


PEOPLE'S POINT OF VIEW
IN
**Hyderabad Post-War
Educational Development**


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(Being a Reprint of Four Articles Published in the
"Deccan Chronicle" in 1945)

Published by
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JAMBAG, HYDERABAD Deccan.

Price As. 4

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CERTAIN ASPECTS OF EDUCATIONAL DEVELOPMENT.

During the last 25 years, the Hyderabad State has followed a certain educational policy and it has given rise to certain results, which make any reasonable person pause before post-war development is completed. There are certain aspects of educational development, which require special attention in this respect, if the mistakes of yesterday have to be provided against in future. Besides the wide gulf between the aspirations of the public, regarding fundamentals as far as education is concerned has got to be bridged before real Progress is conceived. The Sargent Report has introduced certain new ideas in the educational field and in the light of those suggestions educational system in the whole of India, will have to be re-organised subject to the planned budget, extending over a number of years. Thus any scheme of expansion or improvement of educational system means more money and perhaps fresh taxation in one form or another. Apart from this, the war has changed the outlook of looking at educational problems of a country all over the world. For instance, education whether basic or higher should not be confined to those who can afford to have it; but it must be made available to those

who are fit for it and that too on a wide scale, so that the ideal of universal basic education might be reached at a minimum cost, within minimum time on the one hand, and those who are intellectually fit for post-basic or higher or vocational education should be given all kinds of facilities, to serve the society according to their capacity and to abolish the present privilege of a class or community based on religion or financial condition or social status. This aspect of educational reconstruction naturally involves reorientation of educational values and fundamentals. Just as it has been rightly stressed that, only a National Government at the centre can alone effectively deal with All India Post-War problems, so also even in Hyderabad educational development cannot satisfy the aspirations of the public if it means merely more colleges more schools of the present type, and spending more money on education. There is already a legitimate complaint that with lesser resources better education and progress has been achieved elsewhere and the problem in Hyderabad is not merely to find necessary money for more education of the present type but also to evolve better means to spend the money allowed. The question of medium of instruction and the legitimate interests of non-Muslim population which is not less than 85% of the population require serious consideration, if progress means progress of the people as a whole, with the willing co-operation of the public. It must be recognised that private effort in education is a necessary adjunct to Government machinery at all stages. Fortunately, the reins of office are in the hands of a broadminded

educationist no doubt, but there can be no gainsaying the fact that, unless re-orientation of educational values and fundamentals take place, much cannot be expected, by expanding horizontally.

To take a few instances, compulsory primary education generally meant compulsion at the primary stage, but the idea of basic education from the age of 8 to 14, has created a revolution in the educational field. In this connection compulsion all round which was considered utopian, is being considered as a practical goal to be reached, although there might be honest differences of opinion regarding the cost and the period required. In this connection the failure of the Government to keep those who enter the school for a sufficient long period has led to good deal of wastage, and before compulsion is contemplated on a wider scale, it is high time that lower primary schools are developed into full fledged primary schools immediately, coupled with compulsion to stay on till the pupil reaches the age of 14. It is true that this will involve interference with social habits especially in the rural areas, but the criminal wastage that is going on is double loss to the country, such schools do not create literates nor do they create good citizens. This is one of the problems that require immediate attention. Besides, it is the considered opinion of the Central Advisory Board "that under no circumstances should English find its place in the curriculum of the junior Basic (primary school) nor are they satisfied as to the desirability of introducing it at the Senior

Basic (Middle stage) but they recognise that there might be strong public demand for it in certain areas". In this connection although mother tongue is permitted to be used as medium of instruction at the primary stage, the absence of trained primary school teachers, through the mother-tongue of the pupils, has adversely affected the quality of education at the primary stage. Lastly, the requirements of rural and urban areas require separate course of studies adapted to local conditions. The Sargent Report has insisted on primary Nursery schools, perhaps it might be possible on a voluntary basis in towns and cities, with Government aid. Lastly, the quality of the primary school teacher should be matriculation certificate or its equivalent with 2 or 3 years course of professional training. This obviously means increase in the salary of the primary school teacher.

In the case of female education, the present policy of abolishing non-Urdu Schools and amalgamating them with Urdu schools has adversely affected the spread of education among the non-Muslim females. The questions of distance, locality, conveyance and atmosphere have got to be paid sufficient attention to, if spread of education is really intended. The question of compulsion cannot be postponed in the case of girls and it will have to be seriously considered if it could be continued upto the age of 14. In this connection the course of studies, especially optional subjects will have to be revised, and the difficult problem of securing adequate number of lady teachers will have to be tackled. Perhaps

to begin with, instead of contemplating more schools, the question of better and more teachers will have to be tackled if the scheme has to be successfully piloted. Before any scheme extending over the Dominions is contemplated by the Government, the Jagir area will have to be treated as a part and parcel of the Khalsa, with financial adjustment with the respective Jagirdars. It goes without saying that, Basic education will have to free especially in the rural areas. The present method of examinations whether internal or external will have to undergo a change so that "they are the servant and not the master of curriculum," as observed by the Central Advisory Board. There will have to be arrangements for 'Istedevelopers. 'It should late deve:opes also be observed that no student should be retained in the same class for a second year except in very exceptional and special cases. Inasmuch as they selective basis will be resorted to, to admit pupils to the High School stage, it is essential that more individual attention is paid before that stage and sufficient facilities are offered to test and ascertain aptitudes of the individual pupil. It is conceded that the idea of learning through activity has come to stay and instruction in the three R's can no longer be regarded as adequate equipment for efficient citizenship. In this connection, the present method of Inspectors requires a change. In fact the Basic Education should be directly under the D. P. I. with one Assistant, who is responsible for the Basic Education. Similarly the Academic High Schools as distinguished from Technical High schools should be directly

under an Assistant D. P. I. Similar arrangement should be made for girls. The Inspecting staff for Urdu, and non-Urdu schools will have to be different but that is inevitable. This will encourage specialisation even in this inspecting agency and the requirements of the several sections will be more properly attended to than they are done today.

Out of 25 lakhs of pupils of schoolgoing age only 6 lakhs are under instruction in the State. Mr Sargeant is of opinion that out of five pupils one will reach the High School stage and with the goal of the compulsory free Basic Education, this conclusion need not be disputed. This will show the enormity of the problem and any calculations on the pre-war notions will hopelessly fall short. I have attempted here to indicate only a few facts of Educational Reconstruction at the primary stage.

Some Aspects of Post-War Problems

SECONDARY EDUCATION-II

"The Bryce Commission described Secondary Education as education conducted in view of the special life that has to be lived, with the express purpose of forming a person fit to it."

It has been already pointed out that High School Education, whether Academic or Technical, will be based on the selective test after the completion of the basic education or its equivalent examination, when the normal age of the pupil shall not be less than 14. This also pre-

supposes that the basic schools (Senior or Junior) provide adequate opportunities for the pupils to ascertain and adjust their aptitudes with arrangements for educational and vocational guidance and in some case senior basic classes form part of the academic and technical schools. At present Secondary education is looked upon mostly as a preparation for University education and as such the requirements of the University have guided and controlled the nature and scope of secondary education. But, as pointed out by the Bryce Commission, Secondary education in future should be so designed as to equip an individual to lead a special life according to his special needs and special values. This purpose cannot be achieved without a machinery for coordination between the magnates or managers of the vocations and the educational needs and the co-operation of the parents to give assistance to pupils to a knowledge of educational and vocational possibilities in realising their educational aims. This can best be achieved by establishing an Advisory Committee as suggested by Prof. K. S. Vakil. Secondly, all basic schools should make provision for a variety of arts and crafts to meet the needs of pupils of diverse capacities.

MEDIUM OF INSTRUCTION

The first important question that attracts our attention is the medium of instruction and examination. It is true that the establishment of the Osmania University was originally based on the very principle of mother-tongue medium of instruction. But it is equally true that unfortunately the

Hyderabad State is practically the last political unit to give effect to that the salutary principle, exception in the case of Urdu. The Universities and Matriculation Boards of Calcutta, Bombay, Benares, Patna, United Provinces and Central Provinces adopted the principle of pupils mother tongue as medium long before 1925. The H. C. L. C. Board of Madras, which functioned in the State till 1944, adopted the principle in 1929. But the Local Board deprived the non Muslim pupils of the State of the benefit of the mother-tongue medium in certain Secondary schools. After the abolition of the Board an attempt was made to coerce the English medium schools to adopt the Urdu medium. This gave rise to the representatives of the Association of the Private and Aided Schools, including Mission schools, which unanimously demanded mother tongue medium. The present position is that English medium is being tolerated apparently temporarily, along with Urdu, as the sole medium of instruction and examination for Allahabadi. But the birth right of the pupil to be instructed through his mother tongue has not been conceded as yet, and thus the educational policy is backward by one generation as shown above. This policy has already effected the spread of education among non-Muslims, who from the bulk of the school-going population and those who are being educated have to submit to the strain of trilingual tyranny at the primary stage, coupled with non mother-tongue medium at a Secondary and University stages.

THE NON-MUSLIMS

The non-Muslims form 85 percent, of the tax payers. It has been shown several times that the ratio of pupils (male and female) under instruction in Government and private secondary schools to the population of Hindus and Muslims in the State evinces glaring disparity. To take a single instance, the Government recently announced that 28 candidates were selected to appear for the competitive examination of H.C.S. A glance at the names shows that not more than 8 are Hindus. Is it not simply astounding that the 85 per cent, of the tax-payers should be thus deplorably represented in the public services? I do not propose to canvass further whether this is a political necessity or an educational necessity or both. The classification of inland and foreign scholarship holders will reveal the same sad story. Be it as it may, does it not reflect seriously on the policy of the State in its relation to the majority community? Does it not show that there is something fundamentally wrong with the educational policy, if progress of the State means progress of the majority of the population? There have been complaints by minority communities, true and false, of unfair treatment, but Hyderabad is certainly unique in denying legitimate educational facilities to non-Muslim, majority apparently on financial and administrative grounds. The promulgation of the Private Schools Rules and discouragement of non-Urdu medium Schools is responsible for the educational plight of non-Muslims during the last thirty years. Several multilingual areas have adopted not only 3 and 4

but 6 and 7 languages as media of instruction successively and those political units have not found it an administrative impossibility. Let alone the neighbouring provinces of Bombay, Madras and C. P., even smaller States like Mysore and Travancore have adopted more than one vernacular as medium of instruction. The public servant is not the master but a servant and when 85 per cent. of the population claims 80 lakhs of Andhras, 40 lakhs of Marathas, and 20 lakhs of Kannadigas, claiming three ancient languages, Telugu, Marathi and Kanarese as their mother-tongue, the wind is out of the bag when administrative difficulty is pleaded to meet the legitimate demand of the majority of the tax payers. The sooner this injustice is removed the better, otherwise some people have already begun to suspect that the sole Urdu medium and the restriction of opening private educational institutions have a sinister political motive behind them, counteracting in a subtle manner, the avowed aim of spread of education. The question of medium of instruction should not be mixed up with the question of lingua franca of India or the official language of the State. The Sargent Report, emphatically states that the mother-tongue of the pupil should be the medium of instruction and English should be a compulsory second language. The same principle can be applied to Urdu with some modifications as there will be two media of instruction at the university stage.

BASIC SCHOOL CLASSES

Some senior basic school classes will be affiliated to the high school, and the selective test will have to be supplemented by provision for late developers as well as for those who wish to study at their own expense, although they are not selected for the academic or technical course. Besides provision will have to be made for pupils to take up technical college or university course, without entering the academic high school. These adjustments are essential. The Government of H. E. H. the Nizam have already started vocational or technical schools, but effect does not seem to have been given to many suggestions of the Sargent Report in this respect. Fortunately the control and guidance of the technical schools has been placed under a separate Director but, as already suggested, it should be in the hands of an Assistant Director of Public Instruction who is subordinate to the D. P. I.

OPTION TO CANDIDATES

It has already been suggested that as the first step of recognising the principle of mother-tongue medium the private schools should be given the option to adopt mother tongue medium upto Matric and arrangements should be made for holding examinations in several languages. It is in the interests of pupils of vocational schools that option should be given to them to answer their papers either through English or through their mother tongue, although it would not be possible to adopt mother tongue

medium in Government technical schools. If private agencies open technical schools with any other language besides Urdu, they should be encouraged to do so by financial aid.

RURAL AREAS

It has been already suggested that, as far as rural areas are concerned the basic schools should be complete in themselves and in such schools English might be dropped as a compulsory subject but Urdu might be made compulsory for three or four years and after the completion of basic school, it should be made possible for rural area pupils to take benefit of higher and University education, by supplementary courses, so that the most talented pupils from rural areas will have opportunity to be benefitted by higher education. It is true that recently the Government have raised a few middle schools to the status of high schools to meet the increasing demand, and raised two high schools to the status of Secondary Colleges to meet the increasing demand for University education *viz* Chaderghat and Darul-Uloom colleges.

MORE LIBERAL POLICY NEEDED

It has partially met the increasing demand for University education. But the approach is still orthodox and not broad based. The sole Urdu medium policy still persists. If the Government is not prepared to realise this injustice even after thirty years it will clearly prove that the Government is not anxious for the spread of education, secondary and higher, unless and

until it serves the purpose of the spread of Urdu medium education, with all its limitations on the non-Muslim population of the State. Any scheme of post-war higher education, based on this narrow basis, is bound to fail to meet the situation. The non-Muslim population has begun to feel that the so-called financial and administrative difficulties will be a permanent hindrance to their educational progress.

PUBLIC ENTERPRISE

Some people outside the State will perhaps think that why should not the public come forward to share the burden for the spread of education. But the monopolistic tendency and sole Urdu medium mania are mainly responsible for the apathy of the public. Whether it is the question of opening a private high school or college, the ghost of Urdu medium dashes to pieces the enthusiasm of the public. Is it not a fact that the Sahukaran Committee was not permitted to open a distance Commercial College? Is it not a fact that the undaunted Mr. Dattatreya Pershad could not open an English medium or Urdu medium college in the State (including Administered Areas) and he turned his attention to the Berars and succeeded in establishing a college at Bavim with local co-operation? There are several philanthropists but they are not prepared to submit to the dictates of red tapism. The history of private high schools, however small their number, only bears out this unhappy experience even at the secondary stage. Is it too much to expect that with the co-operation of the public the Government can achieve better results and they can

the utilise public funds in a more economic way and serve the cause of education in a more profitable way?

Higher Education For Girls

The way in which the Government is tackling the question of girls is simply revolting as far as the non-Muslim population is concerned. As usual, the Government seem to measure their achievement by the amount spent on the Osmania Women's University Colleges but the public looks at the problem from the point of view of the pupils of the majority of the subjects and how to give them facilities for higher education. The necessity of sending non Muslim girls to the Matriculation examination of Nagpur, Aligarh, Ajmer, Benares, Andhra and Mysore is a blot on the self sufficiency of the Premier State. The sooner is the mistake realised the better. What is wanted is a popular approach and not expansion on the orthodox lines. At this rate, the Government will certainly be successful in keeping the bulk of the females without education even after a generation. Let the Muslims compare their educational progress during the last thirty years with their record in pre-Osmania decades. Making allowance for the march of the times it will be found that the mother tongue medium has helped them a good deal to carry the light of knowledge to many a Muslim girl and boy similar facilities were offered to non-Muslims, their educational progress would have been certainly better. Thus it will be realised that the question of mother tongue medium of instruction is the pivot of the spread of the light of knowledge. Those who do not concede this

birth-right will be responsible for shutting out the light from a large number of pupils, apart from the extra strain a non-mother-tongue medium casts, on those under instruction with consequent waste of energy, time and money. Will Hyderabad fall in line with the neighbouring provinces and play its honourable part in advancing the cause of education?

OPPORTUNITIES TO THE POOR

The very idea of a selective test and giving full opportunities to the poor but deserving casts a burden in discharging the duties, in the distribution of funds and privileges, which ought not to prove a safety valve, for keeping out the deserving from the benefits of higher education. The distribution of bursaries has left much to be desired so far, and more precautions will have to be taken in future for distribution of such funds.

STUDY OF SANSKRIT

I cannot close this, unless I draw the attention of the educationists to the desirability of the study of Sanskrit in the case of non-Muslims from cultural and linguistic points of view. The number of pupils that study the ancient language the mother of most the modern Indian languages and a source of cultural inspiration is simply deplorable. The question of ethics or religious instruction for all pupils alike is another question which deserves careful scrutiny. The retention of reli-

gion for Sunnies from the primary upto the degree course as a compulsory subject and substitute of moral lessons or ethics for non-Sunnies is a milk and water solution. If religious instruction is necessary at all stages it has got to be considered. If religious instruction is necessary at some stage, then to deny religious instruction to the bulk of the pupils and to resort to a substitute which is neither sound in principle nor beneficial in actual life as the third best is not doing justice, either to the subject on the one hand, nor to the pupils on the other. This is one of the subjects which ought to be considered in the light of the previous experience not only in the State but also outside. Once the principle of giving or not giving instruction in religion is decided upon, it should be informally enforced without any prejudice, treating all religions alike. In short the whole question of secondary education should be approached in a broad democratic spirit and not in a narrow Fascist spirit to ensure healthy development of the country at large. An administrator is judged not by his words but by his acts. His Excellency Sir Said-ul Mulk Nawab of Chittari, was pleased to observe in 1944, while inaugurating the Bombay Presidency Muslim Educational Conference in Poona, that Education cannot be communalised. But, we are still waiting for the day in Hyderabad when the educational policy of the State is so shaped as to make as strong an appeal to the Hindus as to the Muslims although this advice was given long ago in 1929.

Some Aspects of Post War Development

UNIVERSITY EDUCATION IN HYDERABAD

III

Before dealing with the problem with reference to the requirements of University education in Hyderabad State it is necessary to make a few observations regarding the necessity of expansion and improvement of University Education in India. Ever since the publication of the Sapru Report 1935 an impression is going round that in view of the unemployment among University graduates—leaving aside employment boom during war—there is already too much of University Education. But it will be found that in England for a population of 41 millions there are 12 Universities, in Canada there are 13 Universities for a population of 81 1/2 millions, in Australia, 6 for a population of 5 1/2 millions; in U.S.A there are 1,720 institutions for 400 millions. India has 18 for 400 millions. Not only that the number of institutions is less in India than elsewhere but even the number of pupils at the University stage has not reached the desirable limit.

The reason for the unemployment of University graduates is not excess of University education but it is to be sought elsewhere. Perhaps the unemployment is mainly due to the goal of education, as described in the despatch of the Court of Directors of the East India Company in 1827 in the following words: "Adverting to the daily increasing demand for the employment of the natives in the business of the country and in important departments of the Government, the first object of improved education should be to prepare a body of individuals for discharging public duties. It may, we trust, be expected that the intended course of education will not only produce a higher degree of intellectual fitness, but that, it will contribute to raise the moral character of those, who spoke of its advantages and supply you civil servants, to whose probity, you may, with increased confidence, commit offices of trust, to this, the last and the highest object of education, we expect that a large share of

India	Sec. School pupils	University peoples	Proportion of 1:2	Proportion to population
1937	24,96,826	1,28,623	1 in 19	1 in 2300
England & Wales				
1938	5,69,089	48,189	1 in 11	1 in 800
Hyderabad				
Dn.				
1941	H. 40,298 M. 37,909	2488	1 in 32	1 in 6,508

your attention will be applied." Partly it might be due to a uniform secondary course not suited to the natural inclination, ability, aptitude, and needs of future life. Thirdly it might also be due to the existence of a large number of affiliating Universities with over crowded colleges. Fourthly it might be also due to want of co-ordination between the economic and social life of the country on the one hand and education on the other. Fifthly the quality of University education may have to be improved if Indian Universities were to attract pupils from outside just as Cambridge and Oxford or European Universities attract at present. Undoubtedly there is room enough for affiliating Universities as well as teaching Universities of a mixed type. It is true that out of 20,502 candidates that appeared for B.A. and B.Sc. in 1947, 11,185 candidates passed i. e. 46 per cent failed. In this connection the remarks of Sir John Sargent that probably nowhere among the Universities of the world is there so large a proportion of failures in examinations as in Indian Universities, does not seem to have attracted proper attention which it richly deserves. It is equally true that the object cannot be satisfactorily gained by lowering the standard of examination, but it can only be done by raising the level of instruction in schools and colleges and minimising examinations. It is an open secret that linguistic Universities are being established and even territorial Universities have accepted to a certain extent the principle of mother tongue medium even at the University stage and they have also felt the

necessity to make better arrangements for post-graduate and even Hons. courses individually and collectively.

SITUATION IN HYDERABAD

Coming down to Hyderabad, the Osmania Urdu medium University is looked upon as the apex of the Educational system and as such the Urdu medium dominates at the secondary stage also. The University is officially described to be of a unitary type, but it has tolerated Intermediate colleges at Warangal, Gulbarga, Aurangabad besides the City College at Hyderabad, and the Women's College, in addition to the newly started Chaderghat and Darul-uloom Intermediate Colleges. As the recent communique shows all Science and Mathematics pupils have been provided for in the City College and the Arts course pupils are divided between Chaderghat and Darul-uloom, the latter looking after those, who take up religion, Arabic and Persian. Thus this year the Government have made arrangement to admit about 1000 pupils in the 1st year, and the Inter Arts classes in the University College have been abolished. The strength of the Nizam College—the only institution with English medium affiliated to the Madras University which is 485 has not been raised considerably despite repeated demands. Nor have the government considered it desirable to permit private colleges either with English or Urdu medium. Naturally a large number of pupils have to migrate to neighbouring provinces to satisfy their hunger for

higher education. The disappointment in establishing a college in the Dominions led Mr. Dattatreya Pershad to migrate to Berar and establish a college at Basim. It is true that the Osmania University has established an Engineering College (Civil & Mechanical) a Medical College, and -recently Commercial Classes have also been opened. But considering the number of matriculates the provision for University education is still inadequate. The classification of college pupils in the City College and the Osmania University as shown below will convince any reasonable man that obviously non-Muslims have not been benefited by Osmania institutions as their population is 85

per cent whereas the population of the Muslims is hardly 15 per cent. But the number of pupils admitted shows that on an average the number of Hindus admitted is half that of the Muslims. Even assuming that this is entirely due to educational backwardness of the Hindus, does it not show that the educational policy requires overhauling to suit the needs of the majority?

Inadequate provision for English medium University education has adversely affected the progress of University education among non-Muslims. The Nizam College is not meeting the increasing demands of the non-Muslims as it is reported that their number is being reduced day by day.

The figures cover a period of 20 years.

1st year Osmania University Admission.	Hindus		Muslims.	
	Hindus	Muslims.	Hindus	Muslims.
1335-36	19	70	17	26
1336-37	28	80	17	47
1337-38	32	69	9	34
1338-39	32	76	22	50
1339-40	34	92	26	53
1340-41	39	74	28	60
1341-42	48	77	46	65
1342-43	42	121	26	63
1343-44	54	123	40	50
1344-45	59	115	54	54
1345-46	84	124	57	73
1346-47	79	115	56	61
1347-48	<i>Figures not traced</i>		42	78
1348-49			54	96
1349-50			72	131
1350-51	88	166	71	196
1351-52			80	126
1352-53			81	170

The popularity of English medium with Non-Muslims will be proved by the following figures:

ENGLISH MEDIUM

EXAMINATION	1836 F.		1837 F.		1838 F.		1839 F.	
	Hindus	Muslims	Hindus	Mus.	Hin.	Mus.	Hin.	Mus.
B. A. (Hon).	1	0	0	0	1	0	15	0
B. A.	16	5	14	6	10	12	15	5
Inter	29	11	22	12	27	11	22	12
H. S. L. C.	138	100	136	88	151	78	136	38

URDU MEDIUM (OSMANIA)

EXAMINATION	1836 F.		1837 F.		1838 F.		1839 F.	
	Hin.	Mus.	Hin.	Mus.	Hin.	Mus.	Hin.	Mus.
M.A.	1	5	0	2	0	5	0	5
B. A.	16	29	12	36	14	42	26	33
Inter	21	59	21	46	32	88	21	46
Matric.	79	72	79	99	39	78	79	99

When the Osmania University was established in 1918, University of a unitary type was in the run. But Lord Haldane, who was at one time a convinced believer in the unitary type of University, came to the conclusion, when he investigated the question of University Reform, as Chairman of the Royal Commission on University Education that, affiliating and examining Universities are indispensable even in small countries like England. Thus, simply because at one time unitary type was preferred to other types; it does not rule out the establishment of other Universities or converting the existing Universities into Universities of a mixed type so that the affiliated colleges might confine themselves to teaching up to the degree stage, while University centres might concentrate on post-graduate teaching and research, as suggested by Sir John Sargent. The Osmania University although not controlled by an Act of the

Legislature like other Indian Universities and although it does not give sufficient representation to non-officials as other Universities do, it is a chartered University based on an idea that an Indian vernacular (Urdu) should be the medium of instruction. So far as the idea of establishing a University imparting instruction through an Indian vernacular goes there is no dispute as such. But the trouble arises when such a University is treated as the apex of an educational policy in a territory speaking different languages. The Government have spent huge amounts almost fabulous on buildings and University education and I do not propose here to give the comparative figures of the average cost per pupil. But none can deny that the institutions in a country ought to be adopted to suit the convenience and requirements of the people of the country and as such new institutions should be

started or appropriate changes be made in the constitution, scope and ideal of the Osmania University to suit the needs of the territory and different languages largely spoken in the country. The monopolistic tendency in University education and the sole Urdu-medium red-tape should be abolished and public should be encouraged to establish colleges or High Schools according to their wishes-if necessary, affiliated to an outside body as the Government is not either prepared to start another University or alter the existing University to suit the territorial requirements. Unless this fundamental outlook is changed increasing seats in the Nizam College or making provision for more optional subjects cannot meet the demand of non-Muslims. The government must give up the idea of foisting sole Urdu medium education on all alike from top to the bottom and must allow people to open schools and colleges, as they are allowed to do in the whole of India, subject only to the academic requirements and not political barriers and monopolies. Any post-war education scheme based on the present fundamentals cannot achieve the goal of spreading education as evidenced by the experience of 30 years. At present, the Medical College admits 25 pupils; in the 1st year, the Engineering an equal number and the Nizam College 145 the admission to the Osmania has this year risen to (1000) in the 3 Intermediate Colleges in the City. If post-war scheme means increasing the seats here and there, it cannot meet the situation. The present Osmania

Women's High Schools and College, in fact cater to the needs of the Muslim population of 15 percent and if post-war scheme means spending more on these institutions only, it is to turn a deaf ear to the realities of the situation. The Non-Muslim girls have been virtually deprived of legitimate facilities in Secondary and College education. The Government will be judged not by the money spent on females education but by the turn out and it is obvious that with the present policy the bulk of the population won't be benefited. Similarly, employment of more teachers and better teachers is not going to help those who have not had, in fact, proper facilities for University education. When the Osmania University grants degrees in Islamic religion, there is no reason why a Sanskrit College should not be affiliated to it as an Oriental college and similarly why Ayurvedic and Unani Colleges should not be modernised and should not receive as much attention as Allopathy does, at the hands of the University. Technical difficulties such as the existence of an Act or Charter ought to be overcome if the principles are accepted. But these expectations cannot be fulfilled until the Government realise their territorial liabilities and are prepared to give up the monopolistic and red-tape attitude in educational matters. Thus most important aspect of post-war scheme is the decision on fundamentals and not so much mathematical calculation on the present basis. In plain language the attitude of a Muslim benevolent autocratic educationist must yield place to that of "a real public servant" of a country populated by

people of different religions, speaking different languages. Unless this position is realised more expenditure of lakhs and crores will only increase the burden on the tax payer without any "proportionate benefit to the average tax payer or majority of the tax payers." Let it to be clearly understood that the public at large is sick of the sole Urdu medium monopoly and restrictions, all round. It is high time that restrictions on educational institutions are abolished forthwith and besides Urdu, other languages are encouraged and the cultural, educational and linguis-

tic needs of non-Muslims are properly attended to. The Osmania University if it is to serve as a territorial University need not be a close preserve of handful of Muslims, but the non-Muslims must have adequate hand in settling the policy and administering the institutions. The ideal of live and let live ought to prevail in a multilingual area populated by different religions. Will the new Hon'ble Educational Member rise, or be permitted to rise to the occasion so that in the annals of the history of education in the State his name will be long remembered?



Adult Education

IV

THE first two articles (published on 6th August 1945 & 20th August 1945) have made it clear that, pupils up to the age of 14 are to be given compulsory Basic Education, and scope of Secondary Education is to be widened, both as regards variety of schools and number of schools. The third article (published on 2nd Sept. 45) dealt with the question of University Education in the State. But the question of education cannot be satisfactorily solved by merely dealing with the education of children. Obviously, education of children has got to be supplemented by resorting to Adult Education on a large scale, if the future citizens are to be made fit for the democratic government of the country. When the Congress Ministries were in power, they looked upon the problem of Adult Education as if it mainly meant elimination of illiteracy. Even now there is good deal of loose thinking amongst the enthusiasts of Adult Education. The idea of adult literacy is not objectionable as such but it must be remembered that literacy is a means and not an end in itself. Secondly, literacy, in order to be really useful, as a part of adult education scheme, has got to be sufficiently developed permanent or lasting in its nature. Obviously mere whirlwind campaigns of literacy fail to achieve the real object in the long run.

The memory of Thackeray Trust primary schools in the Bombay Presidency is fresh in the minds of the Public and if the money, time and energy spent on such campaigns has to be a real asset, there must be better planned and sustained efforts in this respect. It is necessary to state in this connection, 100 hours instruction spread over a year is necessary to bring about capacity to read and write, and that, persons of ages below 12 and over 40 should not be admitted to such classes. But, as described by Dr. Zakir Husain, Post War adult education should aim at developing *the whole personality of the person and not merely his capacity to read and write*. The approach to education ought not to be literary but partly vocational and partly intended to cover the needs of a modern complex life, where economic and political forces, national and international, have affected the life of individuals all over the world to such an extent, that the education of future citizens, has been made a complex problem. The government of a modern State expects certain things from the citizen, the industrialist has his own expectations from the average worker. The vastness of the problem requires proper planning and proper perspective if the time and money are to be properly utilised. In this connection, it must be remembered

that, besides literacy, there are various methods such as the radio, the film, the magic lantern, exhibitions and demonstrations that can achieve a good deal and the work of educating the adult need not wait till lasting literacy is established. It is needless to add that, literacy campaign will fail in achieving the goal, unless it is accompanied by a well planned literacy movement, which sustains and nourishes literacy. There is another aspect of adult education, viz, it should not be confused with the spread of the National or State language; for adult education, the medium of instruction, must be obviously the mother tongue of the adult. The adult will have more opportunities to read and think in his own mother tongue and therefore instruction through any other language will not bear fruit. The adult must not only be taught to read and write but he must be able to understand and form his opinions on current affairs, and do his business in a better way and lead a life in modern times as a fully educated man would do.

Adult education, as observed by Sir John Sargent, should aim in giving effect to the democratic principle of continuous, life long and complete education, for all according to their ability to profit by it. In other words, the Role of adult education is to make every possible member of the State, an effective and efficient citizen and thus to give a reality to the ideal of democracy. Adult education in this sense, is still far from realisation, even in those countries where it has made the greatest progress, but the full objective continues to gain increasing recognition. In this connection, the Univer-

sities have a responsibility on their shoulders not only to educate children out to educate adults, especially those who have had no opportunities to avail themselves of University education. University extension Lectures must be properly planned where instruction in a particular branch of knowledge is imparted to such of the adults who have not had the benefit of University education. In this connection, it will be interesting to note that, there are three types of Universities in Russia. The Sunday University, the Evening University and the People's Colleges. It is stated that the Sunday University was started at Leningrad in 1943. It has four faculties and tuition is given in such subjects as international relations, art and literature. Generally, the course in one subject extends over 30 weeks, and is given on Sundays, in Sunday Universities. The Evening University and the People's Colleges function in the evening. It should be remembered in this connection that, the standards that prevail in these institutions are in no way inferior to normal University standards.

This will clearly show the scope and nature of the work, that is expected to be done by the adult worker, and taking into account the Psychological aspect of educating the adults, half educated or ill-educated teachers will not be useful and it is necessary that the educationalists, social workers in India, and the Central Government, deal with the question in a thorough manner, so that there might not be waste of time and energy. Even the efforts at liquidation of illiteracy are not based on sound, well planned lines.

The training of the Adult Teachers and the preparation of courses of studies and text books in different languages is quite essential. It is not a satisfactory way of consolation that something is better than nothing. Even as regards a library for adults, there should be selection of books. In fact, literature for adult education pupils will have to be simple, covering a wide range of variety of subjects, showing the broad outlines of a subject, without the Scientific elaborate discussion. But special care must be taken to use simple language. At present, we find English and Urdu text books, in History, Geography and other subjects, which are not written bearing in mind the capacity of the understanding of the taught. Such mistakes should have been avoided by this time, but educationists and text books writers do not seem to have paid sufficient attention to this aspect. In the case of adults lecture system wont be useful but the adult must be made to think and discuss. In England, small pamphlets on the following subjects, such as (1) How to lead discussion Group (2) extent of Education (3) People and Politics (4) what about Race (5) Law and Justice (6) Can we conquer un-employment etc., are published worth 3 or 4. do each, as a part of adult education.

Now that an All India Adult Education Association has been separately formed and there will be a separate All India Education Conference and all the governments, whether or otherwise seem anxious to tackle the problem it is necessary, both as regards liquidation of illiteracy and Adult Education pure and simple, that the educated and the teacher

should be educated, before any campaign on a large scale is undertaken and carried out successfully. An Adult Education committee has been formed at Wardha also and it is likely that the problem will be tackled in all its details, including the importance of the handi-craft in the course of studies.

When there is so much confession of thought in British India itself, it is not surprising that Hyderabad should lag behind. But there are certain doubts which are peculiar to Hyderabad. Whether it is a case of libraries-circulating of village or town libraries or whether it is a question of an adult school, the Urdu phoebia must yield place to real education of the masses and classes. Secondly the Government must judge the success or failure of its efforts, not by the money spent on these items, but by a close analysis of the persons benefited thereby. I do not under rate the importance of the National language Hindusthani or the State language Urdu, here, but I do not maintain that we must not commit the same mistake which we did in the case of education of children, viz neglect of the mother tongue and introduction of Non-Mother tongue medium. The approach to the question should not be from the point of view of the teacher or administrator but that of the taught. It will be interesting to note that even during war in Australia adult education was carried on in the army with the following results: (1) we must take our goods to the customer (2) Material to be presented in a form which is easily intelligible to them (3) Development of a well-equipped unit centre

(4) Importance of visual aids and libraries (5) Demand for adult education exists in all sorts of men and women (6) Necessity of learning and pooling experience and exchange of ideas amongst those engaged in the work.

Considering the vastness of the task, it is but natural that, systematic work of adult education would be impossible without Government machinery and public co-operation. If the goal of compulsory education is not a mirage but a reality, then adult education also must be undertaken side by side, in all seriousness. As regards the education of the educated, the present practice of addressing empty benches in the Town Hall; or in the University Hall far off from the city where the audience is mostly composed of University or College professors cannot be helpful to realise the goal, although learned lecturers, highly paid might be requisitioned. University extension or extra Mural Lectures should not serve the purpose of a feast for the highly educated but there should be a definite plan behind the series, so that, now that the war is over, the lectures could be printed with advantage, for the benefit of the less educated. This will clearly show that, although by applying the selective test, benefits of higher education will be confined to those who are fit for it, those deprived of the opportunities of University education, should not be entirely deprived of Higher education, in general. This out-

look might be looked upon as a product of the present war and post-war planning cannot afford to neglect this point. The Indian universities will have to expand their scope and introduce necessary amendments.

It is true that the Central Advisory Board had opened that, the opportunity for appointment of a committee had not arrived and that rigid course of studies could not be prescribed, but a glance at the efforts in several parts of India show that for want of proper lead, there is danger of waste of time, energy and money. It is necessary therefore now to husband and the resources of the country on the one hand, and to take advantage of the enthusiasm of the public on the other hand. I am not unaware of the activities of the Hydari Circulating Library and activities for the spread of Urdu both by Government and the Muslim public but, as already stated, the problem does not admit of a narrow approach when popular Ministries were working in the whole of India. Adult Education created a good deal of enthusiasm in official and non-official circles. But it will be found that out of all the provincial Governments, it was the Government of Bihar that approached the question most systematically and it is gratifying to note that the mass literacy campaign is still in full swing there. It is interesting to note that there were two types of centres—intensive and non-intensive, with the following results 1st April 1943 to 15th July 1943

Intensive Centres.

	Pre literacy	No. of centres.	No. Under instruction.	No. passed lit. test.
	1934		24068	14961
Post literacy	2209		44161	33112

Non-Intensive Centres

Year	Pre-literacy.	No. Under instruction.	No. passed the test.
1942-43		58582	34477
1943-44		54800	36059
	Post literacy		
1942-43		12829	9107
1943-44		11696	8225

If the police department was responsible for making 3234 illiterate chankidars literate, 4690 student volunteers were able to make 21013 persons literate. The total expenditure from all sources in 1943-4 was 195710, in addition to 4987 spent from special provision for village libraries. 8000 libraries were started from 1939 to 43 and 270 in 1943-4. Expenditure under grant-in-aid to Men's centres in Intensive and Non-Intensive areas was 127 114 (This will demonstrate what the co-operation of the public and government can achieve in the field of adult Education). The results of literacy and post literacy tests have shown that the cost per capita is annas fourteen only (0 14 0).

The literacy drive in the city of Bombay is another instance of concerted action in the field. The adult literacy committee hopes to spend 5 lakhs of rupees Government grant Rs. 1,50,000, Bombay Municipality grant Rs. 50,000, Tata Trust grant Rs. 25,000 Port Trust grant Rs. 25,000, the rest to be met from public donations and variety entertainment. The committee has made 80,000 adults literate during the last 6 years, of whom 16,000 are women. The number of adults made literate in 1944-5 was over 11,000, of whom 2,500 were women. Will the

post war department of premier State justify its existence and endeavour whole heartedly for the progress of the people as a whole?

A glance at the educational reports will show that, the Government have been spending about 8 to 10 thousand rupees, mostly on aided institutions, intended for literacy; as the Director of Public Instruction's report for 1941 shows that out of 90 schools 5 were government, 16 local fund and 50 aided and 19 unaided recognised schools—It would have been better if the medium of instruction, the locality, the average strength of the pupils of these classes of schools and their comparative expenditure were also shown. The total persons under instruction is stated to be 2673. It is further stated that the total expenditure on these schools was Rs. 16,321, and the government contribution being only Rs. 5,533. Thus even in the case of 2673 adults the government have on an average shared one-third expenditure, provided average cost of a person is the same in government and non government schools I am drawing attention to these facts so that the department must not be satisfied by doubling or trebling the allotment but it must undertake to do justice to the problem, in a country where according to

the latest literacy figures only (7%) are literate but not educated, even in the sense in which an adult should be educated as shown above. It goes without saying that the problem cannot be tackled by the government or by the public single handed. The present atmosphere of distrust cannot be conducive to the solution of the problem. What is wanted is a really sympathetic approach and grasp. If the educational department, is to be really the fountain head of the progress of all the subjects, irrespective of language and religion, and not merely mostly a propaganda office for the propagation of Urdu at the cost of the

spokesmen of the ancient three great vernaculars of the State- it is high time that those who lay down the policy and formulate plans care not only to understand the Non-Muslim mind but actually live in their atmosphere, so that post war, education will facilitate the progress of the State as whole, at all stages, and in all its varied activities. It is needless to add, that the department of education should be entrusted to a full time separate secretary as the work has already increased and is bound to increase, if justice is to be done to the cause of education. Will Hyderabad Government rise to the occasion?

Hyderabad People's Educational Conference

BULLETIN NO. I

Part 5

Resolution No. 15 passed by the Fifth Session of the Conference in November 1944, runs as follows:-

"This conference is of opinion that it is high time for galvanising public opinion in the State, in respect of compulsory education and medium of instruction. The Standing Committee is authorised to arrange for observing literacy weeks and holding public meetings in different parts of the country so as to give expression to public opinion in this respect and to take all necessary steps in order to persuade the Government to attend to these matters at an early date."

The problems of compulsory education and medium of instruction have been before the Government and the public for a pretty long time. It was in 1910 that Mr. Gokhale drew the attention of the Indian Government and the public towards the necessity of compulsory education. This was followed by Provincial Acts being passed in several provinces of a permissive nature. Even in this State the Anjuman Tarqui Hyderabad drafted and published a scheme of Compulsory Primary Education 15 years ago and attempts were made to introduce Bills in the local Legislative Council. Besides, this demand was sponsored by all sections of

the public, but unfortunately this question has not received the attention it deserved. Some enthusiasm is evinced when census figures of literacy are published every ten years. But Post War planning and Sargent scheme have again focussed public and Government attention on compulsory education. In this connection it should be remembered that compulsory primary education in the rural and urban areas as understood before the Wardha Scheme of education was published, was confined to primary education of 4 years, but it was realised that completion for 4 or 5 years would not create right type of citizens and essential education could not be imparted nor permanent literacy could be expected during these years and therefore it is now generally agreed that compulsory education must extend over a period of 8 years, i.e. from the age of 6 to 14. The present war has brought into light some new aspects all over the world and one of them is that education, whether primary, secondary, or University, must not be confined to those who can financially afford to have it as at present, but it must be brought within the reach of each and every individual, according to his mental capacity and needs of the Society in general and not of the particular family.

class or caste. Thus this is the best opportunity for pushing forward any scheme of compulsory education, as contemplated by Mr. Sargent, so that on the one hand mass illiteracy could be liquidated and better type of citizens could be prepared to shoulder the responsibilities of the future Government of the country. The Government of H.E.H. have established post-war Secretariate and post-war schemes of education have also been prepared. But, in order that such schemes achieve the greatest good of the greatest number, at minimum cost, those who have bungled educational policy for the last 25 years cannot be trusted to do the right thing in the right way and at the right moment. It is desirable therefore that such schemes do not remain a closed secret or a dead letter but they are conceived in a broad spirit of all round progress of the subjects and not that of a particular class or community, and the drafts are published for public criticism before they are given effect to. An unsympathetic Government has always taken shelter under the bogey of financial burden or the people being not ready for compulsion. But as shown above, the problem has assumed a world wide importance, and financial difficulties ought not to come in the way, as the Government have already resorted to the Excess Profits Tax, the Compulsory Savings Act, the Entertainment Tax and what not, and the primary duty of a modern Government is to impart adequate education to the average citizen. Thus the approach has undergone a change and it is for the public now, to facilitate compulsion. Figures of literacy and expenditure on education during the last 50 years will show that under the present policy there is no hope of

satisfactory spread of education. The resolution No. 1 passed by the Conference runs as follows:

"The percentage of literacy of the people of the State has not made any satisfactory progress as compared to that of 1881, although the annual expenditure of the Government on Educational Department has increased 60 times during the last 50 years. This Conference is of the opinion that spread of Education on a large scale is not possible without compulsory primary education, nor can the people become good citizens without it. The conference regrets to note that despite unanimous demands of the people during the last 20 years, no attention has been paid towards this matter. This Conference, therefore, requests the Government to pass and give effect to the Compulsory Primary Education Act whereby instruction will be given through the mother-tongue medium according to the Sargent Scheme.

The area of Hyderabad is equal to that of England and Ireland and the population is to equal to that of Mysore, Travancore and Baroda put together. The introduction of Urdu in the 2nd year and English in the 3rd year at the Primary stage is necessitated by the unnatural non-mother tongue medium at the Secondary Stage. The Sadler Report and the Sargent Scheme have condemned the instruction of non-mother tongue at such an early stage, which affects adversely adequate instruction in the mother-tongue, which is essential as a preliminary to the learning of a foreign language.

As regards medium of instruction, there was a time in India when all over India Sanskrit was the language of the educated and it was also the language which created a sort of fraternity between Pandits of different parts of India. But the growth of provincial languages and the establishment of the Moghal rule gave rise to provincial languages and Hindi—Hindusthani as the language of common parlance and especially in Northern India, although Persian was patronised by the nobility and highest offices. With the advent of English Rule, English was made the medium of instruction, as the official language of the Rulers, and that of administration but although late in the day, the claim of the mother-tongue medium was recognised 30 years ago and it was professed by the Government that it was in pursuance of this principle that the Osmania University was established in 1917 by making one of the Indian vernaculars as the medium of instruction. Mother-tongue medium has thus ceased to be a theory in India and it has been successfully adopted even in multi-lingual areas. Upto the end of Secondary education it has become an accomplished fact and the Inter University Board and All India Educational Conference are considering how to adjust the claims of the mother tongue medium at the University stage. There is another thought-current that is prevailing viz-necessity of a national language for India. But mature statesmen and sound educationists do not mix up the question of the mother-tongue medium of instruction with the lingua franca of India. But apparently on political grounds Hyderabad Government

which sponsored the cause of a vernacular of India as the medium of instruction even at the University stage, is not prepared to do justice to the other three provincial languages of the State, which are claimed as mother-tongue by thousands of pupils in the State. It is often said that Urdu is widely understood, at any rate it is easier than English and that it is the national language of India, but it is conveniently forgotten that in no free country in the world is education imparted in any but the mother-tongue. It is also conveniently forgotten that in some cases Urdu may be easier than English but it cannot be a substitute for the mother-tongue nor substitution of one foreign tongue by another is going to improve matters. Was it not observed by late Sir Akbar Hydari Hyder Nawaz Jung "that diffusion of knowledge depends on the imparting of education through the mother-tongue as otherwise it is limited to a negligible minority who are neither themselves cultured nor can help in its widest possible diffusion.....? Public opinion demands that the highest kind of education should be made available in the vernaculars not only because that the strain of learning a foreign language is great but also because the ideas conveyed through the medium of one's mother-tongue become part and parcel of one's mentality to an extent impossible in a foreign tongue. By foreign tongue I mean any language other than the pupil's mother tongue without importing any disrespect towards any other language." Did not the Firman of HEH endorse the principle that "the mother-tongue of the pupils should be the medium of instruction and to adopt any other

language as medium of instruction is unnatural." But, *men's memories are short* and the sole Urdu medium is being forced on a population in the state, where over 80 lakhs claim Telgu as mother tongue, over 40 lakhs claim Marathi and over 20 lakhs claim Kannada and only about 18 lakhs claim Urdu as mother-tongue? The effect of this differential treatment has led to the following results:—

mittee decided to observe mother-tongue day all over the State and passed the memorable resolution of 11-5-1943 drawing the attention of the Government to the possibility of the public ceasing to take interest in running institutions, as otherwise, the public would be guilty of carrying out an educational policy, which is stoutly condemned on the platform and in the press.

1298 F. (1888 A. D.)

Number of pupils studying : Marathi 11067

1935 and 1936 Urdu 921
Telgu 2989

Stage	Urdu	Telgu	Marathi	Kannada	Tamil
Primary	116447	96271	74997	25920	1288
Secondary	56068	13943	13447	4443	854

A Government which boasts of doing everything for the provincial languages of the State could only show a glorious record in 1939-40 of imparting instruction in the Osmania University to 22 pupils in Sanskrit the cultural language of the 85 per cent of the population— 11 in Telugu, 11 in Marathi and 6 in Kararise !!! It is gratifying to note that the demand of mother tongue medium has not only been made by the three provincial Conferences of Telangana, Marathwada and Karnataka, but even the Christian Missions have on purely educational grounds whole heartedly supported the demand, as evidenced by the memorandum submitted to the Government on behalf of the Private and Aided Schools Association. This Conference has left no stone unturned in this respect and when the Government was about to force all private schools to adopt Urdu medium, the Standing Com-

The Educational policy so far followed has certainly helped the spread of education among Muslims, whose mother-tongue is Urdu, but it has equally certainly retarded the progress of education among the Hindu, whose mother-tongue happens to be Telgu, Marathi and Kannad especially. This can be easily verified by figures of the spread of education at different stages, in the neighbouring multi-lingual provinces of Bombay, Madras and C.P.

When the Government is embarking on post-war schemes, it is highly essential that fundamentally the schemes should be based on various reasoning calculated to advance the real interest of the vast majority of the subjects as otherwise more harm is likely to be done to the generality of the public. There is no gainsaying the fact that whole hearted public co-operation cannot be expected in this respect to solve the problem of education at different

stages unless the fundamental demands of the public are met squarely and fairly. The resolution No. 2: passed by the Conference in this respect runs as follows:—

“It is an admitted fact that the medium of instruction from the primary stage upto University instruction should be the mother-tongue of the pupil. The Inter-University Board and the All India Educational Conference endorsed this principle and have recommended already that it should be acted upon to the end of Secondary education immediately and that owing to practical difficulties mother-tongue medium should be introduced gradually at higher stages. The Government of H. E. H. the Nizam have admitted this principle by adopting Urdu—a local language—as medium of instruction. This Conference, therefore, demands that the medium of instruction should be the provincial languages (for the students of Andhra, Maharashtra and Karnatak) and as a prelude to this goal, to adopt immediately provincial languages as medium of instruction upto the

end of higher Secondary Education.”

The public in British India played a great part in the spread of education especially secondary and higher education, but the policy of the Government of India was to accommodate the aspirations of the public as evidenced by the constitution of the Indian Universities, and Education portfolios being entrusted to elected representatives of the public. Thus it was that mother-tongue was substituted for English as medium 30 years ago, but here the Government is not prepared to recognise mother-tongue medium but is actively canvassing support for substituting Urdu for English one non-mother tongue for another. We believe, the time has come when the public should make it clear to the Government in that the public cannot cooperate with the Government in the noble cause of education unless the fundamental proposition of mother-tongue medium is conceded forthwith and the department is entrusted to elected representatives of the public.

Secondary Schools (1940-41)		No. of students
Travancore	836	2,58,675
Central Province	809	1,37,469
Hyderabad State	208	41,849

Students—1940—41.

	Hindu.	Muslim.
Primary School	2,08,602	98,347.
Middle School	22,276	18,736.
High School	16,553	14,978.
Special Schools	1,499	4,207.

The condition of girls.

	Hindu	1940-41. Muslim:
Primary School	19,240	31,084.
Middle School	2,325	2,662.
High School	1,087	2,661.
Osmania High School.	94	1,199.
Special School.	111	258.

Literacy per thousand.

	Hindu	Muslim.	Differences.
Year 1901	25.36	54.64	29
„ 1931	40.6	107	67

Statement showing literacy statistics of States.

Name of State,	Population.			Literates (1000)			Percentage.		
	1911	1921	1931	1911	1921	1931	1911	1921	1931
Hyderabad	13375	12472	14436	368	365	596	2.8	2.9	4.1
Baroda	2033	1127	2444	205	272	435	10.1	12.3	17.8
Travan- core	2952	4006	5096	513	967	1218	15.8	24.1	23.9
Mysore	5806	6979	6557	365	443	595	6.3	7.4	9.1

PRINTED AT
BARATIYA NUJUMI PRESS,
HYDRABAD DECCAN.