

REPORT

ON

PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS

FOR THE YEAR

1894-95.

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From

F. S. BULLOCK, Esq., I.C.S.,

*Commissioner, Hyderabad Assigned Districts,*

To

THE SECRETARY FOR BERAR TO THE RESIDENT,

*Hyderabad.*

*Dated Amraoti, the 16th August 1895.*

SIR,

I have the honor to submit the Report on Public Instruction in the Hyderabad Assigned Districts for the year 1894-95, compiled by Rao Saheb S. V. Patwardhan, B.A., Director of Public Instruction, with the following remarks.

2. *General summary.*—The year has not been wholly favorable from an educational point of view : sickness and agricultural depression are considered to have operated against the working of the department, with the result that schools have had to be closed, attendance has fallen off, and income has decreased.

There is a decrease of 98 schools and 2,447 scholars. The noticeable feature of this decrease is that it is in indigenous schools under private management, and the tables given in paragraphs 4 and 5 of the Director's report show that while Government schools under public management show an increase in number and attendance, the aided schools under private management show a decrease of nearly 25 per cent. in number and attendance ; 121 aided private schools out of 603 having been closed, with a fall in attendance of 2,930 pupils. This follows on a considerable falling-off last year.

The net result is that though Government schools have increased by 21 in number, there are 98 less schools in the province ; and the number of scholars has fallen from 52,432 to 49,985.

The statistics of high and middle schools are much the same. The district board schools have increased by 18 in number, but the attendance, instead of showing an increase, has fallen by 526 pupils. The curious fact in connection with these results is that the number of girls attending school has increased from 2,264 to 2,973.

It is not quite satisfactory to see that while Government expenditure on schools increases, indigenous schools decrease. The contrary effect is desirable.

Expenditure by Government on schools to show the way was desirable, and in Berar this expenditure has been very liberal hitherto—more in proportion to the population of the province than in any other part of India. The primary schools of Berar are the most expensive in India, and yet private enterprise towards the advancement of education is falling-off. It may be that want of prosperity is, as the Director thinks, the cause of this falling-off, but it shows a want of appreciation of education when a temporary failure in agricultural prosperity causes in one year the closing of one quarter of the private schools. As education advances Government aid should not be counted on as an increasing factor, but rather as a diminishing one in proportion to the increase of education. If the benefits of education are rightly appreciated, private schools should become more numerous.

The distribution of schools according to districts in paragraph 6 is satisfactory, and shows that attention is paid to the natural requirements of districts—Wun and Basim being, as they are in other respects, backward also in education.

- The average for the province is one school to every 15.1 square miles, which varies from 1 school to every 6.2 square miles in the Ellichpur District to 1 in 33 square miles in Wun.

In paragraph 14 of his report the Director shows in a convenient form the expenditure on education under each head compared with that of last year.

There is a considerable decrease, of which the principal items are Rs. 8,810 in grants-in-aid, due of course to the closing of indigenous schools; Rs. 5,866 in middle class schools, the result of economies effected in salaries, bonuses, and books; and Rs. 5,793 in buildings. The principal increase is on girls' schools (Rs. 1,161). The net decrease is Rs. 18,208. The income from fees shows a slight falling-off of Rs. 51.

Municipal expenditure in aid of education amounts to Rs. 15,087, or 7.7 per cent. of municipal income, and is fairly large.

Contributions by the people have decreased from Rs. 9,632 to Rs. 9,133, or nearly Rs. 500. The expenditure of the department has been controlled judiciously, and shows that the Director has been careful not to waste money. I think the savings out of allotments for building might with advantage be carried on and placed to credit for the following year.

3. *Controlling agencies.*—The present Director, Mr. Patwardhan, was appointed newly to Berar in March 1894, and has worked hard to acquaint himself with his schools, having conducted the examination of the high schools and training college, and inspected all but one of the Anglo-Vernacular schools and 307 primary schools. He, as well as his inspecting staff, appear to have been indefatigable in touring round the districts and inspecting schools, and I am glad to see that the Director is doing his best to improve the position of the indigenous schools as well as Government institutions. Deputy Commissioners and their district staff appear to have done a fair share of inspection, except in Amraoti, where with many schools and a large staff inspection is least. The Director is able to accord his acknowledgments to the members of the various school committees, and to mention the names of many who have rendered him real assistance, which is satisfactory.

4. *University education.*—The progress of Berar boys holding scholarships in the Bombay University is fair, two having passed the preliminary and two the intermediate examination. One forfeited his scholarship for not making satisfactory progress. But the success of ex-students of Berar high schools is certainly good.

5. *Secondary schools.*—There are two high schools at Akola and Amraoti respectively, to each of which is attached a boarding house, and 24 middle or Anglo-Vernacular schools.

The two high schools show an increased attendance, but the middle schools a decrease. The Director is not satisfied with either the quality or quantity of the work of these two schools, though the Akola school showed a good percentage of passed to examined for the matriculation examination. He finds, however, that the method of teaching is faulty, and the standards of examination differ from the university standard, which requires qualification in every subject. The Akola high school is, however, much superior to the one at Amraoti, which showed poor results. I think both these schools suffer from overcrowding, but it is satisfactory to learn that the teaching staff has been strengthened. There is a want of funds for supplying good boarding houses, yet the number of boarders continues to increase.

The middle class schools show a decreased attendance, but the number of boys examined in the various standards increased from 1,371 to 1,455, with the result that only 751 passed as against 801 in 1893-94.

The Director has many faults to find with the system of teaching and marking, and has had to replace several incompetent masters by better men.

In both these classes I gather that the Director is not well satisfied with the system of education, and desires to show more thorough results and less cramming. He found their work characterized by a want of thought. His efforts are in the right direction, and will no doubt result in a sounder system of education. The system of giving grace marks to pass boys, which he notices,

appears to be very bad, and I am glad to see that he sets his face against cramming and other shams.

6. *Primary education.*—There is a net increase of 20 schools or 609 schools in place of 589, with an attendance of 32,464 boys on the rolls on March 31, 1895, but the average daily attendance is only 22,091. The Director has had prepared a list of 87 villages with a population of 1,000 and upwards which possess no school, and altogether he finds 120 villages in which schools are required. The expenditure on these primary schools given in paragraph 42 shows that the cost of each pupil has risen to Rs. 6-6-0, which is a very high rate indeed. In the quinquennial report on education in India published in 1893, Berar schools headed the list as being the most expensive primary schools in India, with a cost of Rs. 5-7-0 per pupil. This has now gone up to Rs. 6-6-0 or 15 annas per pupil.

The cost to provincial revenues has also increased, and the result of examinations shows a very much lower result, only 51·02 of the boys examined having passed as compared with 65·6 per cent. in 1892-93 and 68·3 in 1893-94. This I have no doubt is rightly ascribed by the Director as due to a more correct appreciation of work by the inspecting officers, or in other words to a different and possibly higher standard of examination. Many defects of system and discipline are pointed out by Mr. Patwardhan, and are summarized as follows :—

1. Want of competent trained masters.
2. Want of suitable standards.
3. Want of adequate supervision.

On all these the Director has already submitted proposals which are under consideration, and I have no doubt that an improved state of things will result. Competent teachers are most necessary, and the training of men for such work is no doubt a very essential matter.

The results of English teaching in primary schools is not at all satisfactory, and I am doubtful whether it is required.

To get the class of teacher for primary schools who is competent to teach English would be costly, and I doubt if it is necessary.

7. *Indigenous schools.*—The falling off in the indigenous schools both in number and attendance is a striking feature of the year's report, and a very regrettable one. It has resulted in a saving of Rs. 6,422 in grants-in-aid, but will doubtless lead to numerous applications for schools to be opened at the expense of Government, so that the improvement of this class of school should be a very great object.

8. *Physical education.*—Physical education is entering into the curriculum of the native of India, and in some parts with marked success, but to make it useful it requires considerable supervision and interest, and is rather an expensive item of education. At present I think all we need try to do is provide ground for large schools, such as those at Amraoti and Akola, for recreation, and if possible a few gymnastic instructors.

9. *School houses.*—The expenditure under public works for educational purposes is large :—

		Rs.	s.	p.
For buildings and additions	...	38,128	6	6
For repairs	... ..	21,019	8	10
		<hr/>		
Total	...	59,147	15	4
		<hr/>		

10. *Institutions for training teachers.*—The training college and the pupil-teachers classes are important institutions, inasmuch as on them we depend for our future tuitional success, and it is unsatisfactory to notice a decrease in both, and that the result of examinations has been far from what it should be; of the pupil-teacher class only two out of twelve passed, and the classes have been closed in consequence.

The results of the entrance examination to the college has been equally disappointing, and apparently this institution requires thorough revision and improvement. The Director has a very important work before him in putting it upon a better basis, and I hope that having found out the defects he will be able to apply a remedy. It is one of his most important tasks.

11. *Industrial training.*—Industrial education is yet in its infancy, but steps are being taken to improve this valuable branch of the department. The proposed school at Amraoti has been sanctioned, and final orders as to its establishment are awaited.

12. *Female education.*—There is satisfactory progress to report in female education; though the number of schools is only one more, the number of pupils has increased by 702, the increase being chiefly in the number of girls attending boys' schools. It is rather a curious feature this sudden increase in boys' schools of girl pupils, and it will be interesting to see if it is maintained, and what its results will be. There are 690 girls in excess of last year in boys' schools. The rise appears to have been sudden, and the Director looks upon it as satisfactory; it is certainly a new social departure in Berar, though I understand that it is common in Bombay.

13. *Education of special classes.*—The number of Muhammadan boys in schools under public management has increased from 6,189 to 6,297, but in private schools it has decreased.

The Chikalda school for aboriginal races continues to be well attended.

There is a great falling off of boys of low caste, although they get encouragement in being admitted free of fees, and are allowed to mix freely with other castes.

14. *Text books.*—I believe much requires to be done in revising the text books in use, and in bringing up our standard to the level required in Bombay by adopting the same books, but the Director is paying attention to this subject.

15. *Conclusion.*—Mr. Patwardhan is of course new to the province, but he has submitted a comprehensive and useful report, and I believe he is taking measures for improving the department in a thorough and sensible manner, and his views appear to be guided by a broad and sensible judgment. He may I think be relied upon not to hurry his reforms too much, but gradually to introduce really improved methods.

I have the honor to be,

Sir,

Your most obedient servant,

F. S. BULLOCK,

*Commissioner, Hyderabad Assigned Districts,*

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