

MISCELLANEOUS.
Government of Madras.

HOME DEPARTMENT.

(EDUCATION)

FOR RECORD ONLY.

G.O. No. 1081, 16th October 1916

INDEXED

Report on public instruction in Baroda

Recording letter from the Resident in Baroda forwarding a copy of the — for the year 1914-15.

2
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N.P.

ORIGINAL

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GOVERNMENT OF MADRAS

HOME DEPARTMENT

(Education)

NOTES CONNECTED WITH G.O. No. 1081, HOME (EDUCATION),
DATED 16TH OCTOBER 1916.

READ—the following papers :—

I

Letter—from the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal,
C.I.E., Secretary to the Government of Madras, Home (Education)
Department.
To—the Honourable the Resident in Baroda.
Dated—Ootacamund, the 5th July 1916.
No.—2418-1 Edl.

I am directed to request that you will be so good as to favour this Government with copies of the report on public instruction in Baroda for the years 1914-15 and 1915-16.

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Letter—from the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal,
C.I.E., Secretary to the Government of Madras, Home (Education)
Department.
To—the Honourable the Resident in Baroda.
Dated—Ootacamund, the 17th August 1916.
No.—2418-2 Edl.

I am directed to remind you of my letter No. 2418-1 Edl., dated the 5th July 1916, and to enquire when the copies of the report on public instruction in Baroda asked for therein may be expected.

III

Letter—from Lieut.-Col. L. IMPEY, C.I.E., Resident at Baroda.
To—the Secretary to the Government of Madras, Home (Education) Department.
Dated—the 19th August 1916.
No.—8080/28/II 19.

With reference to your letter No. 2418-1 Edl., dated the 5th July 1916, I have the honour to forward a copy of the report on public instruction in the Baroda State for the year 1914-15.

2. A copy of the report for the year 1915-16 is under preparation and will be supplied when published by the Darbar.

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Letter—from the Hon'ble Diwan Bahadur P. RAJAGOPALA ACHARIYAR Avargal,
C.I.E., Secretary to the Government of Madras, Home (Education)
Department.
To—the Honourable the Resident in Baroda.
Dated—Ootacamund, the 26th August 1916.
No.—2418-3 Edl.

I am directed to acknowledge with thanks the receipt of the copy of the report on public instruction in Baroda for 1914-15 forwarded with your letter No. 8080/28/II 19, dated the 19th August 1916.

Order—No. 1081, Home (Education), dated 16th October 1916.

Recorded.

(True Extract)

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

[SUBJECT.—Education in Baroda.]

(1)

Extract from the "Hindu", dated the 27th June 1916.

EDUCATION IN BARODA.

The report on public instruction in Baroda for the year 1914-15 is an interesting record of the many benefits which a really enlightened Ruler can bestow upon his people. The distant goal of the educational policy in British India, namely, to have one school on an average for each village, is already an accomplished fact in Baroda. Taking 15 per cent of the total male population as the average number of boys of school-going age, the number of boys enrolled in schools during the year was cent per cent and the percentage of girls at schools of school-going population, was 81.6. In spite of the war, which elsewhere has brought very stringent economy, the total expenditure increased from Rs. 16,44,523-4-5 to Rs. 17,04,713-14-3 whereas the receipts came to Rs. 1,49,969-15-0 against Rs. 1,78,189-3-8 in the previous year. In this connection it is interesting to compare the proportion between the revenue of the State and the amount spent by it every year on education, with that in British India. Including the amount spent on the library and museums departments, Baroda spent 1/8 of its total revenue on education during the year under report. For British India, on the other hand, the proportion of educational expenditure to total revenue according to the budget estimate for the year 1916-17, is about 1/28. Regarding Primary Education we are told that out of 3,076 schools, the total maximum number of schools fixed at the time of commencement of compulsory education, there were 3,006 schools in working condition during the year. The total number of pupils enrolled during the year were 249,212 against 221,274 in the previous year and the total enrolment is a little more than 12 per cent of the population. One interesting feature of the working of the compulsory Education Act deserves to be noticed. It is that the money recovered by way of fines on defaulting parents for non-admission and non-attendance of children is not credited to the Government treasury but is set apart for the improvement of compulsory schools; a portion is spent in giving help to the children of poor parents and nearly 60 per cent is spent on the construction of village school buildings. The amount of fines collected fell from Rs. 68,793 in the previous year to Rs. 48,868. Another satisfactory feature is the steady increase in the number of schools teaching higher standards. The encouragement given to the teachers of Primary schools is very liberal. The salary of a teacher who underwent training only for one year is Rs. 10 to Rs. 12 and a second year trained teacher gets Rs. 15 and a senior or third year trained gets Rs. 20. For female education, in addition to the opening of girls' schools and securing a large number of women teachers by liberal scholarships, there were zenana classes to impart instruction to grown-up women who could not attend ordinary girls' schools. The chief subjects taught in these classes are reading, writing, casting accounts, needlework and embroidery and the last two subjects are said to attract a large number. It is interesting to learn that English is also taught as an additional subject at some girls' schools and we are told that there is no demand for English outside Baroda City. The education of the backward classes is receiving very special attention of the Government and the children learning in the boarding schools for them, are given boarding, lodging, clothing and everything free and the report adds: "In fact they are brought up entirely at Government expense. The object of the Government in reclaiming the children of the aboriginal classes from depressing surroundings and unhealthy and debasing environment and uplifting them in life has so far proved successful. There are signs of race improvement in the Kaliparaj community, as evidenced by the comparatively larger mental calibre of the progeny of those who received their education in these Boarding schools before." Carpentry is taught as an additional subject and there are also model agricultural farms, in one or two schools, to give the children practical training in agriculture on the most improved modern and economic methods. In Secondary Education there was an increase both in the number of institutions and of pupils and as for the expenditure and income for the College and High schools there was an increase in the former due to the raising of the salaries of teachers and a decrease in the income due to the College charging half fees for the supplementary term. The encouragement given to poor students, by the State is in marked contrast to that in British India. In spite of the fact that the school fees charged are smaller than those in British districts, the Government thought it

necessary to raise the percentage of the free-studentships from 10 to 15 on account of the fact that poor students do not take full advantage of English schools because they are unable to pay even the small fees. In the hostels which are attached to several schools, we learn that there is no room-ent charge. Regarding Government aid to private schools, the report says: "The grant-in-aid rules were liberally revised and the aided schools and classes will now receive from Government grants equal to half the actual expenditure, the school-fee being made payable to Government." Another noticeable feature in the State is that in all Secondary schools some hours are set apart for imparting moral instruction to students through the medium of passages selected from the Ramayan, Mahabharat and Gouda's Noble Path, etc. Class teachers read before the students in the class moral stories selected from various books, published under the auspices of the Moral Education League. There is one other close net-work of libraries of which there are a considerable amount of attention in Baroda and it is a close net-work of libraries of which there are a good many species, chief among them being town and village libraries, children's libraries, travelling libraries. All these possessed 156,206 books and circulated 164,331 during the year. The success and popularity of the library movement and the co-operation which it has met from the people is indicated by the fact that a donation of Rs. 34,860 was received from the Panchayats.

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Extract from the "New India", dated the 27th June 1916.

EDUCATION IN BARODA.

The latest report on the progress of education in Baroda leaves no doubt as to the complete success of elementary compulsory education. At the end of 1914-15, each town or village had at least one institution, and what is most encouraging and instructive, cent per cent of the boys of school-going age, and 81.6 per cent of girls of the same age were receiving instruction revealing at once how in Baroda the percentage of children receiving instruction to the population of school-going age has risen, in the course of ten years, to more than four times of what it now is in British India. This rate of advance is hopeful, since it shows that if the Government of India makes up its mind now to introduce universal education, it will be possible to reach the goal at the latest in 1930. But will they move forward?

While progress in the sphere of primary education is thus most commendable, the facilities for secondary and collegiate instruction have not been allowed to fall short of the requirements. There were altogether 65 institutions of that class in 1915, including the Baroda College, and it is noteworthy that while in British Provinces the number of aided and unaided private schools show no progress, in Baroda there was a good increase in both in 1914-15, which year also witnessed the opening of one more high school for boys. In fact, from every page in the report before us, it is evident that the Government of the Gaekwar are determined to do their best in all respects in the matter of encouraging education, the best evidence concerning which is given by the incontrovertible fact that whereas Baroda spends an eighth of its gross revenue on education, the British Government has set apart only a thirtieth! Another testimony to the value of the Government of Indians by Indians.

I am calling for a copy of the Baroda education report.

P. RAJAGOPALA ACHARIYAR—3-7-16.

Please have them examined—with this criticism: and the Director of Public Instruction's observations and I shall be glad to see.

P[ENTLAND]—4-7-16.

A draft letter to the Resident in Baroda is submitted for approval.

C.R.—4-7-16.

Issue.

P.R.—5-7-16.

Baroda education has appeared in several newspapers. Put up all the cuttings please and submit the file after issuing the letter.

P.R.—5-7-16.

The letter has been issued.*

* As Letter 2418-1, 5th July 1916.
2. Besides the article in the *Hindu*, which was already submitted, a cutting from the *New India* has now been added. The other Madras papers do not, it is submitted, contain articles on Education in Baroda.

S.K.—8-7-16.

C.R.—8-7-16.

Thanks. Await the report please.

P. RAJAGOPALA ACHARIYAR—8-7-16.

Submitted that no reply has yet been received from the Resident. He may perhaps be reminded. A draft letter is submitted below.

S.K.—14-8-16.

N.K.—15-8-16.

C. RAMANUJA ACHARIYAR—16-8-16.

P.R.—17-8-16.

[Letter No. 2418-2, dated 27th August 1916.]

From the Resident in Baroda, dated the 19th August 1916, No. 8030/23-II-19.

The Resident has forwarded a copy of the report for 1914-15. A draft letter of acknowledgment is submitted for approval. After issue of the letter the report will be examined.

P.R.—25-8-16.

S.K.—23-8-16.

N.K.—23-8-16.

Please see His Excellency's note on page 2 above. Would it not be better to send the report and the observations of the *Hindu* thereon first to the Director of Public Instruction for examination? It will be easier for the office to note on the question thereafter. If so, the file may be forwarded to him u.o.

Yes.

P.R.—25-8-16.

C.R.—24-8-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

U.O. No. C. 31, dated the 3rd September 1916.

The *Hindu* article is a good summary of the Baroda report.

Baroda is a small State of 2,000,000 inhabitants, autocratically ruled, which spends a large proportion of its revenues on education. It runs higher and secondary education on what may almost be called a philanthropic basis, charging very low fees, making large remissions and giving comparatively large grants to aided schools. Notwithstanding this it spends nearly ten times as much on elementary or vernacular education as on secondary and higher. This is of course the necessary result of its system of free compulsory elementary education. Apparently all boys of school-age and a large proportion of the girls are in school. Table XVII indicates that the normal Baroda pupil stays at school from the age of 7 to that of 11 or 12, and a good many stay till they are 13, though such probably do not generally begin school as early as 7. This state of things compares very favourably with that in Madras and is clearly the result of compulsion which, whatever laxity there may be in its application, has had important effects on school attendance. Table XV which shows distribution by standards is however not so favourable to the claims of compulsion. The distribution is not more even than in Madras as the following comparison shows and it is far below the practical equality in British schools:—

Page 41 of the report.

Page 39 of the report.

	Baroda.	Madras.
Infant or "Below" standard	90,107	589,454
First standard	62,261	270,733
Second "	42,659	198,671
Third "	23,943	153,966
Fourth "	16,234	42,965
Fifth "	8,013	4,897
Sixth "	3,638	2,151
Seventh "	78	1,123

It will be observed that the drop in numbers from the infant to the first standard is much larger in Madras than in Baroda but that the opposite is the case as regards the drop from the first to second and second to third standards. In Madras there are 73 pupils in standard II to 100 in standard I but only 68 in Baroda, and in Madras there are 77 pupils in standard III to 100 in standard II and only 56 in Baroda. It is difficult to reconcile these facts with the statement that 100 per cent of boys are under instruction in Baroda.

Primary education has been compulsory in the State for ten years now and this ought to have resulted by this time in a much more even distribution of pupils in standards. The explanation may be that compulsion has been stiffened up of late years and that children of somewhat advanced age have been forced into school and perforce into standards for which they are too old.

The difference between distribution by age and standards is shown thus:—

Age.	Standards.
13—16,459	V—8,013
12—25,756	IV—16,334
11—33,003	III—23,943
10—38,368	II—42,659
9—41,016	I—62,261
8—41,811	
7—31,587	
6—4,821	
5—1,213	
79,432	Below—90,107

and I think it points to my explanation being to some extent right.

The average attendance in Baroda primary schools was 74 per cent, as against 81 per cent in Madras. I think 74 per cent, if it can be relied on, is a reasonably satisfactory figure. The amount of fines recovered was Rs. 48,868 so that if all the pupils had paid fees, instead of some paying fines, they would have paid on an average only about As. 2-9, so that Sir A. G. Bourne's criticism that the State takes fees under the guise of fines has now less applicability.

The efficiency of the instruction cannot be gauged from the report. The proportion of trained to untrained teachers would be some indication but I do not find this mentioned. The State is trying to increase the proportion of trained teachers but I estimate from such facts as are given that there must be still considerably fewer than one trained teacher per school.

The salaries paid to trained teachers are not very different from those in Board schools in Madras.

Their system of grants to secondary schools seems to be half the expenditure less the fees realized, i.e., $\frac{E}{2} - F$, whereas ours is $\frac{E-F}{2}$, which seems better, but our F means fees at high standard rates whereas in Baroda the fees are apparently as little as any one likes to charge.

J. H. STONE—3-9-16.

HOME DEPARTMENT (EDUCATION).

The salient points in the Baroda report are noticed in the *Hindu* article and in the Director of Public Instruction's note above. A few other points are noted on below.

2. *Area, population and revenue.*—The area of the Baroda State (8,181 square miles) is nearly one-seventeenth of that of the Madras Presidency (142,330 square miles) and the population (2,029,320) one-twentieth of that of this Presidency (41,405,404). The income of the State is stated to be Rs. 150 lakhs; the Provincial share of the revenues of this Presidency in 1914-15 amounted to nearly 757 lakhs, or about five times the income of the Baroda State.

Paragraph 3, page 3, of Baroda report.

Page 100 of Presidency Administration Report.

3. *Expenditure on Education.*—The total expenditure on Education in Baroda State in 1914-15 was nearly 18.3 lakhs, or one-eighth of the revenue of the State.

It should, however, be noted that one-third of the total local cess collections is appropriated by the State for educational purposes. The total expenditure from Provincial revenues on Education in the Madras Presidency in 1914-15 was nearly 67 lakhs, or nearly one-eleventh of the Provincial share of the total revenue.

Paragraph 9, page 2 of Baroda report.
Column 34 on page 28 of Public Instruction Report, Madras, Vol. I.

Including Local and Municipal funds the expenditure from public funds was 40.4 lakhs, or nearly one-tenth of the Provincial, Local and Municipal revenues (1,077 lakhs).

4. *Population of school-going age.*—The number of male scholars in Baroda State was cent per cent of the male population of school-going age in 1914-15, while the percentage in the Madras Presidency was 40.8. Similar figures in regard to female scholars were 65.2 in Baroda and 9.4 in Madras.

Page 17 of Vol. I of Public Instruction Report, Madras.

General table (1) on page 16 of Public Instruction report, Vol. I.

Statistical Table IV of Baroda report.

5. *Number of scholars.*—The total number of scholars in Arts colleges and in secondary and primary schools are compared below:—

	Arts colleges.	Secondary schools.	Primary schools.
Madras	8,284	136,085	1,265,308
Baroda	601	5,805	243,518
	($\frac{1}{13}$ of Madras)	($\frac{1}{23}$ of Madras)	($\frac{1}{5}$ of Madras).

General Table (2) on page 16 of Public Instruction report, Madras, Vol. I.

Statistical Table (ii) of Baroda report.

6. *Net cost of educating each pupil.*—The following statements compare the net cost to Government of educating each pupil in Arts colleges, Secondary and Primary schools.

	Net cost to Government of educating each pupil.											
	In Arts colleges.				In Secondary schools.				In Primary schools.			
	RS.	A.	P.		RS.	A.	P.		RS.	A.	P.	
Madras Presidency—												
Provincial funds	36	1	9		4	14	7		1	10	7	
District and Municipal funds.	2	5	1	38	6	10	2	5	2	0	5	3
Baroda				150	0	0		23	0	0		4

7. *Percentage of expenditure incurred from different sources.*—The percentages of expenditure from public funds, fees and private sources to the total expenditure on Education in respect of Arts colleges, Secondary and Primary schools are given below:—

	Arts colleges.				Secondary schools.				Primary schools.		
	Public funds.	Fees.	Private sources.		Public funds.	Fees.	Private sources.		Public funds.	Fees.	Private sources.
Madras	26.5	61.6	11.9		18.7	61.3	20.0		71.7	11.3	17.0
Baroda	71.5	28.0	0.5		72.3	27.3	.4		94.5	...	5.5

Statistical Table III at the end of the Baroda report.
General Table (2) on page 17 of Madras report, Vol. I.

8. *Scholarships*.—The percentage of the expenditure on Scholarships to the total expenditure on Education in Baroda was 3.6, while it was 0.91 in the Madras Presidency.

9. There is a system of imparting moral education in the State. The organization of the Library department of the State is also a noteworthy feature. It may be noted here that proposals in these two respects are at present under the consideration of this Government.

S.K.—28-9-16.

N.K.—24-9-16.

C. RAMANUJA ACHARIYAR—25-9-16.

Please print up the note file sharp.

P. RAJAGOPALA ACHARIYAR—28-2-16.

The notes have been printed and the file is submitted.

S.K.—4-10-16.

N.K.—6-10-16.

C. RAMANUJA ACHARIYAR—7-10-16.

For perusal. To judge by statistics is not always safe: but making allowance for the unsafety I think that it is clear that Baroda has been making good progress in the matter of Education more progress than we in Madras have been able to achieve. But Baroda spends more money *relatively* on "Education" than we do. Native States enjoy financial autonomy which British Provinces do not: and that gives their administration an elasticity which is denied to us.

P. RAJAGOPALA ACHARIYAR—9-10-16.

Seen. Thanks. I may call for these papers again later.

P[ENTLAND]—10-10-16.

[G.O. No. 1081, Home (Education), dated 16th October 1916.]



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P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

Forwarded to the

(By Order)

Miscellaneous
FOR RECORD ONLY.

Superintendent in charge,
Home Department.

G.O. No. 1081, 16th October 1916

(EDUCATION)

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While progress in the sphere of primary education is thus most commendable, the facilities for secondary and collegiate instruction have not been allowed to fall short of the requirements. There were altogether 65 institutions of that class in 1915, including the Baroda College, and it is noteworthy that while in British Provinces the number of aided and unaided private schools show no progress, in Baroda there was a good increase in both in 1914-15, which year also witnessed the opening of one more high school for boys. In fact, from every page in the report before us, it is evident that the Government of the Gaekwar are determined to do their best in all respects in the matter of encouraging education, the best evidence concerning which is given by the incontrovertible fact that whereas Baroda spends an eighth of its gross revenue on education, the British Government has set apart only a thirtieth! Another testimony to the value of the Government of Indians by Indians.

I am calling for a copy of the Baroda education report.

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Please have them examined—with this criticism: and the Director of Public Instruction's observations and I shall be glad to see.

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Baroda education has appeared in several newspapers. Put up all the cuttings please and submit the file after issuing the letter.

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* As Letter 2418-1, 5th July 1916.
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NOTES TO G.O. No. HOME (EDUCATION), OCTOBER 1916. 3
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C.R.—8-7-16.

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C. RAMANUJA ACHARIYAR—16-8-16.

P.R.—17-8-16.

[Letter No. 2418-2, dated 27th August 1916.]

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The *Hindu* article is a good summary of the Baroda report.

Baroda is a small State of 2,000,000 inhabitants, autocratically ruled, which
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Notwithstanding this it spends nearly ten times as much on elementary or vernacular
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early as 7. This state of things compares very favourably with that in Madras and is
clearly the result of compulsion which, whatever laxity there may be in its application,
has had important effects on school attendance. Table XV which shows distribution
by standards is however not so favourable to the claims of compulsion. The distribu-
tion is not more even than in Madras as the following comparison shows and it is
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First standard	...	...	...	...	90,107	589,454
Second "	...	...	...	...	62,261	270,733
Third "	...	...	...	...	42,659	198,671
Fourth "	...	...	...	...	23,943	153,966
Fifth "	...	...	...	...	16,234	42,965
Sixth "	...	...	...	...	8,013	4,897
Seventh "	...	...	...	...	3,638	2,151
	...	...	...	...	78	1,123

It will be observed that the drop in numbers from the infant to the first
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4 NOTES to G.O. No. , Home (Education), OCTOBER 1916
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11—33,003	III—23,683
10—38,368	II—42,669
9—41,016	I—62,261
8—41,811	
7—31,587	
6—4,821	
5—1,213	

Below—90,107

and I think it points to my explanation being to some extent right.

The average attendance in Baroda primary schools was 74 per cent, as against 81 per cent in Madras. I think 74 per cent, if it can be relied on, is a reasonably satisfactory figure. The amount of fines recovered was Rs. 48,868 so that if all the pupils had paid fees, instead of some paying fines, they would have paid on an average only about As. 2-9, so that Sir A. G. Bourne's criticism that the State takes fees under the guise of fines has now less applicability.

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The salaries paid to trained teachers are not very different from those in Board schools in Madras.

Their system of grants to secondary schools seems to be half the expenditure less the fees realized, i.e., $\frac{E}{2} - F$, whereas ours is $\frac{E-F}{2}$, which seems better, but our F means fees at high standard rates whereas in Baroda the fees are apparently as little as any one likes to charge.

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HOME DEPARTMENT (EDUCATION).
 The salient points in the Baroda report are noticed in the *Hindu* article and in the Director of Public Instructions note above. A few other points are noted on below.

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Paragraph 3, page 3, of Baroda report.
 Page 100 of Presidency Administration Report (1914-15).

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Paragraph 9, page 2, of Statistical Table V, Baroda report.

Madras Presidency in 1914-15 was nearly 67 lakhs, or nearly one-eleventh of the Provincial share of the total revenue. Including Local and Municipal funds the expenditure from public funds was 104 lakhs, or nearly one-tenth of the Provincial, Local and Municipal revenues (1,077 lakhs).

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Page 17 of Vol. I of Public Instruction Report, Madras.

General table (1) on page 16 of Public Instruction report, Vol. I.

Statistical Table IV of Baroda report.

	Arts colleges.	Secondary schools.	Primary.
Madras	8,284	136,085	1,265,308
Baroda	601	5,805	243,518
	(A of Madras)	(B of Madras)	(C of Madras).

General Table (2) on page 16 of Public Instruction report, Madras, Vol. I.

Statistical Table (ii) of Baroda report.

appropriated by the State for educational purposes. The total expenditure from Provincial revenues on Education in the Madras Presidency in 1914-15 was nearly 67 lakhs, or nearly one-eleventh of the Provincial share of the total revenue. Including Local and Municipal funds the expenditure from public funds was 104 lakhs, or nearly one-tenth of the Provincial, Local and Municipal revenues (1,077 lakhs).

5. Number of scholars.—The total number of scholars in Arts Colleges and in secondary and primary schools are compared below:—

6. Net cost of educating each pupil.—The following statements compare the net cost to Government of educating each pupil in Arts colleges, Secondary and Primary Schools.

Net cost to Government of educating each pupil.

	In Arts colleges.			In Secondary schools.			In Primary schools.		
	RS.	A.	P.	RS.	A.	P.	RS.	A.	P.
Madras Presidency—									
Provincial funds ...	36	1	9	4	14	7	5	12	9
District and Municipal funds ...	2	5	1	0	14	2	2	0	5
Baroda	150	0	0	23	0	0	4	0	0

7. Percentage of expenditure incurred from different sources.—The percentages of expenditure from public funds, fees and private sources to the total expenditure on Education in respect of Arts Colleges, Secondary and Primary schools are given below:—

	Arts colleges.		Secondary schools.		Primary schools.	
	Public funds.	Fees.	Public funds.	Fees.	Public funds.	Fees.
Madras	285	11.9	715	280	187	61.3
Baroda	715	280	723	27.3	717	11.3
	945	...	945	...	945	...

Statistical Table III at the end of the Baroda report.

General Table (2) page 17 of Madras report, Vol. I.

9. There is a system of imparting moral education in the State. The organization of the Library department of the State is also a noteworthy feature. It may be noted here that proposals in these two respects are at present under the consideration of this Government.

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Please print up the note file sharp.
P. RAJAGOPALA ACHARIYAR—28-9-16.

Regist

For approval
28-10-16. M
4/4/16

Prout approval
21. 10. 16
Recd 23/10

NOTES CONNECTED WITH G.O. 1831 HOME (EDUCATION),
DATED 16th OCTOBER 1916.
[SUBJECT.—Education in Baroda]

(1)
Extract from the "Hindu", dated the 27th June 1916.
EDUCATION IN BARODA.

The report on public instruction in Baroda for the year 1914-15 is an interesting record of the many benefits which a really enlightened Ruler can bestow upon his people. The distant goal of the educational policy in British India, namely, to have one school on an average for each village, is already an accomplished fact in Baroda. Taking 15 per cent of the total male population as the average number of boys of school-going age, the number of boys enrolled in schools during the year was cent per cent and the percentage of girls at schools of school-going population, was 81.6. In spite of the war, which elsewhere has brought very stringent economy, the total expenditure increased from Rs. 16,44,522-4-5 to Rs. 17,04,713-14-3 whereas the receipts came to Rs. 1,49,969-15-0 against Rs. 1,78,189-3-8 in the previous year. In this connection it is interesting to compare the proportion between the revenue of the State and the amount spent by it every year on education, with that in British India. Including the amount spent on the library and museums departments, Baroda spent 1/8 of its total revenue on education during the year under report. For British India, on the other hand, the proportion of educational expenditure to total revenue according to the budget estimate for the year 1916-17, is about 1/28. Regarding Primary Education, we are told that out of 3,076 schools, the total maximum number of schools fixed at the time of commencement of compulsory education, there were 3,006 schools in working condition during the year. The total number of pupils enrolled during the year were 249,212 against 221,274 in the previous year and the total enrolment is a little more than 12 per cent of the population. One interesting feature of the working of the compulsory Education Act deserves to be noticed. It is that the money recovered by way of fines on defaulting parents for non-admission and non-attendance of children is not credited to the Government's treasury but is set apart for the improvement of compulsory schools; a portion is spent in giving help to the children of poor parents and nearly 60 per cent is spent on the construction of village school buildings. The amount of fines collected fell from Rs. 68,793 in the previous year to Rs. 48,868. Another satisfactory feature is the steady increase in the number of schools teaching higher standards. The encouragement given to the teachers of Primary schools is very liberal. The salary of a teacher who underwent training only for one year is Rs. 10 to Rs. 12 and a second year trained teacher gets Rs. 15 and a senior or third year trained gets Rs. 20. For female education, in addition to the opening of girls' schools and securing a large number of women teachers by liberal scholarships, there were zenana classes to impart instruction to grown-up women who could not attend ordinary girls' schools. The chief subjects taught in these classes are reading, writing, casting accounts, needlework and embroidery and the last two subjects are said to attract a large number. It is interesting to learn that English is also taught as an additional subject at some girls' schools and we are told that there is no demand for English outside Baroda City. The education of the backward classes is receiving very special attention of the Government and the children learning in the boarding schools started for them, are given boarding, lodging, clothing and everything free and the Government in reclaiming the children of the aboriginal classes from depressing surroundings and unhealthy and debasing environment and uplifting them in life has so far proved successful. There are signs of race improvement in the Kalipara community, as evidenced by the comparatively larger mental calibre of the progeny of those who received their education in these Boarding schools before. Carpentry is taught as an additional subject and there are also model agricultural farms, in one or two schools, to give the children practical training in agriculture on the most improved modern and economic methods. In Secondary Education



25 Copies
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there was an increase both in the number of institutions and of pupils and as for the expenditure and income for the College and High schools there was an increase in the former due to the raising of the salaries of teachers and a decrease in the income due to the College charging half fees for the supplementary term. The encouragement given to poor students by the State is in marked contrast to that in British India. In spite of the fact that the school fees charged are smaller than those in British districts, the Government thought it necessary to raise the percentage of the free-studentships from 10 to 15 on account of the fact that poor students do not take full advantage of English schools because they are unable to pay even the small fees. In the hostels which are attached to several schools, we learn that there is no room-rent charge. Regarding Government aid to private schools, the report says: "The grant-in-aid rules were liberally revised and the aided schools and classes will now receive from Government grants equal to half the actual expenditure, the school-fees being made payable to Government." Another noticeable feature in the State is that in all Secondary schools some hours are set apart for imparting moral instruction to students through the medium of passages selected from the Ramayan, Mahabharat and Goulds' Noble Path, etc. Class teachers read before the students in the class moral stories selected from various books, published under the auspices of the Moral Education League. There is one other subject which has received considerable amount of attention in Baroda and it is a close net-work of libraries of which there are a good many species, chief among them being town and village libraries, children's libraries, travelling libraries. All these possessed 156,206 books and circulated 164,331 during the year. The success and popularity of the library movement and the co-operation which it has met from the people is indicated by the fact that a donation of Rs. 34,860 was received from the Pauchayats.

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Extract from the "New India", dated the 27th June 1916.

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Page 17 of Vol. I of Public Instruction Report, Madras.

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In Arts colleges.			In Secondary schools.			In Primary schools.		
RS.	A.	P.	RS.	A.	P.	RS.	A.	P.

Madras Presidency—								
Provincial funds ...	36	1	9	38	6	10	4	14
District and Municipal funds.	2	5	1	2	5	12	9	1
Baroda	150	0	0	23	0	0	4	0

7. *Percentage of expenditure incurred from different sources.*—The percentages of expenditure from public funds, fees and private sources to the total expenditure on Education in respect of Arts colleges, Secondary and Primary schools are given below:—

Arts colleges.			Secondary schools.			Primary schools.		
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Baroda	71.5	28.0	0.5					
Madras	18.7	61.3	20.0					
Baroda	72.3	27.3	.4					
Madras	71.7	11.3	17.0					
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Please print up the note file sharp.

P. RAJGOPALA ACHARIYAR—23-2-16.

6. NOTES TO G.O. No. 1081, HOME (Education), 16TH OCTOBER 1916.

The notes have been printed and the file is submitted.

S.K.—4-10-16.

N.K.—6-10-16.

C. RAMANUJA ACHARIYAR—7-10-16.

For perusal. To judge by statistics is not always safe: but making allowance for the unsafety I think that it is clear that Baroda has been making good progress in the matter of Education, more progress than we in Madras have been able to achieve. But Baroda spends more money *relatively* on "Education" than we do. Native States enjoy financial autonomy which British Provinces do not: and that gives their administration an elasticity which is ~~desired~~ to us.

P. RAJAGOPALA ACHARIYAR—9-10-16.

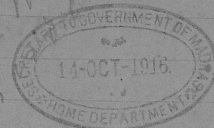
Seen. Thanks. I may call for these papers again later.

P[ENTLAND]—10-10-16.

[G.O. No. 1081, Home (Education), dated 16th October 1916].

denied

*Press
Please
print this*



*Please print
for Receipt only
on the first page.*

Print

*Order
No.*

No. 1081 dated 16th Dec 1916

Recorded

*CA
14.10.16*

*The notes must
be carefully written
Please show
me proof of notes.*

*CA
14.10.16*

ORDINARY.

PRESS SLIP.

PREFERENCE.

URGENT (a).

DEPARTMENT.

Current No. dated 191
G.O. No. 1081, dated 16.10. 1916.

Number of MS. pages sent { Correspondence
(b) { Notes
(b) {

Brief subject *Please see within*

(a) Number of copies required when struck off (not including copies for volumes and editors' table which are retained in the Press).	(b) E. T. copies to supply requisitions for purchase by the public.	Complete correspondence and orders.	Notes.
FOR RECORD.*			
Madras Records ...	4	30	20
Ooty Records ...		4	1
For filing with original			
Total ..		35	25

FOR ISSUE.†	(b) Special issue copies of G.O.	Notes.
	No. Papers.	

Signature copies.....	Letter only	Complete G.O.	No.	Papers.	Notes.
India Office.....					
Govt. of India.....Dept.					
Revenue Department.....					
Public Works Department.....					
Local and Municipal Department.....					
Educational Department.....Dept.					
Public Dept.....					
Judicial Dept.....					
Political.....					
Financial Dept.....					
Marine Dept.....					
Ecclesiastical Dept.....					
Total					
Spare copies					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
The.....					
Total					

INSTRUCTIONS FOR THE SECRETARIAT.

(a) If a paper is marked to be printed urgently, the Superintendent of the section concerned should sign the Press slip. The Superintendent should exercise a careful discretion in the matter.

(b) Each letter, memorandum, or order, or set of orders, in the file of correspondence should be headed in succession with the Roman numeral I, II, III, etc., the number being written in red ink or blue chalk above the item. The particular papers to be printed as the special issue-copies should be indicated by the Roman numeral (I, II, etc.) by which that item has been headed in the correspondence file. All matter, including marginal remarks or references, to be printed should be written in ink and matter which should not be printed should be encircled. Initials and signatures that are not quite legible should be re-written distinctly.

(b) For rules regarding printing of notes, see rule 315 of the office Manual.

(c) The number of copies and the details of distribution should be filled in by the Superintendent or Referencer concerned.

(d) In the absence of special instructions to the Press to keep matter standing for a specified period, ordinary papers of 8 pages and under will be kept standing for one week, and larger papers for two weeks only. The type of notes and of all confidential papers is distributed immediately after striking.

(e) This slip, properly and completely filled in, should accompany every paper sent to Press; it will be returned by the Press when proofs are furnished; it should be sent to the Press when a call is made for revised proofs or when a corrected proof is sent for striking. When finally returned by Press it should be filed with the original order or letter.

INSTRUCTIONS FOR THE PRESS.

(a) If, in the opinion of the Superintendent of the Press, a paper has been marked urgent unnecessarily, he should send the Press slip to the Registrar with a remark to that effect.

(b) Unless a note to the contrary is made against the matter, pencil entries should not be printed. The Superintendent of the Press may bring to the notice of the Registrar any instance of incomplete or careless editing.

(c) Signature copies of letters to the Secretary of State or to the Government of India should be printed on hand-made paper.

(d) This slip should be returned by the Press to the Secretariat when proofs are furnished; it will be sent back to the Press when proofs are returned corrected and should be finally returned to the Secretariat when struck-off copies are supplied.

(e) The names of the Secretary and Members should be printed in full when they occur on the right hand side, only the first time when they appear on the left side, the initials alone being printed later.

* Copies distributed on ‡ (Press Clerk).

† Copies distributed on ‡ (Press Despatcher).

TO PRESS, MADRAS OOTY.

A

B

C

Please send proof in duplicate. The papers have been carefully edited.

Proof returned corrected. Please strike off and send number of copies as indicated.

As the matter is clear manuscript and has been carefully edited, (b) proof need not be sent. Please print and supply number of copies as indicated.

Type may be released after usual interval, at once.

Type may be released after usual interval.

Referencer.
Clerk.

Referencer.
Clerk.

Referencer.
Clerk.

Supdt.

Supdt.

Supdt.

SPECIAL INSTRUCTIONS.

Report on public instruction in Baroda
Recording notes on the report
on public instruction in
Baroda for the year 1914-15.

TO BE FILLED IN BY THE PRESS.

Diary.		Initials of Press official.		
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Call for revised proof received on.....				
Revised proof furnished on.....				
Corrected proof received for striking on.....				
Final copies supplied on.....				

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