scholarships were under the consideration of Government in consultation with the High Commissioner for India who had proposed certain modifications in the rules such as revision of stipends payable to the state scholars and the fixing of a uniform rate of stipends. The rules were finally approved by Government embodying the modifications suggested by the High Commissioner for India and a fresh set of rules have been framed by the Government.

State Technical
Scholarships tenable
abroad.

Weaving Schools.

(Contributed by the Director of Industries, Bombay.)

150. The Department of Industries continued to help the Hand Weaving Industry, which is the premier cottage industry of this Presidency, by means of its weaving schools and demonstrations. Similarly dyers and calico printers as well as weavers were helped in adopting improved methods through demonstrations.

The Department first maintained 9 weaving schools for *bona fide* weavers and 8 weaving demonstrations and the chief aim of these peripatetic institutions was to introduce improved methods and implements amongst the weavers of different places in the Bombay Presidency. In addition to these, one cottage sizing set demonstration and one demonstration of improved preparatory appliances and automatic handlooms were also maintained which aimed at introducing improved methods in sizing and warping by modern implements designed by the Department. One weaving school was exclusively maintained for agriculturists with a view to train them in hand weaving by improved methods so that they can adopt same as a subsidiary occupation.

A dyeing and calico printing demonstration was also run to introduce modern methods in dyeing and calico printing. And a wool weaving demonstration was maintained to train wool weavers in new and economic methods of producing kambliis.

In the year 1927-28 two weaving schools had to be closed with a view to release funds for the Survey of Hand Weaving Industry in the Bombay Presidency excluding Sind. The Surveyor submitted his report to the Government with various suggestions and recommendations. Government considered favourably some very important proposals made by the Department as a result of the Survey and sanctioned in 1929 a scheme for a Central Hand Weaving Institute which was opened at Poona. Government also sanctioned in the same year opening of 2 weaving schools and 2 weaving demonstrations and 1 dyeing demonstration for Sind.

The Hand Weaving Institute started its work in 1930 with 2 courses, viz., Artisan Course and Advanced Course. The former covering a period of one year and the latter extending to two years with scholarships of Rs. 5 to 20 per month. The Institute aroused considerable interest from the beginning and almost all the students who passed out from the Artisan Course in the first Annual Examination are, according to their own report, nicely settled at present.

The extension of weaving section to Sind also was received with enthusiasm by the weavers there. These institutions have been successful in introducing a large number of modern flyshuttle looms in Sind where practically no weavers were acquainted with this loom before. The work of teaching of new designs and patterns by modern dobbies etc. was also successfully undertaken by the schools. Similarly the dyeing demonstration aroused considerable interest and by now it has been able to help people to open several dye houses on cottage basis at Tatta, Tando-Allahyar and Hala. People from various places such as Karachi, Sujawal, Jati, Peer Petha, Jhimpur. etc., came to the demonstration premises to learn the improved methods in dyeing and calico printing.

The Senior Weaving Assistant in 1929 introduced weaving by beam system whereby the method of stretching sized warps at considerable length and fixing them to a peg in the ground is obviated. The loom can thus be conveniently accommodated in a weaver's cottage leaving some more space to accommodate one more loom. This method became very popular and a satisfactory number of such beams has been introduced.

The cottage sizing set demonstration continued to be popular in introducing the improved machine and all the preparatory machines and automatic looms of other such demonstrations were installed in the Central Hand Weaving Institute at Poona. Government were also pleased to equip as an experiment four weaving schools with cottage sizing sets with a view to train the students attending the school in improved methods in preparatory processes along with hand weaving on flyshuttle looms.

In the year 1930-31 one weaving school for *bona fide* weavers in the Northern Division was converted into a weaving school for agriculturists which aroused considerable interest as many agriculturists sought admission. Government, with a view to encourage agriculturists in adopting hand weaving as a spare time occupation, sanctioned award of scholarships at Rs. 3 per month to each student for the first 3 months and 2 prizes of Rs. 2 each to enable the students in setting up their own looms. Both the schools for agriculturists have been doing very useful work.

At present the Department maintains 7 weaving schools, 11 weaving demonstrations, and one cottage sizing set demonstration for *bona fide* weavers, 2 weaving schools for agriculturists, one wool weaving demonstration, 2 dyeing demonstrations and one Central Hand Weaving Institute with a view to advance the Hand Weaving Industry in the Presidency proper and Sind.

D—Vernacular Agricultural Schools.

151. The Agricultural Department maintains vernacular agricultural schools. The number of these schools was 6 in 1926-27, but as a measure of retrenchment 4 were closed during the quinquennium. There are at present only two Vernacular Agricultural Schools in existence—one at Dhulia and another at Devihosur. The number on the rolls on these two schools was 69. The course in these schools is one of two years. Boarding, lodging, and teaching are given free of charge. Practical training is given on small farms attached to the schools.

E—Medical Schools.

(Contributed by the Surgeon-General with the Government of Bombay.)

152. The Medical Department has under its administration three Medical Schools at Poona, Ahmedabad, and Hyderabad (Sind) where students are coached up for the diploma of L.C.P. & S.

Important changes and incidents that have occurred during the quinquennium under review at these institutions are enumerated below under the respective heads.

Medical School, Poona.

(a) One difficulty in the past had been want of facilities for teaching practical work. A great step forward in securing this object was the erection and equipment of the new Laboratory Building, at a cost of about two lakhs of rupees. This building houses the preliminary science subjects on the ground floor. An old building, though very inconvenient, is being utilised to house the Pathological Museum and the Pharmacological Department. The Physiology Department is being developed on the 1st floor of the old school building. The necessary equipment has been acquired but financial stringency has made it difficult to acquire the necessary furniture.

(b) The science subjects are at present taught by lectures in these subjects at the Deccan College. These subjects were previously taught by a non-specialised staff and the teaching was not sufficiently up to the mark. The change marks a distinct advance on the old system, apart from providing facilities for practical teaching. The teaching of Pathology and Bacteriology has been also systematised owing to the acquisition of new apparatus and the inception of a Museum organised in spite of great financial difficulties.

(c) Side by side with laboratory teaching, improvements have also been introduced on the clinical side. This has been rendered possible by the erection of the New Out-Patient Department, a wing in connection with the Hospital to house two operation theatres on the 1st floor, and the improved electro-therapeutic department on the ground floor. In the past, all the senior students (3rd and 4th years) used to work under a single Medical Officer. The junior batch, has thus to look on, without active participation in clinical teaching, entailing a waste of time. The above alterations in the Sassoon Hospital coupled with the creation of

the appointment of Honorary Surgeon has enabled the Superintendent to separate the teaching of the 3rd year students from that of the 4th year which has proved more satisfactory.

(d) Provision has also been made for 4 post-graduate appointments in the Sassoon Hospitals, Poona, for students passing the final year examination of the L.C.P. and S., from the school.

Medical School, Ahmedabad.

(1) The Chemical and Chemico-Physiology Laboratories, Materia Medica and Pathological Museums have been fully equipped according to the standard prescribed for the L.C.P.S. courses now.

(2) A petrol gas plant has been erected and bunsen burners have been supplied in all the laboratories for efficiency of the work. An epidiascope has also been provided for Physiological demonstrations.

(3) A science tutor with educational qualifications of B.Sc., has been appointed in place of an S.M.S. Officer to teach the preliminary subjects on a better scale.

Medical School, Hyderabad (Sind).

The Hyderabad Medical School which was formerly a local body aided by Government became a Government Institution in 1928. The posts of Medical Registrar and one lecturer (B.M.S. Officer) were abolished and that of the Science lecturer in Physics, Chemistry, and Biology was created. Woman Assistant Surgeon attached to Civil Hospital became a part-time lecturer in Midwifery and Gynæcology. Honorary lecturer in Ophthalmology was appointed to give clinics in Ophthalmology.

F—Veterinary Science.

(Contributed by the Principal, Bombay Veterinary College.)

153. The number of the students admitted and the total number during each of the five years at the College was as follows :-

Year.				Number admitted.	Total number.
1927-28	..	..	..	42	98
1928-29	..	..	..	44	104
1929-30	..	..	..	64	130
1930-31	..	..	..	50	137
1931-32	..	..	..	27	116

It will be observed that there was a gradual rise in the number of students till the year 1930-31. The falling off of the number during 1931-32 is due to the difficulty in finding immediate employment for all after graduation. Owing to the prevailing financial stringency no progress was possible in the direction of expanding the Civil Veterinary Department of this Province and it is doubtful whether the college will continue to attract the same number of students in future as in former years.

The College has spread its net widely and quite half of the pupils come from outside the Presidency. Of the 27 candidates admitted in the year 1931-32, 6 come from Mysore, 2 from Cochin, 1 from Travancore, 2 from Rajputana, 2 from Central India, 1 from Nizam's Dominion, 1 from Ceylon and 12 from various part of the Bombay Presidency. Government have kept fifteen scholarships at the College. Besides, the Central Provinces Government and several Native States have sent their scholars. Out of the 116 students at the end of the year 1931-32, 53 were in receipt of such scholarships.

The examination results have been satisfactory throughout. The percentages of passes for the three classes were as under :—

Year.				
1927-28	..	..	..	73.53
1928-29	..	..	..	70.75
1929-30	..	..	..	68.63
1930-31	..	..	..	69.91
1931-32	..	..	..	65.69

The Hostel was fully occupied and several students had to seek accommodation outside the College. The resident students were given medical help whenever required, their health in general was good. The various Gymkhana activities have gone on very satisfactorily. The civil disobedience movement did not materially affect the discipline of the students of this College.

Clinical instruction was carried out in the Bai Sakarbai Dinshaw Petit Hospital for Animals as in former years and the number of patients afford ample opportunities for clinical instruction.

The number of graduates passed out during each of the five years were 18, 23, 24, 19, and 21 respectively. The demand for graduates of this college is getting less as the present financial stringency has hampered the activities of the Civil Veterinary Departments. Of the 21 students passed out in 1931, five are still seeking employment.

The chief want of the college is a good Bacteriological Laboratory, the construction of which has been administratively approved but the same has been delayed owing to lack of funds. In 1929, while investigating an out-break of disease amongst crows a trematode was found in the gall bladder of the crows hitherto undescribed and named *Multivitellaria hewletti*. The treatment of surra by means of intravenous injection of Bayer 205 was tried with success in 1928-29. The diagnostic work was carried out as usual. 884 specimens were received for examination purposes during 1931-32.

The important changes that took place during the period are as follows :—

The admission of students to the college was restricted to the passed Matriculates and the S. S. L. C. and written examinations in addition to the oral ones were introduced. This has increased the standard of efficiency of the students to a considerable extent and the students are more methodical and expressive than in former years.

154. In December, 1928, the Sir J. J. School of Art, Bombay, was made a separate Department independent of the control of the Director of Public Instruction. The Principal of the School has been designated "Director of the Sir J. J. School of Art".

The number of students on the rolls of the School of Art, exclusive of the Reay Art Workshops, on 31st March, 1932, was 432 as against 372 of the previous year and 350 for the last year of the last quinquennium viz. 1922-27. The attendance of students in various classes was as shown below :—

Name of class.	1926-27	1930-31	1931-32
Elementary Drawing Classes	55	34	59
Painting Classes	95	160	183
Modelling Classes	27	19	18
Normal Training Class	26	23	30
The Early Morning Classes	9	23	26
Architectural Classes	138	113	118
Total	350	372	432

The total direct expenditure on the School in 1931-32 was Rs. 1,12,742, of which Rs. 90,349 was borne by Government. The results of the examinations are given in the following table :—

Name of Examination.	Number appeared.			Number passed.		
	1926-27	1930-31	1931-32	1926-27	1930-31	1931-32
Elementary Drawing Grade	20	43	30	13	32	22
Intermediate Drawing Grade	38	39	28	23	37	23
Elementary Painting	8	30	34	8	24	24
Intermediate Painting	16	24	31	13	22	19
Advanced Painting	13	24	22	10	18	15
Diploma of Painting	4	16	13	4	9	6
Elementary Modelling	3	1	2	3	1	2
Intermediate Modelling	3	4	2	3	3	2
Advanced Modelling .. .. .	..	5	3	..	4	3
Diploma Modelling .. .. .	..	6	6	..	4	1
Elementary Architecture	27	20	18	18	16	14
Intermediate Architecture	27	22	13	16	17	9
Advanced Architecture	18	20	31	10	16	20
Diploma Architecture	14	24	22	4	16	16
Drawing Teacher's Examination	25	22	30	12	21	25
Drawing Master's Examination .. .. .	..	..	9	..	..	6
Art Master's Examination	3	..	3	2	..	3
Total	219	300	302	139	210	210

155. At the end of the Session 1931-32, there were 118 students in this Section compared with 113 in 1930-31 and 138 in 1926-27. These students were distributed as under :—

School of Architecture.

1st Year	..	..	..	28
2nd Year	..	..	..	18
3rd Year A. Remove and B	..	..	..	47
4th Year (Diploma)	..	..	..	19
5th Year (A.R.I.B.A.)	..	..	..	6
				<hr/>
			Total ..	118

At the close of the Session 1931-32, 79 of these took the examinations as compared with 86 of the last year and 86 of the 1926-27.

Mr. Claude Batley, A.R.I.B.A., Professor of Architecture writes as follows :—

“ I am glad to report the introduction from the Session 1929-30 of the Class for the Final or the Associateship Examination of the Royal Institute of British Architects now held by the R.I.B.A. Examination Board in India.

“ The recognition of our School by the R.I.B.A. under certain conditions is a tremendously important feature as it not only exempts those gaining the Diploma from the R.I.B.A. Intermediate Examination altogether but it brings the School under the review and into close touch with the Royal Institute of British Architects whose exemption conditions, agreed to by the Bombay Government, not only include a representative on the Board of Examiners of the Government Examinations in Architecture, the appointment of an External Examiner for the School and the submission of certain of our students' Designs to London each year but, now and then, a representative of the Board of Architectural Education in London visits the School and reports to the parent body (Mr. H. V. Lanchester, F.R.I.B.A. for instance, visited the School as recently as the 4th of March in that capacity). This is all the more valuable as tending to keep the standard of the School up to that of the recognised schools in the other parts of the British Empire.”

“ During the quinquennium I myself acted as the representative of the R.I.B.A. on the Board of Examiners and Mr. E. C. Henriques, F.R.I.B.A., as the R.I.B.A. External Examiner.”

“ Another great advance was the introduction of the Day School Classes in 1929 which give the students the opportunity of devoting not only the early morning from 7-40 to 9-40 to their studies, but also from 10-40 to 12-40 and 2-40 to 4-40 that is a six hour day. The introduction of these classes necessitated the appointment of an Assistant Professor of Architecture and Mr. C. M. Master, M.A., A.R.I.B.A., entered on the duties of that post from June 1st, 1929. The number of students attending these Day School Classes has increased far beyond expectations.

“The increase of the Day School numbers has necessitated the increase of the teaching strength for that section; uptil now Mr. Narielwalla, our Studio Assistant, with the help of one Visiting Lecturer Mr. S. H. Parelkar, G.D.Arch., has been responsible for the 10-40—12-40 session and Mr. Master and Mr. Narielwalla for the afternoon session. I have, however, put up a scheme for the Session 1932-33 which will allow three teachers for each of these two sessions, the absolute minimum numbers essential when it is estimated that each will be responsible for teaching a class of at least 24 students. Classes of such numbers are really far too large when it is considered that in such subjects as design and detailing no system of lecturing is adequate but that each teacher must go round and devote a considerable time to criticising the personal work of each individual; in such circumstances taking a class of 24 students he will only be able to devote 5 minutes to each during a 2-hour session which is in practice inadequate.”

“The X'mas Study Excursions have been a great feature of our work;

“in 1927-28	a party of 28 students visited	Lashkar and Gwalior;
“in 1928-29	” ” 30	” ” Amber and Jaipore;
“in 1929-30	” ” 36	” ” Vijayanagar and Bijapur;
“in 1930-31	” ” 40	” ” Chittore and Udaipore;
“in 1931-32	” ” 45	” ” Delhi, Old and New.

“The Section's Literary and Debating Society continues to prove a great help to those students joining it, adding to their power of expressing their thoughts and their familiarity with English.”

“A terminal manuscript magazine has been a new feature introduced during the session just concluded.”

“The Annual Social, Competitive Debate and exhibition of students' work has also helped to bring the staff and students together as also the debate each year on the shape the School syllabus for the next session should take.”

“As to the practical results of our work, it is seen in the fact that almost all the Architects' Offices in India are staffed by our past students, several of our men are in practice for themselves, and buildings are arising in Bombay whose designs are the direct result of the teaching in this School. We are continually having enquiries from students who have obtained their L.C.E. and even B.E. degrees and who feel that a knowledge of architecture as taught in this school, is essential; the same tendency is evidenced by the fact that most of the established Firms in Bombay, whose principals have engineering qualifications, are sending their sons to our School in preference to the purely Engineering Colleges.”

156. During the quinquennium under report, Mr. E. R. Fern retired from 15th February, 1930, and Mr. F. R. Joseph, Reay Art Work-shops. Engraving Class Teacher, was appointed Superintendent in his place.

The following are the comparative figures of pupils during the last six years :—

Year	Number of pupils			
1926-27	191
1927-28	187
1928-29	192
1929-30	171
1930-31	214
1931-32	225

It will be seen from this that the number of pupils has increased by 17·8 per cent. during the quinquennium. The Jewellery, Carpet-weaving, and the Vernacular Class in the Workshops were abolished on account of retrenchment and the class teachers were allowed to go on pension.

The following table gives the number of classes, number of pupils on 31st March, 1932, number passed, number failed and number absent :—

Class	Number of pupils on 31st March, 1932	Number passed	Number failed	Number absent
House Decoration	41	14	17	6
Gold and Silver	14	7	2	1
Shape Making	11	7	..	2
Engraving	49	30	8	5
Carpentry	27	12	8	2
Wood Carving	32	8	10	6
Iron Class	34	14	7	5
Stone Carving	17	6	5	2
Total	225	98	55	29

The Director reports—

“ Among the more important works which were undertaken by the Workshops during the year 1930-31, mention may be made of the articles and furniture executed for India House, London. They were beautifully designed and made, and were highly appreciated in London.”

157. Some important events in the Painting Section took place during Drawing and the quinquennium as will be seen from the following Painting. extract of the Director's report—

“(a) Most important of these were the work of painting on dome and decorating panels for the Imperial Secretariat, New Delhi, which the Class of Mural Painting was commissioned to execute by the Government of India, in 1928. These mural paintings are the most elaborate original decorative works which have ever been carried out by the students of the School of Art, and probably the most complete and extensive work of the kind which has been executed by the students of any Art School in modern times.”

“(b) For the first time in the history of the School of Art an Exhibition of the students’ work (of all departments) was organised by the Director of the School at India House, London, in 1930, with the generous assistance of the Government of Bombay, who granted Rs. 1,000 towards the expenses of the Exhibition. The Exhibition was an unqualified success, and was a timely answer to unwarranted and irresponsible criticism by a small but noisy minority regarding the instruction given in the various sections of the School.”

“Many well-known art critics of London and the Press very favourably reviewed this Exhibition, and many prominent people, both laymen and artists, including ex-Viceroy and ex-Governors from India visited the Exhibition. To crown the success Her Majesty the Queen Empress graciously paid a visit to the Exhibition and selected 6 exhibits, which were presented to Her Majesty by the High Commissioner for India, on behalf of the Government of Bombay. To this Exhibition the Governor of Bombay paid an appreciative tribute when His Excellency presided at the Annual Prize-giving Ceremony of the School of Art in January, 1931.”

“(c) In 1927-28 the students of the Class of Mural Painting were commissioned by Mr. M. R. Jayakar, to carry out mural decorations at his residence at Malabar Hill. These panels were elaborate compositions of life-sized figures, representing imaginative scenes based on Hindu Mythology.”

“(d) The School did a great deal of work (designing and painting), for the great charitable Fete of ‘5 H. Week’ organised for the benefit of Hospitals etc. by the then Governor of Bombay, Sir Leslie Wilson. The students also earned a great deal of public appreciation by painting the scenery for a successful pantomime organised for charitable purposes.”

“During the quinquennium under review, the students of the Painting Classes have, as a whole, shown satisfactory progress in their work. Mr. D. G. Badigar was admitted to the Royal Academy Schools and Mr. M. V. Minajgi was admitted to the Royal College of Art, South Kensington.”

“Many more mural paintings on the walls of the School were executed for educational and experimental work. In 1928-29, the Government of Bombay very generously gave Rs. 2,500 for experiments in Mural Painting (Fresco *buono* and Tempera), and the results of these experiments have been much admired by the public.”

“During the quinquennium under report the Painting School Excursion Party of students visited Delhi, Agra, Udaipur, and Goa. At Goa, an exhibition of the work executed on this excursion was held in the Town Hall, Panjim, and this was visited by His Excellency the Governor-General of Goa, and by many high officials and members of the public. The high quality of the work impressed the visitors very much; Viscount Atmaram Desai kindly gave 8 prizes for the most successful student of this Excursion Party.”

158. These classes were visited regularly by Rao Bahadur G. K. Mhatre and Mr. B. V. Talim as Visiting Professors. The Director reports—

“ Though the students in this Section are very few compared to other Sections, some excellent work has been done by the students. Two of our old students were admitted to the Royal Academy Schools in London, Mr. S. G. Mhatre and Mr. R. P. Kamat. Mr. Kamat was awarded early this year, the 1st Landseer Prize of the Royal Academy for Modelling from Life, i.e. a silver medal and £30 ; and a bronze medal and £10 for a Design in plaster for an imaginative group of figures. At the last Annual Prize Distribution in the School of Art, His Excellency the Governor kindly awarded a special Prize for Sculpture. His Excellency had previously awarded special prizes for Architecture and Painting.”

159. There are two Drawing and Design classes—one at Ahmedabad and the other at Surat. The class at Ahmedabad is attached to the R. C. High School, Ahmedabad, and is maintained by Government. Since 1915 it had 26 pupils on March 31, 1932, against 20 in 1930-31 and 27 in 1926-27. These 26 pupils were undergoing training in different branches of the class as under :—

Carpentry and wood-carving	..	..	9
Textile	...	..	4
House decoration and painting	..	..	3
Metal work	..	..	6
Others	..	..	4
			26

The Educational Inspector, Northern Division, reports—

“ The school has been working for the last 17 years but it has not yet succeeded in attracting a very large number of students. The Head Master of the R. C. High School assigns this failure to win popularity to the fact that the Class is held in the morning and only a part-time teacher is engaged.”

The class at Surat was opened in 1928 by the Drawing and Design Class Samiti, Surat, and provides training for the children of the artisan classes in order to prevent the ancient arts and crafts in Gujarat from deteriorating or dying out. There are 4 sections of the class—

A—Carpentry, metal work, etc.

B—Painting in cloth and wall stenciling, calico printing, dyeing, etc.

C—Embroidery, weaving, and lace-making.

D—Gold, Silver, and Copper smiths' work.

It had 60 pupils on March 31, 1932 against 106 in 1928 when the class was opened. The class is held in the building of the Government Middle School at Surat. No rent is charged by Government for the use of the building or of the furniture therein. The class is aided by Government, the grant paid in 1931-32 being Rs. 1,120. As regards the progress of the class the Educational Inspector, Northern Division, reports—

“The master in charge of the class is to be congratulated on his keenness and his ability to inspire his pupils with a desire to carry on the traditional crafts of Surat. Pupils attending this class gain a valuable insight into and are made familiar with trades which they may afterwards have to adopt.”

In 1930-31 two students from the class received certificates of merit for the exhibits sent by them to the Royal Society of Arts Industrial Exhibition, London.

160. Music forms part of the curriculum of Primary schools (both for boys and girls) and it is taught as an optional subject in Secondary schools. It is also included in the course prescribed for the Vernacular Final Examination for Girls, and for the Vernacular Training College Certificate Examinations. Provision for the teaching of the subject has been made in all Government Training Institutions.

There are 14 special schools and classes for the teaching of music, both vocal and instrumental, with 2,170 pupils. The Government grant awarded to these institutions in 1931-32 amounted to Rs. 3,186.

CHAPTER X.

ORIENTAL STUDIES.

161. The study of a Classical language begins in Standard IV of a Secondary school and continues throughout the course. It is not, however, now compulsory as the present curriculum for the Matriculation examination gives the candidate the option of taking either an Indian Vernacular or a modern European language in place of a Classical language.

During the first two years of the Arts course the student is left to choose between a Classical language and a modern European language, the Indian Vernacular being again added as a discretionary optional subject for the two degree examinations in Arts.

Sanskrit and Persian are the two Oriental Classical languages principally taught in this Presidency, although provision for the study of Pali, Ardha-Magadhi, Arabic, Avesta-Pahlavi, and Hebrew exists in a few schools. Provision for the teaching of Persian is made in all Government High Schools and several non-Government Secondary Schools, arrangements for the teaching of Arabic being made in six Government High Schools. At the Matriculation examination of 1932, 3,691 candidates appeared with Sanskrit and 1,191 with Persian, of whom 1,837 and 425, respectively passed, only 46 out of 94 passing in other Oriental languages. During the year 1931-32, 132 candidates took the B.A. degree with an Oriental language, while 21 took the M.A. degree. The following table gives the number of candidates who obtained honours in the several Oriental languages :—

	Number appeared	Number passed			Total
		I class	II class	Pass	
<i>B.A.—</i>					
Sanskrit	143	2	45	57	104
Persian	33	4	6	16	26
Hebrew	1	..	..	..	..
Arabic	1	..	..	..	..
Pali	1	..	1	..	1
Avesta-Pahlavi	1	..	1	..	1
Total	180	6	53	73	132
<i>M.A.—</i>					
Sanskrit	27	1	13	6	20
Persian	4	1*	..	..	1
Pali	1	..	..	..	..
Avesta-Pahlavi	1	..	..	..	..
Total	33	2	13	6	21

* Won the Chancellor's Medal.

Apart from the ordinary institutions which provide for the teaching of the several Oriental languages, there are special institutions known as "Pathshalas" for the study of Sanskrit and "Madressahs" for the study of Persian ^{and}/_{or} Arabic. With a few exceptions these institutions impart an elementary knowledge of the languages on old lines. The following table gives a statistical summary of these institutions :—

	Number of institutions	Number of pupils	Expenditure	
			Total	Provincial
Pathshalas (teaching Sanskrit)	57	2,585	Rs. 48,905	Rs. 8,791
Madressahs (teaching Persian and Arabic).	42	3,175	21,373	3,552

An account of the Poona Sanskrit College which aims at traditional Shastric instruction of a higher order, is given in paragraph 166. A few Pathshalas cater for the examinations conducted by the Calcutta Sanskrit Association and the Government Sanskrit College, Benares. The Senior Assistant Deputy Educational Inspector, Sholapur, makes the following remarks on the Sanskrit School at Sholapur :—

"The Warad Sanskrit School at Sholapur has maintained a traditionally high standard of instruction in Sanskrit and is doing a positively good work. It sends up candidates for the Kavyodaya Examination, Bombay, held every year under the auspices of the Calcutta Association and results are most encouraging. One thing of note about this school is that the scholars all belong to the Lingayat community and a large number hails from the Karnatic."

In addition to the Madressahs shown in the above table, some of the Unrecognised Primary and Mulla schools impart instruction in Arabic, but the instruction is reported to be confined generally to the teaching of the Al-Koran.

162. The Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Oriental Institutes. Branch of the Royal Asiatic Society are the leading Institutes in this Presidency which undertake and encourage original research in Oriental learning. These institutes maintain useful libraries, keep in touch with similar institutions and societies in foreign countries, exchange manuscripts, offer prizes for original works, and invite eminent scholars from abroad to deliver lectures.

An account of other research institutes which are doing useful work in their own field is given in paragraph 165.

163. A reference has been made in previous Reports to the most enterprising scheme undertaken by this Institute in connection with the preparation of a critical edition of the *Mahabharata* about ten years ago. With a view to avoiding overlapping of functions and expediting editorial

work the old regulations of the *Mahabharata* department were remodelled during the quinquennium. The Executive Board, controls the finances of the Department, while the editorial Board is responsible for the literary side of the work. Both these boards work severally as well as jointly, as occasion arises. The following extract from the report of the Secretary of the *Mahabharata* Department gives an account of the progress made during the quinquennium :—

“ Dr. M. Winternitz has been appointed editor of the Sabhaparvan and Professor A. B. Gajendragadkar that of the Virataparvan. The first fascicule of the final edition was published in the first year of the quinquennium under report and contained 60 pages; in the second year two fascicules were published containing altogether 172 pages; and thereafter one fascicule has been published every year giving 168, 240 and 240 pages respectively. The published 880 pages bring the text to the end of the Adiparvan (about one-tenth of the whole). One more fascicule, giving introduction and supplements, will complete the first volume of the edition. As regards collation of manuscripts, the collating staff of the institute, with the help of the collations that are being carried on at the Tanjore and the Visvabharati centres, has been able to collate and compare from various manuscripts an average of two lacs of collation units (stanzas) per year. Besides collation work the Department is also putting manuscripts of the *Mahabharata*, as also a ‘Pratika Index’ to all the Padas of each stanza in the Epic.”

The following is a summary of the various other departments of the institute :—

Manuscripts Department.—This Department comprizes a rare collection, belonging to Government, of about 20,000 Sanskrit manuscripts collected by eminent scholars like Buhler, Kielhorn, Bhandarkar, and others. These manuscripts are lent to *bona fide* scholars under certain conditions.

The Iranian and Semitic Department.—This Department was inaugurated over ten years ago for the collection and preservation of Avesta-Pahlavi, Arabic, and Persian manuscripts. It now contains several manuscripts and books in these languages.

Publication Department.—In addition to the work of the Bombay Sanskrit and Prakrit Series, the Department has newly started the Government Oriental Series which includes the publication of texts, translations, etc., in addition to original works.

The Research Department.—A reference has been made in previous Annual Reports to this Department of the Institute which was started during the first year of the quinquennium as a centre for post-graduate studies and research work. The classes conducted by this Department cater for students wishing to appear for the M.A. degree, the subjects of instruction being Sanskrit, Pali, Ardha-Magadhi, and Ancient Indian Culture. There were 33 students in the language class and 8 in the Indian Culture class during the first term and 30 and 6 respectively in the second term. Eight students from these classes appeared for the M.A. examination of 1932 and four passed, of whom two secured 2nd class.

Honours. The Journal, Library, and the Sales Departments of the Institute are reported to be working on systematic lines.

164. The commemoration of the anniversary of the death of Mr. K. R. Cama, the founder of the Institute, is a regular feature of the Institute and a discourse on an important subject of Oriental interest given by an eminent scholar under the Presidency of a distinguished Orientalist adds to the significance of the occasion. Discourses on the following subjects were given during the quinquennium :—

Subject.

1927-28—18th Anniversary	.. Indo-Iranian Views on Macrocosm and Microcosm according to Professor Hertel's recent researches.
1928-29—19th Anniversary	.. A petition in Persian verse of Dastur Kaikobad Meherjivans to the Moghad Emperor Jehangir.
1929-30—20th Anniversary	.. A Layman Dastur, Mr. K. R. Cama.
1930-31—21st Anniversary	.. Alexander the Great and the destruction of the ancient literature of the Parsis at his hands.
1931-32—22nd Anniversary	.. The doctrine of Karma from the Zoroastrian point of view.

The first was given by Dr. Miss Charlotte Krause, Ph.D., while the last four were given by Dr. Sir Jivanji J. Modi, Kt., C.I.E., Ph.D. Several other Oriental scholars were invited by the Institute during the quinquennium to deliver lectures on subjects connected with Oriental research.

The Institute specializes in Iranian literature. Every effort is made to encourage research work by the award of prizes and scholarships. The library is added to as funds permit. In connection with the proposed scheme for the use of costly books the Secretary remarks—

“ The Bombay University Library Committee proposed a scheme of co-operation between themselves, the Bombay Branch of the Royal Asiatic Society and our Institute, in order to help, by a mutual arrangement, the purchase of some costly books which no single Institution can afford to purchase. The object was that at least one copy of rare and costly books may be made available in Bombay for students to refer to in these Libraries. Dr. Irach J. S. Tara-porevala and Mr. B. T. Anklesaria were appointed representatives of the Institute on the Committee empanelled for the purpose.”

165. The Bombay Branch of the Royal Asiatic Society maintains an excellent library consisting of about 67,000 books, manuscripts, etc., on various subjects, of which about 7,000 were added during the quinquennium. The Society is also one of the parties to the agreement referred to at the end of the preceding paragraph.

A reference has been made in Chapter XVIII to the public lectures delivered under the auspices of this Society.

The Mimansa Vidyalyaya, Poona, caters for a critical study of *Puru Mimansa*, the valuable Vedic texts, manuscripts, and other Vedic

requisites forming a useful asset towards the encouragement of original research.

The work in connection with the critical edition of the *Shabar Bhashya* which the institution has undertaken to prepare has progressed, about 1,600 pages in four parts having been published during the quinquennium.

The Indian Historical Research Institute founded by Father H. Heras, S.J., at the St. Xavier's College, aims at original Research in Historical subjects. During the quinquennium, several students from this Institute submitted theses for the M.A. degree. A museum consisting of several specimens of historical interest and value is a special feature of the institute calculated to stimulate interest in original research.

The Bharat Itihas Samshodhak Mandal is in possession of a rare collection of manuscripts, Daftars, etc., on historical subjects, about 1,700 books being added during the quinquennium. In addition to the important publication "English records on Shivaji—1659-1682", seven publications on subjects of historical interest forming the "Home Publication Series" were published by the Mandal during the quinquennium.

The Historical Museum, Satara, which was originally the property of the late Rao Bahadur D. B. Parasnis, was acquired by Government in 1928. In the following year it was placed under the Management of a Board of Trustees with the Collector of Satara as Chairman. The Museum contains a rare collection of manuscripts, historical prints, drawings, pictures, etc., and is intended to serve as a centre for research work. The following remarks made by His Excellency the Governor on the occasion of the opening of the Museum on 12th July 1930, are significant:—

"I assure you that I shall continue to take a real interest in the Museum and I look forward to the time when improved financial conditions will enable the Government to do even more to develop this Museum as a centre of learning."

Twenty-two scholars are reported to have made use of the Museum during the last two years, of whom Dr. Balkrishna, M.A., Ph.D., Principal, Rajaram College, Kolhapur, and Dr. A. P. Das-Gupta of the Calcutta University may be specially mentioned.

166. The Poona Sanskrit College owes its origin to the efforts of the Poona Sanskrit Association which was founded a few years ago by a group of eminent Sanskritists. The main object of the Association is to preserve the traditional Sanskrit learning and to encourage its study and growth along traditional lines but upon a broader and sounder basis. As a preliminary measure towards the opening of the College, *Praveshika* classes for preparing students for the entrance examination of the College were opened, and about 25 students were ultimately admitted to the College which was actually opened in August, 1929. A course of studies suited to the requirements of the College was drawn up by a Committee of Shastris and Professors. The course extends over a period of six years with an examination at the end of every two years

leading to the degrees of *Upadhyaya*, *Shastri*, and *Acharya*. The Secretary makes the following remarks on the courses followed :—

“At present there is a Third Year and Second Year Class in Grammar and a Third, Second and First Year Class in Vedanta. Each Year’s syllabus consists of some texts in the principal Shastric branch studied as a major subject and some easier texts from allied shastras taken as subsidiaries. Thus Vedanta, Nyaya, and Mimansa are prescribed as subsidiary subjects for Grammar students and Grammar, logic and Mimansa and Sankhya as subsidiary subjects for Vedanta students. This ensures an all round development of the students, who are all expected to acquire at least a reading knowledge of English in the course of their Collegiate training.”

There were only 12 students in the College at the end of the quinquennium but the Secretary attributes the paucity of students to the strenuous nature of the course. In this connection I would repeat the observations made by him about two years ago :—

“By the very nature of the case Old-world Shastric studies are never designed to be popular and what the Association aspires to accomplish is not to let the Shastric tradition die out altogether for want of encouragement.”

During the last year of the quinquennium the institution was provisionally recognised by Government and paid a grant of Rs. 531.

CHAPTER XI.

VISUAL INSTRUCTION.

167. The sub-Department of Visual Instruction is in charge of a special Deputy Educational Inspector in the Bombay Educational Service, who tours throughout the Presidency, inspects magic lanterns, arranges for the preparation of slides and lecture notes, supervises the lectures delivered by various officers, and himself delivers model lectures.

168. The Department has now 104 magic lanterns of its own distributed among various classes of institutions and officers as follows :—

Magic Lanterns.			
Government Secondary Schools	..	..	34
Government Training Institutions	..	..	13
Government Inspecting Officers	..	..	39
District Local Boards (on loan)	..	..	17
Settlement Officer, Bombay Presidency (on loan)	..	..	1

104

169. There are at present 670 sets consisting of 34,444 slides, of which 540 sets are equipped with descriptive lecture notes as shown below :—

Year.	Number of sets.	Number of sets equipped with lecture notes.	Number of lantern slides.
1926-27	529	362	27,810
1930-31	645	540	33,249
1931-32	670	540	34,444

A scheme for the preparation of lecture notes for the remaining sets is under consideration and will be given effect to as funds permit. The various types of slides at present in use are described by the Deputy Educational Inspector in the following paragraph of his report :—

“ Out of the 670 sets of slides now in the Visual Instruction Department, 360 were purchased in England long before the creation of the Visual Instruction office and 310 were either purchased or got prepared locally by the Visual Instruction office. The former group of slides purchased in London about the year 1912 is mainly geographical in character. The latter group of slides dealing with things of local importance and Indian surroundings was specially got prepared or purchased progressively after the year 1920 with a view to aid directly class teaching both in Primary and Secondary schools and also for propaganda work in adult education in villages. In this second

“group of class room slides, there are sets of slides illustrating the
 “Geography, History, Mythology, Agriculture, Industries and places
 “of interest in the Districts and Divisions of the Bombay Presidency,
 “in many respects original in character and of great practical value
 “both to teachers and students in the Primary schools. Similarly
 “sets of slides dealing with the various periods and personages in
 “English History and slides illustrating different topics of Physical
 “Geography, Physiology and Hygiene, also come under this group and
 “they are of very great use to teachers and students in the Secondary
 “schools. Lastly in this group also come slides dealing with the
 “various problems of health and disease, Agriculture and Industries.
 “These are used by the Inspecting Officers in their work in adult
 “education in villages. It will thus be seen that efforts have been
 “made during the last 12 years to produce and purchase lantern slides
 “related to class room lessons both in primary and secondary schools
 “and also for educational propaganda work in adult education in
 “villages.”

170. The following table compares the work done by Government institutions and officers in the Presidency during the quinquennium:—

Year	Number of lanterns in use in					Number of slides used.	Number of lectures delivered.	Average number of lectures per lantern.
	Government High and Middle and Anglo-Vernacular Girls' Schools.	Training Institutions	Inspecting Officers.	District School Board Supervising Officers.	Total number of lanterns.			
1926-27 ..	33	14	53	..	100	20,154	2,290	22.9
1931-32 ..	34	13	40	17	104	39,960	3,291	31.6

The number of lectures per lantern increased by 40 per cent. during the quinquennium, the increase being due partly to a greater supply of slides made to schools under an improved system and partly to the use of electric illuminants in several schools. The average number of lectures per lantern in the case of District and Municipal School Boards was 26.8 and 24.4, as against 19.3 and 14.8 respectively during the preceding year. The work turned out by aided schools fell considerably short of the requirements, the average for such schools being only 6.3.

171. The Deputy Educational Inspector for Visual Instruction visited 61 educational institutions during the year, held four conferences of teachers, and gave 11 model lectures to teachers. He also inspected 76 magic lanterns, supervised 28 lectures and himself delivered 217

Work done by the Deputy Educational Inspector for Visual Instruction.

lectures. The following table compares the work done by him during the quinquennium:—

Year.	Special Schools.	Primary Schools.	Government Secondary Schools.	Secondary Private Schools.	Training Institutions.	Lectures given to teachers.	Public places.	Total number of lectures delivered.
1926-27 ..	2	8	9	48	2	..	82	151
1930-31 ..	2	7	8	83	3	6	56	165
1931-32 ..	9	8	14	95	17	11	63	217

Visual Instruction, which forms an auxiliary aid to public instruction, has in recent years gained universal recognition as a valuable and potent Educational agency both for ordinary school work and for diffusing useful knowledge among the masses on various beneficent movements such as the Red Cross Society, Co-operative Credit, Village Sanitation, Agricultural Improvement, and other forms of adult education. An account of the work done by the Deputy Educational Inspector towards the encouragement of adult education is given in paragraph 274. The following extract from his report describes the general scope of his activities:—

“ Last year the Deputy Educational Inspector for Visual Instruction was invited by the Principals of the Government Colleges of Engineering and Agriculture and the Sir Parashurambhau College in Poona, and the Royal Institute of Science in Bombay, to deliver lantern lectures and give cinema demonstrations in their colleges. The organisers of the Vacation Course in Education for Secondary School Teachers and the Refresher Course in Education for Primary School Teachers, in Poona, also invited him to deliver lectures and visual demonstrations to the large number of teachers that attended the courses in education. Four special lectures to very large gatherings of Agriculturists were given on the subject of village uplift work under the auspices of the local organisation at Mirajgaon in Ahmednagar District, at Tasgaon in the Satara District and at Kumbhari and Mandrup in the Sholapur District. The Collector of Sholapur had specially requested the Director of Public Instruction to spare the services of the Deputy Educational Inspector for Visual Instruction on the two occasions of Agricultural conferences in his District mentioned above and the illustrated lectures and cinema demonstrations given by the Deputy Educational Inspector for Visual Instruction to the large number of farmers and Government officers assembled there, appeared much appreciated. At the

“ request of the Educational Inspector, Bombay Division, four special
“ lectures on visual methods and visual aids in teaching, were also
“ delivered by the Deputy Educational Inspector for Visual Instruction
“ at the Teachers’ conference at Bordi in the Thana District. It will
“ thus be seen that efforts were made by the Deputy Educational
“ Inspector for Visual Instruction in all possible ways to popularise
“ Visual Instruction in all its aspects.”

CHAPTER XII.

EDUCATION OF GIRLS.

172. During the quinquennium the education of girls has made remarkable progress as compared with the education of boys.

The number of institutions for girls increased during the quinquennium from 1,761 to 1,968. The number of girls under instruction increased from 222,859 to 292,035 or by 31 per cent. Of these, 186,296 were in institutions for girls and 105,739 in those for boys. The percentage of girls under instruction to the female population of the Presidency was 2·8 as against 2·4 at the end of the last quinquennium. The following table gives the distribution by Divisions :—

1926-27.						
1	Number of Institutions for Girls.	Number of pupils in Institutions for Girls.	Number of Boys in institutions for Girls.	Number of Girls in institutions for Girls (Column 3-4).	Number of Girls in institutions for Boys.	Total number of Girls under instruction (Column 5+6).
	2	3	4	5	6	7
Bombay Division ..	345	34,997	932	34,065	16,020	50,085
Central " ..	431	31,993	494	31,499	20,480	51,979
Northern " ..	113	33,625	1,021	32,604	13,791	54,395
Southern " ..	264	19,743	95	19,648	12,072	32,320
Sind ..	262	19,122	718	18,404	7,508	25,912
European Schools ..	25	3,038	545	2,493	328	2,821
English-teaching Schools ..	18	4,223	679	3,544	968	4,447
Total ..	1,761	151,741	4,484	147,257	75,002	222,859

1931-32.						
1	Number of Institutions for Girls.	Number of pupils in Institutions for Girls.	Number of Boys in institutions for Girls.	Number of Girls in institutions for Girls (Column 3-4).	Number of Girls in institutions for Boys.	Total number of Girls under instruction (Column 5+6).
	2	3	4	5	6	7
Bombay Division ..	365	40,101	1,456	44,765	25,246	69,951
Central " ..	477	40,091	705	39,386	28,506	67,892
Northern " ..	441	45,875	992	44,883	21,035	65,918
Southern " ..	293	24,507	147	24,360	16,416	40,776
Sind ..	359	27,195	1,763	25,432	12,932	38,364
European Schools ..	20	3,246	519	2,727	413	3,170
English teaching Schools ..	22	5,969	1,166	4,803	1,161	5,964
Total ..	1,968	193,044	6,748	186,296	105,739	292,035

It will be seen that the increase was shared by all the Divisions. The number of girls under instruction in the various kinds of institutions is given in the following table :—

	Number of Girls under instruction.		Increase or decrease.
	1926-27.	1931-32.	
Arts Colleges	382	704	+ 322
Professional Colleges	67	111	+ 44
High Schools	10,274	15,546	+ 5,272
Middle Schools	3,257	4,091	+ 834
Primary Schools	198,604	262,325	+ 63,721
Arts Schools	24	56	+ 32
Medical Schools	55	58	+ 3
Normal and Training Schools	666	803	+ 137
Technical and Industrial Schools	608	793	+ 185
Commercial Schools	65	101	+ 36
Schools for Defectives	49	43	- 6
Schools for Adults	788	748	- 40
Other Schools	562	212	- 350
Total, Recognised ..	215,401	285,591	+ 70,190
Total, Unrecognised ...	7,458	6,444	- 1,014
Grand Total ...	222,859	292,035	+ 69,176

The following table shows the distribution of girls under instruction by communities :—

Community.	Number of girls under instruction.	Percentage increase during the quinquennium.	Percentage to female population of the community.	Percentage to female population of the community during 1926-27.
Europeans and Anglo-Indians	2,991	15·3	19·3	19·0
Indian Christians	13,905	22·9	11·1	11·4
Hindus	93,680	16·5	11·1	9·2
{ Advanced	86,240	42·3	1·7	1·4
{ Intermediate	19,544	28·9	1·0	0·8
{ Backward	57,550	39·5	2·9	2·6
Muhammadans	7,768	6·4	18·1	18·3
Parsis	19,357	677·0	6·0	15·6
Others				
Total ..	292,035	31·0	2·8	2·4

It is gratifying to note the large increase in the case of the Intermediate Hindus and Muhammadans. It will be seen that a large majority of the girls under instruction are Advanced Hindus, though the female population of these communities represents only 8·2 per cent. of the total female population of the Presidency.

173. It is not possible to state accurately the amount spent on the education of girls, as nearly 35·7 per cent. of the girls are in boys' schools. The expenditure on institutions specially intended for girls (excluding those for Europeans) has risen from Rs. 44,64,242 to Rs. 57,63,509 during the quinquennium. The sources from which this expenditure was met are given in the following table :—

				Amount.	Percentage.
				Rs.	
Government funds	..	..	..	22,76,730	39·5
District Local Board and Municipal funds	..	..	..	16,68,329	29·0
Fees	..	..	..	5,89,185	10·2
Other sources	..	..	..	12,29,265	21·3
Total				57,63,509	100·0

174. The average annual cost of educating a boy or a girl is compared below :—

				Indian Schools.		European Schools.	
				Boy.	Girl.	Boy.	Girl.
<i>High Schools—</i>							
1926-27	..	..	..	68	105	254	191
1931-32	..	..	..	54	83	236	158
<i>Middle Schools—</i>							
1926-27	..	..	..	44	95	164	119
1931-32	..	..	..	44	68	137	119
<i>Primary Schools—</i>							
1926-27	..	..	..	20	28	..	..
1931-32	..	..	..	18	23	..	..
<i>Training Schools—</i>							
1926-27	..	..	..	282	348	..	401
1931-32	..	..	..	333	284	..	525

There has been a reduction in the average cost per pupil. The decrease is probably due to the increase in the number of girls in the various classes of institutions. The higher average cost in the case of Indian girls is due to the comparatively small number of pupils in each class and the higher scale of pay given to women teachers. The reason for the reverse being the rule in schools for Europeans is that women teachers are paid less than men.

175. There are no separate colleges for women affiliated to the University of Bombay. But there were 815 women studying in colleges for men, against 449 in 1926-27. Of these, 704 were in Arts Colleges and 111 in Professional Colleges. The figures for 1926-27 were 382 and 67 respectively. The increase in the number of women attending colleges is noteworthy.

No scholarships are reserved for girls, but girls are eligible for all the open and special scholarships awarded in colleges.

The following table shows the number of women who passed the various University examinations during the quinquennium :—

	M.A.	M.Sc.	B.A. (Hons.)	B.A. (Pass.)	B.Sc.	LL.B.	Intermediate Arts.	Intermediate Science.	M.D.	M.B.B.S.	B.T.	B.Com.	Matriculation or School Leaving Examination.
1922-27.	20	3	100	87	10	2	208	49	..	46	16	..	761
1927-32.	27	3	157	103	20	7	376	120	3	51	52	1	1,490

It is encouraging to note that during the quinquennium under review 3 women passed the M.D. and one the B.Com. Examinations.

The University examinations are the same for women and men and there are, as stated already, no recognised colleges specially reserved for women. There is however a section of public opinion which holds that even in colleges the courses for women should be different from those for men.

176. It is perhaps surprising that the Indian Women's University established in Poona in the year 1916 has not met with greater success. During the quinquennium one college at Bombay was affiliated to this University in addition to the three at Poona, Ahmedabad, and Baroda. But all these four Colleges have on their rolls some 107 women only against 40 in 1926-27. The main characteristics of this University are that (1) courses of study are specially designed to suit the requirements of girls (Domestic Science, Human Physiology, Child Physiology, Hygiene, Fine Arts, etc., are included in the curriculum); (2) the mother tongue of the pupils is used as the medium of instruction, English, however, being a compulsory subject; (3) external candidates are admitted to the University examinations. The degrees of the University are not recognised and this detracts from its popularity, but nevertheless, it is an interesting and original experiment to provide higher education for Indian women on indigenous lines.

177. The following table compares the number of Secondary schools for girls and the girls attending Secondary schools (including those for boys) at the end of the last and this quinquennium :—

	Schools.		Pupils (Girls).	
	1926-27.	1931-32.	1926-27.	1931-32.
Indians	46	83	10,799 (1,694 in Boys' Schools).	16,563 (3,077 in Boys' Schools).
Europeans	21	17	2,732 (328 in Boys' Schools).	3,074 (443 in Boys' Schools).
Total	87	100	13,531 (2,022 in Boys' Schools).	19,637 (3,520 in Boys' Schools).

The number of Secondary schools for Indian girls increased by 17 to 83. Of these, 7 are maintained by Government, one by a Municipality and 75 by private bodies or individuals. It is noticeable that no Secondary schools for girls are maintained by District Local Boards. The number of girls attending Secondary schools increased from 13,531 to 19,537, an increase of 45.1 per cent. The following table shows the distribution of girls in Secondary schools by communities :—

	Number of girls under instruction.	
	1926-27.	1931-32.
Europeans and Anglo-Indians	2,481	2,830
Indian Christians	3,637	4,536
Hindus	Advanced	6,910
	Intermediate	591
	Backward	36
Muhammadans	232	518
Parsis	2,962	3,442
Others	456	774
Total	13,531	19,637

The Department maintains a full High School at Ahmedabad and Anglo-Vernacular Girls' Schools at Thana, Nasik, Ahmednagar, Dharwar, and Bijapur. The Anglo-Vernacular Girls' Schools at Thana, Nasik, and Ahmednagar continue to be popular and attract more and more pupils every year. There is a growing demand for the opening of Standard V in these schools. The attendance at the Anglo-Vernacular Girls' Schools at Bijapur and Dharwar has considerably improved, the number on rolls being 75 and 106 respectively in 1931-32. In addition to these schools, in November 1929, Government opened an Anglo-Urdu Middle School for Muhammadan girls at Poona teaching Standards I to III. The Inspectress of Urdu Girls' Schools, Central Division, has remarked that the opening of this school marks an epoch in the development of Muhammadan girls' education in this Presidency. Standard IV was added to the school in 1931. The attendance is increasing and there is a demand for opening Standard V in the school. The special feature of this school is that no fees are charged to pupils up to Standard IV.

During the quinquennium under review a definite change took place in respect of the control, management, and financing of the High School for Indian Girls, Poona, maintained by the Maharashtra Girls' Education Society. Since its foundation, the High School was staffed by Government, funds for all other recurring expenditure being found by the Society. This arrangement continued till September, 1931, when with a view to economy in expenditure Government after considerable negotiations with the Society transferred the absolute control and management of the High School to the Society and agreed to pay to it annually a fixed grant of Rs. 30,000 on certain conditions for a period of five years. There was an annual saving of about Rs. 15,000 to Government effected by this transfer. The High School continues to maintain a high standard of efficiency. It sent up 35 girls for the Matriculation Examination of 1932, of whom 27 were successful, 4 securing distinction in Mathematics.

As regards the girls' schools in Bombay the Educational Inspector, B. D., reports—

“ Of the Secondary Schools in the City of Bombay the Chanda Ramji High School is the largest Girls' School for Hindus having 409 pupils on rolls and the Parsi Girls' Association's Anglo-Vernacular School is the largest Parsi Girls' School having an attendance of 297. The proper housing of girls' schools is a trying problem in Bombay. The Students' Scientific and Literary Society has, however, a building of its own.”

The state of Secondary education of girls in Gujarat is reported to be disappointing both from the point of view of quality and quantity. The Educational Inspector, Northern Division, remarks—

“ Parents still hesitate to send their girls to school and even more parents take away their girls before completing the course, and the progress of those who complete the course is not satisfactory. This state of affairs will not be changed until the whole of the curriculum

“for girls’ schools is overhauled, and girls’ education ceases to be a bad imitation of boys’ education, until competent women teachers replace men teachers, and until the type of women teacher employed is improved.”

In Sind, 3 new schools were opened, one at Karachi, and two at Sukkur. A local gentleman is reported to have contributed Rs. 10,000 towards the construction of a building for a Municipal Girls’ School at Sukkur which is under contemplation. The Inspectress of Girls’ Schools in Sind reports—

“The increase in the number of Secondary schools in Upper Sind is a clear sign of an advancement of girls’ education in that part of Sind which is known to be very backward in this direction.”

With regard to the progress of girls’ education in Sind the Educational Inspector in Sind remarks—

“The progress of female higher education during the quinquennium is noteworthy and is making rapid strides. The Girls’ High Schools in Karachi and Hyderabad are overcrowded.”

There are 19 Secondary schools for girls affiliated to the Indian Women’s University, of which 2 are outside this Presidency, 4 in Indian States, and 13 in different parts of the Presidency. The schools had 2,440 pupils in 1931-32. Of these schools, 11 are recognised by the Department.

In awarding grants preference is shown to girls’ Secondary schools over boys’ Secondary schools. In view of the backward state of girls’ Secondary education in Sind, the girls’ Secondary schools are eligible for a maximum grant of one-half of the admissible expenditure. In 1931-32 grants amounting to Rs. 50,998 were paid to Secondary schools for girls.

As stated in previous Reports, there is no separate institution for the training of Indian women teachers in Secondary schools. During the quinquennium 52 women took the B.T. degree.

No scholarships are reserved for girls in Secondary schools except in Sind where 35 scholarships of Rs. 5 per month have been provided by Government. Girls are however eligible for all the Government open and special scholarships awarded in Secondary schools.

178. The attendance and discipline in Secondary schools for girls—both Government and non-Government—have been Attendance and Discipline. and on the whole satisfactory in spite of the Civil Disobedience Movement. In this connection the Inspectress of Girls’ Schools, C. D. and B. D., remarks—

“The work of the girls’ schools in these Divisions has hardly been affected by the Civil Disobedience Movement. On one or two occasions the attendance was thin but this was due to the parents of the girls not sending them to school on days when it was remoured that there was likely to be trouble in the roads leading from their homes to the schools.”

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

“The political agitation of the past two years has interfered with girls' education only in so far as the Hindu community is concerned. The Parsi schools were practically untouched by it and even in the Hindu community it was merely a sort of mental unrest and excitement that prevented girls from concentrating on their school work. The attendance in schools did not suffer to any large extent, and the number of admissions has increased considerably during the last two years.”

179. The number of Primary schools increased by 197 to 1,732 and the number of pupils in them by 35,836 to 169,079. Primary Education. The following table shows the distribution of Primary schools for girls and of pupils attending them by management :—

	Schools.		Pupils.	
	1926-27.	1931-32.	1926-27.	1931-32.
Government	5	8	936	1,085
District Local Board	674	761	39,137	47,871
Municipal	509	548	65,334	85,428
Aided	335	405	26,522	33,850
Unaided	12	12	1,314	845
Total	1,535	1,732	133,243	169,079

The position of girls' Primary education in the various Divisions is compared in the following table :—

	Number of pupils.		Increase percent- age.	Percent- age to female popula- tion.	Increase percent- age in Boys' schools.
	1926-27.	1931-32.			
Bombay Division	31,286	40,722	30.2	1.7	19.8
Central	29,529	36,975	25.2	1.2	10.3
Northern	35,816	42,874	19.7	2.9	8.0
Southern	19,430	24,084	24.0	1.4	12.6
Sind	17,182	24,424	42.1	1.4	31.6
Total	133,243	169,079	26.9	1.6	14.5

It will be seen that the increase in numbers is shared by all divisions, that in Sind being the largest. The following table shows the distribution of girls in Primary schools by standards :—

					Number of girls	Percentage
Infants	..	..	..	..	122,879	46·8
Standard	I	..	..	..	48,603	18·5
..	II	..	..	..	37,180	14·2
..	III	..	..	..	25,832	9·9
..	IV	..	..	..	16,893	6·4
Total, Lower Primary Stage					251,387	95·8
Standard	V	..	..	..	6,461	2·5
..	VI	..	..	..	4,308	1·6
..	VII	..	..	..	169	0·1
Total, Upper Primary Stage					10,938	4·2
Grand Total (Lower and Upper Primary Stages)					262,325	100·0

Out of the total number of girls in Primary schools, 95·8 per cent. were in the lower primary stage, 46·8 per cent. being in the Infant class, whilst only 4·2 per cent. were in the upper Primary standards. In regard to this wastage, the Educational Inspector, N. D., reports—

“ It is due (1) to the social custom which induces parents to withdraw their daughters from primary schools when they reach a certain age, (2) to the need of more hands to work in the house and field, (3) to the attitude of many parents who look upon the school as a creche rather than an educational institution.”

The Inspectress of Girls' Schools, Bombay and N. D., remarks—

“ The number of older girls attending primary schools has become very noticeable within the last two years. There are various reasons for this, chief of which is, I think, the raising of the marriage age. Rather than keep their girls at home doing nothing, parents now send them to school till it is time to get them married.”

The Educational Inspector, C. D., reports—

“ The increase in the number of girls is a clear indication that apathy towards female education is gradually disappearing and the value of literacy is being appreciated.”

180. In 1931-32, 2,932 girls appeared for the Vernacular Final Examination for girls, of whom 1,408 (or 48·0 per cent.) passed. The figures for the year 1926-27 were 1,520 and 690 (or 45·4 per cent.) respectively. The results of the Vernacular Final Examination for girls in 1931-32 are given in the following table :—

	Vernacular Final Examination		Urdu Final Examination		Total		Percentage
	Number appeared	Number passed	Number appeared	Number passed	Number appeared	Number passed	
Bombay Division	735	424	83	37	798	461	57·8
Central Division	922	430	55	44	977	474	48·5
Northern Division	631	244	10	6	641	250	39·0
Southern Division	244	91	21	8	265	99	37·4
Sind	251	124	..	..	251	124	49·4
Total ..	2,783	1,313	149	95	2,932	1,408	48·0

It is gratifying to record the increase in the number of girls appearing at this examination which has, since its institution in 1924, given a great impetus to the schools and promises to raise the standard of education. It is hoped that it may be possible in a few years to extend the present course of six standards to one of seven.

The Inspectress of Girls' Schools, C. D. and B. D., remarks—

“ Despite the fact that a fee of Rs. 3 is now taken for the Vernacular Final Examination, it is increasing in popularity. The time has now come to raise the standard. This is the entrance examination for Training Colleges for Primary teachers, and all the Principals of Women's Training Colleges complain that the girls who come to them have very little grasp of their subjects, especially Arithmetic and Science, and thus much of their time at the College is taken up with what they might have done at school.”

181. There is a very large number of girls attending boys' school. Of the 292,035 girls under instruction in various kinds of institutions, 105,739 girls (or 36·2 per cent.) read in boys' schools. In this connection the Inspectress of Girls' Schools, C. D. and B. D., writes—

“ It is not really co-education, for girls are not part of the corporate life of the school. There is no lady teacher in these schools. There are no special arrangements for physical education, nor for sewing

“and music which, whatever their standard, are now taught in all Girls’ Schools, and sometimes no special sanitary arrangements are made. One school in Poona actually said that there was no need for such as the girls went to the primary school lavatories, a three minutes’ walk from the High School for boys they were attending. There are various causes that make these girls attend boys’ schools. In some towns there is no High School for Girls. Those who pass the fourth standard then go to one or other of local boys’ school or stay at home.”

She further adds—

“There is a mistaken idea among some parents that a daughter at a boys’ school has an added prestige. But such an idea should be condemned. Girls in a class of boys become either extra shy or overbold. The teacher does not address them in class, for fear the boys should laugh at any foolish answer they may give, and after school he ignores them lest the boys should jeer at him. It should not be considered a noteworthy feature of a boys’ school to admit girls if there is a girls’ school in the vicinity. If the school is a co-educational one in the real sense of the word, with a mixed staff and a fair proportion between the boys and girls attending, as for example St. Helena’s at Poona or Christ Church or the New Era School at Bombay, that is quite a different matter.”

Again—

“Numbers of girls have to be refused for want of means to open extra divisions in some of the schools. The vast majority of these give up the idea of further education. Some drift to boys’ schools and are not really happy. More private societies should take up this question and run efficient girls’ schools as the need for them is crying. Where such schools have been opened the girls that have gone to boys’ schools return to the girls’ school.”

182. The Departmental curriculum based on the University Matriculation Examination is followed in most of the Secondary schools for girls. At this Examination girl candidates are allowed to offer Domestic Science as an alternative to Science. It is reported that this option is not taken advantage of as Domestic Science is not one of the subjects prescribed for the First Year Arts Examination. Schools are encouraged by the Department to adopt alternative curricula for girls but few elect to do so.

The Inspectress of Girls’ Schools, C. D. and B. D., reports—

“Domestic subjects are receiving more attention in girls’ schools but unfortunately the idea still prevails that these are soft options for the less intelligent girls and hence the girls themselves avoid such subjects for fear of losing prestige. There is again a paucity of trained teachers of such subjects, the theory being that every woman that can sew and cook can also teach these subjects whatever be her general culture.”

Drawing, Music, and in a few schools cooking as well as laundry work form part of the regular curriculum.

The Educational Inspector, B. D., remarks—

“Almost all the Secondary schools for girls in this Division prepare their pupils for the Matriculation Examination of the Bombay University. If they do not work with this end in view, they will, it is believed, lose in popularity.”

The Inspectress of Girls' Schools, Bombay and N. D., reports—

“There are only two aided High Schools in Bombay which have held aloof from University Examinations. Both are Parsi institutions and in the curriculum of both domestic science and home-craft play a large part.”

“While both schools are doing excellent work, the Chandanwadi institution might be mentioned particularly for all round efficiency.”

The full Primary course consists of an Infant class and six standards, and leads up to the Vernacular Final Examination for Girls. In addition to the ordinary subjects, Domestic Economy, Needle-work, Nature Study, School Gardening, Drawing, and Hand-work are prescribed as optional subjects. Music is a popular subject in all schools, both Primary and Secondary. An attempt is also made to train the girls in the principles of sanitation and Hygiene in relation to their family and civic life.

183. Physical Instruction in girls schools is not well organised for Physical Education. want of school compounds and absence of women teachers interested in games. Drill of some kind is taken in most of the girls' schools. The *Namaskar* system of drill has been introduced in certain schools, especially in those under the control of the District Local Board, Satara.

Two physical training courses for women teachers were held in 1929 and 1930 by Miss B. Motivala and were taken advantage of by a considerable number of women teachers.

The Inspectress of Girls' Schools, Bombay and N. D., writes—

“The evil effects of this continued neglect of the physical side of female education is incalculable. Children who would ordinarily be at work in the fields or at home, or playing in the streets are spending several hours of each day sitting in stuffy and overcrowded rooms. Scientific physical training is therefore necessary as a corrective. Furthermore a visit to any girls' school will show that 30 per cent. of the children are poorly developed and suffering from the effects of malaria and other diseases, or from underfeeding. A trained part-time instructor working in conjunction with the medical authorities could work wonders in the way of raising the physical standard of such children. Mental energy and alertness cannot be produced from sluggish and unhealthy bodies.”

184. The Girl Guide Movement has been gaining in popularity and will be seen from the following figures :—

Year	Number of Girl Guides of all ranks
1927	3,787
1928	4,394
1929	5,354
1930	5,760
1931	7,360

The Movement is not now restricted to Secondary schools but has found favour with certain Local Authorities who have introduced it in the Primary schools under their control. It is reported that the increase of 1,600 in 1931 has been almost entirely in the outlying villages of Satara.

The Inspectress of Girls' Schools, C. D. and B. D., reports—

“The members of Blue Bird flocks in Primary schools has increased considerably since there have been training camps for leaders in Marathi at Satara, Sholapur, Ganeshkhind, Poona, and Panhala.”

On the other hand the Inspectress of Girls' Schools, Bombay and N. D., remarks—

“It is not popular in Gujarat partly because it is associated with ultra loyalists principles, and partly because in the case of Hindus and Muhammadans it involves encouraging women to take part in activities hitherto thought unsuitable for them. Finally many complain that the Girl Guide movement in this Presidency pays too much attention to outward form and neglects to train its members for a life of service through the full use of their natural faculties.”

The following extract giving an account of a camp held at Panhala in the Kolhapur State is reproduced from the Provincial Commissioner's report :—

“In all, forty-one guiders from the Southern Mahratta States and thirty-seven from the Satara Division took courses in the Camp. Of these, only three were Westerners. Including the staff, there were six Westerners present. The Indian women were a widely group including one Parsee, one Muhammadan, eight Jains, ten Christians, and fifty-five Hindus of the following castes: Thirty Brahmins, seventeen Marattas, two Prabhus, two Mahars, one Dhor, one Sonar, one Shimpi and one Sutar. As some of these are from the Depressed classes, it was indeed a victory to have such perfect fellowship as we had. Nearly all those eating Indian food had their meals together, lived together in the various rooms and mingled irrespective of caste or creed. A large number of these women are widows, some with the shaven head, which orthodoxy still requires. It was indeed a time of great joy to them, with its chance to mingle freely and learn and play with their sisters. The Wahini Saheb of Ichalkaranji State, widow of the late heir to the throne, has been in deep mourning for two years over the death of her husband and son, and has not taken part in any public

“functions whatever. Yielding to the persuasions of her friend, Mrs. Goheen, and of the Chief of Ichalkaranji, she reluctantly consented to attend the Camp. Here she amazed us all by putting aside her private grief and joining in all the activities of the Camp in a most gracious spirit, even to becoming a Blue bird in Flock Meetings. She took an enrolment or two and gave us an interesting talk at Camp Fire one evening on the history of the State Flag. We were all deeply impressed by her demonstration of the true Guide Spirit. It was noticeable when she led Camp Prayers one morning and chose as the Law which she wished us to remember especially, the Law of Cheerfulness.”

“Her Highness the Ranisaheb of Sangli, who has taken a training week at Foxlease, won all hearts by her inimitable charm and graciousness, whether as a Trainer on the Staff, or taking an enrolment or Camp Fire, or joining in any of our sessions. Of course, the Indian Guiders felt that they should fall at her feet in the ancient manner of showing honour to royalty, and they were eager to do so. You can imagine their surprise when she refused a chair and even a rug to sit upon and joined us all upon the bamboo matting of the lecture room, or sat with those who watched the games in our outdoor sessions. She was in all things a true Guide, sister to every other Guide, and I am sure that nothing could have brought home so completely to these village teachers the meaning of the Guide Sisterhood as she did by her joyous fellowship with us all. Isn't Guiding wonderful?”

She further adds—

“A special Provincial camp by invitation, which proved a great success, was held in January, 1931, in Satara, to assist those who were likely to be in a position to take the Local Advisor's Test which will in the future enable training to be decentralized and thus consolidate the work of the Diploma'd Trainers who come from England.”

“Several smaller camps have been held for Guides run by the Company Guiders. This month we are sending Miss Sherene B. H. I. Rustomjee to England to take her Diploma—in order that she may become our Provincial Trainer for the special purpose of Vernacular Training. Guiding appears to have taken a very strong hold in this Province and efficiency in the Movement is greater than any other Province so that we are able to lend Trainers to outside Provinces.”

The Girl Guide Association received in 1931-32 a grant-in-aid of Rs. 4,000 from Government.

The Junior Red Cross movement has also been introduced into certain schools last year and is reported to be gaining in popularity.

185. Generally speaking the teaching in girls' schools is less efficient than that in boys' schools, though here and there one comes across girls' schools which are working on progressive lines. That this state of things is due to more causes than one will be seen from the following extracts from

Teaching and Teachers.

the reports of the Inspecting Officers. The Educational Inspector, N. D., reports—

“The standard of teaching in girls' schools remains however regret-
tably low even compared with that in boys schools; and this will
continue until the profession can attract a better type of woman
and as long as the married women who do enter the profession are
burdened with domestic cares and troubles.”

The Inspectress of Girls' Schools, C. D. and B. D., remarks—

“The great lack of the schools is a sufficiency of simple interesting
matter for the small children to read. A number of such books,
quite cheap, are on the market, but the primary teacher has not
yet been convinced that it is good for the small child to read exten-
sively than intensively grind through a departmental reader. The
teacher does not realise that quite small children will read willingly
if given a story but will stammer and stutter over even an old lesson
if it is of no interest to the child, whatever moral lesson or facts of
physical conditions it may contain.”

The Educational Inspector in Sind reports—

“Generally speaking the teaching in primary girls' schools is not
as efficient as in boys' schools. This is due to the dearth of quali-
fied and efficient women teachers.”

“The number of candidates who appeared for the Vernacular Final
Examination last year shows that there is no dearth of qualified
teachers in the cities. Every attempt is being made to secure
qualified teachers for the mofussil schools but it has not been success-
ful to an appreciable extent.”

During the quinquennium the total number of women teachers in
Primary schools increased by 627 to 3,658, of whom 56·4 are trained
and 43·6 untrained. The corresponding percentages in the last quin-
quennium were 62·2 and 37·8.

The following table gives details of the qualifications of women
teachers serving in Government, District Local Board, and Municipal
Primary schools :—

Division	Trained				Untrained			Grand total
	III Year	II Year	I Year	Total	Quali- fied	Un- quali- fied	Total	
Bombay Division	201	126	171	498	268	237	505	1,003
Percentage to total	20·0	12·6	17·1	49·7	26·7	23·6	50·3	100
Central Division	126	102	192	420	279	108	387	807
Percentage to total	15·6	12·6	23·8	52·0	34·6	13·4	48·0	100
Northern Division	282	140	176	598	263	31	294	892
Percentage to total	31·6	15·7	19·7	67·0	29·5	3·5	33·0	100
Southern Division	101	92	139	332	182	59	241	543
Percentage to total	18·6	16·9	25·6	61·1	28·0	10·9	38·9	100
Sind	65	70	81	216	101	96	197	413
Percentage to total	15·7	17·0	19·6	52·3	24·5	23·2	47·7	100
Total	775	530	759	2,064	1,063	531	1,594	3,658
Percentage to total	21·2	14·6	20·7	56·4	29·1	14·5	43·6	100

Though the percentage of trained women teachers has decreased, it is still higher than the minimum percentage prescribed under the Primary Education Act. It must not be supposed, however, that the percentage of trained teachers is high in isolated places, as trained women teachers are in many cases unwilling to serve in such localities.

For the training of women teachers for Primary schools Government maintain Training Colleges at Poona, Dharwar, Ahmedabad, and Hyderabad. In addition to these, the Normal class attached to the Central Urdu Girls' School, Poona, was converted into an Urdu Training School for Women during the year 1930-31. There are 12 Training Institutions maintained by Missions and other private bodies. A normal class for Urdu women teachers was opened by the Bombay Municipality during the quinquennium.

The number of women teachers under training in all these institutions was 709 as against 609 in 1926-27. The course extends over three years. The first year is regarded as preparatory and the first year certificate is given at the end of the second year. The *Adhyapika Shala* at Hingue, conducted by the Hindu Widows' Home Association, had 39 women teachers under training. Further remarks on Training Institutions for women will be found in Chapter VIII.

186. The number of special institutions for girls in 1931-32 was 26.
Special Institutions. They are intended mainly for the education of grown up girls and women or provide varied facilities for industrial or vocational training in needle-work, laundry, tailoring, embroidery, etc.

187. Very few schools have suitable buildings of their own, while
School buildings. a large number of schools meet in unsuitable rented buildings.

188. There are three Inspectresses of Girls' Schools for Bombay and the N. D., for Sind, and for the C. D. and B. D.
Inspection. There is also an Inspectress of Urdu Girls' Schools for the C.D. and B.D. The Inspectresses have no administrative duties; they inspect Secondary girls' schools and a certain number of Primary schools.

189. It will be seen from the foregoing paragraphs that the education of girls has made satisfactory progress during the
Conclusion. quinquennium. That women's education in general is receiving greater attention is also evident from the various conferences of women held in the Presidency.

CHAPTER XIII.

EDUCATION OF EUROPEANS.

190. European education continues to be a 'reserved' subject and accordingly separate provision is made for it in the Educational budget.

European schools are intended principally for European boys and girls of pure or mixed descent but are allowed to admit non-Europeans to the extent of 30 per cent. of the total number on the rolls. The schools which exceed this limit are classed with English-teaching schools in this Presidency and are governed by the rules of the Grant-in-Aid Code which also governs the Anglo-Vernacular schools. The English-teaching schools have therefore been dealt with in the Chapter on Secondary Education along with Anglo-Vernacular schools.

European schools are governed by a separate Code of Regulations for such schools. This Code was reprinted in 1927 with all the changes up to 1st September, 1927. The most important changes were made in the rules of grants-in-aid which have been made more clear and brought into conformity as far as possible with those of the Grant-in-Aid Code.

General Table VII at the end of the Report gives detailed statistics relating to European education.

191. The following table shows at a glance the number of European Institutions and schools, the number of European and non-European pupils. pupils studying in European schools on 31st March, 1927, and 1932 respectively :—

Year	Number of schools	Total number of European pupils	Total number of non-European pupils	Total number of pupils in European Schools
1926-27	39	3,871	1,050	4,921
1931-32	37	4,197	1,259	5,456

The total number of European institutions has gone down from 39 to 37 as the Scottish School, Agripada, and the Normal Class attached to the Queen Mary High School, Girgaon, were closed during the quinquennium. The number of pupils, both Europeans and non-Europeans, has, however, increased. This has made for greater economy in working but nothing more has been done in regard to the very obvious solution of amalgamation raised in the previous quinquennium.

The following table shows the number of European pupils in various kinds of educational institutions :—

	Boys	Girls	Total
Arts colleges	28	11	39
Professional colleges	2	1	3
Secondary schools	2,288	2,830	5,118
Primary schools	43	34	77
Training institutions .. .. .	..	55	55
Other special schools	46	60	106
	2,407	2,991	5,398

The total European population of the British Districts in the Presidency according to the census of 1931 is 40,710, while the total number of European pupils in all kinds of educational institutions was 5,398, which gives 14·2 as the percentage of pupils under instruction as against 11·5 at the end of the last quinquennium. These percentages are possibly somewhat misleading as the census figures apparently include British troops, officials, etc., whose children do not normally attend European schools in this country.

192. There are no Government European schools in this Presidency, but all except one, the Bombay Baroda and Central Management. India Railway School, Bulsar, are aided. The 37 European schools including one Commercial school and two Training institutions are managed by different missions or Railway Companies as under :—

Management.	Number of schools.
(1) Roman Catholic Missions ..	10 (including one Training institution).
(2) Zanana Bible and Medical Mission.	1
(3) The Society of St. John the Evangelist	1
(4) Methodist Episcopal Mission ..	1
(5) Church of England	14 (including one Training institution and one Commercial school).
(6) Church of Scotland	1
(7) Different Railway Companies ..	9
Total	37

During the quinquennium the question of the future of the schools managed by Railway Companies with a view to reducing the liability of

Railway administrations in India on their account was under the consideration of the Railway Board. So far as this Presidency is concerned the Railway schools for Europeans are all Primary schools, the Railway Companies having wisely restricted the teaching in them to the Primary standards.

193. The total expenditure on European education, both direct and indirect, decreased to Rs. 13,76,168 from Rs. 14,68,577 during the year 1931-32 and from Rs. 15,03,131 during the quinquennium. The following table shows the various sources from which the total expenditure was met in 1926-27 and in 1931-32 :—

	1931-32		1926-27	
	Amount	Percentage to total	Amount	Percentage to total
	Rs.		Rs.	
Government funds	5,00,948	36·4	5,35,632	35·6
Board funds .. .. .	.....	..	2,055	0·1
Fees	5,77,976	42·0	6,26,359	41·7
Other sources	2,97,244	21·6	3,39,085	22·6
Total	13,76,168	100	15,03,131	100

It will be seen from Table VII at the end of the Report that there was on the whole an increase in the total *direct* expenditure but the expenditure from various sources showed a decrease except from "Fees".

The total indirect expenditure has gone down from Rs. 5,36,837 to Rs. 4,01,613. The decrease in the expenditure was due to reduced expenditure on buildings as well as on hostels attached to European schools. In the year 1926-27 building grants amounting to Rs. 31,341 were paid to certain schools as against a small sum of Rs. 5,361 paid during the year 1931-32.

194. War grants continue to be paid to the children of European and Anglo-Indian Soldiers (combatant or non-combatant) who were killed or incapacitated whilst on active service. The total allotment sanctioned for this purpose was reduced from Rs. 13,000 to Rs. 7,600.

195. There are no separate Colleges for Europeans or Anglo-Indians in this Presidency. There were 39 Europeans in Higher education. Arts Colleges and 3 in Professional Colleges as against 27 and 9 in 1926-27.

196. The following table compares the number of European Secondary schools and the pupils in them in 1926-27 with those in 1931-32 :—

		Schools		Pupils	
		1926-27	1931-32	1926-27	1931-32
High	Boys ..	8	7	1,510	1,516
	Girls ..	13	13	2,523	2,876
Middle	Boys ..	6	10	373	604
	Girls ..	8	4	426	274
Total ..		35	34	4,832	5,360

The decrease of one in the number of schools is caused by the closure of the Scottish School, Agripada, in 1929-30 for want of sufficient numbers. The increase in the number of pupils was 528 against 374 in the last quinquennium. Of the total number of pupils in European Secondary schools, 4,115 were Europeans and 1,245 Indians as against 3,794 and 1,038 respectively in 1926-27. The percentage of Indians to the total number of pupils was 23·1 against 21·3 in 1926-27. The Inspector of European Schools observes—"The increase in the number of non-Europeans appears to be due mainly to the fact that European schools are increasingly popular with non-European communities and in spite of the usually enhanced fees charged many schools have their full 30 per cent. quota of non-Europeans and a long waiting list." The number of European pupils in all classes of Secondary schools (European, English-teaching, and Anglo-Vernacular) was 5,118 (2,283 boys and 2,830 girls) against 4,819 (2,225 boys and 2,594 girls) in 1926-27. The Inspector of European Schools reports that the Bombay Education Society's schools at Deolali, to which a reference was made in the last Quinquennial Report, are well established now and are working satisfactorily ; but owing to present financial stringency the Society finds it difficult to make both ends meet. The Society's Day School at Byculla has been working in the same way. The loan of Rs. 7 lakhs given to the Society in 1924-25 and referred to in the last Quinquennial Report was due for repayment in 1928-29. As it was not possible for the Society to pay the loan nor the accrued interest thereon, at the request of the Society Government took over such area of land at Byculla belonging to the Society as covered the full payment of all its liabilities to Government.

The total direct expenditure during 1931-32 on European Secondary schools was Rs. 9,36,431, of which Rs. 3,48,485 was met from Provincial funds, Rs. 4,06,356 from fees, and Rs. 1,81,590 from other sources. The

average cost of educating a pupil in a European Secondary school and the sources from which it was met are given in the following table :—

	1926-27		1931-32	
	Cost	Percent- age to total	Cost	Percent- age to total
	Rs.		Rs.	
Government grant	78·3	39	65·4	37
Fees	75·1	37	76·3	44
Other sources	48·2	24	34·1	19
Total	201·6	100	175·8	100

The rates of monthly fees in European schools are given below :—

Standard.	Minimum.		Maximum.	
	Rs.	a.	Rs.	a.
Infants	1	0	10	0
I	1	0	12	0
II	2	0	12	0
III	2	8	12	0
IV	3	0	12	0
V	5	0	12	0
VI	5	8	15	0
VII	6	0	15	0
VIII	6	8	15	0
IX	6	8	15	0

197. European schools follow a special curriculum laid down in the Code of Regulations for European Schools in 1910.

Curriculum.

The preparation for the Cambridge Examination is also a determining factor and in consequence there is a high degree of uniformity amongst European schools. During the quinquennium there have been signs of a need to make more elastic the requirements of this curriculum. The Inspector of European Schools reports that these requirements are now more frequently resulting in hardship and anomaly when transfer is sought from a European Middle School to a Full High School than was the case during the last quinquennium.

Domestic Economy including Cookery, Dress-making, Laundry, etc., are taught in the Convents at Panchgani, Bandra, Poona, Karachi, St. Mary's High School, Poona, Kimmins High School, Panchgani, and the Cathedral Girls' High School, Bombay.

Needlework, which forms a part of the curriculum for girls' schools, is taught in almost all the girls' schools.

Boys usually take Science as an optional subject. Almost all the Boys' High Schools are equipped with Science laboratories.

The telegraph class which was attached to the Barnes' High School, Deolali, was closed in December, 1929.

198. The Commercial School maintained by the Young Women's Christian Association, has been doing good and useful work. Girls from European schools, whose Special education. circumstances do not permit them to pay for higher education, attend this Commercial School, where they are trained in Shorthand, Typewriting, Book keeping, etc. Regular examinations are held every year and the girls who are successful get employment in various business houses. The school had 35 girls on the rolls in 1931-32 against 32 in 1926-27.

199. The following statement gives the figures for trained and untrained teachers :—

Teachers	1926-27			1931-32		
	Trained or qualified	Un-trained	Total	Trained or qualified	* Un-trained	Total
Men	43	29	72	34	30	64
Women	163	133	296	205	102	307
	13*	6*	19*	10*	2*	12*
Total	219	168	387	249	134	383
			34 graduates.			50 graduates.

* From Training and Special Institutions.

The total number of trained teachers has increased satisfactorily but too many unqualified teachers are still in service. Bigger schools like the Cathedral and John Connon High Schools, and the Bombay Education Society's Schools have a number of trained teachers and most of them are recruited in England. With a view to enabling schools to recruit suitable teachers from England special grants at $\frac{1}{3}$ rd of actual cost of their passages are paid to schools by Government subject to certain conditions if funds permit. The financial condition of almost all the schools has been affected owing to the present political movement and so the managers of schools were obliged to bring down their expenditure by way of reduction in the staff or cut in the teachers' salaries.

The average pay of a teacher in a European school comes to Rs. 161-8-0, although this figure cannot really pretend to be indicative by reason of the very wide range of qualifications, conditions, and seniority in term of length of service. The teachers recruited in England by the Anglo-Scottish Education Society are engaged on 4 years' agreements with a starting pay of Rs. 400 per mensem to Rs. 500 per mensem for men

teachers and from Rs. 300 to Rs. 400 per mensem for women teachers. Salaries of other teachers have also been placed on a time-scale basis, i.e. Rs. 150—15—255 per mensem.

The pay of the Head Master of a European school ranges from Rs. 400 to Rs. 1,400 per mensem and that of a graduate assistant master from Rs. 250 to Rs. 500 per mensem. A trained under-graduate master gets from Rs. 120 to Rs. 250 per mensem. The pay of trained assistant mistresses ranges from Rs. 100 to Rs. 350 per mensem.

Untrained assistant mistresses do not ordinarily get more than Rs. 80 per mensem.

Most of the European girls' schools and a few European boys' schools are managed by Missionary bodies. Salaries of the Missionary staff are nominal.

Teachers in many European schools are provided with board and lodging—normally in return for an agreed deduction from salary.

200. There are at present 2 training institutions as against 3 during the last quinquennium. The Normal Class attached to the Queen Mary High School, Girgaon, was closed in 1928. Of the two in existence now, the Normal Class attached to the Convent High School, Clare Road, Byculla, prepares candidates for the Secondary Teachers' Certificate Examination as well as for the Cambridge Higher Local Examination. The St. Mary's Training College, Poona, which used to prepare candidates for the Secondary Teachers' Certificate Examination, has been following the special new course of the Bombay European Schools Teachers' Diploma Examination recently sanctioned by Government. The students for this examination also study for the Cambridge Higher School Certificate Examination which is compulsory according to the syllabus sanctioned by Government. The whole course is of 3 years' duration. Candidates are also trained for the Departmental Kindergarten Examination at the St. Mary's Training College, the course of which is for 2 years only. Government have provided 15 stipends at Rs. 40 per mensem each for students under training. There are also 5 stipends held at the Convent Normal Class, Clare Road, Byculla.

The accommodation at St. Mary's Training College has shown itself inadequate for growing needs and efforts are being made to obtain further room for expansion.

The ordinary grant of the St. Mary's Training College, Poona, was increased from Rs. 4,200 to Rs. 7,200.

The total number of students under training in these two institutions was 61 on 31st March, 1932, as against 57 in 1927.

There are no training institutions for men in this Presidency. Candidates for training are required to go to the Chelmsford Training College, Ghoragali in the Punjab. The course is for 2 years during which either the Intermediate Arts or Inter Science Examination of

the Punjab University is taken and at the end of the course the Diploma Examination is held. During the last quinquennium 3 candidates from this Presidency were sent for training with stipends of Rs. 60 per mensem. Two of them completed the training and got Diplomas. The third one failed in Mathematics only and has to re-appear in that subject.

201. The Cambridge Local Examinations continue to be held in December every year at various centres in this Presidency, viz. Bombay, Poona, Panchgani, Deolali, Mount Abu, and Karachi. The results of these examinations are given below :—

Examination	1927		1928		1929		1930		1931	
	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.
Cambridge School Certificate	135	61	114	55	137	68	133	90	107	120
Junior	183	95	162	88	206	125	211	128	246	124
Preliminary	134	100	126	80	133	84	110	82	88	67

The Cambridge Local Examinations have been found entirely suitable by almost all the European schools in this Presidency, as is evident from the increase in numbers appearing for these examinations, especially the Cambridge School Certificate and the Junior Local Examinations. Those who pass the Cambridge School Certificate Examination are entitled to entrance into Colleges affiliated to the Home Universities or other professional institutions provided they fulfil the conditions under which exemptions are granted by them. This examination is also considered as equivalent to the Matriculation of the Bombay University provided that a candidate who wishes to take advantage of this equivalence has passed in English, an additional language, Geography, Mathematics, and one other subject. Candidates who fulfil these requirements find no difficulty in securing admission to institutions for higher education in India.

The Cambridge Higher School Certificate Examination was held first time in July, 1931. This examination was substituted for the Oxford Higher Local Examination, which was discontinued in 1929, by the University for want of numbers. Candidates are prepared for this examination at the St. Mary's Training College, Poona, and the Convent Normal Class, Clare Road, Byculla. Six candidates appeared for the examination and two of them were successful.

The Matriculation Examination of Bombay University is not normally attempted by candidates from European Schools but is increasingly taken in April as an extra by pupils who have taken the School Certificate Examination in the previous December and do not wish to leave school before the publication of the Cambridge results in March. During the quinquennium the Government of India and the Secretary of State decided that the Anglo-Indians should be regarded as " Natives of India " and should compete with Indians in the matter of recruitment to the Public Service. A section of the Anglo-Indian community has, therefore, raised the question of substituting the Matriculation Examination of an Indian University for the Cambridge Examinations in European Schools. So far as this Presidency is concerned, however, all European Schools prepare for the Cambridge Examinations and they are generally against substituting the Matriculation Examination for the Cambridge Examination though many see no objection to adopting the courses to suit the requirements of both Examinations.

The Departmental Kindergarten examination introduced in 1919 continues to be held in accordance with the rules and regulations sanctioned by Government. No changes have been made either in the rules or in the syllabus except in the books prescribed for the Literature paper. This examination used to be held at Poona and Murree centres only. But in 1927, the Government of Madras accorded their sanction to hold the examination in that Presidency also. Since then candidates are being trained and the first examination was held at Madras in 1928. The number of candidates who appear for this examination is increasing every year.

The syllabus for this examination has been approved by the National Froebel Union ; and as a token of their approval candidates who possess this examination certificate are exempted from taking Part I of the Higher National Froebel Union Examination if they desire to take this examination in England.

The results of the examination held in 1931 are given below :—

Centre				Part I		Part II	
				Number sent up	Number passed	Number sent up	Number passed
Poona	..	..	..	5	4	6	2
Murree	..	..	..	3	..	6	5
Madras	..	..	..	10	5	7	4

The Bombay European Schools Teachers' Diploma Examination was newly started in 1931 with a view to improving the qualifications of non-graduate teachers for European schools. Before the institution of this examination, non-graduate teachers used to appear for the Secondary Teachers' Certificate Examination which is unsuited to the

needs of teachers in European Schools. The first examination was held in November, 1931, at the St. Mary's Training College, Poona, which is the only institution in this Presidency preparing candidates for this examination at present. Three candidates appeared for this examination and all passed. The course prescribed is for 3 years, during which period candidates present themselves for the Cambridge Higher School Certificate Examination also. The Inspector of European Schools reports—

“The standard of pass and the scope of this examination, which is really searching, are being maintained at a high level, and there is a deliberate intention to make the obtaining of a pass or ‘good pass’ certificate dependent upon real competence and ability in the candidate.”

The Secondary Teachers' Certificate Examination is conducted by the Department primarily for non-graduate but matriculated teachers from aided and recognised schools. Graduates may, however, appear. Teachers from European and English-teaching schools also appear for this examination. Up to 1930 the St. Mary's Training College, Poona, used to train teachers for this examination, but, as mentioned above, they have discontinued it. At present there is only one Normal Class attached to the Convent High School, Clare Road, Byculla, which prepares candidates for this examination. Holders of this certificate are considered to be qualified teachers but not trained teachers.

202. There are two kinds of Government scholarships, viz. Senior and Junior awarded to European Scholars on the results of the Cambridge Local Examinations. Five Senior Scholarships of the value of Rs. 30 per mensem each are awarded every year to the first 5 candidates who are successful in the Cambridge School Certificate Examination and who fulfil the conditions of award of scholarships. These scholarships are tenable for 4 years either in a College affiliated to the University of Bombay or in approved Technical, Commercial, or Professional Institution.

Ten Junior scholarships of the value of Rs. 12 per mensem each and tenable for two years in a European High School or in a recognised technical or professional institution are awarded to students on the results of the Cambridge Junior Local Examination.

The total expenditure on scholarships both Junior and Senior was Rs. 7,184 in 1931-32 as against Rs. 8,018 in 1926-27.

203. Few changes have been made in regard to buildings. Building grants provision has not been made by Government in its budget since 1930-31 and schools have not felt justified in undertaking heavy outlay. On the other hand, few are actually cramped for space ^{and}/_{or} in occupation of unsuitable buildings. Attention has been directed rather to class room apparatus and most schools now are very well equipped. School libraries too have seen great expansion.

204. All European High Schools, with the exception of one or two, have hostels attached to them. The following table gives comparative figures of hostels and boarders for the years 1926-27 and 1931-32 :—

1926-27						1931-32					
Number of hostels			Number of boarders			Number of hostels			Number of boarders		
for boys	for girls	Total	boys	girls	Total	for boys	for girls	Total	boys	girls	Total
9	16	25	707	1,014	1,721	7	17	24	646	355	1,001

The total number of hostels attached to the boys' schools has gone down from 9 to 7 owing to the closure of the boarding house attached to the Grammar School, Karachi; and since the hostel maintained by the Young Men's Christian Association for apprentices is not attached to any school, it has been omitted from this year's figures. The total number of hostels for girls has increased by one, which is due to the opening of the Infants' Home, by the League of Mercy, Bombay, at Lonavla. The children from this Home attend the Great Indian Peninsula Railway School, Lonavla, and St. Peter's High School, Khandala.

In addition to the hostels mentioned above, the hostel maintained by the University Settlement, and the Catholic Women's Hostel continue. These hostels accommodate lady students attending colleges and other institutions. The total number of residents in these hostels was 34 and 6 respectively on 31st March, 1932. Government grants are also paid to these hostels at the rate of Rs. 10 per mensem per student attending a college affiliated to the University of Bombay. The maximum amount of grant to be paid to the Settlement is fixed at Rs. 2,000 per year and that was paid last year. The Catholic Women's Hostel earned a grant of Rs. 400 only.

Government grants amounting to Rs. 1,15,198 were paid to various schools during 1931-32 as against Rs. 1,06,473 paid in 1926-27 for orphans and destitute children. The total number of destitute boarders and day-pupils for whom the abovenamed grants were paid was 710 and 205 as against 655 and 218 respectively.

The average cost per boarder is Rs. 18-4-0 as against Rs. 19-4-0 during the year 1926-27.

The total cost of a boarder inclusive of messing charges varies from Rs. 30 to Rs. 60 per mensem according to the type of school. The Hill station schools charge higher fees than those in or near Bombay as the former are required to pay heavy charges for the transport of food stuffs.

205. European schools, which have boarding houses attached to them, have made arrangements for the medical inspection of the boarders. In large schools, viz. the Barnes Schools, Deolali, St. Mary's High School, Mazgaon, Kimmins High

Medical Inspection.

School, Panchgani, Convent High Schools, Poona, Panchgani, and Bandra, there are school hospitals attached. Minor ailments are treated in them but serious cases are sent to Civil or Station hospitals.

Railway schools are inspected annually by the Company's District Surgeons.

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

The Inspector of European Schools reports —

“ The drill syllabus is often spoilt by vagueness and lack of variety and vigour. Where the teacher is trained the standard of this work is very noticeably higher than where the teacher has not been trained. In some cases a fully qualified teacher is shared by a group of schools. This is a very pleasing sign.”

“ Nearly all schools of any size have Scouts, Guides, Wolf-Cubs and Bluebirds and these activities seem to flourish. They are certainly popular and vigorous.”

“ The bigger Boys' Schools have Cadet Corps which are uniformly smart in turn-out.”

207. Some form of religious or moral instruction is given in every school and generally for a short period daily.

Religious and Moral Instruction.

208. Mr. Hudson Davies who has been the Inspector of European Schools since March 1931, makes the following general remarks in his report on European Schools :-

“ As I see it, the period under review has been one of progress through consolidation rather than through enterprise or experiment. Two main factors appear to have contributed by no means unequally to this effect, (i) the steady if gradual success of the consistent policy of the Department which has aimed at procuring a uniformly good standard in all schools—at ‘good’, rather than at ‘much’ and (ii) the peculiarly difficult financial conditions that have obtained all through the period.”

“ Financial conditions have meant heavy retrenchment of staff in some school—and consequent ‘lumping’ of classes, although the number of classes not having their own teachers is a very small proportion of the whole. The practice has continued (but is now especially, tending to decrease owing to financial difficulties) of recruiting specialist graduate teachers from England to fill senior positions in the schools. As a rule these teachers are without experience and untrained; it is rare to find them accepting a renewal of contract which is usually for 3-4 years in the first instance. Non-European Teachers in European High School are almost invariably

“graduates often with a post-graduate degree in Theory of Teaching. As these contracts have expired about half of the English recruited teachers are being replaced by recruits from this country. There is, as there always has been, very real difficulty in maintaining an unvarying personnel from year to year, which is an effective hindrance to the smoothest organisation and working.”

“All the European Schools offer courses which are reasonably comparable in standard with those obtaining in similar schools in England with this difference, that whereas the English Secondary School takes its children at age 10 already provided with elementary knowledge, the European School here has them from infancy. The result is that the definite, though artificial, standard of accomplishment which the preparatory school has to reach is here shaded out and I notice a strong tendency towards allowing a low standard to follow on up the School. I should like to see the ‘jerk’ or ‘pulling up’ that normally takes place in Standard V or VI smoothed out by raising the efficiency of Standards up to IV.”

“The main difficulty is still ‘Background’ in general knowledge. I don’t think the efforts of several schools to impart general knowledge in set lessons have been very wise or very successful. Wide general knowledge is the result of a state of mind and here more than anywhere perhaps, it is true that ‘if the teacher has not the habit, the child cannot have it.’ The school libraries have done much, but I was much impressed by one school which was decorated with excellent poster photographs of English scenery, castles, Cathedrals and so on. I was amazed at the incidental knowledge the children had acquired. I believe we cannot do too much in bringing the children into active contact with an English background during their school years and studies.”

“I am glad to see a great increase in the number of individual specialist teachers. In my experience the specialist is an enthusiast and can be relied upon to co-ordinate the work of others teaching the same subject and to see that the right text books and apparatus are brought by the school. Where there are no special teachers the subjects make little progress in technique and the text books are antiquated and useless.”

“Schools do however show themselves in the main very willing to adopt new ideas and text books and I am pleased to record that the ready co-operation of principals is still accorded to the Inspector of European Schools.”

“I wish, however, that it could be possible to arrange ‘refresher courses’ for teachers. On the whole, teaching technique could be still much improved and the easiest way would be for teachers to be brought into contact with fresh ideas. I am glad to say that every school has considerably augmented its teachers’ library during the last few years.”

“In girls’ schools the work is in general of more scholarly type than in boys’ schools. In Roman Catholic Boys’ Schools in particular the teaching is intensive and highly conservative.”

CHAPTER XIV.

EDUCATION OF MUHAMMADANS.

209. According to the census of 1931 the Muhammadan population of the British Districts of the Presidency is 4,414,059 out of a total population of 21,803,388 or 20·2 per cent. The number of Muhammadans under instruction in all classes of institutions in 1931-32 was 257,009 which represents 19·3 per cent. of the total number of pupils of all communities. The following table shows the increase in the number of Muhammadan pupils compared with the increase in the number of pupils of all communities during the last 4 quinquenniums :—

Year.	Number of Muhammadan pupils.	Percentage increase during the previous quinquennium.	Pupils of all communities.	Percentage increase during the quinquennium.
1916-17	199,672	....	780,504	....
1921-22	181,417	21·2	958,392	22·8
1926-27	207,974	14·6	1,148,714	19·9
1931-32	257,009	23·6	1,332,693	16·0

It will be seen that in the quinquennium under review the percentage increase in the case of Muhammadans was 23·6 against 16·0 per cent. in the case of all communities. The corresponding percentage increase in the case of Intermediate and Backward Hindus respectively was 16·9 and 10·3. The conditions in the Presidency proper are entirely different from those in Sind. In the former, the Muhammadans constitute 8·8 per cent. of the population, while in Sind this percentage is 72·8 or in rural areas over 80. According to the census of 1931 the Muhammadan population in the Presidency proper and in Sind is 1,583,259 and 2,830,800 respectively. The problems of the education of Muhammadans are thus different in the Presidency proper from those in Sind and they are therefore dealt with separately in this chapter.

A—Presidency excluding Sind.

210. The number of Muhammadan pupils under instruction in all classes of institutions increased from 139,439 in 1926-27 to 164,575 in 1931-32, or an increase of 18·0 per cent., during the quinquennium. Of this number, 153,648 were in recognised institutions against 129,933 in 1926-27, and 10,927 in unrecognised institutions against 9,536 in 1926-27.

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

	Number of Muhammadan pupils in Recognised Institutions.		Percentage of Muhammadan pupils to total pupils of all classes in such institutions.		Percentage of Muhammadan population to total population.
	1926-27.	1931-32.	1926-27.	1931-32.	
Bombay Division ..	34,050	42,584	14.3	14.7	8.6
Central Division ..	33,513	38,752	10.2	10.5	6.2
Northern Division ..	33,466	38,236	15.1	15.6	11.6
Southern Division ..	28,112	32,795	15.4	15.8	11.2
European and English-teaching Schools.	702	1,281	4.6	6.1	..
Total ..	129,933	153,648	13.1	13.5	8.8

It will be seen that the increase is shared by all Divisions and that the percentage of Muhammadan pupils to total pupils of all communities in recognised institutions is considerably higher than the percentage of Muhammadan population to the total population, the position in the Bombay and Central Divisions being particularly satisfactory.

211. The following statement shows the percentage of pupils in each Division from the various communities to the population of each :—

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Bombay Division ..	16.4	4.0	2.8	5.1	9.9	10.0	5.7
Central Division ..	18.0	5.3	3.1	5.6	10.1	11.9	6.0
Northern Division ..	27.9	5.8	4.9	7.4	13.0	10.3	8.2
Southern Division ..	12.1	5.2	4.5	5.6	8.5	8.9	6.0
Total ..	18.0	5.0	3.6	5.7	10.4	12.8	6.4

These figures show that while Muhammadans are decidedly in advance of the Intermediate and Backward Hindus, and their percentage much higher than the percentage for all communities or for Hindus as a whole, they are still behind the Advanced Hindus.

212. It is not possible to calculate the expenditure on Muhammadan education with accuracy as about 29·2 per cent. of the expenditure. the Muhammadan pupils attend ordinary schools. The expenditure may, however, be roughly estimated at Rs. 41,29,000 of which Rs. 19,15,000 was met from Provincial funds. The expenditure on institutions specially intended for Muhammadans in 1931-32 was Rs. 22,45,748 of which Rs. 10,64,671 was borne by Government.

213. The following table compares the number of Muhammadan Stages of Instruction. pupils in different classes of institutions in 1926-27 and 1931-32 :—

	Pupils in		Percentage increase.
	1926-27.	1931-32.	
Arts colleges	248	455	83·5
Professional colleges	116	187	61·2
Secondary schools	5,454	8,485	55·6
Primary schools	120,912	140,091	16·0
Special schools	3,203	3,530	12·0
Total	129,933	153,648	18·6
Unrecognised institutions	9,536	10,927	14·6
Grand total	139,469	164,575	18·0

It will be seen that the percentage increase was larger in Secondary schools and Colleges than in Primary schools, and was the largest in Arts Colleges.

214. The number of Muhammadan students in Arts Colleges increased from 248 to 455 and in Professional Colleges from 116 to 187 during the quinquennium. The corresponding figures in 1921-22 were 160 and 91 respectively. The following table gives the percentage to population for Muhammadans attending these institutions compared with other communities in 1926-27 and 1931-32 :—

	Hindus.			Average for Hindus.	Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.				
Higher education—							
1926-27	0·41	0·01	0·003	0·05	0·03	0·30	0·05
1931-32	0·55	0·01	0·003	0·05	0·04	0·29	0·06

The number of Muhammadan students who passed the various University examinations in 1931-32 is given below :—

Examination.	Number passed.
M.A.	3
B.A. (Honours)	24
B.A. (Pass)	30
B.Sc.	7
LL.B.	16
M.D.	1
M.B.B.S.	8
B.E. (Civil)	8
B.T.	4
B.Com.	2
B.Ag.	2
Intermediate Arts	53
Intermediate Science	25
Intermediate Commerce	5
Intermediate Agriculture	4
Matriculation	258

The figures given above show that Muhammadans are now taking to Higher education far more frequently than was formerly the case. They are greatly assisted in this by the special facilities provided by Government in the form of scholarships and reservation of places. In Government Professional Colleges 10 per cent. of the places are reserved for Muhammadans. The following scholarships are given by Government in Arts and Professional Colleges :—

Arts Colleges.	Professional Colleges.			Victoria Jubilee Technical Institute.
	College of Engineering.	College of Commerce.	Law Colleges.	
42 scholarships of Rs. 20 (40 tenable for four years and 2 tenable for one year).	9 scholarships of Rs. 40 tenable for three years.	3 scholarships of Rs. 35 tenable for three years.	6 scholarships of Rs. 25 to 35 tenable for two years.	12 scholarships of Rs. 35 tenable for four years.

In addition to these Government scholarships there are various others met from endowments provided by Muhammadan benefactors. Details of these are given below :—

Name of the Endowment Fund.	Amount of the Fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs.	
Sir Mahomed Yusuf Scholarship Fund.	2,30,800	26	30 p.m.	Ismail College, Andheri.
Kazi Shahabuddin Scholarship Fund.	1,41,000	19	15 p.m.	Arts Colleges and Savantvadi State.
Sir Currimbhoy Ebrahim Scholarship Fund.	2,29,000	5	70 p.m.	Royal Institute of Science.
		12	30 p.m.	
Saiyad Saiyidmiyan Ahmedmiyan Kadri Scholarship Fund.	24,300	1	15 p.m.	Gujarat College (Junior B.A. Class).
		1	10 p.m.	Agricultural College.
		1	15 p.m.	Grant Medical College or College of Engineering.

The most important event during the quinquennium from the point of view of higher education of Muhammadans was the opening of a new Arts College, called the Ismail College, at Andheri, in June, 1930. The College owes its existence to the munificence of Sir Mahomed Yusuf, who in 1914 placed a sum of eight lakhs of rupees at the disposal of Government for the promotion of higher education amongst Muhammadans. Careful consideration was given to the best means of utilising this generous donation, and on June 24th, 1919, Government announced their final decision to devote most of the money towards the establishment of a First Grade Government Arts College, to be erected on a selected site in Salsette, and the remainder to the formation of a permanent Scholarship Endowment Fund, the income from which has been utilised in providing scholarships for Muhammadan students at other Arts Colleges in this Presidency pending the establishment of the College.

For various reasons the foundation stone was not laid until March, 1924, when the then Governor, His Excellency Sir Leslie Wilson, performed the ceremony and aptly remarked that it was an important stepping stone in the history of Muhammadan education. The main College buildings were nearly completed in 1927 but provision to enable the College to be opened was not made in the Budget until 1930-31, when, in spite of the financial stringency, Government carried out their undertaking and decided to open the College, the building for which had already been erected. In this connection the following remarks made by His Excellency Sir Frederick Sykes at the ceremony of the unveiling of a Tablet to commemorate the opening of the College may be quoted—

“ I would like, however, to remind you that Sir Mahomed Yusuf's donation, princely though it is, only covers a proportion of the

“total expenditure involved in the equipment and endowment of the College. Government is often reproached for its lack of interest in education. I think the fact that Government at a time of severe financial stringency has opened the College is in itself a refutation of the charge. Especially does it demonstrate that we are alive to the necessity of improving the educational status of the Muhammadan Community.”

The College is provided with fine buildings occupying a commanding site on a hill and has a hostel capable of accommodating 74 students, fitted with all modern conveniences. There is also room for further expansion of hostel accommodation according to requirements. The College is intended to provide an all-round University education, stress being laid on those branches of learning which are predominantly Muhammadan—the study of classical Arabic and Persian, and of Islamic History and Culture. As stated in Chapter IV on “Arts Colleges”, the College has gradually expanded by the opening of additional classes every year and from June, 1932, has become a full first grade College and has been permitted to teach Pass and Honours courses in English, Persian, Arabic, and History and Economics, and the Pass courses in Urdu, Sanskrit, Mathematics, and Philosophy. In addition, provision has been made to teach Science up to the Intermediate stage in Groups A and B. The College has been provided with a highly qualified staff. Special facilities have also been provided by Government for the encouragement of students attending the College by the award of scholarships. Leading members of the Muslim Community also have come forward and generously placed at the disposal of the Principal a sum of money to enable him to award about 60 scholarships ranging in value from Rs. 20 to Rs. 30 per mensem. It should be noted that the College is open to all communities, though preference is given to Muslim candidates. Of the 201 students on March 31st, 1932, 110 were Muhammadans, 89 were Hindus, while the remaining 2 were Parsis. It is thus not a “segregate” institution. In this connection the following extract from the speech of His Excellency the Governor at the unveiling of the Commemorative Tablet quoted in the last year’s Report will be found to be interesting :—

“I should like to emphasise the fact that the Ismail College is not intended in any sense to be a ‘segregate’ institution. Its main object is to provide an all-round University Education for Muhammadans, laying stress on those branches of learning which are pre-dominantly Mahammadan and which have been perhaps unduly neglected in this Presidency—the study of classical Arabic and Persian and of Islamic History and Culture. But the doors of the College will be open to admit non-Muslims, irrespective of Caste or Creed.”

It is hoped that the students who pass out of this College will exert a broadening educational influence and take their share in the advancement of the common weal.

215. The number of Muhammadan pupils studying in recognised Secondary Education. Secondary schools increased during the quinquennium from 5,454 to 8,485 or an increase of 55.6 per cent. The percentage increase in the previous quinquennium was only 34.1 per cent. The following table gives the percentage of pupils to population for Advanced, Intermediate, and Backward Hindus and Muhammadans in Secondary schools in 1926-27 and in 1931-32 :—

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Secondary Education 1926-27	2.86	0.17	0.04	0.41	0.39	6.88	0.55
1931-32	3.43	0.18	0.06	0.42	0.54	4.29	0.59

These figures show that the Muhammadans have made a considerable advance during the quinquennium.

Of the 8,485 pupils in Secondary schools, 5,716 or 67.4 per cent. were in the Middle school stage, and 2,769 or 32.6 per cent. in the High school stage. There is thus a considerable amount of wastage. The causes of this wastage would appear to be (1) poverty, as many of the pupils leave school early in order to earn a living after acquiring a smattering of English, (2) the comparatively higher age at which they take up education so that a smaller number is able to complete their school education before adolescence is reached, and (3) their difficulty in coping with the higher Secondary standards as compared with Advanced Hindus.

Of the 8,485 Muhammadan pupils in Secondary schools, 2,156 were in 25 Secondary schools specially maintained for Muhammadans only as against 896 in 10 Secondary schools in 1926-27. There is a growing demand for Anglo-Urdu schools or classes. To meet this demand, in addition to the Anglo-Urdu High Schools at Poona and Hubli maintained by them in 1927-28, Government opened Anglo-Urdu Middle Schools at Nasik and Sholapur. Anglo-Urdu classes were also opened in the Government High School at Jalgaon. Further, in 1929-30 an Anglo-Urdu Middle School for Muhammadan girls was opened in Poona. Apart from these, there are 11 English classes teaching up to Standard III attached to the following first grade Urdu Primary schools :—

- (1) Municipal Primary School, Nagpada, Bombay.
- (2) District Local Board Primary School, Phurus (Khed), district Ratnagiri.
- (3) Municipal Primary School, Yeola, district Nasik.

- (4) District Local Board Primary School, Nashirabad, district East Khandesh.
- (5) Abdul Wahed Urdu Primary School, Poona City (teaches Standard I only).
- (6) District Local Board Primary School, Yaval, district East Khandesh.
- (7) Turva Madrassah, Surat.
- (8) District Local Board Primary School, Hansot, district Kaira.
- (9) District Local Board Primary School, Kudchi, district Belgaum.
- (10) District Local Board Primary School, Belgaum.
- (11) English Class attached to Municipal Primary School, Madanpura, Bombay.

Persian is taught in all Government High Schools, while in 10 of them provision has been made for the teaching of Urdu also. Arabic is taught in the Anglo-Urdu High School, Poona, the G. S. High School, Jalgaon, High School, Nasik, and the Sorabji J. J. High School, Surat—all of which are Government institutions.

Hostels have been attached to the Anglo-Urdu High School at Poona and Hubli and separate boarding arrangements are made in hostels attached to other Government High schools where the number of Muhammadan boarders is sufficient to justify the provision of separate kitchens. The growing demand for Secondary education among Muhammadans has been greatly helped by the special facilities provided by Government. In all Government Secondary schools 15 per cent. of the places are reserved for Muhammadans, while in the Northern Division this percentage was raised to 20 during the quinquennium. Free studentships are awarded to the extent of 22½ per cent. of the number of Muhammadan pupils in Government Secondary schools. 637 special scholarships ranging in value from Rs. 6 to Rs. 10 of the aggregate value of Rs. 57,876 have been provided by Government for Muhammadan pupils in Secondary schools. The scale at which scholarships have been provided for Muhammadans is more liberal than the one adopted for Intermediate and Backward classes. There is one set of 7 scholarships for every 15,000 of Muhammadan population against one such set for every 50,000 of the Intermediate and 40,000 of the Backward class population. In this connection the Educational Inspector, B. D., in fact remarks—

“In view of the fast increase in the school-going Muhammadan population, which is decidedly in advance of the Intermediate and Backward school-going population, the disparity of the award of scholarships on population basis as shown above requires to be set right at an early date.”

216. The number of Muhammadan pupils in Primary schools increased from 120,912 in 1926-27 to 140,991 in 1931-32 or by 16·6 per cent. against the increase of 28·1 per cent. in the last quinquennium. Of these, 104,086 or 73·8 per cent. were in

1,415 Primary schools specially intended for Muhammadans against 85,001 in 1,288 Primary schools in 1926-27. Further details are given in Appendix II.

217. The following table shows that of the 53,708 Muhammadan pupils in the Infant class in the Presidency in 1927-28, only 10,785, or 20.1 per cent. reached standard IV in 1931-32. The corresponding percentage for all communities was 30.4 :—

Year.	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
1927-28	53,708	..	..	..	..
1928-29	23,657	..	..	..
1929-30	18,665	..	..
1930-31	14,178	..
1931-32	10,785

The following table shows the distribution of Muhammadan pupils by standards in 1931-32 :—

	Boys.	Girls.	Total.
Infants	39,009	22,020	61,029
Standard I	18,349	7,099	25,448
Standard II	15,103	4,400	19,503
Standard III	12,066	2,726	14,792
Standard IV	9,407	1,378	10,785
Lower Primary	93,934	37,623	131,557
Standard V	4,182	429	4,611
Standard VI	2,419	212	2,631
Standard VII	2,191	1	2,192
Upper Primary	8,792	642	9,434
Grand Total	102,726	38,265	140,991

It will be seen that 131,557, or 93·3 per cent. of the total number of Muhammadan pupils were in the lower Primary stage, while only 140,991, or 6·7 per cent. in the upper Primary stage. The corresponding percentages for all communities were 90·8 and 9·2 respectively. This wastage is due to a number of causes.

The Educational Inspector, Bombay Division, remarks—

“The indifference of Muslim teachers in some of the Primary schools is however partially responsible for the stagnation of Muslim pupils in the lower Primary stage. The crude methods and careless working of such teachers cut short the educational careers of many Muslim children.”

The Educational Inspector, Central Division, observes—

“The remedy to arrest this wastage lies in appointing trained teachers in one-man schools and in letting as many of them as possible to develop into two-teacher schools and in introducing compulsion. A vigorous and continuous propaganda by influential leading Muhammadan gentlemen will also help much in coping with the problem of illiteracy among the Muhammadans.”

The Educational Inspector, Northern Division, reports—

“Although this wastage is observable in the education of all communities, Muhammadans offend more heavily than all others, except the Backward Hindus. This evil can only be much lessened if the quality of the teaching is improved and either compulsion up to at least standard IV is enforced, or parents become convinced of the real value of Education, or lastly if fees are made the same for all standards.”

218. For Muhammadan pupils in Primary schools there are two alternative courses—the Urdu-Vernacular in which Urdu Curriculum. is used as the medium of instruction in all subjects, with the local Vernacular in addition as an optional subject, and the Vernacular-Urdu in which all instruction is given in the local Vernacular, with Urdu as a compulsory extra language. The course to be followed depends upon the choice of the local members of the community as does also the decision whether in Urdu-Vernacular schools the local Vernacular shall be learnt or not. The following table gives the figures of the schools and pupils which followed each of these alternative courses in 1926-27 and 1931-32 :—

District Local Board.								
Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.				
1926-27.		1931-32.		1926-27.		1931-32.		
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	935	51	2,754	157	7,040	147	6,079
Central Division	114	6,814	128	6,824	108	3,147	102	3,300
Northern Division	31	2,412	32	2,428	87	5,381	102	6,772
Southern Division	201	10,887	202	11,858	..	..	..	..
Total	367	21,048	413	23,864	352	15,574	351	16,151

Municipal								
Urdu-Vernacular Primary Schools.				Vernacular-Urdu Primary Schools.				
1926-27.		1931-32.		1926-27.		1931-32.		
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	104	6,732	130	10,126	15	1,208	12	724
Central Division	88	8,882	95	11,791	13	960	18	1,244
Northern Division	63	7,848	78	9,068	12	1,498	15	2,079
Southern Division	71	7,641	74	8,760	..	..	..	..
Total	326	34,103	381	45,751	40	3,672	45	4,047

It will be seen from the table that the number of Vernacular-Urdu schools (District Local Board and Municipal) increased by only 4 from 392 to 396, and that of Urdu-Vernacular schools increased by 101 from 693 to 794. This shows an apparent tendency among the Muslims to adopt the Urdu-Vernacular school in preference to the other kind.

The following table shows the number of Muhammadan boys who passed the Vernacular Final and Urdu Final examinations in 1926-27 and 1931-32 :—

	Vernacular Final.		Urdu Final.			
	1926-27.	1931-32.	1926-27.	1931-32.		
Bombay Division	15	10	68	55
Central Division	86	112	72	140
Northern Division	48	37	53	82
Southern Division	49	70	48	88
Total	198	229	241	365

It will be seen from these figures also that the Urdu-Vernacular course is gaining in popularity. As observed by the Hartog Committee, the community has attached great importance to Urdu as a linguistic bond of union among Muhammadans. In this connection the following remarks from the last Quinquennial Report will be found to be still significant :—

“ There has been a very great development in the use of Urdu by the Muhammadan community during the last fifteen years or so. The development has been purposive, and is a symptom of the strengthening of the Islamic spirit throughout the community. It cannot be denied that the local vernacular is more commonly used by many of the Muhammadans, especially in Gujarat, who have chosen that their children shall be educated through the medium of Urdu. But it is a fact that Urdu is popular, a popularity which is considerably enhanced by the fact that it is written in the Arabic script. In so far also as Urdu is preferred as the medium for instruction the choice is largely due to the unsuitability of the Vernacular textbooks. Not only are the ideas they contain frequently such as do not appeal to Muhammadans, but the language, especially, it must be confessed, that of the Vernacular Readers, abounds in words of Sanskritic origin not in every-day use.”

On the other hand it cannot be denied that the necessity of learning two languages has tended to retard the progress of Muhammadan youths. As stated in previous Reports, however, Government have been guided by the desire of the community in this matter, and the Department has loyally given effect to this desire even when it felt that the material advantages of the Muhammadans would be better served in their competition with other communities by their accepting the local vernacular as their chief medium of instruction in schools. In this connection the Educational Inspector, Northern Division, reports—

“ The Muhammadans in the cities are educated and they prefer Urdu as the medium, while those in villages who are comparatively uneducated prefer Gujarati as the medium. Besides there is a large number of Gujarati-speaking Muhammadans in this Division who, although, they wish their children to know Urdu, would prefer their boys to learn Gujarati first, for reasons of commercial and social intercourse. There can be no doubt that the necessity of learning two languages acts as a definite brake upon the progress of studies in both kinds of schools, and presents a problem of wide-reaching implications, which only the Muhammadan community can decide.”

On the other hand, the Deputy Educational Inspector for Urdu Schools, Central Division, reports—

“ The Muhammadans in the Central Division generally speak Urdu and they naturally prefer the Urdu-Marathi course to the Marathi-Urdu Course in which the medium of instruction is Marathi. They are by local circumstances required to learn Marathi for their daily affairs. They have, thus of necessity, to be bi-lingual, but Urdu being their mother-tongue they naturally prefer it to be the medium of instruction for their children. There are, however, a few Muhammadan gentlemen who chiefly from the view-point of utility, consider

“ that Marathi which is the local Vernacular in the Central Division, “ should be the medium of instruction for the Muhammadans residing “ in this part of the Presidency. But that is a very narrow view “ which is not shared by many, and which instead of advancing “ Muhammadan education in general, it is feared, will give it a great “ set-back.”

Another factor which materially affects the choice made by the local Muslims is the absence, in most places, of an Anglo-Urdu School. Almost invariably, instruction in Anglo-Vernacular Schools is imparted through the medium of the Vernacular and it is very difficult, if not impossible, for pupils who have gone through the Urdu-Vernacular course in Primary schools to follow instruction in Anglo-Vernacular schools through the Vernacular. In order, therefore, to avoid having to suffer from such a handicap, Muslim parents in many cases prefer to send their children to the Vernacular or Vernacular-Urdu Primary schools. In places where an Anglo-Urdu school is made available, this difficulty does not arise and the Muslims usually send their pupils to the Urdu-Vernacular Primary schools. As pointed out in paragraph 215, Government have, as far as possible, attempted to provide facilities for Muslims by opening Anglo-Urdu schools or attaching Anglo-Urdu classes to Government Secondary Schools in various places. For obvious reasons, however, Government cannot go on providing such facilities everywhere and it is therefore up to the Muslims themselves to see that Government efforts are ably seconded by the community.

The foregoing views show how delicate the question is and how difficult to adjust. It is to be hoped that the various tendencies at present observable will in time clarify out and enable some definite policy to be adopted.

219. The following table gives the number of Muhammadan teachers Primary Teachers. in the various Divisions, with their qualifications :—

	Trained.		Untrained.				Total.		Total Trained and untrained.	
	Qualified.	Unqualified.	Qualified.	Unqualified.	Total.	Qualified.	Unqualified.	Total.	Qualified.	Unqualified.
	1926-27	1931-32	1926-27	1931-32	1926-27	1931-32	1926-27	1931-32	1926-27	1931-32
Bombay Division	303	419	216	284	265	226	511	510	814	929
Percentage to total Muhammadan teachers.	37.2	45.1	30.2	30.0	32.6	24.3	62.8	54.9	...	...
Central Division	437	472	307	150	112	94	470	550	916	1,021
Percentage to total Muhammadan teachers.	47.7	46.2	40.1	14.6	12.2	9.2	52.3	53.8	...	...
Northern Division	471	423	285	359	71	68	356	427	827	890
Percentage to total Muhammadan teachers.	57.0	49.8	34.5	42.2	8.5	8.0	43.0	50.2	...	...
Southern Division	110	451	210	292	50	10	275	341	645	742
Percentage to total Muhammadan teachers.	59.9	56.9	31.9	36.9	8.2	6.2	40.1	43.1	...	...
Total (Presidency Proper).	1,921	1,765	1,117	1,391	504	437	1,921	1,828	3,242	3,563
Percentage to total Muhammadan teachers.	50.0	49.1	34.4	38.7	15.0	12.2	50.0	50.0	...	...

It will be seen that while the percentage of trained Muhammadan teachers has risen only in the Bombay Division, in other Divisions it has fallen down. The percentage has fallen from 50 to 49·1 during the quinquennium for all Divisions also. This is not satisfactory as 50 per cent. is the general minimum requirement laid down by Government. In order to raise the percentage of trained Muhammadan teachers, it is necessary that local authorities should depute Muhammadan teachers in larger numbers to the Training schools. On the other hand, it is gratifying to note that the percentage of unqualified Muhammadan teachers has fallen and that of qualified teachers has risen in all Divisions.

220. With a view to providing an adequate supply of trained and qualified teachers, Urdu Training schools and Central Urdu schools have been established by Government in different Divisions of the Presidency. There is an Urdu Training School at Poona which provides a two years' course, while a similar school at Ahmedabad teaches the First Year's course. There are also three Central Urdu schools in the Thana, Kolaba, and Ratnagiri Districts maintained by Government, while two similar institutions maintained at Nasirabad in the East Khandesh District and at Tankaria in the Broach District by the District Local Boards concerned are given grants-in-aid by the Department. One of the objects for which the Central Urdu schools have been established is to provide extended facilities to Muhammadan pupils to qualify for the teaching profession, and as a result of this measure there has been a substantial reduction in the proportion of unqualified Urdu teachers, especially in the Konkan Districts. In March, 1930, the control of the Central Urdu School at Sholapur was taken over by Government and it was transferred to Poona. In 1931 it was converted into a full practising school for the Urdu Training School, Poona. Further details of Urdu Training institutions and the output of Urdu trained teachers are given in Chapter VIII on "Training of Teachers".

221. The number of Muhammadan girls under instruction in various kinds of institutions rose from 29,881 in 1926-27 to 38,912 in 1931-32, an increase of 30·2 per cent. They were distributed in different classes of institutions as under :—

	1926-27.	1931-32.
Colleges	1	8
Secondary schools	217	477
Primary schools	29,444	38,265
Special schools	219	162
Total	29,881	38,912

Although the increase in the number of Muhammadan girls in Secondary schools and colleges is encouraging the disparity between the figures

for Primary schools and those for Secondary schools and colleges is very striking. With a view to encouraging Muhammadan girls to take Secondary education in larger numbers Government opened in November 1929, an Anglo-Urdu Girls' Middle School in Poona. The school gives instruction in the first 4 standards and was attended by 39 girls on March 31st, 1932. The question of opening standard V was under consideration on that date. The school has been placed under a separate Head Mistress for whom a special scale of pay of Rs. 150—10—250 has been sanctioned. It is hoped that the school will eventually develop into a full High School.

The Muhammadans are very far behind the other communities in the education of girls. As stated in previous Reports, progress is chiefly retarded by the absence of institutions with special arrangements for purdah and by the dearth of qualified and trained mistresses. There is also a very considerable element of conservatism among the parents. The Inspectress of Urdu Girls' Schools, C. D. and B. D., reports that of the 190 teachers in Urdu Girls' schools and classes in the Central Division, only 89 are women. Of these, 89 only 24 are trained, 15 hold Vernacular Final Certificates and the remaining 60 are unqualified. The number of Primary schools specially maintained for Muhammadan girls in the Presidency proper in 1931-32 was 303. They were attended by 21,185 girls. The Government Central Urdu Girls' School at Poona, which is strictly a purdah institution, has been successful in attracting a number of Muslims girls to its higher standards. The institution of the Vernacular Final Examination for girls in 1924-25 has also gone some way in inducing Muhammadan girls to complete their Primary course. One hundred and three Muhammadan girls passed the Vernacular Final Examination of 1932 and of these, 92 took the Urdu Final Examination. The Normal class attached to the school was developed during the quinquennium into a full Urdu Training School for Women. The Inspectress of Urdu Girls' Schools, C. D. and B. D., reports that the progress of this institution has been impeded owing to the inadequacy of the staff both in quality and quantity.

222. Details regarding the institutions specially meant for Muhammadans are given in Appendix II to this Report. The number of such institutions for boys increased during the quinquennium by 121 to 1,185, and that for girls by 35 to 308. The total number of Muhammadan pupils attending these increased from 88,168 to 108,802. In connection with these special institutions for Muhammadans, the following extract from the Hartog Committee's Report will be found to be significant:—

“ In the past, the establishment of ‘ separate ’ and ‘ special ’ educational institutions for Muhammadans has undoubtedly brought
 “ Muhammadan pupils under instruction more extensively and more
 “ quickly than would have been the case had the only facilities been
 “ those afforded by the undenominational and publicly managed schools.
 “ But the official reports and the evidence which we have received
 “ indicate very clearly that, generally speaking, these institutions have
 “ done but little to raise the general standard of education among
 “ Muhammadans to that of other communities, that a great many

“ of them are accentuating the educational backwardness of the community that their enrolment is increasing year by year and that a continuance of these institutions on a large scale would be prejudicial both to the interests of Muhammadans themselves and to the public interest.”

Although there is much force in these remarks when applied to college education and education in the higher classes of High Schools, the natural desire of Muhammadans that their children should receive instruction in Urdu makes the provision of separate institutions unavoidable in the Primary and the lower classes of Secondary schools.

223. Details regarding Maktabs and Mulla Schools are given in Appendix III to this Report. These follow their own curriculum and give instruction in the Koran, and in some cases in Urdu, Arabic, and Arithmetic also.

224. Special provision has been made in the Primary Education Act for the representation of minorities on the School Boards, and if the Muhammadan representation appears to Government to be inadequate it is generally customary to nominate additional Muhammadan members.

The following table compares the number of Primary schools specially maintained for Muhammadans by District Local Boards and Municipalities and the number of Muhammadan pupils attending them :—

		Number of schools and classes.	Number of Muhammadan pupils in		
			Special schools.	Other schools.	Total.
<i>1927.</i>					
District Local Board	Boys	636	30,300	21,375	51,675
	Girls	77	3,345	951	4,296
Municipal	Boys	245	27,707	7,057	34,764
	Girls	131	10,262	513	10,775
Total		1,089	71,614	29,896	101,510
<i>1932.</i>					
District Local Board	Boys	681	36,645	21,139	57,784
	Girls	85	3,983	1,174	5,157
Municipal	Boys	278	35,467	7,662	43,129
	Girls	147	13,030	1,299	14,329
Total		1,191	89,125	31,274	120,399

Although the figures show an all round increase in the number of Special schools and pupils in them, the reports received from Muhammadan Inspecting officers indicate that while some of the Local Authorities are doing as much as they can for the education of Muhammadans, there are others to which the same remarks cannot be applied, and that, there is a tendency in some Muslim quarters to regret the transfer of control of Primary education to Local Authorities.

225. In every Division there is a Deputy Inspector for Urdu Schools and in the Central and Bombay Divisions an Inspectress of Urdu Girl's Schools. These officers are in B.E.S. Class II. They have advisory powers only. The ordinary Inspecting staff is not qualified, nor has it the necessary time, to exercise effective supervision over Urdu schools or to inspect the teaching of Persian, Urdu, and Arabic, both in Government and non-Government Secondary schools.

226. A sum of Rs. 1,000 is provided every year in the Budget for the encouragement of Urdu literature. It is utilized in purchasing Urdu books of merit for distribution among Urdu and Anglo-Urdu schools, in subscribing to suitable Urdu periodicals on behalf of Urdu school libraries, and in awarding good Urdu books as prizes.

The office of the Urdu School Book Committee was transferred from Bombay to Poona from April 1st, 1931, and the Deputy Educational Inspector, Urdu Schools, C. D. has been appointed its Secretary. The number of its members has been raised from seven to ten. During the year 1931-32, 186 Urdu books were considered by the Committee. Of these, 160 were sanctioned for use in schools and 26 were rejected.

227. As there were no Urdu Readers or other text books specially compiled for use in this Presidency, Government appointed an Urdu Text Books Translation Board in 1920 consisting of a number of Urdu scholars. This Board prepared a complete set of Urdu Readers, translated 13 books in Urdu from English and other languages, and compiled 23 other books. The Readers were based upon other Vernacular Reading Series, but a good many of the lessons are original. The cost of the preparation of the books was over Rs. 40,000. During the quinquennium the whole series of Urdu Readers and 6 other text books were published and Local Authorities were invited to introduce them into their Urdu schools. It has not been found possible to publish other books as the demand for them is so small as to make the cost prohibitive.

228. In filling vacancies of Assistant Masters in Government Secondary schools, suitable Muhammadans, if available are given preference along with candidates from the Intermediate and Backward classes. As stated in previous Reports, however, few Muhammadan graduates choose to join this Department in the Subordinate Service. But it is a matter for satisfaction that they are becoming more readily available now than

in the past. The percentage of Muhammadan officers in the B.E.S. Class I and II at the end of the quinquennium was 19 and 25·5 respectively.

229. It will be seen from the foregoing paragraphs that Muhammadans have made a marked advance in all branches of education during the quinquennium. That the community is now keen on educating their children with a view to enabling them to get a good start in life is seen from the conferences held at different places from time to time. It is hoped that the awakening that has taken place will continue unabated.

Sind.

230. Sind is mainly rural. The percentage of Muhammadan population to the total population in Sind is 72·8 and in purely rural areas it is over 80 per cent. The number of Muhammadan pupils receiving instruction in all kinds of institutions increased by 23,929, or 34·9 per cent. to 92,434 (including 16,298 girls) in the quinquennium. As compared with the figures of the preceding year the increase was 4,294 or 4·9 per cent. Of these 92,434 pupils, 81,821 were in recognised and 10,613 in unrecognised institutions. The percentage of Muhammadan pupils in recognised institutions to the total number of pupils was 49·1, while the percentage of Muhammadan population to the total population is 72·8. The number of Muhammadan pupils attending Mulla schools increased by 7,392, or 30·8 per cent. in the quinquennium and by 3,312 or 11·8 per cent. in 1931-32 to 31,414. The number of Muhammadan pupils attending Government, District Local Board, Municipal, and aided Primary schools increased from 30,474 in the quinquennium and from 43,462 in 1931-32 to 45,848. The following table gives the distribution of pupils by institutions:—

Institutions.	1926-27.		1931-32.	
	Boys.	Girls.	Boys.	Girls.
Arts Colleges	70	..	128	..
Professional Colleges	16	..	21	..
Secondary Schools	2,722	15	3,777	41
Primary Schools	45,161	9,335	62,982	14,280
Special Schools	657	10	583	9
Total recognised	48,626	9,360	67,491	14,330
Unrecognised	8,332	2,187	8,645	1,968
Grand Total	56,958	11,547	76,136	16,298

It will be noticed that there has been a marked increase in the Muhammadan pupils and that the increase in Muslim girls is remarkable. The Educational Inspector in Sind remarks that Muhammadans have now begun to realize that education for girls is necessary both for the good of the family and of the community.

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

Hindus	..	..	..	..	8·0
Muhammadans	..	..	..	..	2·9
Others	..	..	..	..	9·5
Average of Sind	..	..	..	..	4·3

It will be clear from these figures that Muhammadans have still a considerable leeway to make up.

231. It is not possible to give an exact figure of expenditure on Muhammadan education in Sind, as 59·4 per cent. of the Muhammadan pupils attend ordinary schools.

Expenditure.

The expenditure on Muhammadan education in Sind is estimated roughly at Rs. 23,77,000, of which Rs. 11,53,000, i.e. 48·5 per cent. was met from Provincial Funds. In 1926–27 the total expenditure was over 22 lakhs, of which 12 lakhs, or 54·5 per cent. was met from Provincial funds.

232. The number of Muhammadans attending Colleges increased by 63 in the quinquennium and by 21 in 1931–32 to 149, of whom 128 were in Arts Colleges and 21 in Professional Colleges.

Higher Education.

For the encouragement of higher education among the Muhammadans in Sind, Government have provided 48 scholarships of Rs. 30 per mensem, each of the aggregate value of Rs. 17,280, for Muhammadan students from Sind studying in Arts Colleges. In addition, there are the following scholarships :—

King Edward Memorial Scholarships.	{	4 at Rs. 35 per mensem.
	{	1 at Rs. 30 per mensem.
Amir Sir Ali Murad Scholarships.	{	1 at Rs. 60 per mensem.
	{	1 at Rs. 35 per mensem.
	{	3 at Rs. 30 per mensem.
Local Board Scholarships.	{	1 at Rs. 40 per mensem.
	{	16 at Rs. 30 per mensem.

Two of the 10 King Edward Memorial and Sir Ali Murad Scholarships are reserved for candidates domiciled in Khairpur State territory.

The following statement compares the percentages to population of Muhammadan pupils in Colleges and Secondary Schools with those of other communities in 1931-32 :—

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Intermediate.	Backward.	Average for Hindus.			
Higher education	·3	·2	·1	·1	*	·2	·5
Secondary education.	2·4	·2	·1	1·2	·13	3·0	·6

* This is insignificant as the number of Muhammadan students in Colleges is only 149 and the Muhammadan population is 2,830,800.

233. The number of Muhammadan pupils attending Secondary Education schools increased by 1,081, or 39·7 per cent., in the quinquennium and decreased by 22 in 1931-32 to 3,818 (including 41 girls).

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

Standard.	Boys.	Girls.	Total.
I	891	11	902
II	789	6	775
III	590	7	597
IV	506	4	510
V *	424	6	430
VI	295	3	298
VII	302	4	306
Total ..	3,777	41	3,818

Sixty-seven Muhammadan pupils passed the Matriculation examination this year out of 265 that appeared, as against 50 and 164 in 1926-27, and 108 and 250 in 1930-31 respectively.

Special facilities have been provided by Government for the advancement of Secondary education among Muhammadans.

There are two Special institutions for Muhammadans, the Sind Madressah, Karachi, and the Lawrence Madressah, Tando Bago, which receive special treatment in regard to the annual maintenance grant. The Sind Madressah is the largest institution in Sind and has been doing excellent work in the cause of Muhammadan education. The number on the rolls was 731 as against 841 in the previous year. The decrease was due to the fact that the number of free-boarderships and the percentage of free-studentships have been reduced. The school gets a

special grant of Rs. 50,000, the largest grant given by Government to any Educational Institution in the whole Presidency. The school maintains a boarding house at an annual expenditure of about Rs. 21,000. This expenditure is met from grants from Local Bodies and from the small income derived from the Endowment Funds. There were 217 boarders.

The Lawrence Madressah, Tando Bago, is reported to be doing very useful work in spreading Secondary education in the Lar area of the Hyderabad District. The number on the rolls was 140. Of these, 99 were Muhammadans and 41 Hindus. Interest on the Endowment Fund, donated by the late Mir of Tando Bago, a Government grant at the rate of one-half of the expenditure, and the annual grant by the District Local Board, Hyderabad, are the sources of income of the institution.

The additional Training College buildings in Hyderabad have been lent by Government to the Muslim Education Society, Hyderabad, for use as a hostel for Muhammadan boys. There are two Madressah and High Schools at Naushahro and Mirpurkhas maintained by Government in which over 76 per cent. of the pupils are Muhammadans. In all Government High Schools places have been reserved for Muhammadans in proportion to the percentage of the Muhammadan population of the district, and 30 per cent. of the Muhammadan pupils on the roll are granted free-studentships.

Seven hundred special scholarships ranging from Rs. 10 per mensem to Rs. 12-8-0 have been provided for Muhammadans in Secondary schools. Special consideration is given to the claims of Muhammadans in the matter of deputation to the Training institutions and Muhammadan graduates are given preference for appointments as assistant masters and clerks.

There are special Muhammadan hostels maintained from District Local Board funds attached to the Mirpurkhas and Naushahro Madressahs. In the former, 41 free-boarderships are given by the Board and in the latter, 50.

A separate hostel for Muhammadans named the Maclachlan Hostel from the District Local Board Funds is attached to the Jacobabad Municipal High School. In this 19 free-boarderships are given out of the contributions and donations of Zamindars. The District Local Board, Sukkur, gives 27 free-boarderships to those who study in the Tilak Municipal High School and live in the Sukkur Madressah Boarding House.

The following schools teach through the medium of Urdu :—

Name of the School.	Total number on rolls.	Number of boys learning Urdu.
Sind Madressah, Karachi	731	251
Karachi Academy	368	122
G. M. S. High School, Karachi	275	5
Kutchi Memon Middle School, Karachi	72	72
Municipal Anglo-Urdu School, Kiamari	28	28

234. The number of Muhammadan pupils attending Primary schools increased in the quinquennium by 22,766, i.e. 41·8 per cent. and by 5,698, or 8 per cent. in 1931-32 to 77,262. This figure represents 83·6 per cent. of the total number of Muhammadans under instruction. Of the 77,262 pupils, 32,008 or 41·4 per cent. were in recognised Primary schools specially maintained for Muhammadans against 27,835 in 1926-27.

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

Standard.				Total.	Percentage to total number of pupils.
Infants	..	..	..	31,514	40·8
Standard I	..	..	..	15,844	20·5
Standard II	..	..	..	10,712	13·9
Standard III	..	..	..	7,989	10·3
Standard IV	..	..	..	6,183	8·0
Total, Lower Primary				72,242	93·5
Standard V	..	..	..	2,704	3·5
Standard VI	..	..	..	1,347	1·7
Standard VII	..	..	..	969	1·3
Total, Upper Primary				5,020	6·5
Grand Total				77,262	100·0

The following table shows the percentage of Muhammadan children who entered school and reached Standard IV :—

Year.				Pupils in Infant Class.	Pupils in IV Standard, 5 years later	Percentage of pupils in Standard IV to pupils in Infant Class.
1923-24	..	..	..	18,669	.....	} 23·1
1927-28	..	..	..	.....	4,316	
1924-25	..	..	..	14,500	.....	} 31·6
1928-29	..	..	..	.....	4,580	
1925-26	..	..	..	22,029	.....	} 22·0
1929-30	..	..	..	.....	4,851	
1926-27	..	..	..	24,057	.....	} 21·8
1930-31	..	..	..	.....	5,237	
1927-28	..	..	..	26,018	.....	} 23·7
1931-32	..	..	..	.....	6,183	

At the last Vernacular Final Examination, of the 622 candidates (including 9 girls), 208 were successful. 685 Scholarships ranging in value from Re. 1 per mensem to Rs. 5 each are awarded from the local Funds to Muhammadan pupils attending Primary schools. The District Local Board, Nawabshah, award 37 scholarships of Rs. 2 per mensem each and 1 of Re. 1 to pupils from Mulla schools who join District Local Board Schools.

In addition to these scholarships, prizes in the shape of books and slates are also given freely to Muhammadan boys in the various schools. In Mulla schools, there are special prizes also for good attendance.

235. Of the 3,506 teachers employed in Government, District Local Board, and Municipal Primary Schools, 1,653, or 47·1 per cent., are Muhammadans. Of these, 913, or 55·2 per cent. are trained and 740 untrained (699 qualified and 41 unqualified). The number of Muhammadan trained teachers has increased from 819, or 63·8 per cent., in 1926-27 to 913, or 55·2 per cent. in 1931-32 and that of unqualified teachers has fallen from 56 in 1926-27 to 41 in 1931-32 or from 4·4 per cent. to 2·5 per cent. The Educational Inspector in Sind reports that the lower percentage in the number of trained teachers in 1931-32 is due to the fact that the number of untrained teachers has increased considerably owing to expansion of Primary education.

The increase in the number of Muhammadan teachers is due to the fact that preference is given to them in the matter of appointments and deputation to the Training College. Seventy-five per cent. of the places in the Training College for Men, Hyderabad, have been reserved for Muhammadans.

236. The following statement shows the increase in the number of pupils of all communities and of Muhammadans after the transfer of control of Primary education to Local Authorities :—

Local Authorities.	Number of pupils before the transfer of control.		Number of pupils at the end of the year 1931-32.		Percentage of increase.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>13 Local Authority Municipalities.</i>						
Total	19,192	9,800	26,829	15,298	38·8	56·1
Muhammadans	5,761	2,025	9,194	3,686	58·0	82·0
<i>7 District Local Boards.</i>						
Total	42,738	2,800	61,089	7,810	44·3	178·0
Muhammadans	19,183	305	34,665	2,400	80·8	686·9

In the case of the Municipal Local Authorities, there has been an increase of 38·8 per cent. in the number of boys and 56·1 per cent. in the number of girls since the transfer of control. The corresponding figures for Muhammadans are 58·0 and 82·0 per cent. respectively. The Educational Inspector reports that the increase in the Karachi Municipal schools was the highest. It is the only Local Authority Municipality which has introduced compulsion in a quarter where the bulk of the population is Muhammadan.

In the case of the District Local Board Local Authorities, there was an increase of 44·3 per cent. in the case of boys and 178·9 per cent. in the case of girls since the transfer of control. The corresponding figures for Muhammadans are 80·8 and 686·9 per cent. respectively. The highest increase was in the Local Board Schools, Larkana District.

In this connection the Educational Inspector in Sind reports—

“The progress shown is to a great extent due to normal expansion and the general awakening in the rural areas, and cannot entirely be attributed to the transfer of control.

“Although they have shown some progress, Muhammadans are still deplorably behind the other communities in the education of girls. The ‘pardah’ is mainly responsible for the slow progress. There are, however, hopeful indications that the ‘pardah’ hindrance will gradually disappear and Muslim girls will join Secondary schools in fairly large numbers.”

237. There are Urdu schools in the Karachi City and the Thar Parkar District only. The total number of such institutions is 71 with 7,019 pupils. Of these, 57 with 5,715 pupils are under Municipal Local Authorities, 2 with 60 pupils under Local Board Local Authorities, and the rest are Mulla schools.

238. Of the total number of Muhammadan pupils in Primary schools, 31,414, or 40·7 per cent., were in Mulla schools as compared with 24,022, or 44·1 per cent. and 28,102, or 39·3 per cent. in 1926-27 and 1930-31 respectively.

The Educational Inspector in Sind reports—

“The percentage of pupils that passed Standard IV in 1929-30, 1930-31, and 1931-32 to the pupils that joined in the infant class in 1925-26, 1926-27 and 1927-28 is 8, 8·7 and 9·3 respectively. The percentage is slowly rising year after year, showing that Mulla schools are gradually gaining ground. The corresponding figures for pupils of all classes are 18·5, 18·1, and 19·2 respectively.”

The Statement below shows the progress made by Mulla schools during the quinquennium :—

	1926-27	1931-32	Percentage of increase or decrease as compared with 1926-27
1. Number of Mulla Boys' Schools ..	653	775	+ 18.7
Number of Mulla Girls' Schools ..	71	131	+ 84.5
Total Number of Schools ..	724	906	+ 25.1
2. Number of pupils in Boys' Schools ..	18,348	26,251	+ 43.1
Number of pupils in Girls' Schools ..	5,674	5,645	- 0.5
Total Number of pupils ..	24,022	31,896	+ 32.8
3. Number of pupils sent to Local Board and Municipal schools.	237	207	- 12.7
4. Number of pupils sent to Secondary schools.	68	77	+ 13.2
Number of boys sent up for the Vernacular Final Examination.	18	62	+244.4
5. Number of girls sent up for the Vernacular Final Examination.	9	4	- 55.5
6. Number of pupils sent up for the special Muhammadan Middle School Scholarship Examination.	35	91	+160.0
Number of pupils awarded Scholarships.	9	14	+ 55.5
7. Mulla Schools teaching Lower Primary Standards.	47	25	- 46.8
8. Mulla Schools teaching Standards V and VI.	79	119	+ 50.6
9. Mulla Schools teaching the Vernacular Final Course (Schedule H).	18	35	+ 94.4
Total Number of schools teaching the Primary course.	144	170	+ 24.3

The number of recognised Mulla schools increased from 724 to 906, or 25.1 per cent., during the quinquennium. The number of pupils increased from 24,022 to 31,896 or 32.8 per cent. In spite of the havoc caused during the last 5 years by floods, cholera, and malaria, the progress can be considered to be satisfactory.

The Educational Inspector reports—

“The progress in the Mulla schools was retarded on account of the following factors :—

“ (a) Economic Depression.

“ (b) Many schools were refused recognition as they were opened in the vicinity of Local Board Schools.

“ The number of pupils sent to the Local Board and Municipal Schools has decreased as the number of Mulla Schools teaching higher standards as per schedule H is increasing. There is a remarkable

“ increase in the number of boys sent up for the Vernacular Final Examination for boys (18 to 62) and in that sent for the competitive Special Muhammadan Middle School scholarship examination (35 to 91).”

Teachers in Mulla Schools. 239. The number of teachers in Mulla schools was as under :—

	1926-27	1931-32
(a) Trained in the Training College for Men, Hyderabad.	31	32
(b) Vernacular Final passed (including those who have been trained at the Mulla Training Class).	120	146
(c) Unqualified (including those who have been trained at Training Class).	779	945

For the training of Mullas a special training class has been attached to the Training College for Men, Hyderabad, since 1931-32.

240. The total expenditure on Mulla schools for 1931-32 was Rs. 4,27,707. The direct expenditure increased by Rs. 5,633 to Rs. 3,79,099.

The main grants sanctioned in 1926-27 and in 1931-32 from Provincial funds are shown below :—

Item.	1926-27	1931-32
	Rs.	Rs.
Capitation grant	96,036	1,12,100
Assistants	28,908	28,900
Accommodation grant	6,000	6,000
Equipment	4,000	4,000
Lungis and other rewards	1,000	1,000
Prizes for good attendance	3,000	3,000
Books and writing materials	5,000	5,000
Prize books and Slates	3,105	743
Total	1,47,049	1,80,743

The following table gives further details regarding expenditure on Mulla Schools per pupil and per school, calculated on the total direct expenditure :—

	1926-27	1931-32
	Rs.	Rs.
1. Cost per pupil	13.4	12.6
2. Accommodation grant per pupil .. .. .	.2	.2
3. Capitation grant per pupil	4.0	3.7
4. Capitation grant per school	132.6	123.7
5. Cost per school	444.5	418.4
6. Cost per school paid by Government	253.0	176.9
7. Average cost of inspection of a Mulla school	79.8	62.4

The Educational Inspector reports that the general decrease in the cost per pupil and per school is due to the increase in the number of pupils by 13·5 per cent. and of schools by 25·1 per cent.

The expenditure on Mulla schools shown above compares favourably with the cost of Local Board and Municipal Schools. Similar figures for Local Board and Municipal Schools are given below :—

Average cost per pupil	..	..	25·6
Average cost per school	..	..	1,795·0
Average cost per school paid by Government	..	..	1,158·5

It will be seen that the great merit of the Mulla school system is, as mentioned in the previous Reports, its cheapness. The aim kept in view is to bring the Mulla schools up to the standard of the ordinary school and the giving of grants to Mulla schools is directed to that end. Everything is done to secure an improvement in the teaching given in these schools with the result that the Mullas have realised the value of training and have persuaded themselves to sit at a desk and learn as pupils. There is a special inspecting staff consisting of 3 Deputy Educational Inspectors for Mulla Schools and 9 Assistants maintained for the inspection of these schools.

241. The Committee appointed by Government in 1924 to report on Special Mulla Com- the Mulla school system recommended that the mittee. Mulla Schools should be absorbed in the District Local Board educational system. The recommendations made involved an additional expenditure of some 5½ lakhs of rupees per annum, and owing to financial stringency it was not possible to give effect to all the recommendations. Government, however, decided that the Mulla schools system should continue to be supported as it is comparatively cheap, preserves rural atmosphere, accords with Muhammadan sentiment and tradition, and provides religious instruction which Muhammadans are partial to retaining.

During 1931-32 the Mulla Code, under which grants are paid to Mulla schools, was revised to meet the requirements of the changed conditions.

242. The number of Koran classes attached to District Local Board schools increased from 122 in the quinquennium Koran Classes. and from 169 in 1930-31 to 174. These Koran classes are intended to popularize secular education among Muhammadans and to increase their number in schools. The classes are reported to satisfy the Muhammadan sentiment in regard to the teaching of the Koran. The monthly allowance given for teaching the holy Koran, ranges from Rs. 4 to Rs. 10.

CHAPTER XV.

EDUCATION OF INTERMEDIATE AND BACKWARD CLASSES.

243. Prior to 1921 Hindus were divided for educational statistical purposes into Brahmins and Non-Brahmins only. Since the Census of 1921 they have been divided into Advanced, Intermediate, and Backward Classes. The "Advanced" classes include Brahmins, Prabhus, Vanis, etc. Jains who were formerly included under "Advanced" Hindus have since 1930-31 been included in "Others" and not under "Hindus" in accordance with the orders of the Government of India. The "Intermediate" classes are made up of Marathas, Kunbis, Kolis and other cultivating classes, and of artisans. The "Backward" classes comprise the Depressed or untouchable classes, Aboriginal and Hill tribes, and other Backward classes. Figures for the Criminal Tribes formerly shown separately under the "Backward Classes" have been included either in those of "other Backward Classes" or in those of Aboriginal and Hill Tribes since 1930-31 under the orders of Government. The figures for the year 1926-27 quoted in this Chapter have been revised accordingly in order to facilitate comparison. The figures of population of the Intermediate and Backward classes according to the Census of 1931 are given in Table IV at the end of this Report.

Presidency proper.

244. According to this census, in the Presidency proper, the Advanced Hindus constitute 7·3 per cent. of the total population, Intermediate Hindus 58·8 per cent., Backward Hindus 21 per cent., Muhammadans 8·8 per cent., and others who now include Jains 4·1 per cent. The following table shows the number of pupils of the Intermediate and Backward communities attending different kinds of educational institutions in 1926-27 and in 1931-32 :—

	Intermediate.			
	1926-27.	1931-32.	Increase or decrease.	
			Number.	Percentage.
Colleges	820	1,034	+ 214	+ 26·1
Secondary Schools ..	15,670	19,042	+ 3,372	+ 21·5
Primary Schools	426,173	499,550	+ 73,377	+ 17·2
Training Institutions ..	492	326	- 166	- 33·7
Other Special Schools ..	3,179	2,564	- 615	- 19·3
Total	446,334	522,516	+ 76,182	+ 17·1

	Backward.			
	1926-27.	1931-32.	Increase or decrease.	
			Number.	Percentage.
Colleges	119	128	+ 9	+ 7.6
Secondary Schools	1,428	2,098	+ 670	+ 46.9
Primary Schools	115,164	127,936	+12,772	+ 11.1
Training Institutions	85	74	- 11	- 12.9
Other Special Schools	3,106	2,293	- 813	- 26.2
Total	119,802	132,629	+12,827	+ 10.5

The percentage increase in the total number of pupils belonging to the Intermediate and Backward classes during the quinquennium was 17.1 and 10.5 against 30.9 and 59 respectively during the last quinquennium. The large percentage increase during the last quinquennium was due to the great awakening that took place in these communities to the need for education on the introduction of the Reforms and to the special facilities which were provided by Government for the first time in the form of free-studentships and scholarships on a more liberal scale, and reservation of places for the purposes of admission of pupils belonging to these communities in Government Professional Colleges, Secondary Schools, and Training institutions. The figures for this quinquennium show an increase in the number of pupils in Colleges, Secondary Schools, and in Primary schools, and a decrease in those attending Training Institutions and other special schools. The decrease in the Training Institutions is due to the restriction in admissions to Training Institutions, while that under other Special schools appears to be due to the closure of some Special schools by certain Local Authorities as a measure of retrenchment.

The following table gives the number of pupils of each of the classes concerned who were attending an educational institution per mille of the population of that class in 1931-32 :—

Intermediate classes	50
Depressed classes	41
Aboriginal and Hill Tribes	19
Other Backward classes	51

The corresponding figures for Brahmins, other Advanced Hindus, and Muhammadans were 193, 180, and 104 respectively.

The following table shows the percentages of each of the main communities to the total population and the percentages of the pupils of

those communities to the total number of pupils in the Presidency, excluding Sind :—

	Percentage of population.	Percentage of pupils.
Advanced Hindus ..	7.3	20
Intermediate Hindus ..	58.8	46
Backward Hindus ..	21.0	12
Muhammadans ..	8.8	14
All other castes ..	4.1	8

Intermediate Classes (Hindus).

245. It will be seen from the table given at the commencement of this Chapter that the percentage increase in the number of pupils of the Intermediate Communities in Colleges and Secondary schools was larger than in Primary schools, the increase in Colleges being the largest of all. This shows that members of this community are fully alive to the necessity for not only Primary education but for Secondary and higher education also.

The following table shows the distribution of the pupils belonging to the various Intermediate communities by Divisions :—

	Marathas.	Kunbis, Kolis and other cultivating classes.	Artisans, etc.	Lingayats.	Total.	Percentage increase.
Bombay Division	1926-27 ..	42,454	35,832	13,940	800	23.9
	1931-32 ..	52,459	46,453	15,400	913	
Central Division	1926-27 ..	82,506	63,943	24,582	9,910	11.5
	1931-32 ..	88,731	71,042	29,691	11,293	
Northern Division	1926-27 ..	682	48,554	24,035	4	31.2
	1931-32 ..	1,216	64,660	30,369	5	
Southern Division	1926-27 ..	11,912	12,458	13,171	61,412	10.3
	1931-32 ..	14,218	13,208	13,017	63,746	
European and English-teaching Schools.	1926-27 ..	78	40	13	13	85.3
	1931-32 ..	142	34	15	4	
Total	1926-27 ..	137,632	160,822	75,741	72,139	446,334
	1931-32 ..	156,760	190,297	88,492	80,967	
Percentage increase	..	13.9	22.1	16.8	12.2	17.1

The percentage increase during the quinquennium was the largest in the case of Kunbis, Kolis, and other cultivating classes. With a view

to accelerating the progress of the Intermediate classes in Secondary and higher education Government have provided special facilities in the form of free-studentships, scholarships, and reservation of places, etc. A detailed account of these facilities is given at the end of this Chapter. The efforts of Government are seconded by various private societies such as the Deccan Maratha Education Association which assists Maratha pupils by means of scholarships, and the Leva Kunbi Farmers' Association in West Khandesh which maintains a Secondary school and also assists members of the community to visit foreign countries for further study. In the Karnatak, the Lingayats have contributed large funds for the encouragement of Secondary and higher education among their community. They maintain four High Schools at Dharwar, Belgaum, Bijapur, and Bagalkot respectively and propose to open an Arts College at Belgaum. The Sirdesai of Shirsangi has given away his whole property of Rs. 12 lakhs for the encouragement of education among his community. The income is used in giving scholarships to Lingayat students and in giving grants towards the construction of hostels meant exclusively for Lingayat pupils. In the Northern Division the Educational Inspector reports—

“ One special school known as Baria Kshatriya Boarding school is maintained at Ambali in the Godhra Taluka for the boys of the Dharala community to which a boarding house is attached. The school takes its pupils through the agricultural bias course and on March 31st, 1932, had 28 boarders, of whom 8 boys appeared at the Vernacular Final Examination and passed. This, together with the inspection report received, go to show that satisfactory work is being done.”

There are a number of boarding houses maintained from private funds for the Intermediate classes among which may be mentioned the one for the Dhangar (Shepherd) class at Baramati in the Poona District, one for Leva Kunbis at Jalgaon and one for Lingayats at Sholapur.

246. The following table gives the number of teachers of the various Intermediate classes employed in Government, District Local Board, and Municipal Primary schools :—

	Marathas.	Kunbis, Kolis and other cultivating classes.	Artisans, etc.	Lingayats.	Total.
Trained	1,368	1,707	762	851	4,788
Untrained	1,305	1,445	480	710	3,940
Total	2,673	3,152	1,242	1,561	8,734
Total for 1926-27 ..	2,314	3,084	1,153	1,423	7,974

The teachers of the Intermediate communities increased during the quinquennium from 7,974 to 8,734 and formed 31·3 per cent. of the total number of Primary teachers of all communities against 30·7 per cent. at the end of the last quinquennium.

Backward Classes (Hindus).

247. The three main sections of the Backward Hindu community, viz. (1) the Depressed classes, (2) Aboriginal and Hill Tribes, and (3) other Backward Classes are dealt with separately below. The following table gives the distribution of pupils of each of these classes in the various classes of institutions :—

	Depressed Classes.		Aboriginal and Hill Tribe.	
	1926-27.	1931-32.	1926-27.	1931-32.
Colleges	9	43	....	17
Secondary Schools ..	967	1,396	64	90
Primary Schools	58,651	64,239	19,171	23,180
Training Institutions ..	64	46	9	15
Other Special Schools ..	569	963	1,613	704
Total ..	60,260	66,667	20,847	24,006

	Other Backward Classes.		Total.	
	1926-27.	1931-32.	1926-27.	1931-32.
Colleges	110	68	119	128
Secondary Schools ..	407	612	1,428	2,098
Primary Schools	37,342	40,517	115,164	127,936
Training Institutions ..	12	13	85	74
Other Special Schools ..	924	626	3,106	2,293
Total ..	38,795	41,836	119,902	132,520

The special facilities provided by Government for the spread of education among these classes are described in detail at the end of this Chapter. Many District Local Boards also give scholarships to deserving pupils attending Primary schools.

248. In November, 1928, Government appointed a Committee "to enquire into the educational, economic, and social conditions of the Depressed classes (Untouchables) and of the Aboriginal Tribes in the Presidency excluding Sind, and to recommend measures for their uplift". The report of this Committee was published in March, 1930. The following are some of the main recommendations of the Committee affecting education which have been accepted by Government. The steps necessary to give effect to them have also been taken:—

Special Committee appointed by Government.

1. Reaffirmation of the Government Policy that there should be equality of treatment for all classes of children in publicly managed educational institutions.
2. Encouragement of common schools as opposed to separate schools for Depressed Classes.
3. Desirability of a more frequent interchange of teachers between the common schools and the separate schools.
4. "Abandonment of the practice of labelling schools as "Depressed classes schools" or "Low castes schools".
5. Recruitment of teachers belonging to the Aboriginal tribes to Vernacular Training colleges for training, with a view to their employment in schools intended mainly for the children of these classes.
6. Grant of special promotions to teachers taking special interest in the education of Backward class children.
7. Institution of additional scholarships in Primary schools and relaxation of age limits under certain conditions.
8. Increasing the number of teachers belonging to Backward classes in Primary schools.

In accordance with the recommendations of the Committee, Government have also appointed a Backward Class Officer and provided him with a staff to enable him to watch over the interests of the Backward classes and to see that their progress is continuous and their rights are upheld. They have further appointed a Backward Classes Board consisting of all the Backward class members of the Legislative Council, three non-Backward class members elected by the Legislative Council, persons having special knowledge and experience of the needs of these classes, nominated by Government and others co-opted, by the Board. The functions of the Board are purely consultative and advisory.

249. The number of pupils of the Depressed classes in the Presidency proper increased from 60,260 to 66,687. These were distributed by Divisions as under:—

Bombay Division	..	..	17,133
Central Division	..	..	30,523
Northern Division	..	..	11,635
Southern Division	..	..	7,381
European and English-teaching Schools	..	..	15

66,687

Of the 66,687 pupils, as many as 64,239 were in Primary schools. It is gratifying to note that their numbers have increased in Colleges and Secondary schools. The social disabilities attending the education of Depressed classes children make educational progress necessarily slow. Throughout the quinquennium, the question of the removal of untouchability continued to engage the attention of the political leaders and social workers. In 1931 Government reaffirmed their orders issued first in 1923 regarding the removal of the disabilities on the Depressed Classes children in any school maintained or aided out of the public funds. The following extracts from the reports of the Educational Inspectors show the extent to which the efforts of Government to overcome these disabilities are bearing fruit :—

The Educational Inspector, Bombay Division, reports—

“ The alleged obstacle of religious bigotry of the higher caste Hindus in the way of the educational advancement of the Backward classes has been practically removed. The leaders of the Backward class people and their organisations have been working vigorously for the moral, material, and educational uplift of their community by holding conferences, etc., and educating the public opinion.

“ There are in all 75 Primary schools and 11 classes for this community with 3,093 pupils in them as against 74 Primary schools and 21 classes with 3,307 pupils in them in 1926-27. The slight fall in the number of pupils is due to the removal of the disability imposed on these pupils and their free admission to the schools for caste Hindus.”

The Educational Inspector, Central Division, reports—

“ By the executive orders of Government and efforts of the leaders of the Hindu community for the removal of untouchability, public schools are open to all castes and creeds and no caste distinction in the matter of admissions is found to have been observed. It is, however, noticed that at some places where the schools are held in temples, the villagers object to the admission of Depressed class children in such schools because of the sanctity of the temple buildings. But this disability will, it is hoped, disappear in course of time when the villagers become sufficiently used to the new environments.”

The Educational Inspector, Northern Division, reports—

“ The efforts made to remove the disabilities suffered in schools by pupils of these classes are meeting with some success and old prejudices are rapidly dying out in the big towns, but very slowly in the villages. Inspecting Officers have been instructed to make a special note in the Inspection Reports where the orders of Government with regard to the provision of proper seating accommodation are not being carried out. As far as is practicable steps are taken to enforce these orders, but there are occasions when to do so will only result in depriving the Depressed classes of education altogether. A change in the attitude of people to this matter can only come slowly and from within.”

The following table shows the number of Primary schools and classes specially intended for the children of Depressed Classes at the end of this and the last quinquenniums :—

	Schools.			Pupils.		
	1926-27.	1931-32.	Increase or Decrease.	1926-27.	1931-32.	Increase or Decrease.
Bombay Division	95	86	- 9	3,307	3,093	- 214
Central Division	260	244	- 16	9,780	9,453	- 327
Northern Division	111	147	+ 36	4,381	5,659	+1,278
Southern Division	106	90	- 16	3,313	2,921	- 392
Total ..	572	567	- 5	20,761	21,126	+ 365

Deducting the number of pupils in these Special schools from the total number of pupils in Primary schools it will be seen that the number of Depressed class pupils in ordinary Primary schools has increased from 39,499 to 45,561. There is thus a larger number attending common schools.

Government maintain in Poona a hostel for Depressed classes boys attending Secondary schools. The hostel provides accommodation for 50 boys. In 1931-32 there were 29 Mahar, 7 Mang, 10 Chambhar, and 4 Dhor boys. Two separate kitchens have been maintained—one for Mahar and Mang boys and the other for Chambhars and Dhors as boys of the latter class are not prepared to take food cooked by Mahar cooks. Efforts made so far to provide one common kitchen have not been successful. The boarders are paid stipends of Rs. 12-8-0 per mensem and are admitted into local Secondary schools as free-students. The cost to Government on account of this hostel including the cost on account of stipends in 1931-32 was Rs. 11,555.

In 1928-29 Drs. Ambedkar and Solanki submitted to Government a scheme for the establishment of five hostels for pupils of the Depressed Classes attending Secondary schools. So far only three hostels have been opened in Dharwar, Thana, and Ahmedabad having 78 inmates at the end of the year 1931-32. The hostels are in an experimental stage and Government pay grants-in-aid to these hostels at a special rate. The total grant paid in 1931-32 was Rs. 5,337. Apart from these, there are other private hostels or Boarding houses for Depressed class children among which may be mentioned the following :—

- (1) D. C. Mission Hostel, Parel.
- (2) S. S. Chhatrapati Hostel, Nasik.
- (3) Boarding House for Parvan Boys, Mahad.
- (4) Hostel for Depressed Class Girls and Women of Seva Sadan, Poona.
- (5) Shri Chokha Mela Boarding House, Jalgaon.

- (6) Bahishkrit Anath Vidyarthi Ashram, Sholapur.
 (7) Karnatak Depressed Class Education Society's Hostel, Belgaum.
 (8) The Shahu Chhatrapati Boarding maintained by Mr. Bhau Rao Patil at Satara.

Government paid grants amounting to Rs. 1,757 in 1931-32 to some of these hostels. The number of inmates in these hostels or boarding houses was over 120.

250. Of the Aboriginal and Hill Tribes, Bhils are the most numerous. In this Presidency they are found chiefly in Khandedesh and in Gujarat. Other tribes that may be mentioned are the Varlis who are found chiefly in the Thana District, the Dhodias who are found only in Gujarat, and the Mahadev Kolis in the Deccan. The number of pupils of the Aboriginal and Hill tribes increased from 20,847 to 24,006, of whom 17 (all from the Central Division) were in Colleges, 90 in Secondary schools, 23,180 in Primary schools, 15 in Training institutions, and 704 in other Special schools. They were distributed by Divisions as under :—

Bombay Division	..	..	4,907
Central Division	..	..	7,581
Northern Division	..	..	10,298
Southern Division	..	..	1,220
			Total .. 24,006

The largest number was in the Northern Division.

The following table shows the number of Primary schools and classes specially intended for these tribes :—

Division.	Schools.	Pupils.
Bombay Division	.. 78	2,306
Central Division	.. 94	3,560
Northern Division	.. 3	115*
Southern Division	.. 5	174
	Total .. 180	6,155

The problem of the education of these classes is quite different from that of the Depressed classes. They mostly live in villages inhabited solely by the people of the community and are most generally found in Hill and Jungle areas while the Depressed classes live in villages and towns inhabited also by the Advanced and Intermediate classes. It is reported that the sense of servility which characterises the Depressed classes is absent in the Aboriginal Tribes. Rather they show a pride of race despising the culture of other communities.

The policy followed in their case has been to collect boys of these communities in Central schools and to teach them in Standards V, VI and VII and prepare them for the Vernacular Final Examination. These persons then serve as teachers in the Jungle and Hill villages inhabited by the community where teachers of other communities are loath to go. As stated in the previous quinquennial Report the results attained have been proportionate on the one hand to the sincerity and capacity of those who have directed the efforts made to educate the children of these classes, and on the other to the educability, including the desire for education of the particular tribes concerned. In the Central Division these tribes consist mostly of Mahadev Kolis, Katkaris, Thakurs, and Bhils. The hilly parts of the Maval and Khed Talukas in the Poona District are inhabited by Kolis, Katkaris and Thakurs. Mahadev Kolis occupy the Western part of the Akola Taluka in the Ahmednagar District and Bhils inhabit the wilds of the Satpura range of the West Khandesh District.

The Educational Inspector, Central Division, reports—

“There are 6 Central Schools maintained by the District Local Boards, Poona, Ahmednagar, and West Khandesh for the benefit of these tribes. The schools have hostels attached to them and they are supervised by the Head Masters of the Central Schools who receive special allowance for the purpose. The boarders are paid stipends ranging from Rs. 7 to Rs. 9 per mensem. The number of pupils in the hostels is shown below :—

District.	Place of School.	Number in the Hostel.
Poona	Ghoda	26
Poona	Ambegaon	14
Ahmednagar	Akola	12
West Khandesh	Nandurbar	40
West Khandesh	Taloda	30
West Khandesh	Dhadgaon	15

“The hostels were opened several years back by the District Local Boards concerned with special grants from Provincial Funds. The special grants still continue to be paid by Government to the Boards concerned.”

Of the 80 boys who appeared for the Vernacular Final Examination in the Central Division in 1932, 23 passed.

The Educational Inspector, Bombay Division, reports :—

“The population of these tribes is to be found in the Districts of Thana, Kolaba, and Nasik. There is a total population of half a lakh of souls of Katkaris and Thakurs in the Kolaba District. These people mostly live in jungles and on hill-tops but are very unstable in nature and uncertain about their homes. The primary schools opened for the children of these people have, therefore, to be migratory and to be removed from place to place on the recommendations of the Beat Officers and the Superintendent of Katkari schools. Some of the schools, however, are well attended. Doles are given to the Katkari and Thakur children by way of inducement to attend the schools regularly. A Boarding School especially for these children has also been in existence for several years in the Kolaba District. Boarding, lodging, and clothing are supplied free to these children at the Local Board expense. The condition of this Boarding house is improving in point of attendance.”

The Educational Inspector, Northern Division, reports—

“These tribes live in out of the way places and it is with great difficulty that parents are induced to send their children to school. There were on March 31, 1932, 5 special schools (including the schools at Diwa and Vasna which are not exclusively for these tribes) maintained for these tribes, all having hostel arrangements. To enable the children to take to agriculture on leaving school the agricultural bias course is taught. The Central Local Board school at Diwa was opened in the year 1905 in the Broach District. It was started mainly for the purpose of educating the Aborigines, but as pupils in higher standards were not available from these classes, other backward classes were also admitted in their absence. Hence it is not considered a school specially meant for the Aboriginal tribes. Provision for 15 scholars is made in this school whose Vernacular Final results have been very successful, the majority of successful candidates having afterwards become teachers. The Central Bhil School at Dohad in the Panch Mahals District which is meant for the Aboriginal tribes only had 38 boarders on March 31, 1932. It has a fine building of its own, and out of the 12 boys sent up for Vernacular Final Examination in 1932, 6 passed.”

“In the Surat District there are three such institutions, a school at Godsamba, a class at Waghchipsa and a class at Vanzna, the first two of which are exclusively meant for the tribes known as the Kaliparaj. The third is a hostel whose boarders belong to these tribes but attend the ordinary Local Board school in the village. The accommodation provided at Godsamba is for 50 Kaliparaj pupils. The two classes at Vanzna and Waghchipsa were formed out of the old Kaliparaj Central Boarding at Khergam which was closed during the year

“ 1926-27 and hold 15 pupils each.....81 candidates from the
 “ Aboriginal and Hill tribes in the British districts appeared for the
 “ Vernacular Final Examination, of whom 49 passed this year as against
 “ 25 out of 70 in the year 1931, and 49 out of 96 in the year 1927.”

In the Southern Division there are 5 Primary schools specially maintained for the children of these classes with an attendance of 174 pupils. At the Vernacular Final Examination of 1932, 30 boys appeared of whom 15 passed.

251. Under this head are included all Backward classes other than the Depressed classes and the Aboriginal and Hill tribes. The number of pupils of these classes increased during the quinquennium from 38,795 to 41,836, of whom 40,517 were in Primary schools.

Other Backward Classes. Settlement Schools. 252. As stated already Criminal tribes are no longer shown separately but pupils from these tribes are included in the three main sections into which the Backward classes have been divided. Government have made special arrangements for the education of children in Settlements. The Settlement schools are now in charge of the “ Backward Class Officer ”, hitherto designated “ Criminal Tribes Settlement Officer ”. Education in Settlements is compulsory. Attendance is compulsory for both boys and girls up to the age of 13 and in the case of half-timers in the mills, up to the age of 15. Out of a population of 7,786 in Settlements proper, 1,976 and 298 persons were attending the Day and the Night schools respectively. The corresponding figures for the three colonies attached to the Settlements were 1,090 and 152 respectively out of a population of 5,752. Manual training is a special feature of Settlement schools and various trades such as carpentry, tailoring, weaving, stone-quarrying, smithing, shoe-making, and agriculture are taught. In 1931-32, 56 boys passed the examinations held by the Committee of Direction for Technical Education in Carpentry and Drawing, and 20 in Weaving. The great majority of the boys are either cubs or boy-scouts or rovers and many girls either blue birds or girl-guides. The officer in charge reports that the scout organization has proved to be of inestimable value in removing the untidiness and criminality from the minds of the young people and encouraging them to be truthful, honest and active. In connection with the progress of the Settlement schools he remarks—

“ It is very satisfactory to note the great advance in literacy
 “ as children of both sexes pass on to the higher standards. In general
 “ the school work has shown a marked improvement during the year.
 “ A good deal of persuasion is of course needed to keep the boys and
 “ girls on in the higher standards on account of the universal tendency
 “ of parents to employ them on petty jobs in order to add to the income
 “ of the family. A special feature of this year's working in the field

“ of education has been the steady encouragement given to Settlement
 “ lads to take to Secondary and College education. It is very pleasing
 “ to remark that a few boys are being sent from many of the bigger
 “ Settlements to English High Schools in the towns. One Bestar boy
 “ is now actually in the Inter-Arts Class. The day may not be too far
 “ distant when settler boys and girls will compete along with candidates
 “ from other castes for recruitment to the higher posts in Government
 “ service.”

253. The following table shows the number of teachers of the three main sections of the Backward classes in Government, District Local Board, and Municipal Primary schools in 1931-32 :—

Teachers.				Depressed Classes.	Aboriginal and Hill Tribes.	Other Backward Classes.	Total.
Trained	..	..	..	288	124	214	626
Untrained.	..	..	..	475	191	134	800
Total ..				763	315	348	1,426

It will be seen from the above account that Government's policy is doing much to raise the level of education among the Backward classes. In this connection the Educational Inspector, Northern Division, remarks :—

“ There are however two possible criticisms of this policy. Firstly, it tends to give some of the Backward classes an unhealthy mentality of dependence, whereby to be a member of a Backward class is thought to constitute a particular claim upon Government. Secondly, it has too often the effect of driving countrymen into towns and instead of producing better agriculturists produce men who are afraid of “ hard work in the fields.”

It would appear that these remarks deserve consideration by all who have the welfare of the Backward classes at heart.

Sind.

254. Conditions in Sind differ materially from those in the rest of the Presidency. In Sind, Hindus constitute only 26·1 per cent. of the population, the Intermediate and Backward classes together forming only 13·2 per cent.

The number of pupils of Intermediate communities increased from 4,541 to 5,912, and of the Backward classes from 1,476 to 3,240 during

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

	Intermediate.		Backward.	
	1926-27.	1931-32.	1926-27.	1931-32.
Colleges	9	14	1	1
Secondary schools	384	530	54	171
Primary schools	3,939	5,214	1,343	3,016
Special schools	209	154	78	52
Total	4,541	5,912	1,476	3,240

It will be seen from these figures that there has been an all round increase. The Educational Inspector in Sind reports :—

“ Education is advancing in the Maratha Community. The Maratha Education Society, Karachi, maintains one Anglo-Vernacular Day school and one Anglo-Vernacular Night school. They have, moreover, some Primary Night schools. The Shri Shivaji High School, recognised last year, is open to all ; but the majority of pupils belong to the Maratha Communities.”

“ There were 11 schools, specially for Depressed classes with 632 pupils against 10 with 311 pupils and 12 with 590 pupils in 1926-27 and 1930-31 respectively.”

“ The total number of pupils of the Depressed classes attending all schools was 2,499 ; 2,323 in Primary, 136 in Secondary, and 40 in other schools.”

“ There is one school for the Depressed classes belonging to the Achoot Udhhar Association at Mirpurkhas, hitherto a “ B ” class school approved by the Mirpurkhas Municipality. It has now been shown in the returns as an unrecognised institution, as the Municipality have opened their own school for the Depressed classes in the same locality, and removed the old school from the list of aided and approved schools.”

“ There were 122 teachers of the Intermediate and 7 of the Backward classes in Primary schools. Of the former, 68 were trained and 54 untrained. Of the 7 teachers of the Depressed classes, one was trained, five were qualified, and one was unqualified.”

“ In 1926-27 and 1930-31 the number of teachers of the Intermediate and Backward classes was 78 and 2, and 101 and 11 respectively.”

Special Facilities.

255. Scholarships are an effective means of accelerating progress in education. Since 1924, Government have made a very liberal provision for the award of Special Scholarships to Intermediate and Backward

communities. The following table gives details of the Scholarships sanctioned by Government and the annual cost involved :—

Class of Institution.	Intermediate.			Backward.			Remarks.
	Number.	Rate.	Amount provided in the Budget.	Number.	Rate.	Amount provided in the Budget.	
Arts Colleges ..	120	Rs. 20* and 30†	28,800	90	Rs. 20* and 30†	21,600	* In Presidency proper. † In Sind.
Total ..	120	--	28,800	90	--	21,600	
<i>Professional Colleges—</i>							
Engineering ..	15	40	7,200	9	40	3,240	
Commerce ..	6	35	2,520	3	35	1,260	
Law ..	10	25 to 35	4,200	6	25 to 35	1,680	
College of Engineering Poona Workshop.	3	7	252	..	..	..	For Marathas.
Total ..	34	..	14,172	18	..	6,180	
<i>Secondary Schools—</i>							
Presidency proper	1,168	6 to 10	1,06,212	609	6 to 10	55,382	
Sind ..	7	6 to 10	646	35	6 to 10	3,230	
Total ..	1,176	..	1,06,858	644	..	58,612	
<i>Primary Schools—</i>							
Presidency proper ..	..	..	..	300	3 to 5	14,400	
Total ..	..	..	..	300	..	14,400	
Grand Total ..	1,330	..	1,42,830	1,052	..	1,00,742	

The scholarships in Arts and Professional Colleges are awarded to the most suitable candidates in the whole Presidency, due regard being had to the age, character, and circumstances of their parent or guardian and the marks obtained by them in the examinations qualifying for admission to the Colleges concerned.

The Special Scholarships in Secondary schools have been provided at the rate of 1 set of 7 scholarships for every 50,000 of the Intermediate and for every 40,000 of the Backward class population to enable the scholars to complete the Secondary school course. The scholarships have been split up into Middle School Scholarships tenable for 3 years and High School Scholarships tenable for 4 years and are awarded by the Divisional Inspectors on the results of competitive examinations. In Primary schools the scholarships provided for Backward classes are awarded by selection by the Educational Inspector concerned to suitable candidates in Vernacular Standard V to enable them to complete the

Vernacular Standard VII. The number of Intermediate candidates who apply for scholarships in all kinds of institutions is sufficiently large to absorb the scholarships provided for these classes. So also is the case with scholarships in Primary schools for Backward communities. The number of applicants for these scholarships in Secondary schools and Colleges, however, though increasing year by year, is still too small to take advantage of all the available scholarships; this is especially so in the case of Professional Colleges.

In view of this Government decided in 1931 to hold in abeyance 2 sets of scholarships provided for these classes in Professional Colleges and to utilize the saving so effected in giving additional 66 scholarships in Primary schools in the Presidency proper thus increasing the total number of scholarships in Primary schools to 366. Apart from these scholarships free-studentships are awarded in Government Secondary schools to pupils of Intermediate classes to the extent of 22½ per cent. of the number of pupils of these classes and those from backward classes are admitted free provided they are unable to pay the fees.

In addition, the children of the Konkani Marathas in the Kanara, Kolaba, and Raṭnagiri Districts, if certified to be poor and found deserving, are, as a concession for services rendered during the Great War, admitted free in all Government and aided Primary and Secondary schools. The loss entailed in granting such free-studentships in aided schools is made up by Government who award a special fee grant in such cases.

256. In the Government Law College, Bombay, and the Sydenham College of Commerce and Economics, 10 per cent. of the places have been reserved for Intermediate and Backward Hindu communities, while the percentage reserved for these communities in the College of Engineering, Poona, and the Workshops attached to it is 25. In Government Secondary schools for boys 45 per cent. of the places have been reserved for these classes in the Presidency proper, excepting the Northern Division in which it is 40 per cent.

In respect of admissions to Primary Training Institutions the following percentages have been prescribed :—

Community.	Bombay, Central and Southern Divisions.	Northern Division.
	Per cent.	Per cent.
Presidency Proper		
(1) Advanced Hindus	25	90
(2) Intermediate castes including Muhammadans, Indian Christians, etc.	60	
(3) Backward castes proper (formerly classed Depressed Classes) ..	15	10
Total ..	100	100

CHAPTER XVI.

REFORMATORY SCHOOLS.

257. The Acts under which children and young people are dealt with in this Presidency are the Apprentices Act of 1850, the Reformatory Schools Act of 1897, the Criminal Tribes Act of 1911, the Bombay Children Act of 1924, and the Bombay Borstal Schools Act of 1929.

The Children Act provides for the custody and protection of children and young persons and for the custody, trial, and punishment of youthful offenders. It enables children from the tenderest age up to the age of 16 to be cared for in the Children's Home at Umarchadi or in schools and places of safety certified under the Act. Infants and little ones who have been neglected, or cruelly treated, or exposed to immoral surroundings or who are found to be destitute, come within the scope of the Act as well as youthful offenders. Junior certified schools take children under 12 years of age and Senior certified schools from 12 to 16 years of age. Under the Reformatory Schools Act children from 7 years of age, when they become legally capable of crime, up to 18 are admitted into the Reformatory Schools but no offender can be admitted to a Reformatory after 16 years of age. The upper age limit of admission was raised from 15 to 16 as a result of the coming into effect of the Children Act. The Bombay Borstal Schools Act of 1929 provides for the establishment of Borstal Schools in this Presidency which take boys from 16 to 21 years of age and keep them up to a maximum age of 23. Boys of bad character who are unfit for Borstal treatment from 16 to 23 years of age are admitted into the juvenile sections of Central prisons. 21 is thus the upper limit of admission to, and 23 for retention in, any of the institutions for adolescents. After these ages the offenders are treated as adult prisoners.

There are three Reformatory institutions in this Presidency: (1) The Reformatory School, Yeravda, (2) The David Sassoon Industrial and Reformatory Institution at Matunga near Bombay, and (3) The Salvation Army Willingdon Boys' Home, Byculla, Bombay. These three institutions are under the general control of the Department of Public Instruction as they are schools for the education and reform of boys and not jails. The final control rests with Government in the Home Department. The following table gives the average number of inmates and the average cost per pupil in each institution:—

Name	Year	Average monthly number	Expenditure	Monthly cost per pupil
			Rs.	Rs. a.
Reformatory School, Yeravda ..	{ 1926-27	163	45,108	23 1
	{ 1931-32	183	48,159	21 15
David Sassoon Industrial and Reformatory Institution, Bombay	{ 1926-27	338	96,372	23 12
	{ 1931-32	368	80,533	18 12
Willingdon Boys' Home, Bombay..	{ 1926-27	68	11,662	14 5
	{ 1931-32	77	16,492	17 14

The following table gives the classification by caste of the boys in the Reformatory schools :—

	Reformatory School, Yeravda	David Sassoon Industrial and Reformatory Institution, Bombay	Salvation Army Willingdon Boys' Home, Bombay
Indian Christians	4	12	8
Hindus—			
Advanced	20	48	11
Intermediate	93	101	7
Backward	25	43	4
Muhammadans	59	148	31
Others	1	5	..
Total ..	202	357	61

The general plan of education followed is to give the boys half day's teaching in school proper, and half day's training in the different workshops. The distribution of boys learning the various trades in the three institutions is given in the following table :—

Trade or Craft	Reformatory School, Yeravda	David Sassoon Industrial and Reformatory Institution, Bombay	Salvation Army Willingdon Boys' Home, Bombay
Carpentry and Fitting	41	100	..
Smithy work	17	31	..
Painting .. .. .	..	58	..
Book-binding	27	..	..
Tailoring	40	53	3
Textile-manufacture .. .. .	..	54	46
Gardening	29	53	..
Agriculture	39	..	..
Cooking .. .. .	..	24	3
Cane-work .. .. .	..	26	9
Other trades .. .. .	..	16	..
	193*	413†	61

* Exclusive of 9 boys, two of whom were new and seven licensed out.

† Inclusive of 56 boys who were learning two trades at a time.

More detailed statistics are given in the Supplement to this Report. The total expenditure decreased during the quinquennium by Rs. 7,958 to Rs. 1,45,184, of which Rs. 1,15,502, or 79·6 per cent., was met from Provincial funds against 78·4 per cent. in 1926-27. The decrease is probably due to the comparatively lower charges for maintenance.

258. This is a Government institution, managed directly by the Department, assisted by a Committee of Visitors. It works under the Reformatory Schools Act and has been declared as a certified school under the Bombay Children Act. It takes children from 7 years of age and detains them up to 18 years, but no offender over 16 years old can be admitted. During the year 1931-32, 75 juveniles were admitted into the School, 53 under the Reformatory Schools Act and the remaining 22 under the Bombay Children Act. The School provides instruction in Marathi, Gujarati, Urdu, and Sindhi up to Vernacular Standard V. Provision for the teaching of Sindhi was made during the year by the appointment of a Sindhi teacher. In addition, trades such as carpentry, smithing, book-binding, tailoring, gardening, and agriculture are also taught. Whilst the Painting Department of the school was discontinued from 1st November, 1931, in consequence of insufficient outside orders for that Department, an additional tailor's post was sanctioned by Government in view of the increasing work in that Department. With a view to improving the instruction in agriculture one of the school peons was deputed to the College of Agriculture for training as a fieldman. The reading room started in 1926, where boys read magazines and other interesting books etc., continued to be popular. Games such as Cricket, Football, Volleyball, Atyapatya, Khokho, etc., were regularly played and a number of cricket matches with outside school teams was also arranged. The importance of school games is evident and it is specially so in this institution as it is one of the factors which impress upon the boys the fact that they are pupils learning in a school and not prisoners in a jail. As stated in previous reports every endeavour is made to create self-respect among the boys and to make them feel that they are in a school and not in a penitentiary. Full freedom is allowed to the boys consistent with discipline.

According to the improved mode of discharge of juveniles adopted since 1929-30, the discharged boy is either handed over to his parents or guardian who come to the school for that purpose or in case this is not possible he is sent home with a School peon. All the expenditure incurred on this account is borne by Government. Of the 57 boys discharged during the year, 31 were handed over to their parents or guardians, 23 were sent home in charge of school peons, and 3 being orphans were helped by the Superintendent to find employment in Poona. Khan Saheb B. H. Kazi, who had been the Superintendent of the School since 1921, was transferred after the close of the quinquennium as

Educational Inspector, Central Division. In him the School had an excellent Superintendent. The success of his methods of conducting the school can be gauged by the following extract from His Excellency the Governor's Speech at the Prize Distribution of the School in 1930 :—

“ The inhabitants of Poona who find their recreation in a quiet game of golf in the evening have, I am sure, watched with interest the enthusiastic cricket-matches which take place in the vicinity of the links, and heard the evening hymn being sung with a lusty vigour which can only proceed from a contented heart. It is gratifying to notice in the report how readily the inmates have responded to the treatment which they have received in this school. There were in the year 1929-30, just under 200 boys on the rolls. Of these, 64 were totally illiterate; their ages varied between 10 and 15; and they had been convicted of every kind of offence, from homicide to petty larceny. Yet in the year 1928-29 there were in the school only 12 offences involving 21 boys; and in 1929-30 the record is even better—11 offences involving 18 boys. This speaks much more than anything I can say for the excellent handling of many difficult cases by Mr. Kazi and his staff. I was also interested to see that the monitorial system had been introduced and that the senior boys, who had earned the confidence of the masters, supervise their fellows in the school-garden and work-shops. I cannot imagine a better method than this for developing character, a sense of responsibility, and what is the greatest desideratum of all, self-respect.

“ Nor does Mr. Kazi's responsibility end with the discharge of his boys. After-care is an equally important part of his duties, and every possible effort is made to find the lads suitable work when they leave, and to maintain records of their subsequent careers. It is eloquent of the good work being done here to find how rare lapses are. Thus, out of 34 boys discharged in 1929-30, only 5 were re-convicted. A discharged boy for whom employment had been found on a farm, was discovered reading to an admiring circle of farm-hands a volume of Aesop's fables supplied to him by the Reformatory—a truly idyllic picture! I understand that Mr. Kazi has received letters from parents and guardians for permission to send their boys to the Reformatory as if it were a superior High School.”

259. The David Sassoon Industrial and Reformatory Institution works under the Apprentices Act of 1850 and is managed

The David Sassoon Industrial and Reformatory Institution.

by a Committee of Management. It is intended for children above 10 and under 18 years of age who are bound as apprentices by a Magistrate or by their parents for a period not exceeding 7 years to learn a trade or craft. Since 1927 the Institution has also been recognised as a certified school under the Bombay Children Act of 1924. Government have undertaken to make good any reasonable deficit in the budget of the

Institution from Provincial revenues provided no new expenditure is incurred without the previous sanction of Government, while the surplus, if any, is to be credited to Government. During the past four years the Institution has been showing a surplus. In 1931-32, it amounted to Rs. 3,862 compared with Rs. 2,354 in 1930-31. The number of admissions during the year 1931-32 was 112, of whom 91 were admitted under the Children Act and the remaining 21 by the Presidency Magistrates. Sixty-two per cent. of the total admissions were committed for being destitutes, 4 per cent. for minor offences, 14 per cent. for major offences, and 20 per cent. for offences in connection with the Civil Disobedience Movement. The Institution provides instruction in Marathi, Gujarati, and Urdu up to Standard V. In addition, English up to Anglo-Vernacular Standard III is also taught. The various industries taught include carpentry, smithing, canework, painting, tailoring, gardening. In 1930-31 a Motor Mechanic Class was opened in which boys receive a working knowledge of ordinary motor repairs in general and are trained with a view to enabling them to obtain cleaner's and subsequently chauffeur's employment. Boys are taught drawing bearing upon the special handicraft they learn. Cricket, football, and other Indian games are played and matches both in and outside the institution are arranged. There is also a Boxing Club. The Swimming Bath has been instrumental in giving the boys much enjoyment and instruction in swimming. The Boy Scout "Bunbury Troop" continues to do good work. A healthy tone engendered by organised games, moral discourse, lantern lectures, Boy scout training, and other recognised methods of character building pervades the Institution. In this connection I give below an extract from the Acting Chairman's Speech at the recent Annual Prize Distribution :—

"Discipline has been most satisfactory throughout the year, in fact the Punishment book records less than half the average number of entries, which speaks well for the tone of the School generally. To a great extent this can be attributed to the steady development of our Boy Scout Troop and the spirit of the Scout Law which pervades its ranks extending its influence by preceptive example to the other boys.

"During the past year we have instituted an individual conduct record of every boy in the Institution showing his punishments received and also any act of exemplary good conduct or meritorious services that he may have performed. I am glad to report that a few of the latter have already been entered against some of our boys' names.

"It has been noticed that since the Children Act came into operation, the nature of the various offences upon which the boys have been sent to this Institution has undergone considerable change, which, I may add, is distinctly for the better, as it is now upon a far-fairer basis, inasmuch as it differentiates between the juvenile offender and one who through no fault of his own comes under our care."

His Excellency the Governor of Bombay who presided on the occasion paid the following tribute to the Institution :—

“ In these days when we see so much energy dissipated, and so much money wasted in agitation of a purely destructive character—agitation which is doing great harm to the moral character of the rising generation, sapping as it does the foundations of law and order in the youthful mind,—it is a relief to find an Institution which devotes itself to the less showy and theatrical, but infinitely more patriotic, practical and useful task of redeeming and building up the young citizen of to-morrow.”

260. The Home is maintained and managed by the Salvation Army and receives grants-in-aid from Government. It has a Committee of Visitors consisting of 10 members appointed by Government. The Home is open for the reception of boys and youths sent under the Reformatory Schools Act, or the Bombay Children Act, or admitted by the Salvation Army, but no boy is to be admitted into the Home unless his residence is in Bombay City, Bombay Suburban District, or in the Northern Division, or in the Kolaba District, or unless he is a member of a criminal tribe. The rules of the Home were revised in January, 1931. There is accommodation for 80 boys. On the 31st of March, 1932, there were 61 boys in the Home of whom one was sent under the Reformatory Schools Act and 60 under the Children Act. In addition to Marathi and Gujarati classes up to Vernacular Standard IV, an Urdu Class was started during the year 1931-32. The principal industry of the Home is weaving. A certain amount of tailoring and cane-work is also done by the boys. The Home authorities remark—

“ Since 1928 there has been a change in the system of admission, and at the present time we receive our inmates through the medium of the Children's Aid Society. While on the one hand the time of commitment by the Children's Court is somewhat shorter, this does not make it possible for the boys to become of economic value from an Industrial standpoint, because of the short term available for instruction.”

During the year 1931-32 the Home received from Government a total grant of Rs. 5,432, including Rs. 950 paid for the industrial section through the Committee of Direction for Technical Education.

261. The importance of after-care of the boys discharged from Reformatory Schools is fully recognised and active steps are taken by the Heads of these institutions. Every possible effort is made to keep a record of the discharged boys and to find suitable employment for them as they leave. In the case of the Reformatory School, Yeravda, Administrative Officers of Municipal and District School Boards are requested to send, every six months, reports on discharged boys who have gone to live in their respective jurisdictions. If these officers are unable to undertake this work, the Government Inspecting Officer in the District concerned is asked to furnish such reports. In the David Sassoon Industrial and Reformatory

Institution a record of old boys' employment is maintained and the latter keep in touch with the Institution by frequent visits during the course of the year. The Sheppard After-care Auxiliary Home managed by the Salvation Army continues to do good work in this direction. The following table shows the extent to which employment was found for the discharged boys during the year 1931-32 :—

	Number of boys discharged.	Number traced.						Number un-traced.
		Em-ployed.	Unem-ployed.	Recon- victed.	Placed under police surveil- lance.	Died.	Total.	
Reformatory School, Yeravda	60	17	8	3	..	1	29	31
David Sassoon Industrial and Reformatory Institution, Bombay	127	21	45	..	..	..	66	61
Willington Boys' Home, Bombay	38	32	4	..	..	2	38	..

The number of private persons or associations who take interest in social work of this kind is somewhat small. The publication of "*Bandi Shala*", a poem in Marathi describing the difficulties which a discharged juvenile experiences to find a living and some status in society is, however, an encouraging sign of the attention which the subject is receiving from the public.

262. This Act was passed in 1924 but came into operation on May 1st, 1927. The putting into operation of this Act was

The Bombay Child- facilitated by the coming into existence of the Chil- dren's Aid Society which undertook responsibility for providing the necessary machinery. The Act has so far been applied to the City of Bombay, the Municipal Borough of Lonavla, and the Bombay Suburban District only. The operation of the Act is largely preventive. It has given better facilities to wean the juvenile delinquents from evil tendencies or reserve them from corrupt surroundings. The work done by the Children's Aid Society is more social than educational. An idea of the good work the Society has been doing will be obtained from the following extract from the report of its Secretary, Miss M. K. Davis :—

" The main requirements were for the management of a Remand Home for girls and boys as a place of temporary detention until the cases could be disposed of ; for the organisation of all local and upcountry enquiry work in order that full information regarding each child might be submitted to the Juvenile Court ; and for the working out through mainly voluntary agency a system of

"supervision which approximated to that of probation in the West.
 "Government lent the Umarkhadi site for the purpose of the work ;
 "put it into working order and, since 1927, has annually contributed
 "very generously towards its support. The purpose of the Children
 "Act was to secure right methods of treatment of the young
 "delinquent, by providing helpful treatment and not punishment.
 "The remand Home at Umarkhadi worked for this objective and by
 "its very existence children on arrest were afforded detention in a
 "Children's Home rather than in police cells, whilst the Juvenile Court
 "with its weekly sittings at which a stipendiary man magistrate and
 "an honorary woman magistrate preside, prevents the average boy
 "or girl arrested by the police from coming into the adult court.
 "Certified schools, like the David Sassoon Reformatory on the other
 "hand, provide wise places for detention in lieu of prison treatment.

"The management of a Remand Home, through the temporary
 "quality of the period of detention, must always be a great difficulty.
 "The vast number of the children dealt with are upcountry, and, in
 "consequence, a multiplicity of languages are always to be heard.
 "The period of detention may vary from something less than 24 hours
 "where a small child lost in the bazaar may be concerned to a period
 "of 2 years or more where a child is found to be suffering from Venereal
 "Disease and lengthy treatment has to be given. Occupation of the
 "children has therefore to be of the simplest nature. In the girls'
 "wing sewing and mending figure largely in the daily programme.
 "They make their own *kapra* and a certain amount of the boys' too
 "and likewise do all repairing. Fancy work, paper flower making,
 "basket work, bead work, simple Marathi lessons, and cooking are
 "other regular occupations in addition to the cleaning, clothes washing
 "and gardening which figure in their curriculum. The difficulty is still
 "greater in the Boys' Wing where very much greater numbers have
 "to be dealt with. At first attempt was made to provide only teaching
 "of Marathi, Gujarati and Urdu in their most elementary forms. As,
 "however, the majority of boys were quite illiterate as many of them
 "spoke other tongues and most of them had no desire to learn any-
 "thing at all and no opportunity owing to the shortness of their stay
 "to attain any constructive good, it has been found better to make
 "their main activities more of a simple craft kind. Half the boys
 "spend most of their school time making paper bags which are sold in
 "the bazaar and the rest spin cotton on takli or charka and the thread
 "is eventually made up into cloth for their *kapra*.

"In age the boys and girls on remand vary from a few months
 "(generally brought in their juvenile mother's arms) to 16 years. The
 "most common age at time of admission appears to be about 12 to 14
 "years and the average length of stay works out between 6 and
 "7 weeks.

"In every case care is taken to trace parents and only where the
 "home is untraced or known to be very bad is the average boy sent to
 "an institution. At the time of the disposal of the case in court care

“ is also taken to advise the magistrate as to the best institution for
 “ the particular type of boy. The difficulty, however is that the
 “ ordinary school or orphanage can rarely manage the difficult
 “ kind of child dealt with and in the first year experience was sadly
 “ gained of this fact by the number of children sent to this kind of
 “ school who were committed only to abscond. Another difficulty
 “ regarding commitment to proper reformatories has been the lack of
 “ space in such institutions and the consequent necessity of keeping
 “ boys on remand on a waiting list until places were obtainable.
 “ It is a depressing fact that no official reformatory exists at all
 “ for girls.

“ The Children's Aid Society realised that the institutional problem
 “ was acute in 1929 and on January 1st of the next year they opened
 “ in the Umarkhadi compound the Junior School for boys under 12.
 “ The custom is for such children to pass on the David Sassoon Refor-
 “ matory on attaining the age of 12. This school has a maximum
 “ accommodation of 60 boys and already 83 boys have been committed
 “ and 30 transferred to the senior school. The curriculum followed
 “ is according to the syllabus current in the Municipal schools for
 “ Gujarati, Marathi and Urdu teaching. In addition there are two
 “ workshops—Carpentry and paint and polish and sign board painting.
 “ As boys are admitted on commitment orders from the court,
 “ admission occurs all the year round and there are no stereotyped
 “ holidays beyond the usual public holidays. Attempts are made to
 “ take the boys out on such holidays but it is difficult to find places of
 “ interest which are accessible and unrest in the city frequently
 “ prevents outings being made. Games and drill occur daily and
 “ where possible outside matches are encouraged. Boxing is an
 “ additional item on the programme. One master has received
 “ recognition as a cub master and a Wolf pack of 12 picked boys
 “ exists and in October 1931 carried off the Challenge Cup entered
 “ for by all Wolf packs in the city.”

The total number of admissions into the Remand Home from May 1st, 1927 to March 31st, 1932, was 3,340, the number admitted in 1931-32 being 192. 24 per cent. of the total number were committed to the various institutions. The industrial or other educational institutions specially certified under the Act for the purpose are—

- “ 1. David Sassoon Reformatory.
2. Salvation Army Boys' Home.
3. Junior School, Umarkhadi.
4. Yeravda Reformatory.
5. Byramjee Jeejeebhoy Home.
6. Bawla Orphanage.
7. Haji Zakeria Orphanage.
8. Nasik Home for the Homeless.
9. Salvation Army Girls' Home.
10. Lady Northcote Orphanage.
11. Deaf and Dumb School.

These institutions excepting the Reformatory Schools at Matunga and Yeravda receive from the Children's Aid Society a maintenance grant of Rs. 9 per mensem for every child sent by the Society. The rules issued by Government under the Act provide for the inspection of such schools. The Director of Public Instruction is the Chief Inspector and the Educational Inspector and his assistants are the Inspector and Assistant Inspectors respectively.

263. This Act came into operation on April 1st, 1931, and an immediate step was taken to establish a Borstal School. The Bombay Borstal Schools Act. The Juvenile Jail School at Dharwar was converted into a Borstal School and is under the control of the Jail Department. The School had 276 boys at the end of the year. An Association known as the 'Borstal Schools Association' was also formed. It is a widely representative body with a Managing Committee consisting of 6 official and 5 non-official members. The main object of the Association is "to assist offenders discharged from the Borstal Schools within the Bombay Presidency in particular to undertake their supervision when discharged on license in accordance with the provisions of section 14 of the Bombay Borstal Schools Act, 1929, and to co-operate with Government in any measures undertaken by them for the reformation of such offenders."

264. Although the provisions of the Children Act and of the Borstal Juvenile girl convicts. Schools Act apply equally to girls as to boys there are great difficulties in the way of devising arrangements for dealing with girls except the smallest. While the Children's Home and some of the certified schools and places of safety now take in girls the problem of their care and education when they unhappily come within the class of offenders has not yet been solved. As a step in this direction in 1929 Government directed that girls below 16 years of age awaiting trial or sentenced to imprisonment should be detained in any of the following institutions :—

1. The Church of England Zanana Mission Home, Karachi.
2. The Khalsa Orphanage at Shikarpur.
3. The Nava Kanya Vidyalaya High School, Hyderabad, Sind.
4. The Hindu Anath Ashram at Nadiad.
5. The Home for Homeless Women and Children, Nasik.
6. The Dost Muhammad Orphanage, Poona (for Muhammadans).
7. The Bijapur Orphanage, Bijapur.
8. The Settlement Home, Hubli, Dharwar District.

These institutions receive from Government a grant of Rs. 15 per mensem for each juvenile female convict sent to them. The grants are paid through this Department, the total amount paid in 1931-32 being Rs. 191.

CHAPTER XVII.

EDUCATION OF DEFECTIVES.

265. This Chapter deals with the education of defectives which include the blind and deaf-mutes. Cripples, the mentally defective, and others have been excluded.

Introduction.

266. In this Presidency provision for the education of defectives is made by private bodies, which are aided by Government and by Municipalities. There are three schools for the blind (two in Bombay City and one in Karachi) and four for deaf-mutes (two in Bombay City, one in Poona, and one in Ahmedabad). All the schools except that in Poona are residential institutions, although most of them admit day pupils also. The following table gives details for each school with regard to the number of pupils, total expenditure and Government grant:—

Name of School	Number of pupils in Institutions for				Expenditure			
	Blind		Deaf-Mutes		Provincial		Total	
	1926-27	1931-32	1926-27	1931-32	1926-27	1931-32	1926-27	1931-32
				Rs.	Rs.	Rs.	Rs.	
Victoria Memorial School for the Blind, Bombay ..	52	62	..	..	1,300	3,873	12,150	10,566
American Mission School for the Blind, Bombay ..	44	40	..	..	2,150	1,680	6,028	5,524
Institution for Deaf-Mutes, Bombay ..	..	..	32	31	3,620	3,000	11,707	10,886
Professor Dote's Deaf-Mute Institution, Bombay ..	..	..	36	48	1,050	1,050	5,508	6,227
N. G. Gondhalekar's School for Dumb and Deaf, Poona ..	..	..	26	36	150	400	1,382	2,256
School for Deaf-Mutes, Ahmedabad ..	..	..	39	33	4,067	4,000	8,638	7,674
Ida Rieu Poor Welfare Association School for the Blind, Karachi ..	19	25	..	..	1,380	2,500	7,207	11,248
Total ..	115	127	133	151	14,017	16,503	52,800	54,381

Further details will be found in the supplement to this Report. The total number of defectives—blind and deaf-mutes—under instruction was 278, against 248 at the end of the previous quinquennium.

267. The total expenditure on the schools amounted to Rs. 54,381 in 1931-32, of which Rs. 16,503 was met from Provincial revenues, Rs. 4,200 from Municipal Funds, Rs. 385 from fees, and Rs. 33,293 from other sources.

Expenditure.

268. There are no arrangements on scientific lines for the training of
 Teachers. teachers in these schools. The teachers in these schools have, however, acquired by practice and experience some skill in handling the defective children under their charge. Mr. H. D. Chhatrapati, B.A., Principal of the Victoria Memorial School for the Blind, Bombay, has studied the Braille Method adapted to the Gujarathi and Marathi alphabets and is doing his best to popularise his school. The Principal of the Ida Rieu School, Karachi, has made a special study of the literature-for the blind and trains his assistants. Out of the staff of 8 teachers in the school 3 are actually blind.

269. In addition to an elementary course of reading and writing in
 Subjects taught. Vernaculars, English and Arithmetic are taught in some schools for the blind. The deaf-mutes are taught to speak or at least to articulate. The teaching of some useful crafts calculated to help the pupils to earn a living forms an important part of the instruction imparted in these schools. The crafts chiefly taught are cane and bamboo work, drawing, tailoring, painting, carpentry, spinning, needlework, bead-work, music, typewriting, according to the needs and capacities of the children. It is reported that some blind boys of the Victoria Memorial School, Bombay, have acquired such proficiency in vocal and instrumental music as to secure employment as music teachers in respectable families in Bombay and outside.

The pupils of the Victoria Memorial School took part in the Agricultural and Industrial exhibition held at Navasari in 1930-31 and were awarded a gold medal for the specimens of work exhibited by them.

270. Most of the Institutions maintain a regular record of the acti-
 After-care. vities of past pupils, and efforts are made to secure employment for them. The Principal of the Ahmedabad school for Deaf-Mutes remarks—

“Advanced boys of the School are apprenticed at tailors' shops, where they begin to earn a living after they have put in an apprenticeship of nearly 6 months. The Principal arranges to secure work for the boys who are out of employment. He keeps himself in touch with the ex-students of the school, who constantly communicate with him. The motherly affection with which the boys are treated at the school engenders in their mind filial love for the teachers unparalleled in the history of modern education. In fact the boys regard the teachers as their true parents (ma-bap) and saviours.”

Blind boys picked up by the police were formerly sent to the Victoria Memorial School for the blind but as the admission of such boys exposed the regular pupils of the School to undesirable company it was considered desirable to make separate arrangements for the former class of boys. A home, styled the Happy Home for the Blind was started in 1925 under the auspices of the Blind Relief Association to provide for such boys. This Home aims at extending relief to the blind by direct help and propaganda work and the inmates of the Home receive free education at the Victoria Memorial School. The Blind Relief Association also

started an Industrial Home for the Blind in April, 1927, to prevent the incurable blind from drifting into beggary for want of suitable support. It provides remunerative work for the blind inmates enabling them to earn an honest livelihood.

271. The National Institute for the Blind, London, which is the largest single organisation concerned with the welfare of the blind in the Empire, is at present interesting itself in the problem of blindness in India. The Blind Relief Association, Bombay, established in 1919 has been doing very good work for the prevention of blindness and the after-care of the incurable blind. It has centres at Bombay, Surat, Bulsar, Anand, Chalisgaon and Bijapur.

CHAPTER XVIII.

ADULT EDUCATION.

272. The question of the education of adults presents special difficulties in this Presidency as elsewhere in India where 9 out of 10 persons aged five years and over are illiterate. Of the population of 10,467,150 persons, over 19 years of age in this Presidency, 9,309,968, or 89 per cent., are illiterate, the percentages of illiterate men and women being 90·2 and 98·2 respectively. There were 194 schools for adults in this Presidency at the end of the quinquennium, with 7,405 pupils, which formed about 4·5 per mille of illiterate adults. The number of adult men and women under instruction would appear to be still very low when it is remembered that the total number under instruction viz., 7,405, is made up of adults as well as children of school-going age who are prevented for various reasons from attending day schools.

The following table gives the number of institutions for adults and the pupils in them, in each of the last five years:—

				Number of schools.	Number of pupils.
1927-28	..	..	..	255	8,758
1928-29	..	..	..	265	9,793
1929-30	..	..	..	255	9,483
1930-31	..	..	..	225	8,150
1931-32	..	..	..	194	7,405

The suspension of the scheme for adult education financed by the late Sir Vitthaladas Thackersey, to which a reference was made in the last Quinquennial Report, gave a definite set-back to the cause of adult education, and the subsequent failure of the Kalipraj schools in the Northern Division resulted in a gradual decline in the numbers. The falling-off was attributed mainly to the ephemeral character of these schools, and in spite of the efforts of Inspecting Officers and the few public bodies which are working for the social and educational uplift of the masses, it was difficult to maintain the numbers during the quinquennium.

273. With the exception of nine Secondary schools, with 528 pupils, and as many special schools with 519 pupils, all schools

Primary Schools.

for adults teach the ordinary Primary school course.

The following table gives a statistical summary of such schools:—

Division.	Schools.			Pupils.		
	1926-27.	1930-31.	1931-32.	1926-27.	1930-31.	1931-32.
Bombay Division ..	53	64	67	1,770	2,846	2,995
Central Division ..	48	60	39	1,308	1,632	1,245
Northern Division ..	61	37	31	2,291	1,150	1,057
Southern Division ..	12	27	22	363	1,204	677
Sind ..	17	22	17	637	410	384
Total ..	191	210	176	6,469	7,251	6,338

As already explained, the striking decrease in the Northern Division was almost exclusively due to the failure of the Kalipraj schools which were started during the last quinquennium for the adult members of the community. These schools held out great hopes of success at the outset, but the enthusiasm of the people gradually waned and most of the schools dwindled down for want of popular support. The Senior Assistant Deputy Educational Inspector, Surat, reports—

“Indigenous night schools were in the beginning attended by adults, as well as grown up boys and young children who could not afford to attend day schools. Great enthusiasm was shown in the beginning and keen interest taken, but as the time went on, enthusiasm gradually began to wane and the position as it stands at present is that there are a few night schools in the district, attended not by adults but mostly by young children of school-going age.”

The drop in the Central Division noticeable during the year is equally striking, and is reported to be due to the closing down of 11 night schools by the District Local Board, Ahmednagar, and 9 by the Poona City Municipality. The former were closed as a measure of retrenchment and the latter on account of poor attendance.

The expenditure on Primary schools for adults amounted to Rs. 65,667 in 1931-32, of which Government contributed Rs. 13,728.

Although the statistics detailed above record gradual decreases during the quinquennium, the good work done by some of the institutions and public bodies deserves to be specially mentioned. Five night schools are maintained by the Alegaonkar Brothers for the benefit of the adult population of Kirkee (Poona) and the surrounding villages. The advanced Night school at Kirkee, which has an enrolment of 116, caters for factory employees. All these schools are conducted in a spirit of self-sacrifice and for the uplift of the Backward classes. The activities of the schools and classes maintained by the Social Service League in Bombay are directed towards the removal of illiteracy among the millhands. The efforts of the Seva Sadan Society, which aims at the social and educational uplift of Indian women, are well-known. The society covers a wider field of activity in the Central Division, and maintains a network of schools at important centres.

Of the nine Secondary schools, the Bradley Night High School in Bombay, and the Poona Night High School maintained by the Saraswati Mandir Society, Poona, prepare for the Matriculation examination of the Bombay University, while, of the remaining 7, one is maintained for the Settlement children at Sholapur.

Of the special schools maintained by the Seva Sadan Society, the English and First aid classes at Poona, the First aid and Hygiene class at Ahmednagar and the Sewing classes at Baramati, Ahmednagar, and Sholapur are doing useful work. Among the classes conducted by the Society the work-room classes which are attended by adult women are most popular. Instruction is imparted in various useful arts and crafts to enable the students to earn their livelihood.

274. Useful work towards the encouragement of adult education is being done by the Bombay Branch of the Royal Asiatic Society which maintains an excellent library containing about 70 thousand books. Special lectures are also delivered by prominent educational and social workers on subjects of public interest. Eighteen lectures were delivered during the quinquennium.

The efforts of the Sassoon Mechanics Institute are directed towards a similar purpose. A series of annual lectures in winter is a special feature of the Institute.

Twenty-six public lectures on various subjects were delivered during the quinquennium under the auspices of the Dnyan Prasarak Mandali, Bombay, of which 22 were delivered in Gujarati and 4 in English. Most of these lectures were illustrated either by the magic lantern or radio and other apparatus.

As stated elsewhere, the sub-Department of Visual Instruction exists not only for imparting instruction in ordinary school subjects, but also for helping the cause of adult education by means of lantern lectures on various subjects. The services of the Deputy Educational Inspector for Visual Instruction are in constant demand by several Departments of Government and by many public bodies on special occasions such as conferences, propaganda tours, fairs and festivals, Baby and Health weeks, and other public functions. Special sets of slides dealing with matters of local importance and Indian surroundings were specially prepared for propaganda work in adult education in rural areas. These slides are of great educational value and form a very useful asset for propaganda work in adult education.

During the quinquennium the Deputy Educational Inspector delivered 310 public lectures on useful subjects such as agricultural improvement, co-operative credit, Health and Hygiene, etc. These lectures were largely attended and highly appreciated.

CHAPTER XIX.

UNRECOGNISED INSTITUTIONS.

275. The foregoing Chapters of this Report have dealt almost exclusively with recognised institutions under public or private management which conform to the regulations and standards prescribed by Government and the University. The remarks in this Chapter are confined to unrecognised institutions which are independent of Government control and which regulate their own courses and curricula. As these institutions are under no obligation to submit annual returns the statistics collected for the purposes of this Chapter cannot be considered as exact. The transitory nature of these institutions, added to the non-dependence of the Managers makes it difficult to collect complete or accurate particulars regarding numbers etc. During the quinquennium the total number of unrecognised institutions dwindled down by 197 to 1,230. The following table compares the position in each Division :—

	1926-27.		1931-32.		Increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division	207	6,910	64	3,105	-143	- 3,715
Central Division	110	2,204	80	2,038	- 30	+ 834
Northern Division	253	12,521	267	14,061	+ 14	+ 2,140
Southern Division	65	1,510	45	1,080	- 20	+ 30
Sind	792	11,470	774	11,636	- 18	+ 160
Total	1,427	34,621	1,230	34,070	-197	- 551

While Sind accounts for more than half the total number of unrecognised institutions, all the Divisions, except the Northern Division, record a decrease during the quinquennium, the largest decrease being in the Bombay Division. The Educational Inspector attributes the drop in his Division to the following reasons :—

“ A number of such unrecognised institutions have sprung up in the Bombay City, but complete information on their account is not available. One fact is certain that the number of these institutions has much gone down during the quinquennium as it is likely that some have sought recognition of the Department and others have died a natural death due to want of funds for their continuance in these hard days.”

The pupils in unrecognised institutions formed 2·5 per cent. of the total number of pupils under instruction as compared with 3·0 per cent. five years ago. Of the total number (viz., 34,070), 10,856, or 31·9 per cent., were Hindus, 21,540, or 63·2 per cent., were Muhammadans, while 1,674, or 4·9 per cent., belonged to other Communities.

Of the three Collegiate institutions, the Shrimati Nathibai Damodar Thackersey College for Women, Poona, teaches a course of its own leading up to the G. A. degree of the Indian Women's University, an account of which is given in Chapter XII. The other two institutions are the Shree L. U. Gujarat Mahila Pathshala, Ahmedabad, and the Engineering College, Sukkur. The latter was originally intended to provide training for men seeking employment in the lower services of the Lloyd Barrage which has since been completed.

Of the 62 Secondary schools and classes, with 5,625 pupils, only a few are reported to teach the full Anglo-Vernacular school course, while others impart only a working knowledge of English. In the Central Division, the Navin Samarth Vidyalaya, Talegaon Dabhade, and the Maharashtra Vidyalaya of the Anath Vidyanthi Graha, Poona, may be specially mentioned. The former aims at developing indigenous education along the lines of the old *Gurukulas*, while the latter specializes in industrial education side by side with secular instruction.

A large majority of the unrecognised schools teach an elementary course which is generally confined to the rudiments of the three R's. The Pathshalas mainly cater for Vedic studies, while the Maktabas and the Mulla schools in Sind impart religious instruction.

W. GRIEVE,

Officiating Director of Public Instruction.

Poona, }
1st December, 1932. }

APPENDICES.

APPENDIX

Statement showing the classification of scholars according to race
Districts of the Bombay Presidency

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	UNIVERSITY EDUCATION.					
University	...	...	2	...	88	1
<i>Colleges for Men.</i>						
Arts and Science	25	9	300	85	8,399	168
Law	1	...	45	...	659	1
Medicine	...	...	67	18	238	97
Education	...	1	3	1	89	4
Engineering	1	...	3	...	66	...
Agriculture	...	...	8	...	82	...
Commerce	...	...	10	1	74	...
Total	27	10	436	105	4,614	301
<i>Secondary Schools.</i>						
High Schools for Boys	1,287	142	5,569	472	21,778	631
High Schools for Girls	427	2,115	831	2,588	20	1,888
Middle Schools for Boys	442	390	1,223	384	4,408	168
Middle Schools for Girls	182	333	279	1,071	12	614
Total	2,338	2,980	7,482	4,515	26,118	3,262
<i>Primary Schools.</i>						
For Boys	Upper Primary.	...	1,247	71	18,264	824
	Lower Primary.	19	8	18,415	3,394	50,663	11,808
For Girls	Upper Primary.	...	3	819	...	2,619
	Lower Primary.	...	1	563	8,584	379	26,344
Total	Upper Primary.	...	1,250	883	18,264	3,143
	Lower Primary.	19	9	18,978	7,578	51,035	33,662
Total	19	9	18,234	8,451	74,298	41,726
<i>Special Education.</i>						
Art Schools for Men	...	5	61	11	178	11
Medical Schools for Men	...	...	9	8	367	21
Normal and Training Schools for	Men	...	88	...	134	...
	Women	...	65	...	...	171
Engineering Schools for Boys	4	...	16	...	176	...

I

Presidency proper.

or creed in Recognised and Unrecognised institutions in the British (excluding Sind) on 31st March, 1932.

III.—Hindus

A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
27	3	66	4	9	...	1	...
1,224	98	4,963	266	237	4	204	9
283	1	921	9	62	...	38	...
219	16	457	48	16	8	1	...
11	2	50	6	...	...	...	...
85	...	101	...	7	...	5	...
39	...	121	...	22	...	27	...
109	...	183	...	8	...	4	...
2,247	120	6,261	321	339	10	200	...
11,182	267	22,810	959	4,831	36	3,732	29
125	1,425	146	2,808	5	202	...	35
2,262	77	6,770	245	1,328	18	2,147	14
11	275	23	789	19	36	...	12
12,621	2,044	29,749	5,300	6,183	202	5,869	90
6,189	54	19,452	408	12,625	25	17,201	242
26,243	5,133	27,006	16,241	115,027	10,527	143,086	12,725
...	1,549	...	4,268	...	322	...	253
299	12,072	665	44,022	120	2,227	92	12,151
6,120	1,623	12,452	4,772	12,625	423	17,201	1,207
26,626	22,211	27,271	21,262	115,207	20,214	142,125	26,226
42,226	24,244	107,124	66,222	127,022	20,227	161,026	28,022
201	14	272	25	26	...	20	...
84	10	251	41	22	9	10	1
11	...	145	...	111	...	70	...
...	56	...	227	...	21	...	10
24	...	200	...	7	...	2	...

							III—Hindus					
							B.—Intermediate—cont'd.					
							Artisans, etc.		Lingayats		Total	
							Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.												
University	...	...	...	...	...	2	...	1	...	5	...	
<i>Opeltesse for Men.</i>												
Arts and Science	...	...	...	...	...	69	8	227	...	787	9	
Law	...	...	...	...	...	...	...	49	...	139	...	
Medicine	...	...	...	...	...	...	...	2	...	19	6	
Education	...	...	...	...	...	...	...	4	...	4	...	
Engineering	...	...	...	...	...	15	...	5	...	32	...	
Agriculture	...	...	...	...	...	8	...	5	...	63	...	
Commerce	...	...	...	...	...	2	...	5	...	14	...	
Total							91	8	229	...	1,019	15
<i>Secondary Schools.</i>												
High Schools for Boys	...	...	...	...	...	3,151	18	1,270	4	13,574	87	
High Schools for Girls	...	...	...	...	...	...	77	...	6	5	320	
Middle Schools for Boys	...	...	...	...	...	955	4	446	...	4,375	86	
Middle Schools for Girls	...	...	...	...	...	...	60	1	16	20	124	
Total							4,106	159	2,317	96	13,475	537
<i>Primary Schools.</i>												
For Boys	...	...	...	...	...	Upper Primary.	7,425	44	3,554	50	45,535	431
						Lower Primary.	56,390	5,335	54,185	6,063	368,648	35,710
For Girls	...	...	...	...	...	Upper Primary.	...	785	...	277	...	2,415
						Lower Primary.	28	13,708	3	8,882	305	45,456
Total	...	...	...	...	...	Upper Primary.	7,425	829	3,554	227	45,535	2,846
						Lower Primary.	56,422	19,041	54,189	14,926	368,953	31,155
Total							63,847	19,870	62,753	15,253	415,838	34,019
<i>Special Education.</i>												
Art Schools for Men	...	...	...	...	...	57	...	3	...	116	...	
Medical Schools for Men	...	...	...	...	...	9	...	3	...	33	10	
Normal and Training Schools for	...	...	...	...	...	Men	27	...	23	235	...	
						Women	...	29	...	11	...	30
Engineering Schools for Boys	...	...	...	...	...	7	...	...	...	17	...	

	III.—Hindus —contd.		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs		
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							
UNIVERSITY EDUCATION.									
University	71	4	3	...	3	1	...	...
<i>Colleges for Men.</i>									
Arts and Science	5,798	276	446	6	634	172	3	1	
Law	1,079	3	73	...	42	7	...	...
Medicine	477	49	60	2	49	15	5	...	
Education	56	8	6	...	1	3	...	...
Engineering	137	...	16	...	10	...	...	...
Agriculture	192	...	16	...	7	...	2	...	
Commerce	197	...	16	...	51	...	...	...
Total	8,007	337	634	3	797	195	10	1	
<i>Secondary Schools.</i>									
High Schools for Boys	47,968	1,061	5,683	35	4,866	118	56	2	
High Schools for Girls	151	3,843	66	332	121	2,726	14	28	
Middle Schools for Boys	12,124	236	2,238	32	421	144	3	...	
Middle Schools for Girls	45	931	16	75	15	271	5	5	
Total	60,288	5,901	8,008	477	5,433	3,257	58	33	
<i>Primary Schools.</i>									
For Boys... {	Upper Primary.	73,352	923	3,783	62	24	3	1	...
{	Lower Primary.	567,471	54,330	23,425	13,563	2,475	722	44	5
For Girls... {	Upper Primary.	7	7,028	10	530	...	143
{	Lower Primary.	1,189	96,940	508	24,050	366	2,738	...	28
Total ... {	Upper Primary.	73,359	7,961	3,793	643	24	146	1	...
{	Lower Primary.	569,660	151,275	23,933	37,623	2,874	3,460	44	33
Total	643,019	169,230	102,726	38,285	2,898	3,606	45	33	
<i>Special Education.</i>									
Art Schools for Men	547	27	37	...	26	13	...	...
Medical Schools for Men	393	51	9	...	3	...	...	...
Normal and Men Training Schools {	443	...	96	...	...	...	...	...
Women ... ..	...	330	...	73	...	43	...	...
Engineering Schools for Boys.	217	...	6	...	13	...	3	...	

I—continued.

Presidency proper.

VI.—Others.								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total				
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	9	1	...	...	9	1	81	6	87
...	...	815	7	49	15	960	98	7,663	671	8,134
...	...	37	...	6	...	48	...	1,980	9	1,989
...	...	49	2	3	4	60	6	708	90	798
...	...	...	...	...	1	...	1	66	10	76
...	...	5	...	...	...	5	...	179	...	179
...	...	6	...	...	...	8	...	231	...	231
1	...	38	...	...	...	39	...	815	1	814
1	...	445	10	51	90	507	81	10,408	687	11,095
1	...	2,881	36	674	287	3,543	806	68,910	2,193	71,019
...	...	2	78	48	221	29	290	1,176	11,794	12,999
5	1	1,112	5	100	23	1,290	26	17,673	1,164	18,837
2	1	...	41	38	41	85	88	693	2,711	3,403
8	2	3,945	156	245	551	4,866	741	88,289	17,722	106,011
...	...	2,135	84	11	6	2,147	39	86,569	1,008	87,577
6	1	14,280	2,992	626	341	14,966	2,690	681,765	85,255	767,020
...	...	...	380	...	45	...	435	25	8,068	9,014
...	...	91	5,225	11	306	102	5,660	2,758	152,898	155,656
...	...	2,125	414	11	60	2,147	464	65,578	10,086	75,664
6	1	14,871	7,508	637	647	16,068	2,169	684,522	212,168	896,690
6	1	15,506	7,992	648	697	17,205	2,688	770,101	222,934	993,035
2	...	6	...	6	...	14	...	687	56	743
...	...	16	...	...	1	15	1	480	27	507
...	...	2	...	...	...	2	...	625	...	627
...	...	...	2	...	5	...	14	...	771	785
...	...	4	...	1	...	18	...	269	...	283

APPENDIX

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—conold.</i>					
Technical and Industrial Schools for	Boys ... 4	... ..	318	...	493	10
	Girls ... ..	...	32	139	2	908
Commercial Schools for	Boys ... 21	20	111	12	260	...
	Girls	22	...	1	...	...
Agricultural Schools for Boys	...	...	...	...	11	...
Reformatory Schools for Boys	...	...	24	...	41	...
Schools for Defectives for	Boys ... 2	1	18	...	35	9
	Girls ... ..	...	20	19	...	...
Rehools for Adults for	Men ... ..	...	35	4	149	8
	Women ... ..	...	...	5	...	205
Other Schools for	Boys ... 1	...	...	...	1,245	50
	Girls ... ..	...	...	...	15	43
Total	84	113	753	452	3,009	739
Total, Recognised	2,358	2,969	23,822	13,534	97,940	45,991
Unrecognised Institutions for	Boys ... 1	...	243	78	2,161	78
	Girls ... ..	...	...	43	...	273
Total, Unrecognised	1	...	243	116	2,161	357
Grand Total	2,369	2,962	24,072	13,649	100,101	46,348

I—continued.

Presidency proper.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kols, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
236	6	790	16	74	8	837	7
...	149	9	825	12	56	10	6
432	...	692	...	68	...	81	...
...
...	...	11	...	30	...	19	...
38	...	70	...	75	...	82	...
40	8	78	17	25	8	6	...
...
172	9	821	8	683	4	270	...
...	140	...	845	...	17	...	6
81	...	1,326	50	99	...	18	...
...	8	15	45	...	8	...	...
1,819	899	4,328	1,128	1,108	130	879	88
60,122	27,297	158,062	73,368	135,582	21,222	158,074	28,222
1,827	81	4,048	159	717	68	1,151	111
...	483	...	742	9	21	...	48
1,827	544	4,048	901	719	89	1,151	154
63,009	27,941	162,110	74,989	136,251	21,217	160,226	28,277

APPENDIX

							III.—Hindus					
							B.—Intermediate—contd.					
							Artisans, etc.		Lingayats		Total	
							Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—concl.</i>												
Technical and Industrial Schools for	{	Boys	...	49	...	7	...	6	...	456	17	
		Girls	...	...	...	11	...	...	...	22	73
Commercial Schools for	{	Boys	...	42	...	...	...	1	...	157	...
		Girls	...	...	...	...	...	...	...	...	...
Agricultural Schools for Boys		...	...	3	...	...	...	23	...	68	...
Reformatory Schools for Boys		...	...	87	...	...	...	7	...	201	...
Schools for Defectives for...	{	Boys	...	18	...	...	...	...	...	44	3
		Girls	...	...	...	...	...	...	...	...	...
Schools for Adults for	{	Men	...	102	...	4	...	129	...	1,144	8	
		Women	...	...	...	...	4	...	1	...	27
Other Schools for	{	Boys	...	12	...	...	...	28	...	157	...
		Girls	...	...	...	...	...	...	...	...	6
Total		...	...	261	...	55	...	208	...	2,656	224
Total, Recognised		...	...	68,405	...	20,087	...	65,677	...	15,290	487,688
Unrecognised Institutions for	{	Boys	...	440	...	29	...	733	...	45	2,041	
		Girls	...	...	...	45	...	...	...	27	2
Total, Unrecognised		...	...	440	...	74	...	733	...	72	3,043
Grand Total		...	...	68,845	...	20,161	...	66,410	...	15,362	440,731

I—continued.

—contd.

C.—Backward						Total	
Depressed classes		Aboriginal and Hill Tribes		Other Backward classes.			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
39	1	19	7	56	...	107	8
17	5	...	...	...	...	17	5
6	...	...	...	41	...	47	...
...
8	...	...	...	...	...	8	...
61	...	5	...	16	...	79	...
1	...	...	...	1	...	2	...
...
806	18	579	99	438	19	1,395	134
...	12	...	...	...	...	...	12
...	...	...	...	8	...	8	...
...
389	40	611	108	618	26	2,193	174
66,913	9,774	31,998	9,013	34,835	7,001	113,741	18,788
389	95	625	83	240	34	1,254	219
8	18	10	13	...	56	16	89
397	108	685	95	240	90	1,378	294
57,310	9,882	23,696	3,109	35,075	7,091	115,012	19,069

APPENDIX

	III.—Hindus—conold.		IV.—Muham- madans		V.—Parais		Punjabi Sikhs		
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							
<i>Special Education—conold.</i>									
Technical and In- dustrial Schools for	Boys ...	1,302	41	54	...	142	...	2	...
	Girls ...	41	438	3	42	...	12	...	2
Commercial Schools for	Boys ...	896	.....	80	...	279	17	8	...
	Girls ...	.....	.....	...	...	...	2	...	...
Agricultural Schools for Boys	...	62	.....	1	...	...	...	...	...
Reformatory Schools for Boys	...	352	.....	238	...	2	...	1	...
Schools for Defec- tives for	Boys ...	124	20	18	1	12	1	...	...
	Girls ...	.....	.....	...	...	...	1	...	...
Schools for Adults for	Men ...	3,290	148	2,679	...	19	...	5	...
	Women ...	.....	384	...	8	...	181	...	...
Other Schools for	Boys ...	1,466	50	128	11	...	...	...	...
	Girls ...	16	52	4	27	...	49	...	...
Total ...	9,177	1,536	3,363	163	496	329	24	2	
Total, Recognised ...	709,491	177,004	114,735	38,914	9,614	7,338	187	69	
Unrecognised Ins- titutions for	Boys ...	8,243	624	8,234	1,157	159	18	...	...
	Girls ...	20	960	353	1,188	...	43	...	...
Total, Unrecognised ...	8,363	1,584	8,587	2,345	159	55	...	...
Grand Total ...	717,854	178,588	123,322	41,259	9,803	7,443	187	69	

I—concl'd.

Presidency proper.

VI.—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total		Boys	Girls	Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
...	...	46	...	4	...	69	...	1,573	41	1,913
...	1	11	48	11	51	99	677	769
...	...	16	...	10	9	24	9	1,421	58	1,479
...	35	35
...	...	9	...	...	...	3	...	86	...	86
...	...	9	...	...	...	4	...	620	...	620
...	...	15	...	1	...	16	...	190	38	213
...	90	90	180
...	...	94	...	6	...	86	...	6,069	159	6,211
...	3	...	3	...	6	...	594	594
...	...	9	...	...	...	9	...	1,617	61	1,678
...	19	138	147
2	...	144	13	89	66	300	81	14,017	2,073	16,690
17	8	21,040	8,100	1,683	1,334	22,777	9,508	882,815	949,300	1,132,121
...	...	690	93	66	73	696	166	17,696	9,083	19,729
...	106	...	1	...	100	873	9,313	9,706
...	...	620	197	66	74	686	271	18,069	4,366	22,434
17	8	21,660	8,297	1,649	1,408	23,463	9,777	900,884	953,071	1,134,655

APPENDIX

Statement showing the classification of scholars according
in the British Districts of

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins		
	Boys	Girls	Boys	Girls	Boys	Girls	
	UNIVERSITY EDUCATION.						
<i>Colleges for Men.</i>							
Arts and Science	3	2	22	10	36	1	
Law	...	...	8	...	8	...
Education	...	...	...	...	...	...
Engineering	...	...	5	...	13	...
Agriculture	...	...	...	...	...	...
Commerce	...	...	...	...	...	...
Total	8	2	30	10	52	1	
<i>Secondary Schools.</i>							
High Schools for Boys	...	...	33	1	414	15
High Schools for Girls	...	...	...	17	...	14
Middle Schools for Boys	...	...	7	2	202	2
Middle Schools for Girls	...	...	...	...	...	6
Total	...	...	40	20	616	37
<i>Primary Schools.</i>							
For Boys	Upper Primary.	...	1	...	66	2	
	Lower Primary.	8	2	173	50	1,378	192
For Girls	Upper Primary.	3	5	...	16	1	53
	Lower Primary.	13	18	22	153	1	679
Total	Upper Primary.	3	5	1	16	67	65
	Lower Primary.	21	20	207	203	1,379	871
Total, Primary	24	25	208	219	1,446	926	
<i>Special Education.</i>							
Art Schools for Men	...	...	...	...	...	...
Medical Schools for Men	...	...	...	...	...	...
Normal and Training Schools for	Men	...	...	...	...	...
	Women	...	...	...	2	...
Engineering Schools for Boys	...	...	...	...	6	...

I—continued.

Sind

to race or creed in Recognised and Unrecognised institutions
Sind on 31st March, 1932.

III.—Hindus							
A.—Advanced.				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolis and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
695	97	791	98	7	...	...	...
35	...	39	...	...	...	...	...
...
89	...	102	...	...	...	...	...
...
...
890	97	872	98	7	...	...	...
6,412	113	6,928	128	151	9	60	...
2	1,943	2	1,277	...	13	...	...
2,524	77	3,025	79	114	...	12	...
...	120	...	126	...	...	...	...
10,038	1,578	10,554	1,610	255	22	74	...
2,980	83	3,045	85	4	...	100	...
35,612	8,590	36,930	8,782	406	39	1,104	85
2	455	4	508	...	30	...	9
98	12,498	98	12,177	3	287	...	130
2,923	488	3,050	543	4	30	103	2
25,710	16,065	27,069	18,969	409	206	1,104	174
22,692	16,576	40,129	17,502	473	326	1,204	183
...
79	1	79	1	2	...	...	...
14	...	14	...	...	...	...	...
...	19	...	18	...	1	...	...
90	...	96	...	...	...	...	...

	III.—Hindus— <i>concid.</i>		IV.—Muham- medans		V.—Parsis		Punjabi Sikhs	
	Total, Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.								
<i>Colleges for Men.</i>								
Arts and Science	745	99	198	...	42	19	9	...
Law	39	.....	4	...	1	1	1	...
Education ... ..	.....	.....	...	...	...	...	...	...
Engineering	109	.....	17	...	17	...	2	...
Agriculture ... ..	.....	.....	...	...	...	...	...	...
Commerce ... ..	.....	.....	...	...	...	...	...	...
Total ...	886	99	149	...	60	19	13	...
<i>Secondary Schools.</i>								
High Schools for Boys ...	7,323	139	3,636	4	224	...	44	...
High Schools for Girls ...	2	1,290	...	31	...	185	...	8
Middle Schools for Boys ...	4,106	79	1,341	1	1	...	119	...
Middle Schools for Girls ...	.....	132	...	5	...	...	...	1
Total ...	11,329	1,636	3,777	41	225	185	163	9
<i>Primary Schools.</i>								
For Boys... { Upper Primary.	3,466	36	4,773	57	4	...	26	...
{ Lower Primary.	43,365	4,106	67,077	6,594	218	8	618	34
For Girls... { Upper Primary.	4	562	28	192	...	1	1	2
{ Lower Primary.	116	14,237	1,104	7,367	...	117	19	235
Total ... { Upper Primary.	3,460	598	4,801	218	4	1	27	2
{ Lower Primary.	43,481	18,332	68,181	14,061	218	125	637	269
Total, Primary ...	46,941	18,930	62,982	14,280	222	126	664	271
<i>Special Education.</i>								
Art Schools for Men ...	.....	.....	...	...	...	...	...	...
Medical Schools for Men ...	81	1	12	...	...	...	4	...
Normal and Train- ing Schools for { Men ...	15	.....	61	...	...	...	...	...
{ Women ...	.....	19	...	9	...	...	...	...
Engineering Schools for Boys	28	.....	2	...	3	...	4	...

I--continued.

Sind.

VI--Others								Total of pupils of all Castes		
Buddhists		Jains		Jews and others		Total		Boys	Girls	Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
...	...	11	...	5	4	35	...	265	127	1,092
...	...	1	...	...	...	9	...	49	1	50
...
...	...	5	...	1	...	8	...	149	...	149
...
...
...	...	17	...	6	4	35	4	1,163	122	1,281
...
...	...	89	1	94	6	150	7	10,156	157	10,313
...	9	...	15	...	25	9	1,549	1,550
...	...	7	...	5	...	181	...	5,485	82	5,567
...	1	...	134	134
...	...	80	3	83	21	231	23	15,662	1,915	17,577
...	1	...	97	...	8,221	83	8,304
...	...	289	6	50	3	967	43	101,503	10,209	112,705
...	5	...	5	1	13	26	720	726
...	181	1	49	20	465	1,392	24,347	25,089
...	5	1	5	28	13	3,907	962	9,149
...	...	289	187	51	52	977	508	103,065	33,949	135,334
...	...	289	192	52	53	1,005	521	111,322	34,101	145,423
...
...	4	...	97	1	98
...	75	...	75
...	3	9	...	52	52
...	4	...	106	...	106

APPENDIX

	I.—Europeans and Anglo-Indians		II.—Indian Christians, including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—conold.</i>					
Mechanical and Industrial Schools for	Boys ...	...	1	...	...	...
	Girls ...	...	...	...	...	1
Commercial Schools for ...	Boys ...	12 2	38	6	19	...
	Girls ...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...
Schools for Defectives for...	Boys ...	...	...	...	1	...
	Girls ...	...	...	...	...	...
Schools for Adults for ...	Men ...	...	1	...	26	...
	Women ...	...	...	...	...	...
Other Schools for	Boys ...	...	...	...	133	6
	Girls ...	...	...	...	...	...
Total ...	12	2	40	7	185	6
Total, Recognised ...	32	29	318	266	1,599	970
Unrecognised Institutions for	Boys ...	...	1	...	78	...
	Girls ...	...	...	...	...	15
Total, Unrecognised ...	...	...	1	...	78	15
Grand Total ...	32	29	319	266	2,377	985

I—continued.

Sind.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolls and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
6	.....	6	.....	.....	.....	.....	.....
.....	74	.....	75	.....	.....	.....	.....
297	.....	318	.....	8	.....	.....	.....
.....
.....
90	.....	91	.....	.....	.....	.....	.....
.....
935	2	940	2	54	.....	.....	.....
.....
185	15	318	90	.....	.....	24	2
.....
914	110	1,009	116	64	1	24	2
50,465	19,366	59,764	19,326	809	259	1,309	185
653	26	731	26	2	.....	17	.....
.....	24	.....	20	.....	.....	.....	10
663	60	781	66	2	.....	17	10
61,118	19,406	59,495	19,601	811	259	1,319	196

							III.—Hindus					
							B.—Intermediate—contd.					
							Artisans, etc.	Lingayats	Total			
							Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—contd.</i>												
Technical and Industrial Schools for	{	Boys	...	40	...	...	...	...	...	40	...
		Girls	...	...	...	...	...	...	...	...	...
Commercial Schools for	{	Boys	...	...	...	...	...	...	...	8	...
		Girls	...	...	...	...	...	...	...	...	...
Agricultural Schools for Boys		...	...	...	...	...	...	...	...	...	...
Reformatory Schools for Boys		...	...	...	...	...	...	...	...	...	...
Schools for Defectives for...	{	Boys	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...
Schools for Adults for	{	Men	...	5	...	...	...	...	...	59	...
		Women	...	...	...	...	...	...	...	...	...
Other Schools for	{	Boys	...	17	1	...	...	...	...	41	3
		Girls	...	...	...	...	...	...	...	...	...
Total		...	...	63	1	...	...	...	...	150	4
Total, Recognised		...	...	2,804	446	...	...	...	...	4,315	997
Unrecognised Institutions for	{	Boys	...	34	...	...	...	...	...	53	...
		Girls	...	...	16	...	...	...	...	...	26
Total, Unrecognised		...	...	34	16	...	...	...	...	53	26
Grand Total		...	...	2,838	462	...	...	...	...	4,368	1,023

I—continued.

Sind.

—contd.

C.—Backward						Total	
Depressed Classes		Aboriginal and Hill Tribes		Other Backward classes		Boys	Girls
Boys	Girls	Boys	Girls	Boys	Girls		
2						2	
97						97	
10				12		93	
40				19		59	
2,164	535	188	99	476	98	2,778	469
34						34	
34						34	
2,168	535	188	99	476	98	2,812	469

APPENDIX

	III.—Hindus—conold.		IV.—Muham- medans		V.—Parsis		Punjabi Sikhs	
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls						
<i>Special Education—conold.</i>								
Technical and In- dustrial Schools for	Boys ... 48	... ..	87	...	...	...	2	...
	Girls	75	...	...	...	...	...	...
Commercial Schools for	Boys ... 324	...	56	...	26	1	16	...
	Girls ... ..	...	...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...	...	...
Schools for Defec- tives for	Boys ... 31	...	4	...	...	...	...	...
	Girls ... ..	...	...	...	...	...	...	...
Schools for Adults for	Men ... 335	3	254	...	...	...	8	...
	Women ... ..	...	...	...	...	...	...	...
Other Schools for	Boys ... 281	28	107	...	...	...	1	...
	Girls ... ..	...	...	...	...	...	...	...
Total ...	1,301	120	583	9	29	1	36	...
Total, Recognised ...	80,157	20,725	57,431	14,330	526	325	274	289
Unrecognised Ins- titutions for	Boys ... 818	26	8,202	1,516	1	...	16	...
	Girls	65	448	452	...	...	...	20
Total, Unrecognised ...	818	91	8,645	1,968	1	...	16	20
Grand Total ...	61,275	20,875	76,126	16,298	527	325	280	300

I—concluded.

Sind.

VI—Others								Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total		Boys	Girls	Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
						8		138		158
									55	75
		5		8		32		485	5	493
								25		25
						8		598	2	600
				7		3		496	23	519
		5		15	2	85	3	9,090	141	9,161
		400	195	102	85	1,376	560	180,917	26,985	105,502
		75				92		9,114	1,542	10,656
							20	443	537	580
		76				92	20	9,557	2,072	11,636
		475	195	102	85	1,468	580	199,774	28,264	178,182

APPENDIX

SPECIAL RECOGNISED INSTITUTIONS FOR MUHAMMADANS
ON 31ST

(a) Presidency

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
Colleges ...	{ Boys ... 1 Girls	110	...	524	8	
<i>Secondary Schools.</i>						
Government ...	{ Boys ... 4 Girls ... 1	450	39	678	18	
District Local Boards ...	{ Boys ... 5 Girls	145	...	106	...	
Municipal ...	{ Boys ... 4 Girls	334	...	618	1	
Aided ...	{ Boys ... 8 Girls	999	...	3,636	67	
Unaided ...	{ Boys ... 4 Girls	188	...	671	8	
Total ...	{ Boys ... 25 Girls ... 1	2,117	39	6,809	87	
<i>Primary Schools.</i>						
Government ...	{ Boys ... 5 Girls ... 1	333	186	324	51	
District Local Board ...	{ Boys ... 681 Girls ... 25	30,945	5,700	19,800	1,239	
Municipal ...	{ Boys ... 278 Girls ... 147	31,992	3,475	7,141	521	
Aided ...	{ Boys ... 135 Girls ... 63	7,375	1,488	3,796	460	
Unaided ...	{ Boys ... 13 Girls ... 4	949	121	94	17	
Total ...	{ Boys ... 1,112 Girls ... 303	71,644	10,784	30,564	2,841	
		473	21,166	46	3,465	

II.

AND PUPILS ATTENDING THEM AND SIMILAR INSTITUTIONS,
MARCH, 1932.*Proper.*

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
634	8	Rs. 40,394	Rs.	Rs. 30,331	Rs. 45	Rs. 70,769
...
1,323	1	45,535	.....	17,159	27	62,721
...	52	4,602	.....	3	.....	4,605
252	...	695	520	1,005	324	3,519
...
869	1	450	3,521	1,711	.....	10,529
...
4,535	57	16,996	1,500	18,780	44,567	81,863
83	386	.....	.....	.....	.....	.....
869	9	.....	.....	154	10,867	11,011
...	3	.....	.....	.....	.....	.....
7,926	57	63,676	10,550	34,409	55,865	1,60,490
82	410	4,602	.....	3	.....	4,605
...
517	4	24,992	.....	73	11	35,016
...	187	12,570	.....	.....	22	12,592
50,245	7,539	3,26,511	1,21,555	5,137	115	6,23,318
20	5,137	43,323	9,370	.....	10	52,909
30,133	8,966	2,89,748	4,64,949	3,125	5,067	7,02,179
213	14,115	1,15,069	1,92,858	533	1,493	3,09,872
11,170	1,048	16,769	30,238	1,743	53,897	1,44,667
281	4,849	9,042	10,048	15	41,910	61,015
1,043	138	.....	.....	71	12,468	13,539
4	251	.....	.....	.....	5,430	5,430
102,208	15,625	7,26,960	6,16,092	11,149	1,14,583	14,78,732
518	24,640	1,31,220	2,12,476	548	42,794	4,43,117

Class of institutions and management.	Number of special schools and classes.	Number of Muhammedan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
<i>Training and other Special Schools.</i>						
Training Institutions ...	{ Boys ...	9	80	...	16	...
	{ Girls ...	2	...	71	...	9
Other Institutions ...	{ Boys ...	45	2,216	11	1,044	1
	{ Girls ...	2	4	68	8	9
Total ...	{ Boys ...	47	2,293	11	1,060	1
	{ Girls ...	4	4	139	8	11
Grand Total ...	{ Boys ...	1,185	76,167	10,796	37,337	2,917
	{ Girls ...	303	477	21,363	136	3,387
Total ...		1,493	76,644	32,168	38,093	6,764
(b)						
Colleges ...	{ Boys ...	...	...	...	149	...
	{ Girls ...	...	...	...	...	...
<i>Secondary Schools.</i>						
Government ...	{ Boys ...	...	...	...	639	4
	{ Girls ...	...	...	...	...	...
District Local Board ...	{ Boys ...	1	159	...	421	1
	{ Girls ...	...	...	...	...	...
Municipal ...	{ Boys ...	...	...	...	626	...
	{ Girls ...	...	...	...	...	...
Aided ...	{ Boys ...	3	883	...	894	...
	{ Girls ...	...	...	...	...	36
Unaided ...	{ Boys ...	...	...	...	160	...
	{ Girls ...	...	...	...	...	...
Total ...	{ Boys ...	4	1,047	...	2,739	5
	{ Girls ...	...	...	...	...	36

Total.		Expenditure on Special Institutions.				
Boys.	Girls.	Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
95	...	29,314	1,124	.....	900	30,637
...	73	4,579	7,573	.....	.....	12,152
8,280	13	3,454	2,081	663	12,183	25,381
13	77	500	200	.....	10,166	10,866
3,556	19	32,668	3,206	663	12,439	56,018
12	150	5,072	7,778	.....	10,168	23,011
114,124	13,712	8,73,698	6,32,647	81,552	1,32,918	17,75,015
612	25,700	1,30,973	2,20,249	551	58,960	4,70,733
114,736	38,912	10,64,671	8,60,006	82,103	2,48,878	22,45,748

Sind.

149	...	.....	.....	.....	.....	.....
630	4	.....	.....	.....	.....	.....
580	1	2,145	11,819	4,127	810	18,810
626	...	.....	.....	.....	.....	.....
1,783	...	55,934	6,000	23,949	2,500	88,383
160	35	.....	.....	.....	.....	.....
2,777	5	66,070	17,819	28,075	3,019	1,00,983
...	36	.....	.....	.....	.....	.....

Class of institutions and management.	Number of special schools and classes.	Number of Muhammedan			
		In special institutions.		In other institutions.	
		Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6
<i>Primary Schools.</i>					
Government ...	{ Boys ... Girls ...	...	...	42	1
District Local Board ...	{ Boys ... Girls ...	...	...	20,515	974
Municipal ...	{ Boys ... Girls ...	...	41	...	456
Aided ...	{ Boys ... Girls ...	783	21,836	5,516	2,000
Unaided ...	{ Boys ... Girls ...	139	1,191	8,364	11
Total ...	{ Boys ... Girls ...	783	21,836	5,516	40,014
		139	1,191	8,365	11
<i>Training and other Special Schools.</i>					
Training Institutions; ...	{ Boys ... Girls ...	...	...	61	...
Other Institutions ...	{ Boys ... Girls ...	4	166	...	866
Total ...	{ Boys ... Girls ...	4	166	...	437
		...	...	...	9
Grand Total ...	{ Boys ... Girls ...	791	22,002	5,516	43,320
		139	1,191	8,365	11
Total ...		930	23,193	13,881	5,379

pupils.		Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
49	1	.....	.....	.....	.....	.....
...	48	.....	.....	.....	.....	.....
90,615	974	.....	.....	.....	.....	.....
...	497	451	998	.....	.....	677
8,857	102	.....	.....	.....	.....	.....
...	2,667	4,519	8,804	.....	.....	8,407
23,836	5,674	1,40,959	172	.....	1,09,763	3,33,914
1,182	4,329	21,954	74	.....	31,572	62,900
...
...
61,850	6,751	1,40,959	172	.....	1,09,763	3,33,914
1,182	7,539	26,318	4,104	.....	31,572	61,984
81	...	.....	.....	.....	.....	.....
...	9	.....	.....	.....	.....	.....
692	...	1,967	1,832	263	2,166	6,218
...
533	...	1,967	1,832	263	2,166	.....
...	9	.....	.....	.....	.....	.....
56,369	5,756	2,01,006	19,104	25,320	1,97,056	4,47,185
1,133	7,574	26,318	4,104	.....	31,572	61,984
67,491	14,330	2,27,324	24,017	25,320	2,32,640	6,09,100

APPENDIX III.

MAKTABS AND MULLA SCHOOLS.

(a) Presidency Proper—1931-32.

		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	49	2	89	140
	Girls ...	37	.....	18	55
2. Pupils ...	Boys ...	2,122	115	3,763	6,000
	Girls ...	2,275	11	1,396	3,682
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provin- cial or Imperial Funds.		8,888	144	.....	9,032
4. Expenditure from District Local Board Funds.		174	.....	.....	174
5. Expenditure from Munic- pal Funds.		1,286	135	.....	1,421
6. Fees ...		79	.....	.....	79
7. Other sources ...		23,446	607	.....	24,053
Total expenditure ...		88,873	886	.....	94,759.

(b) Sind.

		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	775	4	743	1,522
	Girls ...	131	.....	26	157
2. Pupils	Boys ...	27,500	157	9,700	37,357
	Girls ...	4,396	.....	980	5,376
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provin- cial or Imperial Funds.		1,60,260	1,967	.....	1,62,227
4. Expenditure from District Local Board Funds.		.....	.....	.....	.....
5. Expenditure from Munic- pal Funds.		.....	.....	.....	.....
6. Fees ...		.....	1,832	.....	1,832
7. Other sources ...		2,18,819	.....	.....	.....
Total expenditure ...		3,79,099	6,218	.....	2,21,238
					3,85,317

PATHASHALAS.

(c) *Whole Presidency—1931-32.*

	Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions { Boys	40	17	57
for { Girls
2. Pupils ... { Boys	1,772	813	2,585
{ Girls
	Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provin- cial or Imperial Funds.	8,791	... ..	8,791
4. Expenditure from District Local Board Funds.	100	.....	100
5. Expenditure from Muni- cipal Funds.	5,379	.....	5,379
6. Fees	488	.....	488
7. Other sources	34,152	.....	34,152
Total expenditure	48,905	... ..	48,905

APPENDIX

TABLE SHOWING THE EDUCATIONAL INSTITUTIONS

Bombay Presidency—

Miscellaneous.	Institutions and											
	Colleges.		High Schools.		Middle English Schools.		Middle Vernacular Schools.		Primary Schools.		Training Schools.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Institutions for Males.</i>												
1. Christian—												
British	1	987	8	1,790	3	964	...	...	225	2,692	...	...
Non-British	1	1,401	90	2,932	15	1,642	...	...	205	14,726	2	79
2. Non-Christian—												
Hindu	...	...	1	255	1	115	...	...	8	1,086	...	...
Moslem	...	...	...	...	...	...	...	...	...	...	...	...
Others	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	2,328	27	11,977	19	2,021	...	...	538	25,854	2	79
<i>Institutions for Females.</i>												
1. Christian—												
British	...	...	11	2,610	1	83	...	...	57	5,751	7	198
Non-British	...	...	15	4,802	13	2,125	...	...	45	2,049	3	99
2. Non-Christian—												
Hindu	...	...	4	712	2	79	...	...	7	1,045	2	111
Moslem	...	...	...	...	...	...	...	...	...	...	...	...
Others	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	30	8,124	16	2,901	...	...	109	9,745	12	408

IV.

MAINTAINED BY MISSIONS.

British Districts—1931-32.

Scholars.				Expenditure.					
Other Special Schools.		Total.		From Government funds.	From Board funds.	From fees.	From Mission funds.	From other sources.	Total.
Institutions.	Scholars.	Institutions.	Scholars.						
14	15	16	17	18	19	20	21	22	23
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7	217	242	12,030	1,10,703	10,334	2,22,335	1,84,741	97,338	5,55,461
8	202	249	27,933	2,38,244	21,381	5,61,549	3,82,704	94,071	12,97,949
5	150	15	1,555	3,084	6,901	2,715	12,179	4,054	32,733
1	52	1	53	1,307	325	253	600	389	3,334
...
19	622	607	42,681	4,04,933	39,441	9,23,852	5,30,224	1,22,929	12,97,017
8	409	81	9,051	1,40,241	23,274	1,43,599	1,20,679	2,025	5,02,808
9	180	78	10,159	1,44,870	10,226	2,32,214	2,00,606	4,336	5,98,712
11	451	26	2,393	19,933	2,795	15,935	68,380	5,045	1,06,104
...
...
12	1,040	185	21,608	2,54,949	23,456	4,04,630	4,44,574	15,906	12,06,094

BOMBAY PRESIDENCY.

BRITISH DISTRICTS—1931-32.

General Summary of Educational Institutions and Scholars.

		Percentage of scholars to population					
		Recognised Institutions		All Institutions			
		1931	1931	1932	1931		
Area in square miles ...	133,599						
Population—[Census of 1931]—							
Males ...	11,472,884	Males ...	8.83	9.70	9.07	9.96	
Females ...	10,330,504	Females ...	9.77	9.94	9.63	9.00	
Total ...	21,603,388	Total ...	5.96	6.49	6.11	6.67	

	Institutions.			Scholars			Stages of instruction of scholars entered in column 4.
	1932	1931	Increase or decrease	1932	1931	Increase or decrease	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS							
Universities ...	1	1	—	87	84	+ 3	(a) 87
<i>For Males</i>							
Arts Colleges ...	15	15	—	9,226	7,119	+ 2,114	(a) 9,226
Professional Colleges ...	11	11	—	2,078	2,786	+ 287	(a) 2,337
High Schools ...	221	213	+ 8	81,358	77,617	+ 3,741	(a) 81,358
Middle Schools ...	868	848	+ 20	24,404	22,901	+ 1,503	(c) 24,404
Primary Schools ...	13,096	12,166	+ 930	274,729	241,247	+ 33,482	(d) 274,729
Special Schools ...	229	267	- 38	16,388	16,938	- 600	.....
Total ...	14,040	14,106	- 66	1,109,265	1,068,726	+ 40,539	.....
<i>For Females</i>							
Arts Colleges ...	...	...	...	...	...	...	(a)
Professional Colleges ...	...	...	...	...	...	...	(b)
High Schools ...	60	62	- 2	14,449	14,354	+ 96	(c) 14,449
Middle Schools ...	40	36	+ 4	8,367	3,237	+ 110	(c) 8,367
Primary Schools ...	1,722	1,731	+ 11	169,070	164,381	+ 4,689	(d) 169,070
Special Schools ...	37	61	+ 6	2,463	2,279	+ 184	.....
Total ...	1,829	1,870	+ 19	182,369	184,264	+ 1,894	.....
UNRECOGNISED INSTITUTIONS							
<i>For Males</i> ...	1,151	1,150	+ 1	20,324	21,096	- 642	.....
<i>For Females</i> ...	79	86	- 7	3,628	2,221	+ 485	.....
Total ...	1,230	1,236	- 6	24,070	24,247	- 177	.....
Grand Total ...	17,159	17,212	- 53	1,392,633	1,327,245	+ 65,447	.....

(a) Graduate and Post-graduate classes.
(c) Secondary stage.(b) Intermediate classes.
(d) Primary stage..

BOMBAY
BRITISH DISTRICTS—
General Summary of

	Total expenditure		
	1930	1931	Increase or decrease
	1	2	3
	Rs.	Rs.	Rs.
Direction and Inspection	16,85,436	16,99,229	-13,993
Universities	8,06,686	8,51,330	-44,644
Miscellaneous *	80,16,078	32,37,683	-47,78,395
Totals	95,08,200	57,88,192	-37,19,008
<i>Dstitutions for Males</i>			
Universities	47,314	47,950	-636
Arts Colleges	30,41,305	30,57,275	-15,970
Professional Colleges	13,34,671	13,59,945	-25,274
High Schools	57,32,704	56,50,000	+82,704
Middle Schools	11,49,338	11,38,616	+10,722
Primary Schools	1,67,88,105	1,65,42,141	+2,45,964
Special Schools	15,76,651	16,89,905	-1,13,254
Totals	2,35,30,286	2,34,36,293	+93,993
<i>Institutions for Females</i>			
Arts Colleges ... .. .	.....	.....	.....
Professional Colleges ... ..	.....	.....	.....
High Schools	14,82,907	14,65,430	-17,477
Middle Schools	2,39,959	2,19,274	+20,685
Primary Schools	37,73,698	38,94,423	-1,20,725
Special Schools	3,53,558	3,48,945	+4,613
Totals	57,99,610	59,38,071	-1,38,461
Grand Total	3,99,97,896	4,02,02,565	-2,04,669

N.B.—For explanation of certain terms used in the
* Includes expenditure
† Include both District

PRESIDENCY.

1931-32.

Expenditure on Education.

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Local funds†	Fees	Other sources	Govt. funds	Local funds†	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
81.6	18.4	...	.....	.....	.....	...	.....	.....
10.1	.....	71.7	15.2	.....	.....	...	.....	.....
38.9	14.5	12.0	34.6	.....	.....	...	.....	.....
47.7	13.6	17.6	21.2	.....	.....	...	.....	.....
56.2	.....	12.8	.....	469	.....	75	.....	544
24.0	0.7	63.0	12.3	53	2	130	27	221
47.4	12.0	34.8	5.8	206	62	151	26	454
26.5	2.4	57.2	13.9	16	2	40	10	70
12.7	11.3	47.1	28.9	9	5	22	11	47
60.8	22.1	9.6	7.5	10	5	1	1	17
58.3	5.5	20.6	15.6	66	5	20	15	96
48.9	12.9	22.1	10.1	13	2	6	2	26
.....
.....
31.3	0.5	42.4	24.9	31	.....	43	26	90
29.9	1.4	22.2	45.5	21	1	17	22	71
42.5	42.2	2.2	12.0	10	9	...	2	22
42.2	5.0	9.2	36.5	71	7	12	62	144
40.8	22.0	12.7	12.0	12	9	4	6	21
47.6	12.6	20.2	12.7	15	5	6	4	31

ables please see memorandum printed separately,
 a buildings.

Board and Municipal Funds,

BOMBAY
BRITISH DISTRICTS—
I.—Classification of

	For		
	Government	District Board	Municipal Board
	1	2	3
RECOGNISED INSTITUTIONS			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	6	.....	.....
Law	1	.....	1
Medicine	1	.....	.....
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Forestry	.....	.....	.....
Veterinary Science	.....	.....	.....
Intermediate and 2nd Grade Colleges	.....	.....	.....
Total	19	.....	1
High Schools	25	2	19
Middle Schools	5	181	58
{ English	.....	.....	.....
{ Vernacular...	.....	.....	.....
Primary Schools	28	9,523	1,156
Total	58	9,656	1,228
Special Schools—			
Art	2	.....	.....
Law	.....	.....	2
Medical	3	.....	.....
Normal and Training	9	.....	1
Engineering	1	.....	.....
Technical and Industrial	5	8	4
Commercial	4	.....	.....
Agricultural	3	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	4	31	35
Other Schools	1	.....	6
Total	33	34	46
Total for Recognised Institutions	103	9,690	1,276
Unrecognised Institutions	.....	.....	1
Grand Total, all Institutions	103	9,690	1,276

* Includes no

PRESIDENCY.

1931-32.

Educational Institutions.

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	...	...	.....
7	2	15	.....	.....	.....	...	...	.....
.....	3	4	.....	.....	.....	...	...	.....
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
1	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....
.....
.....
8	5	20	.....	.....	.....	...	...	.....
151	24	231	1	.....	.....	58	1	60
110	60	368	6	.....	1	27	6	40
.....
3,321	167	13,095	5	761	548	405	12	1,732
3,491	251	13,684	19	761	549	490	10	1,539
1	.....	3	.....	.....	.....	...	...	.....
.....	.....	3	.....	.....	.....	...	...	.....
2	.....	12	.....	.....	1	19	3	21
1	.....	2	.....	.....	.....	...	...	.....
17	2	31	.....	.....	.....	12	1	13
1	28	33	.....	.....	.....	1	.....	1
.....	.....	3	.....	.....	.....	...	...	.....
3	.....	3	.....	.....	.....	...	...	.....
6	.....	6	.....	.....	.....	1	.....	1
103	9	182	.....	.....	.....	8	4	12
44	.....	51	.....	.....	.....	7	2	9
177	30	322	5	.....	1	61	10	67
2,677	295	14,040	18	761	550	531	20	1,869
.....	1,120	1,151	.....	.....	3	...	75	79
3,677	1,445	15,191	18	761	553	531	105	1,968

Oriental Colleges.

II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March list	Average daily attend-ance	Number of residents in approved hostels	Scholars on roll on March list	Average daily attend-ance	Number of residents in approved hostels	Scholars on roll on March list	Average daily attend-ance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
<i>University and Intermediate Education (a).</i>	...	...	...	...	...	...	...	...	...
Arts and Science (b) & (c).	3,523	2,074	702	...	...	...	...	...	...
Law ...	501	425	...	...	...	...	...	...	...
Medicine ...	488	450	197	...	...	...	306	255	133
Education ...	75	70	22	...	...	...	...	...	...
Engineering ...	172	155	85	...	...	...	...	...	...
Agriculture ...	231	219	137	...	...	...	...	...	...
Commerce ...	314	244	85	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Total ...	4,409	3,637	1,203	...	...	...	306	255	133
School and Special Education.									
In High Schools ...	9,035	8,309	994	415	370	131	5,398	4,969	55
.. Middle English ...	516	486	...	8,771	8,854	53	4,928	4,464	71
.. Schools (Vernacular ...	...	...	...	...	...	...	...	...	...
.. Primary Schools ...	3,366	2,766	149	623,908	466,743	601	223,794	172,046	...
Total ...	12,907	11,561	1,143	628,094	470,466	785	233,130	181,379	126
In Art Schools ...	683	511	...	...	...	...	...	...	...
.. Law Schools ...	...	...	...	...	...	...	...	...	...
.. Medical Schools ...	585	570	200	...	...	...	...	...	...
.. Normal and Training Schools ...	600	571	595	...	...	...	27	24	...
.. Engineering Schools ...	259	233	40	...	...	...	...	...	...
.. Technical and Industrial Schools ...	224	191	30	400	302	...	299	235	20
.. Commercial Schools ...	116	113	...	...	...	...	...	...	...
.. Agricultural Schools ...	85	79	49	...	...	...	...	...	...
.. Reformatory Schools ...	209	179	202	...	...	...	...	...	...
.. Schools for Defectives ...	...	...	...	...	...	...	...	...	...
.. Schools for Adults ...	56	84	...	693	454	...	956	603	...
.. Other Schools ...	116	91	53	...	...	...	342	171	...
Total ...	2,943	2,603	1,180	1,082	758	...	1,595	1,033	20
Total for recognised institutions ...	20,253	17,800	3,515	629,186	471,223	785	234,051	182,667	228
IN UNRECOGNISED INSTITUTIONS	...	...	...	...	...	...	107	23	...
Grand Total, all Institutions for Males ...	20,253	17,800	3,515	629,186	471,223	785	235,058	182,760	228

(a) Scholars reading more than one of the following
 (b) Includes 231 scholars
 (c) Includes no scholars

PRESIDENCY.

1931-32.

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
87	80	...	...	...	...	87	80	...	6
6,094	5,279	1,086	604	580	131	6,225	7,666	1,926	594
...	...	...	758	591	23	1,536	1,016	22	10
...	...	...	...	...	...	798	708	330	91
149	135	...	...	...	...	75	70	21	16
...	...	...	...	...	...	321	350	125	...
...	...	...	...	...	...	231	219	121	...
...	...	...	...	...	...	314	244	65	1
...
6,880	5,477	1,085	1,849	1,111	149	12,296	10,480	2,570	815
56,398	50,875	9,391	10,129	9,253	171	81,368	75,076	3,742	2,274
11,533	10,156	308	8,556	8,230	41	24,404	21,600	478	1,346
...
118,604	95,827	1,193	6,067	4,464	...	974,739	741,845	1,948	97,048
196,525	156,352	3,892	19,345	18,947	212	1,090,491	836,711	6,158	100,808
60	61	...	...	...	...	749	572	...	56
...
...
79	73	59	...	...	...	825	670	200	66
...	...	...	...	...	...	711	667	647	...
105	91	...	...	...	...	874	924	40	...
1,069	918	159	58	61	...	2,061	1,697	211	41
...
25	30	...	1,831	1,261	...	1,973	1,284	...	66
...	...	...	...	...	...	88	79	49	...
...	...	...	...	...	...	620	610	820	...
418	431	418	...	...	...	938	194	142	23
238	191	142	...	...	...	5,811	4,910	...	104
4,723	3,420	...	832	809	...	2,197	1,742	126	64
1,639	1,431	133	...	...	...	...	...	...	...
6,549	6,748	897	2,279	1,611	...	16,368	12,750	2,026	489
901,404	168,538	6,874	22,466	19,669	361	1,109,265	856,941	10,823	102,165
...	...	...	30,277	24,766	57	30,384	24,869	57	2,074
901,404	168,538	6,874	53,743	44,434	418	1,139,649	881,790	10,880	105,789

subjects should be entered under only one head, also reading Law in Oriental College.

BOMBAY
BRITISH DISTRICTS—
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
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	86	75	1	...	...	...	...	...	...
.. Middle Schools { English ...	402	418	...	...	...	...	63	52	...
.. Middle Schools { Vernacular ...	...	...	...	...	...	...	...	...	...
.. Primary Schools ...	1,065	893	30	47,871	34,634	...	85,428	62,100	...
Total ...	1,663	1,386	31	47,871	34,634	...	85,491	62,152	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
.. Normal and Training Schools ...	170	160	147	...	...	...	37	36	...
.. Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
.. Commercial Schools ...	...	...	...	...	...	...	...	...	...
.. Schools for Defectives ...	...	...	...	...	...	...	...	...	...
.. Schools for Adults ...	...	...	...	...	...	...	...	...	...
.. Other Schools ...	...	...	...	...	...	...	...	...	...
Total ...	179	160	147	...	...	...	37	36	...
Total for recognised institutions ...	1,842	1,546	178	47,871	34,634	...	85,528	62,188	...
IN UNRECOGNISED INSTITUTIONS ...	...	...	...	...	...	...	383	318	...
Grand Total, all Institutions for Females ...	1,842	1,546	178	47,871	34,634	...	86,910	62,506	...
Grand Total, all Institutions, Males and Females ...	32,100	18,346	3,693	677,057	505,856	755	330,363	245,366	298

(a) Scholars reading more than one of the following
(b) Includes no scholars

PRESIDENCY.

1931-32.

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 10
Scholars on roll on March list	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March list	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
...
...
...
14,918	12,648	1,048	130	129	...	14,440	12,859	1,049	1,177
2,250	1,966	292	558	473	...	3,267	2,906	292	523
...
33,850	28,186	675	845	610	...	166,079	194,422	706	4,102
50,322	40,799	2,015	1,548	1,311	...	186,965	140,182	2,045	5,801
...
554	510	815	33	41	10	908	747	479	...
704	522	121	140	89	...	844	610	121	92
35	29	6	...	...	...	35	29	6	...
40	34	40	...	...	...	40	34	40	20
271	247	49	223	113	...	594	480	49	...
107	30	4	40	32	...	147	128	4	10
1,751	1,438	535	496	268	10	2,463	1,908	599	121
52,073	42,237	3,450	2,044	1,479	10	160,359	148,064	2,622	5,267
...	...	...	3,304	2,504	...	3,786	2,912	...	816
52,073	42,237	3,450	5,348	4,073	10	198,044	144,996	2,622	5,748
963,477	210,820	1,594	59,661	48,507	426	1,222,663	1,026,796	14,518	...

subjects should be entered under only one head. .
in Oriental Colleges.

BRITISH DISTRICTS—

III-A.—Expenditure on

Expenditure on Buildings includes Rs. 1,64,970 spent by the Public Works Department on educational buildings.

Rs.

“Miscellaneous” includes the following main items:—

(1) Scholarships	...	...	...	7,49,478
(2) Hostel Charges	...	...	...	6,77,835
(3) Dakshina Grants and Fellowships	...	...	...	29,418
(4) Travelling allowances to Non-official Members of School Book Committees	...	...	...	1,176
(5) Committee of Direction for Technical Education	...	...	...	15,776

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	.....	.....	.....	.....	.....	.....
Arts Colleges	3,13,374	.....	.....	3,80,538	1,33,195	8,97,307
Professional Colleges—						
Law	.....	.....	.....	51,965	.....	51,965
Medicine	3,00,232	.....	.....	1,14,442	11,101	3,25,825
Education	70,394	.....	.....	2,445	10	72,849
Engineering	1,68,845	.....	.....	35,150	1,409	2,05,204
Agriculture	1,49,003	.....	.....	21,550	.....	1,70,553
Commerce	11,075	.....	.....	53,058	20,499	80,632
Forestry	.....	.....	.....	.....	.....	.....
Veterinary Science	.....	.....	.....	.....	.....	.....
Intermediate Colleges	.....	.....	.....	.....	.....	.....
Total	9,12,973	.....	.....	6,64,243	1,66,214	17,43,435
SCHOOL EDUCATION						
General						
High Schools	5,71,824	.....	.....	4,02,807	808	9,75,029
Middle Schools—						
English	38,313	.....	.....	13,400	12	46,814
Vernacular	.....	.....	.....	.....	.....	.....
Primary Schools	94,000	.....	.....	1,840	11	96,060
Total	6,98,645	.....	.....	4,18,987	921	11,17,908

PRESIDENCY.

1931-32.

Education for Males.

	Rs.
(6) Grants for the Encouragement of Literature	24,844
(7) Examination Charges	59,043
(8) Hulla Magazines	1,138
(9) Grant to the Boy Scouts' Association	25,000

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
						1,23,000	
						1,70,492	875
		1,49,351	66,806	18,101	2,38,648		
						21,760	4,950
		1,49,351	66,806	18,101	2,38,648	3,31,928	4,785
64,806	14,019	83,240	1,82,697	8,891	3,58,586	3,58,586	10,480
51,065	20,930	96,848	1,56,585	11,406	3,54,808	1,30,751	4,413
96,18,736	15,97,519	31,18,813	2,15,497	2,18,209	1,47,98,753	4,92,501	13,451
97,80,490	15,12,477	32,96,501	5,64,719	2,33,486	1,54,37,083	14,76,158	1,384

BOMBAY
BRITISH DISTRICTS—
III-A.—Expenditure on

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

Total ...

	Aided Institutions—contd.				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
UNIVERSITY AND INTER-MEDIATE EDUCATION—contd.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	6,09,000	1,23,000	8,54,000	...	...	...
Arts Colleges ...	14,340	8,31,768	90,471	11,22,446	74,250	17,302	91,552
Professional Colleges—							
Law ...	...	...	...	...	86,631	8,423	95,054
Medicine ...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...
Engineering ...	6,900	28,550	22,181	94,541	...	...	...
Agriculture ...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...
Intermediate Colleges...	...	...	...	...	...	...	...
Total ...	21,240	14,89,318	2,44,652	20,71,087	1,60,821	25,725	1,86,606
SCHOOL EDUCATION							
General							
High Schools ...	31,704	21,74,637	6,16,421	37,16,918	5,15,100	1,71,061	6,87,171
Middle Schools—							
English ...	10,815	2,08,680	1,71,072	6,14,681	72,942	80,258	1,63,900
Vernacular ...	...	...	...	...	...	...	...
Primary Schools ...	1,68,831	2,24,552	9,62,283	18,23,785	1,225	72,078	73,604
Total ...	2,09,140	26,97,969	17,42,725	61,61,257	5,29,658	2,24,317	9,13,975

PRESIDENCY.

1931-32.

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.
1,83,871	.....	.....	.....	84	1,83,955
11,23,128	1,41,402	1,36,662	.....	36	14,00,280
3,85,313	1,77,256	92,169	7,948	3,02,137	7,64,843
8,62,769	1,31,516	31,739	9,28,165	4,32,007	16,06,236
23,33,574	4,40,174	2,60,627	9,35,104	7,34,984	38,04,763
1,32,000	.....	.....	8,00,000	1,23,000	8,54,000
4,90,066	875	14,340	12,86,566	2,49,068	20,41,866
.....	.....	.....	1,88,000	8,421	1,47,019
2,00,282	.....	1,40,361	1,80,748	24,252	5,54,073
70,394	.....	.....	2,445	10	72,849
9,01,405	4,250	6,900	63,700	23,500	2,00,846
1,49,003	.....	.....	21,000	.....	1,70,653
11,075	.....	.....	58,052	30,400	80,639
.....
.....
.....
15,44,225	4,625	1,70,591	23,00,753	4,49,782	49,30,976
15,19,560	94,440	1,14,944	32,75,581	7,08,121	57,32,704
9,15,028	25,352	1,04,603	5,41,547	2,62,748	11,49,338
.....
1,01,70,625	15,21,010	32,65,424	4,43,506	2,47,531	1,67,38,100
1,19,05,813	16,40,811	36,06,041	42,60,583	23,08,400	2,36,30,147

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 ...	90,349	.....	.....	21,349	1,084	1,12,782
Law Schools ...	.....	.....	.....	.....	.....	.....
Medical Schools ...	1,33,718	.....	.....	34,490	606	1,69,018
Normal and Training Schools.	2,06,498	.....	3,480	.....	4,689	2,14,667
Engineering Schools ..	38,697	.....	.....	11,000	245	50,092
Technical and Industrial Schools.	32,866	.....	.....	2,460	4,218	39,544
Commercial Schools ...	1,313	.....	.....	10,231	1,617	13,261
Agricultural Schools ...	24,043	.....	.....	.....	.....	24,043
Reformatory Schools ...	46,210	.....	.....	.....	1,949	48,159
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	347	.....	.....	.....	.....	347
Other Schools ...	62,408	.....	.....	14,680	.....	77,088
Total ...	6,36,449	.....	3,480	94,960	14,567	7,48,846
Grand Total ...	23,48,067	.....	3,480	11,76,845	1,81,693	26,10,064

PRESIDENCY.

1931-32.

Education for 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.
.....	.....	.....	.....	.....	.....	1,120	.....
.....
.....
.....	.....	1,061	310	.....	1,971	5,942	.....
.....	.....	.....	.....	.....	.....	2,340	375
23,335	20,049	20,967	5,565	8,197	78,033	1,38,998	1,900
.....
.....
.....	.....	.....	.....	.....	.....	60,292	.....
.....	.....	.....	.....	.....	.....	14,293	.....
4,326	1,564	2,711	.....	436	15,957	11,478	.....
1,337	.....	4,868	.....	.....	6,906	11,023	100
28,798	21,633	28,627	5,966	8,633	1,01,566	2,54,146	1,975
97,59,397	16,84,110	34,81,870	6,96,890	2,55,260	1,57,57,436	20,61,568	34,684

BOMBAY
BRITISH DISTRICTS—
III-A.—Expenditure on

	Aided Institutions— <i>conold.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<i>Special—contd.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	...	113	2,453	2,566	...	...	...
Law Schools ...	...	.....	.....	.....	...	...	...
Medical Schools ...	...	.....	.....	.....	...	...	...
Normal and Training Schools.	...	.....	13,075	13,075	...	...	...
Engineering Schools .	...	5,051	.....	5,051	...	...	...
Technical and Industrial Schools.	10,651	1,01,008	58,183	1,69,842	2,708	2,181	4,889
Commercial Schools .	250	1,408	808	2,466	98,558	15,359	1,11,957
Agricultural Schools .	...	.....	.....	.....	...	...	...
Reformatory Schools .	1,915	1,848	23,070	26,833	...	...	...
Schools for Defectives.	8,200	585	30,449	40,234	...	...	...
Schools for Adults ...	3,686	9,376	89,358	1,02,420	478	8,377	8,855
Other Schools ...	2,578	2,245	40,868	45,691	...	...	...
Total ...	22,880	1,23,333	2,04,224	2,50,437	1,01,774	18,917	1,20,691
Grand Total ...	2,52,750	42,90,023	21,08,602	28,28,182	8,62,313	3,68,959	12,21,273

PRESIDENCY.

1931-32.

Education for Males—concl'd.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
93	98	94	95	96	97
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
91,469	.....	.....	91,461	5,497	1,16,427
.....
1,33,718	.....	.....	34,490	806	1,69,018
2,11,740	.....	4,541	810	17,764	2,34,855
40,037	375	.....	17,141	245	58,698
1,95,030	21,249	81,638	1,12,681	67,729	4,38,976
1,313	.....	250	1,10,969	15,784	1,27,636
24,043	.....	.....	.....	.....	24,043
1,15,502	.....	1,915	1,848	26,919	1,45,184
14,823	.....	3,300	365	30,440	48,927
16,061	1,584	13,397	9,849	48,171	84,062
74,768	100	7,546	16,025	40,968	1,40,807
9,19,393	23,808	62,487	3,25,332	2,46,331	15,76,851
1,64,02,504	21,08,918	29,98,746	71,92,772	87,28,797	3,34,21,737

BOMBAY

BRITISH DISTRICTS—

III-B—Expenditure on

Expenditure on Buildings includes Rs. 8,030 spent by the Public Works Department
 "Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships	50,201
(2) Hostel charges	3,28,446
(3) Examination charges	4,554
(4) Grant to Girl Guides Association	4,000

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION						
<i>General</i>						
High Schools ...	18,382	.....	.....	967	1	19,350
Middle Schools—						
English ...	42,929	.....	.....	4,482	4	47,415
Primary Schools	42,808	.....	.....	.....	22	42,830
Total ...	1,09,569	.....	.....	5,459	27	1,09,065
<i>Special</i>						
Medical Schools ...	.....	.....	.....	.....	.....	.....
Normal and Training Schools.	1,04,408	.....	1,304	.....	2,342	1,08,054
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Defectives.	.....	.....	.....	.....	.....	.....
Schools for Adults	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
Total ...	1,04,408	.....	1,304	.....	2,342	1,08,054
Grand Total for Females.	2,07,977	.....	1,304	5,459	2,369	2,17,119
Grand Total for Males.	22,48,067	.....	3,480	11,78,845	1,81,692	36,10,064
Grand Total for all.	24,56,044	.....	4,784	11,82,314	1,84,061	38,27,203

PRESIDENCY.

1931-32.

Education for Females.

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	4,30,038	300
990	.....	919	.....	.....	1,900	28,497	900
14,39,894	1,36,715	13,74,558	4,068	23,123	29,63,519	1,74,541	1,293
14,30,124	1,36,715	13,75,472	4,068	23,123	29,69,521	6,91,066	1,793
.....
.....	.....	7,573	.....	.....	7,573	80,467	.....
.....	.....	.....	.....	.....	.....	11,457	.....
.....	.....	.....	.....	.....	.....	2,171	.....
.....	.....	.....	.....	.....	.....	1,580	.....
.....	.....	.....	.....	.....	.....	2,730	.....
.....	.....	.....	.....	.....	.....	1,365	.....
.....	.....	7,573	.....	.....	7,573	69,500	.....
14,30,124	1,36,715	13,82,045	4,068	23,123	29,77,004	7,01,915	1,793
97,09,997	16,84,110	34,81,979	6,95,990	2,55,960	1,57,57,436	20,61,566	34,634
1,11,89,431	17,70,826	48,64,924	6,30,978	2,73,883	1,87,34,530	27,63,482	36,427

BOMBAY
BRITISH DISTRICTS—
III-B—Expenditure on

Inspection ...

Buildings, etc. ...

Miscellaneous ...

Total ...

	Aided Institutions—contd.				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
SCHOOL EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>General</i>							
High Schools ...	6,340	6,12,000	3,57,000	14,04,674	8,213	...	8,213
Middle Schools—							
English ...	9,197	43,160	76,697	1,50,741	8,075	32,513	40,588
Primary Schools	81,535	78,215	4,15,738	7,51,384	...	11,872	11,872
Total ...	90,073	7,33,556	8,49,601	23,06,729	16,288	44,385	60,673
<i>Special</i>							
Medical Schools ...	.....	.....	.....	.....	...	.....	.....
Normal and Training Schools	8,319	9,480	51,100	1,17,859	1,156	6,603	7,849
Technical and Industrial Schools	1,497	11,766	43,290	67,999	...	207	207
Commercial Schools	.....	4,174	308	6,648	...	.....	.....
Schools for Defectives	1,000	.....	2,844	5,324	...	.....	.....
Schools for Adults	.....	1,443	9,490	13,663	1,139	5,161	6,280
Other Schools ...	.....	3,078	4,559	9,008	148	3,261	3,394
Total ...	8,609	29,941	1,11,535	2,30,195	2,438	15,302	17,730
Grand Total for Females.	98,832	7,63,307	9,61,096	25,36,924	18,716	59,687	78,403
Grand Total for Males.	2,59,760	42,90,690	21,06,503	85,38,162	8,62,313	8,66,969	12,21,972
Grand Total for all	3,51,642	50,53,027	31,69,699	1,18,65,176	8,71,029	4,26,646	12,99,675

PRESIDENCY.

1931-32.

Education for Females—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.
89,878	8,477	28,197	.....	.....	1,31,669
12,803	8,764	1,046	747	1,79,704	1,97,508
1,12,667	8,683	5,523	1,26,368	1,38,206	3,87,436
2,14,847	10,824	35,766	1,27,115	3,17,990	7,06,551
4,47,360	800	6,340	6,21,300	3,57,007	14,23,907
71,716	900	3,118	65,707	1,00,214	2,39,653
16,46,883	1,88,008	14,56,080	82,804	4,80,814	27,73,898
21,55,769	1,88,608	14,56,645	7,59,211	9,17,085	34,46,068
1,54,875	.....	15,130	10,686	80,136	2,40,826
11,437	.....	1,497	11,766	48,506	68,206
2,171	.....	.....	4,174	803	6,548
1,680	.....	1,000	.....	9,944	5,594
2,780	.....	.....	2,573	14,641	19,943
1,365	.....	.....	3,231	7,810	12,306
1,74,258	.....	17,686	82,360	1,39,890	3,03,593
25,54,864	7,40,832	15,18,097	9,18,826	13,54,975	65,06,161
1,64,02,504	91,08,919	39,98,746	71,82,773	87,96,707	3,54,81,737
1,89,87,868	92,58,250	55,17,743	81,01,407	60,98,070	3,09,97,808

BOMBAY.

BRITISH DISTRICTS—
IV-A.—Race or Creed of Male Scholars

	Europeans and Anglo- Indians	Indian Christians	Hia			
			Advanced	Inter- mediate	Backward†	
			1	2	3a	3b	3c
Total, Male Population ...	25,333	149,315	978,888	5,608,849	2,030,436	
School Education						
Classes						
Primary	† I	669	7,604	35,730	181,057	48,001
	II	256	3,335	24,175	72,623	20,470
	III	247	2,785	23,363	67,041	16,421
	IV	231	2,487	21,458	54,333	11,319
	V	215	2,078	20,684	47,979	8,308
Middle	VI	184	1,404	18,527	26,084	4,062
	VII	163	1,093	14,046	16,496	2,543
	VIII	142	981	14,020	15,502	2,193
High	IX	102	469	7,402	2,558	269
	X	110	205	6,436	2,027	226
	XI	.....	173	5,427	1,566	176
	XII	2	184	6,098	1,699	138
	Total ...	2,331	23,908	197,666	438,765	114,146
University and Intermediate Education.						
Intermediate classes—						
	1st year	10	123	2,348	355	43
	2nd year	9	82	1,431	171	27
Degree classes—						
	1st year	4	48	760	118	19
	2nd year	4	34	730	106	11
	3rd year	.....	.....	.....	.....	.....
Post-graduate classes—						
	1st year	1	12	256	16	6
	2nd year	.....	6	170	10	.....
	Research students	.....	19	56	6	.....
	Total ...	98	394	5,769	756	99
	No. of scholars in recognised institu- tions.	2,359	23,232	203,435	439,521	114,245
	No. of scholars in unrecognised institu- tions.	1	344	4,779	5,396	1,506
	Grand Total ...	2,860	23,476	208,204	444,917	115,751

* Statistics of scholars belonging to Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Lingayats	62,753	2,317	223
(2) Marathas	128,375	8,448	246

PRESIDENCY.

1931-32.

receiving General Education.

Aug.*	Moham- madsans	Buddhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas
Total							
3	4	5	6	7	8	9	10
8,607,872	2,447,447	1,627	46,166	13,076	182,348	11,479,884	.....
314,788	62,618	5	1,012	286	5,143	299,323	196,113
117,268	31,365	9	671	134	9,914	156,745	108,720
106,826	24,462	9	779	138	2,913	138,159	93,169
87,110	19,183	5	734	117	9,541	113,400	72,530
76,971	15,192	.....	696	56	2,397	97,993	61,992
48,993	9,541	.....	753	63	2,040	62,973	34,715
33,085	5,965	.....	708	49	1,411	43,535	21,612
31,515	4,922	.....	698	40	1,307	39,005	18,987
10,229	1,463	.....	735	18	672	13,078	4,700
5,689	1,092	.....	657	19	458	11,920	4,340
7,169	876	.....	635	7	376	9,330	1,876
7,935	829	.....	540	14	316	9,019	1,654
750,677	177,403	14	8,768	930	92,403	985,424	618,554
2,726	240	.....	320	5	146	3,678	787
1,639	140	.....	177	5	126	2,160	416
895	73	.....	73	1	51	1,135	230
856	74	.....	70	.....	40	1,078	209
.....
278	28	.....	15	.....	7	342	62
160	9	.....	6	.....	5	206	25
80	4	.....	17	.....	1	107	1
6,514	577	.....	679	12	375	6,690	1,678
757,191	178,070	14	9,447	942	22,778	994,023	620,252
9,151	17,232	.....	190	16	762	27,656	15,199
786,372	195,302	14	9,637	958	23,540	1,021,699	635,244

* The following are included under heading "Backward Hindus":—

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (untouchables), and
- (3) The rest.

: Class I represents infant class.

IV-B.—Race or Creed of Female Scholars

		Europeans and Anglo- Indians	Indian Christians	Hin	
				Advanced	Inter- mediate
		1	2	3a	3b
Total Female Population		15,477	194,779	842,079	5,219,584
School Education					
Classes					
Primary	I & II	768	4,796	31,097	42,466
	III	313	1,932	15,770	15,594
	IV	301	1,659	12,916	11,332
	V	288	1,315	10,636	7,648
		315	1,022	7,773	4,558
Middle	VI	236	932	4,727	3,002
	VII	211	842	3,506	1,165
	VIII	201	261	1,189	147
High	IX	120	224	637	58
	X	92	97	599	43
	XI	.....	58	479	37
	XII	.....	47	477	21
		9	47	477	21
Total		2,864	12,216	91,061	85,571
University and Intermediate Education.					
Intermediate classes—					
	1st year	4	38	167	6
	2nd year	6	26	93	3
Degree classes—					
	1st year	.....	7	53	1
	2nd year	1	12	38	.....
	3rd year	.....	.....	.....	.....
Post-graduate classes—					
	1st year	.....	6	6	.....
	2nd year	.....	4	5	.....
Research students					
		.....	.....	4	.....
Total		11	95	366	10
No. of scholars in recognised institutions.		2,975	12,311	91,419	85,581
No. of scholars in unrecognised institutions.		.....	115	966	415
Grand Total		2,975	12,426	92,385	85,996

* Statistics of scholars belonging to Lingayat and Maratha Communities included under Hindus are as under:—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Lingayats	15,259	36	.....
(2) Marathas	21,123	214	4

PRESIDENCY.

1931-32.

receiving General Education.

dus*		Mnham- madans	Sud- dhists	Paris	Sikhs	Others	Total	Number of pupils from rural areas.
Back- ward†	Total							
Rs	Rs	4	5	6	7	8	9	10
1,985,872	8,010,485	1,966,612	474	43,033	7,307	161,844	10,330,504	.....
10,975	84,533	80,943	3	1,123	186	3,732	126,465	60,109
3,323	34,687	10,116	...	789	51	1,786	49,674	23,349
2,334	29,073	5,949	...	767	43	1,470	36,320	16,917
1,316	19,800	3,765	...	831	34	1,084	26,827	10,704
772	13,103	1,912	...	757	16	731	17,657	6,240
225	6,954	669	...	636	7	436	9,259	2,756
121	4,794	311	...	596	2	233	6,925	1,832
14	1,843	47	...	421	1	60	2,363	171
3	943	89	...	414	1	43	1,708	70
1	643	19	...	369	3	27	1,173	42
1	517	11	...	242	1	18	847	30
.....	498	8	...	239	.....	19	813	26
19,075	126,697	58,063	3	7,174	245	6,660	261,062	122,278
1	174	3	...	72	.....	8	262	6
.....	96	1	...	50	1	6	168	4
.....	54	2	...	21	.....	7	101	2
.....	38	.....	.....	15	.....	6	71	2
.....
.....	8	.....	.....	8	.....	.....	22	.....
.....	5	.....	.....	8	.....	.....	17	.....
.....	4	.....	.....	1	.....	1	6	.....
1	379	6	.....	165	1	27	704	14
19,075	126,075	53,069	3	7,359	247	6,622	262,666	122,292
394	1,675	4,308	.....	55	30	271	6,444	2,420
19,370	127,751	57,377	3	7,414	267	6,897	269,110	124,712

* The following are included under heading "Backward Hindus" :-

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (untouchables), and
- (3) The rest.

† Class I represents infant class.

BOMBAY

BRITISH DISTRICTS—

V-A.—Race or Creed of Male Scholars

	Europeans and Anglo- Indians	Indian Christians	Hindus	
			Advanced	Inter- mediate
			1	2	3a	3b
<i>School Education.</i>				
Art Schools	2	81	879	116
Law Schools ... ..	.....	.....	.....	.....
Medical Schools ... ..	.....	9	480	40
Normal and Training Schools... ..	.....	88	159	236
Engineering Schools	4	16	296	17
Technical and Industrial Schools	4	351	737	518
Commercial Schools... ..	88	149	1,008	165
Agricultural Schools... ..	.....	.....	11	68
Reformatory Schools ... ..	.....	24	79	901
Schools for Defectives	2	38	99	44
Schools for Adults ... ..	.....	97	870	1,908
Other Schools	1	.....	1,559	198
Total ...	46	778	6,487	2,806
<i>University and Intermediate Education.</i>				
Law	1	46	860	139
Medicine ... ..	.....	87	457	19
Education ... ..	.....	8	50	4
Engineering	1	8	203	82
Agriculture ... ..	.....	8	121	68
Commerce ... ..	.....	10	183	14
Forestry ... ..	.....	.....	.....	.....
Veterinary Science ... ..	.....	.....	.....	.....
Total ...	2	142	1,974	276
Grand Total ...	48	920	7,461	3,082

* The following are included under Hindus:—

(1) Lingayats	12
(2) Marathas	126

PRESIDENCY.

1931-32.

receiving Vocational and Special Education.

Hindus*		Muham- madans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas
†Back- ward	Total	4	5	6	7	8	9	10
3c	3							
52	547	57	2	25	.....	12	687	61
.....
4	474	21	.....	3	4	16	527	159
62	457	157	.....	.....	.....	9	711	605
.....	813	8	.....	16	12	5	374	26
126	1,381	169	.....	142	4	61	2,102	318
47	1,220	136	.....	205	24	39	1,906	21
3	82	1	.....	.....	.....	5	86	84
72	352	222	.....	2	1	3	630	54
2	145	22	.....	12	.....	15	222	79
1,262	3,626	2,932	.....	19	13	30	6,527	707
25	1,822	220	.....	.....	1	9	2,122	499
2,245	10,478	3,251	2	525	59	208	16,087	2,642
12	1,112	75	.....	42	1	44	1,329	456
1	477	60	.....	49	5	45	738	321
2	56	5	.....	1	.....	.....	65	.....
4	236	23	.....	27	2	11	221	22
3	192	16	.....	7	2	5	231	52
.....	197	16	1	61	.....	22	212	52
.....
.....
22	2,279	206	1	172	10	144	2,982	240
2,274	12,767	4,157	2	702	69	247	18,669	2,892

† The following are included under the heading "Backward Hindus" :-

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes (untouchables), and
- (3) The rest.

BOMBAY
BRITISH DISTRICTS—

V-B.—Race or Creed of Female Scholars

	Europeans and Anglo- Indians	Indian Chris- tians	Hindus*			
			Advanced	Inter- mediate	‡ Back- ward	Total
	1	2	3 (a)	3 (b)	3 (c)	3
<i>School Education.</i>						
Art Schools	5	11	25	...	2	27
Medical Schools ... ..	.....	5	42	10	...	52
Normal and Training Schools	55	258	245	91	12	349
Technical and Industrial Schools.	.....	139	446	90	13	549
Commercial Schools	54	18	.....	...	...	...
Agricultural Schools ... ..	.....	...	.....	...	...	...
Schools for Defectives	1	19	17	8	...	20
Schools for Adults... ..	.....	9	353	36	146	634
Other Schools ... ..	.....	...	116	9	...	125
Total	115	439	1,344	238	174	1,656
<i>University and Intermediate Education.</i>						
Law ... ..	.....	..	2	...	...	2
Medicine ... ..	.....	13	43	6	...	49
Education	1	1	5	...	...	6
Commerce ... ..	.....	1	.....	...	...	...
Total	1	20	51	6	...	57
Grand Total	116	479	1,395	244	174	1,713

* The following are included under "Hindus"—

(1) Lingayats	379
(2) Marathas	1,323

PRESIDENCY.

1931-32.

receiving Vocational and Special Education.

Muhammadans	Buddhists	Parais	Sikhs	Others	Total	No. of Pupils from rural areas.
4	5	6	7	8	9	10
		13			55	
				1	59	19
89		43		16	808	940
49		12	2	49	793	15
		90		9	101	
1		2			43	14
8		191		6	748	134
36		49			212	6
171		390	2	81	2,314	430
		8			10	
2		15		6	90	30
		1		1	10	
					1	
2		34		7	111	30
173		354	2	88	2,026	460

† The following are included under the heading "Backward Hindus":—

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

BOMBAY

BRITISH DISTRICTS—

VI-A—Men

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Mairic or School Final	Passed Middle School	Passed Primary School	Lower qualifica- tions
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	93	.....
Local Board and Municipal	.....	1	.....	14,490	.....
Aided ... ..	.....	.....	.....	590	.....
Unaided ... ..	.....	.....	.....	15	.....
Total ... ..	.....	1	.....	15,188	.....
<i>Middle Schools</i>					
Government	14	2	.....	1	.....
Local Board and Municipal	4	6	3	4	9
Aided	17	17	1	17	14
Unaided	1	4	1	6	.....
Total	36	29	5	28	16
<i>High Schools</i>					
Government	285	24	.....	6	14
Local Board and Municipal	36	8	2	8	10
Aided	178	112	18	77	42
Unaided	25	6	1	6	5
Total	524	150	21	96	71
Grand Total	660	180	26	15,312	87

PRESIDENCY.

1931-32.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand total of teachers
Possessing a degree		Possessing no degree				
Certified 6	Uncertified 7	Certified 8	Uncertified 9			
10	11	12				
		1	27	68	28	191
		845	12,198	14,491	13,143	27,634
6	16	12	3,732	590	3,772	4,362
	14		235	15	249	264
6	80	952	16,128	15,180	17,192	32,372
1	3	3	4	17	11	28
12	45	57	276	19	390	409
17	120	65	377	65	572	637
5	88	11	166	12	220	232
25	206	126	222	114	1,200	1,314
11	55	21	36	220	127	347
40	64	22	122	64	206	270
246	822	231	1,102	427	2,462	2,889
71	140	19	212	42	443	485
262	1,122	304	1,422	262	2,827	3,089
409	1,292	1,292	12,514	12,165	21,710	33,875

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degrees	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	46	.....
Local Board and Municipal ... ..	.....	.....	.....	2,012	.....
Aided	1	.....	1	684	.....
Unaided ... ..	.....	.....	.....	23	.....
Total	1	.....	1	2,617	.....
<i>Middle Schools</i>					
Government	10	1	.....	4	.....
Local Board and Municipal ... ..	.....	.....	.....	.....	.....
Aided	6	53	.....	6	23
Unaided ... ..	.....	19	.....	1	.....
Total	16	73	.....	11	23
<i>High Schools</i>					
Government	2	.....	.....	.....	.....
Local Board and Municipal ... ..	.....	.....	.....	.....	.....
Aided	65	283	16	14	41
Unaided	4	7	.....	1	2
Total	61	290	16	15	43
Grand Total	77	369	17	2,643	66

PRESIDENCY.

1931-32.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		Possessing no degree				
Certifi- cated 6	Uncertifi- cated 7	Certifi- cated 8	Uncertificated 9			
			10	48	10	58
		8	1,580	2,018	1,588	3,606
8	9	1	786	536	798	1,334
			19	23	19	43
8	9	9	2,394	2,619	2,416	5,034
3		1	3	16	7	23
			2		2	2
1	9	9	117	87	136	223
1			36	90	30	56
5	11	10	168	192	184	376
	9	4		2	6	8
13	87	16	343	409	459	868
2	7	3	23	14	40	54
16	96	22	371	425	506	930
22	116	42	2,922	3,166	3,104	6,270

BOMBAY
BRITISH DISTRICTS—
VII.—European

Total, European and Anglo-Indian population, ...		(Males ... 25,233 Females ... 15,477)	Total ... 40,710		
		Institu- tions	Scholars on roll on March 31st	Number of females in institu- tions for males and vice-versa	Number of Non-Euro- peans on rolls
		1	2	3	4
<i>Institutions for Males</i>					
Arts Colleges	...	.....	.....	.....	.....
Training Colleges	...	.....	.....	.....	.....
High Schools	...	7	1,516	140	321
Middle Schools	...	10	684	308	103
Primary Schools	...	.....	.....	.....	.....
Training Schools	...	.....	.....	.....	.....
Technical and Industrial Schools	...	.....	.....	.....	.....
Commercial Schools	...	.....	.....	.....	.....
Other Schools	...	.....	.....	.....	.....
Total	...	17	2,310	448	424
<i>Institutions for Females</i>					
Arts Colleges	...	.....	.....	.....	.....
Training Colleges	...	.....	.....	.....	.....
High Schools	...	13	2,876	416	762
Middle Schools	...	4	274	103	50
Primary Schools	...	.....	.....	.....	.....
Training Schools	...	2	61	.....	11
Technical and Industrial Schools	...	.....	.....	.....	.....
Commercial Schools	...	1	35	.....	3
Other Schools	...	.....	.....	.....	.....
Total	...	20	3,246	519	835
Grand Total for Institutions	...	37	5,556	967	1,259

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

"Miscellaneous" includes the following main items:—

	Rs.
(1) Hostel (Boarding) charges	3,51,141
(2) Scholarships and Free grants	22,034
(3) Examination charges	764
Total	3,73,939

BOMBAY
BRITISH DISTRICTS—
VIII.—*Examination*

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
DEGREE EXAMINATIONS						
<i>Arts and Science</i>						
D.Litt. ... ..	...	...	...	...	...	...
Ph.D. ... ..	...	...	...	...	...	...
D.Sc. ... ..	...	...	...	...	...	...
M.A.	90	9	99	65	4	69
M.Sc.	34	...	34	28	...	28
B.A. (Honours)	349	16	365	303	11	313
B.Sc. (Honours) ... ..	...	...	...	...	...	...
B.A. (Pass)	350	313	672	235	137	362
B.Sc. (Pass)	313	69	382	242	36	277
<i>Law</i>						
Master of Law	6	6	12	1	2	3
Bachelor of Law	379	...	379	333	...	333
<i>Medicine</i>						
M.D.	14	...	14	6	...	6
M.B., B. S.	357	...	357	140	...	140
M.C.P. & S. (Bombay) ... ..	...	...	...	...	...	...
M.S.	14	...	14	...	...	...
M. Obstetrics ... ..	...	...	...	...	...	...
B.Hy.	11	...	11	4	...	4
D.Hy.	1	...	1	1	...	1
D.O.	4	...	4	2	...	2
<i>Engineering</i>						
Master of E. E. ... ..	...	1	1	...	1	1
Bachelor of C. E.	185	...	185	89	...	89
Bachelor of M. E.	12	...	12	9	...	9
<i>Education</i>						
B.T.	95	...	95	63	...	63
<i>Commerce</i>						
Master of Commerce	2	...	2	2	...	2
Bachelor of Commerce	195	...	195	75	...	75
<i>Agriculture</i>						
Master of Agriculture	2	...	2	2	...	2
Bachelor of Agriculture	32	...	32	53	...	53

* * * s.e. Appearing from

PRESIDENCY.

1931-32.

Results.

FEMALES					
Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
16		16	7		7
39	1	40	33	1	37
93	15	87	16	6	22
5	1	6	4	1	5
3		3	1		1
1		1	1		1
31		31	8		8
19		19	13		13
3		3	1		1

* recognised institution.

Examinations	MALBS					
	Number of Examinees			Number Passed		
	Public* 1	Private 2	Total 3	Public* 4	Private 5	Total 6
INTERMEDIATE EXAMINATIONS						
Intermediate in Arts	1,053	394	1,447	638	228	866
Intermediate in Science	938	144	1,082	553	92	645
Certificate in Teaching (S.T.C.)	264	...	264	100	...	100
Intermediate in Commerce	172	...	172	69	...	69
Intermediate in Agriculture	79	...	79	55	...	55
Veterinary Examination (G.B.V.C.)	28	...	28	21	...	21
SCHOOL EXAMINATIONS						
<i>(a) On completion of High School Course</i>						
Matriculation Examination	9,793	1,426	11,219	3,907	394	4,091
Cambridge School Certificate	88	...	88	51	...	51
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior	128	...	128	50	...	50
Anglo-Vernacular Middle	12,142	...	12,142	9,876	...	9,876
Vernacular Middle (Final)	15,307	3,317	18,624	7,187	453	7,640
<i>(c) On completion of Primary Course</i>						
Upper Primary	14,864	2,223	17,087	8,058	331	8,389
Lower Primary	79,141	...	79,141	56,634	...	56,634
<i>(d) On completion of Vocational Course</i>						
For Teacher's Certificates--						
Vernacular, Higher	725	82	807	642	44	686
Vernacular, Lower ... ..	...	...	...	...	...	...
At Art Schools	22	...	22	16	...	16
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools (L.C.P.S.)	360	...	360	105	...	105
At Engineering Schools	151	...	151	127	...	127
At Technical and Industrial Schools	127	...	127	97	...	97
At Commercial Schools	718	76	794	228	30	258
At Agricultural Schools ... ..	...	...	...	...	...	...
At other Schools ... ..	...	...	...	...	...	...

* i.e., Appearing from

FEMALES

Number of Examinees			Number Passed		
Public* 7	Private 8	Total 9	Public* 10	Private 11	Total 12
131	7	138	86	5	91
43	2	45	26	.....	26
74	.....	74	53	.....	53
.....
.....
.....
707	44	751	361	14	375
116	.....	116	69	.....	69
134	.....	134	76	.....	76
1,641	.....	1,641	1,331	.....	1,331
2,624	333	2,957	1,336	63	1,403
1,665	160	1,731	749	41	790
11,941	.....	11,941	8,315	.....	8,315
338	33	361	240	23	263
.....
.....
.....
39	.....	39	11	.....	11
.....
.....
14	.....	14	7	.....	7
.....
.....

* recognized institution.

BRITISH DISTRICTS—

IX—Statistics of Educational

Types of Institutions. 1	No. of Institutions and Scholars.							
	Government.		District Board.		Private.*		Total.	
	Institu- tions.	Scho- lars.	Institu- tions.	Scho- lars.	Institu- tions.	Scho- lars.	Institu- tions.	Scholars.
	2	3	4	5	6	7	8	9
I. RECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ...	1	201	...	...	1	580	2	581
Professional Colleges ...	1	231	...	...	...	...	1	231
High Schools ...	...	...	1	243	13	2,023	14	2,265
Middle Schools ...	...	...	114	3,068	75	4,674	190	7,742
Primary Schools ...	5	273	2,200	502,531	1,363	66,151	11,166	602,255
Training Schools ...	8	572	...	...	2	79	10	651
Agricultural Schools ...	2	63	...	...	...	...	2	63
Schools for adults ...	...	...	28	502	34	1,060	62	1,671
Other Schools ...	1	13	...	...	9	308	10	411
Total ...	18	1,943	2,442	606,744	1,997	74,775	11,457	692,860
<i>For Females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...	...
High Schools ...	...	...	...	...	2	209	2	209
Middle Schools ...	...	...	...	...	1	35	1	35
Primary Schools ...	...	...	662	44,585	174	7,215	836	51,300
Training Schools ...	3	130	...	...	5	237	8	367
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults ...	...	...	...	...	1	30	1	30
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	8	130	662	44,585	163	7,718	848	52,431
Grand Total for all Recognized Institutions.	21	1,473	10,104	651,329	2,160	82,493	12,305	735,291
II. UNRECOGNIZED INSTITUTIONS.								
For Males ...	...	...	...	...	...	...	915	16,168
For Females ...	...	...	...	...	...	...	41	1,894
Total ...	...	...	...	...	...	...	956	17,542
Grand Total for all Institutions ...	...	...	...	...	...	...	13,261	752,833

* Aided and unaided.

PRESIDENCY.

1931-32.

Institutions in Rural Areas.

Expenditure on Institutions.				Number of Teachers.			
From Gov- ernment Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Govern- ment schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
96,319	.....	99,461	1,89,810	13	.....	19	37
1,49,009	.....	21,650	1,70,658	31	.....	.....	31
57,048	9,280	1,59,851	2,26,179	.....	10	136	146
48,457	34,825	2,15,768	2,99,040	.....	119	230	449
79,29,831	22,99,377	8,21,611	1,10,48,819	14	19,068	2,329	21,471
2,08,040	5,656	20,362	2,34,057	56	.....	16	71
17,731	.....	.....	17,731	8	.....	.....	8
1,794	2,853	4,681	9,328	.....	38	36	64
4,011	100	2,572	12,683	9	.....	25	37
85,06,264	23,52,060	19,46,946	1,22,03,900	126	19,226	2,948	21,294
.....
92,341	.....	56,330	68,621	.....	.....	25	25
968	.....	2,234	3,902	.....	.....	7	7
5,23,069	1,68,947	68,929	8,40,966	.....	1,229	360	1,635
76,734	1,409	31,640	1,09,783	25	.....	46	71
.....
.....	.....	129	129	.....	.....	1	1
.....
7,23,133	1,59,756	1,29,212	10,12,100	25	1,229	3-5	1,630
92,28,196	25,11,846	14,75,158	1,39,15,400	151	20,454	3,328	23,933

Explanatory Notes :-

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

BOMBAY

BRITISH DISTRICTS—

X—Scholars by Classes

Class.	Primary.				Middle.				High.		
	Ages.	*I	II	III	IV	V	VI	VII	VIII	IX	X
Below 5	...	17,176	250	4	3	...	...	...	...	...	...
5 to 6	...	80,792	10,827	613	60	...	1	...	...	...	...
6 to 7	...	109,630	28,535	8,757	1,230	58	1	...	...	...	...
7 to 8	...	98,491	43,336	20,376	8,784	256	83	3	1	1	...
8 to 9	...	59,104	49,800	35,021	17,639	6,533	1,501	73	1	5	...
9 to 10	...	32,248	34,344	40,239	26,584	12,103	3,909	1,144	483	349	2
10 to 11	...	15,441	19,973	31,353	30,823	21,706	8,337	2,420	771	55	2
11 to 12	...	5,842	10,868	20,533	24,694	25,716	13,683	6,270	1,455	253	75
12 to 13	...	2,199	4,323	10,745	14,370	20,488	14,951	8,629	3,254	626	204
13 to 14	...	965	1,816	5,058	8,448	13,083	11,636	9,937	5,565	1,633	533
14 to 15	...	386	774	2,127	4,066	8,125	8,511	8,706	7,793	2,786	1,569
15 to 16	...	177	306	304	1,776	3,876	5,115	6,165	7,997	2,333	2,539
16 to 17	...	85	137	301	690	1,740	2,800	3,661	6,133	2,713	2,741
17 to 18	...	76	49	69	328	632	1,315	2,051	4,278	1,933	2,156
18 to 19	...	62	40	44	108	274	551	966	2,437	1,013	1,399
19 to 20	...	68	23	35	47	103	245	347	1,162	486	712
over 20	...	37	25	20	41	87	123	263	620	311	463
Total	...	417,783	206,419	176,419	139,257	115,450	72,637	49,530	41,968	15,475	12,433

* Class I represents Infant Class.

N.B.—The figures entered in this table relate to the last year of the quinquennium.

PRESIDENCY.

1931-32.

and Ages (Quinquennial).

XI	XII	Total.	Intermediate.			Degree.		Post Graduate.		Total.	Grand Total.
			1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	7th year.		
...	...	17,433	...	...	...	...	...	...	...	17,433
...	...	62,293	...	...	...	...	...	...	...	62,293
...	...	148,261	...	...	...	...	...	...	...	148,261
...	...	166,931	...	...	...	...	...	...	...	166,931
...	...	169,777	...	...	...	...	...	...	...	169,777
...	...	170,394	...	...	...	...	...	...	...	170,394
1	...	130,793	...	...	...	...	...	...	...	130,793
3	3	108,125	...	...	...	...	...	...	...	108,125
73	9	80,981	...	...	...	...	...	...	...	80,981
187	28	59,092	...	...	...	...	...	...	...	59,092
536	187	45,546	...	...	...	...	...	...	...	45,546
1,303	575	33,946	83	3	...	...	...	...	86	34,032
2,329	1,268	24,496	357	47	2	...	...	...	406	24,902
2,316	2,032	17,114	631	179	15	2	...	...	627	17,741
1,566	1,054	10,824	617	404	62	15	...	...	1,318	11,642
958	1,835	6,031	916	543	214	06	...	6	1,776	7,807	
985	2,841	5,829	1,073	1,181	933	1,036	...	402	286	4,901	
10,077	10,732	1,267,886	3,977	2,357	1,236	1,149	...	408	286	9,313	1,276,699

Administration Report.

Quinquennial Report on Public
Instruction in the Bombay
Presidency for the years
1927-1932.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution No. P. 36.

Bombay Castle, 7th August 1933.

RESOLUTION OF GOVERNMENT.

There were a number of notable events in the history of Education in the Bombay Presidency during the Quinquennium 1927-1932. The Bombay University Act, 1928, was enacted. Committees were appointed to consider and report on (a) the reorganisation of Primary and Secondary School Courses with a view to their proper co-ordination and the introduction of vocational and industrial training in Primary and Secondary schools, (b) the question of physical training of pupils in these schools, and (c) the educational, economic and social conditions of the depressed classes and the aboriginal tribes in the Presidency and measures required for their uplift. Certain special institutions were opened for higher and secondary education among the Muhammadans and the higher educational services were reorganised. The normal conduct and progress of education was subject in places to disturbance arising out of political unrest.

2. The Bombay University Act of 1928 has profoundly modified the constitution of the University. The Act was based on the recommendations of the University Reforms Committee of 1924, the main purpose of which was the reconstitution of the University so as to enable it to provide greater facilities for higher education and to conduct post-graduate teaching and research in all branches of learning, including technology, while continuing to exercise due control over the teaching given by colleges affiliated to it from time to time. As stated by the Director of Public Instruction the chief provisions of the Act extend the elective principle in the composition of the various authorities of the University and entrust the technical part of the work to the Academic Council, composed entirely of persons connected directly with education. Another important provision of the Act imposes a statutory obligation upon Government to make an annual contribution of Rs. 1,17,000 to the University from provincial revenues. The first Syndicate was constituted in the beginning of 1930. Experience during the short period in which the Act has been in operation has revealed certain defects

which have been remedied by minor amendments of the Act. It is yet too early to judge whether the new constitution will answer the expectations with which it was created or whether further revision of its underlying principles will be required. The matter is receiving the attention of Government and the authorities of the University.

Government are glad to note that during the period under review the University was free from financial embarrassment. They hope that the University authorities while continuing to exercise a vigilant watch over their finances, will be in a position before long to utilise their surplus revenue in schemes of expansion, particularly in the field of post-graduate teaching. They are pleased to note that the efforts of the University in the direction of initiating post-graduate teaching in chemical technology have, with the co-operation of the Principal of the Royal Institute of Science, proved successful and that plans are now ready for putting the scheme into operation in the near future.

The University authorities are now considering the question of constituting a statutory Board for the control of the Matriculation Examination. Since the nature of the Matriculation Examination largely determines the courses in secondary schools, Government are closely concerned in all questions relating to its scope or control. The subject is at present under discussion between Government and the University, and it is hoped that it will be possible to arrive at a system, which will safeguard the interests of high school boys who do not proceed to the University course, while satisfying the requirements of the University in respect of those who do.

Another important sphere in which the University has shown interest is the encouragement of physical training of students in affiliated colleges. A Director of Physical Training has been appointed to guide and conduct University activities in this direction, and it is hoped that he may be able to achieve useful results in due course.

3. The total number of students in Arts Colleges rose by 32.1 per cent. The increase of women students from 380 in 1926-27 to 698 in 1931-32 is significant of the progress made by women in higher education. The number of Arts Colleges affiliated to the University rose from 18 to 19, and of professional colleges in British districts from 10 to 11 during the quinquennium.

An important event of the quinquennium is the opening of a new Government Arts College, viz., the Ismail College at Andheri, near Bombay. The college owes its existence to the munificent donation of Sir Muhammad Yusuf Ismail. Government decided to open and maintain this college at a considerable cost to provincial revenues during a period of great financial stringency in the hope that it may prove a centre of Islamic culture and learning in Western India and will receive adequate support from the Muhammadan public.

The desirability of maintaining Government Arts Colleges from public revenues has often been questioned mainly from the financial aspect. The question has recently been thoroughly considered again in connection

with the report of the Reorganisation Committee who recommended that Government should declare it to be their policy to close down all their Arts Colleges within a given time, varying according to the particular circumstances of each case, and to give grants-in-aid to approved bodies coming forward to take them over. Government however have not accepted the view of the Committee that if public opinion demands a lowering of standards of education, they must necessarily acquiesce. On the contrary they have decided that in this matter it is incumbent on them to lead public opinion, and not to commit themselves on purely financial grounds to a policy which would, in their opinion, result in a deterioration of educational standards, and in a diminution in the facilities for higher education which are at present available. The Committee estimated that if all the students in the five Government Arts Colleges were educated in aided colleges, Government would secure an immediate saving of about 3 lakhs of rupees, which, as revised rates of pay are introduced, would fall gradually to 1 lakh. Government considered that this saving was not sufficient to justify their embarking on a policy, which will not, in their opinion, be in the best interest of education in the Presidency.

Government have also considered the possibility of making their arts colleges self-supporting by increasing the fees, but have come to the same conclusion as the Committee that in most cases this is impracticable. At the same time, Government felt that it was essential to reduce their direct expenditure on higher education in some way and have accordingly come to the conclusion that in view of the comparatively small number of students and the high cost of maintenance, the closure of the Deccan College was less open to objection than that of any other Arts College. They have, therefore, decided to close it at the end of the academic year 1933-34.

4. The innovations in the methods of instruction at the Sydenham College of Commerce and Economics, Bombay, and the efforts made by the authorities to secure facilities for practical training in business referred to in the report are developments on the right lines. The facilities for training in actuarial science provided in the college by the appointment of a specialist professor have opened up a new field of employment for students and it is gratifying to learn that they take full advantage of this opportunity and on finishing the prescribed course of study usually find no difficulty in obtaining good positions.

It is also satisfactory to note that the College of Engineering at Poona which was provided with better equipped laboratories and workshops during the quinquennium under review has been making steady progress. Last year a scheme for the teaching of the Degree Course in Electrical Engineering was sanctioned by Government, which will meet a long felt want.

5. The most important innovation in connection with the Sir J. J. School of Art during the period under review was the decision to make the Principal of the School a Head of a Department independent of the Director of Public Instruction, and working directly under Government.

Another notable event was the recognition of the School by the R. I. B. A. for its Associateship Examination. Besides being of advantage to students, such a recognition of the School will tend to raise the standard of the School of Architecture to that of the recognised schools in other parts of the British Empire. The Reorganisation Committee has recommended the closure of the School on financial grounds unless the Government of India are prepared to take over and maintain it as a Central Institution for the whole of India, and this proposal is under consideration.

6. One of the most important changes in the administrative machinery of the Educational Department during the quinquennium under review was the introduction of a scheme for reorganisation of educational services in the Presidency. The educational services as now reconstituted will fall into the following groups :—

- (1) The Indian Educational Service.
- (2) The Bombay Educational Service, Class I.
- (3) The Bombay Educational Service, Class II.
- (4) The Subordinate Educational Service.

These services again are divided into collegiate and administrative branches. It is intended that the Bombay Educational Service, Class I, should gradually replace the officers of the Indian Educational Service as they retire. The pay of these new provincial services which will be entirely under the control of the local Government have been fixed on a scale which will result in considerable savings to Government in due course.

7. In their Resolution on the report of the last quinquennium Government observed that the Bombay Primary Education Act of 1923 had been found to be defective in several respects and that the amendment of the Act, so as to make its terms more consonant with present day conditions, had been under consideration for some time. The comprehensive report of the Hartog Committee has thrown a flood of light on the whole question. The stage has now been reached when a draft amending Bill has been prepared and is being considered by Government. They hope also to be in a position shortly to issue orders on the important recommendations which the Primary and Secondary Education Committee have made regarding school courses and the introduction of subjects of a vocational character.

At the end of the last quinquennium there were four District Local Boards in the Northern Division which had refused to take over control of primary schools under the Primary Education Act of 1923. Out of these the District Local Boards of Surat and Broach reconsidered their attitude and agreed to assume control of primary education in their Districts. The District Local Board of Kaira has also recently taken over control. The only Board which is still maintaining its attitude of non-co-operation is, therefore, the District Local Board of Ahmedabad. Government trust that this Board also will follow the example of the others and put an end to a position which is having an adverse effect on the progress of primary education generally in the District.

Government regret that the period under review has been of great difficulty on account of continued financial stringency. They were unable to devote more funds for the furtherance of primary education and had even to impose cuts in the grants payable to local authorities. Government have, however, noted with satisfaction the loyal co-operation rendered by the majority of local authorities in these difficult times by taking drastic measures of retrenchment and they hope that it will not be long before conditions improve and make it possible for them to grant additional funds for primary education.

8. Government are pleased to note that the ever increasing demand for secondary education shows no signs of flagging. The total number of secondary schools for boys and girls of all kinds increased from 529 to 689 and the number of pupils in them from 1,00,296 to 1,23,578. The increasing demand for a knowledge of English is much in evidence among the Intermediate and the Backward Classes, and the Muhammadans. Owing to continued financial stringency Government have unfortunately not been in a position adequately to increase their assistance to aided institutions under the Grant-in-aid Code and they note with regret that there is a large number of secondary schools which the Department is unable on this account to add to the list of aided schools. In the course of the review on the last quinquennial report Government observed that in order to give a lead to aided institutions to take steps to increase their financial resources Government contemplated the raising of fees in their High Schools. After full consideration of this question, they have decided not to take any action in this direction at present.

The Reorganisation Committee appointed by Government recommended *inter alia* that the process of withdrawal from the management of secondary schools should be accelerated and that Government should declare a policy of abolition of their Anglo-vernacular schools as quickly as possible. After careful consideration of this suggestion Government have accepted the general principle that Government secondary schools should be transferred to private agency as soon as they are satisfied that a body is available to take over responsibility whose constitution and financial resources, assisted by such grant-in-aid as may be admissible, are such as to ensure that the transferred school will be maintained in a state of efficiency. They have also decided that any saving effected by such transfers should primarily be utilised for righting the position under the Grant-in-aid Code.

9. Government note with satisfaction the continued successful working of the Secondary Training College at Bombay which they regard as a pivotal institution in the system of secondary education. They hope that the scheme of reorganisation approved by them will considerably enhance its utility. They realise the necessity of increasing the number of trained teachers in secondary schools in order to improve the quality of teaching generally and have accordingly asked the Director of Public Instruction to submit proposals in this matter for their consideration as soon as there is a definite improvement in the financial situation.

10. It is gratifying to note that there has been remarkable progress in the education of girls during the quinquennium and that the institutions for girls increased from 1,761 to 1,968 and the number of girls under instruction increased from 222,859 to 292,035. The public are waking up to the fact that social advancement cannot be achieved on a sound basis unless women participate fully and the subject is now receiving increased attention on all hands.

11. The statistics furnished in the Report show that the number of Muhammadan pupils under instruction in all classes of institutions increased by 23·6 per cent. during the quinquennium as against 16·0 per cent. in the case of all communities. The figures of literacy in the Presidency excluding Sind however show that while the Muhammadans are decidedly in advance of the Intermediate and the Backward Class Hindus and their percentage much higher than the percentage for all communities or for Hindus as a whole they are still behind the Advanced Hindus. The literacy figure which is 10·4 per cent. continues to be unsatisfactory when compared with that for the advanced classes of Hindus which is 18·0. Muhammadans are now taking to higher education far more freely than was formerly the case and there is a marked increase in the number of successful students both in the collegiate and secondary institutions. Although the increase in the number of Muhammadan girls in secondary schools and colleges is encouraging, the statistics given in the Report emphasise the fact that the Muhammadans continue to be very far behind the other communities in this respect. Government are pleased to notice that there has been a marked increase in the number of Muhammadan pupils in Sind and that advantage is being taken of the special facilities afforded by them in the shape of scholarships, etc., for the encouragement of higher education. They trust that the leaders of the Muhammadans in Sind will do all in their power to encourage literacy especially among Muhammadan girls.

12. Government observe from the Report that there has been an increase of 17 and 10 per cent. respectively during this quinquennium in the number of pupils of the Intermediate and Backward classes of Hindus in colleges, secondary and primary schools, but regret that a decrease has been recorded so far as training institutions and other special schools are concerned. The decrease in the case of Training Schools is due to the restriction in admissions, while that under other special schools is due to the closure of some such schools by Local Authorities as a measure of retrenchment. The various measures taken by Government during the quinquennium to safeguard the interests of the backward classes as a result of the recommendations of the Depressed Classes and Aboriginal Tribes Committee will, it is hoped, ensure a steady improvement in the condition of these classes and the next quinquennium should show marked progress in their literacy. In order to protect the depressed classes especially in villages, where invidious distinctions between pupils of these and other communities are still being observed, Government have laid it down explicitly that all the pupils should sit together in classes regardless of caste distinctions and that separate seating arrangements for pupils of the depressed classes or others will not be allowed.

13. Government have on other occasions laid down their policy regarding the maintenance of discipline in schools and colleges in times of political unrest and do not propose to dwell further on the subject. Broadly their attitude is that they will not tolerate the interruption of the normal education courses for reasons entirely unconnected with education and will take all possible measures to maintain discipline. They consider that agitators who attempt to seduce students from their proper studies during the formative years of their life and to infect them with a spirit of indiscipline and disaffection are doing a grave disservice to their country. The vast majority of teachers have done their best to counteract such pernicious propaganda, and to them the gratitude of the public is due. At present education is proceeding normally, undisturbed by extraneous influences, and Government trust that all parents as well as the public generally will co-operate with them in maintaining this position.

14. The most noticeable feature of the education of Europeans and Anglo-Indians is the increase in the number of pupils appearing for the Cambridge Local Junior and School Certificate examinations and in the number of passes secured in these examinations. The Governor in Council also notices with satisfaction the increase in the number of trained and qualified teachers and the decrease of untrained teachers employed by European Schools. The process of amalgamating the existing European schools with the object of securing greater economy and improved efficiency which was a marked feature of the last quinquennium was not continued during the quinquennium under review. The Governor in Council is, however, pleased to notice that it was possible to secure greater economy in the working of the schools owing to the increase in the number of pupils attending them. In spite of the increase in the number of scholars the total expenditure on European Education decreased from Rs. 15,03,131 to Rs. 13,76,168 during the quinquennium. Another noticeable feature of the report is that the number of Indians attending the European schools increased considerably during the quinquennium thus showing that European schools are becoming increasingly popular with non-European communities.

15. The Governor in Council is pleased to note the great advance which has been made in the treatment of juvenile delinquents and destitute children. The principle that children need reclamation rather than punishment was recognised in 1924 when the Children Act was passed. But this Act did not come into effect until 1927 when the Children's Aid Society was formed and the Remand Home and Juvenile Court at Umarkhadi were instituted. Since then the value of the Act has been fully demonstrated in Bombay City and the Children's Aid Society has a gratifying record of achievement. The principle was further extended in 1929 by the passing of the Borstal Act and the Institution of the Borstal School, Dharwar, in 1931, the results of which are encouraging.

16. The thanks of Government are due both to Mr. R. H. Beckett, C.I.E., I.E.S., Director of Public Instruction and to Mr. W. Grieve, I.E.S.,

recently acting Director of Public Instruction who have co-operated in producing a most interesting and exhaustive review of the progress of education during the years 1927-32.

By order of the Governor in Council
and of the Government of Bombay
(Transferred Departments),

R. B. EWBANK,
Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, Northern Division,
The Commissioner, Central Division,
The Commissioner, Southern Division,
The Director of Public Instruction,
The Director, Sir J. J. School of Art, Bombay,
The Surgeon-General with the Government of Bombay,
All Collectors, including the Collectors in Sind and the Deputy
Commissioner, Upper Sind Frontier,
The Director of Agriculture,
The Director of Industries,
The Compiler, General Administration Report,
The Superintendent, Government Printing and Stationery,
The Manager, Government Central Press, Bombay,
The Revenue Department,
The General Department,
The Home Department,
The Finance Department (with a copy of the Report),
The Public Works Department,
The Director of Information (with spare copies for the Editors of
Newspapers),
The Oriental Translator to Government,
The Secretary, Legislative Council (for the Reading Room for the
members of the Legislative Council),
The Under Secretary of State for India.