



Bombay

Marches on...

E D U C A T I O N

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Shri B.G. Kher, Chief Minister and Minister for Education, Government of Bombay

BOMBAY MARCHES ON.

*A Review of the Work and Activities of the Government
of Bombay during the quinquennium 1946-1951*

EDUCATION

Price One Anna

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EDUCATION

Education in Bombay State has made great strides in the years 1946-47 to 1950-51 in spite of adverse economic and political conditions. This is reflected in the resources which the State is now expending on education. Rs. 12 crores, that is, nearly one-fifth of the State's budgetary expenditure is devoted to the cause of education in all its branches. Five years ago, the Government spent only about 4.5 crores on education. The most significant of the projects launched in Bombay State during this period was the introduction of compulsory primary education and its reorientation on the basis of Gandhiji's conception of 'Nai Taleem'—basic education or education through productive work. The question of extending the basic education beyond the primary stage is also under consideration of the Government. Measures have been introduced to bring the school into closer approximation with the day-to-day life of the child and the community and provide opportunities of education to all.

With the progress of the programme of compulsion and introduction and extension of basic education, the necessity of increasing the number of trained teachers as also of improving and raising the standard of their training became extremely urgent. The problem has been tackled both from the short-term and long-term angles. The revised course of training lays greater emphasis on craft, practical work, character building and social aspects of education. The pay scales of primary teachers have been upgraded. Encouragement has been given to the expansion of pre-primary education.

One of the bottlenecks in the vigorous enforcement of compulsory primary education was the lack of adequate accommodation and school buildings. An extensive programme of construction of primary school buildings throughout the State has been undertaken and it is expected that the recent amendment to the Primary Education Act would materially expedite and help implementation of the project.

SECONDARY EDUCATION

The approach to secondary education has also undergone a remarkable change. Secondary schools now provide training and activities for the development of the adolescent as an individual as well as a citizen. Emphasis is laid on social and cultural activities, physical education and sports. The old type secondary education was designed generally to prepare students for university education. It did not cater to the needs of those who wanted to settle in life by taking to some useful trade or occupation after completing their secondary education. The institution of the Secondary School Certificate Examination in place of the former matriculation examination has removed this drawback. Provision of a variety of vocational and other courses for such students and also of subjects enabling those going in for university education is one of the significant features of the newly instituted S. S. C. E. curriculum. Ordinary secondary schools are being converted into vocational high schools to suit the new conditions. A Vocational Guidance Officer has been appointed to help students in assessing their aptitude and ability and in choosing a career for them.

A separate department has been created for technical education to secure better co-ordination and direction. The grants-in-aid paid to secondary schools have been substantially increased and the pay of the secondary school teachers has been brought into line with that paid in Government schools.

REGIONAL UNIVERSITIES

The main event with regard to higher education during the period was the acceptance by the Government of the policy of setting up regional universities in the State. The Poona University and the Karnatak University have actually started functioning and held their examination towards the end of 1949-50. The Maharaja Sayajirao University of Baroda has taken over the management of the seven institutions formerly run by the Baroda State Government. The Gujarat University became a fully established body towards the end of 1950. Statutory recognition has been given to the S. N. D. T. Women's University.

SOCIAL EDUCATION

The scheme of social education has made good progress. The term 'adult education' has been replaced by a more comprehensive term 'social education', as emphasis is now laid not merely on the attainment of literacy but on general education to enable every adult to fulfil his role of a responsible citizen in independent India. Regional Committees on linguistic basis and District Committees, consisting of influential non-officials, have been appointed to harness local effort in the cause of social education.

The scheme of having a net-work of libraries throughout the State has made a headway. The activities of the reorganised Visual Education Department have also been expanded. Physical education is now a compulsory subject in all primary and secondary schools and primary training institutions. The Hindustan Scouts Association and the Bombay Boy Scouts Association have merged into a new association known as the Bharat Scouts. The organisation of the National Cadet Corps, sponsored by the Central Government, has been well received by the schools and colleges in the State.

The merger of States has brought in its trail many educational problems. These are being tackled steadily and courageously despite the vast financial commitments involved. Some of the merged areas are extremely backward in education. Practical difficulties have made impossible the introduction of compulsion in these areas. For the present, the Government has decided to open new schools in larger villages to start with and thus prepare the ground for the introduction of compulsion at a later date. Efforts are being made to bring the merged areas in line with other areas in respect of social education, training of teachers, school buildings and other development schemes of the State.

INSTITUTIONS, PUPILS AND EXPENDITURE

The total number of educational institutions, which stood at 23,991 in 1946-47 increased to 41,353 in 1949-50 and the number of pupils in them from 2,114,905 to 4,060,195. The merged States accounted for an increase of over 3,000 institutions and 232,000 pupils. The following table compares the number of educational institutions and of pupils in them during the four years from 1946-47 :

		Institutions			
		1946-47	1947-48	1948-49	1949-50
Arts Colleges	...	32	36	44	63*
Professional Colleges	...	24	29	40	44
Secondary Schools	...	1,181@	1,199@	1,500@	1,282
Primary Schools	...	18,992	21,084	28,772	28,780
Special Schools	...	3,475	4,302	7,993	10,632
Total Recognised	...	23,704	26,650	38,349	40,801
Unrecognised	...	287	260	183	552
Grand Total	...	23,991	26,910	38,532	41,353

	Pupils			
	1946-47	1947-48	1948-49	1949-50
Arts Colleges ...	24,449	27,654	33,601	37,601
Professional Colleges ...	7,862	9,224	11,126	11,932
Secondary Schools ...	2,85,020	3,08,541	3,73,922	3,90,319
Primary Schools ...	16,65,042	20,78,913	30,35,985	33,11,644
Special Schools ...	1,08,772	1,33,309	2,51,523	2,82,784
Total Recognised ...	20,91,145	25,57,701	37,06,157	40,34,355
Unrecognised ...	23,760	18,158	12,896	25,840
Grand Total ...	21,14,905	25,75,859	37,19,053	40,60,195

* Including University Research Institutions, etc.

@ Including English-Teaching Classes.

Statistics for 1950-51 have not been included as figures for some of the institutions were not readily available.

EXPENDITURE

The total expenditure on education increased from Rs. 9.60 crores in 1946-47 to Rs. 21.64 crores in 1949-50. It was met from the following sources :—

	1946-47	1947-48	1948-49	1949-50
	Rs.	Rs.	Rs.	Rs.
Central Government.	25,53,460
Government Funds.	4,42,12,100	6,00,81,583	9,99,39,326	12,38,72,656
Board Funds ...	1,41,71,789	1,59,24,204	2,08,70,613	2,27,93,177
Fees ...	2,71,88,874	3,04,63,888	3,73,29,633	4,58,95,746
Other Sources ...	1,04,38,173	1,35,31,098	1,72,63,859	2,12,70,688
Total ...	9,60,10,936	12,00,00,773	17,54,03,431	21,63,85,727

(Figures for 1950-51 not included as they were incomplete)

From the above table it may be seen that the expenditure on education from the State revenues has increased from Rs. 4.42 crores in 1946-47 to Rs. 12.39 crores in 1949-50—an increase of nearly 300 per cent. Primary education alone claimed Rs. 6.54 crores, against Rs. 2.79 crores in 1946-47.

The substantial increase in Government expenditure on primary education was mainly the result of the policy of the Government adopted since 1947-48 to meet the expenditure on primary education in the District School Board areas practically from the State exchequer. The liability of the Boards is now limited to a contribution amounting to 15 pies of the cess of 3 annas in every rupee of land revenue. The revision of the pay scales of primary teachers, payment of increased grant-in-aid to non-Government secondary schools and colleges are other factors contributing to the rise in the State expenditure on education. Expenditure on direction and inspection amounted to Rs. 41.76 lakhs or 3.4 per cent. of the total State expenditure in 1949-50.

PRIMARY EDUCATION

The foremost priority was given by the Ministry to the introduction of compulsory primary education in the whole of the State. As a first five-year plan, compulsion was introduced year by year in all villages with a population of 1,000 and over for children of the age range 7 to 11 in 1947-48. New schools were opened in smaller villages, so that the ground might be prepared in the whole countryside for a smooth passage of educational expansion from the voluntary to the compulsory basis, when the next five-year plan was launched. By the end of March 1949, compulsion had been introduced in all the districts of pre-merger Bombay. Contiguous villages with an aggregate population of 1,000 and over were brought into the orbit of compulsion in 1949-50. Special measures have been taken in Adivasi (aboriginal hill tribes) areas where the population is scattered in small hamlets and the condition regarding population (1,000 and over) is not likely to be fulfilled.

An idea of the magnitude of the problem, which the Government had to face, can be formed when it is remembered that of some 32,00,000 children of the school-going age in the State, only about half the number was in schools in 1947 when compulsion was introduced. The remaining 16,00,000 children were to be brought into schools within about 10 years, that is, before the end of the second phase of the scheme. The Government practically assumed full responsibility for financing the scheme of compulsory primary education in rural areas, as the liability of the District Local Boards for primary education was limited to a contribution of 15 pies out of the cess of three annas in a rupee of land revenue. This meant that their share would eventually amount to about 4 per cent. of the total expenditure on primary education

when the scheme of compulsion was in full operation and the remaining 96 per cent. would have to be borne entirely by the Government.

While compulsory primary education has been introduced in villages with a population of 1,000 and over, the ground is being prepared, during the first five-year plan, for the introduction, at a later stage, of compulsion in villages with a population of less than 1,000 each. Accordingly schools are being opened in villages with a population of 700 and over and which are without schools. As many as 380 schools have been either opened or taken over by the Government from the private organisations during the four years ended 1950-51. The total cost to Government on this account was Rs. 3.91 lakhs. Generally the District School Boards are allowed to open their own schools in villages with a population of 700 and above. In order, however, that smaller villages may not have to go without schools, voluntary agencies are encouraged to open schools in such villages with Government assistance by way of annual grants. An expenditure of Rs. 40.05 lakhs was incurred by the Government on this account during 1950-51.

BASIC EDUCATION

The conception of education has changed with independence. Emphasis has shifted from passive assimilation to education through practical work and experience. Basic education or education through productive work is no longer an experiment. Its introduction and expansion are now an accepted policy of the Government. Steps are being taken to convert some of the existing primary institutions into full-fledged basic schools and prepare the ground for its expansion in other schools by introducing craft teaching and encouraging social and community activities. This 'Nai Taleem' or 'New Education' is now considered as the corner stone of primary education.

Including eight private institutions the total number of full-fledged basic schools in the State was 63 in 1950-51. Primary schools in which craft was taught numbered 2,475. Important among the crafts taught were: Kitchen

gardening and agriculture, spinning and weaving, cardboard modelling and woodwork. The working of the schools so far has clearly shown that active co-operation and productive work by children substantially helps their all round and balanced growth. Because of their active participation in the diverse community and cultural activities of the school, the children feel an emotional fulfilment and satisfaction which naturally results in the development of a fuller and more harmonious and responsive personality. The ideal of self-reliance in the matter of one's daily needs especially food and clothing is gradually being instilled in the pupils.

Substantial financial aid is given to private agencies starting basic schools. Sarvodaya centres are being encouraged to take over management of the schools in their areas and convert them into basic institutions.

TRAINING OF TEACHERS

Realising the need for properly trained teachers in infusing the existing system with the spirit of the 'Nai Taleem' a Graduate Basic Training Class was added to the Secondary Teachers' College, Belgaum, in 1947. In the light of the experience gained there, three Regional Graduate Basic Training Centres were opened later at Bordi (Thana District), Ahmedabad and Dharwar. Graduates possessing the B.T. degree are admitted to these centres and trained in the theory and practice of basic education. After training, they are posted as instructors in training colleges to pave way for the conversion of these institutions into Basic Training Colleges. They are also appointed as inspecting officers in the districts to inspect the basic and craft teaching schools and to facilitate the transition of ordinary primary schools to basic schools. They are also expected to infuse the secondary schools with the spirit of the 'Nai Taleem'.

The total number of graduates trained in basic education up to the end of 1949-50 was 191 and with their help it has been possible to convert 13 Government Training Colleges including the three Basic Centres at Loni, Katargam and Dharwar into full Basic Training Colleges.

The remaining Government as well as non-Government training institutions have also been partially converted into basic training institutions. By 1953-54, it is expected that all primary training institutions would be converted into full basic training colleges.

The revised syllabus of the basic training colleges is comprehensive and thorough. Besides the emphasis laid on community life, crafts, work in villages, the technique of correlated teaching holds the main attention. The process is still in the evolutionary stage but the results are very encouraging. Being residential institutions, the colleges provide ample scope for learning things by 'actual living and experience'.

In addition, short term courses in basic education are held for trained primary teachers. The total number of primary teachers trained in crafts, such as spinning and weaving, kitchen gardening and agriculture, cardboard modelling and carpentry during the five years ended September 1950 was 3,440. Special short-term courses were also arranged for inspecting officers.

Village being the focal point of most of its development projects, the Government has decided that new primary training colleges should be opened in rural areas. The new training colleges located at small places, such as Kathlal, Rajpipla, Kadiadra, Budhgaon and Sasawane are instances in point. Where it is possible, the existing primary training institutions are also being shifted to rural areas. The Graduates' Basic Training Centre at Ahmedabad and the Primary Basic Training College, Katargam, have been recently merged into a single unit and shifted to Dabka in Baroda District.

BASIC EDUCATION BOARD

There is an Advisory Board of Basic Education which gives advice on all questions relating to basic and craft education. A scheme for the establishment of post-basic schools and for expanding basic education beyond the primary stage is also being considered by the Government. A committee has been appointed to draw up a detailed syllabus for this purpose.

PRIMARY EDUCATION ACT

Another important event during this quinquennium was the enforcement of the Bombay Primary Education Act, 1947. The new Act together with the rules framed under it came into force from April 1, 1949. The object of the new measure is to make better provision for the development, expansion, management and control of primary education. Under the old Act, the District Local Boards were required to bear one-third of the additional expenditure on all schemes of expansion of primary education. Their liability is now limited to 15 pies out of the local fund cess of three annas in every rupee of land revenue accruing to them. The balance is met from the Government funds. Some important administrative changes have also been brought about by the new Act. One of them is the provision of the Staff Selection Committee and an Appellate Tribunal for each District or Municipal School Board constituted under the Act. The Administrative Officer as the chief executive officer has complete authority over the teachers and is responsible for the administration of the schools in his area.

There is a separate Act to regulate the administration of primary schools under the Municipal Corporation of Greater Bombay. Schools and pupils in them, in 1949-50, numbered 358 and 1,26,477 respectively.

TEXT BOOKS

Books used in public and private primary schools are examined and sanctioned by the Committees specially appointed by the Government for this purpose for the different languages, viz. Marathi, Gujarati, Kannada and Urdu. In addition there are three Regional Text-books Committees appointed by the Government for the preparation of primers and readers in the three regional languages of the State, viz. Marathi, Gujarati and Kannada. The intention of the Government in adopting this measure is to provide at a reasonably low cost, suitable books to school children in conformity with the new ideology of education. The Committees have so far brought out primers and readers I to IV in the three regional languages, under the general guidance of the Director of Public Instruction.

MERGED AREAS

Parts of merged areas are seriously deficient in education. Difficulties with regard to school accommodation and shortage of trained or even qualified staff and communications are a common feature in some of the newly-formed districts. In view of these practical difficulties, it was considered premature to introduce compulsion in the merged areas and it was decided, as an initial step, to open schools in large villages and thus prepare the ground for the introduction of compulsion. Accordingly a three-year programme beginning with 1950-51 has been chalked out for opening new schools in villages with a population of 700 and more and which are without schools. The scheme envisages establishment of 839 schools at a total cost of Rs. 11,78,000.

MEDIUM OF INSTRUCTION

The principle of imparting instruction through the mother-tongue especially in standards I to VII has been generally accepted and introduced in all approved primary schools in the State subject to certain conditions. For children whose mother-tongue is different from the regional language of the area, School Boards have been instructed to open schools in that language if the number of such children is not less than 40 in the first four standards and 20 in the upper primary standards. The teaching of the regional language of the area is also compulsory in such schools from standard III onwards.

PRIMARY SCHOOL CERTIFICATE EXAMINATION

The primary school certificate examination, which marks the conclusion of the seven years of primary school course for both boys and girls, is the minimum requirement qualifying for appointment as primary teachers, for admission to primary training institutions and for certain lower grade appointments under Government. The syllabus has been revised to suit the new conception of education. The total number of students who passed the P. S. C. E. examination in 1950 was 40,788 against 21,104 in the previous year and 20,268 in 1947. For Basic Schools

there is a special P. S. C. Examination devised to assess the extent of training and work done by the pupils during the year.

TRAINING INSTITUTIONS

As the trained teacher holds a key position in the scheme of compulsory and basic education, the problem of training teachers was tackled both from the long-range and short-range angles. The number of primary training colleges in the State which stood at 62 in 1946-47 increased to 92 in 1950-51. The number of teachers under training also increased from 5,731 to 11,317. Every year about 8,000 to 10,000 new teachers are recruited for the primary schools in the State. In order to provide them with preliminary training, short-term courses are being organised for them in the training institutions during the summer and winter months.

Private institutions are being encouraged to start Primary Training Colleges. The rate of grant in the case of men's institutions is 50 per cent. and in the case of women's institutions 60 per cent. of the admitted expenditure. The expenditure from the State on this account amounted to Rs. 5 lakhs in 1949-50, against Rs. 1.76 lakhs in 1946-47.

The revised course of instruction in the training institutions is devised with the objective of instilling in the trainees through experience and practical work a greater civic sense, a better realisation of the comprehensive duties of a village teacher and of the role he has to play in the life of the village. Besides giving an important place to craft, health and hygiene activities and activities of social and community life, the new syllabus provides for a short-stay and field work in a village in order to prepare them for their avocation through actual work and experience.

PAY AND EMOLUMENTS OF TEACHERS

Recognising the need for improving the economic condition of primary teachers in keeping with their training, status and responsibility, the Government up-graded their pay-scale from one of Rs. 25-40 per month, which was in vogue before the advent of the present Government, to one of Rs. 40-90 per month, in addition

to dearness and other allowances at Government rates. This alone raised the expenditure on primary education by over a crore of rupees.

The total number of primary teachers went up from 48,436 in 1946-47 to 56,122 in 1947-48; 80,564 in 1948-49; 84,867 in 1949-50 and 87,887 in 1950-51. Trained teachers numbered 23,593 in 1946-47; 24,942 in 1947-48; 36,360 in 1948-49; 38,380 in 1949-50, and 46,487 in 1950-51.

STATE ADVISORY COMMITTEE

A State Advisory Committee for Primary Education was appointed by the Government at the end of 1948-49 in place of the State Board of Primary Education with the same powers, privileges and status as the Board. Several questions including the syllabus for Adiwasi schools and revision of the syllabus for the P. S. C. E. were considered by the Committee in 1949-50.

SCHOOL BUILDINGS

The provision of suitable school buildings, to accommodate the increasing number of children has always been a difficult problem. To this end the first Congress Ministry in 1938 appointed in each district a District Building Committee consisting of the members of the Legislature, officials and non-officials and other interests to speed up construction of school buildings. When the present Ministry stepped into office these Committees were revitalised. Priorities have been established and certain minimum standards to be observed in constructing the school buildings laid down. Type plans have also been evolved for this purpose.

In constructing a building under the scheme, formerly the local contribution used to be one-third of the total estimated cost. This has been now reduced to one-fourth. In backward and hilly tracts the villages concerned are exempted from the payment of any cash contribution but are allowed to contribute in the form of materials and manual labour. Where the popular contribution falls short of the required amount, villagers are given contract of building construction so that they may indirectly augment the popular contribution by their labour.

In order to encourage popular contribution school chests have been introduced in some primary schools. The collections in the chests are considered as popular

contribution for the construction of school buildings. In villages, where there are already school buildings, the collections go towards improving the school equipment and for promoting social, cultural and other activities of the schools.

The total number of school buildings constructed during the period from 1946-47 to end of September 1950 was 165. The total grants placed by the Government at the disposal of the District Building Committees on this account was Rs. 87.27 lakhs. The villagers of Sholapur district have created a record in the construction of school buildings. Beginning in October 1950, with the observance of the Gram Sudhar Saptah (Village Improvement Week), which is an annual feature in the State synchronising with the birthday celebrations of the Father of the Nation, school buildings have been constructed in about 400 villages in that district. The estimated cost of these buildings runs into the huge figure of Rs. 30 lakhs. Out of this amount, nearly Rs. 5 lakhs is being shared by the Government by way of grants-in-aid. The remaining amount is made up of the value of labour and cash contributed by the villagers—the latter to the extent of Rs. 4 lakhs.

PRE-PRIMARY SCHOOLS

The progress in the field of pre-primary education is mainly due to private initiative and enterprise. The institutions are assisted by Government grants. The number of recognised pre-primary schools in the State in 1947-48 was 53 with 3,661 pupils in them. This number has now risen to 140 with 9,925 pupils in them. The total amount of grants-in-aid paid to the institutions has also increased from Rs. 16,690 to Rs. 36,785. In order to place pre-primary education on a proper footing, the Government has instituted a pre-primary teachers' certificate examination. Teachers passing this examination are treated as on par with other primary teachers. There are four pre-primary training institutions in the State. The institutions are recognised and aided by the Government.

SECONDARY EDUCATION

The following are some of the major achievements of the Government of Bombay during the quinquennium under review in the field of secondary education:

1. Improvement of the status of secondary school teachers in respect of their pay and service conditions;
2. Grants-in-aid to secondary schools at increased rates;
3. Institution of the Secondary School Certificate Examination in place of the former University Matriculation Examination;
4. Establishment of Vocational High Schools;
5. Opening of Lokshalas;
6. Provision of free-studentships in non-Government secondary schools;
7. Revision of syllabus and teaching of craft in secondary schools; and
8. Discontinuance of English and encouragement to Hindi.

A Secondary Schools Committee, popularly known as the Ghate-Parulekar Committee, was appointed by the Government to report on the general questions of secondary education especially the improvement of the status of secondary teachers, their pay scales and also the grant-in-aid to secondary schools. Most of the suggestions of the Committee have been accepted by the Government. The main recommendations of the Committee as accepted by the Government are:

Recognition of the basic principle that teachers in non-Government secondary schools should be treated as on par with teachers in Government secondary schools in the matter of salary scales and conditions of service;

Standardisation of fee rates ;

Increasing the rates of grant-in-aid to secondary schools to 30 per cent. in urban areas and 33½ per cent. in rural areas of the admitted expenditure ; and

Payment of additional discretionary grants up to 5 per cent. of the admitted expenditure.

The payment of additional discretionary grants has, however, been temporarily withheld on account of the present financial stringency.

The acceptance of the Secondary Schools Committee's recommendations regarding maintenance grants to secondary schools has increased the liability of the Government from Rs. 32 lakhs to Rs. 71 lakhs on that account.

The total expenditure on all secondary schools, including Anglo-Indian schools, amounted to Rs. 457.68 lakhs in 1950-51, against Rs. 223.58 lakhs in 1946-47.

S. S. C. EXAMINATION

The matriculation examination was primarily an entrance examination intended to test the fitness and capacity of high school pupils for university education. In the absence of any other examination enjoying the same status and general recognition, the matriculation had come to be regarded as a passport to a multitude of careers and avocations, with the result that passing that examination had become almost the sole aim of the high schools. Only a fraction of the pupils studying in high schools was in a position or had the aptitude and ability to go in for university education. The others, the majority, had to enter life with a stereotyped and unreal high school education which was unsuited to the needs of the day. The Government, therefore, decided in the interest of secondary education to institute a separate examination, the Secondary School Certificate Examination, to test pupils straightaway taking to some occupation on leaving school as well as those intending to proceed to the university.

The curriculum for this examination is generally of the matriculation standard and provides for a wide choice of

optional subjects such as agricultural, technical, commercial, art and other vocational subjects to cater to the needs of pupils with different aptitudes and interests and to prepare them effectively for a variety of careers in business, industry and Government service. The first Secondary School Certificate Examination was held in March 1949. Out of 57,659 students, who appeared for this examination in 1949-50, 22,491 were successful. The corresponding figures for 1950-51 were 67,603 and 27,126 respectively. From 1951 two examinations are held in a year—one in March and the other in October.

VOCATIONAL SCHOOLS

To provide secondary education to a varying type of children of different interests and aptitudes, a number of ordinary schools have been converted into vocational high schools both by the Government and private bodies. Liberal grant-in-aid is provided to vocational schools run by private enterprise. The total number of vocational schools stood at 21 in 1949-50. Of these 10 were Government institutions. Grants-in-aid paid to private vocational schools during this year amounted to Rs. 47,705.

LOKSHALAS

The study of regional languages is compulsory in all secondary schools. An experimental measure to provide secondary education to such pupils as were eager to have it without the aid of English was introduced in 1946 by starting a new type of schools known as 'Lokshalas'. In these schools secondary education up to S. S. C. Examination standard but without English is provided, mainly for students passing the Primary School Certificate Examination. There are five Lokshalas maintained by the Government.

STUDY OF HINDI

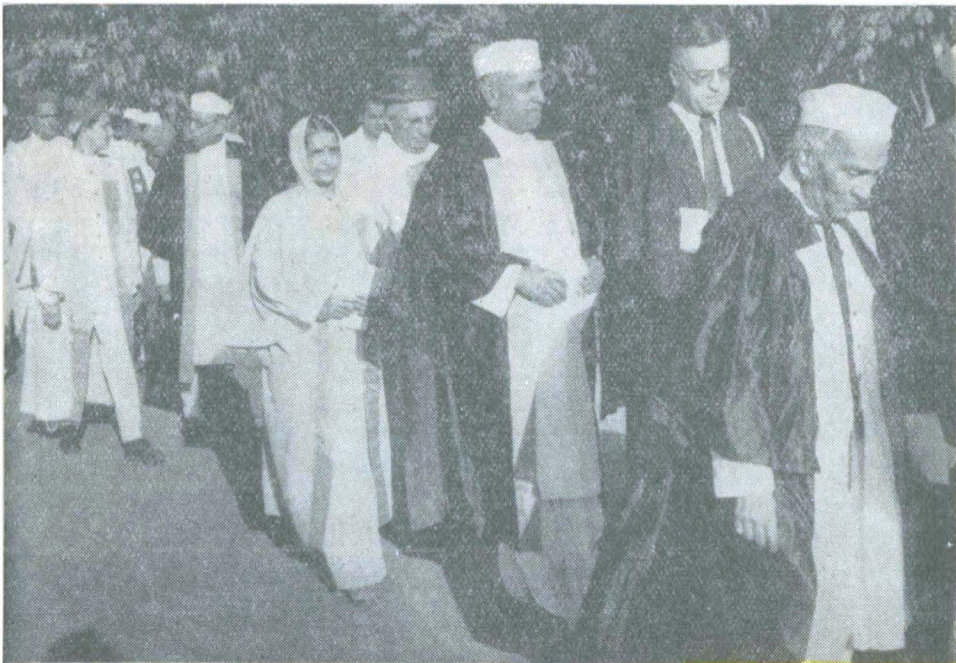
Before the country became independent, English had been given disproportionate attention and importance in secondary schools to the detriment of the general standard of education. Besides, if, as provided in the Constitution, Hindi is to replace English in all spheres of our National

life at the latest by 1965, its introduction in secondary schools and acceptance as medium of instruction in collegiate education is one of the first steps to be taken in this direction.

After careful consideration, the Government decided, in 1947-48, to discontinue, year by year, the teaching of English in the first three standards (V-VII) of the secondary schools. English is now taught as a compulsory subject from standard VIII onwards. The measure is also expected to achieve a higher standard in the study of the mother tongue and crafts. The teaching of Hindi as a compulsory subject, which was hitherto restricted to standards V, VI, VII, has been made compulsory in standard VIII and will be extended, year by year, up to standard XI which marks the conclusion of the secondary school course. The question of introducing Hindi as medium of instruction in universities and other spheres of higher education is now before the Government. Recently an appeal has been issued to universities and all institutions interested in higher education and research to consider various ways and means and co-operate with the Government in effecting the change-over.

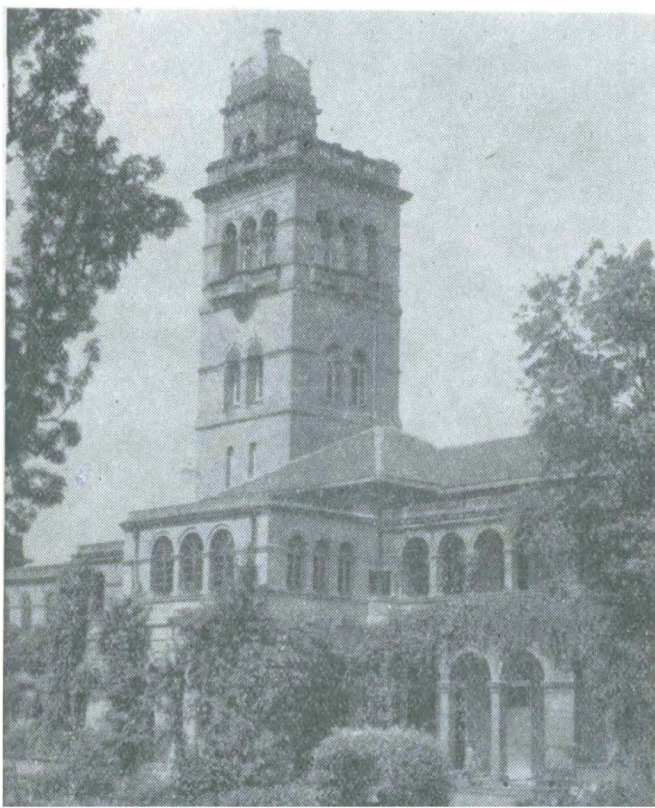
The Government had also appointed a Committee with Mahamahopadhyaya, Professor D. V. Potdar as Chairman, to report on the question of teaching Hindi in the State and to make recommendations regarding the syllabi for the courses, selection and preparation of text books for them and arrangements for training of teachers. The report of the committee has since been published and most of its recommendations have been accepted by the Government.

It is the intention of the Government to introduce the use of Hindi language in offices above the district level, since in a multi-lingual State like Bombay no particular regional language can be adopted for transacting the business of the Government in such offices. Besides the inter-State official business and business with the Union Government will have to be conducted in Hindi. A bill enabling Government to bring about this reform is now before the State Legislature. All Government servants, except Class IV employees, have been directed to pass one



A part of the procession at the recent convocation of the M. S. University of Baroda. At the extreme left are the Maharaja of Baroda, Chancellor, and Shri B. G. Kher, Bombay's Chief Minister, who delivered the convocation address. Also seen in the picture are Shrimati Hansabehn Mehta, Vice-Chancellor, and Dr. Jivraj Mehta, Bombay's Minister for Public Works and Housing. Including this University there are now six Universities in the State.

Poona University Building. Formerly it was the official residence of the Governor of Bombay. Now it is the property of the University.





1. The Chief Minister at a Scout Rally. 2. Physical training at a Bombay school. 3. N. C. C. Cadets at a training parade. Integration of the education of mind with the education of body is an important aspect of school and college activities in Bombay State.

PROGRESS IN FOUR YEARS

PRIMARY EDUCATION

	1946-47	1949-50
Primary Schools	... 18,992	28,780
Pupils	... 16,65,042	33,11,644
Teachers	... 48,436	84,867
Training Institutions	... 62	91
Expenditure Rs. 4.55 crores	$\left\{ \begin{array}{l} \text{Govt.} \\ \text{Rs. 2.79 crores} \\ \text{Other Sources} \\ \text{Rs. 1.76 crores} \end{array} \right.$	$\left\{ \begin{array}{l} \text{Govt.} \\ \text{Rs. 6.54 crores} \\ \text{Other Sources} \\ \text{Rs. 3.19 crores} \end{array} \right.$

BASIC INSTITUTIONS

	1946-47	1949-50
Full-fledged Basic Schools	... 56	63
Agricultural Bias Schools	... 150	206
Craft-teaching Primary Schools..	...	2,200
Full-fledged Basic Training Institutions	... 3	12

SECONDARY EDUCATION

	1946-47	1949-50
Secondary Schools	... 1,181	1,282
Pupils	... 2,85,020	3,90,319
Teachers	... 13,240	17,723
Training Institutions including Basic and Physical Training Institutions	... 4	9
Expenditure Rs. 2.23 crores	$\left\{ \begin{array}{l} \text{Govt.} \\ \text{Rs. 0.44 crores} \\ \text{Other Sources} \\ \text{Rs. 1.79 crores} \end{array} \right.$	$\left\{ \begin{array}{l} \text{Govt.} \\ \text{Rs. 1.36 crores} \\ \text{Other Sources} \\ \text{Rs. 2.93 crores} \end{array} \right.$

PROGRESS IN FOUR YEARS

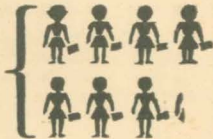
1946-47

Institutions
23,991



- 3,000 INSTITUTION

PUPILS
21,14,905



- 3,00,000 PUPILS

GOVT.
Rs. 4.42 Crores



OTHER SOURCES
Rs. 5.18 Crores



- Rs. 3 Crores

EXPENDITURE
Rs. 9.60 Crores



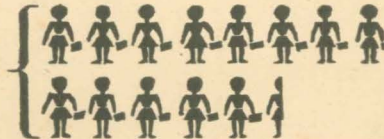
1949-50

Institutions
41,353



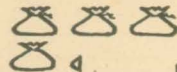
- 3,000 INSTITUTIONS

PUPILS
40,60,195



- 3,00,000 PUPILS

GOVT.
Rs. 12.39 Crores



OTHER SOURCES
Rs. 9.25 Crores



- Rs. 3 Crores

EXPENDITURE
Rs. 21.64 Crores



PROGRESS IN FOUR YEARS

HIGHER EDUCATION

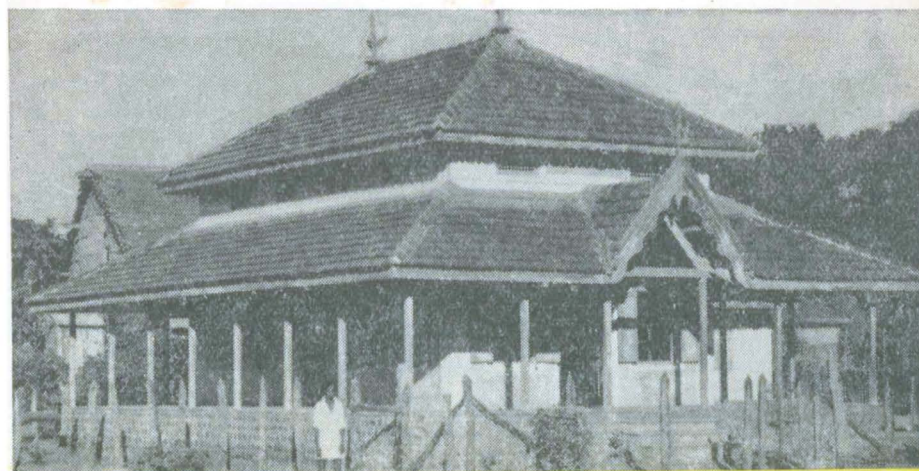
	1946-47	1949-50
Universities ...	1	6
Colleges and other Institutions, ...	56	107
Pupils ...	32,311	49,608
Expenditure Rs. 112.60 lakhs	Govt. Rs. 27.83 lakhs Other Sources Rs. 84.77 lakhs	Govt. Rs. 88.09 lakhs Other Sources Rs. 101.19 lakhs

TECHNICAL & INDUSTRIAL EDUCATION (Excluding Vocational High Schools)

	1946-47	1949-50
Industrial & Commercial Schools	141	223
Pupils ...	10,601	19,538
Agricultural Schools	4	18
Pupils ...	185	1,009
Other Vocational Schools	12	26
Pupils ...	931	1,719
Total { Institutions ...	157	267
{ Pupils ...	11,767	22,266

SOCIAL EDUCATION

	1946-47	1949-50
Classes ...	3,452	12,327
Adults on roll ...	80,928	3,09,007
Adults made literate ...	44,503	1,32,700
Expenditure ...	Rs. 3.24 lakhs	Rs. 14.30 lakhs



1. A women's social education class. Training in citizenship is the aim of social or adult education in Bombay State. 2. Students preparing compost manure for their school farm. There are over 260 agricultural and other vocational schools in the State. 3. One of nearly 5,500 libraries aided by Government under the library development and social education schemes.



Adiwasi Children at school. Introduction of compulsory primary education and its reorientation on the basis of Gandhiji's conception of 'Nai Taleem' or basic education is the most significant of the projects launched in Bombay State by the Popular Government.

A school building under construction in a village in Sholapur district. An extensive programme of construction of primary school buildings has been undertaken throughout the State.



of the specified higher examinations conducted by the various Hindi Prachar Sabhas in the State within three years from September 1, 1951. The object of the directive is to ensure that Government servants are properly equipped and be able to carry on official correspondence in Hindi when the Government decides to adopt it for official purposes.

FREE STUDENTSHIPS

There was no provision for the award of free student-ships in non-Government secondary schools to poor and deserving pupils. As recommended by the Secondary Schools Committee, since December 1949, merit free studentships to the extent of three per cent. of the total number of pupils in each school to poor and deserving students have been provided at Government cost. These are in addition to the free studentships awarded by the schools and are open to all. The cost to Government on this account is about Rs. 5 lakhs a year.

TRAINING OF TEACHERS

With the introduction of craft-teaching in the lower three standards of secondary schools, training courses in different crafts for secondary teachers have been provided at Bombay, Sholapur, Ratnagiri and Aundh. Many teachers are taking advantage of these courses. Various ameliorative measures, such as provision for teachers' camps and teachers' homes at Mahabaleshwar have been provided.

There are six training institutions for secondary teachers—one in physical education at Kandivli and five in general secondary education. Of the five, two are affiliated to the University of Poona, while the Universities of Bombay, Karnatak and Baroda have one each. In addition there are three post-graduate Basic Training Centres. The pay of the Secondary teachers in private schools has been brought into line with that paid in Government schools. The scale prescribed for a trained graduate teacher is Rs. 80—200 per month. The total number of teachers in secondary schools stood at 18,189 in 1950-51, against 13,240 in 1946-47.

HIGHER EDUCATION

The establishment of regional universities, opening of new colleges for engineering, medicine, agriculture and technology and increased financial aid to non-Government arts and science colleges are the main events in the field of higher education.

POONA UNIVERSITY

The question of a separate University for Maharashtra was investigated by a committee appointed by the Government in 1942 under the chairmanship of the Rt. Hon'ble Dr. M. R. Jayakar. After considering the committee's recommendations as well as the recommendations of another committee appointed in 1946 under the chairmanship of the Director of Public Instruction, the Government brought forward the necessary legislation for establishing a teaching and affiliating University for Maharashtra. The bill was enacted in 1948 and the new university, the Poona University, began functioning as a body corporate from 1949-50. The university held its first examinations during the period March-May 1949.

A new feature introduced by the University from June 1949 was the scheme of co-ordination of arts and science teaching for the post-intermediate classes. Under this scheme, lectures to these classes are delivered by teachers drawn from the different colleges, but functioning as university teachers for the purpose of these lectures. In the same month, the University moved to its own premises at the Old Government House, Ganeshkhind. In 1949-50, the University had 23 colleges affiliated to it, 14 arts and science colleges and 9 professional colleges, with 10,167 and 2,546 pupils in them respectively.

KARNATAK UNIVERSITY

The Karnatak University Act came into being in 1949. All the University bodies, namely, the Senate, the Syndicate and the Academic Council were duly constituted and the University became a corporate body by the end of the year. Pending construction of its permanent offices at

Chota Mahableshwar, Dharwar, the University offices are temporarily located at the local primary training college. The University had in 1949-50 seven arts and science colleges and five professional colleges affiliated to it, with a total strength of 4,389 students. The University held its first examinations in the summer of 1950.

GUJARAT UNIVERSITY

The Gujarat University Act came into being in November 1949. The University became a fully established body towards the end of 1950. A unique feature of the Gujarat University Act is the provision under which the University is under obligation to replace English by Gujarati or Hindi or both as medium of instruction within a period of ten years. The office of the University is temporarily located in the Engineering College, Ahmedabad. The University has already started conducting its affairs in Gujarati and decided to switch over to Gujarati or Hindi or both in the next seven years. It held its first examinations in March 1951.

THE M. S. UNIVERSITY OF BARODA

With the merger of Baroda with Bombay State in May 1949, the Maharaja Sayajirao University of Baroda came under the control of the Government of Bombay. Under the provisions of the M. S. University of Baroda Act, 1949, the University took over the management of the seven institutions formerly run by the Baroda State Government. Social sciences and fine arts are special features of this University. The University has unique scope for developing into a residential university in that most of the affiliated institutions are located in Baroda itself.

S. N. D. T. WOMEN'S UNIVERSITY

The Shrimati Nathibai Damodar Thackersey Women's University Act granting statutory recognition to the University was brought into effect in November 1949. The total number of students in the four arts colleges of the University in 1949-50 was 430.

BOMBAY UNIVERSITY

In view of the emergence of the regional universities, the jurisdiction of the Bombay University has greatly decreased and is now confined to the limits of Greater Bombay only. In order to consider the question of re-organisation of the functions and constitution of the

University to suit the altered circumstances, a committee under the chairmanship of the Vice-Chancellor of the University was appointed by the Government in 1950 and its report is at present under consideration of the Government.

GRANTS TO UNIVERSITIES

Grants paid by the Government to universities have also increased. The total amount of grant-in-aid paid in 1950-51 including Rs. 13.25 lakhs on account of construction of buildings was Rs. 43 lakhs, against Rs. 2.06 lakhs in 1946-47. Grants to non-Government arts and science colleges totalled Rs. 1.7 lakhs in 1946-47, Rs. 2.78 lakhs in 1947-48, Rs. 4.43 lakhs in 1948-49, Rs. 8.78 lakhs in 1949-50 and Rs. 12.09 lakhs in 1950-51.

ENCOURAGEMENT TO RESEARCH

The Government has also substantially increased its assistance to research and cultural institutions during the past four years. The following statement shows the total expenditure on grants to such institutions for the period from 1946-47 to 1949-50 :—

	1946-47	1947-48	1948-49	1949-50
	Rs.	Rs.	Rs.	Rs.
Deccan College Post-graduate and Research Institute.	84,935	95,000	1,42,002	1,88,516
Other Institutions	1,36,160	2,37,265	2,54,220	1,88,560
Total	2,21,095	3,32,265	3,96,222	3,77,076

In addition, non-recurring grants amounting to over Rs. 46,000 and Rs. 73,000 respectively, were paid to the Deccan College Post-graduate and Research Institute in 1948-49 and 1949-50. During each of these two years, grants of Rs. 1 lakh were also paid to the Tata Institute of Social Science, Bombay, towards the cost of its expansion programme. Grants to the extent of Rs. 2,000 and Rs. 3,600 were paid to the Bombay Art Society and the Bombay Branch of the Royal Art Society. The number of research societies receiving State aid was 30. New rules have been framed for financial aid to research and cultural institutions. With the application of the rules, it is expected that there will be an increase in the number of such institutions.

TECHNICAL TRAINING

Until 1948, technical education was controlled partly by the Director of Public Instruction and partly by the Director of Industries. In order to secure better co-ordination and direction, a separate Department was set up in 1948 with the Director of Technical Education as its chief executive head. He is assisted by a Board of Technical and Industrial Training, now known as the State Council of Technical Education, representing various interests, such as Defence, universities, industries and technical institutions.

Excluding vocational secondary schools the total number of technical institutions stood at 267 with 22,266 pupils in them in 1949-50. Of these 169 were technical and industrial institutions, 54 commercial schools, 18 agricultural schools and 26 other schools. The courses offered by the technical and industrial institutions cover a wide range, the more important of them being mechanical engineering, electrical engineering, automobile engineering, advanced radio communication, photography, carpentry, spinning, weaving and tanning.

SCHOLARSHIPS

A large number of scholarships are awarded to students studying in various branches of technical and industrial training within the State and a few to students of this State taking certain selected courses, such as sugar technology, mining engineering and other post-graduate courses in institutions outside the State. As many as 73 students were sent abroad during the years 1945-48 under the State and Central Government scheme for advanced training in technical and industrial subjects. Some of these, who have come back after completing training, have been employed

under the Central and State Governments. Three students from the backward classes were awarded overseas scholarships in 1949-50 and three more in 1950-51. The number of apprentices under training in various participating industries in Bombay and Ahmedabad totalled 633, in 1950.

GRANTS TO INSTITUTIONS

Institutions receiving grant-in-aid numbered 147 in 1950. The total amount of grant-in-aid paid to them was well over Rs. 95,000. Till recently grant-in-aid paid to private engineering colleges was to the extent of 50 per cent. of the expenditure on their teaching staff. It is now equal to 50 per cent. of their approved expenditure. Grants so paid totalled Rs. 7.50 lakhs in 1950-51. Expenditure on technical and industrial education excluding the expenditure on agricultural schools, amounted to Rs. 31.15 lakhs in 1950-51.

VOCATIONAL GUIDANCE

A vocational guidance and information bureau was set up in 1950 for supplying information to students regarding various trades and professions and for determining their aptitude for particular avocations. The main functions of the Bureau are (1) Collection and dissemination of information relating to different occupations to prospective candidates, (2) standardisation of psychological tests to ascertain the aptitude of students for different occupations, and (3) preparation of standard record cards for the purpose.

ADULT CIVILIAN SCHEME

The Government of India was conducting centres for technical training for ex-servicemen to enable them to settle in civil life. The scheme has since been replaced by a new scheme known as the Adult Civilian Scheme. The Government of Bombay has agreed to participate in this scheme and share the expenditure so far as this State is concerned to the extent of 40 per cent. The cost to Government on this account is expected to be in the neighbourhood of Rs. 2.06 lakhs in 1950-51 and Rs. 3.11 lakhs in 1951-52. The Government also proposes to set up part-time classes in technical subjects for those desiring to improve their prospects in their avocations.

ART EDUCATION

The Sir J. J. School of Art, Bombay, is the premier art institution in Bombay. It imparts instruction in drawing and painting, sculpture, architecture, training of teachers, commercial art and crafts. It also trains art teachers. Drawing has all along been included in the curriculum of primary and secondary schools. Drawing "Grade" examinations are held every year at about 190 centres not only in this State but also in Madhya Pradesh, Madhya Bharat, Saurashtra and Hyderabad. Nearly 30,000 students appear for these examinations every year. The architectural section of the school is recognised by the Royal Institute of British Architects and is the only recognised school not only in India but in the whole of Asia.

In 1946 the Government appointed a Committee on Art Education to examine and make recommendations on various questions, including the courses of study at the Sir J. J. School of Art, Bombay, the teaching of art and drawing in primary and secondary schools, the art and drawing examinations and the training of teachers. Following the recommendations of this committee an Advisory Board has been set up by the Government to advise on art education in the State. The evening art classes, originally started in 1944 for the benefit of the Defence personnel in Bombay, have been reorganised to suit the convenience of the civil population. In addition morning classes have also been introduced. The staff of the institution has been strengthened to provide for the introduction of the system of specialist teachers for different subjects. In the sculpture section, stone-carving, hitherto absent in the syllabus, has been introduced. Government expenditure on art education during 1950-51 amounted to Rs. 3.53 lakhs.

The number of institutions teaching music was 23. The total expenditure incurred on them amounted to Rs. 1,05,447 in 1949-50.

PHYSICAL EDUCATION AND MILITARY TRAINING

Physical education has been made a compulsory subject in all primary and secondary schools and in primary training institutions. There is a Physical Education Board which advises the Government on all matters of policy in regard to physical education. Objective tests have been devised for examination purposes. The Government Physical Institute at Kandivli conducts a diploma course in physical education for graduate teachers and short-term courses for non-graduate teachers. In order to meet the increasing demand for trained personnel, private institutions are also allowed to conduct certificate courses in physical education. The programme of training primary teachers in physical education consists of two stages. One is of training some of them as leaders of centres and the other of training picked primary teachers by these leaders for different areas. Started in 1947 the process is still continuing. In 1949-50 altogether 418 teachers were trained in the first stage and 2,792 in the second stage. In all 1,118 men and 413 women teachers were being trained in the second stage in 1950-51. The total expenditure on physical education in 1950-51 amounted to Rs. 6.76 lakhs.

HOLIDAY CAMPS

The scheme of Holiday Camps for primary and secondary teachers and pupils is a very recent one. A special officer has been appointed for organising the camps. In all 13 such camps were held at Mahabaleshwar and other places in the State during the period from April 1949 to the end of October 1950. In all 247 primary teachers and 305 secondary teachers attended the camps.

Some buildings in the Government House Estate at Mahabaleshwar have been reserved for the camping students and teachers. Suitable sites are also being selected in each district for the purpose.

NATIONAL CADET CORPS

Military training is gaining importance and is becoming popular among university and secondary school students. The question of imparting military training in schools and colleges had engaged the attention of the Government of India for a considerable time. The recommendations of the Kunzru Committee in this respect led to the enactment for the creation of the National Cadet Corps (N. C. C.) and to the inception of the Corps in 1948. Under this Act, the entire responsibility for maintaining the Corps practically rests on the States. Realising the nation-building possibilities of the scheme, the Government has given its unstinted support to it and allotted large funds for its successful working. There are in all 28 Senior Divisions consisting of 3,800 cadets and 126 officers. The number of officers and cadets in the Junior Divisions of the Corps attached to the different secondary schools is 190 and 5,700 respectively.

Apart from its value as a recruiting source for the officers' cadre the scheme has proved valuable in inculcating a sense of discipline and erect bearing among students. Efforts are also being made to start a women's branch of the Corps. Expenditure on N. C. C. in 1950-51 amounted to Rs. 12.30 lakhs.

BOY SCOUTS AND GIRL GUIDES

The Hindustan Scout Association and the Boy Scout Association were the two important scout organisations in the State. The total number of scouts in these organisations was 68,715 in 1949-50. Girl Guides numbered 13,511. Recently the two associations have merged into a new association known as the "Bharat Scouts".

SOCIAL EDUCATION

The scheme for social education has made rapid strides. The term "adult education" has been replaced by a more comprehensive term "social education", as emphasis is now laid not merely on the attainment of literacy but on general education to enable every adult to fulfil his role of a responsible citizen in Independent India. Modern media of education, such as the radio, films and other audio-visual aids are also being utilised.

REGIONAL AND DISTRICT COMMITTEES

Regional committees have been appointed on linguistic basis consisting of influential non-official members so as to harness local effort in the cause of social education. There is a separate committee for Bombay City. City Committees have also been set up at Poona, Ahmedabad and Sholapur as the social education drive can be undertaken with better advantage on the lines of the Bombay City Social Education Committee. Under the Regional Committees are District Committees to stimulate local enthusiasm by personal contact and intensive propaganda. In 1950-51 there were 20 such Committees functioning in the State—11 in Maharashtra, five in Gujarat and four in Karnatak.

In order to sustain the interest of the new literates monthly magazines containing suitable articles and illustrations of current information and interest are published by the Regional Committees—"Lokshikshan" in Maharashtra, "Lok Jivan" in Gujarat and "Prakash" in Karnatak. The Bombay City Social Education Committee has its own fortnightly "Saksharata Pradeep".

SOCIAL EDUCATION CENTRES

The following statement gives the number of social education centres in the State (excluding Bombay city) and

the number of students in them and the number of students made literate during the four years ended in 1949-50 :—

Classes	No. of Adults on rolls	No. of Adults made literate
1946-47	1,818	48,667
1947-48	3,206	86,109
1948-49	7,382	184,306
1949-50	10,541	264,731
		22,300
		44,600
		78,285
		107,042

Social education classes and persons made literate totalled 14,288 and 142,230 respectively, in 1950-51.

Social education classes in Bombay city numbered 1,634 in 1946-47; 1,993 in 1947-48; 1,839 in 1948-49 and 1,786 in 1949-50. The number of adults on the roll and of those literate was 32,261 and 22,203 respectively in 1946-47; 38,472 and 19,387 in 1947-48; 40,193 and 22,519 in 1948-49 and 44,276 and 25,658 in 1949-50.

TRAINING OF WORKERS

A syllabus has been evolved for the training of social education workers and of special officers appointed under the scheme. About 2,000 workers have been trained so far at the training classes organised at Government Training Colleges. In addition 500 workers were trained by the Gujarat and Karnatak Social Education Committees. Expenditure on social education amounted to Rs. 14 lakhs in 1950-51.

SOCIAL EDUCATION CONFERENCE

The most important event of the period under review was the convening of a conference in Bombay in 1948 of all officials and non-officials connected with social education movement. Important decisions including the change of the term "adult education" by a more comprehensive term "social education" were taken at the conference. The conference was presided over by the Chief Minister of Bombay, Shri B. G. Kher. Teachers and pupils of primary and secondary schools have also been instructed to participate in this nation-building work as part of their social service activities.

A seminar was held at Mysore under the auspices of UNESCO to discuss problems of rural adult education with special reference to Asian countries. Besides enabling participants from all over the world to pool their experience as a basis for the solution of their problems and to draw up plans of action for their respective countries, it also paved the way for closer international understanding and intellectual co-operation among the countries whose representatives took part in its deliberations.

VILLAGE LIBRARIES

As a further step to prevent the lapse into illiteracy of new literates, the Government has sanctioned the establishment of libraries and reading rooms in villages. Under this scheme, a village library or reading room receives in the first year a grant-in-aid of Rs. 50 and from the second year an annual grant of Rs. 18 provided that the local contribution is at least that much. The number of village libraries and reading rooms which stood at 1,969 in 1945-46 rose to 2,390 in 1946-47; 2,900 in 1947-48; 3,247 in 1948-49 and 3,567 in 1949-50. There was also a corresponding rise in the amount of grant-in-aid paid to them. The total amount of grants paid in 1949-50 was Rs. 63,665 against Rs. 26,000 in 1945-46.

ASSISTANCE TO PRIVATE BODIES

Financial assistance is given to private bodies working in the field of social education. The Bombay Presidency Adult Education Association continued to assist in the work of social education by conducting free reading rooms and libraries and organising popular lectures.

With the merger of States, large tracts of areas have been added to the Bombay State. Many of these are very backward in education. Efforts are being made to bring them in line with the other areas of the State in respect of social education.

FILMS, LIBRARIES AND MUSEUMS

Audio-visual Education is now regarded practically as the linch pin of any well-planned educational organisation, particularly in the primary and secondary stages and largely in furtherance of the social education programme. It has been recognised that audio-visual aids make learning more realistic and meaningful. In all advanced countries the motion picture is being increasingly used with advantage as an educational aid. Film shows not merely arouse and focalise interest of the class but the interest thus generated does not subside with the disappearance of the picture from the screen, but continues and develops into various forms of intellectual and practical activities.

The motion picture film also leads to economy in the time taken to disseminate knowledge and new ideas. Above all, the sense of reality created in respect of the subject displayed is unparalleled by any other teaching aid. The Bombay Government, therefore, decided during the period under review to organise an Educational Film Service and sanctioned the Visual Education Scheme as a post-war measure in March 1947. The introduction of the scheme marks a great advance as the activities of the Visual Education Department formerly consisted chiefly in the upkeep and circulation of nearly 120 magic lanterns and some 30,000 slides.

The total number of films and filmstrips in the Department library at the end of March 1951 was 1,542 and 590 respectively. The number of projecting centres was 95. With the sanctioning of the scheme for giving financial aid to non-Government secondary schools for purchase and maintenance of projectors, 29 such schools were added to the list bringing the total to 124. Films are supplied to these centres under a system of circulation by rotation. Besides these, there are 168 other centres 24 in Bombay City and 144 in the districts—receiving the Department's films. Expenditure on visual education amounted to

Rs. 85,000 in 1950-51. The Department also holds Visual Aids Exhibitions. Four such exhibitions were held in 1949-50 at Ahmedabad, Ahmednagar, Belgaum and Surat.

LIBRARY MOVEMENT

The opening of the Central Library in Bombay and of the Regional Libraries at Ahmedabad, Poona and Dharwar was one of the first objectives of the newly-constituted Library Department set up under the Government's post-war reconstruction programme. These were established as copyright libraries and by an amendment of the Press and Registration Act, 1867, so far as it relates to Bombay, they have been declared the depositories of books which the printers are required to supply to Government.

Next in priority to the creation of copyright libraries, the objective of the movement was to select libraries for recognition and aid in district and taluka towns. These were libraries managed by private bodies. The Central Library in Bombay is given an annual grant of Rs. 37,000, while the Regional Libraries at Ahmedabad and Poona receive Rs. 13,000 each. The grant paid to the Regional Library at Dharwar is Rs. 12,000. The district libraries receive a grant of Rs. 4,000 each while a taluka library gets Rs. 450. The grants are governed by the condition that the libraries concerned must collect and spend funds not less than the Government grant and that they should be open to all without any distinction. Including 1,657 town and village libraries of the former Baroda State the total number of libraries recognised under this scheme stood at 1,907 at the end of 1950-51. The total expenditure on grants-in-aid was Rs. 2.33 lakhs.

CHILDREN'S READING ROOMS

An annual grant of Rs. 600 is paid to the Bombay Presidency Women's Council for conducting a children's reading room. The Government has also sanctioned the opening of a Children's Centre "Bal Bhavan" at the Charni Road Gardens, Bombay. The construction of a building for the centre is in progress. The institution is intended to be a cultural centre for children. Equipped with educational and

other toys, books, magazines and newspapers, radio, gramophone and films, the centre will strive for the spontaneous growth of the child's personality by providing suitable opportunities and congenial atmosphere.

MUSEUMS AND ART GALLERIES

Grants are paid by the Government to museums established in the State. The Lord Reay Maharashtra Industrial Museum, Poona, receives a total of Rs. 14,000 a year by way of grants-in-aid for its maintenance and upkeep. Legislation giving statutory status to the museum and providing for the establishment of two more regional museums, one each in Gujarat and Karnatak, was enacted in 1947. With the merger of the Baroda in Bombay State the administration of the Baroda Museum and Picture Gallery, Baroda, has been taken over by the Government. The annual expenditure of this museum is about Rs. 1 lakh. A scheme for the reorganisation of the museum initiated by the Baroda State Government is being pursued. An expenditure of Rs. 10,000 was incurred on this account during 1950-51. The Prince of Wales Museum in Bombay also receives financial assistance from the Government. A sum of Rs. 1,12,640 was paid to it in 1950-51. A few other small museums belonging to the former states, such as those at Aundh, Sangli, Dharampur and Amreli have also been taken over and maintained by the Government. The policy with regard to administration of museums in the state is under consideration of the Government.

ARCHIVES AND ANCIENT MONUMENTS

The Secretariat Record Office as its name implies formerly functioned as the repository of the archives of the Secretariat Departments. The records created by the Secretariat Departments were sent down to this office for deposit when they were no longer required for current use. The records in this office extended to as far back as the days of the East India Company. With the advent of the Popular Government in 1946, a new policy towards State archives was initiated. All the records are now handled under the direction of a qualified officer and with this object in view, the organisation has been equipped and staffed on the lines worthy of a public record office.

To facilitate access to the records a descriptive catalogue of about 3,000 volumes is under preparation. The Bombay Government had dealings with the Marathas, the Malbar Princes, Hyder Ali and Tipu Sultan. Its ships visited the Middle East, Persia and Arabia. Information about all these is being collated in this descriptive catalogue which will be a very valuable source book. The lists and catalogues of the records at the Alienation Office, Poona, have also been brought together, bound and made available to research students. Similar measures are being taken in respect of the records of merged States. Records of historical importance are collected together, edited and published for the benefit of research workers and students. Three more volumes of the series "Poona Residency Correspondence" containing English records of the Maratha history and a small volume containing useful material of historical value in Persian from the Poona daftar of the Peshwas were issued during the period under review.

FACILITIES FOR RESEARCH

Rules governing inspection of records by research students at the Secretariat Record Office at Bombay and the Alienation Office, Poona, have been liberalised.

Facilities for research have also been increased. Bombay is particularly rich in historical material. Several historical families, which held important posts under the Peshwas, have in their possession valuable historical documents. Efforts are being made to secure them for the use of scholars. The former States of Kolhapur and Baroda had their own archives. All these records and the records of other States which merged in Bombay State have been transferred to the supervision of the State Director of Archives.

ANCIENT MONUMENTS

Under the new constitution, archaeological sites and monuments other than those declared by the Parliament by law to be of national importance, are included in the concurrent list. Although definite lines are to be demarcated in this respect, this Government is taking increasing interest in regional monuments as distinct from national monuments. Some of these monuments are being surveyed with a view to putting them in proper shape and environment. A State Board of Historical Research and Ancient Monuments has been set up by the Government, to step up and improve the activities of the Government and of other research institutions and individuals interested in this line. The Board will guide and co-ordinate research activities of record offices and research institutions in the State, undertake search for literary, historical and other documents including paintings and suggest ways and means of making them available to scholars. It will also look after historical monuments and sites other than those looked after by the Government of India, and suggest to Government measures necessary for their conservation.

BACKWARD CLASSES AND DISPLACED STUDENTS

As a result of the various ameliorative measures adopted by the Government during the last five years, rapid progress has been made in the education of the backward classes. Primary education is free and in addition special scholarships are given to deserving backward class pupils in upper primary standards. The number of such scholarships has been increased from 162 sets to 312 sets. Secondary education is free to backward class pupils in all schools, Government as well as non-Government. In addition, scholarships are given to deserving backward class pupils. Collegiate education is also free and every eligible backward class pupil gets in addition a scholarship and free hostel accommodation in hostels attached to Government colleges. Technical education is free in all schools where admission is open to pre-matriculates. Fifteen sets of scholarships are provided in technical schools. Lump-sum scholarships for the purchase of books and stationery are given to indigent backward class pupils.

Teachers in backward tracts are given special facilities such as bad climate allowance and bonuses on account of pupils passing the primary school certificate examination. Ample hostel facilities are provided for backward class students. The Government maintains two hostels, one at Poona and the other at Hubli, while the District School Boards maintain 71 hostels with accommodation for 4,512 pupils. There are in addition about 170 hostels conducted by voluntary agencies with Government assistance. The statement below shows the number of backward class students in different educational institutions and the extent of financial aid given to them by the Government during the years 1946-47 to 1949-50 :

BACKWARD CLASS STUDENTS

	1946-47	1947-48	1948-49	1949-50
Colleges ...	491	537	689	1,444
Secondary Schools ...	8,652	10,354	11,418	17,561
Primary Schools ...	2,34,713	3,48,996	5,01,842	6,41,253
Total ...	2,43,856	3,59,887	5,13,949	6,60,258

FINANCIAL AID

	Rs.	Rs.	Rs.	Rs.
Free Studentships ...	1,61,169	2,37,277	7,65,966	9,78,577
Scholarships ...	2,20,186	4,34,639	5,38,035	6,69,569
Hostels ...	4,04,318	5,26,169	5,96,175	7,34,173
Miscellaneous Concessions...	95,943	1,70,294	2,29,294	3,50,965
Total ...	8,81,616	13,68,379	21,29,470	27,33,284

There are 17 peripatetic schools giving instruction in various courses, such as leather work, fibre work, cane and bamboo work, conducted by the Government Co-operative Department for the backward classes. So far 505 backward class candidates have been trained in these institutions and 172 are under training at present. The Co-operative Department also awards 98 scholarships of the value of Rs. 20 to 30 per month to backward class persons receiving training in weaving, mechanical engineering, leather work, agriculture, carpentry and smithy, tailoring and cutting and certain other crafts. Twenty-five per cent. of the seats in 25 schools of different crafts maintained by the Co-operative Department for hereditary artisans are reserved for candidates from backward classes. The object of these facilities is to enable backward class students to improve their professional skill and earning capacity, if they wish to pursue their hereditary occupation.

DISPLACED STUDENTS

The scheme drawn up by the Government of India for the grant of loans for higher education to displaced students and trainees from Western Pakistan has been continued and extended to students reading in institutions in the merged areas and also to students pursuing technical and commercial courses after passing the matriculation examination. Loans to the extent of Rs. 2.05 lakhs were sanctioned to 322 students in 1949-50. The Government has also sanctioned exemption from payment of fees and other concessions to indigent displaced pupils reading in standards X and XI. The total number of pupils, who were given these concessions, in 1949-50 was 2,246. The total amount paid to them was Rs. 3.27 lakhs.

REHABILITATION OF YOUNG OFFENDERS

The Government's Juvenile Branch functioning under the Education Department is responsible for the administration of the Bombay Children's Act, reenacted in 1948, the purpose of which is to make provision for the custody, protection, treatment and rehabilitation of children and youthful offenders and for the trial of youthful offenders. It also gives protection to neglected and destitute children. Children, who are victimised are also rescued and protection is given to them under the Bombay Children's Act. A Juvenile Court, which is a special court for children under 16 years of age, is presided over by a First Class Stipendiary Magistrate with one or two Honorary Lady Magistrates selected by the District Magistrate in consultation with the Chief Inspector of Certified Schools and approved by the Government. The idea behind a Juvenile Court is of guardianship of children, that is, the State assumes functions which the guardians are either unable or unwilling to fulfil. In Juvenile Court proceedings emphasis is laid not so much on the act of the Child as on the social surroundings, upbringing and other factors that are the cause of the child's appearance in court. The purpose of the proceedings is not punishment but correction of conditions, care and protection of the child.

The Probation Officer is required to make detailed and scientific inquiries about the antecedents of the children, their home conditions, treatment given to them by their parents, etc. and to present the cases of such children to the Juvenile Court with his recommendations regarding the method of treatment best suited to them. Another important aspect of the duties of a Probation Officer is the supervision of the child after its return from an institution until he or she attains the age of 18.

CERTIFIED SCHOOLS

Children brought before Juvenile Courts and whose home conditions are not satisfactory are released under the supervision of Probation Officers or committed to Certified Schools. Here they are given training in some useful industry according to their aptitude as well as in literacy to enable them to lead an honest life after their release from Certified Schools.

There are 26 Certified Schools in the State of Bombay. Out of these eight are Government Certified Schools and 18 are managed by private bodies. Out of these six are major Schools. The David Sassoon Industrial School and the Children's Home, Chembur, are run by the Children's Aid Society. The Byramjee Jeejeebhoy Home is run by the Society for the Protection of Children in Western India. The remaining three, namely, the Yeravda Industrial School, the Sholapur Certified School and the Hubli Certified School, are Government institutions. The Government has also started a Certified School with an agricultural bias at Jambul and a Certified School for boys has been started at Malsiras very recently. The remaining Certified Schools are private institutions, certified for the reception of court-committed children. The David Sassoon Industrial School and the Yeravda Industrial School are walled institutions and are generally used for such children whose liberty needs to be temporarily restricted to enable them to settle down.

The total number of children in certified schools, in 1950-51, was 2,744. Remand Homes numbered 26 with 1,630 children in them. A remand home serves several purposes. It provides safe accommodation for children arrested under the Act and is an observation centre for the personal study of the child and a useful deterrent to uncontrollable children. Children committed to certified schools and suitably trained therein are released on licence to the care of their parents under the supervision of a Probation Officer who helps them for being absorbed in society as normal and honest citizens.

AID TO INSTITUTIONS

Maintenance charges at the rate of Rs. 20 per month in Bombay and at the rate Rs. 18 per month in the mofussil

on account of children committed under the Bombay Children's Act are paid to the institutions certified for reception of children through the Juvenile Branch. Grants-in-aid paid to such institutions totalled Rs. 7.82 lakhs in 1947-48, Rs. 11.01 lakhs in 1948-49 and Rs. 14.90 lakhs in 1949-50. Children requiring specialised treatment are dealt with under the Bombay Borstal Schools Act. There are two such schools in the State—one at Baroda and the other at Dharwar. The work of supervision and aftercare of children released from the Borstal schools and certified institutions is done by the Bombay State Probation and After-care Association and the District Probation and After-care Associations affiliated to it. Children released from these institutions are generally restored to their parents or guardians. Destitute children find accommodation in hostels conducted by the State and District Probation and After-care Associations. There were six such hostels in 1950-51. The Associations also try to secure suitable employment for them and watch their progress in settling down in life.

The total expenditure of the Juvenile Branch amounted to Rs. 20.98 lakhs in 1950-51, against Rs. 19.28 lakhs in the previous year and Rs. 8.30 lakhs in 1946-47.