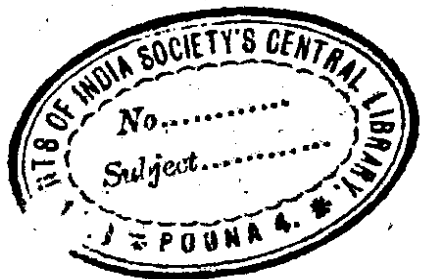


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# REPORT ON PUBLIC INSTRUCTION IN BOMBAY, 1932-33.

## CHAPTER I.

### GENERAL PROGRESS.

1. A summary of the main features of the year is given below :—

The total number of educational institutions decreased by 288  
**Institutions.** to 16,871. Of these, 15,757 were recognised and the remaining 1,114 unrecognised. Recognised institutions decreased by 172 and unrecognised by 116. Of the 15,757 recognised institutions, 16 were Arts Colleges, 11 Professional Colleges, 686 Secondary schools, 14,694 Primary schools, and 349 Special schools. Secondary schools decreased by 6, Primary schools by 133, and Special schools by 37. The decrease in the case of Primary schools is due to the closure as a measure of retrenchment of Primary schools which were thinly attended. Of a total of 26,848 towns and villages, 10,763 possessed schools as compared with 10,831 in the preceding year. The area served by each town or village with a school was 11·5 square miles.

2. The total number of pupils under instruction in all classes of  
**Pupils:** institutions decreased by 606 to 1,332,087. Of these, 1,298,192 were in recognised institutions and 33,895 in unrecognised institutions, the decrease in two classes of institutions being 431 and 175 respectively. The percentage of pupils in recognised institutions to the total population of the Presidency was 5·95 as compared with 5·96 at the end of the year 1931-32. Of the total number of 1,332,087 pupils under instruction, 1,033,521 were boys and 298,566 were girls. The increase of 6,531 in the case of girls against a decrease of 7,137 in the case of boys during the year is noteworthy.

The distribution of pupils in various kinds of recognised institutions is given in the table, "General Summary of Educational Institutions and Scholars" at the end of this Report. It will be seen that, whilst the number of pupils in Arts and Professional Colleges and in Secondary schools increased, the number in Primary schools and Special institutions decreased.

The total number of pupils under instruction in recognised institutions is classified by communities as under :—

1	1932-33.		1931-32.	
	Pupils. 2	Percent- age to total. 3	Pupils. 4	Percent- age to total. 5
Hindus ..				
{ Advanced ..	309,866	23·9	303,540	23·4
{ Intermediate ..	522,034	40·2	528,428	40·7
{ Backward ..	134,330	10·3	135,769	10·4
Total ..	966,230	74·4	967,737	74·5
Muhammadans ..	234,146	18·1	235,469	18·2
Europeans and Anglo-Indians ..	5,489	0·4	5,398	0·4
Indian Christians ..	39,070	3·0	37,937	2·9
Parsis ..	17,903	1·4	17,863	1·4
All other castes ..	35,354	2·7	34,219	2·6
Grand Total ..	1,298,192	100	1,298,623	100

It will be seen that whilst the number of pupils belonging to Advanced Hindu communities increased, there was a decrease in the number of those belonging to the Intermediate and Backward classes and of Muhammadans. The fall in the number of pupils of these classes appears to be due partly to the closure of Primary schools and partly to the unfavourable economic condition of the people in general and of the agricultural classes in particular.

3. The total direct expenditure on public instruction decreased during the year by Rs. 14,79,894 to Rs. 3,37,46,690, and the indirect expenditure by Rs. 2,76,158 to Rs. 44,25,156. The decrease in the latter was almost entirely due to the decrease in expenditure on buildings. The total expenditure on public instruction was Rs. 3,81,71,846 as compared with Rs. 3,99,27,898 in 1931-32, and was met from different sources as under :—

	1932-33.		1931-32.	
	Amount. Rs.	Percent- age.	Amount. Rs.	Percent- age.
Government Funds ..	1,09,50,661	44·4	1,89,57,368	47·5
Board Funds ..	72,22,623	18·9	77,75,993	19·6
Fees ..	84,54,704	22·2	81,01,467	20·3
Other sources ..	55,43,858	14·5	50,93,070	12·7
Total ..	3,81,71,846	100	3,99,27,898	100

The above figures show that the decrease in the expenditure of Government and the Local Authorities was partly made good by an increase in expenditure from fees and other sources. The following table compares the distribution of the Provincial expenditure on various kinds of institutions during the last two years :—

	1932-33.		1931-32.	
	Amount.	Percentage.	Amount.	Percentage.
	Rs.		Rs.	
University and Higher Education.	10,99,301	6.5	12,44,225	6.6
Secondary Education ..	21,16,700	12.5	22,53,763	11.9
Primary Education ..	1,03,59,112	61.1	1,18,17,308	62.3
Special Education ..	9,89,901	5.8	10,93,651	5.8
<b>Total (Direct) ..</b>	<b>1,45,65,014</b>	<b>85.9</b>	<b>1,64,08,947</b>	<b>86.6</b>
Direction and Inspection ..	12,85,611	7.6	13,75,371	7.3
Buildings ..	1,35,709	0.8	1,97,614	1.0
Miscellaneous ..	9,64,327	5.7	9,75,436	5.1
<b>Total (Indirect) ..</b>	<b>23,85,647</b>	<b>14.1</b>	<b>25,48,421</b>	<b>13.4</b>
<b>Grand Total ..</b>	<b>1,69,50,661</b>	<b>100</b>	<b>1,89,57,368</b>	<b>100</b>

In addition to this, expenditure amounting to Rs. 1,19,134 was incurred in England as compared with Rs. 1,36,484 in 1931-32.

4. The year under report was marked by unprecedented financial stringency, and a reduction in the expenditure on General Education was unavoidable. It was inevitable that this should hamper progress. In some branches of education it caused a small set-back, and for the first time for many years there was an actual reduction in the number of institutions and pupils. The falling off in the number of pupils was, however, small, and was confined almost entirely to the Primary stage where the general economic depression was almost certainly a contributory factor. It is to the credit of all concerned, and particularly those responsible for the administration of Primary Education, that this set-back was not more serious. In Secondary and Collegiate education there was an advance, and reference has already been made to the increase in the number of girls under instruction.

Discipline on the whole was satisfactory, although there were a few cases of insubordination which may be regarded as the aftermath of the Civil Disobedience movement. Generally speaking, school authorities were alive to their duties and responsibilities and dealt with such cases with tact and firmness.

Among the more notable events of the year may be mentioned the following:—

- (1) The opening of a new Arts College—the Nowrosji Wadia College—in Poona.
  - (2) The decision of Government to close the Deccan College by the end of the academic year 1933–34.
  - (3) The opening of a degree course in Electrical Engineering at the College of Engineering, Poona.
  - (4) The reorganisation and expansion of the Secondary Training College, Bombay, and the reduction in the number of classes at the Elphinstone High School, which provided funds and set free accommodation for this expansion.
  - (5) The introduction of a scheme of additional training in the Government Law College, Bombay.
  - (6) The fixation of the datum line grants of District Local Boards.
  - (7) The supersession of the Broach Local Authority Municipality by a Committee of Management and the restoration of Government grant for Primary Education to that Municipality.
  - (8) The publication for the first time of an Education Manual for the Presidency.
  - (9) The republication of a Directory of the non-gazetted servants of the Department, and
  - (10) The delegation of wider powers to Divisional Inspectors.
- Most of these matters have been dealt with in greater detail in the various Chapters of this Report.

## CHAPTER II.

## ADMINISTRATION.

5. The strength of the various Educational Services on 31st March, 1933, was as under :—

Service.	No. of posts.
<i>All-India (Indian Educational Service) Service.</i>	
Administrative Branch (Direction, Inspection, etc.)	7
Collegiate Branch .. .. .	26
	— 33
<i>Bombay Educational Service (Class I).</i>	
Administrative Branch (Direction, Inspection, etc.)	9
Collegiate Branch .. .. .	13
	— 22
<i>Bombay Educational Service (Class II).</i>	
Teaching, Inspecting, and General .. .. .	61
Collegiate Branch .. .. .	50
	— 111
<i>Subordinate Educational Service.</i>	
Inspecting .. .. .	139
Teaching .. .. .	697
Clerical .. .. .	368
Others .. .. .	86
	— 1,290
<i>Miscellaneous and Special appointments outside the regular services.</i>	
Gazetted appointments .. .. .	26
Non-gazetted appointments .. .. .	8
	— 34
Grand Total ..	1,490

The total number of teachers in Government, District Local Board, and Municipal Primary schools was 31,330 as against 31,413 in the preceding year, the number of teachers in Government schools being 170.

I was on leave for 8 months during the year and Mr. W. Grieve, I.E.S., Deputy Director of Public Instruction, officiated for me, while Mr. S. N. Moos, I.E.S., Educational Inspector in Sind, officiated as Deputy Director of Public Instruction. Khan Bahadur S. D. Contractor, who occupied the post of Assistant Director of Public Instruction, was transferred as Educational Inspector in Sind and Mr. Syed Nurullah, Educational Inspector, Central Division, was appointed to officiate as Assistant Director of Public Instruction. I resumed charge early in December when Mr. Grieve proceeded on leave.

Of the 33 permanent members of the All-India (Indian Educational Service) Service, 11 were Europeans and 21 Indians. During the year under review the Indian Educational Service post of Professor of Structural Design in the College of Engineering, Poona, was abolished and orders for the abolition retrospectively of two more Indian Educational Service posts, viz. those of the Educational Inspector, Northern Division, and the Lady Superintendent, Training College for Women, Ahmedabad, were also issued. Mr. H. P. Jordan, I.E.S., Professor of Structural Design, College of Engineering, Poona, retired during the year. The services of Mr. M. L. Tannan, I.E.S., Principal, Sydenham College of Commerce and Economics, Bombay, were placed temporarily at the disposal of the Government of India for appointment as Secretary, Indian Accountancy Board, towards the close of last year.

The total cost of Direction was Rs. 1,48,132 which was met from Provincial Funds. The total cost of Inspection amounted to Rs. 14,41,351, of which Rs. 11,37,479 or 78·9 per cent. was met from Provincial funds. The latter figure is made up of Rs. 5,46,986 which was the cost of the Government Inspecting staff and of Rs. 5,90,493 which was the contribution of Government towards the maintenance of Inspecting staff under the Local Authorities.

The Provincial expenditure on Direction and Inspection together amounted to Rs. 12,85,611, which formed 8·8 per cent. of the total Provincial expenditure on Education.

6. During the year certain powers were delegated from Government  
 General. to the Director of Public Instruction and from the latter to the Educational Inspectors. The powers delegated to the Director of Public Instruction, subject to certain conditions, include those relating to the payment of grants to Depressed Class hostels and the countersigning of certain contingent bills, while those delegated to the Educational Inspectors, subject to certain conditions and reservations, include the following: (1) Power to select assistant masters in Government schools for deputation to the Secondary Training College, (2) Power to confirm assistant masters, (3) Power to impose all penalties (including dismissal) prescribed by the Civil Services Classification, Control, and Appeal Rules, on assistant masters whose pay does not exceed Rs. 200 per mensem, (4) Power to sanction the crossing of efficiency bars in the case of assistant masters whose pay does not exceed Rs. 200 per mensem, and (5) Power to appoint assistant mistresses, grant them leave, promotions, etc.

The maintenance and improvement of the efficiency of the Department receives constant attention. One of the steps taken in this direction was the preparation for the first time of an Educational Manual containing standing orders and circulars of Government, Circulars of the Director, and other matters which it was desirable that the officers of the Department should be conversant with for the efficient discharge of their duties. The publication of this Manual during the year under review has improved the efficiency of the Departmental officers, particularly in the inspecting branch. A Directory of the non-gazetted personnel of the Department, which had not been published for 8 years, was brought up to date and republished in an expanded and improved form.



## CHAPTER III.

## UNIVERSITY.

7. The numbers of Arts and Professional Colleges affiliated to the University during the year were 20 and 11 respectively, the number of Arts Colleges having been increased by the opening of the Nowrosjee Wadia College, Poona. In addition, the University itself maintains a School of Economics and Sociology.

The total number of students in all affiliated colleges, including the University School, at the end of the year was 15,306 as against 14,548 in the previous year. The number of students in the affiliated colleges in British Districts increased by 412 to 12,711. Of these, 9,598 were in Arts Colleges, and 3,113 in Professional Colleges. There are no separate colleges for women affiliated to the Bombay University. The number of women students increased from 815 to 966, of whom 835 were in Arts and 131 in Professional Colleges.

Chapters IV and V give an account of the Arts and Professional Colleges in British Districts.

8. The total receipts of the University amounted to Rs. 12,50,840 as compared with Rs. 10,98,000 in the preceding year, while the total expenditure was Rs. 9,23,740 as compared with Rs. 8,54,000. The total Government grant was Rs. 1,21,500. Owing to financial stringency a cut of 10 per cent. was applied to the annual grant of Rs. 5,000 to the University Information Bureau. This grant has been discontinued from the year 1933-34.

9. The following table gives the results of the more important University Examinations held at the end of the academic year 1932-33 :—

	Number examined.	Number passed.				Percentage of passes.
		I Class.	II Class.	Pass Class.	Total.	
M.A. ..	154	6	52	51	109	70·77
B.A. (Honours) ..	547	27	191	237	455	} 70·11
B.A. (Pass) ..	758	..	..	460	460	
Intermediate Arts ..	2,559	4	224	1,267	1,495	67·59
M.Sc. ..	32	7	..	16	23	71·87
B.Sc. ..	470	46	129	167	342	72·76
Intermediate Science ..	1,609	45	259	393	697	43·31
F. Y. Arts ..	4,588	..	..	3,180	3,180	69·31
Matriculation ..	17,280	..	..	7,639	7,639	44·20

The percentage of passes at the Matriculation Examination of 1933 was 44·20 against 37·51 in the preceding year. There is no University Examination at the end of the first year, students being examined by the colleges themselves. The percentage of passes, therefore, varies from college to college.

10. There were 55 students in the School of Economics at the end of the year 1932-33 as compared with 49 at the end of the preceding year. Of these, 26 were engaged in research.

The University School of Economics and Sociology. In the School of Sociology there were 47 students at the end of the year as compared with 44 in the preceding year. Of these, 27 were engaged in research.

Forty-seven post-graduate students belonging to different Arts Colleges in the City of Bombay attended lectures in the School.

Fourteen students submitted theses for the M.A. degree examination. Two of these have been placed in the First and two in the Second class, whilst the results of the remaining ten have not yet been declared. Eleven students appeared for the M.A. examination by papers. All were successful, 8 being placed in the Second and 3 in the Pass class.

Two public lectures on "The Ottawa Trade Agreement between India and England" were delivered by Professor C. N. Vakil.

The following gentlemen delivered series of lectures to the students in the School on the subjects mentioned against their names :—

Name.	Number of lectures.	Subject.
Professor S. K. Muranjan ..	3	(a) Federal Bank of America. (b) Bank of International Settlements.
Dr. Ahmed Mukhtar ..	3	Corporation Finance.
Dr. S. G. Panandikar ..	4	Indian Federal Finance.

The total expenditure of the School was Rs. 51,690.

11. During the year under report the Bureau received 2,765 enquiries regarding various courses of studies abroad as against 3,062 in the preceding year. Of these, 1,565 were in writing and 1,200 were personal as against 1,602 and 1,460 respectively in the year 1931-32.

The Foreign Information Bureau. The number of documents containing prospectuses, calendars, regulations, etc., relating to Universities and other Educational Institutions in Great Britain and other foreign countries issued to students intending to proceed to those countries was 1,976 against 1,895 in 1931-32.

Seventy-seven applications for admission to Educational Institutions in the United Kingdom were received during the year as against 55 in the previous year. Of these, 17 left for England in 1932-33.

The following extract from the Report of the work of the Education Department of the High Commissioner for India for the year 1930-31, on the successes attained by Indian students in England is of interest :—

"It will be seen that the Indian students at the various British Universities, Colleges, and Educational Institutions generally have again to their credit an excellent record of academic and other

“ successes. No fewer than 215 First Degrees were obtained, including  
 “ 16 with First Class Honours, whilst over 250 students were awarded  
 “ Diplomas in various subjects such as Education, Engineering, and  
 “ Medicine. Perhaps even more striking are the successes of post-  
 “ graduate students engaged on Research or Advanced work. Five  
 “ obtained the high distinction of D.Sc., 42 the Ph.D. Degree, 11 the  
 “ M.Sc. Degree, and about 20 various other higher degrees in Medicines,  
 “ Technology, Education, and Law. No less than 10 students, including  
 “ two women, obtained the high professional distinction of Fellowship  
 “ of the Royal College of Surgeons. These successes show that the  
 “ marked improvement in the general standard of work and attainment  
 “ of the Indian students who come to this country has been well  
 “ maintained.”

The Report of the Bureau contains information which will be found to be of use to candidates wishing to study at Universities abroad. In connection with the work of the Bureau the Secretary remarks—

“ It will be seen that the Bureau does not confine itself merely to  
 “ the fulfilment of its primary object of collecting and supplying  
 “ information about foreign Universities, but the field of its enquiries  
 “ and operations has, with the valuable, willing help and co-operation  
 “ of the High Commissioner for India’s Office, become very much  
 “ extended. Enquiries about the doings of students receive prompt  
 “ attention in order to relieve the anxiety of their guardians and  
 “ information regarding them obtained from reliable sources is com-  
 “ municated to the guardians. Efforts are made to satisfy, as far as  
 “ possible, enquiries regarding all kinds of educational and professional  
 “ matters and thus the contact between the students and professional  
 “ men on the one hand and the Education Department of the High  
 “ Commissioner’s Office and this Bureau is rendered more and more  
 “ intimate. The varieties of enquiries addressed to the Bureau show  
 “ that the Bureau has acquired a certain degree of public confidence.”

12. The Corps enrolled during the year 492 student recruits and  
 officers. The number of those who completed  
 preliminary training was 645, while the total number  
 of “ trained ” students borne on the strength during  
 the year was 1,136.

The annual camp was held at Koregaon, and was attended by 651 students.

The Commandant in charge reports--

“ In respect of training, the Battalion has been exercised right up  
 “ to Advanced Battalion Training, including Tactical Schemes, this  
 “ being carried out at the Annual Camp at Koregaon. The general  
 “ keenness shown by the Battalion as a whole can be borne out by the  
 “ number who attended the Annual Camp. A great deal of time  
 “ and money has been spent in trying to improve the Standard of  
 “ Boxing throughout the Battalion, but unfortunately this has not  
 “ met with the success it deserved. This may be due to the fact  
 “ that Colleges in general do not devote any time to this kind of Sport,

“ which in my opinion is one of the main items, and brings out many  
 “ manly qualities.

“ The general physique of the Battalion on the whole is good, with  
 “ the exception of eyesight, a great number of students having to  
 “ resort to glasses, probably due to too much reading and book study.”

13. The Rev. J. McKenzie, M.A., continued to be Vice-Chancellor  
 during the year but relinquished charge of his office  
 General. on the 1st of April, 1933. Mr. V. N. Chandavarkar,  
 B.A. (Cantab.), Bar-at-Law, has been appointed Vice-Chancellor to  
 succeed him.

The Senate met twice during the year. Perhaps the most important  
 business transacted, and that fraught with the most far-reaching conse-  
 quences, was the decision to establish a new University Post-graduate  
 Department of Chemical Technology as a “ complete self-contained  
 University Department for instruction, training, and research ; beginning  
 in the first instance with Textile Chemistry and Chemical Engineering.”  
 Towards this Department the Senate made a grant not exceeding Rs. 5½  
 lakhs to cover the capital expenditure on the Department and the  
 recurring expenditure for the current year. A University Professorship,  
 as the University Professor and Head of the new Department of Chemical  
 Technology was constituted. To this post Dr. R. B. Forster, Ph.D.,  
 Berlin, N.U.I., F.I.C., A.R.C.S.I., has been appointed. Government  
 have agreed to loan to the University, subject to certain conditions,  
 for a period of five years the East Wing of the Royal Institute of Science.  
 The Department is expected to commence work from June, 1934.

The question of constituting a Matriculation Board, to which a reference  
 was made in the last Quinquennial Report, is still under the consideration  
 of the University. The period for which the post of the Director of  
 Physical Training was originally created expired in January, 1933, but  
 has been extended for a further period of one year.

## CHAPTER IV.

## ARTS COLLEGES.

14. The number of Arts Colleges affiliated to the University increased during the year from 19 to 20, owing to the opening of the Nowrosjee Wadia College, Poona. Of these, 16 are in British Districts and 4 in Indian States. Of the former, 6 are maintained by Government, 7 are aided, and 3 are unaided.

During the year the H. P. T. College, Nasik, was affiliated for the teaching of Marathi Honours and Gujarati Pass courses for the B.A. degree; the Nowrosjee Wadia College was affiliated in Arts up to B.A. (Pass and Honours) Examination in English, Sanskrit, Ardha-Magadhi, Marathi, German, Persian, Philosophy, History and Economics, and in Science up to the Intermediate stage in Groups A and B, and the Willingdon College, Sangli, was affiliated in the Intermediate Science A Group. The name of the Sind National College, Hyderabad, was changed to "Dayaram Gidumal National College".

15. The number of students in all Arts and Science Colleges in British Districts, excluding the University School of Economics and Sociology (an account of which has been given in Chapter III), increased by 372 to 9,598 of whom 828 were women as against 698 in 1931-32. The number of students in Government Colleges was 2,572 as against 2,528 in the preceding year and that in non-Government Colleges 7,026 as against 6,698. The increase in non-Government Colleges was mainly in the newly opened Nowrosjee Wadia College where the number was 316.

The following table shows the distribution of students by communities:—

	1931-32.	1932-33.	Increase or decrease.
Europeans and Anglo-Indians .. .. .	39	32	- 7
Indian Christians .. .. .	417	499	+ 82
Hindus .. { Advanced .. .. .	6,058	6,345	+287
{ Intermediate .. .. .	760	720	- 40
{ Backward .. .. .	100	80	- 20
Muhammadians .. .. .	580	574	- 6
Parsis .. .. .	860	900	+ 40
Sikhs .. .. .	..	12	+ 12
Others .. .. .	412	436	+ 24
Total .. .. .	9,226	9,598	+372

16. The total recurring expenditure on Arts and Science Colleges in British Districts, excluding the University School of Economics and Sociology, rose during the year from Rs. 20,41,305 to Rs. 21,91,530. It was made up as follows :—

	Rs.	Percent- age in 1932-33.	Percent- age in 1931-32.
Provincial Revenues .. .. .	4,72,530	21·6	24·1
District Local Board and Municipal Funds ..	9,865	0·4	0·7
Fees .. .. .	13,17,368	60·1	63·0
Other sources .. .. .	3,91,767	17·9	12·2
Total ..	21,91,530	100·0	100·0

It will be seen that Government's expenditure decreased while that from other sources increased. The total expenditure on Government Arts Colleges decreased from Rs. 6,61,529 to Rs. 6,50,776 and the net cost to Government from Rs. 2,68,622 to Rs. 2,52,216. In non-Government Arts Colleges the total expenditure increased from Rs. 12,13,998 to Rs. 13,69,322 and the Government contribution fell from Rs. 1,76,492 to Rs. 1,69,332. The average annual cost of educating a student in a Government Arts College decreased from Rs. 296 to Rs. 289 and the cost to Government per student from Rs. 120 to Rs. 112. In non-Government aided Arts Colleges the average annual cost per student was Rs. 190 and cost to Government was Rs. 28 against Rs. 191 and Rs. 30 respectively in the preceding year.

As a result of the recommendations of the Reorganization Committee the question of maintenance by Government of their Arts Colleges was considered and with a view to reducing their direct expenditure on higher education Government have decided to close the Deccan College at the end of the academic year 1933-34.

17. The total recurring grant paid by Government to 6 Arts Colleges under private management amounted to Rs. 1,69,332 against Rs. 1,76,492 in the preceding year. This falling off in expenditure was due to the cut of 5 per cent. made by Government as a measure of retrenchment in the allotment of grants-in-aid to these institutions.

18. The following table gives the results of the B.A. and B.Sc. Examinations. examinations held at the end of the year 1932-33 :—

Name of College.	Total number examined.	Passed in Class I.	Passed in Class II.	Passed.	Total passed.	Percentage of total passes.
<i>B.A.</i>						
Elphinstone .. ..	71	3	30	33	63	88.73
Deccan .. ..	37	2	7	22	31	83.78
Wilson .. ..	101	2	17	47	66	65.34
St. Xavier's .. ..	140	3	24	90	117	83.57
Gujarat .. ..	61	4	11	36	51	83.60
Rajaram .. ..	73	2	7	41	50	68.49
Baroda .. ..	94	2	8	56	66	70.21
Fergusson .. ..	103	1	21	52	74	71.84
Samaldas .. ..	44	..	6	35	41	93.18
D. J. Sind .. ..	52	2	7	35	44	84.61
Bahauddin .. ..	26	..	5	12	17	65.38
Sir Parashurambhau Karnatak .. ..	70	..	10	39	49	70.00
M. T. B., Surat .. ..	66	1	10	37	48	72.72
Willingdon .. ..	36	..	6	15	21	58.33
Willington .. ..	35	..	5	17	22	62.85
D. G. National .. ..	28	..	4	21	25	89.28
H. P. T., Nasik .. ..	14	1	2	9	12	85.71
Ismail .. ..	15	1	6	3	10	66.66
Nowrosjee Wadia .. ..	31	2	3	19	24	77.41
		Average for the	University	..	70.11	
<i>B.Sc.</i>						
Wilson .. ..	37	2	13	12	27	72.97
St. Xavier's .. ..	27	3	11	11	25	92.59
Gujarat .. ..	27	2	9	14	25	92.59
Baroda .. ..	44	2	24	11	37	84.08
Fergusson .. ..	124	7	27	42	76	61.29
D. J. Sind .. ..	35	1	8	21	30	85.71
Royal Institute of Science .. ..	62	26	24	11	61	98.38
Sir Parshurambhau .. ..	23	1	5	12	18	78.26
Rajaram .. ..	9	..	2	6	8	88.88
Grant Medical .. ..	2	1	1	..	2	100.00
Seth G. S. Medical .. ..	1	..	..	..	..	00.00
		Average for the	University	..	72.76	

19. Tutorial work continues to receive attention in Government Tutorial work. and in some non-Government colleges.

The Principal, Deccan College, reports—

“The small number attending the College makes contact between the teacher and his class more intimate, and what may be called the tutorial method is generally in vogue, especially in Honours work.”

The Principal, Ismail College, reports—

“The tutorial system introduced in the past has been carried on, but the increase in the number of students threatens its success.”

The Principal, D. J. Sind College, reports—

“Tutorial work in the strict sense never was done and never can be done under the present educational system. But difficulties of

“students in Mathematics and Logic are solved in small groups.  
“Honours, History and Economics students write essays and meet  
“their Professors in small groups.”

20. All colleges have hostels attached to them. The cost of messing varies from college to college. These hostels are supervised by resident Professors and arrangements for medical and general supervision are made.

**Hostels.**

21. Discipline is reported to be good. The Principal, Gujarat College; reports—

**Discipline.**

“The year was one of peaceful progress and, so far as the normal working of the College was concerned, the effects of the Civil Disobedience Movement might be said to have disappeared. The daily attendance was very satisfactory and discipline was maintained at a high level. The students also took to games and sports and to dramatic performances and College commemoration without any restraint or hesitation arising from political factors. At the same time they devoted themselves to their normal academic studies undisturbed by extraneous influence.”

22. The workshop at St. Xavier's College has been considerably enlarged and made serviceable in new directions.

**Notable events.**

The erection of an Assembly Hall at the Sir Parshurambhau College to accommodate 700 to 800 students at a cost of Rs. 18,000 was completed during the year under report. A college Parliament was also inaugurated under the presidentship of Dr. R. P. Paranjpe, who impressed upon the students the necessity of cultivating those habits of thought and action which must be possessed by the citizens of a civilized country aspiring to make representative Government a success.

By the death during the year of Rao Bahadur R. C. Artal, the Karnatak College lost a friend who took a most active part in its foundation.

23. The affiliation of the Institute which expired on 31st May, 1933, was renewed by the University and Government for a further period of five years.

**Royal Institute of Science.**

The number of students increased by 10 to 271. They were distributed among the different classes as follows :—

Intermediate Science	..	{ Group A	..	41
		{ Group B	..	26
Junior B.Sc.	..	..	..	52
Senior B.Sc.	..	..	..	71
M.Sc.	..	..	..	73
D.Sc.	..	..	..	8
				271

The number of post-graduate students increased from 62 to 73.



The Physics and Chemistry Departments now provide post-graduate lectures which are also attended by students from other Colleges. In addition, an increasing amount of Research work is being undertaken by post-graduate students and the members of the staff. During the year ending 31st December, 1932, 26 papers were published—2 in Mathematics, 8 in Physics, 11 in Chemistry, 4 in Botany, and one in Zoology.

The results of the students who passed the M.Sc. Examination by thesis were as under :—

Subject.					Distinction.	Pass.	Fail.
Chemistry	..	..	..	..	5	5	..
Physics	..	..	..	..	2	1	1
Botany	..	..	..	..	3	1	..
Zoology	..	..	..	..	1	..	..
Total ..					11	7	1

The post-graduate work has been greatly facilitated by the appointment of Dr. S. K. Banerji, acting Director-General of Observatories, as Honorary Professor of Applied Physics, and of Dr. M. S. Patel, Chemist to the Department of Industries, as Professor of Industrial Chemistry.

A special course of lectures in Marine Biology was given during the October vacation. It was well attended.

Sir C. V. Raman, Kt., D.Sc., LL.D., F.R.S., was appointed by Government as Honorary Adviser to the Institute for a period of three years.

The total expenditure on the Institute increased by Rs. 5,654 to Rs. 1,71,432 and was met from different sources as under :—

		Rs.
Provincial Revenues	.. ..	50,982
Fees	.. ..	39,233
Endowments	.. ..	80,376
Subscriptions and other sources	.. ..	841
Total ..		1,71,432

Government's contribution increased by Rs. 6,030 to Rs. 50,982. This was mainly due to certain non-recurring grants having been placed at the disposal of the Principal from Provincial funds. The average annual cost per student fell from Rs. 635 to Rs. 608 but the cost to Government increased from Rs. 172 to Rs. 181.

## CHAPTER V.

## PROFESSIONAL COLLEGES.

24. This chapter deals with Professional colleges affiliated to the University. An account of other Professional institutions, such as Industrial and Technical schools and Engineering and Commercial classes, is given in chapter IX.

25. The number of students in the College of Engineering, Poona, rose from 172 to 184. Of these, 101 were Advanced Engineering. Hindus, 45 Intermediate Hindus, One Backward Hindu, 17 Muhammadans, 13 Parsis and 7 others. The total expenditure was Rs. 1,86,204 of which Rs. 1,47,431 or 79·18 per cent. was met from Provincial funds. The average cost per student was Rs. 1,001 and the cost to Government per student Rs. 793 against Rs. 1,179 and Rs. 969 respectively in the preceding year.

During the year under report a course in Electrical Engineering leading to the degree of B.E. (Electrical) was introduced and the first batch of 10 students was admitted to the F.E. class in June, 1932. A revised syllabus for the B.E. (Electrical) degree submitted by the college is at present under the consideration of the University.

The college sent up in March, 1933, 53 students for the B.E. (Civil) and 11 for the B.E. (Mechanical) of whom 33 and 7 respectively passed, 3 standing in the First class and 36 in the Second class. Out of the 10 students admitted to the newly opened F.E. (Electrical) class, 7 passed in March, 1933, and were promoted to the S.E. class.

A model of the Sukkur Barrage was prepared for the college by the Engineer in charge of the Barrage and makes a valuable addition to the Civil Engineering Museum.

A number of places of scientific and engineering interest were visited on the annual instructional tours. These included the water supply and drainage scheme under construction at Indore, Tata Iron and Steel works at Jamshedpur, Government Docks, the workshops of Messrs. Richardson and Cruddas in Bombay, the workshops of the Bombay Baroda and Central India Railway at Dohad, Electrical Installations in and near Poona. Ghat section of the Madras and Southern Maratha Railway between Alandi and Guruli, Great Indian Peninsula Railway workshops of Mannad, Government Distillery, Security Printing Press and Power House at Nasik, the Badiapur Barrage, the Ambernath Chemical Works and Braithwaite Company's Workshops at Mulund, the quarrying works etc. of the Cement Factory at Shahabad and the Archæological Works at Bijapur etc.

The number of students on the rolls of the N. E. D. Civil Engineering College, Karachi, decreased from 149 in the previous year to 140. The total expenditure of the college was Rs. 95,019 against Rs. 94,641 in the preceding year. The Government grant-in-aid was Rs. 30,970. The average annual cost per student was Rs. 848 and the cost to Government Rs. 277.

The college sent up 35 students for the B.E. (Civil) examination, of whom 24 passed, 21 standing in Second class.

During the year under review, the extension of the Drawing Hall and the construction of a separate office room and two extra class rooms were taken in hand and completed.

With effect from this year's new admissions Government have withdrawn the guarantee of 3 appointments to the Bombay Service of Engineers from amongst the students of the two Engineering colleges. That is to say, there will be no guaranteed appointments in the year 1935 for students who graduate in the Civil Engineering examination of March, 1935.

26. The number of students attending the Degree course at the Sydenham College of Commerce and Economics rose from 314 to 356. Of these, 224 were Advanced Commerce. Hindus, 15 Intermediate Hindus, 1 Backward Hindu, 20 Muhammadans, 61 Parsis, and 35 others.

As regards the new admissions to the college the Principal reports -

"A noticeable feature of the admissions made in this year was the gratifying increase in the number of students who have a definite business career to look forward to after completing the B.Com. course. The college had so far failed to attract sons of business men in any appreciable numbers; but recently there has been a distinct change, and quite a number of students admitted this year were sons or very near relatives of leading business men in Bombay."

The expenditure of the college was Rs. 68,956 as against Rs. 89,632 in the previous year and was wholly met from fees, from income from Endowments, and from subscriptions and other sources. The decrease in expenditure is chiefly due to two senior members of the staff being away from the college either on deputation or on leave and to the emergency cut in salaries. The total cost per pupil was Rs. 199.

The college sent up 121 students for the B.Com. examination in March, 1933, of whom 37 passed. One student appeared for and passed the M.Com. examination.

The following courses of special Evening Lectures were delivered at the college by members of the staff:—

A course of 4 lectures on "The Cotton Industry in India and its Organisation" by Prof. M. J. Antia.

A course of 3 lectures on "Train and Traffic control on British Railways" by Prof. S. K. Guha.

A course of lectures on "Welfare and Personnel Work" with special reference to the Mill industry in Bombay was also given by Miss F. E. Hawkins, M.A. (Sheffield) who has had considerable experience of such work in England and India.

In regard to the employment of the past students of the college, the Principal reports—

“ An attempt was made in the year under report to collect information regarding the present position of commerce graduates and the extent of unemployment among them. Since the institution of the B.Com. Degree by the Bombay University, about 700 students have graduated from this College. A very fair proportion of these 700 graduates is from other provinces and Indian States, and it appears that most of them, if not all, have returned to their homes and found employment in their own provinces.

“ Roughly five per cent. of our graduates are in Government service. Comparatively few have found employment under the Government of Bombay ; but about 30 are employed under the Government of India, chiefly in the Income Tax Department. One student, who passed the B.Com. examination with Actuarial Science as his optional subject, has been appointed as Assistant Actuary to the Government of India. Most of our graduates are able to secure employment in banks, insurance companies, public utility companies, and commercial firms. About 20 commerce graduates are employed in the Imperial Bank of India ; of these six are holding responsible positions as Agents of the Bank at upcountry centres.

“ Three of our past students have become managers of Cotton Mills, one in Bombay, one in Ahmedabad, and one at Indore. One past student has struck out a new line for himself and started a small silk mill in Bombay.

“ Many of our past students are practising in Bombay and other places in India as public accountants and auditors. About fifteen have been to England and qualified themselves as Incorporated Accountants. Some of them are now holding good positions in life.

“ As regards the extent of unemployment among our past students it has not been found possible to obtain reliable statistics. So far as can be ascertained, about 50 graduates are at present without employment. They are mostly those who have passed in recent years. This indicates that there is not much unemployment among commerce graduates.”

27. The Agricultural College, Poona, which is the only institution of its kind in the Presidency, is under the control of Agriculture. the Department of Agriculture. It had 178 students on its rolls—as against 147 in the preceding year—studying for the B.Ag. examination of the University.

Of the 87 students who appeared for the B.Ag. examination in March, 1933, 77 or 88·5 per cent. passed. One student who submitted a thesis for the degree of M.Ag. was declared to have passed.

On account of retrenchment the short (one year) course class has been in abeyance.

The expenditure of the college was Rs. 1,51,435 of which Rs. 1,26,945 was borne by Government. The total cost per pupil was Rs. 841 and the cost to Government Rs. 705.

28. The Grant Medical College, Bombay, which is a Government institution under the control of the Medical Department, had 551 students (including 77 women) on its rolls as compared with 488 (including 68 women) in the previous year.

The total expenditure of the college was Rs. 2,82,306 of which Rs. 1,34,683 was borne by Government. The total cost per student was Rs. 512 and the cost to Government Rs. 244.

The Seth Gordhandas Sunderdas Medical College, maintained by the Bombay Municipality, had 342 students on its rolls as compared with 307 in the preceding year. The expenditure of the college was Rs. 2,21,021 and the cost per student was Rs. 760 as against Rs. 2,28,848 and Rs. 851 respectively in the previous year.

The results of the University examinations in Medicine are given in Table VIII at the end of this Report.

29. The number of students reading Law in the four Law colleges in Bombay, Poona, Ahmedabad, and Karachi, fell from 1,339 to 1,260.

The number in the Government Law College, Bombay, decreased by 81 to 520. This number includes 6 students reading for the LL.M. Degree. The college had 10 lady students on its rolls—6 in the first LL.B. class, 3 in the second LL.B. and 1 in the LL.M. Degree course class. Books of the value of Rs. 2,950 were added to the Law Library which continues to be freely used by students and by outside subscribers.

During the year a scheme of additional training was introduced in the college. Under this scheme the number of lectures per week per Division was raised from 6 to 8. The increase in cost was met by an increase in the fees from Rs. 60 to Rs. 67 *per term*.

The expenditure of the college during the year was Rs. 51,581, the whole of which was met from fees.

30. The Secondary Training College, Bombay, which prepares students for the B.T. Degree of the Bombay University, is the only institution of its kind in the Presidency.

During the year under report the college was reorganised. The scheme involved an increase in the number of students from 60 to 100, a strengthening of the staff and an increase in the grants for library and equipment. The additional funds and the accommodation required for the purpose were provided by the abolition of 14 classes of the Elphinstone High School which is the Practising school for the college.

The number of students in the college on 31st of March, 1933, was 98. Of these, 6 were deputed from Government Secondary schools, 87 by non-Government schools, and 5 by Indian States. The expenditure on the college was Rs. 68,548 as compared with Rs. 72,849 in the preceding year. The net cost to Government was Rs. 65,242. The total cost per student and cost to Government was Rs. 692 and 659 respectively as against Rs. 971 and 939 in the preceding year.

The following table shows the results of the B.T. examinations :—

	Appeared		Passed	
	Men	Women	Men	Women
Parts I and II .. ..	71	8	49	7
Part I only .. ..	12	4	8	1
Part II only .. ..	10	2	4	2

The following extract is quoted from the Principal's Report :—

“ That this College is doing very useful work is beyond doubt and it is gratifying to note that its work is becoming more widely appreciated in all parts of the Presidency. The sphere of usefulness of the College can be further extended by the institution of vacation classes, refresher and short certificate courses, and by the opening of an undergraduate department as in other provinces. Of course, all this means extra expenditure. But our immediate need is an extension of the College hostel to meet the ever increasing demand for accommodation. Considerable lee-way has still to be made up as regards equipment ”

## CHAPTER VI.

## SECONDARY EDUCATION.

31. In this Presidency the expression "Secondary schools" is applied to those schools in which English is taught, whereas in other Provinces the figures for Secondary education include pupils studying in Vernacular Middle schools. This Chapter deals with Anglo-Vernacular schools for boys and English-teaching schools. An account of Anglo-Vernacular schools for girls is given in Chapter XII and of European schools in Chapter XIII. Combined statistics for all Secondary schools are, however, given in the tables at the end of the Report.

*Anglo-Vernacular Schools for Boys.*

32. The number of Anglo-Vernacular schools decreased by 2 to 545, but the number of pupils in them increased by 3,263 or by 3·5 per cent. The following table shows the distribution of these schools and the number of pupils in them by Divisions :—

Division.	Number of schools.			Number of pupils.			Percentage increase during the year.
	High schools.	Middle schools.	Total.	High schools.	Middle schools.	Total.	
Bombay Division ..	62	70	132	22,628	6,232	28,860	0·8
Central Division ..	39	64	103	16,700	3,652	20,352	4·3
Northern Division ..	44	82	126	16,749	5,190	21,939	8·9
Southern Division ..	29	27	56	8,253	1,406	9,749	0·5
Sind ..	29	90	128	10,429	5,793	16,222	2·1
Total ..	203	342	545	74,759	22,363	97,122	3·5

Of the 97,122 pupils in Anglo-Vernacular schools for boys, 45,608 or 47 per cent. were in the High stage and 51,514 or 53 per cent. in the Middle stage of instruction. At the Matriculation Examination of 1933 there were 17,280 candidates, of whom 7,639 or 44·2 per cent. passed.

The following table shows the distribution of Anglo-Vernacular schools for boys by Management :—

Management.	Number of schools.			Number of pupils.			Percentage increase during the year.
	High schools.	Middle schools.	Total.	High schools.	Middle schools.	Total.	
Government ..	25	4	29	8,742	511	9,253	- 6·4
District Local Board ..	2	*134	136	380	4,011	4,391	+ 4·9
Municipal ..	20	48	68	5,778	4,513	10,291	- 0·3
Aided ..	140	110	250	51,468	10,774	62,242	+ 7·9
Unaided ..	*16	46	62	8,391	2,554	10,945	- 11·0
Total ..	203	342	545	74,759	22,363	97,122	+ 3·5

\* These are mostly English classes attached to Local Board Primary schools.

The increase in the number of pupils is confined to schools under the District Local Boards and to those under private management. The decrease in the number of pupils attending Government Secondary schools is due to the closure of 14 classes in the Elphinstone High school, Bombay, from June, 1932.

The classification by communities of boys in Anglo-Vernacular schools for boys is given in the following table:—

		1931-32.	1932-33.	Percentage increase.
Hindus	Advanced .. .. .	49,495	50,965	3·0
	Intermediate .. .. .	18,804	19,024	1·2
	Backward .. .. .	2,206	2,326	5·4
	Total .. .. .	70,505	72,315	2·6
Muhammadans .. .. .	10,852	11,350	4·6	
Parsis .. .. .	4,470	4,528	1·3	
Others .. .. .	6,130	6,384	4·1	
Grand Total .. .. .		91,957	94,577	2·8

It will be seen that the increase is most marked in the number of pupils from the Backward classes and Muhammadans.

33. The total expenditure on all Anglo-Vernacular schools for boys decreased from Rs. 57,96,576 to Rs. 57,22,605, a decrease of 1·3 per cent., and was met from the following sources:—

Source.	Expenditure.	Percentage.
	Rs.	
Provincial Funds .. .. .	13,50,631	23·7
District Local Board and Municipal Funds.	2,11,942	3·7
Fees .. .. .	33,65,305	58·8
Other sources .. .. .	7,94,727	13·8
Total .. .. .	57,22,605	100



The financial position of Government, Board, Aided and Unaided Anglo-Vernacular schools for boys is shown in the following table :—

		Expenditure from				
		Provincial Funds.	Fees.	District Local Board and Municipal Funds.	Other Sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.
Government	High Schools ..	5,10,628	3,97,267	....	848	9,17,743
	Middle Schools	29,803	13,816	....	25	43,644
	Total (A) ..	5,49,431	4,11,083	....	873	9,61,387
District Board and Municipal	High Schools ..	70,868	1,90,349	62,055	14,716	3,44,888
	Middle Schools	43,338	1,55,616	93,005	9,277	3,02,136
Aided	High Schools	6,08,435	19,38,084	34,726	4,87,802	20,09,047
	Middle Schools	78,559	2,09,097	14,356	1,07,608	4,60,620
Unaided	High Schools ..	....	4,55,261	....	1,22,127	6,77,388
	Middle Schools	....	45,815	....	52,324	98,139
Total	High Schools ..	6,70,303	24,83,094	1,03,681	6,24,615	38,91,323
	Middle Schools	1,21,897	4,70,528	1,08,261	1,69,209	8,69,895
	Total (B) ..	8,01,200	20,54,222	2,11,942	7,93,854	47,61,218
	Grand Total (A and B) ..	12,50,631	33,65,395	2,11,942	7,04,727	57,22,605

It will be seen that of the total expenditure of Rs. 57,22,605 the expenditure on Government schools is Rs. 9,61,387 or 16·8 per cent., of which 42·8 per cent. is met from fees.

The table given below compares the average cost per pupil in Anglo-Vernacular schools for boys under different managements for the years 1931-32 and 1932-33:—

Management.	1931-32.		1932-33.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs.	Rs.	Rs.	Rs.
Government	108·3	64·1	105·0	60·0
Board	46·4	7·7	43·11	7·11
Aided	57·3	12·1	55·5	11·1
Unaided	60·1	..	62·7	..
Total	61·0	15·0	59·0	13·14

The average cost per pupil in Anglo-Vernacular schools for boys decreased from Rs. 61 to Rs. 59 and the cost to Government from Rs. 15·0 to Rs. 13·14.

34. Government maintain 29 Anglo-Vernacular schools for boys, and recognise schools which satisfy generally the requirements of the Grant-in-Aid Code. From time to time unrecognised schools spring into existence. Sometimes these schools are merely commercial ventures. Sometimes they have sprung into being for political reasons, e.g. cases have occurred where the maintenance of discipline in a well conducted school during the Civil Disobedience movement has resulted in an unrecognised school being started in order to undermine the influence of the well conducted recognised institution. Such schools frequently adopt questionable methods in order to increase their numbers, such as giving extra promotions, canvassing for pupils, charging unduly low rates of fees, etc. Their influence is unwholesome. Pupils in unrecognised schools are not allowed to appear at any of the examinations held by the Department or to hold Government scholarships. Leaving Certificates granted by such schools are not recognised for the purposes of admission to recognised secondary schools. Recognised schools are required to follow the Standards laid down by the Department, but they are free to vary them to suit their individual requirements with the previous permission of the Department.

The University exerts considerable influence over the courses followed in Secondary schools through its Matriculation examination. It also registers schools for this examination and a school applying for registration is inspected by a special committee appointed by the University for the purpose in order to ascertain whether it is fit to be registered. It may be questioned whether this inspection by a committee of the University is necessary and whether it would not be better for the University to register all schools which have been recognised by the Educational Department.

The Department registers schools for grant-in-aid and it is largely by the judicious control of such grants that it is able to maintain and improve the standard of instruction and the general efficiency of schools in all matters pertaining to education. The maximum grant admissible to a registered school is one-third of the admitted expenditure or one-half of the local assets of the school whichever is less. The maximum grant, however, is payable only if the school satisfies the requirements of the Grant-in-Aid Code. On account of financial stringency the funds placed at the disposal of the Department for several years past have been inadequate to pay full grants even to old-established registered schools. The money available for grants is less now than it was years ago in spite of the large expansion which has taken place in Secondary education.

This inability on the part of Government fully to meet their obligations under the Grant-in-Aid Code is to be deplored. It has resulted, in some cases, in the salaries paid to teachers being so low that often only those who are unable to get anything better take up teaching in Secondary schools as an occupation. Such teachers leave the school the moment they are able by so doing to improve their prospects, with the result that changes in the personnel of school staffs are all too frequent. It has

resulted too in schools being badly housed and badly equipped, and to some extent it stultifies the good effect of inspection.

35. Generally speaking all subjects except English are taught through the Vernacular in Anglo-Vernacular standards I-V, while in the two higher standards English is generally used as the medium of instruction in all subjects except the Vernacular and the classical languages.

Candidates for the Matriculation Examination have been given the option since 1925 of answering the Classical languages and History papers in the Vernacular and they are taking advantage of this option in increasing numbers, as will be seen from the following table :—

Year.	History.			Classical languages.		
	Total number of candidates who appeared for the Matriculation Examination.	Number of those who answered the paper through the Vernacular.	Percentage.	Total number of candidates who appeared for the Matriculation Examination.	Number of those who answered the paper through the Vernacular.	Percentage.
1931 ..	13,540	8,705	64.3	4,831	2,776	57.5
1932 ..	15,252	10,056	65.9	4,773	2,735	57.3
1933 ..	16,968	11,598	68.3	5,274	3,157	59.8

The University is considering the question of extending this option to other subjects.

#### *School work and Methods of Teaching.*

36. Judging from the reports of Inspectors and of the University examiners on the work of examinees at the Matriculation Examination, the standard in English cannot be described as satisfactory. There is of course a great deal of variation between the standards reached in different schools, a remark which is applicable not only to English but to other subjects. In some schools the English of the teachers leaves much to be desired. Pupils cannot be expected to speak or write correct English in schools where the accent and knowledge of English of the teacher is not above reproach. Unless and until schools can afford to pay sufficient salaries to attract and retain the services of well qualified teachers, much improvement cannot be expected.

The Direct Method is employed with success in the lower standards of most schools and yields good results in the hands of experienced teachers. In inexperienced hands the method is not so satisfactory and leads to a lack of precision and correctness. In some schools the combination of the Direct with the Translation Method of teaching English has yielded good results. But it must be confessed that the average Matriculate to-day is usually incapable of expressing his thoughts in correct English. At

the Matriculation Examination of 1933, 31 per cent. of the candidates failed in this subject.

37. Mathematics continues to be a stumbling block to many pupils, although to others it presents comparatively little difficulty. Perhaps there is no subject in which greater variation in ability is shown by different pupils. There has been some improvement in the methods of teaching, but it is unfortunate that comparatively few teachers seem able to make this subject interesting, whilst the average pupil relies more on his memory than on his power of reasoning.

38. The reports of Inspectors show that far more attention is being paid to this subject and that there has been a substantial improvement in the methods of teaching.

39. Science is reported to be well taught in Government High Schools and in some of the aided schools which have been furnished with well equipped laboratories.

In this connection the Educational Inspector, Bombay Division, remarks—

“In the majority of recognised schools Physics and Chemistry are the subjects taught under Science. The teaching of this group is efficient only in some schools which can afford to have well equipped laboratories.”

A candidate for the Matriculation Examination is required to choose one of the four branches of science given below :—

- (1) Elementary Physics and Chemistry.
- (2) Elementary Botany and Zoology.
- (3) Elementary Physiology and Hygiene.
- (4) Domestic Science (for girls).

Before a candidate is permitted to appear in Elementary Science he is required to produce a certificate from the Head of his school showing that he has carried out satisfactorily the practical course prescribed for Science.

40. Drawing is taught as a compulsory subject in almost all Secondary schools. The Inspector of Drawing and Craftwork, Bombay Presidency, reports—

“The importance of Drawing has now been generally recognised and arrangements for teaching Drawing have been made in almost all the High Schools in the Presidency (Standards I to IV or V) as a compulsory subject. It is, however, much to be regretted that although Drawing is an interesting subject to the pupils and is very helpful to them in their further studies, such as Technical and Engineering Education, Science, Medicine, etc., the study of this subject is stopped in schools beyond standard IV or V with a view to allow more time for other subjects prescribed for these standards. Some schools, however, which take a special interest in Drawing, manage to teach it in standard VI also. Many schools have now on their staff qualified Drawing teachers and there has been much improvement in recent years in the quality of teaching. From the work which is seen in the schools and the examinations, it is clear that the progress of the pupils in this subject is commendable but

“no really great improvement is possible until Drawing is included in the studies of the Matriculation Examination as one of the obligatory or optional subjects as used to be the case in the past.”

With a view to encouraging the teaching of this subject in all kinds of schools, grants amounting to Rs. 24,890 were paid during the year.

41. The following table shows the number of candidates who appeared for and passed the Elementary and the Drawing examinations. Intermediate Drawing Grade Examinations held in October, 1932 :—

Examination.		Number examined.	Number passed.	Percentage of passes.	Prizes awarded.
Elementary Drawing Grade.	Bombay Presidency.	4,146	2,608	62.0	19
	Outside Bombay Presidency.	1,869	1,053	56.3	6
	Total ..	6,015	3,661	60	25
Intermediate Drawing Grade.	Bombay Presidency.	2,030	1,302	64.1	35
	Outside Bombay Presidency.	925	562	61.8	9
	Total ..	2,955	1,864	63	44

It is gratifying to note that the number of candidates for these examinations has been steadily increasing.

42. In addition to the ordinary school work and games, the following are some of the chief school activities :—

Debating societies, school excursions, school magazines, photography First-aid, hygiene and sanitation classes, carpentry, fret-work, gardening etc.

There were 168 school Co-operative societies distributed as under :—

Division.	Number of School Co-operative Societies in	
	1931-32.	1932-33.
Bombay Division .. .. .	47	42
Central Division .. .. .	44	47
Northern Division .. .. .	35	31
Southern Division .. .. .	17	12
Sind .. .. .	32	36
Total .. .. .	175	168

43. The number of pupils in Secondary schools residing in hostels increased from 3,324 in 1931-32 to 3,869 in 1932-33. In Sind the average cost of food per boarder in the hostels attached to Government High Schools was Rs. 11, while

the average cost in all kinds of hostels was Rs. 11-8-0. In the rest of the Presidency the cost varied between Rs. 6-8-0 and Rs. 12-8-0.

44. The Report of the Provincial Secretary, Bombay Boy Scouts Council, shews that the total number of scouts, rovers, cubs, etc. of all ranks rose by 5,850 to 38,057 and were distributed as under :—

	1932-33.	1931-32.	Increase.
Bombay Division .. ..	10,203	8,038	2,165
Central Division .. ..	9,636	9,342	294
Northern Division .. ..	10,196	8,450	1,786
Southern Division .. ..	4,551	3,594	957
Sind .. ..	3,471	2,783	688
Total ..	38,057	32,207	5,850

These figures reveal a striking advance of the movement throughout the Presidency, particularly in Primary schools in rural areas where the efforts of the workers have met with remarkable success. The Provincial Secretary remarks—

“ It is a pleasing feature of this year that Scouting has resumed its normal position from the set-back that it had during the few previous years. All over the Presidency Leaders have come forward to support the Movement and the antipathy shewn by a certain class of people is now happily not in evidence. Judging by the interest evinced in Scouting in the last few months, we are sure, we will be having an increase both in number and in efficiency in the coming year. It is a happy sign that Scouting in villages is taking a deep root particularly in the Central Division aided perhaps by the demonstrations held by the Scouts during the Scout Weeks when the Scouts under their Scoutmasters went about cleaning the villages, improving the sanitation of drinking water-places and public places like temples and schools, making gardens and planting trees where possible and being generally helpful in anti-epidemic measures taken by the Health Department.”

Several rallies held in different parts of the Presidency formed a special feature of the movement during the year. Two of these rallies were presided over by His Excellency the Chief Scout. Seventeen Training camps, including a Refresher Course, were held at various places, and at a conference of Scouters of Bombay City and the Suburbs important resolutions on the provision of improved facilities for Scouting were adopted.

During the year the Deep Sea Scouts of H.M.S. “ Hawkins ” visited Bombay and attended one of the Week-end camps held at Khandala and small parties of scouts from the Phillippine Islands and from Germany paid a visit to Bombay.

A grant of Rs. 21,000 was paid by Government to the Presidency Association during the year.

45. Increasing attention is being paid to physical training in almost all Secondary schools. At the same time the position is very far from being satisfactory owing to the absence of suitable playing fields and properly qualified staff. It is to be hoped that funds will be forthcoming in the not distant future to enable the Department to organise this important side of education and put it on a more satisfactory basis. Cricket, Hockey, Football, Volley Ball, Atyapatya, and Khokho are the common games which are played almost everywhere and inter-school matches and competitions are a common feature. It is pleasing to be able to report that in some of the boys' schools where girls are also admitted arrangements are now being made whereby the girls can play among themselves games such as badminton, basket ball, etc.

46. The following table shows the number of teachers in Anglo-Vernacular schools for boys and their qualifications :—

	Total number of teachers.	Trained teachers.		Graduates.	
		Number.	Percent- age.	Number.	Percent- age.
Government .. .. .	470	350	74·5	361	76·8
District Local Board and Municipal.	695	70	10·1	210	30·2
Aided .. .. .	3,370	387	11·5	1,396	41·4
Unaided .. .. .	636	39	6·1	244	38·4
Total, Non-Government ..	4,701	496	10·6	1,850	39·4
Grand Total .. .. .	5,171	846	16·4	2,211	42·8

The total number of teachers increased by 5 from 5,166 to 5,171, of whom only 846, or 16·4 per cent., were trained, and 2,211, or 42·8 per cent., were graduates. The corresponding percentages for the last year were 15·8 and 42·6 respectively. The percentage of trained teachers in non-Government schools is very low. The Secondary Training College, Bombay, which is the only institution in this Presidency preparing candidates for the B.T. degree, was re-organised and enlarged during the year and it is hoped that the increased output of trained teachers now available will help to remedy the position. One of the main difficulties, however, is the unsound financial position of a great many of the non-Government Anglo-Vernacular schools, which are unable to offer

salaries which will attract trained graduate teachers. In this connection the Educational Inspector, Bombay Division, says—

“ On account of the low rates of salaries paid to the teachers in recognised Secondary schools, the staff in these schools is unstable and this very much impairs the efficiency of the schools. Teachers with good qualifications and of ability are always on the look out for better posts on account of the meagre prospects before them in their schools and they have practically no heart in their work. The managements of schools are not in a position to pay reasonable salaries to these well qualified teachers on account of their own inadequate resources and insufficient aid from Government.”

He also remarks—

“ In towns like Bombay where there is much demand for private tuitions teachers live more on their outside earnings than on their regular teaching work in schools which they join as a mere stepping stone for securing such tuitions.”

Private tuitions should be unnecessary in a well staffed school. It would appear that school managements might reasonably charge higher fees, and be in a position to pay salaries which would attract a better class of teachers. This would not only effect improvement in the school, but in the long run prove less expensive to the parents.

47. In certain places English classes have been attached to Full ~~Primary schools to meet the growing~~ English education. These classes are almost entirely confined to the mofussil. In places where no Anglo-Vernacular school is available there is some justification for them but in urban areas where Anglo-Vernacular schools exist they are not encouraged. For the pupil who wishes to receive English education should, if possible, obtain it in an Anglo-Vernacular school, where, broadly speaking, better instruction is available than in the English classes attached to Primary schools. The standard of English in these classes is not high, the lack of trained teachers being largely responsible for this state of affairs.

The following table gives the distribution of these classes by management :—

			Number of classes.	Number of pupils.
District Local Board	..	..	131	3,775
Municipal	..	..	11	783
Aided	..	..	1	76
Unaided	..	..	7	181
			Total	4,815



48. A revised scheme for the award of free-studentships in Government Secondary schools was sanctioned by Government in January, 1932, for a period of three years. These are awarded according to the following scale :—

Advanced Hind s	..	7½ per cent. of the number of pupils from these classes.
Intermediate ,,	..	22½ per cent. of the number of pupils from these classes.
Muhammadans (Presidency excluding Sind).		22½ per cent. of the number of Muhammadan pupils.
Muhammadans (In Sind)		30 per cent. of the number of Muhammadan pupils.

Pupils from backward classes are admitted free provided they prove that they are unable to pay their fees. The scheme limits the total liability of Government to 15 per cent. of the number of pupils in Government schools on 15th January, 1931, in each Division. The annual total loss in fee receipts to Government on account of these free-studentships is over Rs. 66,000. In addition to these facilities, fee grants amounting to Rs. 17,511 were paid to Managers of non-Government Secondary schools under Private and Local Bodies to cover the loss in fees sustained by them on account of free-studentships granted by them to children (i) of the Konkani Maratha communities, (ii) of Indian soldiers or followers, and (iii) of school Mistresses.

The following table gives details of the Open and Special scholarships given in Secondary schools :—

Open scholarships.				Special scholarships in the Presidency proper.				
Available in High Schools Standards IV-VII.		Available in Middle Schools Standards I-III.		Total.	Intermediate.		Backward.	
Number.	Value.	Number.	Value.		Number.	Value.	Number.	Value.
28	Rs. 5 per mensem each.	54	Rs. 3 per mensem for Presidency proper, Rs. 5 per mensem for Sind.	82	1,169	Rs. 6 7 8 10	609	Same as for Intermediate classes.
						Standards I-III Standard IV Standard V Standard VI Standard VII		

Special scholarships in the Presidency proper— <i>contd.</i>			Special scholarships in Sind.						
Muhammadans.			Intermediate.		Backward.		Muhammadans.		
Number.	Value.	Total.	Number.	Value.	Number.	Value.	Number.	Value.	Total.
637		2,415	7		35		700		742
	Same as for Intermediate classes.			Rs. 6 Rs. 7 Rs. 8 and Rs. 10		Same as for Intermediate classes.		Standards I-III Standards IV Standards V Standards VI Standards VII	
								Standards I-III Standards IV-VII..Rs. 10-0 Standards IV-VII..Rs. 12-8	

49. No books other than those sanctioned by the Department are allowed to be used in Government, aided, or recognised schools or in any school approved by a Local Authority. There are six School Book Committees to assist the Director in determining what books shall be sanctioned. The Provincial School Book Committee deals with the books proposed for use in Secondary schools. The Director is the President of this Committee. The Vernacular Text Book Committee, which are five in number, deal with books in different vernaculars. A detailed account of these Committees is given in Chapter VII. The following table gives the number of books received for consideration and the number of those which were either sanctioned or rejected by the Provincial School Book Committee in the years 1931-32 and 1932-33 :—

	Number of books received including opening balance.	Number of books disposed of		Books sanctioned as				Balance.
		Sanctioned.	Rejected.	Text Books.	Prize Books.	Library Books.	Prize and Library Books.	
1931-32	977	215	47	117	..	92	30	85
1932-33	314	180	22	108	..	65	16	103

50. The tone and discipline in schools were on the whole satisfactory. A few minor cases of indiscipline occurred which were suitably dealt with. But it may be hoped that the unrest and indiscipline in schools which were the result of the Civil Disobedience movement are now things of the past.

General.

*English-teaching Schools.*

51. The total number of English-teaching schools (viz. 45) remained unchanged during the year. Of the 45 schools, 23 are Boys' Schools, while 22 are for Girls. The total number of pupils in them increased from 15,640 (9,698 boys and 5,942 girls) to 15,983 (9,839 boys and 6,144 girls). The number of European or Anglo-Indian children who attended English-teaching schools was 1,073 as compared with 1,003 in the previous year. The number of High Schools for boys and girls was 12 and 11 respectively, and of Middle Schools was 11 for each. In addition, there are 2 Normal classes recognised by the Department. The total number of students attending the Normal classes was 54 (17 males and 37 females). Six out of the 37 were Europeans or Anglo-Indians.

52. The expenditure on all English-teaching schools decreased by Rs. 4,305 to Rs. 10,59,845, of which Rs. 2,08,543 or 19·7 per cent. was met from Provincial funds, Rs. 6,23,681 or 58·8 per cent. from fees, and Rs. 2,27,621 or 21·4 per cent. from other sources. The direct expenditure from Provincial Revenues went down from Rs. 2,20,134 to Rs. 2,08,543 owing to the cut of 5 per cent. made in the provision for grants-in-aid. The income from subscriptions and other sources was also less than last year. These reductions were, however, partly restored by an increase under " Fees " which helped to enable schools to balance their budgets.

The average annual cost of educating a pupil in an English-teaching school decreased from Rs. 68-9-0 to Rs. 66 and the cost to Government was Rs. 13. The total amount of maintenance grants paid was Rs. 2,06,679. As in the case of ordinary Anglo-Vernacular schools, it was not possible to pay full admissible grants in all cases owing to the shortage of funds at the disposal of the Department.

53. The only public examination for which candidates from English-teaching schools appear is the Matriculation Examination conducted by the University of Bombay. The number of pupils sent up for the examination in 1933 was 507, of whom 313 or 61·7 per cent. passed.

54. The total number of trained and untrained teachers in English-teaching schools increased from 671 to 790 mainly owing to the efforts of the Department in requiring schools to restrict the size of classes to the limits sanctioned by the Grant-in-Aid Code. 393 of these teachers were trained (127 men

and 266 women). The remaining 397 (157 men and 240 women) were untrained. 152 teachers out of 790 possessed University degrees as against 141 of the last year. Six teachers from 6 English-teaching schools were deputed to the Secondary Training College, Bombay, to undergo training for the B.T. degree, of whom 2 received stipends from Government. There is no separate training institution for men and women teachers in English-teaching schools. Some women teachers from these schools attend the Convent Normal class, Byculla, while others, both men and women, study privately and appear for the S.T.C. Examination. Forty-six teachers from English-teaching schools, of whom 13 were successful, appeared for the S.T.C. Examination held in 1932.

The average pay of a teacher in an English-teaching school was Rs. 86-13-0.

The Inspector of European Schools remarks on the general position of English-teaching schools as under:—

“ On the whole I think this is a very satisfactory year, more especially considering the financial difficulties which embarrass many of these schools. The population of English Teaching Schools has continued its regular rapid expansion and new classes have been opened. Nearly all English-teaching schools are now full to the point of overcrowding, although restriction of classes to the sizes sanctioned by the Code is insisted on.

“ Satisfactory progress has been made in qualification of teachers although there are still far too many unqualified teachers in these schools. There is no room to doubt that there is great anxiety on the part of teachers to increase their professional usefulness (The Refresher Course held at Deolali gave ample indication of this), and I am confident that steady progress in this connection will be maintained.

“ I think, too, that I see signs of distinct and commendable advance in tone and of greater uniformity amongst schools. It is certainly difficult to choose between schools of the same type and the varieties of types grow annually less marked.

“ The schools are run with admirable devotion and care although, in many cases, lack of pedagogic knowledge still leaves Principals unable to see that children who are being educated do not need to be crammed.”

## CHAPTER VII.

## PRIMARY EDUCATION.

55. Primary schools in this Presidency are those in which instruction is given wholly through the vernacular in any of the prescribed vernacular standards, and all purely vernacular schools are classed as Primary. This classification does not agree with that in the Government of India tables in which the three Upper Primary standards (vernacular standards V to VII) are treated as Secondary. In the Primary Education Act "Elementary education" is defined as "education imparted in infant classes and vernacular standards I to IV inclusive." The Elementary standards in this Presidency correspond to Primary standards in the Government of India tables.

56. The total number of Primary schools for Boys and Girls decreased by 133 to 14,694 and the number of pupils by Schools and Pupils. 3,449 to 1,140,359. By management the number of schools and pupils was—

	Number of schools (Boys and Girls).		Number of pupils.	
	1931-32.	1932-33.	1931-32.	1932-33.
Government .. .. .	34	33	4,441	4,569
District Local Board .. .. .	10,284	10,121	671,779	660,066
Municipal .. .. .	1,704	1,726	308,222	315,010
Aided .. .. .	2,626	2,574	152,454	152,451
Unaided .. .. .	179	240	6,912	8,263
Total .. .. .	14,827	14,694	1,143,808	1,140,359

The average number of pupils in a Primary school was 78.

The decrease in the number of schools and pupils was mainly in the Local Board and aided schools and pupils. The decrease in the number of Local Board schools was due entirely to the closure of schools with low attendance by certain Local Authorities as a measure of retrenchment. The schools under Government management decreased by one owing to the Criminal Tribes Settlement School, Ambarnath, being now classified as an aided institution.

57. The following table gives the distribution of children in Stages of Instruction. the different standards of Primary schools :—

	Boys.	Percent- age to total.	Girls.	Percent- age to total.
Infants .. .. .	271,090	31·0	119,721	44·9
Standard I .. .. .	154,383	17·7	49,980	18·8
Standard II .. .. .	140,669	16·1	39,238	14·7
Standard III .. .. .	114,203	13·1	27,266	10·2
Standard IV .. .. .	98,070	11·2	17,975	6·7
Total, Lower Primary stage ..	778,415	89·1	254,180	95·3
Standard V .. .. .	44,475	5·1	7,328	2·8
Standard VI .. .. .	26,692	3·0	5,075	1·9
Standard VII .. .. .	24,125	2·8	69	..
Total, Upper Primary stage ..	95,292	10·0	12,472	4·7
Grand Total—(Lower and Upper Primary Stages) .. .. .	873,707	100	266,652	100

The percentage of boys and girls in the upper Primary standards shows a slight increase over that of last year.

58. On the average one Boys' Primary school served an area of 9·5 square miles and there was 1 school for every 2 villages. Of the total male population, 7·6 per cent. was under instruction in Primary schools, which is about the same as in the preceding year.

59. The total expenditure on Primary schools decreased by Rs. 13,98,417 to Rs. 1,91,13,586, and the Provincial expenditure by Rs. 14,58,196 to Rs. 1,03,59,112. The decrease in the total and Provincial expenditure was mainly due to the retrenchment effected by the Local Authorities in their expenditure on Primary education owing to the emergency cut of 19½ per cent. applied by Government to their grants-in-aid. As a result of the final fixing of the Datum Line grants, those Local Authorities that were not treated as generously as others in the past in the matter of the provisional Datum Line grants were also paid block grants in addition to their ordinary maintenance grants.

The total expenditure was met from the following sources :—

Source.	Amount.	Percentage.
	Rs.	
Government funds .. .. .	1,03,59,112	54·2
Board funds .. .. .	60,28,447	31·5
Fees .. .. .	6,10,546	3·2
Other sources .. .. .	21,15,481	11·1
Total .. .. .	1,91,13,586	100

60. The following table compares by management the average cost of educating a pupil in a Primary school for boys :—  
Average cost per pupil.

	Average cost of educating a pupil.			
	1931-32.		1932-33.	
	Total cost.	Cost to Government.	Total cost.	Cost to Government.
	Rs. a.	Rs. a.	Rs. a.	Rs. a.
Government ..	30 4	29 10	27 7	26 13
District Local Board	15 11	12 10	14 7	11 4
Municipal ..	24 9	9 5	22 8	7 11
Aided .. ..	16 4	4 2	15 9	3 12
Unaided ..	12 15	....	9 5	....
Average cost ..	17 13	10 13	16 8	9 8

The retrenchment effected by the Local Authorities in their expenditure on Primary education was mainly responsible for the general fall in the average cost per pupil.

61. The total fee collection in Primary schools for boys amounted to Rs. 5,23,116, or 3·4 per cent. of the total expenditure. The average annual fee per pupil in a Primary school for boys increased by 13 pies to eight annas eight pies.

The following table shews by management the average annual fee per pupil :—

	Rs. a. p.
Government .. ..	0 9 3
District Local Board .. ..	0 6 0
Municipal .. ..	0 4 6
Aided .. ..	1 14 5
Unaided .. ..	0 5 4

The increase in the average annual fee per pupil was due to the fact that some Local Authorities enhanced the fee-rates while some re-introduced fees in their Primary schools in order to meet a part of the deficit in the expenditure due to the emergency cut applied by Government to the Provincial grants.

The total number of Municipalities which have made Primary education free is 78 as against 82 in the preceding year. The Municipalities of Halyal, Honnawar, Sirsi, and Larkana have re-introduced fees in their Primary schools.

62. There is universal dissatisfaction at the nature of the accommodation provided for Primary schools. Of the 10,121 **School Buildings.** District Local Board schools for boys and girls, 2,790 or only 27·6 per cent. have their own buildings, 535 or 5·3 per cent. are held in buildings partly District Local Board and partly rented, 1,984 or 19·6 per cent. are in exclusively rented buildings and 4,812 or 47·5 per cent. in rent-free buildings such as temples, chavdis, dharmashalas, or private houses. A majority of the rented and rent-free buildings are unsuitable for school purposes. Twenty-two new buildings were erected by Direct Local Boards in 1932-33 and 3 were under construction, while 15 buildings were extended.

Six new buildings for Local Board schools were constructed in the Surat District during the year under the Sir Purshottamdas Thakordas Building Scheme at a cost of Rs. 26,816, of which Rs. 18,190 was paid from the Sir Purshottamdas Thakordas Building Fund Scheme and Rs. 8,626 from public contributions. Four buildings in the Ahmedabad and Broach Districts were constructed by the village people for the Local Board schools. A scheme for providing cheap school buildings for Local Board Primary schools in the Ahmedabad District from the generous endowment of the late Sheth Mangaldas Girdhardas was sanctioned during the year and two new buildings were erected under the scheme. The construction of about three buildings from the endowment fund of the late Rao Bahadur Girdharlal Uttamram is also to be taken in hand shortly. The Educational Inspector in Sind reports that during the year a school house was built by the successors of the late Khan Bahadur Mir Ghulam Mohamed Khan Talpur, O.B.E., for the Local Board Girls' school at Tando Bago and that the Cantonment Local Authority, Hyderabad, received a donation of Rs. 4,000 for a building for the Cantonment school.

Special designs of cheap school houses of various types have recently been sanctioned by Government. These type designs aim at an inexpensive structure, with good light and air, costing not more than Rs. 30 to Rs. 50 per pupil. It is hoped that these designs will enable the Boards to construct more buildings of their own or to entrust the construction to villagers, taking care to see that the site and orientation are suitable.

63. The total number of teachers both men and women in Primary **Teachers.** schools under all managements decreased by 124 to 37,291. Of these, 17,821 or 47·8 per cent. were trained. Compulsory retirement of a certain number of teachers by Local Authorities as a measure of retrenchment is partially responsible for the decrease in the number of teachers.



The following table shows the number of trained and untrained teachers in Government, District Local Board, and Municipal Boys' schools in each Division :—

Division.	Trained.				Untrained.			Grand Total.
	III year.	II year.	I year.	Total.	Qualifed.	Unqualifed.	Total.	
<i>Bombay Division</i> ..	436	850	1,561	2,856	2,291	335	2,629	5,485
Percentage to total ..	7·9	15·7	28·5	52·1	41·8	6·1	47·9	100
<i>Central Division</i> ..	496	1,440	2,611	4,556	4,398	265	4,663	9,159
Percentage to total ..	5·4	15·8	28·5	49·7	48·1	2·2	50·3	100
<i>Northern Division</i> ..	654	667	1,262	2,583	2,516	91	2,607	5,199
Percentage to total ..	12·6	12·9	24·3	49·8	48·5	1·7	50·2	100
<i>Southern Division</i> ..	792	1,020	1,135	2,947	1,657	69	1,756	4,703
Percentage to total ..	16·8	21·7	21·2	62·7	35·0	1·4	37·3	100
<i>Sind</i> ..	546	438	912	1,896	1,141	15	1,156	3,052
Percentage to total ..	17·9	14·3	29·0	62·1	37·4	0·5	37·9	100
Total ..	2,924	4,433	7,481	14,838	12,036	715	12,751	27,589
Percentage to total ..	10·6	16·1	27·1	53·8	43·6	2·6	46·2	100

The percentages of trained teachers to the total number of teachers in the previous year in Government, Municipal, and District Local Board schools for boys were—

Bombay Division ..	..	..	51·8
Central Division ..	..	..	48·4
Northern Division ..	..	..	51·9
Southern Division ..	..	..	63·3
Sind ..	..	..	62·7
Total ..	..	..	53·8

There was no change in the percentage of trained teachers during the year.

Regarding the recruitment of teachers the Educational Inspector in Sind writes—

“.....In fact the need for more trained teachers is keenly felt as the Vernacular Final passed men selected for employment in Primary schools by the Local Authorities are not of the required calibre. The percentage of trained teachers in aided schools is only 11·2 and hence it is that most of these schools show only fair work at the annual inspection.”

Although there has been no appreciable change in the percentage of trained teachers in Local Board boys' schools, there has been a steady decrease in the number of 3rd Year trained teachers. A far more ominous sign is the unsatisfactory selection of new recruits. In view of the fact that the number of pupils under instruction is gradually on the increase, and that over 50 per cent. of our schools are one-teacher

schools the majority of which are staffed by untrained teachers, special efforts must be made by the Boards to see that the right type of man is recruited for our Primary schools.

64. The revision of the scales of pay of Primary teachers appointed after June, 1923, was sanctioned by Government in 1929, but of the 75 Local Authorities in the Presidency, only 67 have so far adopted these scales.

Pay of Primary teachers. In paragraph 113 of my Quinquennial Report for 1927-32 it has been shown how the system of Head Masters' and first Assistants' allowances came in for a good deal of criticism. The permission given by Government for the withdrawal of these allowances after 1st December, 1930, on the understanding that they would not be merged in pay has been taken advantage of by a number of Local Authorities. Thirty-one Local Authorities have permanently discontinued the payment of the allowances and a number of others have reduced them as a temporary measure of retrenchment.

65. Paragraph 57 gives the distribution of children in different standards of Primary schools from which it will be seen that, of the total number of pupils in Primary schools, about 90 per cent. are in the lower Primary stage and only 10 per cent. in the upper Primary standards. It must, however, be remembered that there are over 55,000 pupils in the lower standards of Secondary schools which correspond to the middle stage of instruction.

The following table shews the percentage of children who enter Primary schools and pass Standard IV, which is accepted as the test of literacy:—

Year.	Pupils in Infant Class.	Pupils in Standard IV five years later.	Pupils passing Standard IV five years later.	Percentage of pupils in Standard IV to pupils in Infant Class.	Percentage of pupils passing Standard IV to pupils in Infant Class.
1923-24 ..	287,714	.....	.....	.....	.....
1927-28 ..	.....	99,671	56,871	34·6	19·8
1924-25 ..	281,419	.....	57 per cent.	.....	.....
1928-29 ..	.....	102,775	58,368	36·5	20·0
1925-26 ..	308,229	.....	52 per cent.	.....	.....
1929-30 ..	.....	104,284	55,519	33·8	18·0
1926-27 ..	352,281	.....	53 per cent.	.....	.....
1930-31 ..	.....	106,475	63,774	30·2	18·1
1927-28 ..	372,019	.....	60 per cent.	.....	.....
1931-32 ..	.....	113,118	65,209	30·4	17·5
1928-29 ..	387,897	.....	58 per cent.	.....	.....
1932-33 ..	.....	116,045	70,581	29·7	18·1
			60·8 per cent.		

From the above table it will be seen that the percentage of pupils passing Standard IV is 18·1 against 17·5 reported last year. The percentage shews only a slight increase over last year's.

The distribution of pupils in various standards shews that the main drop in number occurs between the Infant class and Standard I. One-third of the total number of children in Primary schools are in the Infant class and of these, only about 50 per cent. are promoted. It must, however, be remembered that the Infant class is not a homogenous class—it consists of children of various ages who join at all times of the year. It is not surprising, therefore, that, with the ineffective teaching in our one-teacher schools, there is a sharp drop in Standard I. From the statement given below regarding the four-year progress of pupils in Standard I we find that over 37 per cent. pass Standard IV, while some 60 per cent. reach Standard IV.

	Year.	Number.	Percentage to pupils in Standard I.
Number of pupils in Standard I ..	1925-26 ..	175,597	....
Number of pupils in Standard IV ..	1928-29 ..	102,775	58·5
Number of pupils passing Standard IV	1928-29 ..	56,368	32·1
Number of pupils in Standard I ..	1926-27 ..	182,620	....
Number of pupils in Standard IV ..	1929-30 ..	104,284	57·1
Number of pupils passing Standard IV	1929-30 ..	55,519	30·4
Number of pupils in Standard I ..	1927-28 ..	153,209	....
Number of pupils in Standard IV ..	1930-31 ..	106,475	58·1
Number of pupils passing Standard IV	1930-31 ..	63,774	34·8
Number of pupils in Standard I ..	1928-29 ..	184,249	....
Number of pupils in Standard IV ..	1931-32 ..	113,118	61·4
Number of pupils passing Standard IV	1931-32 ..	65,209	35·4
Number of pupils in Standard I ..	1929-30 ..	188,444	....
Number of pupils in Standard IV ..	1932-33 ..	116,045	61·6
Number of pupils passing Standard IV	1932-33 ..	70,581	37·5

The wastage, however, is undoubtedly great and is due primarily, as pointed out in previous Reports, to ineffective teaching and premature withdrawals.

66. One of the most serious problems of Primary education is the one-teacher school. A single teacher has to look after 30 or 40 pupils spread over four or five standards and the problem is how to distribute his work and to minimise the inevitable waste of time. By the shift system the school is held in two sessions, dividing the school into two sections each section attending for about

half the ordinary school day. As previously reported the system has not met with success, even in one-teacher schools. Those Local authorities that introduced it on economic grounds to overcome inadequacy of staff and accommodation are gradually abandoning it. It is unpopular with both the parents and the teachers. Moreover, the system is not sound. It has been introduced in a few places for economic reasons, but the sooner it is abandoned, the better.

For economy in accommodation and equipment a somewhat similar experiment is being tried by the Karachi Municipality to hold two schools in the same building—one in the morning and the other in the evening. The Bombay Municipality are also trying an experiment of a similar nature. They have recently introduced the shift system for their infant classes. According to this system the work of the Infant classes is confined to three hours a day so that a teacher can conduct two classes—one in the morning and the other in the afternoon. A teacher taking two Infant classes is given an allowance of Rs. 10 per mensem in addition to his pay. The system is expected to effect a saving of some Rs. 75,000 annually.

67. A special alternative course with an agricultural bias was introduced in Standards V, VI, and VII in some six selected Primary schools in rural areas in 1923. The number of schools following the agricultural bias course is now 77 and the number of pupils attending these classes is 2,621. The object of this special curriculum is to give village boys a form of instruction which will be useful to them in their future life in the village. The course is essentially a bias-course and not a vocational course. Unfortunately during the year three classes were closed in Sind on account of financial stringency. The following table gives details of the classes and the number of pupils attending them :—

Division.	Number of Schools.	Number of pupils.			Total.
		Standard V.	Standard VI.	Standard VII.	
Bombay Division ..	8	139	73	102	314
Central Division ..	28	491	344	348	1,183
Northern Division ..	12	154	111	127	392
Southern Division ..	25	295	145	192	632
Sind ..	4	53	26	21	100
Total ..	77	1,132	699	790	2,621

68. The number of candidates for the Vernacular Final Examination for boys is gradually increasing although there was a slight decrease in the last examination at which 17,379 candidates appeared of whom 7,863 or 45.2 per cent. passed, the corresponding figures for the previous year being 17,578, and 7,287.

The following table gives the percentage of passes separately for each Division :—

		Percentage.			Percentage.
Bombay Division	..	40·5	Southern Division	..	38·9
Central Division	..	53·9	Sind	..	57·4
Northern Division	..	33·3			

In addition, 1,022 candidates appeared for the special Urdu Vernacular Final Examination, of whom 466 or 47·6 per cent. passed.

69. Nature study is one of the subjects in the curricula of Primary schools. Although school gardens are maintained by many schools, it seems that serious efforts are not made to use them for Nature study. In this connection the Educational Inspectors report as under :—

(1) The Educational Inspector, Bombay Division—

“Some excellent gardens are maintained in taluka places and “good work is being done by enthusiastic teachers.”

(2) The Educational Inspector, Central Division—

“A number of schools are maintaining gardens though only “a few of these get garden grants. The number of school “gardens is not increasing as Local Authorities cannot “spare sufficient allotments for expenditure on this item.”

(3) The Educational Inspector, Northern Division—

“The appeal to the child’s instinct of curiosity and to his or “her love of doing things is being neglected in all but a “few schools, and these are usually Mission schools which “are supervised by European managers.”

70. The number of School Co-operative Societies, most of which are Co-operative Credit unregistered, increased by 13 to 533. Societies.

71. There are five Vernacular School Book Committees, which deal with the question of sanctioning school books in Vernacular School Marathi, Urdu, Gujarathi, Kanarese, and Sindhi. Book Committees. The Divisional Educational Inspector is generally the President and the Committee which is mainly consultative, advises the Director regarding the books to be sanctioned. The work done by these Committees during the year is given in the following table :—

	Number of books received including opening balance.	Number of books disposed of		
		Sanctioned.	Rejected.	Balance.
Urdu School Book Committee	.. 168	140	23	5
Marathi „ „ „	.. 213	178	35	..
Gujarati „ „ „	.. 132	87	22	23
Kanarese „ „ „	.. 76	68	8	..
Sindhi „ „ „	.. 66	40	11	15
Total for 1932-33	.. 655	513	99	43
Total for 1931-32	.. 843	601	182	60

72. The number of Primary schools in Bombay city increased by 6 to 470 and the number of pupils by 2,155 to 79,106. **Bombay Municipality.** The increase in the number of schools and pupils on the rolls is due to the introduction of compulsory education in F and G wards for both boys and girls, and free education in other wards.

Of the 2,068 teachers 1,056 or 51·1 per cent. were trained. Of the remainder, 819 or 39·6 per cent. were qualified and 193 or 9·3 per cent. unqualified.

The total expenditure on Primary education was Rs. 35,57,218 (both for Municipal and approved schools) as against Rs. 35,30,898 in the previous year. The Municipality received a maintenance grant of Rs. 6,57,930 in respect of its expenditure of Rs. 30,84,030.

The shift system (referred to in paragraph 66) introduced by the Municipality for their infant classes, although the wisdom of the step is doubtful, is an experiment which will be watched with interest on account of the substantial saving expected.

73. **Primary Education Act.** The number of District Local Boards which have taken over control of Primary education remained stationary at 25 during the year. Control of Primary Education has been taken over by the District Local Board, Kaira, from 1st June, 1933, and the District Local Board, Ahmedabad, will take over from 1st January, 1934. All the District Local Boards of this Presidency will be in charge of Primary Education from 1934.

Three of the Local Authority Municipalities, viz., Anand in the Northern Division, Sangamner in the Central Division, and Umarnkot in Sind were declared as non-Local Authority Municipalities during the year.

Grants-in-aid to Local Authority Municipalities of Broach and Ahmedabad were withheld in previous years on account of their activities in connection with the Civil Disobedience Movement. The grant to the Broach municipality was, however, restored during the year as that body undertook to accept the conditions laid down by Government. The grants-in-aid to the Ahmedabad Municipality continue to be withheld.

Although, as previously reported, the transfer of control has brought the public into more intimate touch with education and the practical difficulties involved in its administration, communal and other disagreements continue to impede the administration in some districts. The Educational Inspector, Bombay Division, in this connection reports—

“ The School Board members are gradually learning to know their responsibilities in the administration and the Chairmen of these Boards have begun to take keen interest in the work. Sometimes, however, either on account of the narrow communal outlook or on account of the very prevalent bad party spirit, unnecessary transfers of the teachers are made, or promotions of undeserving teachers are effected in several districts, thus demoralising the whole educational administration of the district. In some districts, the relation between the Local Authority and the School Board continues to be

“strained and the Administrative Officer is very often not free to carry on even his usual routine of administration.”

Some School Board members are more interested in patronage and personal matters than in broad questions of policy. But this of course cannot be said of all. Many members take a living interest in school matters and discharge their duties to the public in a disinterested and efficient manner. Evils of the nature referred to by the Educational Inspectors are, to a certain extent, unavoidable, but it is hoped that as time advances public opinion will begin to exercise a wholesome check.

It is only fair to add that the Boards as a whole have shown themselves genuinely anxious to secure an advance in Primary Education and some of them have raised additional funds by taxation for this purpose.

74. The total number of schemes of expansion of Primary education on a voluntary basis submitted to Government Education on a up to the end of the year 1932-33 was 74 of which 3 were received during the year under report. Of these 74 schemes, 34 involving a total cost of Rs. 4,84,916 to Government were sanctioned up to the end of the year under report. As the financial situation has made it impossible for Government to sanction any more schemes, the Local Authorities have been permitted in the case of the schemes received during the year under report to open new schools and to appoint additional assistants on the understanding that the expenditure on that account is met entirely from their own funds. Expenditure on account of additional assistants, increase in rent and contingencies due to normal increase in attendance, however, has been sanctioned where it was found to be necessary.

75. The total number of Local Authorities that have introduced compulsory elementary education is 12. No new scheme of compulsion was sanctioned during the year.

The following table gives the names of these twelve Local Authorities with other details :—

Name of Local Authority.	Year of introduction of compulsory elementary education.	Number of pupils in all Primary schools in the area of compulsion.					
		Previous to the introduction of compulsion.			On 31st March, 1933.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>LOCAL AUTHORITY MUNICIPALITIES</b>							
<i>Bombay Primary Education Act, 1918.</i>							
1. Surat .. .. .	1920 .. .	6,041	2,343	8,384	10,020	5,679	15,699
2. Bandra .. .. .	1920 .. .	1,208	465	1,673	2,429	1,522	3,951
3. Satara City .. .. .	1921 .. .	1,561	669	2,230	2,179	980	3,159
4. Dhulla .. .. .	1923 .. .	1,935	542	2,477	3,906	2,097	6,003
<i>City of Bombay Primary Education Act, 1920.</i>							
5. Bombay City (F and G Wards).	1925 .. .	4,065	1,598	5,663	10,717	6,442	17,159

Name of Local Authority.	Year of introduction of compulsory elementary education.	Number of pupils in all Primary schools in the area of compulsion.					
		Previous to the introduction of compulsion.			On 31st March, 1933.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
<b>LOCAL AUTHORITY MUNICIPALITIES</b> — cont d.							
<i>Bombay Primary Education Act, 1923.</i>							
6. Ahmednagar City ..	1927 ..	3,143	1,586	4,729	3,918	1,621	5,539
7. Sholapur (in three wards) ..	1927 ..	2,040	45	2,085	3,119	103	3,222
8. Broach ..	1927 ..	2,663	1,405	4,158	3,541	1,751	5,292
9. Poona City (in 5 peths) ..	1929 ..	1,526	823	2,349	2,044	1,493	3,537
10. Karachi City (in Lyari and Trans-lyari quarters) ..	1930 ..	2,529	..	2,529	4,140	..	4,140
<b>DISTRICT LOCAL BOARDS.</b>							
<i>Bombay Primary Education Act, 1923.</i>							
11. District Local Board, Larkana (in Larkana Taluka).	1928 ..	1,633	100	1,742	4,119	420	4,539
12. District Local Board, West Khandesh (in villages with a population of 1,000 and over and in non-Local Authority Municipalities).	1929 ..	16,852	941	17,793	20,670	1,014	21,684

In the case of the Local Authorities mentioned above compulsion has been introduced for boys only, save in the case of the Bombay, Bandra, Dhulia, Poona City, and Surat Municipalities, where it is in force for both boys and girls.

Thirty-two schemes for the expansion of Primary education on a compulsory basis have so far been received from Local Authority District Local Boards and Municipalities, the number received during the year under report being two. Of these, only eleven have been sanctioned, the total recurring cost to Government on account of these schemes being Rs. 1,13,493; but of the 11 schemes sanctioned, only seven are actually in operation. As regards the remaining 4, the Jalgaon and Nasik Municipalities have withdrawn their schemes for want of funds, and the two schemes of the District Local Board, Karachi, were held up on account of the contemplated territorial changes. Government have recently cancelled the scheme for the Kotri Taluka in the Karachi District as the Kotri Division has been transferred to the new Dadu District.

In spite of the fact that some of the compulsory schemes have been in existence for over ten years, nothing like complete compulsion has been introduced. There is considerable reluctance on the part of the Boards concerned to enforce compulsion by putting the full machinery of the Act into action. The last few years, however, has been a period of acute financial distress and in consequence the progress made has been slow.



76. There are in all 10 Cantonments. The following table shows the number of Primary schools and pupils within Cantonment areas :—

Name of the Cantonment.	Schools.			Pupils.			Expenditure (recurring).				
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Provincial Revenues.	Cantonment Funds.	Other Sources.	Total.	
							Rs.	Rs.	Rs.	Rs.	
<i>Bombay Division.</i>											
Deolali	Cantonment	1	1	2	143	42	185	2,027	1,214	..	3,241
	Aided	2	..	2	270	95	365	..	1,500	3,837	5,337
<i>Central Division.</i>											
Poona	Cantonment	..	..	..	..	..	..	..	..	..	..
	Aided	13	4	17	1,339	728	2,067	3,258	11,304	29,933	44,495
Kirkee	Cantonment	..	..	..	..	..	..	..	..	..	..
	Aided	3	..	3	511	145	656	375	1,613	3,422	5,410
Ahmednagar	Cantonment	3	2	5	582	208	790	3,622	6,957	682	11,261
	Aided	1	..	1	37	6	43	..	49	1,011	1,060
<i>Northern Division.</i>											
Ahmedabad	Cantonment	1	..	1	81	13	94	361	833	..	1,194
	Aided	..	..	..	..	..	..	..	..	..	..
<i>Southern Division.</i>											
Belgaum	Cantonment	1	..	1	292	103	395	1,245	3,098	..	4,343
	Aided	1	2	3	80	214	294	..	150	2,901	3,051
<i>Sind.</i>											
Karachi	Port Trust	1	1	2	92	35	127	2,819	1,277	46	4,142
	Aided	..	..	..	..	..	..	..	..	..	..
Karachi	Cantonment	..	..	..	..	..	..	..	..	..	..
	Aided	1	1	2	76	108	184	68	200	3,251	3,519
Drige Road	Cantonment	..	..	..	..	..	..	..	..	..	..
	Aided	1	..	1	97	5	102	81	219	2,920	3,220
Hyderabad	Cantonment	1	..	1	232	49	281	1,068	3,297	..	4,365
	Aided	..	..	..	..	..	..	..	..	..	..

Only three Cantonments, viz. Deolali, Ahmednagar, and Belgaum maintain their own schools and also give grants-in-aid to private schools. The other cantonments either maintain their own schools or give a grant to aided schools. On the whole adequate provision has been made by the Cantonments for the educational needs of their areas.

## CHAPTER VIII.

## TRAINING OF TEACHERS.

I. *Training of Secondary School Teachers.*

77. The Government Secondary Training College, Bombay, is the only institution which trains teachers for Secondary schools. An account of this institution has been given in paragraph 30 under Professional Colleges, Chapter V.

II. *Training of Primary School Teachers.*

78. The total number of training institutions for men and women remained stationary, viz. 29. The number of Institutions. students in training institutions for primary teachers however increased by 64 to 1,488. Of the 29 institutions, 12, with 742 students, are for men, and 17, with 746 students, are for women. By management, 14 are Government, 2 Municipal, 12 aided, and one unaided. Of the 1,547 students under instruction in Training Institutions (inclusive of 59 students in the Training classes for Secondary teachers in the Central Division and Northern Division recently recognised), 896 (including 58 Depressed Class students) are Hindus, 298 Muhamadans, 285 Indian Christians, 43 Parsis, and 25 others.

The general policy in the matter of the training of teachers for Primary schools is, as mentioned in previous Reports, to level up the percentage of trained Primary teachers all over the Presidency to approximately 50 per cent. allowing for normal wastage. In practice this means that more places are allotted to those Local Authorities whose percentage of trained teachers is low. This policy of restricting the output of teachers, though fundamentally unsound and opposed to the best interests of education, has been adopted for financial reasons.

The formulation of a scheme of training intended to reduce the cost and at the same time to provide a larger percentage of trained teachers is under consideration. This question is dependent on the decision of Government regarding the new scales of pay suggested by the Reorganisation Committee for various classes of Primary school teachers.

79. The expenditure on Vernacular training institutions decreased by Rs. 15,969 to Rs. 4,22,476. Of this, 80·1 per cent. was defrayed from Provincial funds, 5·0 per cent. from Municipal funds, 1·3 per cent. from fees, and 13·6 per cent. from other sources.

80. The number of Government institutions remained stationary, viz. 14. Of these, 9, with 644 students, are for men, and 5, with 202 students, are for women. The cost of educating a student in institutions for men was Rs. 323, of which Rs. 313 were paid by Government, and in institutions for women Rs. 533, of which Government contributed Rs. 510.

The Rural Training School which was originally at Narayangaon (District Poona) was transferred to Loni during the year. Narayangaon was found unsuitable in many respects. The school was located in detached rented buildings and the need for better accommodation and better farming facilities was keenly felt. When Government decided to close the Agricultural School run by the Agricultural Department at Loni, Government permitted the Loni estate to be transferred to the Educational Department for the Rural Training School. The school now has not only a suitable building for the class-rooms and the hostel, but also a plot of 5 acres of land adjoining the school for practical training in Agriculture. The school continues to train Primary teachers in rural surroundings and under rural conditions, and the course followed is similar to the course prescribed for the ordinary Training institutions, except that Indian accounts takes the place of Algebra and certain subjects of a practical nature such as agriculture, smithy and carpentry are added. The school is still in an experimental stage, and the question of its further development by the addition of a Second Year class will depend on the result of this experiment.

81. Of the 12 aided institutions, 2, with 62 students, are for men, and 10, with 481 students, are for women. The Aided Institutions. two institutions for men are (1) the Union Training College at Ahmednagar, and (2) the Vocational Training School at Ankleshwar (District Broach). The institution at Ahmednagar teaches the full course of two years prescribed by the Department and sends up candidates for the Departmental Certificate Examinations. The Training School at Ankleshwar teaches Agriculture and carpentry in addition to the course taught in Government institutions. The Certificate examination of this Training School is also conducted by the Department.

The aided training institutions for women, with the exception of the Kindergarten Training School at Sholapur and the Training College for Women at Hingne near Poona, follow the prescribed course and send up candidates for the Certificate examinations held by the Department. The Kindergarten Training School follows a special course and holds its own examinations. The Training College at Hingne follows mainly the Departmental course, but sends up candidates for the Certificate examinations held by a Board of Examiners (one member of which is a Government nominee) appointed by the Indian Women's University. Since 1929, the certificates issued by this institution have been treated as equivalent to the Departmental certificates on certain conditions.

The cost per student in the aided institutions for men was Rs. 239, of which Government contributed Rs. 73. The cost per student in the aided institutions for women was Rs. 172, of which Rs. 74 was paid by Government.

82. The two Municipal institutions are (1) the First Year Training Class for Marathi men teachers and (2) the Rahimtullah Currimbhoy Urdu Training Institute for Muslim Women, both maintained by the Bombay Municipality. These Training Institutions are recognised by the

Department and the students appear for the Departmental Certificate examinations.

83. The output of Government Training Institutions for Men was 581 (493 First year, 88 Second year), that of Government Training Institutions for Women 82 (59 First year, 23 Second year). Non-Government Institutions sent out 64 men (54 First year, 10 Second year) and 161 women (116 First year, 45 Second year).

The selection of candidates for admission to Government Training Institutions for Men is made in accordance with the following percentages prescribed by Government :—

	Bombay, Central and Southern Divisions.	Northern Division.
	Per cent.	Per cent.
Presidency proper.—		
(1) Advanced Classes .. .. .	25	90
(2) Intermediate castes including Muhammadans and Indian Christians, etc. .. .. .	60	
(3) Backward castes proper (formerly called Depressed classes) .. .. .	15	10
Total ..	100	100

*Sind.*

Hindus .. .. .	25 per cent.
Muhammadans .. .. .	75 per cent.

Although no definite proportion is laid down for the selection of candidates for admission to Government Training Institutions for Women, preference is, as far as possible, given to women from the Intermediate and Backward classes.

Technically it is the Educational Inspector who selects candidates for deputation to the Training Institutions, but his choice is restricted to the names recommended by the School Boards, and there has been a general complaint that the material sent for training is not of the required type.

The Principal, Training College for Men, Poona, reports—

“ There is a marked deterioration in the material selected for training from year to year and the time has now come when the question of reintroducing the entrance test without disturbing the present proportion of students by communities will have to be seriously considered.”

The Principal, Training College for Men, Dhulia, reports—

“The selection of candidates without any test does not ensure a supply of really suitable candidates for training. Nearly one-fourth of the candidates deputed to this College this year were not suitable for being trained. These students could not write a few Marathi sentences correctly.”

The Principal, St. Monica's Training College, Ahmednagar, says—

“The students who come for training on a Vernacular Final qualification are, on the whole, noticeably immature and of mediocre intelligence. They are mostly specially weak in Marathi and Arithmetic so that much time has to be spent in the Junior year in teaching and consolidating what ought to be the background. But an even more serious sign is the fact that the students have little or no power of independent thought, do not know how to use books, cannot generalise from data or grasp the bearing of facts.”

This seems a serious indictment of the Vernacular Final Examination. It must, however, be remembered that girls go up for the Vernacular Final Examination from Vernacular Standard VI and for that very reason the First Year Training Certificate is awarded after two years' full work and not after only one year's work as in the case of men.

With a view to improving the quality of trained teachers, the introduction of a system of entrance examination for admission to the first year classes of training institutions has been advocated. This proposal is under consideration and will be dealt with along with the scheme referred to in paragraph 78 for providing an increase in the number of trained teachers of all classes and for fixing the percentage of teachers in each class.

Stipends are paid by Government to the students deputed by the District School Boards. Local Authority Municipalities provide their own stipends to the teachers deputed by them and the expenditure incurred on this account is admitted for purposes of grant. In the case of Training Institutions for Men in the Presidency proper, the value of stipends has recently been reduced from Rs. 12-8-0 to Rs. 10 per mensem and in Sind from Rs. 15 to Rs. 12-8-0 per mensem. No reduction, however, has been made in the value of stipends for women which continues to be Rs. 15 per mensem.

84. Practical work in class-teaching is the main and important part of the work in a training institution. Special attention is paid to class-teaching and efforts are made by each training institution to see that every candidate under training gives as many lessons under supervision as possible. In rural areas, conditions in many schools are such that a combination of classes cannot be avoided. Every opportunity is, therefore, given to the teachers under training to handle combined classes, and special instruction is given in the management of one-teacher schools.

In all training institutions, students are trained to make their own apparatus and appliances required as aids to teaching. This apparatus is prepared mainly out of material which is easily available in rural areas.

Persian has been introduced as an experimental measure in the curriculum of the Training College for Men, Hyderabad, from 1930-31, and of the Urdu Training Institutions for Men and Women from June, 1931. The Principal, Training College for Men, Hyderabad, reports that as a result of the teaching of Persian there has been some improvement in hand-writing and Sindhi composition, and that the progress made in Persian is on the whole encouraging.

Other subjects such as Nature study, Hygiene, Drawing, Handwork, and Gardening continue to receive the necessary attention.

In addition to the regular course of studies, attention is also paid to a number of side activities. Lantern lectures, Educational conferences, Visual Instruction, excursions, Co-operative Societies, Quarterly Magazines, Debating clubs, Vacation courses and work in connection with Boy Scouts, Girl Guides, Children's Guild of Service, and the Junior Red Cross figure among the ordinary side activities of training institutions.

85. A league of teachers and guardians has been formed at the Training College for Men, Poona, and the Training College, Dhulia, and is doing useful work in bringing parents into closer touch with our schools.

In the Practising School of the Training College for Men, Poona, infants have been placed, for the first time, in charge of two trained women teachers as an experimental measure and the experiment promises to be a success.

The Advisory Committees for the conduct of the Women's Training College Certificate examinations in Marathi and Gujarati are working satisfactorily and have proved useful in bringing the heads of aided training institutions into closer touch with the work in Government Training Colleges.

## CHAPTER IX.

## PROFESSIONAL SCHOOLS AND CLASSES.

86. An account of the various Professional Colleges affiliated to the University is given in Chapter V and that of Normal and Training Schools in Chapter VIII. This Chapter deals with the other institutions of a specialised nature which impart instruction in technical and allied subjects. The character and standards of instruction in these institutions vary greatly, as do the standards of admission which depend mainly upon the nature and duration of the courses. Some of them are under the control of other Departments.

The following table gives a statistical summary of these institutions :—

	Number of institutions on 31st March 1933.	Number of pupils.
Art Schools .. .. .	3	699
Medical Schools .. .. .	3	593
Engineering Schools .. .. .	2	338
Technical and Industrial Schools .. .. .	45	2,939
Commercial Schools .. .. .	33	1,752
Agricultural Schools .. .. .	2	59
Other Schools .. .. .	57	3,091

“ Other Schools ” mostly comprise Maktabs and Sanskrit Pathshalas, an account of which is given in Chapter X, and music schools.

*A—Commercial Institutions.*

87. An account of the Sydenham College of Commerce and Economics, Bombay, which is the only institution in this Presidency which prepares students for the University degree in Commerce, is given in Chapter V. In addition, there were 33 Commercial schools and classes, with 1,752 pupils, against 34 schools with 2,012 pupils at the end of the preceding year. Statistical information about them is given in the Supplement to this Report. These institutions impart instruction in shorthand and type-writing, book-keeping, commercial correspondence and other commercial subjects and cater (i) for students appearing for the examinations of the London Chamber of Commerce or the Government Commercial Diploma and Certificate examinations and (ii) for those who desire to improve their prospects by additional training in commercial

subjects. In this connection the Inspector of Commercial Schools reports—

“The object of many of these classes is to train accounts clerks, stenographers and typists. This can be seen from the entries for the London Chamber of Commerce Examinations held in 1932 in which, out of 730 entries for the Senior Examination, no less than 302 were in Book-keeping and Accountancy. The entries in some of the other subjects are given below :—

Commercial Law .. .. .	136
Commerce and Finance .. .. .	77
Secretarial Practice .. .. .	45
Company Law .. .. .	46
Banking and Currency .. .. .	44

“There were comparatively few entries in such subjects as Economics, Commercial Geography, Foreign Exchange, Insurance, Salesmanship, and Advertising. Out of 203 entries in the Junior L.C.C. Examination, 90 were in Book-keeping, 58 in Shorthand and 43 in Typewriting. The comparatively small entries in Shorthand and Typewriting do not correctly reflect the great attention paid to these subjects in commercial classes, for although a large number of students receive training in them, comparatively few care to appear at the L.C.C. Examinations.”

The following table gives the results of the Senior L.C.C. Examination :—

	1931-32.		1932-33.	
	Number appeared.	Number passed.	Number appeared.	Number passed.
Book-keeping and Accountancy .. .. .	286	76	302	70
Commerce and Finance .. .. .	65	41	77	53
Banking and Currency .. .. .	56	11	44	29
Foreign Exchange .. .. .	8	3	10	1
Commercial Law .. .. .	96	49	136	90
Economics .. .. .	6	6	2	..
Company Law .. .. .	31	21	46	24
Commercial Geography .. .. .	11	4	9	1
Advertising .. .. .	11	2	11	7
Commercial Arithmetic .. .. .	11	1	4	2
Shorthand .. .. .	10	..	4	..
Typewriting .. .. .	5	..	6	4
Salesmanship .. .. .	10	6	15	10
Marine Insurance .. .. .	2	2	2	..
Fire Insurance .. .. .	2	..	5	1
Life Insurance .. .. .	5	2	8	7
Secretarial Practice .. .. .	32	14	45	16
English .. .. .	4	1	..	..
Stock Exchange .. .. .	1	1	3	..
Mathematics .. .. .	..	..	1	..
<b>Total .. .. .</b>	<b>652</b>	<b>240</b>	<b>730</b>	<b>315</b>



At the Government Commercial Diploma and Certificate examination held in April, 1932, 40 candidates appeared, of whom 12 passed, 9 in the second and 3 in the pass class.

The J. D. Vakil Commercial class attached to the Government High School at Broach had 27 pupils on the roll against 23 in the previous year. The expenditure of this class was Rs. 2,619 of which Rs. 1,617 was met from endowments and Rs. 183 from Provincial Funds.

In the Government Commercial classes attached to the Elphinstone High School, Bombay, there were 36 pupils as compared with 45 in 1931-32. Thirty-one pupils appeared for the Government Commercial Diploma and Certificate examination of whom 10 were successful. The total expenditure of these classes was Rs. 3,967 as compared with Rs. 4,203 in the previous year.

88. The Board held four meetings during the year. It registered the apprenticeship of 141 candidates and recommended the award of the Government Diploma in Accountancy to 41 candidates who had passed the examination and completed the requisite period of apprenticeship. For the Diploma in Co-operative Accountancy only 3 candidates were recommended. During the year Bangalore was added to the list of centres for the G.D.A. examination. Thus the examination was held at 7 centres—Bombay, Madras, Calcutta, Allahabad, Rangoon, Karachi, and Bangalore. The number of candidates registered for the examination of 1932 was 648 against 457 in 1931. The number of successful candidates was 208 and the percentage of passes was 32 against 22 in 1931. At the examination of 1933 the number of candidates went up to 965. According to the G.D.A. Regulations a candidate can appear at the examination without being required to serve a prescribed period of apprenticeship. But an important change has been made in this respect by the Auditor's Certificates Rules, 1932, according to which service under articles for prescribed periods has been made obligatory on persons appearing for the "Final" examination. The period of apprenticeship has also been increased from 3 to 5 years for undergraduates and from 3 to 4 years for graduates. The Government of India have, however, permitted the G.D.A. examination to be held in 1933 and 1934; and hundreds of candidates desirous of passing the examination under the old rules have availed themselves of this concession. This accounts for the very large increase in the number of candidates in 1933.

The "First" examination under the Auditor's Certificates Rules was held in March, 1933. The examination at the Bombay centres was held at the Sydenham College of Commerce and Economics, and only 13 candidates appeared.

The examination for the Government Diploma in Co-operative Accountancy was held at Bombay, Karachi, and Rangoon. Of the 38 candidates registered for the examination in 1932, 9 were successful.

*B—Engineering Classes.*

89. In addition to the degree classes in Civil, Mechanical and Electrical Engineering, maintained at the College of Engineering, Poona, Diploma classes for instruction in (1) Civil and (2) Mechanical and Electrical Engineering are held at the College for training overseers, foremen, chargemen, and electrical apprentices. The course for the diploma in Civil Engineering covers a period of three years, while that for the Diploma in Mechanical and Electrical Engineering (combined) extends over a period of four years. The Principal, College of Engineering, Poona, reports that the combined Diploma course in Mechanical and Electrical Engineering started in 1931 is very popular. The minimum qualification for admission is the Matriculation examination or its equivalent. The number of students decreased during the year under report by 31 to 238.

The results of the examinations held in April, 1932, were as under :—

Examination.	Number appeared.	Number passed.	Percentage of passes.
Diploma in Civil Engineering .. .. .	45	42	93
Diploma in Mechanical and Electrical Engineering (new course) .. .. .	33	27	82
Diploma in Electrical Engineering (old course) .. .. .	40	33	83

The expenditure on the Diploma classes was Rs. 53,402 as against Rs. 55,910 in 1931-32.

The usual tours to works of Engineering interest were undertaken during the year. The Civil Engineering Class visited the Katraj Ghat Road, Katraj Tank, Ghat Section of the Madras and Southern Maratha Railway between Alandi and Garoli, the Bhor Ghat realignment of the Great Indian Peninsula Railway, the duct, forebay and pipe line of the Hydroelectric Scheme, Tanks at Lonavla, Walvan, Pashan, and Khadakwasla, water works in Poona, and several other works in Bombay, Broach, Baroda, and Ahmedabad.

The Mechanical and Electrical classes visited the U. P. Ganges Hydro-Electric installations and electric installations at Jalgaon, Dayalbagh, Delhi, Roorkee, Rutlam, Baroda, Bombay, etc.

The N. E. D. Civil Engineering College, Karachi, maintains three year Diploma courses in Civil, in Mechanical, and in Electrical Engineering. The first year course is common to all branches and the bifurcation of studies takes place in the second and third years. The number of students in the diploma classes decreased from 105 in 1931-32 to 100 in 1932-33. In addition to these courses, a wireless operators' class was started last year with a dozen boys under training. The total expenditure of these classes was Rs. 8,760, of which Rs. 2,330, was paid by Government.

*C—Technical and Industrial Schools.*

90. The control of technical and industrial institutions now rests with the Director of Industries, and a detailed account of their work and progress is given in the report of the Department of Industries.

91. The Victoria Jubilee Technical Institute, Bombay, is the most important technical institute in the Presidency and is of almost University standing. It imparts instruction in Mechanical Engineering, Electrical Engineering, Textile manufacture, Technical and Applied Chemistry, and Sanitary Engineering and Plumbing. The number of students on the rolls on 31st March, 1933, was 571 as against 559 in the previous year.

Admissions are made on the results of an entrance examination, except in the case of those who have taken a University degree. Out of 428 who appeared for this examination, 153 were admitted, of whom 48 were from other Provinces.

The results of the Annual Examination were reported to be very satisfactory. Thirty-six out of 36 passed in Mechanical Engineering, 50 out of 55 in Electrical Engineering, 22 out of 23 in Textile manufacture, 4 out of 4 in Technical and Applied Chemistry, and 10 out of 11 in Sanitary Engineering.

Eighty-four students appeared for the Examinations of the City and Guilds of London Institute, of whom 61 passed as compared with 37 out of 76 in the preceding year.

A new building for the Textile Department was completed during the year.

The expenditure of the Institute decreased by Rs. 1,013 to Rs. 2,38,727. It was met as follows :—

	Amount.	Percentage.
	Rs.	
Government funds .. .. .	1,19,000	49.8
Municipal funds .. .. .	10,000	4.2
Fees .. .. .	1,06,244	44.5
Other sources .. .. .	3,483	1.5
Total .. .. .	2,38,727	100.0

92. The general charge of Technical and Industrial schools rests with the Committee of Direction for Technical Education, the constitution and functions of which have been described in previous Reports. Although the control of technical education has been transferred to the Director of Industries, the Director of Public

Instruction, or an officer appointed by him, is a member of the Committee in order to maintain contact between his Department and the Committee in matters relating to technical education. The number of schools under the Committee's control in 1932-33 was 42 with 2,064 pupils. Out of 1,620 who appeared for the annual examinations held by the Committee 1,206 passed.

The total expenditure of the Committee amounted to Rs. 14,750 of which Rs. 3,373 was incurred on establishment, Rs. 3,382 on inspection, and Rs. 7,995 on examinations. Grants-in-aid to schools under the Committee's control, amounting to Rs. 40,810, were paid by Government during the year.

93. This is a Government institution. The standard of instruction attained in this institution is lower than that at the R. C. Technical Institute, Ahmedabad. V. J. Technical Institute, Bombay, but it is higher than that in the other technical schools in the Presidency. Instruction covering a period of three years is provided in (1) Cotton Spinning, (2) Cotton weaving, and (3) Mechanical engineering.

Out of 219 applicants for admission to the Institute, 92 actually appeared for the entrance examination of whom 71 were admitted—19 to cotton spinning, 20 to cotton weaving and 32 to the Mechanical engineering course. The total number of students during the year was 130.

The results of the annual examination were 89·1 per cent. of passes, as against 80·4 and 86·8 in 1930-31, and 1931-32 respectively. Eight students also appeared for the City and Guilds of London Institute Examination in the various grades of different subjects, all of whom passed.

94. This is an institution similar to the R. C. Technical Institute and is maintained by the Surat Municipality. F. S. Parekh Technical Institute, Surat. It has four branches (1) Mechanical Engineering, (2) Carpentry, (3) Workshop Apprenticeship course, and (4) Electric Wiremen's course.

95. Apart from the schools under the Committee of Direction for technical education, this Department has under its control twenty schools or classes maintained by Other Industrial Institutions. private bodies. Most of them are for girls or women and provide instruction in tailoring, embroidery, knitting, hosiery, weaving etc. They are inspected by officers of the Department and grants amounting to Rs. 12,656 were paid to them in 1932-33.

#### *D—Agricultural Schools.*

96. The Agricultural Department maintains two Vernacular Agricultural schools—one at Dhulia in West Khandesh district and another at Devihosur in the Dharwar district for imparting instruction in Agriculture on modern and practical lines.

*E—Medical schools.*

97. In addition to the Grant Medical College, an account of which is given in chapter V, the Medical Department maintains three Medical schools at Poona, Ahmedabad and Hyderabad with an attendance of 305, 174, and 114 respectively. These institutions prepare candidates for the L.C.P.S. course.

*F—Art schools.*

98. The Sir J. J. School of Art had on its rolls 446 students as compared with 432 in 1931-32. They were distributed in the various classes as shown below :—

Name of Class.	1932-33.
Drawing and Painting Classes .. ..	193
Elementary and Intermediate Grade Classes	50
Special Drawing and Painting Classes ..	22
Modelling Classes .. ..	24
Normal Class for Drawing Teachers ..	34
Architectural Classes . . . . .	123
Total ..	446

The total direct expenditure during the year 1932-33 was Rs. 1,22,238 of which Rs. 97,945 was contributed by Government.

In connection with the work of the Drawing and Painting section of the School the Director remarks—

“ There has been a marked increase in the number of students in this important section of the School. It is worth mentioning that several of the students and members of the staff won prizes and medals in various Art Exhibitions in India. In this connection special mention may be made of Mr. G. D. Deuskar, who was awarded His Excellency the Viceroy’s Prize for the best picture in the Simla Fine Art Society’s Exhibition at Simla and the Bombay Art Society’s Gold Medal for the best work in the Annual Exhibition in Bombay. He and another student, Mr. V. G. Nageshkar, have proceeded to Europe as Indian State Scholars for furthering their knowledge of art in general. Mr. M. R. Achrekar, a past student of this School, gave a very successful exhibition of his work at India House recently and Mr. R. P. Kamat of the Sculpture Section is having a distinguished record at the Royal Academy Schools of London where he has won several prizes and scholarships.

“ The annual excursion party of selected students was conducted to Agra this year by the Director. The students were much benefitted

“ by the opportunity of studying and sketching the unrivalled ancient monument and some good work was produced.”

In connection with the work of the school of Architecture, the Professor in charge writes as follows :—

“ This year Mr. Master accompanied by Mr. G. B. Kshirsagar conducted the annual excursion to Benares and Sarnath in the Christmas holidays and brought back some valuable measured work and sketches.

“ Apart from this, several students formed themselves into parties and went to places like Jalna, Mandu, Saswad for measured drawing and restoration work, which forms an important part of their studies inasmuch as these excursions enable the students to study works away from their immediate environment. Incidentally, it raises the standard of their work.

“ We are pleased to accord the success of Mr. L. V. Sathe, G. D. Arch, a past student of the School and a member of the visiting staff, at the final R.I.B.A. examination held in India. Mr. Sathe is the fourth student of this school to obtain the associateship of the Royal Institute of British Architects in India as an outcome of the inauguration of the R.I.B.A. class in the School which alone made it possible to hold the examination in India.”

99. The number of students in these Workshops fell during the year from 225 to 159. The Director, School of Art, **The Reay Art Workshops.** reports that this decrease in number is chiefly due to adverse economic conditions and communal riots in Bombay. One hundred and three orders were received for work to be executed, of which 23 were from outsiders and 77 were either from the School of Art or from the different sections of the workshops.

100. There are two Drawing and Design classes—one at Ahmedabad and the other at Surat. The class at Ahmedabad **The Drawing and Design Classes.** is attached to the R. C. High School, Ahmedabad, and is maintained by Government. The number of pupils was 26, the same as in the previous year.

The class at Surat is maintained by a Samitti. It had 68 pupils on the roll as against 60 in 1931-32, and is reported to be doing good work. There are four sections of the class—

*A*—Carpentry, Metal work, etc.

*B*—Painting in cloth and wall stencilling, calico printing, dyeing, etc.

*C*—Embroidery, weaving, and lace making.

*D*—Gold, Silver, and Copper Smith's work.

The class, which is held in the building of the Government Middle School at Surat for which no rent is charged, is aided by Government. It works for the preservation and restoration of ancient arts and crafts.

*G—Music Schools.*

101. Music forms part of the curriculum of Primary schools (both for boys and girls), and it is taught as an optional subject in some secondary schools. It is also included in the course prescribed for the Vernacular Final Examination for Girls and for the Vernacular Training College Certificate Examinations. Provision for the teaching of the subject has been made in all Government Training Institutions.

There are 13 private classes for teaching music—both vocal and instrumental—with 2,262 pupils. Grants amounting to Rs. 2,925 were awarded by Government to these classes in 1932-33. Owing to continued financial stridency Government have decided to discontinue the payment of grants to these classes in future.

## CHAPTER X.

## ORIENTAL STUDIES.

102. A classical language forms an additional subject of the Secondary school course from Standard IV upwards, although **Study of Classics.** no longer compulsory for the Matriculation examination. The great majority of pupils who elect to study a classical language in High Schools take Sanskrit or Persian, and provision for the study of these languages exists in most schools. A few schools also arrange for instruction in other Oriental languages such as Pali, Ardha-Magadhi, Arabic, Avesta-Pahlavi, Hebrew, etc. At the Matriculation examination of 1933, 4,002 students appeared with Sanskrit and 1,339 with Persian, of whom 2,349 and 584 passed, only 47 out of 122 passing in other Oriental languages.

Classical languages are also taken as optional subjects throughout the courses leading to the degree examinations in Arts. Of the 164 candidates who took the B.A. degree with an Oriental classical language, 67 obtained honours, the corresponding figures for the M.A. degree being 24 and 15 respectively. The following table gives separate figures for each Oriental language :—

	Number appeared.	Number passed.			
		I Class.	II Class.	Pass.	Total.
<b>B.A.</b>					
Sanskrit .. ..	180	5	44	82	131
Persian .. ..	31	3	11	12	26
Hebrew .. ..	2	..	..	2	2
Arabic .. ..	2	1	..	1	2
Pali .. ..	3	1	..	..	1
Avesta-Pahlavi ..	2	..	2	..	2
<b>Total ..</b>	<b>220</b>	<b>10</b>	<b>57</b>	<b>97</b>	<b>164</b>
<b>M.A.</b>					
Sanskrit .. ..	29	2	19	5	17
Persian .. ..	8	..	2	4	6
Arabic .. ..	1	..	1	..	1
Pali .. ..	1	..	..	..	..
Avesta-Pahlavi ..	1	..	..	..	..
<b>Total ..</b>	<b>40</b>	<b>2</b>	<b>13</b>	<b>9</b>	<b>24</b>



Apart from the instruction in Oriental languages imparted in ordinary schools, there are special institutions known as Pathshalas for the study of Sanskrit and Madressahs for the study of Persian and Arabic. The following table gives a summary of these institutions :—

	Number of Institutions.	Number of pupils.	Expenditure.	
			Total.	Provincial.
			Rs.	Rs.
Pathshalas (teaching Sanskrit).	56	2,456	54,432	8,130
Madressahs (teaching Persian and Arabic)	76	4,684	29,377	5,352

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

A few Pathshalas send up candidates for the *Karyodaya* examinations held in Bombay under the auspices of the Calcutta Sanskrit Association, while a few others cater for the Elementary and Intermediate examinations of the Government Sanskrit College, Benares. Of these, the Gokuldas Tejpal Sanskrit Pathshala, Bombay, the Warad Sanskrit Pathshala, Sholapur, the Chandiram Sanskrit Pathshala, Hyderabad, and the Pathshala at Umerkot in Sind may be specially mentioned.

An account of the Poona Sanskrit College, which is intended for the higher study of Sanskrit Grammar and Literature, is given in paragraph 107.

In addition to the Madressahs shown in the above table, a few others also impart instruction in Arabic, the teaching being confined to the reading of the Koran. In Sind, Arabic is taught in some of the Mulla schools and in a few unrecognised Primary schools. The Sanskrit and Arabic schools maintained by the Shikarpur Municipality were closed during the year as a measure of retrenchment.

Provision for the teaching of Persian exists in all Government High Schools and special arrangements for the teaching of Arabic are made in six Government High Schools.

103. In addition to the Bhandarkar Oriental Research Institute, the Oriental Institutes. K. R. Cama Oriental Institute and the Bombay Branch of the Royal Asiatic Society, which are the premier institutes in this Presidency for the encouragement of and research in Oriental learning, the following institutions also deserve special mention :—

- The Indian Historical Research Institute, Bombay,
- The Mimamsa Vidyalaya, Poona,
- The Bharat Itihas Samshodhak Mandal, Poona.
- The Historical Museum, Satara.

All these institutions maintain libraries which contain rare books, manuscripts, etc., which are available to scholars in India and abroad. Scholarships and prizes are awarded to scholars for works on Oriental learning and for original research. The institutions are frequently visited by scholars from abroad.

104. The Bhandarkar Oriental Research Institute continues to do excellent work. The seventh fascicule which completes the first volume of the critical edition of the *Mahabharata*, was published during the year. The eighth fascicule is intended to contain the whole of the *Viratparvan*, and the work of editing it has been entrusted to Dr. Raghu Vira of the S. D. College, Lahore. The work of collation at the Institute and at the Vishvabharati and Tanjore centres is reported to be progressing satisfactorily.

Twenty-seven students attended the post-graduate classes of the Institute during the year.

About 300 volumes were added to the Library and the total number of books is now 8,752.

Two of the old pledges of the Bombay Sanskrit Series, viz. the *Syudvadamanjari* and the *Apastamba-dharmasutra* were published and the *Tarkaparibhasa* is reported to be in the Press. Volumes XIII and XIV of the annals of the Institute and Volume I of the works of Dr. Sir R. G. Bhandarkar were also published during the year.

A series of lectures in Sanskrit was delivered by Mahamahopadhyaya Shridharshastri Pathak at the Institute. They were well attended and much appreciated. Eighty-two distinguished persons visited the Institute during the year.

105. The twenty-third anniversary of the death of Mr. K. R. Cama, the founder of the Institute, was celebrated on 20th August, 1932, when Sir Dinsha Edulji Watcha, Kt., presided and Dr. Sir J. J. Modi, Kt., gave a discourse on "The Date of Zoraster". A series of lectures on different subjects were delivered by distinguished scholars, and prizes were offered for essays on subjects of Iranian interest as usual. Four numbers of the Journal of the Institute as well as two of the Institute's Publications were issued during the year.

106. The Bombay Branch of the Royal Asiatic Society had a daily average of 304 issues of books. More than sixteen hundred volumes were added to the Library during the year, and some sixty coins to the Society's Coin Cabinet.

The Society's Cambell Memorial Gold Medal for 1932 was awarded to Sir John Marshall, Kt., for his book "Mohenjodaro".

107. There were 12 students in the Poona Sanskrit College, of whom 3 were in the *Vedant*, and 5 in the *Vyakarana* Branch, the remaining 4 attending the Preliminary class. The Secretary attributes the poor attendance to the following reasons :—

“ Admission to the College is restricted to those students who have spent at least 4 or 5 years in studying Sanskrit Lexicography, grammar and literature along the older traditional methods. As the number of such qualified students is usually very small, the Sanskrit College cannot boast of more than 12 to 15 students for whom, however, the College affords free boarding and lodging (or in the alternative equivalent scholarships) on condition that the students agree to devote their whole time to the studies and do not leave them in the middle.”

## CHAPTER XI.

## VISUAL INSTRUCTION.

108. The sub-Department of Visual Instruction is in charge of a Deputy Educational Inspector in the Bombay Educational Service, who tours throughout the Presidency, inspects magic lanterns, slides, and lecture notes, supervises the lectures delivered by various officers and himself delivers model lectures.

109. There are at present 104 lanterns with the Department, with 35,611 slides forming 688 different sets. Eighteen Magic lanterns and slides. new sets comprising 1,167 slides on ten different subjects were added during the year. One Ica film-strip projector and 12 film-strip picturoles were also purchased for demonstration purposes.

110. The following table shows the work done by various officers and institutions during the year :—

Name	Number of lanterns in use	Number of slides used	Number of lantern lectures delivered	Average number of lectures per lantern
Government Secondary Schools..	34	18,876	1,161	34·1
Government Training Institutions.	14	8,701	422	30·1
Government Inspecting Officers..	40	11,430	926	23·1
District School Board Supervising Officers ..	16	2,842	395	24·6
Total ..	104	41,847	2,904	27·9

It is reported that only about one-fourth of the aided Secondary schools possess lanterns but that the number is increasing and that useful work is being done.

111. In order to secure greater co-ordination between the work done by the Deputy Educational Inspector for Visual Instruction and Secondary schools, the office of the Deputy Educational Inspector is now housed in the Secondary Training College, and a course of lectures supplemented by practical laboratory work is given to the teachers under training.

During the year the Deputy Educational Inspector toured three Konkan Districts and the four Districts of the Southern Division. He delivered 137 lectures, of which 89 were given in educational institutions. An account of the public lectures delivered for the benefit of the adult

population is given in paragraph 193. The Deputy Educational Inspector makes the following remarks on his lantern lectures during the year :—

“ The special feature of the work of the Deputy Educational Inspector for Visual Instruction this year was that all the lantern lectures delivered by him were summarised at the end of the lecture by appropriate cinema films on the subject matter of the lecture. This made the lectures highly useful educationally. The cinema demonstrations given at the end of the lantern lectures definitely showed the utility of the Educational film in school instruction and made a vivid impression upon the teachers, students, and the public.”

## CHAPTER XII.

## EDUCATION OF GIRLS.

112. The number of girls under instruction increased during the year from 292,035 to 298,566, of whom 109,036 were reading in boys' schools. The increase of 6,531 in the number of girls is remarkable in view of the fact that there was a fall of 7,137 in the number of boys under instruction. The number of institutions for girls (European and Indian), however, fell from 1,968 to 1,960. Of these, 1,897 were recognised and 63 unrecognised as compared with 1,889 and 79 respectively in the year 1931-32.

The following table shows the distribution of the institutions for girls and of the girls under instruction by Divisions :—

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 (Column 5+6).
1	2	3	4	5	6	7
Bombay Division ..	357	47,589	1,714	45,875	26,248	72,123
Central Division ..	472	41,755	1,275	40,480	28,416	68,896
Northern Division ..	441	46,986	1,081	46,905	22,861	68,766
Southern Division ..	297	24,033	161	23,872	16,366	40,238
Sind ..	349	27,276	1,657	25,619	13,541	39,160
European Schools ..	21	3,305	517	2,788	414	3,202
English-teaching Schools ..	23	6,352	1,361	4,991	1,190	6,181
Total ..	1,960	197,296	7,766	189,530	109,036	298,566

The number of girls under instruction in various kinds of institutions is given below :—

Institution.	Number of girls under instruction.		Increase or Decrease.
	1932-33.	1931-32.	
Arts Colleges ..	835	704	+ 131
Professional Colleges ..	151	111	+ 20
High Schools ..	16,438	15,546	+ 892
Middle Schools ..	4,610	4,091	+ 519
Primary Schools ..	266,652	262,325	+ 4,327

Institution.	Number of Girls under instruction.		Increase or Decrease.
	1932-33.	1931-32.	
Art Schools .. .. .	67	56	+ 11
Medical Schools .. .. .	63	58	+ 5
Normal and Training Schools .. .. .	853	803	+ 50
Technical and Industrial Schools .. .. .	841	793	+ 48
Commercial Schools .. .. .	122	101	+ 21
Schools for Defectives .. .. .	39	43	— 4
Schools for Adults .. .. .	664	748	— 84
Other Schools .. .. .	193	212	— 19
<b>Total, Recognised .. .. .</b>	<b>291,598</b>	<b>285,591</b>	<b>+ 5,917</b>
<b>Total, Unrecognised .. .. .</b>	<b>7,058</b>	<b>6,444</b>	<b>+ 614</b>
<b>Grand Total .. .. .</b>	<b>298,666</b>	<b>292,035</b>	<b>+ 6,631</b>

The distribution of girls under instruction by communities is shown in the following table:—

Community.	Total number under instruction.	Percentage to total.	Percentage to female population of the community.
Europeans and Anglo-Indians .. .. .	3,123	1.0	20.2
Indian Christians .. .. .	11,286	4.8	11.4
Hindus { Advanced .. .. .	98,082	32.9	11.6
{ Intermediate .. .. .	87,108	29.2	1.7
{ Backward .. .. .	19,620	6.6	1.0
Muhammadans .. .. .	57,797	19.3	2.9
Parsis .. .. .	7,739	2.6	18.0
Others .. .. .	10,811	3.6	6.4
<b>Total .. .. .</b>	<b>298,666</b>	<b>100.0</b>	<b>2.9</b>

The percentage of girls under instruction to the total female population of the Presidency is 2.9 as compared with 9.0 per cent. in the case of boys. The percentage for girls of the Intermediate communities is 1.7, while for the Backward communities it is only 1.0. Of the total number of girls in school, 33 per cent. are Advanced Hindus, though the total population of these communities is only 8 per cent. of the total population.

113. No reliable estimate of the total amount spent on the education of girls can be given, as almost 36 per cent. of the girls under instruction read in boys' schools. The total expenditure on all institutions specially maintained for girls (including those for Europeans), however, amounted to Rs. 63,01,021. The following table gives the sources from which this expenditure was met :—

Source.	Rs.	Percentage.
Government Funds .. .. .	23,11,662	36·7
District Local Board and Municipal Funds ..	17,12,932	27·2
Fees .. .. .	9,91,082	15·7
Other sources .. .. .	12,85,345	20·4
Total .. .. .	63,01,021	100·0

114. The year under review recorded an increase of 151 in the number of women attending Colleges affiliated to the University of Bombay, the total enrolment in the Arts Colleges being 835 and that in the Professional Colleges being 131 as compared with 704 and 111 respectively in the previous year. The results of the various University examinations taken by women in 1932-33 were as follows :—

Examination.	Number passed.
M.A. .. .. .	10
M.Sc. .. .. .	1
B.A. (Honours) .. .. .	51
B.A. (Pass) .. .. .	24
B.Sc. .. .. .	6
LL.B. .. .. .	4
Intermediate in Arts .. .. .	152
Intermediate in Science .. .. .	29
M.B.B.S. .. .. .	11
B.T. .. .. .	9
Matriculation .. .. .	441

No scholarships are specially reserved for girls in Colleges, but girls are eligible for all open and special scholarships tenable in Colleges.

115. As stated in previous Reports, University courses are the same for women and men and there is no separate College for women affiliated to the Bombay University. There are, however, four Colleges for women at Poona, Bombay, Baroda, and Ahmedabad affiliated to the Indian Women's University of Poona. The total attendance at these four Colleges was 136 as compared with 107 in 1931-32. A proposal to start a College at Hyderabad (Sind) affiliated to this University is under



contemplation. The main characteristics of this University are that (i) the courses of study are specially designed to suit the requirements of girls, (Domestic science, Human Physiology, Child Psychology, Hygiene and Fine Arts are included in the curriculum), (ii) The Vernacular is used as the medium of instruction, English being a compulsory subject; and (iii) external candidates are allowed to appear at the University examinations. The degrees of this University are not recognised.

116. The following table gives the number of Secondary schools for girls and the number of girls attending Secondary schools :—

	Schools.		Pupils (Girls).	
	1931-32.	1932-33.	1931-32.	1932-33.
Indians .. ..	83	84	16,563 (3,077 in Boys' schools).	17,954 (3,716 in Boys' schools).
Europeans .. ..	17	18	3,074 (443 in Boys' schools).	3,094 (414 in Boys' schools).
Total .. ..	100	102	19,637 (3,520 in Boys' schools).	21,048 (4,130 in Boys' schools).

The number of Secondary schools for girls increased by 2 to 102, of which 7 are maintained by Government, one by a Municipality and 94 by private bodies or individuals. The number of girls attending Secondary schools rose from 19,637 to 21,048, an increase of about 7 per cent. There is, however, only one girl for every five boys in Secondary schools. The sub-joined table shows the extent to which Secondary education is taken advantage of by girls of different communities :—

Community.	Number of girls under instruction.	
	1932-33.	1931-32.
Europeans and Anglo-Indians .. ..	2,982	2,830
Indian Christians .. ..	4,501	4,536
Hindus { Advanced .. ..	7,942	6,910
{ Intermediate .. ..	668	591
{ Backward .. ..	55	36
Muhammadans .. ..	588	518
Parsis .. ..	3,531	3,112
Others .. ..	781	774
Total .. ..	21,048	19,637

It is encouraging to note the steady increase in the number of girls, especially among the Intermediate and Backward classes and among Muhammadans.

As stated before, Government maintain seven Secondary schools, of which the one at Ahmedabad is a full High School and those at Thana, Nasik, Ahmednagar, Dharwar, and Bijapur are Anglo-Vernacular Middle schools teaching standards I—IV. The attendance at the Ahmedabad Girls' High School has improved and is steadily increasing. The Middle Schools at Thana, Nasik and Ahmednagar continue to be popular and there is a growing demand for the opening of higher standards and additional classes in the lower standards. The Anglo-Urdu Middle School at Poona, the only institution of its kind in the Presidency for Muslim girls, fulfills a long-felt want of the community. In regard to this school, the Inspectress of Urdu Girls' Schools, Central Division and Bombay Division reports—

“ The number of girls from the mofussil is gradually increasing and  
 “ would soon necessitate the establishment of a separate hostel for  
 “ the school. The institution is fortunate in having as Head Mistress  
 “ a Muhammadan lady possessing a Diploma in teaching of the London  
 “ University.”

Some difficulty is still experienced in securing qualified lady teachers knowing Urdu for the school.

Of the 21,048 girls in Secondary schools, 4,130 attend boys' schools. In areas where there are no separate schools for girls, this cannot be avoided. In this connection the Inspectress of Girls' Schools, Central Division and Bombay Division, however, observes—

“ There is a mistaken idea among some parents that a daughter  
 “ at a boys' school has added prestige. But such an educationally  
 “ unsound idea should be combatted by the Department. The system  
 “ cannot be defended as co-education. It is hardly even education,  
 “ for the girls are no part of the corporate life of the school. Often  
 “ there is no arrangement made for their physical education nor for  
 “ sewing or handwork and music which, to an increasing extent, form  
 “ part of the regular curriculum in the better type of girls' schools.  
 “ There are no lady teachers in these schools and as these girls are  
 “ mostly at the adolescent stage it is essential that there should be at  
 “ least one older trained woman in an educational institution.”

The Educational Inspector, Bombay Division, reports—

“ The High Schools for girls in Bombay continue to do very useful  
 “ work and attract more and more pupils every year. In Bombay  
 “ and the Suburbs, the parents generally do not object to sending their  
 “ girls to boys' schools and consequently a considerable headway is  
 “ made in these places with regard to the secondary education of girls.  
 “ In other districts of the Division, however, people continue to be  
 “ conservative in the matter, and are not inclined to send their  
 “ daughters to schools attended by boys. In the absence of special  
 “ Girls' High Schools, there is no way open to them except to discontinue

“ the studies of their girls. This explains the great disparity between  
 “ the number of boys and girls under instruction in Secondary schools.  
 “ The girls’ higher education has a lot of leeway to make up, and I do  
 “ not think any appreciable progress is likely to be achieved in the near  
 “ future unless private educational societies take up the question in  
 “ right earnest.”

In regard to the position of Secondary education of girls in Gujarat the  
 Inspectress of Girls’ Schools, Bombay and Northern Division, remarks—

“ So far as the recognised girls’ schools are concerned the progress  
 “ of secondary education in the Division would appear to be  
 “ disappointing ; but the recognised girls’ schools are not a real criterion  
 “ of the advance or otherwise of Secondary education. Girls are  
 “ beginning to study in increasingly large numbers in boys’ schools, and  
 “ if any public spirited person would open separate Anglo-Vernacular  
 “ schools for girls in some of the smaller centres, there would, I feel  
 “ sure, be a response, though the project would in all probability mean  
 “ financial loss to its sponsor as parents are not as yet willing to spend  
 “ much on the education of their daughters, and the fees would have  
 “ to be much lower than those charged in boys’ schools.

“ At present the three centres of girls’ Secondary education in the  
 “ Northern Division are Surat, Broach and Ahmedabad. In all these  
 “ three cities there are a number of girls attending boys’ schools in  
 “ spite of the existing girls’ schools, but in every case there is a reason  
 “ for this.”

In the Karnatak the Educational Inspector, Southern Division, says  
 that girls’ Secondary and Higher education has been steadily progressing.

In Sind the Inspectress of Girls’ Schools reports that secondary educa-  
 tion is getting more popular. In Karachi and Hyderabad, four new  
 schools have been opened recently.

In the matter of Government grants-in-aid, Secondary schools for  
 girls are given preference over those for boys. In the case of Secondary  
 schools for girls in Sind grants are assessed at one-half instead of the  
 usual one-third of the admitted expenditure. Government grants paid  
 to non-Government Secondary schools for girls in the whole Presidency  
 amounted to Rs. 2,52,240.

There is no separate institution for the training of women teachers in  
 Secondary schools. In the Secondary Training College, Bombay, there  
 were 14 women under training. The Inspectress of Girls’ Schools, Central  
 Division and Bombay Division, gave 58 lectures and demonstration  
 lessons, which dealt with various aspects of English teaching, in various  
 centres in the Bombay and Central Divisions.

117. Most of the Secondary schools for girls follow the Departmental  
 course and prepare candidates for the Matriculation  
 Examination, but every encouragement is given by  
 the Department to schools to adopt alternative curricula. Experience,  
 however, has shown that few elect to do so. Even for Matriculation,

very few schools have made arrangements for the teaching of Domestic Science, the alternative to Science permitted by the University. There are, however, some schools which follow a special course. Of the schools which follow a special curriculum, the schools managed by the Parsi Girls Schools Association, Bombay, deserve special mention. The Department has also recognised 11 out of the 20 Secondary schools for girls which are affiliated to the Indian Women's University. The total attendance in these eleven schools was over 1,600.

No scholarships are reserved specially for girls in Secondary schools, except in Sind, where 35 scholarships each of Rs. 5 per mensem have been provided. All the Government open and special scholarships awarded in Secondary schools are, however, open to girls.

118. The number of Primary schools for girls increased by 10 to 1,742 and the number of pupils reading in them by 3,633 to 172,712. The following table shows the number of Primary schools for girls under different managements and of pupils attending them :—

Management.	Schools.		Pupils.	
	1931-32.	1932-33.	1931-32.	1932-33.
Government .. .. .	6	6	1,085	1,118
District Local Board .. .. .	761	761	47,871	47,480
Municipal .. .. .	548	553	85,428	88,188
Aided .. .. .	405	407	33,850	34,960
Unaided .. .. .	12	15	845	966
Total .. .. .	1,732	1,742	169,079	172,712

The progress of Primary education of girls in the various Divisions during the last two years is compared in the following table :—

Division.	Number of Pupils.		Percent- age in- crease or de- crease.	Percent- age to female popula- tion.
	1931-32.	1932-33.		
Bombay Division .. .. .	40,722	41,716	+2.4	1.7
Central Division .. .. .	36,975	38,671	+4.6	1.3
Northern Division .. .. .	42,874	44,002	+2.6	2.9
Southern Division .. .. .	24,084	23,632	-1.9	1.4
Sind .. .. .	24,424	24,691	+1.1	1.4
Total .. .. .	169,079	172,712	+2.1	1.7

It will be observed that the increase is shared by all the Divisions, except the Southern Division, the increase being the largest in the Central Division.

The number of girls reading in various standards of Primary schools is given below :—

Standard.					Number of Girls.	Percentage.
Infants	..	..	..	..	119,721	44·0
Standard I	..	..	..	..	49,980	18·7
Standard II	..	..	..	..	39,238	14·8
Standard III	..	..	..	..	27,266	10·2
Standard IV	..	..	..	..	17,975	6·7
Total, Lower Primary Stage					254,180	95·3
Standard V	..	..	..	..	7,328	2·8
Standards VI and VII	..	..	..	..	5,144	1·9
Total, Upper Primary Stage					12,472	4·7
Grand Total (Lower and Upper Primary stages)					266,652	100·0

Of the total number of girls in Primary schools, 95·3 per cent. are in the Lower Primary stage and 4·7 in the Upper Primary stage. The corresponding percentages for 1931-32 were 95·8 and 4·2. A very large proportion of the girls never get beyond the Infant class. It must be remembered, however, that the number given for the Upper Primary stage is exclusive of the number of girls who attend Secondary schools. The falling off in numbers from standard to standard is due mainly to social prejudice and to the unwillingness on the part of parents to retain their girls in schools after a certain age. Many parents look upon a school as a crèche rather than an educational institution. The increase in the percentage of girls in the Upper Primary stage is however encouraging. In this connection the Educational Inspector, Bombay Division, reports—

“There are very few full primary schools for girls in rural areas. For want of such schools many girls who have an inclination to continue their education in Upper Primary standards have to sit at home as the parents are not prepared to send their grown up daughters to boys’ schools in their own villages or to keep them for further education away from them in the neighbouring towns. Most of the girls appearing for the Vernacular Final examination come from schools in Urban Areas.”

The Educational Inspector, Northern Division, remarks—

“The number of grown up girls attending Primary schools has become very noticeable within the last two or three years. There are various reasons for this, one of which is possibly the raising of the

“marriage age, and a growing desire among parents to give their daughters education. The Sharda Act has served as an impetus to higher primary education. The increasing number of girls appearing at the Girls’ Vernacular Final examination, also shows that parents have now come to understand the advantage of female education and the apathy of the people noticeable in rural areas formerly is gradually giving way to desire among the people to keep girls at school for a longer period.”

At the Vernacular Final Examination for girls held during the year 3,446 girls appeared, of whom 1,569 or 45·5 per cent. passed, as compared with 2,932 and 1,408 or 48 per cent. respectively. The increase in the number of girls passing the Vernacular Final Examination is an encouraging feature and indicates the awakening of the masses in respect of the education of girls. This examination has been a great incentive to raise the general standard of schools, and it is hoped that it may be possible in the near future to extend the course to one of seven, instead of six standards. In this connection the Inspectress of Girls’ Schools, Central Division and Bombay Division, remarks—

“The Vernacular Final Examination is growing in popularity but the standard of attainment of the girls is very poor and I feel the time has now come to raise the standard as most of the girls that pass try to become Primary teachers. The Principals of all the Training Colleges complain of the lack of grasp of subject of the girls that come to them for training and that a good deal of their time is wasted in teaching the actual subject instead of going on to show how it may be taught.”

As already remarked, it is on account of this, that for women the First Year Training Certificate course is spread over two years.

The details of the results of the Vernacular Final examination are given below :—

Division.	Vernacular Final.		Urdu Final.		Total.		
	Number appeared.	Number passed.	Number appeared.	Number passed.	Number appeared.	Number passed.	Percentage.
Bombay Division ..	912	435	99	27	1,011	462	45·7
Central Division ..	999	533	49	14	1,048	547	52·2
Northern Division ..	747	290	24	9	771	249	32·3
Southern Division ..	261	93	17	7	278	100	36·0
Sind ..	338	211	..	..	338	211	62·4
Total ..	3,257	1,512	189	57	3,446	1,569	45·5

119. The standard of teaching in Primary schools for girls is low particularly in girls' schools in rural areas. The Teaching. girls' schools in rural areas are, as a rule, to be found in the hands of untrained or even unqualified teachers. This is not due to a dearth of trained women teachers but to the difficulty of obtaining trained women teachers willing to work in villages. Most women of the class from whom Primary school teachers are recruited, are unfitted both by tradition and by social prejudice for independent work in a position of authority. It will take time to get rid of the excessive shyness that has hitherto characterised the women teachers. "Scarcity of qualified women teachers", says the Chairman, District School Board, Satara, "is now a matter of the past but women teachers are quite unwilling to work in small villages, not being accustomed to village life."

The following table compares the position as regards trained and untrained Primary teachers in different Divisions :--

Division.	Trained.				Untrained.			Grand total.
	III year.	II year.	I year.	Total.	Qual-ified.	Un-qualified.	Total.	
Bombay Division ..	194	130	187	511	369	184	553	1,064
Percentage to total ..	18.2	12.2	17.6	48.0	34.7	17.3	52.0	100
Central Division ..	119	111	187	417	328	84	412	829
Percentage to total ..	14.3	13.4	22.6	50.3	39.0	10.1	49.7	100
Northern Division ..	280	139	179	598	278	23	301	899
Percentage to total ..	31.1	15.5	19.9	66.5	30.9	2.6	33.5	100
Southern Division ..	104	85	141	330	157	50	207	537
Percentage to total ..	19.4	15.8	20.3	61.5	29.2	9.3	38.5	100
Sind ..	59	72	82	213	112	87	199	412
Percentage to total ..	14.3	17.5	19.9	51.7	27.2	21.1	48.3	100
Total ..	756	537	776	2,069	1,244	428	1,672	3,741
Percentage to total ..	20.2	14.4	20.7	55.3	33.3	11.4	44.7	100

Though the percentage of trained teachers exceeds the minimum of 50 prescribed under the Primary Education Act in all Divisions except the Bombay Division, some difficulty is experienced, as stated before, in obtaining trained women teachers who are prepared to work in isolated places.

Government maintain a Training College for women at the headquarters of each division in addition to the Urdu Training School for Women at Poona. Besides these five institutions, there are eleven others maintained by Missionary or other Societies. The total number of women under training in all these institutions was 750. Further details of these training institutions are given in chapter VIII.

120. Better school buildings for girls' Primary schools are still a crying need. Very few schools are provided with buildings of their own, while a large number of schools are housed in unsuitable rented buildings which are often ill-lighted, ill-ventilated, and unhygienic.

121. Physical education of girls is well looked after in some well-organised Secondary schools and in a few Primary schools under progressive Local Authorities, but generally speaking it is neglected. The reports received from the Inspecting Officers go to show that physical education of girls leaves much to be desired. This is due mainly to inadequate playing fields and want of trained teachers with capacity for organising games.

122. The Provincial Girl Guide Association received a grant of Rs. 3,000 from Government in the year under report. The number of girl guides of all ranks rose by 600 to 7,960. The Provincial Commissioner reports—

“ Vernacular Guiding especially has forged ahead. We have in the last twelve months opened up in Karwar, Vengurla, Ratnagiri, Jalgaon, Amalner, Dhulia. You will see from this list that it is in the Vernacular Districts that the movement has spread so considerably. In addition, two new divisions have been formed, Konkan and Khandesh, and as I predicted last year Guiding has grown very much. In East and West Khandesh Training Camps have been held throughout the Province and they concentrate on holding at least three purely vernacular camps annually in different parts of the Bombay Presidency.”

The Junior Red Cross centres are also reported to have been doing good work, especially in the Training College for Women, Poona, and the Anglo-Urdu Girls' Middle School, Nasik.

123. Apart from the Training institutions for women teachers, there are a number of special institutions which provide special training in needle-work, embroidery, tailoring, etc., for grown up girls and women. The number of such institutions at the end of the year was 25.

124. The increasing number of girls in all kinds of institutions year by year is an encouraging feature. Parents have now come to understand the advantages of educating their daughters, and the apathy of the people formerly noticeable in rural areas is gradually giving way to a desire among them to keep their girls at school for a longer period.



## CHAPTER XIII.

## EDUCATION OF EUROPEANS.

125. The following chapter deals exclusively with European schools, an account of English-teaching schools being given at the end of chapter VI. The system of instruction and management of European schools was explained in the Quinquennial Report for 1927-32. The remarks in this chapter are therefore confined to the state and progress of these schools during the year.

126. The total number of Europeans under instruction was 5,489 or 13·5 per cent. of the total European population of this Presidency. Of these, 4,237 were in institutions for Europeans. The following table gives the distribution of European pupils attending various kinds of institutions :—

	Boys.	Girls.	Total.
Arts and Professional Colleges .. ..	31	5	36
Secondary schools .. .. .	2,251	2,982	5,233
Primary schools .. .. .	33	26	59
Training institutions .. .. .	....	65	65
Other special institutions .. .. .	51	45	96
Total ..	2,366	3,123	5,489
Total for 1931-32 ..	2,407	2,991	5,398

127. The total expenditure on European education increased by Rs. 13,798 to Rs. 13,89,966 which was met from the following sources :—

	Amount.	Percentage.
	Rs.	
Government funds .. .. .	4,78,756	34·5
Fees .. .. .	5,69,033	40·9
Other sources .. .. .	3,42,177	24·6
Total ..	13,89,966	100

There are no separate collegiate institutions for Europeans, .

128. The number of European Secondary schools remained stationary at 34, of which 16 were for boys and 18 for girls. Although principally intended for pupils of European or Anglo-Indian descent, European schools are allowed to admit non-Europeans up to a limit of 30 per cent. Of the 5,328 pupils in European Secondary schools, 4,154 or 78 per cent. were Europeans and 1,174 or 22 per cent. Indians. In addition to the 4,154 European pupils, there were 1,079 in non-European Secondary schools. The following table compares the figures for the last two years:—

—		1931-32	1932-33
High Schools for	Boys ..	1,516	1,504
	Girls ..	2,876	2,893
Middle Schools for	Boys ..	694	627
	Girls ..	274	304
Total ..		5,360	5,328

129. The expenditure on European Secondary schools decreased by Rs. 18,450 to 9,17,981, of which Rs. 3,30,657, or 36·0 per cent. was met from Provincial funds, Rs. 3,92,270, or 42·7 per cent. from fees, and Rs. 1,95,054, or 21·3 per cent., from other sources. The average annual cost of educating a pupil in a European Secondary school was Rs. 171.

130. Of the 361 teachers in European Secondary schools, 259 or 71·7 per cent. were trained, as against 371, 239, and 64·4 per cent. respectively in the preceding year. The decrease of 10 in the total number of teachers was mainly in Railway schools which curtailed their staff as a measure of retrenchment. The Inspector of European Schools reports that there has been a progressive improvement in the percentage of trained teachers as shown by the following table:—

—		1926-27	1931-32	1932-33
Total number of teachers	.. ..	368	371	361
Trained	.. ..	206	239	259
Untrained	.. ..	162	132	102

In this connection he remarks—

“In view of the very severe financial embarrassment which has confronted all these schools, I think that improvement highly commendable and revelatory of the constant exacting care with which each school is managed and supervised.”

131. There are no European Training institutions for men in this Presidency. Advantage is, however, taken by **Training of Teachers.** teachers in certain schools of the special course of training at the Chelmsford Training College, Ghoragalli, in the Punjab.

The St. Mary's Training College, Poona, and the Convent Normal Class, Bombay, are the only institutions for the training of European women teachers. These institutions prepare candidates for the following examinations :—

*St. Mary's Training College—*

- (i) Bombay European Schools Teachers Diploma Examination.
- (ii) Cambridge Higher School Certificate Examination.
- (iii) European School Kindergarten Examination.

*Convent Normal Class—*

- (i) Cambridge Higher School Certificate Examination.
- (ii) Secondary Teachers' Certificate Examination.

Some European Secondary schools also prepare candidates for the Secondary Teachers' Certificate Examination.

Regarding the training of teachers the Inspector of European Schools remarks—

“ With a view to offering opportunity to teachers in Poona to improve their teaching technique, I invited Miss Amy B. Rustomjee, Inspectress of Girls Schools, Central Division and Bombay Division, to deliver a series of 18 lectures on the ‘ Teaching of English ’, at the Sardar Dastur Noshirwan Girls' High School, Poona, which was kindly lent for the occasion. The 18 lectures of the course extended over a period of 2 months from 20th June, 1932. Twenty-two teachers from European and English-teaching schools in Poona and 11 teachers from Anglo-Vernacular schools in Poona City and the Cantonment attended her lectures. There were a number of applications from teachers who were anxious to take advantage of the opportunity, but in order to ensure that the class should be of manageable dimensions admissions were restricted.”

“ A Residential Vacation Refresher Course for teachers in European and English-teaching schools, was held in the Barnes High School, Deolali, from January 2nd to 7th, 1933, whose buildings and resources were very kindly lent for the occasion. 86 teachers, of whom 11 were Principals of Schools—50 from European schools and 36 from English-teaching schools under my control, attended the course. One teacher came from outside the Presidency. All the teachers took a very keen interest in the course.”

132. The Cambridge Local examinations for which bona fide students from European Secondary schools are allowed to **Examinations.** appear, were held in December, 1932, at various

centres. The following table gives the results of these examinations for the last two years :—

	1931-32.			1932-33.		
	Number sent up.	Number passed.	Percent- age.	Number sent up.	Number passed.	Percent- age.
Cambridge School Certificate.	197	120	61·0	182	104	57·1
Junior ..	246	126	51·2	190	117	61·6
Preliminary ..	88	67	76·1	101	78	77·2

Candidates passing the Cambridge School Certificate Examination are admitted to Colleges affiliated to the Home Universities or to Professional institutions on certain conditions. While the majority of European schools aim at preparing candidates for these examinations, a few schools also send up students for the University Matriculation Examination. Fourteen European boys and 12 girls passed the Matriculation Examination of 1933.

• Four candidates appeared for Part I of the Departmental Kindergarten Examination at the Poona Centre and 8 for Part II, of whom 3 and 4, respectively, passed.

The two Training institutions for women sent up 10 candidates for the Cambridge Higher School Certificate Examination, of whom 4 passed.

The Inspector of European Schools makes the following remarks on the Bombay European Schools Teachers' Diploma Examination which has been recently introduced :—

“ The B.E.S.T.D. examination, which is still in its infancy was held “ a 2nd time in 1932. At present candidates are trained for this “ examination at the St. Mary's Training College, Poona, only. The “ course is for 3 years, during which period candidates are required to “ study for the Cambridge Higher School Certificate Examination also. “ The Diploma obtained by success in this examination counts, as it is “ intended to do, as a very superior qualification. In the short time “ since it was introduced it has gained considerable prestige.”

133. As stated in previous Reports, scholarships in European schools are awarded on the results of the Cambridge Local Scholarships. Examinations. Full details of the scheme for these scholarships were given in the Quinquennial Report for 1927-32. The two sets of 5 Senior and 10 Junior scholarships of the value of Rs. 30 and 12 per mensem were fully utilised during the year, the total expenditure on this account amounting to Rs. 7,743.

134. Hostels are maintained by the University and the Roman Catholic Sisters for women attending Collegiate Hostels and Medical Supervision. institutions in Bombay. There were 34 Europeans in residence at the University Settlement and 6 at the Catholic Women's Hostel.

Seven schools for boys and 17 for girls have hostels attached to them, the number of resident students being 642 boys and 981 girls. Arrangements exist in all European schools for the medical inspection of pupils. Some schools have small infirmaries or hospitals attached to them.

135. The commercial school maintained by the Young Women's Christian Association is the only institution of its kind and imparts instruction to girls from European schools in Shorthand, Typewriting and allied commercial subjects.

136. Games and physical drill continue to form a most pleasing part of the curriculum of most schools, the main handicap in some cases being the lack of suitable play-grounds. The following remarks of the Head Master of a Boys school would apply to most schools—

Physical training  
and games.

“Interest in Sports is being fostered all the year round. Cricket, foot-ball or hockey matches are played weekly with outside teams, and our School teams have entered for all the Inter-School Tournaments; but no less useful than these are the inter-class matches played regularly by pupils of all ages on the School grounds. Occasional matches played between the staff and boys afford great amusement and go a long way to create a better feeling and understanding between masters and pupils.”

Most of the schools maintain Boy Scout troops and Girl Guide companies, the bigger schools having Cadet Corps.

## CHAPTER XIV.

## EDUCATION OF MUHAMMADANS.

137. Muhammadans constitute 8·8 per cent. of the total population in the Presidency excluding Sind as compared with 72·8 per cent. in Sind. In some respects the conditions and problems connected with Muhammadan education in Sind differ widely from those in the rest of the Presidency. Accordingly, as in previous Reports, they are dealt with separately in this Chapter.

## A--PRESIDENCY EXCLUDING SIND.

138. The number of Muhammadan pupils under instruction in all classes of institutions decreased by 930 to 163,648 or by 0·6 per cent. Of these, 152,901 were in recognised institutions and 10,744 in unrecognised institutions as compared with 153,648 and 10,927 respectively in the preceding year.

The following table compares the educational position of Muhammadans in recognised institutions in the different divisions:—

	Number of Muhammadan pupils in recognised institutions.		Percentage of Muhammadan pupils to total pupils of all classes in such institutions.		Percentage of Muhammadan population to total population.
	1931-32.	1932-33.	1931-32.	1932-33.	
Bombay Division .. ..	42,584	42,676	14·7	14·6	8·6
Central Division .. ..	38,752	38,195	10·5	10·3	6·2
Northern Division .. ..	38,236	39,451	15·6	15·8	11·6
Southern Division .. ..	32,705	31,288	15·8	15·7	11·2
European and English-Teaching Schools.	1,281	1,291	6·1	6·0	..
Total ..	153,648	152,901	13·5	13·5	8·8

These figures show that although the number of Muhammadan pupils in recognised institutions decreased by 747, their percentage to the total number of pupils is considerably higher than the percentage of the Muhammadan population to the total population.

The percentages of pupils of different communities to their total population are given below :—

	Hindus.				Muham- madans.	Others.	Average for all commu- nities.
	Advan- ced.	Interme- diate.	Back- ward.	Average for Hindus.			
Bombay Division ..	16.9	4.0	2.7	5.0	9.8	10.4	5.8
Central Division ..	18.2	5.3	3.1	5.6	9.9	12.1	6.0
Northern Division ..	28.8	5.8	5.1	7.5	13.5	10.5	8.4
Southern Division ..	12.2	4.0	4.2	5.4	8.1	8.9	5.8
Total ..	18.3	4.0	3.5	5.7	10.3	10.6	6.3

It will be seen that Muhammadans have a higher percentage of pupils under instruction than any other community except the advanced Hindus and also a higher percentage than the average for all communities taken together.

The following table gives the number of Muhammadan pupils in different classes of institutions :—

	Pupils in		Percentage increase or decrease.
	1931-32.	1932-33.	
Arts Colleges .. ..	455	454	— 0.2
Professional Colleges ..	187	179	— 4.3
Secondary Schools .. ..	8,485	8,973	+ 5.8
Primary Schools .. ..	140,991	140,214	— 0.6
Special Schools .. ..	3,530	3,081	—12.7
Total ..	153,648	152,901	— 0.5
Unrecognised Institutions ..	10,927	10,744	— 1.7
Grand Total ..	164,575	163,645	— 0.6

Although the figures show a decrease in the number attending Colleges, Special schools, and Primary schools, there was a substantial increase in Secondary schools. As in the case of other communities the largest decrease was in Primary and Special schools. This appears to be a result of the general economic depression and curtailment of educational expenditure referred to elsewhere in this Report.

139. The expenditure on the education of Muhammadans is estimated to be Rs. 44,55,000 of which Rs. 19,53,000 was borne by Government. The expenditure on institutions specially maintained for Muhammadans was Rs. 23,61,590 of which Rs. 10,14,289 was contributed by Government.

140. The number of Muhammadan students in Arts and Professional Higher Education. Colleges decreased by 1 and 8 to 454 and 179 respectively. In the Ismail College, Andheri, opened by Government in 1930, there were 123 Muhammadan students as compared with 108 in 1931-32.

The following table gives the percentages to population of students belonging to different communities attending Arts and Professional colleges :—

	Hindus.				Muhamma- dans.	Others.	Average for all commu- nities.
	Advanced.	Interme- diate.	Backward.	Average for Hindus.			
<i>Higher Education.</i>							
1931-32 ..	0.55	0.01	0.003	0.05	0.04	0.29	0.06
1932-33 ..	0.56	0.01	0.002	0.05	0.04	0.32	0.06

The number of Muhammadan students who passed the various University examinations in 1932-33 is given below :—

	Examination.			Number passed.
M.A.	..	..	..	7
B.A. (Honours)	..	..	..	28
B.A. (Pass)	..	..	..	31
B.Sc.	..	..	..	14
LL.B.	..	..	..	25
M.B.B.S.	..	..	..	6
B.E. (Civil)	..	..	..	5
B.T.	..	..	..	4
B.Com.	..	..	..	3
B.Ag.	..	..	..	5
Intermediate Arts	..	..	..	71
Intermediate Science	..	..	..	29
Intermediate Commerce	..	..	..	18
Matriculation	..	..	..	365

Government have provided special facilities for Muhammadan students in Arts and Professional colleges. In Professional colleges 10 per cent.



of the places are reserved for Muhammadans. Details of the scholarships provided are given below :—

Arts colleges.	Professional colleges.		
	College of Engineering.	College of Commerce.	Law College.
42 scholarships of Rs. 20 (40 tenable for four years and 2 tenable for one year).	9 scholarships of Rs. 40 tenable for three years.	3 scholarships of Rs. 35 tenable for three years.	6 scholarships of Rs. 25 to Rs. 35 tenable for two years.

The values of these scholarships have recently been reduced by Government by about 25 per cent. with effect from June, 1933, as a measure of retrenchment.

In addition to these scholarships, certain Muhammadan benefactors have provided endowment funds the interest of which is utilised in giving a number of scholarships in Arts and Professional colleges. Details of these funds are given below :—

Name of the Endowment Fund.	Amount of the Fund.	Total number of scholarships.	Value of each scholarship.	Where awarded.
	Rs.		Rs.	
Sir Mahomed Yusuf Scholarship Fund.	2,39,800	26	30 p. m.	Ismail College, Andheri.
Kazi Shahabuddin Scholarship Fund.	1,41,000	19	15 p. m.	Arts colleges and Savantwadi State.
Sir Currimbhoy Ebrahim Scholarship Fund.	2,29,000	5	70 p. m.	Royal Institute of Science.
Saiyid Saiyidmuyan Ahmedmuyan Kadri Scholarship Fund.	24,300	12	30 p. m.	Gujarat College (Junior B.A. Class).
		1	15 p. m.	
		1	10 p. m.	Agricultural College.
		1	15 p. m.	Grant Medical College or College of Engineering.

141. As stated already the number of Muhammadan pupils in Secondary Education showed a gratifying increase of 488, the number at the end of the year being 8,973 as compared with 8,485 at the end of the preceding year. The following table gives the percentage to population of pupils belonging to different communities in Secondary schools :—

	Hindus.				Muhammadans.	Others.	Average for all communities.
	Advanced.	Inter-mediate.	Backward.	Average for Hindus.			
<i>Secondary education.</i>							
1931-32	3.13	0.13	0.06	0.42	0.54	4.29	0.59
1932-33	3.19	0.13	0.06	0.44	0.56	4.26	0.61

There is a growing demand for Anglo-Urdu schools or classes. Government maintain Anglo-Urdu High Schools at Poona and Hubli, Anglo-Urdu Middle schools at Nasik and Sholapur, and an Anglo-Urdu Middle School for Muhammadan girls at Poona. Provision has been made for teaching Persian in all Government High Schools. In 10 Government schools there is provision for teaching Urdu, whilst Arabic is taught in the Anglo-Urdu High School, Poona, the G. S. High School, Jalgaon, the High School at Nasik and the Sorabji J. J. High School, Surat, all of which are Government institutions.

The High schools at Poona and Hubli have hostels attached to them. The hostel at Hubli was recently transferred to a more commodious building outside the town and thus the serious disadvantages from which the school suffered since its opening have disappeared. In other Government high schools separate boarding arrangements have been made where the number of Muhammadan boarders is sufficient to justify such arrangements.

Private enterprise is also not lacking in this respect. In the hostel attached to the S. P. Hakimji High School, Bordi, there is a separate block for Muhammadan boys maintained by the Konkan Education Society with a Muhammadan teacher as supervisor. In the Northern Division the Educational Inspector reports that the majority of Muhammadans attend ordinary schools but that there are three Secondary schools, including one English class, which are maintained specially for Muhammadans. In the Southern Division there is an aided Anglo-Urdu School teaching standards I—IV at Bhatkal in the Kanara district maintained mainly for the benefit of the large Muhammadan population of the village. There are also two English classes attached to District Local Board Urdu Primary schools at Belgaum and Kudchi with an attendance of 33 and 20 pupils.

Special measures have been taken by Government to encourage the Secondary education of Muhammadans. In all Government Secondary schools 15 per cent. of the places are reserved for them and in the Northern Division this percentage has been raised to 20. Free-studentships are awarded in Government Secondary schools to the extent of 22½ per cent. of the number of Muhammadan pupils in the school. In addition, 637 special scholarships ranging in value from Rs. 6 to Rs. 10 have been provided for Muhammadan pupils in Secondary schools. The values of these scholarships have recently been reduced by Government in the case of scholarships awarded after June, 1933.

142. The number of Muhammadan pupils in Primary schools decreased during the year by 777 to 140,214. Of these, 101,487 were in schools specially intended for Muhammadans and the remaining 38,727 in ordinary schools.

143. The following table shows the extent to which there is a falling off in the number of Muhammadan pupils in the lower primary stage :—

Year.		Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
1928-29	.. ..	56,058	..	..	..	..
1929-30	.. ..	..	24,332	..	..	..
1930-31	.. ..	..	..	19,260	..	..
1931-32	.. ..	..	..	..	14,945	..
1932-33	.. ..	..	..	..	..	11,475

As pointed out in the chapter on Primary Education, there is always a heavy fall in the number of pupils between the infant class and standard I. But the fall in number from 24,332 in standards I to 11,475 in standard IV, a drop of over 50 per cent., is excessive, and can only be described as deplorable. It is much greater than that for other communities taken as a whole and is a matter to which the Muhammadan community might well devote their earnest attention.

144. As stated in previous Reports, there are two alternative courses for Muhammadan pupils in Primary schools—(1) the Curriculum. Urdu-Vernacular, and (2) the Vernacular-Urdu course. In the former, Urdu is the medium of instruction in all subjects and the local vernacular is taught as an optional subject, while in the latter the local vernacular is used as the medium of instruction in all subjects with Urdu as a compulsory extra language. The course to be followed depends upon the choice of the local Muhammadans. The number of schools following these alternative curricula and of pupils in them is given in the following tables :—

	District Local Board.							
	Urdu-Vernacular Primary schools.				Vernacular-Urdu Primary schools.			
	1931-32.		1932-33.		1931-32.		1932-33.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division	51	2,764	48	2,599	147	6,079	164	6,463
Central Division	128	6,824	120	6,696	102	3,360	96	3,122
Northern Division	32	2,428	30	2,193	102	6,772	109	6,534
Southern Division	202	11,558	212	11,291	..	..	..	..
Total	413	23,864	410	22,779	351	16,151	369	16,119

	Municipal.							
	Urdu-Vernacular Primary schools.				Vernacular-Urdu Primary schools.			
	1931-32.		1932-33.		1931-32.		1932-33.	
	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.	Number of schools.	Number of pupils.
Bombay Division ..	139	16,126	143	16,565	12	724	12	758
Central Division ..	95	11,791	97	11,067	18	1,244	21	1,360
Northern Division ..	73	9,068	75	9,142	15	2,079	16	2,161
Southern Division ..	74	8,760	76	8,581	..	..	..	..
Total ..	381	45,751	391	45,915	45	4,047	49	4,279

It appears that the Urdu-vernacular schools are more popular, especially in urban areas, but it was almost entirely in the Urdu-vernacular schools in the districts that the reduction in the number of Muhammadan pupils attending Primary schools took place.

The following table shows the number of Muhammadan pupils who passed the Urdu and the Vernacular Final examination in the last two years in different Divisions :—

	Vernacular Final.		Urdu Final.	
	1931-32.	1932-33.	1931-32.	1932-33.
Bombay Division .. ..	10	13	55	128
Central Division .. ..	112	135	140	202
Northern Division .. ..	37	45	82	112
Southern Division .. ..	70	62	88	42
Total ..	229	255	365	484

This increase in the number of Muhammadan pupils who passed the Vernacular Final examination is an encouraging feature and one which, it may be hoped, will not be without its effect on the recruitment of teachers for Primary schools.

145. The total number of Muhammadan teachers in Primary schools increased from 3,593 to 3,633 of whom 1,801 or 49·6 per cent. were trained, and 1,832 or 50·4 per cent. untrained, as compared with 49·1 and 50·9 per cent. respectively in the preceding year.

The following table shows the distribution of Muhammadan teachers and their qualifications by Divisions :—

	Trained.		Untrained.						Total, trained and untrained.	
			Qualified.		Unqualified.		Total.			
	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.
Bombay Division ..	410	438	284	312	226	168	510	480	929	918
Percentage to total Muhammadan teachers.	45.1	47.7	30.6	34.0	24.3	18.3	54.9	62.3	100	100
Central Division ..	472	484	456	484	94	77	550	501	1,022	1,015
Percentage to total Muhammadan teachers.	46.2	46.3	44.6	46.3	9.2	7.4	53.8	53.7	100	100
Northern Division ..	423	431	359	394	68	48	427	442	850	873
Percentage to total Muhammadan teachers.	49.8	49.4	42.2	45.1	8.0	5.5	50.2	50.0	100	100
Southern Division ..	451	448	292	306	40	43	341	349	792	797
Percentage to total Muhammadan teachers.	56.9	56.2	36.9	38.4	6.2	5.4	43.1	43.8	100	100
Total (Presidency proper) ..	1,765	1,801	1,391	1,496	437	336	1,828	1,832	3,593	3,613
Percentage to total Muhammadan teachers.	49.1	49.6	38.7	41.2	12.2	9.2	50.9	50.4	100	100

The minimum percentage of trained teachers prescribed under the Primary Education Act is 50. It will be seen from the above table that so far as Muhammadan teachers are concerned this percentage has not yet been reached in the Bombay, Central, and Northern Divisions, while in the Southern Division it has been exceeded. At the same time the percentage of trained and of qualified teachers is gradually increasing. This no doubt is partly due to the increasing number of passes in the Vernacular Final examination to which reference has already been made.

For training Muhammadan men teachers Government maintain Urdu training schools at Poona and Ahmedabad. The school in Poona provides a two years' course, while that in Ahmedabad is for the First Year course only. Further details of these schools are given in Chapter VIII. Government also maintain three Central Urdu schools in the Thana, Kolaba, and Ratnagiri Districts with a view to providing facilities for Muhammadan pupils to qualify for the teaching profession. In addition to these, there are two other Central Urdu schools maintained at Nasirabad and Tankaria by the District Local Boards of East Khandesh and Broach respectively and aided by Government.

146. The following table shows the number of Muhammadan girls under instruction in different classes of institutions :—

Education of Muhammadan girls.	1931-32.	1932-33.
Colleges .. ..	8	11
Secondary schools .. ..	477	527
Primary schools .. ..	38,265	38,348
Special schools .. ..	162	124
Total ..	38,912	39,010

It is noteworthy that although the total number of Muhammadan pupils under instruction in all institutions decreased during the year the number of Muhammadan girls increased. The increase is noticeable in all classes of institutions, the increase in Colleges and Secondary schools being most encouraging. This is a good sign. All the same the education of Muhammadan girls is in a very backward condition and a great deal of leeway has to be made up. The main obstacles to progress are the apathy of Muhammadan parents towards the education of girls and the prevalence of the purdah system. The resulting dearth of women teachers is also a factor. In this connection the Educational Inspector, Northern Division, reports—

“As the Muhammadan population is scattered thinly and unevenly over the districts of this Division in the mofussil, separate girls’ schools are to be found only in villages where the sufficiency of numbers justifies their maintenance. It is a good sign of progress that Muhammadans send their girls to boys’ schools where there are no separate schools for girls and even to Gujarati schools where there are neither boys’ schools nor girls’ schools for Muhammadans.”

In regard to the need of Urdu women teachers the Inspectress of Urdu Girls’ schools, C. D. and B. D., writes—

“The majority of women teachers are to be found in big Municipalities. The Local Board schools have still a greater number of men teachers who are generally recruited from superannuated cadre and in consequence quite unfit for efficient work. In the smaller Municipalities the state of things is still worse.”

For training Urdu women teachers Government maintain a separate Urdu Training School in Poona which is strictly a Purdah institution. It has been brought on a par with other Training institutions for women and provides a two years’ course leading to the First Year’s certificate examination.

147. The number of Special institutions for Muhammadan boys and girls at the end of the year was 1,180 and 301 respectively as compared with 1,185 and 308 in 1931-32. The total number of Muhammadan pupils in these institutions was 106,286 as against 108,802 in 1931-32. Further details regarding these institutions are given in Appendix II to this Report.

148. The number of these institutions was 113 and they were attended by 5,024 pupils. Appendix III to this Report gives more details regarding these institutions. These Maktabas follow their own curriculum and teach the koran in addition to a little Urdu, Arabic, and Arithmetic.

149. The following table shows the number of Primary schools specially maintained for Muhammadans by District Local Boards and Municipalities and the number of Muhammadan pupils in them and in other Primary schools :—

		Number of schools and classes.	Number of Muhammadan pupils in		
			Special schools.	Other schools.	Total.
<i>1932.</i>					
District Local Board	Boys ..	681	36,645	21,139	57,784
	Girls ..	85	3,983	1,174	5,157
Municipal ..	Boys ..	278	35,467	7,662	43,129
	Girls ..	147	13,030	1,299	14,329
	Total ..	1,191	89,125	31,274	120,399
<i>1933.</i>					
District Local Board	Boys ..	704	34,684	22,255	56,939
	Girls ..	88	3,910	1,217	5,127
Municipal ..	Boys ..	288	36,045	7,984	44,029
	Girls ..	153	13,461	1,363	14,824
	Total ..	1,233	88,100	32,819	120,919

The above figures show that Local Authorities are not neglecting Muhammadan education inasmuch as the number of special schools maintained by them has increased. They appear to be doing their best with the finances at their disposal. With a view to safeguarding the interests of minority communities, special provision has been made under the Primary Education Act for Muhammadan representation on the School Boards and if it appears to Government that the representation is inadequate additional Muhammadan members are generally nominated.

150. There is a Deputy Educational Inspector for Urdu Schools in the Bombay Educational Service, Class II, in each Division of the Presidency, excluding Sind. There is also an Inspectress of Urdu Girls' Schools for the Bombay Division and Central Division in the Bombay Educational Service, Class II.

The total number of posts in the Indian Educational Service and the Bombay Educational Service, Classes I and II, and the number of posts held by Muhammadans in the Presidency, excluding Sind, were as under :—

	Total number of posts in the Presidency proper excluding Sind.	Number of posts held by Muhammadans.
The Indian Educational Service ..	32	1
The Bombay Educational Service, Class I .	21	4
The Bombay Educational Service, Class II.	97	19

151. It will be seen from the above that the education of Muhammadans is receiving every encouragement. A substantial advance has taken place in recent years. There is of course still considerable scope for expansion but, taking the present financial stringency into consideration, the progress made cannot be described as unsatisfactory.

**Conclusion.**

*Sind.*

152. In Sind a large number of people live in small scattered villages of less than 500 inhabitants. As stated already the percentage of Muhammadan population to the total population is 72·8, but in rural areas the percentage is greater.

153. The following table shows the number of Muhammadans under instruction in all kinds of institutions :—

Institutions.	1931-32.		1932-33.	
	Boys.	Girls.	Boys.	Girls.
Arts Colleges ..	128	....	122	1
Professional Colleges ..	21	....	25	....
Secondary schools ..	3,777	41	3,828	61
Primary schools ..	62,982	14,280	62,383	14,353
Special schools ..	583	9	462	10
<b>Total, Recognised ..</b>	<b>67,491</b>	<b>14,330</b>	<b>66,820</b>	<b>14,425</b>
<b>Unrecognised ..</b>	<b>8,645</b>	<b>1,968</b>	<b>7,138</b>	<b>1,818</b>
<b>Grand Total ..</b>	<b>76,136</b>	<b>16,298</b>	<b>73,958</b>	<b>16,243</b>



The number of Muhammadan pupils under instruction decreased by 2,233 to 90,201 or 2·4 per cent. The latter figure includes 16,243 girls. Of the 90,201 pupils, 81,245 were in recognised institutions and 8,956 in unrecognised institutions.

The number of Muhammadan pupils in recognised institutions was 48·6 per cent. of the total number of pupils under instruction, while the Muhammadan population is 72·8 per cent. of the total population.

The following figures represent the percentage of pupils of various communities to their population in recognised institutions :—

Communities.	Percentage in 1932-33.
Advanced Hindus .. ..	14·7
Intermediate „ .. ..	2·0
Backward „ .. ..	1·4
Average for Hindus .. ..	8·1
Muhammadans .. ..	2·9
Others .. ..	8·4
Average for the whole division .. ..	4·3

It will be seen that while the average for Advanced Hindus is 14·7 and for all the Hindus 8·1, that for Muhammadans is 2·9 only. It is clear that the Muhammadans are still very backward educationally. In this connection the Educational Inspector in Sind remarks—

“In the rural areas, where Muhammadans are in an overwhelming majority, the expansion of primary education on a voluntary basis is difficult.

“As the control of Primary education, however, rests with the Local Authorities, it is for them to devise means and adopt methods to remove illiteracy among the Moslem community. Primarily it is a question of funds and unfortunately at the present stage neither the Local Authorities nor the Government can make a further move in this direction.”

154. The total expenditure on Muhammadan education in Sind is estimated to be Rs. 25,43,521, of which Rs. 12,15,988 or 47·8 per cent. was borne by Government.

155. The number of Muhammadans attending Colleges decreased by 1 to 148, of whom 123 (including one girl) were in Higher Education. Arts Colleges and 25 in Professional Colleges. This number is insignificant when compared with the Muhammadan population of over 28 lakhs.

For the encouragement of higher education among the Muhammadans in Sind, Government have provided 48 scholarships of Rs. 30\*

\* The value of these scholarships has been reduced to Rs. 20 from June, 1933.

per mensem each of the aggregate value of Rs. 17,280 in Arts Colleges. In addition, there are the following scholarships :—

King Edward Memorial Scholarships	..	4	at Rs. 35	per mensem.
		2	at Rs. 30	..
Amir Sir Ali Murad Scholarships	..	1	at Rs. 60	..
		1	at Rs. 35	..
		4	at Rs. 30	..
Local Board Scholarships	..	3	at Rs. 40	..
		11	at Rs. 30	..

The last 3 kinds of scholarships are not restricted to Arts Colleges.

Two of the 12 King Edward Memorial and Sir Ali Murad scholarships are reserved for candidates domiciled in Khairpur State.

The demand for these scholarships is increasing. In the First Year Arts out of 41 eligible applicants, only 12 could be given scholarships in 1932-33. This year there are 74 applicants for these 12 scholarships. So far as Professional Colleges are concerned, Muhammadan students in Sind are eligible for the Special scholarships provided by Government for Muhammadans in the Presidency as a whole.

156. The number of Muhammadan pupils attending Secondary schools increased by 71 to 3,889. During the year 131 Muhammadan pupils passed the Matriculation Examination out of 323 as compared with 67 and 265 in 1931-32.

The following table gives the number of Muhammadan pupils in Secondary schools by standards :—

Standard.				Boys.	Girls.	Total.
I	..	..	..	882	14	896
II	..	..	..	744	20	764
III	..	..	..	652	5	657
IV	..	..	..	473	10	483
V	..	..	..	448	3	451
VI	..	..	..	325	5	330
VII	..	..	..	304	4	308
Total				3,828	61	3,889

Special facilities are provided by Government, Local Bodies, and others for the advancement of Secondary Education of Muhammadans. In this connection the Educational Inspector in Sind reports—

“*Institutions.*—There are two special Secondary schools for Muhammadans, the Sind Madressah, Karachi, and the Lawrence Madressah, Tando Bago, which receive special treatment in regard to the annual maintenance grant.

“The Sind Madressah is the largest institution in Sind. The number on the rolls was 779 as against 731 in the previous year. This school is doing excellent work. In the last Matriculation examination, a Muhammadan boy of the Sind Madressah stood first in Sind. The

“ school gets a special grant of Rs. 48,050, the largest grant given to an  
 “ Educational Institution in this Division. The total annual  
 “ expenditure on the school amounts to Rs. 72,997 and is met from  
 “ Government grant and fees. The school maintains a boarding house  
 “ at an annual expenditure of Rs. 22,144. This expenditure is met  
 “ from grants from Local Bodies and from the small income derived  
 “ from Endowment Funds. There were 160 boarders.

“ The Lawrence Madressah, Tando Bago, caters for the poor  
 “ Muhammadans of Lar of the Hyderabad District and the desert  
 “ adjoining it. The number on the rolls was 136. Of these, 109  
 “ were Muhammadans and 27 Hindus. Interest on the Endowment  
 “ Fund donated by the late Khan Bahadur Mir Ghulam Mahomed  
 “ Khan, O.B.E., of Tando Bago, a Government grant at the rate of  
 “ one-half of the expenditure, and the annual grant by the District  
 “ Local Board, Hyderabad, are the sources of income for maintaining  
 “ the institution.

“ It is under contemplation to transfer the Government High  
 “ School, Hyderabad, to the Muhammadan Education Society,  
 “ Hyderabad.

“ *Hostels.*—Special Hostels for Muhammadans are attached to both  
 “ the abovementioned Madressahs, though in the Lawrence Madressah  
 “ hostel Hindu boarders also are admitted. Special Hostels for  
 “ Muhammadans are also attached to the following Secondary  
 “ schools :—

- (1) Larkana Madressah.
- (2) Naushahro Madressah and High School.
- (3) Mirpurkhas Madressah and High School.
- (4) High School, Jacobabad.

“ The expenditure on the first 3 hostels is met from the District  
 “ Local Board Funds.

“ In addition, there are hostels specially reserved for Muhammadans,  
 “ but not attached to any particular school.

“ *The Hyderabad Muhammadan Hostel* occupies the Additional  
 “ Training College buildings which have been lent by Government  
 “ to the Muslim Education Society, on a nominal rent. The question  
 “ of the permanent transfer of these buildings to the Muslim Education  
 “ Society is before Government.

“ *The Sukkur Muhammadan Hostel* is maintained from the District  
 “ Local Board Funds.

“ In all the abovementioned hostels, free-boarderships are granted  
 “ to poor and deserving pupils.

“ *Scholarships.*—Seven hundred special Government scholarships  
 “ ranging from Rs. 7 to Rs. 9 are reserved for Muhammadans in  
 “ Secondary schools. The number of eligible candidates is fast  
 “ increasing. The number of Muhammadan girls in Secondary schools  
 “ rose from 41 to 61, i.e. by 49 per cent. This is due to the award of  
 “ 19 special Muhammadan scholarships to Muhammadan girls in  
 “ 1932-33. In addition to Government scholarships, there are

6 scholarships tenable in Standards V to VII called the King Edward Memorial School Scholarships.

*Other facilities to Muhammadans—*

"I. There is a Zamindari Fund for the support of poor Muhammadans who study at the Municipal High School, Jacobabad.

"II. Special consideration is given to the claims of Muhammadans in the matter of deputation to the Training Institutions, and Muhammadans are given preference for appointments as assistant masters and clerks.

"III. In all Government High Schools, free-studentships are allowed to Muhammadans to the extent of 30 per cent. of the number of Muhammadan pupils in the school.

"IV. In each Government High School, places are reserved for Muhammadans in proportion to the Muhammadan population of the district."

157. The number of Muhammadan pupils attending recognised

**Primary Education.** Primary schools decreased by 526 to 76,736. This decrease is reported to be due to the closure of some Local Board schools, on account of retrenchment, and the removal of unsatisfactory Mulla schools from the list of recognised schools. The proportion of Muhammadan pupils in Primary schools is 85.7 per cent. of the total number of Muhammadans under instruction. Of the 76,736 pupils, 32,617 or 42.5 per cent. were in recognised Primary schools specially maintained for Muhammadans as against 41.4 per cent. in the preceding year.

The following table shows the distribution of Muhammadan pupils in Primary schools by standards :—

Standard.	Total.	Percentage to total number of pupils.
Infants .. ..	29,249	38.1
Standard I .. ..	15,098	19.7
Standard II .. ..	11,470	14.9
Standard III .. ..	8,597	11.2
Standard IV .. ..	6,426	8.4
Total, Lower Primary ..	70,840	92.2
Standard V .. ..	3,132	4.1
Standard VI .. ..	1,598	2.1
Standard VII .. ..	1,166	1.5
Total, Upper Primary ..	5,896	7.7
Grand Total ..	76,736	100.0

The wastage is extremely high, and is considerably higher than that of other communities or in other Divisions of the Presidency. Several causes contribute to this, amongst which the reluctance of Muhammadans in Sind to keep their girls at school and the thinness and migratory nature of portions of the population may be cited.

At the Vernacular Final Examination, 325 (including 25 girls) passed out of 651 (including 63 girls) candidates.

728 Scholarships are given by District Local Boards ranging in value from Re. 1 to Rs. 3 each in the Primary schools within their area. The Hyderabad Municipality gives 11 scholarships of Rs. 3 each.

Prizes, books, slates, etc., are distributed free amongst poor Muhammadan pupils in Local Board schools. The District Local Boards give special consideration to the claims of Muhammadans in the matter of deputation to the Training College, Hyderabad, and appointments as teachers in Local Board Primary schools.

In Mulla schools there are special prizes for good attendance.

158. The total number of teachers in Government, District Local Board, and Municipal schools was 3,464. Of these, **Primary teachers.** 1,645 or 47.5 per cent. were Muhammadans as compared with 47.1 per cent. in the preceding year. The increase is reported to be due to the preference given to Muhammadans in the matter of deputation to Training institutions. Of the 1,645 Muhammadan teachers (including 141 women), 912 (including 66 women) or 55.4 per cent. were trained, 697 were qualified, and 36 unqualified.

**Progress of Muhammadan Education under Local Authorities.**

159. The following table gives the figures by Local Authorities of the increase in the number of pupils of all communities and of Muhammadans :—

		Number of pupils before the transfer of control.		Number of pupils at the end of the year 1932-33.		Percentage of increase.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>Local Authority Municipalities.</i>							
Total	{ All communities ..	19,192	9,800	27,013	14,513	40.8	48.4
	{ Muhammadans ..	5,761	2,925	8,528	3,442	48.0	70.0
<i>District Local Boards.</i>							
Total	{ All Communities ..	42,738	2,800	60,390	8,390	42.3	199.7
	{ Muhammadans ..	19,183	305	34,064	2,613	77.0	756.7

The figures speak for themselves.

Karachi is the only Municipal Local Authority which has introduced compulsion in a quarter where the bulk of the population is Muhammadan.

160. The following table shows the progress made by the Mulla Mulla Schools. schools during the year under review :—

	1931-32.	1932-33.	Percentage of increase or decrease as compared with 1931-32.
	Total.	Total.	
1. Number of Mulla Boys' Schools ..	775	782	+0·9
Number of Mulla Girls' School ..	131	138	+5·4
Number of Mulla Night Schools ..	2	2	....
Total number of schools ..	908	922	+1·5
2. Number of pupils in Boys' Schools ..	27,500	28,133	+2·3
Number of pupils in Girls' Schools ..	4,396	4,516	+2·7
Number of pupils in Night Schools ..	54	48	-11·1
Total number of pupils ..	31,950	32,697	+2·3
3. Number of pupils sent to Local Board and Municipal Schools.	207	230	+11·1
4. Number of pupils sent to Secondary schools.	77	122	+58·4
Number of boys sent for the Vernacular Final Examination.	62	46	-25·8
5. Number of girls sent up for the Vernacular Final Examination.	1	1	....
6. Number of pupils sent up for the Special Muhammadan Middle School Scholarship Examination.	91	78	-14·3
Number of pupils awarded scholarships.	14	12	-14·3
7. Mulla Schools teaching lower primary standards up to Standard IV (Schedule H).	21	38	+80·9
6. Mulla Schools teaching Standards V, VI, and Vernacular Examination course (Schedule H).	144	162	+12·5
Total number of schools teaching primary course (Schedule H).	165	200	+21·2

The increase in the number of pupils sent to Secondary schools is striking. The number of boys appearing for the Vernacular Final Examination showed a decrease and the Educational Inspector in Sind attributes this falling off to the fact that intelligent boys care more for Secondary education. The number of Muhammadan pupils in Mulla Schools represents 41·8 per cent. of the total number of Muhammadan pupils in Primary schools. The corresponding percentage in 1931-32 was 40·7.

Mulla School teachers. 161. The distribution of teachers in Mulla Schools by their qualifications is given below :—

	1931-32.	1932-33.
Trained in the Training College for Men, Hyderabad.	32	36
Vernacular Final passed (including those who have been trained at the Mulla Training Class).	146	142
Unqualified (including those who have been trained at the Mulla Training Class).	945	949

Expenditure on Mulla Schools. 162. The total expenditure on Mulla Schools for 1932-33 was Rs. 3,94,322 made up as follows :—

	Provincial Revenues.	Other sources.	Total.
	Rs.	Rs.	Rs.
Indirect expenditure .. ..	44,454	.....	44,454
Direct expenditure .. ..	1,60,676	1,89,192	3,49,868
Total .. ..	2,05,130	1,89,192	3,94,322

Details of Direct expenditure on Mulla Schools from Provincial Funds are given below :—

	1931-32.	1932-33.
	Rs.	Rs.
Capitation grant .. ..	1,12,100	1,12,100
Assistants .. ..	28,806	28,844
Accommodation grant .. ..	6,000	6,000
Equipment grant .. ..	3,981	3,993
Lungis and other rewards .. ..	1,000	997
Prizes for good attendance .. ..	2,994	3,000
Books and writing materials .. ..	4,993	4,999
Prize-books and slates .. ..	739	743
Total .. ..	1,60,613	1,60,676

Details regarding expenditure on Mulla schools per pupil and per school, calculated on the total direct expenditure, are given in the following table :—

	1931-32.	1932-33.
	Rs.	Rs.
Cost per pupil .. ..	12·6	11·6
Accommodation grant per pupil .. ..	0·2	0·2
Capitation grant per pupil .. ..	3·7	3·4
Capitation grant per school .. ..	123·7	121·6
Cost per school .. ..	418·4	379·5
Cost per school paid by Government .. ..	176·9	174·3
Average cost of inspection of a Mulla School.	52·4	46·4

The general decrease in the cost per pupil and per school is due to the increase in the number of pupils by 2·3 per cent, and of schools by 1·5 per cent.

The expenditure on Mulla schools compares favourably with the cost of Local Board and Municipal schools. Similar figures for Local Board and Municipal schools are given below :—

	Rs.
Average cost per pupil .. .. .	23·1
Average cost per school .. .. .	1,660·6
Average cost per school paid by Government ..	1,022·5

163. Government maintain 3 Deputy Educational Inspectors for Muhammadan Education who are in the Bombay Educational Service, Class II, with 9 assistants who are in the Subordinate Educational Service. Their duties consist mainly of inspecting Mulla schools and improving the teaching in them.

The total number of posts in the Superior Educational Services and the number of posts held by Muhammadans in Sind were as under :—

	Total number of posts.	Number of posts held by Muhammadans.
The Indian Educational Service and the Bombay Educational Service, Class I.	2	1
The Bombay Educational Service, Class II.	14	7

164. There were 179 Koran classes attached to District Local Board schools in 1932-33 as compared with 174 in the preceding year. In regard to these classes the Educational Inspector in Sind reports—

“ These Koran classes are intended to popularize secular education among Muhammadans and to increase their number in schools. The classes under reference satisfy the Muhammadan sentiment in regard to the teaching of the Koran. The monthly allowance given for teaching the Koran, ranges from Rs. 2 to Rs. 10. The expenditure on account of the Koran classes which have been opened after the transfer of control is wholly borne by the Local Authorities.

“ The Larkana District School Board have issued a circular to all their schools to teach the Koran to Muslim pupils through the agency of Muslim teachers. There is a mosque attached to the Jacobabad High School for its Muhammadan pupils to offer prayers.”



165. The following Secondary schools provide for instruction through Urdu teaching. the medium of Urdu in the lower classes :—

Name of the School.	Total Number on rolls.	Number of pupils learning Urdu.
Sind Madressah, Karachi .. ..	779	274
Karachi Academy .. ..	282	125
G. M. S. High School, Karachi .. ..	294	5
Kutchi Memon Middle School, Karachi .. ..	71	71
Municipal Anglo-Urdu School, Kiamari .. ..	32	44

There are Urdu Primary schools in Karachi City and the Thar Parkar district only. The total number of such institutions is 69 with 6,318 pupils. Of these, 67 with 6,256 pupils are under Municipal Local Authorities, and 2 with 62 pupils are under District Local Boards.

## CHAPTER XV.

## EDUCATION OF INTERMEDIATE AND BACKWARD CLASSES.

166. This chapter deals with those Hindu communities which are classed as Intermediate and Backward in the Census Report. The "Intermediate" communities consist chiefly of the cultivating and artizan classes. The Backward classes comprise (i) the Depressed Classes, (ii) Aboriginal and Hill Tribes, and (iii) other Backward classes. The figures for the Criminal Tribes have been included either in the figures shown under "Other Backward Classes" or under "Aboriginal and Hill Tribes". The classification Intermediate and Backward given here corresponds to the terms "Backward" and "Depressed" used in the Primary Education Act.

*Presidency proper.*

167. The following table gives the distribution of population and pupils by communities :—

Race or creed.	Population (Census of 1931).	Percentage of population to total population.	Number of pupils under instruction.	Percentage of pupils to total number of pupils.	Percentage of pupils to population.	
Hindus {	Advanced .. ..	1,313,744	7.3	241,752	20.0	18.4
	Intermediate .. ..	10,536,967	58.8	520,200	45.1	4.9
	Backward .. ..	3,752,221	20.9	132,688	11.5	3.5
Total .. ..	15,602,932	87.0	894,640	77.5	5.7	
Muhammadans .. ..	1,583,259	8.9	163,645	14.1	10.3	
Zoroastrians .. ..	85,662	0.5	17,239	1.5	20.1	
Indian Christians .. ..	267,460	1.5	38,758	3.4	14.5	
Others .. ..	377,005	2.1	39,732	3.5	10.5	
Total .. ..	17,916,318	100.0	1,154,014	100.0	6.4	

In the Presidency proper, of the total population, almost 90 per cent. are Hindus, and almost 60 per cent. of the population is classified as Intermediate and 20 per cent. as Backward. The percentage of pupils under instruction to population gives an idea of the backwardness of these communities. While about 18 per cent. of the Advanced classes are in school, the percentage for the Intermediate is only 4.9 and for the Backward classes only 3.5. These backward communities, although they have shown some progress in recent years, have yet considerable lee-way to make up before they come into line with Advanced Hindus.

168. The following table gives the comparative figures of pupils of the Intermediate and Backward classes attending various kinds of educational institutions for the years 1931-32 and 1932-33 :—

1	Colleges.		Secondary schools.		Primary schools.		Training Institutions.	
	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.	1931-32.	1932-33.
	2.	3.	4.	5.	6.	7.	8.	9.
Intermediate Classes ..	1,034	1,018	19,042	19,330	400,550	403,428	320	356
Backward Classes—								
(i) Depressed Classes ..	43	29	1,396	1,418	64,230	64,705	46	58
(ii) Aboriginal and Hill Tribes.	17	1	90	87	23,180	23,287	15	3
(iii) Other Backward Classes.	68	56	612	724	40,517	39,056	13	12
Total (Backward Classes).	128	86	2,098	2,229	127,936	127,048	74	73
Grand Total (Intermediate and Backward Classes).	1,162	1,104	21,140	21,568	627,486	620,476	394	429

	Other special schools.		Total.		Increase or decrease (vide columns 12 and 13).	Percentage of increase or decrease.
	1931-32.	1932-33.	1931-32.	1932-33.		
	10.	11.	12.	13.		
Intermediate Classes ..	2,570	2,388	522,516	516,529	-5,987	-1.1
Backward Classes—						
(i) Depressed Classes ..	963	815	66,687	67,025	+338	+0.5
(ii) Aboriginal and Hill Tribes.	704	351	24,096	23,729	-277	-1.1
(iii) Other Backward Classes.	626	503	41,836	40,351	-1,485	-3.5
Total (Backward Classes).	2,293	1,669	132,529	131,105	-1,424	-1.1
Grand Total (Intermediate and Backward Classes).	4,863	4,057	655,045	647,634	-7,411	-1.1

There has been an increase in the number of pupils in Secondary schools and Training institutions, but a decrease under Colleges, Primary schools, and other special schools. The decrease in the number of pupils attending all kinds of educational institutions is 7,411 or 1.1 per cent. The decrease is mainly in the number of pupils attending Primary schools. There has been a general decrease in the number of pupils in the District Local Board Primary schools and not only in the case of the Intermediate and Backward Classes. The factors that are said to be responsible for this decrease are largely economic—the poverty of these

classes, the general trade depression resulting in low prices of agricultural products, and the closure of Primary schools by some Local Authorities as a measure of retrenchment.

*Intermediate Classes (Hindus).*

169. The total number of pupils of the Intermediate classes under instruction in educational institutions of various types decreased by 5,987 or 1.1 per cent. to 516,529. The decrease is almost entirely confined to Primary schools, and seems to be due to the closure of Primary schools by Local Authorities as a measure of retrenchment. There is, however, some increase in the number of pupils receiving Secondary education.

The following table gives the distribution of pupils by Divisions and main sub-classes :—

		Intermediate Hindus.					Percentage increase or decrease.
		Marathas.	Kumbhis, Kolis and other cultivating classes.	Artisans, etc.	Lingayats.	Total.	
Bombay Division ..	1931-32 ..	52,459	46,453	15,400	913	115,225	-0.3
	1932-33 ..	50,070	47,400	16,021	1,281	114,842	
Central Division ..	1931-32 ..	88,731	71,942	29,091	11,290	201,063	+0.4
	1932-33 ..	89,097	70,397	30,991	11,260	201,751	
Northern Division ..	1931-32 ..	1,210	64,060	30,360	5	96,244	+0.9
	1932-33 ..	1,340	64,007	30,854	138	96,339	
Southern Division ..	1931-32 ..	14,218	13,208	13,017	68,746	109,189	-5.3
	1932-33 ..	13,843	11,939	12,474	65,183	103,439	
European and English Schools.	1931-32 ..	142	34	15	4	195	-18.9
	1932-33 ..	100	30	13	15	158	
Total ..	1931-32 ..	156,700	190,297	88,402	80,967	522,516	
	1932-33 ..	154,450	193,803	90,353	77,863	516,529	
Percentage increase or decrease.		-1.5	-1.2	+2.1	-3.8	-1.1	

It will be seen that whilst there was an increase in the number of pupils of the artisan classes, there was a decrease in the case of all other classes. The fall in the number of Marathas in the Bombay Division is reported to be mainly due to the migration of Maratha families from Bombay owing to riots and trade depression to villages where there are no educational facilities for their children. Government have made liberal provision for the award of special scholarships to Intermediate classes in various types of educational institutions. In addition, free-student-ships are awarded to the pupils of the Intermediate classes to the extent of 22½ per cent. in Government Secondary schools, and the children of the Konkani Marathas in Kanara, Kolaba, and Ratnagiri Districts,

if certified to be poor and deserving, are admitted free in all Government and aided Primary and Secondary schools. The loss entailed in granting such exemption from payment of fee in aided schools is made good by Government, who award a special fee grant in such cases.

In the matter of special hostels provided for these communities the Chairman, District School Board, Ahmednagar, reports—

“Ten Boarding Houses are attached to Local Board Schools chiefly for the benefit of the pupils belonging to these communities. The total number of boarders in all the Boarding Houses was 776. It may be mentioned here that the Boarding Houses are run on economic lines, each of the boarders being required to pay about four Payalis of corn and a rupee. The institutions are under direct supervision of the Head Masters concerned.”

Other special institutions maintained for these communities are the Baria Kshatriya Boarding School with a Boarding House maintained at Kankanpur in the Godhra taluka of the Panch Mahals District for boys of the Dharala community and the four High Schools maintained by the Lingayat Association in the Southern Division. The Lingayat Association besides give scholarships to pupils of their own community in Secondary schools and Colleges out of a fund specially intended for the purpose. They have also started recently a second grade Arts College at Belgaum.

#### *Backward Classes (Hindus).*

170. The Backward Classes are divided into three sub-sections viz. (1)

**General.** the Depressed classes, (2) Aboriginal and Hill Tribes, and (3) Other Backward classes, and these sub-

sections are dealt with separately below. Pupils of all these communities are admitted free in all Primary schools and in Government Secondary schools provided that they are certified to be poor, and special Government scholarships are also provided for them in Primary and Secondary schools and in Arts and Professional Colleges. These scholarships have been of real help to the backward classes and full advantage is taken of them generally in Primary and Secondary schools. The remarks of the Educational Inspector, B. D., given below apply equally to all Divisions :—

“Although sufficient number of pupils in the District for which these scholarships are meant are not forthcoming, all the available scholarships are awarded by transferring the vacant scholarships to another District and thus full advantage of these scholarships is given to eligible pupils from the Backward Classes.”

171. The total number of pupils of the Depressed classes attending

**Depressed Classes.** various types of institutions increased by 338 or 0.5 per cent. to 67,025. The increase is mainly confined to Primary schools in which the number of pupils rose from 61,239 to 64,705. There is also some increase in the number of pupils in Secondary schools. The number of students receiving collegiate education has,

however, fallen from 43 to 29. There were 515 special Primary schools and classes for children of the Depressed Classes with a roll of 18,400 pupils. The remaining children attended ordinary Primary schools. During the year 314 pupils passed the Vernacular Final examination.

There is very little doubt in regard to the educable capacity of the Backward classes. The progress made by the Kaliparaj of Surat shew that, given opportunities, they are quite capable of competing with the Advanced Classes on equal terms. The main difficulties in the way of rapid progress are economic and social. The special efforts made recently by the public and the Local Authorities to remove the social disabilities have met with considerable success, but it will take time before age-long prejudices are entirely eradicated.

The Educational Inspector, B. D., reports :—

“The Local Authorities are trying their best to remove the disabilities. Generally no objection is taken by the parents of caste Hindus to their children sitting in a class room along with those of the Depressed classes, and especially in big towns, there is hardly any distinction noticeable. It is only in rural areas where people are too orthodox that we come across some disabilities imposed on the depressed class children.”

Recently Government reaffirmed their orders issued in 1923 regarding the removal of the disabilities on the children of the Depressed classes in any school maintained or aided out of public funds. They have laid it down explicitly that no disability should be imposed on the children of the Depressed classes in any school conducted by a public authority, and that no grant should be paid to an aided school to which pupils belonging to the depressed classes are refused admission by reason of their caste. Most of the Local Authorities have shown themselves genuinely anxious to carry out the spirit of these orders.

The following are the Hostels specially maintained for Depressed Class pupils in the Presidency :—

No.	Name.	Management.	Number of boarders.
<i>Bombay Division.</i>			
1	Depressed Class Hostel, Thana ..	Depressed Class Education Society, Thana.	21
2	Shri Shahu Chhatrapati Boarding, Nasik.	Private ..	30
3	Depressed Class (Banvasi) hostel, Mahad (District Kolaba).	Do. ..	10
4	Boarding House, Khardi (District Thana).	District Local Board, Thana.	25
<i>Central Division.</i>			
5	Seva Sadan Hostel for Depressed Class Women, Poona.	Seva Sadan Society ..	12

No.	Name.	Management.	Number of boarders.
6	Bahishkrit Anath Vidyarthi Ashram, Sholapur.	Private .. ..	25
7	Chokhamela Boarding House, Jalgaon.	Do. .. ..	8
8	Asprishyodharak Boarding House, Chalisgaon (East Khandesh).	Do. .. ..	16
9	Government Depressed Class Hostel at Poona.	Government .. ..	50
<i>Northern Division.</i>			
10	Depressed Class Hostel at Ahmedabad.	Private .. ..	30
<i>Southern Division.</i>			
11	Depressed Class Hostel at Dharwar.	Private .. ..	16
12	Depressed Class Hostel at Belgaum..	Do. .. ..	14

The first three hostels are conducted by local Depressed Class people, and children attending Primary as well as Secondary schools are admitted to them. The hostel at Khardi is meant for Primary school children only and it is practically a boarding school. Besides free lodging, the pupils are paid Rs. 7 each by way of scholarships. In addition, books, clothes, slates, etc., are provided to them free of charge. All these hostels are said to be efficiently managed and doing useful work.

The four hostels in the Central Division for Depressed classes are maintained by private bodies at Poona, Sholapur, Jalgaon, and Chalisgaon. These are aided by the Department. One of these hostels, namely the hostel maintained by the Seva Sadan Society at Poona, is meant for Depressed Class Women.

The Government Hostel at Poona has accommodation for 50 boarders, and is meant for pupils attending Secondary schools in the city. The boarders are paid stipends of Rs. 10 p.m. each, and are admitted to local Secondary schools as free students. The average cost per boarder is Rs. 19 per mensem.

The Depressed Class Hostel at Ahmedabad is aided by Government and had 30 boys as boarders of whom one was studying in the Government College, Ahmedabad, 25 in Secondary schools and 4 in Training Colleges.

The hostels for Depressed Class pupils at Dharwar and Belgaum in the Southern Division are reported to be doing well.

172. The total number of pupils of the Aboriginal and Hill Tribes attending various kinds of educational institutions decreased by 277 or 1·1 per cent. to 23,729. The decrease is small and calls for no remarks. It has to be remembered that

these tribes live in out of the way places, and migrate from place to place, and it is with the greatest difficulty that the parents are induced to send their children to school. Their economic and social conditions make educational progress necessarily slow. At the Vernacular Final examination 186 pupils appeared, of whom 70 passed.

There were 171 special Primary schools and classes for the children of these tribes with a roll of 4,943 during the year under report.

In the Bombay Division, there are three Boarding schools specially maintained by the District Local Boards, Thana, Kolaba, and Nasik for the benefit of these tribes. The C. B. Mission is doing useful work in the Dangs for the expansion of education among the children of the Hill Tribes.

In the Central Division there are six central schools with hostels attached to them specially maintained for these tribes by the District Local Boards, Poona, Ahmednagar, and West Khandesh. The Boards concerned are paid grants from provincial funds for the maintenance of these hostels. The boarders are paid stipends ranging from Rs. 6 to Rs. 9 per mensem. Books and slates are also given to pupils in Primary schools by the District Local Boards concerned.

The District Local Board, West Khandesh, have appointed a Bhil Committee specially interested in the welfare of the community.

In the Northern Division four special schools, with hostel arrangements, are maintained for these tribes. These schools follow the agricultural bias course.

173. The number of pupils of these classes attending various kinds of educational institutions decreased by 1,485, or 3.5 per cent. to 40,351, the decrease being almost entirely confined to Primary schools. The number of pupils receiving Secondary education shows a slight increase.

174. Government maintain special Settlements for Criminal Tribes at various places, the main centres being Dharwar and Bijapur. As has been reported in previous years, education in Settlement schools is compulsory. The total number of pupils in Day and Night schools during the year under report was 2,827 and 450 respectively as against 3,066 and 450 in the year 1931-32. The decrease is small and calls for no remarks. The Backward Class Officer writes—

“ There has been a general advance in the number of boys and girls who reach the higher standards before leaving schools. Out of these, 15 attend English schools. One Bester boy is in the Junior B.A. Class. Manual training is a special feature of the larger Settlement schools. The various trades in which the boys are being apprenticed are Masonary, Carpentry, Tailoring, and Weaving. Agriculture is taught in the Agricultural Centres of Hotgi and Indi.

“ Almost all the boys of suitable age in the Settlements and Free Colonies are Cubs, Scouts, or Rovers. The organisation is of great



“value in training the boys to be truthful, helpful, and tidy. The number at the close of the year under report is 856 including Rovers and Wolf Cubs. The corresponding movement amongst the girls, and the Girl Guides and Blue Birds, forms an important feature in the life of the Settlement girls. The Girl Guides and Blue Birds together number 343. The movement is of great value in character training for the Settlement girls.”

175. The following table gives the number and the percentage of Teachers. trained and untrained teachers of each class in Government, District Local Board, and Municipal Primary schools in Bombay Division, Central Division, and Southern Division :—

	Advanced.			Intermediate.
	Trained.	Untrained.	Total.	Trained.
Bombay Division .. .. .	1,696	1,757	3,453	948
Central Division .. .. .	2,138	2,347	4,485	2,001
Southern Division .. .. .	1,414	521	1,935	1,006
Total .. .. .	5,248	4,625	9,873	4,045
Percentage .. .. .	53.2	46.8	100	55.4

	Intermediate—contd.		Backward.		
	Untrained.	Total.	Trained.	Untrained.	Total.
Bombay Division .. .. .	679	1,618	119	177	296
Central Division .. .. .	1,756	3,757	239	296	406
Southern Division .. .. .	835	1,031	178	141	319
Total .. .. .	3,261	7,306	527	584	1,111
Percentage .. .. .	44.6	100	47.4	52.6	100

The Educational Inspector, C. D., reports that a number of Depressed Class teachers are working in ordinary schools and no complaint of discrimination against these teachers is reported. Depressed Class teachers have also been appointed in some of the Practising schools attached to Government Training Institutions.

176. The recommendations of the Committee, appointed by Government, to enquire into the educational, economic, and social conditions of the Depressed classes and of the Aboriginal Tribes in the Presidency excluding Sind have been given effect to as far as practicable. The practice of labelling schools as Depressed class or Low caste schools has been abandoned, and the children also are encouraged to join the ordinary

schools. Teachers are also interchanged and attempts are being made to recruit more teachers from the Backward classes.

The Backward Class Officer keeps in close touch with the officers of the Department and the Local Authorities.

From the reports received it appears that the Local Authorities are genuinely anxious to do all they can for the uplift of the Backward classes in general and for the education of their children in particular.

177. Forty-five per cent. of the places in Government Secondary schools are reserved for the Intermediate and places for Backward classes. In Government Professional Colleges, 10 per cent. of the places have been reserved for these communities, while the percentage of places reserved in the College of Engineering, Poona, is 25.

Candidates from the Intermediate and Backward classes are allotted a certain percentage of places in Government Training institutions, as stated in paragraph 83.

### *Sind.*

178. Conditions in Sind differ materially from those in the rest of the Presidency. The feeling of untouchability is not acute there.

The following table gives the distribution of population and pupils by communities in Sind :—

Race or creed.	Population (Census of 1931).	Percentage of population to total population.	Number of pupils under instruction.	Percentage of pupils to total number of pupils.	Percentage of pupils to population.	
Hindus ..	Advanced ..	501,723	12·9	75,523	42·4	15·1
	Intermediate ..	279,415	7·2	5,529	3·1	2·0
	Backward ..	234,087	6·0	3,240	1·8	1·4
Total ..	1,015,225	26·1	84,292	47·3	8·3	
Muhammadans ..	2,830,800	72·8	90,201	50·7	3·2	
Zoroastrians ..	3,537	0·1	890	0·5	25·2	
Indian Christians ..	6,627	0·2	611	0·3	9·2	
Others ..	30,381	0·3	2,079	1·2	6·7	
Total ..	3,387,070	100·0	178,073	100·0	4·6	

The Hindus constitute about 26·1 per cent. and the Intermediate and Backward classes together form only 13·2 per cent. of the population. The percentage of pupils under instruction compared to the percentage in the Presidency is lower in Sind in the case of all communities.

The following table gives the distribution of pupils belonging to the Intermediate and Backward classes attending various kinds of educational institutions in Sind for the last two years :—

Institution.	Intermediate.		Backward.	
	1931-32.	1932-33.	1931-32.	1932-33.
	2	3	4	5
Colleges .. .. .	14	14	1	4
Secondary Schools .. .. .	530	491	171	181
Primary Schools .. .. .	5,214	4,870	3,016	3,016
Training Institutions .. .. .	.....	..	1	.....
Special Schools .. .. .	154	130	51	24
Total .. .. .	5,912	5,505	3,240	3,225

The figures quoted above show that there was a decrease of 407 in the number of pupils of the Intermediate classes. There was also a slight decrease in the number of pupils of the Backward classes. This decrease is reported to be due to various reasons such as closure of schools, migration of people owing to unsettled conditions and unemployment, etc.

## CHAPTER XVI.

## REFORMATORY SCHOOLS.

179. Provision for the custody, protection, and education of children and youthful offenders is made in this Presidency under the Apprentices Act, 1850, the Reformatory Schools Act of 1897, the Bombay Children Act of 1924, and the Bombay Borstal Schools Act of 1929.

The Children Act enables children from the tenderest age up to the age of 16 to be cared for in the Children's Home at Umarkhadi (Bombay) or in schools or places of safety certified under the Act. Children from 7 years of age up to 16 years are admitted into Reformatory Schools under the Reformatory Schools Act, and youthful offenders of ages from 16 to 21 are dealt with under the Bombay Borstal Schools Act of 1929. The maximum age up to which a child or youthful offender can be detained is 18 years in a Reformatory School and 23 years in a Borstal School. The history of these legislative measures reveals how, with the progress of time and the acquisition of experience, it is being recognised more and more clearly that the best method of dealing with youthful offenders, children who for one reason or another have gone astray, is not by punishment which is retributory but by methods which are educative and which aim at reformation.

180. Apart from the Government Borstal School at Dharwar, which is controlled by the Inspector General of Prisons, there are three Reformatory Schools in this Presidency, one at Yeravda (Poona) which is maintained by Government, and two in Bombay, the David Sassoon Industrial and Reformatory Institution which is managed by a Committee of Management and the Willingdon Boys' Home under the management of the Salvation Army. The last two are aided institutions.

The number of boys on March 31st, 1933, in the three Reformatories was 689 as compared with 620 at the end of the year 1931-32. Their distribution by castes is given below :—

Name of the Institution.	Hindus including Jains.	Muham-madans.	Indian Christians.	Total.
Reformatory School, Yeravda..	159	59	6	224
David Sassoon Industrial and Reformatory Institution, Bombay ..	202	160	9	371
Salvation Army Willingdon Boys' Home, Bombay ..	44	42	8	94
	405	261	23	689

The following table gives the average number of inmates, expenditure, and the average cost per pupil in each of the three Reformatories referred to above, for the last two years :—

Name.	Year.	Average monthly number.	Expenditure.	Average monthly cost per pupil.
			Rs.	Rs. a. p.
Reformatory School, Yeravda {	1931-32	183	48,159	21 15 0
	1932-33	227	42,433	15 9 0
David Sassoon Industrial and Reformatory Institution, Bombay. {	1931-32	358	80,533	18 12 0
	1932-33	368	74,386	16 14 0
Willingdon Boys Home, Bombay. {	1931-32	77	16,492	17 14 0
	1932-33	70	14,917	17 12 0
Total .. {	1931-32	618	1,45,184	19 8 0
	1932-33	665	1,31,736	16 12 0

Out of the total expenditure of Rs. 1,31,736, Rs. 1,05,982, or 80 per cent., was met from Provincial funds.

181. The three Reformatory schools provide for instruction up to vernacular standard IV or V and in the David School life and subjects of instruction. Sassoon Industrial and Reformatory Institution English also is taught. Instruction in vocational subjects is imparted so that during the period of detention a boy may acquire knowledge of a useful trade or craft and thus be enabled to earn an honest living after he is discharged. The number of pupils receiving instruction on 31st March, 1933, in the various trades or crafts at the three institutions is given in the following table :—

Trade or craft.	Reformatory School, Yeravda.	David Sassoon Industrial and Reformatory Institution, Bombay.	Salvation Army Willingdon Boys Home, Bombay.
Carpentry and Fitting .. .. .	34	86	....
Smithy work .. .. .	19	37	....
Painting .. .. .	....	57	....
Book-binding .. .. .	27	....	....
Tailoring .. .. .	62	63	5
Textile-manufacture .. .. .	....	55	62
Gardening .. .. .	37	57	....
Agriculture .. .. .	38	....	....
Cooking .. .. .	....	20	6
Cane-work .. .. .	....	39	....
Other trades .. .. .	7	15	....
Total ..	224	429*	73†

\* Inclusive of 58 boys who were learning two trades.

† Exclusive of 21 boys who were attending a whole time day school.

Every effort is made to inculcate feelings of self-respect. Games are played regularly. These and entertainments of a social nature all help to this end and to break the monotony of life in a Reformatory School. In this connection the Superintendent, Reformatory School, Yeravda, observes—

“ The movements of the boys on the sports ground are absolutely unrestricted. No opportunity is missed of creating in them a team-spirit, an *esprit-de-corps* ; they are taught to play the game in every sense of the term. The play-ground is extended, and facilities for different kinds of athletic sports are provided so that all the boys of the school can play, on all days of the week, cricket, foot-ball, volley-ball, and basket-ball which has been started recently. The keenness and enthusiasm with which games are played every afternoon are a clear indication of the fact that the boys are happy and healthy. Cricket matches were played, during the season, with many of the local teams with varying success.”

The Chairman, David Sassoon Industrial and Reformatory Institution, reports—

“ A Bazar was held in the compound of the Institution on Christmas Day when purchases were made by the boys from their respective ‘ Mark Money Accounts ’. This innovation was most popular and will be repeated.

“ The Indian Red Cross Society very kindly presented the Institution with a gramophone which, coupled with the Radio, gives the boys much pleasure and instruction. Magic lantern lectures continued to be given throughout the year. The magic lantern slides were supplied by Mr. V. S. Toro of the Visual Instruction Department and this feature is also very popular with the boys.

“ The Annual Camp Fire was held on the 5th January.

“ The usual Dewali sports were held in the grounds and some boys were taken to Bombay on Educational visits to places of interest.

“ The swimming Bath has been in continuous use during the year.”

182. The necessity for a well-organised system of after-care cannot be over emphasized. Its importance is fully recognised in the three Reformatories and steps are taken to maintain records of discharged boys with a view to finding suitable employment for them as they leave. The following table shows the

After-care.

extent to which employment could be found for boys discharged during the year under report :—

	Number of boys discharged.	Number traced.					Total.	Number untraced.
		Employed.	Unemployed.	Reconvicted.	Placed under police surveillance.	Died.		
Reformatory School, Yeravda ..	101	22	0	6	..	..	37	64
David Sassoon Industrial and Reformatory Institution, Bombay ..	79	10	24	..	..	..	34	45
Salvation Army Boys' Home, Bombay ..	27	17	..	..	..	..	17	10

The problem of after-care is a difficult one. It can be solved only with the co-operation of private individuals interested in this kind of social work and of well organised associations established for the purpose in different centres in the mofussil. Unfortunately there is at present a lack of such individuals or associations. The question has engaged the attention of Government who appointed a Committee of Enquiry into the care of destitute children and youthful offenders. The following extract from the speech of His Excellency the Governor of Bombay on the occasion of the annual prize distribution of the David Sassoon Industrial and Reformatory Institution will give an idea of the problems which the Committee set out to investigate—

“ I have great hopes that this Committee will be able to suggest  
 “ ways in which the work of the various Institutions dealing with  
 “ destitute children and youthful delinquents can be co-ordinated  
 “ with the object of securing the greatest possible economy of the  
 “ energies devoted to this work and the maximum outturn for the  
 “ funds available. I trust that the Committee will also be able to  
 “ indicate the most fruitful directions in which this kind of work which  
 “ must engage the growing attention of the public, may be extended,  
 “ and can suggest means for giving a greater degree of permanence to  
 “ the results by proper after-care treatment on scientific lines.

“ I have always felt very strongly since I came to Bombay that  
 “ failure to give a fair start in life to children left neglected on the  
 “ streets is one of the most important contributory causes to the  
 “ existence of the beggar problems in Bombay, and even also to the  
 “ development of *mavali* population. It has always seemed to me  
 “ that the most promising line of attack on these two very difficult and

“ most important problems is through welfare work among children.  
“ We look to the Committee to give us guidance in dealing with this  
“ problem, and we have made specific reference to the beggar and  
“ *mavali* problems in their terms of reference.

“ At the same time, the beggar and *mavali* population largely form  
“ the source which supplies youthful delinquents who ultimately swell  
“ the numbers in these Institutions. There is thus a vicious circle  
“ which it is up to us to break, and we look to the Committee to  
“ advise us as to the best methods of doing so by means of adopting  
“ as far as possible a unified and co-ordinated policy for dealing with  
“ the whole problem.”

The Committee have recently submitted Part I of their Report which is at present under the consideration of Government.



## CHAPTER XVII.

## EDUCATION OF DEFECTIVES.

183. The term "defectives" used in this chapter is restricted to those who are blind and to deaf-mutes.

184. The existing provision for the education of such defectives consists of three schools for the blind and four for deaf-mutes which are attended by 133 and 156 pupils. These schools are maintained by Missionary or private bodies and receive grants from Government and the Local Authorities. With the exception of the school in Poona, all of them provide board and lodging for their pupils. The following table gives a statistical summary of these schools for the last two years :—

	Number of pupils.	Expenditure.		Average annual cost per pupil.	
		Provincial.	Total.	To Government.	Total.
		Rs.	Rs.	Rs.	Rs.
<i>For Blind.</i>					
Victoria Memorial School for the Blind, Bombay.	62	3,045	10,626	50	174
American Mission School for the Blind, Bombay.	38	1,288	5,923	33	152
Ida Rieu Poor Welfare Association School for the Blind, Karachi.	33	2,500	12,421	76	376
<i>For Deaf-Mutes.</i>					
Institution for Deaf-Mutes, Bombay ..	33	3,000	9,662	91	299
Professor Date's Institution for Deaf-Mutes, Bombay.	44	900	6,016	19	125
N. G. Gondhalekar's School for the Dumb and Deaf, Poona.	40	400	1,738	10	45
School for Deaf-Mutes, Ahmedabad ..	39	3,700	6,079	109	235
Total for 1932-33 ..	289	14,833	54,485	62	189
Total for 1931-32 ..	278	16,503	54,381	69	196

185. The blind receive instruction in the three R's in the Oriental braille and in some schools English also is taught. Efforts are being made by the two schools in Bombay to introduce a uniform braille alphabet designed to satisfy the requirements of all parts of India.

In the schools for deaf-mutes the aim is to teach all children lip reading, articulate speech, and the three R's. The Head Master of the Ahmedabad school remarks—

“The pupils of the School are primarily deaf. As such their difficulty is much greater than one can imagine. They cannot show their defect as the blind can. Normal children learn language by hearing it. In the case of the deaf the only avenue of acquiring knowledge is the eye. Hearing children continuously receive knowledge of language during all the waking hours of the day of their early infancy i.e. first five years, which is the most important period for the acquisition of knowledge. The whole speaking world in their neighbourhood serves as their teacher and guide. The deaf have missed this golden opportunity of acquiring knowledge. They can, therefore, acquire knowledge of language, spoken and written, by means of sight only.”

“The school aims at teaching the boys simple language as a means of communication with other members of society. The results are highly satisfactory and encouraging. About 90 to 95 per cent. of the pupils, who were dumb when they came to the school, speak as we do.”

In addition to ordinary school work, provision is made in each school for instruction in various crafts calculated to enable the pupil eventually to earn a living. Of these, carpentry, cane and bamboo work, drawing, painting, spinning, bead and needle work are popular. Music, both vocal and instrumental, is a favourite subject with the blind and is taken up with great interest. The Principal, Victoria Memorial School for the Blind, remarks—

“In music, vocal and instrumental, the school continued to take deep interest. Public interest in this particular branch of study seems to have been particularly stirred, for the school received two special donations which put into the hands of our blind boys 3 Dilrubas, 1 Harmonium, 1 Japanese Mandolin and 1 Bugle.”

186. As stated in previous Reports, there is no provision for training special teachers for such schools, but persons interested in this kind of work acquire, by practice and experience, the required skill in handling defective children. A successful attempt was made at the Victoria School for the Blind to coach up senior pupils with a view to giving them an opportunity to teach. One of the students who was a graduate of the Mysore University had joined the school to be trained as a teacher for the blind. He also received instruction in typewriting and subsequently trained two students in the blind touch system.

187. Arrangements for the medical instruction of pupils are made in all schools and physical drill and games suited to the conditions at each place are encouraged. Small excursion trips to places of interest are arranged whenever possible, and every effort is made to keep the children happy and cheerful. The

following remarks made by Her Excellency Lady Sykes at the time of her visit to the Ahmedabad school in December, 1932, are of interest :—

“ I was very glad to be given an opportunity of seeing this School on our recent visit to Ahmedabad. I was much interested in seeing the patient and skilful way that instruction was given ; and was impressed by the cheerful appearance of the children. I congratulate Mr. Pranshanker and his assistants for this excellent work and have much pleasure in sending a donation.”

188. A record is maintained in most of the institutions of the activities of the past students and all possible effort

After-care. is made to secure employment for them. The Principal of the Karachi school remarks—

“ When students leave with permission or after completing a course of studies, every effort is made to keep in touch with them and help them. So far, only three of our students have left the school. One of these is earning a living by tailoring, one took up work as a teacher in a school for the Blind where he is doing canework as a trade. One has set himself up as a Music teacher at Jacobabad. Three of our students are employed as pupil teachers in the school and get stipends.”

## CHAPTER XVIII.

## ADULT EDUCATION.

189. The number of schools for adults decreased by 35 to 159 and the number of pupils in them by 1,258 to 6,147. The following table gives the distribution of these schools :—

	Schools.	Pupils.
Secondary .. .. .	9	524
Primary .. .. .	131	4,278
Special .. .. .	19	1,345
Total ..	159	6,147
Total for 1931-32 ..	194	7,405

The decrease in the number of schools was due to the closing of 11 District Local Board, 11 Municipal and 13 private night schools.

190. The drop in the number of institutions occurred wholly in Primary Night Primary schools which form the bulk of these institutions. As stated in previous Reports, owing to the ephemeral character of these schools, and want of popular support, there has been a gradual reduction in number in recent years. The Educational Inspector in Sind remarks—

“The wastage in these schools is enormous. The office peons and shop-keepers who attend them generally leave their studies after getting only a rudimentary knowledge as they are satisfied if they can read and write addresses and sign their names only.”

The following table compares the figures of Primary Night schools by each Division :—

	Schools.		Pupils.	
	1932-33.	1931-32.	1932-33.	1931-32.
Bombay Division .. .. .	53	67	1,872	2,995
Central Division .. .. .	31	39	945	1,245
Northern Division .. .. .	22	31	653	1,057
Southern Division .. .. .	13	22	521	677
Sind .. .. .	12	17	287	384
Total ..	131	176	4,278	6,358

In spite of the falling off in the number of Night schools which takes place from year to year, some, which are maintained by certain public spirited bodies and individuals, are reported to have made satisfactory

progress. Amongst these may be mentioned the Night schools conducted by the Social Service League in Bombay and the Advanced Night School maintained by the Alegeonkar brothers at Kirkee for the benefit of the factory employees in the neighbourhood. But the fact remains that unless the pupils, tired as they frequently are at the end of the day's work, are able to see that they will derive material benefit from education, or unless the personality of the teacher is such that he is able to hold the school together by the influence which he exerts, there is a tendency for the pupils to become disheartened and the school is forced to close from lack of numbers.

The four Settlement schools, with 76 boys, in the Southern Division, impart instruction in carpentry, smithing, etc., in addition to the ordinary Primary school course.

191. Of the nine Secondary schools, the Bradley Night High School in Secondary and Bombay and the Poona Night High School conducted Special Schools. by the Saraswati Mandir Education Society teach the full High School course. Eleven pupils from these schools passed the Matriculation Examination of 1933. The Seva Sadan English classes in Poona, with an enrolment of 77 women, are reported to be doing good work towards the encouragement of education among the adult female population of the City. The Anglo-Vernacular Night School at Malegaon in the Nasik District and the remaining four schools in Sind cater mainly for the labouring classes.

Of the special schools, the Home and the Workroom classes conducted by the Seva Sadan Society for adult women may be specially mentioned. About a dozen Night schools in the Bombay Division, which are classed as special schools, are in fact ordinary Maktabs imparting secular instruction in addition to teaching the Koran.

192. The total expenditure on all schools for adults decreased by Rs. 17,047 to Rs. 86,948, which was met from the following sources :—

	Rs.
Government Funds .. .. .	14,014
District Local Board and Municipal Funds .. .. .	12,511
Fees .. .. .	10,958
Other Sources .. .. .	49,465
Total ..	86,948

193. During the year four public lectures were delivered at the Public Lectures. Sir Cowasji Jehangir Hall under the auspices of the Dnyan Prasarak Mandali and three under the auspices of the Sassoon Mechanics' Institute. All these lectures were illustrated by magic lantern slides and are reported to have been well attended. The activities of the latter body were also directed towards popularising

suitable literature for adult men and women. The President of the Managing Committee remarks—

“ While devoting their attention to catering for adult members, the Committee have borne in mind the need of encouraging young people to acquire a love for reading and to appreciate good books. Each month they have allocated a certain small sum to buy books and periodicals for boys and girls.”

The Educational Inspector, B. D., reports—

“ The Senior Assistant Deputy Educational Inspectors and the Supervisors under the District School Boards delivered many magic lantern lectures for the benefit of the public on subjects of sanitation and hygiene and similar topics. This helps the cause of adult education in rural areas.”

In response to invitations the Deputy Educational Inspector for Visual Instruction visited several places in the Presidency and delivered lantern lectures on special occasions, such as Agricultural and other exhibitions, teachers' conferences, vacation courses in education, etc.

## CHAPTER XIX.

## UNRECOGNISED INSTITUTIONS.

194. The remarks in this chapter are confined to unrecognised institutions. The foregoing chapters dealt almost exclusively with educational institutions maintained, aided, or recognised by the Department, by the University, or by Local Authorities. Unrecognised institutions are those which do not follow a course of study recognised by the Department, do not submit to inspection by the Department and are under no obligation to furnish returns. The figures for these institutions are based partly on figures supplied by these schools and partly on hearsay report. The statistics, therefore, cannot be taken to be reliable.

The following table gives the distribution of these institutions by Divisions :—

	1931-32.		1932-33.		Increase or decrease.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Bombay Division .. ..	64	3,195	56	3,552	-8	+357
Central Division .. ..	80	3,038	61	2,366	-19	-672
Northern Division .. ..	267	14,661	294	16,227	+27	+1,566
Southern Division .. ..	45	1,540	33	800	-12	-741
Sind .. ..	774	11,036	670	10,941	-104	-895
Total .. ..	1,230	34,070	1,114	33,895	-116	-175

It will be seen that the majority of the unrecognised schools are in Sind. These are small schools maintained by itinerant Mullas who eke out a living by giving instruction in Koran reading.

Compared to last year's figures there was a considerable falling off in the number of institutions, the drop being mainly in the Primary schools in Sind. The decrease in the number of pupils was only 175. Most of these institutions are ephemeral in character and it is difficult to assign any definite reason for the fall in the number of institutions.

The pupils in unrecognised institutions formed 2·5 per cent of the total number of pupils under instruction. Of the total number, viz., 33,895, 12,702, or 37·5 per cent, were Hindus, 19,700, or 58·1 per cent, Muhammadans, and 1,493, or 4·4 per cent, others.

The following table gives the classification of unrecognised institutions :—

	Institutions.	Pupils.
Colleges .. ..	2	79
Secondary Schools .. ..	69	6,946
Primary Schools .. ..	707	16,495
Special Schools .. ..	336	10,375
Total .. ..	1,114	33,895

The two collegiate institutions are the Shrimati Nathibai Damodar Thackersey College for Women, Poona, and the L. U. Gujarat Mahila Pathshala, Ahmedabad, both affiliated to the Indian Women's University, an account of which is given in chapter XII.

Among the Secondary schools, the Navin Samartha Vidyalaya, Talegaon Dabhade, the Maharashtra High School of the Anath Vidyarthi Graha, Poona, the Balak Mandir, Poona, the New English School, Honavar, the City High School, Karachi, and the Jodhpur Railway School, Mirpurkhas, may be mentioned. With the exception of the Railway school which follows the courses prescribed by the Allahabad University, each of these schools follows a curriculum of its own, which, in some cases, includes instruction in vocational subjects. Most of the other unrecognised Secondary institutions are private tuition classes.

Almost all the Primary schools are indigenous institutions imparting instruction in the rudiments of the three R's, while in the special schools instruction is imparted in the reading of the Vedas or the Koran. Among the Primary schools, the two Bhil schools and two *ashrams* maintained by the Servants of India Society deserve special mention.

POONA,  
6th November, 1933.

R. H. BECKETT,  
Director of Public Instruction.



## BOMBAY PRESIDENCY.

BRITISH DISTRICTS—1932-33.

*General Summary of Educational Institutions and Scholars.*

				Percentage of scholars to population				
				Recognised Institutions		All Institutions		
				1933	1932	1933	1932	
Area in square miles	...	123,599						
Population—[Census of 1931]—								
Males	...	11,472,884	Males	...	8.77	8.83	9.01	9.07
Females	...	10,390,504	Females	...	2.83	2.77	2.80	2.83
Total	...	21,863,388	Total	...	5.95	5.96	6.11	6.11

	Institutions.			Scholars			Stages of Instruction of scholars entered in column 4.	
	1933	1932	Increase or decrease	1933	1932	Increase or decrease		
	1	2	3	4	5	6		7
<b>RECOGNISED INSTITUTIONS</b>								
Universities	...	1	1	...	102	87	+ 16	(a) 102
<i>For Males</i>								
Arts Colleges	...	16	15	+ 1	9,588	9,226	+ 372	(a) 3,310 (b) 6,252
Professional Colleges	...	11	11	...	3,118	3,073	+ 45	(a) 3,113
High Schools	...	222	221	+ 1	83,844	81,358	+ 2,486	(c) 83,844
Middle Schools	...	362	368	- 6	25,067	24,404	+ 663	(c) 25,067
Primary Schools	...	12,952	19,095	- 143	967,647	974,720	- 7,063	(d) 967,647
Special Schools	...	296	329	- 33	14,857	16,388	- 1,531	.....
Total	...	13,860	14,040	- 180	1,104,328	1,109,265	- 5,037	.....
<i>For Females</i>								
Arts Colleges	...	...	...	...	...	...	...	.....
Professional Colleges	...	...	...	...	...	...	...	.....
High Schools	...	61	60	+ 1	15,068	14,449	+ 619	(c) 15,068
Middle Schools	...	41	40	+ 1	3,719	3,367	+ 352	(c) 3,719
Primary Schools	...	1,742	1,732	+ 10	172,712	169,079	+ 3,633	(d) 172,712
Special Schools	...	58	57	- 4	2,465	2,463	+ 2	.....
Total	...	1,897	1,889	+ 8	193,964	189,358	+ 4,606	.....
<b>UNRECOGNISED INSTITUTIONS</b>								
<i>For Males</i>	...	1,051	1,151	- 100	30,503	30,334	+ 179	.....
<i>For Females</i>	...	63	79	- 16	3,332	3,536	- 204	.....
Total	...	1,114	1,230	- 116	33,835	34,070	- 235	.....
Grand Total	...	16,871	17,159	- 288	1,332,067	1,332,593	- 526	.....

(a) Graduate and Post-graduate classes.  
(c) Secondary stage.(b) Intermediate classes.  
(d) Primary stage.

BOMBAY  
BRITISH DISTRICTS—  
*General Summary of*

				Total expenditure		
				1933	1932	Increase or decrease
				1	2	3
				Rs.	Rs.	Rs.
Direction and Inspection	...	...	...	15,89,483	16,65,236	-95,753
Universities	..	...	...	8,72,050	8,06,666	+65,384
Miscellaneous*	..	...	...	28,35,673	30,16,078	-1,80,405
			Total	59,97,206	55,08,000	-3,10,794
<i>Institutions for Males</i>						
Universities	...	...	...	51,690	47,314	+4,376
Arts Colleges	...	...	...	31,91,530	20,41,305	+1,50,225
Professional Colleges	...	...	...	11,93,141	13,34,671	-1,41,530
High Schools	...	...	...	56,40,976	57,32,704	-91,728
Middle Schools	...	...	...	11,04,072	11,49,838	-45,266
Primary Schools	...	...	...	1,54,82,327	1,67,39,105	-12,55,778
Special Schools	...	...	...	15,09,086	15,76,851	-67,765
			Total	9,71,72,523	2,86,90,288	-14,47,466
<i>Institutions for Females</i>						
Arts Colleges	...	...	...	.....	.....	.....
Professional Colleges	...	...	...	.....	.....	.....
High Schools	...	...	...	14,72,233	14,32,207	+40,026
Middle Schools	...	...	...	2,58,215	2,39,953	+18,262
Primary Schools	...	...	...	36,31,259	37,73,898	-1,42,639
Special Schools	...	...	...	3,40,112	3,53,552	-13,440
			Total	57,01,818	57,99,610	-97,792
			Grand Total	3,81,71,846	3,99,27,598	-17,56,052

N.B.—For explanation of certain terms used in the

\* Includes expenditure

† Include both District

## PRESIDENCY.

1932-33.

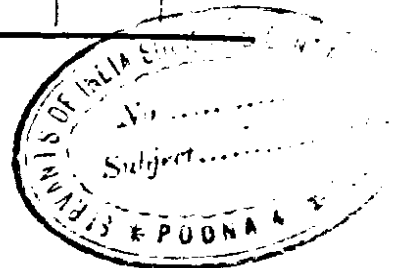
*Expenditure on Education.*

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.
80.9	19.0	...	0.1	.....	.....	...	.....	.....
8.6	.....	74.6	16.8	.....	.....	...	.....	.....
88.8	14.8	18.5	84.4	.....	.....	...	.....	.....
46.4	18.4	19.0	21.2	.....	.....	...	.....	.....
89.7	.....	10.8	.....	455	.....	52	.....	507
21.6	0.4	60.1	17.9	40	1	137	41	228
42.8	12.3	40.0	5.4	152	47	153	21	283
25.4	1.8	57.5	18.3	17	1	40	9	67
17.4	9.8	51.1	21.7	8	4	22	10	44
57.5	28.4	3.4	10.7	9	4	1	2	10
54.1	5.7	23.7	16.5	55	6	24	17	102
45.6	17.9	24.8	12.3	11	4	6	3	24
.....	.....	...	.....	.....	.....	...	.....	.....
.....	.....	...	.....	.....	.....	...	.....	.....
23.2	0.4	44.7	26.7	27	1	44	25	69
20.8	1.5	27.9	40.8	21	1	19	28	69
89.0	45.0	2.4	12.7	8	9	1	3	21
51.0	5.7	9.9	33.4	70	8	14	45	138
37.1	20.2	14.9	18.8	11	9	4	5	29
44.4	16.9	22.2	14.5	13	6	6	4	30

tables please see memorandum printed separately.  
on buildings.

Board and Municipal Funds.

Bk Na 8-9



BOMBAY  
BRITISH DISTRICTS—  
*I.—Classification of*

	For		
	Government	District Board	Municipal Board
	1	2	3
<b>RECOGNISED INSTITUTIONS</b>			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	6	.....	.....
Law	1	.....	.....
Medicine	1	.....	1
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Forestry	.....	.....	.....
Veterinary Science	.....	.....	.....
Intermediate and 2nd Grade Colleges	.....	.....	.....
Total	12	.....	1
High Schools	25	2	20
Middle Schools (English)	4	134	46
Primary Schools	27	9,350	1,173
Total	56	9,496	1,241
Special Schools—			
Art	2	.....	.....
Law	.....	.....	.....
Medical	3	.....	.....
Normal and Training	9	.....	1
Engineering	1	.....	.....
Technical and Industrial	4	3	5
Commercial	4	.....	.....
Agricultural	2	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	4	20	24
Other Schools	1	.....	4
Total	31	23	34
Total for Recognised Institutions	99	9,519	1,276
Unrecognised Institutions	.....	3	2
Grand Total, all Institutions	99	9,522	1,278

\* Includes no

PRESIDENCY.

1932-33.

*Educational Institutions.*

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	...	...	.....
7	3	16	.....	.....	.....	...	...	.....
.....	3	4	.....	.....	.....	...	...	.....
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
1	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
8	6	27	.....	.....	.....	...	...	.....
157	18	222	1	.....	.....	58	2	61
127	49	362	6	.....	1	29	5	11
2,167	235	12,952	6	761	553	407	16	1,742
9,451	292	13,536	13	761	554	494	22	1,814
1	.....	3	.....	.....	.....	...	...	.....
.....	.....	3	.....	.....	.....	...	...	.....
2	2	14	5	.....	1	12	3	21
1	.....	2	.....	.....	.....	.....	.....	.....
16	3	94	.....	.....	.....	12	2	14
2	20	32	.....	.....	.....	1	.....	1
.....	.....	2	.....	.....	.....	.....	.....	.....
2	.....	3	.....	.....	.....	.....	.....	.....
6	.....	6	.....	.....	.....	1	.....	1
96	5	149	.....	.....	.....	6	4	10
45	1	51	.....	.....	.....	6	.....	6
171	37	296	5	.....	1	38	9	53
2,631	335	13,860	18	761	555	532	31	1,897
.....	1,046	1,051	.....	.....	3	...	60	63
2,631	1,381	14,911	18	761	558	532	91	1,960

*Oriental Colleges.*

Bk Na 8-9a

## 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
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS</b>									
<i>University and Intermediate Education (a).</i>	...	...	...	...	...	...	...	...	...
Arts and Science (b) & (c).	2,572	2,262	703	...	...	...	...	...	...
Law	523	490	...	...	...	...	...	...	...
Medicine	561	500	212	...	...	...	349	278	132
Education	93	94	25	...	...	...	...	...	...
Engineering	184	158	84	...	...	...	...	...	...
Agriculture	182	158	131	...	...	...	...	...	...
Commerce	355	287	39	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
<b>Total</b>	<b>4,163</b>	<b>3,849</b>	<b>1,198</b>	...	...	...	<b>342</b>	<b>278</b>	<b>133</b>
<i>School and Special Education.</i>									
In High Schools	8,742	8,048	928	380	349	120	5,778	5,144	44
.. Middle Schools. (English)	511	487	...	4,011	3,506	62	4,513	4,085	59
.. Primary Schools	3,451	2,912	157	612,586	464,219	524	326,822	171,114	...
<b>Total</b>	<b>12,704</b>	<b>11,447</b>	<b>1,085</b>	<b>616,977</b>	<b>468,074</b>	<b>706</b>	<b>237,113</b>	<b>180,843</b>	<b>103</b>
In Art Schools	631	497	...	...	...	...	...	...	...
.. Medical Schools	593	575	24	...	...	...	...	...	...
.. Normal and Training Schools.	544	593	647	...	...	...	36	33	...
.. Engineering Schools...	238	214	33	...	...	...	...	...	...
.. Technical and Industrial Schools.	290	177	30	391	305	32	364	288	20
.. Commercial Schools...	105	82	...	...	...	...	...	...	...
.. Agricultural Schools...	59	53	29	...	...	...	...	...	...
.. Reformatory Schools	224	219	224	...	...	...	...	...	...
.. Schools for Defectives.	...	...	...	...	...	...	...	...	...
.. Schools for Adults	76	55	...	358	269	...	717	450	...
.. Other Schools	99	76	29	...	...	...	80	64	...
<b>Total</b>	<b>2,869</b>	<b>2,543</b>	<b>1,193</b>	<b>732</b>	<b>574</b>	<b>32</b>	<b>1,197</b>	<b>544</b>	<b>20</b>
<b>Total for recognised institutions</b>	<b>20,036</b>	<b>17,839</b>	<b>3,476</b>	<b>617,729</b>	<b>468,648</b>	<b>738</b>	<b>238,652</b>	<b>181,465</b>	<b>255</b>
<b>IN UNRECOGNISED INSTITUTIONS</b>	...	...	...	43	40	...	113	84	...
<b>Grand Total, all Institutions for Males</b>	<b>20,036</b>	<b>17,839</b>	<b>3,476</b>	<b>617,772</b>	<b>468,688</b>	<b>738</b>	<b>238,765</b>	<b>181,549</b>	<b>255</b>

(a) Scholars reading more than one of the following  
 (b) Includes 230 scholars  
 (c) Includes no scholars

## PRESIDENCY.

1932-33.

*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
102	71	...	...	...	...	102	71	...	7
6,169	5,101	1,080	857	755	155	9,508	8,141	1,937	828
...	...	...	740	626	33	1,260	1,028	31	16
...	...	...	...	...	...	893	778	315	101
...	...	...	...	...	...	38	91	25	11
140	107	...	...	...	...	321	265	88	...
...	...	...	...	...	...	182	158	131	...
...	...	...	...	...	...	356	287	39	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
6,411	5,235	1,080	1,697	1,383	188	12,812	10,795	2,508	966
59,707	53,549	2,768	9,237	8,144	421	80,811	75,231	4,221	2,451
12,371	11,363	410	3,061	2,633	71	2,567	22,070	662	1,426
117,491	95,143	1,121	7,297	5,632	...	967,617	739,020	2,102	99,216
190,169	160,035	1,530	19,595	16,415	492	1,076,568	836,334	6,026	193,496
88	68	...	...	...	...	609	565	...	67
...	...	...	...	...	...	503	575	291	63
52	68	66	82	62	...	821	758	763	11
100	87	...	...	...	...	338	391	35	...
1,030	877	287	122	102	...	2,119	1,719	269	50
49	44	...	1,555	1,166	...	1,709	1,392	...	79
...	...	...	...	...	...	57	53	23	...
465	432	361	...	...	...	639	651	688	...
251	159	151	...	...	...	251	139	161	23
4,215	2,961	...	205	167	...	5,571	3,911	...	53
1,821	1,315	174	71	10	...	2,014	1,665	293	117
8,091	6,141	1,132	1,978	1,377	...	11,857	11,079	2,377	495
291,611	171,481	6,751	23,170	19,305	689	1,101,228	854,738	11,900	101,990
...	...	...	30,407	21,635	...	30,563	21,519	...	4,076
291,641	171,481	6,751	53,577	41,000	689	1,131,791	883,557	11,900	109,066

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		
	Scholars on roll on March 31st 1	Average daily attendance 2	Number of residents in approved hostels 3	Scholars on roll on March 31st 4	Average daily attendance 5	Number of residents in approved hostels 6	Scholars on roll on March 31st 7	Average daily attendance 8	Number of residents in approved hostels 9
<b>READING—</b>									
<b>IN RECOGNISED INSTITUTIONS.</b>									
<i>University and Intermediate Education (a).</i>									
Arts and Science (b) ... ..	...	...	...	...	...	...	...	...	...
Medicine ... ..	...	...	...	...	...	...	...	...	...
Education ... ..	...	...	...	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools ... ..	69	92	...	...	...	...	...	...	...
.. Middle Schools (English) ... ..	403	403	...	...	...	...	55	11	...
.. Primary Schools ... ..	1,118	886	20	47,180	33,220	...	88,158	61,765	...
Total ... ..	1,690	1,381	20	47,180	33,220	...	88,243	61,814	...
In Normal and Training Schools ... ..	202	184	173	...	...	...	50	46	...
.. Technical and Industrial Schools ... ..	...	...	...	...	...	...	...	...	...
.. Commercial Schools ... ..	...	...	...	...	...	...	...	...	...
.. Schools for Defectives ... ..	...	...	...	...	...	...	...	...	...
.. Schools for Adults ... ..	...	...	...	...	...	...	...	...	...
.. Other Schools ... ..	...	...	...	...	...	...	...	...	...
Total ... ..	202	184	173	...	...	...	50	46	...
Total for recognised institutions ... ..	1,892	1,565	193	47,180	33,220	...	88,303	61,860	...
<b>IN UNRECOGNISED INSTITUTIONS</b> ... ..	...	...	...	...	...	...	360	291	...
<b>Grand Total, all Institutions for Females</b> ... ..	1,892	1,565	193	47,180	33,220	...	88,662	62,151	...
<b>Grand Total, all Institutions, Males and Females</b> ... ..	21,918	19,404	3,669	665,252	501,967	739	327,427	243,700	255

(a) Scholars reading more than one of the following;  
(b) Includes no scholars



## PRESIDENCY.

1932-33.

*Educational Institutions for Females.*

10	Aided		13	Unaided		16	17	18	19
	11	12		14	15				
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	Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of hostels included in column 19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
11,620	12,881	2,019	319	303	15	15,098	13,276	2,031	1,251
2,870	2,477	360	331	285	...	3,719	3,211	390	605
34,960	27,445	1,210	966	714	...	152,712	124,100	1,260	5,406
52,150	42,803	3,619	1,616	1,302	15	191,199	140,599	3,651	7,295
546	502	260	35	39	8	842	771	450	...
704	509	111	185	130	...	889	639	114	99
43	31	15	...	...	...	43	31	15	...
38	34	38	...	...	...	38	34	38	22
361	272	60	215	62	...	576	374	60	1
77	60	...	...	...	...	77	60	...	...
1,769	1,411	496	435	231	8	2,455	1,872	677	121
54,219	44,214	4,115	2,081	1,333	23	193,951	142,171	4,331	7,416
...	...	...	2,972	2,265	...	3,332	2,556	...	379
54,219	44,214	4,115	5,053	3,798	23	197,286	145,027	4,331	7,795
258,860	215,635	10,566	58,630	47,798	703	1,332,067	1,028,534	16,231	...

subjects should be entered under only one head.  
in *Oriental Colleges.*

## BOMBAY

## BRITISH DISTRICTS—

## III-A.—Expenditure on

Expenditure on Buildings includes Rs. 1,07,514 spent by the Public Works Department on educational buildings.

Rs.

"Miscellaneous" includes the following main items:—

(1) Scholarships	...	...	...	...	6,06,178
(2) Hostel Charges	...	...	...	...	7,10,235
(3) Dakshina Grants and Fellowships	...	...	...	...	23,070
(4) Travelling allowances to Non-official Members of School Book Committees	...	...	...	...	2,612

Government Institutions						
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>UNIVERSITY AND INTER-MEDIATE EDUCATION</b>						
Universities	.....	.....	.....	.....	.....	.....
Arts Colleges	3,03,193	.....	.....	3,87,289	1,31,721	8,22,208
<b>Professional Colleges—</b>						
Law	.....	.....	.....	51,581	.....	51,581
Medicine	1,34,633	.....	.....	1,30,301	17,322	2,82,306
Education	65,242	.....	.....	3,366	.....	68,548
Engineering	1,47,431	.....	.....	37,625	1,118	1,86,204
Agriculture	1,26,915	.....	.....	24,490	.....	1,51,435
Commerce	.....	.....	.....	49,707	19,249	68,956
Forestry	.....	.....	.....	.....	.....	.....
Veterinary Science	.....	.....	.....	.....	.....	.....
Intermediate Colleges	.....	.....	.....	.....	.....	.....
<b>Total</b>	<b>7,77,199</b>	.....	.....	<b>6,81,999</b>	<b>1,69,440</b>	<b>16,81,233</b>
<b>SCHOOL EDUCATION</b>						
<i>General</i>						
High Schools	5,10,628	.....	.....	3,97,267	818	9,17,713
<b>Middle Schools—</b>						
English	29,303	.....	.....	13,816	25	43,144
Vernacular	.....	.....	.....	.....	.....	.....
Primary Schools	89,447	.....	.....	1,992	139	91,578
<b>Total</b>	<b>6,38,578</b>	.....	.....	<b>4,13,075</b>	<b>1,012</b>	<b>10,62,965</b>

## PRESIDENCY.

1932-33.

*Education for Males.*

	Rs
(5) Grants for the Encouragement to Literature ... ..	16,146
(6) Examination Charges ... ..	69,101
(7) Mulla Magazine ... ..	157
(8) Grant to the Boy Scouts' Association ... ..	21,000

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.
.....	.....	.....	.....	.....	.....	1,21,500	.....
.....	.....	.....	.....	.....	.....	1,60,302	375
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,35,063	85,958	.....	2,21,021	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	30,970	4,000
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,35,063	85,958	.....	2,21,021	3,21,802	4,375
70,868	2,000	66,955	1,90,349	11,716	3,44,888	8,41,994	7,631
43,338	11,350	82,555	1,55,516	9,277	3,02,136	1,18,506	3,258
83,98,313	14,56,967	27,91,569	2,97,131	6,26,911	1,35,79,167	4,23,713	6,195
87,12,625	14,70,347	29,11,319	6,41,056	6,60,904	1,42,26,191	13,84,511	17,474

BOMBAY  
BRITISH DISTRICTS—  
III-A.—Expenditure on

Direction ...  
Inspection ...  
Buildings, etc. ...  
Miscellaneous ...

Total ...

	Aided Institutions— <i>concl.</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>contd.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	...	6,56,240	1,46,000	9,23,740	...	...	...
Arts Colleges ...	9,490	8,33,739	1,36,567	11,49,503	96,310	1,23,479	2,19,810
Professional Colleges—							
Law ...	...	...	...	...	61,591	6,490	68,071
Medicine ...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...
Engineering ...	7,150	32,771	20,128	95,019	...	...	...
Agriculture ...	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...
Intermediate Colleges...	...	...	...	...	...	...	...
Total ...	16,640	15,92,750	3,02,605	21,68,262	1,67,921	1,99,069	2,87,800
SCHOOL EDUCATION							
<i>General</i>							
High Schools ...	27,095	22,88,851	5,83,627	37,49,196	4,77,315	1,51,834	6,29,149
Middle Schools—							
English ...	11,648	3,37,835	1,70,390	6,42,097	56,643	59,552	1,16,195
Vernacular ...	...	...	...	...	...	...	...
Primary Schools ...	1,39,067	2,23,553	9,56,043	17,48,661	2,440	60,281	62,721
Total ...	1,77,810	28,50,299	17,10,069	61,40,154	5,36,398	2,71,667	8,08,065

## PRESIDENCY.

1932-33.

*Education for Males—contd.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,18,132	.....	.....	.....	.....	1,18,132
10,52,757	1,68,971	1,03,759	54	1,128	13,24,688
1,30,686	1,76,861	69,861	18,725	2,57,377	6,53,710
8,55,646	1,17,807	25,145	1,04,067	5,09,878	16,09,443
21,87,421	4,61,639	1,98,764	2,13,746	7,61,383	38,25,953
.....	.....	.....	.....	.....	.....
1,21,500	.....	.....	6,56,240	1,16,000	9,23,740
4,72,530	375	0,400	13,17,368	3,91,767	21,01,530
.....	.....	.....	1,13,162	6,490	1,19,652
1,31,683	.....	1,35,063	2,16,250	17,322	5,03,327
65,242	.....	.....	3,306	.....	68,548
1,78,401	1,000	7,150	70,596	21,276	2,81,223
1,36,945	.....	.....	24,490	.....	1,61,435
.....	.....	.....	49,707	19,249	68,956
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
10,99,301	4,375	1,51,703	21,50,928	6,92,104	43,09,411
.....	.....	.....	.....	.....	.....
14,32,485	9,631	94,050	33,63,782	7,61,025	56,40,976
1,91,947	14,768	94,393	5,63,970	2,30,344	11,94,662
.....	.....	.....	.....	.....	.....
89,11,479	14,63,452	29,30,576	5,23,116	16,53,374	1,54,52,527
1,05,35,914	14,87,821	31,19,123	44,40,868	26,43,643	2,22,27,975

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 ...	97,965	.....	.....	23,229	1,139	1,22,333
Law Schools ...	.....	.....	.....	.....	.....	.....
Medical Schools ...	92,219	200	.....	59,496	316	1,52,261
Normal and Training Schools.	1,95,610	.....	2,583	1	3,375	2,01,569
Engineering Schools ..	32,621	.....	.....	14,990	243	47,254
Technical and Industrial Schools.	31,731	.....	15	2,811	4,219	38,776
Commercial Schools ...	3,223	.....	.....	7,589	1,617	12,429
Agricultural Schools ...	14,950	.....	.....	.....	.....	14,950
Reformatory Schools ...	40,558	.....	.....	.....	1,875	42,433
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	520	.....	.....	.....	.....	520
Other Schools ...	41,833	.....	129	13,274	11,092	69,319
Total ...	5,52,760	200	2,713	1,21,390	23,876	7,00,944
Grand Total ...	10,69,137	200	2,718	12,18,764	1,91,328	33,85,147

## PRESIDENCY.

1932-33.

*Education for Males—contd.*

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.
.....	.....	.....	.....	.....	.....	1,120	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	561	790	.....	1,291	5,256	.....
.....	.....	.....	.....	.....	.....	2,330	376
22,806	16,330	29,991	4,271	7,023	79,410	1,31,481	980
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	65,424	.....
.....	.....	.....	.....	.....	.....	13,545	.....
1,523	1,657	7,929	.....	1	10,810	9,961	23
410	.....	2,708	.....	.....	3,118	9,447	100
25,039	16,377	41,189	4,091	7,023	94,619	2,38,564	1,478
85,37,564	14,86,724	31,17,571	7,32,045	6,67,927	1,45,41,531	19,44,277	23,927

BOMBAY  
BRITISH DISTRICTS—  
III-A.—Expenditure on

	Aided Institutions—concl'd.				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
<i>Special—concl'd.</i>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	...	160	1,026	2,306	...	...	...
Law Schools ...	...	.....	.....	.....	...	...	...
Medical Schools ...	...	.....	.....	.....	...	...	...
Normal and Training Schools.	...	.....	11,582	16,939	1,483	203	1,786
Engineering Schools .	...	6,055	.....	8,760	...	...	...
Technical and Industrial Schools.	10,651	1,04,297	63,491	3,14,900	3,586	4,534	8,120
Commercial Schools .	1,000	2,750	880	4,648	96,819	14,521	1,11,370
Agricultural Schools .	...	.....	.....	.....	...	...	...
Reformatory Schools .	1,802	966	21,111	89,303	...	...	...
Schools for Defectives.	4,700	939	30,169	48,752	...	...	...
Schools for Adults ...	3,402	7,848	34,816	56,050	518	2,352	2,895
Other Schools ...	2,743	2,845	32,353	47,488	...	307	307
<b>Total ...</b>	<b>24,298</b>	<b>1,29,268</b>	<b>1,96,437</b>	<b>5,89,045</b>	<b>1,02,431</b>	<b>22,047</b>	<b>1,24,478</b>
<b>Grand Total ...</b>	<b>2,18,748</b>	<b>45,02,317</b>	<b>32,08,192</b>	<b>88,97,461</b>	<b>7,96,750</b>	<b>4,23,683</b>	<b>12,20,433</b>



## PRESIDENCY.

1932-33.

*Education for Males—concl.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
92	93	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
99,085	.....	.....	23,389	3,165	1,24,639
.....	.....	.....	.....	.....	.....
92,249	200	.....	59,496	316	1,52,261
2,00,866	.....	3,144	2,204	15,230	2,21,474
34,351	375	.....	21,045	243	56,014
1,86,018	16,300	40,657	1,18,965	79,236	4,41,236
3,223	.....	1,000	1,07,197	17,027	1,28,447
14,050	.....	.....	.....	.....	14,050
1,05,582	.....	1,702	966	22,986	1,31,736
13,545	.....	4,700	338	30,169	48,752
12,304	1,080	11,331	8,351	37,199	70,275
54,600	100	5,571	16,119	43,752	1,20,232
8,16,363	18,055	68,905	3,58,080	2,48,383	15,09,086
1,46,38,909	19,71,890	35,37,801	74,63,622	42,68,513	3,18,70,925

## BOMBAY

## BRITISH DISTRICTS—

## III-B—Expenditure on

Expenditure on Buildings includes Rs. 519 spent by the Public Works Department  
 "Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships ... ..	30,568
(2) Hostel charges ... ..	8,96,878
(3) Examination charges ... ..	5,319
(4) Grant to Girl Guide Association ... ..	3,000

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>SCHOOL EDUCATION</b>						
<i>General</i>						
High Schools ...	15,413	.....	.....	1,254	.....	16,667
Middle Schools—						
English ...	41,811	.....	.....	4,414	.....	46,225
Primary Schools	37,284	.....	.....	.....	.....	37,284
<b>Total ...</b>	<b>94,508</b>	<b>.....</b>	<b>.....</b>	<b>5,668</b>	<b>.....</b>	<b>1,03,176</b>
<i>Special</i>						
Medical Schools ...	.....	.....	.....	.....	.....	.....
Normal and Training Schools.	1,02,009	.....	2,603	.....	1,942	1,06,554
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Defectives.	.....	.....	.....	.....	.....	.....
Schools for Adults	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
<b>Total ...</b>	<b>1,02,009</b>	<b>.....</b>	<b>2,603</b>	<b>.....</b>	<b>1,942</b>	<b>1,06,554</b>
<b>Grand Total for Females.</b>	<b>1,96,517</b>	<b>.....</b>	<b>2,603</b>	<b>5,668</b>	<b>1,942</b>	<b>2,03,730</b>
<b>Grand Total for Males.</b>	<b>19,69,137</b>	<b>200</b>	<b>2,718</b>	<b>12,18,764</b>	<b>1,94,328</b>	<b>33,85,147</b>
<b>Grand Total for all.</b>	<b>21,65,654</b>	<b>200</b>	<b>5,321</b>	<b>12,24,432</b>	<b>1,96,270</b>	<b>35,91,577</b>

## PRESIDENCY.

1932-33.

*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.
.....	.....	.....	.....	.....	.....	3,99,810	300
144	.....	1,119	.....	.....	1,263	35,087	200
12,44,544	1,09,865	14,51,009	6,384	11,487	28,23,259	1,65,805	1,936
12,44,688	1,09,865	14,52,128	6,384	11,487	28,24,562	6,00,702	9,436
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	9,085	.....	.....	9,085	55,070	.....
.....	.....	.....	.....	.....	.....	10,419	.....
.....	.....	.....	.....	.....	.....	2,185	.....
.....	.....	.....	.....	.....	.....	1,256	.....
.....	.....	.....	.....	.....	.....	1,710	.....
.....	.....	.....	.....	.....	.....	845	.....
.....	.....	9,085	.....	.....	9,085	71,529	.....
12,44,688	1,09,865	14,61,213	6,384	11,487	28,23,657	6,72,221	2,436
85,37,664	14,86,724	31,77,971	7,32,045	6,67,927	1,05,41,531	19,11,577	23,957
97,52,252	16,96,589	45,78,784	7,28,429	6,79,411	1,73,75,468	26,17,108	25,763

BOMBAY  
BRITISH DISTRICTS—  
III-B—Expenditure on

Inspection ...  
Buildings, etc. ...  
Miscellaneous ...

Total ...

	Aided Institutions—concl'd.				Recognised (Unaided) Institutions			
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total	
	15	16	17	18	19	20	21	
<b>SCHOOL EDUCATION</b>	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
<i>General</i>								
High Schools ...	5,801	9,34,052	9,56,368	14,25,331	22,404	7,539	30,294	
Middle Schools—								
English ...	2,518	61,305	96,779	1,85,880	6,318	18,521	24,838	
Primary Schools	71,279	80,348	4,28,763	7,49,131	698	21,857	22,555	
Total ...	79,598	7,75,705	9,00,910	23,59,351	29,420	48,907	77,627	
<i>Special</i>								
Medical Schools ...	.....	.....	.....	.....	...	...	.....	
Normal and Training Schools.	6,180	10,293	44,459	1,16,016	1,203	6,559	7,762	
Technical and Industrial Schools.	447	11,664	39,168	61,688	...	1,719	1,719	
Commercial Schools.	.....	5,764	.....	7,949	...	...	.....	
Schools for Defectives.	950	.....	3,665	5,023	...	...	.....	
Schools for Adults	100	1,641	7,641	11,092	956	4,626	5,581	
Other Schools ...	50	2,051	3,784	6,733	...	...	.....	
Total ...	7,727	31,418	98,737	2,09,411	2,159	13,903	15,062	
Grand Total for Females.	87,325	8,07,123	9,90,647	25,68,762	31,579	61,110	93,689	
Grand Total for Males.	2,15,748	45,02,317	22,06,192	88,97,461	7,96,760	4,23,653	12,30,433	
Grand Total for all	3,06,073	53,09,440	52,07,839	1,14,66,223	8,28,329	4,84,763	13,13,122	

## PRESIDENCY.

1932-33.

*Education for Females—concl'd.*

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
84,722	3,090	28,899	.....	33	1,16,083
4,823	163	13,562	.....	14,535	33,103
1,08,681	869	2,947	1,40,328	1,96,692	4,49,417
1,98,226	4,062	45,428	1,40,328	2,11,150	5,99,203
4,16,223	900	5,801	6,97,710	3,93,198	14,73,232
77,042	200	3,637	72,037	1,06,200	2,59,216
14,47,693	1,11,801	15,22,288	67,430	4,62,107	36,31,259
19,39,696	1,12,801	15,31,725	8,17,177	0,60,604	53,61,706
.....	.....	.....	.....	.....	.....
1,57,088	.....	17,868	11,501	62,960	2,39,417
10,419	.....	447	11,604	40,887	63,417
2,185	.....	.....	5,764	.....	7,949
1,283	.....	950	.....	3,485	5,923
1,710	.....	100	2,597	12,266	16,673
848	.....	50	2,061	3,784	6,733
1,78,598	.....	19,415	33,677	1,13,582	3,40,112
23,11,662	1,16,363	15,96,569	9,01,082	12,85,345	63,01,021
1,46,88,999	19,71,890	35,37,801	74,63,622	42,58,513	3,18,70,625
1,69,50,661	29,38,253	51,34,370	84,54,704	55,43,858	3,51,71,846

**BOMBAY**  
**BRITISH DISTRICTS—**  
**IV-A.—Race or Creed of Male Scholars**

				Hindus				
				Europeans and Anglo- Indians	Indian Christians	Advanced	Inter- mediate	Backward†
				1	2	3a	3b	3c
<b>Total, Male Population ...</b>				25,233	149,315	973,388	5,603,848	2,030,436
<b>School Education</b>								
<b>Classes</b>								
Primary	† I	...	...	646	7,524	35,227	121,075	45,167
	II	...	...	258	3,493	24,197	72,645	20,309
	III	...	...	250	2,968	23,912	68,767	17,169
	IV	...	...	221	2,607	23,008	55,623	12,021
	V	...	...	204	2,241	21,628	47,622	8,739
Middle	VI	...	...	191	1,746	19,215	26,609	4,078
	VII	...	...	155	1,079	14,358	16,659	2,593
	VIII	...	...	143	916	13,331	14,669	2,297
High	IX	...	...	119	509	7,189	2,663	257
	X	...	...	96	206	6,458	2,008	233
	XI	...	...	1	179	5,579	1,642	195
	XII	...	...	.....	205	6,591	1,853	173
<b>Total ...</b>				2,284	23,675	200,103	431,735	113,231
<b>University and Intermediate Education.</b>								
<b>Intermediate classes—</b>								
	1st year	...	...	3	133	1,911	262	34
	2nd year	...	...	9	106	1,828	212	26
<b>Degree classes—</b>								
	1st year	...	...	10	50	925	98	6
	2nd year	...	...	3	53	823	86	7
	3rd year	...	...	.....	.....	.....	...	.....
<b>Post-graduate classes—</b>								
	1st year	...	...	2	16	243	30	.....
	2nd year	...	...	1	12	200	18	3
	Research students	...	...	1	16	66	5	.....
<b>Total ...</b>				29	386	5,996	711	76
<b>No. of scholars in recognised institu- tions.</b>				2,313	24,061	206,189	432,446	113,307
<b>No. of scholars in unrecognised institu- tions.</b>				...	199	5,768	3,276	1,333
<b>Grand Total ...</b>				2,313	24,260	211,977	435,722	114,640

\* Statistics of scholars belonging to Jain, Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Lingayats ...	59,900	2,373	157
(2) Marathas ...	126,177	6,399	283

## PRESIDENCY.

1932-33.

*receiving General Education.*

dus.*	Muham- mudans	Buddhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas
Total							
3	4	5	6	7	8	9	10
8,607,672	2,447,447	1,627	46,166	13,076	182,348	11,472,884	.....
201,469	57,968	8	1,015	329	5,072	274,031	161,988
117,151	31,110	1	682	154	2,099	156,867	97,463
109,848	25,260	1	780	134	2,846	144,087	89,011
89,662	19,755	1	761	138	2,455	115,600	70,397
77,089	15,802	.....	642	104	2,421	99,409	68,558
49,902	10,294	1	820	93	2,291	65,282	33,464
33,610	6,466	.....	699	61	1,550	43,920	21,671
30,797	5,304	1	709	41	1,224	39,135	19,455
10,009	1,467	.....	695	29	671	13,109	2,078
8,699	1,211	.....	640	22	497	11,371	2,316
7,416	936	.....	628	12	411	9,833	1,521
8,617	935	.....	768	12	386	10,013	1,801
745,159	176,623	13	8,838	1,129	22,736	980,857	563,666
2,307	184	.....	236	6	175	2,014	488
2,065	186	.....	227	3	114	2,715	451
1,039	71	.....	77	2	68	1,297	213
916	71	.....	79	1	49	1,172	193
.....	.....	.....	.....	.....	.....	.....	.....
273	24	.....	25	.....	3	313	39
221	24	.....	17	.....	11	286	36
71	6	.....	14	.....	2	110	3
6,783	568	.....	675	12	412	8,866	1,428
751,942	177,091	13	9,513	1,141	23,148	969,222	591,993
10,397	15,338	.....	183	16	704	26,537	14,742
762,339	192,429	13	9,696	1,157	23,852	1,016,059	579,335

† The following are included under heading " Backward Hindus ":-

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes and
- (3) The rest.

‡ Class I represents infant class.

## BOMBAY

## BRITISH DISTRICTS—

## IV-B.—Race or Creed of Female Scholars

		Europeans and Anglo- Indians	Indian Christians	Hin	
				Advanced	Inter- mediate
		1	2	3a	3b
Total, Female Population ...		15,477	131,772	842,079	5,212,534
<i>School Education</i>					
<i>Classes</i>					
Primary	I †	791	4,705	31,186	40,908
	II	351	2,069	16,220	16,227
	III	323	1,641	14,296	12,475
	IV	308	1,394	11,121	8,118
	V	300	1,141	8,243	4,649
Middle	VI	282	960	5,516	2,160
	VII	227	849	4,051	1,366
	VIII	177	258	1,218	115
High	IX	149	241	936	79
	X	38	97	743	34
	XI	.....	66	523	33
	XII	2	54	562	26
	Total	3,008	13,525	94,710	86,393
<i>University and Intermediate Education.</i>					
<i>Intermediate classes—</i>					
	1st year	1	41	147	8
	2nd year	1	43	158	6
<i>Degree classes—</i>					
	1st year	2	13	51	1
	2nd year	.....	8	50	1
	3rd year	.....	.....	.....	.....
<i>Post-graduate classes—</i>					
	1st year	.....	5	12	.....
	2nd year	.....	5	2	.....
<i>Research students</i>					
	Total	4	116	424	16
No. of scholars in recognised institutions.		3,012	13,641	96,194	86,409
No. of scholars in unrecognised institutions.		.....	100	1,621	410
Grand Total		3,012	13,741	96,755	86,828

\* Statistics of scholars belonging to Jain, Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Lingayats	15,021	35	1
(2) Marathas	21,163	372	7



## PRESIDENCY.

1932-33.

*receiving General Education.*

dus*		Mubam- madans	Bud- dhists	Parsis	Sikhs	Others	Total	Number of pupils from rural areas.
Back- ward†	Total							
3c	3	4	5	6	7	8	9	10
1,953,872	8,010,486	1,966,613	474	43,033	7,807	161,844	10,330,604	.....
10,544	82,638	29,151	8	991	112	3,704	121,220	64,616
8,155	35,912	10,083	1	747	62	1,890	51,135	22,803
2,410	29,181	6,706	...	865	32	1,594	40,342	17,373
1,469	30,708	3,890	...	807	35	1,168	28,310	10,986
830	13,915	3,003	...	741	18	747	18,055	6,363
291	7,967	832	...	793	10	437	11,220	3,125
218	5,665	400	...	567	5	265	7,078	1,560
16	1,349	51	...	471	2	85	2,423	188
7	1,082	35	...	392	2	44	1,946	67
1	778	26	...	318	1	32	1,350	47
2	563	10	...	231	2	24	896	31
.....	568	12	...	250	1	19	926	43
10,243	200,346	53,289	9	7,112	312	10,099	287,700	117,602
.....	155	6	...	92	.....	9	304	9
3	167	1	...	68	.....	11	291	6
.....	53	...	...	27	.....	1	95	2
.....	51	2	...	30	.....	6	97	2
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	12	.....	.....	6	.....	1	24	.....
1	3	.....	.....	7	.....	.....	15	.....
.....	4	.....	.....	3	.....	1	9	1
4	444	9	.....	233	.....	29	835	29
19,247	200,790	53,298	9	7,345	312	10,128	287,500	117,622
• 265	2,306	4,362	.....	43	.....	248	7,094	3,455
19,512	203,095	57,660	9	7,388	312	10,376	294,594	121,077

† The following are included under heading "Backward Hindus":—

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes and
- (3) The rest.

‡ Class I represents infant class.

## BOMBAY

## BRITISH DISTRICTS—

## V-A.—Race or Creed of Male Scholars

	Europeans and Anglo- Indians	Indian Christians	Hindus	
			Advanced 3a	Inter- mediate 3b
	1	2		
<i>School Education.</i>				
Art Schools ... ..	3	50	319	141
Law Schools ... ..	.....	.....	.....	.....
Medical Schools ... ..	.....	6	452	32
Normal and Training Schools...	.....	69	221	258
Engineering Schools ... ..	5	14	238	29
Technical and Industrial Schools ...	6	311	850	488
Commercial Schools... ..	31	138	871	60
Agricultural Schools... ..	.....	.....	10	46
Reformatory Schools ... ..	.....	23	69	270
Schools for Defectives ... ..	2	40	102	51
Schools for Adults ... ..	.....	37	537	1,035
Other Schools ... ..	.....	.....	1,578	102
<b>Total ...</b>	<b>51</b>	<b>588</b>	<b>5,277</b>	<b>2,602</b>
<i>University and Intermediate Education.</i>				
Law ... ..	1	32	860	167
Medicine ... ..	.....	74	487	22
Education ... ..	.....	4	70	6
Engineering ... ..	1	10	103	48
Agriculture ... ..	.....	5	105	39
Commerce ... ..	.....	10	224	15
Forestry ... ..	.....	.....	.....	.....
Veterinary Science ... ..	.....	.....	.....	.....
<b>Total ...</b>	<b>2</b>	<b>135</b>	<b>1,839</b>	<b>297</b>
<b>Grand Total ...</b>	<b>53</b>	<b>823</b>	<b>7,216</b>	<b>2,899</b>

\* The following are included under Hindus:—

(1) Lingayats ... ..	550
(2) Marathas ... ..	1,109

## PRESIDENCY.

1932-33.

*receiving Vocational and Special Education.*

dus *		Muham-	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas
†Back-ward	Total	madaus						
3c	3	4	5	6	7	8	9	10
11	501	87	3	21	1	13	632	81
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	484	21	.....	9	3	14	530	205
63	542	187	.....	6	.....	10	813	611
9	276	10	.....	11	16	6	338	33
99	1,437	176	.....	161	7	57	2,158	473
84	1,015	89	2	271	19	62	1,630	19
.....	56	1	.....	.....	.....	3	59	54
64	403	252	.....	.....	4	7	683	180
3	156	28	.....	10	.....	14	200	84
1,308	2,589	2,513	.....	19	5	29	5,153	921
17	1,787	105	.....	.....	.....	6	1,878	410
1,658	9,537	3,419	5	506	65	219	14,460	3,112
2	1,020	68	.....	41	.....	73	1,211	339
6	515	62	.....	40	1	89	792	313
.....	76	3	.....	1	.....	.....	81	.....
1	242	53	.....	31	3	4	321	32
.....	144	15	.....	5	2	11	182	100
1	240	20	.....	61	.....	25	356	86
.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....
10	2,246	201	.....	168	9	201	2,962	300
1,668	11,753	3,620	5	694	64	430	17,462	4,012

† The following are included under the heading " Backward Hindus " :-

(1) Aborigines and Hill Tribes.

(2) Depressed Classes and

(3) The rest.

## BOMBAY

## BRITISH DISTRICTS—

## V-B.—Race or Creed of Female Scholars

	Europeans and Anglo- Indians	Indian Chris- tians	Hindus*			
			Advanced	Inter- mediate	† Back- ward	Total
			3 (a)	3 (b)	3 (c)	3
<i>School Education.</i>						
Art Schools ... ..	6	16	28	...	...	28
Medical Schools ... ..	1	10	45	4	...	49
Normal and Training Schools	53	251	259	100	10	369
Technical and Industrial Schools	.....	176	497	56	24	607
Commercial Schools ... ..	49	31	1	...	...	1
Agricultural Schools ... ..	.....	...	.....	...	...	...
Schools for Defectives ... ..	1	15	14	7	...	21
Schools for Adults... ..	.....	17	325	61	74	460
Other Schools ... ..	.....	1	101	14	...	115
Total ... ..	140	517	1,270	273	108	1,650
<i>University and Intermediate Education.</i>						
Law ... ..	.....	4	6	...	...	6
Medicine ... ..	1	18	45	8	...	53
Education ... ..	.....	6	6	...	...	6
Commercé ... ..	.....	...	.....	...	...	...
Total ... ..	1	28	57	8	...	65
Grand Total ... ..	141	545	1,327	280	108	1,715

\*The following are included under "Hindus":—

(1) Lingayats ... ..	24
(2) Marathas ... ..	125

## PRESIDENCY.

1932-33.

*receiving Vocational and Special Education.*

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total	No. of pupils from rural areas.
4	5	6	7	8	9	10
1	.....	14	.....	2	67	.....
.....	.....	.....	.....	3	63	11
114	.....	48	.....	18	863	263
1	.....	3	5	40	841	20
.....	.....	27	.....	14	122	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	2	.....	.....	39	13
4	.....	170	.....	13	664	85
14	.....	62	1	.....	193	28
184	.....	326	6	90	2,842	423
.....	.....	6	.....	.....	16	.....
3	.....	17	.....	9	101	27
.....	.....	2	.....	.....	14	.....
.....	.....	.....	.....	.....	.....	.....
3	.....	25	.....	9	131	27
187	.....	351	6	108	2,973	469

† The following are included under the heading "Backward Hindus"—

- (1) Aborigines and Hill Tribes.
- (2) Depressed Classes and
- (3) The rest.

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	.....	95	.....
Local Board and Municipal	.....	.....	.....	14,435	.....
Aided ... ..	.....	.....	.....	633	.....
Unaided ... ..	.....	.....	.....	18	.....
<b>Total ...</b>	.....	1	.....	15,181	.....
<i>Middle Schools</i>					
Government ... ..	15	2	.....	.....	.....
Local Board and Municipal	6	3	1	2	1
Aided ... ..	14	24	2	25	7
Unaided ... ..	1	3	1	8	.....
<b>Total ...</b>	36	33	4	35	8
<i>High Schools</i>					
Government ... ..	293	24	.....	3	13
Local Board and Municipal	34	5	.....	7	11
Aided ... ..	226	105	13	77	53
Unaided ... ..	24	3	1	3	2
<b>Total ...</b>	577	137	14	90	79
<b>Grand Total ...</b>	613	170	18	15,306	87

## PRESIDENCY.

1932-33.

*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
.....	.....	.....	20	20	20	116
.....	.....	766	12,372	14,435	13,039	27,473
6	12	14	3,530	633	3,570	4,203
.....	.....	.....	237	18	237	265
5	12	780	16,068	15,182	16,865	32,047
1	2	5	4	17	12	29
11	43	51	254	13	368	371
22	128	59	414	73	623	695
6	14	7	159	13	186	199
40	186	122	631	115	1,179	1,294
8	42	19	39	333	106	441
43	74	30	120	57	267	324
259	846	264	1,122	474	2,611	2,985
43	174	13	212	33	443	476
353	1,156	326	1,493	607	3,328	4,225
398	1,354	1,228	18,792	16,194	21,372	37,566

## BOMBAY

## 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 ... ..	.....	.....	.....	48	.....
Local Board and Municipal ... ..	.....	.....	.....	2,009	.....
Aided ... ..	.....	.....	.....	556	.....
Unaided ... ..	.....	.....	.....	26	.....
Total ... ..	.....	.....	.....	2,639	.....
<i>Middle Schools</i>					
Government ... ..	11	.....	.....	3	.....
Local Board and Municipal ... ..	.....	.....	.....	.....	.....
Aided ... ..	6	73	6	9	27
Unaided ... ..	.....	9	.....	.....	.....
Total ... ..	17	82	6	12	27
<i>High Schools</i>					
Government ... ..	3	.....	.....	1	.....
Local Board and Municipal ... ..	.....	.....	.....	.....	.....
Aided ... ..	64	304	8	19	41
Unaided ... ..	5	10	.....	.....	2
Total ... ..	72	314	8	20	43
Grand Total ... ..	89	395	13	2,671	70



## PRESIDENCY.

1932-33.

*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
.....	.....	.....	0	48	8	54
.....	.....	16	1,662	2,000	1,678	3,677
.....	8	1	895	556	904	1,460
.....	.....	.....	17	26	17	43
.....	8	17	3,580	2,639	2,606	5,244
1	2	3	4	14	9	23
.....	.....	.....	2	.....	2	2
3	10	4	109	120	125	245
.....	3	.....	35	9	38	47
3	15	6	150	163	174	337
.....	1	3	.....	4	4	8
.....	.....	.....	.....	.....	.....	.....
24	97	22	341	436	484	920
.....	4	1	32	17	87	104
24	104	23	373	457	525	982
27	125	49	3,103	3,259	3,304	6,563

BOMBAY  
BRITISH DISTRICTS—  
VII.—European

Total, European and Anglo-Indian population, ...		(Males ... 25,938 Females ... 15,477		
		Total ... 40,710		
	Institu- tions	Scholars on roll on March 31st	Number of females in institu- tions for males and vice versa	Number of Non-Euro- peans on rolls
	1	2	3	4
<i>Institutions for Males</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools ... ..	7	1,504	139	301
Middle Schools ... ..	9	627	275	100
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	.....	.....	.....	.....
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	.....	.....	.....	.....
Other Schools ... ..	.....	.....	.....	.....
Total ...	16	2,131	414	401
<i>Institutions for Females</i>				
Arts Colleges ... ..	.....	.....	.....	.....
Training Colleges ... ..	.....	.....	.....	.....
High Schools ... ..	13	2,893	985	712
Middle Schools ... ..	5	301	132	61
Primary Schools ... ..	.....	.....	.....	.....
Training Schools ... ..	2	65	.....	15
Technical and Industrial Schools ... ..	.....	.....	.....	.....
Commercial Schools ... ..	1	43	.....	7
Other Schools ... ..	.....	.....	.....	.....
Total ...	21	3,305	517	798
Grand Total for Institutions ...	37	5,435	931	1,199

Expenditure on Buildings includes Rs. Nil spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

	Rs.
(1) Hostel (Boarding) charges ... ..	3,78,323
(2) Scholarships and Fee grants ... ..	24,172
11,800+12,012	
(3) Examination charges ... ..	757
Total ...	4,03,252

## PRESIDENCY.

1932-33.

## Education.

Percentage to European and Anglo-Indian population of those at school.						
						(Males ... 84
						(Females... 21.3
						Total ... 133
Teachers		Expenditure from				
Trained	Untrained	Government funds	*Local funds	Fees	Other sources	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
54	29	1,30,030	.....	1,60,334	49,282	3,39,746
25	12	22,203	.....	17,104	31,561	70,918
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
79	41	1,52,232	.....	1,77,498	80,933	4,10,664
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
168	57	1,66,129	.....	2,09,012	97,510	4,66,651
92	4	12,295	.....	11,760	16,602	40,657
.....	.....	.....	.....	.....	.....	.....
8	1	19,560	.....	6,772	8,034	34,366
.....	.....	.....	.....	.....	.....	.....
3	1	2,185	.....	5,764	.....	7,949
.....	.....	.....	.....	.....	.....	.....
191	63	2,00,169	.....	2,25,208	1,22,155	5,48,532
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
270	104	3,52,402	.....	4,03,806	2,91,763	9,51,971
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
Inspection	.....	11,668	.....	.....	.....	11,668
Buildings and furniture, etc.	.....	2,050	.....	237	13,463	15,750
Miscellaneous	.....	1,12,636	.....	1,64,500	1,25,626	4,02,762
Total	.....	1,26,354	.....	1,85,227	1,39,649	4,51,230
Grand Total	.....	4,75,756	.....	5,29,033	3,12,177	13,16,966

\* Local 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
<b>DEGREE EXAMINATIONS</b>						
<i>Arts and Science</i>						
D. Litt. ... ..	...	...	...	...	...	...
Ph.D. ... ..	...	...	...	...	...	...
D.Sc. ... ..	...	...	...	...	...	...
M.A. ... ..	155	4	159	104	1	105
M.Sc. ... ..	51	...	51	30	...	30
B.A. (Honours) ... ..	389	15	404	320	7	327
B.Sc. (Honours) ... ..	...	...	...	...	...	...
B.A. (Pass) ... ..	407	314	721	274	131	405
B.Sc. (Pass) ... ..	322	69	401	258	30	288
<i>Law</i>						
Master of Law ... ..	20	...	20	2	...	2
Bachelor of Law ... ..	1,032	...	1,032	498	...	498
<i>Medicine</i>						
M.D. ... ..	16	...	16	3	...	3
M.B., B. S. ... ..	311	...	311	95	...	95
M.C.P. & S. (Bombay) ... ..	...	...	...	...	...	...
M.S. ... ..	15	...	15	6	...	6
M. Obstetrics ... ..	...	...	...	...	...	...
B.Hy. ... ..	10	...	10	4	...	4
D.O. ... ..	8	...	8	3	...	3
<i>Engineering</i>						
Master of C. E. ... ..	...	...	...	...	...	...
Bachelor of C. E. ... ..	119	...	119	78	...	78
Bachelor of M. E. ... ..	15	...	15	11	...	11
<i>Education</i>						
B.T. ... ..	111	...	111	62	...	62
<i>Commerces</i>						
Master of Commerce ... ..	1	...	1	1	...	1
Bachelor of Commerce ... ..	179	...	179	62	...	62
<i>Agriculture</i>						
Master of Agriculture ... ..	1	...	1	1	...	1
Bachelor of Agriculture ... ..	85	...	85	77	...	77

\* i.e., Appearing from

## PRESIDENCY.

1932-33.

*Results.*

FEMALES					
Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
19	.....	19	10	.....	10
1	.....	1	1	.....	1
53	.....	53	51	.....	51
.....	.....	.....	.....	.....	.....
25	17	42	21	3	24
6	.....	6	6	.....	6
.....	.....	.....	.....	.....	.....
5	.....	5	4	.....	4
2	.....	2	.....	.....	.....
35	.....	35	11	.....	11
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
18	.....	18	9	.....	9
.....	.....	.....	.....	.....	.....
1	.....	1	1	.....	1
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

a recognised Institution.

Bk Na 8-11a

Examinations	MALES					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
1	2	3	4	5	6	
<b>INTERMEDIATE EXAMINATIONS</b>						
Intermediate in Arts ... ..	1,418	310	1,727	892	151	1,043
Intermediate in Science ... ..	1,156	124	1,280	624	49	666
Certificate in Teaching (S.T.C.) ...	417	...	417	169	...	169
Intermediate in Commerce ... ..	217	...	217	124	...	124
Intermediate in Agriculture ... ..	62	...	62	46	...	46
Veterinary Examination (G.B.V.C.) .	39	...	39	27	...	27
<b>SCHOOL EXAMINATIONS</b>						
<i>(a) On completion of High School Course</i>						
Matriculation Examination ... ..	10,615	1,940	12,455	4,656	599	5,255
Cambridge School Certificate ... ..	75	...	75	43	...	43
<i>(b) On completion of Middle School Course</i>						
Cambridge Junior ... ..	92	...	92	45	...	45
Anglo-Vernacular Middle ... ..	12,518	...	12,518	10,617	...	10,617
Vernacular Middle (Final)... ..	15,189	3,182	18,371	7,666	666	8,332
<i>(c) On completion of Primary Course</i>						
Upper Primary ... ..	15,615	1,604	17,519	9,306	454	9,760
Lower Primary ... ..	84,705	...	84,705	61,399	...	61,399
<i>(d) On completion of Vocational Course</i>						
<b>For Teacher's Certificates--</b>						
Vernacular, Higher ... ..	806	63	869	692	40	732
Vernacular, Lower ... ..	...	...	...	...	...	...
At Art Schools ... ..	26	...	26	12	...	12
At Law Schools ... ..	...	...	...	...	...	...
At Medical Schools (L.C.P.S.) ... ..	348	...	348	79	...	79
At Engineering Schools ... ..	94	...	94	86	...	86
At Technical and Industrial Schools.	129	...	129	123	...	123
At Commercial Schools ... ..	756	79	835	326	29	355
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	13
208	13	221	144	8	152
62	7	69	27	2	29
91	.....	91	46	.....	46
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
797	57	854	422	19	441
98	.....	98	72	.....	72
98	.....	98	73	.....	73
1,653	3	1,656	1,394	3	1,397
3,042	434	3,476	1,481	105	1,586
1,569	905	2,074	1,228	56	1,284
15,260	.....	15,260	11,301	.....	11,301
371	51	422	247	36	283
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
20	.....	20	7	.....	7
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
39	1	40	25	.....	25
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Recognized Institution.

## BOMBAY

## BRITISH DISTRICTS—

## IX—Statistics of Educational

Types of Institutions.	No. 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
<b>RECOGNIZED INSTITUTIONS.</b>								
<i>For Males.</i>								
Arts Colleges ...	1	250	...	...	1	328	2	578
Professional Colleges ...	1	182	...	...	...	...	1	182
High Schools ...	...	...	1	244	14	2,737	16	2,981
Middle Schools ...	...	...	108	3,013	71	4,669	179	7,673
Primary Schools ...	5	237	9,180	595,508	1,862	64,942	11,047	660,707
Training Schools ...	8	617	...	...	3	117	11	734
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults ...	...	...	21	441	23	595	44	1,037
Other Schools ...	1	15	...	...	7	345	8	360
<b>Total ...</b>	<b>16</b>	<b>1,321</b>	<b>9,310</b>	<b>599,206</b>	<b>1,981</b>	<b>73,726</b>	<b>11,397</b>	<b>674,252</b>
<i>For Females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...	...
High Schools ...	...	...	...	...	9	234	2	234
Middle Schools ...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	686	43,860	181	6,879	867	59,759
Training Schools ...	4	172	...	...	5	229	9	401
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for adults ...	...	...	...	...	1	21	1	21
Other Schools ...	...	...	...	...	...	...	...	...
<b>Total ...</b>	<b>4</b>	<b>172</b>	<b>686</b>	<b>43,860</b>	<b>189</b>	<b>7,363</b>	<b>879</b>	<b>51,415</b>
<b>Grand Total for all Recognized Institutions.</b>	<b>20</b>	<b>1,493</b>	<b>9,996</b>	<b>643,066</b>	<b>2,170</b>	<b>81,089</b>	<b>12,186</b>	<b>725,667</b>
<b>II. UNRECOGNIZED INSTITUTIONS.</b>								
For Males ...	...	...	...	...	...	...	953	16,652
For Females ...	...	...	...	...	...	...	26	753
<b>Total ...</b>	...	...	...	...	...	...	<b>880</b>	<b>17,405</b>
<b>Grand Total for all Institutions ...</b>	...	...	...	...	...	...	<b>13,076</b>	<b>743,072</b>

\* Aided and unaided.



## PRESIDENCY.

1932-33.

*Institutions in Rural Areas.*

Expenditure 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.				
72,291	.....	1,16,740	1,89,741	17	.....	16	33
1,35,891	.....	21,734	1,60,625	26	.....	.....	26
51,179	6,882	1,50,675	2,48,735	.....	10	153	173
42,518	17,363	2,07,333	2,67,214	.....	143	307	450
69,76,533	17,79,637	7,78,732	95,34,902	9	19,211	2,337	21,557
1,05,993	2,531	21,539	2,23,054	57	.....	24	81
.....	.....	.....	.....	.....	.....	.....	.....
1,666	1,138	3,077	5,881	.....	21	26	47
3,902	100	7,472	11,474	2	.....	22	24
74,50,663	18,07,650	13,53,318	1,06,41,626	111	10,355	2,805	22,561
.....	.....	.....	.....	.....	.....	.....	.....
16,113	.....	33,760	49,872	.....	.....	25	25
.....	.....	.....	.....	.....	.....	.....	.....
5,20,330	1,00,248	43,060	6,62,628	.....	1,271	311	1,582
97,851	91	28,118	1,26,060	29	.....	38	67
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	20	20	.....	.....	1	1
.....	.....	.....	.....	.....	.....	.....	.....
6,34,264	1,09,333	1,24,957	8,68,554	29	1,271	475	1,675
81,14,947	19,16,689	14,78,270	1,15,10,106	140	20,626	3,270	24,036

*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 school in urban areas.

## APPENDIX

Table showing the classification of scholars according to race  
Districts of the Bombay Presidency

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<b>UNIVERSITY EDUCATION.</b>					
University ... ..	1	...	3	...	37	2
<i>Colleges for Men.</i>						
Arts and Science ... ..	27	3	359	103	3,477	183
Law ... ..	1	...	29	4	534	4
Medicine ... ..	...	1	74	18	296	32
Education ... ..	...	...	4	6	40	1
Engineering ... ..	1	...	4	...	65	...
Agriculture ... ..	...	...	5	...	64	...
Commerce ... ..	...	...	10	...	91	...
Total (University and Higher Education).	30	4	468	130	4,613	223
<i>Secondary Schools.</i>						
High Schools for Boys ... ..	1,264	133	5,615	497	22,000	916
High Schools for Girls ... ..	415	2,285	332	2,326	60	2,064
Middle Schools for Boys ... ..	407	263	1,276	474	4,353	224
Middle Schools for Girls ... ..	165	301	300	1,198	11	546
Total ...	2,261	2,982	7,522	4,465	26,514	3,750
<i>Primary Schools.</i>						
For Boys	Upper Primary.	...	1,425	60	12,822	446
	Lower Primary.	13	10	13,684	4,267	49,610
For Girls	Upper Primary.	...	9	888	...	3,273
	Lower Primary.	...	749	3,591	281	26,642
Total	Upper Primary.	...	1,434	948	12,822	3,718
	Lower Primary.	13	10	14,433	7,858	49,591
Total ...	13	10	16,867	8,806	62,713	42,648
<i>Special Education.</i>						
Art Schools for Men ... ..	...	6	50	16	188	9
Medical Schools for Men ... ..	...	1	6	10	287	37
Normal and Training Schools for	Men ... ..	...	68	...	164	...
	Women ... ..	...	53	1	251	3
Engineering Schools for Boys ... ..	6	...	13	...	150	...

I. Presidency proper.  
*or creed in Recognised and Unrecognised institutions in the British  
(excluding Sind) on 31st March, 1933.*

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kumbhis, Kolis, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
34	2	71	4	4	...	1	...
1,696	118	5,173	301	273	7	142	1
248	1	782	5	47	...	46	...
191	13	487	45	16	8	...	...
21	5	70	6	1	...	1	...
36	...	101	...	10	...	19	...
41	...	105	...	13	...	18	...
133	...	224	...	3	...	2	...
2,400	139	7,013	361	367	15	228	1
11,760	362	33,850	1,278	4,910	11	3,966	35
150	1,668	219	3,633	2	220	...	31
2,610	124	6,063	348	1,219	21	2,211	23
24	352	35	898	6	51	...	21
14,553	2,406	41,067	6,156	6,137	346	6,177	113
5,805	71	18,627	516	13,256	112	18,264	385
38,111	5,599	87,721	17,887	112,060	10,484	139,474	14,235
...	1,680	...	4,953	...	470	...	201
390	19,043	671	45,685	309	9,812	117	12,469
5,805	1,751	18,627	5,469	13,256	582	18,264	1,375
38,501	24,642	68,392	63,572	112,339	30,296	139,621	27,965
44,306	26,393	107,019	69,041	125,645	20,578	157,885	28,171
161	19	349	28	27	...	53	...
71	4	358	41	14	3	5	1
31	...	106	...	125	...	63	...
7	57	10	241	2	33	...	27
...	...	150	...	9	...	12	...

				III—Hindus					
				B.—Intermediate—contd.					
				Artisans, etc.		Lingayats		Total	
UNIVERSITY EDUCATION.				Boys	Girls	Boys	Girls	Boys	Girls
University	...	...	...	2	...	...	...	7	...
<i>Colleges for Men.</i>									
Arts and Science	...	...	...	94	7	185	1	694	16
Law	...	...	...	23	...	51	...	166	...
Medicine	...	...	...	1	...	5	...	23	8
Education	...	...	...	...	...	4	...	6	...
Engineering	...	...	...	10	...	6	...	45	...
Agriculture	...	...	...	3	...	5	...	39	...
Commerce	...	...	...	5	...	5	...	16	...
Total (University and Higher Education).				138	7	261	1	994	94
<i>Secondary Schools.</i>									
High Schools for Boys	...	...	...	3,184	37	1,945	12	14,005	128
High Schools for Girls	...	...	...	...	43	...	9	2	315
Middle Schools for Boys	..	...	...	828	15	197	...	4,685	59
Middle Schools for Girls	...	...	...	...	52	1	14	7	138
Total				1,012	147	2,373	35	18,699	640
<i>Primary Schools.</i>									
For Boys	...	Upper Primary.	7,072	71	8,043	54	46,635	632	
		Lower Primary.	38,036	5,681	51,853	5,876	361,443	36,276	
For Girls	...	Upper Primary.	...	742	...	285	...	2,488	
		Lower Primary.	88	13,944	5	8,769	549	45,415	
Total	...	Upper Primary.	7,072	813	8,043	339	46,635	3,110	
		Lower Primary.	38,124	19,625	51,858	14,675	361,992	81,691	
Total				65,196	20,438	59,901	15,014	408,627	84,801
<i>Special Education.</i>									
Art Schools for Men	...	...	...	56	...	3	...	141	...
Medical Schools for Men	...	...	...	...	...	10	...	29	4
Normal and Training Schools for	...	Men	31	...	17	...	...	256	...
		Women	...	24	...	14	...	3	96
Engineering Schools for Boys	...	...	...	9	...	...	...	29	...

I—continued.

Presidency proper.

C.—Backward						Total	
Depressed classes		Aboriginal and Hill Tribes		Other Backward classes		Boys	Girls
Boys	Girls	Boys	Girls	Boys	Girls		
...	...	...	...	...	...	...	...
27	1	...	...	46	3	73	4
...	...	...	...	1	...	1	...
...	...	...	...	6	...	6	...
...	...	...	...	...	...	...	...
1	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...
...	...	1	...	...	...	1	...
28	1	1	...	58	3	62	4
1,008	13	62	1	634	1	1,604	15
...	2	...	...	...	13	...	15
226	4	23	...	160	2	470	6
1	4	...	1	...	11	1	10
1,393	28	85	2	694	30	2,174	55
3,480	49	1,165	10	2,718	51	7,353	119
51,310	7,444	20,157	1,101	28,930	2,749	100,405	11,501
5	127	2	16	9	238	16	381
165	2,125	104	432	277	1,075	516	6,692
3,485	176	1,167	26	2,727	280	7,370	191
51,475	9,599	20,261	1,333	29,216	6,894	100,922	18,226
54,060	9,745	21,429	1,859	31,043	7,118	108,331	18,717
4	...	1	...	6	...	11	...
...	...	...	...	...	...	...	...
50	...	3	...	10	...	63	...
...	8	...	...	...	2	...	10
...	...	...	...	9	...	9	...

## APPENDIX

	III.—Hindus —contd.		IV.—Muham- madans		V.—Parsis		Punjab Sikhs	
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls
	Boys	Girls						
<b>UNIVERSITY EDUCATION.</b>								
University ... ..	78	4	3	...	6	2	...	...
<i>Colleges for Men.</i>								
Arts and Science ... ..	5,940	321	443	8	627	218	6	...
Law ... ..	949	5	59	...	41	5	...	...
Medicine ... ..	515	53	63	3	49	17	4	...
Education ... ..	76	6	3	...	1	2	...	...
Engineering ... ..	147	...	17	...	13	...	...	...
Agriculture ... ..	144	...	15	...	5	...	2	...
Commerce ... ..	240	...	20	...	61	...	...	...
<b>Total (University and Higher Education).</b>	<b>8,089</b>	<b>380</b>	<b>622</b>	<b>11</b>	<b>808</b>	<b>244</b>	<b>12</b>	<b>...</b>
<i>Secondary Schools.</i>								
High Schools for Boys ... ..	49,549	1,421	5,563	32	4,829	86	67	1
High Schools for Girls ... ..	221	3,962	92	350	155	2,910	17	22
Middle Schools for Boys ... ..	12,127	413	2,465	36	455	156	1	...
Middle Schools for Girls ... ..	43	1,055	36	100	17	185	5	1
<b>Total ...</b>	<b>61,940</b>	<b>6,851</b>	<b>8,446</b>	<b>627</b>	<b>5,456</b>	<b>3,347</b>	<b>90</b>	<b>24</b>
<i>Primary Schools.</i>								
For Boys... { Upper Primary.	72,625	1,248	9,397	75	37	4	...	...
{ Lower Primary.	519,570	65,757	91,790	13,123	2,355	646	87	8
For Girls... { Upper Primary.	16	7,823	11	720	...	153	...	1
{ Lower Primary.	1,756	97,732	668	24,130	493	2,632	3	33
Total ... { Upper Primary.	72,641	9,070	9,408	795	37	157	...	1
{ Lower Primary.	551,336	163,489	92,458	37,553	2,878	3,278	90	41
<b>Total ...</b>	<b>623,977</b>	<b>172,569</b>	<b>101,866</b>	<b>38,348</b>	<b>2,915</b>	<b>3,435</b>	<b>90</b>	<b>42</b>
<i>Special Education.</i>								
Art Schools for Men ... ..	501	28	37	1	24	14	1	...
Medical Schools for Men ... ..	387	45	41	...	2	...	...	...
Normal and Training Schools for { Men ... ..	514	...	121	..	2	1	...	...
{ Women ... ..	12	349	1	104	3	47	...	...
Engineering Schools for Boys ... ..	188	...	7	...	10	...	10	...

I—continued.

Presidency proper.

VI—Others.										Total of pupils of all castes		
Buddhists		Jains		Jews and others		Total						
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total.		
...	...	3	1	1	...	4	1	96	7	102		
...	...	350	10	43	14	399	24	7,795	676	8,471		
...	...	69	...	2	...	71	...	1,150	14	1,164		
...	...	83	4	5	5	99	9	709	101	810		
...	...	...	...	...	...	...	...	84	14	98		
...	...	2	...	...	...	2	...	184	...	184		
...	...	7	...	4	...	11	...	182	...	182		
...	...	24	...	1	...	25	...	356	...	356		
...	...	538	15	56	19	606	34	10,638	812	11,450		
5	...	3,099	35	663	276	3,834	812	70,944	2,471	73,416		
...	...	1	62	51	217	69	301	1,284	12,143	13,427		
5	1	1,060	7	110	29	1,166	37	17,895	1,379	19,274		
1	1	...	54	38	43	44	99	605	2,918	3,363		
11	2	4,160	158	862	565	5,113	749	90,728	18,941	109,669		
...	...	3,265	38	20	6	2,285	44	85,769	1,131	87,900		
...	...	14,391	2,185	618	338	15,096	2,531	672,538	86,634	759,172		
...	...	...	389	...	53	...	443	36	10,026	10,062		
9	7	25	5,746	21	360	52	6,146	3,723	134,231	137,953		
...	...	2,265	427	20	59	2,285	467	85,605	11,457	97,062		
2	7	14,417	7,891	639	698	15,146	8,677	676,295	230,865	907,161		
2	7	16,622	8,358	659	757	17,433	9,164	792,071	232,322	1,024,393		
3	...	6	...	7	2	17	2	632	67	699		
...	...	14	...	...	3	14	3	420	59	479		
...	...	10	...	...	...	10	...	715	1	716		
...	...	...	8	...	7	...	15	17	519	534		
...	...	4	...	...	...	14	...	225	...	239		

## APPENDIX

	I.—Europeans and Anglo- Indians		II.—Indian Christians includ- ing Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—concl'd.</i>					
Technical and Industrial Schools for	Boys	6	276	...	523	25
	Girls	...	34	176	4	238
Commercial Schools for	Boys	29	111	22	357	...
	Girls	...	36	...	...	...
Agricultural Schools for Boys	...	...	...	...	10	...
Reformatory Schools for Boys	...	...	23	...	43	...
Schools for Defectives for...	Boys	2	17	...	40	9
	Girls	...	22	16	...	...
Schools for Adults for	Men	...	84	13	143	...
	Women	...	...	4	...	221
Other Schools for	Boys	...	...	...	1,300	58
	Girls	...	...	1	1	10
<b>Total</b>	<b>46</b>	<b>110</b>	<b>655</b>	<b>508</b>	<b>3,210</b>	<b>784</b>
<b>Total, Recognised</b>	<b>2,340</b>	<b>3,106</b>	<b>24,532</b>	<b>13,929</b>	<b>97,050</b>	<b>47,404</b>
Unrecognised Institutions for	Boys	...	197	84	2,436	140
	Girls	...	...	16	...	328
<b>Total, Unrecognised</b>	<b>...</b>	<b>...</b>	<b>197</b>	<b>100</b>	<b>2,436</b>	<b>468</b>
<b>Grand Total</b>	<b>2,340</b>	<b>3,106</b>	<b>24,729</b>	<b>14,029</b>	<b>99,486</b>	<b>47,872</b>



I—continued.

Presidency proper.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kols, and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
276	6	798	31	97	8	280	1
...	168	4	886	20	37	...	14
324	1	681	1	33	...	6	...
...	...	...	...	...	...	...	...
...	...	10	...	20	...	10	...
28	...	69	...	51	...	170	...
89	5	79	14	25	4	6	1
...	...	...	...	...	...	...	...
153	1	296	1	514	...	277	9
...	100	...	324	...	32	...	6
80	4	1,380	62	12	2	13	6
...	1	1	11	...	1	...	...
1,170	356	4,380	1,140	948	116	924	64
62,429	29,294	159,479	76,698	133,097	21,353	165,214	28,649
2,111	44	4,547	184	994	16	1,206	72
1	515	1	843	4	100	...	100
2,112	559	4,548	1,027	998	115	1,206	172
64,541	29,853	164,027	77,725	134,095	21,468	165,419	28,821

## APPENDIX

		III.—Hindus					
		B.—Intermediate— <i>contd.</i>					
		Artisans, etc.		Lingayats		Total	
		Boys	Girls	Boys	Girls	Boys	Girls
<i>Special Education—conold.</i>							
Technical and Industrial Schools for	{ Boys	89	9	8	...	468	19
	{ Girls	...	17	...	5	20	73
Commercial Schools for	{ Boys	5	...	3	...	47	...
	{ Girls	...	...	...	...	...	...
Agricultural Schools for Boys		1	...	15	...	46	...
Reformatory Schools for Boys		34	...	6	...	270	...
Schools for Defectives for...	{ Boys	17	...	3	2	51	7
	{ Girls	...	...	...	...	...	...
Schools for Adults for	{ Men	97	...	92	...	980	9
	{ Women	...	12	...	3	...	52
Other Schools for	{ Boys	15	3	97	...	137	11
	{ Girls	...	...	...	...	...	1
	Total	350	65	254	24	2,476	268
	Total, Recognised	69,696	20,657	62,789	15,074	430,796	85,733
Unrecognised Institutions for	{ Boys	552	36	497	39	3,248	162
	{ Girls	...	55	...	2	4	257
	Total, Unrecognised	552	91	497	41	3,252	419
	Grand Total	70,248	20,748	63,286	15,115	434,048	86,152

I—continued.

—cont'd.

C.—Backward							
Depressed classes		Aboriginal and Hill Tribes		Other Backward classes.		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
43	...	9	6	27	...	79	6
20	17	...	...	...	1	20	18
77	...	...	...	5	...	82	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
41	...	8	...	15	...	64	...
9	...	...	...	...	...	3	...
...	...	...	...	...	...	...	...
600	2	292	35	405	28	1,297	65
...	8	...	...	...	1	...	9
...	...	...	...	6	...	6	...
...	...	...	...	...	...	...	...
838	35	313	41	483	62	1,634	108
57,221	9,904	21,227	1,962	33,173	7,178	112,221	18,844
574	78	460	66	280	60	1,314	204
3	5	...	...	1	56	4	61
577	83	460	66	281	116	1,314	205
57,798	9,987	22,287	1,968	33,454	7,294	113,539	19,149

## APPENDIX

	III.—Hindus—concl'd.		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs		
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							
<i>Special Education—concl'd.</i>									
Technical and Industrial Schools for	Boys ...	1,945	50	69	...	164	...	8	...
	Girls ...	44	477	9	1	...	3	...	5
Commercial Schools for	Boys ...	810	1	50	...	255	23	4	...
	Girls ...	.....	.....	...	...	...	3	...	...
Agricultural Schools for	Boys	56	.....	1	...	..	...	...	...
Reformatory Schools for	Boys	403	.....	252	...	...	...	4	...
Schools for Defectives for	Boys ...	133	21	19	...	10	1	...	...
	Girls ...	.....	.....	...	...	...	1	...	...
Schools for Adults for	Men ...	2,573	75	2,339	...	19	...	2	...
	Women .	.....	385	...	4	...	170	...	...
Other Schools for	Boys ...	1,523	73	21	14	...	...	...	...
	Girls ...	1	12	...	...	...	63	...	1
Total	...	8,490	1,516	2,957	124	469	325	24	6
Total, Recognised	...	702,496	181,315	113,891	39,010	9,663	7,351	216	72
Unrecognised Institutions for	Boys ...	9,109	550	7,874	1,548	183	15	2	...
	Girls ...	9	1,161	326	906	...	28	...	...
Total, Unrecognised	...	9,118	1,711	8,200	2,544	183	43	2	...
Grand Total	...	711,614	183,026	122,091	41,554	9,845	7,394	218	72

I—concl'd.

Presidency proper.

## VI.—Others

Buddhists		Jains		Jews and others		Total		Total of pupils of all castes		
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	39	...	7	...	49	...	1,929	50	1,979
...	...	...	9	11	47	11	54	98	711	809
2	...	16	...	29	10	61	10	1,306	69	1,375
...	...	...	...	...	4	...	4	...	43	43
...	...	2	...	...	...	2	...	59	...	60
...	...	6	...	1	...	11	...	689	...	689
...	...	13	...	1	...	14	...	195	23	218
...	...	...	...	...	...	...	...	23	16	39
...	...	24	...	5	...	31	...	4,096	58	4,154
...	...	...	6	...	7	...	13	...	676	676
...	...	2	...	...	...	2	...	1,546	87	1,633
...	...	...	...	...	...	...	1	1	76	77
5	...	136	16	61	80	226	102	12,863	2,686	15,549
18	9	21,506	8,547	1,638	1,421	23,378	10,049	676,370	254,760	1,131,069
...	...	609	117	...	...	611	117	17,973	2,314	20,287
...	...	...	130	...	1	...	131	335	2,332	2,667
...	...	609	247	...	1	611	248	18,308	4,545	22,853
18	9	22,115	8,794	1,638	1,422	23,989	10,297	894,608	279,460	1,154,014

## APPENDIX

Table showing the classification of scholars according  
in the British Districts of

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<b>UNIVERSITY EDUCATION.</b>					
<i>Colleges for Men.</i>						
Arts and Science ... ..	1	1	24	14	46	1
Law ... ..	...	...	3	...	3	...
Education ... ..	...	...	...	...	...	...
Engineering ... ..	...	...	6	...	16	...
Agriculture ... ..	...	...	...	...	...	...
Commerce ... ..	...	...	...	...	...	...
Total ...	1	1	33	14	65	1
<i>Secondary Schools.</i>						
High Schools for Boys ... ..	...	...	34	2	390	19
Middle Schools for Boys ... ..	...	...	7	1	174	3
High Schools for Girls ... ..	...	...	...	13	...	6
Middle Schools for Girls ... ..	...	...	...	...	...	4
Total ...	...	...	41	16	564	33
<i>Primary Schools.</i>						
For Boys ... {	...	...	2	...	77	1
Upper Primary ...	...	...	2	...	77	1
Lower Primary ...	4	1	212	48	1,433	234
For Girls ... {	...	...	...	18	...	47
Upper Primary ...	2	2	...	18	...	47
Lower Primary ...	14	13	31	152	8	725
Total ... {	...	...	...	...	...	...
Upper Primary ...	2	2	2	18	77	48
Lower Primary ...	18	14	243	200	1,441	959
Total, Primary ...	20	16	245	218	1,518	1,007
<i>Special Education.</i>						
Art Schools for Men ... ..	...	...	...	...	...	...
Medical Schools for Men ... ..	...	...	...	...	1	...
Normal and Training Schools for {	...	...	...	...	...	...
Men ...	...	...	...	...	...	...
Women ...	...	...	...	...	...	...
Engineering Schools for Boys ... ..	...	...	1	...	6	...

I—continued.

Sind.

to race or creed in Recognised and Unrecognised institutions  
Sind on 31st March, 1933.

III--Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolia and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
706	118	752	110	6	...	...	...
75	1	78	1	1	...	...	...
...	...	...	...	...	...	...	...
76	...	92	...	3	...	1	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
857	119	922	120	9	...	1	...
6,496	144	6,976	163	154	7	6	...
3,836	112	4,010	115	108	...	16	...
...	1,349	...	1,355	...	20	...	...
...	140	...	153	...	...	...	...
10,322	1,754	10,866	1,786	262	27	77	...
3,253	44	3,360	45	11	...	109	1
36,225	3,531	37,658	3,765	474	38	1,211	46
2	540	2	567	...	23	...	9
193	12,605	201	13,330	47	224	63	230
3,285	584	3,262	632	11	23	109	19
36,418	16,136	37,860	17,096	621	262	1,274	276
39,703	16,730	41,221	17,727	632	265	1,333	286
...	...	...	...	...	...	...	...
93	4	94	4	3	...	...	...
16	...	16	...	...	...	...	...
...	18	...	18	...	2	...	...
83	...	86	...	...	...	...	...







	III.—Hindus— <i>concid.</i>		IV.—Muham- madans		V.—Parsis		Punjabi Sikhs		
	Total, Hindus								
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<b>UNIVERSITY EDUCATION.</b>									
<i>Colleges for Men.</i>									
Arts and Science ... ..	765	119	122	1	42	13	6	...	
Law ... ..	80	1	9	...	...	1	...	...	
Education ... ..	.....	.....	...	...	...	...	...	...	
Engineering ... ..	95	.....	16	...	18	...	3	...	
Agriculture ... ..	.....	.....	...	...	...	...	...	...	
Commerce ... ..	.....	.....	...	...	...	...	...	...	
Total ... ..	940	120	147	1	60	14	9	...	
<i>Secondary Schools.</i>									
High Schools for Boys ...	7,291	170	2,572	4	243	...	46	...	
Middle Schools for Boys ...	4,279	116	1,266	...	...	...	121	...	
High Schools for Girls ...	.....	1,375	...	50	...	184	...	4	
Middle Schools for Girls ...	.....	153	...	7	...	...	...	6	
Total ... ..	11,550	1,914	3,828	61	243	184	167	10	
<i>Primary Schools.</i>									
For Boys... {	Upper Primary.	3,793	47	5,602	85	3	1	59	...
	Lower Primary.	43,586	4,127	55,551	6,923	231	11	704	30
For Girls... {	Upper Primary.	2	638	10	190	...	6	...	6
	Lower Primary.	331	14,310	1,211	7,155	...	128	19	200
Total ... {	Upper Primary.	3,795	685	5,621	275	3	7	59	6
	Lower Primary.	43,917	16,437	56,762	14,078	231	139	723	230
Total, Primary ...	47,712	19,123	62,383	14,353	224	146	732	236	
<i>Special Education.</i>									
Art Schools for Men ...	.....	.....	...	...	...	...	...	...	
Medical Schools for Men ...	97	4	10	...	...	...	3	...	
Normal and Train- ing Schools for {	Men ...	16	.....	65	...	...	...	...	
	Women .	.....	20	...	10	...	...	...	
Engineering Schools for Boys	88	.....	3	...	1	...	6	...	

I—continued.

Sind.

VI.—Others										Total of pupils of all Castes	
Buddhists		Jains		Jews and others		Total		Boys	Girls		Total.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls				
...	...	13	...	3	4	21	4	975	152	1,127	
...	...	...	...	2	...	2	...	91	2	96	
...	...	...	...	...	...	...	...	...	...	...	
...	...	1	...	1	...	5	...	140	...	140	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	13	...	6	4	28	4	1,209	154	1,363	
...	...	77	1	23	6	146	7	10,246	183	10,429	
...	...	7	...	6	...	134	...	5,676	117	5,793	
...	...	...	...	...	15	...	10	...	1,611	1,611	
...	...	...	...	...	...	...	6	...	166	166	
...	...	84	1	29	21	280	39	15,922	2,107	18,029	
...	...	5	...	...	...	64	...	9,464	123	9,587	
...	...	210	5	42	3	956	38	160,530	11,148	171,678	
...	...	...	...	...	22	...	28	22	882	904	
...	...	...	165	13	44	32	409	1,610	22,167	23,776	
...	...	5	...	...	22	64	28	9,487	1,015	10,502	
...	...	210	170	55	47	688	447	102,149	33,315	135,464	
...	...	215	170	55	69	1,052	475	111,636	31,320	142,956	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	3	...	110	4	114	
...	...	...	...	...	...	...	...	51	...	51	
...	...	...	...	...	3	...	3	...	33	33	
...	...	...	...	1	...	7	...	190	...	190	

## APPENDIX

	I.—Europeans and Anglo- Indians		II.—Indian Christians, includ- ing Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
	<i>Special Education—concl'd.</i>					
Technical and Industrial Schools for	Boys ...	...	1	...	2	...
	Girls ...	...	...	...	...	1
Commercial Schools for	Boys ...	5	27	9	20	...
	Girls ...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...
Schools for Defectives for	Boys ...	...	1	...	1	...
	Girls ...	...	...	...	...	...
Schools for Adults for	Men ...	...	3	...	32	...
	Women ...	...	...	...	...	...
Other Schools for	Boys ...	...	...	...	101	5
	Girls ...	...	...	...	...	...
Total	5	...	33	9	162	6
Total, Recognised	26	17	352	257	2,309	1,046
Unrecognised Institutions for	Boys ...	...	2	...	103	2
	Girls ...	...	...	...	...	...
Total, Unrecognised	...	...	2	...	103	2
Grand Total	26	17	354	257	2,412	1,048

I—continued.

Sind.

III.—Hindus							
A.—Advanced				B.—Intermediate			
Other Hindus		Total		Marathas		Kunbis, Kolis and other cultivating classes.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
46	.....	48	.....	.....	.....	.....	.....
.....	79	.....	80	.....	.....	.....	.....
170	.....	100	.....	12	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
22	.....	23	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
209	.....	241	.....	53	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
96	23	197	28	.....	.....	41	1
.....	.....	.....	.....	.....	.....	.....	.....
735	124	857	130	65	2	41	1
61,617	18,717	53,926	19,763	871	314	1,562	257
1,137	2	1,240	4	1	.....	10	.....
.....	590	.....	590	.....	.....	.....	.....
1,137	592	1,240	591	1	.....	10	.....
52,734	19,399	55,136	20,357	872	314	1,512	257

III.—Hindus

		B.—Intermediate— <i>contd.</i>							
		Artisans and other classes.		Lingayats		Total			
		Boys	Girls	Boys	Girls	Boys	Girls		
<i>Special Education—concd.</i>									
Technical and Industrial Schools for	Boys	...	...	...	...	...	...		
	Girls	...	...	...	...	...	...		
Commercial Schools for	Boys	...	1	...	...	13	...		
	Girls	...	...	...	...	...	...		
Agricultural Schools for Boys		...	...	...	...	...	...		
Reformatory Schools for Boys		...	...	...	...	...	...		
Schools for Defectives for...	Boys	...	...	...	...	...	...		
	Girls	...	...	...	...	...	...		
Schools for Adults for	Men	...	2	...	...	55	...		
	Women	...	...	...	...	...	...		
Other Schools for	Boys	...	14	...	1	55	2		
	Girls	...	...	...	...	...	...		
Total		...	17	...	1	126	4		
Total, Recognised		...	2,168	...	348	8	7	4,549	956
Unrecognised Institutions for	Boys	...	13	...	...	24	...		
	Girls	...	...	...	...	...	...		
Total, Unrecognised		...	13	...	...	24	...		
Grand Total		...	2,181	...	348	6	7	4,573	956

I—continued.

Sind.

—contd.

C.—Backward						Total	
Depressed Classes		Aboriginal and Hill Tribes		Other Backward classes		Boys	Girls
Boys	Girls	Boys	Girls	Boys	Girls		
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	2	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	11	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	11	.....	11	.....
.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	11	.....	24	.....
2,343	411	88	24	323	36	2,764	471
15	.....	.....	.....	.....	.....	15	.....
.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	15	.....
2,358	411	88	24	323	36	2,769	471

## APPENDIX

	III.—Hindus—concl.		IV.—Mubam- madans		V.—Parsis		Punjabi Sikhs		
	Total Hindus		Boys	Girls	Boys	Girls	Boys	Girls	
	Boys	Girls							Boys
<i>Special Education—concl.</i>									
Technical and In- dustrial Schools for	Boys ...	48	...	78	...	...	...	4	...
	Girls ...	...	80	...	...	...	...	...	...
Commercial Schools for	Boys ...	205	...	39	...	16	1	15	...
	Girls ...	...	...	...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...	...	...	...
Schools for Defec- tives for	Boys ...	23	...	9	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
Schools for Adults for	Men ...	307	...	174	...	...	...	9	...
	Women ...	...	...	...	...	...	...	...	...
Other Schools for	Boys ...	253	30	84	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...
Total ...	1,047	134	462	10	17	1	31	...	
Total, Recognised ...	61,329	21,190	66,820	14,425	544	345	939	246	
Unrecognised Ins- titutions for	Boys ...	1,379	4	7,123	1,758	1	...	14	...
	Girls ...	...	590	15	60	...	...	...	...
Total, Unrecognised ...	1,379	594	7,138	1,818	1	...	14	...	
Grand Total ...	62,608	21,784	73,959	16,243	545	345	1,003	246	



I—concluded.

Sind.

VI.—Others								Total of pupils of all castes		
Buddhists		Jains	Jews and others		Total					
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
...	...	...	...	...	...	4	...	131	...	131
...	...	...	...	...	...	...	...	...	80	80
...	...	11	...	6	...	32	...	324	10	334
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	39	...	39
...	...	...	...	...	...	3	...	457	...	457
...	...	...	...	...	...	...	...	...	...	...
...	...	4	...	...	...	4	...	351	30	381
...	...	...	...	...	...	...	...	...	...	...
...	...	15	...	7	3	53	3	1,617	157	1,774
...	...	127	171	97	97	1,413	514	130,384	36,748	167,132
...	...	94	...	1	...	109	...	8,514	1,762	10,276
...	...	...	...	...	...	...	...	15	659	655
...	...	94	...	1	...	109	...	8,529	2,112	10,641
...	...	421	171	98	97	1,522	514	138,913	39,160	178,073

TABLE SHOWING DETAILS OF SPECIAL INSTITUTIONS FOR

(a) Presidency

Class of institutions and management.	Number of special schools and classes.	Number of Muhamadan				
		In special institutions.		In other institutions.		
		Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	
Colleges ...	{ Boys ...	1	123	...	499	11
	{ Girls ...	...	...	...	...	...
<i>Secondary Schools.</i>						
Government ...	{ Boys ...	4	470	...	930	2
	{ Girls ...	1	...	43	...	8
District Local Boards ...	{ Boys ...	6	190	...	124	...
	{ Girls ...	...	...	...	...	...
Municipal ...	{ Boys ...	5	411	...	532	1
	{ Girls ...	...	...	...	...	2
Aided ...	{ Boys ...	9	1,024	4	3,763	62
	{ Girls ...	...	...	...	126	406
Unaided ...	{ Boys ...	4	252	...	623	9
	{ Girls ...	...	...	...	...	...
Total ...	{ Boys ...	28	2,347	4	5,971	64
	{ Girls ...	1	...	43	128	416
<i>Primary Schools.</i>						
Government ...	{ Boys ...	5	484	...	250	10
	{ Girls ...	1	...	132	...	53
District Local Board ...	{ Boys ...	704	28,686	5,908	20,389	1,866
	{ Girls ...	58	24	3,886	...	1,217
Municipal ...	{ Boys ...	288	32,574	3,371	7,371	613
	{ Girls ...	153	201	13,261	82	1,281
Aided ...	{ Boys ...	96	5,248	1,309	4,006	221
	{ Girls ...	53	298	3,599	66	1,090
Unaided ...	{ Boys ...	11	906	75	173	35
	{ Girls ...	2	7	328	1	8
Total ...	{ Boys ...	1,104	68,893	10,753	32,189	2,745
	{ Girls ...	297	530	21,906	149	3,644

## II.

## MUHAMMADANS DURING THE YEAR 1932-33.

*Proper.*

Total.		Government Funds.	Board Funds.	Fees.	Other Source.	Total.
Boys.	Girls.					
7	8	9	10	11	12	13
682	11	Rs. 51,016	Rs. .....	Rs. 37,106	Rs. 12	Rs. 88,134
...	...	.....	.....	.....	.....	.....
1,400	2	45,002	.....	17,336	.....	62,338
...	51	6,167	.....	54	.....	6,221
814	...	685	224	2,570	375	3,894
...	...	.....	.....	.....	.....	.....
943	1	450	17,061	2,753	1	20,665
...	2	.....	.....	.....	.....	.....
1,786	56	16,189	3,059	23,142	49,655	82,045
128	408	.....	.....	.....	.....	.....
575	9	.....	.....	36	11,204	11,595
...	...	.....	.....	.....	.....	.....
8,318	69	63,325	19,335	46,663	52,595	1,41,918
128	459	6,167	.....	54	.....	6,221
...	...	.....	.....	.....	.....	.....
734	10	35,953	.....	109	.....	36,062
...	185	11,521	.....	.....	.....	11,521
40,075	7,964	3,73,179	1,20,075	13,357	115	5,06,771
24	5,103	39,751	11,591	110	15	51,542
40,045	3,954	2,70,772	5,29,236	5,065	110,13	8,09,196
283	14,644	1,01,256	2,71,206	1,6	1,771	3,89,773
10,254	1,520	16,868	23,630	974	93,41	1,35,262
364	4,950	8,527	7,134	.....	12,933	26,781
1,079	110	.....	.....	30	14,334	14,364
8	331	.....	.....	.....	4,955	1,365
101,157	13,455	6,96,712	6,63,991	19,525	1,21,573	15,91,741
679	24,860	1,61,013	2,93,293	566	52,754	3,57,471

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan				
		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 ...	3	90	...	31	...
	{ Girls ...	2	...	101	1	3
Other Institutions ...	{ Boys ...	45	2,077	14	749	1
	{ Girls ...	1	...	(45)	9	6
Total ...	{ Boys ...	47	2,167	14	780	1
	{ Girls ...	3	...	101 (45)	10	8
Grand Total ...	{ Boys ...	1,150	73,535	10,771	39,439	2,621
	{ Girls ...	301	530	21,350 (45)	287	4,068
Total ...		1,481	74,165	32,121 (45)	39,726	6,889
(b)						
Colleges ...	{ Boys ...	...	...	...	147	1
	{ Girls ...	...	...	...	...	...
<i>Secondary Schools.</i>						
Government ...	{ Boys ...	...	...	...	651	3
	{ Girls ...	...	...	...	...	...
District Local Board ...	{ Boys ...	1	127	...	499	...
	{ Girls ...	...	...	...	...	...
Municipal ...	{ Boys ...	...	...	...	654	1
	{ Girls ...	...	...	...	...	...
Aided ...	{ Boys ...	3	938	...	938	...
	{ Girls ...	...	...	...	...	57
Unaided ...	{ Boys ...	...	...	...	21	...
	{ Girls ...	...	...	...	...	...
Total ...	{ Boys ...	4	1,065	...	2,763	4
	{ Girls ...	...	...	...	...	57

pupils.		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.
121	...	25,495	678	1	591	27,765
1	104	6,458	10,143	.....	3	16,654
2,826	15	2,423	3,536	922	18,558	25,429
9	5 (45)	415	.....	.....	6,057	6,472
2,947	15	28,918	4,199	933	19,140	53,189
10	109 (45)	6,903	10,143	.....	6,960	23,106
113,074	13,592	8,40,201	6,87,435	1,04,087	1,93,060	18,24,783
817	25,418 (45)	1,74,088	3,03,345	620	59,744	5,36,796
113,891	39,010 (45)	10,14,289	9,90,781	1,04,707	2,51,818	23,61,595

*Sind.*

147	1	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
651	8	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
626	...	3,145	.....	4,488	9,054	16,691
...	...	.....	.....	.....	.....	.....
654	1	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
1,876	...	53,693	6,110	26,539	4,623	90,179
...	57	.....	.....	.....	.....	.....
21	...	.....	.....	.....	.....	.....
...	...	.....	.....	.....	.....	.....
3,823	4	66,538	5,119	31,327	13,596	1,06,590
...	57	.....	.....	.....	.....	.....

Class of institutions and management.	Number of special schools and classes.	Number of Muhammadan			
		In special institutions.		In other institutions.	
		Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6
<i>Primary Schools.</i>					
Government ...	{ Boys ... Girls ...	...	...	33	2
District Local Board ...	{ Boys ... Girls ...	...	...	29,061	1,028
Municipal ...	{ Boys ... Girls ...	...	...	8,067	112
Aided ...	{ Boys ... Girls ...	791 140	22,151 1,211	5,734 3,332	1,814 15
Unaided ...	{ Boys ... Girls ...	...	...	28	3
Total ...	{ Boys ... Girls ...	791 146	22,151 1,211	5,734 3,521	39,002 19
<i>Training and other Special Schools.</i>					
Training Institutions ...	{ Boys ... Girls ...	...	...	65	10
Other Institutions ...	{ Boys ... Girls ...	3	128	209	...
Total ...	{ Boys ... Girls ...	3	128	334	10
Grand Total ...	{ Boys ... Girls ...	799 146	23,344 1,211	5,734 3,521	42,246 19
Total ...		945	24,556	9,255	42,265

pupils.		Expenditure on Special Institutions.					
Total.		Government Funds.	Board Funds.	Fees.	Other Sources.	Total.	
Boys.	Girls.	9	10	11	12	13	
7	8						
		Rs.	Rs.	Rs.	Rs.	Rs.	
32	9	.....	.....	.....	.....	.....	
...	46	.....	.....	.....	.....	.....	
99,061	1,023	.....	.....	.....	.....	.....	
4	524	368	184	.....	.....	552	
8,067	112	.....	.....	.....	.....	.....	
...	2,474	3,473	2,014	.....	.....	5,487	
23,965	5,863	1,40,483	754	.....	1,66,402	3,07,639	
1,226	4,293	21,673	193	.....	29,262	51,328	
29	3	.....	.....	.....	.....	.....	
...	8	.....	.....	.....	.....	.....	
51,153	7,008	1,40,483	754	.....	1,66,402	3,07,639	
1,230	7,345	25,714	2,391	.....	29,262	57,367	
65	...	.....	.....	.....	.....	.....	
...	10	.....	.....	.....	.....	.....	
397	...	1,404	616	561	2,936	5,517	
...	...	.....	.....	.....	.....	.....	
462	...	1,404	616	561	2,936	5,517	
...	10	.....	.....	.....	.....	.....	
65,550	7,013	1,98,725	6,459	31,868	1,84,924	4,29,976	
1,230	7,412	25,714	2,391	.....	29,262	57,367	
66,320	14,425	2,24,439	8,850	31,868	2,12,186	4,77,733	

## APPENDIX III.

## MAKTABS AND MULLA SCHOOLS.

(a) *Presidency Proper—1932-33.*

—		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	48	2	36	81
	Girls ...	32	.....	.....	32
2. Pupils in in- stitutions for	Boys ...	2,273 (1,359)	13 (229)	725	3,011 (1,583)
	Girls ...	1,813 (102)	14	186	2,013 (102)
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provin- cial Funds.		5,748	144	.....	5,897
4. Expenditure from District Local Board Funds.		1,822	.....	.....	1,822
5. Expenditure from Municip- al Funds.		325	.....	.....	325
6. Fees ...		.....	.....	1,291	1,291
7. Other sources ...		17,969	672	4,696	23,337
Total expenditure ...		25,859	816	5,987	32,662

(b) *Sind.*

—		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ..	792	3	652	1,437
	Girls ...	138	.....	8	146
2. Pupils ...	Boys ...	28,133	128	9,058	37,919
	Girls ...	4,523	.....	75	4,598
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provin- cial Funds.		1,60,474	1,404	.....	1,61,878
4. Expenditure from District Local Board Funds.		.....	.....	.....	.....
5. Expenditure from Municip- al Funds.		.....	616	.....	616
6. Other sources ...		1,88,738	2,936	.....	1,91,724
7. Fees ...		.....	561	.....	561
Total expenditure ...		3,49,262	5,517	.....	3,54,779



## PATHASHALAS.

(c) *Whole Presidency—1932-33.*

		Primary Schools.	Other Schools.	Unrecognised Schools.	Total.
1. Institutions for	Boys ...	.....	30	26	56
	Girls ...	.....	.....	.....	.....
2. Pupils ...	Boys ...	.....	1,191 (245)	1,265	2,456 (245)
	Girls ...	.....	(2)	.....	(2)
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provin- cial Funds.	.....	.....	6,539	1,591	8,130
4. Expenditure from District Local Board Funds.	.....	.....	100	.....	100
5. Expenditure from Muni- cipal Funds.	.....	.....	4,760	120	4,880
6. Fees ...	.....	.....	.....	174	174
7. Other sources ...	.....	.....	25,665	16,483	41,148
Total expenditure ...		.....	37,064	17,368	54,432

*Annual Report.*

Public Instruction in Bombay  
Presidency for 1932-33.

Review on —.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution No. P. 36.

Bombay Castle, 20th February 1934.

RESOLUTION OF GOVERNMENT.

Government reviewed the Quinquennial Report on Public Instruction as recently as August 1933, and they have, therefore, little that is fresh to say on the annual report of the Director for the year 1932-33. They are pleased to note that education in the Presidency received no serious setback in spite of the decrease in the number of institutions and in the direct and indirect expenditure on public instruction during the year. The total number of pupils under instruction decreased by 606 to 1,332,087. Out of this total 1,033,521 were boys and 298,566 were girls showing a decrease of 7,137 and an increase of 6,531, respectively, over the previous year's figures. The fall in the number of pupils was confined almost entirely to the primary stage where the general economic depression was almost certainly a contributory factor.

Government are pleased to note that discipline on the whole was satisfactory and that school and college authorities were alive to their duties and responsibilities and dealt with occasional cases of insubordination with tact and firmness.

The total expenditure on public instruction was Rs. 3,81,72,000, of which 47·5 per cent. was met from provincial revenues, 19·5 per cent. from funds of local bodies, 20·3 per cent. from fees and 12·7 per cent. from other miscellaneous sources.

*University Education.*

2. The total receipts of the Bombay University during the year amounted to Rs. 12,50,840 as compared with Rs. 10,98,000 in the preceding year, while the total expenditure was Rs. 9,23,740 as compared with Rs. 8,54,000 in the preceding year. Government are glad to note that the University has been gradually building up a balance which, they hope, will be available for providing greater facilities for post-graduate teaching and research in all branches of learning. It is a matter for gratification that the University has now taken the step of creating a Department for post-graduate education in technology. It is hoped

that the Royal Institute of Science and the University Technological Department will co-operate in inaugurating a new era of progress in the industrial advancement of the Presidency. The University School of Economics and Sociology is progressing satisfactorily and attracting more students. Experience has revealed certain defects in the Bombay University Act of 1928 which have been remedied from time to time by minor amendments of the Act and further amendments are at present being considered. Government are pleased to learn from the High Commissioner's report that the marked improvement in the general standard of work and attainment of Indian students going to the United Kingdom has been well maintained.

3. It is noteworthy that, notwithstanding the economic depression, the demand for higher education is increasing. The number of students in colleges, including the University School of Economics and Sociology, increased by 758 during the year. With the increase in the number of students in the colleges attention to individual progress becomes more difficult, but it is gratifying to note that tutorial work continues to receive attention in some non-Government colleges, as well as in Government Colleges.

4. Government's expenditure on Arts and Science Colleges in British Districts decreased from 24·1 per cent. to 21·6 per cent., while that from other sources increased from 75·9 per cent. to 78·4 per cent. The decision of Government to close the Deccan College at the end of the academic year 1933-34 was mentioned in Government's review on the last Quinquennial Report on Public Instruction. The junior classes in the college were abolished during 1933-34 and the college will be closed entirely at the end of the year. The object of Government in closing the college is to reduce their direct expenditure on higher education.

5. The financial position of some of the private aided Arts Colleges is far from satisfactory. The University is revising curricula of the different degree courses, and this will entail still higher expenditure on the colleges. Owing to financial stringency Government have not only not been able to increase their grants but on the contrary they have been forced to reduce them. The fees charged in private colleges have normally been lower than those in Government Colleges in the same locality and the authorities have been reluctant to raise their fees for fear of losing pupils on account of competition. At the instance of Government the Director of Public Instruction has, however, persuaded the authorities of all the aided colleges, who are charging lower fees, to adopt the following minimum basic rates of fees approved by Government for non-Government Arts Colleges with effect from the academic year 1934-35 :—

- (a) Rs. 70 per term in colleges in Bombay and Karachi, and
- (b) Rs. 60 per term in the mofussil colleges.

Government have also decided not to entertain applications for grants-in-aid from any college, which charges fees below the minimum fixed by them. The Kolhapur Darbar have also agreed to co-operate by raising

by Rs. 10 per term the fees at the Rajaram College. The Darbar also deserves to be congratulated on providing further educational facilities for the State subjects by opening a Law College and a Secondary Training College at Kolhapur.

6. The students of the Karnatak have hitherto been handicapped owing to want of facilities for science teaching up to degree standard. Government intend to remove this inconvenience and propose to make the necessary provision in the budget for 1934-35 with the sanction of the Legislative Council. If the Legislative Council allows the provision to stand, B.Sc. classes will be started at the college from 1934-35.

7. Government are pleased to learn that the new Electrical Engineering degree course provided by them at the Engineering College, Poona, has been successful. The course is being revised in order to adopt it more closely to the present day requirements of industrial employers.

8. It is a matter for gratification that business men are now increasingly appreciative of the utility of the Sydenham College of Commerce and Economics and that many of them are sending their sons and relatives to the college and that most of the commerce graduates have been able to find employment in their own line.

9. The replacement of the Indian Educational Service by the Bombay Educational Service is steadily continuing, and the scales of pay of the latter service, which will be entirely under the control of the Local Government, have been further reduced. This will result in considerable savings to Government in due course.

#### *Professional Schools and Classes.*

10. The examination results of the Government commercial classes appear to be disappointing. The Accountancy Diploma Board Examination, which was hitherto held by this Government, will be conducted by the Government of India from the year 1934-35 under the Auditor's Certificate Rules and certificates will in future be granted by them. The examination results of the Diploma Classes attached to the Engineering Colleges and of the Victoria Jubilee Technical Institute were satisfactory. New large textile workshop buildings have been constructed and fitted with up-to-date machinery for the Victoria Jubilee Technical Institute and its teaching in that subject will be considerably improved. The Government of India have refused either to take over the Sir. J. J. School of Art or to contribute towards its expenditure. The Reorganisation Committee recommended that if the Federal Government would not take it over as an All-India Institution, it should be closed, but owing to its utility as a valuable agency for vocational education and the strength of public feeling against its closure Government have decided to retain it on its present lines. Government are pleased to note that some of the students of the School have won recognition in England.

*Secondary Education.*

11. The number of Anglo-Vernacular (High and Middle) schools for boys decreased by 2 to 545, but the number of pupils in them increased by 3,263 or by 3·5 per cent. The total expenditure on these schools was Rs. 57,22,605 of which 23·7 per cent. was met from provincial funds.

12. Government entirely agree with the remarks made in paragraph 34 of the Report by the Director of Public Instruction in regard to the establishment of unrecognised schools. It is hoped that it may be possible to arrange that the University will co-operate with the Director in withholding recognition from schools, which are not recognised either for Government examinations or for Government grants by the Government Educational Department.

13. The Director of Public Instruction has again noticed the unsatisfactory standard in English of the pupils in some schools and attributes this defect to the want of well qualified teachers. It is hoped that as more trained teachers are turned out from the Secondary Training College, Bombay, the school authorities will make it their special concern to employ only trained teachers fully qualified to teach English, and to pay them more adequately.

*Boy Scouts.*

14. The increasing development of the Boy Scout movement is a welcome addition to school activities. The movement is assisted by an annual Government grant of Rs. 21,000.

*Primary Education.*

15. The District Local Boards of Kaira and Ahmedabad which have hitherto refused to undertake the obligations imposed on them by the Primary Education Act have either now taken over or agreed to take over control of primary education in their respective districts.

16. Owing to the cut in Government grants for primary education some local authorities have been compelled to close, as a measure of retrenchment, a few of their primary schools, which were thinly attended. This situation, though unavoidable owing to the financial stringency, is much regretted by Government. The total number of primary schools for boys and girls decreased by 133 to 14,694 and the number of pupils by 3,449 to 1,140,359. The decrease is in the case of boys only, as the number of girls in primary standards increased by 4,327. The total expenditure on primary schools decreased by Rs. 13,98,000 to Rs. 1,91,14,000 and the provincial expenditure by Rs. 14,58,000 to Rs. 1,03,59,000. The decrease in total and the provincial expenditure was due to the cut of 19½ per cent. effected in the Government grants to local authorities for primary education. The cut has, however, been partially restored during the current year. Of the total expenditure 54 per cent. was met from provincial funds, 32 per cent. from School Board funds, 3 per cent. from fees, and 11 per cent. from other sources.

17. The wastage in primary schools has shown a slight improvement. As a general principle no child who has not completed a primary course of four years is considered to have become permanently literate. Of the 388,000 boys and girls, who were in Class I of primary schools in 1928-29, only 71,000 passed standard IV, five years later, i.e. 1932-33, giving a percentage of 18 only as against 17.5 reported last year. The wastage which is said to be due to various causes can only be radically cured by the application of compulsion.

#### *Female Education.*

18. The number of girls under instruction increased by 6,531 to 298,566. The increase is particularly noticeable in Arts and Professional Colleges 151, High Schools 892, Middle Schools 519, and Primary Schools 4,327. The percentage of girls under instruction to the total female population is 2.9 as compared with 9 per cent. in the case of boys. It is encouraging to note that the Educational Inspectors report that the progress of education of girls has continued to be very satisfactory during the year and that the number of girls of the Intermediate and Backward classes and Muhammadans has increased.

#### *Education of Intermediate and Backward Classes.*

19. There was a decrease of 7,411, or 1.1 per cent., in the number of pupils of the Intermediate and Backward classes attending all kinds of educational institutions. The factors that are said to be responsible for this decrease are largely economic—the poverty of these classes, the general trade depression resulting in low prices of agricultural products, and the closure of Primary schools by some Local Authorities as a measure of retrenchment. As noted in previous reviews Government have provided special facilities for the encouragement of education among the Backward classes.

#### *Muhammadan Education.*

20. The number of Muhammadan pupils under instruction in all classes of institutions decreased by 937 to 163,645. There was, however, a substantial increase from 8,485 to 3,973 pupils in Secondary schools. Muhammadans continue to have a higher percentage (10.3) of pupils under instruction than any other community, except the advanced Hindus (18.3): the average for all communities is 6.8. The number of Muhammadan pupils in primary schools decreased by 777 to 140,214.

#### *Training of Secondary Teachers.*

21. The standard of teaching in schools can only be raised by training the teacher. The ideal system would be to train every teacher in every school, but the realisation of this ideal is beyond the capacity of Government in their present financial position. They are, however, fully alive to the necessity of increasing the number of trained secondary school teachers and have during the year under report reorganised the Secondary Training College, Bombay, which involves an increase in the number of students from 60 to 100.

*Finance.*

22. The total expenditure direct and indirect on public instruction fell by about Rs. 17½ lakhs, i.e. from Rs. 3,99,28,000 in 1931-32 to Rs. 3,81,72,000 in 1932-33. This reduction was unavoidable owing to the financial stringency. Government endorse the remarks of the Director of Public Instruction that it is creditable to all concerned that in spite of the large decrease in expenditure on education due to the financial stringency the set-back to education was comparatively small.

23. In spite of manifest defects and difficulties, which have been noticed in the report by the Director of Public Instruction, Government are pleased to note signs of healthy progress in several directions and they desire to convey to the Director of Public Instruction, the officers subordinate to him, the local authorities and the managers of private institutions, their appreciation of the good work done by them during the year.

By order of the Governor in Council  
and of the Government of Bombay  
(Transferred Departments),

R. B. EWBANK,  
Secretary to Government.

To

The Commissioner in Sind,  
The Commissioner, Northern Division,  
The Commissioner, Central Division,  
The Commissioner, Southern Division,  
The Director of Public Instruction,  
The Director, Sir J. J. School of Art,  
The Surgeon General with the Government of Bombay,  
All Collectors, including the Collectors in Sind and the Deputy  
Commissioner, Upper Sind Frontier,  
The Director of Agriculture,  
The Director of Industries,  
The Backward Class Officer, Bombay Presidency,  
The Compiler, General Administration Report,  
The Superintendent, Government Printing and Stationery,  
The Manager, Government Central Press, Bombay,  
The Director of Information (with spare copies for the Editors of  
Newspapers).  
The Oriental Translator to Government,  
The Secretary, Legislative Council (for the Reading Room for the  
members of the Legislative Council),  
The Revenue Department,  
The General Department,  
The Home Department,  
The Finance Department (with a copy of the Report),  
The Public Works Department  
The Under Secretary of State for India (by letter).