

REPORT

ON

PUBLIC INSTRUCTION

HYDERABAD ASSIGNED DISTRICTS

FOR

THE YEAR 1892-93.



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FROM

COLONEL K. J. L. MACKENZIE, C.I.E.,

Commissioner, Hyderabad Assigned Districts,

TO

THE SECRETARY FOR BERAR TO THE RESIDENT,

Hyderabad.

Dated Amraoti, the 18th August 1893.

SIR,

I have the honor to submit my review on the Director of Public Instruction's Educational Report for 1892-93, the proof copy of which reached my office on the 12th instant.

2. There has been satisfactory advance during the year. Schools and scholars, both male and female, have increased.

General results.

The increase in aided schools is specially satisfactory. The high schools are shown to have done exceptionally well, and the annual examinations at the Training College, middle class and primary schools brought out good results. The number of girls attending school has increased, and they have done better under examination. A perusal of the Hindustani Deputy Educational Inspector's report—enclosure to the Director's report—shows that amongst Muhammadans—see his remarks, paragraphs 7 and 9 on District Board and Municipal girls' schools—girl education relatively is very satisfactory. Our total educational institutions of all kinds is 1,376, an increase of 54. Our total of scholars is 53,422 (51,297 being boys, 2,125 being girls), an increase of 1,939.

The Director points out that calculated according to the Education Commission, which takes 15 per cent. as representing the population of a school-going age, we catch among boys 22·9 per cent. and among girls 1 per cent. only. But on the census figures, Captain Hastings shows that—taking between 5 and 14 years of age as the average school-going period—the percentage of the school-going age population on the whole is 24, not 15 per cent. Consequently, that in reality of the boys capable of being sent to school, we catch 14·34, not 22·9 per cent., and of girls ·63, not 1 per cent.

3. Notwithstanding the fact that during the last inspection season we

Supervision and inspection.

had a series of unusual storms accompanied by heavy falls of rain for days together, making travelling over the country roads impossible, the inspection work done by the officers of the department from the Director downwards has been good and complete.

Deputy and Assistant Commissioners have not inspected (paragraph 21) as many schools as usual, because, as the Director surmises, the storms referred to disarranged and curtailed tours.

District and Taluk Boards and Municipal Committees appear from the Director's remarks (paragraph 22) to have done very well.

School Committees' visits (paragraph 23) have slightly increased. The Director thinks that there is an improvement of late in the character of the

interest taken by these committees. I hope he is correct. I quite agree with him that as time goes on and our own ex-students come to the front, we shall, in this direction, obtain better results; meanwhile I am disposed from my own observations to agree rather with the Educational Inspector (Mr. Mahajani) that except here and there these local committees are extremely apathetic. I notice the extracts given in Mr. Mahajani the Educational Inspector's report, paragraph 20, with pleasure. It must be great encouragement to masters of outlying schools especially to receive the encouragement that Dr. Swaine, the Officiating Sanitary Commissioner, has so wisely given them in their efforts to instil and spread knowledge on matters sanitary. I hope he will continue the encouragement, for the eventual good that must come of correct knowledge on a point of such vital importance is incalculable.

1. The results of examinations are given in the Director's paragraphs 42—47. The present system of examinations and their results, which have been criticised, is noticed in paragraph 42. Possibly the Director is acquainted with it, but I have come across no plan to beat the Scotch one, which induced a certain percentage at least and a large percentage of boys (and girls) to *voluntarily* apply themselves to what they learnt and to retain it. The plan is, or I should perhaps say was, to mark for places once a week in each subject studied. Each boy had the whole week and up to the morning of marking day to prepare three questions which he kept to himself. The questions were limited to the studies of the week, and to all that had been gone through previously on the same subject. The boy at the bottom of the class commenced by *asking* his first question of the boy next above him and so on, till it was declared completely answered, when the propounder, in school language, "took down" those who failed to answer, that is, he walked up next below the boy who did answer. If he was clever enough (which the bottom boy seldom was) to put a real "puzzler" which no boy above him could answer, he went to the top of the class, provided he satisfied the class and the master that he could answer his own question. If the correctness of his answer was successfully challenged, he remained where he was and did not move up. Then it was the turn of the boy next at the bottom to put his first question, or if the original enquirer failed to move up, he put his second question and so on. When each boy had propounded his three questions, the class was marked as it stood, and the annual prizes were eventually gained on these marks. The advantages of such a system are obvious. The class really examined itself once a week in the most searching manner possible. It enlisted as a pleasure not as a task the ingenuity and attention of most of the boys. It obliged *all* to exercise their thinking powers (the end of all true education) to some extent; those who wished to excel, to a considerable extent. To quite half or three-quarters of the class the interest and struggle was keen to a degree, and the excitement intense. He who aspired to keep his place at or about the top and to gain a prize, had to keep himself most thoroughly grounded and prepared; for though he might easily withstand the bombardment of questions put by the boys towards the bottom of the class, the questions of those of his own calibre called for the full exercise of his powers. However defective too individual memory might be, the process insured something sticking.

The better results in indigenous schools (paragraph 47) is satisfactory. Those aided by fixed monthly grants (paragraph 46) are not so flourishing.

In special schools, the Anglican school at Akola is very disappointing, and hardly deserves keeping up. The Roman Catholic School at Amraoti does a good deal better.

5. As a sign of increasing public interest on education, the rise in what is called "popular contributions" (paragraph 11) has to be noted. The total is Rs. 9,377-9-0

Popular contributions.

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against Rs. 6,669-10-0 in the year previous. This does not entirely exhibit all that is done, for I am aware that both at Amraoti and Akola a considerable number of poor but promising boys are maintained at the charge of individual gentlemen, or by the assistance of committees. This is an excellent form of charity, the more really excellent because those who exercise it have the good taste and good sense of not proclaiming it from the house-tops. If the boy or boys so maintained do not keep their place in class and promise to attain success, assistance to them is wisely discontinued. Idleness or incompetency therefore is not encouraged.

6. A review of an annual report is not the place to ventilate what the extension of primary education calls for. When the Director submits his views on the points touched on in his paragraph 37, they will be attended to.

7. The importance of physical education (paragraph 48) is kept in view. Gymnasia have increased; and both teachers and masters give more attention to physical exercises.

8. It is now really a misnomer to call (paragraph 73) the school at Chikalda as one for aborigines. It is useless to disguise the fact that at present, for various excellent reasons, it is hopeless to expect Kurkus and Gonds, whose avocations keep them out of towns and villages, to send their children to school.

9. The correspondence on which the Director bases his views adverse to Colonel Szczepanski's proposal to abolish Hindustani schools, which the Resident in his last review asked to be considered, is sent up as an enclosure to the Director's report. I agree that it would be unwise to try the experiment. The instinct and objections of the Muhammadans I believe in this case to be true and well-founded. It is too late to regret it of course, but it was pure sentiment and in a large measure ignorance that led to the original abolishment of the Persian dufter and Urdu as the Berar court language; and from one point of view it was a retrograde step.

10. The directions in which special attention is now required of us seems to be two:—

(1) The education of girls; so far as we legitimately can push it, by which I mean carrying the people with us, we ought to do so.

(2) Industrial education, to which the Director alludes at the close of his paragraph 65.

I have learned, and with satisfaction, that it is coming home to parents that the expenditure on education merely to flood the bar, or the shoals that seek Government employ, is, as it must very frequently be, unremunerative. In this discovery of the few spreading, as I believe it must, to the many lies the hope of a great future before any well-organized system of industrial education.

Mr. Fuller's experiences, as detailed by the Director, are not in the least discouraging. If imperfect instruction and imperfect work so readily finds a market, better work under more perfect instruction will be sure to find support.

11. In conclusion, I have only to thank the Director and the higher departmental officers immediately under him for the excellent results of the year's working, I think Mr. Mahajani, the Educational Inspector, in starting what he terms juvenile libraries (see paragraph 43 of his report) has made an experiment, which, if successful, may engrain a taste for reading, which will last after

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school days end, and will in many more cases than at present lead to benefit from the instruction given in our schools. I have pleasure, too, in bringing to notice those whom the Director thinks deserving of commendation for the assistance rendered to him and his department.

I have the honor to be,

Sir,

Your most obedient servant,

K. J. L. MACKENZIE, COLONEL,

Commissioner, Hyderabad Assigned Districts.

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