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Bureau of Education.

Memorandum No. 38 of July 1906.

NOTES ON SCHEMES FOR THE ADVANCEMENT
OF FEMALE EDUCATION IN INDIA
SINCE 1902.



CALCUTTA :
OFFICE OF THE SUPERINTENDENT OF GOVERNMENT PRINTING, INDIA.

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INDIA.

1. These notes give, as far as information is available, a summary of what has taken place in India, as regards female education since March 1902.

Progress has been generally along the lines laid down by the Simla Conference of 1901, as summarised in paragraph 27 of the Resolution of the 11th March 1904. In the words of the Resolution—"The measures which are now being taken for further advance include the establishment in important centres of model primary girls' schools, an increase in the number of training schools, with more liberal assistance to those already in existence and a strengthening of the staff of inspectresses."

Subordinate to these points are the employment of widows, the training of schoolmasters' wives, zenana teaching, co-education, etc., etc.

2. *Statistics.*—The following tables indicate the statistical progress that has taken place since the quinquennium. The diagram attached besides showing the progress (or retrogradation) of the different provinces during the last four years, also shows, as regards the proportion of girls under education, absolute differences:—

A.—Number of Girls being educated.

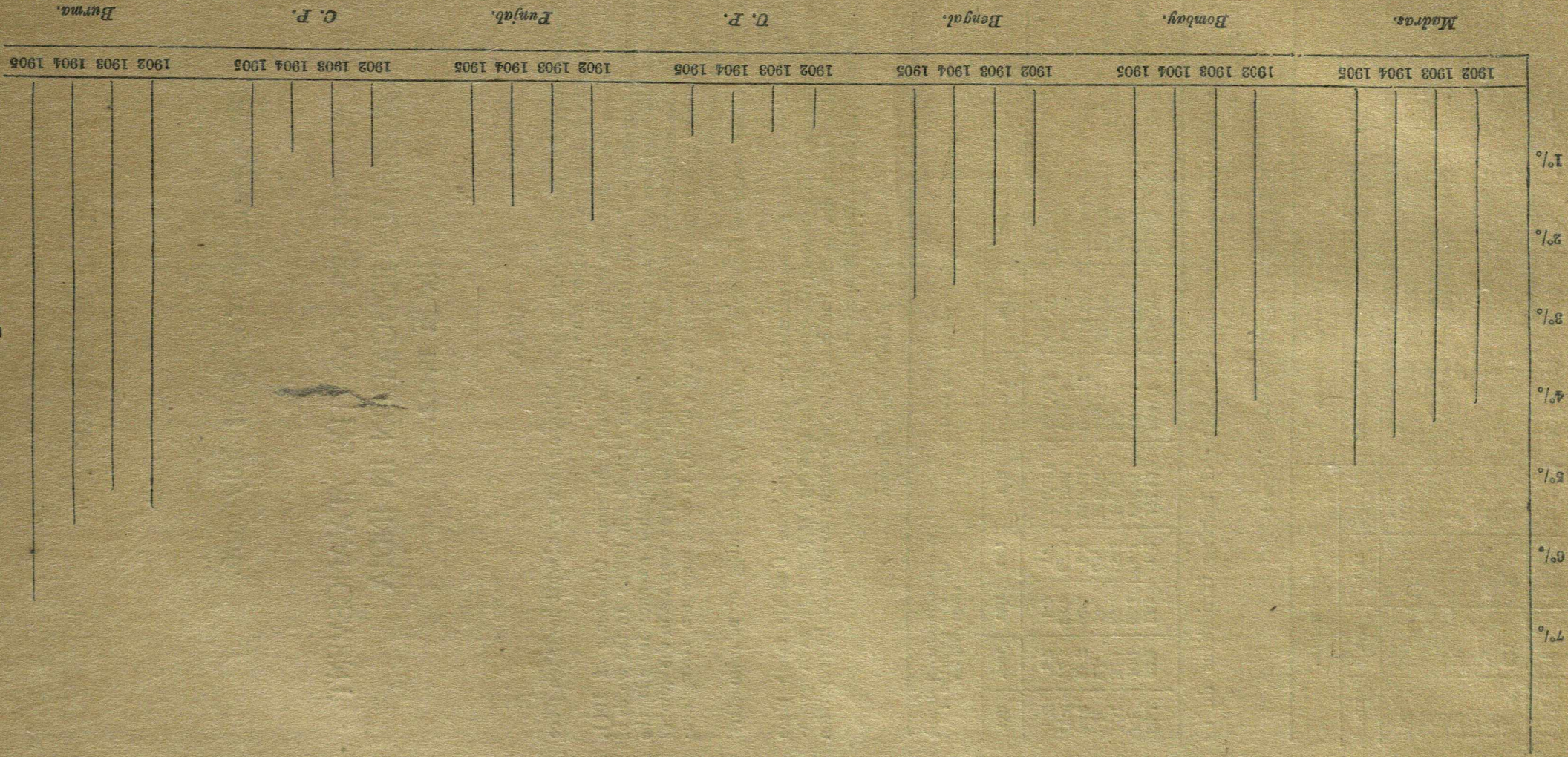
	Number of girls being educated.				Percentage of number of girls being educated to population of school-going age.			
	1902.	1903.	1904.	1905.	1902.	1903.	1904.	1905.
Madras	130,432	133,188	139,139	150,037	4.4	4.6	4.8	5.2
Bombay	81,477	89,674	87,922	99,675	4.39	4.83	4.74	5.37
Bengal	107,465	129,860	162,260	171,095	1.8	2.26	2.82	3.00
United Provinces	20,821	21,887	26,048	25,812	.60	.63	.75	.75
Punjab	26,531	27,069	29,376	29,207	1.88	1.58	1.72	1.71
Central Provinces	8,515	12,363	11,935	13,389	1.2	1.36	1.07	1.7
Burma	40,132	42,617	47,466	54,787	5.9	5.71	6.35	7.33

The following table shows the alteration in the number of training institutions during the last four years:—

B.—Training Institutions for Mistresses.

	Number of Training Institutions.				Number of Students.			
	1902.	1903.	1904.	1905.	1902.	1903.	1904.	1905.
Madras	18	18	19	19	331	335	360	354
Bombay	10	11	12	11	234	174	239	259
Bengal	9	10	18	20	488	558	655	840
United Provinces	2	3	4	3	105	50	66	44
Punjab . . . . .	...	...	...	1	...	...	...	40
Central Provinces	1	2	3	2	23	29	52	49
Burma	6	6	6	4	111	114	113	97
TOTAL	46	50	62	60	1,292	1,260	1,485	1,633

Percentage of girls in schools to female population of school-going age.



*C.—Pay of Female Inspecting Staff in India.*

Province.	Indian Educational Service.	Provincial Educational Service.	Subordinate Educational Service.	Total.
Madras	1. Inspectress at R500—20—600. 2. Inspectress at R450—10—500. 3. Inspectress at R400—10—450.	*1. Assistant Inspectress at R250. *2. Assistant Inspectress at R200. *3. Assistant Inspectress at R200.	Six Sub-Assistant Inspectresses at R125 each.	12
Bombay	Two Inspectresses at R300—40—500 each.	.....	.....	2
Bengal	One Inspectress at R420	One Assistant Inspectress at R200.	.....	2
United Provinces	.....	.....	Four Inspectresses, one at R200 and the rest three at R80—8—120 each.	4
Punjab	.....	1. Inspectress at R400 2. Inspectress at R200.	Two Assistant Inspectresses at R90 each.	4
Central Provinces and Berar.	One Inspectress of Schools, at R400—20—500.	.....	.. ..	1
TOTAL	7	6	12	25

* These three appointments in Madras are known as Special Appointments.

MADRAS.

3. The Director of Public Instruction in his report for 1902-03, writes "Measures have been taken to improve the Government girls' schools which are almost all of the primary grade. The proposals for reorganising the girls' schools in the Central circle have received the approval of Government; those relating to the Northern and Southern circles have yet to be submitted. The object of this reorganisation (which is described below) is to improve the equipment of the schools and the salaries of the teachers with a view to attract teachers of higher qualifications. Fifteen schools have been taken over from Local Boards."

By March 1905 23 girls' schools had been taken over at a considerable annual cost from Local Boards and private agencies and these schools and the schools previously under departmental management had been or were being reorganised.

4. *Reorganisation of Government Girls' Schools.*—"In paragraph 24 of Mr. Hewett's letter No. 466 (Education), dated 6th November 1901, the Government of India expressed the desire that an earnest effort should be made to effect a real advance in the matter of female education and stated that the question of providing more efficient teachers in girls' schools was of the first importance. The state of the existing Government girls' schools has accordingly been now thoroughly scrutinised with the result that it has been found necessary both to strengthen the staff and to require higher qualifications in the teachers. And the Governor in Council deems it advisable to effect this reform before any attempt is made to increase the number of such schools to any great extent.

5. "As regards the strength of the staff, it was found that in the great majority of the schools the number of teachers did not correspond with the number of classes to be taught, while the qualifications, educational and social, of the staff were also unsatisfactory, the pay offered being too low to attract teachers of adequate attainments or to secure either European or caste teachers, an essential point, if Hindu caste girls are to be attracted to or retained in the school. Accordingly the first thing attempted in the direction of reform has been to increase the number of teachers in the existing Government schools and to provide a scale of pay calculated to secure the services of qualified persons for the posts.

6. "For the purposes of female education the Presidency is divided into three circles, the Northern, Central and Southern, each of which is in charge of an Inspectress. There are 93 schools in the Northern, 32 in the Central, and 35 in the Southern circle.

The reorganisation of the schools in the Central circle was taken up first. The 32 schools of this circle which had 28 different scales of pay for the teachers in them were placed in six classes with scales of pay as follows:—

Classes	1	2	3	4	5	6
Number of schools	5	1	2	5	17	2
Head Teacher	R 30	R 20	R 20	R 20	R 14	R 12
First Assistant	20	15	14	14	12	10
Second „	14	12	12	12	10	10
Third „	12	10	10	10	10	...
Fourth „	10	10	10	10	...	...
Fifth „	10	10	10	...	...	...
Total for one school	96	77	76	66	46	32
Total for all schools in the class	480	77	152	330	782	64
Menial staff for all the schools in the class	31	7	12	31	107	14
Total cost	511	84	164	361	889	78

The total monthly cost of the schools as reorganised thus amounts to R2,087 as against R1,844-6-0, the cost of the schools on their former footing; involving an annual expenditure of R8,911-8-0.

Under the reorganisation no teacher is paid less than R10 a month, while on the coming into operation of the salaries in the revised scales no results stipends over and above them will be paid to any grade of teacher, but any teacher adversely affected by the new scale will be granted a personal allowance. The scheme was formally sanctioned in November 1903.

7. "The reorganisation of the schools in the Southern circle was taken up next. The 35 schools of this circle in which previously there had prevailed 27 different scales of pay for the teaching staff were placed in six classes with scales of pay as follows:—

Classes	1	2	3	4	5	6
Number of schools	4	1	4	5	14	7
Head Teacher	R 30	R 30	R 20	R 20	R 14	R 12
First Assistant	20	20	14	14	12	10
Second „	15	14	12	12	10	10
Third „	12	12	10	10	10	...
Fourth „	10	10	10	10	...	...
Fifth „	10	10	10	...	...	...
Sixth „	10	...	...	...	...	...
Total for one school	107	96	76	66	46	32
Total for all schools in the class	428	96	304	330	644	224
Menial staff for all the schools in the class	30½	7	27½	29	66	...
Total cost	458½	103	331½	359	710	224

The total monthly cost of the schools of this circle as reorganised is thus raised from R1,265 to R2,186½; involving an additional annual cost of R11,055. The scheme is drawn on the same lines as that for the Central circle and has been approved subject to the same conditions; but it has not yet been formally sanctioned.

8. "The reorganisation of the schools in the Northern circle was considered last: The 93 schools of this circle which previously had 54 different scales of pay for the teaching staff were placed in 9 classes with scales of pay as follows:—

Classes	1	2	3	4	5	6	7	8	9
Number of schools	1	1	1	14	2	2	40	31	1
Head Teacher	R 30	R 30	R 20	R 20	R 14	R 14	R 14	R 12	R 12
First Assistant	25	25	14	14	12	12	12	10	10
Second „	20	14	12	12	12	10	10	10	...
Third „	14	12	10	10	10	10	10	...	...
Fourth „	12	10	10	10	10	10	...	...	...
Fifth „	10	...	10	...	...	...	...	...	...
Sixth „	10	...	...	...	...	...	...	...	...
Total for one school	121	91	76	66	59	56	46	32	22
Total for all the schools in the class	121	91	76	924	116	112	1,840	982	22
Menial staff of the schools in the class	4	2	2	19	...	2	46	36	...
Total cost	125	93	78	943	116	114	1,886	1,028	22

The total monthly cost of the schools of this circle as reorganised is thus raised from R2,457 to R4,405; involving an additional annual cost of R23,376. The scheme was finally sanctioned in April last. In point of its chief features and of the conditions attached to the sanction, the scheme does not materially differ from those of the Central and Southern circles.

9. "As originally approved, the schemes of the Central and Northern circles provided the higher rates of pay for women teachers only; but this condition has been reconsidered and the higher rates will be paid to the teachers whether men or women, provided they possess the requisite qualifications. It has also been decided to provide three of the schools in the Central, two in the Northern and three in the Southern circle with European or Eurasian head mistresses on a salary of R50 each, in place of the present male head masters and low caste Native Christian head mistresses.

"The total increased cost for the three circles is R45,262-8 per annum, of which R21,909 is on account of new establishments and R23,353-8 on account of increases to existing establishments. When, however, the schemes are in operation the results stipends now paid to the teachers will be saved. In 1903-04 these stipends amounted to R19,300."

The scheme was approved by the Secretary of State in April 1905. (Home Department Proceedings, May 1905, No. 58.)

10. The following details of one typical Lower Secondary School in the Central circle may be interesting :—

CUDDALORE GOVERNMENT GIRLS' SCHOOL.

Strength on 31st March 1903.

Form III	.	.	.	.	.	.	.	.	1
" II	.	.	.	.	.	.	.	.	...
" I	.	.	.	.	.	.	.	.	11
Class IV	.	.	.	.	.	.	.	.	11
" III	.	.	.	.	.	.	.	.	17
" II	.	.	.	.	.	.	.	.	22
" I	.	.	.	.	.	.	.	.	20
Infant class	.	.	.	.	.	.	.	.	35
TOTAL									117

All the pupils were Hindus—34 Brahmins and 83 Non-Brahmins. Of the 6 teachers 4 held Trained Teachers' Certificates. The total expenditure on the school was R1,646, of which R1,560 was paid from Provincial Revenue, and R86 from fees.

A Typical Upper Primary School.

DHARMA PURI GOVERNMENT GIRLS' SCHOOL.

Strength.

Class IV	.	.	.	.	.	.	.	.	6
" III	.	.	.	.	.	.	.	.	10
" II	.	.	.	.	.	.	.	.	18
" I	.	.	.	.	.	.	.	.	16
Infant class	.	.	.	.	.	.	.	.	36
TOTAL									86

The school is conducted by four teachers, their salaries being R14, 12, 10 and 10 respectively.

11. *Training of Hindu and Muhammadan widows.*—One of the greatest difficulties in establishing and maintaining schools for Hindu and Muhammadan girls in Madras is the lack of suitable teachers. To meet this want and gradually to establish a permanent teaching agency for such girls' schools a scheme has been set on foot by Miss Carr, Inspectress of Girls' schools, Central circle, which is likely to enable Hindu and Muhammadan widows, anxious to escape from the almost degraded seclusion in which they are generally kept in this country, to obtain a means of earning their livelihood by adopting teaching as a profession.

Miss Carr proposed a certain scale of scholarships to enable these widows to prosecute their studies at least up to the Lower Secondary Examination, with guardian allowance of R5 per mensem to enable these widows to study in places other than their native towns or villages, when the schools in their native towns or villages do not contain the required form.

The Government sanctioned the scheme in December 1902.

12. A somewhat extended scheme was again submitted by Miss Carr at the end of February 1903, as the number of scholarships sanctioned in the original scheme was insufficient to meet the demand of the Presidency and as there were applications for scholarships on behalf of widows reading beyond the Lower Secondary Standard.

The following revised scheme was submitted by Miss Carr sanctioned by Government in their letter No. 234, dated the 20th May 1903:—

- (a) Nine scholarships of R4 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the third standard or class of any recognised school.

- (b) Nine scholarships of Rs5 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the fourth standard or class of any recognised school.
- (c) Nine scholarships of Rs6 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in first form of any recognised school.
- (d) Nine scholarships of Rs7 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the second form of any recognised school.
- (e) Nine scholarships of Rs8 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the third form of any recognised school.
- (f) Eighteen guardian allowances of Rs5 per mensem tenable for one year to supplement scholarships 3, 4, and 5 to enable Hindu or Muhammadan widows to study in places other than their native towns or villages when the schools in their native towns or villages do not contain the required forms.
- (g) Six scholarships of Rs10 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the fourth form of any recognised schools.
- (h) Six scholarships of Rs11 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the fifth form of any recognised schools.
- (i) Six scholarships of Rs12 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the sixth form of any recognised school.
- (j) Twelve guardian allowances of Rs6 per mensem tenable for one year to supplement scholarships 7, 8, and 9 to enable Hindu or Muhammadan widows to study in places other than their native towns or villages when the schools in their native towns or villages do not contain the required forms.

13. *Zanana Agencies.*—In 1903 a Hindu Ladies' Home Education class was opened at Calicut; the National Indian Association held classes at Madras and Cuddalore and the Free Church Mission Home classes continued to work in Madras. In 1904 the Hindu Ladies' Home Education class at Calicut was closed but the National Indian Association opened another class at Coimbatore. The total number of pupils attending these classes was 116 in 1904.

14. *School Buildings.*—Of the 188 secondary schools for girls in 1902-03, 121 or 64 per cent. and of 769 primary schools, 326 or 42 per cent. had buildings of their own.

The Government of Madras spends money on a liberal scale on buildings for girls' schools as will be seen from the following estimates for Government girls' schools in 1904-05 sanctioned by the Government :—

School.	Estimate.	Cost of site.	Total.
	R	R	R
1. Tiruvannamalai	10,815	...	10,815
2. Vinukonda	10,815	...	10,815
3. Vetapalem	10,815	290	11,105
4. Tenali	10,815	450	11,265
5. Stonehousepet	10,815	2,500	13,315
6. Karur	14,227	630	14,857
Cost of latrines, compound walls, well, etc.			6,000
TOTAL			78,172

The first five are upper primary schools and the sixth a lower secondary school.

15. In March 1905 a conference was held to consider suitable plans for school buildings. There were present the Director, the Consulting Architect, the Secretaries to Government in the Public Works and Education Departments. Regarding girls' schools it was resolved that the buildings should be as follows :—

- (i) *Upper Primary Schools.*—“(a) to consist of one room 20 × 32 or two rooms 20 × 16—arches between main and side rooms—with one 10 verandah on west and one 12 drill shed on east (in rear)—on a low level—with a retaining wall. To accommodate 160 ;
- (b) to be supplied with a well and *suitable* latrine ;
- (c) to be surrounded by a wall where *necessary* and a fence where practicable. Estimated cost of main building, Rs4,350.
- (ii) In the lower secondary school the same design to be adopted with the addition of two side rooms in extension, with sun shades, the drill room to be 82 × 12. Estimated cost, Rs6,200.”



BOMBAY.

16. *Teachers*.—The general complaint is that there is a lack of suitable teachers. "In Khandesh" the Inspector remarks "there are 11 Municipal girls' schools, but they have not progressed and the want of trained teachers is severely felt." In the Broach District twelve new girls' schools were opened in 1903-04, specially for Muhammadan girls, "but they are not very efficient at present owing to the fact that there are no Muhammadan trained teachers, either male or female, available for them." Also in the Southern Division the supply of mistresses is very deficient. One Inspector states that the trained teachers turned out are not altogether satisfactory. He writes "The class of trained teachers has decidedly not been *sans reproche*. This has prevented respectable women from coming forward as teachers, and has discouraged parents of all but the lower classes from sending children to the schools." In Kathiawar, however, of the 92 schools 71 are under trained teachers and there are also 25 trained female assistants in them. "This shows how useful the Rajkot Female Training College is."

Men are employed as teachers in girls' schools in Bombay and even in the Female Normal schools.

17. *Training Institutions*.—In comparison with other Provinces Bombay is fairly well off for Female Training institution of which there are 12 in all with over 200 students on the rolls. (For list see appendix.) The institution at Dharwar was put on a better footing in 1903 in accordance with the Director's proposal of August 1903. The proposal was to convert the existing Normal class attached to the Municipal girls' school into a Training school. The Director's plan provided for a second storey being built over the Municipal schools for training class and for a sufficient staff. It was estimated that in the two sections (first and second years) there would be in all twenty students. The proposed staff was to consist of—

	Per mensem.
	R a.
A Headmaster on a salary of	50 0
First Assistant Mistress	35 0
Second " "	25 0
Peon	7 0

The non-recurring expenditure was to amount to Rs 4,500 for buildings *plus* Rs 2,500 for furniture and apparatus—total Rs 7,000. This was to be met from the balance of the six lakhs. The recurring expenditure was to amount of Rs 1,604 per annum. (Bombay Proceedings, August 1903.)

18. *Inspectresses*.—There are two Government Inspectresses in the Bombay Presidency—one for Bombay and the Northern Division and one for Sind.

In Bombay the "Joint School Committee" have appointed a native lady as Inspectress.

19. *Progress*.—Progress is generally hampered by the lack of competent teachers (see above).

The Sind Inspector reports that in his Division the state of girls' schools generally is unsatisfactory. The causes of this are said to be—

- (a) The purdah system.
- (b) Early withdrawals of pupils.
- (c) Bad management by Municipalities.
- (d) Unfortunate local circumstances.
- (e) The class of teachers.

In Bombay in 1904 the Joint Schools Committee opened two more schools.

20. *Management*.—The Director writes—"I find that in Sind Municipalities exercise practically no control over schools, and that masterships are given away by interest and not according to capacity." Most of these Municipalities agreed, provided that the financial control was not taken away from them, to hand over the girls' schools to Departmental management. Accordingly Government sanctioned the transfer. (Proceedings, November 1902.)

Reports on the same question were submitted by the Inspectors of the other division where the Municipalities seem to be more satisfactory. The Director remarks—"It is unfair to blame the Municipalities so long as we are unable to supply them with the trained teachers they require.....unfortunately this is difficult to do. The supply at the best is so small and the wants of the Local Boards have first to be considered."

21. *Conferences*.—In December 1903 an important Muhammadan educational conference was held in Bombay. At this conference the question of "Female Education" was well discussed. Mr. Tyebjee, the President, spoke at length on the purdah system and its effect on education. "The question," he said, "is not so much a matter of religion as of custom..... I have not been able to discover anything in the Koran which directs or even sanctions the system of purdah in all its strictness as it obtains amongst us at the present day.....The Aga Khan is at one with me in thinking that our present system of purdah is not justified by any text in the Koran." (Ed. Review, January 1904.)

Curriculum.—For the Curriculum of Marathi Girls' school see appendix.



BENGAL.

22. *Model Primary Schools.*—The Bengal Government in its letter No. 2269, dated the 28th of July 1902, sanctioned the expenditure of R10,780 as a recurrent annual charge for subsidizing 49 model primary schools for girls in each of the 49 districts of Bengal. The scale of expenditure for each school is R220 a year besides an initial cost of R600 for a house. These 49 schools have been opened and are reported to be working satisfactorily. In most of the cases buildings have been provided by the people themselves in order to work the scheme. In 1904 the establishment of 37 additional model primary schools for girls was sanctioned. (Proceedings, July 1905.)

23. *High Schools for Girls.*—It was proposed to "start one high school every year in a selected centre. In 1902 a school was started at Chittagong. In March 1904 this school had 75 pupils in its rolls. In 1903 another school was started at Mymensing. It had 80 pupils in March 1904. In the case of each of these schools the local public have provided a pukka building and have undertaken the cost of omnibus to carry the pupils to and from school.

24. *Training of Mistresses.*—"With regard to the employment of women as teachers in Bengal," the Director of Public Instruction remarks, "up to the present time the great bulk of natives regard the employment of a woman as a teacher with considerable suspicion. The experience which has been gained of sending female teachers, who are unmarried or widows into the mufassal, has been very far from successful, for there have been some cases where the behaviour of such mistresses has not been all that could be wished, and also even when the life of an isolated female teacher is as good and pure as could be desired, yet there is such a strong and unreasoning prejudice against her that her character is usually commented on most unfavourably by the ignorant population, and in the end she has to resign her situation. This, however, though true with regard to the mufassal is now not so true in towns, and in Calcutta and other large towns native female teachers can be employed without much fear."

The training schools for mistresses (native) are generally under Missionary Management but aided by Government. In the opinion of the Director the time has not yet come for establishing any new training schools or colleges for female teachers on a large scale, unless there is likely to be a large extension of female education.

Steps have, however, been taken to improve the condition of these aided schools by the help of larger subsidies, and to open training classes in connection with certain schools, Government and aided. The Bengal Government in its letter No. 926-I. G., dated the 16th June 1902, sanctioned for 1902-03, the expenditure of R800 (initial) and R15,380 (recurrent) for a training institution for female teachers.

25. Another very important step has been taken by the Bengal Government for the training of Hindu and Muhammadan widows. The scheme, which is partly based on one which exists in Madras, contemplates the following measures:—

- (a) That training classes for native schoolmasters' wives and Hindu and Muhammadan widows should be opened in connection with girls' schools under the charge of female teachers.
- (b) That such classes should be opened in places where the people are willing to co-operate with the Education Department.
- (c) That such classes should be started in localities where the purdah system is not strictly observed, and where the schoolmasters' wives, when duly qualified, might be sent out as mistresses, as far as possible, to the towns or villages, to which their husbands are posted.
- (d) That such classes should be opened at centres where the Vaishnavas preponderate. This recommendation is made on the ground that females of this class do not strictly observe the purdah system, that they usually devote themselves to a religious life, and that they are generally held in respect by the people.
- (e) That the Inspectress of schools should pay periodical visits to the training classes and submit her reports to the office of the Director of Public Instruction.
- (f) That no male inspecting officers should visit these classes, but that inspecting officers not below the rank of Deputy Inspectors of Schools, may, if necessary, visit the classes to collect information concerning them, with the consent of the female teachers or of the Managing Committee.
- (g) That moderate stipends should be offered in the way of encouragement.
- (h) That "guardian allowances" including travelling charges should be offered in such cases only as may be specially recommended by local officers and supported by the Inspectors.
- (i) That the number of primary schools for girls should be gradually increased so as to afford a wide field for the extensive employment of trained female teachers.

26. Four training classes have accordingly been opened in four different places; the number of female pupils to be trained in each class is 5, and each gets a monthly stipend of R5. The salary given to teachers for two of these schools is R120 a year each or R10 a month. The salaries given to the teachers of the other two schools are R15 and R30 a month, respectively. For these four training classes the Government has sanctioned R2,500 a year.



27. *Zanana Education*.—The work done by various Missions in the matter of female education is known to be largest, in and near Calcutta and in Chota Nagpur. The work can be divided under two heads, the first being carried on in the numerous girls' schools established by such agencies and the second in the form of house to house *Zanana* visiting where the grown up females of a family receive instructions. Up to a few years ago the method of subsidizing the work was to give lump sums to the various Missions for what was called *Zanana* work. Now, however, certain amounts calculated partly in the shape of fixed grants and partly by results are apportioned to each girl's school working under a Mission and a total amount of Rs 42,333 was allotted in the year 1901-02. The Missions are understood to expend the amounts granted on the girls' schools and not for the support of Mission ladies who visit *Zananas*.

28. Notwithstanding the zeal and devotion displayed by missionary agencies in the work of female education in Bengal, there is one thing in the work which does not commend itself to the general public, and that is the religious teaching, which forms an integral part of the teaching imparted by missionary ladies. In the opinion of the Director of Public Instruction "*Zanana* teaching carried on by native ladies who are Hindus or Muhammadans, would be more acceptable to native gentlemen generally and also be likely to be more successful than the *Zanana* teaching now carried on by Christian ladies, either European or Native."

29. It is with the object of encouraging native ladies both Hindus and Muhammadans to become lady teachers who should visit *Zananas* solely with the object of educating their inmates, and with no other motive, that the Director of Public Instruction drew up a scheme for *Zanana* education and referred it for opinion to a conference of experienced educational officers. The officers in question having duly considered the subject submitted to the Director the proposals in the form of the following seven resolutions:—

- (a) That this conference is of opinion that the term *Zanana* education means the education of females who do not come out of their homes, *i.e.*, *pardanashin* ladies and girls.
- (b) That *Zanana* education should be based on a system which is acceptable to native society, and be imparted through popular books of wholesome tendency, embodying Hindu and Muhammadan traditions.
- (c) That in a populous village a small committee, consisting of 3 to 5 members, should be formed who by their position and character would command the respect of their community. If the village is mostly composed of Hindus then all the members of the committee should be Hindus of the orthodox class, one of them being a Government servant or Government pensioner, if available, and one of the priestly caste; if, on the other hand, the residents of the village are chiefly Muhammadans, all the members must be Muhammadans of the orthodox class, one of them being a Government servant or a Government pensioner, if available, and one a Moulvi. This committee should have the power (1) to select a competent female teacher; (2) to choose a convenient centre for the purpose of assembling the female pupils of the village at the house of some respectable gentlemen; (3) to advise the teacher, whenever necessary, as to her work; (4) to fix the amount of her remuneration within the limits sanctioned by the Education Department; and (5) to make arrangements for other particulars. The committee should likewise be responsible to the Department for the proper use of any Government money placed at their disposal.
- (d) That a female teacher should be selected from one of the local respectable families, who by her age, character and respectability could command the confidence of the people. She should be given a female servant, if necessary. Other small incidental charges (such as the purchase of books, slates, paper, etc.) might be defrayed by the female teacher with the approval of the committee. Besides this, there should be provision for offering money and other prizes for regular attendance of the pupils and for proficiency in reading and in writing. The

Teacher	R
Servant	20
Prizes, contingent charges, etc.	4
	6
TOTAL	30

conference beg to suggest that the experiment might be tried in, at least, a dozen places for the present, and that the sum of Rs 30 a month, according to the details noted in the margin, with an initial expenditure of Rs 40 for each centre be sanctioned.

- e) When sufficient progress in reading and writing has been made, useful subjects, such as domestic economy, simple rules of arithmetic, sanitation, childnursing, etc., should be gradually introduced.
- (f) That these centres of *Zanana* education should not be visited by any male inspecting officer, nor should such officer hold direct communication with the female teacher. A male inspecting officer (not below the rank of a Deputy Inspector of Schools) should, however, visit the members of the committee, suggest means for improvement, and collect information regarding the centres.



- (g) That, to ensure the success of the scheme, it is desirable to appoint special officers to select suitable localities and to arrange preliminary details with the leading residents thereof.

The conference recommend that the scheme should be tried in 12 selected localities in Bengal. Mr. Pedler, however, considered that it would be better to confine the experiment at first to 9 centres only, *viz.*, to a selected place in each of the nine Divisions under an Inspector of Schools.

The Government of Bengal has sanctioned the scheme, recommended by the Director, in its Resolution No. 722-T.G., dated the 4th June 1903, and has particularly desired the Director to issue explicit orders to the effect that the scheme should not in any way interfere with the system followed by missionary ladies.

Nine centres, one for each Division, have been opened. (Proceedings, July 1905.)

30. In the report for 1904-05, the Director writes :—

“The scheme for the appointment of orthodox Hindu or Muhammadan women to act as peripatetic female teachers has been extended, especially in the Presidency Division.” The Director also quoted the following remarks by the Inspectress of Schools:—“I found from visiting Zanas and from the expression of native opinion that there was no prejudice against the education of girls, but strong feeling against any relaxation of the *purdah* system for high caste girls. In support of this is the fact that recently a meeting was held at Muzaffarpur of the more educated classes, with a view to opening a strictly *purdah* school for Hindus. In some parts of these districts, education would be welcome did it not bring with it the presence of men officials. What is needed is a greater extension of the Zana system of teaching for higher class girls strictly *purdah* schools. These would of necessity have to be wholly inspected by women.”

31. *Curriculum*.—In March 1904 a conference was held to consider a suitable syllabus for girls' schools. The conference was of opinion that the syllabus of studies approved in Resolution I of 1901 might, with slight modifications, satisfy the requirements of girls' schools in Bengal. The modified syllabus was approved by Government on the 18th January 1905. Below is given an analysis of the syllabus. It is really the same as that prescribed for boys with certain minor changes. In the case of girls' schools manual training is optional; agriculture, physics, chemistry, Euclid and mensuration are omitted altogether; while needle-work is made compulsory.

Analysis of the Bengal syllabus for Girls' Schools.

	Infants.			Standards.					
	A	B	C	I	II	III	IV	V	VI
Kindergarten	x	x	x						
Drawing	x	x	x	x	x	x	x	x	x
Object lessons	x	x	x	x	x	x	x		
Animal lessons (Natural History)	x	x	x	x	x	x	x	x	x
Plant lessons (Botany)	x	x	x	x	x	x	x	x	x
Physical geography				x	x	x	x	x	x
Geography						x	x	x	x
History						x	x	x	x
Arithmetic	x	x	x	x	x	x	x	x	x
Reading		x	x	x	x	x	x	x	x
Grammar					x	x	x	x	x
Writing			x	x	x	x	x	x	x
Needle-work		x	x	x	x	x	x	x	x
Domestic economy				x	x	x	x	x	x
Manual training				op.	op.	op.	op.	op.	op.
Physical exercises	op.	op.	op.	op.	op.	op.	op.	op.	op.
English (in Secondary Schools)						op.	op.	op.	op.

The differentiation between object lessons and other subjects is not always clear.

Note—x Indicates that the subject is ordinarily compulsory and op. that it is optional.

32. *Scholarships*.—The Director of Public Instruction in his letter No. 6159, dated the 31st May 1904, reported to Government that many girls obtaining Primary or Middle-scholarships and willing to prosecute their studies further at home are obliged to forfeit their scholarships because they are debarred by the custom of the country from attending schools in which the scholarships are made tenable under the rules in force. On behalf of these candidates and in the interests of female education in general, the Director proposed that in such cases if before the expiration of the period for which the scholarship is to be held the girl pupil in question submits to an examination by an Inspectress of Schools or by a female teacher for Zana education or by an Inspector of Schools or even by a Deputy Inspector of Schools, and is found on such examination to have attained the desired higher stage of education, then the scholarship money be paid to her as a prize. This proposal of the Director of Public Instruction was sanctioned by Government in its No. 1074-T.G., dated the 23rd of June 1904.



33. *Grants-in-aid*.—A conference was held in May 1904 to revise the rules for grant-in-aid to the girls' schools in and near Calcutta. (Bengal Proceedings, September 1904, page 347f.)

The rules finally passed by the conference were sanctioned by the Local Government on 8th September 1904. The chief features of the new rules are:—

- The grants, in future, are to be based on the standards as defined under the new vernacular scheme of education.
- The attendance grants in the lower standards have been graduated: instead of having a fixed grant of R60 only for standards below the fourth as was formerly the case.
- The payment by results of examination merely is abolished, and in lieu thereof, these grants will be given according to a scale laid down in the rules. These grants will in future depend on general efficiency as determined in each particular case by the Inspector and the Inspectresses of Schools after inspection and will be decided after considering the teachers' qualifications, the discipline of the school, its house accommodation, the quality of teaching, etc.
- Special consideration has been made in the case of Training schools and schools teaching up to the Entrance Standard.

34. Proposed rules for aiding girls' schools in and near Calcutta in reference to the new Vernacular Education Scheme.

- The annual sum allotted to grants-in-aid of schools in and about Calcutta is R ...
- This sum will be distributed partly according to (A) attendance, and partly according to (B) general efficiency, *i.e.*, teachers' qualifications, discipline, house accommodation, and quality of teaching imparted.

A.—In reference to roll number.

AVERAGE MONTHLY ROLL NUMBER (GIRLS ONLY).	ANNUAL GRANTS FOR SCHOOLS TEACHING EFFICIENTLY STANDARDS.							
	INFANT.	I	II	III	IV	V	VI	ENTRANCE. VII
	2	3	4	5	6	7	8	9
1	R	R	R	R	R	R	R	R
Below 40	40	60	80	120	160	220	280	480
40 to 59	50	75	100	135	160	220	280	510
60 to 89	60	90	160	190	200	280	320	530
90 to 119	70	100	200	230	250	340	400	540
120 to 149	80	120	250	300	330	380	450	580
150 and upwards	90	130	300	350	380	440	460	580

N. B.—Schools below Standard I will not get any aid according to scale (b).

B.—In reference to general efficiency.

ANNUAL MAXIMUM GRANTS FOR EFFICIENCY IN STANDARD.							
I	II	III	IV	V	VI	Training class.	Entrance class.
R	R	R	R	R	R	R	R
25	40	60	90	180	300	1,000	1,500

- Special grants will be given for boarding schools in addition to grants earned as above:—

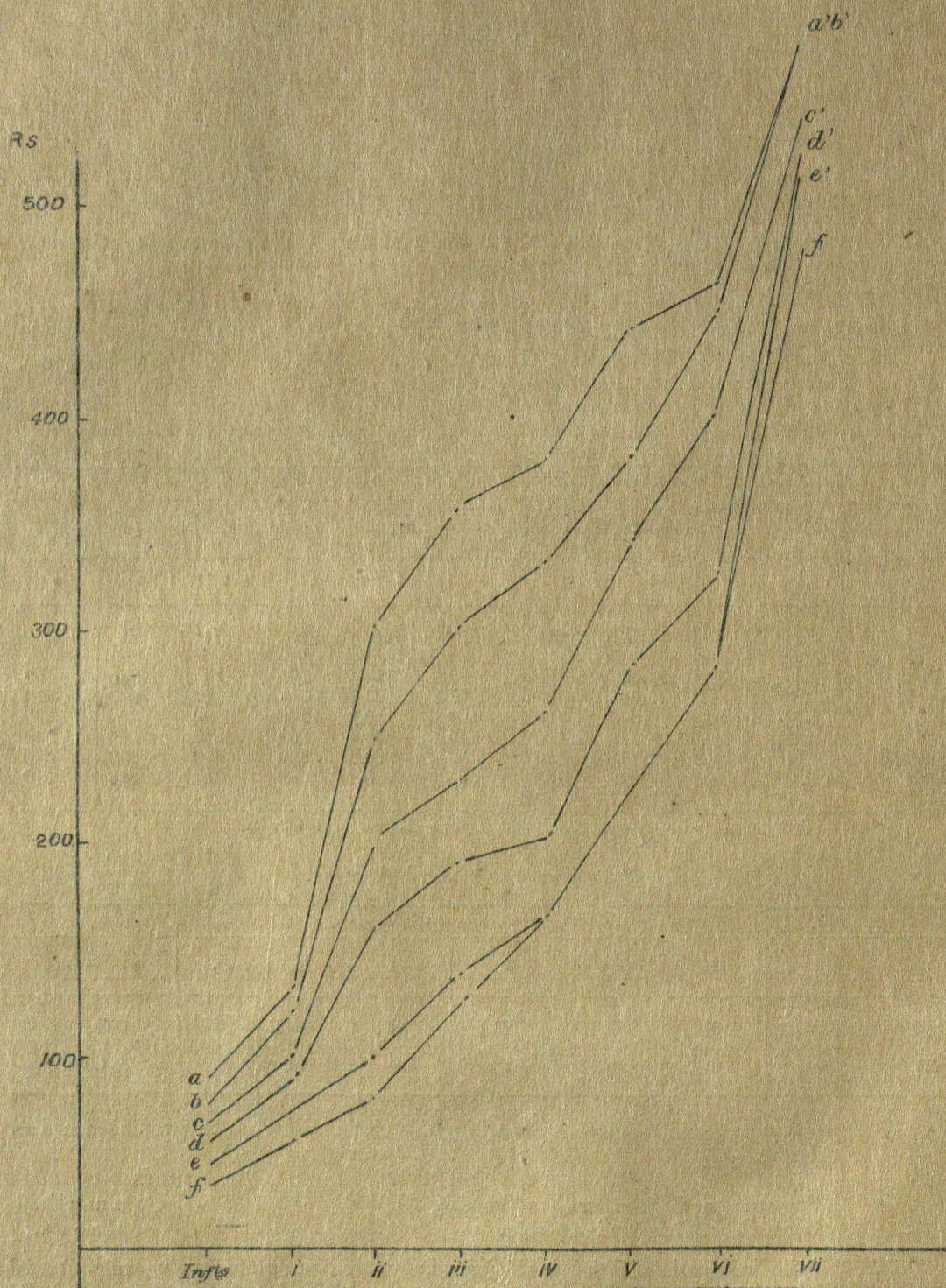
	R
For each pupil (in other than Training schools)	1 a month.
For each pupil in Training schools	2 a month.

- Training schools in addition to efficiency and attendance grants under rule (b), and boarding grants under rule (c), will receive a further tuitional grant of R1 a month for each pupil under training.
- In deciding on the grants to be paid under rules (b), (c) and (d), it will be necessary also to consider the average figures for the last three years in each case.
- The several standards will be as in the Statements A and B in rule (b).
- No pupil who has not read the full course of Standard IV will be allowed to join a Training school in the Junior Teachership class and none who has not read the full course of Standard VI the Senior Teachership class.
- A school getting an efficiency grant for a higher standard shall not be allowed an efficiency grant for a lower standard.

(e) It is to be particularly observed that the scales upon which grants are to be given, may as mentioned in rules (b), (c) and (d), are only of an approximate character and be increased or reduced in any year according to the funds at the disposal of the Director of Public Instruction, Bengal.

35. On examining the scale of grants given in section 47 it will be seen that the increments are not very regular.

The accompanying diagram plainly shows the irregularities, which may be explainable.



Sanctioned rates for attendance grants for girls' schools in Bengal.

a a'	grants for schools of 150 upwards.
b b'	" " " " 120 to 149.
c c'	" " " " 90 " 119.
d d'	" " " " 60 " 89.
e e'	" " " " 40 " 59.
f f'	" " " " below 40.



36. *Grants for the education of Native Christian Girls.*—The Inspectress of Schools approached the various Christian missions in Calcutta on the subject of the education of native Christian girls. She found them all strongly opposed to any scheme that lent itself to the anglicising of Bengali girls and quite opposed to the idea of educating them under the Code for European schools. Some of the missions “notably the Baptist and Diocesan missions will not consent to associate for the purpose of founding a school for different denominations.”

The Director proposed to give grants-in-aid to few selected missionary schools at an estimated cost of ₹200 a month. This was sanctioned on the 20th December 1904.

THE UNITED PROVINCES.

37. On the 16th December 1904 a Committee was appointed to advise the Government as to practicable methods of advancing female education under existing conditions in the United Provinces.

38. The Committee consisted wholly of native gentlemen with the Inspector of Schools, 3rd Circle, as their president. The Committee circulated question to some 200 persons and received replies from 90. The recommendations of the Committee were based upon these replies and upon personal enquiries of individual members. The Committee held six meetings in April—May 1905 and several of its members visited schools in Calcutta, Alahabad, Meerut and Jullundur.

39. The recommendations of the Committee may be summarised as follows :—

- (a) It is best to develop both the school system and the system of peripatetic governesses side by side, at least for the present; (b) but there should be no relaxation in the effort to open new schools. (c) The Committee recommend that model schools should be opened at least in the head-quarters of all districts and that, as far as possible, there should be in each large town one for Muhammadans and another for Hindus. (d) The system “which in the opinion of the Committee is likely to exercise the greatest influence on the progress of female education, and is calculated to mark a new era in its growth is the one which will carry education within the four walls of the *zanana* by the appointment of peripatetic governesses.” (e) In order to be able to grapple with the problem seriously the creation of a body of Indian Mistresses is necessary; (f) and the most obvious course is the opening of Normal schools like the one at Lucknow. In this connection the Committee recommends strict observance of the *pardah*; grant of liberal scholarships and of special scholarships to wives of teachers and to widows; provision of separate Normal schools for Hindus and Muhammadans; (g) grant of scholarships to girls who do not attend any school but study at home with a view of taking up teaching as a profession; (h) male teachers of advanced age may be employed only when and where it is absolutely necessary; (i) it will be necessary to prepare a special series of text-books and also “Text-books dealing with the general principles of ethics and morality treated from the standpoints of Hindu and Mussalman religions respectively and illustrate by stories drawn from the sacred literature of the religion concerned should be used in all schools.” (j) The appointment of at least one Indian Service Inspectress is necessary. (k) The formation of local committees of Indian gentlemen in every town is eminently desirable. (l) No fees should be charged in girls’ schools. (m) The consensus of opinion seems to be against the attendance of girls in boys’ schools. (n) *Note of dissent.*—Two members hold that the establishment of separate primary schools for Hindu and Muhammadan girls is wrong in principle.

40. In the Government Resolution of the 8th June 1905 on the report of the Committee the Director was asked to draw up proposals to take effect from the commencement of the next financial year. The Director submitted a scheme in November 1905, which was based upon the report of the Committee. Among his proposals were the following :—

- That (a) Government girls’ schools be opened in nineteen districts; (b) education for girls in Board schools be free; (c) special grants be made and rewards offered for suitable text-books; (d) visiting governess be engaged by district boards; (e) the Normal school at Lucknow be enlarged; (f) similar Normal schools be established; (g) an Indian Service Inspectress be appointed; (h) European and Indian Inspectresses be invited to become honorary Inspectresses; (i) committees of gentlemen be appointed in each district and large town.

These proposals entailed an increase in annual expenditure of some ₹ 3,00,000.

41. The Government of the United Provinces passed orders on the above proposals in February 1906. His Honour regretted that Government had no funds to make any further allotment for the year 1906-07. “It should, in His Honour’s opinion, be the policy of the department (a) to rely mainly on aided schools and classes for the expansion of female

education ; (b) to work entirely through district boards."* The Government also decided to appoint an Indian Education Service Inspectress ; to enlarge the Normal school, Lucknow ; to establish a similar normal school at (?) Allahabad ; and that when both Normal school are in working order one is to "teach exclusively in Nagari and the other exclusively in Persian character." The Government further suggested that the district boards should be asked (1) to allow small capitation grants (? 4 annas a head) to male teachers in primary schools, who are advanced in years, for every girl attending a girls' school or class taught by them ; (2) to start zanana classes in consultation with local committees as soon as teachers are available. The Director was also asked by Government to issue orders for the preparation of suitable textbooks. (United Provinces Proceedings, March 1906, page 19 f.)

42. *Training Institutions.*—In his 1903-04 report the Director wrote of the Government women's Normal school, Lucknow. "Its progress has so far exceeded expectation that the experiment of founding a school of this kind now seems likely to win success and to become a valuable addition to the educational agencies of the Province." Again in 1905 the Director wrote : "The Committee.....reported that they had every reason to feel encouraged by the result of the experiment made in opening this school, and to find in it the justification for the belief that the system is capable of development. They recommended that more Normal schools should be opened.

PUNJAB.

43. *Teachers.*—In 1902-03 there were 568 female teachers of whom 54 were trained. In 1903-04 there were 678 of whom 82 had been trained, while in 1904-05 there were 610 of whom 44 were trained. The Inspectress of Schools states that the chief difficulty in the way of progress is financial. "Improved buildings and better teachers are wanted."

In 1902 there were no training instructions for girls but training classes were attached to several schools.

Government, however, intimated their intention of starting a Training school in connection with the Victoria Girls' School, Lahore. As a preparatory measure ten stipends of Rs10 a month were sanctioned for girls who have passed the Entrance examination and wish to undergo training as teachers. In January 1905 the Training school was opened in temporary premises. It is intended to transfer the training classes to the Nan Nihal Singh Hareli where the Victoria school will be the practising school. The staff is at present entirely Native Christian. The course for the time being is for one year only. Those who have passed the Upper Primary examination are admitted to the Junior Certificate class and those who have passed the Middle school examination to the Senior Certificate class. Stipends of Rs8 and Rs5 are given. There were 40 students in 1905.

44. *Widows.*—In July 1903, Government adverted to the fact that in Amritsar the females under training were mostly Hindu widows and His Honour was of opinion that what had been successful there might succeed in other places. Government also noted that in a considerable number of places in the Punjab the wives of teachers had opened private schools for girls and was of opinion that this practice should be encouraged.

45. *Zanana agencies.*—The Inspectress of Schools writes :—

"It must be remembered that it cannot be congenial to the ideas of the Muhammadan Community to send girls out to school.....Not only must the school be *pardah* and the teacher a *pardah* woman, but arrangements must be made to convey the girls to and from school. Where this is satisfactory, as in Lahore and Jullundur, the Muhammadan girls show themselves more appreciative of education and willing to stay to a later age than Hindus. A considerable amount of teaching is done privately in *zananas*. A woman who has passed through our schools can easily find employment in well-to-do houses.....Married women who have had some education will collect little classes of their neighbours and teach them. In Dera Ghazi Khan and Ferozepore I met with instances of this, and no doubt many more might be found." (Director of Public Instruction's Report, 1903-04.)

Government in a Resolution of July 1902 decided to consider favourably applications from Local Boards and Municipalities for grants for zanana teaching.

46. *Teachers' examinations.*—In the Punjab examinations for female teachers are held and the results are said to be satisfactory. The curricula for the two grades of examinations are annexed. (See Appendix.) At the examinations held in 1903 there were 24 candidates in all, of whom 13 were successful. Of these successful candidates 8 appear to have been trained in Christian schools.

47. *Inspectresses.*—Miss Frances, Inspectress of Schools, was deputed during the year 1903-04 to visit the Bengal, Madras and Bombay Presidencies in order to observe the state of female education there.

48. *Co-education.*—In indigenous schools in this Province boys and girls often read together : this is to be allowed in the lower primary stage.

49. *Curriculum.*—Physical training is not prescribed for girls' schools, but in the Kanyan Maha Vidyalay, a private school in Jullundur city, physical exercise is compulsory, and action songs have been lately introduced.



Domestic economy is well taught in some schools, but the Inspectress states that this subject can only be properly taught in boarding schools. In the Lahore circle it still continues to be treated purely as a book subject except in the Calarhabad school where it is followed on thoroughly practical lines. Needle-work generally improves in neatness particularly in schools under Christian management.

50. *Conference.*—Among the subjects for discussion at the Education Conference held in April 1903 were—

- (ix) How can Hindu widows and the wives of teachers be induced to offer themselves for training?
- (x) What can be done to secure the attendance of girls at boys' primary schools in places where no girls' schools exist?
- (xi) Should female schools maintained by Government be gradually established where local agency has proved inefficient or inoperative?

BURMA.

51. The establishment of 12 Model Vernacular Government schools at suitable centres, six for boys and six for girls has been sanctioned as an experiment. It has been found, however, that the cost of these schools is very great. They will be useful as models, but it seems likely that the expenditure will be too heavy, in proportion to the results achieved to permit of such schools being established throughout the country as a means of speedy primary education among the masses. It has been decided to await reports as to the success of the experiment before sanctioning any extension of the scheme.

The expenditure for each Model Girls' School is to be—

											R
Staff.	1 Teacher at	.	.	.	.	.	.	.	.	.	50
	1 " "	.	.	.	.	.	.	.	.	.	40
Servants.	1 Peon "	.	.	.	.	.	.	.	.	.	12
	1 Sweeper "	.	.	.	.	.	.	.	.	.	8

Sanctioned June 30th, 1904.

CENTRAL PROVINCES.

52. *Managements.*—The Director of Public Instruction in a letter to Government dated July 17th, 1902, writes as follows :—

"There is one point to which I should like to invite attention, *viz.*, the question of female education. Considering its backwardness and the importance of giving it the utmost encouragement, I think *it should be a separate charge on Provincial funds* in the case of both District Councils and Municipalities, and that the *control and management of girls' schools should be in the hands of the Education Department*. The members of these bodies are keen enough in the matter of the education of boys, and frequently evince their keenness in a practical manner by liberally subscribing for school buildings and the like, but in respect to female education they are ordinarily apathetic. It would, I think, be for the good of female education, if the control and management of girls' schools were handed over to the Education Department. Female education is a tender plant which needs special fostering, and I believe it would receive more sympathetic treatment from the Education Department.....So also as regards funds, I think that District Councils and Municipalities should be relieved of the cost of supporting these institutions, and I would also make girls' schools, not under the management of Missions or other societies, Government institutions. The fact of these schools being directly under Government would add to their *izzat*, and increase their popularity."

The Chief Commissioner and the Government of India approved of the Director's proposals and the necessary permission of the Secretary of State for a similar proposal regarding the girls' schools in Berar was obtained.

53. In November 1904 the Director stated that applications for the opening of new girls' schools had been received from certain localities in Berar; and proposed that 35 new schools should be opened. The Chief Commissioner decided "that for the ensuing year provision should be made for the opening of only 20 new schools, and if these are found to work well to consider further proposals for the addition of the remaining 15 schools in the following year." (Central Provinces Proceedings, January 1905, page 21 f.)

54. *Teachers.*—Of the special grant of two lakhs allotted to the Central Provinces it was proposed to devote Rs. 6,000 towards the establishment of a Female Normal School at Nagpur. Of this sum Rs. 5,000 was to provide for the staff and Rs. 1,000 for rent, furniture and contingencies. This proposal was approved of and the school was opened on 2nd December 1902. Ten pupils were at once enrolled and work was started with zeal. Unfortunately a severe outbreak of plague occurred. The first Assistant Master fell a victim and the

school had to be closed. In 1903-04, however, the numbers increased from ten to nineteen and the school may be said to have made a good start.

The other Government Female Normal School, located at Jubbulpore, does not seem to be prosperous. At the last examination for certificates six candidates presented themselves and three passed. In 1903-04, it was unfavourably reported upon, but the Director in his 1904-05 report says "The school is popular and is attracting a better class of women."

There is still a great lack of teachers.

55. In connection with the transfer to Government management of Municipal and District Councils girls' schools a scheme of graded pay for female teachers in these schools calculated to attract teachers was drawn up.

In order to avoid multiplicity of grades it was decided to have five classes of one grade only, viz.:—

R	R
I.— 2 on 30 per mensem	60
II.— 5 on 20 " "	100
III.— 21 on 15 " "	315
IV.— 18 on 12 " "	216
V.— 70 on 10 " "	700
Total	1,391 per mensem.

When vacancies occur in existing posts appointments will be made in the graded service so that eventually pay may become personal instead of local.

The Government of India sanctioned the proposal on condition that the appointments be treated as five grades and not as five classes of one grade each.

56. *Male Teachers in Girls' Schools.*—In many parts of India elderly men are employed as teachers in girls' schools. In the Central Provinces there seems to be some doubt as to their proper designation. The Director was asked whether the term "female teachers" included men teaching in girls' schools. In his 1903-04 report the Director states that "Many schools in Marathi districts are in charge of certificated men teachers of advanced age, but it is hoped that a moderate and regular supply of certificated teachers will be available from the Female Normal School, Nagpur." In 1904-05, the Director still deplores the lack of teachers and remarks that the majority of the schools are under male teachers and that this makes female education unpopular.

COORG.

57. In Coorg girls do not pay school fees except for the study of English. They generally attend the boys' primary schools, there being only two institutions reserved exclusively for girls.

BARODA, GWALIOR, JEYPORE.

58. Baroda appears to have been to a certain extent successful in promoting female education. The Director of Vernacular Instruction in Baroda states that better results have been brought about in that State than in other parts of India. The ratios of girls attending school to (1) the number of girls of school-going age and (2) to the female population are stated to be 8.7 and 1.3 per cent. respectively.

The means for bringing about these results are said to be—(a) persuasion and sympathy; (b) establishment of schools within easy reach; (c) facilities in admitting girls into boys' schools; (d) zanana classes for women; Urdu schools for Muhammadan girls and special schools for special classes; (e) *Introduction of compulsory education in a number of villages in the Taluka*; (f) Scholarships for girls who remain at school after the age of twelve years; (g) adoption of more suitable standards, etc.

The system of compulsory education seems a bold move. "Its successful trial in the most backward Taluka of Amreli," writes Mr. H. D. Kambavala, "shows that it is not impossible or impracticable to introduce it into India, if proper means and facilities are provided. The fact that after two years' work, only ten out of 3,000 children of the standard age remained away in 1896, and that after six years' working not a single child remained unregistered, proves the success of the measure adopted by the enlightened and liberal rule of Baroda." The same authority states that the mothers are generally the adverse influence and that early marriage is also a drawback.

59. The special subjects taught in Baroda to girls are—(a) practical cookery; (b) Sanskrit; (c) drawing; and (d) music. It is stated that in spite of certain objections the subjects of cookery and music have become popular in Baroda. Sanskrit also is said to be popular.



60. The report of Public Instruction in Jaipur (1903-04) shows that of girls of school-going age 37 per cent. were enrolled as scholars. Turning to the report for Gwalior in the same year, we observe that the girls there are better off. Of boys of school-going age 8.53 per cent. are under instruction; of girls 5.34 per cent. "Under the fostering care of His Highness, female education is growing more and more popular in this State. Popular reluctance is being overcome by explaining the advantages of female education in public meetings and by showing to village people the work in sewing and knitting done by the girls of the Maharani's Girls' School."

GILCHRIST SCHOLARSHIPS.

61. The Council of the National Indian Association some time ago applied to the Gilchrist Trustees asking them to give aid to women teachers to enable them to go to England to study the newest modes of instruction. To this proposal the trustees gave an unfavourable reply, but at the same time they intimated that they were willing, as an experiment, to vote £300 for two years towards the training of women teachers in India provided a suitable scheme for this purpose was prepared by the Council and submitted for their approval. The scheme as finally sanctioned provided for scholarships being given to deserving women to enable them to extend their periods of training in India. The scholarships were ordinarily to be Rs 20 a month. The first sum of £150, which was received from the Gilchrist Trustees in 1902, was apportioned for the following year to the Madras and Bombay Branches of the Association as follows—£75 to Madras, £37-10. to Poona, and £37-10. to Gujarat. Promising scholars were selected and placed under the superintendence of the Branch Committees. The first report states that all had greatly benefited by the additional year's training received in the Training Colleges. At Madras one scholarship was awarded to a Eurasian matriculate, who, on completing her second year's training, obtained an appointment on Rs 50 a month in the Presentation Convent College, Black Town. Another scholarship was awarded to a native Christian matriculate. After training, she was appointed on Rs 40 a month as teacher in the new centre of Home Education Classes in Triplicane under this Association. Two further scholarships were awarded to two native Christian students, who later became teachers on Rs 11 and Rs 12 respectively in Mission schools. At Poona two of the scholars were Brahman widows and one was a Beni-Israel girl. At Ahmedabad two were Brahmans, one by religion a Jain, the fourth belonged to a class of small land-holders, and the fifth was of the agriculture class.

The second report for 1904 shows that in the Madras Presidency Training College four scholars were under training—an Armenian matriculate, two Indian Christian matriculates and a Eurasian. Three of them passed the examination for the Teachers' Certificates, and the Lady Superintendent reported that all had benefited by their extra year of training. At the Mahalaxmi Female Training College, Ahmedabad, three Brahmans and one Jain held the scholarships; and at the High School and Training College, Poona, a Jewess, a Mahratta widow, and a Brahman widow were the scholars. Satisfactory accounts of the teaching work done by all these students were received, and the success of the first two years induced the Council to make an application to the Trustees for a continuance of the grant. The trustees promised a renewal of the £300,—£150 of which went to training scholars in 1905, and £150 was sent in January of this year to the three centres for the scholars of 1906.

In 1905 for the first time a Muhammadan girl was under training in Madras, the other three scholars being a European Christian, a Tamil Native Christian, and a Telugu Native Christian.



APPENDIX I.

BOMBAY CURRICULUM FOR MARATHI GIRLS' SCHOOLS.

[Bombay Code, 1903.]

Infant Classes.—Arithmetic, Reading, Simple Forms and Colours, Stories, Recitation, Singing, Drill, Games. Some Kindergarten Occupations.

Standard I.—Arithmetic, Reading, Recitation, Singing, *Writing*, Fifteen *Object-Lessons*.

Standard II.—Arithmetic, Reading, Recitation, Singing, Writing, Object-lessons, *Needle-work*.

III.—Arithmetic, Reading, Recitation, Singing, Writing, *Geography*, Object-Lessons, Needle-work.

Standard IV.—Arithmetic, Reading, Recitation, Grammar, Writing, Geography, *Sanitary Primer*, Drawing, Needle-work.

Standard V.—Arithmetic, Reading, Recitation, Grammar, Writing, Composition, *History*, Geography, Sanitary Primer, Drawing, Needle-work.

Standard VI.—Arithmetic, Reading, Grammar, Recitation, Writing, Composition, *History*, *Domestic-Economy*, Needle-work.

APPENDIX II.

CURRICULUM FOR THE MIDDLE STANDARD EXAMINATION FOR NATIVE GIRLS IN THE PUNJAB.

Compulsory Subjects :—

Arithmetic—The whole.

History—Mukhtsar Tarik-i-Hind.

Geography—Outlines of General Geography with special reference to the Punjab, India and Asia.

A Vernacular language—Urdu, Hindi or Gurmukhi, Explanation and Composition, Grammar and Calligraphy.

Practical Physiology, etc.—Practical Physiology, Hygiene and Domestic Economy.

English—Translation from English into the Vernacular, Translation from Vernacular into English, Grammar and Calligraphy.

Optional Subjects.—

A Second Vernacular Language—Urdu, Hindi or Gurmukhi, Reading, Explanation and Grammar, Writing to Dictation.

Arabic, Persian or Sanskrit—Translation into the Vernacular, Translation from the Vernacular, Grammar.

Mathematics—Euclid (first two books), Algebra (G. C. M., L. C. M., Fractions, Simple Equations).

Elementary Science—Physics Primer.

Practical Physiology—(For anglo-vernacular candidates only) as above.

APPENDIX III.

(Circular No. 8, March 26th, 1903.)

TEACHERS' EXAMINATION CURRICULA IN THE PUNJAB.

Junior Vernacular Certificate Examination.

1. Vernacular.—[(a) Language and Literature, (b) Grammar, (c) Dictation, (d) Letter-writing, (e) Calligraphy, (f) Oral.]

2. Persian or Sanskrit.—[(a) Language and Literature, (b) Translation from Vernacular, (c) Grammar], or Domestic Economy.

3. Arithmetic.

4. Geography.

5. Common Things (Object-Lessons for Primary Schools).

6. Needle-work (Sewing, Embroidery, Knitting).

7. School Management.

8. Practice of Teaching.

Senior Vernacular Certificate Examination.

1. Vernacular [(a) Language and Literature, (b) Composition, (c) Grammar and Analysis.]

2. Arithmetic [(a) The whole, (b) Mental.]

3. History and Geography.

4. Practical Physiology, Domestic Economy and Hygiene.

5. Mathematics [(a) Euclid i and ii, (b) Algebra.]

or

Physical Science

or

Persian, Arabic or Sanskrit [(a) Translation from the Classical Language, (b) Translation to the Classical Language, (c) Grammar.]



6. Needle-work [(a) Sewing and Embroidery, (b) Knitting.]

7. School Management as in the Isharat-ul-Talim.

8. Practice of Teaching—a lesson.

APPENDIX IV.

GIRLS' PRIMARY SCHOOLS.

1904-05.

Province.	Government.	Municipal and Local Boards.	Others.	Total.
Madras	134	10	735	879
Bombay	3	455	465	923
Bengal	1	1	4,884	4,886
United Provinces	33	237	276	536
Punjab	...	196	168	364
North-West Frontier Province	...	6	6	12
Burma	1	...	444	445
Central Provinces and Berar	100	31	75	206
Eastern Bengal and Assam	...	72	48	120
Coorg	2	2	1	5
Total	274	1,000	7,102	8,376

Number of Girls' Primary Schools.

	GOVERNMENT.				MUNICIPAL AND LOCAL BOARDS.				OTHERS.				TOTAL.			
	1901-02.	1902-03.	1903-04.	1904-05.	1901-02.	1902-03.	1903-04.	1904-05.	1901-02.	1902-03.	1903-04.	1904-05.	1901-02.	1902-03.	1903-04.	1904-05.
Madras	104	121	133	134	26	11	9	10	652	637	669	735	782	769	811	879
Bombay	3	3	3	3	296	326	400	455	445	446	464	465	744	775	867	923
Bengal	...	4	1	1	1	2	1	1	2,663	3,408	4,664	4,884	2,664	3,414	4,666	4,886
United Provinces	...	1	30	33	173	194	212	227	214	265	289	276	337	460	531	536
Punjab	...	...	...	...	190	194	194	196	196	159	166	168	326	353	360	364
Central Provinces and Berar.	3	7	92	100	65	79	30	31	99	78	74	75	167	164	196	206
Burma	...	...	...	1	...	...	...	...	323	332	396	444	323	332	396	445

APPENDIX V.

MADRAS.

Training Institutions for Mistresses, 1905.

GOVERNMENT.				Number of Students.	Number who have become certificated.
1. Gunneirbeed Training School, Vizagapatam	.	.	.	3	...
2. Presidency Training School for Mistresses, Madras	.	.	.	57	59
3. Hobart Training School, Madras	.	.	.	9	6
4. Coimbatore Training School	.	.	.	18	7
5. Calicut Training School	.	.	.	14	9
AIDED.					
1. Guntur, A. E. L. M.	.	.	.	12	7
2. Nellore, A. B. M.	.	.	.	5	10
3. Angole, A. B. M.	.	.	.	13	4
4. Cassimode, F. C. M., Madras	.	.	.	27	30
5. Chittore American Mission, North Arcot	.	.	.	21	13
6. Cuddalore, R. C., Training School, South Arcot	.	.	.	19	14
7. Puttur, All Saints, Trichinopoly	.	.	.	13	3
8. Cantonment R. C.	.	.	.	27	17
9. Madura, American Mission Training School	.	.	.	35	32
10. Palameotta, Sarah Tucker Training School, Tinnevely	.	.	.	33	20
11. Nazareth, St. John's Training School, Tinnevely	.	.	.	17	7
12. Mangalore, St. Ann's Training School, South Canara	.	.	.	16	17
13. Mangalore, B. G. M. Training School	.	.	.	9	5
				347	260



APPENDIX VI.

BOMBAY.

Training Schools for Mistresses, 1905.

GOVERNMENT.	Number of Pupils on the rolls.
Female Training College, Poona	59
" " " Ahmedabad	109
Training School, Dharwar Local Board	24
Training College, Hyderabad Municipal	6
Normal Class, Karachi Native States	9
Barton, Female Training College, Rajkot	22
AIDED.	
* Convent Normal School, Byculla . . . . .	...
* Girgaon Girls' Normal Class	7
American Mission Josephine Kindergarten Class, Sholapur . . . . .	...
* Karachi Convent Normal Class	9
* St. Mary's Normal Class, Poona	6
UNAIDED.	
Female Normal Class, Hyderabad	2
St. Hilda's Normal Class, Panch Howds, Poona	6
TOTAL	259

* These are for teachers in European Schools.

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