

Contents.

Reports of Bombay Government.

1. Selected Papers read at the Divisional Conferences, 1896. pp. 1-46.
T1p2318, M96 C6
2. Report: Bombay Veterinary College for 1905-1906. pp. 47- 54.
T9(λ).23N D6
3. Statement showing the several heads of business conducted by Government in Educational Department. pp. 55- 60.
T.23,d:1 E8
4. Grant-in-aid Code for European Schools, Bombay. 1918. pp. 61- 74.
T9(γ75):867.231 f8
5. Education of Muhammadan Community. 1917. pp. 75- 85.
T9(α6).231-NIT E7
6. Progress of Education during the years 1917-18 to 1921-22. pp. 86- 88.
T.23N f2

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31481 -

GIRLS' PRIMARY SCHOOLS.

- (1) PAPER BY Miss MARY SORABJI, ASSISTANT, FEMALE TRAINING COLLEGE, POONA.
- (2) PAPER BY Mrs. F. L. McAFEE, LADY SUPERINTENDENT, FEMALE TRAINING COLLEGE, AHMEDABAD.

**Accompaniments to Government Resolution, Educational Department, no. 1143
dated the 30th April 1917.**

APPENDIX A.

List of the measures recommended by the Committee on Muhammadan Education for the presidency proper which entail extra expenditure and which have been approved by Government.

Serial no.	Paragraph of report.	Description of measure recommended and approved.	Estimated cost.	
			Non-recurring.	Recurring.
			Rs.	Rs.
1	5	Grant of more liberal encouragement to <i>maktabs</i> adopting a secular course.	....	5,000
2	11	Grant of special allowances to Urdu teachers.	....	30,370
3	12	Establishment of central Urdu schools.	96,400	48,000
4	26	(i) Grant of two additional middle school scholarships of Rs. 3 per mensem each, for each of the 19 districts of the presidency proper tenable for three years. (ii) Grant of three additional high school scholarships of Rs. 5 per mensem each, for each of the 19 districts of the presidency proper tenable for four years. (iii) Grant of two scholarships of Rs. 20 per mensem each, in each division of the presidency proper tenable at an Arts college for four years.)	....	4,104
			....	13,680
			....	5,760
5	27	Entertainment of an Urdu teacher in each Government secondary school.	....	15,600
6	39	Prizes, scholarships, etc., for girls ..	....	6,000
7	40	Deputation of Persian teachers to Lucknow and other places in Upper India for a course of training.	750 for each teacher.	....
8	41	Grants for the encouragement of Urdu literature.	....	1,000

APPENDIX B.

List of the measures recommended by the Committee on Muhamnadan Education for the presidency proper which have been referred to the Director of Public Instruction for further consideration and report.

Serial no.	Paragraph of report.	Description of measure.	Estimated cost.	
			Non-recurring.	Recurring.
			Rs.	Rs.
1	13	Establishment of a training college for Urdu teachers.	1,00,000	15,000
2	14	Establishment of a normal class for training Urdu teachers for Bombay City.	The charge will fall on the Bombay Municipal Corporation.	
3	18	Entertainment of a European Inspector of Urdu Schools.	Not known.	14,000
4	19	(i) Entertainment of a Special Deputy Educational Inspector for Urdu Schools in the Northern Division.	Not known.	5,000
		(ii) Raising the Urdu Assistant Deputy in Bombay City to the rank of a Deputy Educational Inspector.	....	900
5	22	(i) Establishment of an Anglo-Urdu middle school in each district of the presidency proper.	50,000 (per each school)	6,000
		(ii) Establishment of two Anglo-Urdu High Schools (with hostels) in the Southern and Northern Divisions, respectively.	3,00,000	32,000
6	23	Conversion of the Poona Camp School into an Anglo-Urdu High School.	1,50,000	4,000 to 5,000
7	38	(i) Establishment of middle schools for girls with "pardah" arrangements in large Muhamnadan centres.	Not known.	8,000 (per school).
		(ii) Establishment of separate "pardah" normal schools in order to increase the supply of competent women teachers.	Not known.	10,000 (per school).

No. 7488, dated the 31st August 1914.

From—The Hon'ble Mr. W. H. Sharp, M.A., Director of Public Instruction;

To—The Secretary to Government, Educational Department.

I have the honour to submit the report of the Committee appointed by Government Resolution, Educational Department, No. 1788, dated the 29th June 1913, on the subject of Mahomedan education, with two minutes appended. The report could not be signed by Mr. Lory as he is not in India, but his minute of the 17th April is attached also; with reference to this it must be explained that paragraph 15 originally recommended enhanced stipends for Mahomedans on account of their more costly style of living.

2. I also attach a rough estimate of the cost of some of the proposals, prepared in my office. Circumstances did not permit of this being discussed by the full Committee, and therefore it was decided not to incorporate it in the report.

L Edl 194—5

Report of the Committee appointed by Government Resolution no. 1788, Educational Department, dated June 23rd, 1913, to report on the measures to be taken for the promotion of education among the Mahomedan community of the Presidency proper.

The Committee has held several meetings in Poona or Bombay, and during the course of its deliberations two of the members, Khan Saheb Pathan and Mr. Sayani, have died. Mr. Lory has proceeded on leave out of India, but his minute attached to the draft report last April is appended to this report. The Presidency Moslem League, the Provincial Mahomedan Educational Conference Committee, and the Anjuman-i-Islam of Bombay were invited to communicate their views or suggestions.

2. The proceedings at Poona were opened by the Hon'ble Mr. Claude Hill, C.S.I., C.I.E., I.C.S., who urged the Committee to consider not merely the interests of the resuscitation of Urdu, but the best and most vital interests of the Mahomedan community in this Presidency.

3. Since the Committee began its deliberations, Government have sanctioned experimentally a set of pure Urdu standards for use in Urdu schools, the local vernacular being added as an optional second language.

4. The order of the Committee's recommendations follows generally the order of the suggestions conveyed in the letter of the Government of India, dated the 8rd April, 1913, a copy of which accompanied the Government Resolution constituting the Committee.

5. The Committee is of opinion that more liberal encouragement should be given to *maktabs* to adopt a secular course, and that the co-operation of local Mahomedan committees or associations should be invited. The example of the Mulla Code of Sind (a copy of which is attached for ready reference) may be followed.

6. The Committee is in favour of the experiment already initiated by Government of having all teaching in Urdu schools given through the medium of Urdu, the vernacular of the district being also taught to those who wish to study it. The Committee thinks that this should apply to the whole Presidency, the different Urdu standards being started simultaneously.

7. The Committee is advised that adequate text-books in Urdu exist, and that all the subjects can be taught through this medium at once, except the geography of the province for which special translations may be required.

8. The Committee recommends that when a candidate at the Vernacular Final Examination offers the local vernacular as an optional subject and passes in it his certificate should show this. The Committee is further of opinion that during the transitional period (*i.e.*, until the new Urdu course has established itself), Mahomedan candidates should be allowed to offer Urdu as an optional at the examination, as in the past.

9. The Committee is advised that for semi-secular *maktabs* the Himayat-i-Islam text-book series of Lahore is better suited than the Punjab series.

10. The Committee recommends that the Mahomedan members of the vernacular text-book committees, and the Mahomedan deputy educational inspectors, in consultation with the Hon'ble Moulvi Rafiuddin Ahmad, should scrutinize the vernacular readers with a view to suggesting any lessons of particular interest to Mahomedans which might be included in them; an equal amount of matter being pointed out at the same time to be omitted from them, as the length of each book cannot be increased.

11. The Committee has considered the two proposals referred to it by Government Resolution No. 1974 (Educational Department), dated the 9th July, 1913. The first proposal was that, owing to the dearth of qualified Mahomedan teachers in the Urdu schools of the Kolaba and Ratnagiri Districts, the profession should be made more attractive by giving a special allowance of Rs. 5 to all qualified Mahomedan teachers, whether trained or untrained, coming from other districts, and also to local teachers (if qualified) in receipt of less than Rs. 20. The Committee begs to endorse this proposal and recommends that it be extended to all districts where there is any difficulty in obtaining an adequate supply of Mahomedan teachers.

12. The second proposal was that the local supply of qualified Mahomedan teachers in Kolaba and Ratnagiri should be increased by opening a central school in each district, with stipends attached to it, for the purpose of specially preparing promising students for the Vernacular Final Examination. The Committee begs to endorse this proposal also, and recommends that similar arrangements should be made in other parts of the Presidency also, as has already been done in the Broach District.

13. The Committee is of opinion that a training college should be established for Urdu teachers, and located preferably in the Central Division. At the same time qualified Mahomedans should not be excluded from holding posts in the existing vernacular training colleges. The Committee is of opinion that any Urdu training college, or any special Urdu training class such as the one recently opened experimentally at Ahmedabad, should be open to candidates from any part of the Presidency.

14. The Committee considers it desirable that the Corporation of Bombay should maintain a normal class for the training of Urdu teachers according to the special requirements of that city.

15. The Committee recommends that liberal stipends should be allowed to Mahomedans as an encouragement to come forward to be trained.

16. The Committee is of opinion that in making admissions to the training colleges Mahomedans should be allowed a representation proportionate to their percentage of the total population of the area served by the particular college; and that all Mahomedans who pass the Vernacular Final Examination should be eligible for admission without undergoing any further test.

17. It is understood that already there are always Mahomedan representatives on the examining boards of the various training colleges. The Committee is of opinion that one-fourth of the examiners should always be Mahomedans; and that members of the college staff other than the Principal should be excluded from the examining board, whether for admission or for certificates.

18. With respect to the inspecting agency the Committee is of opinion that it might be advantageous to have a special inspector of Urdu schools for the Presidency; with a special deputy for each division and also one for Bombay City; and that this inspector might for the present preferably be a European. This provision, however, should not be regarded as interfering in any way with the selection of suitable Mahomedans for appointment in the ordinary course as deputies or assistant deputies of districts.

19. Even without the inspector the Committee is of opinion that there might be a special Mahomedan deputy for the Northern Division, as there is already for the Central and Southern Divisions, respectively, on the understanding that the special officer will advise the Educational Inspector of the Division as to the education of Mahomedan in general, and not only as to Urdu schools. The Committee is further of opinion that the Urdu Assistant Deputy in Bombay should be raised to the status of a deputy, because he originally was a deputy, and because his department is now as large as the Gujarati one which has a deputy.

20. The Committee recommends that Mahomedan orphans attending primary or secondary schools should be aided with special grants (say, of Rs. 6 per mensem), just as orphans of the domiciled community are.

21. It has been suggested that the number of Mahomedan boys proceeding from primary to secondary schools might be greatly increased if provision were made for attaching a qualified teacher of English to the 5th, 6th and 7th standards of full Urdu schools.

22. Those who have received their primary education through the medium of Urdu will naturally be at a disadvantage on joining a secondary school in which the lower classes and the subsidiary subjects are taught through the medium of the local vernacular. The Committee therefore recommends that facilities should be given for the creation of at least one Anglo-Urdu middle school in each district, and at least one Anglo-Urdu full secondary school (with a hostel) in each division.

23. The Committee is of opinion that as a beginning the Poona Camp Government school should be raised to the status of an Anglo-Urdu high school, the Gujarati side being also continued if necessary, but the two sides being kept distinct, as the Marathi and Gujarati sides are in the Elphinstone high and middle schools.

24. As complaints are sometimes received that Mahomedans find it difficult to gain admission to Government secondary schools, the Committee recommends that the experiment be tried of reserving places for Mahomedans at the beginning of each term in accordance with their proportion of the total population of the district; the date of commencement being duly notified in the local press, and all vacancies remaining being filled up after the lapse of a fortnight.

25. In Government secondary schools free studentships may be awarded up to a limit of ten per cent. of the sanctioned maximum strength of the school, one-half being awarded to advanced communities and one-half being reserved for Mahomedans and other backward communities. The Committee would like to see the percentage reserved for Mahomedans alone raised to five.

26. In view of the expected extension of secondary education among Mahomedans, the Committee recommends—

that the number of middle school scholarships reserved for Mahomedans be doubled, and the number of high school scholarships quadrupled;

that two scholarships of Rs. 20 per mensem, tenable at an arts college for four years, be awarded for each division on the results of the matriculation to poor and deserving Mahomedan candidates; and

that at least three scholarships (one for each division) be reserved for Mahomedans each year at each of the professional colleges except for law (engineering, commerce, agricultural, and medical).

27. The Committee recommends that in each Government secondary school there should be a regular Urdu teacher in addition to the Persian teacher. The latter's time is generally taken up with his Persian work; or at any rate he is not able to do justice to the teaching of Urdu in addition.

28. The Committee recommends that Government should contribute liberally towards the building and maintenance of hostels for Mahomedans under private management, provided that they are efficiently conducted and equipped with religious teaching.

29. The Committee is of opinion that whenever it is possible, and where the interests of Mahomedans are concerned a reasonable proportion of Mahomedans should form part of the committees or managing bodies of Government and aided institutions; and that at least ten per cent. of the nominated members of the University Senate might be Mahomedans.

30. The Committee recommends that, as has been done in Sind, special scholarships in arts colleges should be established for Mahomedans willing to bind themselves to serve in the educational department for a term of years; and that special initial pay should be given, when necessary, to encourage Mahomedans to join that department.

31. The Committee is of opinion that any remarks which a Mahomedan assistant deputy has to make concerning Mahomedan education should be transmitted to the educational inspector of the division by the deputy along with the latter's annual report.

32. Whereas University prizes and scholarships are awarded for excellence in Sanskrit, Hebrew, Avesta and Pahlavi, and other languages, there seems to be no corresponding encouragement for the study of Arabic. The Committee is therefore of opinion that a scholarship of Rs. 25 per mensem, tenable for four years, might be given annually at the matriculation to a Mahomedan candidate whose second language is Arabic, and who continues to study that language up to the B.A. degree.

33. The Committee is of opinion that a certain number of free studentships (say, two), not to be combined with any scholarship, should be reserved for Mahomedans in each of the Government colleges; and that at the College of Engineering a Mahomedan candidate who is otherwise qualified for admission should be given special consideration.

34. The Committee recommends that the principals of colleges should be requested to reserve adequate accommodation for Mahomedans in their hostels; that in every hostel attached to a Government institution separate cooking and dining arrangements should be made for Mahomedans; and that in every such hostel facilities should be given to the Mahomedan inmates for the performance of their religious duties, e.g., by reserving a special room for the purpose.

35. The Committee recommends that in schools and colleges the time table should be so arranged on Fridays as to permit of Mahomedans attending the midday prayers.

36. The Committee is of opinion that a special scholarship for continuing their studies in Europe should be reserved for Mahomedans, as is done for the domiciled community; and that there should be some special provision for the admission of suitable Mahomedans to the Forest Service through the college at Dehra-Dun.

37. With reference to the education of girls the Committee is of opinion that in the lower primary standards girls should be taught reading, writing, arithmetic, needlework, religion, and physical exercises, and that in ordinary circumstances "pardah" is not required. In the higher primary standards girls should be taught reading, writing, arithmetic, geography, history, needlework, religion, and physical exercises. Some knowledge of cookery also may be acquired at home and tested at school. Singing is not required.

38. The Committee is of opinion that, if the necessary teachers can be obtained, middle schools for girls with "pardah" arrangements may be started in large Mahomedan centres; and that religion and drawing should be included in the curriculum. To increase the supply of competent teachers it appears probable that a separate "pardah" normal school is required, which might develop later into one for each division.

39. The Committee recommends that liberal provision be made for prizes and scholarships for girls, and also for the supply of free books and writing materials.

40. The Committee is of opinion that some of the present Persian teachers, as well as approved candidates for such posts, might with advantage be deputed to Lucknow or elsewhere in upper India for a course of training.

41. The Committee is of opinion that grants should be given to encourage the production of literature in Urdu.

42. Finally the Committee is of opinion that, if a clear view of the progress of Urdu education is required, separate statistics should be given for Urdu schools in the annual tables prescribed by the Government of India.

FAZULBHOY CURRIMBHOY EBRAHIM.

SYED SHAMSUDDIN KADRI (I sign subject to my minute of dissent).

RAFFIUDIN AHMAD.

W. H. SHARP (subject to a note).

FAZULBHOY M. CHINYOY.

SYED ALI EL EDROOS.

For the reason that, with rare exceptions, Urdu is not the vernacular of Mahomedans in this Presidency, and that it is not to the material interest of the Mahomedan community to adopt Urdu as its vernacular, I am opposed to Urdu being made the medium of instruction for Mahomedans in primary and Anglo-vernacular schools. I therefore dissent from all the proposals which depend upon the recognition of Urdu as the vernacular of the Mahomedan community.

Paragraph 15.—I dissent; I consider that it has not been proved that the cost of living is higher for Mahomedans than for other communities.

Paragraph 21.—I am opposed to the teaching of English in vernacular schools and therefore dissent from this proposal.

Paragraph 24.—I regard the proposed measure as impracticable.

F. B. PENDARVES LORY.

17th April, 1914.

Mr. Lory seems to have been either misled or misinformed when he says "with rare exceptions Urdu is not the vernacular of Mahomedans in this Presidency."

2. From my experience as an Educational as well as a Revenue officer for a number of years and from my close contact with the Mahomedans of all grades, I can say that there is a keen desire amongst Mahomedans to learn Urdu and to have more Urdu schools. However, in connection with this subject the most important point for consideration is whether it is advisable to make the vernacular of the district optional or compulsory. After a very anxious and careful consideration I have come to the conclusion that it would not be to the material interest of the Mahomedan community to neglect the vernacular of the district. Urdu is not, and cannot be, the Court language in this Presidency and therefore it is essential that Mahomedan boys in the mofussil who receive their education through the medium of Urdu should learn the vernacular of the district as a second language. This would make them more practically useful even though they may have to undergo a little more trouble of studying a second language. To my mind this is inevitable. I would go a step further and suggest that arithmetic and native accounts should also be taught through the local vernacular. This would increase their practical utility in public offices and private business. With this knowledge of the vernacular of the district, they would be able to pull on with boys of other communities in the existing Anglo-vernacular and secondary schools. All the other subjects can safely be taught through the medium of Urdu.

3. The experiment of having all teaching in Urdu schools given through the medium of Urdu should be tried first in cities and towns; the local vernacular being taught to those who wish to study it.

4. The modification proposed in paragraph 2 above does not affect the necessity for Anglo-Urdu middle and secondary schools at suitable centres.

SYED SHAMSUDDIN KADRI.

Dhulia; 25th July 1914.

I am not convinced that, except in certain spots, it is either the desire or the interest of the great majority of mofussil Mahomedans to receive instruction solely in and through Urdu. Nevertheless, at the urgent request of some of their representatives, a set of pure Urdu standards has been framed for them. These cover a course of eight years, and a considerable period will be necessary for the full trial of the experiment. Until experience has shown that the Mahomedans are really coming forward in large numbers to study in Urdu, I am not prepared to recommend the whole of the machinery suggested in this report for the encouragement and supervision of Urdu teaching.

Paragraph 10.—The proposal that an extensive revision of the vernacular readers should be carried out in the interest of Mahomedans appears to me inconsistent with the theory that instruction in Urdu is what the Mahomedans want.

Paragraph 16.—I dissent from all proposals formally to lower the standards of the present training colleges in favour of Mahomedans or any other backward class. Every possible concession is made to them already, and of those who present themselves for admission only those are rejected who are obviously incapable of keeping up with the work.

Paragraph 17.—While I think it to be a good principle to associate external examiners with internal, I am not in favour of excluding the latter altogether.

Paragraph 20.—I see no reason for aiding Mahomedan orphans any more than Hindu or Parsi orphans with special grants.

Paragraph 21.—I am not in favour of having English taught in vernacular schools for boys; and Urdu in this report is practically treated as the natural vernacular of Mahomedans.

Paragraph 24.—I think that the proposal would be troublesome in practice, and see no reason why those who are ready to attend at the time of opening should be kept waiting for Mahomedans who may possibly turn up in the next week or two.

Paragraph 25.—I do not think that any case for increasing the percentage of free studentships has been made out at present, and that we may wait till at least the total receipts have risen well above the half-lakh on which we counted.

W. H. SHARP.

APPENDIX—SIND MULLA CODE.

Standard I. (Rs. 2 per boy.)

- (1) Arithmetic : counting up to 100.
- (2) Infants' Primer.
- (3) Writing words from the primer.

Standard II. (Rs. 3 per boy.)

- (1) Arithmetic : numeration and notation up to 1,000; multiplication tables to 5×10 .
- (2) Reading the first book.
- (3) Writing easy words from the first book.

Standard III. (Rs. 4 per boy.)

- (1) Arithmetic : addition and subtraction of not more than three figures; multiplication tables to 12×10 .
- (2) Reading the second book.
- (3) Writing to dictation from the second book.

Standard IV. (Rs. 5 per boy.)

- (1) Arithmetic : numeration and notation up to 10,000; multiplication and division, the multiplier or divisor not exceeding 90.
- (2) Reading the third book.
- (3) Writing to dictation from the third book.
- (4) General geography of the province (Sind).

N.B.—I. Girls will receive double of the grant-allowed for boys.

II. Grant will not be allowed for the same pupil more than once under the same standard.

III. For each boy sent by the mulla to the local board school Rs. 2 will be allowed for the first year, and 8 annas for each succeeding year in which the pupil receives instruction in the local board school.

IV. For girls in standard I 10 pages of Nurnamah and then the Infants' Primer should be read.

ROUGH ESTIMATE OF COST.

Paragraph 5.—A lump sum of Rs. 5,000 may be put down for the encouragement of secular education in *maktabs*.

Paragraph 11.—The cost of giving special allowances to Urdu teachers was estimated at Rs. 8,540 for Kolaba, and Rs. 1,890 for Ratnagiri; estimates for other districts, though called for last November, have not yet been received.

The cost of opening three central schools for Kolaba, Ratnagiri, and Dharwar (to serve all the Kanarese districts) was estimated at Rs. 40,000 initial and Rs. 11,000 recurring. The Northern Division estimates for five such schools Rs. 54,000 initial and Rs. 17,000 recurring; the Central Division for six schools Rs. 2,400 initial and about Rs. 20,000 recurring.

Paragraph 13.—The cost of an Urdu training school has been estimated at Rs. 1,00,000 initial and Rs. 15,000 recurring.

Paragraph 15.—If the minimum stipend was raised to Rs. 10, as was suggested in the Committee, the minimum cost would be Rs. 1,800.

Paragraph 18.—The cost of a European inspector of Urdu schools may be taken as Rs. 14,000 recurring.

The cost of a special deputy for the Northern Division would be about Rs. 5,000 recurring.

The cost of raising the Urdu assistant in Bombay to the rank of a deputy would be Rs. 900 recurring.

Paragraph 19.—As for paragraph 18.

Paragraph 20.—Taking 1,000 orphans and grants at Rs. 6 per mensem, the cost would be Rs. 72,000 recurring.

Paragraph 21.—The cost of teaching English in the full Urdu schools will fall on the municipalities or local boards concerned.

Paragraph 22.—The estimated cost of an Anglo-Urdu middle school is about Rs. 6,000. The cost of providing two high schools (for the Northern and Southern Divisions respectively) with hostels is estimated at Rs. 8,00,000 initial and Rs. 82,000 recurring. The Central Division is provided for below.

Paragraph 23.—The cost of converting the Poona Camp school into a high school, with a hostel, is estimated at Rs. 1,50,000 initial and from Rs. 4,000 to Rs. 5,000 recurring. Towards this there is an offer of Rs. 50,000 from a Parsi family, provided that the school bears the name of their father.

Paragraph 24.—There are at present 44 middle school scholarships reserved for Mahomedans. The cost of doubling the number would be Rs. 4,752 recurring. (These are paid from local funds, but the boards would certainly expect a provincial grant.)

There are at present 27 high school scholarships; the cost of quadrupling them would be Rs. 19,440 recurring. The cost of six scholarships of Rs. 20 per mensem tenable for four years would be Rs. 5,760 per annum.

The cost of three scholarships of Rs. 20 per mensem would be Rs. 720 for each year of the course. In the colleges of commerce, engineering and agriculture (three years) the total cost would be Rs. 2,160 for each, or Rs. 6,480 for all. In the medical college (five years) the total cost would be Rs. 3,600. Whole scheme, Rs. 10,080 recurring.

Paragraph 27.—The cost of adding an Urdu teacher to each school is estimated at Rs. 15,600 recurring.

Paragraph 30.—The cost of special scholarships for those who bind themselves to serve the educational department. Assuming that the scholarship is worth Rs. 30 and tenable for four years, the cost for each scholar entertained annually will be Rs. 1,440.

Paragraph 32.—If one scholarship of Rs. 25 per mensem tenable for four years is given yearly for Arabic, the total cost will be Rs. 1,200 recurring.

Paragraph 36.—Scholarship to Europe: If one scholarship of £150 tenable for two years is given annually, the total yearly charge will be Rs. 4,500 plus steamer passages; if the scholarship is of £200, the charge will be Rs. 6,000.

Paragraph 38.—The recurring cost of a middle school for girls will be about Rs. 8,000.

The recurring cost of a normal school would be about Rs. 10,000. In each case the cost of buildings and equipment would have to be added.

Paragraph 39.—A lump sum of Rs. 6,000 may be put down for annual prizes, scholarships, and free materials.

Paragraph 40.—The cost of a teacher deputed to Lucknow for a year is estimated at Rs. 750.

Paragraph 41.—A lump sum of Rs. 1,000 recurring may be put down for the encouragement of Urdu literature.

Administration Reports.

Report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the quinquennium 1917-18—1921-22.

GOVERNMENT OF BOMBAY,

EDUCATIONAL DEPARTMENT.

Resolution no. P—36.

Bombay Castle, 6th December 1923.

Read report of the Director of Public Instruction on the progress of education in the Bombay Presidency during the quinquennium 1917-18—1921-22.

RESOLUTION.

General.—The quinquennium extends over the introduction of the Government of India Act of 1919 and thus covers the transition stage of the Reforms. Education, generally, during the quinquennium, has been handed over as a transferred subject to the charge of a Minister and is no longer subject to the detailed control of the Government of India. On the other hand it no longer benefits by the imperial grants and assignments specially made for the purpose of Government of India, such having been merged in the provincial revenues. As a matter of financial policy the Government of Bombay have decided not to earmark any head of income for educational purposes and the balance of all grants has been merged in the provincial revenues. But in spite of these changes and in spite of the acute financial stringency during and following the war which ~~was~~ prevailed during the whole of the quinquennium education has been liberally treated by Government and not only has the diminished value of the rupee been compensated by increase of grants but expansion and improvement have been effected at very considerable cost as the Director's report clearly shows. The expenditure on education from provincial funds alone has risen from Rs. 75,51,000 in 1916-17 to Rs. 1,69,88,000 in 1921-22.

While secondary and higher education have not been neglected even though no advance has been made, the chief development has been in connection with primary education. Gradual steps were taken for its expansion and improvement culminating in 1922-23 in the passing of the Primary Education Act as a result of the strong and representative committee set up for the purpose in July 1921. The goal of free and compulsory education has now been definitely set up and Government have undertaken a definite liability to assist local authorities financially to the extent of half the expenditure in the case of municipalities and 2/3rds of the expenditure in the case of local boards towards its attainment.

Another very marked phenomenon particularly towards the end of the quinquennium has been the political awakening of the backward classes. This has in all cases been accompanied by a demand for increased educational facilities. The provisions of the Primary Education Act are intended to supply these and Government have little doubt that the rank and file of these classes will utilise with enthusiasm when provided the facilities so keenly demanded by their leaders.

The efforts of Government for the improvement and expansion of education would have borne much greater fruit had it not been for the campaign of co-operation which, unfortunately for the people of the Presidency, was directed against existing educational institutions. The movement

began, reached its zenith and declined during the quinquennium. The incalculable harm done to the youth of this Presidency by interfering with and interrupting their education can hardly be realised until the generation thus affected grow to manhood. While there can be no excuse for the wicked heartlessness of those who engineered this movement and directed it against educational institutions Government recognise that it received support in unexpected quarters owing to a genuine desire for a greater rate of expansion of education and an improvement in the methods employed. It is hoped that these misguided enthusiasts recognising their mistake will take the opportunity offered by the Primary Education Act to assist towards realising the aim which both they and Government have in common, namely to give the rising generation of the country an education fitting them to be good citizens.

During the quinquennium the educational services have been completely re-organised and are now classified into Indian Educational Service, Bombay Educational Service and Subordinate Educational Service, each with its own standard of recruitment and its own time scale. Very considerable increases have been made in the pay of all educational officers including the primary school masters, the major share of the cost of which has fallen on Government

2. *Statistical Results.*—The steady increase in numbers in educational institutions during the quinquennium has been satisfactory. The total number of pupils undergoing instruction rose from 781,674 to 958,392. The total annual expenditure rose from Rs. 1,64,36,000 to Rs. 2,96,03,000, a rise of 80 per cent. Of this expenditure provincial and imperial funds in the first year of the quinquennium provided Rs. 79,19,000 or 48 per cent. while in the last year provincial funds provided Rs. 1,69,88,000 or 57 per cent., imperial grants having been merged in the provincial balances.

The expenditure from municipal funds increased also by 154 per cent and Government recognise the efforts which the majority of municipalities have made to provide and maintain sufficient schools in spite of the rapidly increasing cost. The great increase in the share of the burden of education borne by public funds compared with that borne by private funds is remarkable.

3. *University Education.*—The chief feature of the quinquennium has been the co-operation which has existed between Government and the University in all important matters. The reform of the University on the lines indicated by the Calcutta University Commission with its scheme of intermediate colleges is a difficult matter in view of the existing financial stringency; but the question is under consideration.

The question of the continuance of the Joint Examination Board for Matriculation and the School-Final Examinations is about to be decided after a conference of representatives of Government and the University. The equipment of the Royal Institute of Science is now practically complete. Government notice with regret the decline in the number of students of Sociology in the University School of Economics and Sociology.

The deterioration of the standard of knowledge of English amongst undergraduates and graduates, unaccompanied by any increase in the standard of knowledge of vernaculars is a matter which should receive attention both from the University and the authorities of colleges.

4. *Secondary Education.*—A similar criticism is made regarding the knowledge of English attained by pupils in high schools. The existence of a large number of secondary schools in small towns where the pupils have hardly any opportunity of meeting or hearing Englishmen is probably one of the causes of this; but Government trust that the managers of these schools and the Joint Examination Board will do all they can to resist this lowering of the standard and give special attention to the teaching of this subject on which to a great extent the future progress of India necessarily depends.

On the whole the quinquennium has been for secondary education one of marking time. The policy of having one Government

in each district has been continued and in pursuance of this a high school has been opened in the Larkana district by converting the Municipal Anglo-Vernacular School into a Government institution. The satisfactory increase in the number of Mahomedans attending secondary schools is welcomed and it is hoped that with their political revival the number of non-Brahmin Hindus will likewise increase in the near future.

After having successfully worked for three years the experiment of attaching English classes to primary schools, Government will now leave the future development of this scheme to Local bodies giving them a grant of 1/3rd of the expenditure on the classes. The expenditure is regarded as on secondary education and as an optional, not obligatory, duty of the local body.

5. *Primary Education*.—The numbers attending primary schools have increased and various valuable improvements have been effected during the quinquennium. But the enormous increase in the expenditure from public funds on the schools has not been the result of this expansion or improvement so much as of the increase in the cost of maintaining the schools and in particular the very great increase in the pay of primary school teachers. In fact the increase in pay of the primary school teachers has largely prevented the expansion and improvement of primary education. The impending changes consequent on the Primary Education Act in consequence of which the control of primary education will largely be handed over to local authorities renders it unnecessary to review at length the last quinquennium under the former conditions. The conclusions of the representative Committee which considered the future of primary education have been embodied in the Primary Education Act and Government have willingly undertaken the financial responsibility of aiding the introduction of compulsory elementary education as imposed by the Act. The success of the policy of compulsion will depend on the energy and ability with which the School Boards of the local authorities administer it and Government await the result of this great development with keen interest and high hope.

The training of teachers was very greatly developed and improved during the quinquennium but unfortunately it progressed too rapidly, in view of the additional cost of trained teachers, for the trained teachers to be absorbed by local bodies. It is with regret that Government have found it necessary to close some of the schools and classes but this has been done in such a way that they can be quickly reopened if it is found that trained teachers are required by local authorities in increased numbers. The only alternative would have been to limit the expansion of primary education under the Primary Education Act in order to save sufficient funds for the payment of the trained teachers.

6. *Professional Education*.—The post-war demand for medical education which has caused embarrassment to the medical colleges of all countries has been well exemplified in the case of the Grant Medical College. While with extreme regret and reluctance Government has had to agree to a reduction in the number of the students admitted, it is hoped that by taking steps to utilise to the best advantage the available clinical material the medical training may be kept at the standard required in the present day and worthy of the Presidency and University of Bombay. The fact that the British Medical Association felt itself constrained to issue a warning regarding the validity of Bombay Degrees in Great Britain shows how the standard of training especially in midwifery was in danger of being lowered by the overcrowding of the college.

The large expansion which has taken place in the activities and number of the Sydenham College of Commerce since it has been provided with a suitable building is a source of considerable gratification.

The expansion of the College of Engineering is still under consideration, the Government having altered owing to the opening of the Engineering section of the College.

A feature of the quinquennium has been the very great increase in the demand for professional education shortly after the war. The same phenomenon has been noticed all over the world. The sudden expansion of professional colleges is not possible in India and Government were not prepared to sacrifice the standard of training imparted in order to satisfy the sudden increased demand but the necessity for expansion is fully realised and will be carried out as funds permit.

7. *Technical and Industrial Education.*—The report of the Committee appointed to draw up a comprehensive scheme of technical and industrial education for the Presidency is still under the consideration of Government. It has not been possible to put the scheme of the Committee into operation partly for financial reasons and partly because of the very wide divergence of opinion between the majority and minority of the Committee regarding the policy to be adopted.

The rebuilding of the Victoria Jubilee Technical Institute in its new situation at Matunga has enabled the work of this institution, the chief technological institution in this Presidency, to extend very greatly its sphere of usefulness. It is now very well housed and equipped.

8. *Art Education.*—There has been a distinct revival of interest and appreciation of Indian Art in the Presidency during the quinquennium and there are signs that the Bombay School of Art is becoming the centre of a live school of Indian Art on a sound and sure foundation. The School of Architecture has been no less successful and it is very satisfactory to note that the Bombay Municipality have now recognised the diploma of the school for the grant of a Surveyor's license under section 355 (1) of the Bombay Municipal Act.

9. *Education of Girls.*—The progress during the quinquennium if slow has been well maintained though no very far reaching changes have occurred. It is satisfactory to notice the general belief that the prejudice against the education of girls is beginning to weaken.

10. *Education of Mahomedans.*—There has been a distinct advance during the quinquennium as shown by the statistics of Mahomedans attending schools compared with the total Mahomedan population. Judged solely by educational statistics Mahomedans cannot now be called a "backward" class.

11. *Education of Depressed Classes.*—The total number of children of the Depressed Classes or the so-called Untouchable Classes under instruction increased from 30,568 to 38,266 during the quinquennium, *i.e.*, by 25 per cent. against an increase of 16·7 per cent. during the previous quinquennium. The increase was specially marked in public institutions in the Central and Southern Divisions, where it amounted to 51 per cent. and 217 per cent., respectively. It is rather curious to note that in the Northern Division, where the demand for the removal of untouchability occupied an important place in the non-co-operation programme, the increase is only 4 per cent. and it is understood that it is in this Division that the prejudices against these classes remain the strongest. Among the special measures adopted during the quinquennium for the promotion of education among these classes were the appointment of a special officer to look after this matter for three of the districts in the Central Division, the institution of special scholarships in arts and professional colleges, and the raising of the value of the special scholarships in secondary schools. These measures have since the close of the quinquennium been augmented by a large increase in the number of special scholarships in secondary schools, the opening of a free students' hostel for these classes in Poona, and the institution of a large number of special scholarships in the upper standards of primary schools. For children studying in the lower standards of Local Board Schools Government have sanctioned an annual grant of Rs. 10,000 for the free supply of books, slates, etc. With the adoption of these measures and with the great awakening among the Depressed Classes, coupled with the desire for education, wh^y

observed during the last few years, it is hoped that the spread of education among them will be even faster in the future.

12. *Text Books.*—Government have recognised how education as conducted in the vernaculars has suffered from the paucity of good text books and a special scheme for the encouragement of authors of such books has been inaugurated. If on trial it is found successful it is capable of being very largely extended.

13. *Boy Scouts.*—An important feature of the quinquennium, connected specially with secondary education, has been the remarkable progress which the Boy Scout movement has made in this Presidency. In the opening years of the quinquennium the movement was practically restricted to European and Parsi troops in Bombay and Poona and a few scattered Indian Boy Scout Association Troops. As a result of the deputation of Mr. A. C. Miller of the Indian Educational Service on special duty to organise the movement in this Presidency a scheme whereby Indian Troops could be affiliated to the Baden-Powell organisations was drawn up and approved by the Headquarters in London and is now being worked in this Presidency. A considerable number of school masters have been trained as Scoutmasters in the training camp opened at Lonavla in January 1922 and many more who had applied had to be refused admission owing to lack of accommodation. The recent successful rally of boy scouts in Poona on a large scale is a practical proof of the rapid development of the movement. As was observed by His Excellency the Governor in his speech at the Rally, in spite of the advances which have already been made in the spread of the Scout movement throughout the Presidency it is still true that the Scout organisation is not receiving sufficient support from the general public, a fact which is much to be regretted. The educative value of Boy Scout training for the youth of this country is so obvious that it is hoped that greater enthusiasm will be roused among the general public in course of time and that the progress of the movement in the future will be still greater than in the past.

14. *Education of Europeans.*—The amalgamation of the Indo-British Institution and the Bombay Education Society schools is the first step towards the reorganisation of the private agencies for European and Anglo-Indian education and the planning for the future on more efficient and economical lines. The concentration of effort in Bombay with the opening of schools in healthy surroundings in the mofussil such as the new combined school at Deolali is the policy which ought to be followed in all such cases.

15. *Conclusion.*—Government are pleased to record their satisfaction with the administration of the department under Mr. Covernton from the beginning of the quinquennium to May 1921 and under Mr. F. B. P. Lory for the remainder of the quinquennium. They note with regret the number of senior educational officers who have taken advantage of the offer of proportionate pensions as a result of the reformed Government to sever their connection with educational work in this Presidency.

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

S. N. ZIMAN,

Deputy Secretary to Government.

G. R. no. P.—36, E. D., dated the 6th December 1923.

The Commissioner, Bombay Suburban
Division,
The Director of Public Instruction,

[P. T. O.]

The Surgeon General with the Government of Bombay,

All Collectors, including the Collectors in Sind and the Deputy Commissioner, Upper Sind Frontier, and the Collector, Bombay Suburban District,

The Director of Agriculture and of Co-operative Societies,

All Political Officers who are not Collectors, except the Agent for Sardars in the Deccan,

The Compiler, General Administration Report,

The Manager, Government Central Press, Bombay,

The Superintendent of Government Printing and Stationery,

The Revenue Department,

The Development Department

The General Department,

The Home Department,

The Political Department,

The Finance Department,

The Public Works Department,

The Director of Information (with spare copies for the Editors' Tables and Editors of Newspapers),

The Oriental Translator to Government,

The Non-official members of the Legislative Council,

The ~~Separate Department~~ *Legislative Council* (for the Reading Room for the members of the Legislative Council),

*The Under Secretary of State for India.

*The Government of India, Department of Education, Health and Lands (Education).

*By letter.

No.

of 1923.

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