

REPORT
ON
EDUCATION
UNDER
AJMER-MERWARA
During the Quinquennium Ending
1916-17.



AJMER
SCOTTISH MISSION INDUSTRIES COMPANY, LTD.

—
1917.

Area in square miles 2,711.

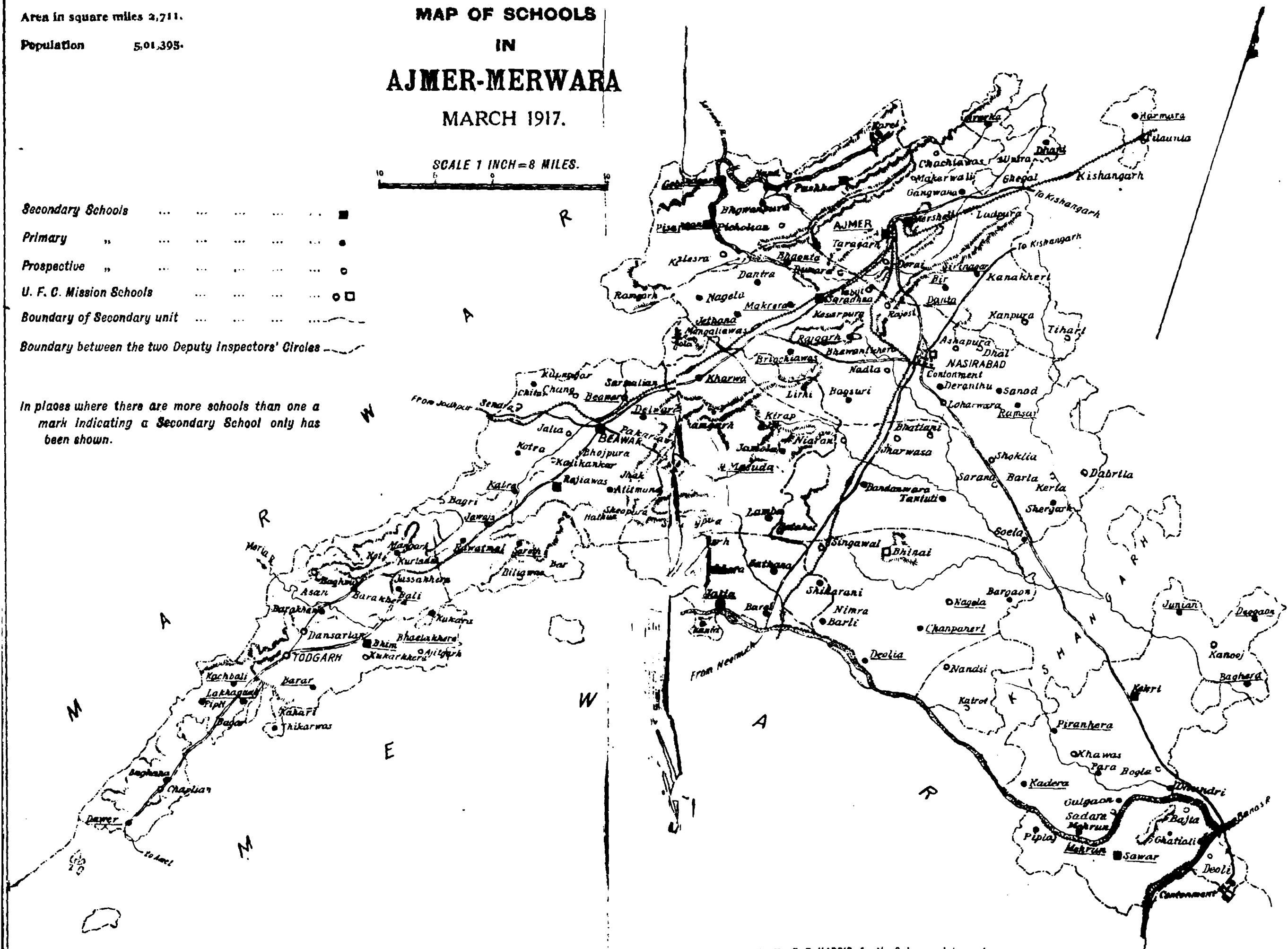
Population 5,01,395.

MAP OF SCHOOLS IN AJMER-MERWARA MARCH 1917.

SCALE 1 INCH = 8 MILES.

- Secondary Schools ■
- Primary " ●
- Prospective " ○
- U. F. C. Mission Schools ◻
- Boundary of Secondary unit - - - - -
- Boundary between the two Deputy Inspectors' Circles - - - - -

In places where there are more schools than one a mark indicating a Secondary School only has been shown.



Made by Mr. E. F. HARRIS, for the Quinquennial report.

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Report on Education under Ajmer-Merwara during the Quinquennium ending 1916-17.

CHAPTER I.

PRELIMINARY GENERAL SUMMARY.

For some time prior to the quinquennium to which this report relates, all interest in education had been centered in the Government College, Ajmer, which had monopolised a disproportionate share of the funds available for education in Ajmer-Merwara. An endowment towards its development had been presented, and the municipalities were contributing to the support of the B. A. classes. This College, practically established in 1861, had merited unbroken affiliation up to the F. A. standard since that year, and up to the B.A. since 1868. As a consequence, however, of the passing of the Universities Act VIII of 1904, it received notice of disaffiliation from the Allahabad University. Genuine concern was aroused. The best policy seemed plainly, with the concurrence of the Local Government, to work for the establishment of a first-grade college in Ajmer, and at the same time to obtain for the other branches of education the support to which each seemed entitled. Accordingly, a programme for gradual general development was framed. The cost, however, seemed to be so excessive in comparison with the allowance on which education had till then subsisted, that it was gradually pared down to the bare necessities of the hour. Eventually the programme, including everything except a full scheme for the education of girls, and some scholarships for European schools, was sanctioned in 1912-13. Thus the first year of this quinquennium opened with the recognition by Government of the claims of this district to more generous financial assistance. The results of a more liberal policy soon showed themselves in the increasing confidence of all classes in Government educational institutions and methods.

Increase of State grant synchronous with the first year of the quinquennium.

A general view of the progress made from March 1912 to March 1917 may be rapidly taken here before the various stages of education are dealt with in greater detail.

The total annual expenditure rose from Rs. 1,71,227 to Rs. 3,01,556, and the income from tuition fees, from Rs. 34,804 to Rs. 59,235.

Expenditure.

The College was provided with a staff of its own and thus saved from disaffiliation in Arts. Further affiliation in Science up to the B.Sc. standard was secured, and, soon after, it was appointed a centre for all practical examinations in science.

College.

The Government High School was entirely separated from the College, and placed under a Head Master with a staff to itself.

Govt. High School

Departmental Vernacular Schools and teachers.

The number of teachers in vernacular primary and secondary boys' schools, under departmental management, was increased from 76 to 160, and the number of such schools was increased from 51 to 88.

Scales of Salaries.

The scale of salaries for vernacular secondary teachers in publicly managed schools was raised to Rs. 20—40 in place of Rs. 8—16, and that for primary teachers to Rs. 10—18 in place of Rs. 6—9.

Abolition of the Monitor.

The former system whereby a whole primary school was, as a rule, entrusted to a single teacher, assisted by a monitor on Rs. 2 a month, who was mainly responsible for laying the foundation of culture, was abolished, and every primary school provided with a staff according to recognised departmental standards, *i.e.*, a teacher to a class, and in small schools to not more than 40 pupils. Newly-opened small preparatory schools which do not at present teach beyond class II have still a single teacher.

Progress out of Infant classes.

Instruction in the Infant classes was thus made more attractive, so that whereas under the former system the large majority of children left within a year or two of joining the school, now a good proportion of beginners proceed to the higher classes. If this is not evident from the returns, it is because the addition of a large number of preparatory schools increases the proportion of infants. It is apparent, however, in the rapid increase in the number of pupils in the vernacular final stage.

Urdu begun in Rural Schools.

The study of Urdu as a second vernacular in rural schools was introduced. Formerly Hindi was the only language taught.

Decrease in the proportion of Private Schools.

Several privately-managed schools invited inspection and advice, and are now following departmental curriculums and maintaining departmental registers and returns. These have been included in the class "public schools." There are now 161 public institutions with 9,754 pupils as against 90 with 6,626 pupils. The number of "private schools" and of their pupils has fallen. They are now 107 with 3,927 pupils, against 132 with 4,508 pupils.

Thus it seems to be a sign of health and progress that while the total numbers of institutions and pupils have increased by 20·7 per cent. and 22·8 per cent. respectively, the principal development appears in increase in the proportion of public schools, which has risen from 40 to 60 per cent.

It might be added that progress was greatly hampered by a famine in 1915-16, which tended to deplete schools of their pupils in the rural areas.

Percentage of Children at School.

* Of boys of the school-going age 30 per cent. are at school, and of girls 4·8 per cent., against 24·3 and 4·1 respectively in 1911-12.

Towns and villages served per Public Institution.

The average number of towns and villages served per public institution is 4·6 against 8·3.

Increase of numbers in the Vernacular Final Stage.

The number of students in the vernacular final stage of publicly-managed vernacular schools has increased from 54 to 175, making it easy to feed a standard Normal School with a sufficient number of prospective teachers.

* This calculation is made on the basis of 15 per cent. of the population. For calculation on the total population, See Table I.

The Normal School, which in 1911-12 had an enrolment of 9, now has 36 Government scholars and 17 others. Total 53. It also has nearly the full teaching staff considered necessary for schools of its kind.

Normal School.

An annual conference of mostly vernacular teachers, but open to all teachers, has been organised for mutual discussion of work and methods.

Teachers' Conference.

With more and better-trained teachers, physical exercise in schools under public management is now a matter of daily routine, by means of drill, games and athletics, and in rural areas, of excursions and indigenous country games.

Physical Culture

In the Government institutions at head-quarters (Ajmer) medical inspection is now in force to the extent that hostels are visited two or three times a week by a medical officer, whose work is generally supervised by the Civil Surgeon. Other students seeming to need medical advice are presented for examination. All suggestions of medical officers on health or hygiene are recorded and acted up to.

Medical Inspection.

All High and Middle schools have either been provided with new buildings or their old buildings have been enlarged, except two in Beawar; but in these the congestion has been relieved by the removal of preparatory classes (II to A) to other quarters.

School Buildings.

A project for building a Government High School with accessories, and one for enlarging accommodation at the Normal School, are in hand.

The need for residential quarters both for students and superintendents in towns as well as in villages has been prominently brought to notice by the marked increase in pupils of the secondary stage. Except that plans and estimates have been prepared, little progress has so far been made.

Need for Boarding Houses.

The capacity of every High School to work up to a School Leaving Certificate Examination has received attention, and also been put to practical test. Work is generally done on S. L. C. lines, but the actual scheme of examination, though approved of in 1915 by the University of Allahabad as equivalent to their matriculation, and also accepted by Government, is still pending the appointment of the necessary Inspecting staff.

School Leaving Certificate Examination.

Provision for old age has been secured for all teachers in non-pensionable service, except those in Mission and other sectarian schools, most of which are temporarily suffering financial stress; but even in their case the managers are prepared to float a departmental Provident Fund scheme as soon as some little financial State aid is forthcoming. Funds for the grant of this aid have been ear-marked, but sanction to use them is awaited.

Provision for old age of teachers.

In the Inspecting staff and establishment alone there is, unfortunately, no improvement to report. This year, when the annual expenditure on education is Rs. 3,01,556, these are poorer by the abolition of an Inspectress of Schools than they were in 1874-75, when the expenditure was Rs. 54,000.

Inspecting Staff and establishment.

The need for improvement, however, has been constantly represented during the quinquennium.

CHAPTER II.

FINANCE.

Wherever a comparison is made in this chapter it is between the year 1911—12 and 1916—17.

The expenditure during the two years of comparison is summarised in the table facing this page.

HEADS.	IN 1911-12. SOURCES OF EXPENDITURE.						IN 1916-17. SOURCES OF EXPENDITURE.					
	Imperial Grants.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	TOTAL.	Imperial Grants.	Local Funds.	Municipal Funds.	Fees.	Other Sources.	TOTAL.
(1) DIRECT EXPENDITURE.												
On College	16,341	...	2,580	2,358	1,450	22,729	24,275	...	2,955	6,767	4,629	38,626
On Secondary Education	20,655	786	11,886	27,412	34,569	95,308	45,355	377	13,677	41,483	45,904	1,46,796
On Primary Education	7,079	4,733	860	3,634	4,864	21,170	19,437	2,755	1,816	8,885	19,994	52,887
On Training Schools & Special Schools ...	1,115	120	...	...	1,524	2,759	5,584	...	100	...	5,113	10,797
TOTAL	45,190	5,639	15,326	33,404	42,407	1,41,966	94,651	3,132	18,548	57,135	75,640	2,49,106
(2) INDIRECT EXPENDITURE.												
University ... ..	...	...	...	1,400	...	1,400	...	...	...	2,100	...	2,100
Inspection	5,637	113	...	...	...	5,750	6,269	120	...	...	...	6,389
Scholarships	1,632	786	136	...	553	3,107	3,725	842	739	...	1,161	6,467
Buildings	2,021	2,706	63	...	14,214	19,004	28,013	6,680	2,416	...	385	37,494
Miscellaneous ... ..	...	...	...	...	...	.....	...	...	...	...	...	.....
TOTAL	9,290	3,605	199	1,400	14,767	29,261	38,007	7,642	3,155	2,100	1,546	52,450
GRAND TOTAL ...	54,480	9,244	15,525	34,804	57,174	1,71,227	1,32,658	10,774	21,703	59,235	77,186	3,01,556

Income from fees.

The income from fees has increased from Rs. 33,404 to Rs. 57,135. Of the latter sum Rs. 20,265 is accounted for by Government institutions as shown below :—

	1911-12.	1916-17.
College	2,358	6,767
Secondary Schools	8,416	11,581
Primary Schools	597	1,917
Total ...	11,371	20,265

Direct Expenditure.

The total direct expenditure has increased from Rs. 1,41,966 to Rs. 2,49,106.

Indirect Expenditure.

The total indirect expenditure stood at Rs. 52,450 as against Rs. 29,261. Of the former Rs. 28,013 represents the amount paid during 1916-17 towards purchase of land and a part of the new Government High School building project.

Imperial Expenditure.

The direct expenditure from Imperial Revenues was distributed in the following proportion :—

Heads.	1911-12.	1916-17.
	Per cent.	Per cent.
College	30·0	18·3
Secondary Education	37·9	34·2
Primary Education	13·0	14·6
Training	2·0	4·3
Total ...	82·9	71·4
Indirect Expenditure	17·1	28·6

It will be seen that a larger proportion of funds is now spent on primary education and the training of teachers.

Local Fund Expenditure.

The total Local Fund expenditure on education during 1916-17 was Rs. 10,774 against Rs. 9,131, as given in the return furnished by the District Board Office. The Local Board defrays the following in addition to pensions and pension contributions :—

Pay of 39 teachers @ Rs. 10 = Rs 390, annual Rs. 4,680

Pay of 3 menials @ Rs 7 = Rs 21 ,, ,, 252

7 Secondary scholarships @ Rs 3/8 ... ,, ,, 294

19 Primary ,, @ Rs 2/8 ... ,, ,, 570

Government contributes a lump sum towards the District Board expenditure on education, which is given at Rs. 3,000 for 1916-17.

The expenditure from Municipal funds, which appears in Table VII to have increased from Rs. 15,225 to Rs. 21,703 includes a portion of the contributions for 1915-16, which were actually credited to Government in 1916-17.

Municipal Funds
Expenditure.

The Municipality of Ajmer maintains no institutions of its own, but contributes towards—

Municipal Aid to
Institutions
(a) Ajmer.

(i)	the College	... ..	Rs. 1,500 a year.
(ii)	the Government High School, including scholarships	... ..	„ 2,544 „
(iii)	the Government City Vernacular School	... ..	„ 1,400 „
(iv)	grant to the D.A.A.V. High School, Ajmer	... ..	„ 600 „
(v)	to local vernacular girls' schools	... ..	„ 486 „
	Total	... ..	Rs. 6,530 „

The Beawar Municipality makes the following contributions, in addition to the cost of a secondary and a primary vernacular school under its own management—

(b) Beawar.

(i)	To Government towards the cost of the College	... ..	Rs. 900 a year.
(ii)	To a Government girls' school	... ..	„ 117 „
(iii)	To the Mission High School, Beawar	... ..	„ 2,640 „
	Total	... ..	Rs. 3,657 „

The Kekri Municipality maintains an Anglo-Vernacular and a primary school of its own and in addition pays—

(c) Kekri.

(i)	to Government towards the College	... ..	Rs. 180 a year.
(ii)	„ „ girls' school	... ..	„ 57 „
	Total	... ..	Rs. 237 „

The Cantonment Committee, Nasirabad, pays as grant-in-aid to the Mission High School, Nasirabad, Rs. 1,200 a year, and undertakes all annual repairs.

(d) Nasirabad.

The cost from Municipal funds at Mt. Abu is Rs. 100 a year on the Walter Anglo-Vernacular School.

(e) Mt. Abu.

No part of the Municipal expenditure on education was met from Imperial revenues. It is a matter for consideration whether the Municipal contribution towards the Government College and the Government High School (excepting scholarships) should not be diverted more appropriately to primary education, a corresponding increase in the Imperial grant being made for these institutions

Regarding discon-
tinuance of Muni-
cipal aid to Govern-
ment Institutions.

The total amount paid in Government grants-in-aid was Rs. 27,484 as against Rs. 13,591. The increase is due to the increase in the number of aided schools and the amounts of grant earned.

Grants-in-aid.

Grants are calculated according to the rules laid down in the U. P. Education Code, and the Code for European schools in India and Burma.

Grants to Indige-
nous Schools.

A system of awarding grants to indigenous schools is under contemplation and will be put into effect as soon as funds are forthcoming.

Expenditure on
Female Education.

The total expenditure on the education of women was Rs. 31,067 as against Rs. 28,802. Of the total direct cost of all kinds of education it comes to no more than 12·5 per cent.

The expenditure on girls' schools from Imperial funds was as follows:—

(i) Maintenance of vernacular girls' schools	...	Rs. 1,980
(ii) Grants-in-aid to girls' schools	... ..	„ 7,459
Total	...	Rs. 9,439

The municipalities contributed Rs. 660 towards the direct cost of female education during the year and the Local Fund Rs. 175.

Expenditure on
Buildings.

The expenditure on buildings, year by year, during the quinquennium is shown in the table below:—

Year.	From Imperial Funds.	From Local and Municipal Funds.	From Private Sources.	Total.	REMARKS.
	Rs.	Rs.	Rs.	Rs.	
1912-13	5,448	863	18,817	25,128	
1913-14	21,691	2,018	4,458	28,167	
1914-15	58,057	1,264	...	59,321*	
1915-16	11,613	11,186	23,757	46,556	
1916-17	28,013	9,096	385	37,494	
Total	1,24,822	24,427	47,417	1,96,666	

It is not easy to separate correctly the sums spent during the quinquennium on buildings of different kinds of institutions, but the information is available for the year 1916-17 so far as Imperial, Local and Municipal expenditure are concerned. It stands as follows:—

Year.	Amount spent on						Total.
	College.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools	Special Schools.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1916-17	2,629	20,658	2,114	3,639	4,467	1,741	35,248*

Note—*The difference between Rs. 37,494 shown as the total against 1916-17 in the last table and this figure was spent on annual repairs.

During the quinquennium Imperial grants were made to various schools for buildings.

Imperial Expenditure on buildings during the quinquennium.

The Husband Memorial High School, Ajmer, received Rs. 25,600 towards the cost of a new building.

The Nasirabad Mission High School received Rs. 8,990.

The Abu Road Railway A.-V. High School received Rs. 4,100 for the addition of rooms. A grant was also made to the Gangapur Railway European school.

Land for the proposed new Government High School was purchased during 1914-15 at a cost of Rs. 76,216.

The St. Anselm's High School, Ajmer, received a grant of Rs. 4,290 for improving its playgrounds.

To Imperial revenues the cost per pupil residing in Government hostels was Rs. 6-3 during the year 1916-17. In hostels connected with schools under private management, including two European High Schools, it was Rs. 90 per head; but the latter figure includes board in some cases which I have not been able to separate in detail.

Expense per pupil in Hostels.

CHAPTER III.

CONTROLLING AGENCIES.

Director. The Commissioner of Ajmer-Merwara is the Director of Public Instruction.

Inspector. The Principal of the Government College, Ajmer, is Inspector of Schools, and "the one officer of the educational department in Ajmer-Merwara on whom the Commissioner as Director can rely for assistance in carrying on the administrative as well as the executive functions of the department."

Deputy Inspectors. Under the Commissioner, there are two Deputy Inspectors, who still continue on a rate of pay that is elsewhere considered proper for sub-deputies.

District Board. The local District Board does not maintain any school of its own, but contributes towards the salaries of some of the teachers in schools maintained by Government. Its contributions are as follows:—

3 per cent.	of the direct expenditure on secondary vernacular schools,
17 "	" " " " primary schools,
18 "	" " " " girls' schools,

or, to calculate differently, the District Board contributes 9 per cent. of the total direct expenditure on primary and secondary vernacular schools for boys and girls.

All correspondence with regard to rural vernacular schools passes through the Inspector, and the ultimate control rests with the Commissioner.

Inspectress of Girls' Schools. There has been no Inspectress of girls' schools since 1892. The Inspector himself visits them, if possible, once a year and reports upon them.

The duties of the Inspector are—

Duties of the Inspecting Staff.
(i) Inspector.

(1) To inspect at least once a year every Anglo-vernacular high and middle school, and every vernacular middle school, and as many as possible of the primary schools, and to present an annual report on the system and progress of rural education.

(2) To guide the working of the Normal School for boys and to conduct its practical examination once a year.

(3) To inspect and report on all the girls' schools once a year.

(4) To inspect and report on all the European schools under this direction once a year.

(5) To conduct an annual examination of the Railway Technical and Night Schools in Ajmer.

(6) To adjust the curriculum of studies in the junior classes of all the local schools (that is classes below **IX** in Anglo-vernacular, and below class **V** in vernacular).

(7) To adjust all annual grants and carry on the usual necessary correspondence with recognised and aided schools of all grades.

(8) To act as Registrar for the Rajputana Middle School Examination and to attend to correspondence connected with it, with schools all over Rajputana.

(9) To initiate and carry through any movement whatsoever that may be made for the progress of education in the district.

(10) To prepare the annual educational budget and returns.

These and other minor duties in connection with superintending various public examinations, taken in conjunction with teaching in the College for two or three hours a day as Principal, and attending to the general administration of the College and connected hostel, are heavy. They have been described as excessive by the University Inspectors. It might be added that down to the year 1912, all schools, including primary schools for boys as well as girls, were inspected regularly once a year; but since then this has not been possible. All the other duties mentioned above have been fulfilled, whether efficiently or not, the facts contained in this report, and its connected tables, may indicate.

The duties entrusted to the deputies are similar to those assigned to officers of the same grade elsewhere. Each deputy, by spending 20 days a month away from head-quarters, is able to make at least two complete rounds of his schools during the year, and also to accompany the Inspector for the days when he is on tour; but these officers have not sufficient time to inspect and examine the claims as public schools, of a large number of primary institutions under private management that have now considerably improved their condition and are asking for such recognition.

(ii) Deputy Inspectors.

Since the two districts, Ajmer and Merwara, were united in April 1914, there seemed to be no object in maintaining circles of unequal sizes under each of the Deputy Inspectors; consequently the Merwara circle was increased by the addition to it of the estates of Masuda and Kharwa taken from the Ajmer circle.

Re-adjustment of District Circles.

CHAPTER IV.

COLLEGIATE EDUCATION.

Account of the
Government
College, Ajmer.

To the Government College, Ajmer, the quinquennium has brought a new lease of life. It had been affiliated to the Calcutta F. A. seven years before it was formally established as a College in 1868 by the orders of the Hon'ble the Court of Directors and affiliated for the B.A. degree. While contemporary colleges elsewhere grew larger in staff and size, and younger ones sprang up, in Ajmer the history of university education was a story of meagre F.A. classes carrying on a struggle for existence. In 1896 the College was still more or less of the nature of a parasite on the Government High School, but many were yet alive who had joined in the enthusiasm which the opening of a College in Ajmer had created, and who kept their interest in it alive. They had received their education within its walls, and were occupying positions of trust under Government or under some of the ruling Chiefs. They formed an influential *Ex-students' Association*, on whose initiative that year a general public movement succeeded in raising an endowment (including contributions from municipal bodies). With the permission of Government two professors were engaged, so as to make regular teaching possible up to the B.A. standard in Science and Arts. The staff was wholly inadequate. At length the Universities Act of 1904 came to the rescue. The College was confronted with the alternative of improvement or extinction. By 1912-13 sufficient funds were granted by Government to permit of the maintenance of a staff of seven professors (now raised to eight) and disaffiliation was averted. Soon after affiliation in physics and chemistry up to the B.Sc. standard was obtained, the College was appointed a centre for the degree examinations in practical science and the confidence of the Allahabad University restored. Thus this College, one of the oldest in India, may be said in the current year to have attained its jubilee of continued affiliation to a University as a first grade college.

Affiliation in Physics and Chemistry.

The full staff and equipment considered necessary by the Allahabad University have not, however, been provided as yet.

Enrolment and Attendance.

The growth in enrolment has been rapid and the daily attendance regular, as shown in the table below:—

Head.	March 1913.	March 1914.	March 1915.	March 1916.	March 1917.
Total enrolment ...	63·00	83·0	109·0	131·0	137·0
Average daily enrolment	64·99	80·0	110·6	129·5	138·3
Average daily attendance	60·36	77·1	105·0	123·5	128·7
Percentage of average daily attendance to average daily enrol- ment	92·30	96·2	94·5	95·3	93·5

That the increase during 1916-17 is not larger is due partly to a smaller accession into the First Year class by reason of the comparatively low percentage of passes at the University matriculation examination for the last two years, and partly to refusal of admission to some 35 students owing to inadequacy of staff to permit of opening another division in the Second Year class, to which large numbers seek admission every year. It is also due in considerable measure to insufficient boarding house accommodation, as explained further on.

The College attracts students from a distance. This year it has pupils from the United Provinces, the Central Provinces, Central India, Jaipur, Jodhpur, Udaipur, Kotah, Bundi, Bikaner and Kishangarh.

Possibility of a Central College.

The results attained at the University examinations are encouraging when compared with those of other colleges affiliated to the Allahabad University. On an average about 42 per cent. of the candidates presented for the degree examination have passed and 61 per cent. the Intermediate. The results for five years are shown in the tables below :—

Results of University Examinations.

	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
Sent up	8	8	5	11	11
Passed	3	2	3	7	3

(a) B. A.

	1912-13	1913-14	1914-15	1915-16	1916-17
Sent up	1	4	8	8	
Passed ... ..	...	...	5	3	

(b) B.Sc.

In 1916-17 a student of this College obtained the first place in Mathematics among the B.A. and B.Sc. graduates, and was awarded the Homersham Cox Gold Medal by the University of Allahabad.

	1912-13	1913-14	1914-15	1915-16	1916-17
Sent up	22	33	40	58	65
Passed	19	20	27	34	33

(c) Intermediate.

Only 24 candidates out of 2,442 in the University passed the Intermediate examination of 1916 in division I, and two of them were from the Ajmer College.

Discipline.

The average daily attendance that an institution maintains is generally a good index to its tone and discipline. In Ajmer, attendance at every lecture given during the day is reckoned as attendance for the day; part time attendances are not taken into account. On this basis on an average 94·8 per cent. of the pupils enrolled have attended daily during the entire quinquennium, as may be calculated from the table on page 12.

A system of exercises, written at regular intervals, and corrected, marked and revised with the pupils, helps to inculcate a habitual sense of duty and to keep up a high ideal of work. A conduct book is maintained, and somewhat sparingly used to preserve a record of anything specially meritorious or, on the other hand, of any serious lapse in conduct, attendance or work in individual students.

A progress report on the basis of terminal examinations, class exercises, interest and progress shown in games, and, where necessary, on the record in the conduct book is issued to every parent or guardian at the close of each term.

These, and other measures, have been found helpful in the formation of character.

Scholarships.

Towards scholarships the sources of fixed annual income are as follows:—

Imperial grant	...	...	...	...	Rs. 240
Jaipur Darbar grant	...	..	...	...	„ 500
Interest from five different endowments	...	...	...	...	„ 480

Total Rs. 1,220

This sum is distributed in 17 scholarships, ranging from Rs. 3 to Rs. 10 a month, some tenable for two years others for only one, according to the nature of the endowment.

All scholarships are awarded on the score of merit, it being optional for any student who is well off to surrender his scholarship to be awarded at the discretion of the Principal to a poor and deserving student.

Medals.

Two medals (the Sir Elliot Colvin medal and the Colonel Pinhey medal), also provided from endowments, are awarded annually for precedence at both examination and games.

Debating Societies.

The usual activities of college life outside the class-room have been satisfactorily maintained. Social gatherings are managed by committees of students themselves, and a Debating Society under the presidency of one of the members of staff holds its meetings weekly during the

session. The Society was represented at an inter-college competition debate held at Agra in 1916, and one of the students who represented it was awarded the first prize.

Every student is expected to join in games at least three times a week. Members of the staff who play, join the students at play, others render useful help in taking their turn at supervision.

Games.

The expenditure on the College and the sources from which it has been met during the quinquennium are given below :—

Income and Expenditure.

Sources.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
	Rs.	Rs.	Rs.	Rs.	Rs.
Imperial	21,948	23,326	23,731	21,463	24,515
Municipal	2,535	2,580	2,625	2,205	2,955
Fees	3,184	3,590	5,040	6,142	6,767
Endowments	1,450	2,449	2,426	2,800	2,614
Subscriptions ... ..	...	188	3,443	1,161	2,015
Total	29,117	32,133	37,265	33,771	38,866

The increase in the Imperial expenditure in 1916-17 is due to a grant of Rs. 4,000 for the appointment of an additional professor and the provision of minor requirements. The sums against the head subscription show the expenditure out of Rs. 8,000 collected by the public at Ajmer and presented to the College for laboratory equipment, which was considered very deficient by the University after a Government grant of Rs. 7,000 made in 1913 had been utilized for a gas plant and some apparatus.

Now that it has been decided that a separate High School with boarding house accommodation should be built, the completion of that project is awaited for the vacation by high school students of the boarding houses in the College grounds, which they are still obliged to occupy. When these are vacated there will be sufficient accommodation for about 70 resident College pupils. At present no more than 30 can be accommodated.

Hostel.

Under the general management of the Principal the boarding house is in direct charge of a Superintendent, who gets an allowance of Rs. 20 a month.

The Superintendent's allowance, the allowance to the Assistant Surgeon in medical charge, and the pay of a permanent sweeper are paid by Government. The Imperial annual expenditure on this head was on the average Rs. 315 during the quinquennium.

Imperial Expenditure on Hostel.

For food and other servants, the students make their own arrangements. They also pay a small room-rent, the proceeds from which suffice for lighting, furniture, the cost of ordinary medicines and the salaries of a *farrash* and a *chaukidar*.

Needs.
(a) Staff.

The teaching staff requires some increase in number, principally for the purpose of affording assistance in the teaching of English, which for the whole College has devolved upon a part-time Principal and one professor; and for the provision of a second demonstrator and better pay to both demonstrators, as at present there is only one for both physics and chemistry, and he is paid only Rs. 50 a month.

(b) Building.

A requisition for structural alterations to the building, in order to increase the space in the science laboratories, is now before Government.

CHAPTER V.

SECONDARY EDUCATION FOR BOYS.

A comparison of the number and enrolment of secondary Anglo-vernacular and Vernacular schools is made in the table below.

All Anglo-vernacular and Vernacular Secondary Schools.

Kind of School.	1911-12.		1916-17.	
	Number of schools.	Number of pupils on 31st March.	Number of schools.	Number of pupils on 31st March.
High schools	7	1,879	7	1,825
Middle schools—				
(i) English	5	790	7	562
(ii) Vernacular	5	606	12	543
Total ...	17	3,275	26	2,930

The apparent decrease in the enrolment under 1916-17 is due to the exclusion of 1,750 pupils of the preparatory sections, the students of which were included in the figures of 1911-12 but are now shown under primary schools.

Enrolment.

1—Anglo-vernacular Schools.

Of the seven High schools, four are in the Ajmer city, viz., the Government, the D. A. A-V., the Islamia and the Husband Memorial, which is managed and largely supported by the Presbyterian Mission. The remaining three are, the Presbyterian Mission schools at Nasirabad and Beawar, established by agreement between the local Government authorities and the Mission in 1885 and 1891 respectively, and the Railway school at Abu Road.

(a) High Schools.
General.

The development of the senior classes in local High schools cannot be said to have been particularly rapid in the past. Indeed, there is reason to suppose, that it was retarded by a desire, that seems to have been predominant, to call every English-teaching school a High school, and to force on the creation of poorly-attended and ill-taught IX and X classes, a practice which usually resulted in depriving the primary and middle sections of their legitimate share of attention, and impoverished the instruction given in them. Persistence, however, to determine the efficiency of the staff not by its total numerical strength, but by the number and quality of teachers allotted to each of the sections of the school, has remedied matters considerably; and it might be accepted, that any development which is now taking place in the high sections is well founded.

High Schools as
feeders to the
local College.

It may not be out of place here to mention that, as a larger number of students passes through the final classes of these aided High schools, the need for extending the Ajmer College will grow more pronounced. Hitherto, the growth of the College has been almost independent of the students that the aided schools around it might well be expected to contribute. The D. A. A-V. High School has, indeed, furnished about five pupils a year during the quinquennium, but the other five aided schools put together have hardly contributed one each.

Very much more money, however, is necessary for the High schools. Nobody has distinguished himself for munificence in support of education; and while qualified teachers in this isolated locality are more expensive than elsewhere, the average annual cost of a High school stands at no more than Rs. 12,046 a year. This is low, when it is considered that the average is considerably swelled by the inclusion of the cost of the Government High School.

Curriculum and
methods of work.

Classes IX and X follow the Matriculation curriculum of the University of Allahabad. Classes VII and VIII read the curriculum of studies prescribed locally for the Rajputana Middle School Examination, which is not of a lower standard than the one for corresponding classes in the United Provinces. Classes from VI down to III also have a local curriculum, which diverges as little as possible from that obtaining in the United Provinces. Classes below III are not ordinarily included in an Anglo-vernacular High or Middle school, and no English is taught in them.

Earnest efforts have for some years been made to popularise the teaching of English by the "direct method," but the conclusion that one arrives at is that the complete exclusion of the "translation method" in teaching the text books, even in the higher classes, is not, under present conditions, without serious drawbacks. Were there no other limitations to contend with, the very size of the classes, generally 33 pupils, is in itself a consideration. Science and drawing are generally well done, but observation lessons are, at the best, unsatisfactory here as, I presume, everywhere else.

In High schools methods of work generally applied for the School Leaving Certificate Examination are followed, either throughout from class X to III, or at least from X to VI. These methods are calculated to replace cramming by assimilation, and untidiness in work by neatness. The full benefit of this, from an examination point of view, will only be realised when the S. L. C. examination, too, is commenced, and the students are given the credit that an examination of their daily work and an oral test *in situ* will obtain for them. At present they are tested by written papers only.

Matriculation
Examination.

The final examination at which the Anglo-vernacular High schools aim is the matriculation of the Allahabad University. This examination is becoming annually more searching, and as a result a better standard of knowledge is becoming established.

In deference to the wishes of the Government of India a School Leaving Certificate Examination scheme was drawn up in 1914. It has been finally sanctioned by the Government, and it was recognised in 1915 by the Allahabad University as setting a standard equivalent to their matriculation; but the lack of an adequate Inspecting staff has prevented the introduction of the examination; for it would probably be a mistake to discard the matriculation as a public test without first securing a uniformly high standard of permanent efficiency in the schools by means of regular and frequent efficient inspection.

S. L. C.
Examination.

The Rajputana Middle School Examination, instituted in 1903, seems to have served its propose very well. The number of schools sending candidates for it has risen from 12 to 40 and the number of candidates from 113 to 525. Indirectly, and often on advice directly sought, a large number of schools beyond the limits of Ajmer-Merwara have been persuaded to extend their accommodation to regulation dimensions, to engage better-paid teachers, and sufficient of them, and to improve their financial condition.

Rajputana
Middle School
Examination.

The quality of work done in classes VII and VIII of the majority of schools (and presumably in the junior classes too) has greatly improved.

It seems that the time has now come for Ajmer-Merwara to turn its whole attention to its own enlarged educational needs, and to leave the Rajputana States to manage their own examinations. When the S. L. C. Examination is commenced in Ajmer-Merwara schools, it will not leave the local educational staff, even when it is considerably enlarged, much leisure for the conduct of a Middle School Examination for all Rajputana.

Should this
examination not be
discontinued?

On the whole, as Anglo-vernacular High schools go, those in Ajmer are not badly housed. The Government High School, indeed, since it was removed from the College building, has been placed in a building inconveniently situated, and having several small, badly-lighted and badly-ventilated rooms. In this respect it is setting a bad example, but the project for furnishing it with a suitable building has already been sanctioned, and will be completed as funds become available. Meanwhile, some rooms have been added to the present building to make it workable.

Buildings.

The Husband Memorial and the Islamia schools have entirely new buildings, which have cost Rs. 61,000 and Rs. 70,000 respectively. The D. A. A-V. and the Nasirabad schools have been considerably enlarged, and at the Abu Road school the accommodation has been more than doubled. So that, in all the High schools, floor space at the rate of 12 square feet per pupil in junior, and 16 square feet in senior classes, has been provided.

A good deal of attention has been given to the provision in some schools of class-room desks and seats constructed on hygienic principles in three graded sizes, which makes it possible to suit the sizes of about 95 per cent. of the boys. The advantage of this cannot be fully demonstrated to all the aided schools till the Government High School itself has a building to serve as a model.

Furniture.

Games.

Increasing keenness and efficiency is noticeable in all branches of sports, and several of the records that have been made compare favourably with those of schools in other Provinces. The Rajputana School Sports are held annually for all schools in Rajputana and they have done much to stimulate athletics. Schools are beginning to see the importance of giving time and trouble to systematic training, and in most of those in Ajmer-Merwara, games and other physical exercises are organised. The Government school is setting a high standard. At the Rajputana School Sports of 1916, at which twenty-six schools from all Rajputana competed, it won 3 out of 4 Cups for games, and for athletics, secured 69 points out of 183, against 46 secured by the next school and 68 by the remaining twenty-four.

Boarding houses.

The provision of sufficient boarding houses for English Secondary schools calls for attention. The Government school will, in time, have its own boarding house; but meanwhile it is sharing the College Hostel. The D. A. A-V. and Islamia Schools are badly in need of duly equipped and recognised boarding houses. The former has a sort of arrangement for boarders, but the latter has none as yet, though a good project is in view. Of the remaining four schools, those in Beawar and Nasirabad have satisfactory accommodation for Indian Christians only. The Husband Memorial in Ajmer and the Railway School in Abu Road do not at present require boarding houses.

(b) Middle A-V. Schools.

There are seven A-V. Middle schools. Two of them are aided, one municipal and four unaided.

(i) Bandikui.

So far the aided school at Bandikui alone has come up to the full upper middle standard. Its annual cost of upkeep, during 1916-17, was Rs. 4,148. It earned a Government grant of Rs. 1,000 during the year, and the enrolment in the purely A-V. classes was 59.

Games.

A good deal of attention is given to popularising games among the pupils, but this is not easy in a place like Bandikui, where parents make it difficult to exercise due control over their children outside class hours. Nevertheless, they are beginning to understand that if children attend school, they must obey all its rules.

Building.

The present building is exceedingly inadequate, but the Railway have undertaken to enlarge it considerably.

(ii) Mount Abu.

The Walter A-V. School, Mount Abu, is the other aided school, but it has as yet made no approximation to the middle standard. Its enrolment, *including* preparatory classes, was 74 in March 1917, the cost, Rs. 1,930 and the Government grant, Rs. 1,000.

(iii) Kekri.

Municipal A-V. School, Kekri.

Cost during 1916-17 Rs. 2,870.

Enrolment excluding preparatory classes 47.

The management of this school was made over by the municipality to the education department in 1914, and considering the size of the town it is satisfactory that upper middle classes have already been formed.

The present building has been enlarged to accommodate the A-V. classes; but it may here be mentioned that there is a large preparatory school connected with this one, which is in need of better housing.

Building.

A good plot of land for an entirely new school has been acquired by the committee, and if they would move towards taking practical action to build, Government aid would probably be forthcoming.

Purchase of land.

The unaided schools are—

(iv) Unaided Schools.

The Railway A-V., Phulera, with 74 pupils, including preparatory.

Oswal School, Ajmer,	... 81	..	..	..
Jain Digamber ,,	... 76	..	..	..
Sanatan Dharma, Beawar,	151	..	..	..

All these are now following departmental standards and methods of work. In time they may become useful helps to Anglo-vernacular education.

2—Vernacular Schools.

Down to the year 1910-11 there were eight vernacular final schools, but as some teachers allotted to them were much more urgently needed for primary schools, they were reduced to four in number in 1911-12, so that in the latter year there were four Government and one municipal (Beawar) vernacular final schools; total 5, with 606 pupils, including preparatory classes. In 1912-13, additional teachers having been provided, the former eight Government schools were all restored. A new Government school was developed out of the preparatory section formerly attached to the Government High School. A "model" or practicing school was established in proximity to the Normal School, and the Presbyterian Mission school in the village of Bhinai was taken into reckoning, thus making twelve schools with 549 pupils, exclusive of over 1,000 belonging to preparatory sections, separated from the Government and municipal schools to form schools by themselves.

Middle Schools.

In 1915, forty Primary Scholarships at Rs. 3 each, tenable for two years in classes V and VI of vernacular secondary schools were created; the District Board scholarships at Rs. 2-8 for the same purpose remaining as before, at nineteen.

Scholarships.

The scholarships totalling 59 admit of 29 or 30 vacancies a year; but now as the secondary course has been extended from 2 to 3 years the vacancies will be reduced to 19 or 20 unless more scholarships are provided.

The salaries of secondary teachers having been raised to grades from Rs. 20—40, larger number of qualified men were engaged.

Salaries.

Secondary stage work was not easy to carry on in the existing village school buildings, which had really been designed for primary schools, and which were mostly congested with large numbers of little children. In six of the villages, therefore, secondary schools on a

Buildings.

modest plan, calculated to afford well-lighted and well-ventilated accommodation for Classes V and VI, and capable of similar extension, were built. The growth of numbers in the secondary stage, as well as the addition of a further year (Class VII) to the course of study, have made extension already necessary.

The greatest difficulty that has been experienced in the provision of reasonably sanitary accommodation for school children has unfortunately come from municipal bodies while managing their own schools. The importance that Government is laying on this matter does not seem as yet to be fully appreciated.

Boarding Houses.

While a number of students from distant villages are congregating at these secondary centres, boarding houses with their accessory quarters have not yet been built. Type designs for the accommodation of 20, 30 and 40 boarders have been prepared, and accommodation on the smallest of these scales is soon to be provided at one of the centres.

Vernacular Final Examination.

The Vernacular Final Examination of the United Provinces is the goal at which these schools aim. During three years 1911-14 on an average 28 students a year appeared for this examination and 11 passed. During the last two years 1914-16 the corresponding numbers have been 62 and 48; and they will increase further.

Teaching.

The curriculum followed in these schools prescribes a fairly high standard of knowledge, but the attainment of that knowledge is very much handicapped by the limitations of the vernacular secondary teacher, who himself has, at best, passed the Vernacular Final and the Normal School examination only. The question recently raised whether a boy educated through the medium of the vernaculars is superior to one educated up to the same standard through the medium of English, was interesting, as for some time I have been making close observation on this very point. The conclusion is easily arrived at that as a rule he is inferior in knowledge to a boy instructed through English by a good graduate.

Physical Exercises.

All schools do what they can to engage their pupils in physical exercise, which forms part of the day's routine.

Post Office work.

With reference to the suggestion that information may be given as to the amount of Post Office work done by vernacular teachers, it may be mentioned that of the rural teaching staff 17 per cent. of the men are in charge of village Post Offices, which involve between one and two hours work a day, bringing a remuneration of Rs. 5 per mensem.

CHAPTER VI.

PRIMARY EDUCATION.

Primary Schools for Indian Boys.

The number of public Primary schools for Indian boys, and their enrolments during the two years of comparison are shown in the table below :—

Number of Schools
and Enrolment.

Kind of School.	1911-12.		1916-17.	
	No. of Schools.	No. of pupils on 31st March.	No. of Schools.	No. of pupils on 31st March.
Government	47	1,789	78	3,661
Municipal ... ..	...	...	2	243
Aided as branches of High schools ...	...	...	6	797
Unaided	3	323	24	792
Total	50	2,112	110	5,493

The Government schools have increased by 31, partly by reason of the separation of preparatory sections to form schools by themselves. This reason accounts for the establishment of two municipal and six aided schools also. The increase in the number of unaided schools by 21 is due to 21 private institutions having been recognised as public. The apparently very great increase in enrolment under 1916-17 is due, as has been before explained, to the inclusion of 1,750 preparatory pupils who in 1911-12 were reckoned as belonging to secondary schools.

Schools teaching a four years' course from classes A to II are not appreciated by the villagers; and where there are many of them, and out of reach of schools where pupils may continue up to class IV, they tend to make rural education unpopular. There appears to be good reason for this. It seems desirable, therefore, that whenever possible, full primary schools only; *i.e.*, teaching up to IV should be maintained, and these linked up with a fairly liberal system of schools teaching up to VII, and offering sufficient boarding house accommodation under proper superintendence for the residence of pupils who come from villages beyond walkable distances.

Future Extension.

The ideal suggested above is not easy to attain in full, but what little has been done towards approaching it seems to have had a good effect from an educational point of view. What has been done may be gathered from the map affixed to this report showing the secondary units into which the district is divided and the tables forming Annexure A, which give a conspectus of each of the secondary units and its auxiliary Primary schools, present and prospective.

Plan of Extension
adopted.

Fees.

Even in small Primary village schools I strongly advocate the practice of levying a nominal tuition fee, as careful experiment has proved that there is a very direct relation, at the present stage of rural education, between regularity in attendance and study, and the punctual realisation of this nominal monthly fee.

CHAPTER VII.

TRAINING OF TEACHERS.

(1) MALE TEACHERS.

There is no institution for the training of teachers in Anglo-vernacular or European schools.

(a) For Anglo-Vernacular Schools.

The demands of the Anglo-vernacular schools are not large enough as yet to call for the establishment of a local training college. By deputing to Allahabad or Lucknow one or two teachers, chiefly from the Government School, when any could be spared, and accommodation for them secured by the courtesy of the Director of Public Instruction, United Provinces, an element of trained teachers has been introduced; but this arrangement is not wholly adequate or satisfactory. A definite arrangement with one or two provincial Governments would be better, for the reception annually of a certain number of graduate and undergraduate teachers from Ajmer-Merwara into their institutions for training; and to provide here a corresponding relieving staff for temporary service, not only in the Government, but also in other recognised High and Middle schools, till a good proportion of trained teachers has been established in them all.

The training of primary and secondary teachers for vernacular schools is fairly provided for in the Ajmer Normal School. This school was established in 1864, and for long years was sheltered in a corner of the College, but it was not till the commencement of this quinquennium that it was placed on a standard basis, with the aid of the following coincidence. Some years ago several of the Durbars had contributed to build, in Ajmer, class-rooms and cattle stalls for a veterinary school and hospital, and they paid a sum of Rs. 1,873 a year for its upkeep. This institution lived a short life, and left its buildings uninhabited. The concurrence of the Durbars was invited, and given, to the appropriation of these resources towards the establishment of a Normal School. The municipality of Beawar gave a grant of Rs. 50 a year. Thus an economical scheme was formulated, and when sanctioned, the Normal School was enlarged and located in the veterinary buildings at Mirshahali in 1913. Since then it has done excellent work.

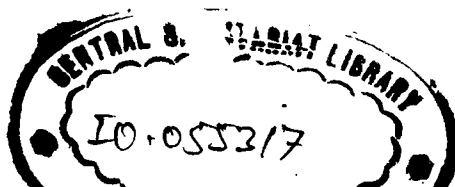
(b) For Vernacular Schools.

The annual cost of the Normal School was Rs. 1,235 in 1911-12 and Rs. 6,810 in 1916-17, of which Rs. 4,930 was met by Government, Rs. 100 from Municipal funds and Rs. 1,780 from contributions. The average annual cost during the quinquennium from all sources has been Rs. 4,927.

Expenditure.

Up to 1911-12 there were only 12 stipends at Rs. 6 each for the Normal School pupils, but so precarious was the state of vernacular

Stipends and Enrolment.



secondary education that some of these often lay unawarded. Now the sanctioned number is 36 (proposed 40) at Rs. 7 each. These are easily utilised, and besides, some other students supported by private bodies attend the school. The total enrolment at present is 53.

The number of students supported by the Presbyterian Mission and Native States during the quinquennium is shown below :—

	1912-13	1913-14	1914-15	1915-16	1916-17	Total.
Mission	2	2	2	2	5	13
Kishangarh	2	2	4
Bharatpur	2	3	2	3	10
Dhar	2	3	2	7
Karauli	1	1	...	2

Pupils sent by Native States and Missions.

Courses of Study.

Only such school pupils as have passed the vernacular final examination are admitted to the Normal School. They are then taken through a continuation course in general education, side by side with the course prescribed in the theory and practice of teaching. The entire course extends over two years.

Practical Teaching.

Arrangements are made whereby the students give two to three lessons a week in four or five approved schools in the town under the eye of a trained master, and criticise each other's work in rotation. Regular practical work is also done in the attached practicing school, and specimen lessons given frequently by the teachers themselves. At the end of the two years the pupils are presented for the U. P. Teachers' Certificate Examination, which they must pass in order to be provisionally certificated. Provisional certificates are confirmed on the holders of them rendering continued satisfactory teaching for three years.

Physical Training.

Special care is taken to infuse into the pupils, during their residence in the school, some interest in drill, simple out-door games, specially country games, such as are played in every village. This interest has generally been carried with them into the village schools as teachers.

Output of teachers.

In the preceding quinquennium the Normal School trained on an average 5.6 teachers a year. During the first three years of the present quinquennium it passed 10.5, and during the last two years 20.5.

Accommodation.

The insufficiency of accommodation for boarding houses, Normal School classes, and practicing or model school classes, in the buildings that were found ready to hand and adapted at very small cost, has long been pointed out. A building project has now received sanction.

Needs (i) for more graduate teachers.

If teachers of reasonable culture are to disseminate education, even vernacular education, there must at least be more trained graduates on the staff of the Normal School. To the attainment of this end some action has already been taken this year.

So far the Normal School has done very well, but a great deal of good that it might have done in the district has been counteracted by the continued deficiency of a district Inspecting staff to keep new teachers up to the mark in practical teaching, at least during the period that they are provisionally certificated.

ii) for better inspection.

The opening of "training classes" that produce less capable teachers than Normal Schools, has not been encouraged; nor does there seem to be any need to open any at present.

Training classes.

(2) WOMEN TEACHERS.

Since 1892 there has been no institution under public management for the training of women teachers.

Under public management.

As the whole question of female education stands sadly in need of attention, it has not been possible to do much as regards training. An effort was made to depute periodically two stipendary pupils to the female Normal School at Lucknow, but pupils of the required qualifications are not forthcoming, so after a feeble effort to train one or two the project was dropped. Now the two stipends are tenable in the chief of the vernacular girls' schools under public management in Ajmer, where some small degree of practical training is imparted under the Head Mistress of the school, who is trained.

In connection with the Christian Girls' Boarding School conducted in Nasirabad by the Presbyterian Mission, a small Normal School has been opened. It is in charge of a trained Scotch lady, and has been recognised by the educational department of the U. P. as efficient, after local examination by their Chief Inspectress of Schools. Such an institution might well draw non-Christian pupils for training, and the advantage would be all in favour of the local girls' schools; but the question of religion comes in, and non-Christians are unfortunately not forthcoming to profit by it.

Presbyterian Mission Normal School.

(3) TEACHERS FOR EUROPEAN SCHOOLS.

The requirements of European schools are small and have so far been met by trained candidates from elsewhere; but recently it has become more difficult to obtain teachers in this way. Salaries of about Rs. 100 a month no longer seem to attract suitable candidates for posts of Head Mistresses of small Primary European Schools. Probably the extension of education for Indian girls in other provinces has created a larger demand than formerly for locally educated teachers and Inspectresses of schools.

The managers of the two European High schools have commenced to take what advantage they can of the facilities offered in Simla and Sanawar in order to get members of their staff trained there.

The percentage of trained teachers is 36 in Government schools of all classes, 16 in aided, 12 in Municipal and unaided and 28 in European schools. In all schools taken together 24 per cent. of the teachers are trained. Now, however, that a proper Normal School is at work to train vernacular school teachers, the general percentage will rise rapidly.

Percentage of trained teachers.

CHAPTER VIII.

TECHNICAL AND INDUSTRIAL EDUCATION.

Railway Technical
Schools.

The only institutions in which any Technical instruction worth the name has been given have been those connected with the Locomotive Department of the B. B. & C. I. Railway in Ajmer.

In statistics four schools are given, but as the pupils attending the Night schools are almost the same as those attending the Technical schools, there are more properly two schools, *viz.*, the Night and Technical schools for European apprentices, attended by about 50 pupils, and the Night and Technical schools for Indian apprentices, also attended by about the same number.

Courses of Studies.

Each of these schools teaches a course extending over three to five years, according to the student's previous education, during which the pupils acquire enough knowledge of mathematics to estimate the size, weight, quantity and cost of material needed in manufacture, and a knowledge of mechanics and steam in its relation to the steam engine. Practical knowledge is acquired in the course of the apprentices' daily work in the work-shops. The apprentices on passing out, easily find employment as draftsmen or supervisors in engineering institutions where machinery is employed.

Cost of upkeep.

The cost of these schools, defrayed entirely by the Railway, was as follows for the last five years :—

1912-13	1913-14	1914-15	1915-16	1916-17
Rs.	Rs.	Rs.	Rs.	Rs.
2,594	2,363	2,486	2,530	2,733

Nature of the
training.

The exceptional facilities for training afforded in these workshops might be extended more on educational lines, but it is a question whether further extension will lead to any practical good in the present backward industrial condition of Rajputana.

Agriculture.

It is proposed to award scholarships to suitable candidates in order to help them to undergo a course of agricultural training at any of the well-established institutions where they may elect to read. One young man was trained for three years at the Agricultural College, Nagpur. He passed out this year, and is now employed under the Court of Wards in this district.

CHAPTER IX.

EDUCATION OF INDIAN GIRLS.

In the education of Indian girls there is, unfortunately, very little being done departmentally, as it was thought that this matter might appropriately be left to the initiative of the people themselves. One of the Government schools was, indeed, placed upon a better basis in 1912-13 and the progress that it has made has been slow, but, I believe, sure; though to form a 5th or a 6th class is still not easy, for the only reason that girls will not stay in school long enough.

General.

The local Arya Samaj is doing something to maintain a good class Primary school.

Any real progress, however, that has been made is due to the efforts of the ladies of the U. F. Presbyterian Mission and of the American Methodist Mission in Ajmer, under whose superintendence respectively are conducted the two girls' Boarding Schools at Nasirabad and Ajmer. These are the only schools regularly attended by girls up to class VI; but this progress is confined to Indian Christian girls only.

The Presbyterian Mission has 15 other schools which have hitherto remained classed as "private schools." An effort is being made to concentrate on one of them located in the Ajmer city, with a view to develop it in course of time into an Anglo-vernacular Middle school.

The following table gives the number of public schools and their enrolment in 1911-12 and 1916-17.

Number of schools and enrolment.

Kind of Institution.	In 1911-12.		In 1916-17.	
	Number of Institutions	Enrolment.	Number of Institutions	Enrolment.
(i) Secondary				
(a) Middle A-V. ...	2	213	2	200
(b) ,, Vernacular	...	...	2	123
(ii) Primary ...	7	272	7	234
Total ...	9	485	11	557

The two Anglo-vernacular schools mentioned above may be dealt with individually.

(a) Anglo-vernacular Schools.

1. The Christian Girls' Boarding School, Nasirabad.

Cost of upkeep in 1916-1917	...	...	Rs. 7,802
Government grant-in-aid	...	...	,, 1,651
Enrolment on 31st March 1917 in classes			
A to VIII	...	...	132

Examination.

The results at the Anglo-vernacular Middle examination for girls (U.P.) were as follows :—

	1912-13	1913-14	1914-15	1915-16	1916-17	Average.
Sent up ...	6	7	3	7	7	...
Passed ...	2	5	3	5	1	3.2

Accommodation.

Accommodation is ample.

Physical culture.

Arrangements for physical exercise are good.

Boarding House.

There is a capacious boarding house under excellent management.

2. The Methodist Episcopal Girls' School Ajmer.

Cost of upkeep in 1916-17 Rs. 6,016

Government grant-in-aid in 1916-17 „ 1,115

Enrolment on 31st March 1917, in classes A to VI ... 68

Examination.

The results of the Anglo-vernacular Middle examination were as follows :—

	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Average.
Sent up ...	3	4	2	4	4	...
Passed ...	2	4	2	1	3	2.4

Accommodation.

The school is housed in commodious premises built not many years ago.

Physical culture.

Physical culture is carefully attended to.

Boarding House.

The boarding house is good, and well looked after.

(b) Vernacular Schools.

(i) Secondary.

There are two vernacular Secondary schools, one under Government management and the other under private. These had an enrolment of 57 and 66 respectively, but the secondary classes of both contain no more than 11 pupils.

(ii) Primary.

Of the 7 Primary schools 5 are Government with 127 pupils, one (Arya Putri Pathshala) aided, with 88 pupils, and one (The Railway Adler Girls' School) unaided, with 19 pupils.

The only one that has a suitable building is the Arya Putri Pathshala. The building was erected during the quinquennium at a cost of Rs. 23,550.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

In Ajmer, and on either side of it up and down the railway line, there is a considerable community for whom European schools are necessary. The B. B. and C. I. Railway Company, alive to these needs, have opened schools at various centres, five of which are connected with Ajmer for the purpose of Inspection, *viz.*, Abu Road, Ajmer, Phulera, Bandikui and Gangapur. All these are mixed schools, with a total enrolment of 196 pupils. On the principle that secondary education is better pursued in large schools, more favourably circumstanced as regards climate and staff, instruction in the schools mentioned has been confined to the Primary stage (class IV), care being taken that up to this stage tuition is sound. No head mistress receives a salary of less than Rs. 100, and each school has three or more teachers, including a qualified teacher for Infants.

For children who cannot go to hill schools there are, thanks to the efforts of the Roman Catholic Mission, two High schools, *viz.*, St. Anselm's attended by 125 boys in classes I to IX, and the Convent with 118 girls, and 41 boys in the Infant standards.

The following table contains a comparison of the statistics for 1911-12 and 1916-17 :—

	Kind of Institution.	1911-12.		1916-17.	
		Number of institutions.	Enrolment.	Number of institutions.	Enrolment.
Boys	High	1	94	1	125
	Primary Aided	1	27	4	131
Girls	High	1	185	1	159
	Primary Aided	2	115	1	65
Total ...		5	421	7	480

The total cost of these schools is not easy to estimate, as a great deal of work in the two High schools is honorary, but the expenditure on paid teachers, contingencies and other items, as shown in table IV-A, was Rs. 30,821, of which Rs. 11,260 was met from Imperial grants, all the schools being aided.

In the High schools there is one trained teacher and seventeen are untrained. In the Primary schools there are six trained and eight untrained teachers.

I. Europeans.

General.

Number of Schools and Pupils.

Total cost.

Staff.

Curriculum.

The syllabus prescribed in the code for schools of this class is closely followed, considerable latitude being allowed in the choice of text books. The main object is to see that the education is such that pupils passing out of IV and proceeding elsewhere for further studies, will be found qualified to enter V.

Examinations.

So long as the United Provinces held the High, Middle and Primary examinations, children from this district were presented for them. But first the Primary examination was closed except for competitors for scholarships, and no scholarships being forthcoming here, preparation for that examination was discontinued. Subsequently the "Middle" and "High" examinations were also discontinued, and the pupils were sent up for the Allahabad matriculation. Last year Ajmer was appointed a centre for the Cambridge Local Examinations; and now the two High schools present candidates for the senior, junior and preliminary Cambridge examinations. The results achieved at the examinations of December 1916 were as follows:—

Examinations.					Boys.	Girls.	Total.
Senior	{ Sent up	...	...	...	4	1	5
	{ Passed	...	...	...	3	1	4
Junior	{ Sent up	...	...	...	2	...	2
	{ Passed	...	...	...	2	...	2
Preliminary	{ Sent up	...	...	...	8	6	14
	{ Passed	...	...	...	7	1	8
Total	{ Sent up	...	...	...	14	7	21
	{ Passed	...	...	...	12	2	14

Physical Culture.

The subject of physical culture receives careful attention in all the schools. The St. Anselm's School has about as smart a Boy Scout organisation as is anywhere to be seen in the country.

Boarding Houses.

There is a commodious and excellently managed Boarding house attached to each of the two High schools capable of accommodating about 40 pupils each.

Buildings.

Five of the seven European schools have during the quinquennium improved their accommodation.

An entirely new building has been put up for the Couvent school. The St. Anselm's retains all its former buildings and has spread into those vacated by the Couvent school. It has also been furnished with a play-ground, towards levelling which Imperial funds contributed Rs. 4,290. At Abu Road and at Bandikui halls large enough for the needs of each school have been added. In Gangapur a much larger railway house has been allotted to the school than formerly.

The Muhammadan community of Ajmer have shown a distinct desire for improvement. The Islamia High School in Ajmer has been established by their own unaided efforts; and it is some evidence of their genuine desire for progress that they have approached Government with a request to take over the management of this, their principal institution.

II Muhammadans

The number of Muhammadan students in various institutions stood as is shown below at the end of the present and the previous quinquennium.

	1911-12.			1916-17.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
In Public Institutions ...	1,038	3	1,041	1,295	7	1,302
In Private Institutions ...	1,293	133	1,426	1,205	169	1,374
TOTAL ...	2,331	136	2,467	2,500	176	2,676

The total enrolment has risen by 8 per cent., but perhaps a satisfactory feature is that the enrolment in public schools has gone up 25 per cent., while that in private schools has come down nearly 3 per cent.

Of the total Muhammadan population* 3·3 per cent. are at school.

There are no public schools for depressed classes. So far as is known to me, there is a private elementary school with 30 pupils conducted by the Roman Catholic Mission at 'Batta,' in the suburbs of Ajmer, for purely depressed classes; the Raigar Muhalla School and the Khatik Muhalla School in Beawar, both belonging to the Presbyterian Mission, have students mostly from these classes.

III. Depressed Classes.

As appears from table V-A there were on the 31st March 1917, 256 boys in public schools and 88 boys and 49 girls in private schools, total 394 pupils of the depressed classes, receiving instruction.

* 81,035 according to the Census of 1911.

CHAPTER XI.

PRIVATE INSTITUTIONS.

General.

It has not been possible to collect necessary figures for private schools. But what has been obtained shows that their number and enrolment have fallen from 132 and 4,508 in 1911-12 to 107 and 3,927 in 1916-17. The difference is due mainly to the absorption of some among public schools, and also to want of information about some that became disorganised owing to plague.

Advanced Schools.

Among the three advanced schools teaching Persian and Arabic the Madarsa Osmania in the Durgah receives a grant of Rs. 12,000 a year from H. H. the Nizam of Hyderabad. The two teaching Sanskrit are the Sanatan Dharma Pathshala at Beawar and the Sanskrit Pathshala, Ajmer. Both send up candidates for the Benares Sanskrit College Examination.

Roman Catholic Schools.

Of the 90 elementary schools 17 are maintained by the Roman Catholic Mission in villages around Ajmer.

Schools not conforming to Departmental Standards.

Among schools not conforming to departmental standards, the only one worth mentioning is the Mahajani Pathshala at Beawar, as it has an enrolment of 215 pupils. This school teaches a little English, some vernacular and indigenous commercial mathematics.

Maktabs, Pathshalas and Mulla Schools.

The statement of *maktabs*, *pathshalas* and *mulla* schools given on the following page is drawn up in accordance with Government of India's letter No. 346, dated the 14th April, 1916.

Statement showing particulars of Maktabas, Mulla Schools, and Pathshalas.

Particulars.	Classed in general table III as "pri- mary schools."	Classed in general table III as "other schools."	Classed in general table III as "pri- vate insti- tutions."	TOTAL.
1	2	3	4	5
MAKTABS.				
1. Institution { for boys } for girls	7	7
2. Pupils { boys } girls	717	717
3. Expenditure from provincial funds	
4. Expenditure from district or local funds	
5. Expenditure from municipal funds	
6. Fees	
7. Other sources	13,800	13,800
8. Total expenditure	13,800	13,800 (includ- ing a grant of Rs. 12,000 a year from H. H. the Nizam of Hyderabad to the Osmania School in the Durgah at Ajmer).
MULLA SCHOOLS.				
1. Institutions { for boys } for girls	9	9 Teaching the } Quran only.
2. Pupils { boys } girls	125 53	125 53
3. Expenditure from provincial funds	
4. Expenditure from district or local funds	
5. Expenditure from municipal funds	
6. Fees	
7. Others sources	Not known.
8. Total expenditure	
PATHSHALAS.				
1. Institutions { for boys } for girls	2	2
2. Pupils { boys } girls	51	51
3. Expenditure from provincial funds	
4. Expenditure from district or local funds	
5. Expenditure from municipal funds	
6. Fees	
7. Other sources	852	852
8. Total expenditure	852	852

CHAPTER XII.

MISCELLANEOUS.

(i) Medical Inspection and School Hygiene.

What has been done so far as regards medical inspection of hostels and students has been referred to in Chapter I. By attaching a medical attendant to each of the Government boarding houses under the supervision of the Civil Surgeon, whose advice with regard to diseases and sanitary arrangements is always available, much that is desired has been secured in the case of the principal institutions. In other large institutions under mission management, the hygienic condition of schools and hostels receives medical attention. For what remains it is felt that anything of practical value could only be secured if there were a possibility of engaging spécial medical staff.

Nevertheless school hygiene has received much attention during the quinquennium. It has been seen to that every public secondary school provides in its class-rooms floor space at the rate of 12 square feet per pupil in primary classes and 16 square feet in all higher classes. In new houses or additions good light and ventilation have been provided. As mentioned on page 19, some schools have been fitted with class-room furniture designed on hygienic principles. The conditions obtaining in the building where the Government High School is at present located tend to counteract influence in this direction, but a new building for that school has been sanctioned, and will be built in course of time. All recognised boarding houses have been inspected and pronounced satisfactory, except the accommodation allotted to 13 boarders at the Vernacular Secondary school at Beawar.

The matter of physical exercise and regulation of home studies is being managed through the heads of schools, as best it may, under departmental advice.

Rural Schools.

Rural schools are not overcrowded, and all new buildings are provided with due light and ventilation and are placed in the best possible locality in the village. The municipal school at Kekri certainly wants better accommodation; but a fine open plot of land has been purchased, and the necessary buildings will, in course of time, it is hoped, be put up.

Boarding houses for rural Secondary schools are, indeed, becoming a pressing necessity. For these good plans have already been prepared, as mentioned on page 22.

(ii) Religious Instruction.

All the schools managed by religious bodies impart regular instruction in accordance with their persuasion. In other public schools no advantage has been taken by any community of the facilities afforded according to the code for such instruction. The Friday prayers of the Muhammadans, however, come during school hours, and the arrangement made in Government institutions whereby all Muhammadan boys are accompanied to and from the mosque by the Muhammadan teachers, seems to find appreciation with the community.

The prescribed table below gives the number of teachers in public institutions not managed by Government, together with their average salaries:—

(iii) Average pay of teachers in Public Schools other than Government Schools.

Kind of employment.	Number of teachers in public institutions which are not managed by Govt.	AVERAGE PAY IN RUPEES TO ONE PLACE OF DECIMAL.		
		In Secondary Schools.	In Primary Schools.	In other Schools.
Board ... ..	...	...	...	...
Municipal... ..	19	30·6	15·1	...
Private (including European schools)	256	34·1	27·3	46·0 (Technical Schools)
Total	275	18·4	25·1	46·0

The inclusion of European teachers and their salaries in the figures against teachers in private employment puts the figures against the total out of perspective. For teachers in non-European schools only the table would stand as follows:—

Kind of employment.	Number of teachers in public institutions which are not managed by Govt.	AVERAGE PAY IN RUPEES TO ONE PLACE OF DECIMAL.		
		In Secondary Schools.	In Primary Schools.	In other Schools.
Board ... ..	...	...	...	...
Municipal	19	30·6	15·1	...
Private	219	38·1	14·6	...
Total	238	37·5	14·7	...

For European schools only it would stand as follows:—

Kind of employment.	Number of teachers in public institutions which are not managed by Govt.	AVERAGE PAY IN RUPEES TO ONE PLACE OF DECIMAL.		
		In Secondary Schools.	In Primary Schools.	In other Schools.
Board ... ..	...	...	...	...
Municipal ... ..	...	...	...	...
Private	32	*	90·9	...
Total	32	*	90·9	...

* All teachers in Secondary schools are honorary, except one on Rs. 60 per mensem.

(ii) The War.

No one from the educational staff dealt with in this report has gone on active service. The only two men eligible for the I. D. F. belong to it. Two members of the College staff, and six students have volunteered for service in the Indian section of the I. D. F.

The staff and students have not been backward in contributing according to their means to war funds. Towards a subscription raised in 1914 they contributed over Rs. 700, and in 1917 they invested in the War Loan to the ultimate extent of nearly Rs. 21,000.

(iii) Provident Fund and old age provision.

The matter of old age provision for teachers in non-Government service has received attention along the following lines:—

- (a) All teachers in the service of the District Board were some years ago admitted to pensionary rights under the Civil Service Regulations.
- (b) All teachers in the employ of the Railway were admitted to the benefits of the Provident Fund of the Railway in 1908.
- (c) During the quinquennium an undertaking has been obtained from the municipalities for grant of pension to teachers employed by them, in accordance with the C. S. R.
- (d) In consonance with the statement contained in paragraph 53 of the Indian Educational Policy 1913, a Provident Fund scheme for the benefit of teachers of privately managed schools was formulated, and accepted in principle, by most of the managers. As, however, the private financial resources at the disposal of the managers were about that time adversely affected by the outbreak of the war, the floating of the scheme was held over pending some offer from Imperial funds. On receipt of Government of India's letter No. 302, dated 29th March, 1917, a sum of Rs. 1,464 was ear-marked for the purpose, and the schools in question offered to open an account of the managers' and teachers' contributions in anticipation of the announcement of some aid. So that on receipt of sanction to spend the ear-marked sum, the teachers of the principal privately managed schools will be provided for.
- (e) There will then remain some teachers in small schools under private management. Their cases will be dealt with on the same lines as of those under (d).

A total sum of about Rs. 2,500 a year, with sanction to utilize it, would place all teachers at the present time employed in public schools, within the benefit of old age provision.

(iv) Preparation of text books and maps.

No local effort for the preparation of text books seems to be necessary, in view of the numbers of text books that are coming in from elsewhere every year; but what was badly needed was a good wall map of Ajmer-Merwara, and this was made and distributed last year.

E. F. HARRIS, B.A.,

DATED AJMER,

*Principal, Government College, Ajmer,**The 15th October, 1917.**and
Inspector of Schools, Ajmer-Merwara.*

REPORT ON EDUCATION IN BALUCHISTAN FOR THE LAST QUIN- QUENNIAL, 1912-13 TO 1916-1917.

Main events.

The main events of Educational importance in these five years are :—

- (a) the opening of a Training Class at Gulistan for elementary teachers attached to the Gulistan Vernacular Middle School ;
- (b) the inauguration of four Primary Classes instead of five, English not being included as a Primary School subject ;
- (c) the Graded list of Elementary Teachers started ;
- (d) the appointment of an Indian Education Service officer to act as Superintendent of Education in Baluchistan and Head Master of the Sandeman School, Quetta ;
- (e) the opening of the new buildings provided for (a) the Quetta Grammar School (b) the Sandeman School ;
- (f) Primary education in the Primary Departments attached to Anglo Vernacular Middle Schools made free ;
- (g) Middle and High School tuition fees made uniform and the system of fees simplified, with half rates for local boys ;
- (h) an Educational Journal for Baluchistan published in Urdu once a quarter dealing with the progress made in schools, with local news, some war news, and original articles or essays ;
- (i) the removal of the Training Class from Gulistan to Quetta and the opening of new buildings for its accommodation.

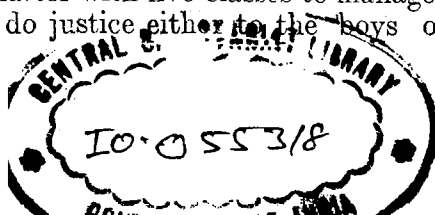
The advance of education in the rural districts of the Province is certainly slow but no attempt has been made to force on a backward people a system of schooling for which they are not prepared. New schools are only opened where the desire for a school is apparent and where a school exists, it usually possesses most suitable quarters both for the boys and the master, while the master is a trained man in receipt of a salary that compares most favourably with the salaries of Primary Masters in the other parts of India. General progress.

The Middle and High Schools show a marked increase of numbers, and the "local" boy who has passed the Primary is keener than he was to proceed to a Middle course and learn English, but the Primary schools in villages make very little headway. The boys look after sheep, or work in the fields or, in places where labour is in demand, earn a comfortable day's wage. The Mullah's schools have declined also, hence the first difficulty to be overcome is to persuade the people that illiteracy is a handicap in life.

As to practical progress achieved, the Normal School for Elementary Teachers is doing good work in training "local" men. The home product supply of teachers is now such that practically all importation of primary masters has ceased. The student under training is taught (i) how to deal with all subjects necessary in a Primary school, (ii) how to organise and manage large classes, (iii) the elements of Hygiene and Physical Drill. Normal School

An untrained teacher usually gets Rs. 20 (per mensem salary) but the Normal passed man goes on to the Graded list and starts on Rs. 25 and rises to Rs. 40 in pensionable service. Further progress is open to him as Persian Master in a Middle School provided he secures the necessary training. All Government and Local Fund schools now have these trained teachers, so that the department is in a position to lend men to aided schools which are encouraged by the staff grant system to aim at employing only trained men. The ample pay offered by Government to Primary school masters in Baluchistan tends to raise the pay of teachers in Aided Schools where the average pay is 24.9. The Primary Master.

The standard of work has undoubtedly improved since the five primary classes were done away with. A master with five classes to manage and teach, as well as the Infant class, could not do justice either to the boys or the subject. Four The four class system.



classes are quite enough for a single teacher. Even so, the weak point of nearly every village school is the neglect of the Infant class and class.I which should of course be of paramount importance.

An attempt is now being made to found an Infants' school where boys of six or seven years of age will stay for two years' grounding and then be drafted into a Primary School. The education given will be on a more liberal scale than is usually possible—for instance, the boys will have organised indoor games, and elementary Drawing, so that the experiment should prove most interesting.

There is no English in the Primary course which is quite full enough of detail as it is ; for a boy in the IV class learns Urdu, Persian, Arithmetic, Geography and Elementary Hygiene. What is required now is initiative on the part of the teacher to get away from the Reader into regions of more active and lively interest. It is the teacher's fault that Primary education is such a deadly dull affair.

The work of
the Superintendent.

This officer not only inaugurates and deals with all educational matters in Baluchistan, but is also Manager (as well as the Head Master) of the Sandeman High School which contains three departments with a total of 700 boys. He is also Manager of the Normal School, the Gulistan Middle School and the new Infant (Gaisford) School, Quetta. It is only natural, with the Sandeman School to attend to, which is plainly one man's work, that he is unable to answer the demands of Primary education in the way that he considers they should be answered.

Sandeman
School, Quetta.

The last five years have seen many important changes in this school. New buildings with every modern convenience for the High and Middle Classes, suitable accommodation for the Primary department in a separate block, improved play grounds of wide extent, a new gymnasium, a Games Pavilion and now, to be completed by April next, a new Boarding House to take 50 Mohamedan boys. Further, there is a regular system of Health training, working in with a new form of Physical Drill, which is compulsory, a yearly medical examination, and a yearly course for the senior boys in the St. John's First Aid. There is a Bee-keeping (practical) class for local boys ; a carpentry class is to be opened. Drawing is now taught to the First Middle, that is when a boy comes out from the Primary stage ; and Persian is improved by being taught as a living modern language. Also there is the growth of the public school spirit, seen both in games, and work and in the life of the school, the welfare of which is largely in the hands of a set of senior boys known as the Court of Honour. Parents, too, begin to show more pride in the school and a few parents' meeting have been held to foster this spirit. In the list of old Boys there are over 200 names of *local* old boys spread over the last 15 years, many of whom are holding good official appointments in Baluchistan, while others are doing well either in trade or business, some in India, some in Afghanistan ; and a great many are local Maliks and Zamindars.

New
Buildings.

The excellence of the school buildings in Baluchistan is noticeable. The Sandeman School, Quetta, and the Quetta Grammar School, have exceptionally good accommodation, thanks to the liberal grants from Imperial Revenues in the last five years. The Middle Schools in the Province are well built also, as is the Normal School in Quetta ; while in the villages two types of school buildings exist, one for the plain land of the Sibi District, one for the hill country. The latter consists of two class rooms, with verandah. There is an iron roof and a compound, walled in, and adjoining quarters for the master ; the cost of the whole being about 3,000 Rupees.

In the five years under report 12 village schools have been built as well as the following :—

	Rs.	
Loralai Anglo-Vernacular Middle School and Boarding House.		
Fort Sandeman Anglo-Vernacular Middle School.		
Boarding House Barnes School, Sibi	12,000	Imperial grant.
Quetta Grammar School Boarding House	15,000	Do.
Quetta Grammar School Class rooms and Hall	44,000	Do.
Sandeman School, Quetta, High and Middle —		
(a)	50,000	Do.
(b)	60,000	Do.
Sandeman School, Primary		
Normal School, Quetta		(Provincial Revenues).

In 1916 when School fees were put on a uniform basis, primary education was made absolutely free. The plan of having a different tuition fee for each class was abolished. Boys now pay in Secondary schools, *School* fees not *Class* fees, the middle fee being 1-8-0 per mensem and the High School 3-8-0. Local boys pay half these rates. The new system has simplified school accounts enormously. It is fair in principle and the way in which fines are levied and fees for admission or re-admission, only comes hard on the delinquent or on the irregular scholar who persistently migrates from school to school.

Fees.

Rupees 10,000, a recurring grant for the aid of Primary education, has been spent (a) on opening new schools, (b) on the training of teachers, (c) on building school rooms and masters' quarters, (d) on grants to Aided schools.

Imperial grants

	Exclusive of building.	On Building.	Total yearly expenditure.
	Rs.	Rs.	
1912-13	88,999	89,847	
1913-14	1,01,083	52,133	
1914-15	1,24,947	1,32,636 } 1,553 }	
1915-16	1,36,017	23,144 } 1,020 }	
1916-17	1,32,027	21,452 } 994 }	

Since there are very few aided or private schools in Baluchistan the number of teachers in non-pensionable posts is small,—under 30. For these the proposed Provident Fund scheme will prove most useful. The local Government will set apart the funds necessary.

Provident Funds and Pensions.

For the last three years the Sandeman School, Quetta, has had proper medical inspection. Each boy has his medical sheet and is examined yearly. The lower classes read Major Perry's "Life, Light and Cleanliness" in the vernacular, the highest Middle class the same in English, and higher still, the senior boys take a course of Physiology and Hygiene—together with the St. John's First Aid Lectures and Examination. All this goes with progressive lessons in Physical Drill, so that a boy can leave school with a certificate for fitness in Physical Exercise, a St. John's certificate, and a Medical Health Record for eight or nine years, the value of which as a testimonial he is now learning to realise. The "local boy" has the asset of a robust body and excellent health which the schools must teach him to appreciate. Outside the Sandeman School there is no regular medical inspection, but Health Readers are in use, and of course Physical Drill.

Medical Inspection, etc.

Very little has yet been done; but a start has been made with a Bee-keeping class in the Sandeman School, and a carpentry class; while in some schools where water is available the boys tend their school garden successfully. Here again it is a question of the zeal of the master. Personal encouragement for new classes and new kind of classes can only be supplied by a Superintendent's presence, teaching the teachers and creating interest.

Manual Training.

In some village schools, where the parents desire it, the Koran is taught before the ordinary school work begins. In denominational schools regular instruction is given—also in girls' schools—and there is usually a prayer or hymn at opening of school in the morning. The Primary classes of the Sandeman School use a morning hymn of this kind, in which all join.

Religious teachings.

There are seven Hostels in Baluchistan Schools; and the Sandeman School will soon have (i) a new one to contain fifty Mohamedans, (ii) a house for 20 Hindu boys. The best equipped Hostel is at present at Sibi, containing about 40 boys. The building is in the form of a quadrangle with master's quarters, Dining Rooms, Kitchens, Dormitories and Recreation Room enclosing a spacious courtyard. Practically the only charge is the cost of food. Many local boys from the Sibi District now live in this hostel, enjoying the social side of school life, and at the same time work and live under proper supervision. Parents fully realise the advantages of a well ordered hostel for boys over 14 years; the younger boys they prefer to keep at home.

Hostels.

Duties of Inspecting staff.

The Superintendent inspects the Middle Schools in the Province and the Normal School, and visits as many other schools as he can, rather with a view to encourage and stimulate than to inspect. The Sandeman School takes up two-thirds of his time; and there are 14 other schools in Quetta. The result of the two-fold appointment and of the attempt to fulfil both functions is discouraging, as there is the persistent feeling of a fall between two stools. The Inspector visits every school twice a year. He has no assistant and his work at the time of the annual examination is such that no one man can cope with. There is no Inspectress and no Inspectors of special subjects.

Classification and pay of officers.	Service.	European or domiciled community.	Indian.	Total.	Average pay in Rupees to one place of decimals.
					<i>Pau.</i> Rs. 1,000
	Indian Educational Service	1 (European) .. ..	..	1	1,000
	Provincial Educational Service .. ..	..	1	1	230
	Subordinate Educational Service .. ..	..	54	54	27.9
	Unclassified posts .. ..	..	39	39	51.4

Other employees.	Kind of employment.	No. of teachers in public institutions which are not managed by Government.	AVERAGE PAY IN RUPEES TO ONE PLACE OF DECIMAL.			
			In Colleges.	In Secondary Schools.	In Primary Schools.	In other Schools.
	1. Bazar Fund	16	..	..	28.4	..
	2. Municipality	6	..	46.6	..	..
	3. Private	45	..	48.1	24.9	..

Expenditure by local bodies.

In Baluchistan there are (a) Bazar Funds, directed and controlled by the Political Agents, (b) the funds of the Quetta Municipality. Bazar Funds taking the place of District Boards maintain 16 teachers in Baluchistan. The Quetta Municipality spends between 6 per cent. and 7 per cent. of its income on Education.

Municipal.

The following table shows the amounts spent by the Quetta Municipality—which is the only existing Municipality in Baluchistan.

Class of Institutions.	NUMBER OF INSTITUTIONS.			RECURRING EXPENDITURE FROM						CAPITAL EXPENDITURE FROM				
	Maintained by Municipality.	Aid by Municipality.	Total.	Provincial Revenues.	Municipal Funds.	Other public Funds.	Fees.	Other sources.	Total.	Provincial Revenues.	Municipal Funds.	Other public Funds.	Other sources.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High School .. ..	..	2	2	3,510	13,50	1,991	8,085	569	17,656	..	..	..	..	..
Middle School (English). ..	1	..	1	180	4,092	..	89	..	4,361	..	..	..	..	..
Middle School (Vernacular). ..	..	1	1	466	823	..	..	1,604	2,893	..	..	..	..	..
Primary Schools .. ..	..	6	6	240	1,332	137	43	3,276	5,028	102	..	..	..	102
Special Schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total .. ..	..	..	..	4,396	9,748	2,128	8,217	5,449	29,938	102	..	..	..	102

There are two Missions in Baluchistan, the Church Missionary Society and the Zenana Mission, both of which are doing excellent educational work though just now owing to the war they are cramped for lack of funds. The Zenana Mission School has a Training Class attached to it, stipends being awarded by the local Government for encouraging women teachers.

The "local" people do not avail themselves of the education offered by the Missions, though for medical aid and hospital treatment they come forward very readily.

Name of Mission in order according to denomination	NO. OF MISSION INSTITUTIONS AND THEIR PUPILS.					EXPENDITURE.						
	High Schools.	Middle Schools, English.	Middle Schools, Vernacular.	Primary.	Training schools.	Total.	Provincial Revenues.	Local Fund.	Fees.	Mission Funds.	Other sources.	Total.
Church of England Missionary Society—							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Schools	4	..	4	282	245	..	754	137-8	1,418
Pupils	227	..	227	..	..	..	..	..	..
Church of England Zenana Mission												
Schools	1	1	..	2	250	960	..	1,159	..	2,369
Pupils	65	30	..	95	..	..	..	897	..	897
												3,266

There has always been a difficulty in securing good secondary teachers for Baluchistan, although salaries are 20 per cent. higher than in the Punjab; but improvement has been made with substantial addition to salaries, and the list of masters so arranged in grades that promotion or chances of promotion stand out clear ahead. If a Primary teacher works and gets qualified he can become a Middle School Master or even hope for a High Class appointment.

These are of two kinds, Open and Close, the former awarded on the result of examination, combined with the opinion of the master and Inspector on the candidate's work, promise and character. The Close scholarships are for local boys only, for whom are also reserved the Wazifas or stipends in the Gulistan Middle School, which led up to the Normal School, and give a student, in all, 5 years' training for his teaching profession.

Other Wazifas are given from school funds or local funds both in Middle and Primary Schools to deserving local boys for their maintenance or encouragement.

There are no such schools in Baluchistan.

Venture Schools.

Outside Quetta, and other District headquarters, there are no girls' schools, except a recently revived one at Chaman which is managed by the Panchayat there and contains about sixty girls. A few "local" girls go to the schools in Quetta; but in the villages there is no demand yet for female education. In Fort Sandeman, Loralai, and Sibi the existing girls' schools—Primary institutions with five classes in each—are for the benefit of the daughters of officials stationed in these places. The schools are doing very fairly but it is most difficult to obtain teachers.

Girls' Schools.

In Quetta there are the following Schools : —

- (1) The Lady Sandeman School—a Primary and Middle School managed by the Quetta Municipality, containing 129 pupils.
- (2) The Zenana Mission Schools (i) Middle with Training Class and (ii) Primary. These are well managed and are doing excellent work ; 65 and 30 pupils.
- (3) The Sikh Girls' School with 104 girls, managed by a Sikh Committee and doing very well.
- (4) The Hindu Girls' School, another aided school—in a prosperous condition—107 pupils.

European
School.

The one European school is the Quetta Grammar School, boys and girls, with the total varying from 50 to 77 pupils reading up to the Middle Standard. Four of the six teachers are trained. The buildings are excellent and there is ample Boarding House accommodation. The Committee of Management, with the Political Agent as President, consists of a number of European ladies and gentlemen and the funds come from grants from the local Government, from Cantonments, from the Municipality and the Railway as well as from fees.

The school should contain at least 120 pupils. There are many European children whose education is neglected there being no compulsion ; and there are also many who are taught privately and individually, the benefit of education in a school not being understood.

The Roman Catholic Chaplain has a class of about twenty children and there are other European would-be-teachers taking in pupils ; but it is hoped that reforms in the Grammar School will render it more popular before long.

War Service.

No master in any school in Baluchistan has joined the Army.

J. R. CORNAH,

Superintendent of Education in Baluchistan.

REPORT ON EDUCATION IN THE CIVIL AND MILITARY STATION BANGALORE FOR THE QUINQUENNIUM ENDING 1916-1917.

Inspecting Agencies.

At the commencement of the quinquennium the several kinds of schools in the Civil and Military Station were controlled by several officers of the Madras Educational Department. The Inspector of European and Training Schools, Madras, controlled the European boys' schools; the Inspectress of Girls' Schools, Central Circle, Madras, was in charge of the girls' schools, both European and Indian; the Inspector of Schools, 4th Circle, Madras, administered the Non-European boys' schools. The Sub-Assistant Inspector of Schools was in immediate charge of the elementary schools and also assisted the Inspector of Schools, Fourth Circle, and the Inspectress of Girls' Schools in the inspection of the Non-European secondary schools. In March 1914 the inspecting agency was reorganised and a new Inspectorate was created with headquarters at Bangalore, and having jurisdiction over all the schools in Bangalore, South Kanara and Coorg. The inspection of the Muhammadan boys' schools was conducted by the Sub-Assistant Inspector of Schools, Madras Muhammadan Range, but this arrangement having been found to be unsatisfactory, a temporary Sub-Assistant Inspector of Schools has since been appointed for the Bangalore Muhammadan Range comprising of the Muhammadan schools in Bangalore and the Muhammadan and Mopilla schools in South Kanara District.

European Boys' Schools.

General Statistics.—The number of institutions for boys remained the same at the close of the quinquennium as at the beginning of it, except that one school, the Clarence School, Richards Town, was styled a girls' school in 1914, owing to the preponderance of girls in that institution. Some of the schools which were styled as Primary in 1911-1912 have since opened the higher classes and are now styled as Middle Schools. A typewriting class was opened in 1916 in the premises of the Young Women's Christian Association and was aided from public funds both as regards teachers and equipment. The Railway Schools at Bangalore City and Arsikere have since been recommended for aid from public funds, and the Railway School at Bowringpet has also been recognised as an experimental measure for two years. All these schools are under private management and are aided by the Assigned Tract Funds.

Two of the abovementioned schools—the St. Patrick's School and Orphanage and Cantonment Orphanage—are Orphanages intended for the education and upbringing of the orphans and children of the indigent. These are conducted by Missionary bodies and every consideration is shown to them in the allotment of grants from public funds apart from the boarding grants which are annually given to these and five other institutions which admit boarders.

Attendance.—There has been a marked increase in the strength of these institutions during the quinquennium. The number on rolls in 1912-1913 was 978 and stood at 1,177 on 31st March 1917. The increase was mainly in the primary and middle stages, there being a slight decrease in the high stage at the end of 1916-1917. There was also a fall in the college department of the St. Joseph's College, the only college for Europeans in the Station. The percentage of European boys in European Boys' schools declined during the first three years of the quinquennium but continued to rise during the next two years and stood at 92.4 per cent. on 31st March 1917 though not as high as at the beginning of the period, the percentage then having been 95.

Buildings and Accommodation.—The schools are generally located in good and commodious buildings and healthy surroundings. Suitable provision has been made for physical training and out-door games in all schools. A large number of pupils belonging to the Cadet Corps and an annual grant of about Rs. 3,500 is paid on their behalf from Imperial Funds.

Teachers employed.—The following table shows the number of teachers that were employed in the boys' schools during the period under review.

	No. of teachers.	No. holding Non-Indian Diplomas.	No. exempted under Article 64 (a) of the Code or Certificated under Article 65.	Unqualified.	No. of teachers for special subjects.
	1	2	3	4	5
1912-13	57	19	18	20	13
1913-14	56	17	20	13	15
1914-15	52	18	24	10	12
1915-16	59	19	26	14	15
1916-17	69	13	23	33	15

There has been a fair proportion of teachers holding Non-Indian diplomas and some of those shown in column 3 were granted exemption being teachers of Approved Service of 5 years and over. Some of them were also granted teachers' certificates on passing the written examination in school management and art of teaching after undergoing a two years' course of teaching under the special observation of the Inspector. Among the Teachers classed as unqualified are those who are qualifying for the certificates mentioned above.

Professional Training.—There are no schools in the Station imparting professional training. Candidates intending to enter the teaching profession have to be sent elsewhere with stipends from public funds. A student is at present undergoing training at Sanawar and his stipends are paid from the 'Assigned Tract Funds.' This arrangement is not satisfactory but for want of sufficient material it has not been possible to open a training class in the Station itself.

Industrial Training.—As regards industrial training there does not appear to be any necessity for a separate institution, the place not being an industrial centre.

Grants-in-Aid.—The grants-in-aid rules are modelled on those for the Madras Presidency. The grants are given annually and are based on the attendance, increased by 'Supplementary Grants' where the ordinary grants are found insufficient. There are besides building grants, boarding grants, cadet grants, special grants for furniture, etc. During the quinquennium Imperial Funds contributed towards the purpose a sum aggregating Rs. 2,51,127.

Examinations.—The European School and Scholarship Examinations are generally held in November at the same time as those in the Madras Presidency. During the period under review the following number appeared for these examinations:—

	No. appeared.	No. passed.
1. High School and Scholarship Examination ..	172	95
2. Middle School and Scholarship Examination ..	163	91
3. Primary Scholarship Examination	84	19

Besides these 58 pupils went up for the Intermediate Examination in Arts of the Madras University from the St. Joseph's College and 15 came out successful. The Cambridge Local Examinations held once a year in December are popular in the Station.

Scholarships.—Scholarships are granted on the European School and Scholarship Examinations held annually. They are granted as follows and are proportionately distributed among the boys' and girls' schools.

Primary	3	scholarships for 3 years.
Middle	3	do. for 2 years.
High	2	do. for 2 years
Collegiate	1	do. for 2 years.

The first three are generally granted to pupils reading in the institutions in the Station while the last is made tenable in colleges outside. Some of the High School Scholarships are also awarded to the students who pass out of one of the schools in the Station but continue their studies in colleges outside. During the quinquennium nearly all the scholarships were utilized.

European Girls' Schools.

General Statistics.—The remarks made on the Boys' Schools apply in the main to the Girls' Schools also.

There were 11 institutions at the commencement of the quinquennium and in 1914-15 the Clarence School, Richard's Town, was included among them owing to the preponderance of girls in the institution. In September 1916 the St. Andrew's Girls' High School was abolished. The number at the close of the period therefore remained at eleven, comprised of one college, three high schools, three middle schools, three primary schools and one training school for mistresses. There are two institutions which are conducted as Orphanages—the St. Agnes' Poor School and Wesleyan English Girls' School, East Parade. All these were aided from public funds.

Attendance.—These institutions shared with the boys' schools the increase in attendance which was 1,010 in 1912-13 and which rose to 1,193 in 1916-17, the increase, as in the other case, being mainly in the primary stage. The percentage of Europeans in the institutions was between 97 per cent. and 98 per cent. except in the last year when it fell to 94·9 per cent.

Accommodation.—The remark regarding accommodation made on Boys' schools apply equally to these institutions also.

Grants-in-Aid.—The same grant-in-aid regulations govern these institutions. During the period under review Imperial funds contributed a sum of Rs. 2,83,804 towards these grants.

Examinations.—The following are the figures for the pupils who appeared for the examinations during the quinquennium :—

	No. appeared.	No. passed.
Primary Scholarship examination	50	14
Middle School and Scholarship examinations	94	40
High School and Scholarship examinations	90	47
Intermediate in Arts	29	21

Besides these 43 girls appeared from the Sacred Heart Training School for the examination in school management and the art of teaching and all of them came out successful. The Cambridge Local Examinations are much appreciated by these institutions.

Teachers employed.—The following table shows the number of teachers employed in Girls' schools during the period under report :—

	No.	No. Holding non-Indian diplomas.	No. exempted under 64 (a) of the Code or certificated under Article 65.	Unqualified.	No. of teachers for special subjects.
1912-13	96	16	42	38	..
1913-14	91	16	54	21	12
1914-15	99	14	60	25	18
1915-16	105	14	61	30	22
1916-17	84	8	58	18	22

From the above a gradual improvement in the staff is perceptible except during the last year, the fall during which was partly due to the abolition of the St. Andrew's Girls' High School.

General remarks.—The above remarks will show that though there was no increase in the number of schools, there was an appreciable increase in the attendance, and that the instruction was satisfactory as will be evident from the results of the examinations.

The schools may be divided under two heads—schools and orphanages. They cater for the different denominations of faiths in the Station and may be classed as follows:—

- | | |
|---|----------------------|
| (1) St. Joseph's College for boys managed by the French Clergy. | } Roman Catholic. |
| (2) Sacred Heart College for girls managed by nuns of the Convent of the Shepherd. | |
| (3) Bishop Cotton Boys' School | } Church of England. |
| (4) Bishop Cotton Girls' School | |
| (5) Baldwin Boys' High School | } Methodist Mission. |
| (6) Baldwin Girls' High School | |
| (7) The Middle and Primary schools can similarly be grouped under one or the other heads. | |

The orphanages mentioned above are attended by about 400 pupils, the great majority of whom are destitute. In several of these necessity for equipping the pupils with something more than the 3 R's is recognised and boys are taught carpentry and typewriting, while the girls are given instruction in typewriting and domestic economy, sewing, etc. All these schools thus meet the needs of a section of the community that would but for them get no education. The purpose of this class of schools is chiefly to save children from bad surroundings and to give them a start in life.

Imperial funds contributed a large sum of money aggregating Rs. 96,720 towards the construction or extension of school buildings and purchase of furniture and apparatus. The accommodation and equipment should therefore be considered to be satisfactory except in one or two solitary instances where increase in attendance demands greater provision in both the above.

Proposals were made for improving the pay and prospects of teachers in these schools. The chief object was to secure and keep a better class of teachers. At present this is impossible as the grants are calculated on the attendance of pupils and the amounts thus arrived at fall far short of the actual expenditure to the management. The Government of India have since sanctioned a recurring grant of Rs. 14,150 for the improvement of the pay and prospects of teachers but it is feared that the wants of the schools will not be fully satisfied as the grant now sanctioned is only a half of what was proposed as the minimum amount required.

Provident Funds and Pensions.—As mentioned above all these schools being under private management, the teachers thereof are not entitled to any pension or Provident Fund contributions from Public funds. The managing bodies of the institutions have not made any provision towards this object.

Non-European Schools.

The noteworthy feature of the quinquennium was that the question of improving the elementary education of Indian boys and girls was carefully considered in detail, by the Government of India, who sanctioned a scheme of opening 12 Municipal boys' schools and 6 Municipal girls' schools in suitable centres in order to consolidate and improve the instruction imparted in schools. Of the 12 boys-schools proposed to be started, 4 were for Hindus, 4 for Panchamas and the remaining 4 were for Muhammadans. Eleven of the schools were in working order on the 31st March 1917 and the 12th school, *e.g.*, the one for Panchamas, remained unopened owing to want of funds promised by the Government of India for buildings. Of the 6 Municipal girls' schools, only one was in working order at the end of the quinquennium and the remaining 5 could not be started for want of buildings. As a result of this scheme the Municipal Commission was entirely relieved of the responsibility of paying grants-in-aid to schools under private management whether they are Elementary or Secondary.

Steps were also taken to improve the qualifications of the teaching staff. A training class for the training of elementary male teachers was opened in 1913. It was located in a few rooms of the St. Joseph's College (Indian Section) kindly placed at the disposal of Government by the Principal. The cost of maintenance of this class was entirely borne by Government. The Mother Superior of the Good Shepherd Convent undertook to run a training school for Indian Mistresses and Government thought it a better arrangement to offer her aid than to open a Government school, and sanctioned a capital grant of Rs. 20,000 to enable her to construct a building and equip the school. A recurring grant of Rs. 2,400 was also given per annum for the maintenance of the training class and the model school attached to it. The Church of England Zeana Mission has opened a training school for training Hindustani mistresses of the elementary grade and an initial grant of Rs. 1,200 was paid to the manager in 1916-17. This has been increased to Rs. 2,200 in subsequent years, to enable the management to equip and maintain a school.

Statistics.—The total number of public Indian schools for boys increased from 32 to 46 and the girls' from 16 to 23. These excluded the unaided schools, which have not received aid up to the close of the quinquennium. There were 27 unaided boys' and girls' schools at the end of the period under report against 38 schools of the same kind at the commencement.

The schools that existed on 31st March 1917 might be classified as follows :

	Boys.	Girls.	Total
1. Upper Secondary Schools	2	1	3
2. Lower Secondary Schools	3	..	3
3. Higher Elementary .. .. .	..	6	6
4. Elementary Schools	39	14	53
5. Training schools	1	2	3
6. Technical schools	1	..	1
7. Unaided and Indigenous schools	19	8	27
Total ..	65	31	96

The following changes during the quinquennium are noteworthy :—

(1) One Higher grade Elementary school for Tamil girls was raised to the grade of a Secondary school. (2) Two Training schools for mistresses and one training school for masters were started. These train only Elementary grade teachers. The need for a temporary training class for training secondary teachers is keenly felt. (3) A few ill-conducted aided schools were absorbed by the 12 Municipal schools, opened in 1914, 1915 and 1916. In the opening of the Municipal schools, the interests of the various communities, *viz.*, the Muhammadans, the Panchamas and the other classes, were duly considered and provided for. The Ceylon and Indian General Mission devoted its energies for the uplifting of the sweepers and scavengers by establishing schools specially intended for them. A few public bodies devoted themselves to the education of the labourers and two well organized night schools, *viz.*, the Gokhale Memorial Night School and the Social Service League Night School are doing excellent work in this direction. Of these two night schools, the Social Service League Night School provides instruction to the children that work as day labourers in the Cigarette factory. The Mahratta community have

started an Elementary School for their children and the Government has been pleased to sanction a temporary Mahratti teacher to give instruction in Mahratti to the children of the Mahratta employees in the Survey of India. A Government school was opened at the Indian Institute of Sciences for the benefit of the children of the employees in the Institute.

Scholars.—The number of scholars under instruction in all the Indian schools in the Station increased from 7,085 to 8,914. The number of male scholars increased from 4,992 to 6,040, *i.e.*, 20·9 per cent., and the female scholars from 2,093 to 2,874, *i.e.*, by 37·2 per cent. About 52·9 per cent. of the pupils of the school-going age were under instruction, in all the public institutions on 31st March 1917. But when the private schools were also taken into consideration this percentage rose up to 58·9 per cent.

Teaching Staff.—The total number of teachers in all the Indian schools for general education for boys and girls increased from 272 in 1912-13 to 352 in 1916-17. The classification of these teachers according to their qualifications is given below :

Class of teachers.	1912-13.	1916-17
(1) Teachers holding Non-Indian Diplomas	8	7
(2) Teachers holding Indian Diplomas and 'trained teachers' certificates.	74	142
(3) Teachers holding Untrained Teachers' certificates ..	7	9
(4) Teachers holding Approved Service certificates ..	20	10
(5) Teachers holding Probationary certificates	21	24
(6) Teachers holding General Education certificates ..	118	136
(7) Teachers holding no certificate	24	24
Total ..	272	352

It might therefore be seen that the percentage of trained and certificated teachers to the total number of teachers has risen from 27·2 to 40·3 during the quinquennium and that of the teachers holding general education certificates only has decreased from 43·4 per cent. to 38·7 per cent. This is due to the supply of trained teachers of the elementary grade by the newly opened training schools in Bangalore. The proportion of untrained teachers of the secondary and the higher grades to the total number of teachers remains, however, unaltered and there is a need for the creation of better facilities to train such teachers.

Secondary Education.

There are three complete secondary schools, two for boys and one for girls. The R. B. A. N. M.'s High School and the St. Joseph's College (Indian Section) are held in the best of buildings, built with the help of the Government grants. The Wesleyan Secondary School for girls is a Tamil school, and an Imperial grant was sanctioned in 1913-14 to enable the manager to acquire a fairly large bungalow with a big compound attached to it, for the use of the school. There are three Lower Secondary schools for boys, all of which are held in buildings specially constructed with the help of the special grants paid in 1912-13 and 1913 and 1914. Of these, the Wesleyan Secondary schools for boys and the St. Aloysius' School are in a flourishing condition. But the C. V. S. Sabha School is lacking in financial support and the managing committee have found it hopeless to secure an endowment for

the school. Owing to the poor financial condition, it is ill-equipped and so not well conducted. The other Lower Secondary schools have been fairly well equipped, furniture of a new type being supplied to the Wesleyan school. The laboratory of the R. B. A. N. M.'s High school has been fairly equipped. Furniture of a new type has been introduced in all the schools. The St. Joseph's College is still in need of up to date maps and appliances. Attempts have been made to some extent to secure trained teachers in all the secondary schools. The St. Joseph's College contains a large number of untrained teachers in the secondary department. The R. B. A. N. M.'s High School is better staffed. Owing to the paucity of trained and certificated teachers of the secondary grade, the managers were obliged either to entertain trained higher elementary teachers or untrained S. S. L. C. candidates in some of the lower forms.

Methods of teaching.—The methods of teaching are gradually improving. Many teachers have resorted to the Direct method of teaching English and the other languages. Much attention is paid to the improvement of oral and written compositions and a few teachers are devoting themselves to a study of Phonetics. Text books in History and Geography, written on modern lines, have been introduced, and the teaching of mathematics has undergone a considerable change for the better. Elementary Science is taught inductively and experimental work is attempted in many of the schools. There has been a general upheaval of ideas and teachers have been roused from their lethargic state to think out and adopt rational and practical methods.

There is no school in which the system of Provident Fund is in force, but to secure the stability of teachers in the secondary schools, arrangements have been made to introduce the system of paying a general Provident Fund to the teachers in the R. B. A. N. M.'s High School and the St. Joseph's College with effect from the year 1917-18. It is desirable that the system should be introduced in all the other schools in the Station.

Elementary Education.

The improvement in the elementary education is more marked. Almost all ~~the elementary schools are~~ housed in excellent buildings. The openings of the Municipal schools have indirectly led to the increase of pay of teachers in the aided elementary schools. There are three grades of pay in Municipal service. Elementary (Lower) men are usually taken on Rs. 15 per mensem to start with and a Higher Elementary Grade teacher is given Rs. 20. The highest pay which a trained teacher of the Elementary Higher Grade can aspire to get is Rs. 30 per mensem. Only persons of high qualifications and proved merit are usually taken to the Municipal service. Teachers who have a knowledge of three vernaculars, *viz.*, Tamil, Telugu and Kanarese, are preferred. But in the aided schools the salaries paid are low. A trained teacher of the Elementary Lower Grade is started on Rs. 12 per mensem and a Higher Grade teacher can get Rs. 15.

Almost all the elementary schools are fairly equipped. Planks and low tables are used by the Infants and benches with backs and desks of suitable heights are used by the pupils in the higher standards. Chequered blackboards are invariably used and the majority of the schools are equipped with good pictures and useful appliances. School gardens have been laid up in schools where facilities exist and instruction in plant life and gardening is systematically given. A few schools, *e.g.*, the Municipal School, Zougupolyam, the 2nd Q. V. O. S. and M. Girls' school, can boast of good model gardens in Elementary schools.

The instruction imparted in the Elementary schools is chiefly on the practical lines. More attention is paid to oral composition, with a view to improve the spoken language of the children. Manuscript Reading and Letter-writing have been introduced in the higher standards, *viz.*, III and IV stories, from the central basis of teaching in the Kindergarten standards. Manual instruction, drawing, brushwork, and other interesting occupations are done according to the local conveniences. Instruction in Nature study is given with the help

of the school garden. Practical and useful instruction is given in arithmetic. More attention is paid to mental work. Excursion and play have been introduced in not a few schools.

English teaching.—English is taught as a second language in the majority of the elementary schools. This seems to be necessary for two reasons—(1) There is a large English speaking population in this area and many of the pupils that pass out of the elementary schools get themselves employed as servants in the European and Anglo-Indian households. (2) Secondly, such of the pupils who enter a secondary school from an elementary school, get instruction chiefly through the medium of English from Form I, owing to the difficulty caused by the prevalence of three, four and even five vernaculars in schools. So a knowledge of English is essential for a boy passing out of an elementary school whether he proposed to continue his studies or not. The direct method of teaching English is adopted with much success in elementary schools. Experienced teachers of the higher elementary grade are in charge of English work in these schools.

Provident Funds.—It has already been stated that no schools have instituted the system of paying either a pension or a provident fund to teachers serving therein. But a pensionary contribution of 5 per cent. of the salaries is collected from each permanent teacher in Municipal employment, with a view to pay pensions to them, in accordance with the rules governing the grant of pensions to Government servants. There are at present about 50 teachers who share this benefit.

Hostels.—The only hostel attached to the Indian schools is the R. B. A. N. M. Hostel, wherein the students of the R. B. A. N. M. Technical school are admitted as boarders. If there is room, the students of the high school are admitted. It is maintained by subscriptions and fees and is not in receipt of any aid from Government. It is desirable that the two Indian secondary schools in the Station should have hostels attached thereto. A grant has been sanctioned during the current year to enable the correspondent of the St. Joseph's College (Indian Section) to start a hostel for the Indian boys.

Miscellaneous.—No special arrangements have been made for the systematic inspection of the school pupils. But the Health Officer of the Municipality visits all the Municipal Schools and supervises the health of the children therein. Simple Hygiene is taught in the majority of the girls' schools and to some extent in the boys' schools. A special manual training class has been started in the Government Elementary school and instruction is given therein in carpentry. There is a Municipal Drawing and Kindergarten Instructor who teaches Drawing and Manual occupations in many Municipal and aided schools. There are two Drill Instructors employed by the Municipality, who work in the Municipal and aided schools and guide the teachers in teaching Drill to the boys. Special attention is paid to the Physical exercises in all the boys' schools. In the Girls' schools, Drill, Kummi and Kolattam are taught. Religious Instruction is imparted in all the Mission schools and the Muhammadan schools. Scripture is taught in the former and Koran in the latter. In other schools, general instruction is given in civics and morals in accordance with a Syllabus framed by the Sub-Assistant Inspector of Schools of the Station. Almost all the secondary schools have introduced the system of sending periodical progress report of the children to their parents. In elementary schools this system has been found to be unnecessary since the parent has an easy access to the school.

Education of Special Classes.

Muhammadan Education.—There are in all 26 Muhammadan schools for boys and girls, 4 of which are Municipal, 8 are aided, and 14 are unaided. Of the 14 unaided schools, as many as 10 are Koran schools. Urdu Readers recognized by the Punjab Government are used in all the Muhammadan schools. There are 1,780 Muhammadan pupils under instruction in all the schools, which is 52.07 per cent. of the school-going Muhammadan population. The need for a separate Lower Secondary School for Muhammadans is keenly felt. The Muhammadan

pupils are admitted at half the standard rates in the secondary schools. Free education is imparted to them in all the elementary schools up to Standard IV. A nominal fee of two annas per head is charged for pupils in the IV Standard. There are no hostels for Muhammadan boys attached to any recognized school. The Muhammadan Orphanage in the Dickenson Road which was once popular and flourishing has now gone down in strength. There are about 7 or 8 pupils who are fed and clothed there and these attend the Madrasa-i-Islamiah School in the Cavalry Road.

Panchama Education.—In Bangalore the Panchama are not regarded as untouchables. They have more freedom, command a better social status and mix indiscriminately with all classes of population. Though there are special schools intended for them in certain areas thickly populated by them, yet their admission in other schools is not refused and we often see in almost all the schools Panchama pupils sitting side by side with Brahman pupils and getting instruction along with the latter. There are 26 Elementary schools specially intended for this class of people, of which 3 are Municipal schools. There were 1,477 Panchama pupils under instruction in all the schools in the Station on 31st March 1917.

Schools for Factory Children.—There are no aboriginal or criminal tribes in this Station. There is a Cigarette factory managed by the Peninsular Tobacco Factory and Co., Ltd., in which not less than 300 children of the school-going age work. The Bangalore Social Service League and the Hithakarani Sangam are conducting two large night schools, wherein the day labourers of the Factory get instruction in 3 R's during the nights. But only 50 children working in the Factory are at school.

Educational Publications.

During the last three years of the quinquennium 24 works published in the Civil and Military Station, Bangalore: 3 of them were in English, 15 were in Urdu, one was in Tamil and the remaining 5 were in Kanarese. Fourteen of the Educational publications were pertaining to different subjects, viz., ~~Biography~~, History, Language, Poetry, Geography and Organic Chemistry.

Letter from the Inspector of Schools, 9th Circle, R.C., No. 28-D.Gl. of 1917, dated 20th October 1917, to the Director of Public Instruction.

In continuation of this office R. C. No. 11-Gl., of 1917, dated 24th January 1917, I have the honour to submit herewith the quinquennial report of the Civil and Military Station, Bangalore.

I regret the delay in submitting this report, but it is due to the fact that it took a little time to gather the information required under the various heads owing to the fact that this circle was opened only in March 1914 and this is the very first report of this sort sent for this Station.

The tables required were submitted with the Administration Report of this Station for 1916-17.

