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# REPORT

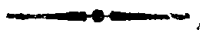
ON

## PUBLIC INSTRUCTION

IN THE

## BARODA STATE

FOR THE YEAR 1912—13.



**Baroda.**

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**1914**

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# REPORT ON PUBLIC INSTRUCTION

## IN THE BARODA STATE FOR THE YEAR 1912-13.

### 1.—General Summary.

Class of Institutions.	Number of Institutions.		Number of pupils.		Expenditure 1912-13.	Receipts 1912-13.
	1911-12.	1912-13.	1911-12.	1912-13.		
1	2	3	4	5	6	7
<b>English Education:—</b>						
(1) Arts College ...	1	1	389	410	1,07,140- 2- 5	17,889- 3- 3
(2) High Schools for Boys	3	3	1,623	1,775	59,709- 7- 4	23,853-14- 8
(3) High Schools for Girls ...	1	1	28	33	Charged to the Ver. Edu. Dept.	Nil.
(4) Anglo-Vernacular Schools ...	25	25	3,276	3,310	74,760- 5- 4	26,622- 4- 6
(5) Aided Schools ...	16	21	2,063	2,509	28,123- 7- 3	Nil.
(6) Unaided Schools ...	3	3	849	282	Nil.	Nil.
<b>Total (Eng. Edu)</b> ...	<b>49</b>	<b>54</b>	<b>7,728</b>	<b>8,319</b>	<b>2,69,733- 6- 4</b>	<b>68,365- 6- 5</b>
<b>Vernacular Education:—</b>						
(1) Direction and Inspection ...	...	...	...	...	90,674-10-11	Nil.
(2) Primary Schools ...	2,861	2,929	1,75,156	1,93,923	9,67,887-11-10	92,994- 1- 8
(3) Special Institutions...	10	12	2,027	1,881	1,24,945- 2- 3	13,137-12- 3
(4) Fund Schools ...	3	3	276	301	Maintained from the income of religious institutions.	
(5) Aided Primary Schools ...	23	18	1,671	1,255	1,764- 9- 0	Nil.
(6) Unaided Primary Schools ...	13	27	1,411	2,162	Nil.	Nil.
(7) Orphanages...	2	2	104	72	7,070- 5-11	161- 5- 6
<b>Total</b> ...	<b>2,912</b>	<b>2,991</b>	<b>1,80,645</b>	<b>1,99,594</b>	<b>11,92,342- 7-11</b>	<b>1,06,293- 8- 5</b>
Encouragement &c. ...	...	...	...	...	20,242- 4- 0	Nil.
Book Depot ...	...	...	...	...	3,055- 3- 0	9,010-14- 0
State Library ...	...	...	...	...	1,419- 2- 0	Nil.
Expenses of Edu. of Students sent abroad ...	...	...	...	...	10,777-10- 1	Nil.
<b>Total (Ver. Edu)</b> ...	<b>2,912</b>	<b>2,991</b>	<b>1,80,645</b>	<b>1,99,594</b>	<b>12,27,836-11- 0</b>	<b>1,15,304- 1- 5</b>
Central Library ...	...	...	...	...	1,02,000- 9-10	1- 8- 6
Museum ...	...	...	...	...	34,763- 9- 1	Nil.
<b>Grand Total</b> ...	<b>2,961</b>	<b>3,045</b>	<b>1,88,373</b>	<b>2,07,913</b>	<b>16,34,334- 4- 3</b>	<b>1,83,671- 0-4</b>

Note:—Rs. 1,50,000 spent on school buildings are included in P. W. Department accounts.



2. At the end of the year 1912-1913, there were in all 3,045 educational institutions of all sorts made up of 1 Arts College, 4 High Schools, 25 A. V. Schools, 21 aided English Schools, and Classes and 3 unaided schools for teaching English, 2,929 primary schools, 12 special institutions, 3 Fund Schools, 18 aided and 27 unaided primary schools and 2 orphanages.

3. The total number of pupils attending the above-mentioned institutions was 2,07,913 against 1,88,373 learning in 2,961 institutions of all kinds in the preceding year. Of these, 410 were in the Arts College, 7,909 in Secondary Schools and the remaining 1,99,594 attended primary schools and special institutions. Of the total number of children, 1,36,695 were boys and 71,218 were girls.

4. The percentage of institutions to the number of towns and villages in the whole State was 98·3, that of boys to the male population of school-going age counted at the rate of 15% of the total male population was 86·3, that of girls to the female population of the school-going age reckoned at the rate of 12% of the total female population was 60·7. The percentage of the total number of children both boys and girls to the total population comes to 10·2.

5. The total expenditure incurred in connection with these schools amounted to Rs. 14,97,570-1-4 against Rs. 14,25,720-0-2 of the preceding year whereas the total receipts amounted to Rs. 1,83,669-7-10 against 1,51,701-0-4 of the last year. It is found that the net expenditure on English Education deducting the receipts amounted to Rs. 2,01,367-15-11 against Rs. 1,70,460-12-10 of the last year. The net average cost of educating each pupil comes to Rs. 25-3-0 against Rs. 22-0-11. The net expense on Vernacular Education deducting the receipts amounted to Rs. 10,86,049-4-6 against Rs. 10,45,290-8-2 giving a net average cost of Rs. 5-7-1 per head against Rs. 5-12-7. Taking all the institutions and children together the total net expense amounts to Rs. 12,87,417-4-5, thus making Rs. 6-3-2 the average annual cost per head against Rs. 6-7-0 in the preceding year.

6. In coming to a correct estimate as to the fraction of the State revenue spent on education, two points have to be taken into account. Government revenue and expenses after education. Government diverts  $\frac{1}{3}$  of the total local cess towards educational purposes whereas the annual building grant of Rs. 1,50,000 for schools is shown as a charge to the P. W. Department. Moreover, Government maintains the recently organised Library Department and the Museum intended for the general culture and educational advancement of the people. Counting the expenses of the above two institutions under the head of general education and calculating the gross revenue of the State at Rs. 1,50,00,000, it may be said that the State spent approximately  $\frac{1}{10}$ th of its revenue after education during the year under report.

## PART I.

### English Education.

7. The report embodies information under the following heads for the year ending Subject of the Report. 31st July 1913.

- (a) Baroda College.
- (b) 3 High Schools for Boys, one at Baroda, one at Patan, and one at Amreli, and one High School for Girls at Baroda.
- (c) 25 Anglo-Vernacular Schools mainly at Taluka towns, one at each of the following places:—  
Baroda, Dabhoi, Sankheda, Sinor, Savali, Padra, Bhadran, Petlad, Sojitra, Vaso, Dehgam, Kalol, Kadi, Vijapur, Mehsana, Visnagar, Vadnagar, Kheralu, Unjha, Sidhpur, Chanasma, Kodinar, Dwarka, Kathor and Billimora.
- (d) 21 aided schools and classes made up as shown below :—
- (i) Five High Schools, 2 at Baroda, 1 at Naosari, 1 at Gandevi and 1 at Dharmaj.
- (ii) One Industrial School at Naosari.
- (iii) Eight Anglo-Vernacular Schools, one at each of the following places :—  
Nar, Pij, Palsana, Vyara, Maroli, Mahuva, Vesma and Naosari.
- (iv) Three Matriculation Classes, one at Petlad, another at Sojitra and the 3rd at Bhadran.
- (v) One VI Standard Class at Mehsana.
- (vi) Three V Standard Classes at Vijapur, Billimora and Kathor.
- (e) Three unaided English Schools— one called the Native Institution at Baroda, one at Dhamdachha and one called the Sir J. J. A. V. School, at Naosari.
- (f) Boys and girls, receiving English Education in primary schools ; and
- (g) Khangi Scholarships given by Their Highnesses the Maharaja and Maharani Sahebs.

8. The following table will give an idea of the numerical strength of the teaching staff. Departmental staff.

Professors and Teachers.	1911-12.	1912-13.			
		Graduates.	Under-graduates.	Specialists.	Total.
Government institutions ... ..	272	69	189	26	284
Aided institutions ... ..	118	23	87	20	150
Total ... ..	390	102	276	56	434

The increase in the number of teachers is due to the splitting up of classes in the existing schools and to the opening of a number of new aided institutions.

9. The following table shows the number of students in the month of July during the last five years in English teaching institutions.

**Table I.**

Number.	Institutions.	1909	1910	1911	1912	1918
1	Baroda College ... ..	225	316	329	389	410
3	High Schools for boys ... ..	1,445	1,532	1,629	1,623	1,775
1	Do. for girls ... ..	...	...	...	(28)	33
25	Anglo-Vernacular Schools... ..	2,149	3,001	3,130	3,276	3,310
30	Total ... ..	3,819	4,849	5,088	5,288	5,528
21	Aided Schools and classes ... ..	1,294	1,727	1,818	2,063	2,500
3	Unaided Schools ... ..	...	...	...	349	282
24	Total ... ..	1,294	1,727	1,818	2,402	2,791
54	Grand Total ... ..	5,113	6,373	6,906	7,700	8,319

10. The number of English teaching institutions has risen from 48 to 54 and that of pupils from 7,700 to 8,319. The schools are maintained in an efficient condition. Noting that at the end of July 1907 the number of pupils was 3,995 and this year it is 8,319, it will be obvious that the number has been more than doubled during the last six years.

11. The average monthly number on the roll increased from 7,128 to 7,795 and the average daily attendance rose from 6,107 to 6,702.

12. The total expenditure of these institutions imparting secondary and tertiary education was Rs. 2,69,733-6-4 against Rs. 2,40,113-7-6 of the last year and the receipts from fees &c., was Rs. 68,365-6-5 as shewn in the following table. The increase in expenditure is due to the additional equipment of College laboratories and the strengthening of the Professorial and tutorial staff both at the College and secondary schools.

Table II.

No.	Institution.	Expenditure.					Income.	Average annual cost of educating each pupil.	Remarks.
		Salary.	Contingency.	Scholarship.	Dead Stock.	Total.			
1	Baroda College	89,504- 8- 6	14,863- 3- 5	2,212- 0- 0	2,1030- 6- 6	107,140- 2- 5	17,889- 3- 8	148- 5- 0	The expenditure of the Girls' High School is charged to the Vernacular Edu. Dept.
4	High Schools.	52,171- 3- 7	4,642- 4- 0	1,242- 8- 0	1653- 7- 9	59,709- 7- 4	23,853- 14- 4	33- 10- 3	
25	A. V. Schools.	65,519-13- 2	7,697- 0- 5	793- 0- 0	810- 7- 9	74,760- 5- 4	26,622- 4- 0	22- 9- 5	
21	Aided Schools.	28,123- 7- 3	...	...	...	28,123- 7- 3	...	33- 0- 0	
51	Total ...	2,15,319- 0- 6	23,702- 7- 10	4,167- 8- 0	23524- 6- 0	2,69,733- 6- 4	6,8365- 6- 5		

## (a) BARODA COLLEGE.

13. The Baroda College was founded in 1882 and was in that year affiliated to the University of Bombay for the purpose of the Previous Examination. It was subsequently recognized in 1890 for the full course in Arts and Science and in 1892 for the purpose of the First LL. B. It has ceased to teach both Agriculture and Law.

14. During the year under report, Prof. D. L. Purohit M.A., LL.B., left service and his chair of Logic and Moral Philosophy was filled up by Mr. A. K. Trivedi, M.A. LL.B. Owing to the revised syllabus of study in the Arts and Science courses, being made operative during the year, the professorial staff had to be strengthened, and the new appointments of Assistant Professors of English and Mathematics were sanctioned. One Munshi Mr. Kadri was appointed to assist the Professor of Persian. Before the end of the year, however, the hopeful career of Mr. Kadri as a College teacher was blasted by his sudden and premature death due to heart failure. Principal Clarke went to England on furlough from the 20th December 1912 and Prof. S. G. Burrow acted for him. The College staff consisted at the end of the year of the Principal and 11 Professors who were assisted by a lecturer in French, a lecturer in Sanskrit—a Shastri, lecturer in Persian—a Munshi, two fellows, four demonstrators in Elementary Physics, two laboratory assistants and a librarian.

15. At the end of the year under report, there were 410 students on the roll against 389 in the preceding year. Of these, 392 were Hindus, 5 Mahomedans, 12 Parsis and 1 unclassified. Of the total number 4 were female students. The total expenditure on their education was Rs. 1,07,140-2-5 while the amount received from fees, rent, &c., was Rs. 17,889-3-3. The average annual cost per student was Rs. 148-5-0 against 156-8-7 in the preceding year. For the equipment and fitting up of the laboratories and the purchase of scientific apparatus Rs. 24,000 were expended during the year. This accounts for the increase in expenditure.

16. The following table shows the number of students, &c., in the Baroda College:—

**TABLE III.**

Statement showing the number of students, their race, average attendance, &c., in the Baroda College.

Name of the Institution.		Number of pupils on the roll on the 31st July 1913.					Average No. on the roll.		Average daily attendance.		Yearly rate of fees.		Monthly rate of establishment.		Receipts.			Disbursements.			Average annual cost of education per pupil.		Average annual cost of education per pupil last year.		Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
Baroda College.	1-1-1882	392	5	12	1	410	402	865	Rs. 60-0-0	Rs. 6,5:9-8-6	Rs. 1,07,140-2-5	Rs. 17,889-8-8	Rs. 1,25,029-5-8	Rs. 79,074-5-9	Rs. 28,063-12-8	Rs. 1,07,140-2-5	Rs. 148-5-0	Rs. 156-8-7							

17. The following table gives the number of students sent up for different University Examinations and the number passed in the years 1911-1912 and 1912-1913.

**TABLE IV.**

Examinations.	1911		1912		Remarks.
	Number of Students.				
	Sent up.	Passed.	Sent up.	Passed.	
M.A. ... ..	2	Nil	5	2	1 in 2nd class.
B.A. ... ..	41	25	52	35	1 in 1st class and; 7 in 2nd class.
Intermediate (Arts) ...	57	45	72	46	2 in 1st class and; 9 in 2nd class.
Previous ... ..	122	55	192	81	1 in 1st class and; 9 in 2nd class.
B.Sc. ... ..	8	8	4	3	2 in 2nd class.
Intermediate (Science) ...	6	2	5	3	1 in 2nd class.
Total ... ..	286	185	330	170	

18. The result being more than 50%, may be considered satisfactory.  
 Remarks. From the next year i. e. September 1913, the University allows the different Arts Colleges to hold their own examination of the First Year Class and holds the Previous Examination for the last time in November 1913.

19. During the year under report about 6,000 books were issued to the students and the staff. The total number of books in the library was 9,911. The College Library. Out of the 673 newly received books, 148 were acquired by gift and 525 by purchase.

20. Reference has already been made to the purchase of Scientific apparatus including sets for Elementary Physics. But this by no means suffices the increasing demands of thorough practical teaching of Science courses. Repairs to the buildings were done by the P. W. Department as usual. The drainage of the Boarding houses which is extremely defective requires urgent attention. The new physics room for the First Year Elementary physics that has been sanctioned is not yet commenced for want of funds, but it is hoped that the next year will see the building completed.

21. His Highness the Maharaja Saheb was graciously pleased to preside at the Prize-distribution and to give away prizes to successful students of the College and the High School.  
 Prizes.

22. Cricket matches were arranged with the Baroda City and outside teams and the College team played with varying success.  
 Sports.

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### (b) HIGH SCHOOLS.

23. The full particulars regarding the number of students, their race, attendance, &c., in the 3 High Schools for boys and the one High School for girls are given in the adjoining table. The information in connection with the last named school was till now given under the head of female education but it has been deemed proper to treat it along with the other High Schools under the head of English Education. From 1st August 1913, it has been regularly placed in the list of English teaching institutions of the State.

TABLE V.

Statement showing the number of students &amp;c..... in High Schools.

Name of Institution.	When established.	Number of students on the roll at the end of the official year..					Average monthly No. on the roll during the year.	Average daily attendance.	Monthly rate of school fees.	Monthly rate of establishment.
		Hindus.	Mahomedans.	Parsees.	Others.	Total.				
1	2	3	4	5	6	7	8	9	10	11
Baroda High School ... ..	1871	747	14	16	5	782	777.08	688.8	VII 2-4-0 VI 2-0-0 V 2-0-0 IV 1-0-0	2,509-2-9
Pattan High School ... ..	1879	393	25	..	..	418	367.8	327.7	V-VII 1-4-0 I-IV 1-10-0	964-2-7
Amreli High School ... ..	1879	536	38	..	1	575	514.08	437.22	V-VII 1-4-0 I-IV 0-10-0	1,233-3-5
Baroda Girls' High School ... ..	1905	25	..	6	2	33	34	24	..	949-1-0

Name of Institution.	Receipts.			Disbursements.			Average annual cost of educating each pupil.	Average annual cost of educating each pupil last year.
	From Government.	From fees other sources.	Total.	Ordinary.	Extra-ordinary.	Total.		
1	12	13	14	15	16	17	18	19
Baroda High School ... ..	30,110-1-9	15,074-15-6	45,185-1-3	30,110-1-9	Nil.	30,110-1-9	19-5-7	22-0-8
Pattan High School ... ..	11,669-15-6	3,880-12-0	15,450-11-6	11,391-2-0	173-13-6	11,569-15-6	18-5-10	23-10-3
Amreli High School ... ..	14,798-8-7	4,740-2-7	10,538-11-2	14,278-12-4	519-12-3	14,798-8-7	18-8-11	16-6-5
Baroda Girls' High School ... ..	..	..	..	..	..	..	..	..

## BARODA HIGH SCHOOL.

24. As there is a definite limit for the number of classes to be maintained and as there Students and Staff. is also a limit to the number of students in each class the number of students varied within narrow limits from 770 to 782. The number of members of the staff was 38 including Gymnasium, Writing and Drawing Teachers and Clerks.

25. The gradation scheme of the members of the English Education Department Changes in the Staff. having been revised, several transfers had to be made. Mr. Narvane was appointed an Assistant Professor in the College and

Mr. C. K. Patel was appointed Assistant Head Master. The Department notes with feelings of sincere regret the sad death of Mr. Dorabji M. Patel in October 1912 who worked in the interest of the High School both as Head Master and Assistant Head Master for a number of years. In recognition of his long and meritorious services and in full sympathy for the sudden calamity that befell his family by his sudden and premature death, His Highness the Maharaja Saheb was pleased to give Rs. 2,000 to his widow as a help in her destitute condition. Both Mr. Apte and Mr. C. K. Patel acted as Head Master for some time by turns. However, in April 1913 final orders were passed by His Highness appointing Mr. Apte as Head Master and transferring Mr. C. K. Patel as Educational Inspector, Amreli Division. The High School was deprived of the services of an able assistant master Mr. D. N. Shukla who passed away suddenly, his heart failing.

26. During the year under report four boys of the Antyaja or untouchable class who studied upto the third A. V. Standard in the Antyaja School, Baroda, being found fit were admitted in the 4th Standard of the High School. It is a matter of great gratification that this departure from old practice was accepted with practical good sense and judicious thought both by the teachers and students alike, and Antyaja students were admitted without any difficulty.

27. The High School students took a very active part in the athletic sports held on the occasion of the marriage of Prince Jaysingrao on the 27th February 1913 and on the children's fete day celebrated on the 21st June 1913, in honour of the auspicious birth-day of H. E. Lord Hardinge after his providential escape at Delhi. The High School made a very decent show at the competitive sports held at Poona under the auspices of the Deccan Gymkhana, one student winning the Kolhapur Shield and 3 securing gold, silver and bronze medals.

#### PATTAN HIGH SCHOOL.

28. The number of students rose from 341 to 418 and that of teachers to 22. The Head Master, Mr. Naravne having been appointed Assistant Professor in the College, Mr. G. R. Thakar was appointed acting Head Master in January 1913.

29. The School-Building is now reported to be too small for the growing needs of the school and the uniformly increasing number of pupils. Orders have been passed by His Highness for constructing a new commodious building for the High School and handing over the present building to the Vernacular School and steps are being taken to acquire the site. It may be added that the present building for the hostel is most unsuitable and that the need of a building for the hostel is keenly felt as the growing number of boarders could not be decently accommodated in any available building in the town even by paying a good rent. The number of boarders now is nearly twice as many as they were last year and many more are refused admission for want of space. A graduate teacher is appointed Superintendent of the boarding house who looks after the general welfare of the boarders, as well as to the formation of their character.

#### AMRELI HIGH SCHOOL.

30. The number of students in the Amreli High School rose from 512 to 575 and the number of teachers to 25. This is perhaps one of the most popular High Schools in Kathiawad. Mr. G. N. Kazi who was appointed during temporary changes Head Master of the High School was after a short time transferred as Educational Inspector, Kadi Division and his place was taken by Mr. Anantrai G. Desai, B.A., where he continues at present.



## BARODA GIRLS' HIGH SCHOOL.

31. The number of girls studying Higher Standards was 33 against 28 of the last year and those studying in the lower standards were as many as 193. The girls in the lower standards study Vernacular subjects in the Practising School and are marked on the roll of that school.

Number of pupils and the staff.

During the year under report, Miss Wiltshier, the Principal of the Girls' High School, died after a short illness. She was very popular, sympathetic and hardworking. After her sad and untimely death Miss M. M. Dewey, B.A. (London Honours), was appointed Principal in addition to her duties as the Lady Superintendent of the Training College for Women, Miss Sethna continuing as the First Assistant.

32. At the time of the prize distribution to girls at a girls' gathering held in honour of the wedding of Prince Jaysingrao, H. H. the Thakore Saheb of Bhavnagar who gave away the prizes was pleased to give a donation of Rs. 1,000 in the name of his daughter H. H. the Maharani of Panna, from the interest of which a gold "*Mongalsootra*" is to be awarded every year to the girl of the High School for best conduct and exemplary behaviour.

33. All the four High Schools besides preparing students for both Matriculation and School Final examinations teach Voluntary Drawing and the students appear for the different grade examinations of the Bombay School of Art. The High Schools for boys have regular Gymnasium sheds where students undergo physical exercise under the direction of Gymnasium teachers. The Girls' High School has no separate hostel accommodation but some are permitted to live in the Boarding house of the Training College for Women. There were 50, 51 and 59 students in residence in the hostels attached to Baroda, Pattan and Amreli High Schools.

34. The following table gives the results of the High Schools at the Matriculation and School Final Examinations as well as in Drawing held by the Sir J. J. School of Art.

Results.

TABLE VI.

Schools.	Matriculation.		School Final.		3rd Grade Drawing		2nd Grade Drawing.		1st Grade Drawing.	
	No. sent up.	No. passed.	No. sent up.	No. passed.	No. sent up.	No. passed.	No. sent up.	No. passed.	No. sent up.	No. passed.
Baroda High School ...	99	30	10	4	3	3	2	2	23	16
Pattan High School ...	25	8	7	3	2	2	2	2	1	1
Amreli High School ...	28	12	...	...	2	2	5	5	21	19
Girls' High School ...	4	2	...	...	1	1	1	1	11	10
Total ...	156	52	17	7	8	8	10	10	56	46

## (c) ANGLO-VERNACULAR SCHOOLS.

35. The following table gives necessary details as regards the number of boys, their race, their average attendance and the average annual cost per pupil in the 25 Government Anglo-Vernacular Schools:—

Anglo-Vernacular Schools.

**TABLE VII.**

Table showing the details about the A. V. Schools with regard  
to the number of students, &c.

TABLE

Table showing the details about the Anglo Vernacular

No.	Name of the Institution.	When establishment.	No. of students on the roll at the end of the official year.					Average monthly No. on the roll.	Average daily attendance.	Monthly rate of School fees.
			Hindus.	Mahomedans.	Parsis.	Others.	Total.			
1	2	3	4	5	6	7	8	9	10	11
1	Baroda A. V. Schools.	11- 9-88	537	34	11	...	582	559	500	0-12-0
2	Dabhoi do. ...	4-10-78	95	8	...	...	103	86.5	74	1- 4-0 0-10-0
3	Padra do. ...	21- 1-96	107	2	1	...	110	107	88	1- 4-0 0-10-0
4	Petlad do. ...	6- 1-78	291	29	...	...	320	309	274	1- 4-0 0-10-0
5	Sojitra do. ...	1-10-78	300	2	...	...	302	279.6	239.6	1-12-0 1- 4-0 0-10-0
6	Vaso do. ...	1- 6-87	167	3	...	...	170	161.42	141.5	1- 4-0 0-10-0
7	Bhadran do. ...	15- 6-09	170	...	...	...	170	171.8	146	1- 4-0 0-10-0
8	Savali do. ...	2- 8-09	44	4	...	1	49	45.25	37	0-10-0
9	Sinor do. ...	2- 8-09	51	1	...	...	52	55	43	0-10-0
10	Sankheda do. ...	2- 8-09	65	5	...	...	70	57.2	43.8	0-10-0
11	Kadi do. ...	1- 2-79	84	9	1	7	101	99.4	85.4	1- 4-0 0-10-0
12	Mehsana do. ...	1- 9-86	111	5	1	...	117	121	101	1- 4-0 0 10-0
13	Visnagar do. ...	8-12-82	157	4	...	1	162	161.5	130	1- 4-0 0-10-0
14	Sidhpur do. ...	1- 7-81	122	6	...	...	128	113	94.5	1- 4-0 0-10-0
15	Vadnagar do. ...	1- 8-94	54	1	...	...	55	61	52.5	0-10-0
16	Unjha do. ...	1- 6-96	95	...	...	...	95	72.9	56.1	0-10-0
17	Dehgam do. ...	2- 8-09	88	1	...	...	89	60.5	53.3	0-10-0
18	Kalol do. ...	2- 8-09	56	3	...	11	70	71.25	58.4	0-10-0
19	Vijapur do. ...	2- 8-09	78	4	...	...	82	76.3	65.3	0-10-0
20	Chanasma do. ...	2- 8-09	69	1	...	...	70	68.7	56.6	0-10-0
21	Kheralu do. ...	2- 8-09	44	2	...	...	47	46.08	37.75	0-10-0
22	Dwarka do. ...	28- 9-86	85	1	...	...	86	84.4	70	1- 4-0 0-10-0
23	Kedinar do. ...	2- 8-09	44	6	...	...	50	52	43	0-10-0
24	Kathor do. ...	2- 8-09	107	17	1	...	125	121	75	0-10-0
25	Billimora do. ...	1- 1-95	47	6	52	...	105	94.5	78.5	0-10-0

## VII.

Schools with regard to the number of students &amp;c.

Monthly rate of establishment.	Receipts.			Disbursement.		Average annual cost of educating each pupil.	Remarks.
	From Government.	From fees &c. sent to the treasury.	Total.	Ordinary.	Extra ordinary.		
12	13	14	15	16	17	18	19
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
755-9-7	9,067-3-9	4,849-9-0	13,916-12-9	8,924-15-6	142-4-3	7-4-7	
185-12-11	2,287-1-3	657-6-6	2,944-7-9	2,257-2-3	29-15-3	18-7-11	
216-14-3	2,602-11-0	854-1-6	3,456-12-6	2,572-13-3	29-13-9	16-1-0	
742-4-5	8,907-4-9	2,987-7-3	11,844-12-0	8,826-2-9	81-2-0	19-5-2	
339-3-3	2,830-7-0	2,852-13-0	5,683-4-0	6,513-7-6	316-15-6	13-1-5	
268-2-9	3,277-15-0	1,419-4-0	4,697-3-0	3,218-0-6	44-0-6	11-2-4	
361-10-3	4,339-11-3	1,583-5-0	5,923-0-3	4,148-8-3	191-8-0	14-10-4	
113-9-10	1,655-5-0	299-7-0	1,954-12-0	1,625-5-0	30-0-0	29-9-2	
137-8-4	1,679-14-3	381-11-6	2,061-9-9	1,650-3-9	29-10-6	23-1-0	
98-6-4	1,574-1-0	393-5-0	1,967-6-0	1,539-1-9	34-15-3	26-14-6	
206-14-6	2,482-14-0	869-5-0	3,292-3-0	2,452-15-9	29-14-3	16-8-6	
232-4-6	2,787-6-9	1,044-13-0	3,832-3-9	2,514-6-9	273-0-0	12-2-4	
416-1-11	4,993-7-0	1,554-4-9	6,547-11-9	4,820-4-6	173-2-6	21-4-9	
240-14-7	2,890-15-3	934-7-0	3,825-6-3	2,890-15-3	...	17-5-0	
184-6-6	1,612-13-3	436-9-0	2,049-6-3	1,583-2-0	29-11-3	18-11-0	
126-13-8-5	1,522-4-6	557-6-0	2,079-10-6	1,492-4-6	30-0-0	12-13-2-3	
149-7-9	1,793-12-9	457-11-0	2,251-7-9	1,762-12-9	30-0-0	22-1-4	
142-4-7	1,707-7-9	509-1-0	2,216-8-9	1,677-9-6	29-14-3	16-6-1	
143-0-9-25	1,718-3-6	545-14-0	2,264-1-6	1,672-11-3	43-14-0	14-12-3	
173-12-10	1,595-3-3	490-7-0	2,085-10-3	1,565-5-0	29-14-3	15-10-4	
188-7-1	1,661-5-6	301-2-0	1,962-7-6	1,631-5-6	30-0-0	28-13-11	
222-11-0	2,672-4-3	615-10-0	3,287-14-3	2,642-4-6	29-15-9	24-7-9	
138-1-7	1,657-3-0	323-1-0	1,980-4-0	1,620-0-3	37-2-9	30-2-7	
171-3-2	2,057-7-10	696-0-0	2,753-7-10	1,923-3-10	134-4-0	10-2-3	
161-4-9	1,935-9-3	618-10-0	2,554-3-0	1,800-11-6	134-13-9	11-14-1	

In Savali and Kheralu A. V. Schools the number of students is very small, because the Head Masters of Vernacular Schools of these places do not encourage the students who pass the 4th vernacular Standard to join the English School for fear of a fall in the number in upper classes of their schools. It is their advice and influence which naturally weigh with parents who wish their boys to finish the 6th Vernacular Standard before joining the English School. The satisfactory solution of this difficulty depends on mutual understanding and co-operation between the teachers in primary and secondary schools.

36. All the other schools have maintained their numerical strength and shown a slight increase of 64, there being 3,340 students this year against 3,276 of the year before. The total amount of expenditure incurred on account of these schools amounted to Rs. 74,760-5-4 against Rs. 69,255-0-3 whereas the receipts from fees amounted to Rs. 26,622-4-6 against Rs. 25,992-5-3. The slight increases both in receipts and expenditure do not call for any special comment. The average annual cost of education per pupil in these A. V. Schools was Rs. 22-9-5 against Rs. 16-4-9 of the preceding year.

37. Special teachers of Gymnastics and Drawing are attached to V and VI Standard Schools. Grants of Rs. 30 for schools teaching upto Standards IV and V and of Rs. 50 for schools teaching upto Standard VI are sanctioned every year for the purchase of books for the school libraries. Boarding Houses are attached to the A. V. Schools at Petlad, Sojitra, Bhadran, Mehsana, Visnagar, Kadi, Kathor, Padra and Vijapur and supported by the joint contributions from Government and people, all food charges being borne by students themselves. The Petlad school hostel deserves a special mention, as it provides accommodation for as many as 140 students and is conducted on sound principles of enforcing strict discipline and forming the character of students.

38. The results of the annual examination of these schools are shown in the Examination Results following table:—

**TABLE VIII.**

No.	Schools.	Standard.	No. on the roll at the time of the examination.	No. examined.	No. passed.	Percentage of the passed.		Remarks.	
						1912-13.	1911-12.		
1	Baroda A. V. School	...	1 to 3	596	511	299	58.5	42.6	
2	Dabhoi Do.	...	1 to 5	89	74	43	58.1	71	
3	Padra Do.	...	1 to 5	107	99	53	51	49	
4	Petlad Do.	...	1 to 6	305	238	133	47	37.6	
5	Sojitra Do.	...	1 to 6	277	259	169	65.5	61.9	
6	Vaso Do.	...	1 to 5	156	152	98	61.2	68.6	
7	Bhadran Do.	...	1 to 6	185	173	58	30.6	42.3	
8	Savli Do.	...	1 to 4	46	45	34	75.5	79.5	
9	Sinor Do.	...	1 to 4	64	58	34	59.6	59.3	
10	Sankheda Do.	...	1 to 4	64	54	45	83.3	87.8	
11	Kadi Do.	...	1 to 5	160	97	54	55.6	41	
12	Mehsana Do.	...	1 to 5	139	134	89	59	58	
13	Visnagar Do.	...	1 to 6	164	156	108	64.28	49.4	
14	Sidhpur Do.	...	1 to 5	108	101	96	75.2	73	
15	Vadnagar Do.	...	1 to 4	68	62	51	82.3	74.1	
16	Uujha Do.	...	1 to 4	71	63	38	60.3	69.8	
17	Dehgam Do.	...	1 to 4	50	41	25	61	67.4	
18	Kajol Do.	...	1 to 4	78	70	51	72.9	82.2	
19	Vijapur Do.	...	1 to 4	73	69	51	73.9	75	
20	Chanasma Do.	...	1 to 4	78	61	53	87	49.3	
21	Kheralu Do.	...	1 to 4	47	39	33	84.6	73.3	
22	Dwarka Do.	...	1 to 5	85	79	40	50.6	48.6	
23	Kodinar Do.	...	1 to 4	62	44	19	43.1	76	
24	Kathor Do.	...	1 to 4	101	97	63	65	61.5	
24	Bilimora Do.	...	1 to 4	94	77	49	63.6	56	

39. The Annual Examination of these schools was conducted by the Divisional Inspectors, the Taluka Deputy Inspectors and some of the experienced senior graduate teachers of High Schools who could be spared for the work. By this arrangement all the schools were promptly and simultaneously examined and the work completed within two or three weeks before the commencement of the Dewali Holidays, and new classes were formed everywhere at the same time.

40. Most of these Anglo-Vernacular Schools were inspected by the Minister of Education as usual in his annual inspection tour. The Education Department would like to take this opportunity of expressing its cordial thanks to the Chief Medical Officer, Dr. Mayer, for making prompt arrangements for the delivery of lectures on ambulance, home hygiene and sanitation in general to classes of English schools by the members of the Medical Department.

#### (d) AIDED SCHOOLS AND CLASSES.

41. The schools and classes in receipt of grant-in-aid from Government were as follow:—  
Aided schools and classes.

- (1) Middle School, Baroda.
- (2) Shri Sayaji High School, Baroda.
- (3) Sir C. J. N. Zarthosti Madressa, Naosari.
- (4) Sir C. J. R. High School. Gandevi.
- (5) High School, Dharmaj.
- (6) J. N. Tata Industrial School, Naosari.
- (7) Anglo-Vernacular School, Nar,
- (8) Do. Pij.
- (9) Do. Palsana.
- (10) Shri Sayaji A. V. School, Vyara.
- (11) Anglo-Vernacular School, Mahuva.
- (12) Do. Vesma.
- (13) D. K. Tata A. V. School, Naosari.
- (14) Shri Sayaji Jubilee A. V. School, Maroli.
- (15) Matriculation Class at Petlad.
- (16) Do. Bhadran.
- (17) Do. Sojitra.
- (18) Standard VI at Mehsana.
- (19) Do. V at Kathor.
- (20) Do. Do. at Billimora.
- (21) Do. Do. at Vijapur.

42. Table IX gives full information regarding the number of boys, their race, attendance, &c., in connection with the above-mentioned grant-in-aid schools and classes.

TABLE

Serial Number.	Name of the Institution.	When established.	Number of pupils on the roll at the end of the official year.					Average monthly number on the roll during the year.	Average daily attendance.	Monthly rate of School fees.
			Hindus.	Mahomedans.	Parsees.	Others.	Total.			
1	2	3	4	5	6	7	8	9	10	11
1	Baroda Middle School ... ..	3-11-11	290	1	...	...	291	222	201	VII 2- 4-0 V, VI 2- 0-0 IV 1-0-0 to I to III 0-12-0
2	Baroda S. S. High School ... ..	1-11-08	480	11	1	...	472	453.4	415.14	VII 2- 8-0 VI 2- 0-0 V 1-10-0 IV 1- 0-0 ItoIII 0-12-0 V to V-VII 1-8-0 IV 1- 0-0
3	Sir C. J. A. Z. Madressa, Navsari ...	6-10-58	161	2	159	...	322	303.91	261.13	V to V-VII 1-8-0 IV 1- 0-0
4	Sir C. J. R. High School, Gandevi ...	1-12-79	172	13	39	...	224	212.08	168	IV to VII 1- 0-0 II, III 0- 8-0
5	Dharmaj High School .. ...	2-1-04	191	...	...	4	195	164.08	159.87	VII 4- 0-0 VI 2- 9-0 V 1- 9-0 IV and III 1- 1- 0 I and II 0-13- 0
6	J. N. Tata Hunnar Shala, Navsari,	6-10-08	39	1	13	...	53	65.5	63.72	0- 8- 0
7	Nar A. V. School ... ..	1-6-08	120	...	...	...	120	125	112	VI 3- 0-0 V 2- 8-0 IV 2- 0-0 III 1- 4-0 II 0-12-0 I 0- 8-0
8	Pij A. V. School ... ..	1-11-09	68	...	...	...	68	55.5	48.4	0-10-0
9	Palsana A. V. School ... ..	19-3-06	51	...	...	...	51	49.1	39.3	IV 1-12-0 III 1- 8-0 II 1- 4-0 I 1- 0-0
10	Vyara A. V. School ... ..	4-9-06	69	1	2	8	80	70.3	58.6	VI-V 1-4-0 IV-III II and I 0-10-0
11	Mabuva A. V. School ... ..	14-2-10	38	1	12	...	51	55	45	VI 1- 8-0 III 1- 0-0 II 0-12-0 I 0- 8-0
12	Vesma A. V. School ... ..	15-6-11	38	1	...	...	39	46.5	36.3	1- 0-0 0-12-0 0- 8-0
13	D. K. Tata A. V. School, Navsari...	1-1-81	91	15	124	...	230	205	185	0- 8-0
14	Maroli A. V. School ... ..	16-3-07	118	1	...	...	119	95.5	75.1	VI 3-0- 0 V 1-12-0 IV 1- 8-0 III 1- 4-0 II and I 1- 0-0
15	Petlad Matric Class ... ..	5-11-08	84	1	...	...	85	74	67.4	1- 4-0
16	Bhadran Matric Class... ..	2-11-11	23	...	...	...	23	25	23	1- 4-0
17	Sojitra Matric Class ... ..	25-11-12	29	...	...	...	29	30.3	29.5	1- 4-0
18	Mohesana Standard VI, Class ...	20-11-12	12	...	...	4	16	14.7	18	1- 6-0
19	Kathor 5th Standard ... ..	21-11-12	10	...	...	...	10	10	6	1- 4-0
20	Billimora Do. ... ..	18-11-12	9	1	4	...	14	14	12.04	1- 4-0
21	Vijapur Do. ... ..	18-11-12	14	3	...	...	17	15.4	12.6	1- 4-0

Monthly rate of establishment.	Receipts.			Disbursements.		Average annual cost of educating each pupil.
	From Government.	From fees, other sources, &c.	Total.	Ordinary.	Extraordinary.	
12	13	14	15	16	17	18
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
506-15-2	1,600-0-0	3,110-13-0	4,710-13-0	6,088-5-9	739-11-10	13-6-3
962-15-175	2,800-0-0 10-0-0 Dis. Scholarships.	8,408-15-0 116-8-0	11,335-7-0	11,389-0-3	186-8-6	6-4-9
1,304-0-0	5,400-0-0	11,874-10-1	17,274-10-1	15,221-0-9	427-0-0	30-4-6
482-10-11	1,800-0-0	3,358-0-8	5,158-0-8	5,594-15-5	197-4-0	10-8-9
406-0-11	1,800-0-0	3,129-0-0	4,923-0-0	4,392-9-0	211-14-0	25-1-5
730-8-1175	4,600-0-0	4,012-5-12	8,612-5-2	7,682-7-0	860-3-9	115-10-11
303-7-0	1,200-0-0	1,824-8-6 618-11-4	3,641-3-10	3,480-5-9	25-10-6	13-4-0
98-0-0	1,022-5-0	411-11-0	1,434-0-0	992-5-0	183-15-0	10-7-4
137-4-4	540-0-0	1,107-3-6	1,647-3-6	1,501-15-0	145-4-6	13-14-5
159-9-9	720-0-0	809-0-0	1,529-0-0	1,915-5-0	84-0-0	17-0-0
162-1-2	700-0-0	575-4-0	1,275-4-0	1,924-14-0	20-0-0	24-1-5
76-8-7	380-0-0	694-6-7	1,074-6-7	889-6-2	29-1-0	10-6-
308-0-0	1,800-0-0	4,556-4-0	6,356-4-0	6,896-13-0	545-13-6	78-2-5
243-9-3	820-0-0	1,932-15-6	2,922-15-6	2,655-10-9	267-4-9	7-4-8
323-4-4	1,200-0-0	2,679-4-0	3,879-4-0	2,665-8-0	1,213-12-0	62-6-9
154-9-0	720-0-0	1,133-11-10	1,853-11-10	1,548-2-10	307-9-0	49-12-6
183-1-0	420-0-0	861-7-0	1,281-7-0	985-0-3	296-6-9	56-12-7
77-8-0	370-0-0	580-0-0	930-0-0	855-13-6	74-2-6	42-10-6
52-4-0	363-10-8	115-6-0	482-0-8	370-7-8	12-9-6	25-8-2
49-13-5	191-3-2	265-3-2	476-6-5	334-7-5	58-2-6	22-4-2
48-11-3	154-0-0	656-1-4	810-1-4	517-9-4	116-12-0	33-8-2



43. The number of aided institutions rose from 16 to 21, and that of students from 2,063 to 2,509. The Middle School (which is practically a full-fledged High School) in Baroda began to receive grant-in-aid during the year. Its name is a misnomer as it is really a High School teaching upto the Matric Standard. The Secretary is aware of the fact and he waits for a suitable opportunity to replace it by a more appropriate and significant name. The people of Sojitra collected funds for opening a Matriculation Class and solicited a grant-in-aid from the State which was granted. Vijapur, Billimora and Kathor had Government A. V. Schools teaching upto the 4th Standard. The people wished to have a 5th Standard class added, and contributed their share of the expenses. Hence this additional class was opened during the year at the above three schools. The annual examination of these aided schools was also conducted by Inspectors and Deputy Inspectors except the two High Schools in Baroda which were examined like the Baroda High School by the Head Masters of the respective schools aided by their assistants. The total amount of Government grant to the above 21 schools was Rs. 28,123. The annual average cost of education per pupil was Rs. 33 against Rs. 23. The Dharmaj High School and the Matriculation Class at Sojitra were recognised by the University of Bombay for the purposes of Matriculation and by the Inspector of Northern Division for the School Final Examination.

44. The results of the Annual Examination as well as of the University Examination Results. tions are given in the following two tables :-

**TABLE X—(a).**

No.	Institutions.	Standards.	Results.			Percentage of passes, 1912-1913.	Percentage of passes, 1911-1912.	Remarks.
			No. on the roll.	No. examined.	No. passed.			
1	Baroda Shri Sayaji High School	1 to 7	465	475	189	41.4	47.8	
2	Navsari Z. Madressa ...	4 to 7	227	188	80	42.5	48.4	
3	Gandevi High School ...	1 to 7	186	185	93	50.27	29.4	
4	Dharmaj High School ...	1 to 7	180	132	82	62.1	61.1	
5	Baroda Middle School	1 to 7	165	156	59	37.8	...*	*Taught upto Std. V. before examination.
6	Nar A. V. School ...	1 to 6	133	130	68	51.1	67	
7	Pij A. V. School ...	1 to 4	35	35	27	79.1	85	
8	Palsana A. V. School ...	1 to 4	51	47	36	76.6	55.6	
9	Vyara Shri Sayaji A. V. School.	1 to 5	77	76	52	68.4	59.2	
10	Mahuva A. V. School ...	1 to 4	55	58	42	79.2	66	
11	Vesma S. S. A. V. School ...	1 to 4	55	52	27	51.9	...†	† Not in existence.
12	Navsari D. K. Tata A. V. School	1 to 3	210	210	131	69.9	55.2	
13	Maroli Shri Sayaji Jubilee A. V. School ...	1 to 5	80	78	38	49	56.5	
14	M. hsana Standard 6th	6th.	11	11	9	81.8	...‡	‡ Not in existence.

**TABLE X—(b).***( Outside Examinations ).*

No.	Institution.	Matriculation.		School Final.	
		No. sent up.	No. passed.	No. sent up.	No. passed.
1	Baroda Shri Sayaji High School	63	15	7	2
2	Navsari Z. Madressa	40	11	20	5
3	Gandevi High School	14	3	1	1
4	Petlad Matric Class	65	22	12	6
5	Fhadran Matric Class	24	1	1	1
6	Dharmaj High School	Did not send up any students.			
7	Baroda Middle School	Do.		Do.	
8	Sojitra Matric Class	Do.		Do.	
	Total	206	52	41	15

*N. B.*—The Matriculation result this year was very poor in all the schools, as the general University result was cutting. The students succumbed to the difficulties of the Mathematics paper.

45. Shri Sayaji High School, Baroda has as a rule a flourishing Matriculation Class though this year the result was not so good as one would wish. The school owes its reputation of good teaching to the energetic and conscientious Principal Mr. H. V. Shroff. At the Drawing Examination, the school passed 10 out of 19 in the First Grade, 4 out of 4 in the Second Grade and 1 out of 1 in the Third Grade.

46. The Navsari Zarthosti Madressa had 322 boys against 268 in the preceding year. This is the oldest institution in the State and is managed very efficiently by the experienced and enthusiastic Head Master Mr. D. E. Patel. In the First Grade of Drawing 6 passed out of 8, 8 appeared in the Second Grade and all passed while in the Third Grade 3 passed out of 5. The Dabu Boarding House attached to this school is a regular boon to the students and admissions have to be refused owing to want of accommodation. There were 79 boys actually in residence of whom 1 was a Parsi and 78 Hindus.

47. The Head Master Mr. N. G. Mehta continued to work as Head Master and kept up the prestige of the school by efficient management. In the Gandevi High School. First Grade of Drawing Examination 5 passed out of 9, 1 out of 2 passed in the Second Grade and 2 appeared in the Third Grade both of whom passed.

48. The School is very well managed by the Secretary on behalf of the people and fully deserves the grant paid by Government. The most notable Dharmaj High School. feature of this school is the very regular attendance in all classes. The regularity of attendance has become quite a good habit with students who never stay away from the class except on account of real illness.

Graduate and undergraduate teachers are lent to this school by the Department and are reported to be doing good work. In the Drawing Examination 6 and 5 appeared in the First and the Second Grade respectively and all of them passed. The Seventh Standard Class was started for the first time this year.

49. The Middle School at Baroda has made a good start and has been ably managed by the energetic Secretary Mr. R. H. Gokhle, B. A. LL. B. who is making strenuous efforts to raise a good endowment fund to put the school on a sound financial basis. Mr. K. V. Shahasrabudhe, B. A.L.T. an experienced teacher and a lent servant from the department is placed in full charge of the school as Head Master. The number of student is increasing from time to time. In the Drawing Examination only 1 student appeared in each of the 1st and 3rd Grade Examinations and both passed.

50. Of the three Matriculation classes at Petlad, Sojitra and Bhadran, the one at Petlad is the most successful and is split up into two classes for efficient teaching and has maintained a high rank in the University results. The Bhadran class did badly at the Matriculation Examination presumably because the batch of students was poor, there was no good discrimination made on the result of the Preliminary Examination and the University test was more rigorous. The Matriculation class at Sojitra had just commenced work and the students were not sent up this year, All these classes are taught by competent selected teachers whose services have been lent by the Department.

51. From the above account of the A. V. Schools both Government and aided it may be clearly seen that there are no Talukas of any importance in which the facilities of secondary education are either non-existent or are much below the requirements of the population. A large provision is made to enable children to pass on to the secondary schools and that all but the very poor are able to avail themselves of it. Karjan Taluka had no English school till now, but this year a commencement has been made and the want duly supplied by a private school.

52. The Industrial School at Navsari offers courses in Mechanical Engineering, Carpentry and Dyeing. Drawing is taught as a necessary adjunct. At the Drawing Examination, 12, 3 and 2 were sent up for the 1st, 2nd, and the 3rd Grade Examinations and 9, 2 and 2 passed respectively. The industrial school sends up students for a Third Class Certificate Examination under the Bombay Boiler Inspection Act, and this year 16 students of the Mechanical Engineering class appeared for the third class certificate out of whom 10 were reported to have passed. Specimen-books of colour, stencils, blockprints and discharges prepared by the students of dyeing class of this school were sent to the various European firms dealing in dyes, and they expressed their complete satisfaction at the work done. However this branch fails to attract many students. The school has been very efficiently managed by the Head Master Mr. Sibina who spares no pains to impart real practical education in the various branches of technical study.

#### (e) UNAIDED ENGLISH SCHOOLS.

53. There were three unaided institutions—one at Baroda called the Native Institution, another at Dhamdadhha and the third at Navsari, called the Sir J. J. A. V. School. They teach only first three standards and had 57, 58 and 167 students respectively on the rolls. They

are recognised by the Department, the first two being under the management of private individuals and the last endowed from Parsee Panchayat Trust Fund.

(f) BOYS AND GIRLS LEARNING ENGLISH IN  
PRIMARY SCHOOLS.

54. A demand for English education from village people and the passage of children from the elementary to the secondary schools are the natural results of the educational ferment which followed the passing of the Compulsory Education Act and the permeation of the Vernacular education through the masses. The main object of opening the English classes in Vernacular schools was to bring the advantages of higher education within the reach of children of the poorer classes living in villages. Year after year people have been evincing greater taste for this subject and the Department has to provide adequate facilities for it. During the year under report English was taught in higher primary classes at State expense in Vernacular school at Damnagar, the Girls' schools at Petlad, Navsari and Amreli and in the Antyaja schools at Baroda and Pattan. The Department having decided to encourage private enterprise, new A.V. Schools or English classes are opened only where people come forward with their contribution towards the general expenses. On this principle people have to deposit in advance half the amount of the total estimated cost of maintainiag an English class for three years in the Local Mahal Treasury and Government finds the other half and commences the class under its own control without charging any fees. This line of action has met with certain measure of success, since every year the demand of English classes is growing. In fact increase in the supply of secondary education tends to create an increse in the demand. During the year under report there were 21 villages, in higher primary schools of which, English was taught. The total number of boys thus learning English in primary schools was 1,059 while the number of girls was 90.

(g) KHANGI SCHOLARSHIPS OFFERED BY THEIR  
HIGHNESSES THE MAHARAJA AND THE  
MAHARANI SAHEBS.

55. Several scholarships are offered by His Highness the Maharaja Saheb out of his private money with the object of encouraging poor students in all castes and creeds to procecute their studies in various branches of education and thus gain an opportunity of advancement in life. The following table shows the number of scholars in receipt of such scholarships at the end of the year.

Number.	Where held.	Amount.
1	Baroda College.	15-0 0
1	Grant Medical College ... ..	35-0-0
4	Baroda High School ... ..	111-0 0
3	Baroda A. V. School ... ..	65-0-0
1	Baroda Middle School ... ..	10-0-0
1	Baroda Girls' High School ... ..	8-0-0
3	Kolhepur Rajarani High School ... ..	7-0 0
5	Ashrit Students ... ..	65-0-0
1	Sanskrit study ... ..	20-0-0
4	Others... ..	104-0 0
24	Total ... ..	508 0 0

Out of these 24 scholarships, 3 were held by girls. The actual amount expended for this purpose during the year under report was Rs. 5,987-11-0.

56. His Highness the Maharaja Saheb has been pleased to found an endowment fund of Rs. 1,50,000 the interest on which is used for encouraging education among the Marathas by giving them scholarships. They are awarded in Baroda by a Special Committee appointed for the purpose, and in Poona by the Deccan Association of Poona and the Secretary of the Maratha Education Conference. The following items were expended this year from the interest of the above fund.

Encouragement to Maratha education.

1	Maratha Scholarships	...	...	...	...	Rs. 1160-10-3
2	Deccan Association	...	...	...	...	Rs. 2400- 0-0
3	Secretary, Maratha Education Conference...	...	...	...	...	Rs. 475- 5-3

Rs. 4035-15-6

57. Her Highness the Maharani Saheb was pleased to award 12 scholarships of the value of Rs. 7 each with the object of encouraging the education of the sons of poor shilledars of Baroda. The total expense under this head amounted to Rs. 966-0-0, the annual grant sanctioned being Rs. 1,050-0-0.

Shreemant Maharani Scholarships.

58. Her Highness the Maharani Saheb was pleased to set aside a further sum of Rs. 1,00,000 and found a fund to be called the Maharani Chimnabai Saheb *Hindu Stree Unnati Fund*, from the interest of which a well organised system of scholarships and studentships is to be evolved for Hindoo women from all parts of India for secondary and higher education. The management of the Trust Fund has been entrusted to a Committee of distinguished Indian gentlemen selected for the purpose. All the preliminaries about the formation of the Committee and the registration of the trust-deed are nearing completion. The scheme will come into effect in near future and the committee will begin their work of awarding scholarships from the next year.

*Hindu Stree Unnati Fund* endowed by Her Highness.

### IMPORTANT EVENTS.

59. The gradation scheme of the salaries given to the members of the English Education Department which was in force for more than 26 years had to be revised as the cost of living had gone up very high and the grades of service of other departments had been greatly improved. New grades proposed by the Department received His Highness' sanction and the scheme became operative from the 1st January 1913 when small rises were allowed. Though the revision was not a day too soon the transition from the old to the new grades was ordered to be gradual and the full effect of the scheme was to be given three years after; that is from the 1st January 1916 when *all* the members will begin to draw the minimum of the salaries of their respective grades. There was a feeling of general satisfaction and genuine expression of gratefulness among the teachers of secondary schools for the boon conferred on them. This improvement of their lot in life and the brightening of their prospects have had very wholesome influence on the nature of work and efficiency of management of secondary schools. The maximum limit of the number of boys in a class was 40 till now, and it was at this time reduced to 35.

Revision of salaries to teachers.

60. During the year, Mr. F. J. Gould of the International Moral League of London was invited by the Bombay Government to give practical demonstration of the method of giving a lesson on a moral subject

Mr. Gould in Baroda.

in the presence of an audience of secondary school teachers. Through the kindness of the Hon. Mr. W. H. Sharp it was arranged that Mr. Gould would halt for a day at Baroda on his way from Ahmedabad to Surat. He gave one demonstration of the method of imparting a lesson to a class of young students on a moral subject before an appreciative audience of Baroda teachers and others interested in this subject in the College hall. Arrangements for teachers and Inspectors of Baroda Prant to hear Mr. Gould's lectures were so made that most of them got a chance of hearing him some at Ahmedabad, some at Baroda and the remaining at Surat.

61. Some teachers of the High Schools of Baroda, Pattan, Petlad, Amreli and Navsari were deputed to Bombay to attend the lectures on Phonetics given by Mr. Jones, who was called out by the Bombay University for this purpose specially.

Teachers deputed to attend the lectures on Phonetics.

62. The Bombay University in consultation with the Government of Bombay having introduced Science in all standards of secondary schools, and the recognition of a secondary school by the University being made dependent on the complete provision for Science teaching, a special sanction of Rs. 15,000 for Scientific apparatus was obtained. The course is to come into operation from the first session of 1914; hence it was necessary to obtain this sanction so that all schools could be fairly well equipped with modest laboratories in time. Immediately after the expiry of the year, orders were placed with European firms for apparatus and the consignment of apparatus received will partially meet the present requirements.

Science Course introduced in Secondary Schools.

63. Lastly I may add that the children learning in secondary schools and the College students took a very important part in the celebrations attendant on (1) the marriage of Prince Jaysingrao, (2) the Golden Jubilee of the birthday of His Highness the Maharaja Saheb and (3) the Children's Fete held on the birthday of His Excellency the Viceroy.

Celebrations.

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## PART II.

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### Vernacular Education.

#### CHAPTER I.

##### Primary Education.

64. On the 31st July 1913, there were 2,925 Government, 3 Fund, 18 Aided, and 27 unaided primary schools, 12 special institutions, 4 Sanskrit schools and 2 Orphanages making a total of 2,991 institutions in comparison with 2,912 of the preceding year. As the famine clouds of the last year disappeared and the year under report turned out to be prosperous and hopeful, the schools that had their animation suspended during the preceding year were resuscitated, and as many as 85 schools were added to the then existing number. Of the 85 schools that were opened, 7 were for Gujarati boys, 3 for Gujarati girls, 3 for Mahomedan boys, 1 for Mahomedan girls, 42 for Antyaja, besides 2 Kinder-

Number of institutions.

gartens, 14 unaided primary schools, one night school and 2 special institutions. One Zanana class and five aided primary schools were closed, as they failed to attract a good number and secure regular attendance.

65. The total number of pupils enrolled in 2,991 schools was 1,99,594 against 1,80,645 pupils attending 2,912 schools in the year preceding. These figures represent substantial progress. The increase in the number of about 19,000 children is due partly to the opening of 85 new schools and partly to the stricter enforcement of the Compulsory Education Act in the existing schools with the return of better times. An important point for consideration in the case of small villages is that even though their census population may warrant the opening of a school, the migratory and itinerant habits of the populace may come in the way of maintaining a required minimum number of pupils.

66. The total number of towns and villages in the State in accordance with the Census of 1911 is 3,095. Of these 2,138 have got primary schools, 100 are served by schools of the adjoining villages where they send their children for education, and 704 have no chances of a schoolforming, as they are only hamlets of straggling huts. There remain 153 villages where it may be possible to open a school, and make it live. However, from the reports of the Deputy Educational Inspectors it appears that there are chances of establishing new schools even in these small villages provided that the teachers could be induced to accept services in such far off places even at a higher rate of salary and efforts made to secure the minimum number of children. It is hoped that the Divisional Inspectors will submit proposals in the near future for opening them if they are convinced of the chances of their successful existence.

67. The following statistics shew the extent of each Taluka, its population, the number of different schools existing therein with the number of children attending them and the percentages of boys and girls to the total male and female population:—

**TABLE XI.**

Important details regarding the spread of Vernacular Education at one view.



TABLE

Important details regarding the spread of

No.	Name of Taluka.	Area in square miles.	Number of inhabited towns and villages according to the Census of 1911.	Population according to the Census of 1911.	Number of towns and villages having Schools.	Population of towns and villages having Schools.		
						Men.	Women.	Total.
1	2	3	4	5	6	7	8	9
<b>BARODA DIVISION.</b>								
Baroda Sub-Division.								
1	Baroda City...	8	1	95,867	1	51,342	44,525	95,867
2	Baroda Taluka ...	239	108	63,292	93	33,870	30,522	64,392
	Total ...	277	109	1,62,069	94	85,212	75,047	1,60,259
Dabhoi Sub-Division.								
3	Dabhoi ...	216	103	55,210	63	23,128	20,299	43,425
4	Sinore ...	129	46	34,053	45	16,361	14,732	31,093
	Total ...	345	149	89,273	128	39,487	35,031	74,518
Petlad Sub-Division.								
5	Petlad ...	182	75	1,28,008	75	71,080	53,928	1,28,008
Padra Sub-Division.								
6	Padra ...	195	83	76,252	79	39,730	36,091	75,821
Karjan Sub-Division.								
7	Karjan ...	234	98	53,334	91	28,740	23,764	55,504
Bhadran Sub-Division.								
8	Savli ...	188	77	44,339	50	19,791	16,997	36,688
9	Bhadran ...	84	32	43,670	30	23,031	19,639	42,670
	Total ...	272	109	88,009	80	42,782	36,633	79,368
Sankheda Sub-Division.								
10	Sankheda ...	215	207	51,471	95	21,027	18,003	39,639
11	Tilakwada ...	34	33	7,539	13	2,405	2,275	4,680
12	Waghodia ...	143	73	24,437	49	19,195	8,385	18,580
	Total ...	392	313	81,477	157	33,227	29,263	62,890
Total of Baroda Division								
		1,877	936	6,83,122	704	3,06,608	2,95,760	6,36,368
<b>KADI DIVISION.</b>								
Patan Sub-Division.								
13	Patan and Harij ...	535	181	1,22,950	88	54,839	51,604	1,06,443
Visnagar Sub-Division.								
14	Visnagar ...	172	56	63,053	53	31,262	29,650	61,912
Kheralu Sub-Division.								
15	Kheralu ...	246	93	70,641	69	32,885	32,320	65,205
Sidhpur Sub-Division.								
16	Sidhpur ...	254	80	68,539	65	42,673	40,925	83,599
Mehsana Sub-Division.								
17	Mehsana ...	195	84	73,987	69	36,551	34,038	70,589
Chanasma Sub-Division.								
18	Chanasma ...	332	115	78,311	76	32,554	29,555	61,109



*Vernacular Education at one view.*

Number of Schools.						Number of children at the end of July 1913.			Percentage of			Remarks.
Teaching upto Standard III.	Teaching upto Standard IV	Teaching upto Standard V.	Teaching higher Standards.	Special Institutions.	Total.	Boys.	Girls.	Total.	Boys to the total population of men in towns and villages having School.	Girls to the total population of women in towns and villages having Schools.	Children to the total population of towns and villages having Schools.	
10	11	12	18	14	15	16	17	18	19	20	21	22
17	14	6	25	6	68	7,390	3,974	11,364	14.3	8.9	11.8	
80	23	9	4	...	116	4,004	2,189	6,193	11.8	7.1	9.6	
97	37	15	29	6	184	11,394	6,193	17,587	13.2	8.2	10.9	
52	20	8	4	...	84	2,937	1,605	4,542	12.7	7.9	10.4	
31	12	11	2	...	56	1,980	1,316	3,296	12.1	8.9	10.6	
83	32	17	6	..	140	4,917	2,921	7,838	12.4	8.3	10.5	
55	43	31	27	1	157	9,783	4,977	14,760	13.7	8.7	11.5	
51	36	23	9	...	119	5,229	3,189	8,418	13.1	8.8	11.1	
50	35	15	6	...	103	3,538	2,218	5,756	12.3	8.4	10.4	
33	18	11	7	...	69	2,635	1,434	4,069	13.3	8.4	11.1	
21	10	16	6	...	53	3,000	1,516	4,516	13.0	7.8	10.6	
54	28	27	13	..	122	5,635	2,980	8,615	13.1	8.1	10.8	
62	24	7	4	...	97	2,791	1,431	4,222	13.2	7.6	10.6	
12	1	1	1	...	15	544	277	821	22.6	12.1	17.5	
48	3	1	2	...	52	1,260	617	1,607	12.6	7.3	10.2	
120	28	9	7		164	4,625	2,325	6,950	13.7	7.9	11.0	
510	239	139	97	7	942	45,119	24,803	69,922	13.2	8.3	10.9	
96	33	6	13	2	150	6,331	3,372	9,703	11.5	6.5	9.1	
44	18	13	5	...	90	3,953	2,257	6,210	12.6	7.3	10.2	
67	20	8	5	...	100	4,179	2,027	6,206	12.7	6.2	9.5	
57	31	14	8	...	110	5,704	3,295	8,999	13.3	8.0	10.7	
38	33	18	11	...	100	4,648	2,414	7,062	12.6	7.0	9.9	
50	25	9	5	...	89	3,668	1,872	5,540	11.6	6.3	9.0	

TABLE

No.	Name of Talukas.	Area in square miles.	Number of inhabited towns and villages according to the Census of 1911.	Population according to the Census of 1911.	Number of towns and villages having Schools.	Population of towns and villages having Schools.		
						Men.	Women.	Total.
1	2	3	4	5	6	7	8	9
	Kadi Sub-Division.							
19	Kadi ... ..	331	122	76,198	79	35,087	33,211	68,298
	Vijapur Sub-Division.							
20	Vijapur ... ..	340	112	1,10,913	68	50,154	48,543	98,697
	Kalol Sub-Division.							
21	Kalol ... ..	267	90	81,167	75	40,290	33,097	73,387
	Dehgam Sub-Division.							
22	Dehgam including Atarsumba ... ..	315	152	76,133	89	34,551	32,145	66,696
	Total of Kadi Division	3,023	1,066	8,32,162	732	3,89,949	3,71,119	7,61,068
	NAOSARI DIVISION.							
	Naosari Sub-Division.							
23	Nansari ... ..	125	61	55,270	58	23,259	23,502	54,761
24	Gandevi ... ..	46	30	33,058	29	16,554	16,322	32,876
	Total	171	91	88,328	87	49,813	44,824	87,637
	Kamrej Sub-Division.							
25	Kamrej ... ..	157	76	41,969	62	20,162	20,169	42,331
26	Palsana ... ..	91	52	24,508	44	12,138	11,753	23,891
27	Velachha ... ..	249	118	40,598	70	18,014	17,323	35,337
	Total	497	246	1,07,475	176	50,314	49,245	99,559
	Vyara Sub-Division.							
28	Songadh ... ..	782	210	42,446	51	10,741	10,299	21,040
29	Vyara ... ..	321	152	57,477	99	23,350	25,133	51,483
30	Mahuva ... ..	143	69	39,741	65	20,062	19,280	39,342
	Total	1,246	431	1,39,664	215	57,173	54,712	1,11,885
	Total of Naosari Division	1,914	768	3,35,467	473	1,50,300	1,48,751	2,99,051
	AMRELI DIVISION.							
	Amreli Sub-Division.							
31	Amreli ... ..	255	59	54,579	53	27,823	26,437	54,260
32	Damnagar ... ..	173	36	24,704	31	12,512	11,549	24,161
	Total	428	95	79,283	84	40,335	37,986	78,321
	Kodinar Sub-Division.							
33	Kodinar ... ..	201	69	33,471	52	16,160	15,267	31,427
34	Dhari ... ..	443	92	40,117	65	10,743	18,444	33,187
35	Okhamandal ... ..	275	45	25,598	20	10,153	9,828	19,981
	Total	919	206	99,185	137	46,076	43,539	89,615
	Total of Amreli Division	1,347	301	1,78,259	224	83,501	81,525	1,65,026
	Grand Total	8,181	3,025	20,29,320	2,138	9,67,008	8,97,185	18,64,193
	Total of last year	8,181	3,095	20,29,320	2,119	9,62,918	8,91,545	18,54,463

**XI.—Concluded.**

Number of Schools.						Number of children at the end of July 1913.			Percentage of		
Teaching upto Standard III.	Teaching upto Standard IV.	Teaching upto Standard V.	Teaching higher Standards.	Special Institutions.	Total.	Boys.	Girls.	Total.	Boys to the total population of men in towns and villages having Schools.	Girls to the total population of women in towns and villages having Schools.	Children to the total population of towns and villages having Schools.
10	11	12	13	14	15	16	17	18	19	20	21
48	32	19	8	...	107	4,452	2,244	6,696	12.3	6.7	9.8
50	27	20	14	...	111	6,550	2,500	9,160	13.0	5.3	9.2
60	33	12	12	...	114	5,515	2,001	8,543	14.0	7.6	10.9
61	39	19	5	...	124	4,592	3,026	7,618	13.2	9.4	11.4
571	293	198	86	2	1,095	49,732	26,008	75,740	12.7	7.0	9.9
36	33	10	22	1	104	4,681	2,455	7,116	17.7	8.6	12.9
19	16	2	11	...	48	2,391	1,452	3,843	14.4	8.8	11.3
57	49	12	83	1	152	7,052	3,507	10,959	16.4	8.7	12.5
36	25	10	13	...	84	2,902	1,842	4,744	14.3	9.1	11.7
22	20	3	5	...	50	1,716	950	2,696	14.1	8.3	11.2
44	17	5	7	...	67	1,934	1,127	3,061	10.7	6.5	8.6
102	62	18	19	...	201	6,552	3,949	10,501	13.2	8.0	10.5
36	5	...	3	...	46	1,295	657	1,952	12.0	6.3	9.2
75	22	2	2	...	101	3,577	2,241	5,818	13.5	8.9	11.3
34	37	7	1	...	79	2,880	1,663	4,543	14.3	8.6	11.5
147	64	9	6	...	226	7,752	4,561	12,313	13.5	8.3	11.0
306	175	39	53	1	579	21,356	12,417	33,773	14.2	8.3	11.2
33	42	12	9	2	96	4,253	2,607	6,860	15.2	9.6	12.6
17	19	10	2	...	48	1,625	1,183	2,809	12.8	10.2	11.6
50	61	22	11	2	145	5,879	3,710	9,669	14.5	9.9	12.3
35	19	7	4	...	65	2,247	1,727	3,974	13.8	11.3	12.6
32	32	14	5	...	83	2,504	1,711	4,215	12.6	9.2	11.0
32	13	8	5	...	81	1,572	729	2,301	15.4	7.4	11.5
99	64	29	11	...	179	6,323	4,267	10,490	13.7	9.5	11.0
149	125	51	25	2	325	12,202	7,957	20,159	14.1	9.7	11.9
1,536	837	337	266	12	2,991	1,26,409	71,183	1,99,594	13.2	7.8	10.7
1,531	891	489	...	10	2,912	1,20,104	60,541	1,80,645	12.4	6.7	9.7

68. Out of the total population of 20,29,320, educational facilities were provided for 18,64,553. It is apparent from the above table that the percentage of school children to the total population of villages having schools rose to 10·7 from 9·7 of the last year. A detailed reference to the table reveals satisfactory enrolment of school children in some of the advanced talukas.

69. Till the end of the year under report, the compulsory age for boys was 12 and that for girls 11; whereas the compulsory standard of study was fourth; that is to say although the age and standard remained the same as before, the number increased. The reasons of this steady increase in the number of children in primary schools are not far to seek. A more prosperous year, keener interest taken by the Revenue department in imposing and collecting fines, more vigilant supervision exercised by the Deputy Inspectors and fresh appointments of 16 supervisors—all contributed towards this increase. Never before in the history of Baroda was education the subject of such widespread interest as at present. Baroda has passed through the first stage of its educational activity in the direction of primary education viz. the endeavour to make adequate provision of schools, and is now working out the problems of efficiency and general uplift. The Government are meeting the necessity of providing the essential conditions of a school system, buildings, teachers &c. with liberal expenditure. His Highness was pleased to order that from 1st August 1913, the compulsory age limit for girls should be 12\* and that the compulsory standard of study should be Fifth instead of Fourth. This order will come into force from the beginning of the year 1913-14 and will have marked influence both on the number of children and on the educational finance. It is gratifying to note that His Highness has been pleased to sanction Rs. 45,000 to meet the increased expenditure in creating new posts of teachers in schools wherever they would be required as the direct result of raising the statutory age limit and the standard of study.

70. At the end of the year there were 1,536 schools teaching upto standard III, 837 teaching upto Std. IV, 367 upto Std. V, 266 teaching higher standards and 12 special schools. The main reason of there being a large number of schools teaching upto the third standard is that in large towns a number of schools teaching the lower standards has to be maintained at short distances for the convenience of young children. When they finish their lower standards, they go to higher primary schools for higher standards which are situated at central places. It may be confidently expected that with the operation of the changes in the compulsory age-limit and the standard of study, the number of schools teaching higher standards will show an appreciable rise in succeeding years. The legal basis upon which compulsory attendance is regulated, the period of absence on leave granted to children, the system of infliction of fines on defaulting parents for non-admission of their children in schools and for irregular attendance after admission and the machinery of enforcement remained unaltered.

71. Table XII gives the number of pupils and the average attendance in various Talukas and Divisions.

\* This is the age limit fixed under the provisions of the Early Marriage Prevention Act.

TABLE XII.

No.	Name of the Talukas.	Number of pupils at the end of July 1913 in									Average number of pupils throughout the year.	Average daily attendance throughout the year.	Percentage of daily attendance throughout the year.	Remarks.
		Government Schools.					Aided Schools.	Fund Schools.	Unaided Schools.	Total.				
		Teaching upto Standard III.	Teaching upto Standard IV.	Teaching upto Standard V.	Teaching higher Standards.	Special Institutions.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>BARODA DIVISION.</b>														
1	Barola City ... ..	1,199	1,762	647	8,203	1,211	312	...	...	11,264	10,599.2	7,060.0	66.9	
2	Barola Taluka ... ..	2,931	1,630	951	651	...	...	...	...	6,163	5,832.7	3,967.6	67.7	
3	Dabhoi ... ..	2,169	955	873	142	...	...	...	...	4,542	4,583.8	3,043.1	66.3	
4	Sitrore ... ..	1,214	944	825	313	...	...	...	...	3,296	3,323.6	2,335.5	70.2	
5	Petlad ... ..	2,762	3,008	3,015	1,847	22	97	...	69	14,760	14,487.3	19,101.4	69.7	
6	Padra ... ..	2,329	2,622	1,261	2,150	...	72	...	...	8,418	8,767.8	5,603.0	67.3	
7	Karjan ... ..	1,825	1,580	906	785	...	...	...	308	5,784	5,531.7	4,043.1	73.1	
8	Savli ... ..	1,175	911	954	1,019	...	...	...	...	4,069	4,032.8	2,782.0	68.9	
9	Bhadran ... ..	1,033	834	1,539	1,140	...	...	...	...	4,545	4,529.6	3,134.5	69.0	
10	Sankheda ... ..	2,098	1,127	413	584	...	...	...	...	4,222	3,946.1	2,558.0	64.8	
11	Tilakwada ... ..	552	48	62	134	...	...	...	...	821	781.5	455.2	58.0	
12	Waghodia ... ..	1,525	178	73	136	...	...	...	...	1,907	1,602.1	1,171.3	64.9	
	Total of Baroda Division.	23,245	14,756	11,156	18,704	1,233	421	...	377	69,922	68,251.2	45,590.3	66.2	
<b>KADI DIVISION.</b>														
13	Patan and Harij... ..	4,161	2,070	638	2,385	297	...	...	157	9,703	9,754.4	5,123.2	52.5	
14	Visnagar ... ..	2,935	1,640	1,276	1,158	...	81	...	...	6,210	6,104.4	4,240.9	69.4	
15	Kheralu ... ..	3,113	1,207	744	1,142	...	...	...	...	6,206	6,118.3	4,192.0	67.5	
16	Sidhpur ... ..	3,579	2,279	1,303	1,430	...	32	...	376	8,999	8,489.2	6,545.8	77.1	
17	Mehsana ... ..	1,998	2,082	1,578	1,724	...	...	...	...	7,962	6,797.3	4,536.0	67.0	
18	Chanasma... ..	2,178	1,786	701	717	...	158	...	...	5,640	5,362.1	4,257.6	79.4	
19	Kadi ... ..	1,867	1,862	1,640	1,219	...	...	...	117	6,596	6,395.9	4,733.5	74.8	
20	Vijapur ... ..	3,066	1,991	2,005	2,003	...	95	...	...	9,130	9,123.0	6,155.1	67.4	
21	Kalol ... ..	3,012	2,147	1,369	1,968	...	...	...	...	8,546	7,921.6	5,510.1	69.6	
22	Dehgam including Atar-sumba ... ..	3,432	1,581	1,685	897	...	...	...	...	7,618	6,222.8	4,967.7	78.9	
	Total of Kadi Division..	28,171	18,748	12,994	14,514	257	208	158	650	75,740	72,859.0	50,276.9	69.4	
<b>NAVSARI DIVISION.</b>														
23	Navsari ... ..	1,273	1,675	759	2,454	151	77	...	727	7,116	6,699.3	3,433.5	51.2	
24	Gandevi ... ..	767	1,117	311	1,370	...	40	...	208	3,843	3,770.7	2,674.8	70.8	
25	Kamrej ... ..	782	1,639	755	1,239	...	231	...	...	4,744	4,350.3	3,812.7	87.4	
26	Palsana ... ..	674	1,160	217	615	...	...	...	...	2,691	2,582.1	2,003.2	77.7	
27	Velachha ... ..	1,470	1,072	428	93	...	...	...	...	3,061	2,870.6	2,300.5	80.1	
28	Songadh ... ..	1,353	967	...	289	...	...	...	...	1,952	1,973.6	1,328.7	67.3	
29	Vyara ... ..	3,453	1,605	234	421	...	...	...	162	5,116	5,757.8	4,003.1	69.5	
30	Mahuva ... ..	1,468	2,442	544	69	...	...	...	...	4,513	4,629.2	2,830.3	61.3	
	Total of Navsari Division	11,213	11,017	3,306	6,633	151	356	...	1,087	52,773	52,456.4	32,368.6	68.6	

TABLE XII.—*Concluded.*

No.	Name of the Talukas.	Number of pupils at the end of July 1913 in.									Average number of pupils throughout the year.	Average daily attendance throughout the year.	Percentage of daily attendance throughout the year.	Remarks.
		Government Schools.					Aided Schools.	Fund Schools.	Unaided Schools.	Total.				
		Teaching upto Standard III.	Teaching upto Standard IV.	Teaching upto Standard V.	Teaching higher Standards.	Special Institutions.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ANRELI DIVISION.														
31	Amroli ... ..	1,633	1,921	865	1,919	200	240	...	76	6,860	6,173.0	4,468.0	72.3	
32	Damunagar... ..	614	1,157	651	357	...	...	...	...	2,809	2,778.0	2,521.0	50.7	
33	Kodinar ... ..	1,607	1,152	763	452	...	...	...	...	3,974	4,104.0	3,267.5	79.6	
34	Dhari ... ..	1,087	1,266	1,058	804	...	...	...	...	4,215	4,407.0	2,838.5	65.7	
35	Okhamandal ... ..	545	276	537	778	...	...	143	22	2,501	2,168.0	1,939.0	89.5	
Total of Amroli Division.		5,489	6,775	3,874	4,340	200	240	143	28	20,150	19,828.0	15,094.0	76.0	
Grand Total ...		68,148	50,296	31,330	44,221	1,881	1,255	301	2,162	1,99,594	1,92,189.6	1,34,366.1	69.6	
Total of the last year ...		66,756	60,623	57,874	2,027	1,671	276	1,411	1,80,845	1,76,071.4	1,20,066.1	68.6		

72. As Table XI shows steady increase in the number of children on the rolls. Table XII records a higher percentage of school attendance which was 69.6 against 66.6 in 1911-12 and 63.8 in 1910-11. The attendance in some of the Talukas has improved considerably being 89 percent and it is only in the case of two or three backward talukas that the attendance is below 60%. On the whole it can be said that the progress in attendance is fairly satisfactory, that the desire for some sort of education is the prevailing tone, and that parents are generally willing to put themselves to some pains about the matter of educating their children. While considering at this place the subject of attendance of children one should not forget the fact that the schools in question are primary and the children attending them are mostly of 7 to 12 years of age. Improvement in attendance may be attributed to a variety of causes, the chief of which are an indication of the better appreciation of the aims of His Highness' Government by the people, the greater dispatch and tact of revenue officers and the closer supervision of the officers of the Education Department. The work of levying fines for both non-admission and irregular attendance and collecting them was facilitated by the employment of a body of Fine clerks, 66 in number under the direct control of the Vahivatdars. In several cases they accompanied the Vahivatdars in their district tours and served as flappers to rouse them from revenue work and remind them of their duty of enforcing the Compulsory Education Act. When the proposals were made to make the body of fine clerks permanent, the government sanctioning their services for a year decided not to incur this expenditure permanently and directed that the work had better be entrusted to the village boards. The Department invited the opinions of the Vahivatdars in this connection and they unanimously recommended the continuance of the services of fine clerks. The prompt collection of fines imposed on defaulting parents in a village has a magic effect on the attendance at schools. On the other hand if the collection of fines is delayed for any cause, an erroneous impression is produced in the minds of the people that the Government is not serious in the matter of compulsion.

73. During the year under report the total amount of fines recovered together with the arrears of previous years amounted to Rs. 84,296. This amount appears to be large but when it is remembered that it includes the amounts of fines suspended during the last famine year and recovered during this year, the conclusion arrived at will be changed materially. The total amount of fines written off was Rs: 24,595 which includes the amounts written off in Petlad and Bhadran Talukas by His Highness the Maharaja Saheb during his cold weather tour in the year. The amounts written off in Petlad and Bhadran were Rs: 1,182 and Rs: 4083 respectively.

74. In Baroda City the amount of fines diminishes from year to year owing to the tactful working of the attendance officer, and the personal interest evinced by teachers of various schools. In taluka towns also the fine is less, as parents and guardians realise the responsibility of seeing that their children or wards are not left without instruction prescribed for the elementary schools.

75. It is only in backward villages inhabited by poor necessitous castes such as *Vaghris, Kaliparaj, &c.* that the bulk of fines is collected. It may be observed that the greater the activity of Patel and Talatis in recovering the fines, the better the attendance, and the smaller the amount of fines. The benevolent motive of His Highness' Government in this direction has been again proved by the orders passed after the expiry of the year under report that these fines should be diverted towards (1) helping the really indigent people on whom the compulsory law operated harshly as their family income was lessened by their wage-earning children being made to attend schools and (2) building schools in small villages with contributions from the people. This order will come into force from 1914-15. It removes the misunderstanding created by a mischievous spirit in some quarters that the State has made the penalty of the Compulsory law an additional source of revenue, and it clearly reveals the disinterested motive of government. The grant for village school-buildings from the source of fine will be a most welcome addition to the usual grant of Rs: 1, 50,000 for school buildings reserved annually in the budget of the Public Works Department.

76. The subjoined Table will give an idea of the total number of primary schools with the number of boys and girls learning therein.

**TABLE XIII.**

	1911-12.		1912-13.	
	Schools.	Pupils.	Schools.	Pupils.
Boys ... ..	2,561	1,20,104	2,634	1,28,409
Girls ... ..	351	60,541	357	71,185†
Total ...	2,912	1,80,645	2,991	1,99,594

† Of these, 40,043 girls learn along with boys in mixed schools. There was 1 girl to 1·8 boys against 1 girl to 1·9 boys.



77. The comparative percentages of children to school-going population and to the total population are shown in the following table :—

**TABLE XIV.**

State or Presidency.	Percentage of boys taught to total males of school-going age.	Percentage of girls taught to total females of school-going age.	Percentage of pupils to total population.	Remarks.
1	2	3	4	5
Baroda, 1911-12 ... ..	91.8	73.7	9.3	
Baroda, 1912-13 ... ..	97.6	86.6	9.8	
Bombay, 1912-13 ... ..	39.1	8.4	3.6	
Madras, 1911-12 ... ..	31.4	7.2	3	
Bengal, 1910-11 ... ..	32.0	4.3	2.7	
Punjab, 1911-12 ... ..	19	12	1.9	
United Provinces, 1910-11 ... ..	16	1.39	1.3	
Burma, 1911-12 ... ..	39	8	3.6	
Mysore, 1911-12 ... ..	30.1	6.2	2.7	
Jeypur, 1909 ... ..	14.36	.66	1.2	

78. The above percentages for Baroda were arrived at after determining the school-going population by calculating the actual number of boys between 7 and 12 and that of girls between 7 and 11. It may also be added that the percentage for Baroda in the above table refers to children learning in primary schools only. The total enrolment in the primary schools is 9.8 percent of the population. This low ratio is explained partly by the prevailing indifference to education of low castes, such as *Waghris*, *Waghers*, *Rabaris*, *Kaliparaja*, aborigines, &c. It is these castes that keep down the general average of school attendance. The percentages of school-going children to the total population in other States and Presidencies are based on the hypothetical percentage of 15, taking the number of pupils in all institutions. If we calculate our percentages as is done elsewhere, the figures would be 86.3, 48.6 and 10.2 as shewn in Table II, Part IV, of this report.

79. The following table shows the number of schools of various kinds and the number of children learning therein in each Division :—

TABLE XV.

Number of Schools of various kinds with the number of Pupils attending them in each Division.

Number.	Class of Schools.	Baroda City.		Baroda Division.		Kadi Division.		Navsari Division.		Amreli Division.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Government Schools :—												
	(a) Gujarati Boys' Schools ...	12	2,804	678	43,628	790	53,540	469	26,970	228	13,561	2,177	1,42,803
	(b) „ Night „ ...	...	...	2	117	2	71	...	...	...	...	4	188
	Total ...	12	2,804	680	44,045	792	55,611	469	26,970	228	13,561	2,181	1,42,991
	(a) Gujarati Girls' Schools ...	11	1,834	82	7,099	123	10,968	33	2,535	51	3,723	305	26,159
	(b) „ Zanana Classes...	1	111	1	60	...	...	...	...	...	...	2	161
	Total ...	12	1,945	83	7,119	123	10,968	36	2,535	51	3,723	307	26,320
	(a) Marathi Boys' Schools ...	9	1,777	3	147	3	159	3	140	2	160	20	2,383
	(b) „ „ Night Schools.	1	51	...	...	...	...	...	...	..	..	1	51
	Total ...	10	1,828	3	147	3	159	3	140	2	160	21	2,434
	Marathi Girls' Schools ...	7	1,123	...	...	...	...	1	54	1	54	9	1,281
	Urdu Boys' Schools ...	6	914	29	2,422	24	2,500	14	1,396	5	720	78	7,961
	Urdu Girls' Schools ...	5	522	5	338	11	815	4	365	3	363	28	2,403
	Antyaja Boys' Schools ...	3	539	111	3,887	123	4,197	35	739	24	654	295	10,016
	„ Girls' Schools ...	1	114	...	...	4	108	...	...	...	...	5	312
	Sanskrit Schools ...	...	...	2	62	...	...	...	...	2	124	4	186
	Kindergarten Classes ...	1	22	...	...	...	...	...	...	1	119	2	141
	Total Government Schools ...	57	9,311	913	58,050	1,032	74,457	562	32,199	317	19,478	2,931	1,93,895
2	Aided Schools :—												
	(a) Gujarati Boys' Schools ...	3	167	1	72	3	176	1	40	1	163	9	618
	(b) Sanskrit Schools ...	1	28	1	37	1	32	...	...	...	...	3	97
	(c) Urdu Boys' Schools ...	...	...	...	...	...	...	3	301	1	77	4	378
	(d) Urdu Girls' Schools ...	...	...	...	...	...	...	1	45	...	...	1	45
	(e) Marathi Schools ...	1	117	...	...	...	...	...	..	...	...	1	117
	Total ...	5	312	2	109	4	218	5	386	2	240	18	1,255
3	Unaided Schools :—												
	(a) Gujarati Boys' Schools ...	...	...	7	275	4	493	7	542	1	38	10	1,348
	(b) Gujarati Girls' Schools ...	...	...	1	102	1	157	4	495	...	...	6	754
	(c) Sanskrit Schools ...	...	...	...	...	...	...	...	...	2	60	2	60
	Total ...	...	...	8	377	5	650	11	1,037	3	98	27	2,162

**TABLE XV.—Concluded.**

Number.	Class of Schools.	Baroda City.		Baroda Division.		Kadi Division.		Naosari Division.		Amreli Division.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
4	Fund Schools ... ..	...	...	...	...	2	158	...	...	1	143	3	301
5	Special Schools :—												
	(a) Music Schools ... ..	1	407	...	...	1	237	1	151	1	112	4	907
	(b) Industrial Schools... ..	...	...	1	22	...	...	...	...	1	88	2	110
	(c) Kala-Bhavan ... ..	1	325	...	...	...	...	...	...	...	...	1	325
	(d) Male Training College . .	1	372	...	...	...	...	...	...	...	...	1	372
	(e) Female Training College... ..	1	77	...	...	...	...	...	...	...	...	1	77
	(f) Antyaja Boarding Schools.	1	50	...	...	1	30	...	...	...	...	2	80
	(g) Reformatory ... ..	1	16	...	...	...	...	...	...	...	...	1	10
	Total ... ..	6	1,241	1	22	2	267	1	151	2	200	12	1,981
	Grand Total ... ..	68	11,364	924	53,558	1,095	75,740	579	33,773	325	20,159	2,991	199,594*

\* Of these 1,99,594 children 1,58,409 boys are learning in boys' Schools and 31,142 girls are learning in Girls' schools and the rest i. e., 10,043 girls are learning in mixed Schools.

### 80. Number of Pupils by Standards in different sorts of schools.

**TABLE XVI.**

Division.	Number of Schools.	Number of pupils of special studies.	Number of pupils in.								Grand Total.	Grand Total of the last year.	
			7th Standard.	6th "	5th "	4th "	3rd "	2nd "	1st "	Total.			Below Standard.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Baroda Division ... ..	892	1,283	40	1,102	2,151	4,134	6,055	10,457	22,985	46,924	21,783	69,922	65,636
Kadi Division ... ..	1,095	341	...	1,037	1,858	3,592	6,325	12,556	20,688	46,036	29,361	75,740	65,614
Naosari Division ... ..	579	136	10	392	795	1,571	2,514	4,316	7,167	16,765	16,822	33,773	31,953
Amreli Division ... ..	325	395	5	200	424	1,166	2,315	3,849	5,689	13,628	6,136	20,159	17,442
Total ... ..	2,991	2,185	55	2,731	5,228	10,463	17,209	31,210	56,459	1,23,355	71,054	1,99,594	1,80,645
Total of the last year.	2,912	2,418	35	2,538	4,475	10,048	15,144	24,548	45,085	1,01,363	76,394	1,80,645	

81. It will be seen from the above table that the number of pupils in higher vernacular standards is gradually going up. It was found by experience that several schools having not been adequately manned with teachers to teach the compulsory five classes there was no good progress shewn, and the children remained in the lower classes longer than necessary. With a view to remove this difficulty and make the march of children from lower to higher classes quicker as many as 385 additional teachers were permanently sanctioned for schools and it is hoped that the next year there will be a quickened movement from the

lower to the higher classes. As the attendance at schools shows marked improvement from year to year, it will have more stimulating influence in the rise of children in the higher standards. From Standard IV, boys join English schools and classes and this tends to diminish the flow of children to higher Vernacular Standards.

82. The following table shews the number of children of different castes and communities attending schools with the number of people of those communities in the State along with the percentages.

**TABLE XVII.**

Caste.	Total population of the caste. (Census 1911.)	Percentage to the total population.	Number of children attending school.	Percentage to the total number of children attending school.	Remarks.
1	2	3	4	5	6
Brahmins ... ..	1,18,193	5.5	14,478	7.8	
Kshatriyas. Warriors.	Writer Class ... ..	4,531	715	.3	
	Marathas ... ..	14,782	2,080	1.0	
	Vaghers ... ..	4,277	408	.2	
	Others ... ..	68,316	7,226	3.6	
Lavanas and Bhatias ... ..	12,121	.6	1,849	.9	
Banias ... ..	88,951	1.8	6,785	3.4	
Patidars and Kanbis ... ..	4,00,917	19.7	45,815	22.7	
Non-Brahmins and religious mendicants ... ..	81,008	1.5	3,945	1.9	
Wandering and low Profession classes ... ..	4,58,829	22.6	22,169	11.2	
Unclean castes ... ..	1,74,289	8.7	16,249	8.2	
Other Hindus ... ..	3,75,992	18.5	41,031	20.5	
<b>TOTAL HINDUS</b> ... ..	<b>16,97,146</b>	<b>83.5</b>	<b>1,62,200</b>	<b>81.2</b>	
ARYA SAMAJIS ... ..	598	...	162	.1	
JAINS... ..	43,462	2.1	5,381	2.7	
ANIMISTIC ... ..	1,15,411	5.7	12,543	6.3	
PARSEES ... ..	7,955	.4	1,250	.7	
MAHOMEDANS ... ..	1,60,887	7.9	17,923	8.9	
CHRISTIANS ... ..	7,203	.4	121	0.1	
OTHERS ... ..	186	...	5	...	
<b>TOTAL</b> ... ..	<b>20,32,798</b>	<b>100</b>	<b>1,99,594</b>	<b>100</b>	

83. A glance at the columns 3 and 5 shews the extent to which each community is represented at schools. It may be inferred that there is a fairly large number of Hindu and non-Hindu children attending schools. It is only in the case of wandering tribes and low-profession classes that the

percentage is small. In the case of these necessitous children it is urged that their parents cannot afford to dispense with the addition which their wages bring to the family income. Again the members of some of these low tribes lead a migratory life and evade the compulsory measure. With the exception of these very low tribes, other backward and poor castes, such as Kolis, fishermen, Waghris, Kaliparaj have a fair representation of children at schools, and have begun though slowly to appreciate the advantages of primary education. If the education was not made compulsory, they would have remained steeped in ignorance and darkness, and the light of education would never have illumined their wretched abodes. However, when they are compelled to send their children to schools the attendance is irregular and the parents try all possible means to get exemption. Even if the numerous sub-sections of the high class Hindus be examined in details, it will be seen that almost every section sends a sufficiently large number of children to schools. The Parsis receive their full share of the primary education. There is hardly a poor Parsi family found even in the smallest village of the State, that does not consider it its paramount duty to educate its children and even Mahomedans and unclean classes who are considered backward send their children to school under the law almost to the same extent as some of the Hindu castes.

84. The following is a statement of pupils in the primary education with regard to age and sex.

**TABLE XVIII.**

Number.	Age of Pupils.	Number of Pupils.			Percentage.			Remarks.
		Number of boys.	Number of girls.	Total.	Boys.	Girls.	Total.	
1	2	3	4	5	6	7	8	9
1	Above 20 years...	639	170	809	·5	·2	·4	
2	Of 20 " ...	172	22	194	·1	·0	·1	
3	" 19 " ...	236	22	258	·2	·0	·1	
4	" 18 " ...	427	22	449	·3	·0	·2	
5	" 17 " ...	657	61	718	·5	·0	·4	
6	" 16 " ...	1,225	95	1,320	·9	·1	·7	
7	" 15 " ...	2,579	178	2,757	2·0	·2	1·3	
8	" 14 " ...	5,178	522	5,700	4·0	·8	2·8	
9	" 13 " ...	9,173	1,316	10,489	7·1	1·8	5·2	
10	" 12 " ...	12,125	4,365	16,490	9·4	6·2	8·2	
11	" 11 " ...	14,643	9,074	23,717	11·4	12·8	11·9	
12	" 10 " ...	18,081	12,298	30,379	14·8	17·3	15·2	
13	" 9 " ...	19,662	14,935	34,597	15·3	20·9	17·3	
14	" 8 " ...	21,607	15,274	36,881	16·8	21·5	18·5	
15	" 7 " ...	17,388	10,965	28,353	13·6	15·5	14·3	
16	" 6 " ...	3,810	1,598	5,408	2·9	2·3	2·8	
17	" 5 " ...	807	268	1,075	·2	·4	·6	
	Total ...	1,28,409	71,185	1,99,594	100	100	100	

85. Those who are interested in the subject of compulsory primary education will find the above table most instructive. It is apparent at a glance that the number of children of the age 7 to 12 is the greatest, because they are compelled to go to school within that age limit, and the compulsory law seems to be reasonably effective. It may be confidently expected that its application in detail will be made more and more effective as the years add experience in its operation. However cases of children of 7 to 12 who secure exemption certificates, and stay away from schools, have also to be taken into account as well as those below 12 learning in English schools. On the other hand it is indeed gratifying to note that the parents are more inclined to keep their children at school and not withdraw them as soon as they have passed the compulsory age and the compulsory standard limit. The number of children below 7 is small as the department does not encourage the practice of enrolling very young children. The two kindergarten classes for very young children have been opened at Amreli and Baroda under the guidance of special teachers, the detailed description of which will be found in chapter V. If the experiment of these kindergarten classes becomes a success, such institutions will be multiplied. In these kindergartens formal class teaching and artificial restraints of an ordinary school are dispensed with and young children are granted a freedom they could not have even in their own homes, whereby they can develop their bodies and minds systematically.

## 86. Profession and occupation of Parents.

TABLE XIX.

	Government or Private servants.	Zamindars or cultivators.	Teachers.	Traders or shopkeepers.	Petty traders or Gumastias.	Artisans.	Priests.	Others.	Without occupation.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12
Number ...	14,512	1,00,887	1,374	19,561	2,064	17,571	2,376	36,677	4,572	1,09,594	
Percentage ...	7	50.5	1	9.8	1.1	8.9	1.2	18.4	2.3	100	

## 87. Examinations and results.

TABLE XX.

No.	Name.	Number of schools examined.	Number of pupils on the rolls.	Number of Pupils examined and passed.											
				Special Standards.		Standard VII.		Standard VI.		Standard V.		Standard IV.		Standard III.	
				Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Baroda City	60	9,618	43	41	6	5	301	118	398	179	628	348	851	535
2	Baroda Mahal	924	57,801	...	...	...	...	764	452	1,122	800	2,200	1,569	3,227	1,791
3	Kadi Division	1,080	72,448	...	...	...	...	825	550	1,299	758	2,458	1,327	3,770	2,109
4	Navsari Division	514	29,952	...	...	...	...	299	160	421	194	1,055	471	1,478	678
5	Amreli Division	314	19,618	...	...	...	...	141	85	284	122	895	284	1,265	641
6	Fund Schools	3	317	...	...	...	...	4	4	9	6	21	11	21	12
7	Aided Schools	16	1,142	14	25	...	...	6	6	8	...	42	23	98	60
8	Unaided Schools	17	1,421	6	6	6	6	22	18	41	33	158	39	188	62
	Special Institutions.	10	1,955	1,722	1,182	...	...	...	...	...	...	...	...	...	...
	Total ...	2,938	1,94,295	1,815	1,204	22	15	2,382	1,387	562	890	7,255	4,067	10,898	5,888
	Total of the last year	2,895	1,79,174	2,008	1,453	30	18	2,470	1,875	3,287	1,797	7,232	3,726	10,640	5,896

**TABLE XX.—Concluded.**

No.	Name.	Number of pupils examined and passed.								Percentage of pupils passed to those on the rolls.	Percentage of pupils passed to those presented.	Percentage of pupils passed to those presented in the last year.
		Standard II.		Standard I.		Below Standard.		Total.				
		Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.			
1	2	17	18	19	20	21	22	23	24	25	26	27
1	Baroda City ...	948	570	1,447	1,011	2,338	1,497	6,960	4,289	44.7	61.8	63.4
2	Baroda Mahals ...	5,210	2,953	9,397	5,742	22,880	12,649	44,820	25,759	44.5	57.4	53.7
3	Kadi Division ...	6,798	3,716	14,446	7,673	25,080	11,261	54,676	27,394	37.8	50.1	51.3
4	Navsari Division ...	2,249	1,013	3,928	2,190	10,994	6,186	20,426	10,990	36.4	53.4	44.9
5	Anreli Division ...	2,193	1,256	3,572	1,961	5,819	4,234	13,975	8,583	44.3	61.4	53.1
6	Fund Schools ...	51	34	69	51	71	31	246	149	47.0	60.5	47.6
7	Aided Schools ...	104	62	206	117	303	112	811	389	34.9	49.2	56.8
8	Unaided Schools ...	248	115	228	193	373	299	1,270	771	53.5	60.7	70.9
	Special Institutions ...	...	...	...	...	...	...	1,722	1,132	57.0	65.7	78.5
	Total ...	17,801	9,722	33,293	18,944	67,858	36,289	1,44,906	79,388	40.8	54.7	52.2
	Total of the last year ...	15,437	8,546	24,693	13,747	62,782	30,646	1,28,779	67,304	37.5	52.2	...

**CHAPTER II.****Female Education.**

88. The following table gives important and interesting details regarding all the girls' schools in the State.

**TABLE XXI.**

*Number of girls on the rolls, number presented and passed at the annual Examination in all Standards.*

Number.	Kind of Schools.	No. of schools at the end of July 1913.	No. of pupils at the end of July 1913.	Number of schools examined.	Number of Girls on the rolls.			7th Standard.			6th Standard.			5th Standard.			4th Standard.		
					In different standards.	Below standard.	Total.	On the rolls.	Present.	Passed.	On the rolls.	Present.	Passed.	On the rolls.	Present.	Passed.	On the rolls.	Present.	Passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Gujarati Girls' Schools ...	307	26,320	302	12,380	11,586	23,946	20	14	8	52	27	187	152	105	639	539	293	
2	Marathi Girls' Schools ...	9	1,231	9	692	489	1,181	2	1	1	20	19	15	42	31	14	72	58	43
3	Urdu Girls' Schools ...	29	2,448	29	989	1,318	2,307	...	...	...	3	3	3	16	12	8	41	25	14
4	Antyaja Girls' Schools ...	5	312	5	157	153	310	2	1	...	2	2	1	6	6	4	8	7	5
5	Special Girls' Schools ...	1	77	1	77	...	77	...	...	...	...	...	...	...	...	...	...	...	...
6	Unaided Girls' Schools ...	6	754	6	475	221	696	13	12	12	17	16	15	31	30	23	38	37	27
	Total ...	357	31,142	352	14,750	13,767	28,517	37	28	21	94	81	61	282	231	154	798	666	337
	Total of the last year ...	351	28,045	359	13,137	14,758	27,915	32	30	18	101	92	60	228	178	108	830	681	423

TABLE XXI.—Concluded.

Number.	Kind of Schools.	3rd Standard.			2nd Standard.			1st Standard.			Below Standard.			Total number of Girls' passed.		
		On the rolls.	Present.	Passed.	On the rolls.	Present.	Passed.	On the rolls.	Present.	Passed.	On the rolls.	Present.	Passed.	In different Standards.	Below Standard.	Total number of girls' that passed.
1.	2.	21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.
1.	Gujarati Girls' Schools ...	1,370	1,169	661	3,155	2,938	1,391	6,907	5,340	2,910	11,586	3,141	3,761	5,430	3,761	9,191
2.	Marathi Girls' Schools ...	139	108	80	169	123	90	248	169	133	499	299	214	376	214	590
3.	Urdu Girls' Schools ...	132	102	59	280	205	106	527	386	168	1,318	876	492	358	492	250
4.	Antyaja Girls' Schools ...	22	18	16	31	21	15	86	55	95	153	100	67	76	67	143
5.	Special Girls' Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	58	...	58
6.	Unaided Girls' Schools ...	62	56	47	175	171	158	139	193	137	221	211	176	419	176	595
	Total ...	1,715	1,451	863	3,840	3,158	1,760	7,907	6,088	3,413	13,767	9,627	4,710	6,717	4,710	11,427
	Total of the last year	1,623	1,357	791	3,390	2,635	1,361	6,972	4,824	2,705	14,758	9,977	5,695	5,524	5,695	11,210

89. As stated in the previous chapter, there were 71,185 girls receiving instruction in primary schools, 40,043 learning along with boys in mixed schools while the rest *i. e.* 31,142 learning in regular girls' schools. The following figures shew the steady increase in the number of girls under education.

Year.	No. of girls' schools.	No. of girls attending them.	No. of girls' attending mixed schools.	Total number of girls in primary schools.
1909-10 ...	348	24,495	21,488	45,983
1910-11 ...	347	26,396	28,083	54,479
1911-12 ...	351	28,045	32,496	60,541
1912-13 ...	356	31,142	40,043	71,185

From the above it is clear that owing to efficient enforcement of the compulsory act, there is a rapid rise in the number of girls especially in mixed schools. This increase in the number of girls necessitates the opening of more schools exclusively for girls. The policy adopted by the department is to run a separate girls' school in places where attendance of at least 40 girls is assured. In pursuance of this policy the Divisional Inspectresses submitted proposals for establishing new girls' schools, and orders were given to open 11 girls' schools in Amreli, 8 in Baroda, and 17 in Kadi Division.

90. A standing difficulty which the Department has to face in opening new girls' schools is its inability to find women teachers. Though attempts are made to train a large number of women teachers the number so trained is inadequate to meet the increasing demand.



It is the earnest desire both of the department and of the public to see women teachers appointed in towns and big villages where girls continue their studies even after the compulsory age limit is passed. Some special means should be devised to attract a larger number of women to the Training College, or else the girls' schools must continue to be much less efficient than they should be.

91. The Zenana Classes are intended to impart instruction to such women as cannot attend regular girls' schools owing to pressure of domestic duties and the marked disparity between their age and that of other younger girls. Reading, writing, casting accounts, needle and embroidery work form the principal subjects of study in these classes. The reading of simple books on religion and morals is encouraged. They are held in the afternoon from 2 to 5 p.m. During the year under report, there were 2 zenana classes—one in Baroda City and the other in the town of Petlad. There were 161 women on the roll against 222 of the preceding year; 91 appeared for examination of whom 78 passed. The Zenana class attached to the Mehlav Night School had 16 women of the *Baria* community on the roll, showing the growing interest in education of such a backward class. The keynote of success of these classes is the choice of head mistresses, who should be such as would command respect by their learning, position and influence.

92. Drawing and subjects of domestic science such as needlework, tailoring, knitting, embroidery and cookery which are practically useful to girls in their after life are taught at principal towns such as Baroda, Patan, Navsari, Gandevi, Petlad and Visnagar. The above subjects have invariably found favour with the girls and their parents, and have been the means of inducing grown up girls to continue longer at schools. In principal schools separate women teachers are engaged for tailoring and needlework, embroidery and knitting. In small schools one teacher serves to teach all these branches, and in still smaller ones there is no special teacher but the class teacher does this work in addition to her other duties. There is a pressing demand from all divisions for a separate teacher, and when a school has shown good progress both in attendance, and standard of study, the new appointment is made. The salaries of these teachers range from Rs. 5 to Rs. 15 per month; it is only in very few cases that they are allowed higher salaries from Rs. 20 to 25. It is in these embroidery classes that before the work is taken up, scrupulous cleanliness of hands is enforced and the girls indirectly acquire good habits. The materials of needlework and embroidery are supplied from school contingent, and they are selected in many cases by the Inspectresses. The girls are allowed to bring their own pieces of cloth for small garments and prepare them under the supervision of teachers, but very few avail themselves of this privilege.

93. Music is a favourite subject of study in girls schools, and in some principal schools only, special teachers are given. In schools, where there are special teachers, the course of study is prescribed from the books of Music Series prepared by Prof. Maulabux. In other schools Music as a separate branch of study is not taken up, but class teachers, who have studied the principles of Music in the Training College, teach girls to recite poetry according to notation.

94. The necessary information regarding the English Education of girls will be found in the first part of this report which treats of secondary schools. It must be confessed that there is no genuine demand for the study of English from girls in any part of the State except the Baroda City.

95. The Training College for Women Teachers started in 1882 with a view to prepare lady teachers for girls' schools had, on the 31st July 1913, 77 stipendiary students against 84 of the preceding year. The total amount of scholarships given to them is Rs. 700 per month. Of these 77 scholars, 7 were in the 5th year, 14 in the fourth, 11 in the third, 24 in the second, 15 in the first and 6 in the preparatory class. According to the castes, 29 were Brahmins, 16 Kshatrias, 7 Banias, 2 Patidars, 15 other Hindus, 5 Non-Aryans, 1 Parsi and 2 Jains. At the annual examination 73 appeared and 58 passed.

96. The Education Commission of 1908 having realised that the College would naturally take a long time in supplying the needs of the girls' schools recommended that small scholarships might be founded in large mofussil girls' schools where grown up girls come forward as pupil-teachers to avail themselves of them, and on the termination of their highest vernacular standard enter into an agreement to serve as teachers in girls' schools of their own villages. Government sanctioned Rs. 3,240 annually for such scholarships, and as a result of this concession a number of grown up girls and women attended the girls' schools Nos. II and V in Baroda, and some other district girls' schools such as Patan and Amreli. By the end of the year the whole amount was used up in granting such scholarships. These scholarship-holders have the option of appearing at the school examination held by the Lady Inspector or the examination of the Training College for Women Teachers held by the Examination Board appointed every year. The pupil-teachers who pass the 6th and 7th standard examinations, qualify themselves for a post of ten rupees only, whereas those that pass the first and second year Training College Examinations get a higher initial salary. The benefits of the Training College and the possibility of a wider outlook in city life cannot, however, be ignored. It has, therefore, been decided that these scholars by studying in schools can only go up for the first and second year's Training College Examination only. If they want to pass higher examinations they must join the Training College so that they may have the advantage of studying under special teachers working in well-equipped laboratories, and learning the professional modern methods of education.

97. The total expenditure of the Training College for Women Teachers amounted to Rs. 16,886 against Rs. 13,603. As half of this amount is taken up by scholarships, the institution may be said to run on economic lines. The average cost per pupil was Rs. 219-5-0 against Rs. 161-15-1. The increase in the average is due to the revision of the scales of scholarships and the fall in the total number of scholars.

98. During the first half of the year Miss Wiltshier continued as the Lady Superintendent and Principal Girls' High School. However, in February when Miss M. M. Dewey, B.A. (Honours) London, was appointed as the Lady Superintendent, Training College, Miss Wiltshier was placed in sole charge of the High School. Miss Sethna, B.A., worked as Head Mistress of the Training College for a part of the year. Mr. P. M. Desai, B.A., A. M., who was acting as Educational Inspector, Amreli Division, reverted to his original post of the Head Master of the Training College and Miss Sethna was transferred to the Girls' High School as the First Assistant to the Lady Principal. On the untimely and lamentable demise of Miss Wiltshier in July 1913, Miss Dewey was appointed Principal, Girls' High School, in addition to her duties as the Lady Superintendent, Training College. Thus at the end of the year Miss Dewey worked as Lady Superintendent of the Training College and Principal of the

Girls' High School, Mr. P. M. Desai and Miss Sethna assisting her as Head Master of the Training College and Head Mistress of the Girls' High School respectively. Miss Dewey evinces considerable interest in the welfare of the two institutions under her charge and she has made good progress in the local vernaculars, Gujarati and Marathi, with a view to become still more useful to the institutions under her charge and the cause of female education in general. His Highness the Maharaja Sahib was pleased to appreciate the services of Miss Wiltshier towards whose memorial he contributed a sum of Rs. 250.

99. Under the head of female education, it will be appropriate to note the work done by the four Inspectresses Miss J. B. Engineer M.A., B. Sc., Mrs. Thakur, Miss Homawala and Miss Cooper. Their appointments have been appreciated by women teachers and their good influence is marked by the rise and prosperity of girls' schools. Miss Engineer was confirmed during the year, as she had been doing very good and substantial work. The other 3 Inspectresses have done satisfactory work.

100. The hostel providing the scholars of the Training College with boarding and lodging started in September 1909 had 45 scholars in residence during the year. Strict supervision and efficient discipline are maintained over this institution by a matron who acts as the Superintendent under the orders of the Lady Superintendent who is responsible for the formation of good habits, character and conduct of the boarders. The Lady Superintendent of the College submitted proposals to engage a better educated and more qualified matron for the hostel so that she might have more wholesome influence on the general life and behaviour of the boarders, and it was accepted by the Government.

101. The excellent building for this hostel on the side of the Sursagar Lake was completed before the end of the year under report but it was not quite fit for occupation, sanitary arrangements remaining unfinished. Orders have also been given to lay out a small garden in the compound of this building, and it is hoped that the boarders will go into the new Hostel at the beginning of the year 1914 with brighter environment. The Girl' Orphanage at Amreli having a very small number of orphans remaining after the grown up girls having been given away in marriage is dissolved and the orphans brought to Baroda and brought up in this hostel.

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## CHAPTER III.

### Technical Education.

102. The progress of technical education in Baroda State during the year 1912-13, will be seen from the *resume* of the work done in the following institutions.

1. The Kala Bhavan or the Central Technical Institution in Baroda City.
2. The two District Industrial Schools at Amreli and Vaso.
3. The 6 Manual Training classes attached to the vernacular schools at Bhadran, Sojitra, Visnagar, Patan, Billimora and Gandevi.

4. The Drawing classes attached to High, A. V. and Vernacular Schools and the Training Colleges.
5. The Reformatory in Baroda.

## (1) The Kala Bhavan.

103. At the end of the year, the Kalabhavan had 6 schools mentioned in the following table. The total number of boys learning in those schools was 325 against 412 of the preceding year :—

**TABLE XXII.**

No.	Name of the School.	Number of boys in	
		1911-1912.	1912-1913.
1	Art ( Fine and Industrial ) ... ..	119	83
2	Civil Engineering ... ..	105	106
3	Mechanical Engineering ... ..	84	66
4	Chemical Technology ( Dyeing, bleaching and calico printing ).	32	23
5	Textile Manufacture ... ..	42	24
6	Commerce ... ..	30	23
	Total ...	412	325

The decrease is marked particularly in Mechanical Engineering, Chemical, Technology and Textile Manufacture. Again if the number of boys in this institution at the end of each of the last 5 years is considered the decline in numbers becomes still more marked. On 31st July of 1909, 1910, 1911, 1912 and 1913 the numbers of boys were 570, 479, 423, 412, and 325 respectively. It appears from the report of the Principal, Kalabhavan, that the increase in the rate of fees, a more judicious and stricter selection of boys at the time of admission, the multiplying of technical institutes in other parts of Gujarat, the increasing difficulties which the students experience in securing paying jobs and the closing of the Evening school for artisans have contributed to this fall in the total number. But the smallness of the number may not be of any great significance provided the institute is able to secure a small number of the right kind of students with good general education who will not merely hanker after service but will really profit by the instruction and on finishing the course, go on developing the arts and industries on practical business lines. The Principal compares his institution with other technical institutes in the Presidency and says the number of students is not so small after all as it may at first sight appear. By refitting and re-equipping the laboratories and workshops with most modern appliances, instruments and machines, and by engaging more qualified teachers it may be hoped that what may be seemingly lost in numerical strength may be gained in the quality of the work. Increase in the present rate of freestudentships and in the number of scholarships may also be considered absolutely essential in such an institute where students are drawn from lower ranks of people. It must be admitted that the fees are comparatively low but looking to the social and material condition of the students, they are high enough.

104. Of the 325 students attending the Kalabhavan, 125 (71 of Baroda City and 54 of the mofussil) belonged to the Baroda State, and 200 were outsiders. Of the latter, 154 came from the different parts of the Bombay Presidency, 10 from Bengal, 8 from Madras, 16 from Rajputana and 12 from other parts of India. The average daily attendance in the Kalabhavan was 391½.

105. The students of the Kalabhavan have to submit themselves to a double set of examinations in all subjects except those of Civil Engineering, Chemical Technology and Weaving. The Sir J. J. School of Art Examinations serve for the students of the Art School, the Bombay Boiler Inspection Act Examination for those of Mechanical Engineering class and the N. U. T. Examinations and the London Chamber of Commerce and the London City and Guilds examinations for the students of the Commerce school.

106. Out of 300 students who presented themselves for the Annual Examination in different branches of study, 122 passed. These figures are made up as under:—11 out of 15 in Art, 25 out of 95 in Civil Engineering, 14 out of 16 in Mechanical Engineering, 15 out of 29 in Dyeing, 19 out of 32 in Weaving and 38 out of 61 in Commercial Training. In the final Diploma examinations held by the Institute, 34 students passed and were awarded diplomas. These diploma examinations were mostly conducted by distinguished experts from outside who were specially requested to take up this honorary work.

107. At the Sir J. J. School of Art Examination held in August 1912, 14, 16 and 37 appeared for the 1st, 2nd and 3rd Grade Drawing certificates respectively and 6, 12, and 31 passed in order. Besides, 14 and 16 students appeared in the 1st and 2nd year examinations for the Draughtsman's certificate and 6 and 12<sup>r</sup> came out successful. In the examination held under the Bombay Boiler Inspection Act, 6 students got certificates in each of the 2nd and 3rd class examinations. From the School of Commerce there were 61 subject-entries from 29 individual students at the N. U. T. Examinations and 38 subject passes were secured. For the London Chamber of Commerce Examination, 25 subject-entries have been made by 16 individual students, the results of which have not yet been out.

108. During the year under report, small scholarships of the aggregate value of Rs. 100 per month were awarded to 45 students by the Kalabhavan. From outside there were 35 scholars in receipt of stipends higher in value than those offered by the Institute. This amount of scholarships in Kalabhavan requires to be augmented as the monthly amount in of Rs. 3 or 4 fails to be sufficiently attractive and gives very little help to deserving poor students. There were 6 scholarships from Rajputana and Central Provinces, 8 from Kathiawar States, 12 from Caste Associations, local societies and private gentlemen in Gujrat and 9 from other sources including 2 from the Maratha Samaj, 2 from the R. B. Dhamanasker Scholarship Fund, and 2 from the Local Boards of Navsari and Amreli. Prizes of the value of Rs. 200 were awarded on the results of annual examinations. The K. B. J. A. Dalal, Memorial Medal was given this time to the most successful student in Civil Engineering. In the athletic sports competition matches held at Poona, the students of the Kalabhavan took part and carried off medals and honour certificates.

109. All these different schools of the Kalabhavan and the District Industrial Schools were under the control of Mr. C. H. Vora, B.A., A.M.I.C.E., Principal. During the year under report, one Mr. L. Chand, M.A., M. Sc. Tech, was appointed Dye House Superintendent on probation. The Principal is assisted in his work by a Head Master in each school who has under him a number of teachers to share the work of the school. The Department notes with regret the untimely deaths of Messrs. Himabhai and Shivilal, both of whom belonged to the school of Art. The former in addition to his duties as a teacher of

of Art worked as Superintendent of the Kaia Bhavan Boarding House while the latter made a local name as a specialist in the art of modelling.

110. The Government boarding house attached to the Kalabhavan is located in a spacious private building and affords accommodation for a hundred students over whom supervision is kept by a member of the teaching staff who is appointed as Superintendent. The Government pays the house rent, Superintendent's allowance, the wages of cooks and servants and the students pay all the food charges.

111. The Nazar Paga Workshops attached to the Kalabhavan in addition to affording practical training to students in carpentry, foundry, dyeing, &c., continued to do work as a trading concern and executed a number of both Government and private orders. The three applied Art classes, that are held in the Workshop under the guidance of artisans who were specially trained in wood carving, enamelling and Repousse work were well attended, and a showroom was opened where art specimens prepared in these classes were offered for sale to the visitors and general public. It has been run very ably and efficiently by Mr. C. N. Vevai L.M.E., the conscientious and hard working superintendent. The total value of the work done during the year amounted to Rs. 42,537 whereas the profits amounted to Rs. 5556. In the Workshop the provision of ample facilities for practical teaching is considered first, and net profits afterwards. For promoting the practice and work of students, a little profit is readily sacrificed. The Principal hopes that the appointment of Mr. Chand as Dye House Superintendent will stimulate the business of the Dye House and show some progress in the following year.

112. The total expenditure of the Kalabhavan including the workshops amounted to Rs. 61,469-8-9 against Rs. 44,784-7-2 in the preceding year while the receipts from fees and other sources of income amounted to Rs. 7,927-4-9 against Rs. 12,723-2-3. The average annual cost of educating each pupil in the Kalabhavan came to Rs. 125-2-0 against Rs. 97-12-0 a sum much below that arrived at in other technical institutions.

113. Besides the important events enumerated above, the following events and happenings may be of some interest:—(1) The Kalabhavan was inspected informally by the Bombay University Inspection Committee accompanied by Prof. Gajjar, its first Principal. (2) The present Principal visited Lahore, Amritsar, and Roorkee to see the technical schools. (3) The Process-class was regularly opened. (4) The Evening school for artisans was closed. (5) Students were sent on excursion to Bombay and other places in charge of their professors to see various mills and factories, Engineering Work Shops, Steamers, Tata Hydro-Electric Works, Printing Presses, Dock yards, Water Works, and Drainage. Among the most urgent requirements, the construction of the Technical Institute Building, and the Hostel for students stands out conspicuously. It is hoped that the work of the building, the foundation of which is done, may be taken in hand and finished without delay. The present building is entirely unsuitable and hampers progress.

(2) The Industrial Schools at Amreli and Vaso.

114. The Amreli Industrial School which teaches the arts of Weaving, Dyeing, Carpentry, and Drawing had, at the end of the year, 88 students against 60 of the preceding year. At the annual examination of the school, 46 students appeared and 39 passed. This school affords necessary facilities for technical training to the boys of the orphanage located at Amreli, the Antyaj orphans learning weaving along with other Hindu boys. It is also attended by boys from Vernacular and English schools during morning hours but there

are few students of artisan class for whose benefit it is principally started. The total expenditure of this school amounted to Rs. 2,253 against Rs. 2,217 of the preceding year which gives the annual average cost of educating each pupil at Rs. 25-9-7 against Rs. 29-15-4 of the year preceding. The Vaso Industrial school is a mono-technic institute founded as a result of the efforts made by the Principal to carry out the Huzur orders passed on the report of the Education Commission. The art of weaving is most in evidence at Vaso and therefore a school for weaving was opened on 1st August 1912 and it had 22 pupils on the roll on 31st July 1913. Amongst the students attending the school there are some who belong to the class of weavers. They are attracted to the school by a number of small scholarships. The total expenditure of the year amounted to Rs. 1,229 which gives Rs. 27-15-0 as the average annual cost of educating each pupil. This school has not fully justified the expectations that were formed at the time of opening it, and the number of students is not large even though the head master is a fully qualified man and an enthusiastic worker. In Patan, recently a demonstration Hand-loom Weaving class in charge of a weaving teacher has been opened with the help of a Cooperative Credit Society. It is doing good work in popularising hand-looms that afford great mechanical advantage.

### (3) Manual Training Classes.

115. During the year under report there were in all 8 manual training classes attached to vernacular schools. Those of Kadi and Amreli had to be discontinued because the boys who received free Vernacular education would not pay even the small fees levied in these classes. Manual Training is considered in all civilised countries a very valuable adjunct of general education and arrangements are being made to impart this training to students even in Indian schools in some places. The modern method of education demands what a child *does* more than what he *knows*. The importance of manual methods and sense training is conspicuous throughout the whole of school work. The amount of fees realised in the Manual Training classes is so small compared to the actual expenses, that the continuance of these classes should not be made dependent on the realisation of fees. It is advisable to abolish the fees from these classes and they should be introduced in all Taluka towns. Manual Training as taught in these classes consists of rudimentary carpentry, drawing and clay modelling. The Department took pains to popularise this branch of hand-work at the time when it was first started in Vernacular schools; and at the very time when it began to attract popular attention it had to levy fees even when all kinds of primary education were given free.

116. The following table shows the strength of the 6 classes with the results of annual examination which was held by Mr. Vevai, the Workshop Superintendent of the Kala Bhavan, who rendered very valuable help in settling the courses and making the classes successful by uniform supervision.

**TABLE XXIII.**

No.	Class.	No. of boys.	No. of boys examined.	No. of boys passed.	Percentage.
1	Sojitra	289	268	192	71.6
2	Bhadran	157	150	117	78.0
3	Visnagar	220	191	152	79.5
4	Patan	287	268	180	76.1
5	Billimora	111	91	72	79.1
6	Gandevi	166	157	118	75.1
	Total	1,280	1,125	881	78.8

## (4) Drawing Classes.

117. In all the Government High Schools drawing teachers are appointed on the school staff and have full time work whereas in other places where there is less work they have to work both in secondary and primary schools. These teachers, besides teaching compulsory drawing prescribed in the curriculum of the primary and secondary schools also prepare students for the 1st, 2nd and 3rd Grade Drawing Examinations of the Sir J. J. School of Art. Every year a pretty large number of boys and girls appear at these examinations at places which are recognised by the Sir J. J. School of Art as centres for examinations. Over and above the Drawing teachers in the secondary schools there were 20 other Drawing teachers engaged in primary schools. Arrangements have been made by the Department for enabling these teachers to teach drawing in as many local schools as circumstances would permit. During the year, these 20 teachers taught in 58 primary schools. The numbers of boys and girls learning drawing were 4,259 and 795 respectively making a total of 5,054. In all 70 students passed 1st Grade, 10 second Grade and 2 the third Grade Examination held by the Sir J. J. School of Art, Bombay.

## (5) The Reformatory.

118. The Childrens' Court Act necessitated the provision of a Reformatory and one was started on 1st August 1912 and placed under the direct control of the Principal, Kalabhavan. During the year it worked under Mr. Paradkar, its Superintendent; at the end of the year there were only 10 juvenile offenders and they were receiving good training both in general subjects of study and practical work in Arts. The total cost of the Reformatory during the year amounted to Rs. 2,133 which gave an average of Rs. 213 per pupil per annum. The boys are fed, clothed and taught at Government expense. The Reformatory has at present been kept on the Agricultural Model Farm near the old Railway Station, so that the boys may have the advantage of doing healthy open air work and learning practical agriculture on the Farm.

## CHAPTER IV.

## Special Institutions.

119. The following institutions are considered special since their account is kept separate from that of the primary schools and they are placed under the direct control and management of experts or specially trained officers.

1	The Training College for Men	...	...	...	...	(1)
2	The Training College for Women	...	...	...	...	(1)
3	The Kala-Bhavan	...	...	...	...	(1)
4	The Industrial Schools of Amreli and Vaso	...	...	...	...	(2)
5	The Reformatory	...	...	...	...	(1)
6	The Antyaja Boarding Houses at Patan and Amreli	...	...	...	...	(2)
7	The Music Schools	...	...	...	...	(4)

Information regarding the Training College for Women will be found in the Chapter on Female Education, that regarding the Kala-bhavan, the Industrial schools and the



Reformatory in the Chapter on Technical Education, while that regarding the Antyaja Boarding Houses and the Music Schools in the following Chapter.

120. It has been said in the previous reports that as long ago as 1885 the Government saw the need of training teachers and a Training College for men teachers was first opened in that year which having fairly met the demand of trained teachers in the schools then existing was closed in 1898. Anticipating future wants on account of Compulsory Education scheme then under contemplation a Training School was reopened in 1905 with a Head Master as a branch of the Kala-Bhavan. The following year witnessed the widespread application of the Compulsory Primary Education Act throughout the State which necessitated the opening of a number of schools in villages and taking up teachers who were not trained. With a view to train up the body of teachers now pressed into school service and qualify them for their responsible duties as soon as possible, the scope of the Training School was enlarged and in 1908-09 the school was turned into an independent institution as Training College for Men, was placed under the direct supervision of the Vidyadhikari and began to afford facilities for training to 400 teachers in all. Mr. N. K. Dikshit, B.A., M.C.P., who was specially deputed to London for the study of pedagogy in King's College, was appointed on his return as the Principal of this College which post he continues to hold at present. The course of study covers a period of 3 years.

121. During the year under report there were 7 regular classes teaching 372 Numerical strength. teachers in all. Besides, one more class was opened during the 2nd term for 88 teachers who attended the College without any scholarship with a view to make themselves eligible for the minimum pay of Rs. 10 fixed for a teacher who receives only one year's training. The regular stipendiaries who numbered 372 were divided as follows:—199 teachers of the 1st year in four classes, 96 of the 2nd year in 2 classes and 77 of the 3rd year in one class. At the time of making admissions to the College, due provision is made by selecting a proportionate number of candidates from the four divisions so that the schools in all the divisions may get a fair share of trained teachers.

122. Really speaking according to rules there should be two examinations—one the Entrance Examination and the other the Annual Examination. But so long as all the teachers of the department already engaged in schools have not been trained, the necessity of holding Entrance Examination does not arise. Applications are invited from intending candidates and selection is made on the ground of seniority. The teachers belonging to backward castes of Hindus, Mahomedans and Antyajas are admitted in large numbers. The teaching profession has not been upto the present recognised as of sufficient importance to justify a higher rate of pay. When the need of really good teachers is found to be urgent, better salaries will have to be offered. The majority of posts of teachers is of below Rs. 20 and there are comparatively few posts above Rs. 20. It is to be hoped that with better prospects many able men will enter a profession, which cannot fail to be ultimately recognised by every one of both the official and non-official classes as of the highest usefulness. It seems during the year as many as 471 applications were received but as accommodation for only 200 was available, only 200 were selected. In October 1912 the annual examination of the college students was held and conducted by capable members of the Education Department and some outside scholars. Including the non-stipendiary teachers, the total number of teachers that appeared for the first year's certificate was 541, out of whom 277 passed—5 being placed

in the 1st class. In the 2nd and 3rd year's examinations, 101 and 78 appeared and 62 and 35 stood the test respectively. In the 2nd year's certificate examination 9 got the first class, whereas in the final examination 7 stood in the 1st class. The Dalal Memorial Medal was given to Chhaganlal Kalidas who stood first on the roll as well as in Pedagogy while one medal was given to Bhikhu Naran, a member of the untouchable class by way of special encouragement.

123. From October 1910, the College has been located in the building situated near the Gujarati school No. 1 in Raopura. The building specially constructed to meet the requirements of this college, the foundation stone of which was laid by His Highness the Maharaja Saheb on 29th March 1910 was about to be finished at the end of the year, and it is hoped that ere long the building will be quite ready for occupation. Proposals for making arrangements regarding the furniture and general equipment of the new building were sanctioned, the work of building a Practising School for the use of the Training College has fairly advanced, and owing to want of funds, the question of building the boarding house had to be postponed. But it will have to be taken in hand soon after the main building is ready or else students will have to go a long way every day for going to and returning from the college.

124. The idea of imparting higher education through the medium of Vernaculars had taken a practical shape, and a class of Vernacular College was attached to the Training College as an experiment in November 1911. But as no prospects were guaranteed and no hopes were held out to the students the class could not attract a large number. However it was continued for one year at the end of which a 2nd year class was also started. But as the total number of students in both these classes was very small, the authorities thought it unnecessary to continue the extra expenditure and the college was closed immediately after the Terminal Examination results were declared.

125. The staff of the College consisted of picked men from educational service, viz: Principal Mr. N. K. Dikshit, vice Principal Dr. T. R. Pandya, B.Sc., A.M., Ph. D. assisted by graduates and trained teachers. The total expenditure of the college amounted to Rs. 46,485-12-3 out of which Rs. 25,020-2-6 were spent in giving scholarships. The average annual cost of educating each pupil amounted to Rs. 125 in round figures against Rs. 120 of the preceding year. The increase is due to the addition in expenditure on account of the appointment of the vice Principal and the maintenance of the class for external students. Out of Rs. 125, Rs. 84 per head was the amount of scholarship.

126. The Boarding House gave facilities to 185 students about whose conduct and general behaviour the superintendents report favourably. The effect of city life on the mind of these village teachers is soon apparent and the scholarship amount is found hardly sufficient to satisfy their immediate needs and wants. The Principal has repeatedly drawn attention to the fact that in view of the rise in prices, the scholarship amount given to teachers hardly suffices to keep body and soul together and to enable them to live a physically active life it must be increased at the earliest opportunity. The students of the college took a very active part in the celebrations held on various occasions referred to in the last chapter. A union has been founded by the Principal and its activities are manifested in (1) the Reading Room (2) the Debating Society, (3) the Social Service League and (4) the Games and Athletic Sports. During the year under report, arrangements were made for an excursion in March 1912. As many as 65 students availed themselves of this. The tourists visited the interesting country lying near the river Marbadja and the expenses of the tour were shared by Government and students in the ratio of 3 to 2. With

a view to have this excursion produce an educative influence, sanction was given to award two prizes to the best essays, which these students were asked to write describing what they saw and observed. It may be noted that the students profited greatly by this tour and the Principal recommends that this system of sending students on excursion tours should be permanently adopted.

## CHAPTER V.

### Other Schools.

127. Under the head of other schools are included the following:—  
Other schools.

- |                                  |  |
|----------------------------------|--|
| ( a ) Baroda City schools.       | ( l ) Antyaja schools.                 |
| ( b ) Urdu schools.              | ( i ) Sanskrit schools.                |
| ( c ) Aided schools.             | ( j ) Music schools.                   |
| ( d ) Unaided schools.           | ( k ) Night schools.                   |
| ( e ) Military schools.          | ( l ) Orphanages.                      |
| ( f ) Baroda Jail school.        | ( m ) Kindergarten classes.            |
| ( g ) Schools for Forest Tribes. | ( n ) Education of Koli Bhil children. |

Though the figures in connection with all of these schools have been given in Chapter I, special points in connection with them are noted here.

128. At the end of the year there were in all 68 Vernacular schools in the Baroda City schools. Baroda City having 11,364 pupils against 67 schools teaching 11,089. Of these 68, 6 were special institutions, 1 Zenana class, 1 Marathi Night school, 1 aided Sanskrit school and 59 primary schools including the City Kindergarten class. Besides these, there were 7 Military schools in the City having 383 pupils, of whom 322 appeared for examination and 224 passed. In the 59 primary schools, the number of boys was 6,340 and the number of girls 3,593 making a total of 9,933.

129. In the last Census, the male Mahomedan population was returned as 82,465 Urdu schools. while the female Mahomedan population was 77,647. The actual number of Mahomedans who speak Urdu language in their homes is, however, 64,306. At the end of the year there were 78 Urdu schools for Mahomedan boys and 28 for girls having 7,951 boys and 2,403 girls attending them. The total number of children attending Urdu schools was 10,364. The number of schools for boys and girls of this community on 31st July 1912 was 65 and 27 respectively. Besides, 7,559 Mahomedan children attended various Gujarati schools. Thus the total number of Mahomedan children receiving primary education comes to 17,913 against 16,830. This gives a percentage of 11.2 against 10.5 of the preceding year. The total number of Mahomedan children learning in primary schools at the end of the last 5 years was 15,429 ; 15,455 ; 15,830 ; 16,830 and 17,923. These Urdu schools were examined by Mr. Mehedi Hussain, Educational Inspector for Urdu schools assisted by a Mahomedan Deputy Inspector.

130. The number of aided primary schools started by private individuals and in Aided schools. receipt of grant-in-aid from Government was at the end of the year 18 (including the one for the Deaf-mutes in Baroda) having

1,255 against 1,671 children in 23 aided schools. The City of Baroda had 5 schools attended by 312 pupils, Baroda Division had 2 having 109 pupils, Kadi had 4 with 208 pupils whereas Navsari and Amreli had 5 and 2 schools with 386 and 240 pupils respectively in them. The total amount of Government grant was Rs. 1,954, out of which Rs. 660 were given to the Principal of the Deaf-mutes' school. The deaf-mutes' school started by Mr. P. R. Nandurbarker in 1,909 had 15 children on the roll on 31st July 1913. One of them was a girl. The school is doing very noble work in restoring powers of speech to the unfortunate defectives, and training them up in useful handicrafts.

131. At the end of the year, there were 27 schools conducted solely by private enterprise with 2,162 pupils in them. Baroda division had 8 Unaided schools. such schools having 377 pupils, while Kadi, Navsari and Amreli had 5, 11 and 3 with 650; 1,037 and 98 pupils in them respectively. Of these, 6 were girls' schools, of which the Navsari girls' school and the Patan Jain girls' school deserve special mention. Of the remaining 21 schools, 19 were Gujarati boys' schools and 2 Sanskrit schools.

132. Over and above the 7 Military schools in the Baroda City there were 2 Military schools. such schools in Amreli Division—one at Dhari and the other at Dwarka. The former had 105 pupils on the rolls, of whom 66 appeared for examination and 37 passed; while the latter had 121 pupils, of whom 109 appeared for examination and 92 passed.

133. The Jail school attached to the Baroda Central Jail had 17 young convicts under instruction. It was as usual examined by the Baroda Deputy Educational Inspector, and reported to be doing good work.

134. The following table will shew the number of children learning in the four boarding schools started for the children of the forest tribes in Navsari Division.

Schools for the Forest Tribes.

**TABLE XXIV.**

Name.	No. allowed by rules.	Actual number.	Average attendance.	No. presented for examination.	No. passed.	Percentage.
Songadh Boys' School ...	100	100+2*	103	100	72	72
Vyara " " ...	100	95	95	94	59	62
Mahuva " " ...	100	96	85	83	60	72
Songadh Girls' " ...	50	48+1*	49	45	33	73
Total ...	350	342	332	322	224	67

\* Orphans of Navsari Division.

Considering all the 3 boys' schools together, there were 46, 56 125, 34, and 22 boys in standards vi; v; iv; iii and ii, of whom 41, 36, 75, 23 and 16 passed the annual examination. The reason why there were no children in standard i and below standard is that since the application of the Compulsory Education Act in these backward tracts, the

Department entertains boys in the higher classes only in these boarding schools. In the girls' school, there were 4 girls in standard v, 4 in standard iv; 13 in standard iii; 11 in standard ii and 17 in standard i, of whom, 2; 2; 10; 9 and 10 passed. The Dhanka girls admitted as special scholars in the Training College for Women have been studying well and will be useful eventually as lady teachers soon after they finish their study. These boarders are lodged, fed, clothed and educated at State expense, and the ultimate aim of reclaiming them has been successful. With a view that these boarders after having come in touch with other civilised races may be more useful to their own tribesmen, sanction was given by Government to organise a social gathering of the aborigines at Songadh. Arrangements were accordingly made for the event which passed off very successfully under the supervision of the Vidyadhikari and the Divisional Inspector. On that occasion 3 boys of the Songadh school were married to 3 girls of the girls' school with the consent of their parents.

135. In the Dhanka boys' schools, carpentry forms an additional subject of study since in the villages of aborigines it is impossible to get carpenters who would mend their agricultural implements. These boarders are not expected to be skilled carpenters. If they know only how to prepare articles of daily use and repair their implements, it is thought quite enough. During the year under report, 39 and 74 boys from Songadh and Vyara schools appeared for examination in this subject and 39 and 63 passed respectively.

136. The idea in founding these boarding schools is simply to reclaim these people from savage habits. It is never intended that they should give up their ancestral calling of agriculture and hanker after service. With this end in view, model farms have been attached to the Songadh and Vyara boarding schools where agriculture both theoretical and practical is taught. The Songadh farm measures 80 bighas while the farm at Vyara is of 30 bighas; of these, 36 and 9 bighas are reserved for growing grass for bullocks on the farm and agricultural experiments are made at both the places. The boarders have also to pass a test in Agriculture. 87 boys appeared in Songadh school examination and 76 passed while 65 out of 74 passed in that subject in Vyara. The Songadh school conducted so ably, economically and efficiently by Mr. Fatehkhani has been very popular with all the Dhankas for many past years.

137. The total cost of the Songadh schools including the cost of model farms and the carpentry class amounted to Rs. 9,557-2-11. The Girls' school cost Rs. 3,364-1-0. Vyara and Mahuva schools cost Rs. 6,285-6-0 and 6,050-4-11 respectively. The grand total of expenditure on these forest tribes boarding schools came to Rs. 25,256-14-0 against Rs. 23,520-5-4. The increase is due to the general rise in prices of food stuffs in evidence all over the country. The sources of income are the farms and the carpentry classes at Songadh and Vyara. They fetched Rs. 3,237-4-9. The net average annual cost of each boarder amounted to Rs. 73-13-6 against Rs. 71-13-6 in the preceding year.

138. Dheds, Chamars, Mahars, Khalpas, Bhangis and such other classes which are considered untouchable by other Hindus come under the designation of Antyajas. Their total population as returned in the last census is 1,74,289. During the year under report, there were 301 Antyaja boys' schools with 10,016 boys and 5 Antyaja girls' schools with 312 girls. Besides, there were 5,921 Antyaja children learning in other schools in places where no separate Antyaja schools existed. The total enrollment of Antyaja children learning in primary schools was 16,249 against 15,068 in 1911-12; 15,541 in 1910-11; 13,543 in 1909-10 and 14,312 in 1908-09. The total percentage of Antyaja children in

schools to the total Antyaja population is 9.3 against 8.6 of the preceding year. These children are supplied with school requisites such as books, slates, pens, &c., free by Government. Reference has already been made to Antyaja students studying in the Training College for men and the Baroda High School, along with other high class Hindus. The practical common sense and the generous spirit of fairness both on the part of the students and teachers of the above two institutions, are commendable, and it may be confidently hoped that their example of broad-minded sympathy and sense of fairness will be imitated by other towns and villages. The Antyaja boys at Baroda and Pattan have been given facilities for the study of English by engaging one English teacher in connection with Antyaja schools at both these places where they learn upto the third standard of English. Those who passed the third standard were admitted in Baroda High School where they learn in the 4th standard. The High School students get scholarships as special encouragement. Their progress in the High School is reported to be satisfactory and their behaviour with class students is decent. The majority of Antyaja schools have 40 or 50 children in them. Those towns where the schools have a large number of Antyaja children are provided with nice commodious buildings. In Baroda, Pattan, Amreli, Navsari, Padra, and Bhadran Antyaja schools are built of the standard design at large cost.

139. The two Antyaja boarding houses—one at Baroda and the other at Pattan—continued to do good work during the year. The boarding house at Baroda is a large Government building with good accommodation. The former entertained 35 boys and 15 girls as boarders, and the latter had 30 boys residing in it. Both boarding houses had the full number of students in residence and have become very popular. They have succeeded in weaning these children from bad company and unhealthy surroundings and in bringing them up in good discipline forming good habits, and learning to live good honest life. Free lodging, boarding and all other necessaries of life, are provided for them by Government in these two schools. During the year, many distinguished personages visited the Baroda Antyaja boarding school which is under the supervision of a Hindu Inspector Mr. Atmaram who is working with unremitting zeal and toil for the uplift of this backward community. Mr. Atmaram is strongly of opinion that the girls should be kept in a separate boarding house where the girls above 12 may be induced to stay for further study. There is a great demand for admission in the boarding house from Antyaja boys, and several of them had to be refused admission for want of space. At first Antyaja girls did not come forward to join the boarding house and there were several vacancies, but now the full number of girl boarders is kept up. The girls are generally under 12 years of age, and leave the boarding house, as there are many pressing offers of marriage. On 23 December 1912, His Highness with his usual solicitude and sympathy for this depressed class was pleased to invite several Antyaja boys and girls to the Palace where after singing the Vedic hymns they went through a neat little programme of recitations and dialogues, both English and Vernacular and were given prizes and sweetmeats. His Highness the Maharaja of Indore was pleased to give a donation of Rs. 1,000 for the benefit of these children from the interest of which prizes would be given to boys in the High School. The total expenditure of the Baroda Antyaja Boarding House amounted to Rs. 4,023 while that of Patan to Rs. 2,940.

140. With a view to provide competent priests for this class for performing religious ceremonies, His Highness was pleased to order that a Sanskrit school for the *Garodas*—the priests of the Antyajas—should be started in Baroda. Accordingly one school with a Shastri, qualified to teach religious ceremonies and rituals, as well as Sanskrit was opened from the beginning of this year. Ten students have joined this class and their progress in Sanskrit is reported to be satisfactory. They all receive Government scholarships.

141. In the hope that the cause of the Antyaja Schools may be more advanced by the supervision of the educated Antyajias, who may have great influence over their own castemen, and with the avowed object of encouraging trained Antyaja teachers, orders were given by His Highness to appoint four competent Antyaja trained teachers as supervisors of Antyaja Schools—one for each of the four divisions of the State. It is hoped that they will discharge their duties conscientiously and help to carry out successfully the Government educational measures taken in their own interest. During the year under report, one Antyaja merchant from Petlad who took keen interest in the welfare of the Antyajias and who was respected by the Antyajias as their leader was appointed a member of the Baroda Legislative Council; but as ill luck would have it, before he could take his seat in the Council, he succumbed to a sudden attack of fever and pneumonia and breathed his last on the very first day of the Council meeting. His place was given to another Antyaja, a Mahar graduate, and he took his seat in the Council on the very second day. Later on this Antyaja graduate was selected as a State scholar and sent to America to join Columbia University for the purpose of the special study of the science of Economics and Finance. All free libraries of the State, where Government contributions are given, admit educated Antyajias to the privileges of the membership. Where people do not undertake to allow Antyajias in Library buildings, the Government grant is refused. To qualify Antyajias for educational service, a large number of Antyaja students is given special facilities to join the Training College.

142. During the year, the same 8 Sanskrit Schools continued to work. Four of them were Government, one unaided and 3 aided schools. Again classifying them according to the subjects taught, 3 taught the Vedas and 5 Grammar and Literature. The number of these schools as well as the number of scholars learning therein shows no perceptible rise, but it remains fluctuating within narrow limits from year to year. Knowledge of Sanskrit for its own sake is not in demand, as a pass certificate from a Sanskrit school does not give a student any status in life, nor does it help him in earning his livelihood. However, there are some conservative Brahmins who have respect for Sanskrit learning and it is these that send their sons to those schools. Some Brahmin students attend the schools for the purpose of preparing themselves for Shraavan-mas-Dakshina Examinations held every year in Baroda City. The total expense incurred on account of these schools amounted to Rs. 1,588 against Rs. 1,609 in the preceding year. In addition to the keeping up of these schools, Government offer every year a sum of Rs. 18,000 to be distributed as money prizes to Brahmins and non-Brahmins who appear for examinations in various branches of Sanskrit literature held in the month of Shraavan every year. The following is the Table giving information regarding the above-mentioned Sanskrit Schools.

**TABLE XXV.**

Number.	Name of Schools.	Number on the rolls.		Examination Results.			Percentage of the preceding year.	Date of opening.
		1911-12.	1912-13.	Number of Students presented at the examination.	Number of pupils passed.	Percentage of pupils passed to those presented.		
1	2	3	4	5	6	7	8	9
GOVERNMENT SCHOOLS.								
1	Petlad Vyakaran Shala ... ..	40	41	24	13	54.2	60.7	1-5-90
2	Karnali Rigveda Shala ... ..	22	21	14	11	78.6	55.5	29-7-88

**TABLE XXV.—Concluded.**

Number.	Name of School.	Number on the rolls.		Examination Results.			Percentage of the preceding year.	Date of opening.
		1911-12.	1912-13.	Number of Students presented at the examination.	Number of Students passed.	Percentage of pupils passed to those presented.		
1	2	3	4	5	6	7	8	9
3	Dwarka Veda Shala ... ..	79	68	59	52	88.1	78.7	1-2-96
4	Beyt Pathshala ... ..	29	23	15	9	60	94.7	5-3-93
<b>AIDED.</b>								
5	Sidhpur Sanskrit Shala ... ..	41	32	26	9	34.6	28.1	1-9-97
6	Baroda Do, ... ..	32	30	18	16	88.8	80.8	1-4-02
7	Petlad Veda Shala ... ..	31	37	23	16	69.6	58.8	1-6-06
<b>UNAIDED.</b>								
8	Dwarka Pathshala ... ..	54	55	50	40	80	68.2	1-7-94
	Total ...	328	307	229	166	72.4	66.6	

143. The four Music Schools, one at Baroda, one at Patan, one at Naosari and one at Amreli continued to give lessons in Music, both vocal and instrumental and cultivate the taste for Indian Music on the principle of scientific notation. They are chiefly attended by students learning in primary and secondary schools, who are taught to recite pieces of poetry in the Vernacular Reading Series on the notation principle. The hours of work are from 6 p. m. to 8 p. m. It was mentioned in the last report that the Baroda Music School was inspected by the Principal of the Bombay Gandharva Vidyalaya, and it was thought advisable to engage the services of a teacher from that school for a temporary period. All arrangements were made and sanction was obtained. However, there was no tangible result, as the teacher of the Gandharva Vidyalaya could not be persuaded to come on the terms offered. Mr. Murtujakhan, the Head-master of the Baroda City Music School examined the above mentioned four Music Schools during the year under report. The following table gives an idea of the number of students attending them with examination results.

**TABLE XXVI.**

Name.	No. of boys on the roll.	No. of boys presented for examination.	No. of boys passed.	Percentage.
Baroda Music School ...	202	174	146	83.9
Patan " ...	213	154	130	84.4
Naosari " ...	185	131	118	90.1
Amreli " ...	83	56	46	82.1
Total ...	683	515	410	85.4



Music is taught in the two Training Colleges for Men and Women and several other Girls' Schools in those places where there are Music Schools. The general supervision over the Baroda Music School is exercised by Major Wood, the Director of Music.

144. At the end of the year, there were 5 Night Schools, one at each of the five places Baroda, Makarpura, Mehelav, Unza and Dabhoda. Night Schools. The object of maintaining these schools is to afford educational facilities to grown up men and women who are anxious to learn the three R's, and yet could not attend day schools as they have to work during the day for earning their living. The spread of Compulsory Education ought in course of time remove the circumstances that necessitate the opening of night schools at present. These schools are held in the evening from 8 p. m. to 10 p. m. and are managed by the enthusiastic teachers of day schools, who are given special allowance for this additional work. Baroda school had 51 children, Makarpura 17, while 100, 34, and 37 attended the night schools of Mehelav, Unza and Dabhoda respectively. The total number comes to 239. These schools presented 118 pupils for the annual examination, of whom 66 passed. Mehelav night school has the largest number and the men and women who have joined it are really in earnest and make good progress.

145. The two orphanages located in Amreli—one for boys and the other for Orphanages. girls—had 64 boys and 15 girls on the rolls, maintained entirely at Government expense. There were 3 (2 boys, 1 girl) orphans brought up in the Songadh Boarding school along with Kaliparaj children. Thus the total number of orphans maintained by the State was 82 (66 boys+16 girls). These orphans besides being given primary education in Government schools are trained in useful arts and handicrafts such as weaving, carpentry tailoring, shoe-making, dyeing, &c. Seven girls who finished the 6th Vernacular standard were sent for further study to the Training College for Women. Some of the orphan boys after finishing the Vernacular school course were admitted for Technical education in the Kalabhavan. The orphan boys are discharged from the orphanage when they reach the 18th year of age, and when they are able to earn a living by the training of practical arts and crafts which they receive. Orphan girls are married when they reach their 15th or 16th year. This year 6 boys and 18 girls were thus discharged. There were no new admissions of girls in the Girls' orphanage; hence when the elder girls were given away in marriage, there remained 10 girls, and a separate orphanage with its establishment was not found desirable to be continued. Orders have therefore, been passed to dissolve the girls' orphanage at Amreli and bring the remaining few girls to the Training College Boarding House in Baroda. The total expenditure incurred on account of these institutions amounted to Rs: 7,070-5-11 against Rs: 7,867 of the preceding year. The expense of these orphanages is met from the income of the Naganath Fund.

146. It has been a matter of common observation that young children in the lowest Vernacular Standard are not entrusted to a well paid teacher, Kindergarten classes. and that the maximum number of children allowed by rules is more than he can well manage. Hence the progress in this initial stage is not so good as one would wish. To overcome this difficulty, separate Kindergarten classes were proposed to be started in principal towns, and Mr. P. M. Desai, Amreli Inspector, who studied Pedagogy in Columbia University, was the first to try an experiment. In these kindergartens only infants below the school-age are admitted, and for the first few months teachers watch the children's spontaneous unfolding just as a biologist practically studies natural phenomena. Teachers who had wide sympathies, and

genuine love for children and who had made child-nature a special study were selected and the class began to work independently from 1st April 1913. The infants had complete freedom, and moved about and occupied themselves at their own sweet will with the didactic material spread out in the class. They observed various objects that formed school environment, and cultivated their powers of observation. The class became immensely popular and parents seemed anxious to see their children admitted therein and were ready to pay fees. The special feature of this kindergarten is that the children are provided with meals every day from the fees charged. The management of feeding of children is carried out by a committee of parents, who have the interest of the school at heart. At the end of the year under report there were as many as 122 children in attendance, who looked bright, free and cheerful. A similar class was opened in Baroda in the Gujarati School No. 1 under the general management of Dr. T. R. Pandya who has also been specially trained in America in pedagogy. The guiding principle of these infant classes is combining amusement with instruction and allowing physical and intellectual powers of children to have a free play. As the experiment seems to have a fair chance of success the opening of similar classes is under contemplation in other principal towns of the State. The Baroda class had 22 children attending it on the 31st July 1913, when it first commenced.

147. During the year under report there were 34,611 boys and 18,954 girls of the Koli-Bhil communities learning in the primary schools, their total number being 53,565 against 47,834 of the last year. The total number of these children for the last five years was :—

1912-13	...	...	...	...	53,565
1911-12	...	...	...	...	47,834
1910-11	...	...	...	...	43,351
1909-10	...	...	...	...	41,968
1908-09	...	...	...	...	43,406

This shows that even the low caste communities do not lag behind in the general movement of Compulsory Education. Not only do they learn upto the 6th Vernacular standard, but they also proceed on to English education, and Koli, Ravalias and such others do not miss the opportunity of joining the Training College.

## CHAPTER VI.

### Miscellaneous.

148. During the year under report there were many occasions on which gatherings of children were organised, small programmes of recitations and games gone through and sweetmeats distributed. During the cold weather tour of His Highness the Maharaja Saheb in Petlad and Bhadran Talukas, large gatherings of boys and girls of all the local schools were organised by the Inspector, the Deputy Inspectors and the Inspectress at Bhadran and Petlad on 8th and 10th December 1912 respectively. On these occasions, over and above the ordinary prizes to be given after the annual examinations, Government was pleased to sanction Rs. 500 for special prizes, sweetmeats and other incidental expenses.

149. Miss J. B. Engineer, M.A., B.Sc., Inspectress of Girls Schools, Baroda Division, arranged another very successful gathering of all the Girls' schools of the City of Baroda in the Nyayamandir on 10th January 1913 and His Highness the Maharaja Saheb was graciously pleased to preside and distribute the prizes himself. The principal officers and the *elite* of the public of Baroda, attended the gathering. Special prizes of Rs. 64 and sweetmeats of Rs. 100 were distributed on that occasion.

150. In connection with the wedding of Prince Jaysinhrao last February, His Highness was pleased to sanction Rs. 2,000 in all from which Rs. 350 were given for the girls' gathering, Rs. 150 for boys' gatherings and the remaining sum for sweetmeats, &c. Accordingly a very attractive gathering of the scholars of the Training College for Women, of the girls of the Girls' High School, and of the girls of the City schools was organised in the Nyayamandir on the 1st of March 1913, by the combined efforts of Miss Dewey, Miss Wiltshier, and Miss Engineer. Their Highnesses the Maharajas of Bhavnagar and Durbhanga were pleased to attend the gathering as well as a number of other state guests, who were invited to take part in the wedding. Two princely donations of Rs. 1,000 each were announced on this occasion by His Highness the Maharaja of Bhavnagar reference to which has already been made elsewhere. In honor of the wedding the athletic sports came off and money prizes were given away after keen competition. The gathering of City Antyaja schools was held in the Antyaja Boarding House, where children were entertained with sports, games and sweetmeats. The Divisional Inspector made arrangements for distributing sweetmeats to all the children of the City of Baroda.

151. On 7th March 1913, His Highness the Maharaja Saheb completed his 50th year and the people of the State spontaneously celebrated the Golden Jubilee of his birth-day on which occasion also the school children took a very active part. Public meetings were held not only in Taluka towns but even in small villages where people expressed genuine sentiments of loyalty and devotion to the Ruler who has strained hard to make his people happy and prosperous. Municipalities, Local Boards and the general public vied with one another in successfully carrying out the general programme of rejoicings and entertainments, offering prayers in temples, feeding the poor, illuminating the principal streets and buildings and observing the day as one of general festival. Baroda City children were taken to witness arena sports specially got up for the occasion.

152. Similar gatherings of children were held on the 20th June 1913 to celebrate the first birth day of His Excellency the Viceroy after his providential escape from the most abominable and dastardly attempt made on his life at Delhi. Rs. 2,000 were specially sanctioned for the purpose and the Municipalities and the Local Boards and public spirited loyal citizens supplemented the Government grant for celebrating the event with befitting *collat.* The day was observed as a holiday in all the schools of the State. 10,000 photographs of T. E. Lord and Lady Hardinge were distributed and children of all towns and villages were freely entertained with games, sports, prizes, and sweetmeats. City children were taken to Museums, Parks and other places of amusement and all possible ways were devised to add to the merriment and rejoicings.

153. It has already been observed that the annual building grant for building primary schools is Rs. 1,00,000 per year, while that for the secondary schools is Rs. 50,000. This grant is too small to

meet the extensive demand for school buildings. Buildings are urgently wanted everywhere and it becomes a difficult task to decide where to give them first. The principle adopted by the Department is to give preference to those villages the people of which volunteer to bear a part of the cost of the building. The peoples' contribution on this principle amounted to Rs. 21,940 from 55 villages, of which Rs. 19,035 were actually recovered. Over and above the annual grant, His Highness the Maharaja Saheb with his characteristic zeal for educational advancement gave special sanctions for large buildings for the Male Training College, the Hostel for the Training College for Women, the Kalabhavan, and the Baroda High School which were all under construction, two of them nearing completion. Twelve buildings for primary schools were finished and handed over to the Department during the year and 9 more were in an unfinished condition.

154. A suggestion was made that the fines recovered from defaulting parents in the enforcement of Compulsory Education Act should be utilised for school houses, and after the official year was over orders were passed by His Highness that two-thirds of the fines should be set aside for building schools over and above the usual grant and  $\frac{1}{3}$  for helping the poor and indigent children. This order besides adding considerable facilities in the matter of school houses, will remove the misconception still lurking in some ill-informed quarters and is a sufficient answer to the statement occasionally made that these fines have become an additional source of revenue to the State.

155. It is neither possible nor even advisable to provide gymnasium teachers in about 3,000 and odd schools since in the case of very small children attending the primary schools native games played in open air would be of greater value and economy than the costly gymnastic apparatus. Gymnasium teachers and apparatus are, however, provided in all High Schools, 1st grade A. V. Schools, the Male Training College and about 45 principal primary schools. The Inspector of gymnasium regarding whose appointment reference was made in my last report inspected the work done by these teachers. His inspection has resulted in securing uniformity of work and the nature of different feats and adjustment of time tables in the different schools. The principle of providing gymnasium sheds to large schools has been accepted but the demand for school buildings being more urgent and imperative has first to be met. The scholars of the Training College for Women have to learn calisthenics as a part of their studies.

156. The Department has made reasonable arrangements for giving moral education to all children. In English schools lectures and lessons are given from Mr. Gould's books and in the primary schools the book *ધાર્મિકશાસ્ત્ર* published by the Department and written by Prof. Dhruva of the Gujarat College is used. This book has become popular and is so well received by the general public as well as the schools outside State limits that a second edition had to be prepared. The Department has got prepared another book called *ધર્મવર્ણન* which is a small book containing a synopsis of all the religions of the world, written by Prof. Dhruva. This book is sure to be very useful to all teachers and will give them an idea of the religions of the world which will solve the problem of Religious Education teaching the fundamental principles of important religions to school children.

157. Every Taluka school possesses a fairly large number of useful specimens, models, diagrams, charts and objects required to illustrate lessons in the Reading Series. Now all the English schools will have small laboratories with simple apparatus to teach elementary Physics and Chemistry.

according to the new science course prescribed for different standards of secondary schools. Thus the collections of the Vernacular schools together with the apparatus, &c., in English schools will indeed be very useful for the teaching of science in primary and secondary schools. The Central Museum and the Picture Gallery attached to it in the Public Park of Baroda are the chief educational centres generally visited by batches of school children in company of their class teachers and head masters.

158. As a rule, prizes are given to the most successful boys after the annual examination by way of encouragement. With a view to make the prize books serviceable to poor children in higher classes, it is ruled that in the compulsory standards text books only should be given as prizes. To girls, cloth is given instead of books as they prize it more highly. The total amount of money spent for prizes during the year under report came to Rs. 11,268. These prizes are generally given by the Departmental officers before large and influential gatherings where the benefits of Compulsory Education are fully explained and the parents are advised to send their children regularly to school so that the Compulsory Education measure which is meant for the good of the people may be successfully carried out. The well-to-do people of some towns and villages show regard and love for school children of their own village and give prizes on marriage or other festive occasions in their families. Some people distribute sweetmeats, some fruits, like mangoes, some cloth and some books while there are some who give full dinners to school children. The total amount of money spent by people in this direction amounted to Rs. 9,194.

159. For the encouragement of ancient Sanskrit literature in all its branches a sum of Rs. 18,000 is allotted in the budget from which money-prizes are given to the successful candidates out of those who appear in different examinations, written or oral, held regularly by a board of examiners specially appointed every year. The total amount of such money prizes given away was Rs. 4,740, the establishment cost Rs. 580; the honoraria given to examiners amounted to Rs. 714 and the amount given to Brahmins as annuities under the old rules amounted to Rs. 11,624. Thus the total went to Rs. 17,658.

160. The results of the examinations held during the year are given in the subjoined table.

**TABLE XXVII.**

No.	Subject.	Number that appeared.	Number that passed.	Amount of Dakshina.
1	Vedas ... ..	9	9	440
2	Veda Bhashya ... ..	8	8	352-8
3	Law... ..	10	10	120
4	Adwaita Philosophy ... ..	6	6	177-8-0
5	Shddha Adwaita Philosophy ...	3	1	12-8-0
6	Grammar ... ..	4	4	155
7	Logic ... ..	3	3	105
8	Rhetorics ... ..	6	5	92-8-0

**TABLE XXVII.—Concluded.**

No.	Subjects.	Number that appeared.	Number that passed.	Amount of Dakshina.
9	Poetry, drams, &c. ... ..	46	41	970
10	Astrology ... ..	8	8	187-8-0
11	Astronomy ... ..	2	2	150
12	Medicine ... ..	9	6	210
13	Mythology ... ..	27	27	1,065
14	Kirtan ... ..	11	11	680
15	Dwaita Philosophy... ..	2	2	62-8-0
16	Vishishta Adwaita Philosophy ... ..	1	1	10
	Total ... ..	155	144	4,740-0-0

It may be interesting to note here that a Bania lady appeared this year at Shravana Mas Dakshina Examination as she did in previous years. She offered the Adwaita Philosophy and Mythology for examination and was declared successful. Her work was highly commended.

161. At the end of the year there were 189 villages where the Postal work was entrusted to local head masters of primary schools. They did this work in addition to their regular school duties for which they were paid a small remuneration by the Postal Department. The remuneration varied from Rs. 3 to Rs. 5, it being Rs. 8 in some cases. It has been so arranged that as far as possible this work of the Postal Department does not interfere with the legitimate work of the school.

162. During the year under report, 584 Tippans including those from the subordinate officers were submitted. At the end of the preceding year 7 Tippans remained undisposed of. Thus the total number of Tippans awaiting disposal was 591, out of which the Vidyadhikari disposed of 76 under his own powers and 31 under Dewan powers. Orders were given by higher authorities on 460 Tippans and 24 Tippans were under discussion awaiting sanction. To this number may be added the Tippans submitted by the English Education Department branch which numbered 126.

163. At the end of the year 1911-12 there were 16 applications in arrears and 155 new applications were received during the year 1912-13. Of the total number of applications, *i. e.*, 171, 155 were disposed of during the year, and 16 remained pending. The average time taken for disposing of new applications was one month, thirteen days while that for old applications was six months, sixteen days. At the end of the preceding year only one appeal was pending, which together with the 12 new ones preferred during the course of the year made the total 13. Of these, 9 were disposed of and 4 remained in arrears. Applications for revising the decisions of the subordinate officers numbered 8 and all of them were revised and matters adjusted.

164. At the end of the year, there were in all 6 students prosecuting higher studies in Europe and America at State expense. Mr. Talwalkar worked with great zeal, finished his special study in Architecture and returned to Baroda successfully passing the examination, and achieving the distinction of A.R.I.B.A. Mr. P. T. Patel, L.M. & S., completed his M.B. course at the London University and passed the examination securing the M.B. degree. He continues his medical course for higher examination of M.D., M.R.C.S., and is expected to return with full medical honours in 1915. Mr. S. M. Pagar prosecutes his studies in Arts in America at Wisconsin University under the guidance of Dr. Bumpus and his progress is reported to be satisfactory. Mr. Shirke who was sent at his own expense under the supervision of the Department was admitted to the Royal College of Agriculture at Cirencester and is now a First Year student. Mr. M. G. Desai, B. Ag., was sent to England to study Horticulture and acquire experience of practical processes of gardening. He is admitted as an apprentice to large gardens in England. Mr. B. R. Ambedkar, B.A., a member of the untouchable class was sent to America for studying Finance and Accounts. Mr. J. C. Kudalkar, B.A., LL.B., was sent in the latter part of the year to visit Europe and America with a view to study the Library organisation and Mr. S. V. Pendse, B.A., who was in the suite of His Highness the Maharaja Saheb in his last trip as a tutor to Prince Dhairyasheelrao was ordered by His Highness on his return to India to stay in England and study Pedagogics.

165. Usually a sum of Rs. 2,500 is allotted in the budget by Government to give patronage to authors of this country. They send their products which are circulated amongst the members of the Book Committee and orders are passed regarding the purchase of books and sanctioning them for the use of libraries and prizes. At the end of the year 1911-12 85 books were left unexamined by the members of the Committee. During the year, 223 books were received from their authors and publishers which together with the 85 of the preceding year made the total of 308. Of these 308, 249 were examined; 86 rejected and 163 were given encouragement. At the end of the year 59 books remained with the members. The total amount of encouragement given to authors was Rs. 2,498-7-0 against Rs. 2,499-7-6. Of the 220 books examined, 134 were Gujarati, 35 Marathi, 19 Hindi, 1 English—Gujarati, 1 English—Marathi, 3 Sanskrit—English, 2 Hindi—Gujarati, 3 Sanskrit—Gujarati, 4 Urdu—English, and 10 Sanskrit.

166. Over and above the encouragement given by the Department, His Highness the Maharaja Saheb was pleased to order (1) that Rs. 2,000 should be given to Mr. N. B. Ranade who was preparing the English-Marathi Dictionary, (2) that Rs. 500 should be given to Mr. D. S. Yande to encourage the publication of the Upanishads, (3) that 50 copies of Rs. 5-10-0 each of Mr. Radhakumad Mukerjee's History of Indian Shipping and Maritime Activities from the earliest times should be purchased and that (4) encouragement to the extent of Rs. 450 should be given to the famous Bengal Dr. J. B. Bose for his books on Plant Response and Comparative Electro Physiology. It may here be observed that whenever orders are given by His Highness to encourage some author, books of the value of the amount of encouragement are taken from the author.

167. From the amount of Rs. 5,000 sanctioned for the resuscitation of classic Gujarati literature, Rs. 500 were given for the work called Kahanadde Prabandha published by Mr. Derasari of Ahmedabad. The other two works promised by the

publishers, viz Kadambari and Ashvamedh were not published till the end of the year. Pending final orders regarding the scheme for the translations of works written in European languages, orders were given for translating some four or five works, reference to which has been made below.

(a) The following works were published during the year.

- (1) Translation into Gujarati of the Balance of Power.
- (2) A monograph on the customs, &c., of the Anawala-Brahmin community.
- (3) Report on the difference between the physical and moral conditions of school-children and children out of school.

(b) The following works were in press :—

- (1) Translation into Marathi of संस्कारकौस्तुभ.
- (2) Do. Do. प्रायश्चित्तमयूख.
- (3) Do. Gujarati of वायुपुराण.
- (4) Do. Do. the Classic Myths.
- (5) Do. Marathi of the Constitutional History of England.

(c) The following were under preparation :—

- (1) Translation into Marathi of the Renaissance in Italy.
- (2) Translation into Gujarati of Myer's Medieval and Modern Europe.
- (3) Preparation of a book from Aitchison's Treaties.
- (4) Translation into Hindi of Count Okuma's Fifty Years in Japan.
- (5) Two books on the Duties and Responsibilities of a Citizen.
- (6) Translation into Gujarati of the Inter Racial Problems.
- (7) Do. Ethics by Dewey & Tufts.
- (8) Do. Our Little Cousins in Japan and England.
- (9) Do. Intensive Farming in India.

168. Teachers' associations have long been established in connection with the principal primary schools. The object of these associations is to allow teachers to meet and discuss matters relating to education. During the year, there were 101 such associations in Kadi Division, 53 in Baroda and 20 in each of Navsari and Amreli Divisions. A very grand gathering was organised by the Educational Inspector, Kadi Division and the Vidyadhikari attended its sessions. The Visual Instruction Branch of the Library Department shewed many important cinema demonstrations there on the occasion.

169. During the year, 13 schools had to be closed for a longer or shorter period owing to plague. The schools are closed only when the disease assumes epidemic form.

## CHAPTER VII.

### Officers of the Department.

170. During the year under report, I continued to work as Minister of Education and Vidyadhikari keeping general supervision over the Library Department. I travelled over 2,385 miles during my inspection



tour, moved in the districts for 120 days and visited 99 schools. I also presided over the Teachers' Gathering organised by the Kadi Prant Inspector at Kheralu and the Social Gathering of the aborigines (Kaliparaj) organised by the Navsari Prant Inspector at Songadh.

171. Messrs. Modi and Desai continued in charge of Baroda and Navsari Divisions respectively. Mr. Kazi was placed in charge of Kadi District after his transfer from the Amreli High School, and Mr. P. M. Desai who was in charge of Amreli Division made room for Mr. C. K. Patel in February. These officers besides doing useful and responsible work of examining and inspecting schools took a very prominent part in organising gatherings on the occasions referred to in Chapter VI. Reference to the work done by the four Inspectresses has been made in Chapter II.

172. During the year there were in all 26 Deputy-Inspectors doing the same sort of work as Inspectors in their respective Talukas or sub-divisions. The Deputy-Inspectors. Marathi schools were under the control of the Marathi Deputy Inspector Mr. Shringarpure, who has been vested with full powers of a Divisional Inspector. The Urdu schools were looked after by the two Urdu Deputy-Inspectors and the Antyaja schools by the Antyaja Inspector. The Deputy-Inspectors of Padra, Karjan and Dabhoi have succeeded in using their good offices with the people and persuaded them to contribute funds for school buildings for their own village schools. All of them try their utmost in popularising and advancing the cause of Compulsory Education.

173. With a view to assist these Inspectors and Deputy Inspectors, 16 Supervisors or Sub-Deputy Inspectors have been added, four of whom are meant exclusively for the Antyaja Schools. In laying down the duties of these supervisors, particular stress has been laid on the importance of popularising the Compulsory Education and very frequently visiting schools in small villages. It is hoped that these officers will grasp the aim of Government and try to see that it bears fruit in fullness of time. The gentlemen selected for this work are all trained teachers and picked men from the list of teachers and they will discharge their duties well. The supervisor specially appointed for the City schools has also been doing good and useful work.

174. Lastly, I should not omit to mention the officers of my own office, Mr. Shah the Principal Assistant, Mr. Vrijlal, Naib Vidyadhikari and Mr. Dave, the Chitnis, all of whom have spared no pains in discharging their onerous duties at the Head Office to my entire satisfaction. They strive hard to do the office work which naturally goes on swelling day after day owing to the multifarious nature of the work the office is called upon to do. They have worked with devotion, loyalty, enthusiasm and honesty.

## CHAPTER VIII.

### Expenditure and Income.

175. The figures in the following table are supplied by the Office of the Accountant General, soon after the close of the official year. They give a detailed account of the expenditure and income of the Department. Though the general summary at the beginning of this report gives an idea of the expenditure under main heads, the subjoined table furnishes information of the expenditure under different minor heads. The total expenditure amounted to Rs. 13,29,837-4-10 against Rs. 12,41,305-4-10 shewing on the whole an increase of Rs. 88, 532-0-0.

Actual expenditure under different heads for two years.

**TABLE XXVIII.**

No.	Heads.	Expenditure.		Increase.	Decrease.
		1911-1912.	1912-1913.		
1	2	3	4	5	6
1	Officers' Salary ... ..	77,745- 4- 0	80,674-10-11	12,929- 6-11	...
2	Gujarati and Marathi Boys' Schools—				
	Salaries ... ..	5,06,526-15- 5	5,26,291- 7- 1	19,764- 7- 8	...
	Dead-stock ... ..	10,806-11- 1	21,937-15- 8	10,531- 4- 7	...
	Contingencies ... ..	1,10,706-14- 0	1,20,845- 7- 7	10,138- 0- 7	...
	Scholarships ... ..	4,174- 8- 7	3,026- 4- 9	...	1,148- 3-10
	Temporary Establishment... ..	29,329- 2- 0	25,632- 9- 5	...	3,696- 8- 7
	Total ... ..	6,61,544- 3- 1	6,27,133-12- 6	40,434- 5-10	4,844-12- 5
3	Urdu Schools—				
	Salaries ... ..	27,875- 3- 8	31,319- 4- 7	3,444- 0-11	...
	Dead-stock ... ..	20-10- 6	85-12- 0	65- 1- 6	...
	Contingencies ... ..	5,749- 6-10	6,127-14- 1	378- 7- 3	...
	Temporary Establishment ... ..	739-12- 5	457-13- 2	...	281-15- 3
	Total ... ..	34,385- 1- 5	37,990-11-10	3,897- 9- 8	281-15- 3
4	Girls' Schools—				
	Salaries ... ..	1,46,883- 4-11	1,58,183-6- 3	11,300- 1- 4	...
	Dead-stock ... ..	1,494- 1- 3	2,800- 3- 0	1,306- 1- 9	...
	Contingencies ... ..	25,998-12- 3	27,224- 8- 9	1,225-12- 6	...
	Scholarships ... ..	6,021- 7- 4	8,228- 1-10	2,206-10- 6	...
	Temporary Establishment ... ..	7,929-11-11	4,472-11- 5	...	3,457- 0- 6
	Total ... ..	1,88,327- 5- 8	2,00,898-15- 3	16,128-10- 1	3,457- 0- 6
5	Music Schools—				
	Salaries ... ..	0,382- 9- 0	5,990-12- 2	...	391-12-10
	Dead-stock ... ..	25- 0- 0	263- 6- 0	238- 6- 0	...
	Contingencies ... ..	637-11-5	597- 2- 9	...	40- 8- 8
	Scholarships ... ..	331- 3- 2	322-11- 4	...	11- 7-10
	Temporary Establishment... ..	51- 1- 3	20- 9- 0	...	30- 8- 3
	Total ... ..	7,430- 8-10	7,191- 9- 3	238- 6- 0	474- 5- 7
6	Sanskrit Schools—				
	Salaries ... ..	1,435-11-11	1,181- 5- 6	15- 9- 7	...
	Dead-stock ... ..	...	...	...	...
	Contingencies ... ..	143- 1- 1	191-12- 0	...	36- 5- 1
	Total ... ..	1,308-13- 0	1,588- 1- 6	15- 9- 7	36- 5- 1

TABLE XXVIII.—Concluded.

No.	Heads.	Expenditure.		Increase.	Decrease.
		1911-1912.	1912-1913.		
1	2	3	4	5	6
7	Kala-Bhawan—				
	Salaries ... ..	51,821-13-7	35,514-7-3	...	16,307-6-4
	Dead-stock ... ..	2,744-4-9	1,492-11-6	...	1,251-9-9
	Contingencies ... ..	17,335-1-6	14,453-1-11	...	2,881-15-7
	Scholarships ... ..	29,913-13-9	1,293-11-0	...	28,620-2-9
	Temporary Establishment ... ..	4,467-11-8	8,054-6-11	3,586-11-3	...
	Purchase of Machinery ... ..	6,189-0-8	661-2-8	...	5,527-14-0
	Total ...	1,12,471-13-11	61,469-8-9	3,586-11-3	54,589-0-5
8	Male Training College—				
	Salaries ... ..		22,175-7-0	22,175-7-0	...
	Dead-stock ... ..		752-6-9	752-6-9	...
	Contingencies ... ..		4,030-0-6	4,030-0-6	...
	Scholarships ... ..		28,361-10-6	28,361-10-6	...
	Temporary Establishment ... ..		961-7-6	961-7-6	...
	Total ...	...	56,281-0-3	56,281-0-3	...
9	Boarding Schools ... ..	29,627-11-0	30,176-2-9	548-7-9	...
10	Sanskrit Library, Encouragement to learning, &c. ... .. Sanskrit	16,547-7-9	18,042-4-0	1,494-12-3	...
11	Aided Schools ... ..	1,314-11-6	1,764-9-0	449-18-6	...
12	Encouragement to Authors ... ..	2,499-7-6	2,200-0-0	...	299-7-6
13	Book-Depots—				
	Salaries ... ..	1,949-8-0	1,990-11-3	41-3-3	...
	Contingencies ... ..	1,036-7-3	1,064-7-9	28-0-6	...
	Total ...	2,985-15-3	3,055-9-0	69-3-9	...
14	Orphanages ... ..	7,860-12-5	7,070-5-11	...	790-6-6
15	State Library ... ..	2,132-8-9	1,410-2-0	...	713-6-9
16	Education of Students sent abroad ... ..	33,124-12-7	10,777-10-1	...	25,347-2-6
	Total ...	11,85,606-8-8	12,27,888-11-0	1,33,064-0-10	93,833-14-6
17	Central Library.—				
	Salaries ... ..	18,273-13-0	23,606-2-9	5,332-5-9	...
	Dead-stock ... ..	5,810-2-3	9,018-10-5	3,208-8-2	...
	Contingencies ... ..	4,549-15-2	5,412-5-3	862-6-1	...
	Temporary Establishment ... ..	2,788-6-9	9,241-14-6	6,455-7-9	...
	Purchase of Books ... ..	16,809-15-3	16,890-9-3	...	19-6-0
	Scholarships ... ..	2,132-4-0	724-2-0	...	1,453-2-0
	Grand-in-aid Public Libraries ... ..	5,158-9-9	37,106-13-8	31,920-9-11	...
	Total ...	55,698-12-2	1,02,090-9-10	47,779-5-8	1,477-8-0
	Grand Total ...	12,41,305-4-10	13,29,837-4-10	1,83,843-8-6	95,311-8-6

The figures of 1911-12 are included in those items of Kala-Bhawan.

176. The sources of income in the Vernacular Education Department are few since no fees are levied in primary schools. It is only in the institutions like the Kalabhavan that fees are charged. The Receipts, profits of the Workshops, the fines under the Compulsory Education Act, the money realised by selling old articles and the profits of the Model Farms form the principal items of income. The figures for the two years are as under:—

	1911-12.	1912-13.
Fees ... ..	8,172-15- 6	5,210- 7- 6
Kalabhavan ... ..	12,723- 2- 3	7,927- 4- 9
Other sundry receipts...	61,152- 3-11	1,02,166- 2- 5
<b>Total</b> ...	<b>82,048- 5- 8</b>	<b>1,15,304- 1- 5</b>

## CHAPTER IX.

### Book-Depots.

177. There is a Central Book-Depot in the Baroda City, attached to the Vidyadhikari Office which controls the work of branch depots scattered all over the State. The total number of branch depots was 44 on 31st July 1913. The object of maintaining depots is to facilitate the prompt supply of text books to schools at low prices. As the department publishes its own text books and as primary education is compulsory, there is the absolute necessity of continuing these depots in the interests of thousands of poor school children. Besides these, the Inspectors and Deputy Inspectors have attached to their offices small travelling depots, which they carry in their tour and from which prizes are awarded to the schools which they examine.

178. A sum of Rs. 32,000 has been given by Government as standing advance to the depot for carrying on the business of the purchase and sale of books. The following table gives an idea of the value of books on hand on 31st July 1912 and 1913; and the value of books bought and sold during the year under report.

**TABLE XXIX.**

*The stock of the Baroda State Book Depots for 1912-13.*

Receipts.	Amount.	Expenditure.	Amount.
	Rs. a. p.		Rs. a. p.
Stock in hand on 1-8-12 ...	50,895- 8- 7	Stock sold ... ..	43,960-13- 1
		Stock struck off ... ..	27- 8- 6
Stock received during the year ...	40,984- 8- 1	Stock in hand on 31-7-13 ...	47,841- 6- 1
<b>Total</b> ...	<b>91,829- 6- 8</b>	<b>Total</b> ..	<b>91,829- 6- 8</b>

179. The average rate of commission allowed by authors for the books purchased from them is 20 %. The gross profit during the year under report on the total purchase of books amounted to Rs. 8,351-0-6 against Rs. 8,036-4-6 in the preceding year. Deducting Rs. 2,296-13-3 as commission to sub depots and Rs. 1,052-4-0 for contingent and miscellaneous expenses there remained a net profit of Rs. 3,011-3-5.

180. For some years past the department has undertaken to prepare some of its own text books and sell them at very cheap rates. There are 36 such text books. During the year, 12 of them were reprinted. The income derived from the sale of such publications amounted to Rs. 13,060-12-6 and the expenditure to Rs. 10,455-3-7 (cost of printing, &c., the books Rs. 7,843-1-1 + Commission to the depots Rs. 2,612-2-6) thus leaving a balance of Rs. 2,528-5-8. The total profit made by the depot and the publishing branch of the Department comes to Rs. 5,539-9-2 during the year or 17.3 percent on the total permanent advance of Rs. 32,000.

## PART III.

### Libraries.

181. A short account of the origin of the Library Department was given in the Annual Report of the year 1910-11. The aim in organising this Department is to bring within easy reach of the masses the sources of knowledge both of Arts and Sciences and to give free Library privileges to the citizens and village people. Libraries have become an essential part of our Educational System. The Department was organised by Mr. W. A. Borden, the American expert. His term of service having expired, he retired from service and returned to America in June last. His work would have been in the natural course entrusted to his principal assistant Mr. Kudalker. But Government deputed him on a prolonged tour in Europe and America so that he might visit the important libraries of the world and get first hand experience of Library management and administration, and qualify himself as a specialist in Library work before entering into important duties as the Curator of State Libraries. It was therefore arranged that he should accompany Mr. Borden, who would put him in the way of acquiring the requisite knowledge. The whole work of the Department was therefore temporarily entrusted to Mr. Amin Motibhai, Extra Assistant as acting Curator of Libraries and he worked in that capacity till the end of the year. The Press Report Branch of the Department which till then was under Mr. Borden was given in charge of Mr. Joshipura who was asked to work under the immediate control and supervision of His Excellency the Dewan Saheb.

182. The Library Department supervises the following different branches:—  
Activities of its  
Branches.

- (1) The Central Library at Baroda with its Reading Room.
- (2) The class for training up librarians.
- (3) The development of District Libraries.
- (4) The Visual Instruction Branch started in February 1913.

183. The Central Library at Baroda brought into existence by the conversion of the splendid Palace Library had 36,175 books against 28,654 of the preceding year. During the year 4,833 books were

acquired by purchase at a cost of Rs. 14,984-14-9 and 2,688 books by gift from different quarters. The total circulation of the books was 56,914 against 57,296 while the number of readers rose from 3,316 to 4,321.

184. Books constantly required for reference were separated from the general stock and grouped together to form 4 Reference Collections. A scheme for the management of books. The English reference books numbered 2500, the Gujarati 2555, the Marathi 1307 of which 1,000 were received from Shree Sayaji Library. The Sanskrit books of reference consisted of (i) the Sanskrit books of the Shree Sayaji Library, (ii) the Vithal Mandir Collection, (iii) the Devghar collection and (iv) the Central Library collection. One Mr. R. Anant Krishna Shastri was specially appointed to organise a complete Sanskrit Library from amongst the above four collections and by purchasing new Sanskrit works, to the extent of Rs. 3,500.

185. There is also a manuscript collection in the Library. It had at the end of the year 2056 of which 1610 were from the Vithal Mandir Library and 446 from the late Yedneshwar Shastri presented to the Library through Dewan Bahadur V. M. Samartha B. A. Amatya Saheb. Several manuscripts were received as present from Mysore, Travankor, Kashmir and the Jain Atmanand Sabha of Bhavnagar. At the end of the year, the total number of printed Sanskrit works was 2670 and that of manuscripts 2056.

186. The Reading Room attached to the Central Library and located in a spacious room in the old palace offered 202 papers and periodicals to the public of which 14 were dailies, 4 bi-weeklies, 2 tri-weeklies, 28 weeklies, 5 fortnightlies, 132 monthlies and 17 quaterlies. The Reading-Room of the Central Library. Again 58 were Gujarati, 25 Marathi, 110 English and 9 others. It is not possible to make any accurate determination as to the number of people attending the Reading Room since the system of voluntarily entering one's name in the register kept there cannot be correct as there are many people who would not take the trouble of putting down their names in the register. The Curator however observes in his report that the approximate number of visitors to the Library Reading Room comes to nearly 300 per day.

187. At the express desire of His Highness the Maharaja Saheb, a children's room was opened in connection with the Central Library. This A Children's room. section contained illustrated picture books, various games, puzzle-boxes, Kindergarten gifts and other parlour games adapted to young children. Though there are no special arrangements at the Central Library for the Purdah ladies, the Mahila Library existing in the city and managed for several years past under the orders of the Inspectress of Girl's schools has been satisfying the wants of the other sex. Orders have been passed to incorporate this institution with the Central Library. During the year the lady librarian paid several visits to the Ladies Club in Baroda and carried books with her.

183. The Library class opened in 1911 supplied the needs of the central institution. But for training up librarians for the mofussil libraries, proposals were submitted for sanctioning scholarships and they were accepted. Notice having been given of this sanction 70 applications were received and 21 candidates were selected 16 of whom belonged to different town libraries. The class was started on 1st April 1913 and the course was finished in July by the end of which month the candidates were examined and certificates given to those who were successful. Class for training up Librarians.

189. The Annual Report of the last year contains in paragraph 182 the rules and regulations under which town, village and district libraries could be opened. During the year under report 43 new village libraries were opened. Thus at the end of the year there were 34 town libraries, 310 village libraries and 79 Reading Rooms. The corresponding figures of the preceding year were 9, 265 and 60. Twenty town libraries had good buildings provided before the rules came into operation, 11 new buildings were sanctioned and 2 were finished.

190. Thanks are due to the four District Panchayats the members of which fully appreciated the practical good the libraries do the people, and contributed a magnificent sum of Rs. 24,500 for district libraries Baroda giving Rs. 12000, Kadi 5,000, Navsari 5,000 and Amreli 2,500.

191. The system of sending out books in small wooden cases to villages where no libraries exist was continued. During the year under report the total number of library cases sent out was 218 against 90 of the preceding year. The number of centres where these cases were sent was 107 against 69 of the preceding year, while the number of books thus sent out was 4,422 against 2,400. These books supplied reading matter to 6,250 people against 2,954.

192. Government realising the immense good resulting from the Magic-lantern and Cinemetograph demonstrations desired Mr. Borden to purchase a complete set of kineto projector, films and other accessories. The demonstrations were held at Bhadran, Petlad and Vaso during His Highness's tour in those parts. The experiment was successful and attracted crowds of villagers to these performances. At the request of Mr. Borden Rs. 10,000 were sanctioned for the organisation of the Visual Instruction Branch and separate establishment granted. The total number of these performances at various places was 38 and the number of people entertained there came to about 35,000.

193. The total expenditure incurred on account of this department amounted to Rs. 1,02,000 the following being the principal items :—

Salaies	...	...	...	...	Rs.	23,606
Contingencies	...	...	...	..		5,412
Books	...	...	...	..		17,081
Periodicals	...	...	...	..		1,497
Dead-Stock...	...	...	...	..		9,018
Aid to town and village libraries	...	...	...	..		37,107
Travelling libraries	...	...	...	..		2,270
Visual Instruction Branch	...	...	...	..		5,285
Scholarships...	...	...	...	..		724

Total ... Rs. 1,02,000.

It will be apparent from the above that the state spent a large sum considering its duty not merely to teach the people to read in childhood at school but even through

adult life. The Library Department has proved very useful and its success is due to Mr. Borden, and the library staff who assisted him to make the Library Department a success.

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194. A careful study of the several chapters of this report will show that there was much activity in the field of education in all its branches throughout the State, and that some real progress was made.

Conclusion.

195. My acknowledgements are due to Mr. G. M. Shah for the valuable assistance rendered in preparing this report.

BARODA }  
1-1-1914 }

A. M. MASANI,  
Minister of Education  
( Vidyadhikari )  
Baroda State.

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TABLE I.

Showing expenditure under different heads.

										1911-12.	1912-13.	
University Education	...	...	...	...	Arts College.					82,186	1,04,928	
School Education General,	...	...	...	...	{ Secondary Schools. Primary Schools. Training Schools. Other Special Schools.					1,24,711	1,32,495	
Do. Special	...	...	...							7,54,051	8,39,584	
										60,717	44,806	
Buildings and Apparatus	...	...	...	...						1,50,000	1,50,000	
Direction and Inspection	...	...	...	...						99,072	1,11,147	
Scholarships	...	...	...	...						45,142	45,420	
Miscellaneous	...	...	...	...						1,96,307	2,23,967	
Total										...	16,31,418	17,49,571

TABLE II.

Abstract Return of College, Schools and Scholars in the Baroda State at the end of the Official year 1912-13.

Area and Population.			Public Institutions.							Private Institutions.		Percentage of			
Total Area in square miles.	Number of Towns and Villages.	Population.	Collegiate Education.		School Education, General.		School Education, Special.		Total of Public Institutions.		Advanced.		Elementary.	Grand Total.	
			Arts College.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
6,181 Square Miles.	Towns 41	Males	Institutions.	For Males.	1	28	2,585	1	10	2,625	24	38	2,687	Institutions to number of towns and villages. } 93.3	
		Females		For Females.	...	1	349	1	...	351	...	7	358		
		Total		Total	...	1	29	2,934	2	10	2,976	24	45		3,045
	Villages 3,054	Females	Scholars.	Males.	408	5,065	1,24,002	372	1,417	1,31,282	2,791	2,618	1,36,691	Male scholars to male population of school-going age. } 56.3	
		Total		Females.	4	33	70,294	77	15	70,423	...	709	71,222		Female scholars to Female population of school-going age. } 48.6
	Total 3,095	Total		Total	...	410	5,118	1,94,296	440	1,432	2,01,705	2,791	3,417		

A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants.

A Municipality, whatever its population, should be entered as town.

The population of school-going age is taken at 15 percent of the whole population in the above table

TABLE

*Abstract Return of Expenditure on Public Instruction*

		Total Direct Expenditure on Public				
		Collegiate Educa- tion.	School Education, General.		School Education, Special.	
		Arts College.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.
1		2	3	4	5	6
1. Institutions	For Males	1,04,928	1,32,495	6,63,700	27,919	97,224
	For Females	...	...	1,75,884	16,887	...
	Total	1,04,928	1,32,495	8,39,584	44,806	97,224
2. Percentages of Total Expenditure in columns 2-13 to Total Expenditure on Public Instruction		6.0	7.6	48.0	2.6	5.5
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN--						
Government Institutions --Cost to Government Revenue		255	26	4	99	71
Aided Institutions--Cost to Government Revenue		...	11	1	...	...
Unaided Institutions--Total Cost		...	...	...	...	...
All Institutions--Cost to Government Revenue		255	21	4	99	71

## PART IV.

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### NOTE.

The tables given in the Annual Report on Public Instruction in Baroda do not correspond to those given in the reports of the Presidencies or other States of India. This sometimes makes the question of comparison difficult. - I, therefore, give in the supplement some of the important figures in the tables approved by the Bombay Education Department and believe that they will be useful for reference.

A. M. MASANI,  
Minister of Education,  
Baroda State.

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III.

in the Baroda State for the Official year 1912-13.

Instruction.	Total Indirect Expenditure on Public Instruction.					Total Expenditure on Public Instruction.
	Direction and Inspection.	Scholarships.	Buildings.	Miscellaneous.	Total.	
7	8	9	10	11	12	13
Total. 10,26,266 1,92,770	1,11,147	45,420	1,50,000	2,23,967	5,30,534	17,49,571
12,19,036	1,11,147	45,420	1,50,000	2,23,967	5,30,534	17,49,571
69.7	6.4	2.6	8.5	12.8	30.3	100
6						
7						
...						
6						

TABLE

Return of College, Schools and Scholars in the

Class of Institutions.		Public Institutions.						
		Under Public management.			Under Private management.			
		Managed by Government.		Aided by the Department.		Unaided:		
		Number of Institutions.	Number of Scholars on the rolls on 31st July.	Number of Institutions.	Number of Scholars on the rolls on the 31st July.	Number of Institutions	Number of Scholars on the rolls on the 31st July.	
1	2	3	4	5	6	7		
<i>Collegiate Education.</i>								
Arts College ... ..	1	410	...	...	...	...		
<i>Secondary Schools.</i>								
School Education General.	For Boys. {	High Schools ... ..	3	1,775	5	1,504	...	...
		Middle Schools ... ..	25	3,310	16	1,005	3	282
	For Girls. {	High Schools ... ..	1	33	...	...	...	...
		Middle Schools ... ..	...	...	...	...	...	...
	<i>Primary Schools.</i>							
	For Boys ... ..	2,585	1,64,030	17	1,210	21	1,408	
For Girls ... ..	349	30,266	1	45	6	754		
Total ... ..		2,963	1,99,414	39	3,764	30	2,444	
<i>Schools for Special Institutions.</i>								
School Education Special.	Training Schools for Masters ... ..	1	372	...	...	...	...	
	Training Schools for Mistresses... ..	1	77	...	...	...	...	
	Kala-Bhavan ... ..	1	325	...	...	...	...	
	Technical and Industrial Schools ... ..	2	110	...	...	...	...	
	Other Schools ... ..	7	997	...	...	...	...	
	Total ... ..	12	1,881	...	...	...	...	
Total of Colleges and Schools of Public Instruction ... ..		2,973	2,01,404	39	3,764	30	2,444	

IV.

Baroda State for the Official year 1912-13.

Grand Total of Public Institutions.	Grand Total of Scholars on 31st July.	Number of Scholars on the 31st of July Learning.			Classification of Scholars on the 31st of July according to race or creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		English.	A classical Language.	A Vernacular Language.	Native Christians.	Hindus.	Mahomedans.	Parsis.	Others.		
8	9	10	11	12	13	14	15	16	17	18	19
1	410	410	...	...	..	392	5	12	1	4	...
8	3,279	3,279	...	...	...	2,950	104	215	10	...	...
44	4,597	4,597	...	...	...	4,062	189	313	33	...	...
1	33	33	...	...	...	25	...	6	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,623	1,66,648	...	343	1,66,305	}	1,60,833	17,368	103	18,909	40,043	...
356	31,065	...	...	31,065							
3,032	2,05,622	...	343	1,97,370	...	1,67,870	18,161	637	18,954	40,043	...
1	372	...	...	372	...	348	24	...	...	...	...
1	77	...	...	77	...	69	...	1	7	...	...
1	325	...	...	325	...	307	...	4	14	...	...
2	110	...	...	110	...	84	8	5	18	...	...
7	997	...	...	997	...	902	23	8	64	...	...
12	1,881	...	...	1,881	...	1,710	55	18	98	...	...
3,045	2,07,913	3,319	343	1,99,251	...	1,69,972	18,221	667	19,053	40,047	...

TABLE

Return of Expenditure on Public Instruction in the

Object of Expenditure.		Public					
		Under Public					
		Managed by Government				Aided by	
		State Revenue.	Fees.	Endowments and other sources.	Total.	State Revenue.	Fees.
1	2	3	4	5	6	7	
<i>Collegiate Education.</i>							
Arts College ... ..	87,089	17,512	977	1,04,928	...	...	
<i>Secondary Schools.</i>							
School Educational General.	For Boys { High Schools ...	84,615	23,701	152	58,468	28,123	29,875
	{ Middle Schools..	47,405	25,940	682	74,027		18,878
	For Girls.. { High Schools ..	...	...	...	...	...	...
	{ Middle Schools..	...	...	...	...	...	...
<i>Primary Schools.</i>							
For Boys ... ..	5,72,356	84,297	5,459	6,62,112	17,64	...	
For Girls ... ..	1,75,888					1,75,888	...
Total ... ..	8,90,259	1,33,988	6,293	9,70,490	29,887	48,753	
<i>Schools for Special Instruction.</i>							
School Education Special.	Training Schools for Masters..	27,919	...	...	27,919	...	...
	Training Schools for Mistresses	16,887	...	...	16,887	...	...
	Kala-Bhavan ... ..	43,547	5,210	7,927	56,684	...	...
	Technical and Industrial Schools ... ..	3,492	...	...	3,492	...	...
	Other Schools... ..	35,399	...	3,238	38,637	...	...
Total ... ..	1,27,244	5,210	11,165	1,42,619	...	...	
Buildings ... ..	...	...	...	...	...	...	
Direction and Inspection...	...	...	...	...	...	...	
Scholarships held in	Arts College ... ..	...	...	...	...	...	...
	Secondary Schools ... ..	...	...	...	...	...	...
	Primary Schools ... ..	...	...	...	...	...	...
	Technical & Industrial Schools	...	...	...	...	...	...
	Miscellaneous ... ..	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...	
Total Expenditure of Public Instruction ... ..	10,44,542	1,56,660	17,835	12,39,037	29,887	48,753	



V.

*Baroda State for the Official year 1912-13.*

Institutions.					Total Expenditure from.				Grand Total.
Management.					State Revenue.	Fees.	Endowments and other sources.	Private.	
the Department.		Unaided.							
Endowments and other sources.	Total.	Fees.	Endowments and other sources.	Total.					
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	87,039	17,512	877	...	1,04,928
...	57,998	...	...	...	62,738	53,576	152	...	1,16,465
...	18,878	...	...	...	47,405	44,818	682	...	92,906
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	1,764	...	...	...	5,74,120	84,297	5,459	...	6,63,876
...		...	...	...	1,75,888				
...	78,640	...	...	...	8,60,146	1,82,691	6,293	...	10,49,180
...	...	...	...	...	27,919	...	...	...	27,919
...	...	...	...	...	16,887	...	...	...	16,887
...	...	...	...	...	43,547	5,210	7,927	...	56,684
...	...	...	...	...	3,492	...	...	...	3,492
...	...	...	...	...	35,899	...	3,238	...	38,637
...	...	...	...	...	1,27,244	5,210	11,165	...	1,43,619
...	...	...	...	...	1,50,000	...	...	...	1,50,000
...	...	...	...	...	1,11,147	...	...	...	1,11,147
...	...	...	...	...	2,212	...	...	...	2,212
...	...	...	...	...	1,976	...	...	...	1,976
...	...	...	...	...	11,254	...	...	...	11,254
...	...	...	...	...	29,978	...	...	...	29,978
...	...	...	...	...	1,94,080	...	...	...	1,94,080
...	...	...	...	...	5,00,647	...	...	...	5,00,647
...	78,640	...	...	...	15,75,067	2,05,413	17,835	...	17,98,324

TABLE

Return of stages of Instruction of Pupils in Public Schools for

Class of Schools.	Number of Schools.	Number of Pupils on the rolls on 31st July.	High Stage.			Middle Stage.			
			Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the Matriculation Examination.			Comprising all pupils who have passed beyond the Upper Primary Stage but have not passed beyond the Lower Secondary (Middle) stage.			
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	
1	2	3	4	5	6	7	8	9	
<i>Secondary Schools.</i>									
For Boys. {	Government English...	28	5,085	1,419	...	1,419	3,666	...	3,666
	Aided English ...	21	2,509	982	...	982	1,527	...	1,527
	Unaided English ...	3	282	...	...	...	282	...	282
	Total ...	52	7,876	2,401	...	2,401	5,475	...	5,475
For Girls. {	Government English...	1	23	...	23	23	...	10	...
	Aided English ...	...	...	...	...	...	...	...	...
	Total ...	1	33	...	23	23	...	10	...
	Total Secondary Schools ...	53	7,909	2,401	23	2,424	5,475	10	5,485
<i>Primary Schools.</i>									
For Boys. {	Government ...	2,596	1,25,791	...	...	...	...	...	...
	Aided... ..	17	1,210	...	...	...	...	...	...
	Unaided ...	21	1,408	...	...	...	...	...	...
	Total ...	2,634	1,28,409	...	...	...	...	...	...
For Girls. {	Government ...	350	70,886	...	...	...	...	...	...
	Aided... ..	1	45	...	...	...	...	...	...
	Unaided ...	6	754	...	...	...	...	...	...
	Total ...	357	71,185	...	...	...	...	...	...
	Total Primary Schools ...	2,991	1,99,594	...	...	...	...	...	...
	Grand Total ...	30,44	2,07,503	2,401	23	2,424	5,475	10	5,485

## VI.

General Education in the Baroda State at the end of the official year 1912-13.

Upper Primary stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
						Reading Printed Books.			Not Reading Printed Books.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	...	...	...	...	...	5,085	...	5,085
...	...	...	...	...	...	...	...	...	2,509	...	2,509
...	...	...	...	...	...	...	...	...	282	...	282
...	...	...	...	...	...	...	...	...	7,876	...	7,876
...	...	...	...	...	...	...	...	...	...	38	38
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	33	33
...	...	...	...	...	...	...	...	...	7,876	33	7,909
18,525	...	16,644	66,643	...	66,643	40,623	...	40,623	1,25,791	...	1,25,791
125	...	125	502	...	502	583	...	583	1,210	...	1,210
287	...	287	477	...	477	644	...	644	1,408	...	1,408
18,937	...	17,056	67,622	...	67,622	41,850	...	41,850	1,28,409	...	1,28,409
...	1,420	1,420	...	36,906	36,906	...	32,060	32,060	...	70,886	70,886
...	45	45	...	...	...	...	...	...	...	45	45
...	260	260	...	350	350	...	144	144	...	754	754
...	1,725	1,725	...	37,256	37,256	...	32,204	32,204	...	71,185	71,185
17,056	1,725	18,781	67,622	37,256	1,04,878	41,850	32,204	74,054	1,28,409	71,185	1,99,594
17,056	1,725	18,781	67,622	37,256	1,04,878	41,850	32,204	74,054	1,36,285	71,218	2,07,503

**TABLE VII.**

*The distribution of Schools throughout the Baroda State is as under.*

District.	Area in Square Miles.	Number of Towns and inhabited villages.	Estimate of Population.	Number of Schools.	Number of Pupils on rolls on 31st July 1913.	Increase or Decrease of the year.				Number of Schools not yet recognised by the Department and shown in Columns 11 and 12 of Table II.	Number of Pupils in such Schools.	Percentage of total Pupils in Columns 6 and 12 to Population.	Number of villages with Schools.	Average number of Square Miles to each village with a School.
						Schools.		Pupils.						
						Increase.	Decrease.	Increase.	Decrease.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Baroda Division ...	1,897	936	6,83,422	1,014	74,415	1	...	4,553	...	...	...	...	704	2.3
Kadi Division ...	3,023	1,090	8,32,162	1,109	77,241	58	...	10,295	...	...	...	...	732	4.1
Navsari Division ...	1,914	768	3,85,467	594	35,387	...	6	2,000	...	...	...	...	478	4.0
Amreli Division ...	1,347	301	1,78,269	328	20,870	31	...	2,692	...	...	...	...	224	6.01
Grand Total ...	8,161	3,095	20,29,320	3,045	2,07,913	90	6	19,540	...	...	...	...	2,138	3.8

**TABLE VIII.**

*The list of Institutions for boys in each Division and the figures contrast with those of the previous year as under.*

Divisions.	Managed by Government.				Aided by the Department.				Unaided.				Total.			
	1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Baroda Division ...	582	57,792	875	60,972	15	1,446	15	1,704	2	280	8	332	809	50,518	893	63,008
														-11,468		-13,433
														48,050		49,575
Kadi Division.	906	56,932	938	61,335	7	460	6	275	1	122	4	493	913	56,544	938	65,108
														-10,656		-13,570
														45,988		51,233
Navsari Division ...	532	27,593	524	29,626	14	1,522	15	1,500	9	793	9	767	555	29,848	548	31,893
														-7,554		-8,923
														22,294		22,970
Amreli Division ...	239	14,132	268	16,392	2	229	2	240	1	29	3	98	242	14,390	273	16,730
														-2,918		-3,817
														11,472		12,913
Grand Total...	2,558	1,55,389	2,625	171,325	39	3,637	38	3,719	13	1,224	24	1,690	2,609	1,60,300	2,827	1,76,734
														-32,496		-40,043
														1,27,804		1,36,691

TABLE IX.

A comparative table showing Schools closed on account of Plague.

1	Baroda Division.				Kadi Division.				Navsari Division.				Amreli Division.				Total.			
	1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Arts College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Secondary Schools ...	...	...	1	103	...	...	...	...	...	...	...	...	...	...	...	...	...	1	103	
Primary Schools ...	15	2,137	4	705	6	364	8	695	23	2,014	1	185	2	97	...	...	46	4,612	13	1,585
Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total.	15	2,137	5	808	6	364	8	695	23	2,014	1	185	2	97	...	...	46	4,612	14	1,688

TABLE X.

The list of Institutions for girls in each Division and the figures contrast with those of the previous year as under.

I	Managed by Government.				Aided by the Department.				Unaided.				Total.			
	1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.		1911-12.		1912-13.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Baroda Division ...	114	10,344	115	11,305	...	...	...	...	...	...	1	102	114	10,344	116	11,407
												Girls in mixed schools.		+ 11,468		+ 13,433
														21,812		24,840
Kadi Division	137	10,264	140	11,981	...	...	...	...	1	148	1	157	138	10,402	141	12,138
														+ 10,556		+ 13,870
														20,958		28,008
Navsari Division ...	42	3,104	41	2,954	1	47	1	45	2	388	4	495	45	3,539	46	3,494
														+ 7,564		+ 8,923
														11,093		12,417
Amreli Division ...	55	8,738	55	4,140	...	...	...	...	...	...	...	...	55	3,768	55	4,140
														+ 2,918		+ 3,817
														6,706		7,957
Grand Total...	348	27,490	351	30,380	1	47	1	45	3	536	6	754	352	28,073	358	31,179
														+ 32,495		+ 40,043
														60,569		71,222

TABLE XI.

*The Divisional Returns for all Primary Schools.*

Division.	Number of Schools.	Number of Pupils.	Special Institutions' Pupils.	Upper Primary Stage.			Lower Primary Stage.			Not Reading Printed books.			Total.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Baroda Division...	992	60,922	1,203	6,802	625	7,427	23,382	16,115	39,497	13,672	8,063	21,735	45,119	24,803	69,922
Kadi Division ...	1,095	75,740	267	6,155	406	6,561	27,215	12,333	39,551	16,095	13,266	29,361	49,782	26,065	75,740
Navsari Division...	579	33,773	151	2,417	338	2,803	9,810	4,187	13,997	8,978	7,844	16,822	21,356	12,417	33,773
Amreli Division...	325	20,159	200	1,382	308	1,990	7,215	4,813	11,833	3,105	3,051	6,156	12,202	7,957	20,159
Total ...	2,991	1,99,594	1,881	17,056	1,725	18,781	67,622	37,256	1,04,878	41,659	32,204	74,054	1,28,409	71,185	1,99,594

TABLE XII.

*Statement showing Primary Schools within Municipal towns on 31st July 1913.*

Towns or Villages.	Schools maintained by Government.		Primary Schools within Municipal limits including aided or unaided Schools.		Annual Expenditure.	Remarks.
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.		
1	2	3	4	5	6	7
Baroda City ...	...	57	...	312	77,534	
Dabhoi ...	...	10	...	...	7,812	
Petlad ...	...	13	...	37	12,249	
Pattan ...	...	24	...	...	20,715	
Sidhpur ...	...	11	...	108	8,106	
Visnagar ...	...	10	...	2	9,503	
Navsari ...	...	12	...	492	10,512	
Gandevi ...	...	4	...	56	6,852	
Billimora ...	...	5	...	160	3,933	
Amreli ...	...	13	...	240	15,990	
Total ...	...	159	...	1,786	1,73,356	

## **TABLE XIII**

**Statistical Return of High and Middle Schools (English) for Boys and  
Girls for the official year 1912-13.**

TABLE

Statistical Return of High and Middle Schools (English)

District.	Name or class of Institution.	Number of Institutions.	Number of pupils on the roll on the 31st July.			Average monthly number.	Average daily attendance.
			In High Stage.	In Middle Stage.	Total.		
1	2	3	4	5	6	7	8
<i>High Schools Government.</i>							
Baroda ... ..	Baroda High School ... ..	1	782	...	782	777	688
Kadi ... ..	Pattan High School ... ..	1	123	295	418	387	327
Amreli ... ..	Amreli High School ... ..	1	158	417	575	514	437
	Total ...	3	1,063	712	1,775	1,678	1,452
<i>High Schools, Aided.</i>							
Baroda ... ..	Shree Sayaji High School, Baroda ... ..	1	211	261	472	453	415
Do. ... ..	Middle High School, Baroda ... ..	1	100	191	291	222	201
Do. ... ..	Dharmaj High School ... ..	1	43	152	195	164	159
Navsari ... ..	Zarthosti Madressa, Navsari ... ..	1	322	...	322	303	261
Do. ... ..	Gandevi High School ... ..	1	64	160	224	212	168
	Total ...	5	740	764	1,504	1,354	1,204
<i>Matric Classes, Aided.</i>							
Baroda ... ..	Matric Class, Petlad ... ..	1	85	...	85	74	67
Do. ... ..	Matric Class, Bhadran ... ..	1	23	...	23	25	23
Do. ... ..	Matric Class, Sojitra ... ..	1	29	...	29	30	29
	Total ...	3	137	...	137	129	119
Do. ... ..	High School for Girls', Baroda.	1	23	10	33	...	...
<i>A. V. Schools, Government.</i>							
Do. ... ..	Baroda A. V. School ... ..	1	...	582	582	559	500
Do. ... ..	Dabhoi do. ... ..	1	16	87	103	86	74



XIII.

for Boys and Girls for the official year 1912-13.

Expenditure.				Annual cost of educating pupil.		Award of fixed grant for the year.
Revenues.	Fees.	Endowments and all other sources.	Total.	Total cost.	Cost to Government.	
9	10	11	12	13	14	15
30,110- 1- 9	15,074-15- 6	...	30,110- 1- 9	...	19- 5- 7	...
11,569-15- 6	3,880-12- 0	...	11,569-15- 6	...	19- 5-10	...
14,798- 8- 7	4,740- 2- 7	...	14,798- 8- 7	...	18- 8-11	...
56,478- 9-10	23,695-14- 1	...	56,478- 9-10	...	...	...
2,810- 0- 0	8,525- 7- 0	...	11,555- 8- 9	24- 7- 8	6- 4- 9	2,400- 0- 0
1,600- 0- 0	3,110-13- 0	...	6,823- 1- 7	23- 7- 1	5- 7-11	2,400- 0- 0
1,800- 0- 0	3,123- 0- 0	...	4,604- 7- 0	23- 9- 9	9- 3- 8	1,800- 0- 0
5,400- 0- 0	11,874-10- 1	...	15,648- 0- 9	48- 9- 6	16-12- 3	5,400- 0- 0
1,800- 0- 0	3,358- 0- 8	...	5,792- 3- 5	14-15-10	8- 0- 6	1,800- 0- 0
13,410- 0- 0	29,991-14- 9	...	44,423- 5- 6	...	...	...
1,200- 0- 0	2,679- 4- 0	...	3,879- 4- 0	45-10- 2	14- 1-10	1,200- 0- 0
720- 0- 0	1,133-11-10	...	1,853-11-10	80- 9- 0	31- 4-10	720- 0- 0
420- 0- 0	861- 7- 0	...	1,281- 7- 0	44- 2- 9	14- 7- 8	720- 0- 0
2,340- 0- 0	4,674- 6-10	...	7,014- 6-10	...	...	...
...	...	...	...	...	...	...
9,067- 3- 9	4,849- 9- 0	...	9,067- 3- 9	...	7- 4- 7	...
2,287- 1- 3	657- 6- 6	...	2,287- 1- 3	...	18- 7-11	...

TABLE

Statistical Return of High and Middle Schools (English)

District.	Name or class of Institution.	Number of Institutions.	Number of pupils on the roll on the 31st July.			Average monthly number.	Average daily attendance.
			In High Stage.	In Middle Stage.	Total.		
1	2	3	4	5	6	7	8
<i>A. V. Schools, Government.—Concl'd.</i>							
Baroda ...	Padra A. V. School ...	1	12	98	110	107	88
Do. ...	Petlad do. ...	1	99	221	320	309	274
Do. ...	Sojitra do. ...	1	76	226	302	279	239
Do. ...	Vaso do. ...	1	17	153	170	161	141
Do. ...	Bhadran do. ...	1	41	129	170	171	146
Do. ...	Savli do. ...	1	...	49	49	45	37
Do. ...	Sinor do. ...	1	...	52	52	55	45
Do. ...	Sankheda do. ...	1	...	70	70	57	43
Kadi ...	Kadi do. ...	1	16	85	101	99	85
Do. ...	Mehsana do. ...	1	22	95	117	121	101
Do. ...	Visnagar do. ...	1	39	123	162	161	130
Do. ...	Sidhpur do. ...	1	11	117	128	113	94
Do. ...	Vadnagar do. ...	1	...	55	55	61	52
Do. ...	Unjha do. ...	1	...	95	95	72	56
Do. ...	Dehgam do. ...	1	...	89	89	60	53
Do. ...	Kalol do. ...	1	...	70	70	71	58
Do. ...	Vijapur do. ...	1	...	82	82	76	65
Do. ...	Chanasma do. ...	1	...	70	70	68	56
Do. ...	Kheralu do. ...	1	...	...	47	46	37
Amreli ...	Dwarka do. ...	1	7	79	86	84	70
Do. ...	Kodinar do. ...	1	...	50	50	52	43
Navsari ...	Kathor do. ...	1	...	125	125	121	75
Do. ...	Bilimora do. ...	1	...	105	105	94	78
Total ...		25	356	2,954	3,310	3,128	2,638

## XIII.—Continued.

for Boys and Girls for the official year 1912-13.

Expenditure.				Annual cost of educating pupil.		Award of fixed grant for the year.
Revenues.	Fees.	Endowments and all other sources.	Total.	Total cost.	Cost to Government	
9	10	11	12	13	14	15
2,602-11-0	854-1-6	...	2,602-11-0	...	16-1-0	...
8,907-4-9	2,937-7-3	...	8,907-4-9	...	19-5-2	...
2,880-7-0	2,852-13-0	...	2,880-7-0	...	13-1-5	...
3,277-15-0	1,419-4-0	...	3,277-15-0	...	11-2-4	...
4,339-11-3	1,583-5-0	...	4,339-11-3	...	14-10-4	...
1,655-5-0	299-7-0	...	1,655-5-0	...	29-9-2	...
1,679-14-3	381-11-6	...	1,679-14-3	...	23-1-0	...
1,574-1-0	393-5-0	...	1,574-1-0	...	26-14-6	...
2,482-14-0	809-5-0	...	2,482-14-0	...	16-8-6	...
2,787-6-9	1,044-13-0	...	2,787-6-9	...	12-2-4	...
4,993-7-0	1,554-4-9	...	4,993-7-0	...	21-4-9	...
2,890-15-3	934-7-0	...	2,890-15-3	...	17-5-0	...
1,612-13-3	436-9-0	...	1,612-13-3	...	18-11-0	...
1,522-4-6	557-6-0	...	1,522-4-6	...	12-13-2	...
1,793-12-9	457-11-0	...	1,793-12-9	...	22-1-4	...
1,707-7-9	509-1-0	...	1,707-7-9	...	16-6-1	...
1,718-3-6	545-14-0	...	1,718-3-6	...	14-12-3	...
1,595-3-3	490-7-0	...	1,595-3-3	...	15-10-4	...
1,661-5-6	301-2-0	...	1,661-5-6	...	28-13-11	...
2,672-4-3	615-10-0	...	2,672-4-3	...	24-7-9	...
1,657-3-0	323-1-0	...	1,657-3-0	...	30-2-7	...
2,057-7-10	696-0-0	...	2,057-7-10	...	10-2-3	...
1,935-9-3	618-10-0	...	1,935-9-3	...	11-14-1	...
71,310-0-1	26,122-10-6	...	71,310-0-1	...	...	...

TABLE

Statistical Return of High and Middle Schools (English)

District.	Name or class of Institution.	Number of Institutions.	Number of pupils on the roll on the 31st July.			Average monthly number.	Average daily attendance.
			In High Stage.	In Middle Stage.	Total.		
1	2	3	4	5	6	7	8
<i>A. V. Schools, Aided.-Concluded.</i>							
Navsari ...	Palsana A. V. School ...	1	...	51	51	49	39
Do. ...	Vyara do. ...	1	7	73	80	70	58
Do. ...	Maroli do. ...	1	15	104	119	95	75
Do. ...	Mahuva do. ...	1	...	51	51	55	45
Do. ...	Vesma do. ...	1	...	39	39	46	36
Do. ...	Naosari do. ...	1	...	230	230	205	185
Do. ...	5th Standard, Kathor ...	1	10	...	10	10	6
Do. ...	5th Standard, Billimora ...	1	14	...	14	14	12
Baroda ...	Pij A. V. School ...	1	...	68	68	55	48
Do. ...	Nar do. ...	1	26	94	120	125	112
Kadi ...	6th Standard, Mehsana ...	1	16	...	16	14	13
Do. ...	5th Standard, Vijapur ...	1	17	...	17	15	12
Total ...		12	105	710	815	753	641
<i>Industrial School, Aided-</i>							
Navsari ...	Navsari Industrial School ...	1	...	53	53	65	53
Total ...		1	...	53	53	65	53
<i>A. V. Schools, Unaided.</i>							
Navsari ...	Shrimant Maharaja Sayajirao A. V. School, Dhamdachha ...	1	...	58	58	41	32
Do. ...	Sir J. J. A. V. School, Navsari.	1	..	167	167	161	141
Baroda. ...	Native Institution, Baroda ...	1	...	57	57	50	44
Total ...		3	...	282	282	252	217



TABLE XIV.

*A Comparative Statement showing number of Institutions, Number of Boys, Number of Girls and Increases or Decrease of the last year.*

Serial Number.	Name of the Division.	1911-12.			1912-13.			Institutions.		Boys.		Girls.		Total.			
		Number of Institutions.	Boys.	Girls.	Total.	Number of Institutions.	Boys.	Girls.	Total.	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Baroda Division...	1,013	48,050	21,812	69,862	1,014	49,575	24,840	74,415	1	...	1,525	...	3,028	...	4,553	...
2	Kadi Division ...	1,051	46,988	20,958	66,946	1,109	51,238	26,008	77,241	58	...	5,245	...	5,050	...	10,295	...
3	Navsari Division ...	600	22,294	11,093	33,387	594	22,970	12,417	35,387	...	6	676	...	1,324	...	2,000	...
4	Amreli Division...	297	11,472	6,706	18,178	328	12,913	7,957	20,870	31	...	1,441	...	1,251	...	2,692	...
	Total ...	2,961	1,27,804	60,559	1,88,373	3,045	1,35,891	71,222	2,07,913	90	6	8,687	...	10,653	...	19,540	...

TABLE XV.

*Number of Students presented from Vernacular Schools, and passed in Drawing Examinations of Sir J. J. School of Art, Bombay, of 1912-13 in each Division.*

Serial Number.	Name of the Division.	First Grade.		Second Grade.		Third Grade.		Total.		Remarks.
		Number of pupils sent up.	Number of pupils passed.	Number of pupils sent up.	Number of pupils passed.	Number of pupils sent up.	Number of pupils passed.	Number of pupils sent up.	Number of pupils passed.	
1	2	3	4	5	6	7	8	9	10	11
1	Baroda Division ...	47	32	6	5	...	...	53	37	
2	Kadi Division ...	44	30	4	4	3	2	51	36	
5	Navsari Division ...	66	41	20	19	10	8	96	68	
4	Amreli Division ...	11	7	1	1	3	1	15	9	
	Total ...	168	110	31	29	16	11	215	150	

## Review of the Report on Public Instruction in the Baroda State for 1912-13.

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The Report of the Education Department for the year 1912-13 is a record of steady progress on lines laid down by the wise and far-seeing policy of His Highness the Maharaja Saheb.

The Report is a record of steady progress of His Highness' wise policy.

2. The number of Institutions rose from 2,961 to 3,045—the number of Primary Schools increasing from 2,861 to 2,929. The total number of pupils attending these Institutions showed a corresponding increase from 1,88,373 to 2,07,913. Of these, 410 were in the Arts College, 7,999 in Secondary Schools and 1,99,594 in Primary Schools and other Special Institutions. Out of this number, 1,36,695 were boys and 71,218 were girls.

Increase in the number of institutions and the pupils.

3. Government notes with satisfaction that 85 new Primary Schools were opened in the course of the year and that nearly twenty thousand more children took advantage of the educational facilities provided by the State. There is a remarkable rise in the number of pupils attending Institutions where English is taught. At the end of July 1907 their number stood at 3,995; at the end of July 1913, it rose to 8,319.

Opening of new Primary Schools and rise in pupils attending English schools where English is taught.

4. The steady rise in the number of pupils attending the Primary Schools is due to the keener interest evinced by the Revenue Department in the imposition and collection of fines and to the more efficient supervision exercised by the Deputy Inspectors and Sub-Deputies. The Department has passed through the first stage of its educational activity in providing an adequate number of Schools and it should now make earnest endeavours to secure an increasingly larger number of children (in the schools) and to improve their daily attendance and that not so much by coercion and fines as by persuasion and sympathetic understanding of the needs and conveniences of the rural classes. The attention of the Department should now be directed to secure greater general efficiency and more solid results than heretofore.

Increase in number of pupils attending Primary Schools due to co-operation of local Revenue Officials with the Officers of the Education Department.

5. It is gratifying to note that Female Education has made further strides during the course of the year. The number of girls in schools has increased from 60,541 to 71,185 necessitating a larger number of trained female teachers. As the number of scholars in the Training College for Women Teachers has fallen from 84 to 77, the Department should make every effort to secure a larger number of female trained teachers to cope with the rapid and growing demand for them. No doubt the scholarships given in Girls' schools in preparing female teachers will to a certain extent go to meet the demand but the Education Department should try all possible ways and means for equipping the girls' schools with an adequate number of trained female teachers. Female Education is the basis of social reform and under no circumstance should it receive a set back because of the paucity of trained women to take up the work of school teachers.

The Female Education: necessity of preparing an adequate number of female teachers.

6. Government observe with concern that the number of students attending the Kalabhavan has gone on declining, for whereas at the end of 1909, it stood at 570, it has gone down to 325 at the close of the year under review. The increase in the rate of fees and a

Fall in the number of students attending Kalabhavan.

more judicious and stricter selection of boys at the time of their admission have partly accounted for this fall in numbers. Government, however, think that with the increase in the rate of the free studentships and scholarships, with adequate equipment of the Institution and with the appointment of qualified teachers the numbers ought to go up and not go down.

7. Government have watched with interest the progress achieved by the Library Department. Libraries have become an essential part of our Educational system and no effort should be spared to carry the light of knowledge to the dark nooks and corners of the State. The Department should devote anxious thought to every thing that tends to propagate general knowledge and culture in the land and to serve the purpose of spreading education among the masses.

8. The thanks of His Highness' Government are due to Mr. Masani for his wise and efficient control of the Department.

Thanks to Mr. Masani for his efficient control of the Department.

*16th July 1914.*

V. Y. K.

MANUBHAI N.,  
Amatya.