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REPORT ON PUBLIC INSTRUCTION IN BOMBAY FOR 1938-39.

CHAPTER I.

GENERAL PROGRESS.

1(1). The question of control is dealt with in Chapter II. Briefly, Government exercise control over public instruction of all kinds through the Director of Education in the Province. Public Instruction except that, in the case of certain Special schools, control is exercised through the Director of Industries, the Surgeon General, the Director of Agriculture and the Director, Sir J. J. School of Art. On matters of higher education Government deal direct with the University.

Educational institutions are divided into two classes—Recognised and Unrecognised. Recognised institutions are those which follow the course of study prescribed or recognised by the Department of Public Instruction or by the University of Bombay or by other Departments and which satisfy one or more of these authorities, as the case may be, that they have attained a reasonable standard of efficiency. These institutions are open to inspection and their pupils are ordinarily eligible for admission to the public examinations and tests held by the Department or the University. Unrecognised institutions are those which do not come within the scope of the above definition. They are for the most part institutions in which education of a narrow type is provided or frequently they are of a religious character.

Full details of the sub-divisions of recognised institutions and the type of education imparted in various kinds of institutions (*vide* the Government of India, Table I, published with the Report) were given in the previous Report. The progress made during the year is summarised below.

1(2). The total number of educational institutions increased during the year from 15,040 to 18,729, an increase of 3,689. Of these, 18,211 were recognised and 518 unrecognised, as against 14,366 and 674 respectively in the preceding year. The recognised institutions consist of 17 Arts and Science colleges, 12 Professional colleges, 730 Secondary schools, 16,435 Primary schools, and 1,016 Special schools. Whilst the number of Arts and Science and Professional colleges remained the same, Secondary schools increased by 54, Primary schools by 3,191, and Special schools by 600. The increase in the number of Primary and Special schools is due mainly to the opening of a number of voluntary Primary schools and to the introduction of the schemes of liquidation of mass illiteracy and adult education.

The 2,168 taluqs and villages in this Province, 11,862 possessed a school in 1938-39 in the preceding year. The area served by a school was 6.5 square miles, as against 6.1 in the previous year. The density of population in the Province was 212 to the square mile, whereas in Madras it is 315 and in the average for the whole of India being 248. The density

in the industrial countries of Europe and America is over 800. The low density of population is one of the factors which retards progress.

1(3). The number of pupils under instruction rose by 163,040 to 1,566,441, i.e. by 11·6 per cent. The number of pupils in recognised institutions was 1,536,763 and in unrecognised institutions it was 29,678. The percentage of pupils in recognised institutions to the total population of the Province increased from 7·62 to 8·58. Of the 1,536,763 pupils under instruction in recognised institutions, 1,160,280 were boys and 376,483 were girls. The increase in the case of boys was 132,607 and in the case of girls it was 38,731. The percentage of male scholars to the total male population increased from 11·36 to 12·70 and that of female scholars to the female population increased from 4·03 to 4·48.

Of the 1,536,763 scholars in recognised institutions, 1,322,668 were in Primary schools, 152,256 in Secondary schools, 15,320 in Colleges and 46,519 in Special institutions ; they form 7·38, 0·85, 0·09, and 0·26 per cent. of the population respectively.

The table "General Summary of Educational Institutions and Scholars" published at the end of the Report gives the distribution of pupils in various kinds of institutions.

The following table shows the classification by communities of pupils under instruction in recognised institutions :—

1	1938-39.		1937-38.		
	Pupils.	Percent- age to total.	Pupils.	Percent- age to total.	
	2	3	4	5	
Hindus ..	Advanced ..	323,849	21·1	298,646	21·9
	Intermediate ..	716,528	46·6	633,940	46·4
	Backward ..	195,306	12·7	153,107	11·2
	Total ..	1,235,683	80·4	1,085,693	79·5
Muslims ..				7	
Europeans and Anglo-Indians ..				4	
Indian Christians ..				1	
Parsis ..				3	
Other communities ..				0	
Grand Total ..				100·0	

1(4). The total expenditure on Public Instruction increased from Rs. 386 lakhs to Rs. 410 lakhs and was met from the following sources :—

1	1938-39.		1937-38.	
	Amount.	Percent- age.	Amount.	Percent- age.
	2	3	4	5
	Rs.		Rs.	
Government funds	1,82,01,859	44·4	1,58,87,855	41·1
Board funds	67,58,902	16·5	71,58,571	18·5
Fees	1,08,83,453	26·5	1,01,37,974	26·3
Other sources	51,93,002	12·6	54,32,851	14·1
Total	4,10,37,216	100·0	3,86,17,251	100·0

The major portion of the total cost is borne by Government, their contribution being over 44·4 per cent., while that of Local Authorities amounted to 16·5 per cent. of the total. Over 63 per cent. of the Provincial expenditure on Education was absorbed by Primary schools.

The following table compares the distribution of Provincial expenditure on the various classes of institutions during the last two years :—

1	1938-39.		1937-38.	
	Amount.	Percent- age.	Amount.	Percent- age.
	2	3	4	5
	Rs.		Rs.	
University and Higher Education	10,51,556	5·8	9,98,670	6·3
Secondary Education	19,90,368	10·9	18,90,777	11·9
Primary Education	1,16,16,611	63·8	1,00,31,231	63·2
Special Education	10,45,473	5·8	9,74,946	6·1
Total Direct	1,57,04,008	86·3	1,38,95,624	87·5
Direction and Inspection	10,71,617	5·9	10,57,220	6·6
Buildings, etc.	5,24,145	2·9	2,10,344	1·3
Miscellaneous	9,02,089	4·9	7,24,667	4·6
Total Indirect	24,97,851	13·7	19,92,231	12·5
Grand Total	1,82,01,859	100·0	1,58,87,855	100·0

1(5). The year under review was one of great educational activity in practically all branches of education. Various Boards were instituted and various schemes, dealing with Primary, Secondary, and Higher education were set in motion.

It may be interesting to give a list of some of the notable events of the year 1938-39.

1. Reports of the (1) Adult Education Committee, (2) Vocational Training Committee, and (3) Primary Teachers' Training Committee were issued during the year, and the following three Boards were appointed :—

(1) The Board of Secondary Education to advise Government on general questions concerning Secondary education and introduction of vocational subjects in Secondary schools.

(2) The Board of Physical Education to advise Government on all matters pertaining to physical education of children of school-going age and others.

(3) The Provincial Board of Adult Education to advise Government on all matters pertaining to Adult education.

2. The Government Law College, Bombay, was converted into a full-time college.

3. The Bifurcation scheme was introduced in the Sydenham College of Commerce and Economics, Bombay.

4. Grants-in-aid to Research institutes such as the Bharat Itihas Samshodhak Mandal, etc., were sanctioned.

5. A scheme of grants-in-aid to Secondary schools on a uniform basis was introduced.

6. Recurring and non-recurring grants for physical education were sanctioned for Secondary and Primary schools.

7. Under the Bombay Primary Education (Amendment) Act, 1938, the Administrative Officers, and Inspecting Officers under the Local Authorities were taken over to Government service.

8. The system of grants-in-aid to voluntary Primary schools, Adult education classes and Gymnasia was sanctioned.

9. Building Committees to carry out the scheme of construction of school buildings for Primary schools were appointed in each of the Districts.

10. A special officer to organise the work of introducing the Basic Education (Wardha) Scheme was appointed.

11. An Advisory Committee for Basic Education was appointed.

12. Steps were taken by Local Authorities, at the instance of Government to open schools in villages with a population of 1,000 and over.

13. In view of the recommendation of the Primary Teachers' Training Committee to train as many of the teachers employed by the Local Authorities as possible, an officer was placed on special duty to work out details in regard to the expansion and re-organisation of the existing Training institutions and the opening of additional Training institutions.

14. Hindustani was recognised as one of the regional languages of the Province and the Hindustani School Book Committee to consider text books in Hindustani was appointed.

15. Additional scholarships for the Intermediate and Backward classes and for Muslim girls in Secondary schools were sanctioned. Similarly additional scholarships and free-studentships to students of the Backward classes in colleges were also sanctioned.

1(6). So far as Primary education is concerned, it is obvious that the outstanding event was the amendment of the Bombay Primary Education Act, 1923. The main object of the amendment was the transfer of the Inspecting staff back to Government. Bombay thus came into line with practically every other advanced country in the world in recognising that inspection should be separate from administration and that inspection should be undertaken by Government. This change is expected to remedy many of the weaknesses inherent in the earlier Act. In one respect the amended Act went even further, since Local Authority Administrative Officers were made direct Government officers and have thus to serve partly two masters viz. Government and the Local Authority. It will be interesting to see how this state of affairs works in actual practice.

As is shown in the chapter on Primary Education, the Local Authorities and School Boards have ample scope left for good constructive work and it is hoped that they will take full advantage of this.

Extra money was allotted to the Boards for the purpose of encouraging the construction of school buildings. The idea is that every Local Authority Primary school should be housed in a building belonging to the School Board. The Boards are being encouraged to design cheap up-to-date buildings and to get them built by their own Engineering staffs. This will enable the School Boards to construct schools more cheaply, and also to design buildings which will suit the varying circumstances—climatic or otherwise—of the various parts of the Province. So far the Boards have taken full advantage of the sums allotted and it is hoped that this will continue.

Steps were also taken to increase the number of trained Primary teachers and to ensure that those teachers who are already only partly

trained should have their training continued and completed. It is early yet to see the result of this but it is obvious that the move is in the right direction and will in due course produce a beneficial effect on the scope and standard of Primary education.

In the case of Secondary schools the spreading of the grant-in-aid over a larger number of such schools with the ultimate object that every recognised school should be registered and receive a certain minimum grant-in-aid is a step in the right direction. Certain old established schools have suffered somewhat in the pursuit of this aim but the greater good of the greater number was felt to be the chief factor in the matter and when the financial situation improves it may be possible gradually to raise the minimum grant-in-aid.

In the same way additional sets of scholarships in Secondary schools for various communities and particularly for Muslim girls is a step in the right direction and should produce good fruit in time.

So far as College education is concerned, the conversion of the Government Law College, Bombay, into a full-time college should raise the standard of legal education and enable a much more thorough training to be given to those following the legal profession.

The relations of the Department with the University continue to be cordial and the University have shown a spirit of co-operation and reasonableness which are good omens for the future. The question of the recognition of Vocational schools will come up in due course and it is to be hoped that taking a longer and broader view the time will ultimately come when both the Department and the University will recognise every type of school which is fulfilling a useful function for the youth of the Province.

In view of the trend of public opinion towards a more practical turn in education in its various stages, Government decided to make a beginning with experiments in Basic education. An Advisory Committee was appointed and certain officers were sent to Wardha to be instructed in the principles and methods of Basic education. These, on their return, were given the work of establishing and running Training schools for Basic teachers and a scheme has been prepared whereby four areas in the Province have been selected, one for each linguistic section of the community. It is proposed to treat Primary schools in these areas as Basic schools, so that the Basic Education scheme may be given a thorough trial, and if successful, may be gradually extended.

CHAPTER II.

ADMINISTRATION.

2(1). The strength and composition of the various branches of the Educational Service on 31st March, 1939, stood as under :—

Service.	No. of posts.
<i>All-India (Indian Educational Service) Service.</i>	
Administrative Branch (Direction, Inspection, etc.)	4
Collegiate Branch	17
	— 21
<i>Bombay Educational Service (Class I).</i>	
Administrative Branch (Direction, Inspection, etc.)	12
Collegiate Branch	18
	— 30
<i>Bombay Educational Service (Class II).</i>	
Teaching, Inspecting, and General	70
Collegiate Branch	62
	— 132
<i>Subordinate Educational Service.</i>	
Inspecting	163
Teaching	591
Clerical	315
Others	98
	— 1,167
<i>Miscellaneous and Special appointments outside the regular services.</i>	
Gazetted appointments	27
Non-gazetted appointments	22
	— 49
Grand Total ..	1,399

The total number of teachers in Government, District Local Board, and Municipal Primary schools was 31,153, against 30,264 in the preceding year, of whom the number of teachers in Government schools was 236, against 213 in the preceding year.

I continued to hold the post of Director of Public Instruction throughout the year except for the period from 14th May, 1938, to 16th November, 1938, when I was on leave ex-India, and Mr. S. N. Moos, I.E.S., officiated as Director of Public Instruction. I have also been doing duty as *ex-officio* Joint Secretary to the Government of Bombay, General and Educational Department, with effect from 13th March, 1939. Mr. S. N. Moos, I.E.S., continued to hold the post of Deputy Director of Public Instruction up to 13th May, 1938, after which date he officiated as Director of Public Instruction during my leave. He proceeded on leave from 18th November, 1938, to 16th March, 1939, and on return from leave was placed on special duty from 17th March, 1939, on the committee appointed to go into the question of the anomalies in the pay of Primary teachers.

Messrs. D. C. Pavate, B.E.S. Class I, officiated as Deputy Director of Public Instruction from 14th May, 1938, to 31st October, 1938, and Mr. B. N. Seal, I.E.S., from 1st November, 1938, to the end of the year. Mr. D. C. Pavate held the post of Assistant Director of Public Instruction up to 13th May, 1938, and thereafter Mr. Syed Nurullah, B.E.S. Class I, officiated as Assistant Director of Public Instruction till the end of the year.

During the year under report, Messrs. C. Graham Smith and Shiv Narayan retired from the Indian Educational Service.

The permanent members of the All-India (Indian Educational Service) Service numbered 18, of whom 6 were Europeans and 12 Indians. There were 24 permanent Bombay Educational Service Class I officers during the year under review, all of whom were Indians. Five posts were held in abeyance and replaced by contract appointments, two of the latter were held by Europeans.

The total cost of Direction was Rs. 1,72,221, which was almost exclusively met from Provincial funds. The total cost of inspection was Rs. 11,99,942, of which Rs. 8,99,396, or 75.0 per cent., was met from Provincial funds. The latter amount includes Rs. 6,11,398 representing the cost of the Government Inspecting staff and Rs. 2,87,998 representing the contribution of Government towards the maintenance of the Inspecting staff under the Local Authorities. Up to about the middle of the year under review Government maintained only a skeleton inspecting staff for the inspection of Primary schools, while the Local Authorities had their own supervising staff. This arrangement was far from satisfactory, as, although the financial liability of Government in respect of Primary education is very substantial, Government were not in a position owing to the insufficiency of the inspecting staff, to see that there was an adequate return for the large amount spent on Primary education. There was a large body of opinion which favoured the resumption by Government of the inspecting staff. An important piece of legislation was in consequence placed during the year under review on the Statute book, which has modified the Bombay Primary Education Act, 1923.

One of the main features of this Amendment Act is to restore to the Department the whole of the inspecting staff, a major portion of which was under the Local Authorities in accordance with the provisions of the old Act of 1923. The Department is now solely responsible for the inspection of Primary schools and the inspecting staff has in consequence been considerably enlarged and strengthened.

The Provincial expenditure on Direction and Inspection together amounted to Rs. 10,71,617, which represents 5·9 per cent. of the total Provincial expenditure on Education.

There was no slackening of efforts during the year under report to secure a fair representation of the educationally backward communities in the public service in accordance with the declared policy of Government.

CHAPTER III.

UNIVERSITY.

3(1). Apart from the School of Economics and Sociology and the Department of Chemical Technology, which Institutions and are maintained by the University of Bombay, there students. were at the end of the year 1938-39, 25 Arts and Science and 16 Professional colleges, as compared with 25 and 15 respectively at the end of the previous year. The only new college started during the year was the Secondary Teachers' Training College, Baroda. It has been affiliated to the University for the B.T. degree for a period of two years from June, 1938.

During the year Government sanctioned the permanent affiliation of—

(1) the Royal Institute of Science, Bombay, for the teaching of the B.Sc. degree courses,

(2) the M. T. B. College, Surat, for the Inter Science examination in Biology, and for the B.Sc. and B.A. (Science) degree courses,

and

(3) the D. G. National College, Hyderabad (Sind), for the Inter Arts and Inter Science examinations and the B.A. degree courses in certain subjects.

The period of affiliation was extended in the case of the Lingraj College, Belgaum, for the I.Sc. examination and the B.A. degree courses in certain subjects for five years from June, 1938, and for two years in the case of the Ramnarain Ruia College, Bombay, for the B.A. and B.Sc. degree courses, the Khalsa College, Dadar, Bombay, for the B.A. degree courses and the Seth L. D. Arts College, Ahmedabad, for the B.A. degree course in Ardh-Magadhi. The Sir Lallubhai Shah Law College, Ahmedabad, the Sykes Law College, Kolhapur, and the S. C. Shahani Law College, Karachi, were further affiliated for the LL.B. degree courses each for a period of three years from June, 1938.

The following table gives the distribution of colleges, including the University School of Economics and Sociology and the University Department of Chemical Technology, and the number of students in them :—

1	British Districts.		Indian States.	
	Colleges.	Students.	Colleges.	Students.
	2	3	4	5
Arts and Science	18	10,917	5	2,938
Commerce	2	1,101	..	..
Teaching	1	109	2	147
Engineering	1	197	..	..
Agriculture	1	200	..	..
Chemical Technology	1	58	..	..
Law	4	1,415	1	213
Medicine	2	1,323	..	..
Total	30	15,320	8	3,298

1	Sind.		Total.		Remarks 10
	Colleges.	Students	Colleges	Students	
	6	7	8	9	
Arts and Science	3	1,578	26	15,433	
Commerce .. ..	..	..	2	1,101	
Teaching .. ..	..	..	3	256	
Engineering	1	188	2	385	
Agriculture .. ..	..	..	1	200	
Chemical Technology .. ..	..	..	1	58	
Law.. ..	1	97	6	1,725	
Medicine .. ..	..	..	2	1,323	
Total ..	5	1,863	43	20,481	

There was a total increase of 1,877 in the number of students in all the affiliated colleges, including the two University institutions, which rose from 18,604 to 20,481. The increase is also reflected in the number of students in the 30 colleges in the British Districts of this Province, which rose from 14,051 to 15,320. Of the 20,481 students, 15,433 were in Arts and Science colleges and 5,048 in Professional colleges. There are no separate colleges for women affiliated to the University. The number of women students in all affiliated colleges increased from 1,846 to 2,199, of whom 1,941 were in Arts and Science colleges and 258 in Professional colleges.

An account of the Arts and Science, and the Professional colleges in this Province is given in Chapters IV and V respectively.

3(2). The total receipts of the University amounted to Rs. 15,70,064, Receipts and as compared with Rs. 14,68,019 in the preceding Expenditure. year, while the total expenditure was Rs. 14,27,882, as compared with Rs. 12,77,500. The Government grant paid to the University was Rs. 1,50,436 consisting of the Statutory grant of Rs. 1,17,000 and a grant of Rs. 33,346 for the Department of Chemical Technology.

3(3). The results of the more important University examinations held at the end of the academic year 1938-39 are given in the following table :—

Examinations.	Number examined.	Number passed.				Percentage of Passes.
		I Class.	II Class.	Pass Class.	Total.	
1	2	3	4	5	6	7
M.A.	302	4	80	135	219	72.52
B.A. (Honours)	795	53	305	338	696	87.54
B.A. (Pass)	1,458	..	..	976	976	66.94
Inter Arts*	2,938	4	198	1,694	1,896	64.53
F. Y. Arts	3,089	..	..	2,630	2,630	85.14
M.Sc. (Math.)	16	1	3	4	8	50.00
B.Sc.	722	44†	214	290	548	75.90
Inter-Science*	1,886	46	572	671	1,289	68.35
F. Y. Science	2,618	..	..	2,015	2,015	76.97
Matriculation	21,103	..	..	..	13,322	63.10

*Contains figures for Old and New Examinations.

†Includes 11 who passed with *Distinction*.

There is a definite increase, on the whole, in the percentage of passes as compared with the figures for the previous year.

3(4). The University continues to conduct post-graduate teaching and research through teachers recognised for the purpose by the Syndicate on the recommendations of the Board of Post-graduate teaching in various centres. The total amount of Research grants paid to research workers at various centres during the year under report was Rs. 4,525.

3(5). There were 119 students in the University School of Economics and Sociology at the end of the year, of whom 45 were engaged in research. In addition, 25 post-graduate students from different Arts colleges in the City of Bombay attended lectures delivered in this school. Four students submitted theses for the M.A. degree and two for the Ph.D. degree. Of the 39 students who appeared for the M.A. Examination by papers, 29 passed, 7 getting Second Class. Of the 25 students from other Arts colleges who attended lectures in the school, 9 appeared for the

M.A. examination, of whom 5 passed, 1 in the Second Class. The institution of the Ph.D. degree has made it possible for proper recognition to be given to research work and merit and has also enabled the school to raise the standard of work.

The school has a well-equipped library of over 25,000 books. It is reported that from the point of view of facilities available for research in Economics and Sociology, the school library may be said to be the best of its kind in Western India and that efforts are being made to keep the library up to date so that it may become a centre for research in Social Science on this side of the country. The school library was made use of by various Government Departments and by the Bombay Textile Labour Inquiry Committee and the Bombay Economic and Industrial Survey Committee.

3(6). Technological training and provision for research in technology are available at the Department of Chemical Technology of the University, and students are admitted into the Department who have already attained a University standard in Chemistry and who intend to adopt an industrial career. Provision exists for two courses—(1) Textile Chemistry and (2) Chemical Engineering. For the B.Sc. degree in Technology students have to complete the courses laid down, and pass the prescribed examination, and in addition, have to fulfil certain specified requirements as to works practice. There is provision for the admission of 10 students every year to each of the two courses. Twelve new students were admitted to the course in Textile Chemistry and 8 to that in Chemical Engineering, which, together with the 23 second year students, made a total of 26 students in Textile Chemistry and 17 in Chemical Engineering. In addition, there were 13 Research students and 7 Occasional Researchers. Twenty-four students sat for the B.Sc. (Tech.) examination held in March, 1939, 14 in Textile Chemistry and 10 in Chemical Engineering. Thirteen of the former and 9 of the latter passed. Of the 22 successful students, 7 are engaged in research in the Department and 13 of the remaining students have joined industrial concerns. Some of the research students are also reported to have found employment. The response from Industrialists in the matter of the employment of graduates of the Department has been an encouraging feature.

During the year under report 18 papers were published and 6 papers were forwarded for publication. A British Patent Application has been accepted and the patent rights taken up by Messrs. A. Gallenkamp & Co., Ltd., London.

It is reported that the scheme for wool analysis was approved by the Imperial Council of Agricultural Research and that formal sanction for the commencement of the work will be forthcoming as soon as funds are made available. The fellowship of Rs. 100 per mensem endowed by Sir Ness Wadia for investigation into the properties of wetting

agents in textile processing was continued for the second year. A Fellowship of Rs. 100 per mensem with a subsidy of Rs. 100 per mensem to the University has been endowed by Messrs. Das & Co., Bombay, for one year, in the first instance, for the investigation of certain industrial problems in which they are interested. Enquiries regarding the undertaking of industrial investigations have also been received from several other parties. As the work of the Department and the facilities it offers for technical investigations and routine analytical work are becoming better known, a steadily increasing stream of work of this nature is pouring in, the income from this source amounting to approximately Rs. 3,000 for the year under report.

In October, 1938, Dr. R. B. Forster relinquished charge of his duties as Mody Professor and Head of the Department of Chemical Technology on the conclusion of his term of office and the Syndicate appointed Dr. K. Venkatraman, who was Reader in Dyeing and Printing in the same Department, in place of Dr. Forster.

In regard to the general work of the Department Dr. Venkatraman remarks—

“The Department has been recognised by the Ahmedabad Millowners’ Association as their official Test House for Chemical tests, and negotiations on similar lines are in progress with the Bombay Millowners’ Association and the Indian Stores Department.”

“An All-India tour lasting for about four weeks in the October vacation was organised, whereby the students had the opportunity of inspecting about 50 important industrial works. The expenses of the tour were partly met from the grant of Rs. 1,500 made by the Senate for this purpose.”

“As in previous years, the object of Textile Designs Competition and Exhibition was to encourage Indian artists to produce designs of Indian Inspiration, because this is undoubtedly one of the factors on which the progress of the textile printing industry in India will depend. It is also hoped that the development of indigenous design may indirectly contribute towards the development of the art of engraving, another outlet for trained craftsmen. The exhibition of the entries was held in the Department on the 14th, 15th and 16th February, 1939. The number of entries was somewhat less than last year, but the quality of the exhibits had not deteriorated. In making recommendations for the award of prizes and for commendation, the Committee has taken into account the originality, artistic merit and practical utility for machine printing purposes of the design submitted. Three prizes amounting to Rs. 450 were awarded.”

3(7). Students in affiliated colleges are inspected medically every year since 1931. They are divided into 3 classes—
Medical Inspection. A, B and C. “A” class students are those who

come up to a certain prescribed standard for weights and measurements. "C" class students are unfit for physical training and improvement owing to some organic disease either incurable or curable by medicine or curable only by a surgical operation. 'B' class students are those not belonging either to "A" or "C" class. During the year 1938-39, 14,765 students were examined, of whom 1,600 were women and the percentage of students in the three classes was as under:—

Class.	Men.	Women.	Total.
A ..	46·00	58·00	47·28
B ..	52·8	41·00	51·51
C ..	1·2	1·00	1·21

3(8). Physical training is given in the first and second year classes of the colleges affiliated to the University Physical Training. in Arts, Science and Commerce.

3(9). The number of recruits on the roll at the beginning of the year was 369 and the total number of trained University Training students borne on the strength during the year Corps. was 663. The total number embodied for training in Camp was 646. All recruits and trained men were medically examined under arrangements made by the University. The Battalion was up to establishment in officers and other ranks.

The Commandant reports—

"The new syllabus of training for University Training Corps was introduced and the courses as laid down were completed satisfactorily by all the Companies. An examination for the Lower Certificate of Efficiency was held for cadets with 2 or more years service. The number who passed was 37.

"The Annual Camp was held at Moshi from 26th October to 9th November, 1938, recruits completed their recruits' course and were allotted to platoons before camp. The Annual Weapon training courses were fixed after camp. Four N. C. Os. from the regular units in Poona were attached to assist in training in camp; a demonstration of a platoon in the attack was given by a regular platoon.

"All Companies were capable of carrying out Company drill movements correctly. Guards of Honour were furnished in Bombay and Poona to His Excellency the Governor of Bombay. The new Field Drill for Rifle Battalions was not tried out during the training year. Several modifications will be necessary for University Training Corps Battalions as they are still working under the old organisation of 4 sections in a platoon.

"The standard of shooting showed an improvement on the previous year both with recruits and trained men. The cadets showed great keenness. The battalion entered two teams in the Inter University Small Bore League; these teams shot consistently well.

“Platoon and Company Training was carried out in camp. Several battalion exercises were done, including Advanced Guard, Attack and Defence Schemes. Night operations were also carried out. The Bombay Detachment of the Battalion who are handicapped for the lack of suitable ground for field training had field days at Santa Cruz before attending camp.”

3(10). The Foreign Universities Information Bureau consists of the Vice-Chancellor and 7 other members representing the various branches of University education. The Bureau received 137 applications for admission to educational institutions in the United Kingdom, as against 109 in the previous year.

In view of the increasing number of enquiries, a fee of Rs. 10 is charged in the case of those who do not belong to the University and who apply for information and submit an application for admission to a Foreign Institution through the Bureau.

It is reported that there is an increasing demand for admission to British Institutions for courses in Medicine, Economics and Teaching.

3(11). Among other important questions considered by the Senate General. the following may be mentioned :—

(a) The substitution of a “Diploma in Public Health” for the degree of “Bachelor of Hygiene”.

(b) The formation of the Board of Studies in Geography.

(c) In connection with the question of imparting instruction in Military Training to students in colleges the following two resolutions were passed by the Senate and the Legislative Council :—

Resolution passed by the Senate.

“On the eve of India obtaining powers of full self-government, and in order to maintain that position of autonomy when fully achieved, the Senate are of opinion that the Indian people generally, and the people in this Province in particular, should be trained and prepared in every possible manner to preserve and uphold that position and accordingly request the Syndicate and the Academic Council to consider the advisability of instituting regular courses of instruction and training in Military Science and National Defence in the University, leading up to such Degree, Diploma, or other marks of recognition of the proficiency attained as may be deemed appropriate ; and of recognising and affiliating schools and colleges or instituting University Departments which provide such instruction and training, in collaboration with the authorities charged with the Defence of the country, so as to obtain the necessary expert guidance in the matter.”

Resolution passed by the Legislative Council.

“ This Council recommends to Government to move the Government of India to provide facilities for the introduction of compulsory Military Training in the University Training Corps for two years at least in case of every college student before he takes his degree.”

The whole question is separately under the consideration of Government.

The question of the recognition of the degrees, diplomas or certificates issued by the Gujarat Vidyapith and the Tilak Maharashtra Vidyapith for certain purposes was under the consideration of Government for a long time. They have directed, as a special case, that the degrees and diplomas issued by the Gujarat Vidyapith and the Tilak Maharashtra Vidyapith before 1932 should be regarded, for the purposes of Government and semi-Government service, i.e., not only for future recruitment, but in relation also to those who are already in such service, as equivalent to the corresponding degrees and diplomas of the University of Bombay.

Government have also ordered that holders of the degrees of G. A. (Grihitagama), P. A. (Pradeyagama) and D.T. (Diploma in Teaching) granted by the Shreemati Nathibai Damodher Thackersey Indian Women's University should be held eligible for appointment to all Government and semi-Government services and posts to which women candidates possessing similar academic qualifications prescribed by the Bombay Civil Services Classification and Recruitment Rules may be appointed, provided the holders of the degrees of the Indian Women's University are qualified for such appointment in all other respects.

CHAPTER IV.

ARTS COLLEGES.

4(1). This Chapter deals with both Arts and Science colleges. During the year under report the number of Arts and Science colleges in the Province of Bombay affiliated to the Bombay University remained stationary viz. 17. Of these 17 colleges, 5 are maintained by Government, two by Christian Missions and ten by other private bodies. Of the 12 non-Government Arts colleges, 9 are aided by Government and 3 are unaided.

Details such as the number of students, expenditure, cost per student, etc., about these 17 colleges are given in the Supplement to this Report.

As a first step towards the revival of the Deccan College as a Post-Graduate and Research Institute, Mr. R. P. Patwardhan, M.A., I.E.S., Professor of History and Political Economy at the Elphinstone College, Bombay, was appointed on Special Duty to collect the library books and furniture etc. belonging to the old Deccan College, which, on the closure of that College in 1934, had been transferred to other Government colleges. The Historical Museum at Satara was also closed and transferred to the Deccan College. For the administration, and management of the Deccan College Research Institute, a Council of Management consisting of the following members has been appointed:—

(a) *Ex-Officio*—

- (1) The Vice-Chancellor of the Bombay University as Chairman.
- (2) The Director of Public Instruction.
- (3) The Director of the Institute.

(b) A representative of the following institutions elected by their Governing Bodies—

- (1) Past Students' Association of the old Deccan College.
- (2) The Fergusson College, Poona.
- (3) The Sir Parashurambhau College, Poona.
- (4) The Nowrosji Wadia College, Poona.
- (5) The Bhandarkar Oriental Research Institute, Poona.
- (6) The Gokhale Institute of Politics and Economics, Poona.

(c) Five persons nominated by Government of whom one is to be a member of the Bombay Legislative Assembly.

A sum of about Rs. 50,000 was spent by Government on providing the necessary equipment, library books, furniture, electric installation, etc. in the Deccan College.

4(2). The number of students in all the Arts and Science colleges in the British Districts (excluding the University School of Economics and Sociology, an account of which has been given in Chapter III) increased by 449 to 10,798. Of these, 1,497 were women students, as compared with 1,245 in 1937-38. The most pleasing feature of the increase is that the number of women students attending colleges increased by nearly 20 per cent. There is also an appreciable increase in the number of students of the Backward classes. It may be noted that all Backward class students in Government and non-Government colleges are granted exemptions from the payment of tuition fees. The number of students in Government colleges decreased from 2,744 to 2,600, while that in non-Government colleges increased from 7,605 to 8,198. The following table gives the distribution of students by communities :—

		1937-38.	1938-39.	Increase or decrease during the year.
Europeans and Anglo-Indians	.. ..	38	19	— 19
Indian Christians	.. ..	611	615	+ 4
Hindus	{ Advanced	6,622	6,993	+371
	{ Intermediate	1,073	1,204	+131
	{ Backward	108	116	+ 8
Muslims	.. ..	457	492	+ 35
Parsis	.. ..	872	856	— 16
Others	.. ..	568	503	— 65
Total ..		10,349	10,798	+449

4(3). The total expenditure on Arts and Science colleges in British Districts (excluding the University School of Economics and Sociology) decreased during the year from Rs. 26,48,979 to Rs. 26,21,390. It was met from the following sources :—

	Amount.	Percent- age in 1938-39.	Percent- age in 1937-38.
	Rs.		
Provincial Revenues	5,03,025	19·2	16·6
District Local Board and Municipal Funds ..	250	0·0	0·0
Fees	15,97,065	60·9	59·1
Other sources	5,21,050	19·9	24·3
Total ..	26,21,390	100·0	100·0

While the percentages of the expenditure from Provincial Revenues and from fees increased by 2·6 and 1·8 respectively, the percentage of expenditure from other sources decreased by 4·4.

The total expenditure on Government Arts colleges increased from Rs. 6,63,495 to Rs. 6,84,880, while the net cost to Government increased from Rs. 2,19,265 to Rs. 2,73,199. In the case of non-Government colleges the total expenditure decreased from Rs. 17,93,545 to Rs. 17,37,132. The average annual cost of educating a student fell from Rs. 260 in 1937-38 to Rs. 247 in 1938-39, but the cost to Government rose from Rs. 43 to Rs. 47. The total average cost and the cost to Government per student in Government Arts colleges and in aided Arts colleges is given in the following table :—

	Total cost.		Cost to Government.	
	1937-38.	1938-39.	1937-38.	1938-39.
	Rs.	Rs.	Rs.	Rs.
Government	261	289	86	115
Aided	226	207	21	14

It will be seen that the total cost of educating a student in a Government Arts college increased from Rs. 261 to Rs. 289 and the cost to

Government from Rs. 86 to Rs. 115. In aided colleges, however, the cost of educating a student decreased from Rs. 226 to Rs. 207 and the cost to Government from Rs. 21 to Rs. 14.

4(4). Of the 12 non-Government Arts colleges in the British Grants-in-aid to Districts of this Province, 8 are in receipt of a grant-in-aid from Government. The maximum grant admissible to a college is one-third of the local assets or one-fourth of the admissible expenditure, whichever is less. Owing to lack of funds, however, it is not possible to pay the full admissible grant and the allotment available viz. Rs. 1,39,800 has been distributed among the 8 colleges *pro-rata* and paid as a fixed grant for the triennium 1936-39. The year under report is the last under the triennium.

During the year under report, the Principals of the Nowrosji Wadia College, Poona, and of the Ramnarain Ruia College, Bombay, applied for a grant-in-aid. As the whole allotment available has been pledged for payment of grants to the 8 non-Government Arts colleges, it was not possible to take these two new colleges on to the aided list. A token grant of Rs. 250 was, however, paid to the Ramnarain Ruia College from savings.

With a view to encouraging research work in Gujarati and Kannada Literature, Government had made a provision of Rs. 16,000 non-recurrent and of Rs. 24,000 recurrent in the budget. Of these sums a grant of Rs. 8,000 (non-recurrent) and of Rs. 12,000 (recurrent) was given to the Gujarat Vernacular Translation Society, Ahmedabad, for research work in Gujarati Literature. A Committee with Mr. A. C. Farran, I.E.S., Principal, Karnatak College, Dharwar, as Chairman, was appointed to draw up a scheme for research work in Kannada Literature and on the recommendations of that Committee, the allotment available viz. Rs. 8,000 (non-recurrent) and Rs. 12,000 (recurrent) was spent on the purchase of books and on payment of honoraria to authors recommended by the Committee.

4(5). Tutorial work is being attempted in all colleges in small Teaching work. classes such as B.A. (Hons.), B.Sc. etc. In such classes the members of the staff come into close contact with individual students who thus derive substantial benefit. In bigger classes such as the First Year and Intermediate classes, it is not possible to have any regular scheme of tutorial work. Attempts are, however, made to give greater attention to the students, as far as possible, by dividing the classes into groups.

4(6). During the year under report, discipline in all colleges Discipline and was satisfactory. There was no disturbance of any College life. sort and the relations between the staff and the students were excellent.

4(7). The results of the B.A. and B.Sc. Examinations held during the year 1938-39 are given in the following tables:—

Name of College.	Total number examined.	Passed in Class I.	Passed in Class II.	Passed.	Total passed.	Percentage of total passes.
1	2	3	4	5	6	7
<i>B.A.</i>						
Elphinstone	106	5	27	54	86	81.13
Wilson	96	6	24	48	78	81.25
St. Xavier's	209	10	43	130	183	87.56
Gujarat	104	3	14	62	79	75.96
Rajaram	107	2	22	58	82	76.63
Baroda	125	1	12	68	81	64.80
Fergusson	122	4	16	71	91	74.59
Samaldas	75	3	12	51	66	88.00
D. J. Sind	95	..	14	69	83	87.37
Bahauddin	43	1	9	25	35	81.39
Sir Parashurambhau	161	9	29	91	129	80.12
Karnatak	51	..	4	35	39	76.47
M.T.B., Surat	72	1	5	49	55	76.39
Willingdon	35	..	9	15	24	68.57
D. G. National	39	..	2	28	30	76.92
H. P. T., Nasik	39	1	9	19	29	74.36
Ismail	37	5	12	15	32	86.48
Nowrosji Wadia	48	1	9	26	36	75.00
Lingraj	55	..	5	43	48	90.56
Chellasing and Sitaldas	9	..	2	6	8	88.89
Seth L. D. Arts	40	1	12	21	34	85.00
Khalsa	3	..	..	1	1	33.33
Ramnarayan Ruia	4	..	1	1	2	50.00
Average for the University .. ..	..	..	..	..	..	74.02

Name of College.	Total number examined.	Passed in Class I with distinction.	Passed in Class I.	Passed in Class II.	Passed.	Total passed.	Percentage of total passed.
<i>B.Sc.</i>							
Royal Institute of Science ..	74	2	8	36	22	68	91.89
Wilson ..	39	..	2	10	20	32	82.05
St. Xavier's ..	121	..	8	47	54	109	90.08
Gujarat ..	40	1	1	14	15	31	77.50
Rajaram ..	21	..	..	7	10	17	80.95
Baroda ..	68	3	4	28	23	58	85.29
Fergusson ..	112	3	8	28	45	84	75.00
D. J. Sind ..	56	1	..	15	28	44	78.57
Sir Parashurambhau ..	32	1	2	5	17	25	78.12
Karnatak ..	26	..	..	11	10	21	80.77
M. T. B., Surat ..	29	..	..	8	12	20	68.96
Grant Medical ..	3	..	..	..	..	..	..
Seth G. S. Medical ..	3	..	..	..	1	1	33.33
Ram Narayan Ruia ..	1	..	..	1	..	1	100.00
Average for the University ..	..	..	..	..	..	..	75.90

4(8). The University requires that all affiliated colleges should make adequate provision for the residence of students and should also make arrangements for the supervision over those students who do not live with their parents or guardians. Of the total number of 10,798 students, 1,711 were living in hostels attached to Arts colleges, against 1,744 in the previous year. The total hostel accommodation available is for over 2,000 students. Proper arrangements for medical and general supervision have been made in all hostels and the general arrangements are satisfactory.

4(9). The Gujarat College, Ahmedabad, completed during the year under report 60 years of its existence as a college affiliated to the Bombay University. The Diamond Jubilee of the college was celebrated in a fitting manner and it roused much enthusiasm among the past and present students of the college. Sir Sarvapalli Radhakrishnan, an eminent philosopher, was the Guest of Honour on the occasion and delivered an inspiring address.

The Scheme of compulsory physical training for the students in the first two years' classes which was introduced in 1937 in the first year classes only was extended to the second year classes also in 1938. At present the physical instructors are working part-time in Government colleges, but the question of making these posts full-time is under consideration.

The construction of a special building for the Biology Department of the Karnatak College which was sanctioned by Government at an estimated cost of Rs. 80,000 on account of insufficient accommodation in the Science Departments of that college was completed during the year, and it has now been occupied for use by the college.

4(10). The Royal Institute of Science, Bombay, has been equipped Royal Institute of for undergraduate and post-graduate teaching Science. Science. Research is carried on in Physics, Chemistry, Botany and Zoology. Although the Institute was founded in 1920, it was not permanently affiliated to the University so long. One of the reasons for this was that the University desired that the under-graduate teaching in Science done at the Institute should be discontinued and that it should be devoted entirely to research work in Science. The wishes of the University were partly met from June, 1937, when with the introduction of the Bifurcation scheme, the undergraduate teaching in Science up to the Intermediate stage was transferred from the Institute to the Elphinstone College. With effect from June, 1938, the Institute has been permanently affiliated to the University. The number of students in the Institute increased from 217 in 1937-38 to 232 in 1938-39. They were distributed as under :—

Junior B.Sc.	..	..	..	58
Senior B.Sc.	..	..	..	83
M.Sc.	..	..	..	66
Ph.D.	..	..	..	25
				<hr/>
			Total ..	232
				<hr/>

The number of post-graduate students increased from 76 in 1937-38 to 91 in 1938-39.

Research work continued to be carried out both by the post-graduate students and also by the members of the staff. During the year under report, 52 papers were published as against 44 in 1937-38. Of these, 8 were in Physics, 37 in Chemistry, 5 in Botany, and 2 in Zoology. The annual social gathering was presided over by Sir Purushottamdas Thakurdas who was very much impressed by the originality and organization of the workers. He paid a special visit to the Institute and expressed a desire to award two research studentships of Rs. 75 per mensem each to approved workers.

The total expenditure of the Institute increased from Rs. 1,91,939 to Rs. 1,99,378 and it was met as under :—

	Rs.
Provincial Revenues	89,776
Fees	30,800
Endowments	78,108
Subscriptions and other sources ..	694
	<hr/>
Total ..	1,99,378
	<hr/>

The average annual cost per student decreased from Rs. 865 in 1937-38 to Rs. 838 in 1938-39, while the cost to Government increased from Rs. 365 to Rs. 377.

CHAPTER V.

PROFESSIONAL COLLEGES.

5(1). There are 12 Professional colleges in this Province affiliated to the University of Bombay—1 for Engineering, 1 for Technology, 2 for Commerce, 1 for Agriculture, 2 for Medicine, 4 for Law and 1 for the training of Secondary Teachers. Of these, the College of Agriculture and the two Medical colleges are under the control of the Departments of Agriculture and Medicine respectively. An account of the Department of Chemical Technology maintained by the University and classified as a Professional college is given in Chapter III.

Information in regard to the expenditure and the cost per student in each of these colleges is given in Subsidiary Form No. 1 printed in the Supplement to the Report.

5(2). The College of Engineering, Poona, is the only institution of its kind imparting higher Engineering education in this Province. Provision exists in this college for two types of students, viz. those studying for the B.E. degree and those for the Diploma in Civil, Mechanical or Electrical Engineering. An account of the Diploma classes is given in Chapter IX.

There was a slight fall in the number of degree students in the college from 210 to 197. Of these, 86 were Advanced Hindus, 41 Intermediate Hindus, 3 Backward Hindus, 21 Muslims, 29 Parsis, 2 Europeans and Anglo-Indians, 8 Indian Christians and 7 others.

The total expenditure of the college was Rs. 1,74,240, of which Rs. 1,15,773 was met from Provincial funds. The average cost per student was Rs. 894 and the cost to Government was Rs. 594, as compared with Rs. 875 and Rs. 572 respectively in the preceding year. During the year, a sum of Rs. 1,700 was spent on further equipment in the Electrical Engineering laboratory. The rates of fee charged for the degree students are Rs. 150 per term for students in this Province and Rs. 200 per term for students from Indian States and other Provinces.

The college sent up in March, 1939, 18 students for the B.E. (Civil), 18 for the B.E. (Mech.) and 25 for the B.E. (Elec.) examinations, of whom 11 (1 in the first class and 10 in the second class), 9 (8 in the second class and 1 in the pass class), and 11 (10 in the second class and 1 in the pass class) were respectively successful.

The course for a degree is one of three years and there is a University examination at the end of each year. The First Year's course is common to all students whether taking Civil, Mechanical or Electrical Engineering. There is a growing tendency on the part of the students to join the Civil Engineering branch, while many of the applicants show preference for the Electrical branch. In order to meet this increasing demand for the Civil Engineering side, 5 additional students were admitted to the F.E. (Civil) class from June, 1938, raising the total number of new admissions to the college from 70 to 75.

Mr. Shiv Narayan, who was the Principal of the college, retired in November, 1938, and Mr. W. X. Mascarenhas, an officer of the Public Works Department, was appointed as Principal.

The Principal reports that much useful data regarding roads and also irrigation works is being collected from the Public Works Department officers in this Province and elsewhere and also from Local bodies and that the information when completed will, it is hoped, be of great value to the students.

The usual Engineering instructional tours for the benefit of students were undertaken during the year. The B.E. and S.E. Civil students went on a combined Civil Engineering, Applied Mechanics and Geological tour to Bombay, Nagpur, Calcutta and Jamshedpur and visited important works of Geological and Engineering interest in and near these places.

The S.E. and B.E. Mechanical students similarly visited various Electrical and Mechanical Engineering Works at Calcutta and Jamshedpur. The B.E. Mechanical students also visited important works such as the G. I. P. Railway Workshops, the Royal Indian Naval Dockyards, the Bombay Electric Supply and Tramways Company's Works, etc., at Bombay. The B.E. Electrical students saw most of the important Electrical works at Mysore, Pykara, Mettur Dam and Bangalore and visited works at Bombay, Kalyan and Khopoli. The S.E. Electrical class joined the B.E. Electrical class in the tour to South India as well as in a number of local visits.

5(3). The number of colleges of Commerce remained the same during the year viz. two—(1) the Sydenham College of Commerce and Economics, Bombay, maintained by Government and (2) the Hargovandas Laxmichand College of Commerce at Ahmedabad maintained by a private body.

The most important event of the year was the introduction of the bifurcation scheme of studies in Commerce and the consequent rise in the number of students in each of the colleges. Prior to the introduction of the scheme, students who wished to enter on a course of studies in Commerce had to spend at least one year in an Arts college after passing the Matriculation examination, as they were not eligible for admission to colleges of Commerce unless they had passed the First Year Arts examination, and the course leading up to the B.Com. examination was completed in three years. Since June, 1938, students are no longer required to pass the First Year Arts examination and they are, after passing the Matriculation examination or any other equivalent examination, held eligible for admission to the college. According to the revised regulations framed by the University there is now a full two years' course of study for the Inter Commerce examination. Under the bifurcation scheme during the first year there is no University examination in Commerce, but there is provision at the end of the first year for the First Year Commerce examination to be held by the colleges and for students passing the First Year examination to be permitted to enter on a course of studies for the Inter Commerce examination. The course leading to

the B.Com. will, under the new regulations, be completed in four years as in the case of B.A. and B.Sc. courses.

The year under report was the last year in which fresh admissions could be made also to the Inter Commerce class under the old regulations.

During the year under report the number of students in the Sydenham College of Commerce and Economics increased considerably owing to the introduction of the bifurcation scheme from 420 to 694. Of these, 408 were Advanced Hindus, 43 Intermediate Hindus, 3 Backward Hindus, 40 Muslims, 97 Parsis, 24 Indian Christians, and 79 Others. The number of women students in the college increased slightly from 10 to 12 during the year.

The expenditure of the college increased from Rs. 83,854 to Rs. 1,12,714, which was more than covered by fees and income from endowments. The cost per student was Rs. 163, against Rs. 201 in the previous year.

At the B.Com. examination held in March, 1939, the college sent up 185 students, of whom 69 passed (16 in the second class and 53 in the pass class). The result showed an improvement, as compared with that in the previous year, the percentage of passes being 37 against 27 in 1938.

At the M.Com. examination held in June, 1939, only one student appeared and passed.

According to the revised courses of studies prescribed by the University for the First Year and Inter Commerce examinations, the students have, in addition to the subjects in Commerce, to take a paper in English Composition, or in a Modern Indian Language or in French or German. The optional subjects for which provision has been made so far in the Sydenham College of Commerce and Economics are English, French, Gujarati and Marathi.

Under the bifurcation scheme a new class viz. the First Year Commerce class, has been added to the classes already conducted at this college. As there was no room in the college premises for another large class, additional accommodation was provided by hiring a spacious building in the vicinity of the college. Four full-time posts, three of Lecturers in the B.E.S. Class II and one of Assistant Lecturer in the S.E.S. and four part-time posts of Lecturers and Assistant Lecturers were sanctioned by Government in consequence of the bifurcation scheme during the year.

The new First Year class was inaugurated at the Sydenham College on the 21st June, 1938, when the Honourable Mr. K. M. Munshi, then Home Minister, presided over the function specially held for the occasion and delivered a short and inspiring address to the students.

In June, 1938, a special Evening Class was instituted at the college to prepare students for the Preliminary examination of the Institute of Actuaries, London. The Institute has recently introduced certain changes in the examinations conducted by it. Formerly these examinations were divided into four parts, whereas under the new scheme they are divided into six parts and in addition a Preliminary examination is instituted which is to be held twice a year.

The college organises visits of observation to places of commercial and industrial importance and these form a very valuable link in the scheme of practical training in the college and enable contact to be established with business circles. Among the places visited during the year were the Mint, the Colaba Observatory, the Port Trust Docks, the General Motors Assembly Plant, the Times of India Press, the Cotton Exchange, etc. The senior students were also taken to the Office Efficiency Exhibition.

Physical training continued to be an important branch of the college activities. The number of students for whom physical training has to be provided increased considerably owing to the addition of the new First Year classes. As usual an interesting programme of callisthenics and organized Group Games was drawn up in the beginning of the first term, and physical training classes were regularly held throughout the year.

The Principal reports that the college platoon in the University Training Corps made very good progress during the year. The platoon was at its strength and acquitted itself creditably in the "C" Company sports by carrying off most of the prizes as well as the Company Athletic Championship. The platoon also won the Shooting Shield for the year.

The large increase in the number of students gave rise to great enthusiasm among them and incidentally led to the addition of three more societies to the Students Associations already in existence in the college. The various Associations continued to do useful work by arranging debates and lectures. Among those who delivered lectures at the college were Mr. S. Satyamurti, Deputy Leader of the Congress Party in the Central Legislative Assembly, who in the course of his address to the students made an appreciative reference to the importance of the college in the economic development of the country on national lines; Sir Jehangir Coyajee, who delivered a lecture on the study of History; Mr. Manilal B. Nanavati, Deputy Governor of the Reserve Bank of India, who addressed the students on "Village Life and Co-operation"; and Mr. Purshotam Kanji who gave a lecture on the importance of cottage industries. Lectures were also delivered by other eminent persons such as Mr. A. S. Trollip, Mr. Jammadas Mehta, Dr. V. K. R. V. Rao, Dr. R. P. Paranjpye, and Mr. M. H. Kantawala, Trade Commissioner for Ceylon.

A noteworthy event of the year was the Silver Jubilee of the college which was celebrated in January, 1939. Among other items the main function in connection with the celebrations was the public meeting held on 12th January, 1939, when His Excellency the Governor presided and Lady Lumley gave away the college and gymkhana prizes. The function was largely attended. His Excellency, in the course of the address, referred to the close association of the leading commercial bodies with the college and said that the value to the college of close contact with those engaged in commercial pursuits could not be over-emphasised. He added that he was confident that the relationship which had been maintained in the past would continue and would add to the prosperity both of the Province and of the college. Referring to the remarks made by the Principal on the growing demand for vocational training and the

need for the provision of courses in a greater number of subjects His Excellency said—

“ The world of commerce is becoming more complex daily, and this is a process which, it seems inevitable, should continue in the future. There will always be a demand for men with a really up-to-date training in all branches of commerce and, if this is provided in your College, your students should be able to look forward with confidence to finding employment. My Government are deeply interested in the problem of unemployment and, therefore, in the welfare of this institution.”

In connection with the question of employment of commerce graduates, the Principal remarks—

“ There can be no doubt that the College has in the past rendered useful service by training a large number of young men for suitable employment in the business world. During the last 25 years that the College has been in existence more than 1,000 students have been successful in obtaining the B.Com. degree of the Bombay University. Almost all of them have been able to obtain suitable employment and not a few have risen to responsible positions. It is, however, possible that as the number of Commerce graduates goes on increasing every year it will perhaps become more difficult for them to secure suitable employment. The time has, therefore, come when the College should expand the scope of its activities by providing instruction in a greater variety of specialized subjects and widen its usefulness for training in commerce for the benefit of persons who are already employed in business during the day and who are unable to join the College as day students.”

The Hargovandas Laxmichand College of Commerce, Ahmedabad, was opened in June, 1936, by the Ahmedabad Education Society and has been affiliated to the University of Bombay for a period of 3 years with effect from June, 1936. The Principal reports that the college is now accommodated in its own spacious buildings on the Ellis Bridge area near Navrangpura from June, 1938. The college now has a cricket ground, 2 tennis courts, 2 badminton courts and 3 volley ball courts. A big hall has been set apart properly furnished for the students.

Owing to the introduction of the bifurcation scheme in Commerce, the First Year Commerce class was opened in June, 1938, with the result that the number of students in the college considerably increased from 181 to 407. Of these, 272 were Advanced Hindus, 66 Intermediate Hindus, 1 Backward Hindu, 6 Muslims, 6 Parsis, 1 Indian Christian, and 55 Others.

5(4). The College of Agriculture, Poona, which is under the control of the Department of Agriculture, is the only institution of its kind in the Province. It had 200 students, against 175 in the preceding year. Of these, 116 were Advanced Hindus, 43 Intermediate Hindus, 2 Backward Hindus, 12 Muslims, 6 Parsis, 9 Indian Christians, and 12 Others.

The main activities of the college consist not only in providing higher Agricultural teaching but also in carrying on research and in advising on agricultural problems. About 60 per cent. of the total budgets of the different sections at the college is spent on research and advice. The expenditure of the college was Rs. 1,54,681, of which Rs. 1,16,351 was met from Provincial funds. The average annual cost per student was Rs. 818 and the cost to Government Rs. 616.

Of the 62 students who appeared for B.Sc.(Agri.) examination, 54 passed, the percentage of passes being 87·9. At the M.Sc. examination one student appeared and passed.

The special courses provided at the college were taken advantage of by 27 students—Crop Production 9, Dairying 7, Animal Husbandry 1, Veterinary 1, Horticulture 5, Agricultural Engineering and Soil Erosion 2, Plant Pathology 1, and Chemistry 1.

As decided by Government in 1937 the revenue officers' training class was held for 10 days from 7th to 17th September, 1938, and seven Assistant and Deputy Collectors attended the course. The Principal reports that the Forest Rangers' course of two years has been started at the college since June, 1938. The present batch consists of 8 students, six of whom have been selected by the Bombay Government and the remaining two deputed by the Indian States.

At the Annual Social Gathering of the college held in September, 1938, the Honourable Mr. B. G. Kher, the Prime Minister, Government of Bombay, who was the chief guest, addressed the staff and students in Hindi.

During the year 33 graduates were on the roll of the Agricultural Graduates' Employment Board. More than twenty enquiries from the employing agencies were received and these were promptly circulated among registered graduates on the roll.

5(5). There are two Medical colleges in this Province. The Grant
Medicine. Medical College is a Government institution, and is under the control of the Medical Department. It had 807 students (including 118 women) on its rolls, against 789 (including 104 women students) in the preceding year. The total expenditure of the college was Rs. 2,91,633, of which Rs. 82,106 were contributed by Government. The total cost per student was Rs. 418 and the cost to Government Rs. 118. Further details are given in the annual report of the college which is published separately.

During the year the construction of the new hostel for students called "The Ramchandra M. Bhatt Hostel" was completed and the opening ceremony was performed by His Excellency the Governor on 2nd December, 1938. Students have been allotted seats in the hostel from 2nd February, 1939.

Special classes to coach the students for the Primary F.R.C.S. examination were held jointly by the staff of this college and that of the G. S. Medical College from August to December, 1938. The Primary F.R.C.S. examination was held at Lahore in January, 1939. Of the

6 successful candidates, 4 were from this Province and 1 passed from this college.

The Seth Gordhandas Sunderdas Medical College, which is the other college, is maintained by the Bombay Municipality. It had 516 students (including 71 women students) on its rolls, against 499 students (including 54 women students) in the previous year. The total expenditure of the college during the year was Rs. 2,57,045, and the cost per student was Rs. 612, as against Rs. 649 in the preceding year.

The Dean reports that the special feature of the year was the unveiling ceremony of the bust of Seth Jamnadas Lallubhai in front of the Seth Jamnadas Lallubhai Museum by the Honourable Dr. M. D. Gilder, M.D., F.R.C.S. (Eng.), Minister of Health and Excise, before a large gathering on 4th February, 1939. He also adds that a long-felt want of a women-students' hostel was removed by the construction of a spacious hostel building at the Government Gate Road, Parel. It was thrown open to women students from October, 1938.

Of the 6 students who appeared for the Primary F.R.C.S. Examination held during the year, 3 were declared successful.

5(6). There are five Law colleges affiliated to the University. Four of them are in the British districts of the Province and one in the Kolhapur State. The number of students reading Law in the four Law colleges situated in Bombay, Poona, Ahmedabad and Surat increased from 1,165 to 1,415 during the year under report.

The notable feature of the year was the introduction of the new courses of studies in Law. Reform in legal education has been the subject of investigation in recent years. The Honourable the Chief Justice of the High Court of Bombay after informal consultations with the Government of Bombay and the Vice-Chancellor of the University appointed, early in 1935, a committee, with himself as Chairman, to examine the question of the qualifications required for those desirous of being admitted as Advocates and to suggest the best means of providing facilities for acquiring such qualifications. The committee drew up a questionnaire, and after inviting the views of the several legal bodies, persons practising Law or familiar with the practice of the Law, including the District Judges and the Principals of Law colleges, arrived at certain conclusions and also prepared an estimate of the annual budget of a full-time Law college functioning in accordance with its recommendations. One of the recommendations was that the course of studies for the LL.B. examination should be a full-time course, i.e. facilities should be provided in the present Law colleges to impart full-time instruction in Law. Another recommendation was that the Law course should commence immediately after the Inter Examination of the Bombay University in Arts, Science or Commerce or its equivalent. A third was that there should be only one channel of admission to the Advocate's profession, viz., the LL.B. degree. The scheme of legal education formulated by the committee having been generally approved by the Government of Bombay, the High Court of Bombay, the

University of Bombay and the Bombay Bar Council, the four bodies affected by the scheme, Government appointed a committee to consider and report on the questions arising in connection with the proposal to convert the Government Law College, which was a part-time institution, into a full-time college. On receipt of the committee's report Government addressed the University with a view to framing regulations relating to the new courses of studies for the LL.B. examinations and to obtaining the sanction of the Syndicate therefor.

The University framed the necessary regulations for the new course and brought them into operation from June, 1938. Under the revised regulations the First LL.B. examination was held for the first time in April, 1939, and the Second LL.B. examination will be held in April, 1940.

Notwithstanding the revised Ordinances and Regulations governing the courses of study in Law for the First and Second LL.B. Examinations the University decided that the existing Ordinances and Regulations should continue to be in force till 1940 and 1941 respectively, so that the First LL.B. Examination under the old regulations might be held for the last time in April, 1940, and the Second LL.B. Examination in April, 1941.

Under the revised regulations, candidates for the degree of LL.B. are required to pass the Inter Arts, Inter-Science or the Inter-Commerce examination of the University or the Inter Arts, Science or Commerce examination of any other University or Board of Intermediate Education recognised as equivalent to the corresponding examination of this University, and also to pass two examinations in Law, the first to be called the First Examination for the degree of LL.B. and the second, the Second Examination for the degree of LL.B.

Other ordinances and regulations relating to the courses of study in Law have also been framed by the University under the new scheme.

The necessary orders for the introduction of the new course in the Government Law College were passed by Government. Pending the construction of a new building for the Law college, temporary arrangements have been made for accommodating the new classes by making additions and alterations to the Elphinstone College building. Special grants for furniture and library were sanctioned for the college and the additional staff including the full-time Principal and one full-time Professor has been appointed during the year under report.

The number of students in the Government Law College, Bombay, increased from 549 to 635. This number includes 15 students for the LL.M. course. The college had 11 women students in the First LL.B. and 3 in the Second LL.B. class.

A sum of Rs. 6,130 was spent in purchasing law books, journals, legal magazines, etc. The majority of students as well as the subscribers took advantage of the library. The past members of the teaching staff and other distinguished persons as well as Government Departments such as the Legal Department, the Educational Department, etc., have

also taken advantage of the Law Library as usual. It is reported that the system of lending books to selected students, including those studying for the LL.M. course, and to subscribers for home reading, with the necessary safeguards, has proved to be beneficial and is much appreciated.

The expenditure of the college during the year was Rs. 61,995, against Rs. 59,478 in the previous year. The whole of the expenditure was met from fees.

The new courses of studies in Law have also been introduced in the other Law colleges. During the year under report the Law College, Poona, constructed an additional block for resident students and made it available for occupation.

The statistical details of these Law colleges are given in the Supplement to the Report.

5(7). During the year under report there were three Secondary Training colleges affiliated to the University viz. (1) the Secondary Training College, Bombay, maintained by Government, (2) the Shri Maharani Tarabai Teachers' College, Kolhapur, opened in 1934-35, and (3) the Secondary Teachers' Training College, Baroda, started from June, 1938. The two latter colleges are maintained by the authorities of the States concerned.

The Secondary Training College, Bombay, had on its rolls 109 students on 31st March, 1939. This number included 8 students for the M. Ed. course. Of the 101 students, for the B.T. degree course, 78 were men and 23 women. Of the 109 students, 69 were Advanced Hindus, 5 Intermediate Hindus, 1 Backward Hindu, 13 Muslims, 11 Indian Christians, 8 Parsis, and 2 Others.

The expenditure of the college was Rs. 86,580, as compared with Rs. 75,164 in the preceding year. The total cost per student and the cost to Government were Rs. 794 and Rs. 769, as against Rs. 690 and Rs. 666 respectively for the previous year.

The following table gives the results of the B.T. Examination :—

	Appeared.	Passed.
Parts I and II	94	83*
Part I only	6	6

(*Of those who failed, 5 passed in Part I and 5 in Part II so that only one candidate failed in both parts).

In the course of the year 3 M.Ed. students of the college submitted theses for the examination. Two of these have been recommended for the M.Ed. degree. The Principal points out that these two students are the first to obtain this new degree instituted by the University in the year 1936. The result of the third student has not yet been declared.

The Principal reports that this was the first year when "English" was not a compulsory subject and only two subjects were required for practical work. The revised course in "History of Education" was introduced this year. Under the new syllabus option has been allowed to students to take either Ancient Indian Education or the System of Education in England since 1800.

The Principal reports—

"Two important events mark the year under review. The first was the Viceroy's visit to the college and the Elphinstone High School on January 23rd, 1939, and the second, the session of the All India Educational Conference held in Bombay in December, 1938. The Viceroy's visit to the college meant a recognition of the importance of the teaching profession and proved to be a great stimulus to the past as well as the present students of the college. His Excellency showed keen interest in the work done at the college and the school. The Session of the All India Educational Conference gave the students a unique opportunity of hearing experts from the various parts of India speak on almost every phase of education. The students attended the proceedings, part of which were held in the school and the college buildings, with great enthusiasm, and many members of our staff took part in the proceedings."

CHAPTER VI.

SECONDARY EDUCATION.

6(1). In this Province those schools are known as Secondary schools in which English is taught, while in other Provinces, the figures for Secondary education include pupils in Primary Middle schools. This Chapter deals with Secondary schools for boys. An account of Secondary schools for girls is given in Chapter XII and of European Schools in Chapter XIII. Combined statistics for all Secondary schools are given in the tables at the end of the Report.

6(2). During the year under review, there was an increase in the number of Secondary schools for boys from 538 to 584 (excluding English-teaching schools for Boys. now known as "Secondary (English) Schools" and in the number of pupils from 104,414 to 116,134, or of 11·2 per cent. The following table shows the distribution of these schools and the number of pupils by Divisions :—

Division.	Number of Schools.			Number of pupils.			Percentage increase in the number of pupils during the year.
	High Schools.	Middle Schools.	Total.	In High Schools.	In Middle Schools.	Total.	
1	2	3	4	5	6	7	8
Bombay Division ...	96	91	187	36,435	8,586	45,021	17·9
Central Division ...	59	70	129	22,564	4,045	26,609	5·5
Northern Division ...	62	131	193	24,890	7,506	32,196	8·7
Southern Division ...	32	43	75	9,999	2,309	12,308	8·0
Total ...	249	335	584	93,688	22,446	116,134	11·2

It will be seen that the number of pupils in the High school stage was 93,988, out of 1,16,134 pupils in Secondary schools for boys, or a percentage of 45·6, the remainder viz. 63,146, or 54·4 per cent., being in the Middle school stage. The number of candidates from the British Districts in this Province who sat for the Matriculation examination of 1939 was 14,087, of whom 8,839, or 62·7 per cent., passed.

The following table compares the distribution of Secondary schools by management :—

1	Number of Schools.			Number of Pupils.			Percentage increase or decrease in the number of pupils. 8
	High Schools. 2	Middle Schools. 3	Total. 4	In High Schools. 5	In Middle Schools. 6	Total. 7	
Government ..	19	3	22	6,271	389	6,660	+1·6
District Local Board ..	..	181	181	..	3,901	3,901	-1·4
Municipal ..	23	26	49	7,036	2,163	9,199	+3·0
Aided ..	194	125	319	74,683	12,814	87,497	+20·8
Unaided ..	13	50	63	5,698	3,179	8,877	-29·1
Total ..	249	335	584	93,688	22,446	116,134	+11·2

There has been a substantial increase in the number of pupils attending aided schools, a fact which is reflected in the number of pupils attending unaided schools, which has declined considerably. This is the result of the policy of the Department to place as many unaided schools as possible on the aided list. There is a slight fall in the number of pupils attending District Local Board schools and this is probably due to the closure of some of the English classes maintained by the Boards.

The following table shows the classification by communities of the pupils attending Secondary schools for boys :—

1		1937-38. 2	1938-39. 3	Percent- age increase. 4
Hindus ..	{ Advanced ..	53,712	58,867	9·6
	{ Intermediate ..	26,091	29,917	14·7
	{ Backward ..	2,948	3,378	14·6
	Total ..	82,751	92,162	11·4
Muslims ..	..	9,230	10,296	11·5
Parsis ..	..	4,117	4,274	3·8
Others ..	..	8,316	9,402	13·1
Grand Total ..		104,414	116,134	11·2

There has been an all round increase in the number of pupils belonging to all communities, but the percentage increase in the case of pupils belonging to the Intermediate Hindu classes, which is 14·7, against 8·6 for the preceding year, is striking.

6(3). The number of recognised English classes attached to Primary schools fell by 5 from 169 to 164 and the number of pupils from 5,660 to 5,585. This slight decrease is due to the closure by the District Local Boards of a few of the English classes, some of which were not self-supporting. The District Local Boards are permitted to attach classes to Primary schools on condition that, as far as possible, they are self-supporting. These classes are popular in rural areas, but the standard of instruction does not compare favourably with the instruction in an ordinary Secondary school.

The following table gives the number of English classes by management and the pupils in them :—

		Number of classes.	Number of pupils.
District Local Board	..	132	3,940
Municipal	..	14	863
Aided	..	2	115
Unaided	..	16	667
Total	..	<u>164</u>	<u>5,585</u>

6(4). The total expenditure of all Secondary schools for boys rose by Rs. 5,24,434, or 9·0 per cent., to Rs. 63,22,097. It was met from the following sources :—

		Expenditure. Rs.	Percentage.
Provincial Revenues	..	12,31,311	19·5
District Local Board and Municipal funds.	and	1,72,503	2·7
Fees	..	39,71,792	62·8
Other sources	..	9,46,491	15·0
Total	..	<u>63,22,097</u>	<u>100·0</u>

Of the total expenditure of 63 lakhs, the expenditure on Government schools was over 7 lakhs, or 11·2 per cent., of which Rs. 2·3 lakhs, or 33·8 per cent. was met from fees.

The following table compares the figures of expenditure on High and Middle schools by management and the sources from which it was met :—

1	Expenditure.				
	Provincial Revenues.	Fees.	District Local Board and Municipal Funds.	Other Sources.	Total.
	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Government { High Schools ..	4,43,066	2,29,282	....	5,149	6,77,497
{ Middle Schools ..	19,257	9,528	....	14	28,799
Total (A) ..	4,62,323	2,38,810	....	5,163	7,06,296
District Local Board and Municipal. { High Schools ..	55,639	2,04,225	70,758	7,192	3,37,814
{ Middle Schools ..	12,917	91,260	49,379	4,163	1,57,719
Aided .. { High Schools ..	6,23,997	27,54,260	36,821	5,92,780	40,07,858
{ Middle Schools ..	76,435	3,00,256	15,545	1,01,180	4,93,416
Un-aided .. { High Schools ..	....	3,23,995	....	1,69,669	4,93,664
{ Middle Schools ..	....	58,986	....	66,344	1,25,330
Total .. { High Schools ..	6,79,636	32,82,480	1,07,579	7,69,641	48,39,336
{ Middle Schools ..	89,352	4,50,502	64,924	1,71,687	7,76,465
Total (B) ..	7,68,988	37,32,982	1,72,503	9,41,328	56,15,801
Grand Total (A) and (B) ..	12,31,311	39,71,792	1,72,503	9,46,491	63,22,097

The total annual average cost per pupil in an ordinary Secondary school decreased from Rs. 54·8 to Rs. 54·2 and the average cost to Government from Rs. 11·4 to Rs. 10·9. As reported previously, the decrease is due, to some extent, to an increase in the number of pupils and a progressive reduction in the scales of pay for the teaching staffs. The following table compares the average cost per pupil for two years :—

1	1937-38.		1938-39.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	2	3	4	5
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government	125 11	85 5	108 1	70 12
Board	37 10	5 0	37 6	5 3
Aided	49 14	7 11	51 2	7 15
Unaided	65 3	....	69 8	....
Total ..	54 8	11 4	54 2	10 9

6(5). The special facilities provided by Government for pupils of the various communities attending Secondary schools include free-studentships, scholarships, fee-grants, remission of room-rent in hostels,

attached to Government Secondary schools, etc. Free-studentships in Government Secondary schools are admissible for 5 per cent. of the pupils of the Advanced classes, 22·5 per cent. of the pupils of the Intermediate classes, 75 per cent. of the pupils of the Backward classes, and 20 per cent. of the Muslim pupils. Under the scheme of free-studentships, the total financial liability of Government is limited to 16·6 per cent. of the number of pupils in Government schools in each Division.

In addition to the free-studentships available for the Backward classes (including the Scheduled classes), pupils of the Scheduled classes are admitted free provided they are otherwise eligible. Provision also exists for the admission of children of the Konkani Maratha communities, Indian soldiers and followers, and of school mistresses free into Secondary schools, the financial loss sustained by such schools being made good to them by Government by the payment of fee-grants. The expenditure to Government on this account amounted to over Rs. 27,000 during the year. In addition several sets of scholarships have been provided by Government tenable in High and Middle schools. The following table gives details of these scholarships :—

Open Scholarships.				Special Scholarships.		
Available in High Schools. (Standards IV-VII).		Available in Middle Schools. (Standards I-III).		Total.	Intermediate classes.	
Number.	Value.	Number.	Value.		Number.	Value.
80	Rs. 5 per mensem each.	120	Rs. 3 per mensem each.	200	1,400	Standards I-III .. Rs. 4 per mensem each. Standard IV .. Rs. 5 per mensem each. Standard V .. Rs. 6 per mensem each. Standards VI & VII.. Rs. 8 per mensem each.

Special Scholarships—*contd.*

Backward classes.		Muslims.		Total.
No.	Value.	No.	Value.	
728	Standards I-III .. Rs. 4 per mensem each. Standard IV .. Rs. 5 per mensem each. Standard V .. Rs. 6 per mensem each. Standards VI & VII .. Rs. 8 per mensem each.	777 (637 plus 140 re- served for girls).	Standards I-III .. Rs. 4 per mensem each. Standard IV .. Rs. 5 per mensem each. Standard V .. Rs. 6 per mensem each. Standards VI & VII .. Rs. 8 per mensem each.	2,905

6(6). The following table gives the total number of men teachers in Secondary schools for boys and girls during the year 1938-39 :—

1	Total number of teachers.	Trained teachers.		Graduates.	
		Number.	Percent- age.	Number.	Percent- age.
	2	3	4	5	6
Government	341	241	70·7	279	81·8
District, Local Board and Municipal	616	133	21·5	225	36·5
Aided	4,689	944	20·1	2,336	49·8
Unaided	570	73	12·8	254	44·6
Total—Non-Government ..	5,875	1,150	19·6	2,815	47·9
Grand Total	6,216	1,391	22·4	3,094	49·8

It will be seen that the total number of men teachers in Secondary schools was 6,216, which shows an increase of 595 over the preceding year's figure. There was an increase in the number of graduate teachers by 362 and of trained teachers by 111. The percentage of professionally trained teachers in non-Government schools rose from 19.3 to 19.6. There is a steady increase in the number of graduate and professionally trained teachers. With a view to meeting, to some extent, the demand for trained teachers, Government sanctioned the establishment of a new Secondary Training College at Belgaum. This college was formally opened in June, 1939, and provides for the training of 100 teachers per year. In addition to Training colleges preparing candidates for the B.T. degree, provision exists for the recognition of training classes, which prepare teachers, mostly non-graduates, for the Secondary Teachers' Certificate examination. A person holding this certificate is not regarded as trained but he is in a much better position to conduct a class than an uncertified teacher. It is reported that a better type of teacher is now available on account of the opening of training institutes for S.T.C. candidates. At these institutes, the candidates attend lectures on educational psychology and methods and get an opportunity of observing good demonstration lessons.

6(7). There was no increase during the year in the number of Secondary schools for boys, viz. 22, maintained by Government. Of these, 19 were High schools and 3 Middle schools. The number of non-Government recognised High schools was 230 and of Middle schools 332. Of the non-Government recognised schools, 131 schools were under the control of District School Boards and 23 High schools and 26 Middle schools under Municipalities. The rest were under private management.

Towards the close of the year 1937-38, Government appointed a Committee to advise them on the question of vocational training for boys and girls in Primary and Secondary schools. The report of this Committee was published during the year under review. The Committee surveyed the whole field of Primary and Secondary education and came to the conclusion that the principle of "educating children through purposeful creative activities leading on to productive work" was sound and that its adoption was best calculated to remedy the main weaknesses obtaining in the present system of education. The Committee have recommended that the duration of the Secondary school course should be for four years and that the course should be divided into two groups—(1) General and (2) Science.

In making this recommendation the Committee have remarked that the great defect of the present Secondary school is that it is unduly literary and aims only at preparing candidates for the Matriculation examination, and that what is badly needed is the provision of optional or alternative courses designed to provide foundational training to enable boys to proceed to special vocational institutions or higher University courses or to prepare them for practical walks of life. With

this end in view, the Committee have suggested the introduction of a vocational bias from Standard IV in the Secondary school and a specialised course of practical work in the last two years of the course. In view of the recommendations of this Committee and of Messrs. Abbott and Wood, Government sanctioned towards the close of the year a scheme for the introduction of a vocational bias in five of the Government Secondary schools for boys, three of which have been converted into Agricultural High schools, one into a Technical High school and one into a Commercial High school.

In order to advise Government on all matters connected with Vocational schools and also on general questions concerning the re-organisation of Secondary education in this Province and the introduction in it of vocational subjects as recommended by the Vocational Training Committee as well as by the Abbott and Wood Committee, Government appointed towards the close of the year a Board of Secondary Education constituted as follows :—

- (1) One person representing the University of Bombay.
- (2) One person representing the Bombay Presidency Federation of Secondary Teachers.
- (3) One person representing women's education nominated by Government.
- (4) to (8). 5 persons representing Secondary education generally—nominated by Government—Four from the four Educational Divisions and the fifth a Muslim.
- (9) and (10) Two persons representing Vocational subjects like Agriculture, Commerce, etc. nominated by Government.
- (11) One general member nominated by Government.
- (12) One person representing the Director of Public Instruction, Poona, to be the Secretary.

The Board is to appoint its own Chairman.

The Government Secondary schools continue to maintain their general level of efficiency and are very popular. They occupy an important place in the system of Secondary education in this Province. They are provided with an adequate trained and experienced staff. There is, therefore, usually a rush for admission into these schools, but the strength of each class is restricted to the limits laid down by the Department to ensure individual attention. With a view to enabling pupils of the various communities to be admitted into Government Secondary schools, certain percentages have also been laid down.

During the year a conference of the representatives of important Secondary schools was held by the then Prime Minister, in which various questions affecting Secondary schools and the revision of the

Grant-in-aid Code were discussed. As a result of this Conference, the Grant-in-aid Code was revised. The object of the revised Code is mainly to liberalise, as far as possible, the rules in the Code.

The number of recognised Secondary schools rose by 54 from 647 to 701. With the rapid increase in the number of Secondary schools during recent years, it has been a matter of considerable difficulty for the Department to provide financial aid on a satisfactory basis within the funds available. As a rule old established schools receive a larger measure of financial help from the Department than those which have been admitted to recognition in recent years. The new schools need help to enable them to make satisfactory arrangements. On the other hand, older institutions have also grown in size, and have developed their activities and requirements on the basis of the financial assistance given to them, and it is difficult to reduce the grants given to them. In order to meet the claims of all these schools, and with a view to distributing grants to Secondary schools on an equitable basis, Government sanctioned a scheme reducing the upper limit of the grants payable. This scheme provides for an increase in the grants upto a limit of 20 per cent. in the case of boys' schools and 25 per cent in the case of girls' schools within a period of three years. Boys' schools receiving grants in excess of 20 per cent. and girls' schools in excess of 25 per cent. of their expenditure will be brought down to the 20 and 25 per cent. level, respectively, gradually. It is hoped that it will be possible under the new scheme to meet the requirements of as large a number of schools as possible and to provide adequate financial aid to new schools.

Secondary schools are recognised not only by the Department but also by the University for the purposes of the Matriculation examination. This involves a certain measure of dual control over Secondary schools. As a result, however, of an understanding recently reached with the University, the situation has improved considerably. Under the revised Statute relating to the inspection and affiliation of High schools by the University, all High schools recognised by the Department are automatically recognised by the University, and in the case of a difference of opinion in regard to the recognition of a school, provision exists for a joint inspection of the school by the University and the Department.

The present position under which the Matriculation examination also serves the purpose of a School Leaving Certificate examination has been the subject of considerable dissatisfaction. The Committee on Vocational Training remarked—

“ It is generally agreed that the Matriculation examination dominates
 “ the whole Secondary school course and that teachers are busy
 “ preparing pupils for this examination often to the neglect of educating
 “ them in the real sense of the term.”

The question of a modified and more elastic School Leaving examination is engaging the attention of Government and the University.

6(8). Secondary schools follow generally the courses of studies laid down for the various standards in Schedule Courses and D of the Grant-in-aid Code. Provision, however, Examinations. exists for individual schools to make suitable amendments with the approval of the Department in the courses to meet their special needs. A few schools have introduced important changes in their curricula and have provided agricultural, industrial or commercial courses. These schools also prepare boys, however, for the Matriculation examination which continues to dominate the work in Secondary schools in the Province.

In regard to courses of studies, the Educational Inspector, C. D., remarks—

“The teachers are inclined to be far too conservative and theoretical with the result that their methods are stereotyped and narrow. The outlook of teachers of different subjects in a few good schools is, however, changing; but the whole atmosphere being examination ridden, no material improvement is possible. It is difficult to make teachers change their methods in the face of two broad facts—low salaries and uncertain conditions of service. Further, a large number of pupils in Secondary schools are so backward that the type of education given cripples their mental powers instead of developing them. There is a pressing need for revision of the syllabus and the earlier it is taken up the better.”

6(9). The following are some of the important extracurricular School activities. activities in addition to games and sports :—

School magazines, theatricals, excursions, photography, carpentry, fret-work and gardening, debating unions, school assemblies, first-aid to the injured, junior red-cross work, hygiene and sanitation classes, etc. In this connection the Educational Inspector, Bombay Division, reports that practically every school conducts a manuscript school magazine and quite a number of them have more than one to their credit. These magazines are written very neatly and artistically, sketches are drawn and selected exercises from children's composition are included.

A pleasing feature in this respect is that a training class in classical dancing is reported to have been conducted in the North of Bombay which was attended by a number of women teachers and some senior girls.

It must, however, be mentioned that much more can still be done so far as extra-curricular activities are concerned and that what is actually done should be of a much more spontaneous character.

Co-operative Societies are conducted in a number of schools. The following table compares the figures in respect of Co-operative Societies for the last two years.

Division.		1937-38.	1938-39.
Bombay Division	..	53	57
Central Division	.. ..	58	67
Northern Division	.. ..	37	47
Southern Division	..	17	18
Total	..	<u>165</u>	<u>189</u>

6(10). During the year under report the Hindustan Scout Association, Bombay Province, was constituted. **Boy Scouts.** It has adopted a revised version of the Scout Promise and has ceased to be affiliated to the Boy-Scouts Association of India. It has been affiliated to the Hindustan Scout Association. The strength of all ranks under this Association was 20,813 on the 31st March, 1939. Government gave this Association during the year under report a preliminary grant of Rs. 10,780 and an additional grant of Rs. 10,920 before the close of the year.

The Boy Scouts Association, the original Scout organisation in this Province, also continued to function during the year. This Association conducts its activities under the Boy-Scouts Association of India, and is now directly affiliated to the International Bureau, Geneva. In addition to this change, it is reported that in the matter of internal organisation and conduct of activities the Boy Scouts Association has been granted complete Provincial autonomy. These changes were brought about at the instance of the Bombay Provincial Headquarters and of the Madras Boy-Scouts Association in deference to popular wishes.

During the period under review, a total membership of between 18,000 to 20,000 was maintained. Several activities were carried on by the Association and a grand Provincial rally was organised in January, 1939, with success. For the first time in the history of the Association the Gilwell Re-union of Wood-badge holders was organised and it was well attended. Conferences of Scoutmasters, Cubmasters and Patrol Leaders were held, when the situation in scouting and other pioneering subjects was freely discussed.

6(11). The most important event during the year, so far as Physical education is concerned, was the establishment by **Physical Education.** Government of a Training Institute for Physical Education at Kandivli, which was formally opened on the 1st of November, 1938. A detailed account of the institute is given in Chapter IX of this Report. The institute is intended mainly to train specialist teachers for Physical education.

6(12). Physical training is now compulsory in all schools, and Government have provided a special allotment for the payment of grants to non-Government Secondary schools for Physical education. This allotment is separate from the provision for ordinary grants for general education.

An allotment of Rs. 10,000 was also sanctioned during the year for grants to Secondary schools for the purchase of equipment in connection with Physical education. Similarly a provision of Rs. 10,000 was made for grants for the acquisition of sites for play-grounds.

6(13). As physical training is compulsory for all children, schools have been asked to make satisfactory arrangements for the medical examination of pupils at the beginning of every year in order to determine their fitness to receive such training. The work of medical inspection of pupils in Government schools is entrusted to Government Medical Officers who are allowed a small honorarium on that account. The expenditure incurred by non-Government Secondary schools in this respect is held admissible for the purposes of the Government grant for Physical education.

6(14). Of the five School Book Committees which assist the Director of Public Instruction in determining the suitability of books sanctioned for use in schools, four deal with books in the various regional languages, and an account of them is given in the chapter on Primary Education. In addition to these five School Book Committees, Government have appointed a Committee for the consideration of books in Hindustani which has been recognised as a language of the Province.

The Provincial School Book Committee, of which the Director of Public Instruction is the President, considers books intended for Secondary schools. The number of books considered by this Committee during the year is given in the table below :—

Number of books received including opening balance	Number of books disposed of		Books sanctioned as			Balance.
	Sanctioned	Rejected.	Text Books.	Pupils' Library Books.	Teachers' Library Books.	
1	2	3	4	5	6	7
342	283	12	66	180	37	47

Books other than those sanctioned by the Department are not allowed to be used in any Government or non-Government recognised school.

Secondary (English) Schools.

6(15). There was no change in the total number of Secondary (English) schools which was 41, but the number of pupils in them increased by 385 to 15,781 (9,509 boys and 6,272 girls). Of the 41 schools, 39 were aided by Government and two were recognised. The following table gives details of these schools and of the pupils attending them :—

					Schools.	Pupils.
High Schools for ..	{	Boys .. .. .	..	..	16	8,976
		Girls .. .. .	..	..	12	4,966
Middle Schools for ..	{	Boys .. .. .	..	..	5	544
		Girls .. .. .	..	..	8	1,295
Total ..					41	15,781

Of the 15,781 pupils attending Secondary (English) schools, 1,047 were Europeans and Anglo-Indians, 8,635 Indian Christians, 2,036 Hindus, 1,290 Muslims, 1,930 Parsis, and 843 others.

6(16). The total expenditure on Secondary (English) schools increased by Rs. 3,854 to Rs. 12,19,604 which was met from the following sources :—

	Amount.	Percentage.
	Rs.	
Government funds ..	2,23,050	18·3
Fees	7,98,017	65·4
Other sources	1,98,537	16·3
Total ..	12,19,604	100·0

The maintenance grants, including the Drawing and Day pupils' grants, paid to these schools amounted to Rs. 1,92,395. The average annual cost of educating a pupil in a Secondary (English) school was Rs. 67·6 of which Rs. 12·2 was met from Government funds.

6(17). Secondary (English) schools in this Province prepare candidates for the Matriculation examination of the University of Bombay. Of the 625 pupils who appeared for this examination held in April, 1939, 536 were successful.

Examinations.

St. Helena's High School, Poona, and Queen Mary High School, Girgaum, Bombay, have been allowed to follow the curriculum of studies prescribed for European schools in this Province. These two schools also prepare pupils for the Bombay University Matriculation examination.

Of 33 teachers from Secondary (English) schools in the Province appearing for the Secondary Teachers' Certificate examination in 1938, 17 were successful.

6(18). The number of trained teachers, including teachers holding the Secondary Teachers' Certificate, in Secondary (English) schools during the year under report was 437 (133 men and 304 women), against 422 of the last year (130 men and 292 women). The total number of untrained teachers was 368 (160 men and 208 women).

Teachers.

The average pay of teachers in Secondary (English) schools was Rs. 84 per month.

St. Margaret's Training College, Bombay, and the Secondary Teachers' Certificate Class attached to St. Sebastian Gaon High School, Bombay, continued to prepare candidates for the Secondary Teachers' Certificate examination. Both these institutions are recognised by the Department.

6(19). Physical education continues to make satisfactory progress.

Physical Training and games. Three teachers from Secondary (English) schools underwent the full course of training at the Physical Training Institute, Kandivli, while four attended the Short Term Course. It is hoped that more teachers will come forward to take advantage of the facilities provided.

CHAPTER VII.

PRIMARY EDUCATION.

7(1). In this Province a "Primary School" is defined as one in which instruction is imparted wholly through the mother tongue and which teaches the whole or a part of the course leading up to the Primary School Leaving Certificate Examination. The Primary school course covers a period of eight years and consists of two stages, viz. the Elementary or the Lower Primary stage comprising the Infants and Standards I—IV and the Upper Primary stage comprising standards V to VII in the case of boys and V and VI in the case of girls. The course for girls has since been brought on a par with that for boys and the standards for boys and girls are now identical.

7(2). The number of Primary schools for boys and girls shewed a striking increase, the total number having risen by 3,191 during the year. On 31st March, 1939, there were 16,435 Primary schools attended by 1,322,668 pupils. The increase of 131,159 in the enrolment was consequent upon the increase in the number of schools which was shared by all the Divisions. The following table compares the number of schools and pupils by management:—

1	Number of schools (Boys and Girls).		Number of pupils.	
	1937-38. 2	1938-39. 3	1937-38. 4	1938-39. 5
Government	39	40	5,831	6,606
District Local Board	9,298	9,590	690,030	697,541
Municipal	1,624	1,637	350,235	363,119
Aided	2,060	4,850	134,264	239,808
Unaided	223	318	11,149	15,594
Total	13,244	16,435	1,191,509	1,322,668

The opening of a Criminal Tribes Settlement School in the Sholapur District accounts for the increase in the number of Government Primary schools, while the increase of 13 in the number of Municipal schools was due partly to the conversion of certain classes into independent schools and partly to the opening of new schools to serve the needs of the respective localities.

There was an increase of 292 in the number of District Local Board schools, of which 153 was opened in villages with a population of 1,000

or over. On 31st March, 1938, there were in all 211 school-less villages in the Province with a population of 1,000 or over, and, with a view to securing that at least these bigger villages should be provided with schools, Government made a special provision of Rs. 40,000 to meet their share of the cost of opening at least 200 District Local Board schools in such villages. The Boards were requested to put the scheme into operation, and, although at the end of the year 58 villages with a population of 1,000 or over still remained without schools for various reasons, the response must be regarded as satisfactory on the whole. The policy of Government that, as far as possible, villages with a larger population should have preference in the matter of opening schools was brought to the notice of the Local Authorities from time to time, and it is hoped that during the course of the next year all villages with a population of 1,000 or over will be provided with schools.

The increase of 2,790 aided Primary schools is a striking feature of the year which sets a land-mark in the history of private enterprize. As many as 2,389 of these schools were opened under the scheme of liquidation of mass illiteracy which was launched by Government during the year. A sum of Rs. 4 lakhs was earmarked for financing the scheme of voluntary aided schools. The intention underlying the initiation of the scheme was to encourage the establishment of approved schools by local initiative and by the effort of voluntary agencies in villages with a population of less than 700. Wide publicity was given to the conditions on which capitation and equipment grants would be paid to such schools. The maximum grant payable to an approved voluntary school is Rs. 200 including a non-recurring grant of Rs. 35 which is intended to meet the initial cost of equipment.

It is gratifying to note that the response from the public in the matter of putting the full machinery of the scheme into operation was spontaneous and that the provision of Rs. 4 lakhs made for the purpose was not only utilized in full but an additional allotment of Rs. 22,000 had to be found during the year for the purpose. There is thus a net work of schools in smaller villages in all the Districts of the Province. In view of the interest evinced by public-spirited bodies and individuals towards the removal of mass illiteracy, Government announced, at the close of the year, their intention of extending the scope of the scheme which has since been placed on a more definite footing. Rules have been framed for the guidance of educational officers for the award of grants to individual schools and associations, and a simplified and practical course of instruction for these schools has also been drawn up for the guidance of village teachers. With a view to creating an atmosphere of confidence and stability in the minds of the individuals and associations, which were responsible for the opening of a large number of these voluntary schools, Government have since announced their intention to continue to pay grants direct to schools already opened in villages with a population of less than 700 as well as those that will be opened in future. As regards the other schools, viz, those opened in villages with a population of 700 or over,

with a view to seeing that voluntary effort is not nipped in the bud, the Local Authorities concerned have been requested to take them over as early as possible or until that become possible to pay them grants at the same rate at which such schools in smaller villages will be receiving grants direct from Government.

7(3). The following table gives the distribution of pupils in Primary Stages of Instruction. schools by Standards :—

1	Boys.	Percentage to total.	Girls.	Percentage to total.
	2	3	4	5
Infants	357,350	36·3	148,608	44·1
Standard I	162,230	16·5	60,051	17·8
Standard II	147,198	14·9	48,577	14·4
Standard III	117,624	11·9	35,211	10·5
Standard IV	100,890	10·2	25,400	7·6
Total—Lower Primary Stage ..	885,292	89·8	317,847	94·4
Standard V	45,329	4·6	10,373	3·0
Standard VI	30,512	3·1	7,619	2·3
Standard VII	24,817	2·5	879	0·3
Total —Upper Primary Stage ..	100,658	10·2	18,871	5·6
Grant Total—(Lower and Upper Primary Stages) ..	985,950	100·0	336,718	100·0

It will be seen that of every 100 boys in a Primary school, about 90 are in the Lower Primary stage and the rest, who form a definitely small percentage, in the Upper Primary standards. Again, of the pupils in the Lower Primary stage, more than half are in the Infants class and Standard I. The influx into the Infants class during the year may be attributed to the opening of a large number of District Local Board and approved Primary schools. Never-the-less the stagnation in the Infants class, particularly in schools for girls, is disappointing, and when it is remembered that the percentages shown in the above table represent both the rural and the urban areas and include children of the Advanced classes, who almost invariably complete the lower Primary stage of instruction, it is evident that the wastage among the rural population of school-going age is even larger than is indicated by these figures. The wastage is due mainly to irregular admissions, irregular attendance, stagnation and leakage. The main and the contributory causes which lead to the wastage in Primary schools together with the remedial measures which are being adopted to check it are described by the Educational Inspector, C. D., in the following paragraph of his report :—

“The reasons for stagnation in the Infants classes are too patent to be mentioned here. Irregular admissions and irregular attendance

“through the year, coupled with indifferent teaching and supervision and the existence of a large number of one-teacher schools, are the most important ones. The remedies often suggested are (1) placing of these classes in charge of trained teachers, (2) restriction of admissions to the first two months of a school year, (3) introduction of shift system in the one-teacher schools, and (4) giving an assistant teacher to one-teacher schools. Some Local Authorities have framed a rule with Government sanction restricting admissions to the Infants classes for the first two months of a school year and the others are following them. Government have recently sanctioned the expansion of Training institutions for Primary teachers and as a matter of fact more teachers are being admitted to the Training institutions. This will enable the Local Authorities to place trained teachers, as far as possible, in charge of the Infants classes and one-teacher schools in the near future. The Department is also endeavouring to persuade the Local Authorities to adopt Shift System for lower classes in some suitable form or the other and to provide one-teacher schools with an additional teacher as far as possible. Although compulsory education appears to be the only sure remedy it cannot possibly be introduced on account of its prohibitive cost. Nevertheless the remedies mentioned above, if and when resorted to, will improve matters considerably.”

As pointed out by the Educational Inspector, Central Division, suggestions have repeatedly been made by the Department to the Local Authorities to the effect that they should adopt a rule limiting fresh admissions to the Infants class to two months after the reopening of schools. This suggestion has been adopted by 22, out of 38 Local Authorities. Some of the Local Authorities, however, modified this suggestion and adopted a rule limiting the period from three to six months, while no such rule has been framed by 16 Local Authorities.

Yet another experimental measure calculated to minimise stagnation in the Primary schools under present conditions, and especially in the Infants class, was adopted during the year. The Local Authorities were requested to adopt a regulation restricting fresh admissions to the Infants class to children who had attained the age of 6 plus, i.e. who had completed then sixth year on the day of admission. So far 5 Local Authorities have adopted the regulation. Of the remaining 33 Local Authorities, 18 have expressed their unwillingness to adopt the regulation mainly on the ground of likely opposition from the parents or guardians, while 15 Local Authorities have not yet come to a decision in the matter.

7(4). The average area served by a Boys' Primary school was 5·2 square miles and there was one school for every $1\frac{1}{2}$ towns and villages. Of the total male population, 10·6 per cent. was under instruction in Primary schools, as against 9·5 in the preceding year.

The following table gives details of villages with and without Primary schools :—

Division.	Number of towns and villages with schools.	Number of villages without schools with a population of				Total.
		Over 1,000.	Between 1,000 and 500	Between 500 and 400.	Below 400.	
1	2	3	4	5	6	7
Bombay Division ..	2,628	43	394	280	2,736	3,453
Central Division ..	4,604	7	263	954	1,714	2,938
Northern Division ..	2,003	8	217	173	906	1,304
Southern Division ..	2,627	...	94	125	1,892	2,111
Total ..	11,862	58	968	1,532	7,248	9,806

There are altogether 21,668 inhabited towns and villages in this Province, of which 11,862, or about 55 per cent., are provided with schools, the number of such villages having increased by 2,682 during the year. At the close of the year under report, there were only 58 school-less villages with a population of 1,000 or over and it is expected that schools will soon be opened in these villages. As stated above, Government are anxious to accelerate the development of the schemes in connection with the opening of Primary schools by District Local Boards and by private bodies and individuals. Provision has already been made in the budget to meet the expenditure on this account and it is hoped that within a few years the number of school-less villages will be considerably reduced.

7(5). The expenditure on Primary schools increased by Rs. 9,48,441 to Rs. 1,91,93,236. The sources from which it was met during this year and the last are given below :—

1	1937-38.		1938-39.	
	Amount.	Percentage.	Amount.	Percentage.
	2	3	4	5
	Rs.		Rs.	
Government funds ..	1,00,31,231	55.0	1,16,16,611	60.5
Board Funds	59,60,299	32.7	54,03,198	28.2
Fees	7,71,104	4.2	7,73,685	4.0
Other sources	14,82,161	8.1	13,99,742	7.3
Total ..	1,82,44,795	100.0	1,91,93,236	100.0

It will be seen that, while the total expenditure on Primary schools increased by about 9½ lakhs, the Provincial expenditure increased by about 16 lakhs. This led to a proportionate decrease in the expenditure from various sources. The marked increase in the Provincial expenditure was due to three reasons viz. (1) the restoration of the cut applied during the previous years to the grants payable to the Local Authorities, (2) the payment of arrears of grant due to the Ahmedabad Municipality and (3) the grants paid by Government direct to the schools opened under the scheme of voluntary approved Primary schools.

7(6). The following table gives the average annual cost of educating Average cost per a pupil in a Primary school for boys during the pupil. year :—

1	Average cost of educating a pupil.			
	1937-38.		1938-39.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	2	3	4	5
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government	24 2	20 4	22 4	19 3
District Local Board	12 14	10 4	12 15	11 0
Municipal	20 5	7 6	19 12	7 15
Aided	14 15	3 0	9 15	3 6
Unaided	15 14	....	10 11	....
Total, average cost ..	15 0	8 11	13 14	8 14

It will be seen that, while the total cost per pupil in a Primary school for boys decreased from Rs. 15 to Rs. 13-14, the cost to Government increased by annas 3 per pupil to Rs. 8-14. This was almost exclusively due to the increase of 2,790 aided schools during the year, of which 2,389 were opened under the scheme of approved voluntary schools and which were, as a rule, cheaper than any other type of Primary schools. The decrease noticeable in the cost of a Government Primary school is due to an increase of about 800 pupils in these schools without materially increasing the cost. While the total cost of educating a pupil in a Municipal Primary school decreased by annas 9 per pupil, the cost to Government increased by annas 6. This was mainly due to the payment of the arrears of grant amounting to about Rs. 5½ lakhs to the Ahmedabad Municipality during the year.

The total average cost of an aided Primary school shewed a striking decrease of Rs. 6 per pupil, i.e. from Rs. 14-15 to Rs. 9-15. As stated above, this was due almost exclusively to the comparatively smaller cost of the newly opened approved voluntary schools, which formed the bulk of the aided schools.

The decrease in the cost of unaided schools appears to be due to the employment of low paid staff as an economic measure or as a means of undue profiteering.

7(7). The annual fee collection in Primary schools increased by Rs. 8,923 to Rs. 6,76,970, which formed 4·4 per cent. of the total expenditure on such schools.

This small increase is by no means proportionate to the increase in the number of Primary schools during the year, the majority of which were voluntary schools which charged little or no fees. The following table compares the average annual fee per pupil in Primary schools under different managements during the last two years :—

		1937-38.			1938-39.		
		Rs.	a.	p.	Rs.	a.	p.
Government	..	0	6	9	0	6	5
District Local Board	..	0	5	5	0	4	6
Municipal	..	0	4	6	0	4	5
Aided	..	3	14	5	1	14	8
Unaided	..	4	6	4	2	9	6

In the case of Government institutions, fees are charged only by the Practising schools attached to Training institutions for men and the decrease in the average fee in these schools is due partly to the addition of a Government school which charges no fees and partly to the increase of about 800 pupils in Government schools during the year.

The fall in the average fee per pupil in aided and unaided schools is, however, striking and may be attributed to the opening of a large number of voluntary schools, the majority of which charge no fees.

No child is kept out of school by reason of the inability of the parent or guardian to pay fees. All girls, children of the Backward classes and of school mistresses are admitted free. Children of Indian Soldiers who died or were incapacitated during the Great War are also admitted free, so also are children of the Maratha community in the Kanara, Ratnagiri and Kolaba Districts under certain conditions. Of the Local Bodies in the Province, 54 Municipalities together with 4 District Local Boards have made Primary education altogether free, while 4 Municipalities and one District Local Board have made it free up to Standard IV. I have in previous Reports observed that the fact that aided schools are able to charge fees shews that a large number of children, particularly in Municipal areas who are admitted free in Local Authority schools as well as those in the Practising schools attached to non-Government Training institutions can well afford to pay fees. The managements of these schools might consider the question of charging fees and of utilizing the receipts for other essential needs of Primary education.

7(8). The following table shows the housing arrangements for District Local Board, Municipal and Aided Primary schools for boys and girls :—

1	Number of Primary schools on 31st March, 1939.	Number of schools held in					Total (Columns 3 to 6).	Remarks.
		Own buildings.	Buildings partly owned and partly rented.	Rented buildings.	Rent-free buildings, i.e., temples, chavdis, Dharmashalas, etc.			
	2	3	4 ^a	5	6	7	8	
<i>A—Primary Schools maintained by—</i>								
*District Local Boards..	Boys ..	9,283	2,560 27·6	592 6·4	1,737 18·7	4,894 47·3	9,283	
	Girls ..	950	234 24·7	25 2·6	535 56·8	156 16·4	950	
†Local Authority Municipalities.	Boys ..	658	118 17·9	23 3·5	508 77·2	9 1·4	658	
	Girls ..	336	50 14·9	14 4·2	269 80·0	3 0·9	336	
<i>B—Primary Schools aided by—</i>								
*District Local Boards	Boys ..	1,685	196 11·6	11 0·7	377 22·4	1,101 65·8	1,685	
	Girls ..	95	26 27·4	.. ..	47 49·5	22 23·1	95
†Local Authority Municipalities.	Boys ..	277	63 22·7	5 1·8	198 71·5	11 4·0	277	
	Girls ..	87	39 44·8	.. ..	45 51·7	3 3·5	87
Total A and B ..	Boys ..	11,903	2,937 24·7	631 5·3	2,820 23·7	5,515 46·8	11,903	
	Girls ..	1,468	349 23·8	39 2·7	896 61·0	184 12·5	1,468	

*Including Non-Local Authority Municipalities.

†Including Cantonments.

Only about 25 per cent. of the boys' schools and about 24 per cent. of the girls' schools are housed in their own buildings whereas more than 46 per cent. of the boys' schools and 12 per cent. of the girls' schools are held in rent-free buildings which mainly comprise Chaodis, Dharmashalas, etc., while about 24 per cent., of the boys' schools and 61 per cent., of the girls' schools are held in rented buildings.

The question of housing Primary schools thus presents special difficulties, especially in rural areas where in the majority of cases borrowed buildings are unsuitable for school purposes. It has been recognised that, if Primary schools are to be provided with buildings of their own, a not very ambitious structure with suitable surroundings is essential. The total cost of providing school houses for the existing schools is estimated at over rupees two crores and even if Government help generously towards this expenditure it will be difficult for Local Authorities to meet their share of the expenditure within a reasonable period of time without substantial help from without, i.e., through philanthropic support or by popular contribution.

Except in some Districts which have been fortunate in having special building schemes set up by public spirited persons, it is obvious that building schemes financed by the Local Authorities with the limited means at their disposal cannot keep pace with the increasing demand for new schools. With a view to encouraging Local Authorities to have their own buildings constructed with the help of building grants from Government, a sum of Rs. one lakh was placed by Government at the disposal of the Director of Public Instruction for distribution among the 20 districts of the Province at the rate of Rs. 5,000 per District. This amount has since been placed at the disposal of a Special Committee appointed for each District on condition that an equal sum is also placed at the disposal of this Committee by the District Local Board from its own funds or partly from its own funds and partly from private contributions. Each District Committee consists of the following members :—

1. Educational Inspector of the Division (Chairman).
2. President, District Local Board.
3. Chairman, School Board.
4. Executive Engineer of the District.
5. The members of the Bombay Legislative representing the District and actually residing in that District.
6. The Senior Government Inspector of the District (Secretary).

The main function of the Committee is to arrange to acquire suitable sites and to construct school buildings in accordance with the type-plans approved by Government. The Committee is also authorised to receive donations from the public for the purposes of school buildings.

It is hoped that the formation of these District Committees will go a long way in solving the problem of providing suitable buildings for District Local Board schools in the near future.

Out of the total provision of rupees one lakh made for the purpose, an amount of Rs. 91,000 was actually paid to the District Building Committees during the year, an equal contribution having been made by the Local Authorities in accordance with the conditions laid down for the award of these grants. The balance of Rs. 9,000 was, however, more or less fully pledged but could not be actually paid before the close of the year, as the Local Authorities' contribution was credited very late in the year.

The Educational Inspectors report that as the various Committees began to function late in the year, no building operations could be undertaken. The Committees, however, held several meetings and decided upon a suitable plan of work in the various Districts.

During the year 40 new buildings were completed by the District Local Boards and 74 were under construction, while for 13 buildings extensions were made.

Two buildings were constructed during the year in the Ahmedabad District under the Sheth Mangaldas Girdhardas Cheap Building Fund Scheme at a cost of Rs. 4,000.

Under the endowment of the late Rao Bahadur Girdharlal Uttamram, a part of the income is set apart for the construction of school buildings in the Ahmedabad District Local Board area. Three extensions to the existing buildings were made during the year out of this income.

The Sir Purshottamdas Thakurdas Village School Building Scheme for the Surat District has proved to be a boon to the people of the District. Nine new buildings were constructed and three extensions were made to the existing buildings at a total cost of Rs. 30,076 during the year. Similar assistance from the same building fund is now being extended to the Panch Mahals District Local Board. A building at Sathamba in the Panch Mahals District was constructed during the year and it is expected that during the next few years these two Districts will have a fairly large number of school buildings.

7(9). The total number of teachers in Primary schools under all managements rose by 3,940, or 11 per cent., to 39,817. Of these, 33,741 were men and 6,076 women. Although the number of trained teachers rose by 419 to 18,034, the percentage of trained teachers to the total number of teachers fell from 49.1 to 45.3. This was due to a large number of untrained teachers employed during the year in connection with the scheme of approved voluntary schools which has been referred to in paragraph 7(2) of this chapter. The following table gives the total number of teachers

in Government, District Local Board, and Municipal Primary schools for boys and girls :—

1	Trained.				Untrained.			Grand total.	
	III year.	II year.	I year.	Total.	Qual- fied.	Unqual- fied.	Total.		
	2	3	4	5	6	7	8	9	
Bombay Division ..	407	916	1,940	3,263	2,542	228	2,765	6,028	
Percentage to total ..	6·7	15·2	32·2	54·1	42·1	3·8	45·9	100·0	
Central Division ..	484	1,485	3,199	5,168	4,900	180	5,080	10,198	
Percentage to total ..	4·7	14·6	31·4	50·7	48·0	1·3	49·3	100·0	
Northern Division ..	528	676	1,628	2,832	2,702	51	2,753	5,585	
Percentage to total ..	9·5	12·1	29·1	50·7	48·4	0·9	49·3	100·0	
Southern Division ..	693	995	1,180	2,868	1,830	53	1,882	4,760	
Percentage to total ..	14·6	20·9	24·8	60·3	38·6	1·1	39·7	100·0	
1938-39 ..	Total ..	2,112	4,072	7,947	14,131	11,963	457	12,440	26,571
	Percentage to total.	8·0	15·3	29·9	53·2	45·1	1·7	46·8	100·0
1937-38 ..	Total ..	2,161	4,073	7,637	13,921	11,421	510	11,931	25,852
	Percentage to total.	8·4	15·7	29·7	53·8	44·2	2·0	46·2	100·0

It will be seen that, although the number of trained teachers has increased by 210 to 14,131 and that the minimum percentage of 50 has been maintained in each of the Divisions, the percentage of trained teachers to the total number of teachers in each Division has slightly decreased as will be seen from the following figures :—

	Percentage of trained teachers.	
	1937-38.	1938-39.
Bombay Division	54·7	54·1
Central Division	51·3	50·7
Northern Division	51·4	50·7
Southern Division	61·0	60·3
Total ..	53·8	53·2

The decrease in the percentage of trained teachers is due to the employment by Local Authorities of a number of untrained but qualified teachers in connection with the schemes of general expansion as well as the scheme of opening schools in school-less villages with a population of 1,000 or over.

The statement also reveals the very interesting fact that the number of unqualified teachers in employment under the Local Authorities has decreased from 510 to 457. The very large increase in the number of qualified teachers appointed during the year (i.e. over 500), is due to the schemes of expansion referred to above.

It has been a common complaint in recent years that large number of teachers in the existing Primary schools, and especially those in one-teacher schools, are not adequately qualified in the method of teaching and that this deficiency has to a great extent been responsible for the comparatively higher proportion of stagnation and wastage in such schools. A reference has been made elsewhere in this Report to the measures proposed to be adopted by Government for the training of Primary teachers as a result of the recommendation of the Primary Teachers' Training Committee which had stressed the need of training as many of the teachers who are already in employment as possible within a reasonably short time. A large number of qualified teachers have already been admitted to the expanded and newly opened Training institutions and it is hoped that with the full introduction of the scheme more and more Primary teachers will be trained and the standard of education in the Primary schools will be raised and stagnation in the lower classes will be appreciably minimized.

7(10). Primary teachers handed over to the Local Authorities under the Primary Education Act are paid at the rates sanctioned in 1924, while those appointed between 1923 to 1935 are paid either at the rates sanctioned in 1929 or according to the scales adopted by Local Authorities with the sanction of Government. Pending the sanction of Government to the revised scales of pay for new entrants, i.e. for those appointed after 1st April, 1935, such teachers are being paid according to the scales provisionally sanctioned by Government in Government Resolution, Educational Department, No. 5448 of 25th February, 1935. The position in regard to the pay of Primary teachers thus remains unchanged during the year.

Primary teachers can also supplement their income by giving private tuition with the sanction of the School Board. They are given a special allowance for conducting night schools or classes and are also permitted to work for other Departments on special allowances ranging from Rs. 4 to Rs. 12 per mensem. Full details of these allowances were given in the previous Report.

Head Masters and First Assistants in Primary schools used to draw a special attendance allowance. The system of the payment of this allowance, however, came in for a good deal of criticism as a result of which the Local Authorities were permitted to withdraw these allowances. Many Local Authorities took advantage of this and either wholly or partly stopped or suspended the payment of these allowances. During the year under report the Local Authorities were informed that Government were not inclined to favour the restoration of these allowances and the expenditure in connection with the payment of these allowances would not be considered as approved expenditure after 1st April, 1939. Consequently some of the Local Authorities which had continued the payment of these allowances to their teachers decided to discontinue them. It was, however, represented to Government that the stoppage of these allowances had given rise to various anomalies and it was urged that, unless these anomalies were removed, there would be a growing discontent among the teachers in regard to the question. A small Committee known as the Moos-Paranjpe Committee was, therefore, appointed by Government in March, 1939, to enquire into the position in respect of the pay and allowances of Primary teachers and to advise them as to the best method of removing the anomalies and hardships.

7(11). The Shift System which is yet in an experimental stage has been introduced and is being tried by several Local Authorities. There is, however, some divergence of opinion in regard to its practical utility. The main complaint of those by whom the System is viewed with disfavour

is that it tends to destroy the corporate spirit of the school, to reduce the duration of the daily school session of those pupils affected by the System, and to extend the working hours of the teachers. It is also urged by some that as little children have no idea of the System, they are liable to disturb school work by turning up when not wanted, while still others look upon the school as a kind of *creche* where children are looked after. On the other hand, the main arguments in favour of the System are that it prevents overcrowding and automatically solves the difficulty of finding additional accommodation. It also enables the teacher to attend to a smaller number of pupils and classes at a time and thus to ensure greater individual attention being paid to those who need it. Furthermore, the System tends to obviate the necessity for an additional staff and thus to ease the financial situation to some extent. The objection on the score of the shorter daily session is met by the argument that inasmuch as the system is applied to the Infants and Standard I in particular, the shorter hours of work are not much of a disadvantage and might conceivably be beneficial, in view of their tender age and inability to stand long sessions. It has been reported that in the majority of cases the system is being tried more as an economic than as an educational measure.

It may be observed that the difference of opinion prevalent at present in regard to the advantages of this system is to some extent due to the fact that it has not been given a sufficient trial. It must be remembered that there are many one-teacher schools in which the number of children is much larger than what a single-teacher is expected to handle, and as the financial condition of the Local Authorities does not permit of the provision for an additional staff of teachers, the possible alternative lies in the introduction of the Shift System in such schools. In other schools in which the numbers justify the entertainment of additional teachers for which necessary funds are not available, the introduction of the Shift System at least in the Infant class and Standard I is calculated to ease the financial situation. The position has been brought to the notice of the Local Authorities from time to time and they have been requested to give the System a fair trial.

Ordinarily three hours' schooling may be regarded as sufficient for an average child in the lower Primary stage of instruction. The Local Authorities have been informed that although it is expected that the curriculum to be followed should be substantially the same in all schools, they were at liberty to introduce the Simplified Course of instruction in village schools in which the Shift System has been introduced, should they find it necessary or desirable to use a simpler course to suit local requirements.

It has been reported that 14, out of the 20 District Local Boards, and 6, out of the 18 Local Authority Municipalities, have introduced the Shift System either partly or wholly in their Primary schools.

The following table shews the number of Local Authority schools and the number of pupils which have been brought under the scope of the Shift System :—

(1)	Number of schools in which the Shift System has been introduced.	Number of pupils in the schools in Column 2.
	(2)	(3)
District Local Board Schools	637	63,725
Municipal schools	40	12,531
Total ..	677	76,256

7(12). A reference has been made in the previous Report to the draft Revised Syllabus for Primary schools drawn up by the Department. As pointed out therein the main feature of this syllabus is that the treatment of each individual subject is made as practical as possible so as to maintain the child's interest and a wide range has been outlined in all subjects from which teachers may make a selection suited to the needs of the school and the community.

The Syllabus has been introduced provisionally in the Practising schools attached to Training institutions, while the existing Syllabus continues to be used in all other Primary schools. The revised Syllabus has since been approved by Government subject to certain modifications and is proposed to be introduced in Primary schools from June, 1940.

In addition to the revised syllabus for Primary schools referred to above, a simplified course of instruction suited to the requirements of small village schools was drawn up during the year and allowed to be introduced in such schools. A suitable time-table together with the grouping of grades for various subjects has been suggested for the guidance of teachers.

As a result of the recommendation of the Committee appointed by Government for the reorganization of the Primary and Secondary school courses the question of the conversion of some of the existing schools into Basic schools had engaged the attention of Government during the year. It was considered that as a step towards the reorientation of Primary education, it was necessary to bring about a suitable improvement in the training of Primary teachers. As a preliminary step towards the establishment of Basic Primary schools in certain compact areas it was proposed to arrange for Short-term Training courses for Primary teachers on the lines of the Wardha Syllabus. Full details of these courses have been given in Chapter VIII of this Report.

7(13). The Agricultural bias classes which are primarily intended to serve the needs of the Agricultural community follow a special course specially adapted to the needs of that community. The opening of these classes was sanctioned by Government in 1923 and they have already passed the experimental stage of their existence and are now definitely regarded as normal institutions for rural areas.

The number of these classes decreased by 2 to 79 during the year and the number of pupils in them by 117 to 3,159. The decrease was due to the closure of the classes at Manmad and Itagi in the Nasik and Bijapur Districts. Of the 10 classes in the Bombay Division, only three are in the Konkan Districts and the Educational Inspector reports that such classes are not very popular in these Districts where English education continues to be in demand. On the other hand, the Educational Inspector, Central Division, reports that these classes have been very popular in his Division. The work done by them is of a practical and demonstrative nature and is highly appreciated by the Agricultural classes. He adds—

“ These classes are doing excellent work and are a distinct boon to the Agriculturists. They have passed the stage of experimentation and have come to stay. How to assimilate these into the Basic Educational Scheme which is receiving great attention and care of Government is a question on the solution of which depends the future of Primary education in this Province. It is easy to exaggerate the importance of Spinning, Carding, Weaving and other crafts in the system of Primary education ; but Agriculture is the industry followed by more than 90 per cent. of the people in this Province. If Government intend to devise a system of education which, while ensuring the all round development of the child does not ordinarily wean away the country boys from their hereditary profession, Agriculture should be taken as the basic craft at least in the Upper Primary stage.”

In support of this view the Educational Inspector, Bombay Division, remarks—

“ These Agricultural bias schools with some modifications could have been easily developed into Basic schools with agriculture as the basic craft. It is a pity that the Basic Education Board have not made use of them. They would have served admirably to show the educational possibilities of agriculture as a basic craft. With the concentration on spinning as a basic craft and selection of new schools as basic schools, these old well established schools run the danger of being forgotten and neglected.”

7(14). The annual examinations of first grade Primary schools were hitherto generally held by the schools themselves. In other schools children were orally examined by the Head Masters and the supervisors under the Local Authorities. With a view to ensuring a uniform standard, a system of written examinations to be held simultaneously was adopted by some Local Authorities.

With the amendment of the Primary Education Act by which Government resumed full control of the Inspecting staff, it was necessary to clarify the position of the Government Inspecting Officers in the matter of inspection and examinations of Primary schools. Under the new arrangement the examination work of Primary schools will be organized by the School Board Administrative Officer in consultation with the Senior Assistant Deputy Educational Inspectors and with the help of the Government Inspecting staff. Ordinarily the examinations of big Taluka schools or full Primary schools will be left to the Head Masters concerned and the examination of smaller schools will also be entrusted, if feasible, to selected Head Masters, the rest of the schools being examined by the Inspecting Officers. With a view to ensuring that promotions have been judiciously made, Government Inspecting Officers have also been instructed to scrutinize, at the time of the inspection, the examination results of Primary schools within their beats.

Primary School Leaving Certificate Examination terminates the Primary school course and is held annually for boys and girls. The passing of this examination is recognised as a qualification for appointment as a Primary school teacher as well as for admission to the Primary Training institutions and to the lower grades of the public services.

The number of candidates for the Primary School Leaving Certificate Examination is increasing from year to year. The following table gives details of the examination for boys held in 1938-39 at the various centres in each Division :—

Primary School Leaving Examination with.									
1	Regional Languages.			Urdu.			Total.		
	Number appeared.	Number passed.	Percentage of passes.	Number appeared.	Number passed.	Percentage of passes.	Number appeared.	Number passed.	Percentage of passes.
	2	3	4	5	6	7	8	9	10
Bombay Division .	3,097	1,832	45.8	258	123	48.6	4,250	1,955	46.0
Central Division .	9,439	3,603	38.2	411	88	21.4	9,850	3,691	37.5
Northern Division.	4,026	1,484	36.9	385	132	34.3	4,411	1,616	36.6
Southern Division	5,265	1,600	30.4	309	60	19.4	5,574	1,660	29.8
Total ..	22,727	8,519	37.5	1,358	403	29.7	24,085	8,922	37.0

7(15). There has been a considerable awakening of late in regard to the importance of Physical education and organized efforts are being made to encourage Physical instruction in Primary schools. Indigenous games like Atya-patya, Kho-kho, Hu-tu-tu are played and drill and other forms of mass exercises such as Lezim, Tiprya, etc., are taken up in schools where open space is available. Drill is generally taken by the trained teachers on the staff who have had regular instruction in it while under training. The games are supervised by the teachers. The Boy Scout and Girls' Guide movements have been started by almost all the Local Authorities, some of the local associations formed by these bodies having been affiliated to the Hindustan Scout Association.

During the year a special grant has been sanctioned by Government towards the expenditure incurred by Local Authorities on Physical apparatus and for Scouting, Camping and Medical inspection. This step has encouraged the Local Authorities to pay more attention to the Physical welfare of pupils in their Primary schools.

A Syllabus in Physical education together with a list of the apparatus suitable for physical exercises has been suggested by the Physical Education Committee recently appointed by Government. This syllabus is, under the orders of Government, being incorporated in the revised syllabus for Primary schools for boys and girls proposed to be introduced in such schools from June, 1940.

The Syllabus in Physical education prepared by the Board of Education in England is being translated into the various regional languages and issued in the form of a booklet for the guidance of Primary Training institutions and Primary teachers.

7(16). The number of School Co-operative Societies increased during the year by 37 to 644 most of which were unregistered. The educational value of these Societies, which are managed by the pupils themselves under the guidance of the teachers, is now fully recognised and their number is steadily increasing from year to year. These Societies help to teach the principles of everyday transactions in a practical way and aim at inculcating the importance of self-help, co-operation, and thrift.

7(17). School libraries which help to create a taste for reading and thus to acquire a good deal of general information play an important part in the life of school children. Although efforts are being made by some of the Local Authorities to provide libraries for their Primary schools, their educational value does not yet appear to have been fully appreciated. In the Central Division, 75 libraries have been maintained by the District Local Board, East Khandesh, the cost of which is met partly from the profits accruing from the School Co-operative Societies and partly from the subscription paid by pupils in the higher standards. During the year the Ahmednagar Municipality purchased books worth Rs. 700 for its school libraries from out of the donations received for the purpose.

The Educational Inspector, Bombay Division, reports that only a few schools have libraries worth the name. In some cases enthusiastic teachers in that Division are reported to have collected funds from school children and village people and provided libraries for their schools.

In the Northern Division, the Bal Circulating Libraries started in the Surat District under the Sir Purshottamdas Circulating Bal Library Scheme are reported to be very popular, about 40 such libraries having been added during the year. There are now 390 such libraries in the District and the majority of the pupils are reported to have taken advantage of these libraries. The Educational Inspector reports that in the Panch Mahals District libraries have been organised in certain villages with the help of private contributions and pupils are encouraged to cultivate a taste for reading. It is hoped that the example of Surat and Panch Mahals will be copied by other Districts and private effort will supplement the work of School Boards in the matter of providing suitable libraries in Primary schools.

7(18). No books other than those sanctioned by the Department are allowed to be used in any Government or approved school or any school maintained by a Local Authority. There are five School Book Committees dealing with books in Marathi, Gujarati, Kannada, Urdu, and Hindustani. The formation of the last, viz., the Hindustani School Book Committee was sanctioned during the year in consequence of the decision of Government that Hindustani should be recognised as a language of this Province. The Committee has been constituted generally on the lines of the other School Book Committees for the regional languages.

The following table gives details of the work done by the School Book Committees during the year :—

1	Number of books received including the opening balance.	Number of books disposed of.		Balance.
		Sanctioned.	Rejected.	
2	3	4	5	
Urdu School Book Committee ..	118	101	15	2
Marathi do. ..	196	191	5	...
Gujarati do. ..	390	204	15	171
Kannada do. ..	79	62	16	1
Hindustani do. ..	61	*	*	61
Total ..	844	558	51	235
Total for 1937-38 ..	882	700	85	97

*No book was considered by the Committee in the meetings held by the Committee during the year 1938-39.

The School Book Committees are mainly consultative bodies and their function is to advise the Department on questions referred to them by the President, who is generally the Educational Inspector. The Educational Inspector, Bombay Division, is President of the Urdu School Book Committee, while the Assistant Director of Public Instruction was appointed President of the Hindustani School Book Committee. Besides assisting the Department in deciding questions as to the use of suitable text-books in schools, the Hindustani School Book Committee* has to advise Government in framing Syllabuses, laying down standards of proficiency in Hindustani for boys and girls in Primary and Secondary schools.

7(19). The Village Improvement Scheme which was launched six years ago for the economic as well as the social and educational uplift of the cultivator has helped to give a definite impetus to the spread of education in the rural areas. The outstanding feature of the Scheme is the co-operation of all agencies to improve the life of the cultivator by all possible means. Several Primary and Night schools and classes financed by the District Executive Committees were opened during the year. Reading rooms and libraries were also started in some villages and an effort was made to provide play-grounds and to encourage the formation of Scout and Girl-Guide Associations. It is reported that all possible help was rendered by the Local Authorities to the District Executive Committees in carrying on the work of village improvement. The Educational Inspector, Central Division, remarks—

“ Teachers in smaller villages are supplied with a register in which the conditions of the village in respect of sanitation, education, rural indebtedness, etc., are to be noted by the teacher from month to month and the necessary extracts from this register are to be submitted by him to the Mamlatdar for action. The Village Improvement Committee Publicity van visited a number of villages in some of the Districts in this Division during the year. The teachers and supervisors offered their full co-operation to the organizers.”

*The Hindustani School Book Committee has since been replaced by the Provincial Board for Education in Hindustani. The functions of this Board are :—

- (1) To assist the Director of Public Instruction in deciding the questions as to the use of suitable text books in Hindustani;
- (2) To advise Government in framing syllabuses laying down standards of proficiency for Hindustani for Boys and Girls in Primary and Secondary schools.
- (3) To advise Government as to the best manner of increasing the out put of trained Hindustani teachers both for Primary and Secondary schools; and
- (4) To advise Government on all matters connected with the encouragement of the study of Hindustani.

The Committee is to elect its own President.

7(20). The number of Primary schools in Bombay City increase during the year by 9 to 532 and the number of Bombay Municipality. pupils in them by 6,415 to 115,186. Of these, 108,658 were in the Lower Primary and only 6,528 in the Upper Primary stage of instruction. It would appear that a comparatively large number of pupils in the City who complete the lower Primary stage of instruction are attracted by Secondary schools.

Of the 2,384 ordinary teachers, 1,291, or 54·2 per cent., were trained, 954, or 40 per cent., were untrained but qualified, and as many as 139, or 5·8 per cent., were unqualified. While the percentage of trained teachers decreased by 1·5 per cent., the percentage of untrained teachers rose by 3 per cent. This was due to the trained teachers who had retired during the year and some unqualified teachers having been replaced by qualified teachers. During the year percentage of unqualified teachers was also brought down by 1·4 to 5·8.

The total expenditure of the Municipality on Primary education during the year amounted to Rs. 41,89,671, as against Rs. 40,67,868 in the preceding year. A total grant of Rs. 9,15,663 was paid to the Municipality during the year. The grant payable to the Bombay Municipality for voluntary Primary education has been fixed at Rs. 6,25,000, in addition to the grant for compulsory education, subject to a maximum grant for both together of Rs. 8,95,000. The maximum limit was reached during the year and the Municipality was accordingly paid a grant of Rs. 8,95,000 together with an amount of Rs. 20,663 which represented the balance due to the Municipality on account of previous adjustments.

7(21). Under Section 116 of the Cantonment Act, 1924, it is the duty of every Cantonment Authority, so far as the funds Cantonment Schools. at its disposal permit, to make reasonable provision within the Cantonment for establishing and maintaining Primary schools. Under Section 117 of the same Act it is the discretionary function of a Cantonment Authority to make provision for furthering educational objects by measures other than the establishment and maintenance of Primary schools. Six Cantonments in this Province thus either maintain their own schools or pay grants to approved schools within their limits. All these schools are inspected by Government Inspecting Officers. The existing provision for the educational needs of the residents of the Cantonment areas is regarded as adequate on the whole. During the year the Cantonments maintained 9 schools and paid grants-in-aid to 27. The number of pupils receiving instruction in all these schools was

5,524, as against 5,286 in the preceding year. The following table gives further details of these schools :—

Name of the Cantonment.	Schools.			Pupils.			Expenditure (recurring).				
	For Boys.	For Girls.	Total.	Boys.	Girls.	Total.	Provincial Revenues.	Cantonment funds.	Other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11	
							Rs.	Rs.	Rs.	Rs.	
<i>Bombay Division.</i>											
Deolali ..	Cantonment..	2	1	3	207	125	422	1,340	3,880	181	6,351
	Unaided ..	1	..	1	11	..	11	..	..	900	900
<i>Central Division.</i>											
Poona ..	Cantonment..	..	..	..	..	..	..	..	..	..	..
	Aided ..	18	5	18	1,513	1,005	2,518	6,372	13,344	32,006	51,722
Kirkee ..	Cantonment..	..	..	..	..	..	..	..	..	..	..
	Aided ..	6	..	6	746	262	1,008	467	1,583	6,841	8,891
Ahmednagar.	Cantonment..	2	2	4	551	170	721	3,600	4,998	1,095	9,688
	Aided ..	..	..	..	..	..	..	..	..	..	..
<i>Northern Division.</i>											
Ahmedabad.	Cantonment..	1	..	1	104	37	141	582	730	..	1,312
	Aided ..	..	..	..	..	..	..	..	..	..	..
<i>Southern Division.</i>											
Belgaum ..	Cantonment..	1	..	1	312	110	422	1,903	2,937	2	4,892
	Aided ..	1	2	3	82	210	292	100	..	2,631	2,781

The village site of Ghorpuri in the Poona District was included within the limits of the Poona Cantonment from August, 1937. In consequence of this change the District Local Board, Poona, raised the question of the transfer of management of the school at Ghorpuri to the Poona Cantonment Authority. On the latter's refusal to take over the school on the ground that the school catered mainly for children within the District Local Board area, and that the Cantonment's policy is not to run its own schools, but to aid schools, the District Local Board closed it from June, 1938. A private school known as the Shree Ganesh Primary School was, therefore, started in the village at the instance of certain local merchants. The Cantonment Authority has agreed to pay a grant to the school which is now attended by about 150 pupils and serves adequately the needs of the school-going children in the surrounding area. Negotiations for making the District Local Board building in the village of Ghorpuri available for the school are in progress.

7(22). In consonance with the provisions of the Primary Education Act of 1923, it has been the declared policy of Government to introduce free and compulsory Elementary education by a definite programme of progressive expansion. Under the Bombay Primary Education (Amendment) Act, 1938, Government have declared that their policy is to reach the goal of Universal Free and Compulsory Primary Education. Section 2(3) of the Amended Primary Education Act thus lays down that an "area of compulsion" means the area in which Elementary or Primary education, as the case may be, is compulsory. Under the provisions of the Act now in force it is, therefore, open to a Local Authority to introduce compulsion in its area either in respect of Elementary or Primary education according as the funds at its disposal permit.

The Bombay Municipality has its own scheme of compulsory education under a separate Act (Act XV of 1920), and under the provisions of this Act, it is open to the Municipality to introduce free and compulsory education ward by ward in its area.

In addition to the Bombay Municipality, 8 Local Authority Municipalities and 2 District Local Boards have introduced compulsion in the whole or a part of their areas. The following table summarises the effect of the introduction of compulsory elementary education on the number of children attending school in those areas :—

Name of Local Authority and Area of compulsion.	Date on which compulsion was introduced.	Whether for Boys or for Girls.	Number of pupils on 31st the date of the introd.			
			Pupils of compulsory age in the Infant class and in Standards I to IV in the area of compulsion.			
			In Local Authority schools.		In approved schools.	
			Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7
<i>Local Authority Municipalities</i>						
<i>Bombay Primary Education Act, 1918.</i>						
1. Surat	1st January 1920 ..	Both ..	3,123	759	851	724
2. Bandra	14th June 1920 ..	Both ..	678	241	248	152
3. Satara City	1st July 1921 ..	Boys ..	890	..	384	..
4. Dhulla	1st March 1923 ..	Both ..	1,031	327	99	20
<i>City of Bombay Primary Education Act, 1920.</i>						
5. Bombay City (F and G Wards).	2nd November 1925.	Both ..	4,148	1,898	Not available.	
<i>Bombay Primary Education Act, 1923.</i>						
6. Ahmednagar City ..	1st June 1927 ..	Boys ..	1,527	..	376	..
7. Sholapur (In three wards) ..	1st November 1927.	Boys ..	1,723	..	282	..
8. Broach	1st September 1927	Boys ..	1,704	..	251	..
9. Poona City (In five Peths) ..	1st December 1929.	Both ..	805	362	340	170
<i>District Local Boards.</i>						
<i>Bombay Primary Education Act, 1923.</i>						
10. District Local Board, West Khandesh.	1st June 1920 ..	Boys ..	11,703	..	172	..
(In villages with a population of 1,000 and over and non-Local Authorities Municipalities).						
11. District Local Board, Rataagiri	1st March 1938 ..	Both ..	There was no school on 31st			
(In village, Murdi, Taluka Dapoli).						

*Out of these, 158 boys attend schools

March preceding notion of compulsion.			Number of pupils on 31st March, 1939.						
Pupils of all ages in all classes of Local Authority and approved Primary schools in the area of compulsion.			Pupils of compulsory age in the Infant class and in Standards I to IV in the area of compulsion.				Pupils of all ages in all Local Authority and approved Primary schools in the area of compulsion.		
			In Local Authority schools.		In approved schools.				
Boys.	Girls.	Total.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
8	9	10	11	12	13	14	15	16	17
6,075	2,112	8,187	6,936	4,873	1,462	1,935	11,764	7,280	19,034
1,194	494	1,688	1,327	777	499	406	2,617	1,500	4,117
1,490	..	1,490	1,357	..	411	..	2,653	..	2,653
1,912	481	2,393	2,360	1,725	151	75	4,062	2,610	6,672
8,551	3,701	12,252	14,908	9,173	1,848	1,547	24,636	15,719	40,403
3,291	..	3,291	2,821	..	383	..	4,656	..	4,656
2,040	..	2,040	1,921*	..	1,263	..	4,712	..	4,712
2,756	..	2,756	2,315	..	352	..	3,882	..	3,882
1,472	824	2,296	1,381	964	452	325	2,382	1,934	4,316
17,344	..	17,344	13,867	..	108	..	23,029	..	23,029
March, 1937.	..	..	47	41	..	..	47	41	88

outside the compulsory area.

The progress revealed by these statistics cannot be regarded as satisfactory. No Local Authority appears to have taken any stringent measures beyond the issue of notices. During the previous year on the recommendation of a Sub-Committee a resolution was passed by the Bombay Municipal Schools Committee providing for certain steps to be taken for the effective enforcement of compulsion, but the Educational Inspector reports that—

“Owing to the unwillingness of the Committee to adopt coercive measures, the illiteracy of the wards in which compulsion has been introduced cannot be said to have been substantially wiped off.”

With a view to encouraging the Local Authorities to introduce compulsion on a much wider scale than at present, Government have since made a special provision in the budget for 1939-40 to enable them to finance any schemes of compulsion which might be submitted by Local Authorities.

7(23). During the year under report the most important feature in respect of Primary education was the amendment of the Primary Education Act. The main features of the Amended Act are that—

Working of the
Primary Education
Act.

(1) The Administrative Officers have become Government servants and they have been given certain specific powers under the rules, so that they are now free to exercise the powers vested in them,

(2) Government have resumed full control of the inspecting staff,

(3) Government have been given certain powers of control over the School Boards similar to those exercised over the local bodies,

(4) A minimum educational qualification has been prescribed for membership of School Boards,

(5) The establishment of a Provincial Board of Primary Education, consisting of 12 members, has been provided for, in order to advise Government on matters relating to Primary education,

(6) Government have reserved to themselves the power to declare as to what Municipalities should continue to be Local Authorities. Accordingly, 17 Municipalities ceased to be Local Authorities in the interest of administrative efficiency and economy in expenditure on Primary education,

(7) It is open to the Local Authorities to make *Primary* as well as *Elementary* education free and compulsory, and

(8) It is open to Government to delegate to a Local Authority, which is a Municipality constituted under the Bombay Municipal Boroughs Act, 1925, and the annual expenditure of which on Primary education is not less than Rs. 1,00,000, power to appoint an Administrative Officer. As a consequence of this provision, the Ahmedabad and Surat Municipalities have been delegated the power of appointing their own Administrative Officers.

It is rather too early to expect any great changes in the working and efficiency of schools but there is little doubt that the object underlying the Amended Act has been fulfilled in a substantial measure. There is far less interference in the work of the Administrative Officers and no undue influence or pressure appears to have been brought to bear on these officers. Appointments of teachers are made on the basis of merit and not through influence that candidates may bring to bear. Transfers are made only when the exigencies of the Department require and not merely to suit the convenience of the teachers or the whims of School Board members. The new arrangement has given the teachers greater peace of mind and sense of security and more freedom to do their work.

On the other hand, the loss of patronage and power, as a result of the Amended Act, has led in some cases to an attitude of indifference on the part of some School Boards, and in a few cases there is a critical, if not hostile attitude, towards the Administrative Officer. Whether, and if so, how far, this attitude will affect the expansion of Primary education for which the School Boards and Local Authorities have to provide the necessary funds, it is perhaps too early to venture a definite opinion. In the heat of the moment, some Local Authorities have even gone to the extent of asking Government to abolish School Boards, mainly on the plea that these bodies have been deprived of a good deal of their powers. When, however, the Boards have had time to think over the matter calmly and to work the Amended Act, it should not be difficult for them to realise that the powers, of which they have been deprived, are such as the exercise of which had almost invariably rendered them open to criticism and that it is in the interests of education itself that these powers should have been partly transferred. It should not also be difficult for the Boards to appreciate that they still have the power to propose schemes of educational expansion and to try educational experiments with the sanction of Government, embark on building and health promotion schemes, etc., and that if they wish to serve the cause of Primary education, there is adequate scope for their enthusiasm and activity.

One of the satisfactory features of the Amended Act is the transfer of the Inspecting staff to Government. All the Inspecting Officers are now in a position of dispassionate detachment and are free from undesirable influences. They are under the control of the Senior Assistant Deputy Educational Inspector who constitutes the link between the Administrative Officer and the Inspecting staff of the District. The intention underlying the present arrangement is to differentiate, as far as possible, the work of administration from that of inspection of Primary schools and to place it under two separate officers, as the work of administration is primarily the business of School Boards, while the work of inspection is fundamentally the function of Government for the purpose of maintaining standards and ensuring that Government money is well-spent. With the Inspecting staff appointed,

promoted, and paid by Government and not subservient either directly or indirectly to School Boards, it has become possible for Government to place reliance on their reports and it has also secured for the Inspecting staff that independence and freedom which it is necessary to have in doing their work of inspection.

It is too early to pronounce any definite opinion on the working of the School Boards under the Amended Act. It can, however, be said that the members of School Boards have been taking more interest in the expansion of education, i.e. opening of new schools, introduction of the Wardha scheme of education, physical training in schools, admission of Scheduled class children to schools, etc. The public also is much awakened and looking up to Government and the Local Authorities for encouragement in the expansion of education.

CHAPTER VIII.

TRAINING OF TEACHERS.

I. *Training of Secondary School Teachers.*

8(1). The Secondary Training College, Bombay, was the only Government institution in the year under report which trained teachers for Secondary schools. An account of this institution is given in Chapter V.

II. *Training of Secondary School Teachers in Physical Education.*

8(2). The Physical Training Institute at Kandivli is the only Government institution which trains teachers in Physical Education. An account of this institution is given in Chapter IX.

III. *Training of Primary School Teachers.*

8(3). The total number of training institutions for men and women increased by one to 27 (12 for men and 15 for women). The number of students in these institutions increased by 129 to 1,916. Of the 27 training institutions, 12 are maintained by Government, two by a Municipality, and 13 are aided. Of the 1,916 students under instruction, 1,325 (including 119 students of the Scheduled classes) were Hindus, 233 Muslims, 300 Indian Christians, and 58 others.

8(4). There was no change in the policy adopted by Government in Output of trained 1935-36 of raising the efficiency of Primary schools teachers. by securing, so far as possible, a larger annual supply of teachers with higher training qualifications. The full training course for men continued to be of three years' duration. In the case of women teachers, however, although the course has been one of three years, the first year certificate is awarded after a course of two years' training, and the second year certificate after the completion of one further year's training.

As stated last year, Government took up the question of expanding further the facilities for the training of Primary teachers and of increasing the output of trained teachers. The Committee appointed by Government to advise them on the question of the training of Primary teachers submitted its Report (which was published in August, 1938) and made several recommendations to Government in the light of the terms of reference to it. So far as the main recommendations of the Committee, which have a direct bearing on the training of teachers, are

concerned, the Committee has in its Report stressed the need of training as many of the teachers, who are already in employment, as possible. Some of these teachers are too advanced in age to profit appreciably by a regular course of training. The Committee has, therefore, excluded teachers above the age of 40 from the scheme of formal training proposed by it. The Committee has also recommended that 1st year trained teachers in the service of Local Authorities between the ages of 22 and 40 should be given a further training of one year, while untrained teachers between the ages of 22 and 40 should be given continuous training for two years. The Committee has recommended further that the system of intermittent training should be discontinued and replaced by one of continuous training for two years. In addition, the Committee has suggested that the third year course should be discontinued and that the accommodation thus released should be utilised for the admission of more candidates to the 1st and 2nd year classes. The Committee has also expressed the opinion that about one-half of the teachers in service charged with the important task of imparting Primary education have had inadequate education and no training at all, and that the remaining teachers, though trained, have had an unsatisfactory general education and a training of an intermittent character, a highly undesirable state of things. In order, therefore, to raise the standard of teaching in Primary schools, the first essential step is to train, on an adequate and satisfactory basis, as many Primary teachers in service as possible, and Government has, therefore, decided that the qualified and 1st year trained teachers in the service of Local Authorities should be given a further training on the lines recommended by the Committee. Government has also passed orders for the abolition of the 3rd year classes in the Primary Training institutions for men. In the case of women teachers, however, the course continues to be one of three years as at present.

To implement the above recommendations of the Committee, Government appointed Mr. V. D. Ghate, Educational Inspector, Bombay Division, to work out details in connection with the expansion and reorganisation of the existing Training institutions for Primary teachers and the opening of additional Training institutions for the training of qualified and 1st year trained Primary teachers. Mr. Ghate accordingly submitted his proposals at the end of the year. These proposals were considered by Government and the orders passed by them have been brought into effect from the academic year 1939-40. It is only by training the teachers that the standard of teaching in Primary schools can be raised, and the new measures adopted for the training of Primary teachers will go a long way towards attaining the desired object.

During the year under report the output of Government Training institutions for men was 600 (363 first year, 166 second year, and 71 third year) and that of Government Training institutions for women 143 (87 first year, and 56 second year). Non-Government Training

institutions sent out 175 men (114 first year, 31 second year, and 30 third year) and 218 women (139 first year and 79 second year).

8(5). The expenditure on Primary Training institutions increased by Rs. 11,834 to Rs. 4,70,993. Of this, 82·6 per cent. was defrayed from Provincial funds, 3·4 per cent from Municipal funds, 4·4 per cent. from fees, and 9·6 per cent. from other sources.

8(6). The number of Government institutions remained stationary during the year viz. 12. Of these, 8 with 881 students, were for men, and 4, with 307 students, for women. The cost of educating a student in institutions for men was Rs. 244, of which Government contributed Rs. 236, and in institutions for women Rs. 456, of which an amount of Rs. 431 was paid by Government.

The Rural Training School continued to train Primary teachers in rural surroundings and under rural conditions. It taught a special course for the award of the 1st year certificate, the course followed being generally similar to the ordinary course with slight modifications in certain subjects and with additional subjects such as Village Uplift, Agriculture, Smithy and Carpentry. The school has so far admitted students from the Agricultural classes, preference being given to those who have passed the Primary School Leaving Certificate examination of Agricultural bias schools. The school has since been transformed into a Basic Training centre with effect from the academic year 1939-40. The distinctive features of the Rural Training school would remain even under its changed character, but the basic crafts would be the medium of approach to every subject.

8(7). The number of aided institutions remained 13, the same as last year. Of these, 3, with 155 students, were for men, and 10, with 534 students, were for women.

The Union Training College at Ahmednagar, the S. J. Rural Training College at Satara, and the Vocational Training School at Ankleshwar are the three institutions for men.

The Union Training College at Ahmednagar taught the full three years' course prescribed by the Department and sent up students for the Departmental Certificate examinations. In addition to the prescribed courses, special attention is paid to Rural Reconstruction work and practical work including manual work.

The S. J. Rural Training College, Satara, conducted by the Rayat Shikshan Sanstha, followed the Rural Training School course and presented candidates for the Departmental Certificate examination.

The Vocational Training School at Ankleshwar teaches agriculture, carpentry, etc. with a rural bias and its certificate examination is conducted by the Department.

All the aided training institutions for women, with the exception of the Mary B. Harding Kindergarten Training School, Sholapur, and the Training College for Women at Hingne, near Poona, follow the Departmental course of studies and send up candidates for the Departmental Certificate examinations.

At the Mary B. Harding Kindergarten Training School, a course specially devised for the training of teachers for Infant work is followed. The examination of this school is conducted by an independent Board of Examiners, half the number of examiners being Government officers. The senior certificates granted by the school are recognised as equivalent to the Departmental First Year Training College certificates.

The Training College for Women, Hingne, follows a full three years' course which differs to some extent from the Departmental one. The students of this institution do not appear for the Departmental Certificate examinations. There is a separate Board of examiners for this institution, one member of which is a Government nominee. This Board holds its own examinations and issues its own certificates to successful candidates. These certificates are, however, recognised by the Department and considered equivalent to those issued by the Department.

One Training institution for women viz.—The Z.B.M.M. Urdu Normal class, Sholapur, was closed during the year.

The Shishu Vihar Mandal, Dadar, Bombay, started a Training class for Montessori teachers (Bal Adhyapan Mandir) in July, 1938. It had four teachers under training for pre-primary and Kindergarten schools. The institution has got its own course and it holds its own examination for the award of a diploma. It is doing very useful work in preparing specialised Infant teachers for Primary schools.

The cost per student in aided institutions for men was Rs. 111, of which an amount of Rs. 40 was paid by Government. The cost per student in aided institutions for women was Rs. 167, of which an amount of Rs. 79 was contributed by Government.

8(8). There were two Municipal Training institutions, one for Marathi men teachers which was revived during the year, and the other for Muslim women, both maintained by the Bombay Municipality with the object of supplying trained teachers required for their Marathi Boys' and Urdu Girls' schools. The students of these institutions appear for the Departmental Certificate examination. The Urdu Training Institute for Muslim women had 23 students, the same number as in the preceding year.

8(9). The following percentages have been prescribed by Government for the selection of candidates for admission to the Government Training institutions for men :—

Selection of teachers for training.	Bombay, Central and Southern Divisions.	Northern Division.
	Per cent.	Per cent.
(1) Advanced classes	25	} 85
(2) Intermediate castes including Muslims and Indian Christians.	60	
(3) Backward castes (including Scheduled classes) ..	15	15
Total ..	100	100

These percentages were generally adhered to while selecting candidates for admission, and, among Backward class candidates, preference was generally given to the Scheduled class candidates so far as possible.

No fixed percentages for various classes have been laid down in the case of admissions to Government Training institutions for women. Preference is, however, given, as far as possible, to women belonging to the Intermediate and Backward classes.

In view of the need of training as many of the teachers who are already in service as possible stressed by the Committee on the Training of Primary teachers, and also in view of the possibility of the introduction of uniform scales of pay in the near future, it has been considered desirable to select older and senior teachers for training first, so that they may not suffer in pay and status in the new fixation of pay. This will affect the question of communal quota in the matter of admissions to Training institutions, but, in view of the fact that all teachers in service are proposed to be trained in their turn, and as early as possible, this is not likely to result in any serious injustice or hardship to teachers of any particular community or class.

The selection of candidates for admission to Government Training institutions continued to be made by the Educational Inspectors on the recommendations of the School Boards. This selection was based mainly on the remarks on the work of a teacher furnished by the School Boards and the percentage of marks obtained in the Primary School Leaving or the Training College examinations.

To secure suitable material for training, certain minimum percentages of marks have been laid down and the School Boards recommended for training generally those candidates who satisfied the prescribed

conditions. It is reported, however, that these recommendations were not, in some cases, based on merit and fitness of candidates with the result that the best material could not be selected in all cases. Most of the School Boards, however, co-operated with the Educational Inspectors in selecting the right type of candidates for training. Under the amended Primary Education Rules, the School Board Administrative Officers have now been empowered to recommend candidates for training. As under the new Scheme for training Primary teachers *all* Primary teachers in service are to receive two or one year's training as the case may be, the question of recruiting the right type of persons as teachers has gained special importance and instructions have, therefore, been issued to Administrative Officers to see that great care is taken while making appointments of teachers. Also, now that the system of intermittent training has been discontinued, and qualified Primary school teachers will go through a full course of two years' continuous training in future, the difficulties so far experienced as the outcome of the selective system will, it is hoped, soon disappear with the disadvantages of the intermittent training.

In the case of the Urdu Training College for Women, Poona, however, difficulties still exist in securing suitable material for training. The Department has no other course but to select candidates from amongst those that are made available. The paucity of Muslim women teachers will continue so long as the number of girls receiving higher Primary education remains low. The position, however, is gradually improving and it is hoped that, in a few years' time, a sufficient number of women teachers will be available for training.

More Matriculates are now forthcoming to serve as teachers in Primary schools and are seeking admission to Training colleges. As their number increases, they are likely to infuse fresh spirit in Primary schools.

Government paid stipends to the students deputed by the District School Boards. Local Authority Municipalities generally provided their own stipends to the teachers deputed by them and the expenditure incurred by them on this account is admitted for Government grant. The value of stipends is Rs. 10 per mensem in the case of men and Rs. 15 per mensem in the case of women. In the new scheme of training Local Authority teachers sanctioned by Government, the Local Authority teachers including Municipal teachers under training are given stipends at the prescribed rates irrespective of the fact whether they are admitted into a Government Training institution or a non-Government one. A question has been raised as to whether teachers under training holding substantive appointments should not be paid their full pay while under training and is receiving consideration at the hands of Government.

- 8(10). The revised curriculum introduced in 1935 continued to be taught in the Training institutions for men and women with good results.
- Curriculum.

Great stress is laid in all Training institutions on practice in teaching and this includes the teaching of two or more classes at a time, since, in rural areas, teachers have to teach in some cases two or more classes simultaneously. Efforts are, therefore, made by each institution to see that every student gives as many lessons under supervision as possible and receives training particularly in managing efficiently two or more classes at a time. Model lessons showing how the teaching of two or more classes simultaneously may be conducted with some efficiency are also given to the students under training.

In Training institutions the importance of Handwork is specially recognised for the purpose of illustrating lessons by improvising various devices and apparatus for class room use. The subject is taught in correlation with History, Géography, Science, Mathematics, and Language. Its teaching develops creative manual activities. All students are trained to make their own teaching apparatus and appliances from materials easily procurable in rural areas.

Training institutions afford splendid opportunities for educational experiments. The Lady Superintendent, Training College for Women, Poona, used the Project method occasionally to make her students collect the necessary material for History, Geogaphy, and Language. As a result of this stimulus to their self effort, the teachers have succeeded in arousing and maintaining the interest of the students in those courses.

Hindustani with a knowledge of both Nagari and Urdu scripts, was introduced during the second term in all Government Training institutions for men and women. Special part-time teachers were appointed till the end of the academic year. In this connection, the Principal, Training College, Dhulia, observes—

“During the short time of four months the students were able to read and write short stories in Hindustani and read and write Urdu script.”

In addition to the prescribed course, other educational activities such as Monthly Lectures, Educational Conferences, Visual Instruction, Excursions, Co-operative Societies, Magazines, Debating Clubs, Refresher Courses, etc., continued to be the chief side activities in Training institutions.

The Committee on the Training of Primary teachers proposed the inclusion of subjects like civics and elements of economics in the courses of studies for Training institutions. It was, therefore, necessary to reconsider the Training college courses in the light of the suggestions of the Committee and also on account of the proposal of the Committee to make training continuous. A small Committee consisting of Government officers and outsiders—men and women—having direct experience of training teachers was, therefore, appointed by Government to propose the necessary modifications in the courses of studies for

Primary Training institutions for men and women. The syllabus framed by this Committee has been introduced from the current academic year.

8(11). In view of the opening of Basic Primary schools in certain compact areas in Gujarat, Maharashtra, and the Karnatak from June, 1939, it was found necessary to train Primary teachers for this purpose on the lines of the Wardha syllabus. Short Training courses for four months on the lines of the Wardha syllabus were, therefore, arranged for specially selected Primary teachers for each of the three linguistic divisions, viz., Gujarat, Maharashtra, and the Karnatak during the latter part of the year under report.

Of the three Training centres proposed to be opened, the Gujarat Vidyapith offered to run on a grant-in-aid from Government a short training course at Ahmedabad for the training of Gujarati Primary teachers for a period of four months from January to the end of April, 1939. Therefore in Gujarat no short course training centre was opened directly by the Department. About 35 teachers from the various districts of Gujarat were deputed to the course arranged by the Gujarat Vidyapith.

The Training centre for Maharashtra was opened at Loni Kalbhor (District Poona) where the Department already maintained a Rural Training School. This course was attended by about 50 teachers, 40 from the District Local Boards, Poona, Satara, and East Khandesh, and 10 from the Tilak Maharashtra Vidyapith, Poona.

The Training centre for the Karnatak was located in the premises of the Training School, Dharwar. Forty-eight teachers were admitted from the four Kannada Districts of the Division.

In order that the proper type of training might be given to the Primary teachers at the various short term courses, it was considered desirable to depute certain graduate trained teachers from the various linguistic areas to Wardha and to Delhi for practical training and observation for a short period. These teachers, on return, were placed in charge of the short term courses in the different areas.

With the teachers trained in these short-term Training courses the Wardha scheme has been introduced into the first two grades of Primary schools in the selected compact areas in June, 1939, with carding and spinning as the Basic craft around which all education is to be centred as far as possible.

8(12). In connection with the opening of Basic Primary schools, it was considered desirable that selected Primary teachers should first be trained in the crafts to be introduced. Apart from the question of the correlation of all school work to the Basic craft, it was very necessary that the teachers in charge

Training of selected teachers in crafts for the purposes of Basic schools.

of craft-work should know the craft itself. For this purpose it was considered desirable to give a short course of intensive training in Agriculture, the chief rural occupation in the Province, to a few selected teachers to begin with. Proposals were accordingly submitted to Government, in consultation with the Director of Agriculture, to depute 5 trained teachers from each district (preferably 2nd year trained teachers), for intensive training in Agriculture and allied crafts on Government Agricultural Farms and at the Agricultural College, Poona, for a period of 8 months from 1st October, 1938, the training on farms being given from October to the middle of February followed by a three months' course from March to May at the Agricultural College. These proposals were sanctioned by Government who directed that provision should also be made to give instruction to the selected teachers in the subsidiary crafts of cotton spinning and weaving. The number of teachers deputed for training on Government farms from the various districts of Gujarat Maharashtra and the Karnatak was about 75. Subsequently, it was decided that teachers for basic Primary schools should be trained at specially started Basic Teachers' Training Centres, and the proposals of deputing the teachers to the Agricultural College, Poona (after the completion of their training on the Government farms) was dropped. Instead, a special class for teachers from Maharashtra who had undergone training on the various Agricultural farms was opened at the Training College for Men, Poona, from March, 1939, with a view to giving them training on the lines of the Wardha scheme. The subjects taught were Basic education and its scientific background in addition to the instruction in spinning and carding and Hindustani. Also a spinning class was opened in February, 1939, at the P. R. Training College for Men, Ahmedabad, for the benefit of teachers from Gujarat who had undergone training on the Agricultural farms. A few of these teachers were also deputed to the Basic Training Centre started by the Gujarat Vidyapith. The teachers from the Karnatak deputed for training on Government farms were subsequently drafted to the short-term training centre in Basic education opened at Dharwar during the latter part of the year under report. These teachers were put through the Basic educational training there.

8(13). (a) The leagues of teachers and guardians started at the Training Colleges for Men at Poona and Dhulia continued to do useful work during the year. **Special Features.** Monthly lectures by experts in education and the science of Medicine are arranged for the benefit of teachers and parents on any useful subject concerning education and general care and upbringing of children. Monthly meetings of the League are arranged and are attended by students, and these meetings prove a guide to them when they go back to their schools as teachers.

(b) Practising schools attached to the Training institutions are placed in charge of capable trained teachers and are efficiently conducted and well managed. Modern methods of teaching are used in these schools as far as possible.

(c) The students of the Rural Training School, Loni, attended a camp in the Satara District organised under the auspices of the Village Reconstruction Association. The Camp lasted for three weeks. The students helped in making roads and were trained in Spinning, First Aid and Scouting. Special lectures were given on Poultry and the Wardha scheme. The camp was very successful and instructive from the point of view of village uplift work.

(d) A Special Refresher course for Primary women teachers was held at the Training College for Women, Poona, during the Divali vacation and was attended by about 90 women teachers from almost all districts. It was opened by the Honourable the Prime Minister who addressed the women teachers and advised them to strive whole-heartedly for the uplift of the village people.

(e) The Advisory Committees for the conduct of the Women's Training College Certificate examinations in Marathi and Gujarati continued to do useful work.

(f) A class of the illiterate inferior servants in the Training College for Men, Poona, was started by some enthusiastic students of the third year class and conducted for about two months out of college hours.

CHAPTER IX.

PROFESSIONAL SCHOOLS AND CLASSES.

9(1). This Chapter deals with institutions of a specialised nature which impart instruction in technical and allied subjects other than (1) the various Professional colleges affiliated to the University and (2) the training institutions, an account of which is given in Chapters V and VIII respectively of this Report. The standards of instruction and of admission to these institutions vary according to the nature and duration of the courses. Some of these institutions are under the control of other Departments. A statistical summary of these institutions is given below :—

	Number of institutions on 31st March, 1939.	Number of pupils.
Art schools	3	697
Medical schools	3	762
Engineering schools	1	263
Technical and Industrial schools	73	5,749
Commercial schools	30	2,164
Agricultural schools	4	100
Other schools	182	12,038

“ Other Schools ” mostly comprise Maktabs, Sanskrit Pathshalas, Music schools, and Gymnasias. It will be seen that the number of Technical and Industrial schools has considerably increased during the year under report, while the number of other schools has increased more than three times. This is due to the large number of gymnasia that are now being recognised and aided by the Department.

A—Commercial Institutions.

9(2). In addition to the Sydenham College of Commerce and Economics, Bombay, and the H. L. College of Commerce, Ahmedabad, an account of which is given in Chapter V, there were 30 Commercial schools and classes. Statistical information about each of them is given in the Supplement to this Report. The number of institutions increased from 27 to 30 and the number of pupils in them from 1,981 to 2,164. These institutions provide instruction in Shorthand and Typewriting, Book-Keeping, Accountancy, Commercial Law and various other Commercial subjects, and cater for students appearing for the examinations held by the London Chamber of Commerce, or for the Government

Commercial Diploma and Certificate Examinations, and also for those who desire to improve their prospects by additional training in Commercial subjects.

The London Chamber of Commerce Examinations were formerly held in two stages, viz. the Certificate stage (formerly known as the Junior London Chamber of Commerce Examination) and the Higher Certificate stage (formerly known as the senior London Chamber of Commerce Examination). From 1938 a new stage called the Elementary stage has been introduced. The standard of the Certificate stage has not been raised, but the Elementary stage is intended to be one lower than and leading to the Certificate stage.

The following table gives the results of the London Chamber of Commerce Higher Certificate Examinations :—

1	1937-38		1938-39	
	Number appeared.	Number passed.	Number appeared.	Number passed.
	2	3	4	5
Book-keeping and Accountancy ..	261	57	327	136
Commerce and Finance	63	29	103	37
Banking and Currency	45	21	33	9
Foreign Exchange	3	..	2	..
Commercial Law	76	49	112	58
Economics	1	1	1	..
Company Law	17	12	37	22
Commercial Geography	3	1	..	..
Advertising	4	1	1	1
Commercial Arithmetic	11	4	12	1
Shorthand	27	5	32	12
Typewriting	14	4	14	3
Salesmanship	7	5	20	15
Fire Insurance .. ..	..	..	1	..
Life Insurance	6	4	6	5
Secretarial Practice	21	3	43	9
Life Insurance Salesmanship ..	..	..	1	1
Stock-exchange .. ..	..	..	1	..
Total ..	559	196	748	309

The number of entries for the Higher Certificate Examination increased by 187 to 746. As usual the largest number of candidates appeared for "Book-keeping and Accountancy" which claimed 327 candidates, or 43·8 per cent., of the total number of 746 candidates. The number of women candidates at the Higher Certificate Examination was 10, out of which as many as 8 passed in one or more subjects. One woman candidate passed with distinction in "Commercial Law", "Company Law" and "Secretarial Practice".

9(3). The Government Commercial Diploma and Certificate examinations were held, as usual, at Bombay, Poona and Karachi. At the Diploma Examination held in 1939, 169 candidates appeared (as against 118 in 1938), of whom 43 passed, while at the Certificate Examination 226 candidates appeared (as against 185 in 1938), of whom 147 passed in individual subjects. These examinations are attracting more candidates every year and have now become not only self-supporting but they also contribute a small revenue to Government by way of examination fees.

In the Government Commercial classes attached to the Elphinstone High School, Bombay, there are both Day and Evening classes. The number of pupils admitted during the year under report was 90—81 in the evening class and 9 in the Day class. Out of 33 candidates sent up for the Government Commercial Diploma Examination of April, 1939, 6 passed.

In the J. D. Vakil Commercial School, Broach, there was a slight fall in the number of pupils attending the school, the total number being 42, as against 52 in 1937—38. Out of 48 candidates sent up in various subjects for the Government Commercial Certificate Examination of April, 1939, 25 passed, and of the 25 candidates who appeared for the London Chamber of Commerce Examinations, 20 were successful. The total expenditure of the class was Rs. 3,102 which was met from the fee receipts and a part of the income from endowments.

B—Engineering Classes.

9(4). The Diploma classes at the College of Engineering, Poona, provide instruction in (i) Civil and (ii) Mechanical and Electrical Engineering for training Overseers, Foremen, Chargemen and Electrical Apprentices. The total number of students in these classes was 263, as compared with 256 in 1937—38.

The results of the examinations held in March, 1939, were as under :—

—	Number appeared.	Number passed.
Diploma in Civil Engineering	25	21
Diploma in Mechanical and Electrical Engineering ..	49	45

The total expenditure on the Diploma classes was Rs. 49,307, as against Rs. 52,108 in 1937-38.

The usual Engineering instructional tours were conducted during the year for the benefit of the students. The 3rd year Diploma in Mechanical and Electrical Engineering students saw several workshops, mills, and other works in Bombay including Railway Workshops, the Docks, etc. The 4th year students of the same course visited important works at Calcutta and Jamshedpur and the Government Telegraph works at Alipore. The 3rd year Diploma in Civil Engineering students saw works of Engineering interest at Shahabad, Bangalore, Mysore, Bhadravati, Dudh Sagar, and Gokak. All these classes were taken to see works in and near Poona.

The students took part in the Poona Industrial Exhibition held towards the end of the year, and sent several articles of their work as exhibits.

C—Technical and Industrial Schools.

9(5). The Technical and Industrial schools are under the control of the Director of Industries, and a more detailed account of their work is given in the Report of the Department of Industries.

The V. J. Technical Institute, Bombay, is the premier Technical Institute in the Province of Bombay and is in a class by itself. It is managed by a Board of Trustees of which the Chairman and 7 members including the Director of Industries are nominated by Government. Regular courses of instruction covering a period of four years are given in (1) Mechanical Engineering, (2) Electrical Engineering, (3) Textile Manufactures (Cotton), (4) Technical and Applied Chemistry and (5) Sanitary Engineering and Plumbing.

Candidates from different parts of India apply for admission and there has been a consistently increasing demand for admission to the Electrical Engineering course during recent years. At the entrance examination for admission in June, 1938, 302 candidates applied for admission; of these, 174 were granted admission of whom 117 were *bona fide* Bombay Province candidates.

The results of the Final Sessional examinations were as under :—

	Number appeared.	Number passed.
Mechanical Engineering	41	39
Electrical Engineering	47	38
Textile Manufacture	23	23
Technical and Applied Chemistry	13	11
Sanitary Engineering and Plumbing	19	19

One hundred and two students of the Institute appeared for the City and Guilds of London Institute Examinations, of whom 55 were successful.

In addition to the regular courses of Instruction mentioned above, apprentice classes were held once a week, as in previous years, for training in Elementary Mechanical and Electrical Engineering, Cotton Spinning and Weaving, Electrical Wiremen's and Electrician's work. Bi-weekly Evening classes were also held for the training of students in "Elementary Principles of Radio Communication, Maintenance, and Repair of Radio Instruments".

The total expenditure incurred during the year was Rs. 2,66,689, as against Rs. 2,54,196 during the previous year. A Government grant of Rs. 1,25,000 was made to the Institute by the Department of Industries.

9(6). Though the control of Technical and Industrial education rests with the Department of Industries, the general charge of the Technical and Industrial schools is in the hands of the Committee of Direction for Technical and Industrial Training of which the Director of Industries is the Chairman. In order to maintain contact between the Educational Department and the Committee, the Director of Public Instruction or his nominee is a member of the Committee.

During the year under report the Committee had under its control 69 schools in the Province of Bombay. Of these 69 schools, 25 schools were registered for inspection, examination and grant-in-aid, and remaining 44 recognised for the purpose of inspection and examination. The courses of instruction followed by the various institutions are (1) Higher Grade Mechanical Engineering, (2) Lower Grade Mechanical Engineering, (3) Automobile Engineering, (4) Higher Grade Textile Manufacture (Spinning and Weaving), (5) Lower Grade Textile Manufacture (Spinning and Weaving), (6) Carpentry practice, Drawing and Wood-work Technology, (7) Trained Maistry's Course, (8) Mechanical Apprentice course, (9) Automobile Apprentice course, (10) Handloom weaving, (11) Typography (Composing and Printing), (12) Carpentry and Smithy (Agriculture), (13) Tailoring and Cutting (including special Ladies' tailoring course), (14) Practical tailoring, (15) I and II class Electric Wiremen's courses, (16) Radio communications, (17) Leather work, and (18) Dyeing and Printing.

Of the 2,395 pupils who appeared for the annual examinations, 1,903 were successful. In the final examinations 962 appeared and 758 satisfied the examiners. During the year under report the Committee awarded 680 certificates to the students who completed their courses and satisfied the examiners in the final examinations.

The total expenditure of the Committee of Direction for Technical and Industrial Training was Rs. 15,714, of which Rs. 4,044 was incurred on establishment, Rs. 3,520 on inspection, and Rs. 8,150 on examinations. An amount of Rs. 38,651 was paid as recurring grants-in-aid to schools under the Committee's control. The Committee also paid non-recurring grants amounting to Rs. 5,673.

9(7). This Institute is directly administered and controlled by the Department of Industries and provides for the Department of Industries and provides for **R. C. Technical Institute, Ahmedabad.** 3 year courses in (1) Cotton spinning, (2) Cotton weaving and (3) Mechanical Engineering. Though the standard of instruction attained in this institute is lower than that at the Victoria Jubilee Technical Institute, Bombay, it is higher than that at the other technical institutions recognised and/or aided by the Department.

During the year under review there were 72 new admissions to the Institute of which 21 were for Cotton spinning, 21 for Cotton weaving and 30 for Mechanical Engineering courses. The total number of students on rolls on 31st March, 1939, was 124.

One hundred and eighteen students appeared at the annual examinations held in April, 1938, of which 112 passed. Eight students of this Institute passed the various examinations of the City and Guilds Institute of London.

The new Wiremen's classes which have been organised since July, 1936, were well attended during the year under report, and of the 23 students who appeared, 17 passed.

The total expenditure incurred on the Institute during the year amounted to Rs. 34,147.

9(8). The Leather Working School, Khar, sanctioned by Government in October, 1937, is housed in its own building at Chamdewalachiwadi, Khar, Bombay, which was occupied in December, 1938. The opening ceremony of the school was performed in March, 1939.

This Institution is in charge of a Superintendent who was appointed in November, 1938.

The first batch of 10 Artisan students from the hereditary workers' class was admitted to the Artisan course of the School in January, 1939, and will complete their training in January, 1940.

9(9). During the year under report a scheme for a Government Tanning Institute prepared by the Department of Industries was sanctioned by Government. It is intended to be completed in 4 stages. When the first stage of building construction was completed and the major portion of the building was ready for occupation, the office of the Tanning Expert was shifted from Bombay to Bandra in December, 1938.

Four students were admitted for an all-round manual course in August, 1938, when the Tanning School conducted by the Chamdewalachiwadi Committee was taken over by this Department and five more were admitted in January, 1939.

The Institute was formally declared open in March, 1939.

The popularity and interest evinced by the public in this Institute is manifestly shown by the donation of scholarships which have been made spontaneously by Mr. Behram N. Karanjia of a sum of Rs. 180

and the offer of Rs. 1,200 made by Messrs. Chemdyes Ltd., for the same purpose.

The 2nd, 3rd, and 4th stages of the scheme are still due and the preparation of the plans and estimate for the 2nd stage was in hand when the year closed.

9(10). This Institute is maintained by the Industries Department and gives free theoretical and practical training in the technology of handloom weaving which would qualify students to take charge of weaving schools as supervisors and instructors and to work in factories on business lines as managers and mistries. It provides two courses viz., an Advanced course covering a period of two years and an Artisan course extending to one year.

There were 54 students on the roll. At the last sessional examination held in April, 1938, 40, out of 47 students who appeared, passed.

Arrangements were made to provide six months practical training for students passing out from the Institute in mills, local handloom weaving factories, and small power driven factories and schools.

The total expenditure incurred during the year under review on the maintenance of this Institute was Rs. 12,685.

9(11). In addition to the above institution, the Department of Industries maintained during the year 5 weaving schools for *bona fide* weavers, 2 weaving schools for agriculturists, 7 cotton weaving demonstrations, 1 cottage sizing set demonstration, 1 wool weaving school, 3 wool weaving demonstrations, 3 Dyeing demonstrations, and 6 Tanning demonstrations.

In addition to the work of the Industries Department for the development of handloom weaving and tanning industries, as described above, the Department also extended its activities to the following cottage industries :—

- (1) Cane and Bamboo work.
- (2) Lacquer work.
- (3) Coir Manufacture.
- (4) Art Crafts.

9(12). Apart from the Technical and Industrial schools, which are under the control of the Department of Industries, there are 29 schools or classes under the control of this Department. Most of these institutions are for girls or women and provide instruction in sewing, tailoring, embroidery, knitting, first-aid, fancy work, etc., Grants amounting to Rs. 10,520 were paid to them in 1938-39, as against Rs. 6,780 in 1937-38.

9(13). The Department of Industries annually awards a number of scholarships in the Victoria Jubilee Technical Institute, Bombay, R. C. Technical Institute, Ahmedabad, F. S. Parekh Technical Institute, Surat, Government Hand-weaving Institute, Poona, Government Leather Working School, Khar, Government Tanning Institute, Khar, and

in the peripatetic, hand. weaving and coir manufacturing schools and cane and lacquer work demonstrations.

In addition to these, 2 scholarships are ordinarily available for research in Technical Chemistry and 1 for practical training in Electrical Engineering.

One of the two scholarships awarded in 1937-38 for research work tenable at the Royal Institute of Science, Bombay, was extended for one year more, the other scholar having relinquished his scholarship in February, 1938. Two new scholarships were awarded during the year—both tenable at the Royal Institute of Science, Bombay.

Three State Technical Scholarships of £ 216 each per annum tenable for a period of 2 years were awarded during the year under review by the Department of Industries.

The scholarship awarded to a Scheduled class student for the Tanning course in England from the allotment for special facilities to the Scheduled classes was also continued during the year under report.

9(14). In December, 1936, with a view to mitigating the evil of unemployment among the educated middle classes, the Government of Bombay sanctioned for introduction in the City of Bombay and Ahmedabad, to start with, a scheme of apprenticeship prepared by the Department of Industries. The progress of the scheme during the year under review and its present position may be gauged from the following statistical summary :—

1. Number of applications received from candidates seeking admission to the scheme ..									389
2. Number permitted to sit for the admission examination									359
3. Number that actually sat for the examination ..	Bombay	Ahmedabad							
	240	+ 66	=	306					
4. Total number of apprentices placed in mills and other industrial concerns ..	175	+ 72	=	247					
5. Distribution of apprentices by Mills and workshops									
117 + 58 = ..	175	+ 72	=	247					
6. Number of co-operating establishments.									
Mills	36	22	=	58					
Workshops	13	..	=	13					
Presses	3	..	=	3					
Chemical firms	1	..	=	1					
	—	—		—					
Total	53	22	=	75					
	—	—		—					

Under an agreement with the Government of India, 12 Engineering cadets of the I. M. M. Training Ship Dufferin were admitted to the evening classes of the Government Apprentice Scheme specially organised for them for theoretical training.

The following table shows the total number of apprentices under training at the close of the year ending March, 1939 :—

	Bombay.	Ahmedabad.	Total.
1st Session 1938-39	137	55	192
2nd Session 1937-38	141	54	195
3rd Session .. ..	....	....	....
Dufferin cadets 1938-39	12	....	12
Total ..	290	109	399

The Advisory Committee met five times in the year and closely followed the progress of the Apprentice Scheme.

During the year under review the Department of Industries submitted to Government proposals for the extension of the Government Apprentice scheme to Sholapur and for necessary financial provision in the current year's budget.

D—Agricultural Schools.

9(15). There are two Primary Agricultural schools maintained by the Agricultural Department—one at Dhulia in the West Khandesh District, and the other at Devihosur in the Dharwar District. These schools impart instruction in Agriculture on modern and practical lines.

In addition to the two Agricultural schools mentioned above, there are two other Agricultural schools—one at Rajapur managed by the Shikshan Prasarak Mandal, Rajapur, and the other at Puntamba, District Ahmednagar. The Agricultural School, Rajapur, has been recognised by the Department since 1934-35. It was paid a grant of Rs. 3,100 in 1938-39, as against Rs. 500 in 1937-38. The school was following a two-year course, but it is now proposed to be developed into a three-year course. The special subjects taught at the school are fruit gardening, poultry, carding, spinning and weaving, agricultural carpentry, coir and rope-making, etc. The M. G. Agricultural school, Puntamba, has been provisionally recognised for the year 1938-39 and it follows a two-year course.

E—Medical Schools.

9(16). In addition to the Grant Medical College, Bombay, an account of which is given in Chapter V, the Medical Department maintains two Medical schools at Poona and Ahmedabad, with an attendance of 275 and 248 students respectively. Of these, the number of women students was 29 and 16 respectively. These schools prepare students for the L.C.P.S. examination. In addition to these two schools, there is the National Medical College, Bombay, which is recognised for sending up, candidates for the L.C.P.S. examination. It had on its rolls 239 students, of which 33 were women students.

The standard of preliminary qualification for admission has been raised from the Matriculation to the Inter. Science Examination. In this connection, the Superintendent, B. J. Medical School, Poona, remarks as under :—

“The raising of the standard for admission has not had any appreciable effect on the number of candidates seeking admission at this institution. Candidates apply for admission simultaneously to the Bombay Colleges and to this school. Refusal in Bombay compels the applicants to seek an inferior qualification”.

F—Arts Schools.

9(17). A report of the Sir J. J. School of Arts is published separately by the Director of the school. A summary of the progress made by the school is, however, given below :—

The number of students on the rolls of the school on 31st March, 1939, was 527, as against 517 of the previous year. The number of students in the various classes was as under :—

Name of Class.	1937-38.	1938-39.
Drawing and Painting Classes	229	229
Elementary and Intermediate Drawing Grade Classes ..	21	18
Modelling Classes	21	21
Normal Classes for Drawing Teachers	39	40
Architectural Classes	136	126
Commercial Arts Section	71	93
Total ..	517	527

The results of the various examinations are given in the following table :—

	1937-38.		1938-39.	
	Number appeared,	Number passed.	Number appeared.	Number passed.
Elementary Drawing Grade ..	11	6	19	13
Intermediate Drawing Grade ..	23	14	30	23
Elementary Drawing and Painting ..	60	39	57	30
Intermediate Drawing and Painting ..	31	25	41	31
Advanced Drawing and Painting ..	28	25	31	26
Diploma Drawing and Painting ..	40	21	36	23
Elementary Modelling	6	4	4	4
Intermediate Modelling	3	3	4	4
Advanced Modelling	4	3	5	4
Diploma Modelling	6	5	3	1
Drawing Teachers'	39	18	40	18
Elementary Examination in Architecture	30	15	30	18
Intermediate Examination in Architecture.	5	5	18	6
Advanced Examination in Architecture.	32	15	21	6
Diploma Examination in Architecture ..	33	16	29	11

The total direct expenditure of the school during the year was Rs. 1,13,934, of which Rs. 70,654 was met from Provincial funds.

The outstanding event of the year under report was the Students' Annual Exhibition which was held in December, and opened by the Honourable Mr. B. G. Kher, Prime Minister, and attracted a very large and distinguished audience. His Excellency Sir Roger Lumley, the Governor of Bombay, accompanied by Lady Lumley visited the Exhibition and expressed their admiration and keen interest in the work shown.

The Indian Art Section was particularly strong this year. The special class for Indian painting continues to maintain its high standard, and it was evident that much pioneer work is being done to revive the contemporary Indian Art outlook consistent with the times.

Mr. Y. K. Shukla, who received his art education in the school and who had specialised in Indian painting, was awarded a foreign scholarship and left this country for further studies abroad.

Another outstanding event of the year was the execution of ten large mural decorative panels for the Metro Cinema in Bombay. This important work was undertaken by students in the Mural Decoration Class and students specially selected from the advanced Painting Class. The work was carried out under the personal supervision of the Director.

Forty-five students entered for the Dolly Cursetjee Prizes Competition, of whom 10 were selected for the final Competition.

In regard to the policy of Art Education the Director reports—

“The policy of Art Education imparted throughout the School of Art is gradually being adjusted to meet the requirements of the present day. The artist today can no longer stand aloof from the influence of modern conditions, and a fuller co-operation between art and industry seems most desirable. With the education of masses, art appreciation must simultaneously be fostered, and today, the artist should be linked up with the social life of the people for preserving the cultural heritage of India, and with the liquidation of illiteracy, art through mass education should become more and more the art of the people. The basis of life in India is being broadened, and any system of Education which does not develop the faculty of every citizen to appreciate the beautiful combined with its practical application should be considered incomplete.”

During the year under report, 166 candidates applied for admission to the Normal Class for Drawing Teachers, of whom 40 were admitted to the class. The Director observes—

“The need for practical teachers is keenly felt, and steps are being taken to enable all those in training to attend as voluntary assistant teachers in the various Primary and Secondary schools in Bombay. Lectures on various aspects of art and art education are also contemplated for the following Session, to give students a wider and more comprehensive general knowledge, quite apart from their usual routine practice. The future teacher will, it is hoped, acquire more confidence and general knowledge of the many aspects of art, which is quite essential if they are to impart and foster a wider appreciation of art in mass education.”

The Commercial Art Section continued to make progress. The course of studies was further extended by the addition of the third year, and the entire syllabus was revised and supplemented by several important subjects. The following table shows the progress of this section for the past three years :—

Year.				Number of students.
1936-37	..	..	..	77
1937-38	..	..	..	71
1938-39	..	..	..	93

The posters produced by this section have been of great practical use in several campaigns initiated by Government such as Prohibition, Literacy, Swadshi, Anti-Air-Raid Instruction, Rural Uplift, etc. Rs. 150 were awarded as prizes by the Bombay Literacy Campaign Committee for a series of 34 posters. Several prizes were awarded by business concerns for the respective types of work produced in this section which interested them. Messrs. Tata Ltd. awarded a Prize of Rs. 75 for a very attractive calendar design for "Agrico Tools" to Mr. N. B. Joglekar, a third year student, and purchased three designs from other students of this section. Miss Nalini Chaubal, a woman student of this section, executed a publicity poster for the Bombay Telephone Company, Ltd., which has proved to be very popular and is being displayed throughout the City. Mr. V. N. Rai and Miss B. Masceranhas, third year students, have won the silver medal for a poster design on Agriculture in the Poona Art Exhibition, and a prize of Rs. 50 for a poster design in the recent exhibition of the Bombay Art Society respectively. Mr. G. D. Bhadasavle, a past student of this section, has been taken up as a Chief Commercial Artist on the staff of the Metro Theatres, Bombay.

The section dealing with the Commercial Art of the Annual Exhibition held in December, 1938, was a complete success.

During the year under review, the students of this section paid a study visit to the Ravi Varma Litho Press and the Bhaja and Karla caves at Malavali.

The progress achieved by the school of sculpture during the year was very satisfactory. Messrs. B. G. Bandivadekar, N. G. Pansare and Miss S. Virjee, past students and Diploma holders of this section, proceeded to Europe at the commencement of the year with a view to prosecuting their studies abroad. In regard to the excursion tours of this section, the Director reports—

"For many years, the students of the section could not get chance to join the Annual Study Excursion of the School. This year, however, two students from the Diploma Class of the section were selected to join the Excursion to Ajanta and the Ellora Caves. On return of these students from this tour, two other Excursions to Ambernath Temple and Elephanta Caves were arranged exclusively for the benefit of the students of the sculpture section. The excursions were educative, and the students returned with some very useful plasticine sketches. Many students of this section exhibited their work in the outside Exhibitions for which they received medals and money prizes."

9(18). The number of students on the roll in the workshops was 109.

The Reay Art Work- During the Annual Exhibition, a number of articles shops. were sold and many orders placed as a result of the Exhibition.

Spray painting and the decoration of furniture were new subjects introduced this year, and many fine specimens were produced. A past

student Mr. M. K. Bodas of the House Decoration class won the second prize in the Textile Design Competition organised by the Department of Chemical Technology, University of Bombay. A new inscription plate in embossed copper for the pedestal of the statue of the Right Hon'ble the late E. S. Montague was prepared by the Gold and Silver Class for the Bombay Municipality.

As regards the work of the Reay Art Workshops the Director writes as follows :—

“ The students in the Reay Art Workshops are the future Craftsmen of India and as such deserve every encouragement.

“ There is, at the present time, a certain lack of co-operation between the Indian Craftsmen and an effective marketing of their work, and in many cases skilled indigenous Craftsmen have drifted out of their craft to take up other work for which they are better paid. This is likely to affect adversely the Indian Crafts in their struggle to maintain the traditional high standard of workmanship. Mr. R. D. Dhopeswarkar, Assistant Teacher, Painting Section, has been transferred on deputation to the Department of Industries as Artist Designer and it is encouraging to note that efforts are being made to place the Indian Craftsmen on a better footing.”

There were 126 students at the close of the Session in the Architectural Section of the School.

9(19). There were 41 pupils on the roll of the Drawing and Design class attached to the R. C. High School, Ahmedabad. The Drawing and Design Classes. There were two classes working during the year—(1) Junior and (2) Senior. The above 41 pupils were undergoing training in different branches of these classes as shown below :—

Class.	Carpentry and Metal work.	House decoration and sign painting.	Others.	Total.
Junior Class	16	9	8	33
Senior Class	2	3	3	8
Total	18	12	11	41

The Drawing and Design Class, Surat, which is under the management of the Sarvajanic Education Society, Surat, had on its roll 20 pupils, as against 26 pupils in 1937-38. The class received a grant of Rs. 600 during the year under report.

G—Music Schools.

9(20). Music forms part of the curriculum of Primary schools (both for boys and girls) and is taught as an optional subject in some Secondary schools. It is also included in the Primary School Leaving Certificate Examination for Girls and for the Primary Training College Certificate Examination.

Apart from the instruction in Music imparted in ordinary schools, there were 12 private classes for instruction in Music both vocal and instrumental with 447 pupils. As a measure of retrenchment, Government have discontinued paying grants to these classes since the year 1933-34.

H—Gymnasia.

9(21). The Training Institute for Physical Education; Kandivali, is a Government Institution. In September, 1937, Government appointed a Committee to advise them on the question of Physical Education in Primary and Secondary schools in the Province. The main principle which underlies the recommendations of the Committee is the integration of intellectual and physical education, and towards this end the Committee suggested that all teachers working on the intellectual side in the schools should be made "physical education minded". As a first step towards implementing the Committee's recommendation, Government decided to train graduate teachers in physical education and established a Training Institute at Kandivali which commenced work from 1st November, 1938. The chief aim of the Institute is to supply trained physical instructors to schools, etc., to make school teachers games minded and to raise generally the standard and status of physical education. The Institute is residential and separate arrangements have been made for women students. The tuition at the Institute is free and about 10 per cent. of the students under training receive stipends at the rate of Rs. 25 per mensem subject to certain conditions.

The teaching is both practical and theoretical, with due emphasis on the actual work in physical activities. Organized games play an important part. Indian methods of physical education get special attention and an attempt is being made to standardize sports like Atyapatya, Kho-kho, Hu-tu-tu, etc. Special large fields are also set apart for Foot-ball, Hockey, etc.

The Institute started work with 96 students, 85 men and 11 women. Subsequently, however, six men and one woman left the Institute. All these students were graduates many of them being trained teachers. Most of them were deputed by schools and went back to their respective places to be in charge of health and physical education.

Although the course of training at the Institute extends to about 9 months from June to March, in view of the circumstances in which the Institute was started, an intensive course of training for 7 months—from November, 1938 to May 1939—was given by cutting down the number of holidays as much as possible. As this was the first year of its existence the Institute had to face a number of difficulties, especially in regard to water and sanitary arrangements. Every possible step was, however, taken to ensure the comfort and well-being of the students. A special Resident Medical Officer has been appointed to look after the health of the students and the staff. The Institute is now settling down to normal work.

The Institute was visited by His Excellency the Viceroy and His Excellency the Governor in January, 1939. The Honourable Mr. B. G. Kher, the Prime Minister, also visited the Institute on several occasions.

Government have also established a Board of Physical Education to advise them on all matters concerning physical education. It consists of six non-official members with the Director of Public Instruction and the Director of Public Health as ex-officio members and the Principal of the Institute as ex-officio member and Secretary. The Institute has the benefit of the advice and guidance of this Board.

The total direct expenditure of the Institute was Rs. 15,616 of which Rs. 13,090 was met from Provincial Revenues. The total cost per student during the year was Rs. 173 while the cost to Government was Rs. 145.

9(22). The Special Physical Education Committee appointed by Government in 1937 considered that Gymnasias were valuable national assets in physical education and recommended that they should receive help from Government. Government, therefore, decided to recognise and aid Gymnasias managed by private agencies, as an encouragement to physical education. On the recommendation of the Board of Physical Education detailed rules for the recognition of and grants-in-aid to Gymnasias were sanctioned by Government. During the year under report 124 gymnasias were recognised by the Department. The number on the rolls in these gymnasias was 12,811 during the year under report. This number includes 3,562 pupils who attended other institutions as well.

The Gymnasias were paid grants-in-aid for which there was a provision of Rs. 10,000 during the year under report.

CHAPTER X.

ORIENTAL STUDIES.

10(1). A Classical language forms an additional subject of the Secondary school course from Standard IV upwards. Candidates for the Matriculation examination have the option of choosing a Classical language or a Modern European language as a Second language, an Indian Modern language having been made a compulsory additional subject for that examination. Sanskrit and Persian are the two Oriental languages principally studied, although provision for the study of Pali, Arabic, Avesta Pahlavi, Hebrew, and Ardha-Magadhi exists in a few schools. Of the 11,876 candidates who passed the Matriculation examination of 1939 with an Oriental language, 8,783 passed with Sanskrit, 2,260 with Persian, and 93 with Arabic, while 733 passed in other Oriental languages.

The following table shows the results of 1939 of the degree examinations in Arts with an Oriental language :—

1	Number appeared.	Number passed.			
		I Class.	II Class.	Pass.	Total.
	2	3	4	5	6
<i>B.A.</i>					
Sanskrit	168	14	53	54	121
Persian	27	4	8	11	23
Hebrew	1	..	..	1	1
Arabic	8	4	4	..	8
Pali	5	1	1	2	4
Avesta Pahlavi	2	..	2	..	2
Ardha-Magadhi	24	1	9	13	23
Total ..	235	24	77	81	182
<i>M.A.</i>					
Sanskrit	60	1	22	25	48
Persian	18	1	6	7	14
Avesta Pahlavi	1	..	..	1	1
Pali	1	..	..	1	1
Ardha-Magadhi	15	1	8	5	14
Total ..	95	3	36	39	78

In addition to ordinary Institutions which impart instruction in Oriental languages, there are special institutions known as Pathshalas and Madressahs. The former are primarily intended for the study of the Sanskrit language and of the Vedic literature, while the latter teach Persian and/or Arabic along with the Koran. The following table gives a statistical summary of these institutions :—

1	Number of institutions.	Number of pupils.	Expenditure.	
			Total.	Provincial.
	2	3	4	5
			Rs.	Rs.
Pathshalas for the study of Sanskrit	54	1,993	67,352	6,108
Madressahs for the study of Persian and Arabic	53	3,766	26,898	5,715

With the exception of a few institutions which maintain a comparatively higher standard of instruction, Pathshalas generally follow the elementary course in Sanskrit in addition to Vedic studies. English is also taught in some Pathshalas, while pupils from higher Standards of Secondary schools also attend the Sanskrit classes of such institutions.

A few Pathshalas send up candidates for the examinations held under the auspices of the Calcutta Sanskrit Association, while a few others prepare for the Elementary and Intermediate Examinations of the Government Sanskrit College, Benares. Among these, the Gokuldas Tejpal Sanskrit Pathshala, Bombay, the Warad Sanskrit Pathshala, Sholapur, and the Gangadhar Sanskrit College, Hubli, may be specially mentioned.

An account of the Poona Sanskrit College which is intended for a higher study of Sanskrit Grammar and Literature is given at the end of this Chapter.

Apart from the Madressahs shown in the above table which impart instruction in Persian and Arabic, some of the unrecognised Maktabas also teach the rudiments of these languages in addition to the Koran. Provision for the teaching of Persian is made in all Government High schools and in a large number of non-Government Secondary schools. Arabic is also taught in four Government High schools.

10(2). In addition to the Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society, which are the premier Institutes in this Province and which undertake or encourage original research in Oriental learning, there are also others which are doing useful work in their own fields. The Indian Historical Research Institute at St. Xavier's College, Bombay, and the Bharat Itihas Samshodhak Mandal, Poona, aim at Oriental Research in subjects of historical interest. The Mimamsa Vidyalaya, Poona, is interested in a critical study of the *Mimamsa Shastra*. The Gujarat Research Society and the Karnatak Historical Research Society also encourage historical research in their own fields. The Ved Shastrottejak Sabha, Poona, encourages the study of old Sanskrit learning and awards scholarships to poor and deserving students. Examinations for the award of prizes and Diplomas in Sanskrit learning are also held by this body.

In addition to the three premier Institutes mentioned above, some of these institutes maintained valuable libraries which contain a rare collection of books and manuscripts. They also keep in touch with similar institutes, societies, etc., in foreign countries, exchange manuscripts, award prizes for original works and invite eminent scholars from abroad to deliver lectures.

10(3). The work in connection with the critical edition of the *Mahabharata* undertaken by the Institute is progressing steadily. During the year the publication of the remaining portion of the text of the *Udyogaparvan* was completed, bringing the total number of printed pages of the final edition of the Great Epic to 2,200. The Secretary summarises the arrangements made in connection with the work towards the end of the year in the following remarks of his report:—

“Towards the close of the year under report, the Institute made arrangements for the printing of the *Aranyakaparvan* completed by the General Editor, Dr. S. V. Sukthankar. This arrangement is in accordance with the new policy of the Institute to carry out simultaneous printing of the different *Parvans* of the *Mahabharata* in two different presses. The press-copy of the *Aranyakaparvan* has accordingly been entrusted for printing to Dr. Raghu Vira of Lahore, who has recently opened an up-to-date printing press for the efficient printing of scientific Indological works.”

The work of the Publication Department during the year amounted to 1,354 printed pages, as against 2,379 during the previous year. The decrease in the output is reported to be due to the policy of the Department to keep its progress commensurate with the funds at its disposal. Among the works published during the year, the Hymns from the *Rigveda* and the descriptive catalogue of Jain manuscripts may be specially mentioned.

The work in connection with the descriptive catalogue of manuscripts is also reported to have made a satisfactory progress. Seven volumes have so far been published, including the one published by Government before the transfer of the Manuscripts library to the Institute. Press, copies of no less than 15 volumes of the catalogue are ready

The post-graduate Department of the Institute continued its work in co-operation with the Poona Central Committee of the Bombay University in the matter of post-graduate instruction and research. During the year the Institute organised a series of lectures by eminent scholars from India and abroad on subjects of Oriental interest. Some of the lectures on popular subjects, which were illustrated by the magic lantern, are reported to have been largely attended.

10(4). The birth-anniversary of the late Mr. K. R. Cama, the founder of the Institute, was celebrated on 11th November, 1938, when the Honourable Mr. Justice B. J. Wadia presided and Dasturji Noshirwan Dastur Dinshaw Gharda delivered a lecture on "What the Parsi Community owes to the late Mr. K. R. Cama".

Prize-essays on given subjects were invited from scholars and cash prizes were awarded for essays which were approved by the examiners. During the year, Mr. B. T. Anklesaria, M.A., was given an honorarium of Rs. 2,000 for preparing the transliteration and translation of Pahlavi Vendidad.

Sir Jehangir C. Coyaji, Kt., Bar-at-Law, the Government Research scholar of the Institute, gave a series of six lectures on the "Studies in the Sahnamah". In addition to these Fellowship lectures, Professor Gregg M. Sinclair, Director of Oriental Institute, University of Hawaii, Honolulu, delivered under the auspices of the Institute a public lecture on "Hawaii's place in the new world-culture".

Mr. R. P. Masani, M.A., represented the Institute at the 20th session of the International Congress of Orientalists held at Brussels in September, 1938.

10(5). The Bombay Branch of the Royal Asiatic Society had a further drop of 30 in its membership during the year which now stands at 456. The library continues to be well used and an increasing number of students and scholars are taking advantage of the special facilities offered to them. The books, periodicals, etc., added to the library during the year numbered 1,416, of which 1,068 were purchased and 348 were presented. The total issues of the books during the year amounted to 66,357, or an average of 224 per working day. Eighty-one coins were added to the Society's Coin cabinet during the year.

The Society was represented at the Indian History Congress, Allahabad, and at the 20th session of the International Congress of Orientalists held at Brussels. Three lectures on subjects of Oriental interest were delivered by eminent scholars during the year and Volume 14 of the Society's journal was published.

10(6). The Poona Sanskrit College, which aims at a higher study of Sanskrit and of Shastric learning, had an enrolment of 25 students, an increase of 9 during the year. The *Dharmashastra* branch newly opened by the Poona Sanskrit College Association is reported to be working satisfactorily. During the year two students from the College appeared and passed the "Vyakarana Dwiteeya" and 8 passed the "Vyakarana Prathama" examinations held by the Calcutta Sanskrit Association. The Institution was awarded a grant of Rs. 250 during the year.

CHAPTER XI.

VISUAL INSTRUCTION.

11(1). The Sub-Department of Visual Instruction is in the charge of a special Deputy Educational Inspector in the B. E. S. Class II who tours throughout the Province, inspects magic lanterns, slides, and lecture notes, supervises the lectures delivered by various officers and institutions, and himself delivers model lectures. He also conducts a course in Visual Instruction for the benefit of teachers under training at the Secondary Training College, Bombay.

11(2). The Cinema film has undoubtedly proved its popularity as one of the most effective visual aids when properly employed, and full use was made by the Deputy Educational Inspector of the projector purchased during the previous year. As the Government Institutions and Inspecting Officers have been supplied with magic lanterns, the Deputy Educational Inspector for Visual Instruction has to concentrate on the supply of lantern slides.

In addition to the Cinema outfit, the Deputy Educational Inspector was in charge of 85 Magic lanterns, of which 27 were given to Government Secondary schools, and 12 to Government Training institutions, while 43, including the 18 lanterns lent to the Local Authorities, were being used by the Inspecting Officers, and three were with the Deputy Educational Inspector for Visual Instruction. The lanterns lent to the Local Authorities have since been placed in the charge of the Inspecting staff which has been taken over by Government. Fourteen Municipalities used their own magic lanterns. As in the preceding year, seven District School Boards had their own lanterns in addition to those lent to them, but owing to the transfer of the Inspecting Officers these lanterns were practically kept idle during the year. Eighty-seven non-Government Secondary schools had lanterns of their own and the number of lanterns in such schools has been gradually increasing. The total number of magic lanterns under the management or supervision of the Sub-Department of Visual Instruction was 193, as against 190 in the preceding year.

11(3). There are now with the Sub-Department 705 sets comprising 35,834 slides, 9 sets of 422 slides being added during the year. A portable electric lighting set in connection with the Cinema projector in the charge of the Deputy Educational Inspector for Visual Instruction was also purchased during the year.

Of the nine new sets of slides added during the year, three are on Indian History, two on Village Uplift and one on "Evolution of Man". Lecture Notes on four sets of slides were also written during the year, bringing the total number of sets equipped with lecture notes to 566, out of a total of 705 sets with the Sub-Department.

11(4). The following table gives the distribution of the slides used and the lectures delivered by various institutions and Inspecting Officers during the year:—

	Number of lanterns in use.	Number of slides used.	Number of lantern lectures delivered.	Average number of lectures per lantern.
Government Secondary Schools ..	27	16,206	1,335	49·4
Government Training Institutions ..	12	7,436	508	42·3
Government Inspecting Officers ..	46	12,954	1,413	31·2
Total ..	85	36,596	3,256	38·3
Total for 1937-38 ..	85	38,858	3,572	42·0

The magic lanterns in the charge of the Government Secondary schools and the Training colleges are reported to have been very well used, over 75 per cent. of them having given more than 40 lectures during the year. The corresponding average for the Inspecting Officers was, however, lower than in the preceding year due mainly to the fact that after the transfer of the Inspecting staff, the Administrative Officers, who had retained the lanterns, could not find time to use them adequately. The average which works out at about 28 is, however, above the minimum of 25 lectures per lantern which the Inspecting Officers are expected to deliver. The lanterns with the District School Boards have, however, since been taken over and placed in the charge of the Senior Assistant Deputy Educational Inspectors for the use of Inspecting Officers, and it is expected that the average will show an appreciable increase during the next year.

The lantern lecture-work done by the non-Government Secondary schools was on the whole better than in the preceding year, the number of lectures delivered by these schools being 1,443, an increase of 172 lectures during the year. As many as 87 non-Government schools possess lanterns of which 15 have also Cinema projectors and films of their own.

The following table summarises the work done by the Municipal School Boards and non-Government Secondary schools during the year :—

		Number of magic lanterns in use.	Number of lectures delivered.	Average Number of lectures per lantern.
Municipal School Boards	1937-38 ..	14	281	20.0
	1938-39 ..	12	233	19.4
Non-Government Secondary Schools	1937-38 ..	84	1,271	15.1
	1938-39 ..	87	1,443	16.5

Twelve out of the 19 Local Authority Municipalities, had lanterns of their own and the Bombay and Sholapur Municipalities had Cinema machines in addition. The Deputy Educational Inspector reports that in most cases the lanterns were not adequately used, while, in a few cases, they were kept idle. The Bombay Municipality has two still picture projectors and three Cinema machines in the charge of two Special Officers and the work done during the year, which amounted to only 14 lectures, may be regarded as poor.

11(5). The following table gives a summary of the work done by

Work done by the Deputy Educational Inspector for Visual Instruction. the Deputy Educational Inspector for Visual Instruction during the year :—

Year.	Number of Institutions visited.	Number of lanterns inspected.	Number of Conferences held.	Number of lantern lectures attended.	Number of lantern lectures delivered.
1937-38	67	35	9	17	228
1938-39	88	35	4	4	221

From June to October, 1938, the Deputy Educational Inspector for Visual Instruction conducted the Training Class in Visual Instruction

for Secondary teachers at the Secondary Training College, Bombay, during the course of which he delivered eleven lectures to the students on the various aspects of Visual Instruction and on Radio broad-casting and gave practical instruction in the working and manipulation of various types of projectors at the Visual Instruction laboratory. The interest evinced by the students in the subject can be seen from the fact that more than 75 per cent. of the students attended the practicals in the laboratory.

During the course of his tour in the Districts from November, 1938, to March, 1939, the Deputy Educational Inspector inspected the Government magic lanterns, watched the Visual Instruction work of the teachers and Inspecting Officers and gave model lectures. He also delivered public lectures on Adult Education and Village Uplift with the help of local Revenue officers and Congress workers. During the year the Deputy Educational Inspector held four conferences of Primary teachers at which the use and value of Visual aids in general and the lanterns, slides, and Cinema films in particular, were discussed and demonstrated. The Deputy Educational Inspector reports—

“I was invited to give lectures and show exhibits at the Women Teachers’ Refresher Course, Training College for Women, Poona, in September, 1938, the Bombay Presidency Secondary Teachers’ Conference at Surat in October, 1938, and the All-India Secondary Teachers’ Conference, Bombay, during the X’mas in 1938 and the lectures I delivered, especially at the latter Conference, seem to have been much appreciated, as they have appeared in certain educational journals both in this Province and in the Madras Province.”

CHAPTER XII.

EDUCATION OF GIRLS.

12(1). The year under review is marked by a remarkable progress in the education of girls. The total number of institutions for girls increased from 1,711 to 1,829. Of these, 1,762 were recognised institutions, and 67 were unrecognised. The number of girls under instruction in all kinds of institutions increased by 38,539, or by 11·1 per cent., to 386,388, the corresponding increase for the previous year being 6·5 per cent. The total number of girls under instruction formed 4·5 per cent. of the total female population of the Province, the percentages for the two preceding years being 3·8 and 4·0 respectively.

The following table gives the number of recognised and unrecognised institutions for girls and the number of girls under instruction in each Division :—

	Number of institutions for girls.	Number of pupils in institutions for girls.	Number of boys in institutions for girls.	Number of girls in institutions for girls (Column 3-4).	Number of girls in institutions for boys.	Total number of girls under instruction (Columns 5+6).
1	2	3	4	5	6	7
Bombay Division.	434	68,343	2,881	65,462	54,287	119,849
Central Division.	535	59,407	1,524	57,883	53,602	111,485
Northern Division	494	59,418	1,265	58,153	34,222	92,375
Southern Division	327	29,214	253	28,961	24,374	53,335
European Schools.	19	3,012	458	2,554	518	3,072
Secondary (English) Schools..	20	6,261	1,240	5,021	1,251	6,272
Total ..	1,829	225,655	7,621	218,034	168,354	386,388

The increase is shared by all the Divisions. Of the 386,388 girls under instruction, 168,354, or 43·6 per cent., were in institutions for boys, while 218,034, or 56·4 per cent., were in institutions for girls,

The following table compares the number of girls under instruction in various kinds of institutions during the years 1937-38 and 1938-39:—

Institution.	Number of girls under instruction.		Increase or decrease.
	1937-38.	1938-39.	
	2	3	
Arts Colleges	1,256	1,510	+ 254
Professional Colleges.. .. .	209	244	+ 35
High Schools	23,321	25,607	+ 2,286
Middle Schools	5,066	5,871	+ 805
Primary Schools	304,150	336,718	+32,568
Art Schools	79	86	+ 7
Medical Schools	121	103	— 18
Normal and Training Schools	947	1,001	+ 54
Technical and Industrial Schools	1,439	1,979	+ 540
Commercial Schools	142	143	+ 1
Schools for Defectives	64	73	+ 9
Schools for Adults	842	1,776	+ 934
Other Special Schools	116	1,372	+ 1,256
Total, Recognised	337,752	376,483	+ 38,731
Unrecognised	10,097	9,905	— 192
Grand Total	347,849	386,388	+ 38,539

Although there is an increase in the number of girls attending all kinds of institutions except Medical schools, it is more marked in Primary schools, Schools for Adults and other Special schools. The increase is mainly due to the opening of a number of voluntary Primary schools, Adult education classes etc., during the year.

The extent to which girls from the various communities take advantage of education is shown in the following table :—

1	Total number under instruction.	Percentage to total.	Percentage to female population of the community.	
	2	3	4	
Europeans and Anglo-Indians	3,006	0·8	23·7	
Indian Christians	17,376	4·5	14·2	
Hindus .. {	Advanced	119,980	31·1	
	Intermediate	136,238	35·2	2·7
	Backward	29,210	7·6	1·6
Muslims	57,234	14·8	7·9	
Parsis	8,302	2·1	20·1	
Others	15,042	3·9	9·3	
Total ..	386,388	100·0	4·5	

The most notable advance, as shown by the above figures, has been made by the girls belonging to the Intermediate and Backward classes, the percentage increase in their case being 14·2 and 22·8 respectively, as against the increase of 8·0 per cent. in the case of girls of the Advanced classes. The Muslim girls also show the large increase of 10·5 per cent. It would thus appear that all classes of the Hindu communities as well as the Muslims are beginning to realize the importance of female education. In spite of the large increase in the case of girls of the Intermediate and Backward classes, their percentages to the female population, as compared with those of other communities, are yet too low and they have yet considerable ground to cover.

12(2). As more than 43 per cent. of the girls under instruction in recognised institutions attend boys' schools, it is not possible to estimate accurately the expenditure on the education of girls. The total expenditure on institutions specially meant for girls including the expenditure on inspection, building, etc., increased by Rs. 3,47,889 to Rs. 66,99,276, as against an increase of

Rs. 67,240 during the previous year. The different sources from which the expenditure was met were as under:—

	Amount.	Percentage.
	Rs.	
Government Funds	26,00,197	38·8
District Local Board and Municipal Funds	15,74,781	23·5
Fees	13,22,456	19·8
Other sources	12,01,842	17·9
Total ..	66,99,276	100·0

Of the total expenditure on the education of girls, 38·8 per cent. was met from Government funds, as against 35·8 per cent. in the preceding year.

12(3). There are no separate colleges for women in this Province affiliated to the Bombay University, but women University Education. attend the various Arts and Professional colleges affiliated to that University. The number of women students in the Arts and Professional colleges increased during the year by 289 to 1,754. Of these, 1,510 were in Arts colleges and 244 in Professional colleges. The distribution of the 244 students in various Professional colleges was as under:—

	1937-38.	1938-39.
Secondary Training College	22	26
College of Commerce	10	12
Law Colleges	18	15
Medical Colleges	158	189
Agricultural College	1	2
Total ..	209	244

The number of women who passed the various University examinations held during the year 1938-39 are shown in the following table:—

Examinations.	Number passed.
M.A.	22
M.Sc.	1
B.A. (Honours)	80
B.A. (Pass)	59
B.Sc.	28
LL.B.	6
Intermediate in Arts	260
Intermediate in Science	81
Intermediate in Commerce	1
M.B.B.S.	15

Examination.				Number passed.
B.T.	..	..	..	24
Matriculation..	..	..	..	1,102
B.Com.	..	..	..	3
B.Sc. (Agri.) ..	..	..	..	1
M.D.	..	..	..	1

These figures clearly indicate that women are taking to University education in larger numbers.

12(4). The Indian Women's University, which is not a statutory body, had four colleges, at Poona, Bombay, S. N. D. T. Indian Women's University. Ahmedabad and Baroda respectively, affiliated to it. These were attended by 199 women, as against 241 in the preceding year. The main characteristics of the University are (1) that the courses of study are designed to suit the requirements of women, (2) that the mother tongue is the medium of instruction, (3) that English is a compulsory subject, and (4) that external students are allowed to appear for the examinations conducted by the University. It is doing good work in the field of female education. During the year under review, Government have recognised the degrees conferred by the University for the purposes of appointment to Government and semi-Government services. A recurring grant of Rs. 5,000 was paid by Government to the University during the year.

The number of Secondary schools affiliated to the University was 22, of which 12 were in this Province and 10 either in the Indian States or in other provinces of India. The number of girls attending these schools was 5,783.

12(5). The following table compares the number of Secondary schools for girls and the number of girls attending Secondary schools including those for boys during the years 1937-38 and 1938-39 :—

	Secondary schools for Girls.		Girls under instruction in Secondary schools.	
	1937-38.	1938-39.	1937-38.	1938-39.
1	2	3	4	6
Indian	88	96	25,494 (7,230 in Boys' Schools).	28,554 (8,650 in Boys' Schools).
Anglo-Indian and European.	16	16	2,893 (462 in Boys' Schools).	2,924 (518 in Boys' Schools).
Total ..	104	112	28,387 (7,692 in Boys' Schools).	31,478 (9,168 in Boys' Schools).

The number of Secondary schools for girls rose by 8 to 112. Of the 112 Secondary schools, 7 were maintained by Government, one by a District Local Board, two by Municipalities and the remaining 102 by private bodies or individuals. The two Municipal schools and the one District Local Board school are the English classes attached to Primary schools for girls.

The total number of girls attending Secondary schools increased by 3,091, i.e. by 10·9 per cent. Nearly than half of this increase is in the number of girls attending Secondary schools for boys. Although the policy of the Department is to discourage admission of girls into boys' schools, many girls in the mofussil towns are compelled to attend boys' schools owing to the absence of girls' schools in the localities or owing to the fact that the existing girls' schools in the localities do not maintain the higher standards. In the case of boys' schools which admit girls, the Department insists upon the provision of separate retiring and sanitary arrangements being made by the managements and also upon the appointment of one or two women teachers on the staffs of the schools. The distribution of the total number of girls in Secondary schools by communities is as under :—

Community.				Number of girls under instruction.	
				1937-38.	1938-39.
1				2	3
Anglo-Indians and Europeans	..	..	..	2,712	2,726
Indian Christians	..	..	..	4,683	4,804
Hindus	.. {	Advanced	..	13,143	15,219
		Intermediate	..	1,898	2,359
		Backward	..	142	106
Muslims	..	..	..	873	997
Parsis	..	..	..	3,744	3,836
Others	..	..	..	1,192	1,431
Total				28,387	31,478

A remarkable advance, as revealed by the figures, is observable in the case of Intermediate classes, the percentage increase in their case being 24·3. All other communities except the Backward classes show a steady advance.

The Department maintains a High school for girls at Ahmedabad, and 5 Middle schools for girls at Thana, Nasik, Ahmednagar, Dharwar, and Bijapur. Besides these Middle schools, an Anglo-Urdu Middle school for Muslim girls is also maintained by Government at Poona. The Girls' High School, Ahmedabad, had on its roll 223 girls at the end of the year, as against 203 in the preceding year. During the year 1938-39 the Middle schools at Nasik and Dharwar were teaching up to Standard V and those at Thana and Ahmednagar up to Standard IV, while the Middle school at Bijapur was teaching up to Standard III. In accordance with the decision of Government to develop all these Middle schools into full-fledged High schools, the Middle school at Nasik has been allowed, since June 1939, to open Standards VI and VII, and those at Thana and Ahmednagar Standard V. The Girls' Middle school at Bijapur has been allowed to open Standard IV. The Government Anglo-Urdu Girls' School, Poona, is the only institution in this Province which provides English education to Muslim girls through the medium of Urdu. Government have decided to foster Secondary education amongst Muslim girls and has liberally provided funds towards the development of this school into a full High school. In June, 1938, Standard VI was opened in the school and there was one girl. But owing to illness she left and there were only five standards at the end of the year. From June, 1939, the school has been allowed to open Standards VI and VII. The school has now been removed to an independent building.

The need for more Secondary schools for girls is apparent, but for want of financial help from the public who generally consider the education of girls as of secondary importance, private enterprise in this direction is much handicapped. The dearth of well-qualified women teachers especially in the mofussil also retards the progress of Secondary education of girls. As an encouragement to girls' education, Secondary schools for girls are treated more liberally in the matter of grants-in-aid than boys' schools.

12(6). No separate provision for training women teachers for Secondary schools exists in this Province. There were 26 women attending the Secondary Training College, Bombay, while the number of those who obtained the B.T. degree during the year was 24. The total number of women teachers in all Secondary schools rose during the year by 99 to 1,606. Of these, 292 were in Anglo-Indian and European schools, 512 were in Secondary (English) schools (English-teaching schools), and 802 in ordinary Secondary schools. Of the 802 women teachers, 230, or 28.7 per cent., were trained, while 365, or 45.5 per cent., were graduates. Most of the graduate women teachers are to be found in schools situated in Bombay, Poona and Ahmedabad. In spite of the fact that many women graduates come out of the University every year, a commensurate increase in the cadre of women teachers does not appear. Schools in large educational

centres such as Bombay and Poona seem to absorb all the available qualified women, in some cases replacing those who have married and left the teaching profession. The mofussil schools consequently experience great difficulty in securing trained women graduate teachers. While their services are at a premium in places like Poona and Bombay, where in most cases they have their homes, women will not go further afield without the attraction of a much higher salary which most girls' schools in the mofussil are unable to afford. The mofussil schools have, therefore, to remain satisfied with the untrained and Matriculated women teachers, who are encouraged to pass the S.T.C. examination. Moreover the teaching profession has not yet been taken up seriously by women. The Inspectress of Girls' Schools, Central Division, in this connection, remarks—

“The teaching profession is as yet looked upon as a ‘Vocation’ in the true sense of the word, by very few women. They teach because they have the requisite qualifications and this is almost the only wage-earning door open to the vast majority at present. A large number intend to marry sooner or later and even if they continue to teach thereafter their real interest is their home and with their children, their work in the school is then a mere side issue.”

12(7). Most of the Secondary schools for girls follow generally the same Departmental curriculum as is followed in boys' Secondary schools and prepare candidates for the Matriculation examination. Some schools also send up candidates for the entrance examination of the Indian Women's University. Music and needle-work is taught in all the schools. For the Matriculation examination girls are allowed to offer Domestic Science as an optional science subject, but few schools have made provision for teaching this subject. The subject is, however, growing in popularity wherever it has been introduced. The Inspectress of Girls' Schools, Central Division, remarks—

“The subject is growing in popularity with pupils and with parents. The latter are not so much inclined to look upon it as a waste of time and appear to realize that their girls are more useful and more ready to help in the home, since the school has adopted the subject in its regular curriculum.”

A few schools in the Bombay City, especially those under the management of the Parsi community, have introduced, with the sanction of the Department, well devised courses of their own.

12(8). The number of Primary schools for girls increased by 71 to 1,564 and the number of pupils in them by 1,233 Primary Education. to 192,832. The following table shows the number

of Primary schools for girls by management and the number of pupils in them :—

	Schools.		Pupils.	
	1937-38.	1938-39.	1937-38.	1938-39.
Government	11	10	1,399	1,233
District Local Board	750	750	55,773	55,744
Municipal	527	536	104,835	109,634
Aided	191	243	22,093	24,467
Unaided	14	25	1,499	1,754
Total ..	1,493	1,564	185,599	192,832

The above figures show that the largest increase is in the number of aided schools. Owing to lack of funds the Local Authorities were unable to meet the growing demand for more schools for girls. The policy announced by Government to encourage private enterprise had a splendid response from the public, and a number of voluntary Primary schools came into existence during the year. It is too early to pronounce any judgment as regards the future of these institutions or the extent of literacy they could help to attain. The Inspectress of Girls' Schools, Central Division, in connection with these schools, makes the following remarks in her report :—

“The only discouraging feature is that a large number of these are single teacher schools and are, moreover, under untrained teachers. Past experience has shown that even under a trained teacher a good deal of wastage appears to be inevitable in single-teacher schools.”

The position of Primary education of girls in each Division is seen from the following table :—

Division.	Number of pupils.		Percentage increase.
	1937-38.	1938-39.	
Bombay Division	53,915	56,495	4·8
Central Division	49,755	53,819	8·2
Northern Division	54,202	54,231	0·05
Southern Division	27,727	28,287	2·0
Total ..	185,599	192,832	3·9

Although all the Divisions record an increase, it is largest in the Central Division, while it is negligible in the Northern Division. The increase in the Central Division and Bombay Division is, as already stated, due to the opening of voluntary Primary schools in those Divisions by private bodies or individuals.

The distribution by communities of the total number of girls under instruction in Primary schools during the last two years was as under :—

				1938-39.	1937-38.
Anglo-Indians, Europeans and Indian Christians.				11,698	10,747
Hindus	..	{	Advanced	98,566	93,005
			Intermediate	132,090	116,318
			Backward	28,036	22,884
Total Hindus ..				258,692	232,207
Muslims	..	..	..	50,394	45,950
Parsis	..	..	..	3,148	3,307
Others	..	..	..	12,786	11,939
Total ..				336,718	304,150

The increase is shared by all the communities except the Parsis. A remarkable advance is noticeable in the case of girls belonging to the Intermediate and Backward classes which showed a percentage increase of 13·6 and 22·5 respectively, against an increase of 6·0 per cent. in the case of girls of Advanced classes.

The following table gives the number of girls in each standard of Primary schools during the years 1937-38 and 1938-39 :—

	Number of Girls.		Percentage.	
	1937-38.	1938-39.	1937-38.	1938-39.
Infants	119,585	148,608	39·3	44·1
Standard I	58,000	60,051	19·1	17·8
Standard II	47,819	48,577	15·7	14·4
Standard III	34,612	35,211	11·4	10·5
Standard IV	25,339	25,400	8·3	7·6
Total, Lower Primary stage.	285,355	317,847	93·8	94·4
Standard V	10,130	10,373	3·3	3·0
Standards VI and VII ..	8,665	8,498	2·9	2·6
Total, Upper Primary stage.	18,795	18,871	6·2	5·6
Grand Total, Lower and Upper Primary stages.	304,150	336,718	100·0	100·0

It will be seen that the percentages of girls in each of the standards from I to VII show a decrease. This is apparently due to the large influx of girls in the Infants class during the year. The increase in the Infants class represents 89 per cent. of the total increase in the number of girls in Primary schools. A number of voluntary Primary schools for boys and girls were opened during the year and the fact that a higher grant could be earned for girls gave the managers of these schools stimulus to admit as many girls as possible into schools. Of the total number of girls in Primary schools, 94.4 per cent. were in the Lower Primary stage, while only 5.6 per cent. were in the Upper Primary stage. Apart from the large increase in the Infants class during the year wastage in the case of girls is decidedly more than that in the case of boys and the Educational Inspector, Northern Division, attributes the wastage to (1) social custom, which induces parents to withdraw their daughters from Primary schools, when they reach a certain age, (2) to the need of more hands to work in the house and fields, and (3) to the attitude of many parents to look upon the school as a creche rather than an educational institution.

The number of girls in Upper Primary stage shows an increase. The Educational Inspector, Northern Division, reports—

“The number of older girls attending Primary schools has become noticeable within the last few years. One of the reasons for this is possibly the raising of the marriage age and a growing desire among parents to give to their daughters education. The Sarda Act has given impetus to higher Primary education. The increasing number of girls appearing at the Primary School Leaving Certificate Examination for Girls also shows that parents have now come to understand the advantage of girls’ education and the apathy of the people noticeable in rural areas formerly, is gradually giving way to the desire among the people to keep Girls at school for a longer period.”

12(9). There was no change in the syllabus followed in Primary schools for girls. The question of revision of the Curriculum. curriculum is under consideration. The revised curriculum has been introduced in the Practising schools attached to Training institutions as an experimental measure. The teaching under the new syllabus has definitely more life and interest. It provides for the teaching of handicraft and for the correlation of other studies with handi-craft in the natural environment of the children and outdoor activities. With a view to raising the standard of Primary education of girls and consequently to having better educated women as teachers for Primary schools, it has been decided to bring the Primary School Leaving Certificate Examination for Girls on par with that of boys and the full Primary schools for Girls have been allowed to open Standard VII during the current year.

12(10). The number of girls appearing for the Primary School Leaving Certificate Examination is steadily increasing every year. At the examination held during the year, 6,872 candidates appeared, of whom 2,536, or 36·9 per cent., passed, the corresponding figures for the preceding year being 5,955 and 2,789, or 46·6 per cent., respectively. The following table gives the details of the results of the examination by Divisions :—

1	Primary School Leaving Certificate Examination with						Percent- age of passes.
	Regional Languages.		Urdu.		Total		
	Number appeared	Number passed.	Number appeared	Number passed.	Number appeared	Number passed.	
2	3	4	5	6	7	8	
Bombay Division ..	1,921	718	110	35	2,031	753	37·1
Central Division ..	2,119	965	121	40	2,240	1,005	44·9
Northern Division ..	1,931	555	44	16	1,975	571	28·9
Southern Division ..	583	197	43	10	626	207	30·1
Total ..	6,554	2,435	318	101	6,872	2,536	36·9

Although the number of girls appearing for the examination has increased, the percentage of passes in each Division has fallen. A few changes in the examination were introduced this year. The language paper on prescribed books has been replaced by a general language paper and oral examination and examination in dictation have been omitted. These changes were partly responsible for the lower percentages of passes.

12(11). The total number of women teachers in all kinds of Primary schools (both for boys and girls) increased from 5,809 to 6,076. Of these, 3,172, or 52·2 per cent., were trained, as against 3,050, or 52·5 per cent., in the previous year. The following table gives details of trained and untrained women

teachers in Government, District Local Board, and Municipal Primary schools in each Division :—

	Trained.				Untrained.			Grand Total.
	III year	II year	I year	Total	Qualified.	Un-qualified.	Total	
Bombay Division ..	181	240	328	749	471	136	607	1,356
Percentage to Total ..	13·3	17·7	24·2	55·2	34·8	10·0	44·8	100·0
Central Division ..	104	185	296	585	591	65	656	1,241
Percentage to Total ..	8·4	14·9	23·8	47·1	47·6	5·3	52·9	100·0
Northern Division ..	227	192	242	661	430	26	456	1,117
Percentage to Total ..	20·3	17·2	21·7	59·2	38·5	2·3	40·8	100·0
Southern Division ..	80	122	207	409	176	40	216	625
Percentage to Total ..	12·8	19·5	33·1	65·4	28·2	6·4	34·6	100·0
Total ..	592	739	1,073	2,404	1,668	267	1,935	4,339
Percentage to Total ..	13·7	17·0	24·7	55·4	38·4	6·2	44·6	100·0

Although the total number of women teachers in these schools rose by 172 to 4,339, the percentage of trained women teachers to total number of teachers decreased slightly from 56·3 to 55·4. The decrease is in the Northern Division and was probably due to untrained teachers having been appointed to replace trained teachers who retired from service. Women teachers are generally unwilling to go to isolated villages owing to certain inconveniences and men teachers have to be appointed in girls' schools in such places. In some districts a beginning has been made to appoint women teachers in boys' schools to teach the lower classes. The Chairman, District School Board, Poona, reports that this experiment has been very successful and deserves to be extended. The standard of teaching in Primary schools for girls continues to be low as compared with that in boys' schools. This is mainly due to the inadequate supply of trained women teachers. Government have since taken steps to train all teachers at present under employ in all Primary schools under the Local Authorities and it is hoped that the standard of teaching in Primary schools for girls will improve as soon as more trained teachers are available.

12(12). Physical Education has been made compulsory by Government in all schools, and Secondary schools for girls have begun to pay greater attention to this subject. In almost all the Secondary schools for girls provision for teaching drill in some form has been made. The subject cannot however, be taught on systematic lines in many schools for want of play-grounds or enclosed open spaces in school compounds. Those schools which have play-grounds or suitable open space provide for Badminton, net-ball, and Indian games, such as Lezim, Lathi, etc. The desire for physical activities amongst girls is becoming increasingly evident from the number of girls and women who are now joining physical culture institutions such as Maharashtra Vyayam Shala, and other similar institutions.

In Primary schools for girls' physical education does not receive sufficient attention partly for want of open spaces and partly for want of enthusiasm on the part of women teachers who in many cases have not themselves received proper training. In some schools *Namaskars* have been introduced. The schools in Municipal towns generally pay more attention to the subject than those in mofussil places. The Educational Inspector, Northern Division, in this connection reports --

"Physical education of girls is more neglected than that of boys. There is the same lack of suitable school compounds and absence of teachers with any knowledge of the subject. Girls, moreover, play less games than boys do and women teachers seem to have little capacity for organising anything but garbas. In the Primary schools attached to the Training colleges the subject is fairly well looked after and in some of the schools of Ahmedabad and Broach Municipalities and in a very few District Local Boards schools the subject is passably well taught, but everywhere else it is hopeless. The reason lies very largely in the unsatisfactory housing of the girls' schools. In many of the schools, there is scarcely room for the children to sit. The evil effects of this continued neglect of the physical side of female education is incalculable. Children who would ordinarily be at work in the fields or at home or playing in the streets are spending several hours each day sitting in stuffy and overcrowded rooms. Scientific physical education is, therefore, necessary as a corrective. Furthermore, a visit to any girls' school will show that a considerable number of children are poorly developed and suffering from effects of malaria or other disease or from under-feeding. Mental energy and alertness cannot be produced from sluggish and unhealthy bodies. Now that Government have been doing all they can for the physical education of school children, it is hoped that the above complaints will gradually disappear."

12(13). The total number of Girl-Guides of all ranks in the companies and flocks affiliated to the Provincial Girl Guide Association decreased during the year from 7,032 to 5,949 which were distributed as under :—

Guides	..	..	..	3,321
Blue birds	..	..	..	2,586
Rangers	..	..	..	42
				5,949
			Total ..	5,949

The decrease is reported to be due to the formation of a Girl Scouts Section by the Hindustan Scout Association. As a consequence, the majority of the companies and flocks in Gujarat and the Konkan and those in the Bombay Municipal schools were either closed down or disaffiliated from the Girl Guide Association. Under the Girls' Section of the Hindustan Scout Association there were 2,207 girl scouts of all ranks. Thus the total number of girl guides or scouts has increased by 1,124. As regards the work done by the Girl Guide Association during the year the Provincial Commissioner remarks—

“ During the past year we have made special efforts to encourage the companies and flocks to make the guide ideal of service a practical reality in their daily lives. Some most interesting things have been done recently on these lines.

“ In Bombay City, Rangers, (who are the senior branch of the Movement) are helping the Adult Literacy Campaign, assisting at play-centres, hospitals, mentally deficient homes and similar institutions, while others are helping to translate Guide and Blue bird Literature of which we now have a good choice in the three main languages of the Province, several new books having been published during the past year.

“ In village areas we hear of companies which have kept their school houses clean and in repair while a ranger company, without any assistance from their Guider, had a house to house cleanliness campaign in their locality.

“ Nine training weeks for Guiders and five long tours in village areas have been held throughout the year in addition to many training days and short tours by the Provincial Trainers.”

A grant of Rs. 2,000 was paid to the Girls' section of the Hindustan Scout Association, during the year, while no grant was paid to the Girl Guide Association.

12(14). Of the 950 District Local Board (including non-Local Authority) Primary schools for girls, 234 were held in their own buildings, 25 in buildings partly owned and partly rented, 535 in rented buildings, and 156 in rent-free School Buildings.

buildings. Of the 336 Local Authority Municipal schools, 50 were held in their own buildings, 14 in buildings partly owned and partly rented, while 269 were held in rented buildings and 3 in rent-free buildings. It will thus be seen that a majority of girls' Primary schools meet in rented buildings. These buildings, as they were not built for school purposes, are very often unsuitable and generally ill-lighted and badly ventilated. In many cases they are also found to be unhygienic. In the Northern Division the Sir Purshottamdas Thakordas Cheap Building Scheme for the Surat District and the Seth Mangaldas Girdhardas and the Rao Bahadur Girdharlal Uttamram schemes for Ahmedabad District are of immense value in relieving this deplorable condition of school buildings to some extent. With the establishment of building committees in each District, it is hoped that the question of suitable accommodation for girls' schools will be solved to some extent.

12(15). Besides the Training Institutions for women, an account of which has been given in Chapter VIII, there are a number of Special Institutions which provide for women or grown up girls instruction in sewing, needle-work, embroidery, painting, fancy-work, etc. Some of these institutions also teach English and First Aid. The number of such institutions at the end of the year was 68, as against 36 in the preceding year. The large increase in the schools is due to the opening of a number of Adult education classes for women especially in Bombay and Poona.

12(16). With a view to giving an impetus to the education of girls, Government decided to appoint women Assistant Deputy Educational Inspectresses in each District. The following extract from the report of the Inspectress of Girls' Schools, Central Division, describes the extent to which the step taken by Government will help the development of the education of girls :—

“The decision to appoint women Assistant Deputy Educational Inspectresses in every district will also be of great assistance in the development of girls' education. Not only will these Inspecting Officers be able to concentrate on girls' education to a degree which was impossible before their appointment, but they will also be able to come into closer touch with parents and teachers than the male Inspecting Officers and will thus be in a position to understand better than men Inspectors could the problems and needs of Primary education for girls. They will be able also to act as a spur to the recruitment of women teachers and under their supervision and guidance perhaps the problems of overcrowding and lack of playgrounds and of suitable sanitary arrangements in the girls' schools will find a solution.”

CHAPTER XIII.

ANGLO-INDIAN AND EUROPEAN EDUCATION.

13(1). This Chapter deals exclusively with European schools which are governed by a special Code of Regulations and which follow a special curriculum. Although these schools cater mainly for pupils of European and Anglo-Indian descent, they are allowed to admit non-Europeans up to a limit of 30* per cent. Schools which exceed this limit are styled "English-teaching schools" an account of which is given in the Chapter on Secondary Education.

13(2). The total number of European schools was 32, the same as in the previous year. All these schools, with the exception of the Railway School, Dhond, which was recognised during the previous year, receive grants-in-aid. There were 5,518 pupils in these 32 schools, an increase of 129, of whom 4,105, or 74·4 per cent., were Anglo-Indians and Europeans, while 1,413, or 25·6 per cent., belonged to the various non-European communities.

In addition to the 4,105 European and Anglo-Indian pupils mentioned above, there were 1,395 in non-European schools, raising the total number of Europeans and Anglo-Indians under instruction to 5,500 which formed 17·1 per cent of the total European and Anglo-Indian population of the Province. The following table gives the number of European and Anglo-Indian pupils under instruction in various kinds of institutions :—

	Boys.	Girls.	Total.
Arts and Professional Colleges	26	5	31
Secondary Schools	2,314	2,726	5,040
Primary Schools	55	28	83
Training Institutions .. ..	....	83	83
Other Special Schools	32	143	175
Unrecognised Schools	67	21	88
Total ..	2,494	3,006	5,500
Total for 1937-38 ..	2,364	2,883	5,247

* This limit has been recently raised to 40 per cent.

A statistical summary of the state and progress of European and Anglo-Indian Education is given in Government of India Table VII published with this Report, while details of individual schools are given in subsidiary tables 2, 3, and 6 in the Supplement to this Report.

13(3). The total expenditure on Institutions for Europeans and Anglo-Indians increased during the year by Rs. 66,432 to Rs. 13,75,280 which was met from the following sources :—

	Amount.	Percentage.
	Rs.	
Government funds	4,62,717	33·7
Fees	6,99,193	50·8
Other sources	2,13,370	15·5
Total ..	13,75,280	100·0

13(4). There are no separate colleges for Europeans in this Province. European and Anglo-Indian students attend the various Arts and Professional colleges affiliated to the Bombay University. Nineteen students, including three women were attending the Arts-colleges, while seven including two women were attending the Medical colleges, two were reading for the degree in Engineering and one was attending the Law college.

13(5). There were 29 Secondary schools, as last year, but the number of pupils increased by 120 to 5,370. Boys between the ages of 5 and 12 are allowed to be admitted to girls' schools in the Infants and Preparatory sections, but two schools are co-educational—the Christ Church High School, Byculla, and the Scottish Orphanage, Mahim. The following table gives details of High and Middle schools for boys and girls and the number of pupils attending them :—

	Number of schools.	Number of pupils.
High Schools for { Boys	7	2,034
{ Girls	11	2,475
Middle Schools for { Boys	6	472
{ Girls	5	380
Total ..	29	5,370

Of the 5,370 pupils in European Secondary schools, 3,982 were Europeans and Anglo-Indians, while the remaining 1,388 comprised 294 Indian Christians, 183 Hindus, 207 Muslims, 594 Parsis, and 110 others. The increase was shared by all the communities, except the Parsis who showed a drop of 26.

13(6): The total expenditure on European Secondary schools increased by Rs. 53,024 to Rs. 9,20,558, the increase being mainly due to improvement of the staff and the provision of equipment, etc. The total expenditure was met from the following sources:—

	Amount.	Percentage.
	Rs.	
Provincial Funds	3,25,988	35.4
Fees	4,43,054	48.7
Other sources	1,46,516	15.9
Total ..	9,20,558	100.0

13(7). Manual training is confined mostly to the Infants and Primary classes and consists of various kinds of handwork such as plasticine, paper-folding, and plaiting. Trained kindergarten teachers are responsible for the excellence of the work in some of the schools. Satisfactory arrangements have been made for domestic science in a number of girls' schools, while needlework and elementary dress-making, which form part of the curriculum of girls' High schools, receive due attention. The carpentry classes in some of the boys' schools are reported to be popular.

13(8). Physical instruction receives due attention in European schools and suitable arrangements for drill and games are made in all schools. Nearly every High school has on its staff at least one or two teachers qualified or specially interested in physical instruction. In certain cases a fully qualified teacher is shared by a group of schools. This system, which is based on a co-operative basis, is calculated to ensure efficiency and economy. The physical training syllabus of the Board of Education is followed generally for instruction in drill. In the Primary sections organized games are organised along with compulsory drill.

Teachers from European schools could not take advantage of the training facilities at the Government Physical Training Institute, Kandivli, as the admission to the Institute is restricted to graduates. Teachers possessing the Kindergarten Certificate or the Bombay European Schools Teachers' Certificates were recommended by the Provincial Board for European and Anglo-Indian Education to the Provincial Board of Physical Education for admission to the Institute, but the proposal was not accepted.

The bigger schools have Cadet Corps which received a Cadet grant of Rs. 1,405 during the year. Practically every school has Scouts, Girl-guides, Wolf-cubs and Blue-birds.

13(9). The total number of teachers in European Secondary schools increased by 39 to 365, the increase being necessitated by a corresponding increase in the number of pupils in these schools. Of the 365 teachers, 260, or 71·2 per cent., were trained and 105, or 28·8 per cent., were untrained.

Teachers in all Railway schools contribute to the Railway Provident Fund. Nine aided European schools have introduced Provident Fund Schemes for the benefit of their teachers which have been approved by the Director of Public Instruction.

The average pay of a teacher in a European school works out at Rs. 166 per mensem. The pay of a Head Master ranges from Rs. 400 to Rs. 1,400 per mensem, that of a graduate assistant master from Rs. 250 to Rs. 500, while a trained undergraduate master earns from Rs. 120 to Rs. 250 per mensem. The pay of a trained assistant mistress ranges from Rs. 100 to Rs. 250, while an untrained assistant mistress does not ordinarily get more than Rs. 80 per mensem.

Teachers belonging to religious orders of the Anglican and Roman Catholic Churches, on the staff of European schools, have fixed nominal salaries which are sanctioned by the Director of Public Instruction.

13(10). Provision for the training of teachers in European schools is made by two Training Institutions—St. Mary's Training College, Poona, and St. Margaret's Training College, Bombay. Both these institutions prepare candidates for the Bombay European Schools Teachers' Diploma examination which is taken after the completion of a course of three years and for the Departmental Kindergarten Examination the course of which covers a period of two years. St. Margaret's Training College also caters for candidates wishing to appear for the Secondary Teachers' Certificate examination.

The total number of students under training in these institutions was 100. Twenty stipends at Rs. 40 per mensem are awarded annually to the Anglo-Indian and European students of these institutions, of which 15 are available at St. Mary's Training College, and 5 at St. Margaret's Training College.

There are no facilities for the training of male teachers in this Province and candidates have to seek admission to the Chelmsford Training College, Ghoragali in the Punjab. Two stipends of Rs. 60 per mensem were awarded to two students who were under training at the College during the year. One of the students who completed his course in December 1938, is working as a teacher in the Barnes High School, Deolali.

13(11). The Cambridge Local examinations which comprise the Examinations. (a) School Certificate, (b) Junior, and (c) Preliminary examinations were held, as usual, in December, 1938, at the Bombay, Poona, Panchgani, Deolali, and Karachi Centres. The following table gives the results of these examinations :—

Examination.	1937.			1938.		
	Number sent up.	Number passed.	Percentage.	Number sent up.	Number passed.	Percentage.
Cambridge School Certificate ..	170	99	58·2	214	150	70·1
Junior	194	141	72·6	261	192	73·6
Preliminary	49	36	73·4	35	24	68·6

The number of candidates sent up for the Cambridge School Certificate and the Junior Examinations and the number and percentage of passes showed an appreciable increase during the year.

Admission to the Cambridge School Certificate examination is restricted to *bona fide* students attending recognised institutions in this Province. Permission to appear for the examination had consequently to be refused, as in the past, to private candidates.

Candidates holding the Cambridge School Certificate are admitted to University colleges or to other Professional institutions subject to certain conditions. This certificate is also regarded as equivalent to the Matriculation certificate of the Bombay University, provided the candidate has passed in English, Mathematics, History and Geography, an additional language, and one other subject.

Some European High schools send up candidates for the Matriculation Examination of the Bombay University. Of the eight candidates from European schools, who appeared for the examination held in April, 1939, two passed.

In addition to the Cambridge Local examinations, the following examinations are also held annually in this Province :—

- (i) Cambridge Higher School Certificate Examination ;
- (ii) The Departmental Kindergarten Examination ;
- (iii) The Bombay European Schools Teachers' Diploma Examination ;
- (iv) The Secondary Teachers' Certificate examination.

The Cambridge Higher School Certificate examination was held in July, 1938, in Bombay and Poona. As mentioned elsewhere the two European Training Institutions viz. St. Mary's Training College, Poona, and St. Margaret's Training College, Bombay, prepare candidates for this examination. Of the 15 candidates sent up by these institutions, 9 were successful.

The two Training colleges mentioned above also prepare for the Departmental Kindergarten examination which, in addition to the two centres Bombay and Poona in this Province, is held at Madras, Bangalore and Murree. The results of the examination held in 1938 are given below :—

Centre.	No. appeared.	No. passed.
Bombay	2	2
Poona	9	9
Murree	1	1
Madras	11	2
Bangalore	5	4

St. Mary's Training College presented three students for the Bombay European Schools Teachers' Diploma Examination, of whom all were successful, while two, out of the seven candidates who appeared from St. Margaret's Training College, Bombay, passed.

The Secondary Teachers' Certificate Examination is mainly intended for non-graduate teachers from Secondary schools. Graduate teachers who are unable to join a Secondary Training College for the B. T. degree also appear for this examination. St. Margaret's Training College presented 25 candidates for the examination held in 1938, of whom 15 passed.

13(12). The Code of Regulations for European Schools provides for 5 senior scholarships of the value of Rs. 30 per mensem and 10 Junior scholarships of the value of Rs. 12 per mensem which are awarded annually to Anglo-Indian or European candidates on the results of the Cambridge local examinations. The Senior scholarships are tenable for four years either in a college affiliated to the University of Bombay or in an approved Technical, Commercial or Professional institution. These scholarships are also tenable for higher studies outside India. The Junior scholarships are tenable for two years in a European High school or in a recognised Technical or Professional institution.

Four fresh Senior scholarships and nine Junior scholarships were awarded during the year. The total number of scholars in receipt of the Senior scholarships was 22, of whom 15 were attending Arts colleges, 4 were studying at Training institutions, one was attending the Grant Medical College, Bombay, while two were studying in colleges outside India.

All the Junior and Senior scholarships available for the year were awarded, the total expenditure during the year amounting to Rs. 7,446.

13(13). The Commercial School for Girls conducted by the Young Women's Christian Association in Bombay is the only institution of its kind in the Province which caters for girls who wish to follow a business career. Instruction is imparted in Shorthand, Typewriting, Book-keeping, etc. Girls from this school usually take the Pitman's Certificates and find no difficulty in securing suitable employment.

13(14). Eight institutions for boys and fourteen for girls have hostels attached to them. The total number of boarders in them decreased by 8 to 1,623 of whom 796 were boys and 827 girls.

Boarding grants are paid annually to orphan and destitute children at Rs. 12 per mensem per boarder. Grants to cover the fees of poor day scholars are also paid to schools and these amounts vary according to the rates of fees charged in different standards. The grants paid to boarders and day pupils amounted to Rs. 1,05,685, an increase of Rs. 972 during the year.

The average cost per boarder exclusive of messing charges was a little over Rs. 18 per mensem. The total monthly charges of a boarder inclusive of messing charges range from Rs. 30 to Rs. 60 according to the type of the school and its locality, boarding houses attached to schools at Hill stations being as a rule more expensive.

In addition to the hostels mentioned above, the Young Men's Christian Association maintains a hostel in Bombay for apprentices

working in various shops and firms. The average number of apprentices in the hostel during the year was 22. The maximum grant of Rs. 5,000 was paid to the hostel. A similar hostel for women apprentices is maintained by the Young Women's Christian Association which earned a grant of Rs. 855 at Rs. 15 per mensem per boarder.

Satisfactory arrangements are made for medical supervision and all these hostels are under the direct supervision of responsible teachers or matrons.

13(15). The Inspector of European Schools makes the following General remarks on the special features of European schools and on the state and progress of the education of Europeans and Anglo-Indians in the Province during the year :—

“ Meetings of the Bombay Provincial Board for Anglo-Indian and European Education were held in Bombay on 18th June, 1938, and in Poona on 1st October, 1938, and again in Bombay on 7th January, 1939. The 5th meeting of the Inter-Provincial Board for Anglo-Indian and European Education was held in Bombay last year on 6th February, 1939. These Boards continue doing valuable work in the matter of co-ordinating the work in Anglo-Indian and European Schools in this Province and India.

“ The Teachers' Evening Institute for teachers from Anglo-Indian and European and English-teaching schools in Bombay continued its Evening Classes with the usual success, and a number of teachers took advantage of these classes during the year under report. These classes have, however, not been functioning since January, 1939.

“ Steady progress has been maintained in the development of European schools during the year. This is observable in the tendency of schools to approximate more and more closely to the standard of the better schools. Specialist teaching is now attempted in most schools and the standard achieved is fairly high. There is, however, considerable leeway yet to be made in Science and Mathematics.

“ The most pleasing feature of these schools is that Heads and Managers of various types of schools are coming into closer contact to discuss common problems, and I am happy to be able to express my satisfaction at the way in which schools co-operate with the Department in carrying out the suggestions made to them.”

CHAPTER XIV.

EDUCATION OF MUSLIMS.

14(1). Muslims form 8·8 per cent. of the total population of this Province. The number of Muslims under instruction in all classes of institutions increased during the year by 14,619, or 7·8 per cent., to 202,142, of whom 188,222, or 93·1 per cent., were in recognised institutions, and 13,920, or 6·9 per cent., in unrecognised institutions. The decrease in the number of Muslim pupils in unrecognised schools may be regarded as a pleasing feature, as it is an indication of the fact that the Muslims have begun to realize the superiority of recognised schools which are better staffed, better equipped, and are subjected to regular inspection by officers of the Department.

The following table gives the number of Muslim pupils in recognised institutions in the different Divisions :—

	Number of Muslim pupils in recognised institutions.		Percentage of Muslim pupils to total pupils of all classes in such institutions.		Percentage of Muslim population to total population.
	1937-38.	1938-39.	1937-38.	1938-39.	
Bombay Division ..	49,593	55,255	13·2	12·9	8·6
Central Division ..	43,473	49,477	9·6	9·6	6·2
Northern Division ..	45,782	47,398	15·7	14·7	11·6
Southern Division ..	32,517	34,595	14·6	13·9	11·2
European and Secondary (English) Schools ..	1,411	1,497	6·8	7·0	....
Total ..	172,776	188,222	12·7	12·2	8·8

Although the marked increase of over 15,000 in the number of Muslim pupils during the year, which was shared by all the Divisions, may be

regarded as encouraging, there was a slight decrease in the percentage of Muslim pupils to the total pupils of all classes. This was, however, due to the opening of a number of voluntary approved schools in smaller villages which were attended by a large majority of non-Muslim pupils.

The following table compares the position in respect of the education of the Muslims with that of other communities on the basis of pupils under instruction to the total population of each community :—

Division.	Hindus.				Muslims.	Others.	Average for all communities.	
	Advanced.	Intermediate.	Backward.	Average for Hindus.				
Bombay Division ..	1938-39 ..	24.1	6.2	4.5	7.8	12.9	15.1	8.6
	1937-38 ..	22.8	5.4	3.7	6.8	11.5	14.3	7.6
Central Division ..	1938-39 ..	23.2	7.5	5.0	7.9	12.8	14.9	8.3
	1937-38 ..	21.6	6.6	3.9	6.9	11.3	14.3	7.4
Northern Division ..	1938-39 ..	41.3	7.3	6.7	9.9	16.2	11.7	10.8
	1937-38 ..	39.5	6.4	5.4	8.9	16.2	11.4	9.9
Southern Division ..	1938-39 ..	16.1	6.2	5.4	6.9	8.9	10.5	7.2
	1937-38 ..	14.2	5.7	4.2	6.1	8.4	9.8	6.5
Total ..	1938-39 ..	25.2	6.8	5.2	8.0	12.8	15.9	8.7
	1937-38 ..	23.4	6.1	4.2	7.1	11.8	15.2	7.8

It will be seen that, although the Muslims are yet far behind the Advanced Hindus, they are better off than all the sections of the Hindus put together and far ahead of the Intermediate and Backward classes. It is hoped that, if they maintain the same rate of progress as at present, they will ere long be able to keep pace with "Others" who mainly comprise Jains, Parsis, Sikhs, etc.

The number of Muslim pupils attending the different types of educational institutions is given in the following table :—

1	Number of Muslim pupils		Percentage increase or decrease.
	1937-38.	1938-39.	
	2	3	4
Arts Colleges	462	497	+ 7.6
Professional Colleges	213	275	+29.1
Secondary Schools	10,998	12,229	+11.2
Primary Schools	158,115	169,912	+ 7.5
Special Schools	2,988	5,309	+77.7
Total, Recognised Institutions ..	172,776	188,222	+ 8.9
Unrecognised Institutions	14,747	13,920	- 5.6
Grand Total ..	187,523	202,142	+ 7.8

There is an all round increase in the number of pupils attending all kinds of recognised institutions. The number attending Special institutions showed a striking increase of 2,321, or about 78 per cent. This increase was mainly due to the opening of a number of Adult education classes at various centres during the year. The number of Muslim students in Professional colleges has also appreciably increased.

14(2). It is difficult to give a correct estimate of the expenditure on Muslim education, as over 30 per cent. of the Expenditure. Muslim pupils attend ordinary schools. The expenditure may, however, be roughly calculated at Rs. 50,26,000, Rs. 22,29,000 being met from Government funds.

14(3). The number of Muslim students in Arts colleges increased during the year by 35 to 497 and that in Professional colleges by 62 to 275. Of the 278 students in the Higher Education. Ismail College at Andheri, 152 belonged to the Muslim community, for which the college is primarily intended.

The following table gives the number of Muslim students who passed the various University examinations during the year :—

Examination.	Number passed.
M.A.	12
M.Sc.	1
B.A. (Honours)	32
B.A. (Pass)	34
B.Sc.	8
LL.B.	19
M.B.B.S.	12
B.E.	3
B.T.	9
B.Com.	6
B.Sc., (Agriculture)	1
Intermediate Arts	60
Intermediate Science	24
Intermediate Commerce	3
First Year Science (Agriculture)	8
Matriculation	503

While the number of Muslim students who passed the Matriculation examination shows a substantial increase, the numbers for the higher University examinations are also steadily increasing. Nine Muslim students took the B.T. degree during the year, thus adding to the number of trained Muslim teachers.

The figures given above shew that Muslims are taking to higher education in larger numbers from year to year. They are encouraged in this by the special facilities provided by Government in the form of scholarships and reservation of places. In Government Professional colleges 10 per cent. of the places are reserved for Muslims. The following scholarships are given by Government in Arts and Professional colleges :—

Arts Colleges.	Professional Colleges.		Law College.
	College of Engineering.	College of Commerce.	
1	2	3	4
42 scholarships of Rs. 15 each (10 sets of scholarships tenable for four years and two scholarships tenable for one year).	9 scholarships of Rs. 30 each (3 sets of scholarships tenable for three years).	4 scholarships of Rs. 25 each (one set of scholarship tenable for four years).	6 scholarships of Rs. 20 to Rs. 25 each (three sets of scholarships tenable for two years).

In addition to the above scholarships, 40 scholarships of Rs. 15 each (10 sets of scholarships tenable for four years) were sanctioned during the year for Muslim women in colleges. Besides the Government scholarships, certain scholarships from the interest on endowment funds provided by Muslim benefactors are also awarded to Muslim students in Arts and Professional colleges. Details of these scholarships are given in the following table :—

1.	Amount of the fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs. per mensem.	
Sir Mahomed Yusuf Scholarship Fund.	2,45,600	26	30	Ismail College, Andheri.
Kazi Shahabuddin Scholarship Fund.	1,49,500	20	15	Arts Colleges and Sawantwadi State.
Sir Currimbhoy Ibrahim Scholarship Fund.	2,61,000	{ 6 12	{ 70 30	Royal Institute of Science.
Saiyid Saiyidmiyan Ahmedmiyan Kadri Scholarship Fund.	25,700	{ 1 1 1	{ 15 12 15	Gujarat College (Junior B.A. Class). Agricultural College. Grant Medical College or College of Engineering.

14(4). The number of Muslim pupils in Secondary schools increased from 10,998 to 12,229, i.e., by 11·2 per cent., Secondary Education, as against an increase of 7·8 per cent. during the preceding year. The following table gives the percentage to population of pupils of different communities attending Secondary schools :—

	Hindus.				Muslims.	Others.	Average for all communities.
	Advanced.	Inter-mediate.	Back-ward.	Average for Hindus.			
Secondary Education.							
1937-38 ..	4·83	0·26	0·08	0·60	0·69	4·56	0·77
1938-39 ..	5·32	0·30	0·09	0·67	0·77	4·79	0·85

Of the 12,229 pupils in Secondary schools, 8,225, or 67·5 per cent., were in the Middle school stage and only 3,974, or 32·5 per cent., in the High school stage. These figures reveal considerable wastage which may be attributed partly to poverty and partly to the comparatively higher age at which Muslim pupils join school. Ultimately only a small number is able to complete the course before reaching adolescence.

A large majority of the Muslim pupils attend common schools. Only 3,646, out of 12,229, or 28·2 per cent., were attending the 44 Special schools.

Government maintain Anglo-Urdu High schools at Poona and Hubli, Anglo-Urdu Middle schools at Nasik and Sholapur, and an Anglo-Urdu School for girls at Poona. All these five Government Secondary schools for Muslims were attended by 626 pupils, of whom 93 were girls. The efforts of Government are also supplemented by private enterprise. In addition to the Government schools mentioned above, the following Anglo-Urdu schools and classes under different managements were maintained :—

			Number of schools and classes.	Number of pupils.
District Local Board	..	..	11	296
Municipal	..	..	8	536
Aided	..	..	12	1,741
Unaided	..	..	8	447

The need for more Secondary schools teaching through the medium of Urdu is emphasized by all the Deputy Educational Inspectors of Urdu Schools who are in close touch with the conditions obtaining in the Districts. The Deputy Educational Inspector for Urdu Schools in the Central Division reports that the existing provision falls far short of the requirements of Muslim pupils and that this shortage serves as a great handicap to the community. The Deputy Educational Inspector for Urdu Schools, Bombay Division, advocates the need of opening English classes. He suggests that such classes should be attached to Central Urdu schools, so that boys who pass the Primary School Leaving Certificate examination will automatically be able to join standard IV of a Secondary school.

In the Government High schools at Nasik and Jalgaon one class of each of standards IV and V has been reserved for Muslim pupils for instruction through the medium of Urdu. Provision for the teaching of Persian is made in all Government High schools and in a large number of non-Government Secondary schools. Urdu is taught in ten Government High schools, while arrangements for the teaching of Arabic have been made at the Government High schools at Nasik, Jalgaon and Surat and at the Government Anglo-Urdu High School, Poona.

The Government Anglo-Urdu High schools at Poona and Hubli have hostels attached to them where arrangements for board and lodging are made. Separate boarding arrangements are also made for Muslim pupils in the hostels attached to Government High schools.

Hostel accommodation is also provided for Muslim pupils by a few non-Government Secondary schools. In the Bombay Division, the Anjuman High School, Bombay, and the Anglo-Urdu High School, Bhiwandi, provide hostel accommodation for their pupils, while a separate hostel for the benefit of Muslim pupils attending the S. P. Hakimji High School, Bordi, has been maintained by the Konkan Muslim Education Society for the Thana District. Two hostel blocks providing accommodation for 30 pupils are maintained by the Muslim Education Society at Nasik.

Apart from the provision which exists for the education of Muslim pupils in the form of Anglo-Urdu schools and classes, Government have made special provision for them in the ordinary Government Secondary schools. Twenty per cent. of the places in such schools are reserved for them. Free-studentships to the extent of 20 per cent. of the number of Muslim pupils are also available for pupils of the community attending Government Secondary schools. A number of special scholarships ranging in value from Rs. 4 to Rs. 8 are also awarded to Muslim pupils attending Secondary schools.

In spite of the existing facilities for the education of Muslim lads, the main difficulty of the spread of Secondary education among pupils of the community is the inadequacy of institutions imparting instruction through the medium of Urdu. It cannot be gainsaid that there is a crying need for many more institutions teaching through the medium of Urdu. In this connection I would repeat my last year's remarks—

“The main obstacle in the way of the spread of Secondary education among the Muslims is the inadequacy of institutions giving instruction through the medium of Urdu. As, in many cases, the Muslim pupils receive their Primary education in Urdu Primary schools, where the standard achieved in the regional language is comparatively low, they are unable easily to adapt themselves to the conditions existing in schools where instruction is given through a regional language other than Urdu. Unfortunately, the number of institutions which teach through the medium of Urdu is limited. The remedy lies mainly in the hands of the Muslims themselves. Just as other communities have opened aided Secondary schools, the Muslims also should try to open Anglo-Urdu Secondary institutions in all important Muslim centres.”

14(5). The total number of Muslim pupils in Primary schools increased by 11,797, or 7.5 per cent., to 169,912.

Primary Education. Of these, 124,525 were attending the institutions specially intended for Muslims and 44,667 were in other Primary schools. The increase in the number of pupils is mainly in aided schools and is due to a great extent to the opening of a number of voluntary approved schools during the year under the scheme of liquidating mass illiteracy. In spite, however, of this increase, the

wastage in Primary schools continues to be high as will be seen from the figures in the following table :—

Year.	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
1934-35	55,745	..	..	..	..
1935-36	28,285	..	..	..
1936-37	22,899	..	..
1937-38	17,216	..
1938-39	13,343

14(6). The following two alternative forms of curricula are followed in Urdu schools subject to the choice of the local members of the Muslim community :—

Curriculum.

(1) The Urdu-Primary curriculum in which Urdu is used as the medium of instruction and the regional language is taught as an optional subject, and

(2) The Primary-Urdu curriculum in which instruction is given through the regional language with Urdu as a compulsory second language.

Urdu schools for girls follow a separate curriculum in which instruction in all subjects is given through the medium of Urdu.

The following table compares the number of schools following the alternative curricula during the last two years and the number of pupils in such schools :—

	Urdu-Primary Schools.				Primary-Urdu Schools			
	1937-38.		1938-39.		1937-38.		1938-39.	
	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.
<i>District Local Board.</i>								
Bombay Division ..	42	2,659	43	2,503	166	3,464	174	8,879
Central Division ..	154	8,489	156	8,306	81	2,719	84	3,129
Northern Division ..	32	2,601	37	2,370	122	8,066	121	7,925
Southern Division ..	179	11,560	189	11,573	..	..	..	..
Total ..	407	25,309	425	25,257	369	19,249	379	19,933
<i>Municipal.</i>								
Bombay Division ..	158	19,369	155	19,800	16	1,175	16	1,114
Central Division ..	104	14,210	104	14,503	18	1,251	15	1,073
Northern Division ..	83	11,165	89	11,860	24	3,464	22	3,471
Southern Division ..	70	9,342	73	9,531	..	..	..	..
Total ..	415	54,086	421	55,694	58	5,890	58	5,658

It will be seen that while the Urdu-Primary* course is more popular in urban areas, the Primary-Urdu† course is in greater demand in rural

* i.e., Urdu-Marathi, Urdu-Gujarati and Urdu-Kannada.
† i.e., Marathi-Urdu, Gujarati-Urdu and Kannada-Urdu.

areas. As a working knowledge of a regional language is absolutely necessary, the Muslim pupils have to learn two languages at the very initial stage of their education. This fact retards the progress of Muslim pupils in both kinds of schools.

The following table gives the number of Muslim pupils who passed the Primary School Leaving Certificate examinations in regional languages and in Urdu during the last two years :—

	Primary School Leaving Certificate examination in			
	Regional languages.		Urdu.	
	1937-38.	1938-39.	1937-38.	1938-39.
Bombay Division	45	50	153	158
Central Division	158	142	118	121
Northern Division	85	76	168	145
Southern Division	123	59	189	55
Total ..	411	327	628	479

The above figures show that the results of the Primary School Leaving Certificate examination for 1939 were far from satisfactory. The Deputy educational Inspector for Urdu Schools, Central Division, attributes the unsatisfactory results partly to the inefficient teaching of subjects like Mathematics, Composition, etc., and partly to the change in the nature of the language paper.

14(7). The following table gives the number of Muslim teachers in Primary Teachers. Government, District Local Board and Municipal Primary schools in each of the Divisions during the last two years :—

	Trained.		Untrained.						Total, trained and untrained.	
			Qualified.		Unqualified.		Total.			
	1937-38	1938-39	1937-38	1938-39	1937-38	1938-39	1937-38	1938-39	1937-38	1938-39
Bombay Division ..	548	566	294	320	122	108	416	428	964	994
Percentage to total ..	56.8	56.9	30.5	32.2	12.7	10.9	43.2	33.1	..	..
Central Division ..	623	648	503	496	49	49	552	545	1,175	1,193
Percentage to total ..	53.0	54.3	42.8	41.6	4.2	4.1	47.0	45.7	..	..
Northern Division ..	503	514	415	447	41	36	456	483	959	997
Percentage to total ..	52.5	51.6	43.2	44.8	4.3	3.6	47.5	48.4	..	..
Southern Division ..	461	456	328	328	36	35	364	363	825	819
Percentage to total ..	55.9	55.7	39.7	40.0	4.4	4.3	44.1	44.3	..	..
Total ..	2,135	2,184	1,540	1,591	248	228	1,768	1,819	3,923	4,008
Percentage to total ..	54.4	54.6	39.3	39.7	6.3	5.7	45.6	45.4	..	..

The number of trained teachers shows a slight increase. Although the percentage of trained teachers is more than the minimum required under the Primary Education Rules, their proportion is reported to be far below the actual requirements of Urdu schools. There are a number of one teacher Urdu schools, and in order to improve their efficiency, it is necessary to place them under trained teachers. Government have decided to train as many teachers under employ in Local Authority schools as possible and it is hoped that the proportion of trained Muslim teachers will increase in the near future.

For the training of Muslim teachers Government maintain two Urdu Training institutions for men, (1) the Urdu Training School, Poona, which taught during the year the full three years' course, and (2) the Urdu Training School, Ahmedabad, which taught the First year's course. In addition, there is the Urdu Training College for Women which turns out fully trained Muslim Women teachers. Under the scheme of re-organisation of Primary Training institutions, the two Urdu Training schools at Poona and Ahmedabad now teach two years' course from June, 1939. The Bombay Municipality also maintains a training institution called the R. C. Training Institution for the training of Muslim women for Municipal Urdu Girls' schools.

With a view to providing teachers for Urdu schools in the Bombay Division, three Central schools are maintained by Government in Thana, Kolaba and Ratnagiri Districts. In addition to these, the District Local Board, East Khandesh, maintains two Central schools, one at Nasirabad for Muslim boys and the other at Bhusaval with a hostel attached to it for Muslim girls. In the Northern Division, the District Local Board, Broach, also maintains a Central school at Tankaria.

14(8). The number of Muslim girls under instruction in different class of institutions was 51,644, against 47,003 showing an increase of more than 4,000. The distribution was as under :—

Education of Muslim girls.

	1937-38.	1938-39.
Colleges	29	39
Secondary Schools	873	997
Primary Schools	45,950	50,394
Special Schools	151	214
Total ..	47,003	51,644

Though there is uniform increase of numbers in the different institutions over those of the last year, the position of the education of Muslim girls cannot be regarded as satisfactory. The thinly scattered Muslim population, the prevalent Purdah System, the dearth of Muslim women teachers, and the general apathy of the community towards the education of girls are some of the causes that hinder the progress of their education.

The Educational Inspector, Northern Division, says—

“ Unless vigorous efforts are made to turn out a good number of girls for Primary School Leaving Certificate examination from the

“ rural areas, prospects of education of Muslim girls, particularly in
“ rural areas, will remain gloomy.”

14(9). The number of special institutions for boys increased by 227 to 1,411 and those for girls by 40 to 363 during the year. The total number of pupils in these institutions was 131,703, as against 121,233 in the preceding year. Further details about these institutions can be found in Appendix II to the Report.

14(10). The total number of Muktabs on 31st March, 1939, was 39 and the number of pupils in them was 1,990. These Muktabs are Primary schools imparting religious instruction.

14(11). The number of Primary schools specially maintained for Muslims by District Local Boards and Municipalities and the number of Muslim pupils attending them and other common Primary schools are shown in the following table:—

		Number of schools and classes.	Number of Muslim pupils in		
			Special schools.	Other schools.	Total.
1938					
District Local Board	Boys	699	38,249	23,376	61,625
	Girls	85	4,703	1,095	5,798
Municipal	Boys	306	41,220	8,791	50,011
	Girls	169	17,787	860	18,647
	Total	1,259	101,959	34,122	136,081
1939					
District Local Board	Boys	722	37,939	23,859	61,798
	Girls	91	4,661	1,097	5,758
Municipal	Boys	307	43,117	8,901	52,018
	Girls	168	17,429	962	18,391
	Total	1,288	103,146	34,819	137,965

The above figures shew that the number of Primary schools specially maintained for Muslims by District Local Boards and the number of pupils in such institutions increased during the year. In the case of Municipal schools, although the number of Primary schools for Muslims has remained stationary, the number of Muslim pupils in them has increased. These facts show that the Local Authorities are doing their best to promote the cause of Muslim education, as far as possible, within the limited finances at their disposal.

14(12). In each Division of the Province there is a Deputy Educational Inspector for Urdu schools in the B. E. S., Class II. There is also an Inspectress of Urdu Girls' Schools for the Bombay and Central Divisions in the B. E. S., Class II.

Muslim officers in the Superior Educational Service.

The total number of posts in the I.E.S. and the B.E.S., Classes I and II and the number of posts held by Muslims were as under :—

	Total number of posts.	Number of posts held by Muslims.
Indian Educational Service ..	21	...
Bombay Educational Service, Class I ..	30	5
Bombay Educational Service, Class II ..	132	15

14(13). Though the figures show that progress is being made by Muslims in point of education, they are still lagging considerably behind other communities in the education of girls. It is, as the Educational Inspector, Central Division, says, for the leaders of the community and the Muslim public to make serious efforts and to impress upon the people the value and the necessity of educating their girls.

Conclusion.

Charities directed towards education and efforts on the part of private bodies may go a long way towards helping further spread of education in the community.

CHAPTER XV.

EDUCATION OF INTERMEDIATE AND BACKWARD CLASSES.

15(1). This Chapter deals with those Hindu communities which are classed as Intermediate and Backward in the Census Report. Intermediate classes include (1) Marathas, (2) Cultivating classes, (3) Artisans, and (4) Lingayats, while the Backward classes include (1) Scheduled classes, (2) Aboriginal and Hill Tribes, and (3) Other Backward classes.

General.

15(2). The following table gives comparative figures of population and pupils of certain important communities in the Province :—

Race or creed.	Population (Census of 1931).	Percent- age of popula- tion to total popula- tion.	Number of pupils under instruction.	Percent- age of pupils to total number of pupils.	Percent- age of pupils to popu- lation.	
Hindus ..	Advanced ..	1,313,744	7·3	331,381	21·2	25·2
	Intermediate ..	10,536,967	58·8	720,813	46·0	6·8
	Backward ..	3,752,221	21·0	196,250	12·5	5·2
Total ..	15,602,932	87·1	1,248,444	79·7	8·0	
Muslims ..	1,583,259	8·8	202,142	12·9	12·8	
Zoroastrians ..	85,662	0·5	18,690	1·2	21·8	
Indian Christians ..	267,460	1·5	45,322	2·9	16·9	
Others ..	377,005	2·1	51,843	3·3	13·8	
Grand Total ..	17,916,318	100·0	1,566,441	100·0	8·7	

Although the Intermediate and the Backward classes form 59 and 21 per cent. respectively of the total population, the percentages of the pupils of the two communities to the total number of pupils under instruction were only 46 and 12 respectively. The percentage of pupils to total population in the case of Intermediate classes is 6·8, and 5·2 in the case of the Backward classes. These percentages are the lowest as compared with similar percentages for other communities. This fact shows that the Intermediate and Backward classes are still very backward in education and that they have yet a great lee-way to make up.

The following table gives the number of pupils belonging to the Intermediate and Backward classes under instruction in various kinds of recognised educational institutions during the years 1937-38 and 1938-39 :—

1	Colleges.		Secondary schools.		Primary schools.		Training Institutions.	
	1937-38.	1938-39.	1937-38.	1938-39.	1937-38.	1938-39.	1937-38.	1938-39.
	2	3	4	5	6	7	8	9
Intermediate classes	1,479	1,705	27,587	31,632	599,205	667,827	565	605
<i>Backward classes.</i>								
1. Scheduled classes.	72	96	1,940	2,173	74,577	86,171	98	124
2. Aboriginal and Hill Tribes ..	4	3	141	161	30,366	49,763	11	12
3. Other Backward classes ..	87	74	969	1,114	42,011	46,936	39	38
Total (Backward classes) ..	163	173	3,050	3,448	146,954	182,870	148	174
Grand Total (Intermediate and Backward classes).	1,642	1,878	30,637	35,080	746,159	850,697	713	779

1	Other Special schools.		Total.		Increase (vide columns 12 and 13).	Percentage increase.
	1937-38.	1938-39.	1937-38.	1938-39.		
	10	11	12	13	14	15
Intermediate classes	5,104	14,759	683,940	716,528	32,588	13.0
<i>Backward classes.</i>						
1. Scheduled classes.	1,159	3,462	77,846	92,026	14,180	18.3
2. Aboriginal and Hill Tribes ..	815	3,145	31,337	53,084	21,747	69.4
3. Other Backward classes ..	818	2,084	43,924	50,196	6,272	14.3
Total (Backward classes) ..	2,792	8,691	153,107	195,306	42,199	27.6
Grand Total (Intermediate and Backward classes).	7,896	23,400	787,047	911,834	124,787	15.9

The total number of pupils of the Intermediate classes increased during the year by 82,588, or by 13·0 per cent., the corresponding increase in the previous year being 29,433, or 4·9 per cent. In the case of Backward class pupils, the increase during the year was 42,199, or 27·6 per cent., as against an increase of 8,423, or 5·8 per cent., in the preceding year. This large increase in Primary and Special schools is reported to be due mainly to the opening of a number of voluntary Primary schools, especially in rural areas, and to the introduction of the schemes of liquidation of mass illiteracy and Adult education. It is thus clear that these classes are taking to education in larger numbers.

Intermediate classes (Hindus).

15(3). The Intermediate classes chiefly comprise the (1) Marathas, (2) Kunbis, Kolis, and other cultivating classes, (3) Artisans, and (4) Lingayats. The Educational Inspector, Central Division, reports that distinction between "Marathas" and "Kunbis" cannot be correctly made, as the tendency of the agriculturists in the *Maharashtra* is to style themselves as "Marathas".

The following table compares by Divisions the number of pupils under instruction belonging to the various sub-castes of the Intermediate Hindus :—

		Intermediate Hindus.				Total.	Percentage increase or decrease.
		Marathas.	Kunbis, Kolis, and other cultivating classes.	Artisans, etc.	Lingayats.		
Bombay Division	1937-38..	70,337	61,084	20,332	1,206	153,859	+16·2
	1938-39..	79,601	74,621	23,303	1,328	178,858	
Central Division	1937-38..	121,824	77,828	38,474	13,867	251,993	+12·5
	1938-39..	143,485	84,621	40,850	14,638	283,594	
Northern Division	1937-38..	1,489	72,241	32,790	419	106,939	+13·3
	1938-39..	1,302	82,901	36,332	127	121,162	
Southern Division	1937-38..	17,006	17,002	15,072	71,851	120,931	+9·8
	1938-39..	19,573	18,906	16,443	77,848	132,770	
European and Secondary (English) Schools.	1937-38..	145	37	24	12	218	-33·9
	1938-39..	97	18	22	7	144	
Total ..	1937-38..	210,801	229,092	106,692	87,355	633,940	--
	1938-39..	244,568	261,067	116,955	93,948	716,528	--
Percentage increase ..		16·0	13·0	9·8	7·5	13·0	

There has been an increase in all the Divisions (except in the European and Secondary (English) schools and in the case of Lingayat pupils in the Northern Division) which has been shared by all the sub-castes comprising the Intermediate Hindus. This is a clear sign of the educational awakening amongst the Intermediate classes. In the Southern Division, although the Lingayats form the bulk of the Intermediate population, the percentage increase in their case is not in proportion to the percentage increase in the case of other Intermediate Hindus in that Division.

Comparative figures of the pupils of the Intermediate Hindus attending various kinds of recognised educational institutions for the last two years are given in the following table :—

	1937-38.	1938-39.	Increase.
Colleges	1,479	1,705	226
Secondary schools	27,587	31,632	4,045
Primary schools	599,205	667,827	68,622
Training Institutions	565	605	40
Other Special schools	5,104	14,759	9,655
Total ..	633,940	716,528	82,588

The increase in the number of pupils in all kinds of institutions may be attributed to a certain extent to the special educational facilities extended to the Intermediate classes.

15(4). Government have made a liberal provision for the award of special scholarships to pupils of the Intermediate classes in various kinds of institutions. In addition, free-studentships to the extent of 22½ per cent. are awarded in Government Secondary schools. The children of the Konkani Marathas in the Kanara, Kolaba, and Ratnagiri Districts, if certified to be poor and deserving, are admitted free in all Government and recognised Secondary and Primary schools. The loss of fees on account of the free-studentships sustained by the Aided and Unaided schools is made good by a special fee grant. A definite percentage of seats are also reserved for the Intermediate classes in Government Secondary schools and Training institutions [*vide* para. 15 (13)].

In almost all the towns in the Central Division boarding houses are run by different communities for the benefit of pupils of the Intermediate classes. These boarding houses provide board and lodging to pupils studying in Secondary schools at a very low cost. In the Ahmednagar District there are a few boarding houses attached to District Local Board Primary schools, which are specially maintained for the Intermediate classes. Many of them are supplied with pots and utensils by the District Local Board, Ahmednagar.

In the Northern Division, one special school, known as the Bariya Kshatriya Boarding School, is maintained at Ambala in the Panch Mahals District for the pupils of the Dharala community. It has a boarding house attached to it and teaches the full Primary course with an agricultural bias. There were 42 boarders on 31st March, 1939. The school is reported to be doing very satisfactory work.

In the Southern Division, the Lingayat Association maintains one Arts college at Belgaum, and four High Schools—one at each of the district headquarters, Dharwar, Belgaum, and Bijapur, and one at Bagalkot. Although these institutions are specially intended for the Lingayat community, students from other communities are also admitted without any distinction. Scholarships from private funds are also available for deserving students of the Lingayat community attending colleges and Secondary schools. Prizes under the name of "Khodanpur Rudrabai Sangur and Bangur Prizes" are also awarded to Lingayat students in the Karnatak College, Dharwar.

Backward classes (Hindus).

15(5). The Backward classes are divided into three main sections—(1) Scheduled classes, (2) Aboriginal and Hill Tribes and (3) Other Backward classes. Each of these groups is dealt with separately.

As in the case of Intermediate Hindus, Government have provided special educational facilities to the Backward classes. These facilities include (1) exemption from payment of fees in Primary and Government Secondary schools for those certified to be poor, (2) special Government scholarships in Primary and Secondary schools and in Arts and Professional colleges, and (3) exemption from the payment of room-rent in the hostels attached to Government Secondary schools, if the pupils are certified to be poor.

In addition to the above noted facilities provided for the Backward classes, 20 additional sets of scholarships in Primary schools, 8 scholarships in Secondary schools and 13 scholarships in Colleges sanctioned for the Scheduled classes during the year 1937-38 were continued this year. Besides these scholarships, 9 additional scholarships were awarded to the Scheduled class students in Arts and Professional colleges. Government have also sanctioned additional sets of scholarships (17 in Secondary schools and 11½ in Arts and Professional colleges) for the Backward classes including the Scheduled classes. The concession of free-studentships to Scheduled classes granted in 1937-38 was continued during the year and was extended to all Backward class students in colleges. The loss of fees in the case of non-Government colleges was reimbursed by fee grants. The Backward Class Department also offered financial help to poor and deserving students of these classes from the discretionary grant placed at its disposal.

Grants were also paid by Government to private hostels which admitted Harijan boys and girls. Grants were also sanctioned to *Harijan Sevak Sanghs* for the educational activities carried out by them.

15(6). The following table shows the number of Scheduled class pupils attending the various kinds of recognised educational institutions during the last two years :—

	1937-38.	1938-39.	Increase.
Colleges	72	96	24
Secondary schools	1,940	2,173	233
Primary schools	74,577	86,171	11,594
Training Institutions	98	124	26
Other special schools	1,159	3,462	2,303
Total ..	77,846	92,026	14,180

There is an all-round increase in all kinds of institutions, especially in Primary and Special schools. The progress as indicated by these figures is a clear indication of the fact that the Scheduled classes are taking more kindly to education. The special facilities provided by Government for these classes have helped them to a great extent. The School Boards also pay special attention to the education of these classes by awarding scholarships and supplying free slates, books, etc. to the pupils of these classes.

Every effort is made to see that no disability is imposed on pupils belonging to Scheduled classes in schools recognised by Government. They are now generally admitted freely in ordinary schools and are allowed to sit together in classes regardless of caste distinction. No separate seating arrangements are allowed in schools for pupils of the Scheduled classes. Difficulty in this respect, however, arises when the school is held in a temple. In that case the school is either removed to another suitable building in the village or to another village altogether, if the villagers are recalcitrant. It has been found that the exercise of steady and tactful pressure in the matter of seating arrangements is having the natural effect of overcoming gradually the prejudices of caste Hindus. A change for the better in this respect is clearly noticeable and conditions are fast improving in all the Divisions.

Of the 86,171 pupils of the Scheduled classes attending Primary schools, 13,021, or 15.1 per cent., were in 341 special Primary schools and classes exclusively meant for the children of these classes. The number of special schools and classes has decreased by 9 and the number of pupils in them by 628. The majority of the Scheduled class pupils are attending ordinary Primary schools and it would thus appear that the necessity of maintaining separate schools for these classes is gradually disappearing. It is the policy of Government that children of the Scheduled classes should not be segregated but should receive instruction

in common schools along with children of other communities. Local Authorities have been advised from time to time that separate schools for the Scheduled classes should not be opened or recognised, unless the existence of a separate school for these classes is justified under exceptional circumstances.

15(7). In the Bombay Division, there were six boarding houses, Hostels for with 112 boarders, maintained for boys belonging Scheduled classes. to the Scheduled classes. The total expenditure of these hostels during the year amounted to Rs. 11,414, of which Rs. 4,492 were contributed by Government through the Backward Class Officer. In addition to these hostels, the District Local Board, Thana, maintained two boarding houses for the children of these classes at Shahapur and Bassein with 25 and 15 boarders respectively. The expenditure of these hostels is met from the amount of monthly scholarships paid to the boarders by the Board.

In the Central Division, a hostel for the Backward classes is maintained by Government and is under the control of the Backward Class Department. Fourteen hostels with 315 boarders are maintained by private bodies for the Scheduled class pupils at various places in the Central Division. One of these hostels maintained by the Seva Sadan Society at Poona is for women. Besides these hostels, there are two very efficiently conducted cosmopolitan hostels—(1) the Union Boarding House, Poona, and (2) Shri Shahu Chhatrapati Boarding House, Satara—in which children of the Scheduled classes are admitted. Grants amounting to Rs. 10,023 were paid to all these hostels from Provincial funds.

In the Northern Division, four hostels are maintained at Ahmedabad, Viramgaum, Godhra and Kaira for the Scheduled classes. There were 89 boarders in these hostels and the total expenditure was Rs. 8,295, of which Rs. 4,611 were contributed by Government.

In the Southern Division, there are seven hostels maintained by private bodies, one each at Dharwar, Hubli, Byadgi, Belgaum and Bijapur and two at Nippani. The total expenditure on these hostels amounted to Rs. 20,425. Grants amounting to Rs. 6,300 were paid to them during the year.

15(8). The Aboriginal and Hill Tribes mostly consist of Mahadeo Aboriginal and Hill Kolis, Thakur, Katkaris and Bhils inhabiting the Tribes. slopes of the Sanhyadris. As these tribes are scattered and lead a sort of nomadic life, it is difficult to get their children to attend schools without providing hostel accommodation at central places.

15(9). The following table gives the number of pupils of the Aboriginal and Hill Tribes under instruction in different kinds of recognised institutions :—

	1937-38.	1938-39.	Increase or decrease.
Colleges	4	3	-1
Secondary schools	141	161	+20
Primary schools	30,366	49,763	+19,397
Training Institutions	11	12	+1
Other special schools	815	3,145	+2,330
Total ..	31,337	53,084	+21,747

The large increase in the number of pupils attending Primary and Special schools is reported to be due to the opening of voluntary Primary schools and Adult education classes. The Educational Inspector, Central Division, reports that the increase in the Central Division is due to the tremendous work done by the Bhil Seva Sangha and the Bhil Sudhar Samiti in the West Khandesh District, which have opened a number of voluntary Primary schools in areas inhabited by these tribes.

The number of Primary schools and classes specially meant for the pupils of the Aboriginal and Hill Tribes increased during the year from 202 to 307 and the number of pupils in them from 6,627 to 9,552. The increase in the special schools and classes is mainly due to the opening of voluntary schools by private bodies or individuals in the Bombay, Central and Southern Divisions.

15(10). In the Bombay Division, four hostels are maintained by the District Local Boards for the benefit of the children of the Aboriginal and Hill Tribes at Mokhada and Wada in the Thana District, at Neral in the Kolaba District, and at Peint in the Nasik District. A special itinerant teacher is appointed at each of the boarding houses at Neral and Peint to look after the education of the pupils and to induce parents to send their children to school.

In the Central Division, there are seven Central schools, with boarding houses attached to them, maintained by the District Local Boards for these classes at Ghoda and Ambegaon in the Poona District, at Akola in the Ahmednagar District, and at Nandurbar, Taloda, Dhadgaon and Pimpalner in the West Khandesh District. The Head Masters of these Central schools supervise the hostels and are paid a special allowance for the purpose. Stipends ranging from Rs. 6 to Rs. 7-8-0 per

mensem are paid to the boarders. To look after the needs and comforts of the inmates of the hostels, the District Local Board, West Khandesh, has appointed for each of the hostels a local committee consisting of men specially interested in the welfare of these tribes.

In the Northern Division, four special Primary schools (including the one at Diva in the Panch Mahals District which is not exclusively for these tribes) are maintained for the children of the Aboriginal and Hill Tribes by the District Local Boards concerned at Diva in the Broach District, at Godsamba and Vanzna in the Surat District and at Dohad in the Panch Mahals District. The agricultural bias course is followed in these schools with a view to enabling the children to take to agriculture after leaving the course. These schools are reported to be doing useful work in the form of spreading education among these tribes and supplying the District Local Boards concerned with teachers from these classes. The Bhil Seva Mandal started by Mr. A. V. Thakkar of the Servants of India Society is also reported to be doing useful work in the Dohad and Jhalod talukas of the Panch Mahals District towards the educational uplift of the Aboriginal and Hill Tribes.

15(11). All Backward classes other than the Scheduled classes Other Backward and the Aboriginal and Hill Tribes are included Classes. under the head "Other Backward Classes". The number of pupils belonging to these classes in the various kinds of recognised educational institutions during the years 1937-38 and 1938-39 was as under :—

	1937-38.	1938-39.	Increase or decrease.
Colleges	87	74	— 13
Secondary schools	969	1,114	+ 145
Primary schools	42,011	46,936	+4,925
Training Institutions	39	38	— 1
Other special schools	818	2,034	+1,216
Total	43,924	50,196	+6,272

There is a decrease in Colleges and Training institutions, while there is a large increase in Primary and Special schools. The children of these classes are eligible for those special facilities which are provided by Government for the Backward classes as a whole.

15(12). Several settlements and free colonies are established by Government for Criminal Tribes where Day and Settlement Schools. Night schools are maintained for the benefit of the children of these classes. These settlements are under the control of the

Backward Class Department. The following extract from the Administration Report of the Backward Class Officer for the year ending 31st March, 1939, summarises the state and progress of these schools :—

“ Education in settlements is compulsory. Out of the total population of 7,440 in settlements proper, the numbers of children attending day and night schools on 31st, March, 1939, were 1,510 and 208 respectively, and out of the total population of 7,676 in free Colonies the corresponding numbers were 1,357 and 211. Thus the number of children attending schools per thousand of population is 230·9 for settlements and 204·2 for free colonies. In addition, 385 children from settlements and free colonies attend outside Primary schools and 26 children attend English schools. 281 non-criminal tribe children and 42 children belonging to Criminal Tribes from outside attend Settlement schools. One Bhat boy and a Bestar girl of Sholapur Settlement are studying in the Ahmednagar Training College in the II year and I year courses respectively. In Gadag 4 Criminal Tribes boys appeared for Middle School Scholarship examination held in the second week of February, 1939, but the result is not yet out.

“ School work in general has been satisfactory throughout the year.

“ During the year under report settlement children in higher standards in Primary schools were encouraged to attend outside Local Board or Municipal schools so that they may have proper chance of mixing up with other children.

“ Ninety-six lads have been apprenticed to various trades, viz. masonry 14, carpentry 24, electrical work 3, moulding 4, motor driving 1, tinning 10, printing 2, book-binding 20, and weaving 18. Training in Agriculture is given to 42 boys in agricultural free colonies (12 in Indi free colony and 30 in Hotgi free colony). Artificial flower making is taught to 16 boys at Sholapur Settlement. 4 boys at Gadag Settlement are learning shop-keeping and 16 boys in Sholapur are taught hair cutting.

“ There are 203 children in the manual training classes in settlement schools. During the year 10 boys have passed their examination in carpentry held by the Committee of Direction for Technical Education.”

15(13). Places are reserved for the Intermediate and Backward

Reservation of classes in various types of educational institutions places for the Intermediate and Backward classes. as under :—

		Percentages of places reserved.
(i) Government Secondary schools.	{ Intermediate ..	30
	{ Backward ..	20
(ii) College of Engineering, Poona	..	25
(iii) Professional Colleges	..	10
(iv) Government Training Institutions	{ Intermediate ..	60
	{ Backward ..	15

15(14). The following table compares the figures of trained and untrained teachers belonging to the Advanced, Intermediate and Backward Hindu communities in Government, District Local Board and Municipal Primary schools during the years 1937-38 and 1938-39 :—

				1937-38.	1938-39.	Increase or decrease.
<i>Advanced.</i>						
Trained	..	..	..	7,006	6,951	— 55
Untrained	..	..	..	5,730	5,835	+105
			Total ..	12,736	12,786	+ 50
<i>Intermediate.</i>						
Trained	..	..	..	5,474	5,541	+ 67
Untrained	..	..	..	4,770	5,029	+259
			Total ..	10,244	10,570	+326
<i>Backward.</i>						
Trained	..	..	..	859	932	+ 73
Untrained	..	..	..	1,073	1,220	+147
			Total ..	1,932	2,152	+220

There has been a steady increase in the total number of teachers of the Intermediate and Backward classes. The percentage increase in the case of Advanced classes is only 0·5, while in the case of the Intermediate classes it is 3·2 and in the case of the Backward classes 11·4. The corresponding percentages in the preceding year were 1·3, 4·9 and 6·5 respectively. The Local Authorities were advised from time to time to increase the number of teachers belonging to the Scheduled and other Backward classes. The above figures show that the advice given to the Local Authorities has had the desired effect. Scheduled class teachers are appointed in Practising schools attached to Government Training Institutions and in several common schools under the Local Authorities.

CHAPTER XVI.

REFORMATORY (CERTIFIED) SCHOOLS.

16(1). The scope of this chapter is confined to the purely educational Introduction. work done by the Certified Schools in this Province in consequence of the decision of Government to publish annually from this year a separate Juvenile Branch Administration Report. The Report is intended to give an account of the work done under the Bombay Children Act and to include a survey of the work of all Certified Schools, together with a resume of Juvenile Court work and a statement of Juvenile Court statistics.

16(2). There are four principal Certified schools in this Province which admit practically all their inmates through the Juvenile Courts. These institutions are under the control of the Chief Inspector of Certified Schools. The following table gives the enrolment and the average annual cost per pupil in each of these schools during the year 1938-39 :—

Name.	Management.	Number of pupils on rolls on 31st March 1939.	Average annual cost per pupil.	
			Total cost.	Cost to Government.
1	2	3	4	5
			Rs.	Rs.
1. Industrial School, Yeravda.	Government ..	235	188	173
2. David Sassoon Industrial School, Matunga, Bombay.	Committee of Management.	381	210	180
3. Willingdon Boys' Home, Bombay.	Salvation Army Mission.	117	152	119
4. Junior School, Umar-khadi, Bombay.	Children's Aid Society, Bombay.	*127	56	..

* In addition, 15 inmates were attending ordinary Municipal schools.

16(3). One of the main objects of Certified schools is to equip a boy with a reasonable literary and vocational or industrial Secular Instruction. education to enable him to earn an honest living after his discharge from the school. Arrangements for instruction upto Primary standard V in all the regional languages have been made in all the schools except the Junior school, Umar-khadi, where secular instruction is confined to Primary standard III, after the completion of which the

boys are sent to the common schools run by the Bombay Municipality. English is also taught at the David Sassoon Industrial School from standard I upwards, while at the Industrial School, Yeravda, it is taught to boys whose mother-tongue is English and to those from outside the Province.

These schools are no longer technically Reformatory schools as the Reformatory Schools Act is no longer applied to this Province. They are Certified Schools within the meaning of the Bombay Children Act and are run as residential training schools and not on penal lines. The Superintendent, Industrial School, Yeravda, remarks—

“ We have always maintained that success of any educational system depends on the personality of the staff. The teaching staff should be composed of men of character and ideals and there should be real understanding between teachers and pupils so that the former can see not what is on the surface of their pupils' minds but what is going on beneath that surface. Knowledge can never be imparted in a tabloid form in an impersonal or detached manner; any attempt to force theoretical knowledge on an unreceptive mind, as it were by a surgical process, should be certainly deprecated. It is more by example than by precept, personal influence and indirect suggestion than by homilies and lectures that the teachers can create, gradually and imperceptibly, a keenness and eagerness in the pupils to learn and to improve. The finer qualities of patience, forbearance, deep insight and tact—these are required in a staff dealing with boys whose natural tendency is to flout authority and discipline. It has to be admitted that for remedial training to be really effective a band of teachers working in a ‘ Missionary ’ spirit is needed.”

An account of the instruction in vocational or industrial arts and crafts in these schools will be found in the Juvenile Branch Administration Report referred to above.

In addition to the four Certified schools mentioned above, there are 12 other institutions certified under the Bombay Children Act. A few of these certified schools maintain their own classes for instruction in the three R's, which are inspected by officers of the Department, while in the majority of cases the children attend local schools.

CHAPTER XVII.

EDUCATION OF DEFECTIVES.

17(1). The term "Defective" used in this Chapter is restricted to the blind, and deaf-mute inasmuch as provision for the education of such children only exists in this Province. No special provision is made for the education of other defectives.

The total number of blind and deaf-mute children between the ages of 5 and 15 according to the census of 1931 was 3,061 and 4,094 respectively. Of these, 101 blind and 243 deaf-mutes, i.e., 3.3 and 5.9 per cent. respectively, were actually at school on 31st March, 1939. The existing provision of 9 schools for the blind and deaf-mute children is by no means adequate, but full advantage of the facilities already provided for is not being taken. It is common knowledge that a blind or a deaf-mute person earns more by mendicancy than by actual labour and this factor is mainly responsible for this state of things.

17(2). Of the 9 schools for defectives, 2, with 101 pupils, are for the blind, and 7, with 243 pupils, are for deaf-mutes. The following table gives the enrolment and the financial position of these schools :—

	Number of pupils on 31st March, 1939.	Expenditure.		Average annual cost per pupil.	
		Provincial	Total	To Government.	Total
		Rs.	Rs.	Rs.	Rs.
<i>For Blind.</i>					
1. Victoria Memorial School for the Blind, Bombay.	72	2,150	10,877	27	134
2. American Mission School for the Blind, Bombay.	29	2,374	10,542	82	363
<i>For Deaf-Mutes.</i>					
3. Institution for Deaf-Mutes, Bombay	42	3,240	10,172	79	248
4. Prof. Date's Dumb and Deaf Institution, Bombay.	46	1,000	6,112	21	130
5. New Dumb and Deaf Institution, Kalbadevi, Bombay.	26	200	1,858	8	74
6. Dumb and Deaf School, Ratnagiri	13	100	1,014	8	84
7. N. G. Gondhalekar's School for Dumb and Deaf, Poona.	34	400	2,076	12	61
8. Dumb and Deaf Institute, Sholapur	16	..	1,086	..	68
9. School for Deaf-Mutes, Ahmedabad	66	3,480	9,809	51	144
Total ..	344	12,944	53,546	34	152
Total for 1937-38 ..	323	12,780	51,587	40	161

All these schools are maintained by private bodies or individuals, and the majority of these schools provide board and lodging for their children. The schools at Ratnagiri and Sholapur have been recognised during the year. The schools are aided either by Government or by Local Bodies.

- 17(3). The chief objects kept in view by the schools for the blind are (1) to ameliorate the condition of the blind by affording them elementary education, and (2) to impart instruction in some useful art or craft with a view to enabling them eventually to earn a living. Elementary instruction in the three R's in the regional languages is imparted to the blind by means of a Braille Code adapted to Indian languages. English is also taught to some of the senior pupils. The Superintendent, A.M. School for the Blind, reports that one blind girl in the school is preparing for the Matriculation examination and two boys will follow her steps next year. Besides the ordinary school subjects some art or craft is also taught to the blind. Cane and bamboo work, sewing, bidee-making, tape-weaving, etc., are some of the crafts taught in these schools. Music, both vocal and instrumental, is most popular and provision for it exists in both the schools.

In schools for deaf-mutes lip-reading and articulation form the basis of instruction. As in the case of the blind, the deaf-mutes are also taught various arts or crafts such as carpentry, tailoring, fret-work, clay-modelling, sign-board painting, weaving, etc.

- 17(4). No special provision for the training of teachers for schools for defectives exists, but efforts are made by the Managers of these schools to keep in touch with similar institutions in India and abroad and to acquire by observation and experience adequate knowledge to handle defective children. In the V. M. school for the Blind, Bombay, an attempt is made to coach up senior blind pupils to work as teachers and they are put in charge of some of the classes.

- 17(5). Arrangements for the medical examination of the pupils are made in schools for defectives and physical exercises and games suited to the conditions at each place are encouraged. Special attention is paid to the health of the pupils in all schools. As regards the health and physical education of the pupils, the Superintendent, A. M. School for the Blind, remarks—

“During the period the standard of health has been very satisfactory. Well-planned dietetics, preventive rather than curative measures plenty of fresh air, and varied school life activities including recreation and out-door games are some of the reasons for this health record.

“Of all the physical activities, supervised games initiated and executed by children themselves, are liked most. The specially prepared running track has been a common ground for the

“non-seeing and the seeing children. It has served to be a bond of friendship and field for play, fun and co-operation. Girl-guiding and Cubbing are continued with the usual zeal and enthusiasm.”

Every effort is made to keep the children happy and cheerful. The Principal, V. M. School for the Blind, Bombay, in this connection, reports—

“The advanced pupils in Music appear occasionally on the Bombay Radio programme. A weekly Braille Magazine named *Satya Prakash* is issued regularly on Sundays. It is edited by one of the pupils while others contribute to it articles of interest. The pupils also frequently visit Talkies which help them to compose and set orchestral tunes on the lines of modern cinema music. A sighted teacher reads out to the pupils daily important items of news from two Gujarati newspapers, which they follow with keen interest and thus they are kept in touch with the outer world.”

An experiment to solve the problem of deaf-blind children is being tried in the A. M. School for the Blind.

A Deaf-Blind boy is being taught to speak through the oral or, as more technically known, the Tandoma method and to hear through bone conduction. He can now follow ten commands and recognise ten objects with associated feelings. He is showing signs of progress in every way.

17(6). As stated in previous Reports every possible effort is made by the managements to keep in touch with After-care. ex-students and to find employment for them or to give them help in other ways when required. The blind, rather than deaf-mute boys or girls, stand in greater need of help and useful work in this respect is being done by the (1) Narsingrao Shivaji Dharmaji Industrial Home, Bombay, (2) the Happy Home for the Blind, and (3) the Blind Relief Association, Bombay.

CHAPTER XVIII.

ADULT EDUCATION.

18(I). With a view to implementing the efforts of the Village Uplift Committees and of private bodies and individuals towards the removal of mass illiteracy, Government provided a sum of Rs. 10,000 in 1937-38 for the encouragement of Adult education. As mentioned in the previous year's report, this provision was intended for the establishment of centres of Adult education in various parts of the Province to serve as direct agencies for the opening of classes for the education of the adult populace. This measure gave a definite impetus to the cause of Adult education and the co-operation of various private bodies such as the Bombay Literacy Association, the Bombay Presidency Adult Education Association, the Saksharata Prasarak Mandal, etc. was in no small measure responsible for a gradual development of the scheme of Adult education in this Province.

In 1938, Government appointed a special Committee to advise them on the question of Adult education. This Committee expressed the opinion that the first step in a programme of Adult education, as it affects the villager, is to endeavour "to help the villager to overcome his dejection and apathy and to find an interest in life" and the second stage is to lead the villager actually to investigate the resources available in his natural environment, so that he may provide himself with more of the amenities of life.

On the recommendation of the Adult Education Committee a Provincial Board for Adult education has been appointed to advise Government on the question of Adult education. The Board consists of 6 members with Mr. S. R. Bhagwat as the Chairman. The Chairman and the members of the Board will hold office for a period of three years in the first instance.

The functions of the Board are as follows :—

(1) to submit for the approval of Government a three year programme for the spread of Adult education in this Province with estimates of the expenditure—both recurring and non-recurring—that will have to be incurred for implementing each item of the programme ;

(2) to conduct propaganda for the removal of illiteracy and other forms of ignorance among adults of both sexes in rural as well as in urban areas ;

(3) to encourage and supervise the publication of suitable literature for Adult education ;

(4) to consider schemes referred to it by Government or submitted by private bodies for the spread of Adult education ;

(5) to advise Government as to the best manner of aiding the existing Adult education classes and of organising and extending the work of such classes on a voluntary basis ;

(6) to advise Government as to the best methods of harnessing the enthusiasm and spirit for national service among the educated youths of the Province for the drive against mass illiteracy ;

(7) to suggest means for co-ordinating Adult education among villagers with other forms of rural reconstruction ;

(8) to advise Government on the question of implementing the various recommendations made by the Adult Education Committee ; and

(9) to collect funds.

This Board commenced to function from 1st October, 1938, and met seven times during the year ending 31st March, 1939.

The members of the Board visited all the Districts, consulted local leaders regarding the work of spread of literacy, and ascertained if local conditions were favourable to the establishment of Divisional, District, and Local Committees. Propaganda work was also done through talks and lectures.

Divisional, District, and Local Committees were also formed wherever possible thus arranging for a chain of organisation for carrying out the programme of Adult education as contemplated by the Adult Education Committee.

The main items of business before the Board were—(1) the preparation of rules for the registration of Adult education workers, for recognition of, and grant-in-aid to Adult education classes and for registration of Village Reading Rooms and Libraries, (2) consideration of the various experimental schemes for spread of literacy with the object of trying different methods of teaching and home-classes, reducing the cost, finding out the best way of spread of literacy among the women of villages by utilising the services of school boys and girls and (3) schemes for publication of suitable literature for adults newly made literate.

In consultation with the Provincial Board for Adult Education a scheme of registration of Adult education workers and of grant-in-aid to Adult education classes was put into operation from 1st January, 1939, and a sum of Rs. 40,000 was placed at the disposal of the Divisional Inspectors for the purpose at the rate of Rs. 2,000 per District.

According to this scheme, the Adult education workers are registered by the Provincial Board for Adult Education, while the Adult education classes conducted by these registered workers are recognised by the Senior Government Inspecting Officers. The work of inspection of these classes and holding literacy tests and payment of grant to the recognised classes has been entrusted to the Senior Government Inspecting Officer who is helped by the Government Inspecting staff in the District.

The grant admissible under this scheme to a recognised Adult Education class conducted by a registered worker, body or association was either (i) a basic maintenance grant of Rs. 5 per mensem and Rs. 2 per adult made literate, or (ii) a capitation grant of Rs. 4 per adult made literate, at the option of the worker or association concerned. In addition, a non-recurring grant for equipment equal to the cost incurred in purchasing the articles but not exceeding Rs. 40 was also given to a class.

By the end of March, 1939, there were as many as 460 Adult education classes on the registered list attended by 13,766 adults distributed among the different Divisions. The total amount of grants-in-aid paid to these 460 classes was Rs. 19,793.

The Adult Education Committee recommended that Government should also take the lead and strive to make their own employees literate within one year. In order to achieve this object, the following measures were recommended to be adopted :—

1. Get a list of illiterate employees in each and every office of Government ;
2. Get a list of educated employees of each office who are willing and enthusiastic enough to assist in educating the illiterates serving in their office or under them ;
3. Supply of literature and equipment necessary for teaching illiterate employees ;
4. Facilities in the form of permission to attend class daily for not more than 45 minutes during stipulated office hours during 1939 ;
5. Definite policy of not employing any illiterate in Government service of any inferior grade.

Government directed that steps should be taken accordingly with a view to eradicating illiteracy from among the inferior staff employed in Government offices. It is hoped that in the near future all inferior servants in Government offices will become literate. Government have also issued orders that in making appointments to posts of peons and other servants in inferior service, preference shall be given to persons who are literate, and that, in areas where facilities for Adult education exist, in making promotions, preference shall ordinarily be given to persons who are able to read and write in their mother tongue.

As a result of the activities of public spirited bodies, the Provincial Board for Adult Education and its committees, and the officers of the Department in this direction, there are now signs of a gradual awakening among the masses towards the need of a joint effort for the removal of Adult illiteracy.

The Poona Central Co-operative Bank has introduced a scheme of Adult education under which Adult education classes are being conducted in some 25 villages in which there are co-operative credit societies.

A scheme of pupil-teachers' home classes for illiterates has been introduced as an experiment in a village in the Satara District under which about 50 grown up pupils of the local Primary schools teach some 200 Adult members in their homes—both men and women—how to read and write. The Provincial Board has proposed to organise about 3,000 to 4,000 pupils of some Secondary schools in Poona City for an intensive drive against illiteracy during the ensuing summer vacation. It is hoped to make about 6,000 adults literate.

At the instance of, and in collaboration with the Bombay Adult Education Committee, a "Literacy Campaign" was proposed to be carried on by the Social Service League in May, 1939, in the City of Bombay and its suburbs. The objects of the Campaign were to rouse the public conscience to the need of education for the adult population and to spread literacy. In order to achieve the above objects quickly, the Committee decided to make efforts on a large scale and proposed to organise some 500 literacy centres to be followed by classes which were to work throughout the year, separate centres being opened to suit the needs of women.

18(2). The number of Schools for Adults increased during the year by 419 to 673 and the number of pupils by 13,051 Schools and pupils. to 22,095. Of the 673 institutions, one, with 31 pupils, is Secondary, 665, with 21,685 pupils, are Primary, and 7, with 379 pupils, are Special schools.

The following table shows the number of Primary schools for adults in each Division for the two years 1937-38 and 1938-39 :—

	Number of Schools.		Number on rolls.	
	1937-38.	1938-39.	1937-38.	1938-39.
Bombay Division	80	117	2,032	4,224
Central Division	79	237	2,313	7,491
Northern Division	38	157	1,317	5,495
Southern Division	43	154	1,511	4,475
Total	240	665	8,073	21,685

The figures show a marked increase in the number of classes and number on the roll in these Primary classes for adults. The increase is mainly due to the introduction, during the year, of the scheme of registration of Adult education workers and of grants-in-aid to Adult education classes.

The decrease of 7 in the number of Secondary schools to one from 8 is due to the Secondary Night Schools classified up to now as Schools for Adults having been now classed as ordinary Secondary schools and included in them. The only Secondary school for adults is the Seva Sadan First Aid and English Classes for Women, Poona.

The special aided school at Kirkee (Poona) is known as Alegaonkar's Night School and is mainly attended by the workers in the Arsenal Factory. The institution has taken a firm footing and has gained popularity in the locality.

Of the Special classes intended for the benefit of women, four special Industrial classes are conducted by the Seva Sadan, Bombay, the Women's Indian Association and the Naigaum Social Service Centre. These classes provide for instruction in sewing, tailoring and such other subjects as English etc. The Poona Seva Sadan Society maintains 5 classes for women at Baramati, Poona and Sholapur. In Broach Municipal area two Adult Women's classes are conducted through the efforts of the Hindu Stree Mandal wherein English, Music, Needle-work, and First-aid to the injured are taught. There is also an Adult class attached to the Motlabai Wadia Girls' High School, Broach, known as R. M. Dalal Memorial Adult Ladies Work Class. The Practical School of Arts for Girls at Ankleshwar, run by the local mission, teaches arts and craft-work to girls who have passed the Primary School Leaving Certificate Examination with a view to enabling them to do special uplift work in rural area.

18(3). The total expenditure on Schools for Adults amounted to Rs. 1,93,528, of which Rs. 27,369 was met from Expenditure. Provincial funds, Rs. 1,29,772 from Board funds, Rs. 3,359 from fees, and Rs. 33,028 from other sources.

18(4). Adult education has not only a direct bearing on the removal of illiteracy among the masses but is intimately concerned with the general question of social reform. Various talks on topics directly connected with sanitation, housing as well as on improvement of the life of the cultivator are delivered under the auspices of various societies and bodies.

Public Lectures.
Extension work.

The Deputy Educational Inspector for Visual Instruction delivered during the year 90 lectures in all. Of these, 39 were on Village Uplift and 51 were for Adult education. The following statement shows the

number of lectures given by him for Village Uplift and Adult education during the years 1937-38 and 1938-39 :—

	Lectures on Village Uplift.	Lectures on Adult Education.
1937-38	37	56
1938-39	39	51

The Deputy Educational Inspector observes that the fact that the public has come to appreciate Visual Instruction in an ever increasing measure is indicated by the increasing number of invitations he receives.

The Village Uplift Committees and various private societies and bodies also use magic lantern for propaganda work and for the spread of useful ideas among the masses. Government Inspecting Officers also deliver lectures on general subjects of interests in villages with the help of magic lantern and suitable slides. Visual Instruction has thus proved to be a very useful means for educating the adults.

The Bombay Presidency Adult Education Association which is established with the object of providing higher education on a broad and liberal basis to men and women, conducted during the year extension courses, literacy classes, free-reading rooms and libraries, etc. The Secretary has, in his report for the year 1938-39, summed up the work done by the Association as under :—

“ *Extension Courses.*—Work done is generally of the academic type ; in some instances, of the practical type. The several courses offered during the year 1938-39 included the following :—

“ *Two-Year Courses.*—Plato’s Republic, Modern Philosophy, English Literature, Economics and, Political Theory.

“ *Language Courses.*—German, Italian, Spanish, French and Hindustani.

“ *Terminal Courses.*—Banking, Psychology in Everyday Life, Geography, Modern Literature, Citizenship, Commercial and Economic Geography, Modern Psychology and Gujarati Literature.

“ *Special Courses.*—Child Psychology, Radio Communication and Photography.

“ Similar courses were arranged at Dadar ; the attendance was found to be satisfactory. There were 386 students on the roll for the year 1938-39.

“ *Literacy Classes* are conducted for illiterate workers in factories and employees in business houses. Instruction is given

“ in Marathi mainly but in a few cases in Gujarati and Hindustani.
 “ We opened during the year four new classes and we have now
 “ twelve classes which are attended by factory workers, employees
 “ in offices, and domestic servants. They are situated at
 “ (1) Crown Mills, (2) Textile Mills, (3) Spring Mills, (4) Morarji
 “ Gokuldas Mills, (5) Damodar Thackersey Hall, (6) University
 “ office, (7) Worli Development Department Chawls (Two Classes),
 “ (8) Willingdon Sports Club, (9) Cama Hospital (Three Classes).
 “ The Matunga Labour Camp Class was discontinued during the
 “ year. One new class started at Worli in January shows quite
 “ good progress and it has an average attendance of 22 students.
 “ Three classes at the Cama Hospital of which one is for women
 “ show remarkable progress and each class has an average
 “ attendance of 17 to 19 students. There are about 300 adults
 “ on the roll taking advantage of free instruction imparted at
 “ several centres.

“ The Association is extending the scope of its literacy work with
 “ the co-operation of business and commercial firms, and has
 “ already had considerable success in establishing direct contact
 “ with the managers of business houses on the one hand and
 “ illiterate persons on the other.

“ *The Free Libraries.*—The two libraries are being used regularly
 “ but in particular the Branch Library at Byculla has proved very
 “ popular and more facilities are needed to meet the growing
 “ demand of the locality. The daily average attendance at Byculla
 “ is 162.

“ Three series of public lectures, one on the Fine Arts, a second
 “ on the New Constitution of India and the third on ‘The Air
 “ Around Us’ were arranged. The lectures were well attended.

“ Under the auspices of the Royal Institute of Science and the
 “ Association, classes in popular Science in Marathi and Gujarati
 “ were arranged and they were attended by Primary teachers and
 “ others interested in the subjects.

“ Throughout the period the Association has kept in view its
 “ objects as set forth in the Constitution and it has striven to
 “ draw public attention to the question of Adult education.
 “ It has received very helpful publicity for its activities from the
 “ Press.

“ At a time when public attention is concentrated on Literacy
 “ throughout the Province on account of the efforts of Government,
 “ public bodies and private individuals, it is wise to prepare also
 “ for the post literacy period. To make literacy permanent, to
 “ begin to really educate the adult—that is the Association’s
 “ particular function. The Association and other similar
 “ institutions, must plan ahead to provide reading material,
 “ reading rooms and libraries, and classes of every variety that
 “ will offer simple and essential knowledge to the ordinary citizen.”

CHAPTER XIX.

UNRECOGNISED INSTITUTIONS.

19(1). The remarks made in this Chapter are confined exclusively to unrecognised institutions, which do not follow the courses of study prescribed by the Department of Public Instruction or by the Bombay University or by any other Department of Government. These institutions are not subject to inspection by the officers of the Department and the pupils in them are not eligible for admission to the public examinations or tests held by the Department or the University. Although unrecognised schools follow their own curricula, the courses followed are, in the majority of cases, generally on the lines of those prescribed by the Department for recognised institutions.

As stated in previous Reports the statistics of unrecognised institutions collected for the purposes of the annual returns cannot be considered as reliable, as some of these institutions are reluctant to submit annual returns. These institutions are independent of Departmental control and cannot be compelled to submit the annual returns. The following table compares the statistics of these schools and pupils in them in each Division :—

	1938-39.		1937-38.		Increase or decrease.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Bombay Division	183	9,911	226	12,856	-43	-2,975
Central Division	41	1,608	75	2,634	-34	-1,026
Northern Division	263	16,776	326	20,827	-63	-4,051
Southern Division	31	1,383	47	1,629	-16	- 246
Total	518	29,678	674	37,976	-156	-8,298

It will be seen that all the Divisions shew a decrease in the number of schools and pupils. This decrease is reported to be due partly to the failure of the Managers of unrecognised schools to supply the statistical returns and partly to some of the unrecognised schools having sought recognition particularly under the " Scheme of approved Primary schools " introduced by Government during the year.

The pupils in unrecognised institutions formed 1.9 per cent. of the total number of pupils under instruction on 31st March, 1939. Of the 29,678 pupils in unrecognised institutions, 12,761, or 43.0 per cent., were Hindus, 13,920, or 46.9 per cent., were Muslims, and 2,997, or 10.1 per cent., belonged to various other communities,

The total number of unrecognised institutions may be classified as under :—

	Institutions.	Pupils.
Colleges	3	181
Secondary schools	85	8,147
Primary and Special Schools	430	21,350
	<hr/>	<hr/>
Total	518	29,678

The three collegiate institutions are the Shree L. U. Mahila Pathashala, Ahmedabad, and the S. N. D. T. Arts Colleges in Bombay and Poona, which are affiliated to the Indian Women's University. These institutions provide for a course leading to the G. A. degree of the University. Government have since recognised degrees conferred by the University for the purposes of appointment in Government or semi-Government services.

The Educational Inspector, B. D., had reported last year that the passing by the Senate of the new Statute requiring candidates for the Matriculation examination to have attended a recognised school for a specified period had not only prompted managers of unrecognised Secondary schools to seek Departmental recognition, but it had also helped to some extent to check the rapid growth of mushroom schools. These remarks are further supported by the fact that the number of unrecognised Secondary schools this year shows a further decrease of 25 schools.

There are a few Secondary schools conducted by public spirited bodies or individuals and especially those affiliated to the Indian Women's University which are reported to be managed on systematic lines. With the exception of these few schools, unrecognised Secondary schools are, in the majority of cases, run as profiteering concerns rather than educational institutions. These schools very often make irregular admissions and promotions and are thus a menace to other recognised schools in the locality in which they are situated.

Some of the unrecognised Secondary schools are, however, reported to have been well managed. The Anath Vidyarthi Graha, Poona, and its branch at Nasik, and the Navin Samartha Vidyalaya, Talegaon Dabhade, may be specially mentioned. The Anath Vidyarthi Graha, which is run on a principle of self-reliance, in addition to ordinary school subjects, provides facilities for teaching printing, weaving, etc. calculated to enable pupils eventually to earn a living.

The unrecognised Primary schools, for the most part, are indigenous schools imparting instruction in the rudiments of the three R.'s. They are generally situated in villages in which the Local Authorities do not maintain their own schools. The schools maintained by the Bhil Seva Mandal in the Dohad and Jhalod talukas of the Panch Mahals District are reported to be doing useful work towards the uplift of the Aboriginal and Hill Tribes.

The unrecognised special schools mainly comprise Pathashalas or Maktabas. There are, however, a few schools such as the Ayurveda Maha Vidyalaya, Poona, and the Ayurveda Vidyalaya, Satara, which teach a graded course in Ayurveda system of medicine and surgery side by side with the Western system. The Pathashalas impart a rudimentary knowledge of Sanskrit or of the Vedic lore, while the Maktabas teach the reading of the Koran in addition to instruction in the three R.'s.

W. GRIEVE,

Director of Public Instruction.

Poona, 8th February, 1940.

BOMBAY PROVINCE.

BRITISH DISTRICTS—1938-39.

General Summary of Educational Institutions and Scholars.

				Percentage of scholars to population			
				Recognised Institutions		All Institutions	
				1939	1938	1939	1938
Area in square miles ...	77,221						
Population—[Census of 1931]—							
Males ...	9,291,930	Males ...	19.49	11.06	19.70	11.36	
Females ...	8,624,368	Females...	4.37	3.92	4.48	4.03	
Total ...	17,916,318	Total ...	9.58	7.69	8.74	7.83	

	Institutions			Scholars			Stages of Instruction of scholars entered in column 4
	1939	1938	Increase or decrease	1939	1938	Increase or decrease	
	1	2	3	4	5	6	
RECOGNISED INSTITUTIONS							
Universities ...	1	1	...	119	106	+ 14	(a) 119
<i>For Males</i>							
Arts Colleges ...	17	17	...	10,798	10,349	+ 449	{ (a) 4,295 (b) 6,503
Professional Colleges ...	13	13	...	4,403	3,597	+ 806	(a) 4,403
High Schools ...	272	249	+23	104,698	94,420	+10,278	(c) 104,698
Middle Schools ...	346	323	+23	23,462	21,490	+ 1,972	(c) 23,462
Primary Schools ...	14,971	11,751	+3,120	1,129,836	1,005,910	+123,926	(d) 1,129,836
Special Schools ...	930	359	+571	42,121	18,484	+23,637	.....
Total ...	16,449	12,712	+3,737	1,315,437	1,154,956	+160,481	.....
<i>For Females</i>							
Arts Colleges ...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...
High Schools ...	66	65	+1	19,551	18,475	+1,076	(c) 19,551
Middle Schools ...	46	39	+7	4,545	4,011	+ 534	(c) 4,545
Primary Schools ...	1,664	1,493	+171	192,822	185,699	+7,123	(d) 192,822
Special Schools ...	83	57	+26	4,396	2,225	+2,171	.....
Total ...	1,763	1,654	+109	221,226	211,070	+10,156	.....
UNRECOGNISED INSTITUTIONS							
<i>For Males</i> ...	451	617	-166	25,349	34,237	- 8,888	.....
<i>For Females</i> ...	67	57	+ 10	4,329	3,739	+ 590	.....
Total ...	518	674	-156	29,678	37,976	-8,298	.....
Grand Total ...	18,729	15,040	+3,689	1,566,441	1,403,401	+163,040	.....

(a) Graduate and post-graduate classes,
(c) Secondary stage.(b) Intermediate classes,
(d) Primary stage.

BOMBAY
BRITISH DISTRICTS—
General Summary of

				Total expenditure		
				1939	1938	Increase or decrease
				1	2	3
				Rs.	Rs.	Rs.
Direction and Inspection	...	...	...	13,72,163	14,19,882	-47,719
Universities	...	...	...	11,48,898	10,14,493	+1,34,405
Miscellaneous*	...	...	...	35,19,173	31,04,469	+4,14,714
			Total	60,40,234	55,38,834	+5,01,400
<i>Institutions for Males</i>						
Universities	...	...	...	59,305	61,261	-1,956
Arts Colleges	...	...	...	25,21,390	25,48,979	-27,589
Professional Colleges	...	...	...	14,45,744	13,85,601	+60,143
High Schools	...	...	...	65,33,571	60,33,266	+5,00,305
Middle Schools	...	...	...	8,74,354	7,93,615	+80,739
Primary Schools	...	...	...	1,55,49,176	1,47,92,671	+8,56,505
Special Schools	...	...	...	19,51,946	17,99,323	+2,12,723
			Total	2,90,36,486	2,73,84,516	+16,50,970
<i>Institutions for Females</i>						
Arts Colleges	...	...	...	.....	.....	.....
Professional Colleges	...	...	...	.....	.....	.....
High Schools	...	...	...	16,54,342	15,81,427	+72,915
Middle Schools	...	...	...	2,60,697	2,32,535	+28,302
Primary Schools	...	...	...	36,44,050	35,22,124	+1,21,926
Special Schools	...	...	...	4,02,197	3,67,655	+44,542
			Total	59,61,495	56,93,801	+2,67,695
			Grand Total	4,10,37,215	3,86,17,251	+24,19,965

* Includes expenditure

† Includes both District

PROVINCE.

1938-39.

Expenditure on Education.

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Local funds†	Fees	Other sources	Govt. funds	Local funds†	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
78.1	21.9	...	.....	.....	.....	...	.....	.....
5.7	.....	92.9	1.4	.....	.....	...	.....	.....
40.5	18.7	15.3	30.5	.....	.....	...	.....	.....
42.4	13.0	26.8	18.0	.....	.....	...	.....	.....
86.7	.....	13.3	.....	432	.....	66	.....	498
19.2	.....	60.9	19.9	47	.....	148	48	243
29.8	9.9	47.5	12.8	98	32	156	42	323
21.1	1.6	63.8	13.5	14	1	40	8	63
14.1	7.5	55.8	22.6	5	3	21	8	37
63.6	25.3	4.4	6.7	9	3	1	1	14
42.7	11.7	27.7	17.9	20	5	13	8	46
45.5	15.5	28.1	10.9	10	3	6	3	22
.....
.....
23.9	0.5	53.6	22.0	20	1	45	19	85
35.0	0.4	30.7	33.9	20	.....	18	19	57
47.3	40.2	2.7	9.8	9	8	...	2	19
52.7	4.4	13.9	29.0	48	4	13	26	91
40.7	25.0	18.8	15.5	11	7	5	4	27
44.4	16.5	26.5	12.6	12	3	5	7	27

on buildings:

Board and Municipal Funds.

BOMBAY
BRITISH DISTRICTS—
I.—Classification of

	For		
	Government	District Board	Municipal Board
	1	2	3,
RECOGNISED INSTITUTIONS			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	5	.....	.....
Law	1	.....	.....
Medicine	1	.....	1
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Technology	.....	.....	.....
Total	11	.....	1
High Schools	19	.....	23
Middle Schools (English)	8	181	26
Primary Schools	80	8,840	1,101
Total	62	8,971	1,150
Special Schools—			
Art	2	.....	.....
Law	.....	.....	.....
Medical	2	.....	.....
Normal and Training	6	.....	1
Engineering	1	.....	.....
Technical and Industrial	5	3	4
Commercial	4	.....	.....
Agricultural	2	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	15	86	50
Other Schools	3	.....	4
Total	43	89	59
Total for Recognised Institutions	106	9,010	1,210
Unrecognised Institutions	1	1
Grand Total, all Institutions	106	9,011	1,211

* Includes

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1938-39.

Educational Institutions.

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Un-aided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	..	..	.....
9	3	17	.....	.....	.....	..	..	.....
.....	3	4	.....	.....	.....	..	..	.....
.....	.....	2	.....	.....	.....	..	..	.....
.....	.....	1	.....	.....	.....	..	..	.....
.....	.....	1	.....	.....	.....	..	..	.....
.....	.....	1	.....	.....	.....	..	..	.....
.....	1	2	.....	.....	.....	..	..	.....
1	.....	1	.....	.....	.....	..	..	.....
10	7	23	.....	.....	.....	..	..	.....
216	14	272	1	.....	.....	68	2	66
136	50	346	6	1	3	28	9	46
4,637	293	14,871	10	750	536	243	25	1,554
4,959	357	15,489	17	751	538	324	36	1,676
1	.....	3	.....	.....	.....	..	..	.....
.....
.....	1	3	.....	.....	.....	..	..	.....
3	5	17	4	.....	1	12	.....	17
.....	.....	1	.....	.....	.....	20	4	24
16	21	49	.....	.....	.....	1	.....	1
.....	25	29	.....	.....	.....	.....	.....	.....
1	1	4	.....	.....	.....	.....	.....	.....
3	.....	4	.....	.....	.....	.....	.....	.....
9	.....	9	.....	.....	.....	.....	.....	.....
520	17	633	.....	1	.....	32	2	35
122	44	178	.....	.....	.....	4	5	9
675	114	820	4	1	1	69	11	86
5,645	478	16,449	21	752	539	408	47	1,769
.....	449	451	.....	.....	1	.....	66	67
5,645	927	16,900	21	752	640	403	118	1,829

No Oriental Colleges.

BOMBAY
BRITISH DISTRICTS—

II-A.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
<i>University and Intermediate Education (a).</i>	...	...	...	...	...	...	...	...	...
<i>Arts and Science (b) & (c).</i>	2,600	2,484	521	...	...	...	...	...	...
Law	635	580	9	...	...	...	...	...	...
Medicine	807	684	834	...	...	...	516	395	154
Education	109	102	26	...	...	...	...	...	...
Engineering	197	149	82	...	...	...	...	...	...
Agriculture	200	188	126	...	...	...	...	...	...
Commerce	694	616	76	...	...	...	...	...	...
Technology	...	...	...	...	...	...	...	...	...
Total	5,242	4,798	1,166	...	...	...	516	395	154
<i>School and Special Education.</i>									
In High Schools	6,371	5,739	403	...	...	...	7,036	6,425	16
“ Middle Schools	389	867	...	3,901	3,466	44	2,163	1,945	...
“ (English). Primary Schools	5,373	4,610	150	641,797	603,178	604	253,485	200,325	64
Total	12,033	10,716	553	646,698	606,644	648	262,684	208,696	80
In Art Schools	677	592	1	...	...	...	...	...	...
“ Medical Schools	523	514	146	...	...	...	...	...	...
“ Normal and Training Schools.	881	817	867	...	...	...	16	16	...
“ Engineering Schools...	263	215	24	...	...	...	...	...	...
“ Technical and Industrial Schools.	371	289	30	415	298	26	320	266	28
“ Commercial Schools...	139	112	...	...	...	...	...	...	...
“ Agricultural Schools...	61	53	61	...	...	...	...	...	...
“ Reformatory Schools	235	234	235	...	...	...	...	...	...
“ Schools for Defectives.	...	...	...	...	...	...	...	...	...
“ Schools for Adults	377	283	...	910	662	...	1,695	1,035	...
“ Other Schools	237	216	166	...	...	...	116	114	...
Total	3,764	3,325	1,530	1,325	960	26	2,157	1,431	28
Total for recognised institutions	21,089	18,839	3,249	647,023	607,604	674	265,357	210,522	262
IN UNRECOGNISED INSTITUTIONS	...	...	...	18	15	...	23	20	...
Grand Total, all Institutions for Males	21,089	18,839	3,249	647,041	607,619	674	265,380	210,542	262

(a) Scholars reading more than one of the following
 (b) Includes 215 scholars
 (c) Includes no scholars

PROVINCE.

1938-39.

Educational Institutions for Males.

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of females included in column 16
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
119	88	57	...	...	...	119	88	57	13
7,393	6,808	1,072	805	664	118	10,798	9,956	1,711	1,497
...	...	...	780	606	61	1,415	1,186	88	15
...	...	...	...	...	...	1,823	1,079	488	189
...	...	...	...	...	...	109	103	26	26
...	...	...	...	...	...	197	149	82	...
...	...	...	...	...	...	200	183	126	2
...	...	...	407	356	53	1,101	972	128	12
58	54	1	...	...	...	58	54	1	...
7,570	6,950	1,130	1,992	1,626	232	16,320	13,769	2,682	1,754
85,391	78,204	3,102	6,000	5,525	481	104,698	95,894	4,002	7,384
13,830	12,499	668	8,179	2,795	195	23,462	21,073	807	1,784
915,341	172,286	2,131	13,840	11,095	...	1,129,835	897,435	2,949	149,297
314,562	262,989	5,801	23,019	19,417	676	1,267,996	1,008,462	7,768	168,465
90	15	...	...	...	...	697	607	1	86
...	...	...	239	207	40	762	721	186	103
155	155	99	131	124	...	1,128	1,112	966	58
...	...	...	...	...	...	263	215	24	...
1,088	990	259	963	712	88	3,177	2,555	431	107
...	...	...	1,977	1,374	...	2,116	1,486	...	95
...	...	...	17	16	17	100	89	...	...
92	90	21	...	...	...	860	837	860	...
625	603	825	...	...	...	344	287	173	73
344	287	173	...	...	...	20,858	14,904	...	576
16,809	11,944	...	1,262	950	...	11,768	8,617	...	1,171
8,961	5,602	39	2,452	1,685	153	...	...	...	...
27,834	20,616	1,216	7,041	5,098	298	42,121	31,480	8,098	2,249
349,966	290,555	8,147	32,052	26,141	1,206	1,315,437	1,053,661	13,538	162,468
...	...	...	26,308	18,854	...	25,349	18,889	...	5,886
349,966	290,555	8,147	37,860	44,995	1,206	1,340,786	1,072,550	18,538	168,354

subjects should be entered under only one head—
also reading Law.
in Oriental Colleges.

BOMBAY

BRITISH DISTRICTS—

II-B.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	1 Scholars on roll on March 31st	2 Average daily attend- ance	3 Number of residents in approved hostels	4 Scholars on roll on March 31st	5 Average daily attend- ance	6 Number of residents in approved hostels	7 Scholars on roll on March 31st	8 Average daily attend- ance	9 Number of residents in approved hostels
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediats Education (a).</i>									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ...	223	197	...	...	...	...	...	...	...
„ Middle Schools (English) ...	716	618	2	39	30	...	180	61	...
„ Primary Schools ...	1,233	1,026	32	55,744	42,620	...	109,834	85,966	...
Total ...	2,172	1,866	34	55,783	42,650	...	109,714	86,027	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training Schools ...	307	289	292	...	...	...	23	20	...
„ Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	17	15	...	...	...	...
„ Other Schools ...	...	...	...	...	...	...	...	...	...
Total ...	307	289	292	17	15	...	23	20	...
Total for recognised institutions ...	2,479	2,185	326	55,800	42,665	...	109,737	86,047	...
IN UNRECOGNISED INSTITUTIONS ...	...	...	...	...	...	...	395	361	...
Grand Total, all Institutions for Females ...	2,479	2,185	326	55,800	42,665	...	110,132	86,408	...
Grand Total, all Institutions—Males and Females ...	23,518	21,024	3,575	702,341	550,234	674	375,512	295,950	262

PROVINCE.

1938-39.

Educational Institutions for Females.

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of males included in column 16
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
..
..
..
..
18,887	17,187	1,629	441	405	..	19,551	17,789	1,699	1,328
3,118	2,667	339	592	510	23	4,545	3,881	364	458
24,467	19,530	1,939	1,764	1,408	..	192,882	160,610	1,261	6,411
46,473	39,394	3,197	2,787	2,323	23	216,938	179,280	2,254	7,197
..
634	571	348	..	..	..	964	890	640	1
1,738	1,248	206	140	117	26	1,972	1,365	232	..
48	33	..	..	..	..	48	33	..	..
1,165	858	59	60	48	..	1,242	921	59	42
168	140	..	104	79	8	372	219	8	71
3,747	2,860	613	304	244	34	4,398	3,418	989	114
50,219	42,184	3,510	3,091	2,567	57	221,326	175,848	4,193	7,311
..	..	..	3,934	2,906	..	4,399	3,267	..	310
50,219	42,184	3,510	7,025	5,473	57	225,655	178,915	4,193	7,521
400,185	322,739	11,967	64,335	50,468	1,268	1,566,441	1,251,465	17,731	..

BOMBAY

BRITISH DISTRICTS—

III-A.—Expenditure on

Expenditure on Buildings includes Rs. 2,65,997 spent by the Public Works Department on educational buildings.

Rs.

"Miscellaneous" includes the following main items:—

(1) Scholarships	...	...	...	...	6,02,867
(2) Hostel Charges	...	...	...	...	8,11,793
(3) Dakshina Grants and Fellowships	...	...	...	...	16,244
(4) Travelling allowance to Members of School Book Committees	...	...	...	...	4,207
(5) Grants for the Encouragement of Literature	...	...	...	...	52,979

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
UNIVERSITY AND INTER-MEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	.....	.....	.....	.....	.....	.....
Arts Colleges	3,62,975	.....	.....	3,88,741	1,32,542	8,84,258
Professional Colleges—						
Law	.....	.....	.....	61,995	.....	61,995
Medicine	88,166	.....	.....	1,89,836	20,182	2,91,633
Education	88,805	.....	.....	12,500	275	86,580
Engineering	1,15,773	.....	.....	58,020	447	1,74,240
Agriculture	1,16,351	.....	.....	38,830	.....	1,54,681
Commerce	.....	.....	.....	94,215	18,499	1,12,714
Technology	.....	.....	.....	.....	.....	.....
Total	7,61,070	.....	.....	8,33,186	1,71,895	17,66,101
SCHOOL EDUCATION						
<i>General</i>						
High Schools	4,43,066	.....	.....	2,29,282	5,149	6,77,497
Middle Schools—English.	19,357	.....	.....	9,528	14	28,799
Primary Schools	1,03,402	.....	.....	2,187	14,488	1,20,055
Total	5,65,725	.....	.....	2,40,977	19,649	8,26,351

PROVINCE.

1938-39.

Education for Males.

Rs.

(6) Examination Charges	...	...	...	70,656
(7) Grant to the Boy Scouts' Association	...	...	...	21,700
(8) Special Committees of Enquiry	...	...	...	5,516
(9) Expenditures on the Provincial Board of Adult Education	...	...	...	9,665
(10) Expenditure on the Board of Physical Education	...	...	...	3,955

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	1,17,000	.....
.....	.....	.....	.....	.....	.....	1,40,060	.....
.....
.....	.....	1,42,800	1,14,245	.....	2,57,045	.....	.....
.....
.....
.....
.....	.....	.....	.....	.....	.....	33,486	.....
.....	.....	1,42,800	1,14,245	.....	2,57,045	2,90,486	.....
55,639	.....	70,758	2,04,225	7,192	3,37,814	6,91,551	835
12,917	9,691	39,688	91,260	4,163	1,57,719	91,339	860
90,99,740	9,47,984	23,25,592	2,49,621	1,32,193	1,32,55,010	6,96,923	36,331
91,68,296	9,57,625	23,36,038	5,45,108	1,48,478	1,37,50,548	16,59,823	39,016

BOMBAY
BRITISH DISTRICTS—
III-A.—Expenditure on

Direction ...
 Inspection ...
 Buildings, etc. ...
 Miscellaneous ...

Total, Indirect ...

	Aided Institutions— <i>conold.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
UNIVERSITY AND INTER-MEDIATE EDUCATION—<i>conold.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	10,75,645	15,558	12,08,208	...	...	...
Arts Colleges ...	250	10,89,604	2,73,278	15,03,182	1,18,720	1,15,230	2,33,950
Professional Colleges—							
Law ...	...	...	...	...	75,865	8,116	83,981
Medicine ...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...
Engineering ...	...	...	...	...	...	...	...
Agriculture ...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	42,601	...	42,601
Technology ...	...	9,490	1,37,418	1,80,274	...	...	...
Total ...	250	21,74,669	4,26,254	28,91,659	2,37,186	1,23,346	3,60,532
SCHOOL EDUCATION							
General							
High Schools ...	38,421	34,04,175	6,73,647	49,98,629	3,23,995	1,95,636	5,19,631
Middle Schools—English ...	15,195	3,27,948	1,27,179	5,62,506	68,986	66,344	1,25,330
Primary Schools ...	1,99,756	8,91,213	7,89,833	20,83,625	83,969	1,06,517	1,40,486
Total ...	1,83,873	41,23,331	16,90,159	75,94,760	4,16,950	3,68,497	7,85,447

PROVINCE.

1938-39.

Education for Males—contd.

Total Indirect expenditure from

Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
23	23	24	25	26	27
Rs. 1,72,221 8,42,581 5,08,392 7,99,447	Rs. 30,806 2,74,736 1,05,081	Rs. 1,56,041 45,507 25,744	Rs. 26,092 3,08,219	Rs. 2,02,093 5,96,596	Rs. 1,72,221 10,82,428 10,56,920 18,25,087
29,22,641	4,70,623	2,27,298	3,34,311	7,98,689	41,53,566

Total Direct expenditure from

Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total.
28	28	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,17,000	.....	.....	10,75,645	15,568	12,08,203
5,03,025	.....	250	15,97,055	5,21,050	26,21,390
.....	.....	.....	1,37,880	9,116	1,45,978
82,166	.....	1,42,800	3,03,536	90,122	5,48,978
83,805	.....	.....	2,500	275	86,580
1,15,773	.....	.....	58,020	447	1,74,240
1,16,351	.....	.....	89,330	.....	1,54,681
.....	.....	.....	1,36,816	18,499	1,55,315
83,496	.....	.....	9,420	1,37,418	1,80,274
10,61,556	.....	1,43,050	33,59,236	7,21,495	52,76,337
19,80,266	885	1,09,179	41,61,677	8,81,624	66,33,571
1,23,513	10,541	54,893	4,87,717	1,97,700	8,74,354
98,50,134	9,84,266	29,55,343	6,76,970	10,42,459	1,55,49,176
1,13,93,903	9,95,641	31,19,410	63,26,364	21,21,763	2,29,57,101

BOMBAY
BRITISH DISTRICTS—
III-A.—Expenditure on

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
<i>Special</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	70,654	.....	.....	42,708	662	1,14,024
Medical Schools ...	63,621	.....	.....	53,345	51	1,17,017
Normal and Training Schools.	2,06,469	.....	4,842	1,514	1,208	2,14,028
Engineering Schools ..	20,592	.....	.....	28,675	100	49,307
Technical and Industrial Schools.	53,508	.....	.....	5,735	421	59,664
Commercial Schools ...	1,392	.....	.....	8,359	1,611	11,362
Agricultural Schools ...	13,422	.....	.....	.....	.....	13,422
Reformatory Schools ...	40,765	.....	.....	.....	3,705	44,470
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	1,369	.....	.....	.....	437	1,806
Other Schools ...	62,390	.....	.....	20,583	23	83,004
Total ...	5,34,122	.....	4,842	1,60,922	8,219	7,08,104
Grand Total Direct ...	18,60,917	.....	4,842	12,35,035	1,99,762	33,00,556

PROVINCE.

1938-39.

Education for Males.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	600	.....
.....
.....	.....	1,477	.....	.....	1,477	6,628	.....
.....
23,771	21,037	47,065	9,076	11,635	1,12,604	1,37,910	1,854
.....
.....	.....	.....	.....	.....	.....	3,100	100
.....	.....	.....	.....	.....	.....	73,605	.....
.....	.....	.....	.....	.....	.....	12,944	200
1,860	2,153	1,21,709	.....	1,843	1,27,555	19,575	344
375	.....	2,050	.....	.....	2,425	19,082	1,275
25,996	23,180	1,72,801	9,076	13,508	2,44,061	2,73,444	3,578
91,94,392	9,80,805	32,51,139	6,68,427	1,56,935	1,42,51,649	22,23,812	41,589

BOMBAY
BRITISH DISTRICTS—
III-A.—Expenditure on

	Aided Institutions— <i>consolid.</i>				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<i>Special—consolid.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	300	108	1,427	2,430	...	...	...
Medical Schools ...	...	.....	.....	.....	81,794	3,878	85,672
Normal and Training Schools.	...	6,444	5,286	18,358	11,106	1,073	12,179
Engineering Schools .	...	.....	.....	.....	...	...	...
Technical and Industrial Schools.	8,500	1,24,896	51,616	8,24,076	75,205	38,068	1,13,263
Commercial Schools .	...	.....	.....	.....	97,850	14,926	1,12,776
Agricultural Schools .	...	.....	2,414	5,614	...	3,725	3,725
Reformatory Schools .	1,184	720	28,909	1,04,418	...	...	...
Schools for Defectives.	5,469	776	34,167	53,546	...	...	...
Schools for Adults ...	5,092	980	16,331	42,331	...	3,363	3,363
Other Schools ...	3,874	18,401	72,158	1,14,590	3,304	50,117	53,421
Total ...	24,209	1,51,829	2,12,308	6,65,863	2,19,269	1,15,159	3,34,418
Grand Total Direct ...	2,07,881	64,49,829	22,28,721	1,11,51,782	8,73,395	6,07,002	14,80,397
Grand Total [Direct and Indirect.]	...	.....	.....	.....	...	...	...

PROVINCE.

1938-39.

Education for Males—concl'd.

Total, direct expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
23	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
71,254	.....	900	42,811	2,089	1,16,454
63,621	.....	.....	85,139	3,929	1,52,689
2,13,097	.....	6,319	19,064	7,551	2,46,041
20,533	.....	.....	28,675	100	49,307
2,15,189	22,681	55,565	2,14,412	1,01,760	6,09,607
1,392	.....	.....	1,06,909	16,537	1,24,138
16,623	100	.....	.....	6,139	22,761
1,14,370	.....	1,184	720	32,614	1,48,888
12,944	200	5,459	776	34,167	53,546
22,794	2,497	1,26,301	969	21,994	1,75,075
81,847	1,375	5,724	42,291	1,22,303	2,53,440
8,33,562	26,753	2,01,322	5,41,066	3,49,193	19,51,946
1,32,79,021	10,22,394	34,63,812	92,26,686	81,92,471	3,01,84,384
1,56,01,662	14,93,017	36,91,104	95,69,997	89,91,160	3,43,37,940

BOMBAY

BRITISH DISTRICTS—

III-B—Expenditure on

Expenditure on Buildings includes Rs. 5,378 spent by the Public Works Department

"Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships	33,280
(2) Hostel charges	4,52,522
(3) Examination charges	13,539
(4) Grant to Girl Guide Association	2,000

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION						
<i>General</i>						
High Schools ...	18,489	.....	.....	3,011	.....	21,500
Middle Schools—English.	57,780	.....	.....	6,499	16	64,285
Primary Schools...	33,482	.....	.....	.....	.....	33,482
Total ...	1,08,751	.....	.....	9,500	16	1,19,267
<i>Special</i>						
Normal and Training Schools.	1,31,924	.....	5,646	.....	1,855	1,39,425
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Adults.	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
Total ...	1,31,924	.....	5,646	.....	1,855	1,39,425
Total (Direct) for Females.	2,41,675	.....	5,646	9,500	1,871	2,58,692
Total (Direct) for Males.	18,60,917	.....	4,842	12,35,085	1,99,763	23,00,556
Grand Total (Direct) for all.	21,02,592	.....	10,488	12,44,585	2,01,633	25,59,248

PROVINCE.

1938-39.

Education for Females.

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	3,76,755	586
108	.....	387	1,339	448	2,177	33,467	.....
15,72,398	1,17,322	13,01,997	338	18,922	30,11,377	1,20,697	2,689
15,72,406	1,17,322	13,02,384	1,577	19,365	30,13,554	5,30,919	3,275
2,500	.....	6,814	.....	.....	9,314	61,307	.....
.....	.....	.....	.....	.....	.....	8,170	.....
.....	.....	.....	.....	.....	.....	2,200	.....
.....	105	.....	.....	.....	105	4,575	.....
.....	.....	.....	.....	.....	.....	1,235	.....
2,500	105	6,814	.....	.....	9,419	77,437	.....
15,74,906	1,17,927	13,09,198	1,577	19,365	30,22,973	6,08,406	3,275
91,94,292	9,80,806	32,51,139	6,68,437	1,56,866	1,42,51,649	23,23,819	41,589
1,07,69,198	10,93,732	45,60,337	6,70,004	1,76,361	1,72,74,622	28,32,218	44,864

BOMBAY
BRITISH DISTRICTS—
III-B—Expenditure on

Inspection ...

Buildings, etc. ...

Miscellaneous ...

Total, Indirect ...

	Aided Institutions— <i>consid.</i>				Recognised (Un-aided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
SCHOOL EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>General</i>							
High Schools ...	7,700	8,68,011	3,57,206	16,10,928	15,241	7,343	22,584
Middle Schools—English.	760	62,916	69,795	1,66,928	9,461	18,046	27,507
Primary Schools...	41,077	86,113	3,12,568	5,63,144	10,264	25,793	36,057
Total ...	49,527	10,17,040	7,39,569	23,40,830	34,966	51,182	86,148
<i>Special</i>							
Normal and Training Schools.	2,000	19,344	46,028	1,28,679	...	...	.....
Technical and Industrial Schools.	2,551	22,116	46,361	79,198	1,010	6,498	7,508
Commercial Schools.	.....	6,233	56	8,488	...	...	.....
Schools for Adults.	369	2,370	10,989	18,308	...	45	45
Other Schools ...	460	2,619	3,260	7,704	1,890	1,548	3,438
Total ...	5,320	52,881	1,06,684	2,42,372	2,890	8,091	10,981
Total (Direct) for Females.	54,847	10,69,921	8,46,253	25,82,702	37,856	69,273	97,129
Total (Direct) for Males.	2,07,831	64,49,829	22,28,721	1,11,61,782	8,73,396	6,07,002	14,80,397
Grand Total (Direct) for all.	2,62,678	75,19,760	30,74,974	1,37,34,484	9,11,251	6,66,275	15,77,526
Grand Total (Direct and Indirect) for Females ...							
Grand Total (Direct and Indirect) for Males ...							
Grand Total (Direct and Indirect) for all ...							

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1938-39.

Education for Females—concl'd.

Total Indirect expenditure from

Government funds 22	Board funds 23	Municipal funds 24	Fees 25	Other sources 26	Grand Total 27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
56,815	1,107	52,592	.....	.....	1,10,514
15,763	4,742	18,530	.....	72,745	1,11,770
1,02,642	1,389	5,628	2,03,602	2,02,385	5,15,496
1,75,210	7,138	76,760	2,03,602	2,75,080	7,37,760

Total Direct expenditure from

Government funds 22	Board funds 23	Municipal funds 24	Fees 25	Other sources 26	Grand Total 27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,95,244	588	7,700	8,86,263	3,64,549	16,54,343
91,355	.....	1,137	80,105	88,300	2,60,897
17,26,477	1,20,511	13,43,074	96,715	3,67,233	26,44,060
22,13,076	1,21,097	13,51,911	10,63,083	8,10,132	55,59,299
1,95,731	.....	14,460	19,344	47,833	2,77,418
8,170	.....	9,551	23,126	52,859	85,706
2,900	.....	.....	6,232	56	8,488
4,075	105	869	2,370	11,034	18,453
1,235	.....	400	4,699	4,728	-11,132
2,11,911	105	17,780	56,771	1,16,630	4,02,197
24,24,987	1,91,202	13,69,691	11,18,854	9,26,762	59,61,496
1,32,79,021	10,22,334	34,63,812	92,26,686	31,92,471	3,02,84,324
1,57,04,008	11,43,696	43,33,608	1,03,45,540	41,19,233	3,61,45,690
26,00,197	1,28,340	14,46,441	13,22,456	12,01,342	66,99,276
1,56,01,662	14,93,017	36,91,104	95,60,997	39,91,160	3,43,37,940
1,82,01,869	16,21,357	61,37,645	1,08,33,453	51,93,003	4,10,37,316

BOMBAY
BRITISH DISTRICTS—
IV-A.—Race or Creed of Male Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus.*			
			Advanced	Intermediate	Backward†	Total
			1	2	3a	3b	3c	3
Total Male Population ...	19,582	145,493	702,880	5,441,101	1,897,224	8,041,155
School Education						
Classes						
Primary						
I ‡	915	8,752	30,829	192,088	75,776	298,698
II	267	3,682	20,699	83,770	24,799	134,268
III	257	3,269	21,501	81,393	20,039	122,938
IV	227	2,995	19,766	64,822	13,932	98,020
V	198	2,520	19,780	54,067	10,231	84,078
Middle						
VI	908	1,469	18,053	32,093	5,356	56,509
VII	139	1,178	14,974	22,067	3,649	40,690
VIII	94	1,230	14,640	18,186	3,121	35,956
High						
IX	78	235	7,861	4,281	463	12,555
X	2	221	6,981	3,249	341	10,571
XI	5	181	6,189	2,347	249	8,785
XII	.....	207	5,988	2,263	220	8,460
Total ...	2,369	25,889	187,270	565,010	158,176	910,456
University and Intermediate Education.						
Intermediate classes—						
1st year	4	135	2,065	466	38	2,569
2nd year	5	121	1,426	372	34	1,732
Degree classes—						
1st year	1	78	932	166	19	1,117
2nd year	4	70	1,040	161	13	1,234
Post-graduate classes—						
1st year	.....	31	309	40	1	350
2nd year	2	12	291	30	7	323
Research students	.....	13	69	8	3	75
Total ...	16	460	6,182	1,158	115	7,405
No. of scholars in recognised institutions.	2,385	26,349	193,402	566,168	158,291	917,861
No. of scholars in unrecognised institutions.	67	429	5,194	3,715	722	9,631
Grand Total ...	2,452	26,778	198,596	569,883	159,013	927,492

*Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Arts and Science Colleges.
(1) Lingayats ...	69,811	3,021	253
(2) Marathas ...	187,871	9,204	290

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receiving General Education.

Muslims	Bud- dhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas	Total number of married pupils	Number of married pupils of and above the age of 18 years
4	5	6	7	8	9	10	11	12
867,712	1,599	44,298	1,874	180,287	9,291,980	.....	.....	.....
45,995	27	1,129	139	5,815	361,411	262,673	1,811	17
21,142	13	678	58	3,502	163,550	106,146	2,053	19
17,865	9	722	35	3,472	148,563	97,045	2,916	33
13,714	2	825	32	3,287	119,083	74,507	3,100	67
11,360	7	746	30	3,201	102,140	62,141	3,654	157
7,726	2	767	13	3,625	68,306	36,873	3,286	183
4,998	...	670	11	2,058	49,744	24,977	3,134	313
4,077	1	668	16	1,656	43,698	21,168	3,415	734
1,311	...	663	5	964	15,806	4,054	559	213
1,020	...	633	6	730	13,083	3,183	647	400
754	...	459	4	616	10,804	2,540	655	499
777	1	597	5	493	10,540	2,190	755	649
130,750	62	3,449	354	23,400	1,106,723	693,507	35,986	3,289
164	...	186	3	131	3,193	686	207	206
114	...	169	1	160	2,302	442	231	230
64	...	107	1	51	1,419	221	124	123
70	...	99	3	83	1,563	279	219	217
39	...	17	1	12	440	62	114	114
21	...	15	1	6	385	59	151	131
8	...	11	...	4	105	9	18	18
465	...	604	10	447	9,407	1,758	1,044	1,039
131,215	62	9,052	364	22,847	1,115,136	701,265	37,080	4,323
8,330	...	592	8	605	12,773	7,739	53	44
139,545	62	9,554	372	23,653	1,135,908	709,004	37,083	4,372

† The following are included under the heading "Backward Hindus":—

- (1) Scheduled Classes.
- (2) Aboriginal and Hill Tribes;
- (3) Other Backward Classes.

; Class I represents the infant class.

IV-B.—Race or Creed of Female Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus*			
			Advanced	Inter-mediate	Back-ward†	Total
			1	2	3a	3b	3c	3
Total Female Population ...	12,672	121,967	610,914	5,096,866	1,854,997	7,561,777
School Education						
Classes						
Primary						
I ‡	982	6,689	29,247	64,583	16,932	110,769
II	280	2,287	17,919	23,825	4,178	45,922
III	285	1,928	16,851	18,478	3,058	38,987
IV	266	1,535	13,930	12,194	1,865	27,989
V	251	1,279	11,772	7,724	1,148	20,639
Middle						
VI	265	1,061	8,564	3,828	529	12,921
VII	188	996	6,843	2,860	342	9,586
VIII	112	395	3,042	671	77	3,790
High						
IX	92	155	1,964	304	6	2,274
X	.....	119	1,525	215	6	1,746
XI	.....	64	1,100	134	2	1,236
XII	2	66	1,023	113	4	1,145
Total	2,754	16,474	113,785	134,449	28,142	276,375
University and Intermediate Education.						
Intermediate classes—						
1st year	1	52	373	25	1	399
2nd year	.....	44	270	15	1	286
Degree classes—						
1st year	.....	33	144	4	.....	148
2nd year	2	24	105	4	.....	109
Post-graduate classes—						
1st year	.....	2	20	.....	.....	20
2nd year	.....	3	33	.....	.....	33
Research students	.....	2	4	.....	.....	4
Total	3	160	949	48	2	999
No. of scholars in recognised institutions.	2,757	16,634	114,734	134,497	28,144	277,375
No. of scholars in unrecognised institutions.	21	192	2,338	570	222	3,130
Grand Total	2,778	16,826	117,072	135,067	28,366	280,505

* Statistics of scholars belonging to the Lingayat and Maratha Communities included under Hindus are as under:—

	Primary Schools.	Secondary Schools.	Arts and Science Colleges.
(1) Lingayats	18,749	149	5
(2) Marathas	40,170	637	20

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1938-39.

receiving General Education.

Muslims	Bud- dhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 14 years
4	5	6	7	8	9	10	11	12
725,547	449	41,364	504	160,108	8,624,388	.....	.....	.....
27,877	24	1,011	149	4,539	151,983	84,376	1,759	71
9,641	23	565	77	2,348	61,088	27,685	1,099	18
6,299	14	685	37	2,044	49,680	22,135	1,148	49
3,845	6	824	39	1,697	38,231	14,558	1,039	119
2,120	1	783	36	1,208	26,267	8,969	1,055	221
849	...	755	4	808	16,553	4,064	823	344
532	1	593	4	564	12,453	2,585	1,016	591
116	...	542	4	246	5,205	440	294	243
50	...	445	5	151	3,172	114	25	20
31	...	307	...	84	2,287	95	33	31
17	...	268	3	60	1,648	68	50	47
14	...	255	...	46	1,523	47	73	71
51,391	69	6,984	358	13,790	368,195	165,636	8,420	1,825
14	1	97	2	22	588	35	22	22
7	...	71	2	11	421	19	16	16
6	...	45	...	5	237	8	13	13
4	...	26	...	9	174	10	16	16
1	...	13	...	1	37	4	5	5
...	...	8	...	1	45	1	8	8
...	...	1	...	1	8	.....	1	1
82	1	261	4	50	1,510	77	87	87
51,423	70	7,245	362	13,840	369,706	165,713	8,507	1,912
5,590	...	454	22	495	2,905	4,145	445	443
57,013	70	7,699	384	14,336	379,611	189,858	8,952	2,355

† The following are included under the heading "Backward Hindus":—

- (1) Scheduled Classes;
- (2) Aboriginal and Hill Tribes
- (3) Other Backward Classes.

; Class I represents the infant class.

BRITISH DISTRICTS—

V-A.—Race or Creed of Male Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus *			Total
			Advanced	Inter-mediate	Back-ward†	
	1	2	3 (a)	3 (b)	3 (c)	3
<i>School Education.</i>						
Art Schools	6	33	353	117	12	482
Medical Schools	1	24	491	64	...	555
Normal and Training Schools...	.....	71	332	444	135	911
Engineering Schools... ..	2	5	189	32	...	221
Technical and Industrial Schools.	15	296	1,416	711	141	2,268
Commercial Schools... ..	6	387	1,045	107	14	1,166
Agricultural Schools... ..	.....	1	33	63	2	98
Reformatory Schools ... ..	.....	38	75	259	171	505
Schools for Defectives	2	28	105	61	12	178
Schools for Adults ... ..	.....	55	977	9,266	6,750	16,998
Other Schools ... ..	.....	71	5,312	3,086	737	9,134
Total ...	82	1,009	10,328	14,209	7,974	32,511
<i>University and Intermediate Education.</i>						
Law	1	30	905	174	27	1,108
Medicine	7	33	535	112	16	713
Education ... ..	.....	4	58	4	1	68
Engineering	2	8	86	41	3	130
Agriculture ... ..	.....	9	115	43	2	160
Commerce ... ..	.....	25	375	109	4	788
Technology ... ..	.....	.....	53	...	...	53
Total ...	10	159	2,477	483	58	3,018
Grand Total ...	42	1,168	12,805	14,692	8,027	35,524

*The following are included under Hindus:—

(1) Lingayats	1,841
(2) Marathas	5,521

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1938-39.

receiving Vocational and Special Education.

Muslims	Buddhists	Parais	Sikhs	Others	Total	No. of pupils from rural areas	Total number of married pupils.	Number of married pupils of and above the age of 18 years.
4	5	6	7	8	9	10	11	12
26	1	29	2	22	611	142	79	78
18	1	2	1	57	659	91	255	255
145	1	.....	17	1,145	518	782	780
7	18	6	4	283	.....	19	19
280	169	16	76	3,070	721	364	312
77	304	5	76	2,021	54	198	185
...	1	100	97	.....	.....
306	2	1	8	850	180	5	.....
40	18	.....	10	271	72	4	4
3,137	8	3	123	20,319	11,184	7,453	5,990
1,098	36	4	323	10,666	1,075	2,224	2,118
5,085	2	582	33	717	39,986	14,224	11,884	9,738
89	53	.....	121	1,400	200	406	406
86	66	2	177	1,184	175	235	235
13	1	.....	2	83	.....	65	65
21	29	1	6	197	19	15	15
12	6	.....	11	198	103	13	13
45	95	.....	124	1,089	347	119	119
1	1	.....	3	58	25	11	11
268	252	3	454	4,159	859	365	365
5,383	2	834	41	1,171	44,145	15,103	12,249	10,603

† The following are included under the heading "Backward" :-

- (1) Scheduled Classes;
- (2) Aboriginal and Hill Tribes;
- (3) Other Backward Classes.

BOMBAY

BRITISH DISTRICTS—

V-B.—Race or Creed of Female Scholars

	Anglo-Indians and Europeans	Indian Christians	Hindus*			
			Advanced	Inter-mediate	Back-ward†	Total
	1	2	3 (a)	3 (b)	3 (c)	3
<i>School Education.</i>						
Art Schools	5	11	84	5	...	39
Medical Schools	2	14	64	11	...	75
Normal and Training Schools	83	244	331	161	39	531
Technical and Industrial Schools.	89	153	1,031	228	11	1,270
Commercial Schools	45	55	6	1	...	7
Agricultural Schools ... ..	.....	...	.....	...	...	...
Schools for Defectives ... ..	.....	11	38	12	5	55
Schools for Adults... ..	.....	8	383	489	713	1,535
Other Schools	2	17	910	248	73	1,231
Total	226	513	2,797	1,155	841	4,733
<i>University and Intermediate Education.</i>						
Law ... ..	.....	2	8	...	...	8
Medicine	2	28	86	15	3	104
Education ... ..	.....	7	11	1	...	19
Engineering ... ..	.....	...	.....	...	...	...
Agriculture ... ..	.....	...	1	...	...	1
Commerce ... ..	.....	...	5	...	...	5
Technology ... ..	.....	...	.....	...	...	...
Total	2	37	111	16	3	130
Grand Total	228	550	2,908	1,171	844	4,923

*The following are included under "Hindus" :-

(1) Lingayats	119
(2) Marathas	595

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1938-39.

receiving Vocational and Special Education.

Muslims	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 14 years.
4	5	6	7	8	9	10	11	12
8	.....	24	.....	4	86	.....	9	9
1	.....	7	.....	4	108	2	11	11
90	.....	28	.....	25	1,001	334	343	343
16	.....	371	.....	80	1,979	6	856	854
...	.....	28	.....	8	143	.....	6	6
...
5	.....	.....	.....	2	73	5	3	.....
91	1	79	.....	12	1,776	663	685	685
8	1	10	.....	103	1,372	73	62	86
214	2	547	.....	238	6,533	1,083	1,976	1,963
...	.....	5	.....	...	15	.....	1	1
7	.....	37	.....	11	189	8	7	7
...	.....	7	.....	...	26	.....	2	2
...
...	.....	.....	.....	1	2	1	.....	.....
...	.....	7	.....	...	12	.....	1	1
...
7	.....	56	.....	12	244	9	11	11
221	2	603	.....	250	6,777	1,092	1,967	1,974

† The following are included under the heading "Backward":-

- (1) Scheduled Classes;
- (2) Aboriginal and Hill Tribes;
- (3) Other Backward Classes.

Class of Institutions	Trained teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
<i>Primary Schools</i>					
Government ... ..	.....	.....	.....	105	.....
Local Board and Municipal	3	30	.....	13,928	5
Aided	11	11	.....	683	21
Unaided	1	.....	5	54	5
Total ...	15	41	5	14,770	31
<i>Middle Schools</i>					
Government	7	1	.....	.....	1
Local Board and Municipal	10	6	.....	7	2
Aided	52	22	1	9	9
Unaided	10	4	.....	2	3
Total ...	79	40	1	18	15
<i>High Schools</i>					
Government	200	23	1	1	7
Local Board and Municipal	87	8	3	6	4
Aided	675	130	1	57	94
Unaided	35	9	9	3
Total ...	997	220	5	73	108
Grand Total ...	1,092	301	11	14,861	154

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1938-39.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
<i>Possessing a degree</i>		<i>Possessing no degree</i>				
Certifi- cated 6	Uncerti- ficated 7	Certifi- cated 8	Uncerti- ficated 9			
10	11	12	13	14	15	16
.....	.....	2	38	105	40	145
2	1	299	12,311	12,966	12,613	25,579
9	23	22	5,712	796	5,766	6,492
.....	7	3	450	65	460	525
11	30	326	12,512	14,862	12,879	27,741
.....	6	4	1	9	11	20
5	27	54	127	25	212	238
49	161	111	427	100	758	858
4	57	15	152	19	234	253
58	251	184	723	152	1,216	1,369
12	54	3	20	222	89	311
41	55	52	121	102	270	372
605	977	524	1,065	1,008	3,181	4,189
36	117	14	102	56	269	325
694	1,203	604	1,302	1,404	2,609	4,013
762	1,464	1,114	20,542	12,419	22,954	35,373

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BRITISH DISTRICTS—

VI-B—Women

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Metric or School Final	Passed Middle School	Passed Primary School	Lower qualifica- tions
	1	2	3	4	5
<i>Primary Schools</i>					
Government	1	.....	.....	82	.....
Local Board and Municipal	.....	7	.....	2,818	1
Aided	8	.....	11	707	6
Unaided ... ..	.....	1	.....	85	.....
Total ...	9	8	11	3,157	7
<i>Middle Schools</i>					
Government	14	.....	.....	2	.....
Local Board and Municipal	.....	1	.....	.....	.....
Aided	10	45	13	22	5
Unaided	1	4	.....	2	.....
Total ...	25	50	13	26	5
<i>High Schools</i>					
Government	4	.....	.....	.....	.....
Local Board and Municipal	.....	.....	.....	.....	.....
Aided	176	287	1	41	28
Unaided	1	4	.....	8	.....
Total ...	181	291	1	44	28
Grand Total ...	215	339	25	3,207	40

PROVINCE.

1938-39.

Teachers.

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
<i>Possessing a degree</i>		<i>Possessing no degree</i>				
Certifi- cated 6	Uncertifi- cated 7	Certifi- cated 8	Uncertificated 9			
10	11	12	13	14	15	16
.....	.....	.....	8	83	8	91
.....	1	6	2,010	2,321	2,017	4,338
9	17	27	755	732	808	1,540
1	2	.....	68	36	71	107
10	20	33	2,841	3,173	2,904	6,076
1	6	3	4	16	14	30
.....	.....	.....	2	1	2	3
8	11	47	73	95	139	234
3	8	8	16	7	84	41
13	25	58	94	119	199	308
.....	3	2	.....	4	5	9
.....
88	145	232	253	483	773	1,256
.....	5	7	13	8	25	33
89	153	291	271	495	803	1,298
110	198	382	3,206	3,766	3,896	7,662

BOMBAY
BRITISH DISTRICTS—
VII.—Anglo-Indian and

Total Anglo-Indian and European population, ... (Male ... 19,592
 Female ... 12,672
 Total ... 32,264

	Institu- tions	Scholars on roll on 31st March	Number of females in institu- tions for males and <i>vice versa</i>	Number of Non-Euro- peans on rolls
	1	2	3	4
<i>Institutions for Males</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools	7	2,034	348	470
Middle Schools	6	472	175	102
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	.....	.....	.....	.....
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	.....	.....	.....	.....
Other Schools ... ..	.....	.....	.....	.....
Total ...	13	2,506	518	572
<i>Institutions for Females</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools	11	2,475	284	742
Middle Schools	5	389	174	74
Primary Schools ... ..	.....	.....	.....	.....
Training Schools	2	100	.....	17
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools	1	48	.....	8
Other Schools ... ..	.....	.....	.....	.....
Total ...	19	3,012	458	841
Grand Total for all Institutions ...	32	5,518	976	1,413

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

	Rs.
(1) Hostel (Boarding) charges	3,53,915
(2) Scholarships	10,781
(3) Examination charges	1,034
Total ...	3,65,730

PROVINCE.

1938-39.

European Education.

Percentage to Anglo-Indian and European population (Males ... 9.6
of those at school. (Females... 17.6
Total ... 19.7

Teachers		Direct Expenditure from				
Trained	Untrained	Government funds	*Board funds	Fees	Other sources	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
.....
.....
85	29	1,50,697	1,200	2,19,357	49,716	4,90,970
17	12	10,210	.....	14,315	14,258	38,778
.....
.....
.....
.....
.....
102	40	1,60,907	1,200	2,33,672	69,869	4,69,748
.....
.....
129	55	1,57,347	800	2,05,449	64,680	4,28,976
19	4	7,784	.....	8,933	18,867	32,534
.....
10	3	19,640	.....	11,347	9,301	40,288
.....
.....	3	2,200	.....	6,232	56	8,488
.....
153	65	1,86,921	800	2,31,951	89,904	5,09,586
.....
.....
260	105	3,47,828	2,000	4,65,633	1,53,873	9,69,334
Indirect Expenditure—						
Inspection ...		8,332	.....	.....	.....	8,332
Buildings, etc. ...		23,564	.....	.....	8,020	31,884
Miscellaneous ...		82,693	.....	2,38,560	49,477	3,65,730
Total, Indirect ...		1,14,589	.....	2,38,560	57,497	4,05,946
Grand Total ...		4,62,717	2,000	6,99,193	2,11,370	13,75,280
(Direct and Indirect)						

* Board Funds include both District Board and Municipal funds.

BOMBAY
BRITISH DISTRICTS—
VIII—Examination

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
DEGREE EXAMINATIONS						
<i>Arts and Science</i>						
D.Litt. ... ..	...	...	...	...	...	...
Ph.D.	12†	...	12†	7‡	...	7
D.Sc.	4||	...	4||	...	...	...
M.A.	233	...	233	169	...	169
M.Sc.	49	...	49	41	...	41
B.A. (Honours)	480	28	508	431	15	436
B.Sc. (Honours) ... ..	...	...	...	...	...	...
B.A. (Pass)	571	305	876	414	172	586
B.Sc. (Pass)	459	57	507	366	25	391
<i>Law</i>						
Master of Law	6	...	6	2	...	2
Bachelor of Law	846	...	846	368	...	368
<i>Medicine</i>						
M.D.	12	...	12	1	...	1
M.B., B.S.	514	...	514	164	...	164
L.M.S. (Bombay) ... ..	...	...	...	...	...	...
F.C.P. & S. (Bombay)	1	...	1	...	...	...
D.O.M.S. (Bombay)	6	...	6	4	...	4
M.S.	8	...	8	2	...	2
D.O.	2	...	2	...	...	...
B.Hyg.	4	...	4	2	...	2
D.P.H. ... ..	...	...	...	...	...	...
B.Sc. (Sanitary) ... ..	...	...	...	...	...	...
D.T.M. (Calcutta) ... ..	...	...	...	...	...	...
<i>Engineering</i>						
Master of C.E.	1||	...	1||	...	...	...
Bachelor of C.E.	23	...	23	16	...	16
Bachelor of M.E.	27	...	27	15	...	15
Bachelor of E. E.	31	...	31	16	...	16
<i>Education</i>						
M.Ed.	3§	...	3§	2	...	2
B.T.	99	...	99	82	...	82
<i>Commerce</i>						
Master of Commerce	2	...	2	2	...	2
Bachelor of Commerce	324	...	324	116	...	116
<i>Technology</i>						
Master of Technology	7¶	...	7¶	3	...	3
Bachelor of Technology	24	...	24	22	...	22
<i>Agriculture</i>						
Master of Agriculture ... ..	...	...	...	...	...	...
Bachelor of Science (Agriculture)	60	...	60	53	...	53

* i.e., Appearing from
† Result of five candi-
‡ Includes one who ob-
|| Result is awaited.
§ Result of one candi-
¶ Result of four candi-

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public* 1	Private 2	Total 3	Public* 4	Private 5	Total 6
INTERMEDIATE EXAMINATIONS						
Intermediate in Arts	1,115	471	1,586	705	324	1,029
Intermediate in Science	1,117	147	1,264	757	100	857
Licentiate of Civil Engineering ... ..	...	...	...	...	...	...
Licence, Diploma or Certificate in Teaching (S.T.C.)	577	...	577	312	...	312
Intermediate or Diploma in Commerce	423	...	423	203	...	203
First Year Science (Agriculture)	89	...	89	62	...	62
Second Year Science (Agriculture)	50	...	50	35	...	35
Veterinary Examination (G.B.V.C.)	37	...	37	18	...	18
SCHOOL EXAMINATIONS						
<i>(a) On completion of High School Course</i>						
Matriculation	10,486	2,023	12,509	6,649	1,088	7,737
Cambridge School Certificate	101	...	101	67	...	67
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior	93	...	93	60	...	60
European Middle ... ..	...	...	...	...	...	...
Anglo-Vernacular Middle	16,984	...	16,984	14,805	...	14,805
Vernacular Middle Final	21,783	2,114	23,897	8,518	313	8,831
<i>(c) On completion of Primary Course</i>						
Upper Primary	18,852	1,415	20,267	11,111	139	11,250
Lower Primary	88,957	...	88,957	67,852	...	67,852
<i>(d) On completion of Vocational Course</i>						
For Teacher's Certificates—						
Vernacular, Higher	908	137	1,045	841	124	965
Vernacular, Lower ... ..	...	...	...	...	...	...
At Art Schools	29	...	29	11	...	11
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools (L.C.P.S.)	448	...	448	149	...	149
At Engineering Schools	74	...	74	66	...	66
At Technical and Industrial Schools	143	...	143	130	...	130
At Commercial Schools	763	192	955	831	62	893
At Agricultural Schools ... ..	...	...	...	...	...	...
At other Schools ... ..	...	...	...	...	...	...

* i.e., Appearing from

FEMALES

Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
532	49	581	226	34	260
103	12	115	73	8	81
.....
134	.....	134	72	.....	72
4	.....	4	1	.....	1
.....
.....
.....
1,430	148	1,578	1,019	53	1,102
97	.....	97	70	.....	70
.....
130	.....	130	99	.....	99
.....
3,405	.....	3,405	2,665	.....	2,665
6,344	716	7,060	2,479	148	2,627
7,231	366	7,597	4,734	67	4,801
21,930	.....	21,930	17,215	.....	17,215
.....
477	171	648	336	111	447
.....
.....
.....
58	.....	58	24	.....	24
.....
.....
25	6	31	13	.....	17
.....
.....

Recognised Institution.

IX—Statistics of Educational

Types of Institutions.	Number of Institutions and Scholars.								
	Government.		District Board.		Private.*		Total.		
	Institu- tions.	Scho- lars.	Institu- tions.	Scho- lars.	Institu- tions.	Scho- lars.	Institu- tions.	Scholars.	
1	2	3	4	5	6	7	8	9	
I. RECOGNIZED INSTITUTIONS.									
<i>For Males.</i>									
Arts Colleges ...	...	...	...	...	1	341	1	341
Professional Colleges ...	1	200	...	...	...	...	1	200
High Schools ...	...	...	...	...	25	5,113	25	5,113
Middle Schools ...	...	...	105	3,090	70	5,241	175	8,331
Primary Schools ...	8	767	8,635	612,046	3,793	143,040	12,456	755,863	
Training Schools ...	7	737	...	...	3	155	10	892
Agricultural Schools ...	...	...	...	...	2	39	2	39
Schools for adults ...	4	78	15	314	329	10,189	348	10,581	
Other Schools ...	1	8	...	...	15	783	16	791
Total ...	21	1,790	8,765	615,450	4,933	164,901	13,014	782,141	
<i>For Females.</i>									
Arts Colleges ...	...	...	...	...	...	...	...	...
High Schools ...	...	...	...	...	1	97	1	97
Middle Schools ...	...	...	1	39	1	62	2	101
Primary Schools ...	1	25	661	48,804	103	4,968	764	53,797	
Training Schools ...	3	254	...	...	4	228	7	480
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults ...	...	...	1	17	11	271	12	288
Other Schools ...	...	...	...	...	...	...	...	...
Total ...	4	279	663	48,860	119	5,624	786	54,763	
Grand Total for all Recognized Institutions.								25	2,069
II. UNRECOGNIZED INSTITUTIONS.									
For Males ...	...	...	...	...	...	...	221	9,104
For Females ...	...	...	...	...	...	...	30	1,612
Total ...	...	...	...	...	...	...	251	10,716
Grand Total for all Institutions ...								14,061	847,850

* Aided and unaided.

PROVINCE.

1938-39.

Institutions in Rural Areas.

Expenditure (Direct and Indirect) on Institutions.				Number of Teachers.			
From Government Funds.	From District Board Funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In private schools.	Total.
10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.				
6,916	.....	83,535	90,450	.....	.....	18	18
1,21,837	.....	38,574	1,60,411	27	.....	.....	27
66,535	300	2,62,104	3,28,939	.....	.....	296	296
33,365	6,182	2,26,678	2,66,225	.....	105	354	459
76,45,884	12,46,424	5,88,142	94,80,450	17	18,159	4,978	22,554
1,95,008	4,842	18,446	2,18,296	56	.....	84	90
3,100	100	10,642	13,842	.....	.....	7	7
15,363	1,049	4,867	21,269	4	15	342	361
8,958	2,902	22,862	34,722	1	.....	40	41
80,96,966	12,61,799	12,55,840	1,06,14,605	105	18,279	5,469	23,653
.....
1,811	.....	6,593	8,404	.....	.....	14	14
545	.....	2,803	3,348	.....	1	4	5
5,87,836	1,08,922	50,061	7,46,839	1	1,427	239	1,667
1,22,491	5,646	19,853	1,47,990	29	.....	47	76
.....
385	49	125	559	.....	1	12	13
.....
7,13,068	1,14,617	79,455	9,07,140	80	1,429	816	1,775
88,10,034	13,76,416	13,35,295	1,15,21,745	135	19,708	5,785	25,628

Explanatory Notes :—

- (1) Figures for urban areas (i.e. municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in the last column of Tables IV-A and B and V-A and B.
- (4) This table includes statistics relating to *training schools*, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

Table showing the classification of scholars according to race
Districts of the Bombay Province

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins		
	Boys	Girls	Boys	Girls	Boys	Girls	
	UNIVERSITY EDUCATION.						
University ... ..	...	...	5	...	51	6
<i>Colleges for Men.</i>							
Arts and Science	16	8	455	160	4,035	599	
<i>Professional Colleges for Men.</i>							
Law	1	...	30	2	599	8	
Medicine	7	9	83	23	353	54	
Education ... ..	...	...	4	7	45	6
Engineering	2	...	8	...	71	...	
Agriculture ... ..	...	...	9	...	68	1
Commerce ... ..	...	...	25	...	276	8
Technology ... ..	...	...	...	...	42	...
Total, Professional Colleges ...	10	9	159	37	1,455	67	
Total, University, Arts and Professional Colleges	26	5	619	197	5,541	672	
<i>Secondary Schools.</i>							
High Schools for ...	Boys ...	1,563	293	5,395	931	23,379	3,332
	Girls ...	289	1,923	433	2,789	86	4,794
Middle Schools for ...	Boys ...	279	152	620	183	4,723	722
	Girls ...	183	343	137	901	84	1,376
Total ...	2,314	2,726	7,085	4,904	33,977	10,224	
<i>Primary Schools.</i>							
For Boys ...	Upper Primary.	1,663	113	13,277	752
	Lower Primary.	54	23	16,351	6,621	53,522	19,588
For Girls ...	Upper Primary.	7	1,091	1	5,232
	Lower Primary.	1	5	773	3,345	636	31,565
Total ...	Upper Primary.	1,675	1,204	13,278	6,094
	Lower Primary.	55	28	17,124	10,466	59,158	51,153
Total ...	65	23	18,804	11,670	72,443	57,187	
<i>Special Education.</i>							
Art Schools for Men	6	5	33	11	135	11	
Medical Schools for Men	1	2	24	14	336	42	
Normal and Training Schools for ...	Men	71	5	278	16
	Women	83	...	239	1	260
Engineering Schools for Boys ...	2	...	5	...	153	...	

I.

or creed in Recognised and Unrecognised institutions in the British on 31st March, 1939.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
29	2	80	8	1	...	...	...
2,017	342	6,052	941	239	30	467	19
806	5	905	8	24	...	69	...
222	32	525	86	21	11	55	1
19	5	68	11	1	1	...	...
16	...	86	...	10	...	16	...
47	...	115	1	10	...	19	...
399	2	676	6	11	...	93	...
11	...	63	...	...	...	...	...
1,022	44	2,477	111	87	19	245	1
8,068	368	8,609	1,060	377	32	712	20
17,263	1,248	46,132	4,675	7,273	223	7,768	226
274	2,960	310	7,754	3	509	...	319
8,488	274	3,216	966	1,916	62	2,604	74
16	618	49	1,804	12	103	...	85
21,030	4,995	54,707	15,219	9,204	867	10,892	704
7,728	289	21,005	1,041	17,600	315	19,466	484
51,679	11,494	110,208	21,082	169,761	23,641	179,939	24,359
.....	3,213	1	6,495	...	1,130	...	1,536
713	26,383	1,349	57,948	610	15,084	255	17,485
7,728	3,502	21,006	2,536	17,600	1,445	19,466	2,020
62,392	37,877	111,557	89,080	170,371	88,725	180,194	41,844
60,120	41,379	132,563	93,566	187,371	40,170	199,660	43,864
218	23	353	34	38	1	90	...
155	23	491	64	13	4	42	7
53	8	331	24	210	2	127	...
.....	47	1	307	...	50	...	62
21	...	189	...	10	...	2	...

						III.—Hindus					
						B.—Intermediate— <i>consold.</i>					
						Artisans, etc.		Lingayats		Total (Intermediate)	
						Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION.											
University	...	...	...	...	...	...	...	1	...	2	...
<i>Colleges for Men.</i>											
Arts and Science	...	...	...	...	148	4	252	5	1,156	48	
<i>Professional Colleges for Men.</i>											
Law	...	...	...	...	40	...	31	...	174	...	
Medicine	...	...	...	...	29	3	7	...	119	15	
Education	...	...	...	...	1	...	2	...	4	1	
Engineering	...	...	...	...	10	...	5	...	41	...	
Agriculture	...	...	...	...	4	...	17	...	48	...	
Commerce	...	...	...	...	...	...	5	...	109	...	
Technology	...	...	...	...	...	...	...	...	...	...
Total, Professional Colleges	...	...	...	...	84	3	67	...	483	16	
Total, University, Arts and Professional Colleges	...	...	...	...	232	7	320	5	1,641	64	
<i>Secondary Schools.</i>											
High Schools for	...	{	Boys	...	5,208	124	2,351	54	22,620	627	
			Girls	...	...	368	...	49	3	1,240	
Middle Schools for	...	{	Boys	...	1,447	31	870	10	6,637	167	
			Girls	...	1	101	...	36	18	325	
Total	...			...	6,656	619	3,021	149	29,273	2,859	
<i>Primary Schools.</i>											
For Boys	...	{	Upper Primary.	...	9,279	123	8,918	63	55,263	985	
			Lower Primary.	...	68,940	8,364	60,867	8,196	479,507	64,550	
For Girls	...	{	Upper Primary.	...	...	1,269	...	390	...	4,315	
			Lower Primary.	...	176	19,561	26	10,110	967	62,240	
Total	...	{	Upper Primary.	...	9,279	1,892	8,918	443	55,263	5,300	
			Lower Primary.	...	69,116	27,915	60,893	18,306	480,474	128,790	
Total	...			...	78,395	29,807	69,811	18,749	535,737	132,090	
<i>Special Education.</i>											
Art Schools for Men	...	...	...	...	58	4	1	...	117	5	
Medical Schools for Men	...	...	...	...	...	...	9	...	64	11	
Normal and Training Schools for	...	{	Men	...	87	1	60	...	444	3	
			Women	...	...	26	...	20	...	158	
Engineering Schools for Boys	...	...	...	...	17	...	3	...	32	...	

I—continued.

C.—Backward									
Scheduled classes		Aboriginal and Hill Tribes		Other Backward classes		Total (Backward)		Total Hindus	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
...	...	1	...	...	...	1	...	88	8
71	1	...	...	48	1	114	2	7,822	991
18	...	1	...	8	...	27	...	1,106	8
1	...	...	...	15	3	16	3	713	104
1	...	...	...	...	...	1	...	63	13
3	...	...	...	1	...	3	...	130	...
...	...	1	...	1	...	2	...	160	1
2	...	...	...	2	...	4	...	788	5
...	...	...	...	...	...	4	...	63	...
24	...	2	...	27	3	53	3	3,013	130
95	1	3	...	70	4	168	5	10,418	1,129
1,690	22	93	5	793	11	2,576	38	71,936	5,240
...	26	...	...	...	18	...	39	313	9,033
417	19	62	...	286	1	765	18	15,618	1,176
1	5	...	1	...	10	1	16	63	2,225
2,108	65	155	6	1,079	35	3,342	106	87,822	17,684
5,704	104	1,634	33	2,710	127	10,048	264	86,316	2,290
65,833	10,286	42,183	4,991	36,228	4,809	144,944	20,036	733,959	115,713
...	357	21	39	...	200	21	596	22	13,406
255	3,632	212	650	54	2,808	521	7,090	2,637	127,276
5,704	461	1,655	72	2,710	327	10,069	860	86,338	15,696
66,088	13,218	42,395	5,641	36,282	7,617	144,765	27,176	736,736	242,936
71,792	14,379	44,050	5,713	38,992	7,944	154,884	29,036	823,134	258,692
10	...	...	...	2	...	12	...	482	83
...	...	...	...	...	...	...	...	555	75
101	1	11	...	23	...	135	1	910	29
...	22	...	1	...	15	...	38	1	603
...	...	...	...	...	...	...	...	231	...

	IV.—Muslims		V.—Parsis		Punjabi Sikhs		Buddhists	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	UNIVERSITY EDUCATION							
University	5	...	6	8	1	...	...	...
<i>Colleges for Men.</i>								
Arts and Science	460	32	598	258	9	4	...	1
<i>Professional Colleges for Men.</i>								
Law	89	...	53	5	...	...	...	...
Medicine	86	7	65	37	2	...	...	...
Education	13	...	1	7	...	...	...	...
Engineering	21	...	29	...	1	...	...	...
Agriculture	12	...	6	...	...	...	...	...
Commerce	46	...	96	7	...	...	...	...
Technology	1	...	1	...	...	...	...	...
Total, Professional Colleges	268	7	232	55	3	...	...	...
Total, University, Arts and Professional Colleges	723	39	836	317	13	4	...	1
<i>Secondary Schools.</i>								
High Schools for ... { Boys ...	7,867	124	5,020	237	67	5	4	...
{ Girls ...	90	617	167	3,203	11	34	4	...
Middle Schools for... { Boys ...	3,256	32	300	156	16	5	2	1
{ Girls ...	19	224	22	241	3	5	7	...
Total	11,232	997	5,509	3,836	117	49	17	1
<i>Primary Schools.</i>								
For Boys... { Upper Primary.	10,233	101	13	3	7	...	2	...
{ Lower Primary.	108,223	19,544	2,338	839	218	122	40	29
For Girls... { Upper Primary.	7	931	1	68	...	4	...	1
{ Lower Primary.	1,045	29,818	592	2,386	12	133	3	38
Total ... { Upper Primary.	10,245	1,032	19	71	7	4	2	1
{ Lower Primary.	109,278	49,362	2,920	3,077	230	305	43	67
Total	119,518	50,394	2,939	3,148	237	309	45	68
<i>Special Education.</i>								
Art Schools for Men ...	36	3	29	24	2	...	1	...
Medical Schools for Men ...	18	1	2	7	1	...	1	...
Normal and Training Schools for Men ...	145	...	1	...	...	...	...	...
for Women ...	...	90	...	28	...	...	...	...
Engineering Schools for Boys ...	7	...	18	...	6	...	...	...

I—continued.

VI.—Others						Total of pupils of all castes			Total number of institutions on 31st March 1933.
Jains		Jews and others		Total (others)					
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total.	
6	2	...	...	7	2	106	18	119	1
406	33	35	16	450	53	9,301	1,497	10,798	17
118	...	3	...	121	...	1,400	15	1,415	4
171	6	6	6	179	11	1,184	189	1,373	2
2	...	...	...	2	...	83	26	109	1
4	...	2	...	7	...	197	...	197	1
5	...	8	1	11	1	198	2	200	1
132	...	9	...	134	...	1,009	12	1,101	2
3	...	...	...	3	...	53	...	53	1
423	6	21	6	457	12	4,159	244	4,403	12
845	40	56	22	914	67	13,566	1,754	15,320	80
4,327	255	723	294	5,641	554	97,314	7,384	104,698	273
1	599	20	221	36	654	1,323	13,223	14,546	66
1,534	60	63	19	1,605	85	21,673	1,784	23,457	346
2	107	22	26	34	133	453	4,087	4,540	46
6,364	521	813	560	7,316	1,431	120,773	31,473	152,246	730
2,349	60	23	9	2,381	69	100,621	2,576	103,197	14,371
13,006	3,496	734	329	13,998	3,976	879,913	146,721	1,026,634	
...	730	...	64	...	799	37	16,295	16,332	1,564
91	7,284	15	437	131	7,942	5,374	171,126	176,500	
2,349	730	23	73	2,381	868	100,653	13,371	114,024	...
13,097	10,780	749	766	13,119	11,913	835,292	317,347	1,152,639	
20,446	11,570	772	839	21,500	12,735	935,950	336,713	1,272,663	16,435
13	1	9	3	25	4	611	86	697	3
57	4	...	...	59	4	659	103	762	3
17	...	...	5	17	5	1,145	33	1,178	17
...	16	...	4	...	20	1	963	964	17
2	...	2	...	10	...	263	...	263	1

APPENDIX

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—conold.</i>					
Technical and Industrial Schools for	{ Boys ... 15	{ Girls ... 89	286	5	364	29
Commercial Schools for	{ Boys ... 6	{ Girls ... 40	387	53	613	4
Agricultural Schools for Boys	...	...	1	...	33	...
Reformatory Schools for Boys	...	...	33	...	43	...
Schools for Defectives for Boys	...	...	23	11	57	23
Schools for Adults for	{ Men ...	{ Women ...	55	2	72	7
Other Schools for	{ Boys ...	{ Girls ...	68	5	3,693	569
			3	12	34	60
Total (Special Schools)	32	226	1,009	613	6,332	1,731
Total, Recognised	2,427	2,935	27,517	17,184	117,933	69,864
Unrecognised Institutions for	{ Boys ... 63	{ Girls ... 21	423	174	2,609	466
	{ Boys ... 5	{ Girls ...	1	13	13	413
Total, Unrecognised	67	21	423	193	2,622	879
Grand Total	2,494	3,006	27,946	17,376	120,605	70,743

I—continued.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Advanced		Total (Advanced)		Marathas		Kunbis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
562	28	1,416	57	218	6	348	29
...	531	...	974	...	107	...	64
432	2	1,045	6	86	1	49	...
...
...	...	39	...	82	...	18	...
89	...	76	...	78	...	90	...
49	15	105	38	97	6	15	8
905	13	977	20	3,783	51	3,669	36
...	46	...	363	14	251	...	47
1,573	256	5,271	825	1,016	77	981	65
7	25	41	85	9	27	3	10
4,006	1,016	10,328	2,797	5,434	583	5,399	316
88,224	47,773	206,207	117,642	292,886	41,672	216,163	44,904
2,561	549	5,170	1,009	1,068	110	1,582	209
11	916	24	1,329	14	85	...	67
2,572	1,459	5,194	2,338	1,082	195	1,582	275
90,796	49,237	211,401	112,980	293,968	41,867	217,745	45,190

APPENDIX

III.—Hindus							
B.—Intermediate—conold.							
		Artisans, etc.		Lingayats		Total (Intermediate)	
		Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—conold.</i>							
Technical and Industrial Schools for	{ Boys	125	5	20	...	711	38
	{ Girls	...	24	...	...	...	195
Commercial Schools for	{ Boys	13	...	9	...	107	1
	{ Girls	...	...	...	...	...	...
Agricultural Schools for Boys	...	2	...	16	...	68	...
Reformatory Schools for Boys	...	78	...	13	...	259	...
Schools for Defectives for Boys	...	18	2	1	1	61	12
Schools for Adults for	{ Men	899	28	991	...	9,252	115
	{ Women	...	36	...	40	14	374
Other Schools for	{ Boys	425	11	651	55	3,078	208
	{ Girls	...	...	...	3	12	40
Total, Special Schools	...	1,602	137	1,774	119	14,909	1,155
Total, Recognized	...	86,885	30,070	74,926	19,022	580,860	135,668
Unrecognised Institutions for	{ Boys	702	50	348	38	3,700	407
	{ Girls	...	9	1	2	15	163
Total, Unrecognised	...	702	59	349	40	3,715	570
Grand Total	...	87,587	30,129	75,275	19,062	584,575	136,238

I—continued.

—contd.									
C.—Backward								Total Hindus	
Scheduled classes		Aboriginal and Hill Tribes		Other Backward Classes		Total (Backward)			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
91	2	19	4	38	...	141	6	2,268	93
...	1	...	...	...	4	...	5	...	1,174
7	...	...	...	7	...	14	...	1,166	7
...
9	...	...	...	...	...	9	...	98	...
63	...	9	...	99	...	171	...	605	...
5	5	...	...	7	...	12	5	178	55
2,608	88	2,706	251	1,409	71	6,739	410	15,951	645
...	170	28	93	...	40	28	303	42	1,040
325	20	43	...	354	3	722	23	9,066	1,055
15	50	...	...	...	...	15	50	68	175
3,227	359	2,808	349	1,839	133	7,974	841	32,511	4,793
77,223	14,804	47,016	6,068	42,060	8,116	166,318	28,988	953,335	222,298
408	44	37	13	256	37	701	94	2,571	1,510
21	124	...	...	...	4	21	128	60	1,620
429	168	37	13	256	41	722	222	9,321	2,120
77,651	14,972	47,053	6,081	42,338	8,157	167,040	29,310	953,016	222,428

APPENDIX

	IV.—Muslims		V.—Parsis		Punjabi Sikhs		Buddhists	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—concd.</i>							
Technical and Industrial Schools for	Boys ... 230	... 16	169	3	16	...	...	...
	Girls ...	...	...	368	...	...	...	...
Commercial Schools for	Boys ... 77	...	304	27	6	...	...	...
	Girls ...	...	...	1	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...	...	...
Reformatory Schools for Boys	306	...	2	...	1	...	...	...
Schools for Defectives for Boys.	40	6	13	...	...	...	...	...
Schools for Adults for	Men ... 3,137	23	8	6	3	...	...	...
	Women ...	68	...	73	...	...	...	1
Other Schools for	Boys ... 1,098	6	86	2	4	...	...	1
	Girls ...	2	...	8	...	...	...	...
Total, Special Schools ...	5,095	214	582	517	38	...	9	2
Total, Recognised ...	136,578	51,644	9,886	7,849	405	362	64	72
Unrecognised Institutions for	Boys ... 8,149	3,529	439	241	8	21	...	...
	Girls ... 181	1,961	63	218	...	1	...	...
Total, Unrecognised ...	8,330	5,590	502	454	8	22	...	...
Grand Total ...	144,908	57,234	10,388	8,302	413	384	64	72

I—concl'd.

VI—Others						Total of pupils of all castes			Total number of Institutions on 31st March 1939.
Jains		Jews and others		Total (others)		Boys	Girls	Total	
Boys	Girls	Boys	Girls	Boys	Girls				
58	...	18	3	92	3	3,070	107	3,177	49
...	26	...	51	...	77	...	1,373	1,373	24
69	...	7	3	81	3	2,021	95	2,116	29
...	...	...	5	...	5	...	48	48	1
1	...	...	...	1	...	100	...	100	4
3	...	5	...	9	...	850	...	850	4
9	2	1	...	10	2	271	73	344	9
83	...	40	...	126	...	20,277	576	20,853	638
...	5	...	7	...	13	42	1,200	1,242	36
290	98	33	3	327	102	10,595	1,171	11,766	173
...	1	...	1	...	2	71	201	272	9
602	153	115	85	757	240	39,986	6,533	46,519	1,016
22,257	12,584	1,761	1,506	30,487	14,524	1,160,280	876,483	1,536,763	18,211
784	278	22	12	814	311	19,463	5,886	25,349	451
...	167	...	39	...	207	310	4,019	4,329	67
784	445	22	61	814	518	19,773	9,906	29,679	518
29,041	13,039	1,783	1,557	31,301	15,042	1,180,053	386,388	1,566,441	18,729

APPENDIX

TABLE SHOWING DETAILS OF SPECIAL INSTITUTIONS FOR
THE YEAR

Class of institutions and management.	Number of special schools and classes.	Number of Muslim				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
Colleges ...	{ Boys ... 1 Girls	147	5	585	34	
<i>Secondary Schools.</i>						
Government ...	{ Boys ... 4 Girls ... 1	533	6	926	7	
District Local Board ...	{ Boys ... 11 Girls	295	3	184	2	
Municipal ...	{ Boys ... 8 Girls	533	3	692	11	
Aided ...	{ Boys ... 11 Girls ... 1	1,860	1	5,455	129	
Unaided ...	{ Boys ... 8 Girls	447	...	480	...	
Total ...	{ Boys ... 42 Girls ... 2	3,456	13	7,667	148	
<i>Primary Schools.</i>						
Government ...	{ Boys ... 5 Girls ... 1	478	...	245	31	
District Local Board ...	{ Boys ... 722 Girls ... 91	30,700	7,239	21,585	2,824	
Municipal ...	{ Boys ... 307 Girls ... 168	38,847	4,270	8,461	440	
Aided ...	{ Boys ... 223 Girls ... 83	9,491	3,641	6,767	796	
Unaided ...	{ Boys ... 49 Girls ... 13	1,353	765	299	139	
Total ...	{ Boys ... 1,311 Girls ... 366	81,159	15,915	37,307	3,730	
		872	27,299	180	3,450	

II.

MUSLIMS IN THE BOMBAY PROVINCE DURING
1938-39.

pupls.		Direct Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
788	99	82,608	.....	39,771	.....	1,22,379
...
1,459	18	45,710	.....	16,872	85	62,617
...	109	12,665	.....	.....	.....	12,665
477	5	368	1,780	3,509	558	6,165
...	1	.....	.....	.....	.....	.....
1,155	14	987	19,476	8,937	.....	22,700
...
7,105	124	20,915	1,550	41,686	63,525	1,27,677
109	731	5,015	.....	1,414	2,292	8,721
927	...	.....	.....	2,632	14,154	16,786
...
11,123	156	67,980	22,755	72,936	78,273	2,41,945
109	841	17,680	.....	1,414	2,292	21,366
723	31	35,204	.....	142	.....	35,346
4	261	6,894	.....	.....	.....	6,894
52,235	9,553	4,17,649	1,07,898	12,633	988	5,39,168
72	5,696	49,574	10,955	4	645	60,969
47,308	4,710	3,56,966	5,34,865	8,750	8,393	9,08,974
210	18,181	1,43,599	2,52,828	20	3,469	2,99,906
16,248	4,437	37,468	29,197	2,446	93,498	1,55,604
581	5,974	10,976	4,925	19	81,785	47,648
1,952	904	.....	.....	.....	13,744	13,744
126	647	.....	.....	.....	6,900	6,900
1,18,466	19,845	8,47,322	8,64,960	23,975	1,15,618	16,52,886
1,062	30,749	2,11,033	2,68,633	36	42,660	6,22,307

APPENDIX

Class of institutions and management.	Number of special schools and classes.	Number of Muslim				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
<i>Training and other Special Institutions.</i>						
Training Institutions ...	Boys ...	2	110	...	86	...
	Girls ...	2	...	85	...	5
Other Institutions ...	Boys ...	55	2,403	...	2,546	38
	Girls ...	3	...	62	...	24
Total ...	Boys ...	57	2,513	...	2,592	38
	Girls ...	5	...	147	...	29
Grand Total ...	Boys ...	1,411	87,375	15,933	48,142	3,945
	Girls ...	363	872	27,623	239	4,143
Total ...		1,774	88,147	43,566	48,431	8,088

II—concl'd.

pupils.		Direct Expenditure on Special Institutions.				
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.
146	...	29,201	2,338	250	337	32,126
...	90	27,125	9,395	.....	22	36,542
4,949	38	5,099	4,016	1,131	14,489	22,735
...	86	116	76	138	390	720
6,035	38	32,300	6,354	1,331	14,826	54,811
...	176	27,241	9,471	138	412	37,262
135,417	19,878	10,30,170	6,94,070	1,33,054	2,09,717	20,72,031
1,161	31,766	2,55,954	2,78,059	1,533	45,354	5,80,955
136,578	51,644	12,86,124	9,72,129	1,39,652	2,55,071	26,62,976

APPENDIX III.

BOMBAY PROVINCE—1938-39.

(a) *Maktabs and Mulla Schools.*

		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	19	.....	111	130
	Girls ...	20	.....	35	55
2. Pupils in in- stitutions for	Boys ...	1,079	.....	5,780	6,859
	Girls ...	911	.....	2,445	3,356
Direct Expenditure from—		Rs.	Rs.	Rs.	Rs.
3. Provincial Funds	...	2,371	.....	.....	2,371
4. District Local Board Funds.	...	909	.....	.....	909
5. Municipal Funds	...	73	.....	.....	73
6. Fees	... ..	40	.....	.....	40
7. Other sources	... ..	14,834	.....	.....	14,834
* Total expenditure		18,227	.....	.....	18,227

(b) *Pathashalas.*

		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	.....	35	18	53
	Girls ...	.....	.....	1	1
2. Pupils in in- stitutions for	Boys ...	.....	1,362 (130)	422	1,784 (130)
	Girls ...	.....	4 (9)	66	70 (9)
Direct Expenditure from—		Rs.	Rs.	Rs.	Rs.
3. Provincial Funds	...	.....	6,103	.....	6,103
4. District Local Board Funds.	...	.....	25	.....	25
5. Municipal Funds	...	.....	1,969	.....	1,969
6. Fees	... ..	.....	1,213	.....	1,213
7. Other sources	... ..	.....	58,042	.....	58,042
* Total expenditure		.....	67,352	.....	67,352

* For Recognised institutions only.