

Educational (191/) Department.

ORDINARY MS.

G.O., No. 786

DATED 13-11-1911

[Despatch Abstract.]

Elementary Education Act in Baroda State.

Recording letter from the Resident
at Baroda forwarding a copy of the
Copy of the English translation of the —

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

[E. & L.]
68
3,400-15-3-00.

EDUCATIONAL DEPARTMENT.

CURRENT FILE.

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[P.T.O. FOR PUT UP PAPERS.]

PAPERS PUT UP WITH CURRENT No. _____

Papers of the department to which the current belongs.

Number.	Date.	Original (=O.) or spare copy (=S. C.)	Remarks. (In this column such of the papers as have been removed for copying, printing, etc., should be marked with a cross.)	Initials of Referencer with date in token of return to Reference department.

Papers of other departments.

Department.	Number.	Date.	Original (=O.) or spare copy (=S. C.)	Despatcher to note the return of the papers to the departments concerned.



No. 9468 of 1911.

From,

H. V. Cobb, Esquire, C.I.E., I.C.S.,
Resident at Baroda.

To,

The Secretary to the Government of Madras
in the Educational Department.

Dated Baroda, 5th September 1911.

Sir,

X By Regis-
tered parcel.

As requested in your telegram of the 17th August
1911 I have the honour to forward a copy of the Elementary
Education Act and of the Rules made thereunder (in Vernacular)
in force in the Baroda State, as furnished to me by the
Minister. A copy of the Annual Report of the Educational
Department for the year 1907-08 containing information on
the working of the said Act is also enclosed.

I have the honour to be,

Sir,

Your most obedient servant,

H. V. Cobb

RESIDENT at BARODA.

Letter

(C)

2/4 Educational Dep
Letter to, No 2289-18.26

The President at Baroda.

Sir,

I am directed to acknowledge with thanks, the receipt of the Copy of the Elementary Education Act and the Rules made thereunder (in vernacular) and the Copy of the annual report of public instruction in the Baroda State for 1907-8 forwarded with your letter No. 9468/11 dt 5-9-11. I am, however, enquiring whether the Act and the Rules have been rendered into English and if they have been, to request that, if there be no objection, ^{an English} copy of the Act and the Rules ~~made thereunder~~ in English may be furnished to the Govt.

I have etc.

PP
23.9.11
23.9.11

23.9.11

26.9.11
26.9.11

3
No. 10966 of 1911.

W.C.N-2546
Regd 17.10

From,

H. V. Cobb, Esquire, C.I.E., I.C.S.,
Resident at Baroda.

To,

The Secretary to the Government of Madras
in the Educational Department.



Dated Baroda, 12th October 1911.

Sir,

In reply to your letter No. 2239-1, dated the 26th
September 1911, I have the honour to inform you that the
Baroda State Elementary Education Act and its rules have not
been translated into English. His Highness' Government in
similar circumstances have expressed their unwillingness to
supply the Residency with translations. Accordingly this
work will have to be undertaken in the Residency. As my
office is short-handed at present and much occupied with
correspondence about the CORONATION Durbar I fear I shall not
be able to get the work done until next month.

I have the honour to be,

Sir,

Your most obedient servant,

H. V. Cobb.

RESIDENT at BARODA.

PR
19/10/11

4
No. 11451 of 1911.

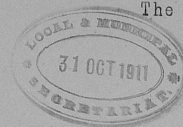
268
Regd 1. 11.

From,

H. V. Cobb, Esquire, C.I.E., I.C.S.,
Resident at Baroda.

To,

The Secretary to the Government of Madras
in the Education Department.



Dated Baroda, 28th October 1911.

Sir,

In continuation of my letter No. 10966 dated the
12th October 1911, I have the honour, as promised, to
submit a translation of the Baroda State "Compulsory
Education Act" of 1910.

2. This translation has been prepared in my office
in the absence of any authorised translation made by the
Durbar. I trust, therefore, that any faults or defi-
-encies detected will be regarded with leniency.

I have the honour to be,

Sir,

Your most obedient servant,

H. V. Cobb -

Resident at Baroda.

*The enclosed file comes down
this morning
R.C.
29.10.11*

0.04

Resident at Haroda.
H. V. Cobb, Esquire, C.I.E., I.C.S.

In continuation of my letter No. 10988 dated 12th October 1911, I have the honour, as promised, to submit a translation of the parva State "Compendium"

Education Act" of 1910.

conceals detected will be regarded with leniency.

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your most obedient servant,

Resident in London

In accordance with the orders passed by His High-

-ness the Maharaja Sayajirao Gaekwar, Sena Khas Khel Samshe

Bahadur, the following "Compulsory Education Act" was ---

sanctioned on Kartik Vidi 13th, Samvat year 1967, i.e. 29th

November 1910.

(a) "Arab"

(x) "Vidyadhikari"

Act IV of Samvat year 1967, A.D. 1910. Published

on Margshirsh Sudi 14th, Samvat year 1967, i.e. 15th December

1910.

5. Children who are of school-going age to be sent

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8. Valid excuses ~~-----~~ sending to school, children

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- (b) "Children of school-going age"
- (c) "School"
- (d) "Vahivatdar"
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89. Duty of parents to see that their children attend the school.
90. Transmission of a list of the parents of children remaining absent from school after their admission.
91. Penalties and powers.
92. Duty of parents to see that their children attend the school.
93. Transmission of a list of the parents of children remaining absent from school after their admission.
94. Penalties and powers.
95. Duty of parents to see that their children attend the school.
96. Transmission of a list of the parents of children remaining absent from school after their admission.
97. Penalties and powers.
98. Duty of parents to see that their children attend the school.
99. Transmission of a list of the parents of children remaining absent from school after their admission.
100. Penalties and powers.

Education Department.

It having been considered desirable to embody in
-----X
Object. : one place, the law on compulsory Education and
-----X
to amend the same, His Highness the Maharaja Sayajirao --
Gaekwar, Sena Khas Khel, Samsher Bahadur, has been pleased
to enact as under:-

CHAPTER I.

Preliminary

1. This Act shall be called "The Compulsory Educa-

-----X
Title. : -tion Act."
-----X

2. (1) It shall be applicable to the whole of the

-----X
Extent. : Baroda State.
-----X

(2) Should the Government, however, think fit,
they will exempt certain areas from the operation
of this Act, by issuing a Notification to this
effect in the State Gazette and will make other
arrangements for the spread of education in such
areas.

3. (1) (a) The Compulsory Education Act, No. VII

-----X
Repeal : of Samvat 1965.
-----X

(b) Part VI of Regulation I of Vernacular
education

It having been considered desirable to amend the
 Object : one place, the law on compulsory education and
 to amend the same, His Highness the Maharaja has been pleased
 to enact the following :-

CHAPTER I.

Preliminary

1. This Act shall be called "The Compulsory Education

Act."

2. (1) It shall be applicable to the whole of the

State.

(2) Should the Government, however, think fit,

they will exempt certain areas from the operation

of this Act, by issuing a Notification to this

effect in the State Gazette and will make other

arrangements for the spread of education in such

3. (1) (a) The Compulsory Education Act, No. VII

of January 1906.

(b) Part VI of Notification I of Government

Education

Education Department.

(c) Notification No. 2 dated 25th July 1906

issued by the Legal Remembrancer.

(d) Notification No. 11, dated 3rd December 1906

issued by the Local Board office, and

(e) all other Notifications, rules, or orders

passed in connection with the Compulsory

Education, which are contrary to the pro-

-visions of this Act

are, hereby, repealed.

(2) All the steps already taken in connection with
 the working of Compulsory Education, cases dis-
 posed of, and punishments awarded, in accordance

with the requirements of any of the acts, rules,

Notifications or orders cancelled above, shall,

however, be held to have been done according to

the provisions of this Act.

4. Unless there is anything repugnant in the subject

Definitions : or context the following expressions in

this Act, bear the following meaning:-

(a) "Parent" includes

(1) Every person under whose actual protec-

-tion the child is living, or

11 13
(2) Every guardian, who is liable to maintain a boy or girl concerned.

The phrase

(b) "Children of school going age" means and includes

(1) Boys who have completed their 6th but not their 12th year of age, and

(2) girls who have completed their 6th but not their 11th year of age.

(1) "School" means:-

(a) "School" means:-
school, children who are of school-going age.

(1) a Government School, or

(2) any other school receiving grant-in-aid from Government, or,

(3) any institution recognised by the Education Department of this State, from time to time, as a school.

(d) "Vahivatdar" includes a Mahalkari, an Aval Karkun, or any other official invested from time to time with the powers of a Vahivatdar, by Government.

(e) "Area" includes a city, a Kasba, or a village.

(f) "Vidyadhikari" includes any other officer entrusted, by the orders of Government, with the powers and duties of Vidyadhikari, in connection with schools, as laid down in this Act.

Chapter

X
Minister of
Education.

education of any person, physical or mental defect, or permanent debility.

5. In the absence of any of the reasons provided for

Children who are of school-going age to be sent to school. in Section 6 of this

Act, all the children, who are of school-going age shall be sent to a school by their parents.

6. (1) Any of the following circumstances affords a

Valid excuses for not sending to school, children who are of school-going age. reasonable excuse for

not sending to school children who are of school-going age.

(a) When the Educational Inspector, Deputy Education Officer, or any other person so authorised

by Government certifies that

(1) the child is receiving instruction, as laid down by the Educational Department in other way

(2) On being examined by him, the child is found

to have passed the Vernacular 4th Standard, or any other Standard, fixed by the Vidyadhikari, with the sanction of Government.

(b) When the continued presence of a child is necessary at home on account of the weakness, old age, and sickness of the parents or parent concerned.

CHAPTER II.

Compulsory Education and the exemption therefrom.

In the absence of any of the reasons provided for

Children who are of school-going age
to be sent to school.
In Section 6 of this

Act, all the children, who are of school-going age shall be

sent to a school by their parents.

6. (1) Any of the following circumstances shall be

Valid excuse for not sending to
school children who are of school-
going age.
Reasonable excuse for

not sending to school children who are of school-go-

-ing age.

(a) When the Educational Inspector, Deputy Education-

al Inspector, or any other person so authorized
from time to time

by Government certifies that

(1) the child is receiving instruction, or is

down by the Educational Department in other way

than by attendance at school, or that

(2) On being examined by him, the child is found

to have passed the Terminal 4th Standard,

or any other Standard, fixed by the Vidyadhi-

kari, with the sanction of Government.

(b) When the continued presence of a child is neces-

sary at home on account of the weakness, old age,

and sickness of the parents or parent concerned.

(c) When it is impossible for a child to receive --

education on account of any permanent physical

or mental defect, or permanent debility.

(d) When there is no school within one mile from the

residence of the child concerned, or

(e) On account of any other reasons notified from

time to time by the Vidyadhiikari with the sanc-

-tion of Government.

(2) When a certificate as provided for in sub clause

1a. (1) of Sub-section (1) is applied for, the

official mentioned at the end of sub clause (a)

may grant the same, after due examination of the

child concerned.

CHAPTER III.

List of parents and of children of school-going age.

7. When a school is opened at a place where there

Immediate publication of a notifica-
-tion, on the opening of a school. : was none before, the

Taluka Vahivatdar shall publish a Notification, directing

all the parents residing in that area to send to school

without delay all children of school going age.

8. (1) The Taluka Vahivatdar shall get a list of

Regarding the preparation of the :
list of children, old enough to re- : children of school-
-ceive education. :

-going

(c) When it is impossible for a child to receive education on account of any permanent physical or mental defect, or permanent disability.

(d) When there is no school within one mile from the residence of the child concerned, or

(e) On account of any other reasons notified from time to time by the High School and the same-
tion of Government.

(2) When a certificate is provided for in any clause (a) of Section (1) is applied for, the official mentioned at the end of said clause (a) may grant the same, after the examination of the child concerned.

CHAPTER III
List of parents and of children of school-going age.

7. When a school is opened at a place where there is no school, the Head Master shall publish a notification, directing all the parents residing in that area to send to school without delay all children of school-going age.

8. (1) The Head Master shall get a list of children of school-going age, and the same shall be published in the school house.

X
village accountant
X
head man of a
village.

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-going age, residing within the area to which children exempted from this Act will apply, together with the names of their parents, prepared, in accordance with Form appended to this Act, by the local Talati or Section (1), the Head Master or the school teacher, with the assistance, if necessary of the official of the school or of any respectable gentleman residing within the area.

The aforesaid list shall be prepared within

(a) One month from the date of the application of this Act and hereafter

(b) in the month of June, every year.

A copy of the list thus prepared shall be furnished to the Head Master of the School by the end of the ensuing month, and another copy shall be published in the area in question, by affixing it in the local Chora or at any other conspicuous place, and the Patel shall enter in it the date of its publication.

(2) The Head Master shall affix the list furnished to him, or, a copy of it, in a conspicuous part of the school house.

(3) In the list prepared in accordance with sub-section (1), the fact of exemption shall be recorded in the proper column against the names of all children

15 17
children exempted from attendance.

10. (4) If any new children come to reside in the area,

after the publication of the list provided for

sub Section (1), the Patel Talati as well as the

school master shall report the matter to the

Vahivatdar, who in his turn, shall direct their

parents, through the Patel, to send them to ---

school, if he (i.e. the Vahivatdar) thinks it

fit that the names of the children in question

should be entered in the list. The names of the

children alluded to, shall thus be held to have

been published in the list, on the date on which

their parents are directed to send them to school

and the result will be accordingly.

9. If any one raises an objection that

-----X
Objections to the list published :
according to the provisions of this: (a) the number of
Act. :
-----X

children shown in the list, is incorrect, or

(b) his name or that of his child is not liable

to be entered in the list, or that

(c) certain children should be exempted,

he shall be at liberty to prefer an appeal, within 30

days from the date of the publication of the list.

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10. (1) The appeal provided for, in Section 9 shall be preferred before the Court of the Suba

Collector

of the District concerned, or before any other officer, from time to time, appointed by Government.

(2) The Suba may transfer his powers of accepting the appeal and deciding the same, as provided for in this Section to any Naib Suba, serving under him.

(3) The decision passed on the appeal preferred in accordance with this Section, shall be final.

12. A list showing of parents who have not sent their children to school within the period.

school-going age for attendance at schools within the above period of 30 days together with the names of the children themselves shall be prepared and forwarded by the Naib Suba to the Suba 7 days after the expiry of the period, and the list shall continue to be submitted at intervals of one month.

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children exempted from attendance.

(4) If any new children come to reside in the area after the publication of the list provided for in Section (1), the Naib Suba as well as the school master shall report the matter to the Suba, who in his turn, shall direct the Naib Suba, through the Naib, to send them to school, if he (i.e. the Naib Suba) thinks it fit that the names of the children in question should be entered in the list. The names of the children already in the list shall be held to have been published in the list on the date on which their parents are directed to send them to school, and the results will be accordingly.

2. If any one raises an objection that objections to the list published according to the provisions of this Act.

(a) The number of children shown in the list, as incorrect, or (b) the name or that of the child is not liable to be entered in the list, or that (c) certain children should be exempted, he shall be at liberty to prefer an appeal, within 30 days from the date of the publication of the list.

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CHAPTER IV.

Penalty and Powers.

11. (1) It shall be the duty of parents to send to Children to be sent to school within: school all their children 30 days from the date of publication: of lists or of the decision of appeals

of a school-going age whose names have been entered in

the lists published as aforesaid under this Act within

30 days from the date of publication of the lists or

within 30 days from the date they are informed of the

decision of their appeal if the decision has not granted

exemption from attendance.

(2) The appellate officer shall also inform the

Head Master of the school concerned of the decision of the

appeal.

12. A list showing the names of parents who have not

Transmission of a list of parents : who have not sent their children to : school within the period. : sent their children of a

school-going age for attendance at school within the

above period of 30 days together with the names of the

children themselves shall be prepared and transmitted by

the Head Master of the school to the Vahivatdar 7 days

after the expiration of the period, and the list as afore-

said shall continue to be transmitted every month so

long as the children fail to attend school.

Explanation
it

11. If shall be the duty of parents to send to school all their children within the date of publication of the list of the school-going age whose names have been entered in the list published as aforesaid under this act within 30 days from the date of publication of the list or within 30 days from the date they are informed of the decision of their appeal if the decision has not granted exemption from attendance.

(2) The appellate officer shall also inform the Head Master of the school concerned of the decision of appeal.

12. A list showing the names of parents who have no transmission of a list of parents who have not sent their children to school within the period of school-going age for attendance at school within the above period of 30 days together with the names of the children themselves shall be prepared and transmitted by the Head Master of the school to the Vahivatdar 7 days after the expiration of the period, and the list as aforesaid shall continue to be transmitted every month as long as the children fail to attend school.

13. (1) On receipt of the list mentioned in section 12, the aforesaid officer shall send for the defaulting parents and hear them; and if no satisfactory cause is shown by them, then he may impose upon them a fine not exceeding one rupee for every such child of a school-going age who has not attended school, and may continue so to do, every month, until the child does attend school.

(2) The defaulting parents shall be informed of the amount of fine imposed upon them in accordance with subsection (1) above verbally if they be present and by notice if absent, and shall also be warned that if they fail to pay the amount within 30 days from the date of the receipt of the order or notice to its parents.

(a) the Vahivatdar, or
(b) such other person as may have been authorized in this behalf from time to time.

Explanation:- At a place where there are more schools than one, the Vidyadnikari (Minister of Education) shall declare by Notification in the Baroda State Gazette the area embraced by every such school.

(1) It shall be the duty of the parents to send the Head Master of that school shall send the list of the school-going age of their children as aforesaid.

13. (1) On receipt of the list mentioned in section 12, the aforesaid officer shall send for the defaulting parents and hear them; and if no satisfactory cause is shown by them, then he may impose upon them a fine not exceeding one rupee for every such child of a school-going age who has not attended school, and may continue so to do, every month, until the child does attend school.

(2) The defaulting parents shall be informed of the amount of fine imposed upon them in accordance with subsection (1) above verbally if they be present and by notice if absent, and shall also be warned that if they fail to pay the amount within 30 days from the date of the receipt of the order or notice to its parents.

(a) the Vahivatdar, or
(b) such other person as may have been authorized in this behalf from time to time.

Explanation:- At a place where there are more schools than one, the Vidyadnikari (Minister of Education) shall declare by Notification in the Baroda State Gazette the area embraced by every such school.

(1) It shall be the duty of the parents to send the Head Master of that school shall send the list of the school-going age of their children as aforesaid.

14. (1) It shall be the duty of the parents to send the Head Master of that school shall send the list of the school-going age of their children as aforesaid.

(2) The defaulting parents shall be informed of the amount of fine imposed upon them in accordance with subsection (1) above verbally if they be present and by notice if absent, and shall also be warned that if they fail to pay the amount within 30 days from the date of the receipt of the order or notice to its parents.

(a) the Vahivatdar, or
(b) such other person as may have been authorized in this behalf from time to time.

Explanation:- At a place where there are more schools than one, the Vidyadnikari (Minister of Education) shall declare by Notification in the Baroda State Gazette the area embraced by every such school.

18

19

21

it shall be recovered from their moveable property

in the manner adopted for the recovery of arrears of

land revenue.

14., (1) It shall be the duty of the parents to see

-----X
Duty of parents to see that their : that such of their children
children continue to attend the :
school. :
-----X as ought to attend school as

required by this Act continue to attend it after their
admission.

(2) But it is enacted that the absence of a
child from school shall be considered to be justifiable.

(a) for any period required for recovery from

sickness,

(b) for 15 days at the most if the child's

presence at home is indispensably necessary

in consequence of the sickness of any

member of the family, or

(c) for 15 days at the most if the child's

assistance is specially necessary at certain

seasons in connection with the profession of

its parents.

But information of such intended absence must be
given by the parents of the children to the Head Master

of the school with the least possible delay.

15. (a) If any parents allow their children of a

Transmission of a list of the school-going age to remain
parents of children remaining absent
from school after their admission. :
absent from school after

admission for reasons other than those mentioned in

section 14, or without obtaining permission, for

(a) more than 6 continuous days, or repeated upon them

(b) 15 days in a month at broken intervals, 13 or 15.

then the Head Master of the school shall, after inquiry,

if he deems it proper and if he finds that the parents

are at fault, prepare and send within the 8th of

every month a list showing authorized in this respect

(c) the names of children who were absent from school

and during the previous month, as he deems proper, for

(d) the number of days they were absent, and he fine so

(e) the names of the defaulting parents to the Patel

15. of the locality concerned or to the Chief Patel

Made for the recovery of
where there are more Patels than one. of the Taluk

16. On receipt of the afore-said list the Patels

Penalty for faults. x
shall take the explanation of

the parents, and if, after suitable inquiry they are

found to be at fault, he may then impose upon them a

fine not exceeding the receipt of the list

mentioned in sub-section (1), then the Patels (a)

15. If any parents allow their children to be

transmission of a list of the
parents of children remaining absent
from school after their admission
from school after school after

admission for reasons other than those mentioned in

section 14, or without obtaining permission, for

(a) more than 6 consecutive days, or

(b) 15 days in a month at broken intervals,

then the Head Master of the school shall, after inquiry

it is deemed fit proper and it be found that the parents

are at fault, prepare and send within the 8th of

every month a list showing

(c) the names of children who were absent from school

during the previous month,

(d) the number of days they were absent, and

(e) the names of the defaulting parents to the Taluk

of the Taluk to be concerned or to the District Taluk

where there are more Taluks than one.

16. On receipt of the above said list the Taluk

shall take the explanation of

the parents, and if, after suitable inquiry, they are

found to be at fault, he may then impose upon them a

fine not exceeding

(a)

(a) two annas for the first fault, and

(b) one rupee for every subsequent fault in a

progressive order

17. If, inspite of the penalty imposed upon them

Enhanced penalty on some occasions. : under section 13 or 16,

parents are found to have committed an offence as

defined in such sections by sending their children

away on hired labour or by employing them in their own

fields, then the officer authorized in this respect

may impose upon them a fine of not less than one rupee

and not more than five rupees, as he deems proper, for

every such child and shall inform them of the fine so

awarded if they be not present.

18. (1) The Taluk shall prepare and send to the

Mode for the recovery of fine. : Vahivatdar of the Taluka

concerned on the 15th of the next month a list showing

the names of the defaulters and the amount of fine

awarded in the previous month under this Act.

(2) If the amount of fine be not paid within

15 days from the date of the receipt of the list

mentioned in sub-section (1), then the Vahivatdar

shall

shall recover the amount from the defaulters from their moveable property in the manner adopted for the recovery of the arrears of land revenue.

19.. (1) No appeal shall be entertained against Stamps on applications and appeals. : under this Act shall be Order of penalty is not appealable. : the order of fine passed

by the Vahivatdar or Patel under this Chapter, but a

revision application to the Subha and the Vahivatdar statement of fines.

respectively shall be entertained, if presented within 60 days from the date of the order; and the order passed on this application shall be considered to be final.

(2) Similarly at any time

(a) the Vahivatdar and

(b) the Subha

are authorized to take in revision the order of penalty awarded by the Patel and the Vahivatdar respectively on their own initiative or on the report of those officials; and the order thus passed in revision shall also be considered to be final.

this Act, and

(a) two annas for the first fault, and (b) one anna for every subsequent fault in a

prosecutive order

for every boy or girl, and shall inform them of this if they be not present at the time.

17. If, in the event of the penalty imposed upon them

under section 13 or 16.

persons are found to have committed an offence as

defined in such sections by causing their children

away or hired labour or by employing them in their own

fields, then the officer authorized in this respect

may impose upon them a fine of not less than one rupee

and not more than five rupees, as he deems proper, for

every such child and shall inform them of the time so

awarded if they be not present.

18. (1) The Patel shall prepare and send to the

Made for the recovery of

concerned on the 15th of the next month a list showing

the names of the defaulters and the amount of the

amount in the previous month under this Act.

(2) If the amount of fine be not paid within

15 days from the date of the receipt of the list

mentioned in sub-section (1), then the Vahivatdar

shall recover the amount from the defaulters from their movable property in the manner adopted for the recovery of the arrears of land revenue.

19. (1) No appeal shall be entertained against the order of fine passed by the Vahivatdar or Patel under this Chapter, but a revision application to the Sdha and the Vahivatdar respectively shall be entertained, if presented within 60 days from the date of the order; and the order passed on this application shall be considered to be final.

(2) Similarly at any time

(a) the Vahivatdar and

(b) the Sdha

are authorised to take in revision the order of penalty awarded by the Patel and the Vahivatdar respectively on their own initiative or on the report of those officials; and the order thus passed in revision shall also be considered to be final.

CHAPTER V.

MISCELLANEOUS.

20. All the applications and appeals to be made

Stamps on applications and appeals. : under this Act shall be

on one-anna Judicial stamped paper.

21. A quarterly statement showing (a) the amount
Transmission of a quarterly : of fine awarded for every
statement of fines. :
fault, and (b) the amount of fine that has been

recovered under this Act shall be sent by the Vahivatdar

to the Minister of Education through the Deputy

Educational Inspector on or before the 15th of the

fourth month.

22. (1) It shall be the duty of the examining staff

Duty of the local Educational officers. : of schools, and of the

village, Mahal and District Local Boards to see

(a) that the list of children of a school-going age

are complete and without mistakes;

(b) that there are proper reasons for the exemption of

children from attendance at schools as shown in

this Act, and

(c) that the amount of fines awarded as penalty is

proper and that stringent measures have been adopted

for their recovery.

(2) The Deputy Educational Inspectors and the Inspectors shall inform the Sar Subha through the Minister of Education in regard to the particulars mentioned in this section as ascertained by them during their visits to schools.

23. The Minister of Education is authorized to
 -----X-----
 authority to write off the arrears of fine.: write off the amount
 -----X-----

of fines awarded under this Act and remaining unrecovered for more than a year if there are proper reasons for so doing.

24. (1) If it appears difficult for a single Patel Declaration of circles or blocks of : or Talati of a locality
 thickly populated localities. :
 -----X-----

on account of the density of population, to give effect to all the provisions prescribed in this Act, then the Minister of Education shall declare and publish the names of such localities in the State Gazette.

(2) And the Minister of Education in company with the Municipal Inspector of that locality and the

Municipal Councillor of the circle concerned, shall divide it into suitable circles or blocks in proportion to its total population, appoint a Patel or a respectable gentleman for each such circle or block and publish his name against the circle or block

assigned to him in the State Gazette.

(5) After the names of the different circles and

blocks of the various localities and the names of the Patels or other persons appointed for each of them have been published, the Patel or the person concerned shall

E. I. Gupta,
Legal Remembrancer.

- (a) exercise, within his circle or block, the powers assigned to the Patel or Talati under this Act, and
- (b) perform all other duties that have been imposed upon them.

25. (1) The Talati of the village shall render

Assistance of Talatis and servants :	full assistance to the
of other Departments.	

Patel in order that the duties devolving on Patels

under this Act may be properly performed;

(2) And it shall also be understood that the Talatis and Patels of villages are servants of the Educational Department to the extent required for the performance of duties within the scope of this Act;

(3) And it shall similarly be understood that it is the duty of the officials of all Departments to render necessary assistance to the officials of the Educational Department in order that the objects of this Act may be fulfilled.

(6) The Deputy Educational Inspector and the

Inspector shall inform the Hon. Supt. through the Minister of Education in regard to the particulars mentioned in this section as ascertained by them during their visit to villages.

26. The Minister of Education is authorized to

authority to write off the amount of fine.

of these awarded under this Act and remaining un-recovered for more than a year if there are proper reasons for so doing.

27. (1) It is the duty of the Talati

of Talati of a locality

on account of the demand of population, to give effect

to all the provisions prescribed in this Act, and the

Minister of Education shall declare and publish the

names of each locality in the State Gazette.

(2) And the Minister of Education, in company

with the Municipal Inspector of that locality and the

Municipal Councilor of the circle concerned, shall

divide it into suitable circles or blocks in propor-

tion to its total population, appoint a Patel or a

respectable gentleman for each such circle or block

and publish his name against the circle or block

12th December 1910. }
 Government is authorized to frame rules in accordance
 with the Act's provisions.
 If he finds it necessary and with the sanction of
 the Minister of Education
 to formulate the Minister of Education
 Powers to frame rules :
 In order that the objects of this Act may

Form ... 1
 (See section 8)

List of children of a school-going age.

District for the year

Taluka ...

Village ...

Particulars of parents or guardians of
 the children of a school-going age living
 in the house.

Particulars of children of a school-
 going age.

1	Serial No.	2	Name with father's name (with surname if any)	3	Place of residence	4	Caste	5	Profession: Is a servant, in what Department.	6	Names of boys with their father's name.	7	Age on last birth-day.	8	Names of girls with their father's name.	9	Age on last birth-day.	10	Name of the school attended by the child if it goes to learn there.	11	Nature of exemption if any received.	12	Signature of the parents or guardians in token of the genuineness of parti- culars entered in columns 1 to 12.	13	Remarks such as the result of appeal etc.
---	------------	---	--	---	--------------------	---	-------	---	---	---	---	---	---------------------------	---	--	---	---------------------------	----	--	----	---	----	--	----	--

Column 13 applies specially to Baroda City.

Prepared on (Date) ... (Month) ... (Year) ... Signature of Talati....

Published on (Date) ... (Month) ... (Year) ...

Signature of Patel....
 Signature of Patel.

Signature of Valivadar.

24

29

Note 1 :-- The serial number to be inserted shall be in the successive order of children.

Note 2 :-- A note about the information given in respect of the new children in accordance with Section (8) sub-Section (4) and the date on which it was given shall be made below the copy of the list, and it shall be signed by the Patel, and an extract of it shall be sent to the Head Master of the school.

1	Serial No.	1
2	Name and Block No.	2
3	Age	3
4	Address of residence	4
5	Religion	5
6	Occupation	6
7	Signature of Headmaster	7
8	Date	8
9	Remarks	9
10	Signature of Headmaster	10
11	Date	11
12	Remarks	12
13	Signature of Headmaster	13
14	Date	14
15	Remarks	15
16	Signature of Headmaster	16
17	Date	17
18	Remarks	18
19	Signature of Headmaster	19
20	Date	20
21	Remarks	21
22	Signature of Headmaster	22
23	Date	23
24	Remarks	24
25	Signature of Headmaster	25
26	Date	26
27	Remarks	27
28	Signature of Headmaster	28
29	Date	29
30	Remarks	30

... (vertical text on the right side of the table)

... (vertical text on the left side of the table)

Papers to be read in Proceedings:—

31

Again G.O., No. , dated 190 .

Again G.O., No. , dated 190 .

Current No. 2239 From the Resident at Baroda No. 7468, dated 5-9-1911.

" " 2546 " " " " " " 12-10-11

" " " " " " " "

ORDER. No. , dated 190 .

mis

Recorded.

7/11
1-11-11

Letter to No. 2688-1911

The Resident at Baroda

Sir,

I am directed to acknowledge, with thanks, the receipt of ~~the~~ an English translation of the Baroda State "Compulsory Education Act" of 1910 forwarded with your letter no. 11451 dated 26-10-11,

7/11
1-11-11 And to request that, if there be no objection,

8/10
4/11/11
Best 1/11
4-11-11

30

32

An English rendering of the
 rules made under the Act
 may ~~also~~ be furnished to
 this Govt. at your convenience

Re.
 2-11-11

4-11-11

Please send file home intact
 soon after dispatch.

Re.
 6-11-11

NOTES.

C. No. 2239. From the Resident at Baroda. No 9468, dated 5. 9. 1911.

SUBJECT. Elementary Education Act of Baroda.

The Elementary Education Act of Baroda state and the rules made thereunder were called for at the instance of the Hon'ble Mr. Krishnaswami Aiyar. The Resident furnishes two vernacular pamphlets - probably one is the Elementary Education Act and the other the rules made thereunder. Their receipt may be acknowledged and the Resident may be requested to furnish the Act and the rules in English, if they have been translated into English.

2. A draft letter is submitted for approval. After its issue the papers may be submitted to the Hon'ble Mr. Krishnaswami Aiyar, for perusal.

U.S.

PR
23.9.11

RD

23.9.11

When is the telegram of the 27 of August?

from 28/9/11

U.S.

No office copy of the telegram has been kept. It arrived on a telephonic message from the H.M. This message was returned to H.M. when several other papers and books⁽²⁾ called for by him were submitted, and ~~that is also not~~ ^{is not therefore} available in the office.

(2) of papers at slip S.

PR
23.9.11

RD

25.9.11

[Letter No. 2239-1 D 26. 9. 10]

34

From the Resident at Baroda, No. 10766 of 12-10-11.

A perusal of the Resident's letter on page 3 of C.F. is solicited.

2. The file may now be submitted to the Hon'ble Mr. Krishnaswami Aiyar, for perusal.

PR
23-10-11

AD
23-10-11
from 23/10/11
Jm

U.S.

The papers shed have
gone to Sir M. Hammett

First. &
20/10/11

20/10/11

Thanks. we may
remind the Resident in
January next if the
translation be not
received before then.

M
25-10-11

Paras 110, 115, 116, 136, 137
& 139 are interesting.

Perhaps Sir Murray Hammett
may like to see

M
25-10-11

N.M. The report is for 1907-8 - Three years

20.
&
20/10/11

Circd in Box No 48.

Circd in Box No 47.

As to night-schools, the Inspector Cathal
Devin told me that one day he visits
a school near Sriperumadur, when he
found in the day school numerous
children entered in to books & attending
night school. It appeared that the
master & mistress come up & get the
children to attend night school, to
make them attend day school &
to please the authorities entered them
all as attending night school!

Wonder if people in Baroda do the
same! Also he told me that schools
in Changanassery had been held at
all hours of the day morning, for that
time evening for a short time, in order
to suit all classes of laboring children,
It had no effect, the laboring children
would not come. They were working in
the fields. Wonder in Baroda, how
many children are left off attendance
for same reason.

It is perfectly easy to make a system of
Education Compulsory & exempt all
children who don't care to come, to
take Education free & make it pay
heavily by fines for non-attendance

I am afraid with out a personal examination with the matter on the spot, it is impossible to estimate how far the system in Baroda has been successful. The report shows very little credit in the lower.

The paper may be put away.



Rs
x-11
30

An English translation of the Baroda Elementary Education Act has been received from the Resident and is added to the file.

The paper may be recorded and ~~the~~ receipt of the English translation may be acknowledged ~~and so as to be available for reference on future occasions.~~ with thanks. The draft below is for approval.

With reference to the Hon. Mr. Krishnaaswami Aiyar's remarks on page 2 ante, the English rendering of the Act may be submitted to him for perusal. No translation of the rules made under the Act has been received. Please acknowledge receipt of this.

Rs
2-11-11
Thanks. Then mark for

i. H. M.

ii. Hon. Mr. Krishnaaswami Aiyar.

Rs
3-11-11

* Done
Rs.
6-11-11

Draft at Flag T submitted for approval.

Re
3.11.11

10.11.11

The letter of acknowledgment has issued.

Circled in Box No 62

The file may now be submitted to H. Co. and

Hon W Kishuawini Anglin

Re
6.11.11

10.11.11



Mrs.
9.11.11

10.11.11

The papers may now be recorded.
The draft below is for approval.

7.11
11-11-11 Re
13.11.11

10.11.11

[No 786 mis d 13-11-11]

READ AGAIN G.O., No., dated

" " " , "

191

READ ALSO:—

C. No. 2239, From the Resident at ^{Baroda} ~~Hyderabad~~ No. 9468, dated 5-9-1911

" " 2546 " " " " " 10966, " 12-10-1911

" " 2688 " " u " 11451 " 26-10-1911

ORDER.

mis

No. 180, dated 13. 4. 1911.

Recorded

1374

7.7
11-11-11 R2
13.11.11



नं० ६०२५ श्री.

श्रीमंत गायकवाड सरकारना राज्यनो

फरजियात केळवणी निबंध.

संवत् १९६७ नो निबंध ४ यो.

शेहेर वडोदरामां.

“वडोदरा प्रिन्टिंग वर्क्स” छापखानामां छाप्यां.

संवत् १९६७

सन १९१०

किंमत रु. ०-०-६ कलदार.

श्री.

श्रीमें सरकार महाराज सयाजीराव गायकवाड सेनाखासखेल समशेर बहादुर एमना हुकम अन्वये नीचे लखेलो " फरजियात केळवणीनो निबंध " मिति कार्तिक वदी १३ संवत् १९६७ ता. १९ माहे नवंबर सन १९१० ना रोज मंजूर करवामां आव्यो छे.

संवत् १९६७ नो निबंध ४ थो.

संवत् १९६७ ना मार्गशीर्ष सुदी १४ ने रोज एटले तारीख १९ माहे डिसेंबर सन १९१० ना रोज प्रसिद्ध करवामां आव्यो.

फरजियात केळवणीनो निबंध.

कलमोनों अनुक्रमणिका.

कलम अंक.	वाचत.	पृष्ठ.
	प्रकरण १ लुं.	
	प्रारंभना नियम.	
१	संज्ञा.	१
२	व्याप्ति.	१
३	रह कर्तुं ते.	१
४	व्याख्या.	२
	(क) " भाषाप. "	...

कलम अंक.	वाचत.	पृष्ठ.
	(ख) " शिक्षण योग्य उमरनां छेकरा. " ...	
	(ग) " शाळा. "	
	(घ) " बहिवटदार. "	
	(ङ) " स्थळ. "	
	(च) " विद्याधिकारी. "	
प्रकरण २ जुं.		
शिक्षणनी फरज अने तेमांथी मळवानो माफी.		
५	शिक्षण योग्य उमरनां छेकरांओने शाळामां मोक- लवां जोईए.	४
६	शिक्षण योग्य उमरनां छेकरांओने शाळामां नहीं मोकलवाने योग्य कारणो.	४
प्रकरण ३ जुं.		
मावापो तथा शिक्षण योग्य उमरनां छेक- रांनो यादीओ.		
७	शाळा उघाडवामां आवे के तुरत जाहेरान प्रसिद्ध करवी.	५

कलम अंक.	वाचत.	पृष्ठ.
८	छेकरा तथा छेकरांओनुं नामनिशीवार पत्रक प्र- सिद्ध करवुं.	५
९	आ निबंध प्रमाणे तैयार करेली यादी संबंधे तकरारो.	६
१०	विवाद कोना तरफ चालशे.	७
प्रकरण ४ थुं.		
शासन तथा अधिकार.		
११	यादी प्रसिद्ध थयानी अमर विवादना उरावनी ता- रीखथी वीस दिवसनी अंदर छेकरां शाळामां मोक- लवा वावत.	७
१२	मुदत अंदर छेकरां न मोकलनार मावापनी यादी मोकलवी.	८
१३	शिक्षा करवानी रीत.	८
१४	छेकरां सतत शाळामां जाय छे के नहीं ते जीवानी मावापनी फरज.	९
१५	शाळामां दाखल थया पछी गेरहाजर रेहेनार छेक- रांनो मावाप वावत यादी मोकलवी.	१०
१६	कसूर वावत शासन.	१०
१७	केटलैक प्रसंगे वधारे शिक्षा करवा वावत.	११

कलम अं. ६.	याचव.	पृष्ठ.
१८	दंड वसूल करवानी रीत. ...	११
१९	शिक्षना हुकम उपर विवाद चालशे नहीं. ...	११
प्रकरण ५ मुं.		
किरकोळ.		
२०	अरजो तथा विवादोने लागत. ...	१२
२१	दंडनी रकम बाबत निमाही माहिती मोकलवी. ...	१२
२२	शाळाखाताना स्थानिक अमलदारोनी फरज. ...	१३
२३	दंडनी बाकी मांडीवाळवानो अधिकार. ...	१३
२४	मोटी वस्तीनां स्थळना लक्षा. ...	१३
२५	तलाटीओ तथा धीजा खाताना नोकरोनी मदद. ...	१४
२६	नियम करवानो अधिकार. ...	१५
	नमुनो निशानी १ ...	१६

फरजियात केळवणीनो निबंध.

फरजियात केळवणीसंबंधे कायदो एकत्र करी सुधारवो इष्ट
उद्देश. होवाथी श्रीमंत सरकार महाराज सयाजीराव
गायकवाड सेनाखासखेल समशेरबहादुर
एमणे नीचे प्रमाणे ठराव्युं छे:—

प्रकरण १ लुं.

प्रारंभना नियम.

१. आ निबंधने “ फरजियात केळवणीनो निबंध ” केहेवो.
हंदा.

२. (१) आ निबंध आ राज्यनां वधां स्थळोने लागू थशे.
व्याप्ति.

(२) परंतु हजूरने योग्य लागशे तो हजूर आज्ञापत्रिकामां,
जहिरनामुं प्रसिद्ध करी अमूक स्थळने आ निबंध लागू नथी एम ठरा-
वशे अने तेने माटे केळवणीना संबंधमां विशेष योजना मुकरर करशे.

३. (१) (क) फरजियात केळवणीनो निबंध, संवत् १९६५
नो ७ मां;
रद्द कर्तुं ते.

(ख) देशी केळवणी खाताना भाग १ लागीं भाग
६ छो;

(ग) तारीख २५ माहे जुलई सन १९०६ नुं
न्यायमंत्री कचेरीनुं जहिरनामुं अंक २;

- (घ) तारीख ३ माहे डिसेंबर सन १९०६ तु
पंचायत कनेरीतु जाहेरनामुं नंबर ११, तथा
(ङ) फरजियात केळवणी संबंधी थपला बीजा जे
नियम, जाहेरतो तथा हुकमो आ निबंधी
विरुद्ध होय ते

रह करवासां आवेछे.

(२) परंतु उपर प्रमाणे रह, करेला निबंध, नियम, जाहे-
रातो तथा हुकमो अन्वये फरजियात केळवणी संवेधे जे तजवीजो करी
होय, कामो चलाव्यां होय, तथा शिक्षाओ थई होय ते सर्व आ निबंध
प्रमाणेज थयुं छे एम समजवुं.

४. विषय अगर पूर्वापर संबंधी बाध आवतो न होय तो नीचे
लखेला शब्दोनो अर्थ नीचे मुजब समजवो:—

व्याख्या.

- (क) 'मावाप' ए शब्दमां
(१) दरेक माणस, जेना वास्त-
'मावाप.' विकर रक्षणमां कोई छी-
करूं होय तेनो, अथवा
(२) कोई छोकराना किंवा छोकरांना भरणपोषण
माटे जे कोई माणस जवाबदार होय एवा
कोईपण पालकनो,
समावेश थायछे;

- (ख) 'शिक्षण योग्य उमरनां छोकरां' एटले:—
(१) जे छोकराओए पोतानी उ-
'शिक्षण योग्य उमरनां छो- मरनुं छहुं वर्ष पुरू कयुं
करां.' होय, परंतु बारसुं वर्ष
पुरू कयुं न होय ते, तथा

- (२) जे छोकराओए पोतानी उमरनुं छहुं वर्ष पुरू
कयुं होय, परंतु अवधारसुं वर्ष पुरू कयुं न
होय ते,

समजवां;

- (ग) 'शाळा' एटले:—

- 'शाळा.' (१) सरकारी शाळा,
(२) आ सरकारनी मददथी
चालवी कोईपण शाळा, किंवा
(३) वखतोवखत जे जे संस्थाओने आ राज्यना
शाळा खाता तरफथी शाळा तरीके स्विका-
रवामां अथि तेवी संस्थाओ

समजवी;

- (घ) 'वहिवटदार' ए शब्दमां महालकरी, अवलकारकून
अथवा बीजा जे कोई भमलदारने
'वहिवटदार' सरकार वखतोवखत वहिवटदा-
एना अधिकार अपि तेनो समावेश थायछे;
() 'स्थळ' ए शब्दमां शेहिर, कस्बो, तथा गामनो
समावेश थायछे, तथा
'स्थळ.'

- (च) 'विद्याधिकारी' ए शब्दमां जे जे शाळाओना संबं-
धमां आ निबंध मुजबना विद्या-
धिकारीना जे जे अधिकार किंवा
कर्तव्य बीजा जे कोई अधिकारिनि हजूर हु-
कमथी सोंपवामां आव्यां होय तेनो समावेश
थाय छे.

શિક્ષણની ફરજ અને તેમાંથી મલ્લવાની માફો.

९. कलम ६ मां दर्शाविलां योग्य कारणो पैकी कोई कारण न

શિક્ષણયોગ્ય ઉમરનાં છો-
કરાંઓને શાળામાં મોકલવાં
જોઈએ.

૬. (૧) નીચે જણાવેલાં કારણો શિક્ષણયોગ્ય ઉમરનાં છો-

शिक्षणयोग्य उमरतां छे-
करांने शाळांमां नहीं मोकलवाने योग्य
गणांशः—

(क) (१) शाळा शिवाय अन्य रीते कोई
छोकरांन शाळा खातेथी उर्या प्रमाणेनुं शिक्षण
मळे छे एवो, अथवा

(२) देशी शाळांना चौथा धोरणना किंवा वखते-
वखत जे धोरण हजुरनी मंजुरीशी विद्याधि-
कारी ठरावे तेना अभ्यासनी पोते लिखेली
परीक्षा कोई छेकराए पसार करी छे एवो

इन्स्पेक्टर, डेप्युटी इन्स्पेक्टर, अगर सरकार देखतो-
देखत जेने अधिकार आपणे ते गृहस्थनो दाखलो
होय तो ते,

(ख) वृद्धावस्थाथी किंवा मांदगिनी कारणथी केवल अ-
शक्त थई गएलां मावापनी बरदास्त किंवा चाकरी
करवामां ते छेकरांनी सतत हाजरीनी जरूर होय
तो ने,

(घ) जे स्थळे छोकरीं रहेतुं होय ते स्थळीं एक माईलनी अंदर शाळा न्हीं होय तो ते, अथवा

(ક) વીજું જે કોઈ કારણ વલતોવલત હજૂર મંજુરીથી વિદ્યાધિકારી ઠરાવે તે.

(२) पेटाकलम (१) नी रकम (क) (१) मुजव दाखले मागवामां आवे त्यारे जेना संवेचे दाखले मागवामां आवे ते झोकाने तपासी रकम (क) ना छेवटे जणाविला अमलदारे दाखले आपवो.

प्रकरण ३. ७५

मावापो तथा शिक्षण योग्य उमरनां छोकरांनी यादीओ.

૭. જે સ્થલે શાળા નહીં હશે ત સ્થલે શાળા ડાહડામાં આવે કે તુરત તે તાલુકાના વલિવડદારે ઇક શાળા ડાહડામાં ઇમે કે તુરત ઝહરત પ્રસિદ્ધ કરવી, અને તેમાં ડળાવડું જહરત પ્રસિદ્ધ કરવી, અને તેમાં ડળાવડું કે તે સ્થલનાં માવાપેર પોતાનાં શિક્ષણ યોગ્ય ડમરનાં ઢીકરને વિલંબ વગર શાળામાં શિક્ષણ માટે મોકલવાં.

८. (१) जे ते स्थळने आ निबंध लागू थशे ते ते स्थळना शिक्षण योग्य उमरनां छे. क्रांशोनी यादो तैवार करवा. तैसनां मावापोनां नाम सथेनी, आ निबंधना छेवटे जोडेला नमूना निशानी १ अ-
न्यथे, घरवार तथा नामवार

(ક) આ નિવંધ લાગુ થયાની તારીખથી એક માસમાં, અને

(જ) પછી દર વર્ષે જૂન માસમાં

તાલુકાના વહિવટદારે જે તે સ્થળના પટેલ, તલાટી પાસેથી તથા જરૂર હોય તો શાહાલાલાના નોકરો તથા તે સ્થળના સંભાવિત ગૃહસ્થોની મદદ લઈને તૈયાર કરાવવી, અને તેની એક પ્રત જે તે સ્થળની શાહાલાઓના મુખ્ય મહેતાજીઓને લીજા માસની આખર સુધીમાં આપી એક પ્રત જે તે સ્થળના ચોરે કિંવા લીજા પ્રસિદ્ધ ટેકાળે ચોરીને પ્રસિદ્ધ કરવી, અને તેમાં પ્રસિદ્ધ કર્યાની તારીખ પટેલે લેખવી.

(૧) મહેતાજીએ પોતાને મઠેલી યાદી અગર તેની નકલ શાહાલાના મકાનમાં પ્રસિદ્ધ ટેકાળે પોઢવી.

(૨) પેટાકલમ (૧) પ્રમાણે જે યાદી તૈયાર કરવામાં આવે તેમાં જે ઊંકરાંઓના સંબંધમાં માફી હોય તેમાં નામ સામે તે માફી નમુનાના યોગ્ય આસનમાં દર્શાવવી.

(૪) પેટાકલમ (૧) પ્રમાણે યાદી પ્રસિદ્ધ થયા પછી જો તે વર્ષમાં કોઈ નવાં ઊંકરાં તે સ્થળે રહેલા માટે આવ્યાં હોય તો, તે ફકીકત ત્યાંના પટેલ તલાટીએ તથા શાહાલાના મહેતાજીએ વહિવટદારને જાહેર કરવી; અને જો તેમાં નામ યાદીમાં દાખલ કરવા લાયક વહિવટદારને જણાવ તો, તેણે પટેલ મારફતે તે ઊંકરાંને શાહાલામાં મોકલવા બાબત તેમનાં માવાપેને જણાવવું. આ પ્રમાણે માવાપેને જે તારીખે જણાવવામાં આવે તે તારીખે સદરહુ ઊંકરાંનાં નામ જાણે યાદીમાં પ્રસિદ્ધ થયા છે એમ ગણવામાં આવી તે પ્રમાણે તેનું પરિણામ થશે.

૯. આ નિવંધ પ્રમાણે પ્રસિદ્ધ કરવામાં આવેલી યાદીમાં દર્શાવેલી

આ નિવંધ પ્રમાણે તૈયાર કરેછી યાદી સંબંધે તકરારો.

(ક) પોતપોતાનાં ઊંકરાંઓની સંખ્યા લખી નથી,

(જ) પોતાનું નામ અગર પોતાના ઊંકરાંનું કિંવા ઊંકરાંનું નામ સદર યાદીમાં દાખલ થવા પાત્ર નથી, અગર

(ગ) અમુક ઊંકરાં સંબંધે પોતાને માફી મળવી જોઈએ, એવી કોઈની તકરાર હશે તો, તેને સદરહુ યાદી પ્રસિદ્ધ થયાની તારીખથી ત્રીસ દિવસની અંદર વિવાદ કરવાની છૂટ રહેશે.

૧૦. (૧) કલમ ૯ પ્રમાણે કરવાનો વિવાદ જે તે પ્રાંતના સુબા અગર હજૂર ચલતોચલત ફરમાવે તેવા લીજા અમલદાર તરફ કરવો.

(૨) આ કલમ પ્રમાણે વિવાદ લઈ તેનો નિકાલ કરવાનો પોતાનો અધિકાર સુબા પોતાના તાલાના કોઈ નાયબ સુબાને આપી શકશે.

(૩) આ કલમ પ્રમાણે કરેલા વિવાદમાં થયેલો ટરાવ આલ્ખરનો ગણાશે.

પ્રકરણ ૪ થું.

શાસન તથા અધિકાર.

૧૧. (૧) આ નિવંધ પ્રમાણે શિક્ષણ યોગ્ય ઉમરનાં ઊંકરાંની જે જે યાદીઓ પ્રસિદ્ધ થયેલી હોય તેમાં

યાદી પ્રસિદ્ધ થયાની અગર વિવાદના ટરાવનાં તારીખથી ત્રીસ દિવસની અંદર ઊંકરાં શાહાલામાં મોકલવા બાબત. દાખલ કરેલાં સર્વ ઊંકરાંઓનાં માવાપેએ સદરહુ યાદીમાં લખાવ્યા પ્રમાણે સદરહુ યાદી પ્રસિદ્ધ થયાની તારીખથી અગર જો વિવાદના

ટરાવથી પોતાને કોઈ માફી મળી ન હોય તો, વિવાદના ટરાવની લખર મળ્યાની તારીખથી ત્રીસ દિવસની અંદર તે યાદીમાં દર્શાવેલાં શિક્ષણ યોગ્ય ઉમરનાં સર્વ ઊંકરાંને શાહાલામાં મોકલવાં જોઈએ.

(૨) વિવાદ સાંભળનાર અધિકારીએ વિવાદના ટરાવર્તી સ્વર જે તે શાળાના મુખ્ય શિક્ષકને પણ આપવી.

૧૧. સદરહુ ત્રીસ દિવસની મુદત અંદર જે જે માવાપોણ પોતાના શિક્ષણ યોગ્ય ઉમરનાં છોકરાંને શાળામાં મુદત અંદર છોકરાં ન મો- કલનાર માવાપની યાદી મો- દાખલ કરેલાં ન હોય તે તે માવાપોણાં નામ કછવી. તથા દાખલ નહીં કરાવેલાં છોકરાંનાં નામ વાવત જે તે શાળાના મુખ્ય શિક્ષકે એક યાદી બનાવીને મુદત વિવેચી સાત દિવસમાં તે વહિવટદાર તરફ મોકલવી, અને એ પ્રમાણે દર મહિને એવી યાદી છોકરાંને દાખલ કરવામાં આવે નહીં ત્યાંસુધી શિક્ષકે વહિ- વટદાર તરફ મોકલતાં જવી.

ખુલાસો:—જો કોઈ સ્થળે એકથી વધારે શાળા હોય તો જે જે શાળાના મુખ્ય શિક્ષકે વિદ્યાધિકારી તેમના જે લત્તા અગર જથા ટરાવશે અને આજ્ઞાપત્રિકામાં પ્રસિદ્ધ કરશે તે તે લત્તા અગર જથા- માંજ રહેતાં હોય તેવાં માવાપોણાં નામની તથા નહીં દાખલ કરાવેલાં શિક્ષણ યોગ્ય ઉમરનાં છોકરાંના નામની યાદી મોકલવી.

૧૨. (૧) કલમ ૧૨ પ્રમાણે યાદી અવિધી સદરહુ અમલદારે કસૂરદાર માવાપને સૂચના આપી વોલાવી શિક્ષા કલ્યાની રીત. તેમનું સાંભળી, જો તેમના તરફથી યોગ્ય કારણ દેખાડવામાં આવે નહીં તો, શાળામાં દાખલ નહીં કરેલા દરેક શિક્ષણ યોગ્ય ઉમરના છોકરા દીટ કિંવા છોકરી દીટ રૂપિયા એક સુધી દંડ કરવો, અને જ્યાં સુધી સદરહુ છોકરાં શાળામાં દાખલ કરવામાં આવે નહીં ત્યાંસુધી દર મહિને સદરહુ અમલદારે દરેક છો- કરાદીટ કિંવા છોકરીદીટ રૂપિયા એક સુધી દંડ કરવો.

(૨) પેટાકલમ (૧) પ્રમાણે કરેલા દંડ વાવત કસૂર- દાર માવાપને, જો તે હાજર હોય તો મોટેથી અને હાજર ન હોય તો

લેખી સૂચના આપી દંડની રકમ દર્શાવવી તથા એકી પણ તાકીદ આપવી કે જો સૂચના મળેથી ત્રીસ દિવસની અંદર તેમના તરફથી સદરહુ દંડની રકમ

(ક) વહિવટદારને, અગર

() વસતોવસત આ વાવત જેને અધિકાર મળ્યો હોય તેને

મરી દેવામાં આવશે નહીં તો, સદરહુ દંડની રકમ તેમની પાસેથી જ- મીન મેહેસૂલની વાકી વસૂલ કરવાની રીત પ્રમાણે જંગમ મિલકતમાંથી વસૂલ કરવામાં આવશે.

૧૪. (૧) જે માવાપે આ નિર્દેશ પ્રમાણે પોતાનાં છોકરાંને શા- લામાં દાખલ કરવા જોઈએ તેવા માવાપે છોકરાં સતત શાળામાં જાય છે કે નહીં તે જોવાનો માવાપ પોતાનાં છોકરાંને શાળામાં દાખલ કર્યા પછી ની ફરજ. તે છોકરાં સતત શાળામાં જાય છે કે નહીં તે જોવાની તે માવાપની ફરજ છે.

(૨) પરંતુ એમ ટરાવવામાં આવે છે કે,

(ક) જો તે છોકરું પોતેજ માંદું હોય તો તે સારું થતાં સુધી, અગર

(ઘ) ઘરમાં બીનું કોઈ માંદું હોવાથી તેની હાજ- રીની ખાસ જરૂર હોય તો વધારેમાં વધારે પંદર દિવસ સુધી, અગર

(ગ) કોઈ નિયમિત મુદત સુધી માવાપના પંચમાં તેની વિશેષ મદદની ખાસ જરૂર પડે તો વ- ધારમાં વધારે પંદર દિવસ સુધી

તે ઓકલ શાળામાંથી ગેરહાજર રહે તો તેવી ગેરહાજરીને માફી છે એમ સમજવામાં આવશે; પરંતુ પછી ગેરહાજરીની જાણ થતી ત્યારથી તે ઓકલાના માવાપે શાળાના મહેતાજીને આપેલી હોવી જોઈએ.

૧૫. જો કોઈ માવાપે શિક્ષણ યોગ્ય ઉમરનાં ઓકલાને શાળામાં

દાખલ કર્યા પછી, કાલમ ૧૪ માં દર્શાવેલા શાળામાં દાખલ કર્યા પછી ગેરહાજર રહેનાર ઓકલાનાં માવાપે જાણ થતી મોકલવી. કોઈ યોગ્ય કારણ શિવાય અગર રજા મેળવ્યા શિવાય તેમને

(ક) સતત છથી વધારે દિવસ, અગર

(જ) તુટક તુટક મુદતથી પણ એક માસની અંદર પંદર દિવસ

સુધી ગેરહાજર રાખે તો, દર મહિનાની ૮ મી તારીખની અંદર, શાળાના મુખ્ય શિક્ષકે પોતાને યોગ્ય જણાય તો તપાસ કરી પછી, જો માવાપની કસૂર જણાય તો

(ગ) આ પ્રમાણે ગયા માસમાં ગેરહાજર રહેલાં ઓકલાના નામ,

(ઘ) તેમની ગેરહાજરીના દિવસની સંખ્યા, તથા

(ઙ) કસૂરદાર માવાપોનાં નામ

ની એક યાદી બનાવીને જે તે સ્થળના પટેલ તરફ અને જ્યાં એકથી વધારે પટેલ હોય ત્યાં મુખ્ય પટેલ તરફ મોકલવી.

૧૬. સદરહૂ યાદી પોહોંચ્યાથી સદરહૂ પટેલે માવાપનો સુઝાસો

લેવો, અને પોતાને જરૂર જણાય તેવી ચોકસી કરી પછી જો તેઓ કસૂરદાર જણાય તો

તેમને દરેક ઓકલાદીટ કિંવા ઓકરી દીટ

(ક) પ્રથમની કસૂર વાગત બે આના સુધી, અને

(જ) પછીની કસૂર વાગત ચઢતા ક્રમે રૂપિયા એક સુધી

દંડ કરવો અને તેઓ હાજર ન હોય તો તે વાગત તેમને જાણ આપવી.

૧૭. કાલમ ૧૩ મુજબ કિંવા કાલમ ૧૬ મુજબ શિક્ષા થયા

છતાં પણ ઓકલાને બહાર મજૂરીપે મોકલીને કેટલેક પ્રતિને વધારે શિક્ષા અથવા પોતાનાં જિતરોમાં કામે લગાડીને તેમનાં માવાપે એ કાલમો પૈકી કોઈ કાલમ

પ્રમાણે મુજબ કર્યાનું જણાય તો, ઓકલા દીટ અગર ઓકરી દીટ રૂપિયા ૧ થી કમી નહીં, અને રૂપિયા ૫ થી વધારે નહીં પટેલો પોતાને યોગ્ય જણાય તે પ્રમાણે શિક્ષા કરનાર અમલદારે કસૂરદાર માવાપનો દંડ કરવો અને તેઓ હાજર ન હોય તે વાગત તેમને જાણ આપવી.

૧૮. (૧) આ નિબંધ પ્રમાણે એક માસમાં જેટલો દંડ કર્યો

દંડ વસૂલ કરવાની રીત. હોય તે વાગત વીજા મહિનાની પંદરમી તારીખે એક યાદી પટેલે બનાવીને તેમાં કસૂરદારનાં

નામ તથા દંડની રકમ દર્શાવી તે યાદી જે તે તાલુકાના વહિવટદાર તરફ મોકલવી.

(૨) પેટાકાલમ (૧) પ્રમાણેની યાદી પોહોંચ્યાની તારીખથી પંદર દિવસની અંદર દંડની રકમ મરી દેવામાં આવે નહીં તો, સદરહૂ વહિવટદારે યાદીમાં લખેલા દંડની રકમ જે તે કસૂરદાર પાસેથી જમીન મેહેસૂલની બાકી પ્રમાણે જંગમ મિલકતથી વસૂલ કરવી.

૧૯. (૧) આ પ્રકારે પ્રમાણે વહિવટદાર અગર પટેલે કરેલી

શિક્ષાના હુકમ પર વિવાદ શિક્ષાના હુકમ પર વિવાદ ચાલશે નહીં, ચાલશે નહીં.

પરંતુ એવા હુકમ સામે હુકમની તારીખથી

સાઢ દિવસમાં અનુક્રમે સુઑા તરફ અને ઘલિવટદાર તરફ તપાસળી ંરજ ઑાલઑો, અને ંયી ંરજપરથી થંપલો હુકમ આઑરનો ગળાશે.

(૨) તેમજ હરકોઈ ઘલતે

(ક) પેતે થઈને અથઑા પટલના નિવેદનપરથી તેળે કરેલો શિક્ષાનો હુકમ તપાસળીમાં લેઑા ઘલિવટદારને, તથા

(ઑ) પેતે થઈને અથઑા ઘલિવટદારના નિવેદનપરથી તેળે કરેલો શિક્ષાનો હુકમ તપાસળીમાં લેઑા સુઑાને

અધિકાર છે, અને ં પ્રમાળે તપાસળીના કામમાં કરેલો હુકમ પળ આઑરનો ગળાશે.

પ્રકરળ ૫ મું.

કિરકોલ.

૨૦. આ નિઑંધ પ્રમાળે કરઑાની સર્ઑ ંરજો તથા ઑિઑાઑો ન્ઑા-થાધિશીની લાગતના ંક ંાનાના કાગલપર ંરજો તથા ઑિઑાઑોને લાગત. કરઑા ઑોઈં.

૨૧. આ નિઑંધ પ્રમાળે

ઢંઢની રકમ ઑાવત તિમાહી માહિતી મોકલઑી.

(ક) ંે ંે કસૂરઑહલ ઢંઢ કરઑામાં ંઑ્યો હોય તે ઢંઢની રકમ ઑાવત, તથા

(ઑ) ંે ંે ઢંઢની રકમ ઑસૂલ થઈ હોય

તે ઑાવત

તિમાહી પત્રક ંે તે ઑલિવટદારે ઑોથા માસની પંઢરમી તારીઑ ંંઢર ડેપુટી ંઑ્યુકેશનલ ંન્સ્પેક્ટર મારફત ઑિઑાધિકારી તરફ મોકલઑું.

૨૨. (૧) આ નિઑંધ પ્રમાળે

શાઑાઑાતાના સ્થાનિક ં- (ક) શિક્ષળ ઑોગ્ય ંમરનાં ઑોકરાંઑોની મલરોનો ફરજ. ઑાઑીઑો સંપૂર્ળ અને મૂલઑિનાની છે કે નહીં,

અઑર

(ઑ) શિક્ષળની ફરજમાંથી માફી મલઑાનાં ંે કારળો આ નિઑંધમાં સ્ઑીકારઑામાં ંઑ્યો છે તે કારળોને લીધે ંપઑઑામાં ંઑિલી માફીને માટે ઑાસ્તઑિક કારળો છે કે નહીં, તથા

(ગ) શાસન સ્પે કરેલા ઢંઢની રકમ ઑરાઑર છે કે નહીં અને તે ઑસૂલ કરાઑઑા ઑાંપતા ંપાઑો લેઑામાં ંઑે છે કે નહીં,

તે સર્ઑ ઑાતો ઑોઑાની ફરજ શાઑાઑાતાના પરીક્ષક ંમલદારો ંપર તથા ગામ પંઑાઑત, મહાલ પંઑાઑત, તેમજ પ્રાંત પંઑાઑતો ંપર પૂર્ળ રીતે છે ંમ સમજઑું.

(૨) શાઑાઑાતાના ડેપુટી ંન્સ્પેક્ટરોપ તથા ંન્સ્પેક્ટરોપ શાઑાઑોની પોતાની મુલાકાત ઢરમ્ઑાન આ કલમમાં કેહેલી ઑાતનો ઑિધે પોતાને ઑાઑીઑી માલમ પઢેલી હકીકત ઑિઑાધિકારી મારફત સરસુઑા તરફ ઑળાઑઑી.

૨૩. આ નિઑંધ પ્રમાળે કરેલો ઢંઢ ંક ઑર્ષ ંપરાંત ઑસૂલ થઑા ઑગર ઑાકી રેહે તો તે ઑોગ્ય કારળથી માંઑી-ઢંઢનો ઑાકો માંઑીઑાલ-ઑાલઑાનો ઑિઑાધિકારીને અધિકાર છે.

૨ૡ. (૧) ંે ંે સ્થલે ઑસ્તીના મોટા પ્રમાળને લીધે આ નિઑંધમાં ફરમાઑિલી સર્ઑ ઑ્યઑથા તે સ્થલના ંકજ મોઑો ઑસ્તીના સ્થલના ઑસ્તઑા ઑગર ઑથા ઢરાઑઑા પટલ અઑર તલાટીથી રેહેઑી મુશ્કેલ મરેલી છે ંમ લાગે તેઑા સ્થલનાં નામ ઑિઑાધિ-કારીં ંમૂઢ કરી ંઑાપત્રિકામાં પ્રસિઢ કરઑાં.

(૨) વિદ્યાધિકારીએ તેવા સ્થળનાં સુધરાઈ ઇન્સ્પેક્ટર તથા તે સ્થળના જે તે લત્તાના સુધરાઈના સમાસદને સાથે રાખી તેની એક-દર વસ્તીના યોગ્ય પ્રમાણથી સોઈસ્કર લત્તા અગર જથાઓ પાડી તેવા દરેક લત્તા અગર જથાને સારૂ એક એક પટેલ અગર બીજો કોઈ લાયક સલ્લસ નમૂદ કરી આપી જે તે સ્થળનાં જે તે લત્તા અગર જથાનાં નામ સામે એ પ્રમાણે નિમીં આપેલા પટેલ અગર સલ્લસનું નામ પળ આજ્ઞાપત્રિકામાં પ્રસિદ્ધ કરવું.

(૩) આ પ્રમાણે જૂદાં જૂદાં સ્થળનાં જૂદા જૂદા લત્તા અગર જથાઓનાં નામ તથા દરેકને માટે નમૂદ કરેલા પટેલ અગર બીજા સલ્લસનું નામ પ્રસિદ્ધ થયા પછી સદરહૂ લત્તા અગર જથાના પટેલે અગર સલ્લસે

(ક) આ નિવંધથી પટેલ અગર તલાટીને જે અધિકાર આપવામાં આવ્યાછે તે અધિકાર સદરહૂ લત્તા અગર જથા પુરતા અમલમાં લાવવા, તથા

(ચ) તેમના ઉપર જે જે ફરજ મુકવામાં આવી છે તે તે ફરજ તેમણે આદા કરવી.

૨૫. (૧) આ નિવંધથી ગામના પટેલો ઉપર જે જે ફરજો નાં-
તલાટીઓ તથા બીજા ધા-
તાના નોકરીનાં મદદ, જેલો છે તે તે ફરજો યોગ્ય રીતે આદા થઈ
શકે તે સારૂ જે તે ગામના પટેલને તે તે ગા-
મના તલાટીએ સંપૂર્ણ રીતે મદદ કરવી
જોઈએ.

(૨) અને આ પ્રમાણે આ નિવંધના હેતુ માટે જે જે કર્તવ્ય વજાવતું પડે તે તે કર્તવ્ય પૂરતાં ગામના તલાટીઓ તથા પટેલો શાહાલાતાના નોકર છે એમ સમજવું.

(૩) અને તેજ પ્રમાણે આ નિવંધના હેતુ સારી રીતે પાર પડે તે અર્થે લાગતાવળગતા સર્વ કોઈ શાતાના નોકરોએ શાહાલાતાના નોકરોને જરૂરિયાત મદદ કરવી એ તેમની ફરજ છે એમ સમજવું.

૨૬. આ નિવંધના હેતુ પાર પાડવા માટે આ નિવંધથી વિરુદ્ધ નહીં નિયમ કરવાનો અધિકાર. એવા હજૂર મંત્રીયી જરૂર જણાય તો નિ-
યમ કરવાનો વિદ્યાધિકારીને અધિકાર છે.

તારીખ ૧૨ માઈ ડિસેમ્બર સન ૧૯૧૦.

K. C. B.

B. L. GUPTA,

ન્યાયમંત્રી.

નમનો નિશાની ૧.
(જુઓ કલમ ૮)

શિક્ષણ યોગ્ય ઉમરનાં છોકરાંની યાદી,

ગામ	તાલુકો	પ્રાંત	સન	સાલ વાકત.
૧	૨	૩	૪	૫
૬	૭	૮	૯	૧૦
૧૧	૧૨	૧૩	૧૪	૧૫
૧૬	૧૭	૧૮	૧૯	૨૦
૨૧	૨૨	૨૩	૨૪	૨૫
૨૬	૨૭	૨૮	૨૯	૩૦
૩૧	૩૨	૩૩	૩૪	૩૫
૩૬	૩૭	૩૮	૩૯	૪૦
૪૧	૪૨	૪૩	૪૪	૪૫
૪૬	૪૭	૪૮	૪૯	૫૦
૫૧	૫૨	૫૩	૫૪	૫૫
૫૬	૫૭	૫૮	૫૯	૬૦
૬૧	૬૨	૬૩	૬૪	૬૫
૬૬	૬૭	૬૮	૬૯	૭૦
૭૧	૭૨	૭૩	૭૪	૭૫
૭૬	૭૭	૭૮	૭૯	૮૦
૮૧	૮૨	૮૩	૮૪	૮૫
૮૬	૮૭	૮૮	૮૯	૯૦
૯૧	૯૨	૯૩	૯૪	૯૫
૯૬	૯૭	૯૮	૯૯	૧૦૦

આસન ૧૨, લાસ વડોદરા કોલેજને લાગુ છે.

તૈયાર કર્યાની તારીખ

પટેલની સહી

પ્રસિદ્ધ કર્યાની તારીખ

પટેલની સહી.

સન

તલાટીની સહી

સન

વહીવટદારની સહી.

ટીપ:—૧ અનુક્રમાંક નાંખવાનો તે છોકરાંઓના અનુક્રમને અનુસરીને નાંખવો.

ટીપ:—૨ કલમ ૮ ની પેટાકલમ (૪) અન્વયે નવીન છોકરાં વાબત લખવા આપી હોય તે વિષેની નોંધ પણ યાદીની નીચે સ્થલપ્રતમાં કરી રાખી તેમાં લખવા આવ્યાની તારીખ દર્શાવી પટેલે સહી કરવી. અને ૫ નોંધનો ઉતારો શાળાના મુખ્ય શિક્ષક તરફ મોકલવો.

૪ ક. નિ.



श्री.
फरजीयात केळवणीना निबंध

(संवत् १९६७ ना निबंध ४ था) अन्वये

नियम.

फरजीयात केळवणीना निबंध (संवत् १९६७ ना ४ था) नी
कलम २६ अन्वये हुजूर मंजुरीधी नीचे
उद्देश. प्रमाणे नियम करवामां आवे छे.

प्रकरण १ लुं.

मावापो तथा शिक्षण योग्य उमरनां छोकरांनी
यादीओ तैयार करवा बाबत.

१. निबंधनी कलम ८ (१) अन्वये शिक्षण योग्य उमरनां छोक-
रांभोनी यादी जातवार (हिंदु, मुसलमान
शिखण योग्य उमरनां छोक-
रांनी यादीओ केवी रीते करवी.
ने अंत्यज) तैयार करवी, अने ज्यां एक
करतां वधारे शाळाओ छे त्यां शाळाओना
उराबेला लत्ता (जन्था) वार यादीओ करवी अने आवी यादीओ
दरसाल जून मासमां जे जे बाळको शिक्षण योग्य (फरजीयात) व-
यमां आवेला होय तेमनीज करवी.

२. निबंधनी कलम १२ ना खुलासामां जणाव्या मुजब वडोदरा
बडोदरा शेहेरना शिक्षण
योग्य उमरनां छोकरांनी यादी-
ओ केवी रीते करवी.
शेहेरना लत्ता उराववामां न आवे त्यां सुधी
तळ वडोदरा शेहेरमां शिक्षण योग्य उमरनां
छोकरांभोनी यादी सेन्ससनी टुकडीना अक्षर-
वार करवी अने तेनी एक प्रत सुपरवाइझर
तरफ अगर बखनोबखत उराववामां आवे ते अमलदार तरफ सिटी
बहिबटदारे आपधी एटले तेओ छोकरांभोने दाखल कराववा संबंधनी
आगळनी तजवीज करशे.

३. सदरहु यादीओ तैयार करवा माटे शाळाखाताना नोकरी

यादीओ करवामां शाळा-
ताना मदद बाबत.

जरूर पडे तो मदद लेवा निबंधनी कलम ८
मां ठरेलुं छे ते प्रमाणे ज्यां जरूर पडे त्यां
८०० वरीं माटे एक शिक्षकनी मदद मळवा

जे ते शाळा तरफ मागणी करवीं अने ते शाळा तरफची तुरत मदद
आपवी, वडोदरा शेहेरमां दंड कारकुनी मददची यादीओ करावची,
अने जरूर पडे तो शिक्षकोनी मदद माटे उपर जणाच्या प्रमाणे विभा-
गना डेप्युटी एज्युकेशनल इन्स्पेक्टर तरफ सिटी व्हिविडदारे लखवुं,
एटले मदद आपवानी तजवीज करवो. मददमां आवनार शिक्षको पासे
स्वतंत्र रीति यादीओ कराववानुं काम सोंपवानुं नथी.

४. शिक्षण योग्य उमरनां छोकरांनी उमर तेमना मावाप अगर

शिक्षण योग्य उमरनां छोक-
रांनी उमर केवो रीति लखवी
ते बाबत.

पालक जन्माक्षर के जन्मपत्रिका उपरची
अगर मोढेथी चौकस नितिथी लखावे तो ते
प्रमाणे वर्ष, मास ने दिवसमां लखवी. अगर
मोढेथी पुरी थपली उमर पूर्णकमां लखावे
तो ते प्रमाणे वर्षमां लखवानी छे. पूर्णकमां जो उमर दाखल करावी
होय तो त्यार पडीनुं वर्ष, ऑगस्टनी पहिली तारीखची शरू थवा वर्षना
माटे राखयाना फरजीयात रजिस्टरमां दाखल करवुं. खरी उमर लखा-
ववानी फरज तेमना मावाप अगर पालकनी छे.

५. आ राज्यना रहीश होय, परंतु कोई कुटुंब तेमना बाळको-

परराज्यमां रहेनार बाळको-
ज्याना गणी तेमनां शिक्षण योग्य उमरनां बा-
ळको यादीमां दाखल करवां नथी.

सह परराज्यमां रहेतुं होय तो तेमने पररा-
ज्यना गणी तेमनां शिक्षण योग्य उमरनां बा-
ळको यादीमां दाखल करवां नथी.

६. आ राज्यना अमुक गामना रहीश गणता होय, परंतु ते गामे

यादीओमां केवां नाम दिया
स्थळे लखवानां छे.

न रहेतां बीजा गामे. रहेतां होय ने ते आ
राज्यनी हदनुं गाम होय अने त्यां अगर एक
माइलनी अंदरना जे गामे शाळा हजो त्यां
तेमना शिक्षण योग्य उमरनां बाळकोनां नाम दाखल थवानां छे.

७. निबंधनी कलम ८ (३) ना संबंधमां एवुं ठराववामां आवे

यादीओमां आपली माफी-
बदल तपास थई नकी थवा
बाबत.

छे के, वडोदरा शेहेरमां यादी करनार तर-
फची माफीना आसनमां जे हकीकत माफी
बदल लखाई आवे ते बदल सिटी व्हिविडदारे
जाते चौकशी करवी, अने ते शिवायना
स्थळो माटे पटेल, तलाठी अने मुख्य शिक्षक ए रीति त्रण जणनी कमि-
टीची तपास करवी अने जे बाळको माटे आपली माफी वास्तविक न
लगे तेनुं नाम माफीमांथी बातल करवुं.

८. (१) फरजीयात निबंधनी कलम ८ (४) ना हेतु माटे

यादीओ थई गया पडी ठेवां
छोकरां नवां आवे. तो डेम
करडुं ते बाबत.

नीचे प्रमाणे तजवीज करवी.
(१) शिक्षण योग्य उमरनां बाळकोनी
यादी प्रसिद्ध थया पडी जो ते वर्षमां कोई
नवां छोकरां ते स्थळे रहेवा माटे आख्यां

होय अथवा यादी करनी वखते लखावां रही गयां
होय, अथवा खरेखरां दाखल करवां जेवां होय छतां
कायदामांथी सटकी जनां होय तो ते हकीकत जे ते
स्थळना पटेल, तलाठी तथा शाळाना महेतानीए वहि-
वटदारने जाहेर करवी. तळ वडोदरा शेहेर माटे
आधी हकीकत सुपरवाइझर, शाळा मास्तर, तथा
दंड बसुल करनार दंडकारकुनीए सिटी व्हिविड-
दारने जाहेर करवी, एटले तेमनां नाम यादीमां दा-
खल करवा लायक जणाय तो तेमणे बीजां स्थ-
ळोए पटेल मारफते अने तळ वडोदरा शहेरमां फर-
जीयात सुपरवाइझरनी मारफते ते छोकरां शाळामा
मोकलवा बाबत तेमनां मावापोने जणाववुं, आ प्रमाणे
नावापोने जे तारीखे जणाववामां आवे ते तारीखची
सदरहु छोकरांनां नाम जाणे प्रसिद्ध थयां छे एम
गणवामां आनी आगळनी तजवीज जेणे तेणे करवी.

(૨) કોઈ બાલક યાદીમાં લખતું રહી ગયું હોય અને તે શાળામાં દાખલ થવા આવે તો તેના વાલીની રજિસ્ટરે સહી તથા મુખ્ય શિક્ષક દાખલ કરી શકશે. પરંતુ દાખલ થયાની જાણ તેમને વહિવટદારને આપવી જોઈએ અને વડોદરા શહેર માટે ફરજીયાત સુપરવાઈઝરને આપવી.

(૩) જે છોકરાં પરહદમાં રહીશ હોય અને આ રાજ્યની હદમાં કોઈ કારણસર પોતાનાં સગાં વહાલાંને ત્યાં આધ્યાત્મિક હોય અને તે હમાસથી વિશેષ મુદત રહેવાનાં હોય તોજ તેવાં છોકરાંમાટે ઉપર બતાવેલી તજવીજ કરવી.

૫. જે સ્થળે શાળાઓના લગ્ના ટરેલા છે તે સ્થળે ટરેલા લ-

શાળાના ટરેલા લગ્ના વહાર
છોકરાં દાખલ થાય તો કેસી
તજવીજ રાખવી.

ત્રાની શાળામાં છોકરાંને જેમના માબાપ અગર પાલકને દાખલ કરાવવાની જુરૂની ન હોય અને બીજા લગ્નાની શાળામાં દાખલ કરાવવા જુરૂની હોય તો તેમ કરવા હરકત નથી, પરંતુ એવી રીતે છોકરાં બીજા લગ્નાની શાળામાં દાખલ થવા આવે તો તે શાળાના મુખ્ય શિક્ષકે સદર બાલક બીજી કોઈ શાળામાં દાખલ થવું નથી એવી બરાબર જાણ કરી પોતાની શાળામાં તેનું નામ ફરજીયાત રજિસ્ટરે ચઢાવીને દાખલ કરવું અને દાખલ કર્યાને દાખલો પરિશિષ્ટ નં. ૧ પ્રમાણેનો જે લગ્નાનો તે હોય તે લગ્નાની શાળા તરફ તુરત મોકલી આપવો, પટલે તેઓ પોતાને ત્યાંના ફરજીયાત રજિસ્ટરમાંથી કમી કરશે. વડોદરા શહેરમાં શિક્ષણ યોગ્ય ઉમરનાં છોકરાં જે તે શાળામાં દાખલ થાય પટલે જે તે શાળાના મુખ્ય શિક્ષકે પરિશિષ્ટ નં. ૧ પ્રમાણેનો દાખલો ફરજીયાત સુપરવાઈઝર તરફ મોકલવો.

૧૦. શિક્ષણ યોગ્ય ઉમરનાં છોકરાંઓની યાદીઓ મહેથી આ સાથેના પરિશિષ્ટ નં. ૨ પ્રમાણેના ફરજીયાત રજિસ્ટરમાં ઉતારી કરી લેવો અને દાખલ થાય તેમ તેમ પરિશિષ્ટમાં દાખલો રાખવો. આ રજિસ્ટર ૬ વર્ષ માટે એકજ રાખવાનું છે.

૧૧. સદરહુ નિયમની કલમ ૨ પ્રમાણે યાદી ફરજીયાત સુપરવાઈઝરને મળે પટલે તેમણે શિક્ષણ યોગ્ય ઉમરનાં છોકરાં દાખલ કરાવવા તેમના માબાપ અગર પાલકને સાથેના પરિશિષ્ટ નં. ૩ થી સુચના આપવી. તે ઉપરથી જે છોકરાંઓ દાખલ થઈ જાય તેમની હકીકત મરાઈ તે પરિશિષ્ટ જે શાળામાં તે દાખલ થાય તેના મુખ્ય શિક્ષકે ફરજીયાત સુપરવાઈઝર તરફ મોકલવું, પટલે તે ઉપરથી તેમણે ફરજીયાત રજિસ્ટરમાં દાખલો રાખવો.

૧૨. ફરજીયાત નિર્બંધી કલમ ૧૧ (૨) બાબતના સંબંધમાં વિવાદના ટરાવની જાણ કરીને આપવાની તે બાબત. વિવાદના ટરાવની જાણ વડોદરા શહેર શિક્ષણ જે તે શાળાના મુખ્ય શિક્ષકને આપવી અને વડોદરા શહેર માટે ફરજીયાત સુપરવાઈઝરને આપવી.

પ્રકરણ ૨ જું.

શાળામાં નહીં દાખલ કરેલાં બાલકો બાબત.

૧૩. (૧) નિર્બંધી કલમ ૧૨ પ્રમાણે યાદી મોકલતાં અગાઉ નહીં દાખલ થયેલાં છોકરાં બાબત વડોદરા શહેર માટે ફરજીયાત સુપરવાઈઝર અને બીજા સ્થળોએ જે તે શાળાના શિક્ષકોએ તપાસને અને તેમને એમ જાણ્ય કે નીચે બતાવેલા કોઈ-

દાખલ થયેલાં ન હોય તેવાં
છોકરાંની તપાસ કરી વડોદરા
ન ચઢાવવાનાં યોગ્ય કારણો.

પણ કારણને લીધે તે ઊંકરે દાખલ થઈ શક્યું નથી, તો તેનું નામ યા-
દીમાં દાખલ કરવું નહીં.

(૧) કાયમના પરરાજ્યના નામે જવાથી અગર પરગંદા
થવાથી

(૨) ગણત્રીમાં નઠ્ઠા છતાં જે હસમને ઊંકરે ન હોય છતાં
તેને ઊંકરે છે એમ ગણી તે નામ દાખલ થઈને આવ્યું
હોય અગર લેવડાયું હોય તો

(૩) જ્યાં એક કરતાં વધારે શાલાઓ છે ત્યાં કીની કોઈ
શાલામાં દાખલ થયું હોય તો

(૪) કોઈ બાલક પરગામ ગણ્યું હોય અગર અકસ્માત, મં-
દવાડ કિમેરે થયાથી જરૂર જેટલી મુદત સુધી દાખલ
થવા તેના પાલક અડચણ બતાવે તો તેટલી મુદત સુ-
ધીની રજા મંજૂર કરી અગર યોગ્ય અધિકારી પા-
સેથી કરાવેલે

(૫) કોઈપણ વિવાદ કર્યો હોય તો તેના પરિણામ સુધી.

(૬) કોઈ બાલક મૈયત થયું હોય તો.

(૭) જેમનો નિર્વાહ કરવાનો કીનું કોઈ ન હોવાથી પો-
તાની જાતેજ સહેનત, મજુરી કરી કરવાનો હોય
તેનાં બાલકો.

(૨) ઉપરના નં. ૧, ૨, ૩ તથા ૬ ના કારણને લીધે નામ રજિ-
સ્ટ્રમાંથી કમી કરવાં. નં. ૫ ના માટે વિવાદ મંજૂર થ-
વાની સ્થિતિ થયેથી કમી કરવાં. નં. ૭ વાવત વિભાગના
ડેપુટી ઇન્સ્પેક્ટરની મંજુરી મેલથી કમી કરવા
તત્કાલીન કરવી.

૧૪. નિવંધની કલમ ૧૨ પ્રમાણે મોકલવાની યાદી સાથેના પરિ-
પરિશિષ્ટ નં. ૪ પ્રમાણે યા- શિષ્ટ નં. ૪ પ્રમાણે વડોદરા શેહર શિવાય
દી કોળે કોળે મોકલવી. જે તે શાલાના મુખ્ય શિક્ષકે અને વડોદરા
શેહર માટે ફરજિયાત સુપરવાઇઝરે મોકલ-
વાની છે. પાછલા માસનું દંડપત્રક ન આવે તોપણ દર માસે યાદી મોકલવી.

૧૫. નિવંધની કલમ ૧૩ (૧) અન્વયે કસૂરદાર માવાપ અગર
પાલકને પરિશિષ્ટ નં. ૫ પ્રમાણે સૂચના આપ-
વના પરિશિષ્ટ નં. ૫ પ્ર- વી અને સદરહુ કલમમાં કલ્પા પ્રમાણે તપાસ
માણે આપવાની તે આવત. થયા બાદ એમ સાલુમ પડે કે તે દંડને પાત્ર નથી
અને તેના બાલકનું નામ કમી કરવાને પાત્ર છે તો તે નામ મુખ્ય શિક્ષકને
હુકમ આપીને કમી કરાવવું.

૧૬. નિવંધની કલમ ૧૩ (૨) અન્વયે કસૂરદાર માવાપ અગર
પાલકને દંડની રકમ ભરવા, સાથેના પરિશિષ્ટ
કસૂરદાર માવાપ અગર પા-
લકને સૂચના આપવા પરિશિષ્ટ
વાવત. નં. ૬ પ્રમાણે સૂચના આપવી.

પ્રકરણ ૩ જું.

ફરજિયાત બાલકોની રજા વાવત.

૧૭. નિવંધની કલમ ૧૪ માં વાતાવેલો કારણથી ઊંકરેલે ઘેર રા-
ખવાની તેના માવાપ અગર પાલકને જરૂર પડે
બાલકોને ઘર રાખવા માટે તે વડલ ઊંકરના માવાપ અગર પાલકે શા-
કેવી રીતે કરવું તે વાવત. લાના મુખ્ય શિક્ષક તરફ વિડી મોકલવી અ-
ને કોઈનાથી વિડી મોકલવાનું ન થતી જકે તો શાલામાં રજા લેવા જવું
પટલે મુખ્ય શિક્ષક સાથેના પરિશિષ્ટ નં. ૭ માં હકીકત મરી પાલકની
સહી લેશે. આવા કારણે જે વિડી આપવાની છે તેને સ્ટાંપની જરૂર નથી.

૧૮. કલમ ૧૭ માં જણાવ્યું છે તે શિવાય હતર રીતે જે શિક્ષણ

કલમ ૧૭ શિવાય હતર રી-
તે ઓકરાને ધેર રાલવા રજા
મલ્લવા કેવી રીતે કરવું.

યોગ્ય ઉમરનાં બાલકો વલ રજાની ચેરેલરી
જરુર હશે તેના માવાપ અગર પાલકે શાલ્લાના
મુખ્ય શિક્ષક તરફ લેલી લિટી મોકલવી.
આવી લિટીને સ્ટાંપની જરુર નથી. કોહનાથી

લિટી લલવાનું નહીં લી શકે તેમ હશે તો શાલ્લામાં રજા લેવા જવું પડેલે
મુખ્ય શિક્ષક સથિના પરિશિટ નં. ૭ માં લકીકત મરી પાલકની સહી
લઈ પોતાના અધિકારમાં હશે તો મંજુર કરશે અને અધિકાર ઉપરાંતની
હશે તો અધિકારશાલ્લા અમલદાર પાસેથી મંજુર કરાવી લેશે.

૧૯. (૧) કલમ ૧૮ પ્રમાણે રજા મંજુર કરવાનો પ્રસંગ આવે

ઓકરાને લાલ કારણે ધેર
રાલવા રજા કોળ આપી શક-
શે તે લાલ.

ત્યારે નીચે જણાવ્યા પ્રમાણે જેમણે તેમણે રજા
મંજુર કરવી.

(૧) જે ગામમાં અક કરતાં વધારે શાલ્લા છે, ત્યાં જે તે
શાલ્લાના મહેતાજીપ જળમાસની અને તે ઉપરાંતની
જરુર હોય તેટલી વિભાગના ડેપુટી અજ્યુકેશ-
નલ ઇન્સ્પેક્ટરે મંજુર કરવી.

(૨) જે ગામમાં અકજ શાલ્લા છે તે શાલ્લાના મહેતા-
જીપ અક માસની અને તે ઉપરાંતની જરુર હોય
તેટલી વિભાગના ડેપુટી અજ્યુ. ઇન્સ્પેક્ટરે મં-
જુર કરવી.

(૩) રજિસ્ટર્ડ શાલ્લાના મહેતાજીપ દસ દિવસની
અને તે ઉપરાંત જળ માસ સુધીની જેની માર-
ફત શાલ્લા રજિસ્ટર્ડ થઈ હોય તે શાલ્લાના
મુખ્ય શિક્ષકે મંજુર કરવી. અને તે ઉપરાંત

જરુર હોય તેટલી વિભાગના ડેપુટી અજ્યુ. ઇ-
ન્સ્પેક્ટરે મંજુર કરવી.

(૨) લડોદરા શેરેની શાલ્લાઓ માટે જળ માસ ઉપરાંતની રજા
ફરજિયાત સુપરવાઈઝરે મંજુર કરવી.

૨૦. ઓકરે ગેરહાજર રહ્યા પછી કેટલીક મુદત લાલ અગર શા-
લ્લામાં જ્યારે આવે ત્યારે, રજાની માગણી કરે
તો, તે પહેલાં તે માસની લંડની લાલી રજાના
ન થઈ હોય તો અને યોગ્ય જળાથ તો ગેરહા-
જર રહ્યા તારીલથી રજા મંજુર કરવી.

પ્રકરણ ૪ થું.

શાલ્લામાં લાલ થઈને ફરજિયાત લાલકોની ગેરહાજરી
લાલ.

૨૧. નિલંધની કલમ ૧૯ (ક) પ્રમાણે સતત ળથી વધારે દિવસ
સતત ગેરહાજરી. કેવી રીતે ગેરહાજરી શિક્ષા પાલ ગણેલી છે તે સતત લિ-
વસોમાં રલિવાર, તેલેવાર આવે તો તે સુદાંત
ગણવાની છે.

૨૨. (૧) શિક્ષણ યોગ્ય ઉમરનાં ઓકરાં જે તે શાલ્લામાં લાલ
કરાંલ્યા પછી ત્યાંથી ઉડાવી લીઝી શાલ્લામાં
મળવા મુકવું હશે તો તે ઓકરાંના માવાપ
અગર પાલકે મૂલની શાલ્લામાંથી લાલલો મા-
ગવો. પડલે તેઓ પરિશિટ નં. ૮ પ્રમાણે લાલલો
આપશે. તે લાલલો લઈ જઈ જે શાલ્લામાં લાલલ ક-
લાલવાનું હોય તે શાલ્લાના મુખ્ય શિક્ષકને આપવો.
પડલે તેઓ પોતાની શાલ્લામાં લાલલ કરી પરિશિટ
નં. ૧ પ્રમાણે મૂલની શાલ્લા તરફ લાલલો મોકલશે.

આ પ્રમાણે નહીં કરે ત્યાં સુધી મૂઠની શાળામાંથી કમી થઈ શકશે નહીં. આ વાવતમાં દાખલો મળવા લેખી માગણી કરે તેને સ્તાંપની જરૂર નથી.

- (૨) કોઈ શિક્ષણ યોગ્ય ઉમરનાં બાલકને પરગામ રાખવું હોય અને તે ગામ આ રાજ્યનું હશે તો ત્યાંની શાળામાં દાખલ કરાવવા માટે પળ પેટા કલમ ૧ પ્રમાણે તજવીજ થવી જોઈએ. ૯ પ્રમાણે નહીં કરે ત્યાં સુધી મૂઠની શાળામાંથી નામ કમી થઈ શકશે નહીં.

૨૩. (૧) વડોદરા શહેરની શાળાઓમાં શિક્ષણ યોગ્ય ઉમરનાં

બાલકોની સંખ્યામાં કમી જાસતી બદલ શાં તજવીજ કરવી.

બાલકોની સંખ્યામાં કમી જાસતી થાય તે બદલ પરિશિષ્ટ નં. ૧ પ્રમાણે ફોર્મ ભરી સુપરવાઇઝર તરફ શાળાના મુખ્ય શિક્ષકોએ માસ આંજરે મોકલતા રહેવું અને તે પ્રમાણે પોતાના ત્યાંના ફરજિયાત રજિસ્ટરમાં ફેરફાર કરવો.

- (૨) વડોદરા શહેર શિવાયની શાળાઓમાં છોકરાં-ઓની કમી જાસતીને દાખલો નં. ૨ ના ફરજિયાત રજિસ્ટરે રાખવો.

૨૪. શિક્ષણ યોગ્ય ઉમરનાં છોકરાં નીચે જણાવેલા પ્રસંગે કમી

શિક્ષણ યોગ્ય ઉમરનાં છોકરાંને મુખ્ય શિક્ષક ક્યારે કમી કરી શકશે તે વાવત.

થશે અને તે જે તે શાળાના મુખ્ય શિક્ષક કમી કરી શકશે.

- (૧) ફરજિયાત વય પુરી થવાથી.

- (૨) ફરજિયાતના હેઠા ધોરણનો અભ્યાસ પૂરો થઈ ઉત્તિર્ણ થવાથી.

સુલાસો:- ફરજિયાતના હેઠા ધોરણમાં નાપાસ થઈ ઉપરના ધોરણમાં નિયમિત પાઠ હોય તો ઉપલા ધોરણમાં જશે; પરંતુ તે ઉપરના ધોરણમાં પાસ થયેથી અગર ફરજિયાત વય પુરી થયે કમી થશે.

- (૩) મૈયત થવાથી. વડોદરા શહેરમાં મરણના દાખલા ઉપરથી અને દાખલો ન હોય તે મુખ્ય શિક્ષકની જાણી હશે તો કમી કરી શકશે. મુખ્ય શિક્ષકને જાણી ન થતી હોય તો ફરજિયાત સુપરવાઇઝરને લેખી જણાવવું. પટેલ ફરજિયાત સુપરવાઇઝર જાણી જાણી કરી કમી કરવા જણાવશે. વડોદરા શહેર સિવાય બીજાં સ્થળોએ મુખ્ય શિક્ષકે જાણી જાણી કરીને કમી કરવું.

- (૪) પોતાને ત્યાંની શાળા બદલી તેજ ગામની બીજી શાળામાં અગર બીજા ગામે કોઈ શાળામાં દાખલ થવું હોય તો તે બદલના દાખલા ઉપરથી તેવાં નામ કમી કરી શકશે.

- (૫) શાળા સિવાય અન્યરેતિ શાળા સ્વતંત્રી ટ્રસ્ટી પ્રમાણેનું શિક્ષણ મળે છે એવા દાખલો યોગ્ય અધિકારીનો રજુ કરે તો,

૨૫. નિવંધની કલમ ૧૫ પ્રમાણે મુખ્ય શિક્ષકે ગેરહાજર છોકરાંની યાદી મોકલતાં અગાડ જે તપાસ કરવાનો તે નીચે પ્રમાણે કરવો:-
ગેરહાજર છોકરાંની યાદી મોકલતાં અગાડ મુખ્ય શિક્ષકે તપાસ કરી દેખાં ન થાયે તેવા પ્રસંગે.

- (૧) કોઈ છોકરું ગામમાં ગામમાં બીજી કોઈ શાળામાં મળવા જતું હશે છતાં નિયમની કલમ ૨૨ માં વતાવ્યા પ્રમાણે તજવીજ કરી નથી એવાં બાલકો તપાસમાં જણાય તો તે નામ, ઠંઢ થવા મોકલવાની યાદીમાં

नहीं चढावतां तेनी दाखल तारीख ने वार्षिक रजिस्टर नंबर मंगावचो; ने पोताने त्यां दाखलो राखी नाम कमी करवुं. सदर छोकरं वगर दाखले दाखल कर्युं छे, अगर दाखलो मंगाववा तजवीज करी नथी, एम लागे तो प्रथमनी शाळावाळाए ते बदल जे ते स्थळ-ना डेप्युटी एज्यु. इन्स्पेक्टरने जाहिर करवुं. एटले तेओ कसूरदारने शिक्षा करशे.

(२) कोई छोकरं पोते एकलुं अथवा पोताना मावापसह आ राज्यना बीजा गरि गयुं होय छतां नियमनी कलम २२ (२) प्रमाणे तजवीज करी नथी एवां बाळको तपासमां जणव तो मावापना पुरेपूरां नाम तथा ठेकाणासाथे ते बीजा गामनी मुख्य शाळा तरफ अने बडोदरा शहरमां सुपरवाईशर तरफ लखी मो-कलवुं. लखण साथे छोकरांनो दाखलो परिशिष्ट नं. ८ प्रमाणेनो मोकलवो. एटले तेओ छोकरांने दाखल करावी दाखल तारीख ने वार्षिक रजिस्टर नंबर मो-कलावशे. एटले ते उपरथी दाखलो राखी मूळनी शाळाना शिक्षके नाम कमी करवानी तजवीज करवी.

(३) कोई छोकरं मरण पाय्नुं होय तो नियमनी कलम २४ मां बताव्या प्रमाणे तजवीज करवी.

(४) कोई छोकरांनो मावाप पोतानुं रहेवानुं ठेकाणुं बदली बीजा ठेकाणे रहेवा गयां होय, ने तेनो पत्तो पुरतो तपास करी छतां न लागे अगर परहदमां गयां होय, परागदा थयां होय, तो तेनुं नाम कमी थवा तळ व-डोदरा शहर माटे सुपरवाईशरनी मंजुरी मेळववी

अने बीजां स्थळोए विभागना डेप्युटी एज्यु. इन्स्पेक्टरनी मंजुरी मेळववी.

२६. शिक्षण योग्य उमरनां छोकरांनो नाम कमी थवा अगर रजा मंजूर थवा विगेरे सारू लखाण शरू थयाथी ते तेनो निकाल थई तेनी खबर मळना सु-धीनी मुदतनी गेरहाजरी गणवी नहीं.

२७. (१) निवेधनी कलम ६ मां दशाविलां कारणो पैकी शिक्षण योग्य उमरनां छो-करां दाखल थया पळी निवे-धनी कलम ६ मां का-रणो माटे मुक्त थवा केम क-रवुं ते बाबत.

ख, ग मां जणविलां कारणो, छोकरा शा-ळांमां दाखल थया पळी उत्पन्न थाय तो छो-करांनो मावाप अगर पालके जे ते शाळाना मेहेताजीनी खात्री करी आपा तेमेने एक

आनाना स्टॉप उपर अरजी आपवी एटले तेओ प्रांत-ना एज्यु. इन्स्पेक्टर तरफ भलामण करी मंजुरी मे-ळवशे. मंजुरी मळ्याथी तेयां नामो कमी थशे.

(२) जे बाळकोनां नाम कमी करवा जेमना तरफथी मं-जुरी आपवामां आवे तेमना तरफथी साथेना परिशिष्ट नं. १० प्रमाणे पास भरी मोकलवा तजवीज करवी.

२८. आ राज्यना रहीश भरवाड, रवारी विगेरे ए कोम जायुने माटे एकज ठेकाणे न रहेतां पोतानां दौरडांखर एक ठेकाणे न रहेतां को-मनां बाळकोने रजा मळो थके चारवा विगेरेने माटे जे गामे सापन मळे माटे केम करवुं ते बाबत. त्यां वपडांमां रहे छे. एवांनो शिक्षण योग्य उमरनां बाळकोने जेटली मुदत पोताना वतन वहाए राखवानां होय ते-टली मुदत माटे शाळाना मेहेताजी मारफत विभागना डेप्युटी एज्यु.

इन्स्पेक्टर पासेयी रजा मंजूर करायी लेवी. अने मंजूर करावेली सुदत सुणी ते बाळकोनां नाम देडमां चढाववां नही.

२९. निबंधनी कलम १९ अन्वये गेरहाजर छोकरांनां नामनी यादी साथेना परिशिष्ट नं. ११ प्रमाणेना नमुनामां भरी मोकलवी. पाळला मासतुं गेरहाजरीनुं देड पत्रक न आवे तोपण दर-मासे यादी मोकलवी.

३०. निबंधनी कलम १६ बाबत मावापने सुलासे लेवा लेखी खबर आपवानी जरूर पडे तेवे प्रसंगे साथे-ना परिशिष्ट नं. ११ प्रमाणे सूचना आपवी, तेमज देड कार्यानी लेखी खबर आपवी पडे त्यां साथेना परिशिष्ट नं. १३ प्रमाणे सूचना आपवी.

३१. त्रण मास उपरांतनी रजा उपर होय एवां छोकरांनां नाम केटलॉगमांथी कमी करवां अने तेवां छोकरा-नां नाम एक बोर्डे उपर लखी राखवां, रजा-नी सुदत पूरी थया बाद ते हाजर न थाय अगर वधारे रजानी मागणी न करे तो तेवां नाम तपास करीने योग्य कारण न जगाय तो देडनी यादीमां गेरहाजर तरीके चढाववां. योग्य कारण जगाय तो वधारे रजा माटे तजवीज करमी.

३२. शिक्षण योग्य उमरनां बाळकोनां नाम मंजुरीओना आधारे कमी करवामां आख्यां होय तेवां कमी थएलां छोकरांनुं लिस्ट एक बोर्डे उपर चोटाडतुं ने ते झालामां प्रसिद्ध स्थळे राखतुं. ते लि-

स्टनो निदान एकवार परीखक अधिकारी तरफया तपास थया शिवाय नाश करवो नही.

३३. जे मावाप अथवा पालकी पोतानां बाळकोने आडाईथी झालामा न मोकलतां गेरहाजर राखे अथवा योग्य कारण तमर छोकरां न मोकलनारतुं लिस्ट बोर्डे दाखल न करावे एवां छोकरांना नामनुं लिस्ट उपर राखला बाबत. एक बोर्डे उपर राखतुं ने ते झालामां प्रसिद्ध स्थळे चोढतुं.

प्रकरण ५. मुं.

पत्रको मोकलवानां ते बाबत.

३४. निबंधनी कलम २१ मां जणव्या प्रमाणेनुं देडनी वसुल बा-कतुं निमाही पत्रक परिशिष्ट नं. १४ मुजब कतिं निमाही पत्रक परिशिष्ट नं. १४ नीचे प्रमाणे मोकलतुं.

ऑगस्टथी ऑक्टोबर सुधीनुं नवेंबरनी ता. १९ अंदर.

नवेंबरथी जानेवारी सुधीनुं फेब्रुवारीनी ता. १९ अंदर.

फेब्रुवारीथी एप्रिल सुधीनुं मेनी ता. १९ अंदर.

मेथी जुलाई सुधीनुं ऑगस्टनी ता. १९ अंदर.

३५. निबंधनी कलम २३ माटे साथेना परिशिष्ट नं. १९ प्रमाणे देड मांडी बाळवा पटेल तलाटीए केफियत नं. १५ प्रमाणे केफियत आबवा बाबत. देड मांडी बाळवा परिशिष्ट नं. १५ प्रमाणे केफियत आबवा मोकलवी. शिवाधिकारी सररहु केफियत उपर योग्यते हुकम करी ते वहिवटदार तरफ पाळी मोकलवी. वहिवटदार ते उपरथी पोताने त्यां परिशिष्ट नं. २० मुजब दाखलो राखी

पटेल तलाटी तरफ पाछी मोकलवी. पटेल तलाटीए दंड पत्रकमां दाखलो राखी केफियतो मेहेताजी तरफ फाईले रहेवा मोकली आपवी.

प्रकरण ६ टु.

शाळावार अने पालकवार दंडनी खातावही तथा तेनी खतवणी बाबत.

३६. (१) शाळावार खातावही परिशिष्ट नं. १६ प्रमाणे

शाळावार तथा पालकवार खातावही राखबा बाबत.

महालमां राखवानी छे अने पालकवार खातावही परिशिष्ट नं. १७ प्रमाणे वडोदरा शे-हेरनां नहीं दाखल थनार बाळको बहल कर-जियात सुपरवाइझरे राखवी तथा वडोदरा शेहेर माटे गेरहाजरी बहल अने ते शिवाय बीजां स्थळोनां नहीं दाखल थनार तथा गेरहाजरीबाळां बाळको बहल जे ते शाळांमां मुख्य शिक्षके खातावही राखवानी छे.

३७. (१) निबंधनी कलम १३ प्रमाणे तजवीज थयावाद ज्यां

दंडनी रकमी उधारवा वा-
वत तथा तेनां पत्रको मोकल-
वा बाबत.

दंड कारकुनो छे त्यां तेमणे अने ज्यां नथी त्यां महालना जे कारकून पासेथी काम ले-
वामां आवतुं होय तेमणे शाळावार खाताव-

हीमां दंडनी रकमो उधारी लेई.

(२) उपर प्रमाणे तजवीज कर्थावाद परिशिष्ट नं. ४ प्रमाणे जे पत्रक आवतुं हशे तेज पत्रक वडोदरा शेहेर माटे फ-रजियात सुपरवाइझर तरफ मोकलतुं एटले तेओ पोताने त्यांनी पालकवार खातावहीमां दंडनी रकमो उधारी लई ते पत्रक सिटी वडिवटदार तरफ दंड वसूल थनांन मोकलशे. वडोदरा शेहेर शिवाय बीजां स्थळोए जे ते गामना पटेल तलाटी दंडनी रकम वसूल करनार होवथी

आ प्रमाणेनुं पत्रक जे ते गामना पटेल तलाटी तरफ जे ते शाळांना मुख्य शिक्षक मारफत मोकलतुं. एटले तेओ पोताने त्यांनी पालकवार खातावहीमां दंडनी रकमो उ-धारी लई पटेल तलाटी तरफ मोकलशे.

(३) जे मासमां दंडपत्रक आवतुं होय ते मासनी आखर ता-रिख सुधीमां आ पत्रक पाहुं मोकलतुं.

३८. (१) वडोदरा शेहेरमां पटेलनो अधिकार सिटी वडिवट-

पटेल करले दंडनां पत्रको
केथी रीते मोकलवा.

दारे वापरवानो छे तेथी परिशिष्ट नंबर ११

प्रमाणे वडोदरा शेहेरनी शाळाओ तरफथी
दंड पत्रक सिटी वडिवटदार तरफ मोकलतुं

एटले तेओए निबंधनी कलम १६ प्रमाणे तजवीज करवी
अने शाळावार खातावहीमां दंडनी रकमो दंड कारकुने
उधारी लेवी अने ते पत्रक जे ते शाळांना मुख्य शिक्षक
तरफ बीजा मासनी तारीख ४ सुधीमां मोकलतुं. एटले
तेओए पोताने त्यांनी पालकवार खातावहीमां दंडनी रक-
म उधारी लई ते पत्रक पाहुं सिटी वडिवटदार तरफ
दंडनी वसुलात माटे मोकली आपतुं.

(२) वडोदरा शेहेर शिवायनी जगाए परिशिष्ट नंबर ११

सुजवना पत्रकमां दंडनी रकमो भरी पटेल तलाटी तर-
फथी तैयार थई बीजा मासनी तारीख १ सुधीमां जे ते
शाळांना मुख्य शिक्षक तरफ सदरतु पत्रक मोकलतुं.
एटले तेओए पोताने त्यांनी रहेनी पालकवार खातावहीमां
दंडनी रकमो उधारी लई वा. ११ सुधीमां वडिवटदार
तरफ मोकलतुं. एटले दंड कारकुन पासे पोताने त्यांनी
रहेनी शाळावार खातावहीमां दंडनी रकमो उधारी

લઈ તે પત્રક જે તે ગામના પટેલ તલાટી તરફ દેડની વસુલાત માટે મોકલી આપવું.

૩૯. (૧) વડોદરા શેહર માટે સિદી વહિવટદાર તરફ આપેલા દેડ કારકુનો તરફથી અને તે શિવાયનાં સ્થ-
દેડની રકમો લેખવા ચા-
લત તથા તે મરી દેવા આવત.

લો માટે પટેલ તલાટી તરફથી દેડની રકમ વસૂલ થવાની છે. તે વસૂલ લિખા બદલ પ-
રિશિટ નંબર ૧૮ પ્રમાણે પાવની વસૂલ આપનાર ઇ-
સમને આપવી અને એક સ્થલપ્રત રાખવી, અને એ વસૂલ
લીધેલી રકમ દેડનો રોજમેલ રાખી તેમાં જમા કરાવી.

(૨) વડોદરા શેહરમાં જેમ જેમ રકમ વસૂલ થાય તેમ તેમ પાવની ઉપરથી શાલ્યવાર દેડની ખાતાવહીમાં રકમો લેખી અને દરમાસની આશર તારીખે અને તે દિ-
વસે રજા હોય તો તે પહેલાંના દિવસે વસૂલ થયેલી રકમ ચિલન સાથે તિજોરીમાં જમા કરાવવી, અને તે જમા થયા બદલ રીતસર પહોંચ મેલવી દફતરે રાખવી.

(૩) વડોદરા શેહર શિવાય બીજાં સ્થળોએ વસૂલ થયેલી ર-
કમ દરમાસની તા. ૨૫ મીએ અગર તે દિવસે રજા હોય તો બીજે દિવસે ચિલન સાથે મહાલના દેડ કારકુન મા-
રફત તિજોરીમાં જમા થવા સારૂ મોકલવો. પટેલે દેડ કારકુને મહાલમાં ભરણું કરી જમા થયા બદલ રીતસર પહોંચ મેલવી પટેલ તલાટી તરફ મોકલવી.

૪૦. દેડ પત્રકોમાં થયેલા દેડની રકમ પુરેપૂરી વસૂલ થઈ જાય તેમ નેમ એ પત્રકો જેમના તરફથી આવેલાં હોય તેમના તરફ દફતરે રહેલા મોકલવાં.
દેડની વસૂલાત થઈ જાય તેમાં પત્રકો આવત અગર ન થાય તો કેમ કરવું તે આવત.
જે માસના દેડ પત્રકોમાં બધી રકમો પુરેપૂરી

છ માસ સુધી પણ વસૂલ ન થાય તો તે માસના દેડ પત્રકો ઉપરથી તે પત્રકમાં બહેલા હસમ પૈકી જેટલાનો દેડ વસૂલ થયો હોય તેનું એક પ-
ત્રક પરિશિટ નંબર ૧૯ માં બતાવ્યા પ્રમાણે મરી સાતમા માસની તા-
રિખ ૮ સુધીમાં જેમના તરફથી પત્રક આવ્યાં હોય તેમના તરફ મો-
કલી આપવું. અને દર છ છ મહિને આ પ્રમાણે વસૂલ આવ્યા બા-
બત પત્રક મોકલતા રહેવું.

પ્રકરણ ૭ મું.

ગામના તથા મહાલના દફતર આવત.

૪૧. દરેક ગામના પટેલ તલાટીએ નીચે પ્રમાણે દફતરો રાખવા:-

- ૧ દેડનો રોજમેલ.
- ૨ દેડની પાવનીની સ્થલપ્રત.
- ૩ ભરણાનું ચિલન.

૪૨. મહાલના દફતરે નીચે પ્રમાણે દફતરો રાખવા:-

મહાલમાં રાખવાનાં દફતર
આવત

- ૧ જાવક.
- ૨ આવક.
- ૩ પરચુરણ રોજમેલ.
- ૪ દેડની શાલ્યવાર ખાતાવહી.
- ૫ બાકી માંડી વાલ્યાનું પત્રક. પરિશિટ નં. ૨૦ પ્રમાણેનું.
- ૬ ભરણાનું ચિલન.
- ૭ દેડની બાકી માંડી વાલ્યાનું હસસાલી પત્રક; પરિશિટ નંબર ૨૧ પ્રમાણે.

૮ દેડની તિમાહી પત્રકની સ્થલપતની ફાઇલ.

૯ ડાયરી.

૧૦ ટપાલ વુક.

૧૧ નગદી ફાઇલ.

૧૨ આ શિવાય ખાસ જરૂર જણાય તેવાં થીજા.

૪૩. દેડ કારકૂનનાં કર્તવ્ય બીજે પ્રમાણે છે:—

દેડ કારકૂનનાં કર્તવ્ય.

(૧) દેડ કારકૂનોએ મહાલના વહિવટદારના હુકમ પ્રમાણે ફરજિયાત કેલ્વળી સંબંધી કામ કરવાનું છે; અને લખાણો, પત્રકો વિગેરે ઉપર વહિવટદારની સહીઓ લેવાની છે.

(૨) દેડ કારકૂનોએ ગામડામાં સ્વતંત્ર અગર વહિવટદારની સાથે ફરી દેડની વસૂલાત બરાબર થાય છે કે કેમ, તથા ન થતી હોય તો પટેલ તલાટીથી વસૂલ લેવા તજવીજ કરવાની છે. તેમજ વહિવટદારના હુકમથી દેડ ન વસૂલ આપનારને ત્યાં નિયમ પ્રમાણે જપ્ત કરી દેડ કારકૂન પળ વસૂલ કરી શકશે; તેમજ દેડ વસૂલ થયા સાધન નહીં હશે, તો તેઓ પટેલની સમક્ષ પંચક્યાસ કરી કેફિયત પળ કરી શકશે.

(૩) ફરજિયાત માટે પટેલ તલાટી તરફથી બરાબર અમલ થાય છે કે કેમ, તે માટે દેડ કારકૂન પટેલ તલાટીનું ફરજિયાત દફતર તપાસી શકશે.

(૪) દેડ કારકૂને પોતાની દરમાસની ડાયરીની નકલ વિમાળના ડેપુટી ઇન્સ્પેક્ટર તરફ મોકલવી. અને તેઓ કામ બરાબર થયું છે કે કેમ તે તપાસી દફતરે કરવા યોગ્ય હશે તો દફતરે કરશે. અગર કોઈ સૂચના આપવાની હશે તો તે પ્રમાણે તજવીજ કરશે. આ નકલ વહિવટદારની સહીથી મોકલવી.

૪૪. નિવંધનો કલમ ૨૨ ના હેતુ માટે કેલ્વળી ખાતાના ડેપુટી ઇન્સ્પેક્ટર અને માંતના ઇન્સ્પેક્ટર તથા વિદ્યાધિકારી, મહાલના દેડ કારકૂનના દફતરની, તથા ગામના પટેલ તલાટીના ફરજિયાત દફતરની તપાસી કરી શકશે.

૪૫. જે ગામે પટેલ તલાટીની નિમળાંક ન હોય તેવા ગામી કે આંકડીયા વિગેરે ગામે વહિવટદારે પાસેના સરકારી ગામના પટેલ તલાટી પાસેથી ફરજિયાતનું કામ લેવું.

૪૬. આ નિયમ સંબંધના પરિશિષ્ટોમાં જરૂર તે પ્રમાણે ફેરફાર કરવા વિદ્યાધિકારીને અધિકાર છે. તા. ૩૧ જુલાઈ સન ૧૯૧૧.

V. K. P.

A. M. MASANI,
વિદ્યાધિકારી.

(जुओ नियमनी कलम ९)

शाळामांथी नी शाळामां माहे सच मा
दाखल थवा आवेलां ओकरांनुं दाखलापत्रक.

१	नंबर.
२	पालकसुं नाम, तेना बापां नाम साथे.
३	रोबासुं ठेकाणुं तथा घरसो नंबर होय तो ते.
४	जात.
५	धवो.
६	बाळसुं नाम, तेना बापां नाम साथे.
७	जे शाळामांथी आयुं होय अगर गाममांते गाममांथी बीजा लत्ता-मांथी आयुं होय तेनुं नाम.
८	शाळामां दाखल कर्मांनी तारीख.
९	क्षेत्तो.

परिशिष्ट
(जुओ नियमनी
फराजियात वयना बाळकोनुं

१	अनुक्रम नंबर.
२	घरांतो नंबर तथा जयानो नंबर.
३	वरमां रहेता फराजियात वयना बाळकना माबाप अगर पाळकनी हकीकत.
४	नाम, बापता नाम साथे.
५	रहेवानुं ठेकार्णुं.
६	जात.
७	धंदो.
८	फराजियात वयना बाळको संबंधी हकीकत.
९	नाम, बापता नाम साथे.
१०	छोकरो.
११	कन्या.
१२	उमर.

नंबर २.
कलम १०).
कायमनुं रजिस्टर.

फराजियात वयनुं बाळक भगवा जुनुं हशे तो तेनी हकीकत.			फराजियात वयना बाळकने कायदामांथी मुक्त करवामां आग्युं हशे, अगर बीजी रीते नाम कमी कस्युं हशे तेनी हकीकत.		
१०	शाळामां भगवा जवानी दाखल तारीख, मास, सन.	जे शाळामां भगवाने दाखल ध्युं हशे ते शाळानुं नाम.	११	वार्षिक रजिस्टर नाम दाखल ध्युं हशे तेनी नंबर.	मुक्त करतार अगर कमी कतार अधिकारीनी हशे.
१२			१३		हुकमतो नंबर, तारीख, मास, सन.
१४			१५		मुक्त करवातुं अगर कमी करवानुं कारण हुंकांमां शु छे ते.
१६			१७		शेरो.

પરિશિષ્ટ નંબર ૩.

(જુઓ નિયમની કલમ ૧૧).

વડોદરા શેહેરનાં ફરજિયાત વયમાં આવતાં બાલકોને શા-
લામાં દાખલ કરાવવાનું સૂચનાપત્ર.

ફરજિયાત બોલવળી નિવેધ મુજબના નિયમ અન્વયે પાલક નામે

બાલકનું નામ.	બાલકનું નામ.	વાર્ષિક રજિસ્ટર નંબર.	દાખલ તારીખ.	મુખ્ય મહેતાબની સહી ન શાળાનો શિક્ષક.

ટેકાળું વર
નંબર બાલકને સ્થળ આ-
પવામાં આવે છે કે, બાજુ જળાશય
બાલકને શાળામાં ભગવા દાખલ
કરાવ્યું હોય એમ તપાસમાં જણાયું
નથી, માટે સદર બાલકને આ
સૂચનાપત્રની તારીખથી ત્રીસ દિ-
વસના અંદર તબ વડોદરા શેહેરની

સરકારી અથવા રજિસ્ટર્ડ શાળામાં દાખલ કરાવવું, અને સદરહુ
સૂચનાનો કાગળ જે શાળામાં બાલકને દાખલ કરાવવામાં આવે
તે શાળાના મુખ્ય શિક્ષકને આપવો, એટલે તેઓ હકીકત તેમાં
મરી સદરહુ કાગળ અમારી કચેરીમાં મોકલી આપશે. ઉપર બતાવેલી
મુદતમાં તમારા બાલકને શાળામાં દાખલ નહીં કરાવો તો તમો
કાયદેસર દંડને પાત્ર થશો તે જાણવું. તારીખ માટે
સન

સિટી ફરજિયાત સુપરવાઈઝર
વડોદરા શેહેર.

પરિશિષ્ટ નંબર ૪.

(જુઓ નિયમની કલમ ૧૪).

મોને તાલુકે ની શાળાના

દાખલ કરાવ્યાના કારણે માલગે અમર પાલકનો દંડ થયો જોઈએ તેમાં માલગે અમર પાલકનું પત્રક, મોને
સન નું મહિવટદાર તરફ મોકલવાનું.

અનુક્રમ નંબર.	વરના તથા વરનાનો નંબર.	વાર્ષિક રજિસ્ટર નંબર.	વાલકના માલગે અમર પાલકની હકીકત.	ફરજિયાત વયના બાલકની સંખ્યાની હકીકત.	દંડની હકીકત.	દંડ થયો તે કમ.	દંડ થયો તે કમ.	વાલકની માલગે અમર પાલકની હકીકત.	દંડ થયો તે કમ.	દંડ થયો તે કમ.	દંડ થયો તે કમ.	દંડ થયો તે કમ.
૧	૨	૩	૪	૫	૬	૭	૮	૯	૧૦	૧૧	૧૨	૧૩

परिशिष्ट नं. ५.

(जुओ नियमनी कलम १९).

शाळामां न्हीं दाखल करेलां वाळकोना मावाप अगर

वालीने आपवानी सूचना.

श्रीमंत सरकार गायकवाड विद्यमान बहिबटदार कचे-
रीथी नाम डेकाणु घर नं.
नाने आथी खबर आपवानी के तमारा वालीपणा नीचेनुं फराजियात
वयनुं छोकहं फराजियात केळवणी निबंधप्रमाणे शाळामां
दाखल थएलुं नथी एम जाहेर थाय छे. माटे ए संबंधे तमारी पासे
जवाब देवा, जो कांई शाळानो दाखलो अगर बीजो कांई रीतसर
चोकस पुरावो हशे तो ते साथे तमोए जाते अथवा रीतसर वकील
अगर कायदेसर मुखत्यार मारफते ता. माहे सन
वार ना रोजे अमारी कचेरीमां दिवसना वागे हाजर
थवुं. जो आ प्रमाणे तमारा तरफथी न्हीं थशे तो तमारी गेरहाजरीमां
योग्यते निकाल करवामां आवशे ते जाणवुं. आ सूचनापत्रनी एक
नकल लई आ उपर ते पहेंच्या व्हल तारीख लखी सही करी आपवी. ता.
माहे सन

महाल बहिबटदार.

परिशिष्ट नं. ६

(जुओ नियमनी कलम १६)

सूचनापत्र.

श्रीमंत सरकार गायकवाड विद्यमान बहिबटदार कचेरीथी
नाम डेकाणु घर नंबर
नाने आथी करमाववामां आवेछे के, तमारा वालीपणा नीचेनुं छोकहं
फराजियात केळवणी निबंध प्रमाणे शाळामां दाखल
न्हीं कर्था वावत माहे सन बदल तमारो वंड
र. अंके करवामां आच्योछे ते दंडनी रकम
भरी देवी ने पावती मेळववी. आ सूचना मळेथी
त्रीस दिवसनी अंदर सदरहु दंडनी रकम भरी देवामां आवशे न्हीं तो
जमीन महेसुलनी वाकी वसूल करवानी रीत प्रमाणे जंगम भिलकतमांथी
वसूल करवामां आवशे. आनी बीजी प्रत साथेछे ते लई आ उपर
पहेंच्या वावत तारीख नावो सही करी आपवी. ता. माहे
सन

बहिबटदार महाल.

[illegible]

मोजे

तालुके

नी

(जुआ नियमनी कलम
शाळातुं माहे

परिशिष्ट

१	अनुक्रम नंबर.
२	घर नंबर.
३	पालकतुं नाम तेना बापनुं नाम. तथा अटकसाथे.
४	रेहानुं ठेकाणुं.
५	जात.
६	धंदो.
७	फरजियात वयना बाळकतुं नाम, बापना नाम- साथे.
८	बाळकतो उमर.

नं. ९.

३३).

सन ना मासमां फरजियात बाळकोतुं कमीनास्तीतुं पत्रक.

जास्ती आवेला फरजियात वयना बाळकोना हकीकत		कमी थएला फरजियात वयना बाळकोसक्यो हकीकत.	
१	नवीन आयुं ह्यो तो नवीन अगर जे शाळामांथी आयुं होय ते शाळातुं नाम.	१	उमर केटली थवाथी कमी थयुं छे.
२	बाळकनी शाळामां दाखल तारीख.	२	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.
३	बाळकनो वार्षिक रजिस्टर नंबर.	३	चोथा घोरणमां पास छे के नही.
४	उमर केटली थवाथी कमी थयुं छे.	४	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.
५	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.	५	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.
६	चोथा घोरणमां पास छे के नही.	६	बीजी शाळामां गयो ह्यो तो मरणनी दाखली छे के नही.
७	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.	७	बीजी शाळामां गयो ह्यो तो मरणनी दाखली छे के नही.
८	उमर केटली थवाथी कमी थयुं छे.	८	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.
९	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.	९	चोथा घोरणमां पास छे के नही.
१०	चोथा घोरणमां पास छे के नही.	१०	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.
११	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.	११	बीजी शाळामां गयो ह्यो तो मरणनी दाखली छे के नही.
१२	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.	१२	चोथा घोरणमां पास छे के नही.
१३	चोथा घोरणमां पास छे के नही.	१३	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.
१४	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.	१४	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.
१५	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.	१५	चोथा घोरणमां पास छे के नही.
१६	चोथा घोरणमां पास छे के नही.	१६	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.
१७	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.	१७	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.
१८	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.	१८	चोथा घोरणमां पास छे के नही.
१९	चोथा घोरणमां पास छे के नही.	१९	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.
२०	बीजी शाळामां गयो ह्यो तो ते शाळामां दाखल तारीख तथा वार्षिक रजिस्टर नंबर.	२०	मरण पाव्नुं ह्यो तो मरणनी दाखली छे के नही.

रिमांक

परिशिष्ट नं. १० ५

परिशिष्ट नं. १०

(जुओ नियमनी कलम २७).

(जुओ नियमनी कलम २७).

ऑफिसमां रहेवानी प्रत.

अरजदारने आपवानी प्रत.

नंबर.

नंबर.

अरजदारनुं नाम.

अरजदारनुं नाम.

वालकनुं नाम.

वालकनुं नाम.

रहेवानुं ठेकाणुं, महेलां,
सेन्सस नंबर होय तो ते. }रहेवानुं ठेकाणुं, महेलां,
सेन्सस नंबर होय तो ते. }

मुक्त करवानुं कारण.

मुक्त करवानुं कारण.

मंजुरी आपनारनो हुकम.

मंजुरी आपनारनो हुकम.

नंबर, ता.

नंबर, ता.

रवाना.

रवाना.

मारफते ता. माहे सन
होही.मारफते ता. माहे सन
होही.

पारागष्ट नं. ११

(जुओ नियमनी कलम २९ तथा ३९.)

मोजे ताळुने मोकयवानुं पत्रक, तारीख, मो जाळामां माहे सने मां गेहाजर रहेजं वाळकोने पडल तरफ

३	नंबर.	४	रहेवानुं प्रसिद्ध ठेकाणुं.	५	वात तया थो.	६	वाळकनुं नाम तया तया	७	वापनुं नाम.	८	कटल रिजत गेहाजर.	९	आ मास अगाडे के. कटल केवळ थो ते.	१०	आ कलस तरे करतार न. रिफरी तया फां रिफरी कर. कलकलानुं रिफरी कर.	११	देवनी कम तया थो ते.	१२	रिफरी
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(जुओ नियमनी कलम ३०).

फरजियात वयनां बालकनी गेरहाजरी बदल तेना माबाप
के वालीउपर मोकलवानुं सूचनापत्र.

श्रीमंत सरकार गायकवाड विद्यमान	तरफथी
नाम	टेकाणुं घर नं.
ना ने आथी खबर आपवामां आवेछे के, तमारा वालीपणा नीचेनुं फ- रजियात वयनुं छोकर्न शाळामां मासमां गेरहाजर होवानुं जणाथे; माटे ए संबंधे तमारी पासे जबाब देवा जे कां रीतसर वोक्स पुरावो हशे ते साथे तमोए जाते अथवा रीतसर बर्बोल अगर कायदेसर मुखत्यार मारफते तारीख मास सन बार ना रोशे दिवसना थाये हाजर थनुं, जो आ प्रमाणे तमारा तरफथी नहीं थशे तो तमारी गेरहाज- रीमां योग्य ते निकाल करवामां आवशे ते जाणनुं. आ सूचनापत्रनी एक नकल लई आ उपर ते पहोंच्याबदल तारीख लखी सही करी आपवी. ना. माहे सन	

(सही)

(जुओ नियमनी कलम ३०).

फरजियात वयनां बालकनी गेरहाजरी बदल तेना माबाप
के वालीनो दंड कर्था बाबत सूचना.

श्रीमंत सरकार गायकवाड विद्यमान	तरफथी
नाम	टेकाणुं घर नंबर
ना ने आथी खबर आपवामां आवे छे के, तमारा वालीपणा नीचेनुं फ- रजियात वयनुं छोकर्न शाळामां माहे मास मां गेरहाजर रखा बदल तमारो ह. अके दंड करवामां आव्योछे ते भरी देवो. भरी देवामां आवशे नहीं तो जंगम मिलकतथी वसूल करवामां आवशे. सदरहु सूचना पहोंच्या बदल तारीख लखी सही करी आपवी ने बीजी प्रत तमारे लेवी. ता. माहे सन	

(सही)

પરિશિષ્ટ નંબર ૧૪.

(જુઓ નિયમની કલમ ૩૪.

મહાલની શાળાઓના દંડની વસૂલ વાકીનું વિમાહી પચક માહે સન શ્રી તે માહે સન સુનો.

વાકત.	દંડની લેણી રકમ.		તૈકી વસૂલ.		વાકી રહી ઓરો.
	મયા વિમાહી આ- સર વસૂલ થવાની વાકી દંડની રકમ.	તા. શ્રી તા. સુધીમાં દંડની ર- કમ લેણી થઈ તે	તા. શ્રી તા. સુધીમાં વસૂલ થઈ તે	શ્રી તા. સુધીમાં મોંઢી વાઝી તે.	
૧	૨	૩	૪	૬	૮ ૯
ગાઠલી સાલો વાકત.					
ગાઠ સાલ વાકત.					
કુલ.					

પરિશિષ્ટ નંબર ૧૫

(જુઓ નિયમની કલમ ૩૫).

માજે તાલુકો પ્રાંત ની શાલાની પરવિયાત દંડની વાકી માઢી વાઝવા વાવતની કેસીપત મે.

જેનો દંડ થયો હોય તેવું તેના વાપનું નામ, જાત.	દંડની રકમ.	કઈ સાલ અને સન તથા માસ વડલ.	વાકી માઢી વા- ઝવાનું કારણ.	પટેલ તલટાંની તપાસની હકીકત.	મહાલના અમલ- દારે તપાસ ક- થીતી હકીકત.	માઢી વાઝનાર અધિકારીનો હુકમ.
૧	૨	૩	૪	૫	૬	૮

परिशिष्ट नंबर १६.
(जुओ नियमनी कलम ३६).

मोजे शाळानुं खातुं नंबर

ज

अवल सरवाहिए बाकी लेहेणुं.

रो. पा.

साल मजकूर लेहेणुं.

वहिवटदार पटेल अ-

अधिकारनी धिकारनी

दंडनी दंडनी

रकम संख्या रकम संख्या

ऑगस्ट } नहि दाखल
थनार

गेरहाजर

सप्टेंबर } नहि दाखल
थनार

गेरहाजर

ऑक्टोबर } नहि दाखल
थनार

गेरहाजर

नव्हेंबर } नहि दाखल
थनार

गेरहाजर

डिसेंबर } नहि दाखल
थनार

गेरहाजर

जान्युवारी } नहि दाखल
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मे } नहि दाखल
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रकम संख्या रकम संख्या

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गेरहाजरमार्च } नहि दाखल
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गेरहाजरमे } नहि दाखल
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गेरहाजरजून } नहि दाखल
थनार
गेरहाजरजुलई } नहि दाखल
थनार
गेरहाजर

कुल एकंदर

नहि दाखल थनार

गेरहाजर.

एकूण रुपिया.

(जुओ निवमनी कलम ३६).

डोकरा अगर डोकरातुं नाम तुं खातुं नंबर
(वालीतुं नाम)

ज

अवल सरवइए बाकी लेणुं.

रो. पा.

साल मजकुर लेणुं.

वहिवटदार अधि-	पटेल अधिका-
कारनी दंडनी.	रनी दंडनी
रकम संख्या	रकम संख्या

ऑगस्ट { नहि दाखल थनार.
मेरहाजर.

सप्टेंबर { नहि दाखल थनार.
मेरहाजर.

ऑक्टोबर { नहि दाखल थनार.
मेरहाजर.

नोव्हेंबर { नहि दाखल थनार.
मेरहाजर.

डिसेंबर { नहि दाखल थनार.
मेरहाजर.

जानेवारी { नहि दाखल थनार.
मेरहाजर.

फेब्रुवारी { नहि दाखल थनार.
मेरहाजर.

ज

उ

मार्च { नहि दाखल थनार.
मेरहाजर.

एप्रिल { नहि दाखल थनार.
मेरहाजर.

मे { नहि दाखल थनार.
मेरहाजर.

जून { नहि दाखल थनार.
मेरहाजर.

जुलाई { नहि दाखल थनार.
मेरहाजर.

कुल एकंदर.

नहि दाखल थनार.

मेरहाजर.

एकुण रुपिया.

परिशिष्ट नंबर २०.
(जुओ नियमनी कलम ४२).
फरजियात दंडनी बाकी मांडी वाळ्यातुं पत्रक सन. बदल.

गामतुं नाम.	मांडी वाळ्या इ समनी संख्या.	मांडी वाळ्यी र कम संपिया.	मांडीवाळ्यातो हुकम आपनार अमळारतुं नाम तथा होदो.	मंडुरीतो नंबर, तारीख, मास, सन.	केनीयत अमळ श्रवा मोहल्यानी तारीख, मास, सन.	रिमाक.
१	२	३	४	५	६	७

४५

४६

परिशिष्ट नं. २१
(जुओ नियमनी कलम ४२).

महाळुनुं फरजियात दंडनी बाकी मांडी वाळ्यातुं. गामनी शा-
ळाभोवार, अने सालवार पत्रक दस वष सुधीनुं.

जुओनम नंबर.	गामतुं अने शा- ळातुं नाम.	कुळ शाळावार पाळ्यी सालो बाबत.	संवत सन.	संवत सन.
१	२	३	४	५

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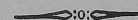
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REPORT ON PUBLIC INSTRUCTION

IN THE

BARODA STATE.

For the year 1907-08.

I. GENERAL SUMMARY.

Class of Institutions,	No. of Institutions.		No. of Pupils.		Expenditure.	Receipts.	Remarks.	
	1906-07.	1907-08.	1906-07.	1907-08.				
1	2	3	4	5	6	7	8	
I English Institutions.								
(1) Minister of Education office...	...	...	...	...	2816-18- 9	3-11- 0	Figures received from the English Education Department.	
(2) Arts College ...	1	1	285	212	64699- 4- 8	12867- 2- 0		
(3) High Schools ...	3	3	1115	1276	46124- 6- 7	18167- 0- 9		
(4) Anglo-V. Schools...	14	14	1660	1815	46518- 0- 0	10552- 3-10		
(5) Grant-in-aid schools	8	9	985	1480	12730- 0- 0	...		
Total ...	26	27	3995	4783	172888- 9- 0	36590- 1- 7		
II Princes' School.								
III Vernacular Institutions.	1	1	5	4	26017-15- 2	...		
IV Officers' salary ...								
(1) Officers' salary ...	...	...	...	...	45008- 8- 2	...		
(2) Regular Government schools ...								
(2) Regular Government schools ...	1186	1202	95504	100045	423274-11- 0	6101- 2- 1		
(3) Special Institutions.								
(3) Special Institutions.	10	11	1251	1398	90608-18- 0	12465- 8-10		
(4) Fund schools ...								
(4) Fund schools ...	3	3	291	296	maintained from religious institutions.	the income of the institutions.		
(5) Grant-in-aid schools								
(5) Grant-in-aid schools	37	32	2280	2019	1989- 7- 6	...		
(6) Schools under inspection ...								
(6) Schools under inspection ...	3	3	319	321	not maintained by the state.	...		
IV Orphanages.								
IV Orphanages.	2	2	128	106	7566- 8- 9	2615- 1- 7		
V Encouragement &c.								
V Encouragement &c.	...	...	...	...	23451-15- 9	...		
VI Book-Depôts.								
VI Book-Depôts.	...	...	...	...	2675- 4- 3	6927- 4- 0		
VII Compulsory Schools								
VII Compulsory Schools	included in	(2).	...	...	179720- 7-10	30283- 8-10		
Total ...	1241	1253	99768	104180	775390-12- 3	57992- 9- 4		
State Library &c. ...								
State Library &c. ...	...	...	...	...	5725- 1- 0	...		
Tapasni Asstt. for village schools ...								
Tapasni Asstt. for village schools ...	...	...	...	...	1777-14- 0	...		
Expenses of education of students sent abroad ...								
Expenses of education of students sent abroad ...	...	...	...	...	16412- 4- 1	...		
Total ...	1241	1258	99768	104180	799305-15- 4	57992- 9- 4		
Grand Total ...								
Grand Total ...	1268	1281	103968	108967	998212- 7- 6	94582-10-11	Expense to the State. Expense to the Local Boards. The figures for Vyara taluka have not been available.	
Village schools...								
Village schools...	1416	1575	50879	60290	169283- 6- 7	...		
Grand Total ...								
Grand Total ...	2684	2856	154647	169257	1167495-14- 1	94582-10-11		

2. There were in all 1281 educational institutions of all sorts (under the control of the education department) made up of 1 college, 3 High Schools, 14 Anglo-Vernacular Schools,

Remarks. and 9 grant-in aid schools (3 High Schools and 6 Anglo-Vernacular Schools) for teaching English, 1 school for the Princes, 1202 regular Vernacular Schools (ordinary and compulsory) 11 special institutions, 3 fund schools, 32 grant-in-aid schools, 3 schools under inspection, and 2 orphanages. The total expenditure incurred in connection with these schools including expenses under other heads such as scholarships in England &c., encouragement to authors and book-depôts &c., was Rs. 9,93,212-7-6 against Rs. 8,15,390-10-9 and the total receipts were Rs. 94,582-10-11 against Rs. 96,030-15-3. Deducting from the total expenditure under the head of Vernacular education, the amounts of fees and other receipts, the expenditure on account of Sanskrit Library, Shrivana Mas Dakshina, Book-depôts and Orphanages, and encouragement to authors, the net expenditure on vernacular education amounted to Rs. 6,83,704-6-2 against Rs. 5,31,848-3-11. Thus the average annual cost per pupil was Rs. 6-9-0 against Rs. 5-11-0, the increase being due to the strengthening of the schools opened last year for the spread of compulsory primary education. Adding to this the net amount of expenditure on English education arrived at by the same manipulation of figures, it is found that the net cost to the state was Rs. 8,20,002-13-7 against Rs. 6,51,444-14-2. Thus the annual average cost of educating each pupil under education of all kinds was Rs. 7-10-0 against Rs. 6-12-0. Roughly speaking the state spent one-sixteenth part of its gross revenue on education. If to this net expense, the figures supplied by the Local boards for the village schools were added, the total net expense on education would be Rs. 9,89,286-4-2. The average annual cost would then be Rs. 5-14-0. These are actual figures of net expenditure; if however, the total amount sanctioned in the budget, irrespective of petty receipts of the education department; be taken into consideration, it is simply gratifying to see the preparedness of the state to spend a little more than one-tenth of its total revenue on education, the total state revenue being calculated at Rs. 1,35,00,000, and the educational budget grant at Rs. 13,00,000.

PART I.

English Education.

3. The report embodies the progress and the working of the following institutions for the year ending 31st July 1908.

- Subject of the report.
- (1) Baroda College.
 - (2) Three High Schools: at Baroda, Pattan, and Amreli.
 - (3) Fourteen Anglo-Vernacular Schools: at Baroda, Dabhoi, Padra, Petlad, Sojitra, Vaso, Kadi, Mehsana, Unjha, Sidhpur, Visnagar, Vadnagar, Dwarka and Billimora.

(4) Nine Grant-in-aid Schools: viz, one at Baroda, two at Naosari, and one each at Dharmaj, Bhadrin, Nar, Gandevi, Palsana and Vyara.

In addition to the above institutions the report includes information about students sent out by the State to England, Europe and America for higher special studies, as well as about those who receive Khangi scholarships to enable them to prosecute studies at various schools and colleges in the Bombay Presidency.

4. Departmental Staff.

Staff.

Professors and Teachers	1907.	1908.
(1) State Education.	176	185.
(2) Grant-in-aid Schools.	53	63.
Total	229	248

The increase is thus accounted for :—

The appointment of Dr. Jackson as Ag. Principal, Baroda College was made during the absence of Principal Clarke on furlough. The number of students in different classes of the schools at Amreli, Sojitra, Petlad and Baroda having exceeded the maximum limit of 40 per class, seven classes had to be split up and seven new teachers engaged.

The new post of a Hindi Teacher was created in the Baroda High School by the special order of His Highness. The remaining increase in the number of teachers is due to the teaching staff engaged in the two newly registered Grant-in-aid Schools, one at Vyara and the other at Nar and to the splitting up of the class in the Gandevi High School, into three divisions.

5. The following table shows the number of students receiving instruction in the month of July, for each of the last five years.

TABLE I.

Nos.	Institutions.	1904.	1905.	1906.	1907.	1908.
1	Baroda College	206	225	206	235	212
3	High Schools	1,007	1,126	1,246	1,115	1,276
14	Anglo-Vernacular Schools. ...	1,423	1,486	1,599	1,660	815
18						
	Total... ..	2,636	2,837	3,051	3,010	3,303
9	Grant-aid Schools... ..	493	483	621	985	1,480
27						
	Total... ..	3,129	3,320	3,672	3,995	4,783

6. It will be seen from the above that the number of public institutions increased during the year by one and their numerical strength from 3995 to 4783. There is a decided increase in the number of students, showing that Baroda people take to secondary and higher English education more freely than before.

7. The average monthly number on the rolls increased from 3655 to 4091 and the average daily attendance from 2875 to 3253. The increase in attendance during the year under report is very satisfactory.

8. The amount of expenditure of Rs. 1,72,888-9-0 and income of Rs. 36,590-1-7 for the English education in the College and the Schools, is made up as follows:—

TABLE II.

No.	Institution.	Expenditure.					Income.	Average annual cost of educating each pupil.
		Salary.	Contingent.	Scholarships.	Dead-stock.	Total.		
1	Minister of Education Office	1,520-5-8	349-3-0	981-3-6	165-15-0	2,516-13-9	3-11-0	.....
2	College	50,743-4-8	8,543-5-0	3,114-0-0	7,298-11-0	64,699-4-8	12,587-2-0	203-1-7
3	High Schools	42,018-4-8	1,818-6-8	1,549-0-0	588-11-9	45,124-6-7	13,187-0-9	28-3-8
4	A. V. Schools	87,772-4-8	5,905-12-10	743-12-0	2,096-2-6	46,518-0-0	10,352-3-10	27-2-9
5	Grant-in-aid Schools	12,730-4-0	...	...	...	12,730-0-0	...	14-4-8
	Total	1,44,864-6-8	11,616-11-0	6,187-15-6	10,490-8-3	1,72,888-9-0	36,590-1-7	.....

9. Last year the expenditure was Rs. 1,53,516-2-6. This year it was Rs. 1,72,888-9-0. The increase may be accounted for as follows:—

- (1) The appointment of Dr. Jackson in the Baroda College.
- (2) The appointment of a Hindi Teacher and the deputation of two Baroda High School graduate teachers to Bombay to be trained in the Secondary Teachers' College.
- (3) The grants given to three schools started by private enterprise at Vyara, Nar and Gambhira, the last being closed after some months for want of funds.
- (4) The training of two teachers in the Art of teaching the Deaf and Dumb at the Calcutta Deaf and Dumb School.

(1) BARODA COLLEGE.

10. The Baroda College was founded in 1882 and was affiliated to the Bombay University for the purposes of the Previous Examination. It was subsequently recognized for the full courses in Arts and Science in 1890, Civil Engineering (for the purposes of

Diploma in Agriculture) in the same year and Law for the purpose of First LL. B. in 1892.

11. During the year under report the Principal, Mr. A. B. Clarke, proceeded to Europe on furlough on medical certificate. Dr. M. Jackson acted for him during his absence as Principal and Professor of Physics and English, and Mr. Dorabji M. Patel B. A., Head Master of the Baroda High School, worked as Professor of English in the College. Mr. C. R. Reddy, who acted as Vice-Principal during the later portion of the 1907 Session, did not rejoin the College in 1908.

The College staff comprises eight Professors besides the Principal. In addition to the above, there are one Lecturer in French, one Shastri, two Fellows, two Laboratory Assistants and a Librarian.

12. There were 212 students on the College register at the end of the year as against 235 in the preceding year. Of the 212 students 203 were Hindus, 2 Mahomedans and 7 Parsees. The total expenditure on their education was Rs. 64,699-4-8 (Rs. 57,400-9-8 ordinary + Rs. 7,298-11-0 extraordinary) while the amount received from fees, rent &c. was Rs. 12,587-2-0. The total annual cost of educating each pupil was Rs. 203-1-7 as against Rs. 176-14-3 in the preceding year. The annual average cost of educating each pupil at Elphinstone College was Rs. 220-1-7, at Deccan College Rs. 373-5-3, at Junagadh College Rs. 256-8-4, at Bhavnagar Rs. 216-11-0, at Kolhapur Rs. 394-9-1, at Wilson College Rs. 138-3-9, at Gujarat College Rs. 189-13-2, at St. Xavier's College Rs. 112-2-9, at Fergusson College Rs. 96-1-2, and at Sind College Rs. 223-15-3.

13. The following table shows the number of students &c in the Baroda College.

2 v. B.

TABLE III.

Table showing the number of students &c. in the Baroda College.

Number of students on the rolls at the end of the official year.	Average number on the rolls during the year.					Average daily attendance.	Number studying each language at the end of the official year.						Yearly rate of fees.	Receipts.			Disbursements.					Average annual cost of educating each pupil in the previous year.	176-143					
	Hindoo.	Mahomedans.	Parsees.	Others.	Total.		English.	Sanskrit.	Persian.	French.	Science.	IL. B.		1	2	3	4	5	From Government.	From fees, rent &c.	Total.			Ordinary.	Extraordinary.	Fees &c. sent to the Treasury.	Total.	Average annual cost of educating each pupil.
203	2	7	...	212	214	122	202	132	88	27	14	1	14	13	12	11	10	9	8	7	6	5	4	3	2	1	208-1-7	176-143
Rs. 60 for the first class and Rs. 40 for the 2nd and 3rd classes and Rs. 20 for the 4th and 5th classes and Rs. 10 for the 6th and 7th classes and Rs. 5 for the 8th and 9th classes and Rs. 2 for the 10th and 11th classes and Rs. 1 for the 12th and 13th classes and Rs. 0 for the 14th and 15th classes and Rs. 0 for the 16th and 17th classes and Rs. 0 for the 18th and 19th classes and Rs. 0 for the 20th and 21st classes and Rs. 0 for the 22nd and 23rd classes and Rs. 0 for the 24th and 25th classes and Rs. 0 for the 26th and 27th classes and Rs. 0 for the 28th and 29th classes and Rs. 0 for the 30th and 31st classes and Rs. 0 for the 32nd and 33rd classes and Rs. 0 for the 34th and 35th classes and Rs. 0 for the 36th and 37th classes and Rs. 0 for the 38th and 39th classes and Rs. 0 for the 40th and 41st classes and Rs. 0 for the 42nd and 43rd classes and Rs. 0 for the 44th and 45th classes and Rs. 0 for the 46th and 47th classes and Rs. 0 for the 48th and 49th classes and Rs. 0 for the 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In the 1st term of 1903, there were 4 students in the 1st LL. B. class and in the 2nd term of 1908 there was only one student.

EXAMINATION RESULTS.

14. The number of candidates sent up in 1907 for the different University Examinations and the number passed may be thus tabulated:—

TABLE IV.

Examinations.	No. sent.	No. passed.	Class.
M. A. ...	2	1	First Class with Chancellor's and Telang's Gold Medals.
B. A. ...	28	15	2 in the 2nd class.
Intermediate ...	34	17	2 in the 2nd class.
Previous ...	107	24	1 in the 1st class & 2 in the 2nd class.
B. Sc. ...	3	2	2 in the 2nd class.
Inter Science ...	4	4	
1st L L B. ...	16	10	
Total ..	194	73	

15. The contents of the Library were increased during the year by 257 volumes of which 98 were presented. The total number of books at present is 8,219. The number of books taken out by the students for perusal came to about Rs. 4000.

16. In respect of apparatus and materials for practical work in Science, Baroda College is better off than most other Colleges affiliated to the University of Bombay; but the Laboratory accommodation is inconvenient and insufficient. The need for improved facilities in regard to all departments of Science is very patent. Some attempts were made to increase the facilities afforded by the Laboratories in regard to minor matters, but the greatest improvement has been the completion of the oil-gas installation at a cost of Rs. 5,406-6-0. The convenience of this has been more especially felt in the Chemical Department.

17. The bungalow for a Resident Professor was nearly completed by the Public Works Department but as it is still unfinished in some matters, it has not yet been taken over by the College. The amenities of the College have been increased by the introduction of a first-rate new Billiard Table, kindly presented to the College by His Highness the Maharaja Sahab for the use of the professors and students.

18. Life in the College Hostel went on smoothly, the rooms being allotted by a Committee of Professors. The discipline was well maintained.

19. The College has its fine cricket-field and cricket was played with some energy in the early part of the Summer term. But the College Team lost their chance of winning the Northcote Challenge Shield in the first round and the interest in cricket then slackened off. The handsome Silver Cup kindly presented by His Highness the Maharaja Sahab for competition among the Colleges of Gujarat and Kathiawad should serve as an additional stimulus to the Baroda team next year.

20. Reading Room continues to be well patronized. A fair selection of good papers and periodicals is taken in.

21. An entirely new departure was introduced last year in the arrangement of a tour through parts of India last November, by a number of students of the College conducted by a Professor. Accordingly under the guidance of Prof. Parohit three students of the Junior B. A. Class visited various places of interest in Northern India, including Jeypore, Delhi, Lucknow, Calcutta and Darjeeling, and seem to have used their eyes to advantage. The effect of such tours, in broadening the outlook of intelligent students at a receptive age, cannot fail to be beneficial. The expenditure of the tour was Rs. 415-7-0 last year under report.

22. Prizes were distributed privately owing to the sad demise of Prince Fattehsingrao.

23. On the whole the efficiency of the College was well maintained and the Principal and the College Staff deserve great credit for the successful academic year.

(2) HIGH SCHOOLS.

24. The following table gives full particulars regarding the number of students attending the three High Schools, their race, average attendance and the annual average cost of educating each pupil:—

TABLE V.

Table showing the details about the High Schools as far as regards the number of students &c. &c.

No.	Names of Institutions.	When established.	No. of students on the roll at the end of the official year.					Average monthly number on the roll.	Average daily attendance.	Monthly rate of School fees.	Monthly rate of establishment.	Receipts.		Disbursements.			Average cost of educating each pupil.	Remarks.
			Hindus.	Mahomedans.	Parsees.	Others.	Total.					From Government.	From fees &c. sent to the Treasury.	Ordinary.	Extra ordinary.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Baroda H. S.	23-3-71	636	1239	1		1289	684	545	1-8-0 0-12-0	2,806-8-0	27,777-15-9	10,076-8-8	27,677-15-9	...	27,677-15-9	27-12-9	
2	Pattan H. S.	1-7-79 1-12-90	270	8	...		228	215-5	173-6	0-12-0 0-6-0	755-7-2	9,665-6-3	1,314-8-6	8,814-4-0	851-2-8	9,665-6-3	531-12-9	
3	Anand H. S.	1-2-79 1-1-99	272	46	...		359	312-9	265-4	0-12-0 0-6-0	777-10-1	9,831-8-10	1,770-4-6	8,638-7-1	638-1-9	9,831-8-10	22-1-8	

25. The number of students at the Baroda High School was 689, and the number of teachers 29 in all including the school Clerk, Gymnasium and Drawing Teachers. The numerical strength of the High School is at its maximum and there is no likelihood of any increase in future years, as the numbers of classes and the students attending each class are fixed.

26. The Voluntary Gymnasium class had on its roll 36 students in the month of July and the Compulsory classes show an attendance of 300 students. The High School won the Lamington Shield and four other prizes at the Ahmedabad Athletic Sports Competition between all the High Schools of Gujarat. Moreover boys of the Gymnasium class distinguished themselves in taking His Highness the Maharaja's Cup for Athletics. The Cricket team also carried the Maharaja's Cup for Cricket.

27. There was no increase in the number of High Schools, there being three last year, one in Baroda, one in Pattan and one in Amreli.

28. The number of students attending the High Schools increased during the year from 1115 to 1276. The average annual cost of educating each pupil was Rs. 28-8-10 against Rs. 27-2-3 in the preceding year. The annual average cost of educating each pupil in the Government High Schools in the Bombay Presidency was as under:—

Elphinstone High School	...	...	...	Rs. 79- 2- 2.
Poona High School	...	...	...	Rs. 79-15- 5,
Ahmedabad High School	...	...	...	Rs. 42- 2- 8, and
Municipal School, Kaira	...	...	...	Rs. 24- 9-12.

As Mr. Dorabji M. Patel, B. A. the permanent Head Master was taken up in the College to act as Professor of English, Mr. Anantrai Desai acted as Head Master and he deserves great credit for the excellent management of the High School.

29. In order to give facilities to the Hindi speaking pupils, His Highness the Maharaja Saheb created a new place of a Hindi Teacher in the Baroda High School, and it was filled up during the year under report. The number taught was 8.

30. The following table gives the result of the High Schools at the various examinations:—

TABLE VI.

Name.	Matriculation.		School Final.		Drawing 3rd Grade.		Drawing 2nd Grade.		Drawing 1st Grade.	
	Sent.	Passed.	Sent.	Passed.	Sent.	Passed.	Sent.	Passed.	Sent.	Passed.
Baroda High School...	108	39	17	7	4	4	3	2	27	22
Amreli High School...	13	11	...	...	...	...	10	5	14	4
Pattan High School ...	6	5	8	4	...	...	5	5	12	11

The percentage of passes in the Baroda High School is considerably lower this year, namely 36.1 as against 63.8 in the previous year. The reason given is that the 2nd language and Vernacular have been made compulsory subjects for the Bombay Matriculation Examination since the year 1907. This fact accounts for the fall in the percentage of success at the last Matriculation Examination. The percentage of passes in the Pattan High School is very encouraging, and is a fair index to the quality of teaching work at the School. The result of the Matriculation Examination of the Amreli High School is very excellent also as 11 boys passed out of 13 sent up. This reflects great credit on the work of the Head Master and other teachers connected with the Matriculation Class. Moreover the general management and discipline of the Amreli High School was exemplary under the skilful supervision of Mr. Ganesh Shridhar Apte.

31. There were 48 students in the Boarding House attached to the High School Baroda High School, 25 in that attached to the Amreli High School I, and II, in the Boarding House at Pattan.

(3) ANGLO-VERNACLULAR SCHOOLS.

32. The following table gives full particulars regarding the number of students, their race, average attendance and the average annual cost of educating each pupil:—

TABLE

Table showing the details about the A. V. Schools

No.	Name of the Institution.	When established.	No. of students on the roll at the end of the official year.					Average monthly No. on the roll.	Average daily attendance.	Monthly rate of school fees.
			Hindus.	Mahomedans.	Parsas.	Others.	Total.			
1	2	3	4	5	6	7	8	9	10	11
1	Baroda A. V. S. ...	11- 9-83	490	15	7	...	512	482	423	0-12-0 0- 1-0
2	Dalhohi Do. ...	24-10-78	96	2	...	...	98	91.5	69.5	0- 6-0 0-12-0
3	Padra Do. ...	21- 1-96	109	1	1	...	111	77.6	62.9	0- 6-0 0-12-0
4	Petlad Do. ...	6- 1-73	275	6	...	...	281	259	213.6	0- 6-0 0-12-0
5	Sojitra Do. ...	1-10-78	172	2	...	...	174	151.2	127.1	0-12-0 0- 6-0 0- 1 0
6	Vaso Do. ...	1- 6-87	106	...	...	...	106	100.25	81.6	0- 6-0 0-12-0 0- 1-0
7	Kadi Do. ...	1- 2-79	81	2	...	...	83	81	63	0- 6-0 0-12-0
8	Visnagar Do. ...	8-12-82	88	3	...	...	91	80.7	65.3	0- 6-0 0-12-0 0- 1-0
9	Vadnagar Do. ...	1- 8-94	47	1	...	...	48	39.1	27.4	0- 6-0
10	Mehsana Do. ...	1- 9-96	70	...	...	1	71	66	49	0- 6-0 0-12-0
11	Unjha Do. ...	1- 6-96	44	2	...	...	46	35	23.75	0- 6-0
12	Sidhpur Do. ...	1- 7-81	77	7	...	...	84	80	56	0- 6-0 0-12-0
13	Dwarka Do. ...	28- 9-86	49	2	...	...	51	52	36.2	0- 4-0 0- 8-0
14	Billimora Do. ...	1- 1-95	27	2	30	...	59	55.16	40.14	0- 6-0
Total			1,731	46	38	1	1,815	1,648	1334	

VII.

as far as regards the number of students &c. &c.

Monthly rate of establishment.	Receipts.		Disbursements.			Annual average cost of educating each pupil.
	From Government.	From fees &c. sent to the Treasury.	Ordinary.	Extra-ordinary.	Total.	
12	13	14	15	16	17	18
686	8 5 1/2	8,288 5 9	4,539 2 0	7,680 10 6	557 11 3	8,238 5 9 6 8 3 241
177	18 5	2,580 12 9	417 12 0	2,551 13 3	28 16 6	2,580 12 9 23 5 2
189	6 7 1/2	2,272 15 6	378 4 0	2,181 12 6	91 3 0	2,272 15 6 23 6 7
666	12 7	8,001 9 3	1,628 11 0	6,157 13 3	1,843 12 0	8,001 9 3 17 7 10
263	5 1/4	3,159 12 3	802 15 6	3,022 4 3	137 8 0	3,159 12 3 14 10 10
228	8 5	2,818 5 0	588 8 0	2,742 5 0	76 0 0	2,818 5 0 21 15 9
191	0 8	2,292 8 6	382 2 0	2,262 8 6	30 0 0	2,292 8 6 23 3 5
380	5 10	4,564 6 0	471 0 0	4,452 10 3	111 11 9	4,564 6 0 55 2 8
105	11 9 1/2	1,268 13 3	175 2 0	1,198 13 3	70 0 0	1,268 13 3 26 2 10 9
214	10 9	2,376 1 3	331 14 0	2,193 0 3	83 1 0	2,376 1 3 32 11 11
127	2 10	1,526 2 3	150 9 0	1,456 2 3	70 0 0	1,526 2 3 37 4 10
220	14 10 1/4	2,651 2 3	359 1 0	2,571 3 9	79 14 6	2,651 2 3 27 10 5
201	4 3 1/2	2,451 3 6	144 14 0	2,421 4 0	29 15 6	2,451 3 6 48 2 5
149	8 8 1/2	1,790 12 6	232 14 0	1,720 12 6	70 0 0	1,790 12 6 27 0 10
3,865	13 3	46,192 14 0	10,552 3 10	42,915 1 6	3,279 12 6	46,192 14 0 19 10 2

33. The number of schools remained the same as last year, but the average annual number of students increased from 1660 to 1815 and the fees from Rs. 6,751 to Rs. 10,552. The annual average cost of educating each pupil was Rs. 20, while it was Rs. 28 for similar schools in the British territory and Rs. 24 for similar schools conducted by Municipalities.

34. The results of the annual examinations are tabulated below:--
Results.

TABLE VIII.

No.	Schools.	Standard.	No. on the roll.	No. examined.	No. passed.	Percentage of passes.	
						This year	Last year.
1	Baroda A. V. S.	1 to 3	495	437	301	68.8	67.2
2	Dabhoi Do...	1 to 5	99	81	59	72.8	76
3	Padra Do...	1 to 5	68	65	43	66.1	75.4
4	Petlad Do..	1 to 6	243	223	128	57.4	64.8
5	Sojitra Do...	1 to 5	136	125	73	58.4	85
6	Vaso Do...	1 to 5	103	97	69	71.1	76.4
7	Kadi Do..	1 to 5	64	59	47	80	70
8	Mehsana Do...	1 to 5	63	54	30	55.5	58.5
9	Visnagar Do...	1 to 6	77	67	41	61.2	64.1
10	Vadnagar Do...	1 to 4	30	26	14	53.5	65.1
11	Unjha Do...	1 to 4	34	29	23	79.3	49
12	Sidhpur Do...	1 to 5	82	74	52	83.7	61
13	Billimora Do...	1 to 4	52	50	36	72	67.8
14	Dwarka Do..	1 to 5	52	39	21	53.8	68.6
Total ..			1,604	1,426	947	66.4	70

35. The Annual Examination work was this year given to Educational Inspectors and their Deputies as last year. The Branch School was examined by Messrs. R. G. Asteker, A. G. Desai, and G. R. Thakar of the Baroda High School and the Pattan and Amreli High Schools were asked to be examined by the respective Head Masters and their staff.

36. Many of the A. V. Schools were inspected by the Minister of Education during his annual tour as usual.
Inspection by the Minister of Education.

37. Both at Dwarka and Vaso, the want of suitable school-building is keenly felt.

38. The following table shows the teaching capacity of each school and the prize-grant, the Drawing-grant, &c. attached to the A. V. Schools.

TABLE IX.

Name of School.	Teaching Capacity.	Prize-Grant.	Drawing-Grant.
Baroda A. V. S.	Standards III.	97- 4-0	120-0-0
Dabhoi Do.	Do. V.	50- 8-0	
Padra Do.	Do. V.	47- 0-0	
Petlad Do.	Do. VI.	81-12-0	60-0-0
Sojitra Do.	Do. V.	56- 0-0	60-0-0
Vaso Do.	Do. V.	50- 8-0	60-0-0
Kadi Do.	Do. V.	43- 0-0	
Mehsana Do.	Do. V.	43-12-0	
Visnagar Do.	Do. VI.	56- 4-0	60-0-0
Vadnagar Do.	Do. IV.	21- 0-0	
Unjha Do.	Do. IV.	22- 0-0	
Sidhpur Do.	Do. V.	49- 0- 0	
Dwarka Do.	Do. V.	45- 4-0	
Billimora Do.	Do. IV.	25- 8-0	

(4) GRANT-IN-AID SCHOOLS.

39. The Grant-in-aid Schools at the end of the year were the following:--

Grant-in-aid Schools.

- (1) The Baroda Grant-in-aid High School. (Now styled Shree Sayaji High School.)
- (2) The Navsari Zarthosti Madressa.
- (3) The Gandevi High School.
- (4) The Dalabhai Kavasji Tata A. V. School, Navsari.
- (5) The Palsana A. V. School (Navsari Prant.)
- (6) The Vyara A. V. School (Navsari Prant.)
- (7) The Bhadrani A. V. School (Petlad Taluka.)
- (8) The Dharmaj A. V. School (Petlad Taluka.)
- (9) The Nar A. V. School (Petlad Taluka.)

40. The following table gives full particulars regarding the number of students &c in the above-mentioned schools:--

TABLE X.

Serial No.	Name of the Institution.	When established.	No. of pupils on the roll at the end of the year.					Average daily attendance.	Average monthly fee on the roll during the year.	Monthly rate of School fees.	Receipts.				Disbursements.			Average annual cost of educating each pupil.	Monthly rate of establishment.	Remarks.
			Hindus.	Mahomedans.	Parsees.	Others.	Total.				From Government.	From Fees.	From other sources.	Total.	Ordinary.	Extraordinary.	Total.			
1	Baroda Grant-in-aid High School.	171-08	243	12	4	...	261	132.11	206.4	0.10-0	5,000-00	8,113-60	35-57	6,808-11-7	6,875-14-3	231-0-5	6,097-14-9	10-10-5	550-10-7	
2	Kanwar Z. M.	85-0-55	100	4	153	...	260	177.36	233.5	1-0-0	4,200-00	2,483-0-0	5,73-6-0	12,115-6-0	11,424-10-10	691-5-6	12,822-19-4	85-6-3	1,027-3-5	
3	Gandhi H. S.	1-12-79	119	3	45	...	168	127.55	166.75	0-8-0	1,320-00	1,118-14-0	1,465-8-0	3,837-6-0	3,806-14-8	61-7-9	3,865-6-5	25-4-7	317-5-11	
4	Tata A. V. S.	1-1-51	56	21	273	...	355	205	831	0-8-0	1,500-00	979-4-0	4,531-12-0	7,031-0-0	6,205-15-6	735-6-6	7,031-6-0	17-10-9	555-0-0	
5	Palsana Do.	15-8-05	43	...	...	...	43	28.5	39.8	0-8-0	300-0-0	427-5-0	120-0-0	847-5-0	781-4-0	115-0-0	864-10-0	5-12-9	741-1-8	
6	Bhadran Do.	1-1-06	113	...	...	...	113	61.84	79.41	0-12-0	890-0-0	684-1-0	...	1,454-1-0	1,083-4-0	832-5-5	1,394-7-6	5-11-0	85-5-0	
7	Dharam Do.	2-1-04	121	...	...	4	125	100.7	119.6	1-0-0	605-0-0	1,104-0-0	...	1,799-0-0	1,411-11-6	300-5-3	1,719-1-0	2-10-1	145-4-1	
8	Nar Do.	1-5-06	75	...	...	...	75	46.9	59.33	0-5-0	270-0-0	501-6-0	302-10-0	674-0-0	484-1-6	189-14-4	674-0-0	7-15-8	744-4-5	
9	Vyara Do.	4-5-06	48	7	7	37	57	39	45	0-4-0	235-0-0	325-0-0	...	550-0-0	546-0-0	210-6-0	770-0-0	0-0-0	52-0-0	
	Total		938	40	471	11	1,450	1,033.33	1,331.79		12,750-0-0	10,775-7-0	11,900-9-7	34,715-0-7	32,311-4-8	1,405-5-9	33,216-10-0	14-8-4	2,918-7-7	

41. The number of schools has risen from 8 to 9 (three new schools having been opened and two, one at Vesma and the other at Gambhira, being closed) and the students from 935 to 1450.

The increase in the number of students is due to the opening of two Grant-in-aid schools at Nar and Vyara and improved attendance in some of the old schools. The annual examinations of these schools were conducted by the Educational Inspectors and Deputy Inspectors of their respective divisions and the results were reported to be satisfactory. The average annual cost of educating each pupil was Rs. 14-5-4 as against Rs. 29-4-6 in the last year. The cost of education in similar schools in the British Territory was Rs. 37 of which Rs. 10 were borne by Government. To the Baroda Government the cost was Rs. 12. The proportion of the total expenditure incurred under the head Grant-in-aid to the aggregate outlay on English Education is 1 to 15.

42. The Baroda Grant-in-aid High School has its number increased from 185 to 264. The school continues to do good work as in the previous year.

43. The Navsari Madressa continued to flourish under the able supervision of Mr. D. E. Patel, B.A., the Head Master. The most notable event of the year was the visit of His Highness to Navsari, when the pupils of the Madressa had their share in the cordial reception and enthusiastic welcome accorded to the beloved ruler by the loyal subjects of Navsari. In commemoration of His Highness' visit, Mr. R. F. Dabu announced a gift of Rs. 1,000, to the Madressa from the interest of which amount a gold medal is to be given annually in the name of H. H. to a boy who passes the Matriculation Examination from this school with the highest distinction. Kaikhoshro Edalji Bamji Building for the Tata Industrial School was opened on the 17th May 1908 by H. H. the Maharaja Saheb.

The Government contributed Rs. 12,500 to the building funds, and Rs. 2,000 as an annual grant to the school. In the commemoration of the royal visit to Navsari and her appreciation of the honour done to her by opening the building, Bai Ratanbai Bamji contributed a sum of Rs. 1,000 to the funds of the School to found a memorial of His Highness. On the Barsa Ceremony of Grand Prince Pratapsing, Khan Bahadur Yusufali announced a donation of Rs. 1,000 towards establishing a scholarship in the name of the Prince Pratapsing to be awarded to a Mahomedan boy in the School, and Mr. R. F. Dabu, a well known philanthropic citizen gave Rs. 10,000 towards building students' quarters in connection with the Madressa on certain conditions. The School passed only 4 students at the Matriculation Examination out of 21 sent up and 4 students at the School Final Examination out of 10 sent up. The reason is as follows:--

Results.
 "This year the Madressa had to suffer like many other High schools of the Presidency in regard to the percentage of passes at the examination owing among other causes, to the alterations in the Matriculation Course which compel candidates to answer one paper in their Vernacular.

At the Drawing examination only one passed out of 6 in the First Grade and 3 passed out of 4 sent up for the Second Grade Drawing Examination.

44. At the Gandevi High School the number increased from 131 to 163. The Gandevi High School. His Highness the Maharaja Sahab visited it in the month of May and was pleased to raise the grant to the School by Rs. 50 per month. At the Matriculation three passed out of 9.

45. The Tata A. V. School continues to do good work and is in the same flourishing state as before. During the year under report its numerical strength increased from 278 to 395. The A. V. Schools at Dharmaj, Palsana and Bhadran continued to be in the same state during the year.

46. During the year under report, two schools at Nar and Vyara were Other grant-in-aid A. recognised as Grant-in-aid schools and they were given Rs. 30 and Rs. 25 as grants every month respectively. The special facilities are afforded to Dhanka boys for study in the English school by allowing them to live as free boarders in Vyara Dhanka boarding house. This is the first occasion of Dhankas coming forward to study English.

47. The results of the Annual Examination are given below:—

TABLE XI.

No.	Name of School.	Standards.	No. on the roll.	No examined.	No passed.	Percentage of passed.	
						This year.	Last year.
1	Baroda Grant-in-aid High School	The result	sheets	were destroyed in	the fire.		
2	Navsari Zarthosti...	IV to VII	129	103	35	33.98	47.9
3	Gandevi High School	I to VII	127	111	53	42.95	63
4	Tata A. V. School	I to III	194	158	96	61.5	59.5
5	Palsana A. V. School	I to IV	45	37	28	75.7	78.6
6	Bhadran A. V. School	I to IV	59	58	56	96.5	97.4
7	Dharmaj A. V. School	I to IV	138	137	103	75.2	73.1
8	Nar A. V. School...	No examination was held as these schools had been newly opened.					
9	Vyara A. V. School						
	Total ...		692	604	371	64.3	69.9

(5) EDUCATION OF STUDENTS IN ENGLAND.

48. No new student was sent to England through the English Educational Department at the expense of the State, during the year under report.

49. Aba Sahab Sampatrao Gaekwad has joined the Public School at Harrow. Aba Sahab Gaekwad.

50. Dr. S. B. Jathar of Poona, who received the Mangaldas Nathubhai Dr. S. B. Jathar and Scholarship from the University of Bombay of £ 9. per mensem tenable for three years to learn the manufacture of "Acids, Alkalies and Salts," continues to get £ 8. per mensem from the State. Mr. N. D. Daru, who received a part scholarship from the State, came out to India fully qualified in practical Geology, and was attached to the Indian Geological Survey.

(6) KHANGI SCHOLARSHIPS.

51. Several scholarships are munificently awarded by H. H. the Maharaja Sahab from his private money for encouraging poor students in the study of various branches of education. The number of students &c receiving education with the help of these scholarships at the end of the year under report may be thus tabulated.

TABLE XII.

No.	Where held.	Amount per mensem.
1	Grant Medical College, Bombay	20-0-0
1	New English School, Poona	60-6-0
1	Fergusson College, Poona	25-0-0
7	High Schools	102-0-0
5	Ashrit Students learning Vaidik	65-0-0
1	Ashrit Student learning Sanskrit	20-0-0
2	Piano-playing	30-0-0
2	Sir J. J. School of Art, Bombay	50-0-0
1	Kala-Bhavan	7-0-0
21	Other Schools	256-0-0
42	Total	635-0-0

Out of 42 Scholarships 7 are held by girls and the remaining by boys.

52. Besides this, Rs. 1,940 were paid to the Deccan Association at Poona as is done in previous years for extending the spread of education among the Maratha Community. The total amount spent for Khangi Scholarships during the year under report was Rs. 10,781-9-10.

PART II.

Princes' School and the Education of His Highness the Maharaja Saheb's children.

53. Princess Indiraraja:—During the year under report, she worked 208 days out of 366 having lost 36 days on account of illness and $7\frac{1}{2}$ days in travelling and other purposes. The total number of hours put in by her was 1085 which gives an average of 5.2 hours per day. She had no vacation, but with the time lost in illness, the total amount of work was in keeping with that of the High School.

54. The progress report of the Princess submitted by Mr. G. S. Sardesai exhibits good work done during the year, and the teachers bear remarkable testimony to the application, assiduity, intelligence and conscientiousness displayed in the discharge of her duties as a pupil. Her work under all heads of studies is satisfactory, and looking to the number of days of school-work, it is enough in quantity. She was examined in all her work by a board of examiners in September 1907, and upon their report being submitted to His Highness the Maharaja Saheb, he was pleased to fix the Bombay University Matriculation course as the definite aim of her present education. With this aim in view her work has been steadily going on to enable her to appear for the Bombay University Matriculation Examination in 1909. She was again examined in April by Dr. Jackson and Professor Arte. Miss M. E. Mac Lean by herself looked to the Princess' study in English, which subject has covered Browning, Wordsworth and Milton. The work primarily consisted of paraphrase, topical summary, word definition, distinction of synonyms, figures of speech, grammar, analysis, oral and written composition. Her work in English and in European History in which she has read from the fall of Rome to the Crusades has been characterised by the same faithfulness and intelligence commended in the report last year. Sanskrit Grammar is the Princess' weak point, but she is doing her very best to make it good. In all the three branches of Mathematics, she has finished the book work and has now taken to solving complicated and difficult problems. She likes Arithmetic as well as Algebra. In History and Geography, she is fairly upto the mark. Dr. Jackson has been taking her in Chemistry, and she has done first five chapters of Kharas' Astronomy with Mr. Pandya. It is a pity that music and painting have to give way to the aim of the Matriculation Examination.

55. The report reveals the neglect of physical exercise and it will suffice to indicate that requisite systematic arrangements may be made for particular forms of exercise best suited to develop her physical powers. In the commerce of books, there should be no loss of gaiety and health, the chief assets of life.

It is advisable to decide at this stage whether the Princess' education should be general or special for University Examination. To suit her position in life, liberal education should be of a sort to give her general culture, enable her to regulate her good sense, refer everything to truth and reason, look within herself and exercise her judgment.

56. The vacations should be employed in keeping up the studies in music and painting briskly which should be continued on a subdued state of activity during term time.

57. Shreemati Ratnaprabhabai and Subhadrabai study as companions to the Princess with whom the former works in Mathematics, History and Science.

58. Prince Jeysing Rao:—During the year under report the Prince attended the Horace Mann school which prepares the students upto the Entrance Examination. He was in the Matriculation standard. For some time during the year a special tutor by name Dr. Tower had been engaged to give the prince special instruction in Mathematics. His progress and attendance during the year under report were entirely satisfactory, and he graduated from the Horace Mann School. On his passing the Entrance Examination of Harvard University he joined that University as a Freshman.

59. Prince Shiwaji Rao:—The Prince continued his studies at Deccan College, and having passed the Previous Examination entered upon the course of study for the Intermediate Arts Examination. From the reports received from his tutor it appears that his work was occasionally interrupted by short illnesses. His progress throughout the year is reported to be very satisfactory. Latin and Mathematics seem to be his favourite subjects. History he finds rather dry but he has learnt to appreciate the value of History and is taking more interest than before. In the monthly examination held in August 1907, he could score 63 marks in English out of 100, 57 in Latin 42 in History and 69 in Mathematics. Revision was commenced last October and almost the whole course was covered again. During the first term of 1908, he finished the study of Milton's Paradise Lost Book IV and Gray's Poems. He has almost finished the course in Latin. Though he has not been able to take much interest in Trigonometry, he is reported to be with his other class boys. The study of Physics could not be rendered attractive on account of want of apparatus and it was found hard to infuse in his mind the principles of Physics without actual experiments. Logic he finds a very hard nut to crack and takes a long time to comprehend its abstract principles. He found the subject rather dry and uninteresting in the beginning, but of late he seems to have developed a taste for it and has shewn signs of active appreciation of the subject.

60. In the latter part of the term he kept very good health. The principal outdoor exercises he is very fond of, are wrestling, riding and rowing.

61. Prince Dhairyashilrao:-In the beginning of the official year under report,

Prince Dhairyashilrao. Prince Dhairyashilrao was reading the Last of the Peshwas' in English Prose and the Spider and the Fly and Lord Ullin's

Daughter in poetry. Percentages, Profit and Loss, Simple Equations formed the subjects of mathematical study. In Marathi he used to read Book IV. Marsden's History of India and general geography of Europe he seems to have studied. In Science he was initiated in the subject of the properties and composition of air. The Department receives monthly reports from Mr. C. A. Williams, his tutor regarding his work at Eastbourne. In his January report he says that there is some improvement, not so much in the work done as in the manner of doing it and in the more general interest brought to bear on it. The most satisfactory feature is a realisation by him that he is backward and a consequent determination to make up for lost time which finds expression in occasional attempt to solve difficulties with less help from his master than before. Owing to better health, less signs of lassitude and inattention are observable. Mr. Brown his tutor in French at Aldro remarks in his testimonial report that he appears to think success can be achieved without effort. During his holidays, Mrs Williams used to read aloud to him a deal and he improved his reading much. In teaching him Mathematics, the idea of putting his existing knowledge on a firm basis was kept in view. In Geography he has done Africa, America and Australia. Though he is backward in history of India he has learnt it upto the Muntiny. He evinced a desire to know something regarding his own family and he was therefore given Mr. Sardesai's Maratha Riyasat to read. In Marathi he has not made much progress. Mr. Shingacker teaches him side by side with Marathi, the principles of Hindu Religion and Morality. In the latter part of the year he read stories from Shakespeare, King Arthur, and his Knights, Life of Lord Roberts, Story of Columbus, and a book on nature study. Latterly he has acquired considerable fluency and has mastered spelling too. His geometry is quite in keeping with the syllabus of the Bombay University Matriculation.

62. His health is reported to be throughout satisfactory. His conduct is His health. reported to be generally good.

63. The principal games he likes most are running, fives, riding, cricket (with a soft ball.) He takes great interest in photography and develops negatives and prints pictures with his own hands. He has the makings of a good player at the foot-ball and he was given his school colour in November.

64. The total expense of the Princes' school was during the year under report Rs.26,017-15-2 (24,048-6-4 salary + 1,968-8-10 other items). This includes the expenses of Prince Shiwajirao.

Expense.

PART III.

Vernacular Education Department.

CHAPTER I.

65. Till the end of the year under report, the inspection and examination as well as the general management of village schools remained under the control of the Local Boards. His Highness the Maharaja Saheb was however pleased to order that for keeping a better and more vigilant, efficient and systematic control over the working of these schools, they should be handed over to the Education Department so far as their examination and inspection were concerned. This order was put into effect after the close of the official year and the detailed results in this connection will therefore be treated somewhat elaborately in the next year's report. This report will only treat of the work done by the Education Department so far as its own schools are concerned, alluding wherever necessary to the work of the village schools and leaving other minor points for the Local Boards.

66. At the end of July 1908 there were 1,202 ordinary schools, 11 special institutions, 3 fund schools, 3 schools under inspection, 2 orphanages, and 32 grant-in-aid schools making a total of 1253. The village schools which remained under the management of the Local Boards numbered 1575. Thus the total number of institutions for imparting vernacular education was 2828.

67. The Department at first opened schools pretty freely for the speedy introduction of the compulsory education making approximate calculations for determining the wants of different villages and making them principally dependent on the figures of the census taken in 1901. But in the light of the experience got during one year, it had to change its policy. Therefore some schools had to be closed in those places where they were found more than necessary. During the year under report, 26 boys' schools (Gujrati) and 11 girls' schools (Gujrati) were closed and the children thereof were sent to other local schools which were within easy reach. In the same manner 4 Urdu boys' schools and 1 Urdu girls' school were closed. The conductors of 4 Gujrati boys' grant-in-aid schools and those of one Marathi boys' grant-in-aid school discontinued their institutions. Thus in all, as many as 47 schools were closed: whereas on the other hand, 58 new Antyaj mixed schools were opened and one special institution of the Patel Boarding House was started in Amreli making a total of 59. Thus on the whole there was a net increase of 12. The total number of children that attended these 1253 institutions of the Education Department was 1,04,180 against 99,768 of the last year, showing here too a net increase of 4,412. As the primary education has been made compulsory throughout the State, one cannot expect to see every year a phenomenal rise in in figures; but on the whole the figures for the year shew a decided improvement so far as the number is concerned.

TABLE

63—Important details regarding the spread of

Number.	Name of the Talukas.	Area in square miles.	Number of towns and villages.	Population according to the Census of 1901.	Number of towns and villages having schools in control of Educational Department.	Population of towns and villages having schools of Educational Department.			
						Men.	Womew.	Total	
1	2	3	4	5	6	7	8	9	
Kadi Division.									
1	Pattan sub Division.	Pattan ...	563	185	1,16,641	12	27,784	27,240	55,024
2		Vadavli ...	332	115	67,502	9	11,507	10,481	21,988
	Total	...	895	300	1,83,942	21	39,291	37,721	77,012
3	Visnagar sub Division.	Visnagar ...	172	56	70,989	11	21,702	21,685	43,387
4		Mehesana ...	195	84	75,254	13	18,512	17,281	35,793
	Total	...	367	140	1,46,243	24	40,214	38,966	79,180
5	Sidhpur sub Division.	Sidhpur ...	254	80	90,161	7+3	18,239	18,461	36,700
6		Kheralu ...	246	91	76,468	11	21,009	21,668	42,677
	Total	...	500	171	1,66,629	21	42,479	43,143	85,622
7	Kadi sub Division.	Kadi ...	381	119	71,784	11	14,933	14,581	29,520
8		Vijapur ...	346	109	1,17,286	21	30,952	31,290	62,242
	Total	...	677	328	1,89,070	32	45,891	45,871	91,762
9	Kalol sub Division.	Kalol ...	267	89	80,532	19	22,697	22,511	45,208
10		Dehegam ...	309	153	68,332	21	16,132	16,048	32,180
	Total	...	576	242	1,48,864	40	38,829	38,559	77,388
	Total...	...	3,015	1,081	8,34,744	188	2,06,704	2,01,260	4,10,964

XIII.

Vernacular Education at one view.

Number of schools.						No. of children at the end of July 1908.			Percentage of				Remarks.
Ordinary Govern-ment Schools.	Fund schools.	Grant-in-aid Schools.	Schools under Inspection.	Special Institutions.	Total.	Boys.	Girls.	Total.	Boys to the total population of men in towns and villages having schools.	Girls to the total population of women in towns and villages having schools.	Children to the total population of towns and villages having schools.		
10	11	12	13	14	15	16	17	18	19	20	21	22	
53	...	...	...	1	54	3,860	1,698	5,558	13.9	6.2	10.1		
28	2	...	...	...	25	1,504	600	2,104	18.1	5.7	9.5		
76	2	...	...	1	79	5,564	2,298	7,862	18.6	5.7	9.8		
44	...	2	...	...	46	2,757	1,201	3,958	12.7	5.5	9.1		
42	...	...	...	...	42	2,145	857	3,003	11.0	4.9	8.5		
86	...	2	...	...	88	4,908	2,058	6,966	11.8	5.2	8.8		
40+3	...	2	...	...	42+3	2,671	1,108	3,779	14.6	6.0	10.2		
40	...	...	...	...	40	2,708	1,010	3,718	12.8	4.6	8.7		
83	...	2	...	...	85	5,596	2,192	7,788	13.0	5.3	9.2		
38	...	1	...	...	39	2,131	869	3,000	14.3	5.9	10.2		
63	...	5	...	...	68	3,977	1,468	5,445	12.3	4.7	8.7		
101	...	6	...	...	107	6,108	2,337	8,445	13.5	5.3	9.4		
58	...	...	...	...	58	3,237	1,290	4,527	14.2	5.3	10.1		
55	...	...	...	...	55	2,211	1,006	3,217	13.2	5.9	9.7		
113	...	...	...	...	113	5,448	2,296	7,744	13.7	5.3	9.9		
459	2	10	...	1	472	27,419	11,111	38,530	11.9	5.4	9.3		

TABLE

Number.	Name of the Talukas.	Area in square miles.	Number of towns and villages.	Population according to the census of 1901.	Number of towns and villages having schools in control of Educational Department.	Population of towns and villages having schools of Educational Department.		
						Men.	Women.	Total.
1	2	3	4	5	6	7	8	9
<i>Baroda Division.</i>								
11	Baroda sub Division.	Baroda City ...	8	1	1,00,628	54,063	46,564	1,00,628
12		Baroda Taluka...	260	110	60,428	14,648	13,567	28,225
		Total ...	268	111	1,61,056	68,711	60,142	1,28,853
18	Dabhoi sub Division.	Dabhoi ...	190	103	49,077	14,970	14,472	29,442
14		Shinore...	139	46	29,979	7,965	7,455	15,420
15		Sankheda ...	230	192	36,665	6,065	5,696	11,761
16		Tilakwada ...	34	33	4,816	887	856	1,698
		Total ...	593	374	1,20,587	29,837	28,479	58,316
17	Petlad sub Division.	Petlad ...	194	75	1,34,598	61,886	52,189	1,14,025
		Total ...	194	75	1,34,598	61,886	52,189	1,14,025
18	Choranda sub Division.	Padra ...	190	83	78,895	23,110	20,687	43,797
19		Choranda ...	230	99	48,758	8,143	7,685	15,778
20		Siswa ...	80	31	43,461	16,445	14,271	30,716
		Total ...	500	213	1,65,614	47,698	42,593	90,291
21	Savli sub Division.	Savli ...	185	76	88,340	9,448	8,749	18,197
22		Vaghodia ...	146	71	20,804	1,836	1,793	3,629
		Total ...	331	147	59,144	11,284	10,542	21,826
		Total ...	1,886	920	6,40,909	2,19,416	1,98,895	4,18,311
<i>Naosari Division.</i>								
23	Naosari sub Division.	Naosari ...	125	61	59,875	21,598	23,425	45,023
24		Gandevi ...	46	30	30,920	9,521	9,827	19,348
25		Palsana ...	91	52	25,286	3,550	3,598	7,143
26		Velachha ...	149	58	22,567	2,750	2,872	5,622
		Total ...	411	201	1,38,648	37,419	39,717	77,136

XIII—Continued.

Number of Schools.						Number of children at the end of July 1908.			Percentage of			Remarks.
Ordinary Govern-ment Schools.	Fund Schools.	Grant-in-aid Schools.	Schools under Inspection.	Special Institutions.	Total.	Boys.	Girls.	Total.	Boys to the total population of men in towns and villages having schools.	Girls to the total population of women in towns and villages having schools.	Children to the total population of towns and villages having schools.	
10	11	12	13	14	15	16	17	18	19	20	21	22
58	...	11	...	4	73	7,315	3,435	10,750	12.0	7.2	9.8	
39	...	...	...	...	39	1,898	785	2,683	12.9	5.8	9.5	
97	...	11	...	4	112	9,213	4,220	13,433	12.4	6.5	9.6	
29	...	...	...	...	29	1,763	582	2,345	11.7	6.0	8.9	
24	...	1	...	...	25	1,108	422	1,530	13.9	5.6	9.9	
14	...	...	...	...	14	891	302	1,193	14.6	5.3	11.5	
1	...	...	...	...	1	88	7	95	10.5	0.8	5.6	
68	...	1	...	...	69	3,850	1,613	5,463	12.9	5.6	9.2	
105	...	2	...	...	107	7,610	3,188	10,798	12.3	6.1	9.2	
105	...	2	...	...	107	7,610	3,188	10,798	12.3	6.1	9.2	
52	...	1	...	1	54	2,872	1,088	3,960	12.4	5.2	9.0	
26	...	...	1	...	27	1,094	396	1,490	13.4	5.1	9.4	
39	...	...	...	...	39	2,238	807	3,040	13.6	5.7	9.6	
117	...	1	1	1	120	6,199	2,291	8,490	12.9	5.4	8.1	
26	...	...	...	...	26	1,377	398	1,775	14.5	4.5	9.7	
5	...	...	...	...	5	304	133	437	16.5	7.4	12.0	
31	...	...	...	...	31	1,681	531	2,212	15.2	5.9	10.8	
418	...	15	1	5	439	28,553	11,843	40,396	12.4	6.4	9.5	
68	...	1	1	2	72	3,670	2,033	5,703	16.9	8.7	12.8	
21	...	2	...	...	23	1,679	705	2,385	17.6	7.2	12.3	
12	...	...	...	...	12	684	276	910	17.9	7.1	12.7	
14	...	...	...	...	14	429	174	603	15.6	6.1	10.7	
115	...	3	1	2	121	6,412	3,189	9,601	17.0	14.5	15.7	

TABLE XIII—*Concluded.*

Number.	Name of the Talukas.	Area in square miles.	Number of towns and villages.	Population according to the Census of 1901.	Number of towns and villages having schools.	Total of Educational Department.	Population of towns and villages having schools of Educational Department.		
							Men.	Women.	Total
1	2	3	4	5	6	7	8	9	
27	Vyara sub Division.	Mahuva ...	143	69	83,720	6	3,105	2,945	6,050
28		Vyara ...	360	154	44,237	4	4,586	3,166	8,752
29		Songad ...	882	278	42,357	2	1,785	1,448	3,233
30		Kamrej ...	156	76	41,479	12	8,885	9,204	18,089
		Total ...	1,541	677	1,61,793	24	18,361	16,768	36,124
		Total ...	1,952	778	3,00,441	68	55,780	57,480	1,13,260
	<i>Amreli Division.</i>								
31	Amreli sub Division.	Amreli ...	232	60	56,049	52	27,565	26,128	53,693
32		Damnagar ...	159	36	23,493	6	5,117	4,739	9,856
33		Dhari ...	378	91	34,109	6	6,456	5,860	12,316
34		Kodinar ...	204	70	32,481	4	5,127	5,069	10,196
35		Okhamandal ...	272	45	27,804	12	10,745	9,629	20,374
		Total ...	1,245	302	1,73,436	80	55,010	51,420	1,06,430
		Grand Total ...	8,098	3,081	19,49,530	412	5,36,910	5,07,055	10,43,965

Information with regard to

Baroda Division ...	1,886	920	6,40,909	543	1,24,950	1,25,896	2,50,846
Kadi Division ...	3,015	1,081	8,34,744	498	1,81,331	1,71,091	3,52,422
Naosari Division ...	1,952	778	3,00,441	366	80,541	70,887	1,51,428
Amreli Division ...	1,245	302	1,73,436	134	26,618	24,541	51,154
Total ...	8,099	3,082	19,49,530	1,541	4,13,436	3,92,415	8,05,850
Total 1906-07 ...	8,099	3,082	19,52,692	416			

69. The villages and towns having schools under the control of the Education Department were 412 against 416, of the last year.

All towns and villages of over 1,000 inhabitants enjoyed the privilege of having government schools and those below had village-schools provided for them. Almost every village has a school. For those villages which are very near one another, one school (village school) is provided for one village-union. Thus it is now clear that educational facilities are brought at the very door of the people.

TABLE XIII—*Concluded.*

Number of Schools.						Number of children at the end of July 1908.			Percentage of		
Ordinary Government Schools.	Fund Schools.	Grant-in-aid Schools.	Schools under Inspection.	Special Institutions.	Total.	Boys.	Girls.	Total.	Boys to the total population of men in towns and villages having schools.	Girls to the total population of women in towns and villages having schools.	Children to the total population of towns and villages having schools.
10	11	12	13	14	15	16	17	18	19	20	21
12	...	...	...	...	12	677	219	896	21.8	7.4	14.8
7	...	...	...	...	7	602	206	808	13.1	4.0	8.5
6	...	...	...	...	6	289	110	349	18.5	7.6	10.8
34	...	...	...	...	34	1,419	637	2,056	15.9	6.9	11.4
59	...	...	...	...	59	2,937	1,172	4,109	16.1	13.4	14.7
174	...	3	1	2	180	9,349	4,361	13,710	16.8	7.6	12.2
85	...	4	...	3	92	3,965	2,109	6,064	14.2	8.1	11.2
17	...	...	...	...	17	709	373	1,082	12.8	7.9	11.9
16	...	...	...	...	16	1,075	477	1,552	16.7	8.1	12.3
16	...	...	...	...	16	834	433	1,257	16.1	8.5	12.3
19	1	...	1	...	21	1,259	350	1,589	11.5	3.6	7.8
153	1	4	1	3	162	7,802	8,745	11,544	14.2	7.3	10.8
1,204	3	32	3	11	1,253	73,123	31,057	1,04,180	13.5	6.6	10.7
the village schools.											
554	...	...	...	...	554	16,571	4,605	21,176	13.3	3.6	8.4
500	...	...	...	...	500	15,738	3,031	18,769	8.7	1.7	5.3
367	...	...	...	...	367	11,858	3,441	14,799	14.1	4.8	9.8
154	...	...	...	...	154	3,896	1,650	5,546	14.7	6.7	10.8
1,575	...	...	...	...	1,575	47,563	12,727	60,290	11.5	3.2	7.5
1,188	3	87	3	10	1,241	99,768			10.0		
+1,416	...	...	...	...	+1,416	+ 50,879 of Granyas			Shalas		

70. Out of the total population of 19,49,530 souls a population of 10,43,965 had schools of the education department. The total percentage of pupils to the population of towns and villages having schools of the education department was 9.9 or nearly 10, as the total number of children attending the schools was 1,04,180. Later on will be shown the total percentage of pupils to the total population.

TABLE XIV.

71. Statement showing the number of pupils and the percentage of attendance in all Divisions and sub Divisions.

Number.	Name of the Talukas.	No. of pupils at the end of July 1908.							Average number of pupils throughout the year.	Percentage of daily average number of pupils to that of the average number on the roll.	Remarks.
		Government schools.			Grant-in-aid schools.	Fund schools.	Schools under inspection.	Total.			
		Ordinary schools.	Special Institutions.								
1	2	3	4	5	6	7	8	9	10	11	12
Kadi Division.											
1	Pattan ..	5,393	165	...	...	..	5,558	5551.2	3159.5	53.9	
2	Pattan sub-Division. } Vadavli ..	1,958	..	...	146	..	2,104	1936.5	1201.0	61.9	
	Total ..	7,351	165	...	146	..	7,662	7487.7	4359.9	59.4	
3	Vismagar ..	3,862	..	96	...	..	3,958	2239.9	1360.3	61.2	
4	Vismagar sub-Division. } Mehesana ..	3,003	..	...	...	..	3,003	2855.4	1657.7	78.1	
	Total ..	6,865	..	96	...	..	6,961	5095.3	3018.0	59.2	
5	Sidhpur ..	3,851	...	149	...	..	4,000	4037.1	2599.9	63.5	
6	Sidhpur sub-Division. } Kherala ..	3,718	...	...	...	..	3,718	3520.9	1983.3	56.8	
	Total ..	7,569	...	149	..	..	7,718	7608.0	4523.2	59.9	
Baroda Division.											
7	Kadi ..	2,924	...	76	...	..	3,000	2921.5	1802.9	61.9	
8	Kadi sub-Division. } Vijapur ..	50,56	...	389	...	..	5,445	6889.0	4845.2	62.4	
	Total ..	7,980	...	465	...	..	8,445	9910.5	6148.2	62.1	
9	Kalol ..	4,527	...	...	...	..	4,527	4550.6	2855.2	62.7	
10	Kalol sub-Division. } Dehegam ..	3,217	...	...	...	..	3,217	3291.6	1995.6	60.7	
	Total ..	7,744	...	...	...	..	7,744	7842.2	4850.8	61.7	
	Total ..	37,509	1,65	710	146	..	38,530	37943.7	22960.1	60.6	
Baroda Division.											
11	Baroda City ..	9,304	829	617	...	..	10,750	7554.6	4818.3	64.1	
12	Baroda sub-Division. } Baroda Taluka ..	2,683	...	...	...	..	2,683	2165.0	1362.0	62.9	
	Total ..	11,987	829	617	...	..	13,433	9719.6	6180.3	63.5	
13	Dabhoi ..	2,645	...	...	...	..	2,645	2033.9	1278.8	62.6	
14	Dabhoi sub-Division. } Shinore ..	1,488	...	42	...	..	1,530	1197.0	798.1	66.7	
15	Sankheda and Tilakwada ..	1,288	..	...	...	..	1,288	1119.0	731.7	66.6	
16	Total ..	5,421	...	42	...	..	5,463	4349.9	2803.6	68.2	
17	Petlad sub-Division. } Petlad ..	10,784	...	64	...	..	10,798	8720.1	5829.7	70.8	
	Total ..	10,784	...	64	...	..	10,798	8720.1	5829.7	70.8	

TABLE XIV—continued.

TABLE XIV.—continued.											
Number.	Name of the Talukas.	No. of pupils at the end of July 1908.						Average daily attendance throughout the year.	Percentage of daily average number of pupils to that of the average number on the roll.	Remarks.	
		Government schools.									
		Ordinary schools.	Special Institutions.	Grant-in-aid schools.	Fund schools.	Schools under inspection.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12
18	Padra ..	3,806	19	35	...	...	3,860	1,888.0	2,487.8	62.8	
19	Choranda ..	1,413	...	...	...	77	1,490	1,573.2	1,084.9	72.8	
20	Siswa ..	3,040	...	...	...	...	3,040	3,169.0	1,963.1	64.6	
	Total ..	3,959	19	35	...	77	8,490	8,630.2	5,575.8	65.8	
21	Savli ..	1,775	...	...	...	...	1,775	1,842.0	759.6	56.5	
22	Savli Sub-Division.	437	...	...	...	...	437	410.0	206.8	50.2	
	Total ..	2,212	...	...	...	...	2,212	1,752.0	966.2	53.3	
	Total ..	38,713	848	758	...	77	40,396	33,171.8	21,354.6	64.3	
	Nasari Division.										
23	Nasari ..	5,914	227	42	...	220	5,703	5,731.7	3,169.6	55.6	
24	Gandevi ..	2,217	...	168	...	...	2,385	2,363.3	1,531.3	64.2	

25	Nasari sub Division.	910	..	..	..	..	910	846.6	530.0	58.2	
26	Velachha ..	603	..	..	..	..	603	710.5	341.0	56.5	
	Total ..	8,944	227	210	..	220	9,601	9,652.1	5,571.9	58.6	
27	Mahuva ..	896	..	..	..	..	896	865.7	533.9	59.5	
28	Vyara ..	808	..	..	..	..	808	818.3	579.1	71.6	
29	Songad ..	349	..	..	..	..	349	337.5	247.9	70.8	
30	Kamrej ..	2,056	..	..	..	..	2,056	2,220.7	1,354.8	60.9	
	Total ..	4,109	..	..	..	..	4,109	4,242.2	2,715.7	65.7	
	Total ..	13,053	237	210	..	220	13,710	13,894.3	8,267.6	61.1	
	<i>Amreli Division.</i>										
31	Amreli ..	5,570	153	341	..	..	6,064	6,095.5	4,031.3	66.1	
32	Damnagar ..	1,082	..	..	..	..	1,082	1,140.3	852.2	74.8	
33	Dhari ..	1,552	..	..	..	..	1,552	1,454.4	1,122.1	77.2	
34	Kodinar ..	1,357	..	..	..	..	1,357	1,332.2	972.3	61.1	
35	Okhanandal ..	1,415	..	..	150	24	1,589	1,594.8	867.9	61.3	
	Total ..	10,876	153	341	150	24	11,544	11,517.2	7,845.2	63.1	
	Grand Total ..	1,10,151	1,893	2,019	296	321	1,04,180	95,327.0	60,437.5	63.7	
	Total of the last year ..	95,627	1,251	2,240	291	319	99,768	85,196.4	56,590.6	64	

74. The above table distinctly shows that the tendency of parents to give education even to their girls is growing steadily day by day. Proportion between boys' and girls' schools. There was one girls' school to 2·7 boys' schools, and one girl to 2·5 boys.

75. Comparative percentage of children to school going population and the total population :—

TABLE XVI.

State or Presidency.	Percentage of boys taught to total males of school going age.	Percentage of girls taught to total females of school going age.	Percentage of pupils in total population.	Remarks.
1	2	3	4	5
Baroda 1906-07	75·0	26·6	8·0	
Baroda 1907-08	79·8	46·3	8·4	
Bombay Presidency 1906-07 ...	31·8	5·9	2·9	
Madras 1906-07	29·8	5·7	2·6	
Jeypore 1906-07	11·79	0·46	0·9	
Mysore 1906-07	23·9	4·8	2·1	
Bengal 1906-07	28·47	3·09	2·3	
Punjab 1906-07	16	2·65	1·4	
Burma 1906-07	41	8·14	3·7	

N. B.—In calculating the percentage the figures of the Gramyashallas have been taken into account. The progress made in Baroda is such as would need no special remark. It is partly owing to the compulsory education act and partly owing to the interest taken by the people.

TABLE XVII.

76. Number of schools of various kinds with the number of pupils attending them in each Division.

TABLE XVII.

No.	Class of Schools,	Baroda City.		Baroda Division.		Kadi Division.		Naosari Division.		Amreli Division.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Remarks.													
1	Government schools.												
(a)	Gujrati boys' schools ...	7	2,191	130	16,440	133	17,552	62	7,569	39	4,009	371	47,761
(b)	" " night schools	...	...	3	122	1	44	...	...	...	...	4	166
(c)	" " compulsory "	5	440	8	685	49	4,192	5	382	45	2,518	112	8,167
	Total ...	12	2,831	141	17,247	183	21,788	67	7,951	84	6,527	487	56,094
(a)	Gujrati girls' schools ...	5	823	21	2,490	18	2,010	11	958	7	958	62	7,239
(b)	" " Zarnana classes.	2	87	1	28	...	...	1	25	...	...	4	140
(c)	" " girls' compulsory schools ...	6	663	62	3,403	100	6,108	30	1,600	28	1,503	223	13,387
	Total ...	13	1,573	84	5,921	118	8,178	42	2,583	35	2,461	292	20,716

(a) Marathi boys' schools	6	1,607	3	131	2	109	4	140	3	202	18	2,189
(b) " " night "	1	52	...	...	...	...	...	...	...	...	1	52
(c) " " compulsory "	2	123	...	...	...	...	...	...	...	...	2	123
Total ...	9	1,782	3	131	2	109	4	140	3	202	21	2,364
(a) Marathi girls' schools ...	4	637	...	...	...	...	1	56	1	54	6	747
(b) " " girls' compulsory schools ...	3	255	...	...	...	...	...	...	...	...	3	255
Total ...	7	892	...	...	...	...	1	56	1	54	9	1,002
(a) Urdu boys' schools...	3	661	8	1218	13	1,742	5	593	4	626	33	4,550
(b) " " compulsory "	3	313	6	396	9	454	7	549	2	112	27	1,829
Total ...	6	979	14	1614	22	2,206	12	1,142	6	738	60	6,379
(a) Urdu girls' schools...	1	263	2	203	4	262	1	112	1	99	9	939
(b) " " compulsory "	4	403	3	168	6	414	2	175	2	160	17	1,330
Total ...	5	666	5	371	10	676	3	287	3	259	23	2,239
(a) Antyaja boys' schools	2	470	6	594	5	556	1	94	1	88	15	1,802
(b) " " compulsory "	3	221	105	3464	115	3,737	44	850	13	375	235	8,667
Total ...	5	691	111	4058	120	4,313	45	944	19	463	300	10,469

TABLE XVII.—Continued.

No.	Class of Schools.	Baroda City.		Baroda Division.		Kadi Division.		Naosari Division.		Amreli Division.		Total.		Remarks.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1	2	8	4	5	5	7	8	9	10	11	12	13	14	15
	(a) Antyaja girls' schools	1	90	..	..	..	..	..	..	..	..	1	90	
	(b) " " compulsory "	..	..	..	..	4	239	..	..	..	..	4	239	
	Total ..	1	90	..	..	4	239	..	..	..	..	5	329	
	Sanskrit schools	..	..	2	67	..	..	..	..	2	172	4	239	
	Total Government schools	53	9,304	360	29,409	459	37,509	174	13,053	153	10,876	1,204	1,00,151	
2	Grant-in-aid schools--													
	(a) Gujarati boys' schools	5	319	1	35	8	561	3	210	3	270	20	1,395	
	(b) Sanskrit "	1	30	3	106	1	43	..	..	..	..	5	179	
	(c) Urdu "	..	..	..	..	1	106	..	..	1	71	2	177	
	(d) Marathi "	5	268	..	..	..	..	..	..	..	..	5	268	
	Total ..	11	617	4	141	10	710	3	210	4	341	32	2,019	

3	Schools under inspection—													
	(a) Gujarati boys' schools	..	..	1	77	..	..	..	..	..	..	1	77	
	(b) " girls' "	..	..	..	..	..	..	1	220	..	..	1	220	
	(c) Sanskrit school ..	..	..	..	..	..	..	..	..	1	24	1	24	
	Total ..	..	..	1	77	..	..	1	220	1	24	3	321	
4	Fund schools ..	..	..	..	..	2	146	..	..	1	150	3	206	
5	Special schools—													
	(a) Music schools ..	1	120	..	..	1	165	1	199	1	54	4	538	
	(b) Industrial schools	..	..	1	19	..	..	1	23	1	57	3	104	
	(c) Agriculture school	1	9	..	..	..	..	..	..	..	..	1	9	
	(d) Kula Bhavan ..	1	661	..	..	..	..	..	..	..	..	1	661	
	(e) Female Training College.	1	39	..	..	..	..	..	..	..	..	1	39	
	(f) Patel Boarding school ..	..	..	..	..	..	..	..	..	1	42	1	42	
	Total ..	4	829	1	19	1	165	2	227	3	153	11	1,393	
6	Manual Training Classes	..	..	1	243	3	675	1	94	1	318	6	1,330	
7	Boys' orphanage	..	..	..	..	..	..	1	10	1	62	2	72	
8	Girls' "	..	..	..	..	..	..	1	1	1	44	2	45	

TABLE XVII.—Continued.

No.	Class of Schools.	Baroda City.		Baroda Division.		Kadi Division.		Naosari Division.		Anand Division.		Total.		Remarks.
		Schools.	Pupils.	Schools.	Pupils.	School.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
9	Girls' singing classes...	3	218	...	...	2	136	1	44	...	...	6	398	
	Total	3	218	1	243	5	811	4	149	3	424	16	1,845	
	Total	73	10,750	366	29,646	472	38,530	180	13,710	162	11,544	1,253	1,04,180	
10	Granyas shalas.													
	Boys' schools...	...	...	554	21,176	499	18,729	367	14,799	135	4,953	1,555	59,857†	
	Girls' schools...	...	...	...	...	1	40	...	...	19	593	20	633	
	Total	...	...	554	21,176	500	18,769	367	14,799	154	5,546	1,575	60,290	
	Grand Total	73	10,750	920	50,832	572	57,299	547	28,509	316	17,090	2,828	1,64,470	

N. B.—The figures for boys and girls in Nos. 6 to 9 have already been taken into account; they are therefore not to be taken in making up the total.

† Of these 59,657 children, only 47,563 are boys, and the rest, girls learning in mixed schools.

77. Though the number of Gujarati boys' schools has fallen from 513 to 487 the number of boys attending them has risen from 55,177 to 56,094. The same is the case with Gujarati girls' schools; there were 292 such schools attended by 20716 Gujarati girls against 303 schools having 18,713 girls in them. The numbers of Marathi boys' schools, Marathi girls' schools, Antyaja girls' schools and Sanskrit schools have remained the same though there have been some immaterial changes in the numbers of children attending them. The greatest increase both in the number of schools and in that of pupils which arrests attention is in the case of Antyaja children. The Antyaja boys' schools were 242 during 1906-07; but they went up to 500 during the year under report. Nearly 1500 more Antyaja children have been admitted to schools. So far as other institutions are concerned, there have been some changes on account of peculiar circumstances cropping up in different places, but they deserve no special mention. It seems there are no prospects of any increase in the number of schools for Mahomedan boys and girls since during the year under report the department had to close 4 Urdu boys' schools and 1 Urdu girls' school, leaving a total of 60 Urdu boys' schools and 28 Urdu girls' schools. In some cases the Urdu schools were closed at the thoughtful request of the Mahomedans themselves who frankly admitted that they use Gujarati as the home language and their children would do well to learn along with Hindu students in a Gujarati school. Instead of maintaining separate Urdu and Gujarati schools in a small town the two schools were amalgamated and a separate language teacher in Urdu was given for the benefit of Mahomedan boys. The number of boys however attending the Urdu schools has risen from 6407 to 6679 and there has been a slight decrease of 55 girls in the total number of Urdu girls. Thus in many cases though one sees that the number of schools is somewhat reduced, it has not at all told upon the number of learners. On the other hand it shows the economical policy of the department. It appears on the whole that the total number of institutions was 1253 and if the 1575 village schools were added to it, it would go to 2828 having 104180 plus 60290 of the village schools making a total of 164470. The law of compulsory education seems to have done its work fully so far as the numbers of schools and pupils go: now there remains the work of seeing that the work done in those seminaries is solid and sound.

78. Schools according to the grade system.

TABLE XVIII.
Schools of different grades.

Number.	Grades.	Number of schools.		Number of pupils.		Remarks.
		1906-07.	1907-08.	1906-07.	1907-08.	
1	2	3	4	5	6	7
1	Special Institutions...	10	11	1,251	1,393	
2	Sanskrit Government Schools	4	4	227	289	

TABLE XVIII.—Continued.

Number.	Grade.				Number of schools.		Number of pupils.		Remarks.	
					1906-07.	1907-08.	1906-07.	1907-08.		
1	2				3	4	5	6	7	
3	Do.	Aided	Do.	... ..	5	5	212	179		
4	Do.	Schools under inspection			1	1	15	24		
5	First grade with 600 or more pupils.	Government Boys' Schools,			2	1	1243	605		
6	Second grade with 500 or more pupils.	Do.			3	4	1613	2168		
7	Third grade with 400 or more pupils.	Do.			9	8	3771	3309		
8	Fourth grade with 300 or more pupils.	Do.			14	20	4704	6927		
9	Fifth grade with 200 or more pupils.	Do. Girls' Schools...			1	...	819	...		
		Government Boys' Schools...			36	39	6224	8022		
		Do. Girls' Schools...			4	5	1196	1788		
		Girls' Schools under inspection			1	1	210	220		
10	Sixth grade with 100 or more pupils.	Government Boys' Schools,			188	195	23159	24491		
		Do. Girls' Do.			48	62	4963	7685		
		Fund Schools			1	2	148	260		
		Aided Schools			1	4	182	441		
11	Seventh grade with 50 or more pupils.	Government Boys' Schools...			309	285	24246	21071		
		Do. Girls' Do. ...			178	170	11857	11212		
		Aided Schools			22	15	1591	1114		
		Fund Schools			1	...	96	...		
12	Eighth grade with less than 50 pupils.	Boys' Schools under inspection			1	1	94	77		
		Government Boy's Schools...			284	317	8004	8713		
		Do. Girls' Do. ...			118	94	4101	3621		
		Aided Schools			9	8	295	285		
		Fund Schools			1	1	47	36		
		Total			1241	1258	39768	104180		
		Gramya Shalas.								
13	6th Grade	...	...	...	Figures not available.	37	Figures not available.	4367		
14	7th Grade	...	...	...	...	339	...	21059		
15	8th Grade	...	...	...	...	1199	...	34864		
		Total			1416	1575	50879	60990		
		Grand Total			2657	2828	150647	164470		

79. During the year under report, the grade system was in vogue. Ac-

Remarks.
According to that system, the establishment of a school is made to depend simply and solely upon the number of children attending it. This scheme was some time ago discontinued, and again it was revived. Though it secures economy in expenditure, it some times affects the efficiency of the school and impedes to some extent the smooth working of the institution. It has therefore been found unadvisable to rigidly stick to the number of boys in a school and taking it as the sole criterion in appointing the teaching staff. Local circumstances, tendency of the children to learn higher courses of study, capacity of teachers and such other cognate circumstances will have to be taken into account in fixing the establishment of the schools. In future therefore schools will not be classified according to grades.

80. Number of students in different sorts of schools:—

TABLE XIX.

Total number of pupils by standards in different sorts of schools.

Different sorts of schools.	Number of schools.	Number of pupils of special studies.	Number of pupils according to standards.										Grand total.	Grand total of last year.
											Total.	Below standard.		
			7th standard.	6th standard.	5th standard.	4th standard.	3rd standard.	2nd standard.	1st standard.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Special Institutions ...	11	1393	...	...	...	...	...	...	...	...	...	1893	1251	
Ordinary and compulsory schools.	1204	248	36	2575	3866	6236	7886	10926	23318	54848	45060	100151	95627	
Fund schools	...	3	...	...	9	23	39	89	28	64	179	117	296	291
Schools under inspection	...	3	28	10	18	34	41	34	56	45	238	55	321	319
Aided schools	...	32	179	...	20	48	78	194	224	402	975	865	2019	2280
Total	...	1253	1848	46	2631	3971	6371	8153	11234	23829	56235	46097	104180	99768
Total of the last year.	...	1241	1550	40	2456	3590	6120	8308	9681	14219	44419	53794	99768	...
Village schools	...	1573	...	...	42	189	1104	2724	4670	10858	19532	40758	60290	

81. In standard VII there were 46 students against 40 of the preceding year. Success in vernacular standard VI entitles one to get into Government service; hence standard VII could not attract a large number of students. In standard VI there were 2631 boys against 2456 the last year. This standard is bound to be most attractive; even those who wish to learn English, continue their studies till they pass their vernacular standard VI since they know that in the event of their failing to finish their English study, they can easily fall back upon their standard VI certificate. Success in standard IV secures admission in English schools and it is interesting to note that there were 6371 children in that class. The number in the below standard was 46097 against 53794 of the last year. This decrease is due to the fact that during the year 1906-07 numerous new compulsory schools were opened and all the children had to join the below standard. The next year, the number of new admissions would therefore naturally dwindle down.

Number of pupils of different communities and castes and the percentage to the total number.

[illegible]

83. More than 80 percent of the children attending schools were Hindus and only 19 percent hailed from other non-Hindu communities. Of these 19 percent, Mahomedans formed nearly 12 percent. The Mahomedan population of the state is 8 percent, and it is remarkable to find that the percentage of Mahomedan children is 12 percent. The Brahmin boys give 11 percent, while the Banias only 5 percent, whereas the Kunbis and Patidars return as many as 22 percent. This is indeed a very satisfactory feature since it is one of the principal aims to educate the farmers and landholders. The communities which are known as unclean castes give a percentage of nearly 10 which fact is still more satisfactory.

84. Pupils by age and sex.

TABLE XXI. 29

Statement of pupils with regard to age and sex.

Serial Number.	Age of pupils.	Government Schools.						Village Schools.						Remarks.
		Number of pupils.			Percentage.			Number of pupils.			Percentage.			
		Number of boys.	Number of girls.	Total.	Number of boys.	Number of girls.	Total.	Number of boys.	Number of girls.	Total.	Number of boys.	Number of girls.	Total.	
1	2	3	4	5.	6	7	8	9	10	11	12	13	14	15
1	Above 20 years ...	408	60	468	0.5	0.2	3	6	...	6	...	...	...	...
2	Of Do. ...	198	19	215	0.3	...	2	3	...	10	...	...	...	...
3	" 19 ...	317	27	344	0.4	0.1	0.3	10	...	3	...	...	...	...
4	" 18 ...	429	21	450	0.6	...	0.3	19	...	19	...	...	...	...
5	" 17 ...	719	31	750	0.9	0.1	0.5	45	...	1	48	...	...	...
6	" 16 ...	1,388	41	1,429	1.9	0.1	1.0	103	1	104	0.2	...	...	0.2
7	" 15 ...	2,054	60	2,114	2.9	0.1	1.5	218	8	219	0.4	...	...	0.2
8	" 14 ...	5,183	126	5,314	4.4	0.4	2.4	645	14	657	1.4	...	...	0.7
9	" 13 ...	8,001	364	8,365	6.8	1.1	3.9	1,792	43	1,834	3.8	...	...	1.9
10	" 12 ...	7,376	945	8,321	10.8	3.3	6.7	3,390	52	3,422	7.1	1.8	4.5	8.1
11	" 11 ...	9,649	2,710	11,359	12.1	8.7	10.4	5,697	232	5,929	11.9	4.2	8.1	13.9
12	" 10 ...	10,055	5,205	15,260	18.7	16.7	15.2	7,625	1,461	9,086	16.3	11.5	13.9	19.9
13	" 9 ...	11,152	7,584	18,736	15.3	24.4	19.9	7,772	2,431	10,203	16.3	19.9	15.1	20.8
14	" 8 ...	10,480	7,751	18,171	14.2	24.3	19.3	8,182	3,117	11,279	17.1	24.5	18.1	25.1
15	" 7 ...	6,882	4,243	11,095	9.3	13.6	11.3	7,882	3,096	10,978	16.8	24.3	20.4	24.4
16	" 6 ...	3,112	1,402	4,514	4.2	4.5	4.4	3,011	1,240	4,251	6.2	9.9	8.1	11.1
17	" 5 ...	1,387	468	1,855	1.8	1.4	1.7	1,287	451	1,738	2.9	3.5	3.2	3.2
	Total ...	73,232	31,057	1,04,289	100	100	100	47,563	12,727	60,290	100	100	100	100

85. The above is one of the most interesting tables. It shows how long people are willing to keep their children in schools. Though the greatest contribution is from the students of 7 to 14, still there is a fair and unmistakable indication to prove that people have been

learning to persuade themselves to allow their grown up sons and daughters to continue in schools. It was suggested that children of very tender age should not be allowed to learn at the cost of their physique. The figures and the percentages shew that the Department tries to dissuade such children from educating their intellect without developing their physical constitution. With additional facilities newly provided every year, people are sure to get over their deep rooted prejudices and will learn to appreciate the real blessings of education and will not hasten to take away their children from schools.

86. Profession and occupation of parents.

TABLE XXII.

Profession and occupation of the parents of the children attending the schools.

	Government or private servants.	Jamindars or cultivators.	Teachers.	Traders or shopkeepers.	Petty traders or Gumastars.	Artisans.	Priests.	Others.	Without occupation.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12
GOVERNMENT SCHOOLS.											
Number ...	11,349	38,106	701	15,886	873	12,415	1,705	10,883	3,262	1,04,180	
Percentage.	10.9	36.3	7	15.3	9	11.9	1.6	19.0	3.1	100	
VILLAGE SCHOOLS.											
Number ...	1,201	42,488	219	2,411	297	2,865	863	8,218	1,682	60,290	
Percentage.	2.0	70.4	0.3	4.0	0.4	4.6	1.4	13.6	2.7	100	

87. The first rank is secured by the land-owning class; next to that comes the class of traders which is closely followed by that of Government servants.

88. Inspection and Examination.

TABLE XXIII.

Number of schools and pupils examined, number of pupils passed in each standard and percentage.

No.	Name.	Number of schools examined.	Number of pupils on the rolls.	Number of pupils presented for the examination.	Number of pupils passed.										Percentage of pupils presented to those on the rolls.	Percentage of pupils passed to those presented.	Percentage of pupils passed to those on the rolls.	Remarks.
					Special studies.	Standard VII.	"	"	"	"	"	"	Below standard.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Kadi Division ...	448	37,373	25,722	...	...	286	370	666	1,403	1,257	1,787	11,220	16,804	71.1	62.1	54.1	
2	Baroda City	60	9,550	6,475	...	9	272	153	336	405	429	459	2,951	4,994	67.3	67.3	67.6	
	Baroda Mahals	361	24,178	23,353	39	7	687	619	789	1,050	1,475	1,828	7,453	13,557	70.1	57.9	56.8	
3	Nasari Division ...	176	13,256	10,472	5	9	196	296	413	556	769	1,007	3,728	7,026	78.8	67.1	61.6	
4	Amreli Division ...	152	11,152	8,498	70	1	177	194	301	535	721	1,055	2,500	5,584	74.9	65.8	58.9	
5	Fund Schools ...	3	286	175	...	...	8	8	10	12	17	13	108	156	61.9	34.8	52.2	
6	Aided Schools ...	34	2,216	1,556	67	...	17	11	29	59	134	156	338	891	70.2	53.3	47.6	
7	Special Institutions.	11	1,258	980	710	...	...	...	...	...	...	...	...	710	75.9	71.9	71.1	
8	Schools under inspection ...	8	312	298	23	5	11	15	28	19	28	28	31	188	80.1	65.8	65.5	
	Total ...	1,248	104,871	78,539	614	31	1,549	1,706	2,567	3,592	4,477	6,483	27,468	49,082	74.9	62.6	58.2	
	Total of the last year	697	70,758	52,428	367	19	1,480	1,725	2,784	4,502	5,365	6,911	7,462	30,525	74.1	58.2	60.6	
Village Schools.																		
1	Kadi Division ...	371	14,598	9,936	...	...	...	32	70	207	338	716	4,968	9,346	69.9	65.9	65.9	
2	Baroda Division ...	536	21,471	14,920	...	...	...	16	70	234	402	808	5,243	6,768	69.5	45.4	45.4	
3	Nasari Division ...	364	14,552	10,100	...	...	16	42	149	307	489	678	5,117	6,778	68.9	66.9	66.9	
4	Amreli Division ...	151	5,614	4,584	...	...	2	15	24	61	178	545	1,468	2,288	75.9	53.7	53.7	Not available.
	Total ...	1,422	56,133	38,629	...	...	18	105	313	809	1,402	2,737	16,791	22,175	69.4	56.9	56.9	

CHAPTER II

Female Education.

89. The subjoined table gives the important and interesting details regarding the Girls' Schools.

TABLE XXIV.
Number of girls on the rolls, number presented and successful at the Annual Examination in all Standards.

Kind of Schools.	No. of schools at the end of July 1906.	No. of pupils at the end of July 1906.	No. of schools examined.	Number of girls on the rolls.	7th Standard.	8th Standard.	5th Standard.	4th Standard.	3rd Standard.	2nd Standard.	1st Standard.	Below Standard.					Total.																					
												Under the standard.	Below standard.	Total.	Passed.	On the rolls.		Present.	Passed.	On the rolls.	Present.	Passed.	On the rolls.	Present.														
1 Government Gujarati Schools	2	282	20,716	236	4,497	15,805	20,009	23,227	35,619	158	125	92	301	235	150	509	469	324	1,068	735	411	2,803	1,808	1,205	16,835	9,901	7,179	2,217	7,179	9,894	65	34	33	33	34	65		
2 Government Marathi Schools	1	9	1,029	9	446	689	1,029	7	6	217	9	5	17	17	10	38	32	20	70	59	40	114	86	55	100	105	68	639	390	803	230	803	539	539				
3 Government Urdu Schools	28	2,320	20	341	1,969	2,327	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
4 Government Anjuna Schools	8	228	5	55	239	318	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
5 Special Schools	1	20	1	...	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
6 Schools under Inspection.	1	229	1	158	28	149	10,101	15,151	20	26	15	91	27	21	30	28	18																					
Total....		384	24,656	336	14,608	19,101	24,709	40,828	52,619	166	126	118	379	301	108	720	670	306	1,211	658	336	2,397	2,150	1,440	10,061	11,611	8,338	2,702	8,338	11,253	149	22	104	22	149	22	146	
Total of 1906-07		846	22,574	100	4,177	5,900	10,107	22,817	36,046	144	121	90	344	289	207	577	523	498	1,000	915	500	1,522	1,411	755	5,036	5,456	3,228	1,933	3,228	4,108	4,108	4,108	4,108	4,108	4,108	4,108		

90. The total number of girls' schools at the end of the year under report was 334 against 346 of the last year. The cause of this fall in the number has been given elsewhere. The total

number of girls learning in these 334 institutions was 24565 against 22674 of the preceding year. Thus though the number of schools has gone down the number of pupils has steadily risen testifying to the economical method of working adopted by the Department. Some of these schools were examined by the Lady Superintendent during the year and the main bulk by the Inspectors and Deputy Inspectors. As many as 15870 girls were examined of whom 11125 that is 70 percent passed. The great bulk is in the below standard, but remembering the fact that they are girls and cannot be compared in their progress and study with boys, at least under the present circumstances, one can say that the progress on the whole is satisfactory. In those villages where no separate girls' schools are opened, girls attend the boys' school upto a certain age. The Government always shows promptitude to open an independent girls' school whenever the number of girls coming forward to learn is 40 and more. The number of such girls that attended the mixed school was 6492. Thus the total number of girls learning in the Government institutions was 31057. The maximum age of the girls studying in the regular girls' school is 13 in the case of the Hindu girls and 15 in the case of Parsi girls.

91. These classes are intended to instruct such women as could not attend regular girls' schools, owing to the pressure of their domestic duties and their more advanced age, in the elements of reading, writing, keeping household accounts, needle work and embroidery. These classes are held every afternoon for 3 hours when these women could find leisure to attend them. During the year under report there were 4 Zenana classes for Gujarati women; one at Patlad, one at Navsari and two in Baroda. There were 140 women on the rolls at the end of July, of whom 77 appeared for examination and 63 passed. The results are indeed satisfactory. These Zenana classes fail, in spite of the efforts of the authorities concerned, to attract a very large number. These Gujarati women have many domestic worries and it is rather hard for them to find time to attend these useful classes.

92. Embroidery, Drawing, and Culinary art are taught in the Girls' schools at Baroda, Patan, Navsari, Petlad and Visnagar. Lessons in Music are also given to the girls in the first three schools and to the scholars of the Female Training College. All the schools are provided with one tailor who teaches the girls the art of sewing, cutting and measuring. Sanskrit is taught in the Gujarati and Marathi Girls' schools attached to the Female Training College. Lace making is taught to the girls in the college by Miss D' Arco; and the female boarders of the Songadh Dhanka girls' boarding house are taught sericulture and lace-making. English is also taught in some principal schools which fact will be noticed hereafter.

93. With a view to ascertain whether the study of English would be popular with girls, English classes were opened in June 1907 in the Girls' schools at Petlad, Patan and Visnagar. These

classes were put under the control of experienced undergraduates selected from the English Education Department. No doubt, it is found rather hard for these teachers to persuade the parents of these girls to let them learn English. Even though the girls are willing to learn English, their parents and relations are sometimes inclined to dispute the utility of the study, since they believe that in their after life, it would not help them much : but every innovation has a like fate in the beginning and if the Department patiently waits, girls will be drawn to these classes and the prejudices of the guardians overcome. There is also another motive in starting these classes. They are meant to work as feeders of the English School for girls in Baroda where arrangements have been made for teaching the full course of the Matriculation Examination. In the Petlad English class there were 23 girls on the roll of whom 20 appeared and 16 passed. There were 31 girls learning English in Patan of whom 22 appeared and 21 passed. The figures for Visnagar Girls' English class are 15, 11 and 10. Thus in all mofussil English classes there were 69 girls learning English. The study of English was introduced for the first time in the Female Training College on 16th February 1905. The girls from the Girls' Schools No. 1 (Gujarati) and No. 1 (Marathi) attended the class. The Girls' A. V. School seems to have made a good beginning. Girls from the third standard onwards belong purely to the English side and attend exclusively classes of the English school. During the year under report, classes for the first five standards were fully formed, and it is a matter of genuine satisfaction to note that the school has been preparing one girl for the University Examination to be held in 1908. Under these favourable circumstances, it was deemed advisable to get the school registered by the University and the syndicate were pleased to put this Institution on the list of affiliated institutions as the Baroda Girls' High School. There were in all 119 girls (54 Gujarati + 65 Dakshani) in the High school in the different classes during the year under report. There was only one girl (Dakshani) in Standard V ; 2 (1 Gujarati + 1 Dakshani) in Standard IV; in Standard III 15 (6 Gujarati + 9 Dakshani) girls were learning ; while in Standards II and I, there were 20 (9 Gujarati + 11 Dakshani) and 26 (12 Gujarati + 14 Dakshani) girls ; the below standard had 55 girls (29 Gujarati + 26 Dakshani). Of these 119 girls, 87 appeared at the annual examination and 57 got through. The percentage is 65.5. Looking to these figures, viz, 119 girls and adding to them the figures of the district, viz 69, one finds that in the course of a year and a half as many as 188 girls have begun to learn English. How far the expectation that the girls will come to join the Central High School will be realised, it is difficult to predict at this stage. Time and experience alone will make the matter clear.

94. Scholarships to induce girls to continue their studies in the higher standards were awarded in the girls' schools at Baroda (Gujarati and Marathi Nos. 1) Petlad, Patan, and Navsari. To each of these girls' schools, the sum of Rs. 20 British per month is granted towards the endowment of such scholarships. They really work as good impetus and if the grant is raised and more donations were awarded, the Hindu girls who are otherwise ready to discontinue their studies abruptly, may be induced to pursue their study further.

95. With the view of providing qualified female teachers and head-mistresses, the Female Training College was started in the year 1882, where women and wives of teachers are admitted for instruction; special facilities are given to the husbands or other near male relatives of those women who study in the Training College to enable them to discharge their duties as protectors and guardians of female scholars. Immediately after the completion of the course, the successful females are given appointments in girls' schools. The importance and usefulness of this institution and the urgency of its extension was found to be imperative on account of the introduction of compulsory primary education in the State and the solicitude of the state for providing as many female teachers as possible in the girls' schools. The course of study has been distributed over five years : and this change has necessitated the introduction of some very important subjects like general science and Hygiene &c. The females have taken to this change kindly which fact is amply borne out by the number of scholars who have willingly come forward to pursue their study for one year more. Donations in the form of scholarships have also been enlarged. Till lately scholarships of Rs. 210 per month were awarded to the scholars. The total amount has been now increased to Rs. 375. The number of females attending the college during the year under report was 39 against 28 of 1906-07 and 32 of 1905-06. This is indeed a decided improvement in the number and is a sure indication of progress in the desired direction. Of the 39 females, 37 were regular recipients of government scholarships and 2 were outsiders. There were 7 females in the V year course, 7 in the IV, 6 in each of the III and II, 7 in the first and 6 in the preparatory class. Over and above this number of would-be teachers as many as 48 girls of the practising schools attended the lectures in the Training College. Thus the advantage of the college is taken by 85 in all. Of the 39 females in the college 23 were Brahmins, 5 Maharatta, 2 Kunbi, 3 other Hindu and one Mahomedan. It seems that the Brahmin community avails itself of the college most willingly and unreluctantly. One fact however should not be cloaked over—namely that generally poor women, destitute of the means or livelihood attend the college in a comparatively large number. Of the 37 scholars as many as 24 were widows. The results of the annual examination of these scholars held by a committee of gentlemen connected with the Education Department were satisfactory. In the IV year, 8 appeared and 5 passed; in the III year 5 passed out of 7 : in the II year 5 presented themselves for examination and all got through: in the I year and preparatory classes 8 and 3 appeared and 6 and 3 passed respectively. The total number of pass' was 24 out of 31 against 18 of out 28. The percentage is 77.4 against 64.3 of the preceding year. Last year there were 94 female teachers in the Department. Four more were added during the year under report. Thus there were in all 98 female teachers. One can see that every year witnesses a slow but sure increase in the number of female teachers : and the department is fully justified in entertaining good hopes that in the fulness of time, if will have many more female teachers working in the state. In the practising schools the pupil teachers are trained by the Lady Superintendent to teach brush work, black board drawing, Kindergarten according

to Froebel system, and criticism lessons. The Female Training College was visited by many distinguished persons during the year under report. The principal amongst them were Malikavati Chinappa, Lady Superintendent, H. H. Sultana's girls' schools, the Hon. Maden Mohan Malviya, Pleader High Court, Allahabad, Mr. C. I. Chintamani, Assistant Secretary, Indian Industrial Conference, Amraoti, and Mr. P. C. Sen, Official Assignee, Ringoon. The **સાલ સ્ત્રીશિક્ષક સભા** (Ladies' Association) and the social gathering will be noticed elsewhere in the report. The total expenditure of the College was Rs. 10,566 against Rs. 7,925 of the last year. The average expenditure per scholar was Rs. 270, against Rs. 283. Though the total expenditure this year is larger than that of the last year, the average is smaller. The number of scholarships has been increased and that partially accounts for the total increase.

96. The history of the re-organisation of the Female Training College has been briefly recapitulated in the last report and needs no repetition. As Miss M. Wiltshier has been appointed Assistant Lady Superintendent, Miss Mary Bhore will be in a position to make more frequent tours for examination and inspection of district girls' schools and to comprehensively consider all vital questions regarding the Female Education. Again Mr. Pinakiprasad M. Desai B. A. (Bombay) and A. M. (Columbia) has been placed as Head Master of the Female Training College. He has specially qualified himself by taking special education in America in Pedagogy, and his work is bound to have its substantial effect on the coming generations. He is in addition to his school work allowed to go to the Taluka stations where he has to gather the local teachers and to give them lectures in the most modern methods of education comparing the systems prevailing here and those obtaining elsewhere.

97. The concise history of Female Education may be concluded with a remark that the state educates 31057 girls in the Government girls' schools and 12727 in the Village schools. These are encouraging figures if the fact that the girls' education is of recent growth is borne in mind. The Department does admit that it has much to do in this direction and expects the Baroda people to avail themselves fully of the special facilities so generously provided by His Highness for the furtherance of the course of Female Education. Female Education is always a delicate problem all over the world and is still more so in a country like India where the people are steeped in deep-rooted prejudices. However the Department fully understands the gravity of the question and tries its best to acquit itself to the best of its powers.

CHAPTER III.

Special Institutions.

98. This general head comprises (1) The Kala Bhavan (2) The Industrial Special Institutions. Schools (3) the Manual Training Classes (4) the Night Schools (5) the Orphanages (6) the Sanskrit Schools (7) the Music Schools and Classes (8) the Agriculture School. Details regarding other institutions like the

Boarding House at Amreli and the boarding houses at Songad, Vyara, and Mahuwa for forest tribes will be given in a separate chapter along with other schools.

99. The past history of the origin and development of the Kala-Bhavan started first in 1890 under the direct supervision of Professor T. K. Gajjar M. A., B. Sc. and subsequently brought under the control of the Education Department in 1895 has already been given in the previous reports. The same 9 schools (viz. of Art, Architecture, Mechanical Technology, Chemical Technology, Weaving, Watch-making, Pedagogy and Commerical Training and the Evening School for artisans) continued during the year under report to form the chief departments of Kalabhavan.

100. The following table shows the numerical strength of each school :—

TABLE XXV.

No.	Name,	1906-07.	1907-08	Remarks.
1	Art	103	123	+20
2	Architecture	86	94	+8
3	Mechanical Technology... ..	125	126	+1
4	Chemical Technology	60	74	+14
5	Weaving	42	61	+19
6	Watch-making	9	12	+3
7	Pedagogy... ..	73	107	+34
8	Commercial class	14	7	-7
9	Evening Class	49	57	+8
Total ..		561	661	+100

101. Every school, except that of commercial training, has shewn unmistakable signs of rise and progress, and technical education has, as it really and naturally ought to, become thoroughly popular. It is indeed a matter of great regret that there is a great fall in the number of students in the commercial class owing to the resignation of its able teacher. This regrettable state was noticed by the Naib Dewan in his review of the report of the last year, and attempts are being made by the authorities concerned to make the class more attractive and popular. It is hoped that the new teacher who besides being a graduate has made commercial subjects a special study, will keep up the old tradition and make the class practically successful. A greater number of students will be attracted to this class if the lower services in the Account Department were filled up by persons who have successfully passed

out from this class. Of the 661 students attending the various schools of the Kala Bhavan 203 belong to the City of Baroda, 280 to the Mofussil of Baroda State, only 178 are outsiders of whom 42 belong to other native states and 120 to the Bombay Presidency and 14 and 2 to the Central Provinces and the Punjab respectively. These figures compare very favourably with those of the last year and it is indeed a matter of satisfaction that the element of the Baroda State itself preponderates over that of outside. The existence of small Technical Schools in the district is sure to make the usefulness of the Kala-Bhavan sufficiently well known to the people and induce them to take freely to scientific and technical studies.

102. During the year under report, there were three Industrial Schools, one at Navsari, another at Padra and the third at Amreli. They may be termed Trade schools as there is extensive practical education in which the youth are trained for special industries, such as dyeing and bleaching, and carpentry. In his review of the last year's annual report of the Education Department, the Naib Dewan has been pleased to suggest that Kadi being the only division which had no industrial school at all, the Department should consider the advisability of opening one such school there. It may be observed here that there was one Industrial school at Vadnagar which had to be transferred to Amreli owing to paucity of learners. Now that Navasari Tata Technical School has recently been started with the special aim of preparing students in Mechanical Engineering, the Government Industrial school will fail to attract a decent number of pupils. It will then be a question if this school should not be transferred to any other part of the State or amalgamated with the new Tata Institute. The total numbers on the rolls in the above three schools on 31st July 1908 were 28, 19, and 57 making a total of 104 as against 126 of the last year made up of 39, 43, and 44 respectively. The schools at Navsari and Padra have not been able to give a good account. No special reason could be assigned for the decrease except that the knowledge the boys acquire when they leave the school is not sufficient to make their own living, without completing the higher courses of study at Kalabhavan : but it must be said that such fluctuations are not infrequent in the district industrial schools.

103. Out of 333 students who presented themselves for the different Examinations, 144 were successful. Out of 31, 24 passed in Art, 19 out of 78 stood the test in Architecture : 43 out of 124 got through in Mechanical Technology : in Chemical Technology 61 appeared and 22 passed : in Weaving 32 appeared and 29 passed : 4 passed out of 7 in Watchmaking : over and above this, 109 presented themselves for the examination in Pedagogy and 87 were declared successful : some of the results do not appear very satisfactory : but it is presumably owing to the fact that these examinations are generally conducted by the teachers and professors themselves who set up a higher standard of passing.

104. At the examination in Drawing held by Sir J. J. School of Art, Bombay, in August 1907, 26 students of the school of Art appeared for the 1st Grade Drawing Certificate, 32 for the

2nd Grade, 26 for the 3rd Grade, 1 for the Drawing Teacher's Certificate and 3 for the Draftsman's Certificate. The total number of those who succeeded in getting these certificates was 65 out of which 19 got 1st Grade Certificate, 22, 2nd Grade, 23, 3rd Grade and 1 Drawing Teacher's Certificate. None succeeded in getting the Draftsman's Certificate. These results are assuredly satisfactory and reflect credit on the teaching staff. As the school of Mechanical Technology has been recognised under the Bombay Boiler Inspection Act for Engineer's Examinations by the Government of Bombay, it has always proved, since its recognition, a source of numerical strength to the Kala-Bhavan. It appears from the information supplied by the Collector of Bombay that at the examinations held under the Bombay Boiler Inspection Act during the year under report 76 of our students presented themselves for the Engineer's Certificate of whom 40, that is more than 50 per cent were successful. These results compare very favourably with those of the preceding year, when out of 67 only 21 had got the certificate.

105. At the last Senior Commercial Examination of the London Chamber of Commercial Class Commerce held in May last 2 students appeared in Book-keeping; while at the Junior Examination 1 for Book-keeping, Shorthand, and Type-writing. The results are not as yet out.

106. In the three Industrial Schools of Navsari, Padra and Amreli 30, 15 and 16 appeared and 17, 13 and 14 passed respectively. The results are on the whole satisfactory.

107. As promotions are regulated according to the qualifications obtained in the Male Training College, applications for admission have been pouring in; there were 648 applicants of whom the school selected only 100. The curriculum of the school has been thoroughly recast and the course of studies now covers a period of 3 years instead of 2. Some highly important subjects are introduced in the course of studies with the result that the senior students will have some acquaintance with Ethics, Psychology and History of Education in general. It may be noted here in passing that all junior students in the Training College were teachers, whereas in the senior class about 70 per cent were teachers.

108. These institutions continued under the management and control of Mr. Raojibhai M. Patel L. C. E., A. M. I. M. E. He is ever prepared to take upon him any additional burden invariably without the slightest complaint and does his work wholeheartedly. During the year under report he was assisted by 5 teachers in the school of Art, 3 in the school of Architecture, 8 in that of Mechanical Engineering, 2 in the school of Chemical Technology, 2 in that of Weaving, one in the school of Watchmaking, 5 in the school of Pedagogy. Two assistants were added in the establishment of the last school owing to the radical change in its course. The Headmastership of the Training College having fallen vacant owing to the sudden sad death of Mr. G. G. Tolat, Mr. Nandnath K. Dikshit B.A., M.C. P. who was sent at state expense to England for the special study of Pedagogy and who successfully passed the examination in Pedagogy of the London University was appointed to that place.

He travelled over the Continent to study the educational systems prevailing there. His special knowledge in the Science and Art of Teaching makes him eminently fitted to be the head of the Training College.

109. Besides the usual Kala-Bhavan scholarships and those in dyeing from the Bombay Branch of Messrs Leopold Cassella and Co. of Scholarships & awards. Germany, 7 apprentice scholarships of Rs. 10 each per month were awarded by the Director of Public Instruction, Central Provinces, to the students of Nagpur and such other places of that part of the country. The Than Lakhtar state awarded one scholarship of Rs. 11 per month. The Limbdi and Radhanpur States each awarded a scholarship of Rs. 5 p. m. The Limbdi State gave one more scholarship of Rs. 7 during the year under report. There are also two scholarships of Rs. 4 each p. m. awarded annually on the result of the junior class examination of the school of Mechanical Engineering and of the schools of Weaving and Dyeing alternately. Medals are also awarded from the interest of the Khan Bahadur J. A. Dalal memorial fund to the students in several educational institutions of the state. Two such medals are awarded in the Kala Bhavan. One is given to him who stands first in the subject of the theory and practice of Pedagogy in the Male Training College and the other is given annually by rotation on the results of the diploma examinations of the schools of Art, Civil Engineering, Mechanical Engineering and Dyeing to the student who passes with the highest number of marks in Perspective, Estimating and Specification, Applied Mechanics and Applied Chemistry, respectively. During the year under report several articles were sent to the Bhavnagar Exhibition which awarded a gold medal for our exhibits.

110. The class known as the Evening Class for artisans was started in November 1906 to provide suitable instruction in the technical principles underlying the most important mechanical trades to artisans and craftsmen such as carpenters, joiners, wood turners, gold and silver smiths, copper smiths, blacksmiths, potters, &c. who are generally occupied during daytime in their own respective professions. Men already employed in the trades get an opportunity to broaden their mechanical training and make themselves more efficient workmen. They improve the quality of their work and thus earn increased wages. Tuition is free. The course of instruction comprises Reading, Writing, Arithmetic and Drawing. The number of carpenters having sufficiently increased, arrangement for teaching the theory of carpentry has been made since April 1908. Other crafts will be introduced by and by. This class had, at the end of the official year, 15 carpenters and joiners, 8 wood turners, 7 smiths, 11 bricklayers, 1 barber, 4 Kharwas, 7 potters and 4 others. 7 students were reading alphabet, 6 the third book, 9 the fourth book: while 35 had already learnt upto Standard V. Drawing is taught to all and it is a gratifying feature to note that all the students take to it kindly.

111. The total expenses of the Kala-Bhavan and the Industrial Schools were Rs. 68,291 against Rs. 55,261 of the preceding year. The annual average cost of educating each pupil in the Kala-

Bhavan during the year under report was Rs. 87-6-1 against Rs. 55-11-9 in the year preceding. This increase is partly due to the extra expenditure which had to be incurred in connection with providing apparatus and appliances to the laboratories, power looms to the School of Weaving, and wheel cutting machine to the School of Watch-making, and partly to the fact that the Workshops' profit during the year under report was almost half of that of the preceding year. As regards the Industrial Schools the figures were Rs. 41-8-4 against Rs. 36-12-1 of the preceding year. This increase is due to the fall in the number of students in those institutions. If the figures of the Kala-Bhavan and those of the Industrial Schools were taken together, the annual average cost per pupil would come to Rs. 80-4-6 against Rs. 50-3-10 of the last year. The following figures taken from the supplement to the report of the Director of Public Instruction, Bombay, 1905-06 when compared with those of the Kala Bhavan will show that our institutions are working much more economically than those in the Presidency.

1. Ahmedabad Male Training College	Rs. 215
2. Sir J. J. School of Art, Bombay	137
3. Victoria Jubilee Technical Institute, Bombay	245
4. Kala Bhavan	80

112. The Workshops continued to work most satisfactorily under the able and efficient management of the Superintendent The Workshops. Mr. C. N. Vevai. L. M. E. The value of the work actually done in the Workshops during the year under report was Rs. 63,002-3-2 against Rs. 46,552 of the preceding year. At the end of the year the total amount of unrecovered bills was Rs. 13,087-9-3. The net profit of the Workshops was only Rs. 6,441 against Rs. 12,714 of 1906-07. Amongst the usual orders from the different departments of the state, executed by the Workshops during the year under report the following deserve special mention. Teakwood table cases &c. for the Museum, artistic chawris, gilt towel stands and brackets, gilt sponge and soap brackets for the palace, wooden vats &c., for the leather factory, cast iron manhole covers, syphons and round boxes for the city drainage, silver silk and broad cloth badges for the Revenue Department, laboratory furniture for the Kala-Bhavan and dye house, C. I. ornamental pillars, brackets and railings for the new wing of the L. V. Palace, cast iron crossings for the Baroda Tramway Company and the complete artistic furniture for the hall of the Baroda Legislative Council.

113. Important changes and measures :-
Important changes and measures.

- (1) Fees were introduced in the schools of Civil Engineering and Chemical Technology. Rs. 3 per term are charged per student in these two schools and in that of Art. As a tentative measure the system of charging Rs. 10 per term per student in the Mechanical School was introduced. This did not in the least interfere with the popularity of the school and thus the experiment having proved a success, the measure is confirmed.
- (2) An elaborate scheme for the complete re-organisation of the establishment of the Kala Bhavan and really good improvement in the pay

and prospects of the members was sanctioned by His Highness the Maharaja Sahib.

- (3) The Male Training College was opened on a somewhat modest scale in 1905, but the need of having qualified teachers was considerably accentuated by the introduction of compulsory education throughout the State and hence arose the necessity of extending the college. It was decided that the two years' course should be changed into one of 3 years and the number of teachers as well as students should be increased. At present there are facilities for about 200 students in that college.

114. Boys of standards IV, V and VI are allowed to join these Manual Training classes. There are 6 schools where Manual Training has been introduced as a part of general education. Kadi division has three classes at Pattan, Visnagar and Kadi; Baroda has one at Sojitra. Navsari has one at Billimora and there is one such class in Amreli. Thus all divisions have got this facility. In the beginning when these classes were started as an experiment there was much difference of opinion as regards their utility and popularity; but experience has cheered the authorities and the classes have succeeded in stimulating and promoting bodily training and activity and the boys have learnt to use their hands. Being well aware of the educational possibilities of manual training, the department has adopted the policy to multiply these classes and gradually make it an organic part of the school system and general education. The educative influence of these classes cannot be too much exaggerated. The training of the hand and the eye goes side by side with the training of the intellect. One or two objects of wood work prepared by students should be given them as presents which they may be induced to preserve and cherish as a sample of their own work. Drawing and Clay-modelling are included in the course of manual training studies. The time-tables and the course of study have been definitely fixed in consultation with the Principal of the Kalabhavan and now the classes are working smoothly and create a lasting interest in boys by developing their physical, mental and moral nature. The following table gives an idea of the number of students who availed themselves of this branch of training.

TABLE XXVI.

Number.	Class.	No. on the rolls at the end of July 1908.	No. presented.	No. passed.	Percentage of 'pass' to presented.	Remarks.
1	2	3	4	5	6	7
1	Patan...	348	135	111	82.2	
2	Visnagar ...	177	117	111	94.8	
3	Kadi ...	150	82	74	90.2	
4	Sojitra ...	243	213	176	82.6	
5	Billimora ...	94	39	35	89.7	
6	Amreli ...	318	226	179	97.3	
Total ..		1,330	812	686	84.5	

115. These schools were opened with the ultimate idea of providing means of education to those grown up men who would not like to attend the day schools owing to a great disparity between their age and that of other young children forming the bulk of the day schools as well as to their being engaged in bread earning pursuits during the day. The syllabus prescribed for these schools is not comparatively less stiff than the usual standard and it is gratifying to see that these night schools have not failed to attract a pretty large number of men. There were 5 night schools during the year under report, 4 in the Baroda Division and one in the Kadi Division. The total number of men attending these schools was 218 against 145 of the preceding year, and 107 of the year 1905-06. These schools are held from 8 P. M. to 10 P. M. The four night schools in Baroda Division were at Dabhoi, Makarpura, Bhadrn, and Baroda City (Marathi) and they had 36, 17, 56 and 55 boys respectively on the rolls out of whom 13, 7, 28 and 20 passed in order, making a total of 68 out of 164. The Unza night school of Kadi Division had 44 boys on the rolls of whom 33 passed in the Annual Examination. The highest standard taught is IV.

116. There are two orphanages at Amreli, one for boys and the other for girls. The boarding houses at Songad entertain orphans found in Navsari Division. Formerly orphanages were opened in all divisions at the time when famine was rampant in the country. As now rules have been promulgated for taking care of the orphans, the two orphanages at Amreli bid fair to continue. They are placed under two separate superintendents who have been specially selected for this responsible work. The boys' orphanage had 62 orphans, and the girls' orphanage had 44 girls while 10 boys and 1 girl were admitted in the Songad boarding houses. The total number thus comes to 72 boys and 45 girls that is 117 in all. These orphans are fed, housed, clad and educated at state expense. The monthly expense sanctioned per head is Rs. 4 : but owing to the famine prices of food stuffs, the scale had to be raised to Rs. 5 during the year under report. These orphans are allowed to join local schools and have also to learn some useful occupation so that when they are discharged, they may have sufficient resources to fall back upon. When an orphan girl attains the marriageable age, she is given away in marriage to a suitable husband belonging to the same community. During the year under report 9 marriages were celebrated and Rs 270 were spent. After marriage they are discharged and entrusted to the care of their husbands. These orphans were learning in different standards, 1 was in standard VII, 12 in standard VI, 28 in standard V, 24 in standard IV, 15, in II, 11 in II, 10 in I, 4 in below standard, 7 learning some profession exclusively and five were too young to join any school. Those who attended schools learnt some work during their leisure hours. 11 boys learnt Carpentry, 2 Masonry, 11 Tailoring, 19 Weaving, 1 Shoe-making, and one attended the Revenue Court as a candidate. Three orphans appeared at the 1st Grade Examination in Drawing and 2 at the 2nd Grade. The girls also learn something useful to them in their after life. The total expenditure incurred on account of these orphans comes to Rs. 6,739-12-4 (Rs. 3,422-14-3 for Amreli boys' orphanage + Rs. 2,803-8-3. Amreli

girls' orphanage + Rs. 474 for boys in Songad Boarding house + Rs. 39-5-10 for one girl entertained there.)

117. The following is the statement of the Sanskrit Schools in a tabular form.
Sanskrit Schools.

TABLE XXVII.

Number.	Name of School.	Number on the rolls.		Examination result.			Percentage of pupils passed to those presented in 1906-07.	Date of opening.
		1906-07.	1907-08.	No. of students presented at the examination.	Number of students passed.	Percentage of pupils passed to those presented.		
1	2	3	4	5	6	7	8	9
1	Petlad Vyakaran Shalla ..	62	44	25	23	92.0	86.2	1- 5-90
2	Karnali Rig Ved Shalla ..	25	25	25	16	64.0	64.0	29- 7-88
3	Dwarka Ved Shalla ...	88	80	60	44	73.3	44.6	1- 2-76
4	Dwarka Path Shalla ...	70	92	33	26	78.8	30.2	1- 7-94
5	Beyt Sanskrit Path Shalla (under inspection) ...	15	24	23	18	78.2	33.3	5- 3-93
6	Sidhpur grant-in-aid Sanskrit School ...	40	51	26	21	80.7	44.4	1- 9-97
7	Sojitra grant-in-aid Sanskrit School ...	40	13	18	12	66.7	94.7	27- 8-01
8	Shinor grant-in-aid Sanskrit School ...	55	51	36	23	63.9	86.3	1- 4-02
9	Baroda grant-in-aid Sanskrit School ...	22	30	21	17	80.9	75.0	1- 4-02
10	Petlad grant-in-aid Sanskrit School. ..	45	51	36	34	94.5	83.3	1- 6-06
	Total ...	462	461	303	234	77.2	62.4	...

118. Of the above 10 Sanskrit Schools, 4 were Government schools, one under inspection at Beyt, and 5 registered grant-in-aid schools at Petlad, Sojitra, Shinor, Baroda and Sidhpur. The total number of boys studying in these schools has remained almost stationary. The percentage of results shews an improvement in the nature of the work

done. No fees are charged in these schools. The total expenditure incurred on account of these schools was Rs. 1334 against Rs. 1270. The famous Sanskrit Library located in the Vithal Mandir contains nearly 6000 volumes of nearly Rs. 9633. A Shastri works there as librarian, and the annual cost of the library comes to Rs. 426. All have a free access to the library and the Brahmins who come from very remote parts of India for Shravan Mas Dakshina Examinations are generally pleased with this collection.

119. The state recognises the study of music as a part of liberal education as it appeals like poetry to the noblest instincts of the soul. Music Schools and Classes. During the year under report the state maintained four music schools, one in each division. The music school in the city of Baroda was opened on the 1st February 1886 under the late Professor Maula Baksha on the Karnataki system of music. The music classes are generally held in the evening from 6 p.m. to 8 p.m. to provide recreation to school children and utilize their leisure. The state schools have adopted the notation designed by him. Recitation is taught in music classes according to the notation devised by Professor A. M. Pathan. The following table shews the work done in the four schools.

TABLE XXVIII.

No.	Name.	Number on the rolls.	Number presented.	Number passed.	Percentage.	Remarks.
1	2	3	4	5	6	7
1	Baroda ...	165	117	114	97.4	
2	Navsari ...	217	150	136	90.6	
3	Patan ...	182	87	82	94.2	
4	Amreli ...	40	33	33	100.0	
	Total...	604	387	365	94.3	

120. In the Examinations in Music held on the 6th April 1908 in accordance with the Huzur Orders, 2 passed in piano, 1 in dilruba, 1 in Jal Tarang, 3 in Tabla, 1 in Sitar, 1 in Theory of Music, 2 in Harmonium, 1 in Euphonium, 3 in piccolo, 1 in Barytone, 4 in cornet and one in tenor trombone. The music schools referred to above were examined by Mr. A. M. Pathan, Superintendent of Music Schools. Music is also taught in the Female Training College and No. 1 Girls' School. Facilities for teaching music are also provided in Navsari Girls' School, Nos. 1 and 2 Girls' Schools in Patan, and No. 3 Marathi Girls' School in Baroda. This subject seems to have a special attraction because of its elevating and purifying influence and young girls take to its study very kindly. In all there were 473 girls who learnt music; of them 320 were examined and 294 passed.

121. The total number of boys at the end of July 1908 was only 9. At the time of the annual examination of the school, there were 12 boys in the senior class and five in the junior class. One old student was permitted to appear at the senior students examination. It is indeed gratifying to see that all the 18 students passed in their examinations. These students also read privately for other revenue examinations. 8 passed in the candidate's examination, 5 passed in the Talati's examination, and 3 in the Patel's examination. Mr. Sant taught for 76 days in all in the laboratory; students were made to observe the growth &c., of crops and on the whole the work done is reported to be satisfactory.

122. His Excellency the Dewan Saheb was pleased to pay a visit to this Scheme for its im- important school. The Naib Dewan has also suggested in his review of the last year's report that the question of improving this school should be considered in right earnest. The Superintendent observes in his report that a committee was appointed to suggest steps to be taken for attracting a larger number of students to this school, improving the teaching staff, and making the study of practical agriculture more thorough and efficient. The Government did not accept fully the recommendations made by the Committee and directed that the proposals for reorganisation of the Agriculture class may be made without causing any increase in the present expenditure. Their opinions and recommendations were submitted embodied in a tippan to the Huzur. He hopes that the school will be able to give a better account of the work from the next year. The total expenditure was Rs. 2,080, against Rs. 2,602 of the preceding year.

CHAPTER IV.

Other Schools.

123. Under this head are included (a) Grant-in-aid Schools (b) Urdu Schools (c) Schools for backward classes (d) School for the sons of Patels and Matadars and (e) Compulsory schools. The publication of a small brochure containing a brief history of the compulsory education ever since its introduction in 1892 till its application throughout the state is under preparation. This report does not therefore pretend to elaborately treat that question; but a special chapter will be devoted to it to shew how the scheme has been working. A bare reference will also be made to the village schools since during the whole year under report, they were under the complete control of the local boards. His Highness the Maharaja Saheb has been pleased to entrust the work of inspecting and examining them to the Education Department and as that order came into force after the expiry of the year a detailed account of the village schools does not naturally fall within the purview of this report. It has also been ordered by His Highness the Maharaja Saheb that all important and useful information regarding these village schools should be incorporated in the report of the Education Department. Such information will be embodied herein from the next year when the officers of the department will be

in a position to collect all the information in a systematic way quite suitable to the wants of this report. The grant-in-aid infant schools have ceased to exist and the unqualified but enterprising old Mahetajis have to close their ill equipped institutions owing to the introduction of free and compulsory education.

124. Schools started by private individuals and registered by the Department for the work of examination and inspection fall under this category. In one sense they are much the same as the now-non-existent grant-in-aid infant schools, only with this difference that the former taught upto any standard whereas the latter were opened only to relieve the congestion in the lowermost standard in the large vernacular schools. These schools receive grants according to the rules promulgated by the state. The managers of these institutions have to keep registers duly filled in and submit all information the Inspector may call for. There were 32 such schools during the year under report against 37 of the preceding year and 47 of the year 1905-06. The number shews a rapid decline and it is apprehended that when the department will have manned all its schools with trained teachers, people will, of their own accord, cease sending their children to these schools conducted generally on antiquated methods. The total number of children attending these schools was 2019 against 2280. The City of Baroda had 11 such schools attended by 617; the other Talukas of Baroda Division had 4 having 141 pupils: Kadi Division maintained 10 schools and taught 710 children while Navsari and Amreli had 3 and 4 attended by 210 and 341 children respectively. Of these 32 schools, 2 contained more than 100 boys, 20 had more than 50 children and 10 had below 50 children in them. The total amount of grants disbursed was Rs. 1989 against Rs. 2296. With a fall in the number of these institutions, a corresponding reduction in grant is the natural sequence.

125. In the census of 1901 the male Mahomedan population was returned as 84,339 while the female Mahomedan population was 80675. There were in all 60 Urdu boys' schools and 26 Urdu girls' schools having 6679 boys and 2259 girls in them respectively. The total comes to 8938. Over and above these as many as 3117 children of the Mahomedan community attended one Gujarati school or other owing to the want of an Urdu school in that locality. Thus the total number of Mahomedan children was 12055. This gives a percentage of 7.3. All the schools were examined by Messrs F. L. Pathan, B. A., L. T. and Mehdi Hussien. Till lately Mr. Mehdi Hussien had to examine the Urdu and Antyaja schools, but with the introduction of compulsory education, his work increased so much that single-handed he could not cope with the work. The appointment of another examiner was found indispensable and consequently Mr. Pathan was appointed to help Mr. Mehdi Hussien. He was given larger powers than those given to an ordinary deputy inspector and thus the work was considerably facilitated.

126. Dheds, Chamars, Khalbais, and such others come under this designation. Their census population is 163176 made up of 82153 males and 81023 females. It is really very interesting to trace the history of the education of this class which has been unnecessarily much maligned. His Highness the Maharaja Saheb shews great solicitude for raising this depressed class and giving

them many facilities to improve their status in life. If there is any community which has shewn a phenomenal rise in the number of school going children after the introduction of compulsory education, it is this so called depressed class. A beginning was made in the early nineties to give education to the children of this class. 10 schools were attended by 783 children in 1889-90. This number was more than doubled in course of five years and the number of schools rose from 10 to 21. These schools began to thrive by slow degrees and in the year 1899 there were 2000 children attending 25 schools. Then followed a series of bad years which some what told upon the prospects of these schools since the majority of this class had and has to depend upon honest hard work for maintenance. However till 1905-06 the number in the schools remained between 1500 and 2000. The greatest rise was however witnessed in the year 1906-07 when the number of schools rose from 18 to 247 and the number of children from 2000 to 9259. The past annual reports give some idea of the expenses incurred for the regeneration of this class. There are some reports wherein no special figures are given but making rough calculations from the figures available it seems that His Highness' Government has been spending nearly 5,000 Rs. every year for the education of this class. The state has nearly spent a lac of rupees from 1889 to 1905 for the purpose and now as the number of schools goes to 300 there is necessarily to be seen a large increase in the expenditure. Scholarships of Rs. 115 p.m. were awarded from 1905-06. Thus it is clear that special facilities are provided for this class. The year under report witnessed a great change in the progress and welfare of this community. To supply the poor promising Antyaja children with free food, free lodging and free education, and thus to enable them to carry on the pursuit of knowledge unhindered and at the same time to learn clean habits and good manners of the society, a Boarding house was ordered to be opened under the direct supervision of a well-educated, broad-minded superintendent. Such a boarding house was started during the year under report in the city of Baroda. That boarding house has at present accommodation for 25 boys and 25 girls. Mr. Atmaram is appointed the Inspector of Antyaja Schools and Superintendent of the Boarding house. He has no scruples and much of the difficulty is got over by his exertion and large-heartedness. He also teaches English to the male boarders. The annual expenses sanctioned for the Boarding house are Rs. 5,141. The unique institution was visited by His Excellency the Dewan Sahab and the Vidyadhikari. Once again calculating the amounts sanctioned for this community it is found that the state spends something like Rs. 50,000 for the purpose. There are about 300 schools costing about Rs. 37,000, the Boarding house Rs. 5,000, books slates &c. supplied to the children of the community costing about Rs. 5,000, scholarships, costing about Rs. 1,500 and prizes costing about Rs. 1000. Special scholarships are also sanctioned for those who want to learn English, and orders have been issued to engage the services of qualified men of this community, in various departments of the state. Mahomedans were appointed till now as teachers in Antyaja schools. However as Antyaja teachers qualify themselves for this work they are given preference over Mahomedan teachers. Another important item which deserves mention is that His Highness the Maharaja Sahab has sanctioned Rs. 60,000 for the construction of 6 suitable school buildings,

3 in Baroda, 1 in Pattan, 1 in Navsari, and 1 in Amreli of the same standard design as the schools for higher classes of people. These steps decidedly go to prove that His Highness the Maharaja Sahab has the interest of this community at heart and he leaves no stone unturned for uplifting it. Last winter a general meeting was held in the Nyaya Mandir under the exalted presidentship of His Highness the Maharaja Sahab where Mr. Sindhe of Bombay and the famous Swami Nityanand discoursed on the subject of the depression of this community. The meeting was also attended by the Antyaja schoolchildren and teachers. One Mr. Shivram Kamble of Poona a leader of the depressed classes and known as the Somvamshiya leader came down to Baroda to inspect the schools and he expressed his sense of gratification and agreeable surprise at the steps taken by His Highness' Government for the amelioration of this undeservedly neglected class. An Antyaja Samaj known as the 'Arya Soma Vamshiya Samaj' has been started in Baroda and its meetings are held every week where the social, and educational reforms are discussed. Mr. Atmaram says that the Samaj is doing useful work. During the year under report, two Antyaja candidates appeared at the senior Examination of the Training College and were declared successful. 5 Antyaja boys having passed Standard VI were taken up in the Settlement Department, 3 in the Police Department, and 22 in the Education Department. During the year under report there were 10798 children (10469 boys + 329 girls) of this class attending 300 boys' schools and 5 girls' schools against 9269 of the last year in 247 schools. Here it should not be forgotten that a very large number of children attends the village schools as well. The policy of giving encouragement by way of scholarships is continued. Scholarships of Rs. 119 were disbursed during the year under report.

127. During the year under report, the four old boarding schools, 3 for boys and one for girls, continued to work. These boarding houses are maintained, 2 in Songad, 1 in Vyara and 1 in Mahuva. The maximum number of boarders sanctioned to be kept in each boys' boarding house is 100, while that in Songad girls' boarding house is 50. The Songad houses keep orphans of the Navsari division in addition.

128. Below is given a table to shew how many boarders were entertained in each house, how many were presented for examinations and how many got through.

TABLE XXIX.

No.	Name.	Maximum no. allowed.	No. actually on the roll.	Average attendance.	Number presented for examination.	Number passed.	Percentage of 'pass.'	Remarks.
1	2	3	4	5	6	7	8	9
1	Songad boys' school..	100	100+10 *	72	103	79	76.7	
2	Vyara boys' school ..	100	95	89	97	89	91.8	
3	Mahuva boys' school..	100	100	74	98	74	75.5	
4	Songad girls' school ..	50	50+1 *	33	45	34	75.5	
Total..		350	345+11 *	268	343	276	80.5	

* This number shows the orphans.

129. It is really very interesting to see what an amount of good work is done by these four Boarding Schools started with the laudable aim of weaning these aboriginal people from the evils

Remarks.

of incivilisation and its consequences and bringing them into closer touch with other civilized people. It is not contemplated to manufacture teachers or Government servants from this class and it is a noteworthy feature that the Dhanka boys themselves do not crave for Government service, but engage themselves in agricultural pursuits. To help them in their profession and make them conscious of the blessings of Education is the ultimate goal of this unique measure. The first of these four boarding schools named in the table was started in 1885, the second and third in 1892 and the last in 1898 respectively. During the year under report, taking into consideration the figures of the boys' boarding schools, 9 students—all prepared by Mr. Fatehkhan—presented themselves for Std. VII examination and all got through. In Standard VI, 37 appeared and 32 passed; in Std. V, out of 63, 50 passed, while in Standards IV, III, II, and I, 59, 52, 47, and 22 appeared, and 43, 44, 36 and 20 passed respectively. In below standard 9 passed out of 9. In the girls' boarding school, 5 girls appeared at the preparatory class examination, and all were successful. 10 boys of the Vyara school have been allowed to learn English in the local English school, while two of the Mahuva school continue their pursuit of knowledge and learn English. Those who pass the requisite standard and leave the school get some service or take to their own honest profession where their knowledge considerably supplemented by a systematic training for half a dozen years, helps them a great deal. The above table shews that all the schools were full; it is rather hard to maintain very good attendance in the Girls' School, but there too, a marked improvement is seen. After a long vacation, girls hesitate to return to the Boarding House: but an old experienced teacher, quite conversant with the ways and manners of these folks and expert in persuading the refractory parents, is appointed, with the special mission of again gathering together the old band of girls and thus the attendance of the girls is generally secured. Once in the boarding house, they never miss their home. The Songad Schools are located in spacious well-ventilated Government buildings with kitchens, outhouses and other rooms for the teachers attached and arrangements are being made to lodge the boarders of the other two places in good buildings. Meetings are every week held where moral and educational subjects are discussed. As these students have been blessed with good physique and as they have to do outdoor labour no fear need be apprehended as regards their physical deterioration. Intellectual progress is made in the school rooms and even their moral education is closely looked after. The vice of drinking is sure to die out with the spread of education. The Dhankas have also organised a Sabha called Anarya Hitwardhak Sabha for the promotion of their general happiness. They were asked to write out an essay on 'How to improve their condition, there was a keen competition for the prize offered.

130. The carpentry course is, like other course, divided into six standards;

Songad and Vyara instruction is imparted accordingly. These two classes were started on 15th April 1890 and 19 June 1905, respec-

tively. The idea is to give the boys such training as would enable them to repair their agriculture implements and to prepare wooden articles of everyday use. They are not supposed to become expert carpenters, but in very small hamlets the want of a carpenter is very keenly felt and these students when they go home after finishing their education utilise their knowledge and try to meet that want to a certain extent. During the year under report 78 boys from Songad and 97 from Vyara appeared at the examination in carpentry out of 92 and 100 on the rolls; & 53 & 89 respectively were declared successful. Besides the students of the Boarding Schools other students from the local Gujarati and Marathi Schools are allowed to join these classes which serve them for instruction in manual training.

131. His Highness' Government were not satisfied with giving these people

Songad and Vyara Model farms, sericulture, and lace making.

only rudimentary education: the central idea was to make them useful units of society learning to depend upon themselves and not to look for help to extraneous sources. The hereditary occupation of these people is agriculture. It was found desirable to teach them this subject on the recent improved methods. For this purpose agricultural model farms were attached to Songad and Vyara schools. They were opened on 1st May 1890 and 19th May 1906 respectively. The Songad farm has been working for the last 18 years and the management of the Head Master is so perfect that no year shews any defeat. During the year under report it declared a net profit of Rs. 265-14-1. The Vyara farm has been recently taken. The sinking of the well has not been finished: the ground is not all broken, and there is still much work for the Head Master of Vyara school: but fortunately the existence of a similar farm at Songad is in itself an impetus to him and he is sure to try to vie with Songad teacher in his work whose labour the Department has never failed to appreciate. The Vyara farm shewed a net loss of Rs. 102-0-7 against a loss of Rs. 516 of the last year. This is in itself sufficiently cheering and shews the sincerity and conscientiousness of the man working there. From the next year the farm is bound to be a self supporting if not quite a paying concern. In the examination held in agriculture 84 and 97 boys out of 100 and 100 in Songad and Vyara appeared and 77 and 76 were successful respectively. Sericulture also forms an additional feature of these institutions. The boys and the girls of the Songad boarding schools have to learn sericulture and good hopes are entertained that sooner or later these children will adopt sericulture as a cottage industry and will be very useful subjects of the State. The Songad farm measures 79 bighas out of which 30 are reserved for grass growing: the farm at Vyara measures 50 bighas out of which 20 bighas are to be considered waste land. Cultivation could be made only in 49 bighas in Songad and 30 in Vyara. 63 kinds of crops were experimented on in the Songad farm. In his review of the annual report of the Department, the Naib Dewan was pleased to suggest that the Department should try to see whether Kadi Division could not have one model farm at some convenient place. The department has invited the opinions of the local officers and after complete deliberation it will formulate its scheme and submit it for the consideration of His Highness the Maharaja Saheb. Lace-making has been introduced in the Songad girls' boarding house from 7th May 1906. A fresh

sanction has been given to continue the class till 7th May 1909. The girls have been doing excellent work : it has been suggested that some other industry immediately useful to these people should be taught and lace making done away with. The department is paying its most anxious attention to this matter and by the time the period of sanction expires, some definite lines will have been chalked out for replacing the lace making by some other industry.

132. The total cost of the Songad boarding house with its carpentry class and the model farm was Rs. 7,825. The girls' house cost Rs. 2,417; while the Vyara School, its farm and carpentry class cost Rs. 6,544. The Mahuwa School was maintained at the annual expenditure of Rs. 5,171. Thus the total cost of all these institutions amounted to Rs. 20,057 against Rs. 19,001. The incomes of these institutions were Rs. 2455 and the net expense came to Rs. 17,602. The average cost per pupil was Rs. 51.

133. With the object of training up the sons of Patels and Mukhis, the future headmen of the villages for the work of Patel and Talati, Government sanctioned a Boarding School in Amreli for 50 boys and ordered that (a) some knowledge of Civil and Criminal work should be imparted to the students, (b) that sons of other than Patels might avail themselves of the training in the Patel Boarding house if they chose, that (c) the parents should bear all the charges, and in case they were unable to bear the whole burden, they should pay something at least; but in the beginning the expenses should not be so high as to prevent the students from joining the school and the sons of Patels should be exempted from all charges for the first three years. In pursuance of the above-mentioned orders the above school was started at Amreli on 2nd February 1907. During the year under report, there were 42 boys (41 Patels + 1 non-Patel.) Of these 42 boys, 5 were 14 years old, 8 were 15 years old, while 5 were 16. Whereas 3, 7, 6, 3, 5 were respectively 17, 18, 19, 20 and above 20. There were 39 Kunbis, 1 Brahmin, 1 Luhana and one Sagar making 42 in all. The course of study has been distributed over three years. Agriculture both theoretical and practical, (a model farm of 30 bighas is to be taken over for practical agriculture) revenue acts and rules, ordinary education given in vernacular schools and surveying—these form the principal subjects of instruction. His Highness the Maharaja Sahab has lately ordered that instead of three years the whole work must be finished in a couple of years; consequently the whole syllabus is recast and in future instruction will be imparted accordingly. The staff of this school consisted of a Head Master who is a diploma-holder in Agriculture of the Bombay University, a revenue teacher, and a trained teacher. The sons of Patels are fed and lodged at Government expense. They have to pay a nominal fee of Re. 1; while non-Patels have to pay Rs. 5 p.m. But during the year under report there was one such non-Patel only.

134. The village schools remained under the control of the Local Boards. Mr. Ambashankar P. worked during the year under report as Gramya Shalla Assistant to the Vidyadhikari, his

duty being to inspect and visit these schools on behalf of the Vidyadhikari, point out the drawbacks, and harmonise the working of these schools with that of the regular government schools and thus to keep the Vidyadhikari informed from time to time of the details of these small but useful institutions. He visited 234 schools and reported the defects &c. to the authorities concerned. He is an experienced Deputy Inspector, well up in the details of the school administration. He did good and useful work in his quiet manner. The necessary information regarding these schools will be given by the Local boards; but the important figures may be cited here with advantage. There were 1556 boys' and 17 girls' schools having 47563 boys and 12727 girls in them making a total of 1575 schools teaching 60290 children. The girls learn in the boys' schools also.

135. There were 13605 boys and 5021 girls of these communities making a total of 18626 against 9791 of the preceding year. These figures do not include the Koli Bhil children learning in the village schools where they generally form a majority. Of these 15 were in Std. VII, 214 in Std. VI, 276 in Std. V, 491 in Std. IV, 874 in Std. III, 1431 in Std. II, 4757 in Std. I and 10568 in below standard. These figures are satisfactory.

CHAPTER V.

Compulsory Education.

136. Now that the primary education has been made free and compulsory, it is but meet to give a short bird's-eye-view of the history of its origin, growth and development since its beginning in 1892, when it was first introduced in the taluka of Amreli as a tentative measure down to the year 1906-07 when it was made more universal in every village and town of the state. It was in the year 1892 that His Highness the Maharaja Sahab mooted the question of compulsory education, and after making the necessary inquiries, full details of which have already been given in the past reports, primary education was made compulsory in ten villages of Amreli taluka in 1893. Ten additional villages were brought under the law in 1895; ten more in 1897 whereas in 1898 in 20 new villages primary education was made compulsory. In 1901 one more village was added, and till the application of the law throughout the state, all the villages in the Amreli Taluka were subject to this law. In the year 1905, His Highness the Maharaja Sahab, while touring in Europe and America, expressed his desire in a letter to the Council dated the 8th September 1905, to consider the question of making primary education compulsory throughout the state. The Department accordingly prepared the figures in the light of the suggestions made by the Council, and His Highness the Maharaja Sahab gave a general approval to the recommendations made by the Council. Special tippons were, one after another, submitted for introducing the measure in the various Talukas of the state and sanctioned

were as readily given as they were asked for. All these details have been briefly noted in the last year's report and it is no use going over the same ground once again. The salient features may therefore be touched here. To begin with the age limit; The

The salient features of the measure.

age limit for the boys is 12 while that for the girls 10; and the limit of compulsion ceases when the child has studied upto Standard III. That is in other words, if a child has completed its study in Standard III or has completed its 12th year in the case of boys and 10th in the case of girls, there is no compulsion at all. Education in these standards is absolutely free. One great boon conferred by His Highness the Maharaja Saheb at the time of the celebration of the Silver Jubilee of his reign was that education was made absolutely free in all the vernacular schools in all the classes. If the people will be found appreciating the benefits of compulsory education, His Highness intends to raise the standard of compulsory education. In introducing compulsory education, the state had to face numerous difficulties but it was prepared to face them square and fare. As long as primary education was made compulsory in Amreli Taluka, it did not

Difficulties and how they are met.

attract the attention of the outside world. But when the state took up the more ambitious work of applying the law to the whole state, people from outside had their attention arrested. Difficulties were raised, utility of primary education by compulsion was disputed and it was believed in some quarters that His Highness had been making an experiment only. The chief objections raised by the outside people who expressed their views *ex cathedra* in the press may be briefly noted and side by side with them one may also note what preparations are made by the state for coping with the difficulties which appear insurmountable to other people. (1) The first and the most misleading statement that the measure inaugurated by His Highness the Maharaja Saheb is not permanent but only tentative may be removed only by a word that that is not true. Compulsory primary education has come to make a permanent stay. (2) The difficulty of the inadequacy of funds is not felt insurmountable here since the policy of the government is, to say the least, most liberal towards education. (3) The third difficulty regarding the supply of books, slates &c. in case of the masses in spite of higher wages is met here because His Highness the Maharaja Saheb every year assigns a pretty large sum for the purchase of these materials to be given gratis to the very poor children. (4) Children of the agricultural populations do not find it hard to attend the school because school time is kept to suit various seasons and the nature of the work to be done by these children. (5) The difficulty of having suitable airy and well-ventilated buildings will indeed be experienced for a long time, but the state tries its best to remove this difficulty by providing a very large building grant in the budget every year: the state sees no propriety in waiting till all the buildings are constructed. (6) Want of trained teachers will in course of time cease to be a real want with the scope of the Male and Female Training Colleges considerably enlarged. (7) The utility of the primary education by compulsion is disputed, but the controversy may be dismissed by one word that that is the foundation of all education, and it is sure to improve the general mental condition of all the people and besides making them good and loyal citizens it will add con-

siderably to their worldly happiness. (8) The fears apprehended about corruption and extortions are not altogether unfounded; but the law has fully safeguarded the interests of the people for whose welfare alone the measure has been introduced. (9) It has been said somewhere that depressed classes will be forgotten: but this state makes the very best provision for these classes. Elsewhere in this report, it has been fully shown how anxious His Highness' Government is for the amelioration of this backward community. (10) This measure is not likely to cause any special annoyance or hardship to the people since a considerable margin is left for the children to remain absent or to go on leave or to be exempted from

Grounds for exemption.

the operation of the law. What the valid grounds of exemption from the operation of the law are, may now be summarised. (a) If the stay of the child is indispensable at home owing to the senility or infirmity of the parents, (b) if the child is itself disabled or unfit to learn on account of some physical defect, (c) if the nearest school is more than a mile from the place where the child lives, (d) if no special school is opened for the child of that community for which special schools are opened, (e) if the child is the only bread winner of the family, (f) if the child has to leave the state for good, and lastly (g) if the child finishes its compulsory standard of education or (h) attains the compulsory age limit, exemption from the law is given. Parents and guardians of children are warned for the absence of children on the first two occasions. On the third, fourth and fifth occasions they are made liable to pay a fine of two annas only; and even after such mild treatment if the parents continue to be obstinate they are to be sent to the Mamlatdar who is authorised to fine them from two annas to two rupees. These warnings or fines are to be given or imposed only if the child remains absent for ten consecutive days or 15 days in all in one calendar month without permission; but permission is granted for remaining absent on valid causes being shewn; if the child is ill or if its presence is needed at home owing to the illness of another member of the family or if the child is to be sent out, permission is ungrudgingly given. Such permission is given by the head teachers for a period of three months, and the deputy inspectors of Talukas and the City Supervisor for compulsory education are empowered to grant such leave for any reasonable period of time. Thus it will be easily seen that the difficulties of the people have been fully anticipated and provided against. All this work is entrusted to the teachers and the servants of the Revenue Department. The police and Magistracy have nothing to do with enforcing admission and attendance and one can see that the possibilities of corruption or extortion have been reduced to the lowest minimum possible. Experience has shewn that the people have begun to appreciate the good measure and have never disclosed any hostile attitude. It is hoped that the rigour of the law will not be felt by the people.

137. The following table shows the number of compulsory education schools at the end of the official year. One need not go away with a wrong impression that these are the only schools where compulsion is made but they are really the new schools opened for meeting the additional wants. All the schools are under compulsory law. Children are at liberty to join any school most convenient to them, and in each and

every school, either managed by Government or the Local Boards, the law is enforced. Really speaking, to call these schools compulsory education schools is creating a misunderstanding; they are virtually the additional schools; their number may go on decreasing or increasing according to the local needs. However it can give a fair idea of the number of new schools founded for the success of the compulsory measure. One thing which however differentiates these schools from the old schools is this that the majority of them teach upto Standard III only; if the child wishes to learn more, it has to go to the old school. Time will come when all schools will be teaching all the standards, as sufficient inducements are held out to teachers who open higher standard classes.

TABLE XXX.

Schools (according to language.)	Baroda City.				State schools excluding Baroda City schools.			
	No. of schools.	Students of compulsory age limit.	Students of non compulsory age limit.	Total.	No. of schools.	Students of compulsory age limit.	Students of non compulsory age limit.	Total.
1	2	3	4	5	6	7	8	9
Gujarati boys' schools.	5	350	90	440	107	6569	1158	7727
Gujarati girls' schools.	6	484	179	663	220	10805	1869	12674
Marathi boys' schools.	2	111	12	123	..	..	..	..
Marathi girls' schools.	3	181	74	255	..	..	..	..
Urdu boys' schools.	3	269	49	318	24	1244	267	1511
Urdu girls' schools.	4	291	112	403	13	792	125	917
Antyaja boys' schools.	3	199	22	221	282	7692	751	8446
Antyaja girls' schools.	..	..	..	..	4	195	44	239
Total ..	26	1885	538	2423	650	37297	4217	31514

Out of the four divisions, Kadi has got the greatest number of new compulsory schools. It is worth noting that, of these 676 compulsory schools as many as 289 are meant for the low classes. It has already been stated that the direct and immediate benefit of this measure is got by the depressed classes. The work of starting new schools was commenced in the year 1906-07, and the good effects produced upon other backward classes have been noted already in my last report. During the year under report, nearly 700 more children of the Maratha community, 100 more of the Vagher community, 600 more of the Kanbi community, 1,500 more of the wandering classes and 1,600 more of the Antyaj class took advantage of primary education than those of the last year.

138. The following table will shew at a glance the number of compulsory schools with students, in the four divisions, both of compulsory and non-compulsory age limit.

TABLE XXXI.

Language.	Baroda Prant.				Naosari Prant.				Kadi Prant.				Amreli Prant.				Total.				Remarks.
	Number of schools.	Compulsory age children.	Non-compulsory age children.	Total.	Number of schools.	Compulsory age children.	Non-compulsory age children.	Total.	Number of schools.	Compulsory age children.	Non-compulsory age children.	Total.	Number of schools.	Compulsory age children.	Non-compulsory age children.	Total.	Number of schools.	Compulsory age children.	Non-compulsory age children.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Gujarati boys' schools.	13	919	206	1,125	5	309	23	332	49	3,620	572	4,192	45	2,071	447	2,518	112	6,919	1,248	8,167	
Gujarati girls' schools.	68	3,233	583	4,068	30	1,880	220	1,600	100	5,552	816	6,168	28	1,624	179	1,403	226	11,283	2,048	13,337	
Marathi boys' schools.	2	111	12	123	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Marathi girls' schools.	3	181	74	255	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Urdu boys' schools.	9	512	152	714	7	469	80	549	9	886	68	454	2	96	16	112	27	1,518	316	1,829	
Urdu girls' schools.	..	7	417	124	571	2	129	36	175	6	377	37	414	2	40	160	17	1,083	237	1,320	
Antyaja boys' schools.	108	3,300	355	3,655	44	711	139	850	115	3,498	219	3,767	18	842	38	375	285	7,891	776	8,667	
Antyaja girls' schools.	..	..	..	..	..	..	..	..	..	4	195	44	239	..	..	..	4	195	44	239	
Total ..	210	8,753	1,756	10,639	88	3,003	493	3,506	283	13,468	1,716	16,254	95	3,953	715	4,668	876	29,182	4,755	33,937	

139. It has already been said in the last year's report that a special officer has been appointed to look after the work of compulsory education in the City of Baroda where owing to the vastness of population, the educational authorities had no time to look to the attendance work of children. Mr. Dwarkadas L. Patel has been doing his work with energy and tact, tries to see that no child escapes, reports the defaulters to the proper authorities, and proves himself to be serviceable to the department in every possible way.

140. The total expenditure incurred on account of these new schools including pay, contingent grants, dead stock articles &c. amounted to Rs. 179720 during the year under report. The pay of the officers of the Department is not included in this because they have had to do work for all schools and no definite line could be drawn which would divide the expenditure of inspection between old and new schools.

141. During the year under report, in the light of experience gained during the previous year it was found essential to engage the services of several clerks to assist Vahivatdars in the process of levying and collecting fines. One clerk was given to the Vahivatdar of each Taluka who was responsible for the work of attendance of school children. He received reports of non-admissions and absentees from the school masters and orders from the Vahivatdars as to the amount of fine in individual cases. He communicated the orders of fines to the Talatis asking them to collect fines and remit the amount to the treasury. It is expected that for the first few years the work of the fine collection will be difficult. But as the measure of compulsory education becomes better understood and its inherent advantages well comprehended, this work will be very much lightened. From the next year when people will have thoroughly understood the law and the consequent liabilities they would realise the necessity of sending their children to school and will see that they do not come under the clutches of law. The Vidyadhikari is empowered to write off any amount of arrears when it is proved that there are no possible means to recover them. The total amount thus written off during the year under report was Rs. 836.

CHAPTER VI.

Miscellaneous.

142. It has been aptly observed by the Naib Dewan in his review of the report for the year 1906-07 that the complaint of the Department for buildings remains as loud as before. The introduction of compulsory education has greatly accentuated the need; but when it is remembered that the State is prepared to spend something like Rs. 1,00,000 per year after buildings, that some charitably disposed people come forward with their money for constructing school houses, and that the chowras, Dharamshalas and such other places are, in many villages, used as school houses,

it may be fairly hoped that sooner or later a large number of schools will be well accommodated in suitable houses. With a view to save time and enable the Engineering Department to begin the work promptly as soon as the construction of buildings is sanctioned, the Educational Inspectors are asked to keep the lists of schools to be built ready and settle finally the selection of sites also. Revised standard plans have received the final sanction of Government and every effort is made to expedite the construction of school houses. Again the Department has to pay first attention to the construction of school hostels where they are urgently needed and under these circumstances it is but natural that a pretty long time will elapse before the question would be satisfactorily solved. There are at present 92 minor buildings and 89 large spacious ones making a total of 181 in all. During the year under report the buildings at Dhavat, Borsi, Chorisi, Palsana, Amreli, Mehasana, and Damnagar were under construction. Roughly speaking there are 200 buildings and 1200 schools: so the State has still to provide school houses for a large number of schools.

143. The importance of physical education cannot be too much exaggerated. People have of late begun to understand its value and have learnt to pay attention to the physique of their children and not to allow to develop the intellect at the cost of body. The state tries every year to increase the number of gymnasium teachers and gymnastic apparatus are supplied to the schools where such teachers are appointed. Native games, drill and such other means of imparting physical education are carefully utilised. Even in girls' schools some time is kept for play. During the year under report 43 places of gymnasium teachers were sanctioned and out of these, 34 places were supplied with teachers. With the systematic multiplication of these teachers and the 'Akbadars' the state will some day have the satisfaction of seeing almost every pretty large town or village provided with a school gymnasium. Prizes of the aggregate value of Rs. 40 for proficiency in calisthenics were distributed to the successful scholars of the Female Training College and female teachers out of the interest of the donation made by His Excellency the Dewan Sahab in commemoration of the wedding of the Yuvraj Fattesinhrao. Similar prizes of the aggregate value of Rs. 30 were distributed to the best boys of the Baroda City schools by competition in athletic sports including native games. Thus a good impetus is given in physical education in general.

144. The Department makes no specific pretensions so far as moral education is concerned. In the region of moral education, the old maxim 'Example is better than precept' holds good. Children are reputed for possessing the instinct for imitation; their minds are most impressionable and the environments have special effect in moulding their character. They are in the four walls of the school room only for 5 or 6 hours; and during this time though the teacher does not give any special lessons in ethics, he is at liberty to discuss moral questions on lessons occurring in the reading books and point out the right method of judging and acting. The greater part of the time of children is spent at home and though the school teachers try to do their best in this direction, their efforts go to a certain length only, the main work depending on the parents and home life. The

conduct and character of the children however are carefully watched and departure from the acknowledged rules of morality and discipline are made punishable. To a college professor of great reputation for learning, the state has entrusted the work of preparation of two books, one meant for the teachers and the other for children, both of which are meant to serve as useful guides in this direction.

145. Every Taluka school possesses a fairly large collection of useful specimens, models, diagrams, charts &c. The idea is to make use of these educational aids at the time of teaching the children by way of illustrations. No amount of theoretical instruction would serve the real purpose unless it is supplemented by actual practical illustrations. The new Reading Series contains numerous lessons on the various branches of science; the necessary information was therefore again called for and the fresh lists were prepared of the things to be newly supplied to the schools. It must however be added that everything depends upon the teachers. If they understand fully the gravity of the responsibility of the charge, they will never fail to make a good use of these collections. It has been decided to order four or five sets of simple physical apparatus for demonstrating the principal facts of natural phenomena and various properties of matter and supply them to the Taluka schools. His Highness the Maharaja Sahib has been pleased to sanction Rs. 5000 for the purchase of the above. The Baroda Museum is open to all and the teachers of Baroda schools take their pupils often to this unique collection to expand their ideas and add fund of information.

146. Every encouragement is given to this system. Unless the teachers develop powers of observation and fully study the child nature they cannot do much in this direction. This subject forms an important part in the curriculum of the Training Colleges and as the supply of trained teachers will be increasing from year to year we can reasonably look forward to a time when greater enthusiasm will be displayed by the teachers in adopting this system. 'The Paradise of Childhood' has been translated and a copy is given in each school. Here too much depends upon the intelligence and enthusiasm of teachers.

147. Government prizes were distributed as usual in different schools after the annual examinations, and the total value of the same amounted to Rs. 9041 against Rs. 6600. In addition to these prizes, many petty gifts were given to school children by private gentlemen who visited the schools or attended the gatherings for prize distributions. The total sum thus contributed by such private gentlemen amounted to Rs. 6103-1-1 during the year under report. These gifts are officially acknowledged in the Kelavani Magazine.

148. To the scholarships and prizes referred to in the previous reports some more have been added during the year under report. (1) Mr. Naranlal Narbheram Vyas of Visnagar gave Rs. 200 out of the interest of which prizes are to be awarded to the best girls in the girls' school there. (2) The Nagar Brahmin fund provides facilities

ties to the best and poor Nagar Brahmin boys in the form of books, fees &c., in Visnagar. (3) A sum has been set aside by Chunibai Shethani for perpetuating the memory of Mr. Vrajlal Hakamechand Parikh and rules and regulations are being drawn up for the due management of the interest. (4) The chairman of the Anavil Female Education Society fund gave Rs. 24 by way of scholarships to the girls of the Anavil community at Navsari. (5) Sheths Girdhar Jetha and Kalidas Jutha of Dwarka have founded scholarships for the children of the Luhana community for perpetuating the memory of the visit of His Highness the Maharaja Sahib to Dwarka. (6) Twenty boys of the Pathshallas of Dwarka are provided with clothes, books &c. by M. Madhavji Maharshi Thakkar of Varwalla.

149. During the year under report, there were in all 73 vernacular schools in the capital having 10,750 pupils against 77 teaching Baroda City Schools, 10347 pupils of the last year. The decrease has been accounted for elsewhere; and as it is not a very large one it does not merit any special comment. Of these 1730 students were in the higher classes against 1574 of the last year. 213 boys and 14 girls joined the English schools. There were 72 children of the Sardars and Assamdars against 46 of the last year. There were the same 7 military schools, 3 teaching Marathi and Hindustani and four others. Out of 527 pupils on the rolls, 458 presented themselves for examination and 329 passed, thus giving a very satisfactory result of 71.8 per cent. The Jail School having only 24 pupils was examined by the Deputy Educational Inspector. There are two other military schools in Amreli—one Dhari battalion school of 127 pupils out of whom 25 were examined and 24 passed and (2) the Okha Battalion school of 95 pupils of whom 88 were examined and all passed.

150. Teachers' associations have long been established in connection with principal schools; their object is to afford opportunities to the teachers to mix freely with one another once a week and exchange their views on various topics under proper guidance. They are strictly forbidden to discuss political matters. The Head Masters of the principal vernacular schools in the stations generally preside over their deliberations and all the teachers of the place attend the sessions every Saturday afternoon. There were 24 such 'Sabhas' in the Kadi Division, 14 in Baroda, 7 in Navsari, and 9 in Amreli making a total of 54 in all. The Female Teachers' Association sessions are held every week on Saturday in the College building. All the head mistresses and female teachers and scholars of the College meet and discuss educational subjects under the leadership of the Lady Superintendent. Special suggestions are made on the Kindergarten system and criticism lessons. During the year under report two social gatherings were held in the premises of the Female Training College.

151. During the year under report 212 schools had to be kept closed for a longer or shorter period on account of plague. Plague always hinders the progress of the schools and considerable hardship is caused to the teachers and the children; but it is a providential ordinance.

152. For the encouragement of the study of ancient Sanskrit Literature, His Highness the Maharaja Sahib generally assigns a sum of about Rs. 20,000 which is called the Shravan Mas Dakshina fund.

Those whose names have been registered for proficiency in different branches of Sanskrit learning and those who appear every year in the examinations and pass them are given Dakshinas according to the rules sanctioned by His Highness and promulgated in various parts of the country. Every man is eligible for this examination provided he comes upto the intellectual test fixed. No caste distinction is made. As usual the annual examinations were held in Ashad and Shravana. In each subject no less than two examiners are appointed; one of them is a shastri and the other a university graduate grounded in special subjects. Examinations are held after the system of the University. The subjoined schedule shews how many students appeared in different subjects and how many got through and what amount of Dakshina the successful candidates were entitled to. If a candidate once passes some examination, he is entitled to the Dakshina every year till the end of his life. There are, however, some subjects for which lump sums are given at a time.

TABLE XXXII.

Subject.	No. appeared.	No. passed.	Dakshinas Rs.
Vedas	1	...	...
Law	12	10	47
Advaita Philosophy	2	2	13
Shuddha Advaita	3	3	8
Dvaita Do.	2	2	36
Grammar	7	6	96
Logic	11	10	63
Rhetorics	12	12	54
Poetry-drama	36	33	196
Astrology	3	3	21
Astronomy	1	1	3
Medicine	3	1	4
Mythology	30	36	244
Kirtan	3	3	41
Total.	126	112	826

The total amount of Dakshinas distributed together with the cost of the establishment and the honorariums given to the examiners came up to Rs. 19,050 (against Rs. 19,192 of the preceding year) out of the budget grant of Rs. 19,753. A sum of Rs. 2747 was assigned in the budget for getting Sanskrit books on law translated into vernaculars. This work was entrusted to the well-known and well-read Shastri Badarinath who was given an amanuensis to write to his dictation. The amount paid to this writer amounted to Rs. 460. Till lately the translation work was done by two Shastris, but one of them is dead, and now only one Shastri has been doing the work, and unless his work is supplemented by some other equally learned Shastri, the translation is bound to go on slowly.

153. During the year under report, as many as 167 head teachers of schools in small villages did the postal work. The remuneration given to these teachers varied from Rs. 3 to Rs. 5, and it is a satisfactory feature to be noted that they have not given any cause for complaint as regards their legitimate work and the postal work as well.

154. During the year under report 356 tippans were submitted including those from the Kala-Bhavan and other subordinate officers. Tippans &c. Except one all were disposed of and 30 tippans of the preceding year were disposed of also.

155. Mention has already been made in the first chapter as regards the students learning outside sent by the English Education Department. During the year under report, there was one student Mr. Mahiyarji Ratanji Ghadiali in England studying plumbing and sanitary engineering. He passed the B. Sc. Examination in Technology in July last; there were two students in Japan, Mr. J. J. Savant L. C. E. and Mr. W. G. Gokhle B. A. the former studying Electric Engineering, whereas the latter mining and metallurgy. Again there are two students Messrs. N. N. Roy and D. M. Bose working in laboratories in England under the direct supervision of the well-known Dr. Bose of Calcutta. Each of these scholars is given £ 10 per mensem. Mr. Nandnath. K. Dikshit, B. A. returned in September 1907 after having qualified himself in Pedagogy, while Mr. P. M. Desai, B. A. returned in February 1908, from America. He too had been sent out for specialisation in Pedagogy. Mr. Dikshit and Mr. Desai both specialists in Pedagogy have been made Head Masters of the Male and Female Training Colleges respectively. Six students are also sent out to the different educational institutions in India. Each of them is given a monthly scholarship of Rs. 20/ over and above his bona fide educational expenses. Carpenter Gordhan Garbad has been learning woodcarving at the Mayo School of Art, Lahore. Mistri Laloo Jagjivan has been learning the same subject at the Madras School of Art. Sheth Mahadev Khandu has gone to Jeypore School of Art for learning enamelling. Keikhashraw Jamsejji Mulla has been sent to Bombay to the Sir J. J. School of Art for specialisation in Iron Work and moulding; the same institution has entertained another scholar Manekshaw Pestanji Patel for oil-painting and silver-work; while Plaster-work and

brass response is taught to Balvant Govind Nimbalkar in that school. This shows that the state is quite alive to the needs of the times and tries to prepare students in technical branches of study too. Mr. W. R. Talvalker L. C. E. is selected by the P. W. Department to study Architecture. He has gone to England with a scholarship of £ 150 per year and is studying in London under the supervision of Mr. R. F. Chisholm. He left India on the 5th of September 1907.

156. With the ultimate aim of spreading knowledge amongst the masses and of awakening their interest and keeping them in touch with the intellectual and industrial movements going on in India and other civilized countries, His Highness the Maharaja Sahab was pleased to sanction a handsome sum of Rs. 30,000 for opening libraries and reading rooms in those villages where such facilities did not exist. The department formulated a scheme which was sanctioned with a few additions and alterations here and there. Three principles were laid down by Government; viz (a) that Government should contribute as much as the people would collect—but never exceeding Rs. 24 every year, for the purchase of newspapers, journals and periodicals, (b) that Government should send a set of books of different kinds of literature, Art, Science &c., worth Rs. 100 if the people could send any amount to the Vidyadhikari upto Rs. 100 and (c) that the libraries would remain the property of the public so long as they would be in a state of efficiency; in case circumstances required that the libraries should be closed, the books &c., were to become state property, under the direct control of the head master of the local vernacular school. This was not all. It was also ordered that such new libraries should be supplied with such books as the Bhashantar store could spare. Under this special concession it has been roughly estimated, that each library gets books worth about Rs. 125. Efforts are made to popularise these new institutions and it is hoped that the interest created by them will be sustained. The local boards of the four divisions take an interest in these institutions of public utility and make over a sum of about Rs. 2,900 for the purchase of newspapers for these libraries. It is interesting to see how the scheme has worked during the year under report.

157. Of the Rs. 2,900 promised by the four Local Boards, Baroda contributed Rs. 900 the exact amount due from that body; Kadi contributed only Rs. 550 when it should have contributed Rs. 1,000; of Rs. 700 due from Navsari, nothing at all is received, whereas Amreli has contributed its full mite, i. e. Rs. 300. Thus only Rs. 1,750 have been contributed and Rs. 1,150 remain unpaid. Steps will soon be taken to recover the outstanding amount. Of this sum of Rs. 1,750 as much as Rs. 1,511-8-0 was spent for newspapers &c., and the balance of Rs. 238-8-0 is on hand for future expenditure.

158. As regards the development of the scheme it may be observed with satisfaction that Baroda division has got 14 circulating libraries, 60 Mitra Mandal libraries and 14 pure reading rooms, while Kadi division has got 11 circulating libraries, 10 Mitra Mandal libraries and as many as 39 reading rooms. The numbers of these institutions in Navsari and Amreli divisions are respectively

1, 0, 2 and 0, 4, 5. Thus there are in all 26 circulating libraries, 74 Mitra Mandal libraries and 60 reading rooms making a grand total of 160. Books have been supplied to most of these institutions and arrangements are being made for equipping those that have not got any books from the Bhashantar store. There are 11 villages, the people of which have sent in their collections here, and orders are being issued to supply them the required books &c. As each library is to get a set of books worth Rs. 100, and as it is also to be supplied with the books from the Bhashantar store worth about Rs. 125, by the time these 100 libraries will be fully equipped, there will be, in all, books worth about Rs. 22,500 in all these institutions. During the year under report, books have been supplied to 100 libraries. Government spent Rs. 5,991-9-3 for buying books for these institutions. This amount together with Rs. 2525 the total contribution from the people brings the total to Rs. 8516-9-3. A large demand of books was made at a time owing to this scheme and booksellers gave very liberal discount which amounted to Rs. 3206-8-6. Thus the total amount of money spent after books comes to Rs. 11723-1-9. The Bhashantar store books have been given to 40 libraries: assuming that each of these 40 libraries is given books worth Rs. 125 gratis from the store, the total value of the books thus supplied is Rs. 5000. In all, at the end of the year, there were books worth Rs. 16723-1-9 in these 100 libraries. It has already been observed that the State spent Rs. 5,991-9-3 for books out of the original grant of Rs. 30,000. Rs. 200 were spent in packing the parcels and Rs. 222-12-9 after maintaining a clerk for the work. The total which the state spent came to Rs. 6,414-6-0. A sum of Rs. 1100 has been given to the Vaso library as a help for the construction of the building and the balance on hand at the end of the year is Rs. 22,485-10-0. This is really a satisfactory condition of the library fund and it is hoped that in the near future full advantage will be taken by the people of the generosity of His Highness, and his noble intentions for the public weal will be liberally appreciated.

199. Before the starting of a number of circulating libraries and ^{other public libraries} libraries, educated people of advanced views had organised such institutions and their efforts were in many cases supplemented by those of the local officers. Some of these libraries are very splendid and contain very rich collections of valuable books and are veritable proofs of the interest taken by the enlightened public in such educative institutions. Many of them order very good English and vernacular newspapers, magazines and other periodicals. Some of them are placed on very good footing. The following is a table shewing the present assets of these institutions.

TABLE XXXIII.

Number.	Name.	Number of books.	Average monthly income.	Whether there is a building or not.	Remarks.
1	2	3	4	5	6
<i>Baroda Division.</i>					
1	Petlad Public Library ...	2,459	25	Yes.	
2	Petlad Gattulalji Library.	3,000	Absolute-ly free.	No.	
3	Dharmaj... ..	425	20	Yes.	
4	Bhadran Native General Library	2,680	Not avail-able.	Yes.	
5	Bhadran Viththal Library	1,035	Do.	No.	
6	Vaso	300	8	No.	
7	Sojitra	1,200	6	Yes.	
8	Savli Aloni Library ...	1,600	9	Yes.	
9	Dabhoi	572	8	No.	
10	Choranda	23	Nil.	No.	
11	Karkhadi	476	Do.	No.	
12	Padra	573	Do.	Yes.	
13	Shinore	125	Do.	No.	
14	Chanded Vithaldas Damodardas Library ...	321	...	Yes.	
<i>Kadi Division.</i>					
1	Patan Fatteshing Library	2,768	15	Yes.	Likely to be made free.
2	Patan Anandbhuvan "	625	...	Yes.	
3	Mehsana Vaniker Library	725	9	Yes.	
4	Mehsana Shree Ganesh Library	50	5	No.	
5	Kadi Kalyan Library ...	525	9	Yes.	

TABLE XXXIII.—Continued.

Number.	Name.	Number of books.	Average monthly income.	Whether there is a building or not.	Remarks.
1	2	3	4	5	6
6	Kadi Anjuman Ilmodin Library	183	...	...	
7	Siddhpur Vohra Library.	328	...	Yes.	
8	Atarsumba	156	4	No.	
9	Ghanuj	75	...	No.	
10	Valam	125	...	No.	
11	Visnagar... ..	1,210	10	Yes.	
<i>Navsari Division.</i>					
1	Navsari Sayaji Vaibhava.	2,000	10	*	
2	Navsari Meherji Rana...	7,003	50	No.	
3	Navsari Kutubkhan Hamidin... ..	144	20	No.	
4	Kathor	200	12	Yes.	
5	Kholwad	25	...	No.	
6	Gandevi... ..	1,125	4	No.	
7	Billimora Pitit Library...	2,056	12	No.	
8	Vyara Shiwaji Library...	35	Nil.	Yes.	
9	Songad Fateshsing ...	100	Nil.	No.	
<i>Amreli Division.</i>					
1	Amreli	2,239	24	Yes.	
2	Chavand... ..	6	1	No.	
3	Damnagar	641	Nil.	Yes.	
4	Bet Ghelabhai Thakarsi.	1,124	Free.	No.	
5	Arambhda	8	Nil.	No.	
6	Dwarka	2,000	Nil.	Yes.	

160. At the end of the official year 1906-7, 36 books were left unexamined: 145 new books were sent by their authors for encouragement. In all, during the year under report, 138 books were examined by the members of the book committee and opinions given, 43 still remained unexamined. Of the 138 books examined, 45 books were condemned by the members and pronounced unfit for encouragement. 93 stood the test. The total amount of encouragement to the authors of these 93 books was Rs. 2024-13-0 against Rs. 2,617 of the preceding year. Of the 138 books received, 99 were Gujarati, 27 Marathi, 1 Sanskrit-Gujarati, 1 English-Hindi, 1 Gujarati-Marathi, 3 Sanskrit-English, 2 English, 1 Hindi and 3 Urdu books. Patronage is generally given to books in vernacular.

161. There are as many as 17 boarding houses in the state. The most prominent and wellknown amongst them are the four (4) Boarding Schools at Songad, Vyara and Mahuwa for aboriginal forest tribes. (5) The Antyaja Boarding House at Baroda is a recent institution. (6) The Patel Boarding House at Amreli has been opened for the sons of Patels. The boarders in these institutions are fed, clad, housed, educated at state-expense. (7) The opening of the Boarding house for the scholars of the Female Training College has been sanctioned, but want of good accommodation has till now proved a great obstacle. (8) The boarders of the Kalabhavan and the Male Training College are kept in private houses. (9) In Petlad and (10) Dwarka there are two privately managed Boarding Houses where the students of Pathshallas are fed and lodged. Over and above these 10 Boarding Houses which are connected with the vernacular education, there are 7 other such houses meant for students learning English. Of these (11) the Baroda College residential quarters are the most important. They accommodate about 200 college students. Next in importance is (12) the Petlad Boarding House under the able management of Mr. Amin the Head Master, which provides room for 100 boys. There are two other (13-14) Boarding Houses attached to the Amreli and Pattan High-schools. (15-16) The Kadi and Padra A. V. Schools Boarding Houses afford ample facilities for outsiders. (17) The Visnagar A. V. School Boarding House is conducted by private enterprise. This is one of the most satisfactory features of the work of the Department; the wave has set in and day by day people have learnt to appreciate the benefits of Boarding Houses. Most of the houses are Government buildings and the department has undertaken to build new structures for some others. Experience has shewn that boarders are better students than other day students, since they are under the control of able superintendents. Along with study, formation of character is the most important matter kept in view by the respective superintendents.

162. Important measures &c:—

Important measures, orders &c.

- (a) Proposals were submitted for starting a reading room for ladies in Baroda at a monthly expense of Rs. 55 and an initial expense of Rs. 1300 for furniture. Sanction was accorded and the reading room was opened.

- (b) The services of Miss Marjorie Wiltshier were engaged in the Female Training College on a monthly salary of Rs. 250.
- (c) It was decided to engage female tailors and female embroidery teachers on a salary of at least Rs. 10 per month in the Zenana classes.
- (d) Orders were passed for engaging the services of those Antyaja children who had passed their standard VI in other departments. This was admittedly a further step in the direction of the regeneration of the depressed classes.
- (e) Six scholarships of Rs. 7 each were ordered to be given to the children of the backward and aboriginal classes.
- (f) A large amount of Rs. 4000 was sanctioned for the purchase of books slates &c, to be given gratis to the children of very poor and backward people.
- (g) The question of levying fees in the Kala-Bhavan was definitely and finally fixed.
- (h) Orders were passed for sending students to Madras for learning the work of chrome leather &c.
- (i) It was decided to engage mullas to teach Koran and to dispense with the Kamathans in the Urdu girls' schools.
- (j) The amount of and the period of the grade promotions in the Kala-Bhavan were fixed.
- (k) The system of giving personal salary was allowed to be put into force for a couple of years as an experimental measure.
- (l) Orders were given for building the boarding houses for the scholars of the Training College and the students of the Kala-Bhavan.
- (m) Sanction was accorded for the expenditure to be incurred for giving boiled water to the boarders at Songad.
- (n) The introduction of compulsory primary education entailed much additional work in the offices of the Vahiwardars for the collections of fines from the defaulters. One clerk was therefore given to each Vahiwardar for this new work.
- (o) Rs. 5000 were sanctioned for buying educational appliances meant to illustrate the lessons in the new reading series.
- (p) The grades of the clerks in the various offices of the Department were improved.
- (q) Rs. 3000 were given to Mr. D. S. Sardesai as a help for going to England for study.
- (r) The Male and Female Training Colleges were re-organized and experts placed at their heads.
- (s) Greater decentralisation of powers took place.

- (t) The Department was placed under the direct control of His Highness the Maharaja Saheb for some time.
- (u) Rs. 26124 were sanctioned for improving the grades and salaries of the low paid teachers of the department. It is to be noted here that the Government of Bombay have published a resolution to the effect that the minimum pay of a school master shall never be less than Rs. 9. The Department thinks of taking up the question again and will make such proposals as would ensure greater efficiency.
- (v) The act of compulsory education was revised but not published.

163. Translations &c.

Translations and
compilations of books.

- (a) The following books were published during the year under report:—
(1) Essay on the mutual obligations of parents and children,
(2) Nirnaya Sindhu Part III (being bound), (3), Translation into Marathi of the History of Greece by Miss Julia.
- (b) The following books are in the press:—(1) Dan Chandrica, (2) Sanskar Kaustabh, (3) Achara Mayukha, (4), Translation into Gujarati of Fiske's History of the United States.
- (c) The following books are ready, but the manuscripts are either given for examination or correction, or are ready to be sent to the press.
- (1) The Constitutional History of England by Montague, (2) Duties and Rights of a Citizen, (3) School Management, (4) Report on social and moral conditions of children in the schools and of those outside (5) Ramanuji Bhasya.
- (d) The following books are under preparation:—
(1) Vayu Puran, (2) Prayaschitta Mayukh, (3) The Balance of Power, (4) Modern Europe, (5) Sebhoma's Era of the Protestant Revolution in Marathi (6-7) 2 books on religious education—one for teachers and one for children.

164. During the year under report, 13 appeals were registered and 10 were disposed of. The total number of applications that had remained in arrears at the end of the last year was 17. As many as 196 new petitions were filed during the year and the total was thus 213. Of these 213, 180 new and 10 old applications were disposed of, and 23 remained to be considered. The average time taken for the disposal of old petitions was 10 months and 20 days, whereas that for the new ones was 2 months and 15 days. The department admits that this is rather a long time, but it takes care to look into the merits of applications and does not dispose them of perfunctorily.

165. The department notes with gratification that there was *entente cordiale* between it and the other departments. They have given their help whenever it was asked for and there was no matter on which there was any material divergence of views.

CHAPTER VII.

Officers of the Department and the work done by them.

166. During the year under report, I worked as Vidyadhikari and Minister of Education. Over and above the regular office work, I travelled over 1558 miles for inspecting various schools, and institutions, moved in the district for 125 days and inspected 250 schools. I moved in Baroda, Sisva, Petlad, Pattan, Mehasana, Visnagar, Kalol, Anreli, Damnagar, Navsari, Mahuva, Vyara, Songad, and Gandevi Talukas. I particularly inspected the Boarding Houses and the offices with the records of the Educational Inspectors of Kadi, Baroda, and Navsari divisions.

167. The four Inspectors, Messrs C. T. Modi, B. A., G. N. Kazi B. A., M. C. Desai B. Sc. and C. K. Patel B. A., continued to work in Kadi, Anreli, Baroda, and Navsari divisions. Mr. M. C. Desai examined 5 English Schools, Mr. Pathan 3, Mr. C. M. Desai, 2, Mr. C. K. Patel 4. The last named gentleman also attended the session of the *social reforms* in Bombay, for 3 days. Mr. Modi was engaged on special duty in connection with the Social Reforms Questions from 2nd August 1907 to 15th November 1907 and 24th March 1908 to 31st July 1908. His work during his absence in Baroda was ably and satisfactorily done by Messrs G. M. Shah, B. A. LL. B., Ambashankar P. and K. M. Shringarpure B. A. These Inspectors have also to attend the sessions of the Prant Panchayat Subha as a part of their duty. The total number of Deputy Inspectors at the end of the year under report was 16, Messrs, Jeebhaj G. Parikh, Jeevanlal Mahasukhran, Lakhabhai B. Patel, Munishanker Mulji, V. G. Pradhan, M. A; L. T; Jeyshanker P. Joshi, Lallubhai Laxmidas, Premchand Dholidas Patel, F. L. Pathan B. A., L. T. Medi Hussein, Naranji Gordhan, Lakhabhai L. Patel, Umedbhai L. Patel, B. A. C. M. Desai, B. A. Jeeharaya K. Munshi, and Umedbhai Kishorabhai Patel, worked in their respective divisions and the work done by these officers was satisfactory. The positions and prospects of the Deputy Inspectors have been greatly improved by the recent reorganisation of their grades. Owing to the increase in the number of Deputy Inspectors the area of the control and responsibility of an individual officer is much reduced. I must admit that they and the Inspectors have spared no pains in fostering and developing compulsory education and making it a very popular measure by exhorting the people in a variety of ways. Later on is given a table of the actual examination work done by them. They have been working with zeal and earnestness and have been trying to keep themselves in touch with modern educational problems and developments.

168. Mr. Vrajilal K. Patel worked singlehanded till the 1st of April 1908. The compulsory primary education entailed much additional work and one assistant could not cope with the work. Proposals were therefore submitted for creating some additional posts of assistants and the Huzur sanctioned one appointment of a junior Inspector's grade. Mr. Goudas M. Shah B. A. LL. B. who had passed creditably the Revenue Higher Standard Examination and was working as

Vahiwatdar, Vaghodia, was selected to fill up this appointment. The work of the Department has now been practically divided into two separate branches and Messrs Shah and Vrajlal do their respective work with rare carefulness and rigid honesty. Mr. Shah was specially recommended for the assistant's post since he was a law graduate and had got the certificate of the Higher Examination. There could not have been a better choice, as Mr. Shah possesses great capacity for work and quick powers of apprehension. During the short time he acted as Inspector of Kadi division, his work was found as good as that of any other Inspector. Mr. Ambashanker, an old faithful experienced worker is practically connected with this office so far as the 1500 and odd Gramyashallas are concerned. He too moves in the district and keeps a vigilant eye on those institutions.

169. His work has been noticed in the Chapter on special institutions.

The Principal, Kala-Bhavan.

170. Mr. A. M. Pathan, Mus. D. has been doing good work and is ever ready to render himself serviceable to the Department.

The Superintendent of music schools.

171. Miss M. Bore continued to work with energy and zeal as the Inspector of Girls' Schools and moved in the districts for the examination and inspection of schools during the touring season. She went on leave of absence in England from 4th June 1908 owing to illness, and Miss Wiltshire, the Assistant Lady Superintendent acted for her in her absence, discharged her duties very ably and satisfactorily and managed all the institutions under her care with great tact, and intelligence.

172. Table referred to in § 167.

TABLE XXXIV.

Number.	Name of the officer.	No. of schools examined.	No. of children examined.	No. of schools visited.	No. of miles travelled.	No. of letters disposed of.	Remarks.
1	2	3	4	5	6	7	8
1	Vidyadhikari	...	...	250	1558	33683	
2	Educational Inspector Kadi Division...	28	2942	45	1456	31588	
3	Educational Inspector Baroda Division	26	2094	60	771½	12818	
4	Educational Inspector Naosari Division	28	2299	147	3484	7900	

TABLE XXXIV.—Continued.

Number.	Name of the officer.	No. of schools examined.	No. of children examined.	No. of schools visited.	No. of miles travelled.	No. of letters disposed of.	Remarks.
1	2	3	4	5	6	7	8
5	Educational Inspector Amreli Division	50	2464	202	2228	10564	
6	Lady Superintendent	19	2807	17	1102	2404	
7	Urdu Educational Inspector Baroda State and Urdu Deputy Educational Inspector of Kadi and Amreli Divisions	72	3801	46	2183½	11302	
8	Assistant for Gramya Shalas	...	...	234	2408	1673	
9	Deputy Educational Inspector Baroda Sub Division	53	3977	60	335	9088	
10	Do. do. Petlad Division	65	5178	31	220½	8355	
11	Do. do. Dabhoi Division	36	4616	34	731	3583	
12	Do. do. Choranda Division	105	6043	64	324	7462	
13	Extra Deputy Educational Inspector Baroda Division	65	4075	53	577	3741	
14	Marathi Deputy Educational Inspector, Baroda Division	29	2208	20	987½	3138	
15	Urdu Deputy Educational Inspector Baroda and Naosari Divisions	75	4518	22	998¾	10320	
16	Deputy Educational Inspector Pattan Sub Division	52	3406	69	x	7336	not available.
17	Do. do. Sidhpur Division	52	3134	36	331½	5392	
18	Do. do. Mehsana Division	67	2511	61	711½	6452	
19	Do. do. Kadi Division	37	4391	63	781	6067	
20	Do. do. Dehegaum Divn.	77	4284	37	987½	7181	
21	Do. do. Vyara Division	65	3601	37	689	2824	
22	Do. do. Naosari Division	68	4351	79	994½	3703	
23	Do. do. Amreli Division	78	4068	32	1523	10792	

CHAPTER VIII.

Expenditure and Income.

173. The expenditure on vernacular education was 799505-15-4 against Rs. 643430-4-6 being a decrease of Rs. 3064-14-9 and an increase of Rs. 158940-9-7 under different heads as shown in the following table:—

TABLE XXXV.

Actual expenditure under the different heads for two years.

No.	Heds.	Expenditure.		Increase.	Decrease.	Remarks.
		1906-07	1907-08			
1	2	3	4	5	6	7
1	Officers' salary	42,383- 5- 4	45,903- 8- 2	3,520- 3-10	...	...
2	Gujarati and Marathi boys' schools.					
	Salaries	2,00,694-15- 0	2,17,238- 1- 0	16,593- 3- 0	...	...
	Dead-stock	7,302-15- 5	15,520- 7- 8	8,317- 8- 3	...	...
	Contingencies	53,932- 9- 3	60,516- 5- 2	6,693-11-11	...	...
	Scholarships	4,372- 8- 8	4,185- 8- 8	...	87- 0- 0	...
	Temporary Establishment	5,901-14-10	8,772-11- 2	2,870-12- 4	...	...
	Total	3,14,278- 4- 6	3,52,186- 9-10	37,995- 5- 4	87- 0- 0	...

3	Urdu Schools.					
	Salaries	17,461- 5- 5	18,200- 8- 6	739- 3- 1	...	...
	Dead stock	88-11- 0	339-15- 0	251- 4- 0	...	...
	Contingencies	3,417-13-10	3,409- 7- 4	...	8- 6- 6	...
	Scholarships	...	30- 0- 0	30- 0- 0	...	...
	Temporary Establishment	10- 0- 0	...	...	10- 0- 0	...
	Total	20,977-14- 3	21,979-14-10	1,020- 7- 1	18- 6- 6	...
4	Girls Schools.					
	Salaries	57,861- 0- 3	63,838- 1- 4	6,027- 1- 1	...	...
	Dead-stock	269-14- 1	587- 4- 9	317- 6- 8	...	...
	Contingencies	10,455- 9- 6	10,538-10- 9	77- 1- 3	...	...
	Scholarships	2,039- 4- 5	3,050- 1- 0	1,010-12- 7	...	...
	Temporary Establishment	1,738-11- 6	3,856- 7- 5	2,117-11-11	...	...
	Total	72,365- 7- 9	81,915- 9- 3	9,530- 1- 6	...	...

No.	Heads.	Expenditure.			Increase.	Decrease.	Remarks.
		1906-07.	1907-08.				
1	2	3	4	5	6	7	
5	Music Schools.						
	Salaries ..	4,895-12-3	5,761-11-2	935-14-11	...	...	
	Dead-stock ..	228-0-0	467-6-0	239-6-0	...	...	
	Contingencies ..	337-11-6	566-11-5	228-15-11	...	...	
	Scholarships ..	177-2-6	258-1-3	80-14-9	...	...	
	Temporary Establishment	403-3-0	89-2-6	...	...	...	
	Total ..	5,971-18-3	7,143-0-4	1,485-3-7	314-0-6	314-0-6	
6	Sanskrit Schools.						
	Salaries ..	1,123-7-1	1,212-9-1	89-2-0	...	...	
	Contingencies ..	146-15-3	122-0-5	...	...	...	
	Total ..	1,270-6-4	1,334-9-6	89-2-0	24-14-10	24-14-10	
7	Kablahavan.						
	Salaries ..	33,206-1-2	36,159-12-0	2,953-10-10	...	...	
	Dead-stock ..	2,626-14-6	8,906-4-0	6,279-5-6	...	...	
	Contingencies ..	13,898-6-7	18,256-12-0	4,358-5-5	...	...	

8	Scholarships ..	4,292-4-9	4,905-12-6	613-7-9	...	...	
9	Temporary Establishment	4,434-9-2	2,725-11-0	...	1,708-14-2	...	
	Purchase of Machinery ..	...	...	...	...	...	
	Total ..	58,458-4-2	70,954-3-6	14,204-12-6	1,708-14-2	...	
10	Boarding Schools ..	22,504-5-8	24,473-0-11	1,968-11-3	...	...	
	Sanskrit Library, Encouragement to Sanskrit learning and Shrivana Mas Dakshinas. ..	20,093-0-0	21,469-13-9	776-13-9	...	...	
11	Grant-in-aid Schools ..	2,235-5-9	1,989-7-6	...	245-14-3	...	
	Encouragement to authors ..	2,647-4-0	1,982-2-0	...	665-2-0	...	
12	Book Depôts.						
	Salaries ..	1,337-11-0	1,386-10-6	48-15-6	...	...	
	Dead-stock ..	...	...	...	...	...	
	Contingencies ..	1,289-4-3	1,288-9-9	...	0-10-6	...	
	Total ..	2,626-15-3	2,675-4-3	48-15-6	0-10-6	...	
13	Orphanages ..	7,368-6-8	7,566-8-9	198-2-1	...	...	

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No.	Hende.	Expenditure.			Increase.	Decrease.	Remarks.
		1906-07.	1907-08.				
1	2	3	4	5	6	7	
14	Compulsory Schools	95,177-13-5	1,79,720-7-10	84,522-10-7	...		
15	State Library	1,100-0-7	5,725-1-0	4,625-1-0	...		
16	Assistant for Gramyashalas	1546-7-6	1,777-14-0	231-6-6	...		
17	Expenditure in connection with the education of students outside India.	14,188-8-2	16,412-4-1	2,223-11-11	...		
	Grand Total...	6,43,430-4-6	7,99,305-15-4	1,58,940-9-7	3,064-14-9		
				+ 1,55,875-10-10			

174. The fees and other receipts for the year amounted to Rs. 57,992-9-4 against Rs. 61,411-7-0 of the last year. The details are :-

(a) Fee receipts	1907-08.	1906-07.
(b) Kalabhavan	4,536-15-6	21,769-7-11
(c) Other Sundry receipts	6,365-4-1	19,745-15-2
	46,950-3-9	19,899-15-11
Total	57,992-9-4	61,411-7-0

CHAPTER IX.

Book Depôts.

175. The chief object of keeping these depôts is to facilitate the uniform supply of books to the schools of the whole Raj. There was a central book depôt at Baroda and forty Branch depôts in the city and districts at the end of the year. In addition to these, the Inspectors and Deputy Inspectors have also small travelling depôts which they carry with them in their examination tours.

176. Rs. 22,000 have been sanctioned as permanent advance to the Depôt for carrying on the business. But this amount having been found inadequate for meeting the increasing demand of books on account of the opening of about 600 compulsory schools and of the enhanced price of the new vernacular series, a further temporary advance of Rs. 15,000 has been sanctioned for a year. Thus the total advance comes to Rs. 37,000 for the year under report.

Books in stock and sold, in the Book-Depôt.

TABLE XXXVI.

	1906-1907.				1907-1908.				Remarks.
	Books.	Rs.	As.	Ps.	Books.	Rs.	As.	Ps.	
1	2	3	4	5	6	7	8	9	10
Balance on hand.	2,23,781	35,435	10	3	2,43,488	43,499	10	6	
Books purchased.	1,84,275	37,170	14	...	2,77,894	46,863	15	4	
Total ...	4,08,056	72,606	8	3	5,21,382	90,363	9	10	
Sales &c. ...	1,64,568	29,106	13	9	2,09,737	39,175	4	1	
Balance on hand...	2,43,488	43,499	10	6	3,11,645	51,188	5	9	

177. The ordinary rate of commission allowed by authors for the books purchased from them is 20 percent. Messrs Macmillan & Co. of Bombay, the sole proprietors of the copy right of the new revised vernacular series supplied the books during the year and allowed 15 percent commission. The gross profit this year amounted to Rs. 9,149-13-4 against Rs. 6,808-9-3 of the preceding year. * Deducting Rs. 1,375-4-9 for esta-

blishment charges, Rs. 1,876-5-0 for commission to sub-depôts, and Rs. 1,663-7-3 for contingent and miscellaneous expenses, there remains the net profit of Rs. 4234-12-4 or 19·2 percent on the permanent Government advance of Rs. 2,2000. The profit is paid up in the Government treasury. From these figures it will be seen that 2,77,894 books worth Rs. 46,963-15-4 were purchased during the year and 2,09,737 books of the value of Rs. 39,175-4-1 were sold as against 1,64,563 of the value of Rs. 29,106-13-9 in 1905-07.

178. The above is the account of non-departmental publications purchased Publications of the and sold. The department publishes every year its own department, text books; 13 such text books were published and sold during the year; the income was Rs. 14,552-4-9 and the expenditure was Rs. 11,199-1-0 leaving a balance of profit of Rs. 3,353-3-9. Out of this sum, Rs. 2,000-0-0 is paid up in the treasury. Thus the total profit made by the Depôt came up to Rs. 7,588-0-1 or 34·5 percent on the permanent advance of Rs. 22,000 as against 35·5 percent last year. The reason of the decrease in the profit is due to the smaller rate of discount allowed on the new vernacular series which absorbs a greater amount of the sums advanced to the Depôt. This profit includes that made by the sale of books published under Huzur orders by the Khangi and Revenue Departments and the Dnyan Manjusha sent to the Depôt for sale. In addition to this work the depôt has also to look to the laborious work of receiving, preserving and selling numerous copies of the acts and rules published by the Revenue, Judicial, and other Departments. The Khangi Department also sends books to the depôt for sale. The Books of the Dnyan Manjusha and the volumes of the Bhashanter store are also to be sold. The subjoined table shews the kinds of books, the number of copies with their value in stock and the number received from other sources and the number of books sold or otherwise disposed of.

TABLE XXXVII.
Books received from other departments for sale.

Number	Name of Department.	No. of different sorts of books.	Balance at the end of the last year.		Received during the year.		Total.		Sold.		Presented during this year.		Balance at the end of the year.		Remarks.
			No. of books.	Value.	No. of books.	Value.	No. of books.	Value.	No. of books.	Value.	No. of books.	Value.	No. of books.	Value.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Revenue Dept. ...	126	7169	1,161-5-6	1585	133-0-7	8754	1,294-6-1	1207	150-2-7	...	...	7547	1,144-2-6	
2	Judicial Dept. ...	1	9	0-6-0	...	...	3	0-6-0	...	...	...	...	3	0-6-0	
3	Police ...	3	11	3-1-0	...	...	11	3-1-0	...	...	...	...	11	3-1-0	
4	Registration ...	2	282	35-0-3	...	...	282	35-0-3	...	...	...	...	282	35-0-3	
5	Works published by the Vernacular Edu. Dept.	72	13169	28,079-6-0	673	1,102-0-6	14131	29,181-6-6	1030	1,138-14-0	4159	7,629-4-6	8912	14,518-4-0	
6	Works from the Khangi Dept. ...	63	22105	30,370-5-6	864	807-0-6	22969	31,377-6-0	521	468-3-0	5064	7,049-15-6	17386	23,858-18-6	
7	Works in the Dnyan Manjusha Series ...	42	13755	19,517-4-0	2716	1,228-14-0	16471	20,746-2-0	978	1,039-4-0	2670	5,839-4-0	12623	14,417-10-0	
8	Nyaya Mah ...	4	...	...	663	1,760-0-0	663	1,760-0-0	...	...	179	494-4-0	495	1,825-12-0	
	Total	313	55784	73,365-12-3	6505	5,030-15-7	63289	78,397-11-10	8786	2,706-14-7	12064	20,302-12-0	47489	55,298-1-3	
9	Baroda Government Book Depôt	317	200772	35,955-3-7	1,62482	32,131-3-9	359254	68,146-7-7	412160	21,700-4-7	...	...	281894	46,446-2-9	
10	Publication of Text books	14	38155	6,183-12-6	134215	14,552-4-9	160371	20,736-4-3	87255	17,329-2-9	...	...	73115	3,407-1-6	
	Total	331	2,6927	42,189-3-1	276698	46,748-8-6	513625	88,882-11-7	208116	39,029-7-4	...	...	30009	49,868-4-8	
	Grand Total...	614	288711	1,15,505-10-4	283203	51,774-8-1	576914	1,67,980-7-7	2,12,553	41,820-6-11	12064	20,302-12-0	332498	1,05,151-5-6	

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179. The books of the Bhashantar store were disposed of very slowly till lately. A nominal discount was allowed in the beginning ; this stagnant condition of books was brought to the notice of the higher authorities and orders were obtained to give away these books to Sardars, Darakhbars, Mankaris, Shastries, bankers &c. With the development of the circulating libraries, where one whole set of books has to be given, the number of books will ere long be reduced.

180. There are 7,000 books in the Library of the Vidyadhikari pertaining to literature, history, education, statistics &c. Every subordinate officer has also got a good reference library in his office. In almost every school there is a modest collection of books including text books and those distributed from the Head Office, purchased from the encouragement to authors fund.

Conclusion.

181. The Department believes that it is justified in looking back and fairly claiming that during the year under report, it has succeeded in effecting considerable improvements in introducing compulsory primary education in the state, in attempting to provide trained teachers, in raising their status, in the development of the boarding houses and the circulating libraries, in uplifting the depressed classes and many other minor matters. It is conscious that it has yet to solve many other important problems and it will try to grapple with them. On the whole the year under report is a period of great activity and marked progress in all branches of education.

Baroda, 11th November 1908.

G. M. S.

A. M. MASANI,
Minister of Education,
(Vidyadhikari.)

REVIEW OF THE ANNUAL REPORT OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR THE YEAR 1907-08.

1. The leading features of the Report of the Education Department for the year 1907-08 are—

1. Considerable expansion of compulsory primary education,
2. Rapid rise in the percentage of school going children among the depressed classes,
3. Improvement in the status of the lowest grade of teachers, and provision of a larger number of trained teachers, and
4. The development of the hostel system.

2. The education department spent Rs. 9,98,212 as against Rs. 8,15,390 an increase of over a lakh and three quarters. If to this Expenditure of the Department is added the amount spent out of the Local funds Rs. 1,69,283 the total expenditure came to Rs. 11,67,495 or about one twelfth of the total revenues. The amount spent on vernacular education was Rs. 6,83,704.

3. Government do not regard as satisfactory the decline in the percentage of successful students at the several University Examinations. At the Matriculation the percentage fell from 63 to 36, which is a large drop ; at the Previous only 24 boys passed out of 107 presented ; at the Intermediate 17 out of 34 ; and at the B. A. 15 of 28. Government trust that the Minister of Education and the Principal of the College will endeavour to bring up the results to their usual level. The question of improving the equipments for instruction in science and providing larger laboratory accommodation is before the Government. It is pleasant to read that the first experiment in the extension of the Tutorial System undertaken in the shape of a tour on the Indian continent has been successful.

4. Government have noticed with gratification the opening of two more Grant-in-aid Anglo-Vernacular schools at Vyara and Nar during the year. The account of the Naosari benefactions and of the public spirit evinced by the officers and citizens of that city has been noted with great pleasure. The Department holds a very correct view that any large further extension of higher education must to a large extent depend as much on private munificence as on Government support.

5. Of the Khangi scholarships great advantage has been taken by the student class in the several institutions in the Presidency. One handsome scholarship of Rs. 60 per mensem seems to be held by a student of the New English School, Poona. The Department may well consider if it is really necessary to have one such large scholarship in a High School.

6. Under Vernacular primary education, it is gratifying to note that the number of schools has gone up from 1,241 to 1,253; and of village schools, from 1,416 to 1,575. The number of students shows an increase of about 15,000; it has gone up from 99,768 to 1,04,180 in Government schools and from 50,379 to 60,290, thus making a grand total of 1,64,470 students receiving primary education. Of these 1,20,636 were boys and 43,784 girls, giving a percentage of 79.8 as against 75 for boys and 46.3 against 26.6 for girls, of school going age as compared with the figures for last year. The Vidyadhikari with justifiable pride claims these to be the highest in India.

7. It is interesting to note that out of 1,04,180 students on the roll in Government schools, over 46,097 are still in the below-standard class; and that only 8,153 have reached the highest compulsory standard, which is only the third standard. This is yet a very low standard and only makes the commencement of the measure of compulsory education. Government think it desirable in the near future to raise the standard of compulsory education to at least the fourth standard and the age of compulsion to twelve in the case of girls and fourteen in the case of boys. The Vidyadhikari reports that the maximum age of the girls studying in the regular girls' schools is 13 in the case of Hindus and 15 for the Parsis. It also appears that there were 7,610 girls or one sixth of the whole number of the age of 10 years and above in the Girls' schools, even now without any compulsion; and it is probable the raising of the compulsory age will not go much counter to the public feeling in course of time. It is also interesting to note that while there were 6,371 pupils in the fourth standard which opens the door to English Education, the number in the fifth standard was only 3,971.

8. Government will watch with interest the working of the new system which the Vidyadhikari has substituted for the grade system of keeping the strength of the teaching staff strictly in proportion to the number of pupils on the roll. Local circumstances, the mental calibre of the children, their aptness to imbibe new ideas and the capacity of the teachers are all additional factors which must be taken into account besides the mere numerical strength of the schools. Government have noted with gratification that the salary of some of the lowest grade of teachers has been improved and their salaries raised to Rs. 8 and Rs. 9. The measure has involved an additional annual outlay of Rs. 26,124. The improvement in the results of the village schools, which show a percentage of 69.4 as against 56.9 of the last year is equally remarkable.

9. The progress of Female Education has been satisfactory, and Government place on record the appreciation of the efforts made by Miss Mary Bhore and her zealous colleagues in popularising the cause of female education. Out of 24,565 girls on the roll of the different schools so many as 19,161 appear however to be still in the below standard class, 720 in the highest compulsory or third standard, 379 in the fourth standard and only 40 in the seventh standard. These figures yet leave considerable room for improvement.

10. It is not clear why the Department should treat compulsory schools separately by themselves as if the other schools did not enforce compulsion. Their separate treatment leaves room for misinterpretation. It only shows that there were 676 new schools opened since primary education was made compulsory. Out of these the Kadi District claims so many as 283 new schools and Baroda 210. It is also remarkable that out of this whole number 289 new schools were opened for Antyaja boys and girls. The Education Department would do well to give in its future reports some account of the special timings adopted in these compulsory schools to meet the needs of the agricultural community in the different seasons of the year. The one general complaint against the compulsory law has been the indispensableness of the children as help-mates and auxiliaries to their cultivating parents in the rural districts and if the Education Department can notify the special timings of the schools in these rural areas to meet their convenience, some fraction of the popular feeling against compulsion is likely to wear away.

11. Government have watched with concern the extinction of the grant-in-aid infant schools and also the decline of the Grant-in-aid Vernacular schools. There were 47 of such latter schools in 1906, 37 in 1907 and 32 in 1908, with only 2019 pupils as against 2280. These indigenous Grant-in-aid schools are an interesting relic of the old system of cheap education, and in these days of ever increasing expenditure on education these primary indigenous schools, if improved would have proved a valuable asset, and the Government do not quite view with favour the manner in which this important asset has been allowed by the Department to melt away.

12. Government have read with interest the account of the spread of education among the depressed classes. The 242 Antyaja boys' schools of 1906-07 rose to 300 during the year under report and they had 10,469 boys on their roll; for Antyaja girls there were five Government schools with 329 girls; thus making up a total of 10,798 children of the depressed castes in the Government schools. Besides these, there were about 4,600 children of what are regarded as unclean castes in the village schools, thus making up a total of about 15,400 children in all the schools; a percentage of about 10 to the entire number of school going children. This result is satisfactory. The account given of the Antyaja hostel at Baroda is interesting.

13. Government are gratified to learn that the Kala-Bhavan is maintaining its position of efficiency and usefulness and place on record their sense of the good work done by Mr. Rajibhai M. Patel for this institution. At the same time they would have wished to see a better percentage of success at the annual examination in the several sections of the Kala-Bhavan. The results in the schools of architecture, mechanical and chemical technology leave much room for improvement. The condition of the commercial classes has also been far from prosperous; and the Vidyadhikari would do well to bring up in consultation with the Department of Finance, proposals to secure employment for the successful commercial students in the Book-keeping branches of treasuries and Accounts offices by way of holding out some

inducement to pupils to join the Commercial school. The Amreli Industrial school shows a brilliant record ; though the Padra and Naosari Industrial schools seem to be on the decline. With the opening of the Tata Industrial school at Naosari it is hardly necessary to keep up the Government Industrial school there. It may with advantage be removed to Pattan, with a special class for clay modelling or porcelain making for the potters' boys there ; or to Visnagar for the brazier class.

14. Government will watch with keen interest the improvement in the Pedagogy section inaugurated by the appointment of two specialists in the Pedagogy should show useful and better results. specialists at the head of the Male and the Female Training Colleges. Messrs Nandnath Dikshit and Pinakiprasad Desai have ample scope of showing useful results in the better training of teachers and mistresses and Government expect they will be given every facility in carrying out their task. The experiment of a new Patel Boarding House at Amreli is also unique in character and deserves to be fostered with care. It is gratifying to read that the four Hostels for the Forest tribes in the Naosari District are maintaining their tradition for usefulness. The lace-class for the Dhanka girls seems to be a little misplaced institution unless it is started and kept up on commercial lines.

15. Government have read with gratification the account of the Circulating Libraries. There appear to have been already 100 Circulating Libraries including the 76 Mitra Mandal Institutions which have been subsidised by Government and 60 Reading Rooms in the State, with an expenditure of only Rs. 7,500 out of the original grant of Rs. 30,000 from the State. This is satisfactory.

16. The Education Department on the whole has kept up its reputation for Conclusion. onward progress and the thanks of Government are due to Mr. Masani for the record of good work shown in his careful report.

27-5-09.

MANUBHAI N.

Acting Dewan.

ERRATA.

Page.	Line.			
1	Grand Total Col. 4.	for 1,03,968.	read	1,03,768.
2	Line 3.	" college.	"	College.
7	Para 15, line 4.	" Rs. 4,000	"	4,000.
8	Para 21, line 9.	" Last year under report.	"	—
11	Para 31, line 3.	" I, and II.	"	and XI.
21	Line 1.	" decided.	"	decide.
22	Line 21.	" Muntiny.	"	Mutiny.
23	Para 69, line 5.	" Fot.	"	For.
36	Para 75 N. B. line 3.	" ia.	"	is.
38	Table XVII Col. 6.	" Pubils.	"	Pupils.
43	Line 21.	" maintaing.	"	maintaining.
51	Para 91, line 7.	" Patlad.	"	Petlad.
69	Para 131, line 13.	" fornunately.	"	fortunately.
73	Line 27.	" remaing.	"	remaining.
76	Para 141, line 11.	" inherest.	"	inherent.
88	Para 163, (b) line 2.	" Kaustabh.	"	Kaustubh.

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