

(12) *Special schools.*—The Kallar Industrial School at Srivilliputtur was closed in 1929-30. In the same year a college of Music at Chidambaram was opened. In 1928 the School of Engineering, Trichinopoly, was abolished and the Subordinate Engineering classes were transferred to the College of Engineering, Guindy. The School of Engineering at Vizagapatam worked throughout the quinquennium, but orders have been passed abolishing the school from July 1932 as a measure of retrenchment. For the same reason the three special schools for commercial education at Madras, Vizagapatam and Calicut which worked during the quinquennium were ordered to be closed.

(13) *S.S.L.C. scheme.*—The strength of the S.S.L.C. Board was increased from 10 to 14 and representation was given to the Andhra and Annamalai Universities. Hindi and Indian Music were added to the list of subjects under Group C in 1927-28. Permission was given in the same year to candidates who appeared for the examination once to appear in subsequent years as private candidates. The course of studies relating to the S.S.L.C. scheme was revised and recast, the most important change that was made being the redistribution of subjects under the several groups, A, B and C. It is gratifying to notice that the number of pupils answering non-language papers in their vernaculars increased appreciably.

(14) *Changes in the Grant-in-Aid Code and the Madras Educational Rules.*—The rules relating to the mortgaging of school buildings for which grant has been paid from provincial funds were amended so as to require managements to refund to Government the whole or a portion of the subsidy if the building or land for which grant is paid ceases to be used for educational purposes within a period of thirty years if the grant does not exceed Rs. 50,000; fifty years if the grant exceeds Rs. 50,000; ninety-nine years if the grant exceeds Rs. 1,00,000. In May 1928 provision was made in the Code for withholding grants from institutions which refuse to admit pupils of the depressed classes. In April 1929 the rules relating to the payment of boarding grants were revised. In February 1930 the purchase of land for playgrounds was included among the objects for which grants may be sanctioned. Rule 60 of the Code was amended so as to provide for the purchase at an evaluation made by an officer deputed by Government of articles bought with the aid of grants from provincial funds which are subsequently diverted for other than educational uses.

Five changes relating to fees and fee concessions in educational institutions were made in the Madras Educational Rules during the quinquennium. Chapter VII relating to the recognition of hostels for women was newly added. Provision was made in the rules for the compulsory levy of games and medical inspection fees.

(15) *The passing of the Old College buildings.*—When the old college buildings which housed my office were declared old buildings early in the quinquennium the construction of a new building at an estimated cost of Rs. 5,28,000 was

T 2114 N 31

N 32.

190587

H. C. S. 84

sanctioned. The building was nearing completion towards the close of the quinquennium and was expected to be ready for occupation in August 1932.

The following brief account of the Old College buildings written in 1931 by Mr. R. G. Grieve is of interest in this connexion:—

"The buildings in the Old College were sold by the younger Moorat to Government in 1827 and to them was transferred from Pycroft's Gardens the Company's College for Junior Civil servants. On the closure of the college the buildings were used for various purposes—in particular the hall now demolished served as a place for dramatic performances. Finally when Mr. Grigg was Director the buildings came to house the Office of the Director of Public Instruction. A new wing was added about thirty years ago, but the rest of the buildings are over a hundred years old, their most noticeable feature being two elephant gates and buildings for stores said to have been brought up by a more navigable Cooum."

The passing of the Old College buildings with which my office has been associated for over fifty years cannot but be a matter for regret.

I.—GENERAL SUMMARY.

3. *Statistics relating to institutions.*—The total number of public institutions (inclusive of Sanskrit and private institutions recognized by the Department) rose during the quinquennium from 50,941 to 53,545 or by 5.1 per cent and their strength from 2,440,874 to 2,877,504 or by 17.9 per cent. There was a large fall in the number and strength of private institutions as in the previous quinquennium, the percentage of decrease being 45.5 and 42.5 in their number and strength, respectively. If public and private institutions are considered together, the total number of institutions rose by 1,287 or 2.4 per cent and their strength by 401,694 or 15.9 per cent.

4. *Institutions and scholars by districts.*—In nine districts there was a decrease in the number of institutions and in one in strength. In seven districts there was an appreciable increase and in the remaining a moderate increase so far as the number of institutions is concerned.

5. *Institutions according to managing agencies.*—Schools under public management increased from 17,612 to 22,760, the increase being shared by all classes of management. This large increase to a certain extent is due to Panchayat schools being classed as schools under public management. The number of Government schools rose from 1,875 to 1,908 and that of Municipal schools from 1,553 to 1,622 and of Local Board and Panchayat schools from 14,184 to 19,230. The number of aided institutions decreased from 30,719 to 29,944, but their strength increased from 1,311,913 to 1,474,060; of the latter type of schools, 8,015 or 26.8 per cent were managed by mission agencies. The decrease in the number of aided schools is due partly to the classification of panchayat schools as schools under

public management and partly to the closing of ill-working night schools and superfluous day schools. As in the preceding quinquennium, unaided schools decreased in number from 2,610 to 840 and in strength from 76,409 to 30,175.

6. *Education in relation to population.*—Though the percentage of male scholars to the male population in 1931-32 was the same as in 1926-27, i.e., 9.5 per cent, the percentage of female scholars to the female population rose from 2.5 to 3.1. The percentage of the total number of scholars both female and male to the entire population increased from 6.0 to 6.3. In the case of male scholars, the percentage varied from 19.9 in Madras to 5.3 in Salem and in the case of females from 10.3 in Madras to 1.4 in Ganjam and Salem. The increase in the percentage of scholars to the population was shared by a large number of districts in the Presidency. The increase in population between 1921 and 1931 accounts partly for the smallness of the increase in the percentage of scholars to the population.

7. *Scholars according to classes of community.*—There was an increase in the number of scholars of all classes of the community, the increase being noticeable in respect of Indian Christians, Non-Brahman Castes, Hindus and the Depressed Classes.

8. *Scholars studying English.*—The number of pupils studying English rose from 330,243 to 488,910 or by 48 per cent against an increase of 28 per cent in the quinquennium ending 31st March 1927.

9. *Scholars unprotected from smallpox.*—The number of scholars unprotected from smallpox decreased during the quinquennium from 12,398 to 7,717.

10. *Extent of education in municipal and non-municipal areas.*—The number and strength of institutions in municipal areas to the total figures for the Presidency stood at 7.8 and 17.8 per cent, respectively, on 31st March 1932.

11. *General statistics of receipts and charges.*—The total expenditure on education including the expenditure on Professional colleges and special schools not under the control of the Department, increased during the quinquennium under report from Rs. 453 lakhs to Rs. 568 lakhs. The amounts met from the main sources, namely, Provincial funds, District Board and Municipal funds, fees and other sources increased appreciably though in varying proportions under each source. The increase in District Board and Municipal expenditure was as usual largely met from Provincial subsidies. It is noticed that the expenditure from public funds increased by 29 per cent and from other sources also by 29 per cent. The amount spent from private funds, although showing an increase, is still less than that spent from public funds. This is evident from the fact that public funds contributed 61 per cent and private sources 39 per cent of the expenditure.

Nearly the whole amount shown under subscriptions and other sources in General Tables III-A and III-B represents the contributions from managements. This item contributed Rs. 77.95 lakhs to the total expenditure of Rs. 428.46 lakhs.

The total direct expenditure on education rose from Rs. 340.06 lakhs to Rs. 428.46 lakhs, the increase being by Rs. 88.40 lakhs or 26.0 per cent against an increase of 39 per cent in the previous quinquennium. The increase was shared by all classes of institutions, namely, colleges, Rs. 4 lakhs; secondary schools, Rs. 16 lakhs; elementary schools, Rs. 64 lakhs; training schools, Rs. 2 lakhs and other special schools, Rs. 2 lakhs.

The amount spent by District Boards and Municipal Councils on their own elementary schools increased from Rs. 89.29 lakhs to Rs. 130.69 lakhs. From the following table which furnishes details of expenditure in schools under the management of municipalities, it will be observed that the total recurring expenditure rose during the quinquennium from Rs. 25.92 lakhs to Rs. 35.75 lakhs and the capital outlay representing non-recurring items of expenditure increased from Rs. 4.22 lakhs to Rs. 4.42 lakhs.

Expenditure on Schools maintained and aided by Municipal Councils.

	Number of institutions.			Recurring expenditure from					
	Managed by Municipalities.	Aided by Municipalities.	Total.	Provincial funds.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Colleges ...	1	1	2	Rs. 3,000	Rs. 10,725	Rs. ...	Rs. 8,851	Rs. 7,813	Rs. 30,389
High schools ...	39	...	39	1,83,514	1,61,525	...	5,08,140	1,367	8,84,545
Middle English schools.	13	...	13	19,365	24,261	...	35,068	64	78,758
Middle vernacular schools.	...	...	...	...	...	...	...	...	...
Primary schools ...	1,565	234	1,799	7,78,163	17,02,518	7,445	5,606	1,207	25,84,988
Special schools ...	4	2	6	9,621	35,120	...	178	1,823	46,761
Total for 1931-32	1,622	237	1,859	9,73,663	(a) 20,24,158	7,445	5,67,551	11,264	35,75,391
Total for 1926-27.	1,553	69	1,622	6,82,561	13,84,714	...	4,79,017	5,700	25,92,392

(a) Includes contributions to institutions under other managements, but excludes stipends paid to teachers in municipal service under training, scholarships paid from municipal funds and boarding charges in hostels attached to municipal institutions.

	Number of institutions.			Capital expenditure from					
	Managed by Municipalities.	Aided by Municipalities.	Total.	Provincial funds.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Colleges ...	1	1	2	Rs. ...	Rs. 53,022	...	...	...	Rs. 53,022
High schools ...	39	...	39	23,997	99,186	...	...	1,436	1,24,613
Middle English schools.	13	...	13	6,092	23,594	...	...	...	29,686
Middle vernacular schools.	...	...	...	...	...	...	...	...	...
Primary schools ...	1,565	234	1,799	35,318	1,99,301	...	...	393	2,35,012
Special schools ...	4	2	6	...	...	...	...	...	...
Total for 1931-32.	1,622	237	1,859	65,407	3,75,997	...	...	1,829	4,42,333
Total for 1926-27.	1,553	69	1,622	56,620	3,65,328	...	...	...	4,21,948

The total indirect expenditure increased from Rs. 112.66 lakhs to Rs. 139.16 lakhs, the increase being due largely to the payment of a lump grant to the Annamalai University (started during the quinquennium) under buildings and furniture to the extent of nearly Rs. 10 lakhs. There was an increase of Rs. 6 lakhs on boarding charges in hostels.

The following statement furnishes a summary of the expenditure of Rs. 52 lakhs under buildings and equipment incurred on different classes of institutions.

From this it will be seen that the amounts spent were on colleges, Rs. 13.87 lakhs; high schools, Rs. 14.84 lakhs; middle schools, Rs. 2.13 lakhs; primary schools, Rs. 14.88 lakhs and special schools, Rs. 6.61 lakhs.

Public funds contributed about Rs. 32 lakhs and private funds over Rs. 20 lakhs to the total expenditure.

Amount expended on Buildings, Furniture and Apparatus during 1931-32.

	Colleges.	High schools.	Middle English schools.	Middle vernacular schools.	Primary schools.	Special schools.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial rev. enues.	7,95,712	2,95,506	53,258	...	1,38,344	4,89,289	17,22,109
Local funds ...	...	3,77,393	82,898	...	6,20,028	4,384	10,84,706
Municipal funds.	53,022	99,213	23,561	...	1,99,301	...	3,75,097
Subscriptions and other sources.	5,38,359	7,11,937	53,137	...	5,30,464	2,16,910	20,50,798
Total ...	13,87,624	14,84,052	2,12,854	...	14,88,137	6,60,583	52,32,710

T. 211 x N31

190587

12. *Provincial receipts and charges.*—For the year 1931-32 the budget grant under "31. Education" was Rs. 264.77 lakhs and the actual expenditure Rs. 243.30 lakhs; the difference between the budget grant and the actual expenditure was due to the suspension of teaching grants in respect of new schools, the percentage reduction in the ordinary teaching grants and the abolition of special teaching grants for the improvement of teachers' salaries, reduction in the rates and periods of tenure of stipends and stipendiary grants and scholarships, suspension of payment of building and equipment grants and the general reduction in all items of expenditure on account of the financial stringency. Including figures relating to schools and colleges not under the control of the Department and the expenditure on educational buildings, the Provincial receipts and charges amounted to Rs. 11.23 lakhs and Rs. 282.06 lakhs, respectively, against Rs. 8.87 lakhs and Rs. 225.90 lakhs in the quinquennium ending 31st March 1927. There was a small increase in fee receipts in Government institutions, but the marked increase under "Miscellaneous" was mainly due to the refund by local bodies of the unspent balances of subsidy. The increase in the charges was shared by almost all items of expenditure and was marked in the case of "Subsidies to Local Bodies and District Educational Councils."

13. *Grants-in-aid.*—The total amount of grants-in-aid to institutions under private management decreased from Rs. 30.72 lakhs to Rs. 29.64 lakhs. This decrease was due chiefly to the resumption by Government, owing to the financial stringency, of the provision for special teaching grants to secondary schools, and for the payment of building and equipment grants to aided schools. The amount placed at the disposal of the District Educational Councils for the payment of teaching grants to aided elementary schools was Rs. 50.71 lakhs in 1931-32 against Rs. 41.85 lakhs in 1926-27.

14. *Miscellaneous charges.*—The heading "Miscellaneous" in General Tables III-A and III-B includes, as in the previous years, boarding charges in hostels amounting to Rs. 39.89 lakhs, expenditure on private schools not conforming to departmental standards of instruction Rs. 2.83 lakhs, amount spent on scholarships in schools and colleges Rs. 4.83 lakhs, and miscellaneous items such as charges relating to the Oriental Manuscripts Library, Registration of Books, Examination charges, Text-book Committee and Miscellaneous Grants amounting to Rs. 3.77 lakhs.

The receipts of private schools amounted to Rs. 0.17 lakh, while those from departmental examinations were Rs. 0.07 lakh; the boarding fees collected in hostels and boarding-houses amounted to Rs. 17.61 lakhs. The figure appearing under "other sources" represents the amount spent by managements of private schools which was Rs. 2.66 lakhs, endowments and subscriptions collected and spent on hostels and boarding-houses Rs. 16.26 lakhs, payment of scholarships Rs. 1.44 lakhs and recoveries on account of service payments Rs. 2.92 lakhs.

15. *Average cost and average fee.*—Information as to the average cost of education and average fee per head paid in various institutions for general education for boys is appended below:—

	Government.		Board.		Aided.	
	Average cost.	Average fee.	Average cost.	Average fee.	Average cost.	Average fee.
	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.
Arts colleges for Indians ...	258 3	85 5	233 15	48 6	162 9	90 6
Secondary schools for boys—						
For Indians ...	63 12	21 6	49 7	21 9	41 14	25 4
For Europeans ...	...	...	...	...	147 6	30 2
Elementary schools for boys—						
For Indians ...	13 2	...	10 14	0 1	6 8	0 7
For Europeans ...	...	...	...	...	68 9	8 3

II.—CONTROLLING AGENCIES.

16. *Direction.*—Mr. R. Littlehales, M.A., C.I.E., Director of Public Instruction, continued to be on deputation as Educational Commissioner with the Government of India during the quinquennium and Mr. R. G. Grieve, M.A., C.I.E., officiated as Director during the whole period except between 27th January and 23rd September 1930 when I officiated as Director.

17. *Inspection.*—Mention was made in the last quinquennial report of the reorganization of the inspecting agency which resulted in the replacement of Inspectors and Assistant Inspectors of Schools by District Educational Officers; and Sub-Assistant Inspectors and Supervisors by Deputy Inspectors. Although the change brought considerable relief to the inspecting officers and made better control and better inspection possible, the large increase in the number of elementary schools in each district during the preceding quinquennium necessitated a further increase in the quinquennium under report in the number of inspecting officers. The following are some of the more important changes made in the administrative branch of the Educational Service between 1927 and 1932:—

(1) The post of District Educational Officer, West Godavari, in the Madras Educational Service which was temporary was made permanent in 1927-28 and the post of the Assistant Inspector of European Schools in the old Provincial Educational Service which was in abeyance was abolished.

(2) The subordinate inspecting staff employed in the Agency area was reorganized and the number of inspecting officers increased in 1927-28 by the addition of two Deputy Inspectors of Schools in the senior grade and two Supervisors.

(3) The two temporary supervisors of Mappilla schools in the Malabar district were replaced by two Junior Deputy Inspectors and two additional officers of the same grade appointed in 1928-29.

(4) The post of the Agency Educational Officer in the Madras Educational Service was abolished with effect from 1st March 1929.

(5) On account of the large increase in the number of elementary schools for boys, the subordinate inspecting staff was strengthened by the appointment of 83 Junior Deputy Inspectors in 1928-29 and of 14 in 1929-30.

(6) The district of Malabar was bifurcated for the purpose of educational administration in 1929-30 and an additional post of District Educational Officer in the Madras Educational Service was in consequence created in place of the temporary post of Special Assistant to the District Educational Officer, Malabar, which was abolished.

(7) The number of Inspectresses of Girls' Schools was increased from five to seven in 1929-30 and two additional Inspectresses in the Madras Educational Service were appointed. In consequence of the large increase in the number of elementary schools for girls, Government strengthened the inspecting staff of girls' schools by the employment of ten additional Sub-Assistant Inspectresses in 1928-29 and fifteen in 1930-31.

(8) The post of the Woman Specialist in Physical Education which was temporary was made permanent in April 1928.

The total cost of the inspecting agency excluding Direction amounted to Rs. 17,36,959 and was 3.06 per cent of the entire expenditure on education and 4.05 per cent of the total direct expenditure, the corresponding percentages for the last year of the preceding quinquennium (1926-27) being 3.35 per cent and 4.46 per cent, respectively.

The following statement shows the number of inspecting officers and number of institutions, as it stood on 31st March 1932:—

Inspecting officers.	Number of officers in each grade.	Grades of schools.	Number of institutions in their jurisdiction.	Number of institutions which each has to see annually.	Average number of schools actually seen by each.
District Educational Officers.	26	Secondary	530	20	20
Inspectresses of Girls' Schools.	7	Training.	83	3	4
Deputy Inspectors of Schools (Junior and Senior).	384	Secondary	78	10	10
		Training.	62	9	10
		Elementary.	46,681	122	142
Assistant and Sub-Assistant Inspectresses.	52	Do.	5,672	109	102
Supervisor in the Agency areas.	13	Do.	949	73	80

18. *Personnel (Men's branch).*—The following officers of the Indian Educational Service retired from service during the period under review:—

Diwan Bahadur Sir K. Ramunni Menon, Kt.
Mr. W. S. Hadaway.
Mr. J. A. Yates.

Rao Bahadur M. C. S. Anantapadmanabha Rao.

Mr. K. R. Ramaswami Ayyangar.

Mr. R. W. Ross.

Mr. H. A. Hart died in June 1928.

The services of the following officers of the Indian Educational Service were placed at the disposal of the Government of India for the periods shown against their names:—

Mr. R. Littlehailes, M.A., C.I.E., from April 1927 to March 1932.

Mr. R. M. Statham, M.A., C.I.E., from January 1928 to March 1929.

Mr. W. Erlam Smith, M.A., from November 1930 to May 1931

Dr. John Matthai, D.Sc., commencing from June 1925.

The services of the officers mentioned below were lent to the Calcutta, Mysore and Andhra Universities for the periods shown against their names:—

Sir S. Radakrishnan, 1926-31, Calcutta University, and from 1931, the Andhra University.

Mr. C. D. S. Chetty, the Andhra University, from April 1926.

Mr. S. V. Venkateswara Ayyar, the Mysore University, from 1922 to 1931.

Mr. Arthur Davies, Principal of the Law College, Madras, retired from service in June 1928 and when his successor Mr. M. Ratnaswami, M.A., C.I.E., relinquished the post on his becoming a member of the Madras Services Commission, Mr. K. Krishna Menon, M.A., B.C.L., Bar-at-Law was appointed Principal. The staff of the Law College was reorganized in July 1931 and Messrs. Abdul Azeem and S. Govindarajulu were appointed Vice-Principal and Professor, respectively.

The following officers were appointed to the special posts in the College of Engineering at Guindy:—

Mr. P. A. Midha.

Mr. J. H. C. Kann.

Mr. W. A. Wales

Mr. M. K. Dandekar, Principal, Institute of Commerce, Madras, died in January 1931.

The following officers of the Madras Educational Service retired from service during the period under review:—

V. C. Srinivasa Acharya.

Rao Sahib T. S. Subrahmanya Ayyar.

K. Natesa Ayyar.

Rao Sahib C. S. Sundaram Ayyar.

R. Tata Acharya.

M. Subrahmanyam.

T. Hanumanta Rao

V. S. Vasudeva Sastri.

T. Tirumal Rao Nayudu.

P. Parthasarathi Nayakar.

J. Webster.

Ch. S. Prakasa Rao.

Mr. C. P. Venkatarama Ayyar died in March 1932.

The following officers were confirmed in the Madras Educational Service during the quinquennium :—

Senior Scale.

V. C. Srinivasa Acharya.	S. Kameswara Rao.
V. S. Vasudeva Sastri.	M. R. Rajagopala Ayyangar.
P. Parthasarathi Nayakar.	M. Abdul Hamid.
D. Sadasiva Reddiyar.	S. Krishnaswami Ayyar.
P. S. Subrahmanya Ayyar.	K. P. Govinda Menon.
V. Viswanatha Sarma.	M. Karamchand Wade.
B. Somasundara Rao.	A. V. Venkatarama Ayyar.
L. Venkatratnam Nayudu.	T. M. Kelu Nedungadi.
Ghulam Dastagir.	K. Venkata Rao.
R. Gopala Ayyar.	P. Bhadrappa.

Junior Scale.

T. Hanumanta Rao.	Muhammad Abdul Ali.
T. Tirumal Rao Nayudu.	D. Samuel.
T. Mangesh Rao.	J. V. Subba Rao.
U. Kannappa.	C. P. Venkatarama Ayyar.

Final orders on the reorganization of the superior Educational Services were issued in March 1930, but have not yet been given effect to.

Statutory rules for the Madras Educational Service were framed in 1929 in accordance with which the service was divided into Collegiate and Administrative sections, the latter being further divided into Junior and Senior grades.

At the close of the quinquennium under report there were 27 permanent officers in the Men's branch of the Indian Educational Service, of whom 13 were Europeans and 14 Indians.

Women's branch.—The superior Educational Services were reorganized on a provincial basis during the period under review in accordance with the recommendations of the Lee Commission; but no appointments were made pending the framing of Statutory rules regarding recruitment and conditions of service in the Madras Educational Services.

On 10th April 1930, the date on which the reorganization of the Women's branch of the service was sanctioned, there were seven posts in the Indian Educational Service, four in the Madras Educational Service, 25 in the Madras Educational Junior Service and four special posts. These four special posts were subsequently merged in the Madras Educational Junior Service. The following officers retired from service during the quinquennium :—

Mrs. F. W. Henderson.	Miss Philip Smith.
Miss E. Schofield.	Mrs. A. J. Robeiro.

Miss M. T. Tomlinson, Inspectress of Girls' Schools, Sixth Circle, Coimbatore, proceeded to England on long leave for further studies and subsequently resigned her appointment. The following officers were confirmed in the Madras Educational Service :

Miss T. Joseph.	Miss E. Lazarus.
Miss C. D'Souza.	Mrs. Gowri Sankunni.
Miss M. Blake.	Mrs. M. Lakshmi Ammal.
Miss B. Amirthammal.	

The post of Women Specialist in Physical Education was made permanent and Mrs. Graham (nee V. E. Fearn) permanently appointed to it.

Classification and Pay of Officers : *Men's Branch*
Women's Branch.

Service.	Number of officers.				Total salary.	Average pay in rupees to one place of decimals.
	Europeans domiciled in community.	Indians	Indians and Europeans.			
Indian Educational Service	Men ...	12	12	24	Rs. 25,748	Rs. 1,072.8
	Women ...	6	1	7	5,380	768.6
Madras do.	Men ...	2	96	98	46,592	475.4
	Women ...	9	23	32	12,264	383.3
Subsidiary do.	Men ...	914	914	1,828	1,11,385	121.2
	Women ...	722	722	1,444	53,130	73.6
<i>Unclassified Posts.</i>						
Equivalent to Indian Educational Service.	Men ...	2	3	5	5,050	1,010.0
	Women ...	...	...	...	...	...
Equivalent to Madras Educational Service.	Men ...	2	...	2	1,187	593.5
	Women ...	...	...	...	...	...
Equivalent to Subordinate Educational Service.	Men ...	...	...	...	...	...
	Women ...	...	...	...	...	...

Statement showing the Number and Average Pay in Rupees of Teachers in Public Institutions which are not managed by Government.

in Public Institutions which are not managed by Government.

Kind of employment.

Number of teachers in Public Institutions which are not managed by Government.

Average pay in rupees to one place of decimals.

In Colleges.

In Secondary schools.

In Primary schools.

In other schools.

In Schools for Indians.

Municipal 6,644

Local Board 38,055

Private { Aided ... 63,982
Unaided ... 1,006

Total, Indian Schools ... 109,667

In Schools for Europeans.

Private—Aided 750

Total, European Schools ... 750

Rs. 121.4

Rs. 68.7

Rs. 196.6

Rs. 69.4

Rs. 194.6

Rs. 52.0

Rs. 58.6

Rs. 66.1

Rs. 69.4

Rs. 61.7

Rs. 108.9

Rs. 108.9

Rs. 28.7

Rs. 10.1

Rs. 10.5

Rs. 13.9

Rs. 14.6

Rs. 66.0

Rs. 66.0

Rs. 47.9

Rs. 52.2

Rs. 49.4

Rs. 26.2

Rs. 48.9

Rs. 114.3

Rs. 114.3

III.—UNIVERSITY AND COLLEGIATE EDUCATION.

A.—THE MADRAS UNIVERSITY.

19. So far as the organization of the University is concerned the most important event of the quinquennium was the enactment of the Madras University Amendment Act of 1929 which sought to remedy the defects of the Madras University Act of 1923. In accordance with the Act of 1929, the Council of Affiliated Colleges was abolished and the strength of the Academic Council increased. Some of the ambiguities of the Act of 1923 and the duplication of powers vested in the several authorities of the University were corrected and the powers of the University and of its several authorities were more accurately defined by the Amending Act. New faculties in Commerce and in Fine Arts were constituted and Boards of Studies relating to these faculties were formed.

(i) *Personnel*—His Excellency the Right Hon'ble Viscount Goschen of Hawkhurst, G.C.I.E., C.B.E., Governor of Madras, continued to be the Chancellor of the University till June 1929. The Hon'ble Sir Norman Edward Marjoribanks, K.C.I.E., C.S.I., I.C.S., acting Governor of Madras, was Chancellor from June to December 1929, in which month His Excellency the Right Hon'ble Lt.-Col. Sir George Frederick Stanley, P.C., G.C.I.E., C.M.G., became the Chancellor on assuming charge of the Governorship of Fort St. George.

Pro-Chancellor.—The office of Pro-Chancellor was held by the Hon'ble Dr. P. Subbarayan, Chief Minister, till October 1930, when he was succeeded as Minister of Education by the Hon'ble Diwan Bahadur S. Kumaraswami Reddiyar.

Vice-Chancellor.—Diwan Bahadur Sir R. Venkataratnam Nayudu continued as Vice-Chancellor till May 1928, when he was succeeded by Diwan Bahadur Sir K. Ramunni Menon, Kt. At the expiry of his term of office in May 1931 he was appointed Vice-Chancellor for another term. During his absence from India while on deputation to the Universities' Congress of the British Empire held at Edinburgh the Rev. Father Bertram, S.J., officiated as Vice-Chancellor.

Registrar.—Mr. William McLean continued to be the Registrar during the quinquennium. At the expiry in 1929 of the period of his appointment he was re-appointed to the post of the Registrar permanently.

(ii) *Senate*.—The Senate is the supreme governing body of the University. It consists of about 210 members. The members of the Senate who were elected or nominated in 1927 continued to be in office till March 1930 under the transitory provisions of the Amendment Act. Fresh elections were held in January 1930. With a view to submitting to Government its report on the condition of the affiliated colleges and on the desirability or otherwise of establishing other Universities outside the limits of the Madras University, the Senate appointed a General Inspection Commission whose report was submitted to Government in 1929. Government agreed with the

recommendation of the Commission that it was not desirable at that stage to establish additional universities in the Presidency.

Many of the laws of the University were revised by the Senate in pursuance of the Amendment Act of 1929. In March 1932 provision was made in the laws of the University for the conferment of honorary degrees and on the recommendations of the Syndicate, the Senate, at a special Convocation held in August 1932, conferred honorary doctorate degrees on twelve distinguished persons.

At its March meeting each year the Senate adopted the Budget Estimates of the University for the succeeding year and the Administration Report for the previous year.

(iii) *Academic Council*.—The Academic Council which is the academic authority of the University has the control and regulation of teaching and examinations within the University and is responsible for the standards. It consists under the Amended Act of nearly 200 members. Provision has been made for the greater representation of the affiliated colleges in view of the abolition of the Council of Affiliated Colleges. Headmasters of recognized High Schools also have representation on the Academic Council.

The following are some of the important questions relating to the courses of instruction and degree examinations considered by the Academic Council during the quinquennium:—

(1) Matriculation of candidates and the rules regarding the declaration of eligibility for University courses of Secondary School-Leaving Certificate and European School-Leaving Certificate holders.

(2) Regulations relating to the Intermediate, B.A., B.Sc., B.A. (Honours), M.A., M.Sc., F.L., B.L., B.E., M.B., B.S. and B.Sc., Ag. Degree Examinations.

(3) Regulations regarding the M.A. Degree—Acceptance of proposals for the award of the M.A. Degree by thesis after a lapse of one year after the B.A. Honours on the lines of the M.Sc. Degree.

(4) Introduction of compulsory physical training and medical inspection in the Intermediate classes.

(5) Recognition of examinations of other Universities as equivalent to examinations of this University.

(6) Introduction of diploma courses in modern European languages (French and German), in Geography and in Indian Music; and

(7) The Faculties and Boards of Studies were reconstituted in 1930 and the laws relating to their constitution, powers and duties were revised in pursuance of the Amendment Act.

(iv) *University regulations, courses of study and examinations*.—There was no change during the quinquennium under report in the regulations for the Matriculation Examination.

The Secondary School-Leaving Certificate Examination.—The scheme of the S.S.L.C. Examination which is at present the chief entrance examination to a university course of study was modified. Provision was made for the recognition of the European School-Leaving Certificate for purposes of admission to University courses.

Intermediate Examination.—The first examination under the revised regulations was held in March 1929 and the examinations under the old regulations were held for the last time in September 1928. Transitory regulations were framed to enable candidates who commenced their study under the old regulations to qualify for the examination under the new regulations. Restrictions regarding the selection of optional subjects were removed and candidates were permitted to offer any three subjects under Part III.

B.A. Degree.—The remodelled scheme for the B.A. degree examination was accepted by the Academic Council in 1928. The revised regulations came into force in 1929. The first examination under the new scheme was held in March 1931. The main features of the scheme are—

- (1) The introduction of the compulsory study of, and an examination in, a second language forming Part II of the examination.
- (2) The corresponding lightening of the course in English.
- (3) The addition of certain subjects to the existing optional groups: Indian Music and Geography have been added to the groups of optional subjects under Part III. Mechanical Engineering and Electrical Engineering have been included in the list of the subsidiary subjects under Group II; the restriction in the selection of subsidiary subjects in the science group has been removed.

B.A. Honours and M.A.—The regulations governing the B.A. Honours degree examination were revised in 1930. The Arts and Science branches of the course have been separated, the B.A. Honours degree being awarded for Arts and the B.Sc. Honours degree for Science subjects. Under the revised scheme, History and Economics which previously formed a combined branch have been separated into two, History being the main subject in one and Economics in the other. Provision was made for the Honours degrees in each of the Dravidian languages.

The regulations relating to the M.A. degree examination were altered and after 1935 Bachelors of Arts will not be permitted to appear for the M.A. degree examination after private study.

B.Sc.—Regulations governing the B.Sc. degree examinations were revised in 1930.

B.Sc. Honours.—The first examination for the B.Sc. Honours under the revised regulations will be held in March 1933. The course like that for the B.A. Honours is one of three years for candidates who have passed the Intermediate and two years for those who have passed the Bachelor of Arts or the B.Sc. examination.

Higher Degrees.—M.A., M.Sc., Ph.D., D.Sc., D. Litt.—The revision of the regulations relating to higher degrees with a view to afford equal opportunities to candidates in Science and Arts subjects is under consideration by the University.

F.L. and B.L.—Revised regulations governing the F.L. and B.L. degree examinations were adopted in 1931 and candidates are now

permitted to take these examinations in parts. The course for the M.L. degree was revised in 1929 and the branches of study have been increased from four to nine and the new scheme provides for a wider choice of subjects and for greater specialization. The first examination under the revised regulations was held in July 1931.

Courses in Medicine.—The regulations relating to the medical courses were amended so as to provide for the admission of L.M.P. candidates to degree courses in medicine. In accordance with the revised regulations L.M.Ps. of five years standing provided they have passed an examination equivalent to the Intermediate examination of this University or an examination recognized by the General Medical Council for purposes of admission to the medical degrees are eligible to appear for the M.B., B.S. examination after a two-years' course.

Engineering.—The regulations for the B.E. degree were amended so as to provide for a separate Electrical Engineering course, as distinct from the present combined Electrical and Mechanical Engineering course. The regulations as revised provide for the award of the B.E. degree in Civil Engineering, Mechanical Engineering, and Electrical Engineering. The first examination under the revised scheme was held in 1932.

Teaching.—There was no material change in the regulations for the L.T. degree examination.

B.Sc. (Ag.)—The regulations relating to the B.Sc. degree in Agriculture have been revised. The course as revised provides for three examinations, one at the end of each year of study.

B.Com.—The regulations for this new degree were framed in 1931. No institution has, however, so far been affiliated to or recognized by the University in this course.

Diploma course in Economics.—The revised regulations relating to the Diploma course in Economics were adopted in March 1929. The course is, according to the new regulations, open only to graduates and is of two years' duration for part-time and one year's duration for full-time students.

Diploma courses in French and German.—These courses were instituted in 1928 and were placed on a permanent basis in 1930. The course is only part-time and is intended for persons going abroad for higher studies in Arts and Science subjects. Candidates who have been declared eligible for admission to University courses of study are eligible for admission to these courses.

Diploma in Geography.—The University instituted in 1932 a diploma course in Geography which is of one year's duration and which is open only to persons who have passed the B.A. degree examination or the Intermediate examination with Geography as the optional subject.

Diploma in Indian Music.—This course was instituted in 1932. It is open ordinarily to persons who are qualified for admission to

the University. It is a part-time course and is of one year's duration.

Certificate in Librarianship.—The University opened in 1931 a Special Certificate course in Librarianship. It extends over three months and is conducted in the University Library during the summer vacation. The object of the course is to train librarians employed in institutions and public libraries.

Oriental Titles Examinations.—There was no change in the regulations relating to these examinations during the quinquennium. The question of instituting a degree in Veterinary Science is under consideration by the University.

Examinations and Convocations.—The Intermediate examination, the Bachelor of Arts and Bachelor of Science degree examinations and the Law and L.T., and the medical examinations were held twice in a year during the quinquennium. The number of persons who qualified for the several degrees of the University between 1927 and 1932 was:—

B.A.	...	8,583	M.B., B.S.	...	188
B.A. Honours	...	1,049	L.V. & S.	...	182
M.A.	...	439	M.D.	...	18
B.Sc.	...	106	M.S.	...	3
M.Sc.	...	...	B.S. Sc.	...	35
L.T.	...	1,048	B.E.	...	130
B.L.	...	2,024	Ph. D.	...	...
M.L.	...	19	D. Sc.	...	...
B.Sc. (Ag.)	...	167			

Convocations for the conferment of degrees were held each year in the months of August and February. From 1930 three convocations were held. In 1931 for the first time since the establishment of the University a woman member of the University, Dr. Eleanor McDougall, Principal, Women's Christian College, Madras, addressed the graduates at Convocation.

(v) *University lectures.*—Lectures specially adapted for students reading for the Honours courses were delivered by the heads of departments of the University and by lecturers in the several colleges. Lectures of an advanced nature were also arranged to be delivered by honorary readers appointed by the Syndicate on subjects of general academic interest. The University arranged also for lectures under the several endowments.

(vi) *Constituent and affiliated colleges.*—The statutes relating to the recognition, affiliation and approval of institutions for the several courses in the University were revised. No new colleges in the area were recognized or affiliated during the period. The Sri Minakshi College, Chidambaram, ceased to be connected with this University from the date on which the Annamalai University Act came into force. Consequent on the amendment of the Andhra University Act as regards its jurisdiction, the colleges in the Ceded districts and Chittoor were re-affiliated to the Madras University.

In 1928 a General Inspection Commission was appointed to inspect and report on the colleges under the University. The Commission submitted its report in December 1929. Many of its important recommendations could not, however, be given effect to by the several colleges on account of the prevailing financial stringency.

The non-Catholic colleges maintained by missionary agencies were inspected by a special commission presided over by Dr. A. D. Lindsay, Master of Balliol, Oxford. This Commission was appointed by the Home Boards of the several missions in 1930.

A large number of colleges were granted recognition or affiliation in subjects for courses for which they had been preparing students. The important courses introduced were the B.Sc. Honours and Pass courses in the Presidency College, Madras, and in St. Joseph's College, Trichinopoly. Electrical Engineering and Mechanical Engineering for the B.A. and B.Sc. courses were introduced in St. Joseph's College, Trichinopoly, which has been affiliated in these subjects.

St. Teresa's College, Ernakulam, and the Maharaja's College for Women, Trivandrum, were raised to the status of first grade colleges preparing students for the B.A. degree. The National Theosophical College, Adyar, which was a constituent second-grade college, was closed in 1930 and the authorities of the Wesley College, Madras, have decided to close the college classes with effect from July 1933. The Findlay College, Mannargudi, closed the B.A. classes from July 1932.

The following are the new Oriental colleges approved by the University under the provisions of the Amendment Act:—

S.V.S. College, Tirupati.

Sri Jagadguru Vidyasthanam, Jambukeswaram.

Madrasa Islamiah, Kurnool.

"Jamai Darras Salam," Omerabad.

Bakiyatus Salahat Arabic College, Vellore.

(vii) *University research departments.*—It was mentioned in the last report that the question of the opening of new departments of research was being considered; it is a matter of special interest that during the quinquennium the University made distinct progress in the matter of organizing research departments. In August 1927, the departments of Mathematics, Indian Philosophy, and the Oriental Research Institute (consisting of Sanskrit, Tamil, Telugu, Kanarese, Malayalam, Arabic, Persian and Urdu sections) were opened. The departments of Mathematics and Philosophy have each a Reader as its head. In the Oriental Research Institute, the Professor for the Sanskrit section and a Director for Dravidian studies and Senior and Junior Readers were originally provided for. But, after the scheme had worked for about three years the Institute was re-organized in July 1930 and at present has the following staff:—

Sanskrit	...	1 Reader and 2 Lecturers.
Tamil	...	Do.
Telugu, Kanarese and Malayalam	...	2 Lecturers in each language.
Arabic, Persian and Urdu	...	3 Lecturers, one for each language.

The department of Indian History and Archaeology was strengthened by the appointment of a Reader and a Lecturer. One of the lecturers' posts in the Economics Department was filled by a person qualified to teach Statistics, a subject introduced under the revised course for the Diploma in Economics.

Indian History and Archaeology.—Rao Bahadur Dr. S. Krishnaswami Ayyangar retired from the Professorship of Indian History and Archaeology in November 1929, and Mr. K. A. Nilakanta Sastri was appointed in his place. In March 1928, Mr. P. T. Srinivasa Ayyangar and Mr. V. R. Ramachandra Dikshitar were appointed to the new posts of Reader and Lecturer, respectively, in this department. Mr. P. T. Srinivasa Ayyangar resigned his appointment in July 1930 and Dr. N. Venkataramanayya, M.A., was appointed Reader in Indian History in 1931.

Economics.—Dr. P. J. Thomas and Mr. P. S. Lokanatham continued to be the Professor and Reader, respectively, in this department. Mr. N. Karunakara Adyanthaya was appointed Lecturer in Statistics in 1930. This department has now been relieved of the responsibility of preparing students for the Honours courses and conducts only the Diploma course in Economics.

Mathematics and Philosophy.—Dr. R. Vaidyanathaswami and Mr. S. S. Suryanarayana Sastri were appointed Readers in Mathematics and Indian Philosophy, respectively, in 1927.

The several posts in the Oriental Research Institute were filled in 1930 and the Institute was placed on a permanent footing in that year.

The departments of Zoology and Botany commenced their work in 1927 and 1928. These two departments are at present under Honorary Directors. Diwan Bahadur Sir K. Ramunni Menon, Kt., was Honorary Director of the Zoology and Botany Laboratory in 1927-28. The construction of laboratories for Zoology and Bio-Chemistry has been completed and the departments are expected to begin work under permanent paid Directors early in 1933-34.

Research Fellowships and Studentships.—During the quinquennium under report, 13 fellowships and 48 studentships were awarded and the scholars worked either in the Research Department of the University or under the Professors or in Institutes approved by the University.

(viii) *University Publications.*—The University published important research works and lectures delivered either as endowment lectures or as ordinary University lectures during the quinquennium.

The management of the Oriental Research Institute is vested in a committee of the Syndicate and the question of framing rules for the management of the other departments of the University and of the research laboratories is under consideration by the Syndicate.

(ix) *The University Library.*—The University Library was managed by a Statutory Committee appointed by the Academic

Council until April 1930, when it came under the direct management of the Syndicate in pursuance of the Madras University Amendment Act of 1929. Mr. S. R. Ranganathan continued to be the Librarian throughout the period under report. On account of the increasing congestion in the Connemara Public Library, the University Library was moved from the Museum premises to the Senate House in June 1928; the basement of the Senate House is used for storing books and the Convocation hall is used as the reading room and office room. The transfer has made the Library more useful to the reading public. The annual recurring grant for the Library payable by Government was raised from Rs. 36,000 to Rs. 43,500. The amount spent during the quinquennium on books and periodicals was Rs. 2,44,093, the total amount spent since the formation of the Library being Rs. 5,44,093. The number of volumes in the Library rose from 44,460 in 1927 to 74,892 in 1932, the number added during the quinquennium being 30,432.

Periodicals.—The number of current periodicals in the Library increased from 541 in 1927 to 1,078 in 1932. During the quinquennium 1,833 back volumes were acquired to complete 74 sets.

Cataloguing and classification of books.—The records of the periodicals section have been modernized by the introduction of the "Three card system" and the books in the Library have, during the quinquennium, been arranged according to the "Colon Scheme of classification." The paste-down author catalogue in book form has been given up, and in its place a classified card catalogue with an alphabetical index is maintained. The chief change that was introduced was the introduction of the open access system and the formation of a reference section to help readers in the choice of materials for their study and in the preparation of bibliographies for the benefit of special classes of readers. The benefits of these two changes are reflected in the great increase in the number of members who enjoy the privilege of borrowing books from the Library, their number having increased during the quinquennium from 808 to 2,123. The average monthly issue of books rose from 2,500 to 8,300 and the total number of books issued increased from 78,053 in 1927-28 to 114,235 in 1931-32.

Certificate in Librarianship.—The Certificate course in Librarianship was conducted in 1931 and 1932 by the Librarian of the University during the months of April, May and June. Eighteen persons obtained the certificate in 1931 and sixteen in 1932.

Tamil Lexicon.—Mr. K. V. Krishnaswami Ayyar continued to be the Chairman of the Tamil Lexicon Committee which consists of fifteen members including Mr. S. Vaiyapuri Pillai, who is the Editor and Correspondent. Dr. P. S. Subrahmanya Sastri, Assistant Editor of the Lexicon, having resigned in January 1932, Mr. V. Narayana Ayyar was appointed to succeed him. As was stated in the last quinquennial report, the Committee have enlisted the co-operation of learned scholars in English and in Tamil who have agreed to look

through the proofs and to assist the editorial staff with their suggestions. The number of such honorary referees increased during the quinquennium from 13 to 40. At the commencement of the quinquennium the first volume of the Lexicon consisting of words beginning with vowels, and parts 1 and 2 of Volume II had been published. The third part of Volume II and all parts in each of the volumes III and IV and Part I of Volume V were published during the quinquennium and about 1,500 words more were revised and prepared for publication in the next part. The number of words published between 1927-32 was 47,137 and the total number of words published since the commencement of the work was 72,883.

A new contract for printing is expected to result in a saving of about Rs. 8,000. The annual expenditure in connexion with the Lexicon office is about Rs. 25,000.

University endowments.—During the quinquennium the following endowments were received by the University for the award of prizes and medals on the results of the University examinations or for arranging lectures under the auspices of the University:—

Ramanujam Prize	For the best thesis in a Mathematics subject.
Elizabeth Matthai lectures	Lectures on a medical subject—diseases of women and children.
The Rt. Hon'ble V. S. Srinivasa Sastri lectures.	Lectures on Politics.
Sundaram Ayyar—Krishnaswami Ayyar lectures	Lectures in International Law.
Goschen Memorial scholarship.	Economics—B.A.
Sir Henry Stone medal	English—B.A.
Sir T. Mackenzie Ross prize	Economics—B.A. (Honours).
The C. N. Krishnaswami prize.	Do.
The Madras Oriental Conference prize.	Certificate of Proficiency—Oriental Titles.
The S. Anantakrishnan gold medal.	Mathematics—(B.A. Honours).
The C. K. Sundaram Ayyar prize.	Physical Science—B.A. First candidate in Physics or Chemistry.
Dr. Subrahmanya Ayyar gold medal.	Law—First candidate in Constitutional Law.

(x) *General and miscellaneous.*—Under the Act as amended, the University has power to institute a Students' Union, an Athletic Club, University Extension Boards and an Employment Bureau. Proposals for the institution of a Union and of Extension Boards have been adopted by the Senate and the Academic Council. Extension Boards have been constituted at the following centres:—

Madras.	Trivandrum.
Trichinopoly.	Ernakulam.
Madura.	Mangalore.

The chief functions of the Boards are to arrange for special and popular lectures by eminent persons. The Syndicate has arranged to start the University Union from November 1932.

University Training Corps.—In pursuance of a resolution of the Senate, the University addressed the Government of India in 1928 on the question of increasing the number of battalions so as to offer improved facilities for the enrolment of students. Owing, however, to lack of funds the scheme did not materialize. This question along with that of the possibility of financial aid from colleges, is now being considered by the University.

Compulsory physical training.—In the last quinquennial report mention was made of a scheme of compulsory physical training which was then under consideration. Definite rules regarding this were framed and communicated to the colleges in 1931. According to these rules students who do not produce certificates of satisfactory attendance at physical training classes are not permitted to appear for the University examinations, those who are declared to be medically unfit being exempted from the operation of the rule. To enhance the efficiency of the physical training classes, the University made it obligatory on all colleges to have on their staffs graduate physical training instructors trained at the Y.M.C.A. School of Physical Education, Madras.

The Inter-University Board.—Diwan Bahadur Sir K. Ramunni Menon, Kt., M.A., represented the University on the Inter-University Board.

The Second Universities Conference.—The second Inter-Universities Conference was held in October 1929 at Delhi. The Vice-Chancellor and the Hon'ble Rao Bahadur G. A. Natesan and the Rev. Dr. A. G. Hogg were deputed to that Conference.

British Empire Universities Congress.—Diwan Bahadur Sir K. Ramunni Menon, Kt., M.A., Vice-Chancellor, was deputed to attend the Fourth Quinquennial Congress of the Universities of the British Empire held at Edinburgh in July 1931.

Students' Information Bureau.—On the retirement from service of Mr. Arthur Davies in 1927, the Syndicate appointed Dr S. J. Theodore of the Madras Christian College to succeed him as Secretary of the Bureau. When he resigned his office in 1931 Mr. V. K. Ayyappan Pillai, Professor of English, Presidency College, was appointed Secretary.

(xi) *University finance—Endowments.*—Government securities relating to University endowments amounted on 31st March 1932 to Rs. 6,13,150 against Rs. 5,21,450 in March 1927. The amount received during the period from donors was Rs. 39,000 and the balance of Rs. 52,700 representing the accumulated interest was added to the corpus of the fund.

Government grants to the University.—(1) *Statutory (recurring) grants.*—In accordance with the University Act of 1923 Government made an annual grant of Rs. 85,000 under section 41 (2) (a) and an annual contribution towards the salary of the Vice-Chancellor, development of laboratories, libraries, museum and the salaries of advanced teachers for higher research under section 41 (2) (b) on

condition that the unspent balances should be refunded to Government. When the Act was amended in 1929, it was specifically mentioned in section 44 (2) (b) that the local Government shall contribute annually a sum of Rs. 2 lakhs towards the objects mentioned above.

On a representation from the University Government sanctioned a block grant of Rs. 3.15 lakhs representing Rs. 2.3 lakhs under section 44 (2) (b) and Rs. 0.85 lakh under section 44 (2) (a) from the year 1929-30. This amount has been allocated for the following objects as block grants and the unspent balances will remain in the respective accounts for future expenditure under those accounts:

- | | |
|---------------------------------|--|
| 1. Economic Department. | 8. University Library. |
| 2. Indian History. | 9. T.A. to University authorities. |
| 3. Zoology. | 10. Notifications in the Gazette. |
| 4. Bio-Chemistry. | 11. Lectures. |
| 5. Mathematics. | 12. University Students' Information Bureau. |
| 6. Indian Philosophy. | 13. Vice-Chancellor's salary. |
| 7. Oriental Research Institute. | |

(2) *Library building*.—At the beginning of the quinquennium the amount available for the construction of the University buildings was about Rs. 12.25 lakhs. During the period under review the foundation was completed at a cost of about Rs. 2.35 lakh and the construction of the superstructure was begun. At the end of the quinquennium the amount available for the construction of the library building was Rs. 15,61,000 in Government securities, fixed deposits and in cash. In order to accommodate the present Teaching and Research departments a new two-storeyed departmental building estimated at about Rs. 8 lakhs is proposed to be constructed near the library. These departments are at present housed in a rented building.

(3) *Research laboratories*.—In the quinquennium ending March 1927, Government sanctioned a grant of Rs. 1,80,000 towards the construction of Research laboratories in Zoology and Bio-Chemistry. The money was placed at the disposal of the University during the quinquennium and a sum of Rs. 1,24,000 (Rs. 66,000 for Zoology and Rs. 58,000 for Bio-Chemistry) was spent on foundations and superstructure.

Tamil Lexicon account.—The University had to transfer a sum of Rs. 1,61,000 from the Statutory grant account when the original grant of Rs. 1,00,000 had been spent. By the end of the quinquennium, the expenditure under this account was Rs. 3.15 lakhs. The excess cost is met from the annual contribution from the Statutory account.

University Publication account.—A sum of Rs. 8,250 was sanctioned towards the cost of publishing the History of South India, by the late Robert Sewell. The cost of publication of the research work of University professors, lecturers and research students and of the University magazine, and grants-in-aid to the editors of certain useful publications was met from the publication account.

Research and Development Fund account.—The interest realized from the accumulated balances of the fee fund invested in Government securities is the chief source from which this fund is constituted. The cost of Lectureships and Studentships and of Diploma courses newly started during the quinquennium (i.e., in French and German, Library science, Geography and Indian Music) is met from this account. An annual contribution of Rs. 25,000 is made from this fund to the Botany department. A grant of Rs. 2,000 was paid to Mr. P. Sambamurti, part-time Lecturer in Indian Music at the Queen Mary's College for Women, Madras, for higher studies in Music at the State Academy of Music at Munich.

Provident Fund account.—In 1928 the Senate approved the scheme for the institution of a Provident Fund for the benefit of all permanent and whole-time teachers, officers (other than the Vice-Chancellor and the Registrar) and servants (excluding menials) of the University. It was given effect to in April 1929. The amount in the fund at the end of the quinquennium was Rs. 36,900 invested in Government securities.

Pension Fund account.—For those servants who elected to remain under the pension rules, an account has been separately opened to provide a capital for the Pension fund towards which an annual contribution of Rs. 25,000 from the Fee fund and Rs. 5,000 from the Library account is made. It is proposed to contribute for eight years so as to make the annual contribution over the annual expenditure on pensions.

General.—In October 1931 Government addressed the University regarding the need for retrenchment in expenditure and enquired whether the University would be willing to forego with effect from 1931-32 eight per cent of the recurring grant of Rs. 3,44,840 in view of the financial stringency. At its meeting held in March 1932 the Senate agreed to the proposed reduction from the grants payable for the years 1931-32 and 1932-33.

As a result of this, the University imposed from 1st April 1932 a cut of five per cent on the salaries of the Vice-Chancellor, the Registrar, the University Librarian, the Professors, and Readers of the University for a period of one year.

B.—ANDHRA UNIVERSITY.

(i) *Development*.—Since the starting of the University in 1926, many amending Bills were introduced in the Madras Legislative Council with the object of (1) restricting the jurisdiction of the University, (2) changing its headquarters, and (3) selecting the centres for the concentration of teaching. Progress was much hampered for lack of a decision as regards the headquarters of the University. Though this question remained unsolved for a considerable time, the University made strenuous efforts to prepare and keep the ground ready for the speedy development of teaching work as

soon as a decision as regards headquarters was reached. When it was decided that Honours and Post-graduate teaching work should be developed by the University, the Syndicate appointed a committee of experts to prepare a general plan on which higher work might be organized. As a result of the recommendations of that committee the degrees of B.A., B.A. Honours, M.A., M.A. Honours, B.Sc., B.Sc. Honours, M.Sc., M.Sc. Honours and D.Sc. were instituted. In 1928, Government provided in their budget for a University College of Arts and Science and a Teachers' College in addition to the administrative buildings at headquarters. They were also impressed with the need for a University Science Institute proposed by the Syndicate. Schemes for an Engineering College, an Agricultural College, a College of Commerce, a Women's College and a Law College were under preparation by the Syndicate and these schemes were held in abeyance till the question of headquarters was settled. In January 1929 the Madras Legislative Council passed certain amending Bills, the effect of which was (1) the concentration of honours and post-graduate work at the headquarters of the University, (2) the transfer of headquarters from Bezwada to Vizagapatam, (3) the exclusion of the districts of Anantapur, Cuddapah, Kurnool, Bellary and Chittoor from the jurisdiction of the University, and (4) the removal of the restriction regarding the starting of first-grade colleges within the University area.

At its meeting held on 7th March 1932, the Senate adopted the following resolution in connection with the subject-matter of the Amending Bills:—

"In the opinion of the House, the removal of the Ceded Districts and Chittoor from the jurisdiction of this University is detrimental to the progress of higher education in Andhra Desa; and the Senate requests Government to take early steps to restore the original territorial limits of this University."

On a requisition signed by 20 members, the Vice-Chancellor convened a special meeting of the Senate on 27th March 1929 at which the following resolutions were adopted:—

(1) "That as the unity and progress of Andhra culture in the Andhra country, which was the chief aim of the original Andhra University Act, is now at stake owing to the passing of the recent amendments to the Act, the Senate earnestly entreates the Government to save the unity and progress of Andhra culture by retaining the original territorial jurisdiction of the University continuing Bezwada as the headquarters and making it a centre;"

(2) "That the Senate accordingly requests His Excellency the Governor of Madras and His Excellency the Viceroy to withhold their sanction to the recent amendments to the Andhra University Act, (a) making the headquarter the only centre, (b) transferring the headquarters to Vizagapatam and (c) omitting the districts of Bellary, Anantapur, Cuddapah, Kurnool and Chittoor from the Andhra areas."

(3) "That the Syndicate is requested to send the above resolutions to (1) the Secretary, Education Department of the Madras Government, (2) the Private Secretary to His Excellency the Governor of Madras, and (3) to the Private Secretary to His Excellency the Viceroy with suitable covering letters expressing the wishes of the Senate."

These resolutions were forwarded to the authorities concerned, but the Government of Madras expressed their inability to take any action on them.

The Amending Act relating to the transfer of headquarters was published on 4th June 1929 and that relating to the separation of the Ceded Districts and Chittoor on 2nd July 1929. It was decided that the University should begin to function at its new headquarters from 5th September 1930 and in accordance with that decision the University office was moved to Waltair.

In June 1930, the Amending Act VIII of 1930 was passed, according to which the number of nominated members of the Syndicate was increased from two to three and the Secretary to the Government of Madras in the Finance Department was made an ex-officio member; (2) a Statutory Finance Committee of the Syndicate was constituted; (3) provision was made for the payment of the following statutory grants to the University from Provincial funds: (a) non-recurring endowment grant of Rs. 27 lakhs, (b) an annual block grant of not less than Rs. 1,50,000 for the general expenditure of the University and (c) a non-recurring grant of not less than Rs. 7,50,000 for buildings and equipment payable on such terms as may be agreed to between Government and the University.

(ii) *Sites and buildings.*—At its meeting held on 2nd October 1931 the Senate sanctioned the acquisition of the buildings formerly occupied by the Hotel Cecil and the site of 21 acres at a cost of Rs. 2 lakhs and another site of 31 acres adjoining it at a cost of Rs. 1,10,000. Plans and estimates for the construction of the following buildings at a cost of about Rs. 4 lakhs were approved: (1) University College of Science and Technology, (2) University College of Arts and (3) a hostel building for 28 students. The construction of these buildings has been taken up and they are expected to be ready for occupation early in the academic year 1933-34. His Excellency Lt.-Col. the Right Hon'ble Sir George Frederick Stanley, P.C., G.C.I.E., C.M.G., the Chancellor of the University, laid the foundation stone of the University College of Science and Technology on 1st December 1931.

(iii) *Honours and Post-graduate courses.*—Since the transfer of the University to its present headquarters, the question of opening Honours courses had been engaging the attention of the University authorities. A special committee appointed for the purpose recommended the opening of Honours courses in Telugu and History from July 1931. This recommendation was accepted by the University authorities and the University College of Arts was accordingly opened on 1st July 1931 and located temporarily in the Bobbili

Hall, a spacious building generously placed at the disposal of the University by the Hon'ble the Raja of Bobbili, the Pro-Chancellor. New branches of study in Mathematics and Philosophy were opened from 4th July 1932. The University authorities, after considering the report of the Special Committee appointed for the purpose, have decided (1) to institute a University College of Science and Technology for training students for the B.Sc. Honours degree course in Physics, Chemistry and Technology, (2) to open Honours courses in Physics and Chemistry from July 1932, and (3) to take steps to organize Honours courses in Technology from July 1933.

The University College of Science and Technology was opened on 4th July 1932. For the institution of post-graduate courses extending over one year in (1) Pharmaceutical Chemistry and (2) Oils, a special committee composed of Sir C. V. Raman, Kt., M.A., D.Sc., Dr. H. K. Sen, M.A., D.Sc., and Mr. V. Appa Rao, M.A., L.T., has furnished a scheme which is under consideration by the Syndicate.

(iv) *University Regulations—Courses of study, etc.*—The regulations and syllabuses relating to the Intermediate and B.A. degree courses of study have been remodelled so as to make provision for the compulsory study of one of the classical or modern European or modern Indian languages under Part II of the courses. The number of optionals under Part III of the Intermediate course has been added to by the inclusion of subjects like Agriculture, Commercial Geography and Special English and by the splitting of Natural Science into two independent subjects, Botany and Zoology. There has been encouraging response in this direction from the affiliated colleges. The Raja's College, Parlakimedi, teaches Agriculture, the Hindu College, Masulipatam, and the Andhra Christian College, Guntūr, teach the commercial subjects and the V. R. College, Nellore, teaches Hindi.

The courses for the B.A. degree have been considerably remodelled during the quinquennium under review. The science subjects were transferred to the B.Sc. course and prominence has been given to Indian Philosophy in the Philosophy group. Further, as an alternative and an addition to the present group in Philosophy, a new group, covering a wider range of subjects like Experimental and Educational Psychology, Economics, Political Science and Sociology, has been added. The History and Economics group has been divided into two distinct groups—Group III stressing the History part and Group IV stressing that of Economics with Sociology as a compulsory part. English has been included as an optional subject to be studied like any other language under Group V. Science has been taken out of the Arts course and constituted along with Mathematics into separate faculty and the B.Sc. course marking a higher stage of specialization in Science subjects has come into effect from July 1930. The Maharaja's College, Vizianagram, the Government Arts College, Rajahmundry, and the P. R. College, Cocanada, are affiliated in the B.Sc. degree course of study. The first examination for this degree was held in March-April 1933.

The course for the B.A. Honours degree examination extends over a period of three years and comprises instruction in (1) English, (2) a simple course in French or German or Early South Indian History in the case of candidates offering Telugu Language and Literature in the first year (Preliminary examination) and (3) one of the following branches of knowledge: (1) Mathematics, (2) Philosophy, (3) History, Economics and Politics, (4) English Language and Literature, (5) Sanskrit Language and Literature and (6) Telugu Language and Literature. The University College of Arts provides instruction in branches (1), (2), (3) and (6).

The courses of study for the B.Sc. Honours degree examination extend over three years and comprise instruction in Part I-A English and I-B Scientific German and Part II any one of the following branches of knowledge: (i) Physics as the main subject with Chemistry and Mathematics as subsidiary subjects, (ii) Chemistry as the main subject with Physics and Mathematics as subsidiary subjects. Courses are being framed for a new branch in Technology.

B.Ed. Degree.—The regulations relating to the courses of study included in Theory of Education for the B. Ed. degree examination were revised and the syllabuses in special subjects altered; the question of including a practical test for the B. Ed. degree examination is under consideration.

(v) *Affiliated colleges and Recognized institutions.*—At the beginning of the quinquennium there were seven first-grade colleges, four second-grade colleges and one professional college (the Medical College, Vizagapatam) affiliated to the University. The Hindu High School, Masulipatam, was raised to the status of a second-grade college with effect from July 1928 and temporary affiliation was granted to the Government Training College, Rajahmundry, in the same year. As a result of the passing of the Andhra University Act (Amendment Act of 1929), which came into force on 2nd July 1929, two first-grade colleges in the Ceded Districts and Chittoor area ceased to be affiliated to this University. At the end of the quinquennium there were five first-grade colleges, five second-grade colleges and two professional colleges affiliated to the University. Of the five first-grade colleges, three are affiliated in the B.Sc. degree course in addition to the B.A. degree courses of study.

There were in 1927 seven Oriental institutions recognized by the University. The Sri Venkateswara Sanskrit College, Tirupati, and the Islamiah Arabic College, Kurnool, ceased to be recognized by the University having gone out of its jurisdiction. The Sanskrit College at Nellore and the Andhra Yuvathi Sanskrita Kalasala, Rajahmundry, were added to the list of recognized institutions. The last-mentioned institution is a college for women and is the first of its kind in the Madras Presidency.

(vi) *University Training Corps.*—The University requested the Government of Madras in 1926 to take steps to form an Andhra University Training Corps. In September 1930 Government informed the

University that they had decided to constitute a University Training Corps with two companies and Vizianagram and Guntūr were proposed as headquarters in this connexion. Later the Government of India informed the University that in view of the prevailing financial stringency they had decided not to proceed with the scheme.

(vii) *Physical education*.—The question of introducing compulsory physical education engaged the attention of the University authorities. On the advice of a special committee appointed for the purpose, Mr. H. C. Buck, M.A., M.P.E., Principal of the Y.M.C.A. College of Physical Education, Madras, was appointed to visit each college and to inspect its grounds and equipment, to confer with the principals of colleges and the managements of institutions and to report on the existing resources and draw up a scheme. Mr. Buck's report has been received and is under the consideration of the Syndicate and the Special Committee. Some of the colleges within the University area have on their staffs qualified physical directors and some have deputed for training members of their staff with a view to their being appointed physical directors.

(viii) *University lectures*.—During the academic years 1930-31 and 1931-32 University lectures and University Extension lectures by the members of the staffs of colleges and by persons specially invited were delivered at selected centres in the University area.

(ix) *University Research and Fellowships*.—From the income derived from various sources including the endowments by the Kistna and Guntūr District Boards, Fellowships were instituted and were awarded to eight scholars engaged in research work. State scholarships tenable in foreign countries for research in science were awarded by the Madras Government on the recommendation of the University to Dr. K. Rangadhama Rao, M.A., D.Sc., and Mr. Bh. S. V. Raghava Rao, B.A., A.I.L.S.C.

University publications.—The following works were published by the University during the period under review :—

(1) The Beginnings of Local Taxation, by M. Venkatarang-ayya, Reader, Department of History, Economics and Politics, Andhra University.

(2) The University lectures on Vemana (Telugu), by R. Ananta Krishna Sastri.

(3) Buddhist Remains in Andhra and the History of Andhra between 225 and 610 A.D., by K. R. Subrahmanyam, M.A., Maharaja's College, Vizianagram.

The following books are under publication :—

(1) The World Economic Depression—a plea for co-operation, by Sir J. C. Coyajee, Kt., B.A., LL.B., Professor and Head of the Department of History, Economics and Politics, Andhra University.

(2) India and the League of Nations, by Sir J. C. Coyajee, Kt.

(3) Chitrpraba (Sanskrit), by B. Hari Sastri, Pandit, Vizianagram Estate.

(4) Sangameswara Krodum (Sanskrit), by G. Sangameswara Sastri, Pandit, Vizianagram Estate.

(5) Kavithwathathwa Vicharamu (Telugu), by C. Ramalinga Reddi, M.A. (Cantab).

Vernacularization—Medium of instruction.—At its meeting held on 2nd October 1926, the Academic Council appointed a committee to consider and report on a resolution given notice of by a member urging that provision be made for the teaching and examination of non-language subjects in all Arts courses in the vernacular. The terms of reference to the committee were—

(1) Whether the principle of vernacularization could be adopted.

(2) What should be the position of vernaculars other than Telugu under such a scheme.

(3) Whether the vernacularization of the Secondary School-Leaving Certificate course of study may be proceeded with.

(4) Whether vernacularization should be on the basis of grades or on the basis of such subjects as could be immediately taught in Telugu.

(5) Which subjects may be taught in the vernacular immediately.

(6) The time to be allowed before giving effect to new regulations concerning the scheme.

The following were the main recommendations of the committee :—

(1) The principle of vernacularization might be adopted and introduced in the Andhra University area subject to the following conditions :—

(2) Telugu should, except in the bi-lingual districts of Ganjam and Bellary, be made the medium of instruction and examination in non-language subjects for students whose mother tongue is Telugu and that those whose mother tongue is not Telugu be allowed to receive instruction and take their examinations either in Telugu or in English according to their choice until provision is made for the teaching of subjects in their mother tongue agreeably to the aims and objects of the Andhra University.

(3) (a) Government should be requested to make the teaching of non-language subjects in the vernaculars compulsory in the area of the Andhra University so far as the S.S.L.C. courses are concerned.

(b) In case this recommendation does not take effect the Andhra University should hold its own Matriculation Examination in the vernacular on the above lines.

(4) Vernacularization should be introduced on the principle of grades and not on that of subjects.

(5) The foregoing recommendations may be confined to begin with to the Secondary School and Intermediate courses starting with the IV Form not later than July 1929.

This report was considered by the Academic Council at its meeting held on 30th November 1928, and the following resolutions were adopted:—

"(1) That the recommendations of the Vernacularization Committee except those relating to the Intermediate courses be accepted by the Academic Council."

"(2) That early arrangements should be made for the publication of suitable literature in non-language subjects in the vernacular so as to facilitate vernacularization as early as possible."

For financial and other reasons the Syndicate has not found it possible to take action on these resolutions.

At its meeting held on 18th March 1932 the Academic Council adopted the following resolution:—

"That the Syndicate be requested to consider and report on the question of conducting the Matriculation Examination in non-language subjects in the vernaculars as early as possible."

The Syndicate has appointed a committee to consider and report on the question raised in this resolution and its report is awaited.

Medical examinations.—The medical examinations of the Andhra University and those of the Madras University are being held jointly under the auspices of the Madras University under the joint medical examination scheme adopted by both Universities in 1926-27.

(x) *Finance—Government grants to the University.*—(a) Under section 37 of the University Act, the Government paid the following amounts during the year 1930-31:—

- (1) Recurring grant of Rs. 1,50,000.
- (2) Non-recurring grants for buildings and equipment, Rs. 7,50,000.
- (3) Endowment grant, Rs. 27,00,000.

Prior to 1930-31 Government paid to the University grants voted by the Legislative Council with a statement of objects on which they were to be utilized.

(b) During the quinquennium under review Government paid the following special grants:—

	RS.
(1) Financial aid for research scholars	2,905
(2) For transfer of headquarters	5,419

Retrenchment.—When Government enquired whether in view of the financial stringency the University would be willing to forego with effect from 1931-32 eight per cent of the recurring grant of Rs. 1,65,000 (inclusive of compensation payable in connexion with the S.S.L.C. scheme), the Senate agreed to the proposal for two years, i.e., for 1931-32 and 1932-33 and on the recommendation of the Finance Committee the Syndicate resolved to effect retrenchment under the following heads of expenditure:—

- (1) Salaries of the Vice-Chancellor, Registrar, Professors and Readers.

(2) Travelling allowances.

(3) Rates of remuneration for setting and valuing question and answer papers.

Investments.—The unspent balances in the several accounts have been invested in approved Government Securities.

C.—ANNAMALAI UNIVERSITY.

(i) *Establishment of the University.*—The recommendations made by the Calcutta University Commission led to various proposals being made to reorganize the Universities with a view to making them unitary and residential in the interests of higher academic work and developing corporate spirit among their *alumni*. In this connexion the Senate of the Madras University passed a resolution in October 1925 to the effect that one university at least should be established in the Tamil districts and that Government should take steps at once to bring it into existence. When this resolution was communicated to Government they informed the University that initial steps in that regard should be taken by the Madras University under section 53 of the Act. The Syndicate accordingly recommended the appointment of a committee to consider the question but after much discussion the Senate took no action on that recommendation.

To investigate this question the Government of Madras appointed in 1926 a committee which submitted its report in 1928. The Committee was in favour of unitary teaching universities and of as many of them as the country could afford, but they felt that the immediate realization of this desire was not to be expected as the financial requirements even for one such university could not be indicated with any degree of assurance. Even while these words were being written, the Honourable Raja Sir Annamalai Chettiar was in consultation with the Government of Madras on a scheme for a teaching University at Chidambaram. With princely generosity he offered to hand over to the proposed University the three collegiate institutions for higher education in English, Tamil and Sanskrit studies founded and maintained by him at Chidambaram and their property together with a sum of Rs. 20 lakhs. Recognizing the unique character of this benefaction the Government decided to assist the donor in the establishment of the University.

In June 1928 the Government published a communique promising Rs. 20 lakhs towards the Endowment Fund and a recurring grant of a lakh and a half per annum and later raised the contribution to Rs. 27 lakhs. A Bill to establish and incorporate a teaching and residential University at Annamalaiagar was published in a Gazette extraordinary on 24th August 1928. The Bill was introduced in the Madras Legislative Council on 8th September 1928 and was passed into law on the 12th of October. The Act received the assent of His Excellency the Governor of Madras on 3rd November and that of the Governor-General of India on 11th December 1928. The assent of the Governor-General was published in the *Fort St. George Gazette* on 1st July 1929. The Government in their orders

No. Mis. 1, dated 1st January 1929, and 969, dated 6th May 1929, fixed specific dates for bringing into force the several sections of the Act.

During the transition period, viz., from May to December 1929, when the authorities were being constituted, the Vice-Chancellor was vested with extraordinary powers inherent in the Senate and the Syndicate. In December 1929 all the authorities were duly constituted and they began to function from the 6th December 1929.

The main features of the Act are: (1) provision for research; (2) adequate representation of the teaching element in the various authorities of the University; (3) the institution of a unitary, teaching and residential University with the concomitant advantages of an active social life among the teachers and the taught; (4) the attempt to rehabilitate oriental culture by a special faculty of oriental studies; (5) the proper financial backing of the University by an endowment and the securing of expert financial advice by means of a Finance Committee during the early stages of its development.

(i) *The Senate*.—The Senate was inaugurated by His Excellency the Chancellor on 24th March 1930 in the University Assembly Hall. After a speech by the Founder Pro-Chancellor tracing the history of the growth of the University, His Excellency the Chancellor delivered the inaugural address and declared the Senate open. Messages of cordial greetings and good wishes from the Madras and Andhra Universities were read on the occasion by the Vice-Chancellor.

During the period under report the Senate held five ordinary meetings. At its first annual meeting it passed the following resolution:—

That the Senate hereby resolves to take steps in consultation with the Academic Council and the several Faculties for the due appointment of expert committees for bringing out in Tamil suitable text-books with a view to the ultimate adoption of Tamil as the medium of instruction for the different subjects of study in this University.

In order to give effect to the recommendation of the Senate, the Syndicate decided to award a money prize of Rs. 1,000 to the author of the best book on Logic in Tamil suitable for use in the Intermediate classes.

At its other meetings, the Senate adopted a number of alterations in and additions to the Statutes, mainly dealing with (a) the constitution of the Boards of Studies in additional branches of knowledge, viz., Malayalam, Telugu, Natural Science, Indian Music, (b) the institution and award of research fellowships, studentships, scholarships, and grant-in-aid for research; (c) the institution of a Provident Fund for the benefit of the employees of the University; and (d) the provision in the rules to enable members of the Senate to ask questions for eliciting information on any matter concerning the University.

(iii) *Syndicate and University officers*.—Under the orders of the Government, the Syndicate commenced to exercise its duties with effect from 6th December 1929. The Honourable Raja Annamala

Chettiyar of Chettinad, the Founder of the University, has been the Pro-Chancellor during the period 1929–32.

Under section 12 (1) of the Act, His Excellency the Chancellor, appointed the Rt. Honourable V. S. Srinivasa Sastri, P.C. as the first Vice-Chancellor of the University, but as he was called to serve India abroad, he could not continue to hold that office. M.R.Ry. Rao Bahadur S. E. Ranganatham Avargal, M.A., I.E.S., who was appointed Vice-Chancellor when Mr. Sastri resigned, assumed charge on 24th May 1929 and continued in office during the period under review.

Under section 45 (2) of the University Act, a Committee consisting of the Founder Pro-Chancellor, Vice-Chancellor and two members nominated by the Chancellor was constituted to select the teachers and the Registrar of the University. M.R.Ry. N. Viswanatha Ayyar Avargal, M.A., L.T., was appointed as the first Registrar of the University and he continued to hold that office during the period 1929–32.

In accordance with section 45 (4) of the Act, a Committee consisting of the Vice-Chancellor, the Honourable Diwan Bahadur Sir Alladi Krishnaswami Ayyar, Kt., Advocate-General, and Diwan Bahadur Sir K. Ramunni Menon, Kt., Vice-Chancellor of the Madras University, was constituted to draft the first Statutes and Regulations of the University. The laws were approved by His Excellency the Chancellor in August 1929.

The elections to the various authorities were conducted in accordance with the above laws and the several authorities were duly constituted by the beginning of December 1929.

(iv) *The Academic Council*.—The Academic Council at its first meeting held on 20th December 1929 appointed committees to deal with the following matters:—

(1) To consider in consultation with the Board of Studies and the Faculties what changes if any, are desirable in the Regulations dealing with the courses of study and examinations.

(2) To consider proposals as to the best methods to be adopted for the encouragement of the study of South Indian languages in general and the study of Sanskrit, Tamil and Indian History in particular.

The following are some of the decisions taken by the Academic Council during the period in the matter of the courses of study and examinations:—

(v) *Regulations, courses of study and examinations—Entrance to the University*.—The procedure adopted by the Madras University, viz., the matriculation of completed Secondary School-Leaving Certificate holders, to be followed for purposes of admission, certain specified examinations conducted by approved bodies being recognized for this purpose.

As regards admission to the Vidwan and Oriental Title courses, the tests conducted by the Madras University and by the Madras, Travancore, Cochin and Mysore Governments to be recognized.

The University was granted representation on the Secondary School-Leaving Certificate and the Sanskrit Entrance Examination Boards.

The courses of study and the syllabuses for the several examinations were, to begin with largely based on those of the Madras University and the modifications made in them are detailed below :—

Intermediate.—(a) Provision was made for instruction in Natural Science subjects—Botany and Zoology—under Part III of the Intermediate course.

(b) The introduction of a practical test in Physics, Chemistry and Natural Science as an integral part of the Intermediate Examination.

(c) The revision of the course of study in Mathematics introducing a course in Elements of Calculus and Analytical Geometry.

B.A. Degree examination.—The course for the B.A. degree was remodelled. The main features of the revised course are—

(1) Provision of a compulsory course in English and the inclusion of English as an optional subject.

(2) The introduction of the compulsory study of and examination in a second language.

(3) The division of Arts and Science subjects under the optionals consisting of two subjects of equal standard, the former group leading to the award of the B.A. degree and the latter to the award of the B.Sc. degree.

The revised course came into effect from the academic year 1931-32.

B.A. Honours Degree examination.—The following new courses were instituted during the period : Honours courses in Tamil and Chemistry and a post-graduate course in Physics started with effect from July 1931.

The existing courses of study in Mathematics, Philosophy and Sanskrit were revised.

The introduction of a *viva voce* test as a part of the final Honours Degree examination in all Arts subjects is a noteworthy feature of the revised courses.

Research degrees.—Research degrees of M. Litt. for Arts and M.Sc. for Science were instituted. These are awarded on the basis of a thesis forming a record of research completed in the University under the direction and supervision of a teacher of the University for a period of not less than one year in the case of B.A. Honours or B.Sc. Honours graduate and two years in the case of a B.A. or B.Sc.

Oriental learning.—Provision was made for instruction in Nyaya branch in addition to the four branches offered for the Siromani Title course. The courses for the certificates of Proficiency in Oriental learning were revised to include literary criticism as applied to Tamil literature, Dravidian Philology with special reference to Tamil, etc., as additional subjects of study for the examination.

A proposal to reorganize the courses of studies for the oriental titles so as to connect them to degree courses is under consideration by the Faculty of Oriental Studies and the Committee on courses of study and examinations.

The institution of a compulsory course in Practical English for all candidates for Vidwan and Siromani Titles is also under consideration.

Certificate of Proficiency in French and German.—Provision was made for a course of instruction in French and German.

Professional courses.—The Raja Annamalai Music College and the Sri Minakshi Oriental Training College, Chidambaram, were incorporated into the University with effect from 1932-33. Regulations and syllabuses relating to the courses will take effect from July 1932.

(vi) *University Research—Research studentships.*—The following research studentships were awarded during the period in the subjects specified :—

Name of subject.	Number.	
History ...	1	Two years.
Economics ...	1	Do.
Mathematics ...	1	Do.
Physics ...	1	Do.
Chemistry ...	1	One year.
Sanskrit...	1	Two years.

Research and Scientific works.—The following books were published by the University :—

(1) *Factory Labour in India* by Dr. Ahmad Mukhtar, M.A., Ph. D. Professor of Economics.

(2) *Bhoja Raja* by Professor P. T. Srinivasa Ayyangar, M.A., Professor of History.

(3) *Swaramelakalanidhi*—An ancient work on Music by Mr. M. S. Ramaswami Ayyar, B.A., B.L., L.T.

University Journal.—The publication of a University Journal was sanctioned. The Journal embodies the results of research work conducted by the members of the University. The first issue of the Journal was published in April 1932.

Research grants.—The following grants-in-aid for research were made by the University during the period :—

(1) Rs. 100 towards the publication of the Journal of Indian History.

(2) Rs. 100 towards the publication of the Journal of Indian Chemical Society.

(3) Rs. 300 to Mr. E. V. Anantharama Ayyar towards the publication of his work "Kalithogai."

(4) Rs. 600 to Mr. Krishnaswami Ayyangar, M.A., Reader in Mathematics, for research work in Astronomy at the Kodaikanal Observatory.

(5) A sum of Rs. 300 to Mr. N. S. Subba Rao, M.A., Lecturer in Physics, for work in "Spectroscopy" at the Kodaikanal Observatory.

(vii) *University Lectures—Extension lectures.*—For the benefit of Honours students and others, courses of lectures in various subjects were delivered by the members of the University staff.

Ordinary University lectures.—Arrangements were made for courses of lectures by seven visiting scholars.

Special lectures.—Special lectures were delivered by persons eminent in Arts and Science at the invitation of the University.

(viii) *Miscellaneous—Physical training.*—Physical training was made compulsory for all students of the University and the students are required to produce certificates of attendance at physical training classes prior to their admission to the examinations of the University. Every student of the University has to undergo an annual medical inspection. The University participated in the Inter-University Provincial Athletic Tournament held in February 1932 under the auspices of the Madras University.

Military training.—When the authorities of the University addressed the Army Department of the Government of India regarding the desirability of forming a University Training Corps they were informed that there was no near prospect of an increase in the strength of University Training Battalions on account of the financial stringency.

Residence and Tutorial system.—Under the Act, residence is compulsory on all students of the University. About 440 out of 630 students live in the University Hostel where groups of students are placed under resident tutors for tutorial help and disciplinary supervision.

There is a statutory Board of Residence, Health and Discipline of students and this Board advises the Syndicate on questions calculated to promote the social well-being of the undergraduates.

The Tutorial system is for the present confined to the B.A. Honours students and will be extended to the B.A. Pass students with effect from July 1932. The distinguishing feature of the system is that small batches of not more than three students in different subjects are committed to the charge of members of the staff for specified periods for the purpose of specialized study. The system serves to bring every student into direct relationship with the members of the staff and is intended to encourage originality and individual effort.

Founder's Day.—The annual celebration of the Founder's Day is an important feature of the life of the University.

University Library.—The University Library came into existence in July 1929 with a collection of 16,000 volumes transferred to the University from the Library of the Sri Minakshi College.

Management of the Library.—The Library Committee was constituted in December 1929 with all heads of departments as its members the Vice-Chancellor as Chairman and the Librarian

as Secretary. All matters concerning the Library are decided by the Library Committee which meets at least once in each term.

Each department of study has got its Seminary Library with 400 books which are under the supervision and control of the head of the department.

Librarian.—Dr. M. O. Thomas, M.A., D.D., was appointed Librarian in July 1929. He was given leave for 10 months in September 1931 to undergo training in the School of Librarianship at the University of London. He is expected to resume charge of the Library in July 1932.

Expenditure.—The total amount spent on books and periodicals up to the end of March 1932 was Rs. 1,20,000 of which Rs. 77,000 was spent on books, Rs. 19,000 on current periodicals and Rs. 24,000 on acquiring back volumes of periodicals.

Books.—The total number of volumes rose from 16,000 on 1st September 1929 to 31,032 on 31st March 1932. Of these about 1,000 were received as gifts from the Raja Saheb of Chettinad and the remaining were purchased.

Periodicals.—The number of current periodicals which was 193 in 1929 rose to 265 on 31st March 1932. About 1,600 volumes of scientific and learned periodicals were acquired in the years under report. Out of them 35 sets of journals have been completed for facilitating research work and advanced study.

Cataloguing.—All the books and periodicals were classified and catalogued by the end of March 1932.

Issue of books.—There was a steady increase in the number of volumes issued. The following table gives the number of volumes issued for each of the three years :—

1929-30	...	...	...	...	10,000
1930-31	...	...	...	...	17,986
1931-32	...	...	...	...	27,500

The average number of books issued per day which was about 100 in 1930 rose to 200 in 1932. The modern method of issue by the ticket system was started in 1931. In 1930 members of the staff and senior students were given open access privileges. Besides students and staff, outsiders who reside within a radius of 10 miles are given the privilege of using the library on payment of a sum of Rs. 15.

(ix) *Finances of the University—Permanent Endowment Fund.*—This fund consists of the founder's donation of Rs. 20 lakhs and the Government contribution of Rs. 27 lakhs. The whole of it, i.e., Rs. 47 lakhs was invested in Government securities of the face value of Rs. 59,17,000. In October 1931 a sum of Rs. 25,000 was contributed by the Founder to be added to the corpus of the Fund and this amount also was invested in Government of India bonds.

General Fund.—The resources of this fund are—

(1) the annual Statutory grant of Rs. 1.5 lakhs made by Government under section 43 (1) of the Act.

(2) the income from the Endowments including the Permanent Endowment Fund which is about Rs. 2 lakhs a year, and

(3) the fee and other income of the University estimated at Rs. 50,000 a year.

Non-recurring grant.—Under section 43 (2) (a) of the Act, a sum of Rs. 7.5 lakhs was paid to the University by Government towards buildings and equipment of the University. During the period under report, a sum of Rs. 2.25 lakhs was transferred from the General Fund. Out of this capital amount, a sum of Rs. 5,07,800 was spent on buildings and equipment. The balance under this fund on 31st March 1932 was Rs. 5,02,009. Estimates for the Library buildings and Administrative offices costing about Rs. 3.5 lakhs are ready and the construction is expected to be begun in 1932-33. A scheme for water-supply estimated to cost about Rs. 60,000 has been sanctioned and another scheme for drainage estimated to cost half a lakh of rupees is being considered.

Prize endowments—

	RS.
(1) Founder's prizes, capital	9,500
(2) Goschen Memorial scholarships	4,400
(3) K. V. Al. R. M. Alagappa Chettiar's prize.	500
(4) Alladi Krishnaswami Ayyar's medal ...	1,100
(5) Kumararaja Muthiah Chettiar's prize ...	1,000
	16,500

Gifts by the Founder.—Six staff quarters built at a cost of Rs. 63,490, lands to the extent of 171.84 acres together with other contributions were given away to the University by the Founder Pro-Chancellor during the period under review.

D.—THE MADRAS UNIVERSITY TRAINING CORPS.

20. *University Training Corps.*—The full strength of the Corps was maintained during the quinquennium and in 1927-28 more than three times the required number of students volunteered for enlistment. During the two years 1928-29 and 1929-30, 620 students were recruited.

The Annual September Camps were held at Bangalore in the first three years of the quinquennium and in the last two years at Pallavaram. The programme of work which was crowded included musketry, company drill, guard mounting, inter-collegiate sports and competitions. Bayonet fighting was introduced as a subject of instruction in 1928-29. The Willingdon Shield awarded for all-round efficiency was won by the following colleges in the years shown against their names:—

- (1) St. Joseph's College, Trichinopoly. 1927-28.
- (2) Madras Christian College. 1928-29 and 1929-30.
- (3) The Engineering College, Guindy. 1930-31 and 1931-32.

The Corps was inspected during the quinquennium by Major-General Tarver, C.B., C.I.E., D.S.O., General Officer Commanding, Madras District, Brigadier R. B. Worgan, C.S.I., C.V.O., D.S.O., and Brigadier F. G. Gillies, Officer Commanding the Southern Brigade, all of whom expressed themselves pleased with what they saw. In November 1927, His Excellency the Governor as Chancellor of the University summoned a conference which was attended by the Commandant of the Corps, the Director of Public Instruction, the Vice-Chancellor and the Principals of Colleges when suggestions for the closer co-operation of the colleges with the work of the Corps were considered. At a conference of Principals of Colleges in March 1928 the suggestions put forward by the Commandant for the efficient working of the Corps were approved. In 1928-29 the Committee appointed to consider the question of providing increased facilities to students for military training reported in favour of increasing the number of battalions in the Corps. The Committee's proposal was supported by the University of Madras, but the Government of India could not accept it on financial grounds.

In 1927-28 steps were taken to train the Non-Commissioned Officers to take charge of their sections and platoons and to make them realize their responsibilities better. Increased keenness for work on the part of Non-Commissioned Officers and better understanding of discipline by all ranks was noticed as a result of this. Consequent on the issue of new regulations for the Indian Territorial Force the officers of the University Training Corps became senior commissioned officers.

The University Training Corps provided the usual guard of honour each year at the annual convocations of the Madras University. In 1929-30 they supplied 550 volunteers to line the route on the occasion of the state entry of His Excellency the Viceroy. In the same year they supplied a similar party on the occasion of the arrival of His Excellency the Governor in Madras.

His Excellency the Governor who is the Honorary Colonel of the Corps evinced keen interest in its welfare throughout.

In 1928-29 the Syndicate of the Madras University sanctioned a grant of Rs. 3,000 to the University Training Corps.

E.—ARTS COLLEGES.

21. *Number of colleges.*—There was no change in the quinquennium in the number of Arts colleges, the figure remaining stationary, i.e., 44 (39 men's colleges including the Annamalai University College and 5 Women's colleges). The National College, Adyar, was closed and the Hindu College at Masulipatam was newly opened. The Sri Minakshi College, Chidambaram, developed into the Annamalai University College when that University was started. No second-grade college was raised to the status of a first-grade college during the quinquennium. In pursuance of the recommendations of the Commission on Christian Higher

Education in India presided over by Dr. A. D. Lindsay the authorities of the Findlay College, Mannargudi, decided to close the B.A. classes. For the same reason the management of the Wesley College, Madras, decided to close the Intermediate classes with effect from July 1933. The name of the U.L.C.M. College, Guntur, was changed to the Andhra Christian College.

22. *Number and distribution of students in Arts colleges.*—The total number of students in Arts colleges for men and women rose from 12,258 to 12,646 and the number of women students increased from 483 to 681, the strength of women students in colleges specially intended for them being 503. There were 135 students taking post-graduate courses (of whom 17 were women) against 79 students in the preceding quinquennium. There was a large increase in the number of students reading for Honours the figures being 552 in 1926-27 and 777 in 1931-32.

23. *Classification of scholars according to communities.*—Of the 12,646 scholars in Arts colleges for men and women 6,432 were Brahmans, 4,109 Non-Brahmans, 1,456 Christians, 475 Muhammadans, 107 Europeans and Anglo-Indians, 54 Ādi-Drāvidas and Ādi-Andhras and 18 were members of other communities. In other words, 53.1 per cent of the total were Brahmans, 32.2 Non-Brahmans, 3.6 Christians, 5.1 Muhammadans, and 1.0 others.

The percentage of scholars in Arts colleges to the total number of scholars receiving instruction in all grades of institutions was 0.44 and the percentage of male scholars reading in Arts colleges to the male population was 0.052 and the percentage of female scholars to the female population was 0.008. The percentage of total scholars in Arts colleges to the entire population was 0.027.

The expenditure in Arts colleges (including Oriental colleges) increased from Rs. 24,48,073 to Rs. 27,17,800 (Rs. 24,63,532 on Colleges for Men and Rs. 2,54,268 on Colleges for Women). Towards the total expenditure provincial funds contributed Rs. 8,44,204 or 31.1 per cent, fees Rs. 12,23,455 or 45.0 per cent, municipal and local funds Rs. 10,825 or 0.4 per cent and other sources Rs. 6,39,316 or 23.5 per cent.

24. *Accommodation and equipment.*—Towards grants for buildings and the equipment of Arts colleges for men and women Rs. 4,75,849 and Rs. 2,80,074, respectively were paid from provincial funds during the quinquennium under review. In 1927 the construction of an upper floor for the building of the National College, Trichinopoly, was completed at a cost of Rs. 11,576. The following are some of the important schemes sanctioned during the quinquennium in respect of colleges under private management:—

National College, Trichinopoly—Construction of an upper floor.

American College, Madura—Natural Science block and construction of library.

Madras Christian College—The Tambaram scheme.

St. Joseph's College, Trichinopoly—Improvements to playground.

Loyola College, Madras—Construction of Physics Laboratory.

So far as Government Arts Colleges are concerned the following building schemes were undertaken and completed during the quinquennium:—

Ceded Districts College, Anantapur—Additions to the Science Laboratory, additional hostel building and Deputy Warden's quarters.

Government College, Kumbakonam—Extension of the Mathematics block and the Chemistry Laboratory.

Victoria College, Palghat—The diversion of the road passing through the College and the acquisition of land and shops adjoining it.

Government College, Mangalore—Construction of building for the Secondary Training department.

Queen Mary's College, Madras—Science block: construction of compound wall and gates: Swimming bath.

The work connected with the new building sanctioned for the Government Muhammadan College was nearing completion and that of the construction of the Natural Science block for the Presidency College was deferred.

A hostel for Mrs. A.V.N. College, Vizagapatam, was constructed from Provincial funds at a cost of Rs. 53,000. The Government College, Coimbatore, moved into the Medical school buildings at Coimbatore.

25. *Staff.*—In Arts Colleges under the management of Government there were 13 officers in the Indian Educational Service, 37 officers in the Madras Educational Service, 109 officers in the Subordinate Educational Service on 31st March 1932. Between 1927 and 1932 the number of officers of the Indian Educational Service fell by four and that of the Madras Educational Service increased by three.

F.—COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

26. *General.*—There were on 31st March 1932 twelve colleges for professional training for men and women with a total strength of 2,121 students (1,983 men and 138 women). Ten colleges were under the management of Government and two were under private management. Of the ten Government colleges, five (including the Lady Willingdon Training College for Women, Madras) were under the control of the Director and the rest were under the control of other departments. Of the two aided colleges one was for women and the other was for the training of Pandits in Oriental languages. Classed according to the professions taught in them there were two colleges for Medicine, five for Teaching (including the college for the training of pandits) and one each for Engineering, Law, Veterinary Science, Forestry and Agriculture. There were two colleges exclusively for the training of women teachers with a strength of 66

students. Of the 138 women students reading in professional colleges three were studying Law, 69 Medicine and Surgery, and 66 Teaching.

In 1926-27 an amount of Rs. 10,82,723 was spent on the maintenance of these colleges. This figure rose to Rs. 12,48,165 in 1931-32, provincial funds contributing more than 75 per cent of the expenditure. There were 711 students reading for Medicine, 346 for the Teaching profession, 253 Engineering, 498 Law, 150 Agriculture, 38 Forestry and 125 Veterinary Science. Of the 2,121 students in professional colleges 980 were Brahmans, 766 Non-Brahmans, 233 Christians, 91 Muhammadans, 43 Anglo-Indians and Europeans and 8 Adi-Dravidas and Adi-Andhras.

27. *The Law College.*—The post of Personal Assistant to the Principal sanctioned in 1925 was converted into that of Vice-Principal in 1928 and, chiefly as a result of the abolition of the Pleadership class in 1928, the number of Assistant Lecturers was reduced from 12 to 9. The system of special lectures by members of the legal profession introduced in 1924 was abolished in 1930 as it was found that it was not possible to arrange for special lectures being delivered during hours convenient to the students on account of the demands of their profession on practising lawyers. The system of recruitment to teaching posts was reorganized in 1930 so as to provide for one full-time Professor and seven part-time Lecturers in addition to the Principal and the Vice-Principal. The new rules came into effect in July 1931 but on account of the financial stringency the post of one Lecturer was left unfilled. The abolition of the Pleadership class was responsible for the diminution in the strength of the College to the extent of about a hundred students. In 1927-28 the College had on its rolls 897 students and in 1931-32, 498. The striking decrease in the strength of the College is explained by the Principal to be due to the decreasing utility of a law degree.

A common room for students was provided in 1928. It is maintained from subscriptions raised from students. Moots are held under the auspices of the Moot Club and cases are argued by the students in the presence of leading lawyers or their lecturers.

The Inspection Commission of the Madras University visited the College in 1929.

28. *Medical College, Madras.*—Steps were taken during the quinquennium under report to give effect, so far as the Medical College, Madras, is concerned, to the recommendations contained in the report of Sir Norman Walker and Colonel Needham who inspected the College in January 1927. More detailed instruction in the theoretical and practical parts of each subject was undertaken and the system of conducting examinations improved. Several professorships and lecturerships were created, a Pharmacological Research Unit opened and the staffs of the Hygiene and Bio-Chemistry departments were strengthened. Additions to buildings were undertaken to provide accommodation for the Pathological Institute.

The Medical Education Committee appointed by Government in 1928 made the following among other recommendations which Government were unable to accept on account of the financial stringency:—

- (1) The formation of teaching cadres for Pathology (including Bacteriology and Bio-Chemistry).
- (2) Revision of the scales of pay for the teaching appointments.
- (3) Restriction of private practice to consulting practice or to laboratory practice.

29. *Medical College, Vizagapatam.*—Although the Medical College, Vizagapatam, was affiliated to the Andhra University, the students of that College appeared for the examinations of the Andhra University conducted jointly with those of the Madras University. New blocks of buildings were constructed and added to the original building which was a small one.

Students for admission to both colleges are selected by a committee at Madras.

The following are some of the more important events concerning both the Medical Colleges during the quinquennium:—

- (1) The opening of a hostel for the women students of the Medical College, Madras, and the appointment of an advisory committee.
- (2) The construction of a hostel for men students of the Madras Medical College, the foundations of which had been laid, was deferred on account of the financial stringency.
- (3) The complete reorganization of the Sanitary Inspectors' training from 1st July 1928, the important features of which are the lengthening of the course to one year and the appointment of a special Board of Examiners (with the Director of Public Health as Chairman) which replaced the system of Government Technical Examinations.
- (4) Changes in the regulations relating to the B.S. Sc. degree; the extension of the course to one year and the concession given to those with registrable medical qualifications to appear for the examinations.
- (5) The change in the Madras University Regulations permitting the pre-registration students to appear for the examination four times.
- (6) The holding of the Madras University Medical Examination in April instead of June.
- (7) The withdrawal of recognition unconditionally by the General Medical Council of Great Britain of the M.B. B.S. degree of the Madras University.
- (8) The framing of regulations by the Madras University allowing L.M.Ps. to appear for the M.B. B.S. degree examination.
- (9) The postponement for two years from 1932, on account of financial stringency, of the quinquennial training for Health and Sanitary Inspectors.

(10) The reduction in the rate of stipend from Rs. 50 to Rs. 40 for women students from July 1931.

(11) The unqualified refusal of the General Medical Council of Great Britain to recognize the M.B. B.S. degree of the Andhra University.

(12) The completion of the hostel for the students of the Medical College, Vizagapatam.

(13) The provision of a playground for the students of the Medical College, Vizagapatam.

(14) The sanction of the award of free studentships to poor and deserving students of both colleges not belonging to the backward and depressed classes subject to a maximum of thirty at a time.

(15) The fixing of the maximum number to be admitted to both colleges at 120 for the Medical College, Madras, and 50 for the Medical College, Vizagapatam.

(16) The teaching of the subjects of Biology and Chemistry in both the colleges by non-medical graduates.

Reductions in staff and the combining of appointments took place in both colleges during 1931-32 as a measure of retrenchment.

30. *College of Engineering, Guindy.*—The strength of the College which was 240 in 1927-28 rose to 584 in 1931-32. This large increase is due to the retransfer to this College of the subordinate classes from the School of Engineering, Trichinopoly, in consequence of its abolition in July 1928. The School of Engineering at Vizagapatam was ordered to be closed from July 1932 as a measure of retrenchment.

The analysis of the figures relating to the admissions in the College shows that the number of Non-Brahmans increased from 71 in 1927-28 to 185 in 1931-32 and that of Muhammadans from 16 to 20. There was one student of the Depressed classes reading in the College during the quinquennium. A separate course in Electrical Engineering was introduced in 1930 and the University of Madras granted recognition to the College in the matter of its preparing students for the Electrical Engineering branch of the B.E. degree examination. Students for this examination were presented by the College for the first time in March 1932.

The class for Draughtsmen which was reintroduced in July 1929 was abolished in March 1932 and a combined lower Subordinate and Draughtsmen class was introduced from July 1932. The posts of Professor of Mechanical Engineering, Additional Professor of Civil Engineering and Professor of Electrical Engineering were made special posts on a five years' contract in 1929 and the posts of Instructors in Mechanical Engineering, Civil Engineering and that of the Senior Workshop Instructor were also made special posts later. On the introduction of the course in Electrical Engineering, two gazetted posts of Assistant Professor and Lecturer in Electrical Engineering were sanctioned. The required number of non-gazetted posts for the laboratory was also sanctioned and special equipment

costing approximately Rs. 1.50 lakhs was added to the Electrical Engineering Laboratory.

The post of Professor of Mathematics in the Indian Educational Service was abolished as a measure of retrenchment and in its place one in the Madras Educational Service created. Likewise the post of Professor in Technical Chemistry was reduced to a subordinate service post. The post of one Laboratory assistant and of one menial were kept in abeyance.

Board of Visitors.—The number of members of the Board of Visitors was raised from four to five in 1929.

Practical Training.—The system of selecting a certain number of Engineering students annually from this College and giving them practical training on State Railways for a year on a stipend of Rs. 100 per mensem, accepted by the Railway Board, worked for two years and was given up.

Endowments.—Two new endowment scholarships viz., the Arcot Rajagopala Mudaliyar Endowment and Khan Bahadur Abdul Latiff Endowment Scholarships were added during the quinquennium.

University Commission.—An Inspection Commission appointed by the University of Madras visited the College in 1929.

Special Lectures.—A series of special lectures was arranged to be delivered by experts in various branches of Engineering, but the scheme was not given effect to for want of funds.

University Training Corps.—The students of this College evinced keen interest in the University Training Corps.

31. *Teachers' College, Saidapet.*—The Teachers' College, Saidapet, trained 560 graduates for the teaching profession during the quinquennium ending March 1932. While the actual number admitted in each of the years 1927-28 to 1931-32 was restricted to the accommodation available, the number of applications for admission increased from year to year; and the disparity between the number that applied and the number admitted grew steadily wider. This will be seen from the fact that 650 applications for admission were received in 1931-32 against 230 in 1927-28, the number actually admitted in those years being 129 and 106, respectively. Of the total number of teachers trained between 1928 and 1932, sixty-one had had no previous teaching experience.

Classed according to the communities to which they belonged there were on an average each year 56 Brahmans, 33 Non-Brahmans, 17 Christians, 6 Muhammadans, 1 European and Anglo-Indian. That so few Muhammadan graduates were admitted to training was due to the small number of applications received.

Students undergo a course of training which includes the Theory and Practice of Education, the teaching of English and the teaching of the various special subjects. As regards the special subjects it is

interesting to notice that the number of students taking Mathematics, Physical Science and History remained fairly constant throughout. As a result however of Elementary Science and Geography being made examination subjects for the S.S.L.C. course, the number of candidates taking Natural Science and Geography as special subjects increased from 5 to 12 and 14 to 32, respectively.

The revised syllabuses of the L.T. course in the Theory and Practice of Education, Mathematics, History, Child Education and English (involving the abolition of the special English course) were brought into effect in 1927-28.

The extension of the Physical Science building and the erection of a block of buildings for the Mathematics and Geography sections which were in progress at the beginning of the quinquennium were completed and the buildings occupied in 1928-29. A welcome addition to the amenities of the College was provided by the construction in 1928-29 of 24 residential rooms in the hostel and in the conversion of unsuitable residential quarters into a reading room and a sick room. The average number of students residing in the hostel was 107.

Activities outside the routine work of the College included the conduct of a school for the part-time education of adults which was started in 1927-28 and which continued throughout the quinquennium; the preparation of College bulletins on the teaching of plant life for the lower forms of secondary schools; the early teaching of number by individual and group methods; the early teaching of language; child education on modern lines; the conduct of vacation courses under the auspices of the Madras Geographical Association, and the introduction in 1931-32 of an extensive course of Scouting for students under training.

32. *Government Training College, Rajahmundry.*—The Government Training College, Rajahmundry, was granted temporary affiliation by the Andhra University in 1928. The strength of the College rose during the quinquennium from 69 to 121. An interesting feature of the figures relating to the admissions in the College between 1927 and 1932 was that out of 504 students admitted 413 were Brahmans, the number of Non-Brahmans, Christians, Europeans and Anglo-Indians admitted being 58, 27, 5 and 1, respectively. There was no Muhammadan student reading in the College during the quinquennium.

"History of Education" was introduced as a new subject for the B. Ed. degree examination and a Geography section was opened in July 1929. To enable the students to acquire knowledge of elementary science, lectures on plant and animal life were delivered to the members of the Science section every year. The special English course which was optional according to the old regulations for the B. Ed. degree examination was abolished. The post of a Physical Director for the College was sanctioned from July 1931.

The improvements made to the College during the quinquennium were—

- (1) The opening of a hostel for the B. Ed. students in July 1930.
- (2) Extensions to the College latrines and repairs to the urinals in 1929.
- (3) The provision of the required equipment for the Geography section and of large additions to the general and sectional libraries.

33. *Lady Willington Training College for Women, Madras.*—In this College, as in the case of the Teachers' College, Saidapet, the number of applicants for admission increased greatly during the quinquennium under review. One hundred and four graduates applied for admission in 1931-32 against 31 in 1927-28, the number selected in those years being 36 and 31, respectively. The strength of the various classes in the training department was limited by lack of accommodation. An interesting fact concerning the applications for admission was that throughout the period Malayalee candidates predominated and that there were not enough applications from Tamil and Telugu-knowing candidates. The percentage of Hindus among students in the training department showed a gradual increase each year rising from 29 per cent in 1927-28 to 50 in 1931-32 and the percentage of Christians decreased correspondingly. There were two Muhammadan students reading in the College during the quinquennium: one was in the L.T. section and the other in the Physical Training section.

The training classes were crowded out by the needs of the practising school and supervision was made difficult on account of one of the buildings being a quarter of a mile away.

Staff and equipment.—The posts of secondary grade teachers were converted into those of graduate assistants and two additional posts—a full-time librarian and a part-time music teacher, were sanctioned. The services of the lecturer in Domestic Science in European schools were lent for teaching that subject to the L.T. section. Psychology apparatus costing Rs. 1,600 and manual training apparatus costing Rs. 2,000 were supplied to the College; the total number of books purchased since March 1927 was 3,466.

An interesting feature of the College during the quinquennium under report was the institution of a Physical Training diploma class in 1928. Of the 30 students who completed this course 2 were graduates deputed by Queen Mary's College for Women, Madras, and the Maharaja's College for Women, Trivandrum, 23 were secondary grade teachers deputed by Government, 5 secondary trained teachers in receipt of stipends and 2 teachers deputed from aided schools.

The introduction in 1929 of Domestic Science as one of the special subjects prescribed by the University for the L.T. course led to greater emphasis being placed on this subject in girls' schools and to its being made a compulsory subject in the revised S.S.L.C. scheme. There has been an increasing demand for this subject in

the L.T. section, 22 students having been trained in it up to the end of 1931-32. A small domestic science kitchen has been equipped, but it is reported to be inadequate for the needs of the students of the L.T. course.

Experimental work as indicated below was carried out by the members of the staff during the quinquennium:—

(1) The application of Intelligence tests in the Practical Psychology scheme of a teachers' training course. An account of this was published by the Government Press in 1929

(2) The preparation of a graded series of Achievement tests (combined with Intelligence tests) for the several classes up to form III in English and Tamil. These were used in the selection examination for elementary training in April 1932 and as tests for admission to the practising school in June 1932.

Members of the staff are also engaged in working out a syllabus in language and in History based upon the needs of the child for the various classes up to form I.

The Inspection Commission of the Madras University visited the College in February 1929. They noted defects of staff and accommodation and made recommendations for additional lecturers, new buildings, playing fields and hostels. The work done was approved and the staff were commended "for the good results they have obtained and for their enthusiasm in the face of difficulties."

The College has three hostels, the strength of which was 138 in 1931-32. For lack of sufficient accommodation in them a large number of L.T. students resided in Queen Mary's College which necessitated the hours of work coinciding with those adopted in that College thus frustrating every attempt at improvement and better organization of work.

34. *Veterinary College, Madras.*—The Madras Veterinary College is the only institution which affords theoretical and practical instruction in subjects pertaining to the Veterinary profession. Full clinical and other facilities are afforded to meet the educational requirements of students preparing for the Diploma in Veterinary Science. A Veterinary Hospital, Laboratory, Museum, Library, Shoeing Forge and Students' hostel are attached to the College.

Admissions.—The minimum educational qualification required for admission is an S.S.L.C. with 45 per cent in English and 35 per cent in other subjects. Forty students are admitted every year; the selection of students is made by committees appointed by Government at two centres—Bezwada and Madras.

Courses of study.—The old curriculum of studies for the Diploma extending over three years which was followed up to the end of June 1930 was changed with a view to providing a basic training in the most essential subjects pertaining to Veterinary science in accordance with the recommendations of the Royal Commission on Agriculture. A revised course for the training of graduates without extending the

length of the course beyond three years was sanctioned by Government and introduced with effect from July 1930.

The examinations are conducted by a Board of Examiners appointed by Government in March every year by means of written and oral tests. The Diploma of "Graduate of the Madras Veterinary College" (G.M.V.C.) is awarded to students who have gone through the full course of three years' study and have passed the final examination. The number of candidates that appeared for this diploma and qualified was 155 and 124, respectively, during the quinquennium.

35. *The Forest College, Coimbatore—Staff.*—As a measure of retrenchment, the post of one assistant was temporarily kept in abeyance from July 1929, the Principal being allowed to distribute the work between the other Instructors and himself. The posts of an attender and two peons were abolished in 1931.

Camps.—The period of camp at Sappal for the seniors was reduced to fourteen days, the site of the camp being changed to Olavocode. To provide better facilities for the study of fuel, forest and sandalwood the site of the camp was changed from Olavocode to Silent Valley, Aiyur (Salem district) in the years 1930 and 1931.

Instruction.—In order to make the course more practical an area of 22 acres in Walayar reserve was taken over by the College in 1927 for practical work; a short camp of ten days for both divisions was added in 1928. In 1929 it was decided that the Sylvicultural treatment of this area should follow the workings of the local Working Plans.

As an aid to lectures the purchase of projection lanterns and slides was sanctioned in 1930 and a regular course of lantern lectures was given to the students in Botany, Sylviculture, Engineering and Utilization, First-Aid and Malaria. A course of six lectures was introduced in the syllabus for the Junior division from 1931. To inculcate a greater interest in practical work in science, marks were allotted for an experimental note-book to be maintained by the students.

Special lectures.—Special lectures by experts and special officers were arranged at headquarters whenever possible. Talks to students by local Forest officers on tour were arranged on special subjects. In October 1930 the College had the benefit of hearing Dr. Lyon, Government Botanist in the Hawaiian Islands.

Examinations.—The third and fourth half-yearly examinations in Sylviculture conducted by the Instructor and Principal were, in 1929, ordered to be conducted by the Conservator of Forests, Working Plans. Circle and the VI Circle in Nedungayam, Sappal and Ootacamund. After the change of the Sappal camp to Aiyur, that portion of the fourth half-yearly examination at Sappal conducted by the Conservator, VI Circle, was conducted by the Conservator, IV Circle. In the matter of range administration (Final Examination) the system of two papers to be answered without books and one paper with books was introduced from 1930.

Tuition fees.—The payment of fees at the concessional rate of Rs. 500 in the case of two Madras students was made easy by permitting payment in two instalments.

Camps and tents.—The use of tents instead of huts at the Bolampatty and Mount Stuart camps and the maintenance at the College of tents necessary for one division and a lecture tent was approved.

Buildings.—For the occupation of its buildings the College was required to pay rent to the Public Works Department in the years 1926 to 1928. In 1929 the College was declared a non-commercial department and the payment of rent to the Public Works Department was discontinued.

Athletic grounds.—A new wooden pavilion was built on the athletic grounds in 1929 at a cost of Rs. 1,500 raised by contributions.

Debating Society.—A debating society was started in 1931. Technical and non-technical subjects were debated alternately, a meeting being held every Friday during headquarter terms.

There were 107 students in the Senior division and 97 in the Junior division during the five years ending March 1932. One hundred and thirty students passed the Higher and five the Lower certificate examination between June 1927 and June 1931.

36. *The Agricultural College, Coimbatore.*—The College which was affiliated in 1922 to the Madras University continued to send up students for the B.Sc. examination under the Faculty of Agriculture. Students for the degree of B.Sc. in Agriculture are selected from among those who have passed the Intermediate examination or an examination of other Universities accepted as equivalent provided such students have offered Chemistry and any two of the subjects of Mathematics and Physics, Natural Science and Agriculture as optionals. Towards the close of the quinquennium the syllabuses were revised so as to provide for three examinations, one at the end of each year of the course. No candidate is considered to have passed unless he obtains 40 per cent of the marks in each of the subjects of the examination in each year. The above changes were made on the recommendation of the University Commission which inspected the College in 1928.

Scholarships and prizes.—During the quinquennium under report Government considered it necessary to revise their orders regarding the grant of scholarships and with effect from the current year the number of scholarships was reduced to five, three of which are awarded to members of the Depressed Classes and two to Muhammadans. The amount of each scholarship was reduced from Rs. 25 to Rs. 20. The Pentland scholarship which was a private scholarship of the value of Rs. 120 per annum continued to be awarded once in three years to poor and deserving students from British Malabar. The College has been included as second in the rotation list of professional institutions in which the Arcot Rajagopala Mudaliyar's

scholarship of the monthly value of Rs. 15 for Vellala students is made tenable.

Ten prizes and one cup are offered at the College for the best students in the several subjects.

Tuition and lodging fees and hostel.—The system of free tuition and lodging was abolished towards the close of 1931-32. A tuition fee at the rate of Rs. 40 a term has been instituted and room rent is levied at Rs. 2 per month. Facilities have been provided for the accommodation of the maximum strength of each class which has been fixed at 48. Residence in the hostel is compulsory.

Strength of the college.—There were 106 students in the first, second and third year classes of the B.Sc. course in 1927-28. Their number rose to 142 in 1931-32.

Research work.—No research work was undertaken during the quinquennium under the auspices of the University, but members of the staff of the College did research work as time-permitted and published the results in the form of papers read before the Indian Science Congress and in the form of memoirs, bulletins, pamphlets, etc. Two passed students of the College were awarded studentships by the University.

Special lectures.—Owing to the fact that specialists in subjects taught at the College are not found outside Coimbatore in large numbers, the number of special lectures delivered under the auspices of the University was few. The facilities afforded to the students for examination in the third year and in the way of tours to representative tracts were intended to widen their outlook.

Library.—At the instance of the University Commission, the annual budget allotment for the library was raised from Rs. 1,200 to Rs. 2,000 and a section of the library was permanently removed from the Research Institute to Freeman's building so as to make better access by students and staff possible. About a thousand reference books meant for students are housed in a spacious room in Freeman's building in addition to books in the sectional libraries.

Games.—As a result of the sanction of a recurring grant of Rs. 300 towards expenditure on games the means for providing recreation to the students have been enlarged. The generally high level of sporting activities in Coimbatore is responsible for the maintenance of high standards.

Students' Club.—Membership of this club is obligatory on all students. It has two sections—the games and the literary. The club conducts debates and discussions and invites distinguished persons to address its members.

Agricultural Museum.—A special feature of this College is an Agricultural museum in two sections, one containing implements and machinery and the other a variety of objects likely to interest students of Agriculture.

Tutorial system.—The system of allotting students to tutors worked satisfactorily.

General.—Admissions to the College were made by a selection committee appointed by Government. Questions affecting students, courses of instruction, discipline, etc., are discussed by the College council. Honorary visitors are drawn from all districts to visit the College Institute and Breeding stations and to offer advice.

Since the College was affiliated to the Madras University 224 students have taken the degree of B.Sc. in Agriculture and many of them have joined the Departments of Agriculture in Madras and in other provinces.

With an area of about six hundred acres under a variety of crops raised on the Central Farm and breeding stations, with pot culture houses and up-to-date laboratories, spacious lecture halls and playing fields, this College is eminently fitted to stimulate interest in the science and practice of Agriculture.

G.—COLLEGES FOR WOMEN—GENERAL STATISTICS.

The four Arts colleges in the Presidency intended for women continued to work during the quinquennium; their strength increased from 416 in 1926-27 to 503 in 1931-32. There were 178 women reading in Arts Colleges for men in 1931-32 against 72 in 1926-27. Distributed according to the communities to which they belonged there were 33 Europeans and Anglo-Indians, 284 Indian Christians, 62 Brahmans, 112 Non-Brahmans, 11 Muhammadans and 1 Parsi receiving education in Colleges for Women. The percentage of women scholars in Arts colleges to the total female population in the Presidency was 0.003. The strength of women scholars in the two professional colleges intended for women rose from 41 in 1926-27 to 66 in 1931-32. There were 72 women reading in the professional colleges for men of whom 69 were in the Medical College and three in the Law College. The Andhra Yuvathi Kalasala, Rajahmundry (Oriental College for Women) came into existence in 1931-32. The College had six pupils on its rolls and was affiliated to the Andhra University.

IV-A.—SECONDARY EDUCATION—BOYS.

GENERAL STATISTICS.

37. *Number of schools.*—At the close of the quinquennium ending March 1927 there were 306 complete and 24 incomplete high schools and 190 middle and eight incomplete middle schools making a total of 528 secondary schools. On 31st March 1932 there were 344 complete and 22 incomplete high schools and 163 complete and one incomplete middle school making a total of 530 secondary schools. Although the net increase in the number of secondary

schools between the years 1927 and 1932 was only 2, the number of complete high schools increased from 306 to 344 and that of complete middle schools decreased from 190 to 163. In other words, the number of complete and incomplete high schools rose from 330 to 366 by 36 and that of complete and incomplete middle schools fell from 198 to 164 by 34. Thirty-one schools, which were of the middle grade in 1927, developed into high schools. Twenty-one new middle schools were added and 24 removed from the list during the quinquennium. Of the 24 that were closed ten became higher elementary schools. A comparison of the relative increases and decreases in the number of high and middle schools between the year 1917-22 and 1922-27 and 1927-32 is in this connexion not without interest. There were 176 high and 169 middle schools in 1917, the total number of secondary schools being 345. In 1922 the number of high schools rose to 277 and that of middle schools to 201, the total increase in the number of secondary schools being as high as 133. In 1927 the number of high schools increased to 330 and that of middle schools decreased to 198. Between 1927 and 1932 there was a marked decrease in the total number of middle schools and an appreciable increase in that of high schools. The following table indicates the relative position of high and middle schools since 1917:—

	1917.	1922.	1927.	1932.
High schools ...	176	277	330	366
Middle schools ...	169	201	198	164
Total	345	478	528	530

These figures show that so far as numerical expansion of secondary schools was concerned the period 1917-22 witnessed the largest increase in numbers in recent years and that the expansion was not as rapid in 1922-27 as in 1917-22 and that it was practically at a standstill between 1927 and 1932. They also show that the increase in the number of high schools has been continuous since 1917 and that the number of middle schools has been on the decrease from 1922 onwards. While the absence between 1927 and 1932 of the same extent of increase in the total number of secondary schools as in the two preceding quinquennia may not be unconnected with the changed policy of Government in regard to secondary education generally, the tendency to decrease noticed in the case of middle schools is perhaps due to the large increase in number in recent years of higher elementary schools teaching identical curricula but charging lower fees.

38. *Strength of schools.*—Although the increase in the number of secondary schools since 1927 has been negligible there has been a marked increase in the total number of scholars as will be seen from

the following table which furnishes the strength of classes for five years from 1927 :—

		Number of schools.	Strength.										Total.	
			Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.	Fifth class.	Fourth class.	Third class.	Second class.		First class.
1926-27	...	528	15,128	14,414	7,398	19,840	21,077	24,792	22,247	17,474	5,032	3,255	2,804	193,055
			112,143											
1927-28	...	526	15,420	14,875	18,107	20,514	22,031	25,162	22,501	16,469	4,754	3,111	2,726	165,493
			50,812											
1928-29	...	528	14,030	15,812	18,936	21,724	23,097	26,212	22,141	16,965	4,574	2,907	3,544	169,844
			49,444											
1929-30	...	526	15,033	16,322	18,005	22,385	24,326	26,270	22,058	17,496	4,918	3,898	2,495	175,493
			49,214											
1930-31	...	531	17,456	16,302	23,325	23,922	24,617	27,178	25,668	17,597	4,533	3,225	2,245	181,272
			49,853											
1931-32	...	530	15,835	16,904	21,875	24,141	24,974	27,400	23,558	17,363	4,000	2,398	1,900	179,687
			50,668											
			130,619											
			49,063											

(a) Of these 4,775 were girls.

The above figures show that the strength of the secondary department increased from 112,143 to 130,619 or by 17 per cent and that of the primary departments decreased from 50,812 to 49,063 by about 4 per cent between 1927-1932. The strength of forms I to IV increased continuously and that of classes 1 to 3 decreased. It is also evident that the primary classes in secondary schools from the fourth below are not the starting points in education for a considerable proportion of pupils since the strength of form I throughout has been much higher than that of class five and of class five than that of class four. The variation between the strength of the forms was most perceptible between forms IV and V and least between forms V and VI which perhaps means that form IV serves as a kind of jumping off stage and that almost every pupil who gets up to form V completes the course. An interesting point of comparison provided by the figures for the previous quinquennium and the one just ended is that, while the number of schools increased by ten per cent between 1922-27 and their strength increased by eight per cent, the number of schools remained practically stationary between 1927-32 but that their strength increased by 10 per cent. The number of girls attending secondary schools for boys increased from 2,765 in 1927 to 4,775 in 1932, the percentage of increase being 72 which is very satisfactory.

39. *Adequacy of schools.*—Excluding the Indian States, the area of the Madras Presidency is 142,260 square miles and its male population according to the 1931 census was 23,082,999 of whom 7,817,768

were males between the ages five and twenty. According to these figures the provision of secondary schools in the Presidency was at the rate of one to every 268 square miles. If the uninhabited portions of the Presidency are excluded from calculation the number of square miles which a secondary school serves would be much less than 268. Of the males between the ages of five and twenty, there were 225 receiving secondary education out of every 10,000 (2.25 per cent), the percentage of boys in secondary schools to the entire male population being 0.76 in 1932.

Classed according to managements there were 16 Government, 50 Municipal, 180 District Board, 277 Aided and 5 Unaided secondary schools in 1927. In 1932 there were 15 Government, 50 Municipal, 205 District Board, 251 Aided and 9 Unaided schools. The number of Government and Aided schools fell by 1 and 26, respectively, and that of District Board and Unaided schools rose by 25 and 4, respectively. The increase in the number of schools was most marked in the case of schools managed by District Boards and the decrease in the case of schools under private management.

40. *Admissions.*—Rules 33 to 49 of the Madras Educational Rules regulate generally the procedure relating to admissions and withdrawals in secondary schools.

The provision in the rules which permits headmasters to admit pupils according to their attainments in any form up to and including the fourth, is responsible for varying degrees of attainments being considered sufficient to qualify for admission. Since the S.S.L.C. regulations require continuous attendance only in Forms IV to VI, all forms and classes below the IV, get considerable additions to their strength every year not only from other recognized schools but also from elementary schools and from sources known as "private study." The correct classification of such pupils demands the utmost care from headmasters. The managements of schools not unnaturally, desire to increase the strength of their schools, and school authorities often yield to external pressure in the matter of admissions. If some means of regulating admissions better could be found the number of unfit pupils presented for the S.S.L.C. examination would be less, and the Secondary Education scheme would generally work better. As it is, the reports of the S.S.L.C. examiners speak of the poor attainments of a large number of pupils presented for the public examination every year.

The three types of pupils whose cases present difficulty are (1) the pupils from elementary schools who wish to join at any stage including form IV, (2) the pupils who have been to no school secondary or elementary, (3) the pupils who have been in an elementary or a secondary school, leave it at some stage, and then seek admission to higher classes and forms. If such pupils are to be admitted only to the classes for which they are found fit, their attainments should be ascertained by means of a searching examination. In practice such an examination is not held at one time and the pupils who seek

admission are given questions to answer in one or two subjects and admitted if they satisfy the headmaster or the examining teacher. The fact that questions have to be set for different pupils seeking admission to the same form on different days has much to do with the questions not being of the same standard, and in the assessment of the pupils' attainments various considerations enter which features make the examination a formal rather than a real test of merit. Indeed it not infrequently happens that pupils who are considered unfit for a class by one school are admitted to the same class in another school. The existence of such competition between schools in the matter of recruiting pupils has led generally to the lowering of standards and created the desire to increase the output at the expense of quality. To add to the difficulty of the problem, the increase in recent years of higher elementary schools teaching the same curricula but charging much lower fees, has made possible not only the passage of pupils from secondary into elementary schools but generally to a mixing up of aims. Headmasters are aware of this fact, but the remedying of the defects incidental to the present system does not rest with them individually.

The usual strength of a single class or form is 40, but this number is occasionally exceeded if the splitting of a class or form into divisions is not feasible. In areas where there is one school only, the relaxing of the rule has greater justification than in those where there is more than one, but in all cases, the management of a class of over forty throws undue strain on the teacher and makes individual attention difficult. In localities where there are three or four high schools, it often happens, that one school has forms the strength of which exceeds forty and another very much under that limit. In such places an agreement among the several schools regarding exchange of excess pupils would be advantageous. The question of overcrowding at the beginning of the year presents further difficulties for the managements in so far as it makes the appointment of additional teachers necessary for the sake of the few extra pupils. And when in the course of the year the strength decreases it becomes unecconomical to continue the sections during the remaining months. The problems connected with the admission of pupils in secondary schools require a detailed examination and a satisfactory solution.

41. *Promotions.*—Variations in the standards of attainments considered necessary for promotion from one form to another are bound to exist in the best of schools for even if the standard of teaching is the same, standards of marking are bound to vary. If promotions are determined in each school with reference to its own standards and its form averages there would be nothing to complain of. In a large number of secondary schools, however, laxity in the matter of promotions exists not because headmasters and the classmasters are not aware of the desirability of not promoting unfit pupils, but because a number of circumstances have to be considered before decision is taken. These considerations are (1) the effect that strictness in promotion will have on the popularity of the school, its

strength and finances, (2) the backwardness of the area requiring in the opinion of headmasters certain relaxation of the standards, and (3) the strength of the classes as they would be after the promotions. It is difficult to say that no consideration other than the academic should weigh with headmasters in the matter of promotions but the deterioration in quality begins when such circumstances acquire a more or less permanent hold over a school and the scholastic are subordinated to other considerations.

In reporting on the laxity of promotions in the Kurnool district the District Educational Officer has quoted the following sentence from a headmaster's report:—

"The Educational Department stands for efficiency and expects the schools to be strict in the matter of promotions. The management in several cases wants only strength and for various reasons asks for lenient promotions."

From the reports from other districts it is evident that the difficulty referred to by this headmaster exists in varying degrees in many schools.

The minima of marks required for promotion from form to form should not fall below the minima required for eligibility in the S.S.L.C. examination. Such approximation will prevent the promotion of pupils failing in two or three subjects of the examination even if it offers no guarantee that the school marking will be as strict as it should be and that questions will be so devised as to test not only the memory but also the general intelligence of the pupils.

42. *Accommodation.*—Of the 530 secondary schools in the Presidency 435 were held in buildings of their own and 89 in rented buildings, four in chavadis and temples and two in dwelling-houses belonging to the headmaster or the manager. Forty-four Municipal schools were held in "own buildings" and six in rented and 153 local boards schools in "own buildings," 51 in rented and one in chavadi; 223 aided schools in "own buildings," 24 in rented buildings and three in chavadis. As regards the provision of "own buildings" the aided schools were in a better position than those under the management of local bodies. Classed according to the nature of accommodation provided in them, 80 Board and Municipal schools were satisfactory, 105 unsatisfactory, 61 bad; 157 private schools were satisfactory, 85 unsatisfactory, 13 bad, 6 very bad.

As was pointed out in the report of the preceding quinquennium, conditions with regard to accommodation vary from district to district. In nearly all districts, the provision of suitable accommodation did not keep pace during the quinquennium with the expansion and development of schools. At present the accommodation provided in as many as 190 schools is not satisfactory and in 80 schools bad or very bad. In this respect the schools managed by local bodies are worse than those managed by aided agencies generally.

A considerable number of existing buildings have no unity of design, many of them in fact being nothing more than a collection of brick or thatched sheds, constructed at different times and in

different places on the school site. There has been, further, the tendency to erect long sheds and to arrange classes in them, in rows, with or without partitions. Such an arrangement interferes very really with efficiency of teaching, as it not only drowns a teacher's voice among other voices in the shed, but makes concentration of mind difficult for the pupils. In the matter of location, position of windows and doors, the direction of wind and light, a large number of schools are defective. It is to be hoped that these points will receive more attention in the future.

During the quinquennium under review new buildings were constructed for the following schools:—

Municipalities.—The Municipal High Schools, Bimlipatan, Adōni, Villupuram, Coimbatore and Palghat.

District Boards.—The Board High Schools, Narasannapeta, Uravakonda, Sulurpet, Kattumannarkoil, Panruti, Kuttalam, Musiri, Satyamangalam, Koduvayur and Tirur.

Aided agencies.—The R.R. High School, Nuzvid; The Little Flower High School, Kumbakonam; The High School, Pasumalai; The A.C. High School, Pallattur; The O.V.C. High School, Manamadura; The Raja's High School, Chirakkal.

Extensions and improvements were made to the following schools:—

Municipal Board.—Municipal High schools—Proddatur, Tiruvannamalai, Pollachi and Udamalpet.

Local Board.—District Board schools—Chittoor, Cheyyar, Bhāvani, Kollegal, Manjeri, Payyanur, Cherukunnu, Bettahad, Kasaragod and Jeypore.

Aided.—St. Aloysius' High School, Vizagapatam; P.V.R. Middle School, Ongole; B.B. Middle School, Vetapalam; S.P.G. High School, Nandyal; L.M. High School, Gooty; A.B.M. High School, Kanigiri; St. Paul's High School, Vepery, Madras; Muthialpet High School, Madras; Hindu High School, Triplicane, Madras; P.S. High School, Mylapore, Madras; E.L.M. Fabricus High School, Purasawakam, Madras; Progressive Union Secondary School, Madras; Ramakrishna Residential High School, Mylapore; T.T.V. High School, Georgetown, Madras; St. Columbia's High School, Chingleput; Wesleyan Mission Secondary School, Tiruvallur; Danish Mission High School, Tiruvannamalai; R.C. High School, Chidambaram; St. Joseph's High School, Cuddalore; St. Peter's High School, Tanjore; Town High School, Kumbakonam; Wesleyan Mission High School, Naga-patam; St. Joseph's College High School, Trichinopoly; National College High School, Trichinopoly; St. Mary's High School, Madurai; Union Mission Christian High School, Madurai; Sowashtra High School, Sivakasi; S.M.S.V. High School, Karaikudi; St. Francis Xavier's High School, Tuticorin; S.A.V. High School, Tuticorin; S.P.G. High School, Sawyerpuram; C.M.S. Mary Arden School, Palamcottah; Hindu Middle School, Viravanallur; Ramaswami

Pillai Middle School, Ilangi; Coronation High School, Srivaikuntam; Sarvajana High School, Peelamedu; London Mission High School, Coimbatore; Veluswami Chettiar's School, Omalur; B.E.M. High School, Palghat; Ganapati High School, Calicut; Kanara High School, Mangalore.

43. *Equipment*.—In regard to equipment the progress noticed during the quinquennium ending March 1927 was maintained during the period under review. Between 1927 and 1932 Government spent Rs. 3,87,482 and Rs. 2,20,080 on grants-in-aid to local bodies and private agencies for the purchase of equipment. The reports of District officers show that there is much scope for improvement in the following districts:—South Kanara, North Arcot, Chingleput, Ramnad, Tinnevely, South Arcot, Anantapur, Cuddapah, Kurnool, Nellore, Kistna, East Gōdāvari and South Malabar.

While the provision of the equipment required for a secondary school naturally depends on the financial resources of the managements, a common feature of a large number of schools has been that the authorities responsible for the selection and ordering of the equipment did not take enough trouble to get the things most necessary and even when they got them, did not make certain that the articles such as dual desks, blackboards, work-tables, kindergarten desks, and benches were of the correct specifications. It is not at all unusual to find that the articles supplied to schools after much outlay of funds, are unsuitable and badly made. Supervision during workmanship is usually neglected and, when the finished product arrives, it more often than not gives no satisfaction.

The contribution that good furniture makes to right education and to the physical and mental welfare of the pupils is immense, but this fact and the inestimable injury that bad furniture can occasion are not sufficiently clearly realized by the authorities responsible for equipping schools. In a large number of schools nearly all the lower classes and forms have defective seating arrangements. Very often deskless and backless benches fill the class rooms and it is difficult to exaggerate the extent of the injury done to little children through their having to write on scraps of paper held on their knees. Likewise under-sized and faded blackboards cause much damage to the eye sight of the pupils.

As regards the purchase of books, sufficient care is not bestowed on their selection. It is not unusual to find in high schools the heavy type of classical books arranged in rows, and nothing at all in the nature of books that appeal to boys of varying ages.

As a rule the vernacular section of a library gets few additions. The school library has for years been a comparatively neglected institution being generally housed in rooms to which there is no free access from class rooms. A great many schools take no trouble to keep the books in the library in good condition and to protect them from damp and the ravages of the book worm and the silver fish. The life of a book is needlessly shortened by such ill-treatment.

The provision of science apparatus in most schools is satisfactory. This is so because advanced Physics continued to be a subject under group C in the old S.S.L.C. scheme and because the rate of grant-in-aid for the purchase of science equipment continued to be two-thirds. With regard to the maintenance in proper condition of the science apparatus the remarks made about books apply generally, for, it is not unusual to find the brass and other metal apparatus left uncared for over long intervals.

The educational value of good pictures is not generally appreciated, judging from their conspicuous absence in most schools. Pictures which express great ideas are rarely chosen to decorate school and class room walls. Much headway has to be made in the direction of improving the aesthetic side of education in secondary schools. The observations made in connexion with the selection of books apply also to the selection of maps and charts. Very few schools have a really adequate supply of the maps and charts required for teaching.

So far as the choice of articles, their ordering and their maintenance in proper condition go, there is considerable scope for improvement throughout the Presidency. It is not so much what the schools lack that is disappointing as what they have, and how they keep what they have. Satisfactory progress has not been made in the direction of equipping museums and maintaining school gardens.

44. *Staffing of secondary schools.*—The following table furnishes the figures regarding the trained and untrained teachers of the several grades employed in Indian secondary schools for boys on 31st March 1927 and on 31st March 1932:—

	Number of teachers in Secondary Schools for Boys.			
	On 31st March 1927.		On 31st March 1932.	
	Number of teachers.	Percent- age.	Number of teachers.	Percent- age.
<i>Trained teachers—</i>				
Collegiate ...	1,373	27.6	2,351	24.98
Secondary ...	3,301	38.1	3,813	40.50
Elementary ...	661	7.4	420	4.46
Drawing, physical training and other special subjects.	992	11.5	1,161	12.33
<i>Untrained teachers—</i>				
Collegiate ...	416	4.8	480	5.09
Secondary ...	471	5.4	223	2.37
Elementary ...	86	1.0	53	0.58
No certificates ...	869	10.0	912	9.60
Total ...	8,669	100.0	9,415	100.00

The number of trained teachers of the collegiate grade increased from 1,373 to 2,351 by 26 per cent and that of secondary grade teachers from 3,301 to 3,813 by 16 per cent and of special teachers and instructors from 992 to 1,161 by 17 per cent. The decrease in

the number of elementary grade teachers from 661 to 420 by 36 per cent is a matter for special satisfaction. As regards the untrained teachers, the number of untrained-graduate teachers rose from 416 to 480, but the number of secondary grade teachers fell from 471 to 223. There was a slight increase in the number of teachers with no certificate, viz., from 869 to 912. Pandits and instructors are classed in this group.

Altogether the number of trained teachers increased during the quinquennium from 6,827 to 7,745 and that of untrained teachers decreased from 1,842 to 1,670. These figures indicate that the improvement shown in the previous quinquennium regarding the employment of trained teachers in preference to the untrained ones was maintained and that the schools were more adequately staffed in 1932 than in 1927.

The appointment in many schools of untrained teachers continues. This is so for three reasons: Firstly because it is easier and less expensive to recruit them, secondly because there is a widespread belief that teaching experience is necessary before their admission to a training college and thirdly because their services can be terminated without the formalities required in the case of trained teachers. Owing also to the increasing unemployment among University and S.S.L.C. men it is possible for managements now to get persons to serve on incredibly low salaries and even as honorary teachers. Managements are availing themselves of this opportunity to varying degrees and especially to fill temporary vacancies arising from excessive admissions in particular years. This is a sad feature of the present day and is responsible for much ineffective teaching in schools.

The rates of salaries paid in secondary schools differ widely. Even in the same district marked variations in the rates are noticed. Generally, Municipalities and District Boards pay at higher rates than private managements. Among private managements the mission agencies as a rule pay at more attractive rates than committees and single individuals. While such differences are inevitable on account of the resources of organized agencies being generally better than those of individuals and of private committees, it seems desirable at the present stage of development of education, to indicate certain minima for the several grades of teachers with a view to making the payment of salaries below those limits impossible. Such a step seems necessary in order to improve the efficiency of teachers and to check the growth of certain practices that have sprung up in connexion with their employment.

Even worse than the prevalence of low rates of salary is the delay that often occurs in the disbursement of salaries in some of the committee and individual-management schools. Such delays lead teachers into debt, worry and litigation. Salaries are left to accumulate in some schools while in others the managements are not able to pay the teachers at the rates on which they were appointed. Such irregularities are an unhappy feature of the present and the

prevailing financial stringency has made the position of managements more difficult as regards their financial obligations.

In connexion with the question of the salaries of teachers the following extracts from the reports of District officers are of interest:—

Mr. P. Bhadrappa, District Educational Officer, East Gōdāvari.—“Managements which were faced with financial embarrassments were by no means reluctant to employ raw graduates who in their eagerness to qualify themselves for training were only too ready to serve on little or no pay. . . . Overproduction of graduates and the straitened finances of the managements tended to beat down salaries. Pecuniary embarrassments undoubtedly affect the efficiency of teachers and their wages should not be reduced below the efficiency minimum. Judging from the results, the cheapest teacher might prove to be the costliest.”

Mr. D. Samuel, District Educational Officer, Tanjore.—“The teachers with similar qualifications in the service of mission and non-mission agencies are not equally fortunate in the matter of salaries. Their salaries are poor and what has been poor has become poorer still under the present financial stress. In a few cases the salaries are kept in arrears for months together.”

Mr. M. Abdul Hamid, District Educational Officer, South Malabar.—“While pay in Municipal and District Board schools is disbursed regularly there is always a complaint of non-payment of salaries from some non-mission aided schools. There is also the very sad feature of differences in the salary shown in the account books and the salary actually disbursed.”

To a certain extent the availability at the present day of University men prepared to work for any wage is responsible for the prevalence of low salaries. Where managements have no other visible source of income than the fee income and the Government grant, they are driven to make-shifts of various kinds. Delay in the payment of salaries, dispensing with the services of teachers at the end of each year and payment at rates different from those shown in the books of the school are some of the devices by which managements keep down their expenditure.

In order to make the tenure of teachers more secure Government required all managements in 1929 including local bodies which have not adopted the Fundamental Rules to enter into agreements with their teachers. In most schools such agreements have been drawn up, but the provisions of these agreements do not appear to afford adequate protection to the teachers against ill-treatment by the managements. The following remarks by District officers show that the system of agreements, while it has made some difference to the teachers, has not removed the difficulties connected with their employment.

Mr. T. S. Krishnamurti, District Educational Officer, Coimbatore and Nilgiris.—“Many a teacher does not put his heart into his work, as his pay has been cut down and his security of tenure

practically absent. The agreement between the management and teachers practically serves no useful purpose and certainly does not achieve the ostensible object in view. Even local bodies treat temporary and acting teachers in a harsh manner, sending them away at the beginning of the vacation and re-employing them on the re-opening date without vacation pay. Teachers are kept on probation for years on end without confirmation or the benefits of the Provident Fund. Under these circumstances efficiency has suffered.”

Khan Bahadur Abdur Rahim, District Educational Officer, Madras.—“One of the outstanding defects in the organization of secondary schools was, as in the past, the lack of stability in the teacher's tenure. The introduction of these agreements could not, however, bring into being in all schools either uniform terms of service or identical scales of salaries or leave rules.”

45. *Fees.*—The rates of ordinary fees remained unchanged, but the following changes were introduced in regard to examination fees, special fees, and fee concessions during the quinquennium ending March 1932:—

(1) The fee for the S.S.L.C. examination was raised from Rs. 12 to Rs. 15.

(2) The levy of a games fee and medical inspection fee was made compulsory.

(3) Poor girls reading in Forms III and below were exempted from the payment of fees.

(4) The Director was empowered to sanction full fee-concessions on behalf of poor girls reading in forms IV to VI subject to the condition that the amount of fee income foregone did not exceed ten per cent of the total fee income.

(5) Children of women teachers in Government employ and of women teachers in the permanent establishment of Government when transferred to service under local bodies have been exempted from the payment of fees in institutions under the control of Government and local bodies provided the monthly salary of the teacher is not more than 50 if her husband is living and not more than Rs. 75 if she be a widow.

(6) Children (reading in secondary schools) of Government servants transferred on public grounds were exempted from payment of fees in both the schools just left and the school just joined. They are required to pay the fees only once.

(7) Rule 92 of the Madras Educational Rules was amended so as to withhold the concession regarding the payment of half-fees from pupils who are detained for more than two years in any one class and from pupils who join the VI form for a supplementary course having failed to do sufficiently well in the public examination on their first appearance.

(8) The funds of the Soldiers' Board were placed at the disposal of the Director of Public Instruction for utilization in providing free schooling to children of Indian soldiers.

The following table shows the increase in the amounts of fee concessions granted under rule 92 of the Madras Educational Rules since 1919 :—

FEE REMISSIONS FOR BOYS IN SECONDARY SCHOOLS.

RS.		RS.			
1919	...	1,67,029	1929	...	4,88,595
1924	...	2,87,149	1931	...	5,88,639

It will be seen from these figures that the fee income foregone in 1931 was more than three times that in 1919. The report on Public Instruction for the year 1930-31 speaking of this made the following suggestion :—

"It is a question whether the time has not come to review the whole situation as regards the list of backward classes and the grant of concessions."

The Madras Retrenchment Committee has recommended that fee-concessions of all kinds be restricted to Rs. 4 lakhs.

46. *Moral and religious instruction.*—The policy of Government in regard to religious instruction in recognized schools under public management enunciated in a Government Order of 1922 continues unchanged. The conditions under which religious education may be given in schools are stated in rule 9 of the Madras Educational Rules.

Rule 10 of the Madras Educational Rules requires every recognized secondary school to give moral instruction to pupils of forms IV to VI according to a syllabus approved by Government. This is being done in all schools, but the manner in which the teaching is organized leaves much to be desired. Three features regarding this subject appear to be common to most schools. Firstly, the school staffs and the pupils do not pay as much attention to it as they do to the examination subjects. Secondly, headmasters do not, as a rule, allot the lesson to the teachers most suitable. Thirdly, the teaching of this subject invariably assumes the form of story telling, the scope of study being in that way transformed from the realistic to the mythological. For these reasons, the teaching of moral instruction is not effective in a large number of schools. The following extracts from the opinions of the District Officers are of interest :—

Khan Bahadur Abdur Rahim, District Educational Officer, Madras.—"A very senior Headmaster avers that the majority of boys do not count this instruction moral or religious—as equivalent with other subjects of school work."

Mr. D. Namasivayam, District Educational Officer, South Kanara.—"Religious instruction is given only in schools maintained by the Mission agencies. Other schools impart moral instruction in the shape of stories from the Ramayana and the Mahabharata."

Mr. M. Abdul Hamid, District Educational Officer, South Malabar.—"I have yet to see a school where this subject is taught as it should be. Nearly all schools fall into the easy way of talking at random about religion and mostly about Hindu mythology. This subject should be taught scientifically beginning with society and obligation and ending with the ascendancy of the moral law, the latter being proved as an inherent necessity of human life."

The teaching of moral instruction in Indian schools presents difficulties because of the fact that the boys do not belong to one race or religion. The subject has, therefore, to be taught as far as possible without a background of religion. In order to do that the teacher is required to base his teaching on ethical and moral precepts common to all mankind and to bring home his teaching by reference to the actual problems with which they have to deal in their lives. Points such as courage, truthfulness, cleanliness of mind and body, love of fairplay, love of country, respect for beauty in Nature and in Art, should form the subject-matter of instruction and the aim of the teacher should be to influence the pupil's feelings, actions and purposes through an appeal to his emotions. The conscious acquisition of good habits in every activity and relation of life and the progressive development of ideals of individual and social perfectability are the results that may fairly be expected from successful moral instruction. To achieve those ends the best teacher in the school should be entrusted with the work. His qualifications for it should be judged by his earnestness, eloquence and capacity, for, a teacher who has the ability to inspire his pupils succeeds better than he who does not. As successful moral instruction means effective moral training, a school which teaches this subject well, is bound to influence permanently the lives of its pupils. It is unfortunate that the importance and value of the subject in the scheme of education are not more vividly realized.

47. *Parental control and discipline, contact between the school and the home.*—The degree of contact established by schools with parents varies considerably from district to district and from school to school, the extent to which its importance is realized depending among other things, on the personality of the headmaster and the solicitude of the parent for the proper education of his children. As a rule such contacts are better developed in Catholic and mission schools and in private schools managed by committees. In the majority of schools, however, no perceptible change has taken place during the period under review, in the matter of active co-operation between parents and the school staffs. The following extract from the report of Mr. Bhadrappa, District Educational Officer, East Gōdāvari, is of interest in this connexion :—

"There was no marked change in the attitude of parents towards their children's discipline and control. Parents were generally indifferent to the progress of their children's education except when they apprehended their detention. The value of discipline as an important factor making for success in life was little appreciated by the average parent. The evil of unemployment which darkens

the outlook of the parent and the pupil aggravates the apathy of the former and intensifies the indifference of the latter."

Mr. Raghavachari, District Educational Officer, North Arcot, says:—"Discipline in school is a little wanting and there is much laxity in parental control."

There is indication of improvement in this direction from the report of Mr. Apparsundaram, District Educational Officer, South Arcot, who says:—

"At the beginning of the quinquennium there was little sensible control exercised by the parents over the pupils and their only aim seemed to be to get their children to obtain an S.S.L.C. certificate. Lately parents' associations have been formed in secondary schools and the parents are in a way educated and made to feel their responsibility in the education of their children. Periodical reports on the progress of pupils sent to them need to receive better attention. I am just starting an experiment to investigate the best methods of bringing about an effective co-operation between the school and the home."

It is evident that the value of contact between the home and the school has not been sufficiently realized and that in consequence school life tends generally to be divorced from home life. There is considerable scope therefore for work on the lines indicated by the District Educational Officer, South Arcot, to be done by headmasters in order to secure fuller co-operation from the parents and guardians of pupils. To this end headmasters of schools should introduce a system of periodical reports and arrange gatherings of parents on occasions such as the school prize distribution and parents' At Homes, to enable parents to keep in touch with the progress their children are making and through free talks with masters to deepen their sympathy with the schools, their aims and methods. The harmonising of school and home influences is possible only if parents and teachers alike realize what share each is taking in the education of the child.

Although the average school boy is naturally well behaved and quite easy to manage, a weakening in his respect for his elders and in his belief in the usefulness of education generally is noticeable due doubtless to the unsettling nature of the influences of the present day and the comparative decline in the utility for purposes of employment of a course of general education. During the transition phase through which the country is passing, the efforts of school authorities to prevent distraction of the attention of the pupils from their legitimate work at school have met with varying degrees of success and the exercise of control by parents and teachers has not in all cases been easy or effective. While the state of discipline has on the whole been satisfactory, there is scope for improvement in the tone of schools through the development of extra-curricular activities such as organized games, clubs, societies and Scouting and by the institution of a system of school prefects and of training in self-government calculated to infuse pride of school and *esprit de corps* into the boys.

34

48. *Teaching in secondary schools.*—Teaching in secondary schools continued to be influenced largely by the demands of the S.S.L.C. examination. In the majority of schools the absence of the required equipment made the adoption of any but the usual methods difficult. Instruction in subjects not involving practical work by the pupils normally consisted in the exposition of text-books by the teachers which was accompanied by the attendant features of note-taking and cramming by the pupils. The increased employment in recent years of trained teachers and the gradual elimination of untrained pandits doubtless improved the quality of teaching but the fundamental drawback of the present system, namely, improper assimilation by the pupils of the knowledge imparted at school persisted. So long as the passing of examinations continues to be the aim of the pupil, it is difficult to expect the average teacher to do anything more than assist in the achievement of that object. It is to be regretted that even in this regard much of the effort made does not yield the results aimed at, as is evidenced by the reports of the S.S.L.C. examiners from year to year.

49. *The working of the S.S.L.C. scheme.*—The S.S.L.C. scheme was much altered during the period under review in the light of the experience of its working gained since 1911. The possibility of no attention being given to the subjects in group B was one of its outstanding defects and that and other provisions of the scheme which caused difficulties were changed. The following are the more important of the changes made during the quinquennium:—

(1) The subjects under groups A, B and C were redistributed so as to make the neglect of Histories and Geography and Elementary Science difficult. The number of optional subjects to be brought up under group C was reduced to one. The number of subjects in group A was increased to five by the inclusion of History plus Geography and Elementary Science.

(2) The fee for the examination was raised from Rs. 12 to Rs. 15.

(3) With regard to the attendance of candidates at the examination the following new rules were made: (a) that a person who appears as a pupil candidate once may take the examination as a private candidate subsequently; (b) the number of times a candidate may appear whether as pupil or as private candidate was fixed at three; (c) that a private candidate who takes the public examination without attendance at school may do so if he has not attended the school during any part of the school year in which he takes the examination.

(4) Hindi and Indian Music were included as subjects of instruction in group C.

There has been a steady increase in the number of schools that take advantage of the permission to answer non-language papers in the vernaculars. Their number increased from 9 in 1927 to 102 in 1932. Since continuous instruction in forms IV to VI in a vernacular is a condition attaching to this, the movement in favour of vernacularization gathered appreciable strength during the

quinquennium. To meet the demand created by the teaching of non-language subjects in the vernaculars, text-books in the several vernaculars have been written, but greater activity in this direction is required to enable teachers and pupils to achieve exactness in the matter of expression.

Reference was made in the last quinquennial report to the concession granted by Government in 1922 to pupils belonging to the depressed classes in the matter of their examination fees. In 1927 the number of pupils of the depressed classes admitted to the S.S.L.C. examination without payment of fees was 96. In 1932 it rose to 126.

In regard to the number of candidates registered for the S.S.L.C. examination, there has been a marked increase. In 1928, 17,378 candidates were registered for the examination, 17,171 examined and 17,086 completed their certificates. In 1932, 20,436 candidates were registered, 20,094 examined and 19,916 completed their certificates. The percentage of increase in the number of candidates who completed their certificates was 16.5.

The following table shows the distribution of candidates that took the examination in the years 1928 and 1932 according to the classes of the community to which they belonged :—

	1928.	1932.
Europeans and Anglo-Indians	17	14
Indian Christians	1,690	2,130
Muhammadans	829	1,098
Brahmans	7,230	8,066
Non-Brahman Hindus	7,255	8,427
Adi-Drāvidas	33	136

There was marked increase in respect of all communities except the European and the Anglo-Indian, the percentage being in the case of each community as follows :—

	PER CENT.
Indian Christians	26
Muhammadans	32
Brahmans	12
Non-Brahman Hindus	16
Adi-Andhra and Adi-Drāvidas	312

The increase has been largest among Adi-Andhras and Adi-Drāvidas (312 per cent) and the next large increase has been in respect of Muhammadans.

As regards the optional subjects it is interesting to notice that Mathematics and Science have maintained their popularity, for, while in 1928 there were 5,356 who took Mathematics and 5,710 Physics, in 1932 there were 6,083 who took Mathematics, and 4,493 Physics. There has been a marked decrease in the number of pupils taking History, their number having fallen from 8,247 in 1928 to 6,509 in 1932. This decrease is perhaps also to be accounted for as being due to histories having been included in group A (compulsory subjects). The figures relating to the Commercial subjects show slight

decrease for in 1928, six hundred and eighty-nine pupils took Type-writing as their optional subject and in 1932, six hundred and twenty-six. The number of pupils taking Agriculture increased from 53 to 69. Owing to the introduction of a more intensive study of the vernaculars in group A, the number of pupils taking an Indian vernacular in group C has decreased greatly.

The main features of the revised S.S.L.C. scheme are that the number of subjects for compulsory study has increased and the number of optional subjects has decreased and that B group now consists of manual training (home craft for girls) physical training and drawing. Since its introduction, the revised scheme has been subjected to much criticism, the chief of its alleged defects being the heavy syllabuses. In regard to this point opinion seems at present divided; there are some who think that the scheme should be given a chance for some years before changes can be thought of, and there are others who want an immediate lightening of the syllabuses all round and the abolition of the C group. In this connexion the opinions of some of the District Educational Officers are of interest :—

Mr. Ghulam Dastagir, District Educational Officer, Cuddapah.—“Two out of the four high schools have not been able to cope with the altered S.S.L.C. scheme.”

Mr. P. Bhadrappa, District Educational Officer, East Godāvāri.—“The alleged drawbacks are the heaviness of the course in the compulsory subjects, the doubtful utility of the optional subjects and the costliness of the vocational training.”

Mr. V. R. Ranganathan, District Educational Officer, Kurnool.—“The changes have bewildered the teachers though it is felt that the removal of the B group subjects is a reform in the right direction. The syllabuses in the several new subjects that are to be brought up for the examination are reported to be too heavy. This is specially the case with elementary science including as it does several subjects which can be properly handled only by specialists and the average school has neither the necessary equipment nor the staff. It is most natural therefore that there is a confusion of aims. One headmaster asks for a restatement of the aims of the secondary school course.”

Mr. G. Damodara Mudaliyar, District Educational Officer, Ramnad.—“Great importance is now attached to the teaching of the vernacular and due attention is paid to History, Geography, Science. Vernacularization of studies is now finding favour in schools. The difficulty of early specialization still persists owing to the continuance of the C group.”

Mr. T. B. Krishnaswami, District Educational Officer, Salem.—“The general impression is that it is very heavy with too many subjects and some of mere theoretic value, but the scheme will have to be tried for some time longer before any useful opinion can be offered on its working.”

Mr. D. Samuel, District Educational Officer, Tanjore.—“The revised S.S.L.C. scheme has just begun to operate and it is too early to pronounce any judgment on the comparative merits of the scheme.”

But signs are not wanting to show that the new system will prove a distinct improvement over the old."

The following remarks from the Principal, the Wesley College, quoted by Khan Bahadur Abdur Rahim Sahib Bahadur, District Educational Officer, Madras, are of special interest:—

"It is the opinion of the staff that the present scheme with its one optional subject has not had a favourable effect on the balance of studies; that the History and Geography syllabuses in group A need separating for the benefit of both and that the syllabus in elementary science tends to be overloaded. In this school a large number of students have no prospect of undertaking University education and the need is felt for an examination which can be passed irrespective of qualifying for University entrance and in which greater scope is given for common subjects which are becoming increasingly popular and can be made of real educational as well as vocational value."

There are other aspects of the scheme which have been adversely commented on and those are (1) the system of marking in forms IV to VI, (2) the need for the remarks of the headmasters on the character and the aptitudes of pupils, and (3) the place of manual training in the scheme. One unsatisfactory feature of the scheme pointed out in many reports is the dominance that the Universities have acquired over the entire secondary education system and the resulting evil effect on secondary education in general. This point has been stressed by the Principal, the Wesley College, and by the correspondent of the St. Gabriel's School, Madras, who says:—

"The syllabus is overcrowded and the pressure of examinations acts as a check on the extra curricular activities so necessary for the proper development of all the faculties of the pupils."

As regards excessive University influence over the S.S.L.C. curriculum the following remarks of the District Educational Officer, Madras, are of interest:—

"Our courses should therefore not be specifically diverted towards the University or professional entrance. It is widely believed that we have too long allowed the University aims to dominate secondary education."

As a result of the experience gained of the working of the revised scheme gained since 1930, it is likely that further changes will be made in the scheme.

The School Final scheme was instituted with the object of freeing secondary education from the shackles of the Matriculation examination and of introducing greater flexibility into the secondary school system. The objects aimed at were sought to be realized through greater freedom being given to headmasters in the matter of curricula and greater importance being attached to school marking and school examinations. During the years that it worked, the scheme as it was first framed brought certain defects prominently to attention, and the changes, since made in it, seek not only to remedy them but to correct its excessive academic bias by the introduction of practical instruction in the form of manual training. The development of suitable extra curricular activities such as gardening and scouting are being encouraged to maintain a proper balance between

theoretical and practical instruction. The increase in the number of examination subjects has possibly created the belief in certain quarters that the aim is to revive the Matriculation examination in a new form. Such a belief is not well-founded, for, the aim is to create a secondary school system which would prepare the pupils for the practical tests and ordeals of life rather than merely for University examinations.

50. *District Secondary Education Boards.*—The constitution of District Secondary Education Boards was revised in 1928 in the light of the experience of their working gained since 1923 when they were first formed. The reconstituted Boards came into existence in 1929. From the reports of the District officers it is clear that they met very seldom, the number of their meetings during the quinquennium varying from district to district and averaging from 5 to 12 in the quinquennium. According to the Government order reconstituting them the Boards are advisory, their advice being sought on questions such as—

- (i) expansion and development of secondary education for boys and girls and the opening of new secondary schools,
- (ii) security of tenure of teachers,
- (iii) provident funds,
- (iv) the financing of the aided schools,
- (v) the provision of hostels,
- (vi) the courses of study in secondary schools including the adoption of vernaculars as media of instruction and examination,
- (vii) vocational education,
- (viii) the Co-operative movement in schools,
- (ix) the development of the Boy Scout and the Girl Guide movements,
- (x) moral instruction and discipline in schools,
- (xi) medical inspection, refresher courses for teachers, and
- (xii) physical education and the provision of playgrounds.

Although the range of topics on which their advice is sought is wide, it is clear that the Boards have not met as often as they might have. Two divergent opinions have been expressed about them from time to time; one is that they serve no useful purpose and may be abolished and the other is that like the District Educational Councils they may be invested with more powers. As regards giving them more powers, the nature of administrative work connected with secondary education does not, for obvious reasons, admit of delegation of responsibility. If the Boards are to continue to exist it is evident that they should meet more often than they have in the past.

51. *Expenditure.*—The total direct expenditure on secondary schools rose from Rs. 60 lakhs to Rs. 71 lakhs between 1922 and 1927 and from Rs. 71 lakhs to Rs. 83 lakhs between 1927 and 1932. To the total expenditure during the quinquennium under review public funds contributed 34 per cent, fees 52 per cent and other sources 14 per cent, the corresponding percentages for the preceding quinquennium being 30, 55 and 15. The average fee paid per head

which was Rs. 23-15-9 between 1922 and 1927 decreased to Rs. 23-8-9 during the quinquennium under review. The average cost of educating a pupil which was Rs. 43-11-0 in the preceding quinquennium, rose to Rs. 45-7-8 during the quinquennium under review. In institutions under the management of local bodies fees met 44 per cent of the total expenditure, local funds 33 per cent, Provincial funds 22 per cent and other sources 1 per cent. In secondary schools under private management fees met 60·3 per cent of the total expenditure, Provincial funds 15·4 and other sources 21·1.

IV-B.—GENERAL STATISTICS—INSTITUTIONS FOR GIRLS.

52. (a) *Statistics—Institutions for general education for girls and women in the Presidency.*—The total number of girls reading in public and private institutions rose from 534,640 in 1926-27 to 737,078 in 1931-32, the percentage of increase being 38. The percentage of girls and women receiving instruction in all grades of institutions to the total female population of the Presidency increased from 2·5 in 1926-27 to 3·1 in 1931-32 which increase is commendable in view of the rise of 2,208,872 in the female population between the years 1921 and 1931. The number of institutions intended for girls increased from 3,518 to 5,844 and their strength from 245,083 to 381,572 during the quinquennium. There was an increase in the number of girls reading in boys' schools from 298,682 to 378,431 or by 27 per cent.

(b) *Secondary schools for girls—Statistics.*—The number of Secondary schools for girls increased from 64 to 73. Twelve new schools—4 Government, 1 local board, 7 aided—were newly started and three schools (all aided) were closed during the quinquennium. On 31st March 1932 there were 41 complete high schools, 5 incomplete high schools and 27 middle schools for girls, the corresponding figures for the preceding quinquennium being 35, 3 and 26, respectively. The strength of Secondary schools for girls rose from 13,189 to 17,698 or by 34 per cent, the percentage of increase in the preceding quinquennium being 20. The number of girls receiving secondary education (in both boys' and girls' schools) increased from 15,601 in 1926-27 to 21,830 or by 40 per cent against an increase of 26 per cent between the years 1922 and 1927. It is of interest in this connexion to observe that the number of girls reading in Secondary schools for boys rose from 2,765 in 1926-27 to 4,775 in 1931-32 or by 73 per cent.

The only district which had no Secondary school intended for girls was Ramnad. Among the districts which show large increase in the number of girls receiving secondary education, Malabar, Madras and South Kanara, stood out prominently. The percentage of girls receiving secondary education to the total female population of the Presidency was 0·09.

In respect of organization of work, efficiency of teaching, equipment and accommodation, the Secondary schools for girls were

generally better than those for boys as is evidenced from the reports of the S.S.L.C. examiners and the inspecting officers of girls' schools from year to year.

V.—ELEMENTARY EDUCATION.

A.—Boys.

53. *Number of schools.*—The figures relating to elementary schools for boys provide an interesting study in that they indicate a steady expansion in numbers between 1920 and 1930, and a sudden decrease between 1930 and 1932. During the eleven years from 1920-30, the number of schools rose steadily from 30,989 to 50,453, the percentage of increase for the whole period being 63. The following table which gives the number and strength of schools for the years 1920-32 shows the actual increases and decreases:—

Year.	Number of public elementary schools.	Strength.
1919-20	30,989	1,269,013
1920-21	32,482	1,326,539
1921-22	33,624	1,371,779
1922-23	35,106	1,459,170
1923-24	37,708	1,579,147
1924-25	40,340	1,695,863
1925-26	43,631	1,835,249
1926-27	46,378	1,925,617
1927-28	48,407	2,094,138
1928-29	50,096	2,193,845
1929-30	50,453	2,257,377
1930-31	50,121	2,295,256
1931-32	46,681	2,264,776

It will be noticed that both the number and strength of schools showed a continuous increase up to 1930 and that the decrease in the number of schools since 1930 was not accompanied by a decrease in the number of pupils. In fact though the number of schools decreased between 1930 and 1932 by 3,772, the number of pupils increased by 7,399. That the strength of schools is not in a simple ratio to the number of schools is further seen from the fact that the net increase in the number of schools between 1927 and 1932 was only 303, but that the increase in the number of pupils was as much as 339,159. A further illustration of the same feature is obtained when the figures relating to the number of schools and their strength during the periods 1922-27 and 1927-32 are examined. Between 1922-27, the number of schools rose by 38 per cent, and their strength by 40 per cent. During the quinquennium under review, the number of schools increased by 0·7 per cent and their strength by 14 per cent which shows, that while the rate of increase in the number of schools between 1922-27 was 53 times higher than the rate of increase between 1927-32, the rate of increase in their strength was approximately three times higher. While the steady

increase in the number of schools between 1920-30 was the result of the encouragement given by Government in those years to the starting of schools, the decrease in their number since 1930 is due to the prevailing financial stringency and to the strength which the movement in favour of a redistribution of schools has gathered since 1930.

54. *Schools according to managements.*—The table below shows that the percentage of schools under Government, Municipal Board and mission management remained unchanged during the quinquennium and that of schools under Local Boards rose from 26 to 31 per cent. The percentage of schools managed by aided non-mission agencies fell from 47 to 44 while that of Panchayat Boards rose from nil to 3.

Number of Public Elementary Schools for Boys distributed according to Managing Agencies.

Managing agencies.	1927.		1932.	
	Number of schools.	Percent age.	Number of schools.	Percent age.
Government ...	1,690	4	1,686	4
Municipal Board ..	1,130	2	1,116	2
Local Board...	12,306	26	14,302	31
Panchayat ...	...	...	1,348	3
Aided { Mission ...	6,811	15	7,060	15
{ Non-mission ...	21,993	47	20,493	44
Unaided { Mission... ..	306	1	112	...
{ Non-mission ...	2,142	5	564	1
Total ...	46,378	100	46,681	100

The largest increase in the number of schools was under Local Boards and Panchayats and the decrease was most pronounced in respect of schools under aided and unaided non-mission agencies. Of the 20,493 aided non-mission schools on 31st March 1932, 16,802 were managed by teacher-managers. It is of interest in this connexion to notice that the number of schools under teacher-managers rose from 18,005 to 18,859 between 1927 and 1929 and fell from 18,859 to 16,802 between 1929 and 1932.

55. *Number of Government schools.*—There was a decrease of 4 in the number of schools managed by Government, their number having fallen from 1,690 in 1927 to 1,686 in 1932. As in the case of other elementary schools, the decrease in their number has not been followed by a decrease in their strength which has gone up from 65,878 to 74,638. Between the years 1917 and 1927 the number of Government elementary schools rose from 199 to 1,690 and on 31st March 1931 it stood at 2,599. During 1931-32 as many as 930 schools were closed and only 17 schools opened. This marked fall in the number of Government elementary schools between 1931 and 1932 is due to the changed policy of Government regard to Labour schools generally.

56. *The strength of elementary schools for boys.*—The strength of boys' schools rose during the quinquennium from 1,985,617 to 2,264,776 and the number of boys reading in all elementary schools rose from 1,713,631 in 1926-27 to 1,924,365 in 1931-32. Between the years 1922-27, the strength of boys in all elementary schools rose by 43 per cent and between 1927-32, by twelve per cent, which shows that the rate of increase in the preceding quinquennium was more than three times higher than the rate of increase in the period under review. It is of interest to notice that in spite of the male population of the Presidency having increased from 20,870,749 to 23,082,999 or by over two millions, the percentage of scholars to the male population shows an increase from 8.2 to 8.3. Although this information is useful in itself, the information that is of far greater importance is the percentage of the total number of boys at school to the male population between the ages of five and fifteen which represents roughly the number of boys that may normally be expected to be in school. According to the latest census that number was 5,809,389. As there were 1,924,365 boys in all elementary schools on 31st March 1932, their percentage to the total number of boys between the ages of five and fifteen was 33 which figure is the highest so far reached. Of the 1,924,365 boys reading in all elementary schools on 31st March 1932, 1,250,470 were Non-Brahmans, 225,981 Depressed classes, 122,411 Christians, 202,908 Muhammadans and 87,586 Brahman. The percentages of the boys of these communities to the total of boys are as follows:—

Non-Brahmans ...	65.0
Depressed classes ...	13.4
Muhammadans ...	10.5
Christians ...	6.4
Brahmans ...	4.6

The percentage of increase in respect of Muhammadans and the Depressed classes was 14.9 and 21.1 during the quinquennium ending March 1932, against 54.2 and 46.8, respectively, for the period 1922-27. To the increase of 279,159 pupils in boys' schools since 1927, Non-Brahman Hindus contributed 54 per cent, Muhammadans 13 per cent, Depressed classes 19 per cent, Christians 11 per cent and Brahman 3 per cent. The relative advance made by the several communities in the matter of elementary education may be judged from the following figures which represent the percentages of the boys of these communities at school to their total male population between the ages of 5 and 15:—

Non-Brahman Hindus.	30.68	Depressed classes.	26.13
Muhammadans ...	46.08	Brahmans ...	57.32
Christians ...	53.75		

57. *School accommodation—Elementary schools.*—In 1927, 41 per cent of the elementary schools were held in buildings of their own, 37 per cent in rented buildings, 18 per cent in chavadis, chattrams and temples and 4 per cent in private dwelling houses

belonging to managers and teachers. In 1932, 44 per cent of the schools were held in buildings of their own, 38 per cent in rented buildings, 14 per cent in chavadis and temples and 4 per cent in dwellings belonging to a teacher or manager. In respect of schools held in buildings of their own and of those held in chattram and dwelling houses there has been an improvement. The percentage of schools held in rented buildings has, however, increased by one. The following table shows the distribution of schools under the several types of accommodation according to managements for 1927 and 1932.

Management.	1927.					1932.				
	Total.	Own buildings.	Rent d buildings.	Chavadis.	Dwelling houses.	Total.	Own buildings.	Rented buildings.	Chavadis.	Dwelling houses.
Government ...	1,890	871	552	253	14	1,686	870	641	172	3
Municipal Board.	1,130	464	636	30	...	1,116	482	613	20	1
Local Board ...	12,306	3,467	6,952	1,852	35	14,302	3,723	9,150	1,414	15
Aided ...	28,804	13,620	7,945	5,339	1,900	27,553	14,561	7,010	4,345	1,637
Unaided ...	2,448	778	832	716	122	676	274	223	134	45
Panchayat ...	...	...	...	...	...	1,348	823	252	230	43
Total ...	46,378	19,200	16,917	8,190	2,071	46,681	20,733	17,889	6,315	1,744

It will be seen from the above figures that the only agency that made all-round progress was the aided and that so far as other managements were concerned the progress made was not such as to deserve comment. It is however a matter for satisfaction that less use was being made of temples, chavadis and chattrams and of managers' or teachers' dwelling houses in 1932 than in 1927. It is of interest to find from the returns relating to the construction of new buildings that there were altogether more buildings constructed during the quinquennium under review than in the one before it, and that the Government, Local Board and aided and unaided non-mission agencies erected more buildings between 1927 and 1932 than between 1922-27. The following is an analysis of the figures relating to the construction of buildings for the two quinquennia.

Number of Buildings constructed according to Managements.

Management.	1922-27.	1927-32.
Government ...	...	...
Municipal Board ...	216	353
Local Board ...	50	50
Panchayat ...	310	598
Aided Mission ...	...	29
Aided Non-mission ...	624	544
Unaided Mission ...	1,349	2,212
Unaided Non-mission ...	88	53
Total ...	482	308
Total ...	3,119	4,147

If the two immediately preceding tables are read together, it will be noticed that, although Government built 353 school-buildings between 1927-32, the number of schools under Government management held in "own buildings" decreased by one and those held in rented buildings increased from 552 to 641. The explanation for this seeming discrepancy is to be found in the fact that between 1927-32 Government opened 1,207 schools and closed 1,211, nine hundred and thirty of which were abolished in 1931-32 and this accounts for the absence of increase in regard to Government schools held in "own buildings." As noticed in the previous years, the Malabar district with 799 new buildings constructed during the quinquennium is easily first in point of building activity. The districts that come next in order are North Arcot with 464 buildings, Vizagapatam 306 and Tanjore 242.

Government have, as in the previous quinquennium, granted building subsidies to local bodies and the aided agencies to encourage the construction of school-buildings. During the first four years of the quinquennium, the District Educational Councils were given Rs. 1,83,245 in the shape of building grants. In 1931-32 no allotment was made under that head on account of the financial stringency. The Local Boards (including Municipal Councils) received Rs. 3,80,954 as building grants between 1927-32.

58. *Equipment in elementary schools.*—For the payment of equipment grants to aided schools, District Educational Councils were given Rs. 60,855 during the first four years of the quinquennium, against Rs. 91,562 between 1922-27. Owing to financial stringency, no expenditure was incurred in 1931-32 on the payment of equipment grants. Local bodies received higher grants as equipment subsidies during the first four years of the quinquennium under review, than they did between 1922-27, the total of the sums paid being Rs. 2,86,482 between 1927-31 and Rs. 2,85,400 between 1922-27.

59. *Stability of schools.*—During the period 1927-32, 26,769 schools were closed and 27,060 opened which shows that elementary schools continued to be ephemeral in character. During the period under review 89 per cent of the schools closed were aided and unaided ones. An interesting feature exhibited by the figures relating to the opening and closing of elementary schools during the last five years is that the number of schools opened steadily decreased and that of schools closed noticeably increased (although not steadily). In 1931-32, 2,673 schools were opened against 7,479 in 1927-28 and 6,114 schools were closed in 1931-32, against 5,452 in 1927-28, a feature doubtless connected with the need for consolidation and concentration of schools which has become felt since 1930. Judged by the test of continuity of aid 72 per cent of the aided schools on 31st March 1932 were schools that had received aid without a break for five years, 10 per cent for four years, 5.5 per cent for three years and 6 per cent for two years. Among the aided schools the mission-managed schools were more stable than the non-mission, as is seen from the relatively higher percentage of such schools

which received aid continuously for five years. In regard to stability, an improvement over the previous quinquennium is noticed.

60. *Extension of education in rural areas—Adequacy of school provision.*—During the last ten years there has been marked progress in the extension of elementary education in rural areas. The following table which furnishes for the years 1922, 1927 and 1932 the percentages of villages which are provided with schools, graded according to village population, is of interest :—

Year.	Percentage of villages with one or more public or private schools to the total number of villages with a population of			
	2,000—1,000.	1,000—500.	500—200.	Less than 200.
1922 ...	83	62	15	9
1927 ...	93	80	23	17
1932 ...	93	85	28	16

As these are average percentages, they express not so much the advance made by the more progressive districts as the average progress for the whole Presidency. The extent of advance made in the matter of school provision may further be judged from the fact that the number of villages with a population of over 2,000 having no school which was 195 in 1922 decreased to 51 in 1927 and 17 in 1932. As regards the adequacy of elementary schools in the Presidency, it is interesting to notice that there were, on 31st March 1932, 52,353 elementary schools (boys' and girls' together) against 51,826 inhabited towns and villages in the Madras Presidency, which indicates an average of over one school to every inhabited area. If, however, the 13,053 villages in the agency tracts in Ganjam, Vizagapatam and East Godavari which have only 949 schools are excluded from the calculation, the extent of school provision for the remaining villages increases to much more than one for each village.

61. *Distribution of pupils according to standards.*—There has been a remarkable increase in the number of pupils reading in standards VI to VIII. The following are the figures for the years 1917, 1922, 1927 and 1932 :—

Standards	1917.	1922.	1927.	1932.
VIII ...	1,056	2,239	4,475	12,320
VII ...	1,941	3,576	6,948	15,062
VI ...	4,451	7,591	18,295	24,451
Total ...	7,448	13,406	24,718	51,833

It will be noticed that the number of pupils reading in standard VIII in 1932 was nearly three times as high as the number in 1927 and over five times that in 1922 and twelve times the number in 1917. In the total strength of the three highest standards, there has been a steady and very satisfactory increase since 1917 as the above figures will show. The percentage of pupils in standards VI to VIII to the

total strength in all standards rose from 1 to 1.2 between 1922-27 and from 1.2 to 2.3 between 1927-32, which indicates a note worthy advance. The following table furnishes the strength of standards I to V for the years 1927 and 1932 and the percentages of the strength of each standard to the total :—

Standard.	1927.	Percentage.	1932.	Percentage.
V ...	61,950	3.1	82,536	3.7
IV ...	193,188	9.7	247,710	10.9
III ...	270,728	13.7	326,894	14.4
II ...	388,591	19.6	459,894	20.3
I ...	1,046,442	52.7	1,095,909	48.4
	1,985,617		2,264,776	

The most obvious features of the above figures are that the strength was better distributed in 1932 than in 1927 and that there was less disproportion between the strength of standards in 1932 than in 1927. From this and from the fact that the average duration of school life increased during the quinquennium from 1.9 to slightly over two years it follows that there has been less wastage between 1927-32 than between 1922-27. An accurate idea of the extent of wastage between the standards during the last two quinquennia can be obtained from the following table which gives the strength of the standards for consecutive years for the periods 1922-27 and 1927-32 :—

Year.	I	II	III	IV	V
1926-27 ...	1,046,442	388,591	270,728	193,188	61,950
1925-26 ...	957,856	331,392	253,504	179,159	57,829
1924-25 ...	874,378	344,779	237,539	166,023	53,422
1923-24 ...	817,406	319,739	220,093	154,908	49,616
1922-23 ...	761,073	293,116	204,891	143,132	45,101
1931-32 ...	1,095,909	459,894	326,894	247,710	82,536
1930-31 ...	1,164,788	451,899	321,161	233,194	76,793
1929-30 ...	1,161,263	444,691	313,105	226,397	72,863
1928-29 ...	1,142,814	430,412	300,177	217,649	69,935
1927-28 ...	1,099,309	411,057	284,772	204,212	65,947

62-A. *Staffing of elementary schools for boys.*—A comparison of the figures relating to the employment of trained and untrained teachers during the periods 1922-1927 and 1927-1932 shows that there has been very satisfactory progress in the matter of staffing schools with trained teachers. Whereas in the previous quinquennium there were seven districts which had less than 45 per cent of trained teachers, during the period under review there was no district which had less than 47 per cent of trained teachers. The average percentage of trained to untrained teachers for the Presidency has risen from 48 to 58. In 1927 no district had 70 per cent of its teachers trained. In 1932 there were four districts which had passed that figure. Ganjam, Cuddapah and Malabar are the lowest in the scale with 47, 48 and 49 per cent and the Agency area of East Godavari, Madras, Chingleput,

the Nilgiris and Madura, the highest with 80, 78, 75, 72 and 72 per cent trained teachers. A noticeable improvement in this regard has occurred in all districts except in Tinnevely where the percentage has remained unchanged, the districts that have shown the greatest progress being Chingleput, Chittoor, Madura, Coimbatore and Salem.

In 1927 there were 83,280 teachers employed in elementary schools of whom 39,913 were trained. In 1932 there were 94,290 teachers of whom 55,104 were trained. The number of trained and untrained teachers increased during the quinquennium by 13 per cent and that of trained teachers by 38 per cent. The average percentage of trained teachers to the total for the Presidency was 48 in 1927 and 58 in 1932. The staff provision per school increased from 1.8 in 1927 to 2.0 in 1932 and that of trained staff from 0.8 to 1.2. The number of pupils per trained and untrained teacher which was 50 and 46 in 1927 decreased and increased to 41 and 58, respectively, which is a sign of progress. The following table which gives the number of teachers classified according to their qualifications shows that there has been a considerable increase in the number of teachers with higher qualifications and a decrease in that of teachers with lower qualifications:—

	Year.	
	1927.	1932.
Trained—		
Bachelor of Arts	18	43
Secondary grade	2,116	4,500
Higher elementary grade ...	12,421	21,770
Lower do.	25,071	28,392
Others	287	399
Untrained certificated—		
Bachelor of Arts	10	24
Secondary grade	491	461
Higher elementary grade ...	1,378	2,094
Lower do.	4,506	2,381
Untrained uncertificated—		
Bachelor of Arts	53	117
Secondary grade	1,885	2,577
Higher elementary grade ...	4,706	9,521
Lower do.	21,373	16,606
Others	8,965	5,405

The most satisfactory features of the above figures are that the number of untrained teachers of the lower grade decreased and that of trained teachers of the Collegiate, Secondary and Higher elementary grades increased appreciably.

62-B. *Inspection of elementary schools for boys.*—Elementary schools for boys are inspected by Deputy and Junior Deputy Inspector of schools whose number on 31st March 1932 was 260 and 122, respectively. The Junior Deputy Inspectors of schools are officers of lower rank than Deputy Inspectors although so far as inspection of schools is concerned they have equal powers with them. There were 260 Deputy Inspectors of schools in the Presidency, the average number of ranges in a district being 10. A Deputy Inspector's range is a territorial area which as far as possible corresponds to the revenue taluk of a district. The work of inspection of schools is assigned to Deputy Inspectors of schools and Junior Deputy Inspectors of schools by the District Educational Officers who take into account matters such as distances between schools and the extensiveness of a range in allotting work. Ordinarily the Junior Deputy Inspectors of schools are called upon to inspect a larger number of schools than the Deputy Inspectors which is because the former have no administrative duties to perform being officers attached to ranges solely for providing relief in the matter of inspections. The average number of schools that a Deputy Inspector has to inspect is about 130.

As was pointed out in the report of the preceding quinquennium, the organization of the Presidency into educational districts corresponding mostly with revenue districts made more intensive supervision by District Educational Officers possible.

The inspection of schools in the Agency area is done by Agency Deputy Inspectors of schools; and in consequence of the abolition in 1929, of the post of the Agency Educational Officer, the supervision over schools in the area is exercised by the District Educational Officers of Ganjam, Vizagapatam and East Godavari districts.

The Government schools in the Laccadives, Amindivi and Androth islands off the Malabar Coast are inspected periodically by a Government inspecting officer who is usually a revenue official.

The Deputy Inspector of Schools, Tenkasi, inspects schools in Anjengo which for educational purposes is attached to the Tinnevely district.

The Muhammadan schools throughout the Presidency have separate inspecting officers whose ranges are constituted differently from the general ranges.

63. *Salaries of teachers in elementary schools.*—In regard to the salaries of teachers three points were mentioned in the report of the previous quinquennium; they were (1) that wide differences existed in the rates of pay prevailing in local board schools as between district and district and even within the area of a single district, (2) that frequent delays occurred in many areas in the payment of salaries, (3) that the rates of salaries in aided schools and specially in those managed by teacher-managers were inadequate. In regard to all three points there has been no progress made during the quinquennium under review. The prevailing financial stringency and the increase in unemployment among the educated classes have in fact made conditions worse.

64. *Number and strength of elementary night schools.*—The following table furnishes the figures relating to night schools for the years 1927 and 1932:—

Public Elementary Night Schools for Boys according to Management.

Management.	1927.		1932.	
	Number.	Strength.	Number.	Strength.
Government ...	139	4,243	29	1,034
Board ...	219	6,049	135	3,697
Aided ...	4,610	125,383	3,011	89,749
Unaided ...	636	16,616	129	3,485
Total ..	5,604	151,691	3,304	97,965

The most obvious fact concerning night schools in recent years has been the very striking fall in their number. The figures furnished above show that, while the decrease in the number of night schools was 41 per cent, the decrease in their strength was 35 per cent only, which is a further illustration of the point that was noticed in the case of day elementary schools, namely, that decreases in the number of institutions were not, during the quinquennium accompanied by proportionate decreases in their strength. Between 1917 and 1927 night schools grew remarkably rapidly in numbers. During the quinquennium 1917-22, their number increased from 707 to 2,456 or by 247 per cent and between 1922-27 from 2,456 to 5,604 or by 128 per cent. While the increase in their number between 1917-27 was perhaps not unconnected with the policy of expansion pursued in those years, the decrease noticed during the quinquennium under review is due beyond question, to the policy initiated recently, of eliminating ill-working night schools and of encouraging only the well-established ones. It is of interest, in this connexion, to notice that the average number of pupils per school rose from 27 at the beginning of the quinquennium to 30 at the end, which is very satisfactory, in so far as it indicates a progress in the direction of larger and more economical schools.

65. *Expenditure on elementary schools for boys.*—Since 1917, the expenditure on elementary schools for boys has increased by more than three times and since 1922 by more than double. The increase in expenditure was greater between 1922-27 than between 1927-32. In 1917 the total expenditure on elementary schools for boys was Rs. 58.3 lakhs, in 1922 Rs. 87.0 lakhs, in 1927 Rs. 142.30 lakhs and in 1932 Rs. 190.43 lakhs. To the total expenditure of Rs. 190.43 lakhs in 1932, public funds contributed Rs. 155.64 lakhs (81.72 per cent), fees Rs. 6.13 lakhs (3.22 per cent) and other sources Rs. 28.66 lakhs (15.06 per cent) the corresponding percentages for 1927 being 78, 5 and 17, respectively. Rs. 3.6 lakhs of the increase of Rs. 48.13 lakhs since 1927, was spent on Government schools, Rs. 22.1 lakhs on taluk board schools, Rs. 5.2 lakhs

on municipal schools, Rs. 2.7 lakhs on panchayat schools and Rs. 15.2 lakhs on aided schools.

The average annual cost of a municipal school is Rs. 1,529, of a taluk board school Rs. 586, of a Government school Rs. 577, of an aided school Rs. 372. The explanation for the low cost of a Government school as compared with that of a municipal school is perhaps to be found in such schools being small schools meant largely for depressed classes and in their being situated in rural areas. That the Government schools were smaller than the municipal schools is seen from the fact that 1,686 Government schools had on their rolls 74,638 pupils, while 1,116 municipal schools had 122,148 pupils. In this connexion it is of interest to notice that the aided schools which had an average of 58 pupils per school, were less expensive than board schools with an average of 55 per school.

The cost per pupil was Rs. 13-2-7 in a Government school, Rs. 10-14-0 in a board school and Rs. 6-7-7 in an aided school, the average for all schools being Rs. 8-8-10; the corresponding figures for the previous quinquennium were Rs. 9-7-5 in a Government school, Rs. 9-13-2 in a board school, Rs. 5-13-1 in an aided school with an average cost per school at Rs. 7-3-6.

B.—GIRLS.

66. *Number and strength of schools.*—There were on 31st March 1932, 5,672 schools for girls against 3,388 on 31st March 1927, the percentage of increase in their number during the quinquennium being 67. On 31st March 1922 there were 2,631 elementary schools for girls and between 1922 and 1927 their number increased to 3,388 by 28 per cent. The increase in the number of girls' schools was much higher in the quinquennium under review than in the previous one.

Classed according to management there were 3,854 schools managed by Government and Local and Municipal Boards and 1,818 by private agencies including the missions. The increase in the number of schools under public management was 85 per cent between 1927 and 1932 against 38 per cent between 1922 and 1927.

The strength in girls' schools rose during the quinquennium from 228,348 to 358,394 or by 57 per cent, the increase for the previous quinquennium being 31 per cent. The schools under public management contributed more to the increase than the schools under private management.

The number of girls reading in boys' schools rose from 282,317 in 1927 to 364,541 in 1932 or by 29 per cent. During the previous quinquennium their number increased from 182,730 in 1922 to 282,317 in 1927 by 54 per cent.

The following table which gives the number of boys and girls in all classes of elementary schools and the percentages of increase in

their number between 1917 and 1932 is of interest as indicating the advance made during the last 15 years:—

1917.	1922.	1927.	1932.	
292,470	346,591	300,334	698,805	Girls.
18.5	44.3	29.7		Percentage of increase.
1,070,942	1,198,758	1,713,631	1,924,365	Boys.
11.9	42.9	12.3		Percentage of increase.

The above figures show that the percentages of increase in the number of girls under instruction have been throughout higher than the corresponding percentages in respect of boys and that the disparity between the number of girls receiving elementary education and that of boys has been steadily decreasing.

The percentage of girls in elementary schools to the total female population of the Presidency was 3 and that of boys in elementary schools to the total male population was 8 at the end of 1931-32.

The percentage of girls in elementary schools to the total number of girls in the Presidency between the ages of 5 and 15 was 12.4 and that of boys in elementary schools to the total number of boys between the ages of 5 and 15 in the Presidency was 33. So far as elementary education is concerned the progress made in regard to boys' education was nearly three times that of girls. It is interesting in this connexion to notice that the number of girls in boys' schools has throughout been higher than the number of girls in girls' schools and that it increased steadily from year to year.

In pursuance of the policy of delegating responsibility for the management of elementary schools, Government had in the preceding quinquennium transferred to the control of local bodies 195 schools which were till then under their management. In further pursuance of that policy Government sanctioned liberal subsidies to local bodies for the opening of 1,722 new girls' schools between 1927 and 1932. On 31st March 1932, 82 per cent of the villages with a population between 4,000 and 5,000, 71 of those with a population of between 3,000 and 4,000 and 57 per cent of those with a population of less than 2,000 were provided with one or more schools for girls. There were at the end of the quinquennium 66 villages in the Presidency with a population of more than 5,000 unprovided with schools for girls. The percentages given above are the averages for the Presidency, those for some districts being much higher. It is of interest in this connexion to notice that in regard to the provision of separate schools for girls, districts which are comparatively backward in education, e.g., Chittoor, Bellary and Kistna show higher percentage than progressive districts like South Kanara, Malabar and

Madura. The explanation for this is perhaps that girls in the more advanced districts join the schools for boys freely and that in consequence separate schools for them have not been found necessary to the same extent as in the case of the districts that are in that respect backward. That the rate of expansion of girls' schools was much higher during the quinquennium under review than that of boys' schools is seen from the fact that 2,961 new schools were opened for girls against 979 that were closed, the corresponding figures in respect of boys' schools for the same period being 27,060 schools opened and 26,769 closed.

67. *Staffing of elementary schools for girls.*—The progress made in the staffing of elementary schools for girls with trained teachers has been more striking and more rapid than that made in schools for boys. Not only was the percentage of trained to untrained teachers in girls' schools much higher than in boys' schools, but the average number of pupils per trained teacher was less. The schools for girls show an average of two trained teachers per school against the average of 1.2 in schools for boys. The total number of teachers in elementary schools for girls rose during the quinquennium from 9,622 to 14,541 and the number of trained teachers from 7,038 to 11,540. The percentage of trained teachers to the total number of teachers increased from 73 to 79, the percentage in schools for boys being 58 on 31st March 1932. Sixteen districts had percentages of over 80 per cent against eight districts in 1927 and in all districts, excepting Nellore, Chittoor and the Agency, there was an increase in the percentage of trained teachers. In regard to the employment of men-teachers in girls' schools, it is interesting to notice that in most districts the number of trained women-teachers exceeded that of the trained men employed in girls' schools. In the districts of Vizagapatam, Gōdāvari, Kistna and Guntūr, the number of men-teachers was more than that of women-teachers both trained and untrained. On 31st March 1932, 27 per cent of the teachers in girls' schools were trained men, 52 per cent trained women, 11 per cent untrained men and 10 per cent untrained women. Of the total of 14,541 teachers in girls' schools, 9,064 or 62 per cent were women and 5,477 or 38 per cent were men. As was pointed out in the last quinquennial report there is considerable scope for improvement in the district of Malabar (which has the lowest percentage of trained teachers in the Presidency) both as regards the supply of trained teachers and as regards the replacing of men by women-teachers generally.

68. *Buildings and equipment of girls' schools.*—Two hundred and fifty-four new buildings were constructed for girls' schools during the quinquennium against 118 between 1922 and 1927. Four buildings were constructed by Government, 9 by Municipal councils, 33 by other local bodies, 27 by mission and 181 by non-mission agencies. In 1927, 1,171 schools were held in "own buildings," 2,041 in rented, 104 in chavadis and 72 in dwellings of teachers or managers. In 1932, 1,583 schools were held in "own buildings,"

3,786 in rented, 203 in temples and chavadis and 100 in the dwellings of teachers or managers. Although there has been a noticeable increase in respect of own buildings, the number of schools held in rented buildings and chavadis and private houses has increased which is due to the very large increase in the number of schools opened during the quinquennium.

As regards the quality of accommodation provided and its adequacy and the condition of equipment in girls' schools the following extracts from the reports of the Inspectresses are of interest:—

Miss Prager, Inspectress of Girls' Schools, IV Circle.—"The problem of accommodation in elementary schools remains unchanged. On account of financial stringency it has not been possible adequately to equip the schools."

Mrs. Sankunni, Inspectress of Girls' Schools, V Circle.—"A reasonable building programme bringing into being a certain number of suitable school buildings each year has not yet been thought of by local bodies. Half the number of rented buildings are not suitable or suitably located. The schools that have buildings of their own can hardly pride themselves on the fact as the bulk of these are kacha sheds with damp flooring often ill-ventilated, cheerless in appearance and much too flimsy even to hold down pictures if any."

"The furniture in an elementary school, whether board or aided, consists of a few backless benches seldom of suitable size or based on the relative heights of the pupils. A general complaint is invariably heard that the schools under the boards are not supplied with the necessary materials for handicrafts and sewing, the girls being too poor to procure these themselves. Presidents of Taluk Boards plead lack of funds in this as in all other matters. Equipment in elementary schools is the despair of all generally interested in stabilizing the foundation work done here. The aided mission schools are comparatively well off in this regard, but the board and non-mission aided schools are still handicapped for want of suitable furniture, reference books, maps, teaching appliances and often class texts."

Mrs. Swarnambal, Inspectress of Girls' Schools, III Circle.—"The accommodation and equipment in aided schools managed by mission bodies is fairly satisfactory. The schools under local bodies come next in merit. These are generally ill-ventilated and insufficient with no space for games. Equipment in many schools is inadequate. The non-mission aided schools managed by teacher-managers are mostly held in chavadis and temples and when these are needed for public purposes the schools are generally closed down permanently. Excepting registers, one or two class text-books and a blackboard and chair there is no equipment."

Miss Lazarus, Inspectress of Girls' Schools, VII Circle.—"The equipment of schools has improved to a great extent. But there exist many schools without sufficient furniture and model pictures, etc., necessary for teaching purposes. Remarks are being made year

after year by the inspecting officers about the inadequacy of equipment, but the taluk boards and municipalities plead poverty."

Miss Lowe, Inspectress of Girls' Schools, VI Circle.—"Out of 959 girls' schools in the circle during 1931-32, only 96 schools under public management and 117 schools under private management had buildings of their own giving a percentage of only 22. With more than three-fourths of the schools in rented buildings, chattrams and chavadis accommodation cannot be considered satisfactory."

"With some exceptions the schools are fairly equipped and the managements ordinarily comply with the suggestions of the inspecting officers."

Miss Rozario, Inspectress of Girls' Schools, I Circle.—"In the case of mission aided elementary schools buildings are fairly satisfactory. Schools under public management continue to be badly housed. Most of the latter buildings are rented and the chief defects are want of repairs, lack of ventilation, unsuitable sanitary arrangements and the absence of gardens. The equipment is generally inadequate with a few exceptions chiefly due to want of funds."

Miss Amirthammal, Inspectress of Girls' Schools, II Circle.—"Only a few schools can be said to have fairly good accommodation with facilities for playground and gardening and all others are all very badly accommodated. Most of them are in need of repairs, whitewashing, ventilation and other sanitary arrangements."

The points on which all Inspectresses appear to be agreed are that the aided mission schools are as a rule better equipped and better housed than those under the management of local bodies and non-mission private agencies and that want of funds has been the chief obstacle to progress in regard to accommodation and equipment.

Compared with schools for boys, the schools for girls are generally better equipped, but not so well-housed. The reason why they are better equipped is that women-teachers often show greater resourcefulness than the men in acquiring teaching appliances and materials for their schools.

69. *Inspection of girls' schools.*—The inspection of elementary schools for girls is done by the Sub-Assistant Inspectresses of Girls' Schools. The large increase during the quinquennium in the number of girls' schools led to an increase in the number of inspecting officers from 27 in 1927 to 52 in 1932.

A Sub-Assistant Inspectress has to inspect annually about 109 schools and her jurisdiction is more extensive than that of the men inspecting officers.

70. *Compulsion for girls.*—The introduction of compulsion for boys has not, except in three cases, been accompanied by the introduction of compulsion for girls. In the previous quinquennium education was compulsory for girls in seven divisions of the City of Madras and in the municipalities of Erode and British-Cochin. Since 1927 no progress in the direction of extension of compulsion for girls has been

made in areas outside the City of Madras. In Madras it has been extended to all divisions during the quinquennium, the girls of the Muslim community being exempted. The number of girls in elementary schools in the City of Madras increased between 1927 and 1932 from 17,933 to 24,241. So far as the spread of elementary education for girls goes, the districts that show relatively high percentage of the strength in girls' schools to the total female population are Madras, Malabar, Kistna, West and East Godavari, those that are comparatively backward in this regard being Ganjam, Salem and Coimbatore.

VI.—EXPERIMENTS IN EDUCATION.

71. *Experiments in education—A. Lady Willingdon Training College, Madras.*—Experimental work in connexion with education was done during the quinquennium in several parts of the Presidency and the need for perfecting methods of teaching in order to make full use of educational opportunity was realized by a number of institutions. Mention may in this connexion be made of the valuable work done by the Lady Willingdon Training College for women-teachers under the guidance of the Principal Miss J. M. Gerrard and of Miss M. W. Barrie. This college carried out successful experiments in education in regard to the following:—

(1) The application of intelligence tests in the practical psychology portion of the course of training for teachers. A full account of this was published by Government in 1929.

(2) The preparation of a graded series of Achievement Tests combined with Intelligence Tests for the classes and forms up to form III in English and Tamil and the practical use of these in selecting candidates for entrance and for examinations.

(3) The drawing up of syllabuses in Languages and History based upon the needs of children as ascertained experimentally.

The following detailed account of the work done by this College is of special interest.

There are three main sections of experimental work—

- (i) In school methods and organization.
- (ii) In arts and crafts (both school and training section).
- (iii) In methods of training.

The chief aims guiding the whole have been (1) to fit pedagogical methods more soundly to the psychological needs and the laws of child development, (2) to make teaching and curricula progressively more scientific and more socially and culturally effective and (3) to discover how to utilize the natural self-activity of the child for its own "self-education."

I. *School methods and organization.*—The first two classes are definitely Montessori classes in which (1) the children learn by the aid of the Montessori and other scientific psychological material devised to meet the individual differences in rates of learning and so to make self-education more and more possible, (2) the teachers

practise individual methods of teaching and (3) careful individual records of each child's work are kept in order that its achievement and special line of psychological development may be carefully followed and studied.

From class 2 to form I the experimental work has three main objects: The first is the *reorganization of school work* on a co-operative basis so that the school subjects are no longer separate from each other from the point of view of the learning child but give a definitely co-related aspect of the "great game of learning." This has been only partially accomplished, for it involves the second object, viz., a complete reorganization and revitalizing of the teacher's work. Each teacher (as in the Dalton plan) is a special subject teacher and a class mistress. As class mistress she calls a weekly conference of all specialists, obtains the "topics" of their instruction lessons, the nature of the associated weekly reading, the written work and the practical exercise each specialist intends to give to the class during the week following the conference. She has to give special attention to the "fitting in" of each subject as much as possible in order to give a richer content to all subjects and to make learning by association and comparison more easy. The whole class work in every subject is entered on a prepared diagrammatic chart. From this she has to learn to judge "this full amount" of work which the class has to do as a whole each week. Thus each teacher has "headmistress" responsibilities to carry out as well as "special subject" teaching to do. The "fitting in" of the subject is the great crux and the most difficult aspect of the whole scheme. The pupil's work is divided into three sections: (1) the direct knowledge supplying subjects, viz., Geography, Nature Study and History, (2) Language and Literature and (3) Arts and Crafts. The knowledge subjects develop the perception and imagination through practical experience, concrete illustration, picture and story. One knowledge subject forms the centre round which all the others are associated, but the centre varies from week to week. Thus not only has the continuous and connected development of subjects to be planned but also the co-relation of each with all the other subjects has to be definitely arranged. The language lessons serve as means of deepening and securing the knowledge taught in History, Geography and Nature Study through conversations, discussions and reading in the "subjects," books, etc. The arts and crafts are also used as channels for creative expression in each subject as far as possible. Each subject in this section requires and has its own laboratory and its own specialist. The main aim behind all this is to secure thought, stimulation and development of the imagination first and the cultivation of language as a natural corollary.

The third aspect of the gradual and progressive expansion and deepening of the experimental work in the school is the development of new syllabuses and methods to suit the "stage of child development, the special subject, the need for environmental and social adaptation and the demands of general culture. On these two

lines also experiments are in progress in each subject and each is on the way to fuller realization as the teachers gradually realize how to satisfy the demands made by the developing capacities of the children and how to put the principles which govern each stage of child development into practice.

A new "individual—method English language laboratory" is the latest undertaking on this line. It is equipped with individual material for individual learning in each of the following sections, phonetic practice, vocabulary building, reading, questions and answers, composition and grammar, all of which the children are trained to use.

II. Arts and Crafts.—(1) The arts and crafts work in the school may be specially mentioned as a special aspect of the general experimental and progressive development. Basketry, weaving, spinning, clay work, needlecraft and drawing and painting have all begun very simply and have been developed year by year as the teachers gained knowledge of locally available craft materials, of how to use these and an increasing experience and knowledge of the children's capacities on these lines. These arts and crafts subjects also are being "fitted in" to each other as well as being associated with the general work. They are intended to develop skill, cultivate taste and provide means of self-expression. They will ultimately also form part of a complete domestic science course which is being progressively developed as means become available.

(2) The experimental and progressive development of arts and crafts in the training courses begun in 1926 has also now reached an advanced stage of development. Syllabuses for training classes consisting of instruction and practical lessons and methods of teaching are in their final stages of development. Eight to ten hours a week are devoted to this in Higher Elementary and Secondary Training and definite arrangements are made with the teachers of Nature Study, Geography, History and Literature to give a deeper quality to the work by following out the links of each of the craft subjects with the other school subjects and so to enable the student to realize the fundamental unity of knowledge and learning.

It is in this section also that arts and crafts courses and syllabuses for each school class are being gradually evolved, based on psychological principles and methods and on the principle of inter-relation, in the following subjects:—

- (1) Weaving and spinning—Preparing materials for No. 2.
- (2) Needlecraft—Related to and dependent on No. 1.
- (3) Design—Beginning with kindergarten form perception and leading gradually to artistic work associated with
- (4) Drawing and painting.
- (5) Clay work.
- (6) Basketry.

The special branch of handicrafts is the educational handicrafts course whose purpose is to prepare educational equipment for

teaching purposes on sound and systematic lines. The aim is to equip each student with samples of the materials required for use in elementary schools where it is most needed at a very cheap rate. It may be emphasized here that the courses in arts and crafts which are being evolved are neither "Manual Training" courses in the usually accepted meaning of the term nor vocational courses. They are essentially aspects of the whole plan of "educating the child."

III. New methods in training.—The chief reason why drastic changes have been found to be urgently required in training is the impractical and bookish mentality that is being developed by the present methods of education from the time of entry into a school up to the taking of a University degree which makes students unable to meet the common problems which arise in every day life.

The most drastic changes have been made in the methods used in the L.T. course.

The principles that guide experimental work in methods of training students are (1) self education or learning through direct experience first and (2) full use of the student's capacity and not merely her power of assimilating theories and ideas to suit examination requirements.

The whole course may be described as a large co-operative effort to evolve a unified scheme which will both save the student's time by preventing overlapping between subjects and courses but which will also avoid the confusion caused by conflicting opinions and methods.

The main subjects of Physiology, Psychology and Pedagogy as laid down in the University syllabus are so arranged and the work so organized that each of the members of the staff bears responsibility for all subjects and is specially responsible for working out one section in each. Each section of each of the three main subjects forms one aspect of a complete scheme of study in which the modern psychological principle of the unity of purpose is kept constantly in view.

For example, the Physical Training Specialist takes the main outlines of Physiology, the Domestic Science Specialist takes Health and Hygiene—but one of the members of the staff builds on the general physiological knowledge of specialized study of the Nervous System and links to that a short course on Experimental Psychology to show the Psycho-physical basis of the mental life. Further direct knowledge of the main characteristics of the development of the mental life is found in the Psychological study of the Intelligence Tests, while special problems which arise in the course of the study are pursued such as the language development of a child, the relationship between understanding of language and the use of language as a means of expression and the language suitable for story telling for different ages. Amongst other associated problems is the natural development of the social and moral consciousness. Still another is tracing the development of perception (and its characteristics and conception) and the rate of the extension of the

"span" of the mind. Staff lectures are reduced to a minimum. The chief work of the staff consists in (1) supplying the guiding principles of work and (2) criticising and (3) suggesting improvements in work. The first is done through talks but chiefly through written instructions and "job sheets." Sections 2 and 3 of the work involve an enormously increased amount of correction and group discussions.

The students under training are grouped, the size of the groups varying according to the nature of the experimental testing, observational or study work. The early stages of their work consist of—

- (1) Preparing and giving prescribed lectures;
- (2) Getting into direct contact with the working and development of the human mind by observation, Psychological experiment, intelligence testing and test analysis;
- (3) Becoming directly cognisant (a) of general education conditions and requirements in the Province, i.e., types of schools and conditions generally and (b) of the practical problems of school administration, organization and methods through direct study and questionnaires and "job sheets";
- (4) Being initiated into the exacting and responsible nature of educational work through the daily practice of general supervision duties and daily care of special subjects equipment;
- (5) Teaching practice. Learning something about class "achievement" standards by study of and administering our own Achievement Admission Tests; and lastly
- (6) Study along the lines arising out of their experience and necessary for extending their knowledge.

Special methods also based on Psychological principles are being co-operatively agreed on and applied by all special subject teachers and a still larger scheme of co-operative endeavour is being progressively realized between all the training sections and the practising school staff. Thus the whole staff become conscious co-operative members in a unified scheme of training and are themselves engaged in experimental work on their own special section and line.

B. Teachers' College, Saidapet.—The Teachers' College, Saidapet, experimented in the early teaching of number and language by individual and group methods and in child education on modern lines. Some of this work was published in the form of bulletins.

72. *Educational experiments in girls' schools.*—Among the secondary schools for girls that interested themselves in experimental work mention may be made of the use of (a) the Montessori method by the National Girls' School, Mylapore, and (b) of the Dalton plan by the Bentinck High School, Vepery. The following account of work done in these institutions indicates the results achieved:—

A. The National Girls' School, Mylapore.—Extracts from the report of Miss Helen Veale:—"The essential characteristics of the

system is its deliberate aim to cultivate individual freedom and self-control. Each child is studied in his special needs and aptitudes, allowed to choose his favourite form of activity and encouraged to concentrate on it. The children are not herded and drilled into corporate action, except for physical exercise or games, but each is helped at his own level, to open his own powers of perception and use his own faculties. Montessori teachers are trained not to interfere with a child's own efforts to an undue extent, though they must be ready to guide and encourage at the right moment. The assumption is that children like attacking a difficult task once their interest is roused.

"What is specially valuable for Indian children is the apparatus for developing sense perception through handling subjects and discriminating colours and weights. The traditional methods of memory training by repetition are comparatively stifling and deadening to the awakening intelligence. These children are far more awake and enjoy all that they do. We find a great difference in the children who come through this training as compared with those from kindergarten or standard I of other schools, where generally a few bright children have cultivated a rather parrot-like glibness and the large mass have remained apathetic, dull and uninterested. Once the habit of passivity or herd activity in school is established, it is extremely difficult to get a child out of it and experience shows that it is often the better types of mind that are thus distorted and deformed in elementary education. We claim that in child remains passive for long in the Montessori class and that each finds room for his expanding individuality though he is not allowed to encroach on the liberty of others.

"There is no punishment. Happy and employed children are not naughty and difficulties only arise with new orders. An ayah is in attendance to see that rules of personal cleanliness and hygiene are observed and each child works a cluster for himself and does some house-keeping during the first period. Each helps himself by going to the shelves to get what apparatus he wants. Each takes his own time over the problems he undertakes and passes when he likes to another one. Sometime one feels indisposed to work and is allowed to sleep a while, but that seldom occurs.

"Usually the Montessori classes are very wide awake and interested so that teachers enjoy being with them and feel it a trial if the absence of teachers in other parts of the school makes it necessary sometimes to withdraw one of them from the little ones.

"The second class too should rightly be conducted on the same lines and this is at present only partially possible. But as teachers get more used to the method and more confident in its efficacy they will adapt it more readily in all classes and at least the little ones, once started on the right path, are not easily set back to dullness and apathy."

B. The Bentinck High School, Vepery, Madras (for girls).—Extracts from the report of Miss Marjorie Sykes:—"This plan of study was begun in the Bentinck High School some ten years ago,

because of the possibilities it offered of helping pupils to work alone and independently, rather than to rely on the teacher for every step of the work. It has been carried out since then in the High School forms and to a less extent in the Middle School.

"Independence is encouraged by the freedom of choice which is given to the pupils as to what they should study at a specified time. During the individual work times, a girl may go to any subject room and study which subject she pleases. It is very noticeable that girls new to the method at first tend to go about in herds, but after a few weeks make individual choice of their subjects. In practice we find that the freedom has to be limited to this extent that a girl is not allowed to neglect any subject entirely, but must complete her record in all subjects for one section before receiving her progress card for the next section.

"After this experience, we feel that the system succeeds in its object of training the girls to do independent work.

"It has been found that three periods daily of individual work and three periods of class teaching is the best working arrangement for the High School. In the Middle School, in forms I and II, the girls have one period a day only of individual work for which they are not given completely free choice, but are divided into groups, each group doing some independent exercise during that period. In form III, they are given two periods a day and allowed to choose when they will study each subject, but the units of work are a week not three weeks as in the High School.

"I feel that we are working on the right lines in introducing a gradation of this sort, although it is not yet thoroughly worked out and experimentation needs to continue.

"The main difficulties and problems encountered in working out the plan are these—

The system is in essence opposed to the examination system which we now have to follow. The theory of the Dalton system is that girls should be able to work at their pace, the quicker pupils going ahead and the slower ones taking as much time as they need for thorough understanding of their work, those who are absent for a time through illness being able to continue without a gap from the point at which they left off; whereas the examination demands that a girl should have covered a certain amount of ground in the same time as all the other girls and she stands or falls according to her ability to do so. It would be an exaggeration to say that the benefits of the system are completely lost by the necessity of conforming to examination and promotion rules, but it is certain that the compromise is not always satisfactory.

"Secondly, we are handicapped by the lack of good library material in the vernacular of the pupils. This of course is not a handicap peculiar to the Dalton system, but it is keenly felt in a plan of work where so much can be done by the wise use of a good library.

"Thirdly, the plan is much more difficult to work satisfactorily in classes where numbers are very large. In working the plan we have come to realize more what a great deal of individual help

many girls need with the more difficult subjects, e.g., English Composition and the great advantage it has over class instruction however carefully given; and when numbers increase it is very difficult to give sufficient, though even so the individual gets far more attention than she normally would in class work.

"Finally, I do not think that any or all the reasons given above for discontent can be set against the advantages of the plan when properly worked out. As far as examination results are concerned we cannot say that there is any noticeable difference between those obtained by the school before and since its adoption. That does not discourage us, for we feel that the fault, if there is one, does not lie in the plan itself. No teacher is perfect and this plan does demand a great deal from the teacher, and usually evokes an enthusiastic response to its possibilities."

73. *Educational Experiments in Boys' Schools.*—The educational institutions for men did not attempt experimental work in education to the same extent as the institutions for women; but mention may be made of the use of the Project Method by the London Mission Rural Community Training School, Erode. The National Theosophical High School at Rishi Valley in the Chittoor District made successful use of the Dalton and the Montessori Methods in the education of boys and girls.

Interesting adaptations of the Dalton plan have been made by Mr. R. M. Savur, District Educational Officer, Madura, in connexion with the teaching of English and Tamil. The lines of deviation from the Dalton plan devised by Mr. R. M. Savur relate to the perfecting of the individual method in the handling of classes. These deviations aim at preserving the best features of the Dalton plan but obviate the need for expensive and elaborate equipment which is an important consideration so far as the majority of Indian schools are concerned.

The essence of the method lies in reducing the actual teaching work of the teacher and in allowing the fullest scope for the play of each pupil's self-educating activity. In actual practice the teacher puts up conspicuously in the class room charts giving the meanings of the difficult words occurring in the lesson which he is going to handle, reads the lesson deliberately, and immediately that is done, hands over to the pupils test papers containing a large variety of questions on the lesson read to them. The questions are so framed as to call into activity the thinking powers of the pupil and to enable him to progress by himself unaided. Each pupil is in this manner left to educate himself.

This method seeks to remedy the evils of the direct method and aims at setting up independent thought activity in the minds of the pupils.

The advantages of the methods lie in—

- (1) initiative being left to the pupil,
- (2) the possibility of intelligent pupils progressing rapidly without injury to the interests of the backward pupils,

- (3) lessening of the strain on the teacher,
- (4) silent work done by the pupils, and
- (5) the advantage to the teacher in the matter of his being able to handle more than one class at a time.

This method has possibilities for the future and is now in use in a number of educational institutions in the district of Madura.

VII.—PHYSICAL EDUCATION.

74. *Physical education for men.*—The physical education movement made very real advance during the quinquennium both in the men's and in the women's educational institutions. The most conspicuous result of its success was the increasing realization of its necessity and value in the form of natural athletic activities such as games and sports. The higher quality of men sent up for training at centres of physical education, the attempts made by managements to obtain playing fields, the introduction of compulsory physical education courses by the Universities, the increasing participation in the Olympic games and the noticeable improvement in the standards of sportsmanship are evidences of the awakening of interest in games and sports generally.

The grant to the Y.M.C.A. College of Physical Education, Madras, of extensive Government land in Saidapet for the location of buildings and playing fields was an event of considerable importance so far as the progress of Physical Education in the Presidency is concerned.

Government appointed a committee in 1928 to investigate the question of physical education in secondary schools for boys and to suggest methods for improvement. The report of the Committee was submitted in January 1929 and orders of Government were passed in October 1929. In pursuance of the recommendations of the Committee physical education for boys was made compulsory and suitable provision was made in the Madras Educational Rules for the levy of games fee at rates considered reasonable so as to enable managements to arrange for the conduct of games and physical training as part of the regular school programme. "The Handbook of Physical Activities and Manual of Instruction for Teachers" prepared by the Adviser to Government on Physical Education was revised and its use in secondary schools was recommended. Action was also taken on the recommendations of the Committee regarding the provision of adequate playgrounds for secondary schools in the Presidency (including the City of Madras). A committee was appointed in 1930 to investigate the question of playgrounds for secondary schools in the Madras City and the recommendations of that committee are under consideration. To the extent that funds permitted Government made due provision for grants to local bodies and aided managements for the acquisition of play fields during the years 1930-31 and 1931-32.

A committee was constituted in October 1928 to investigate and report on the requirements of physical education in elementary schools for boys. The revision of Mr. Buck's "Syllabus of Physical Activities for Indian Elementary Schools" and the preparation of a course in health knowledge as recommended by the committee are under consideration. In view of the prevailing financial stringency action could not be taken on the other recommendations of the committee.

When the Madras and the Andhra Universities framed rules for the compulsory introduction of physical training in Colleges Government created new posts of physical directors in the scale of Rs. 75-5-100-10-150 for Art colleges for men and for Queen Mary's College, Madras. Suitable graduates were selected and deputed for training in the Y.M.C.A. College of Physical Education on a monthly stipend of Rs. 50 and were appointed Physical directors at the completion of their training. Physical directors were also appointed to the staffs of the Teachers' College, Saidapet, and the Government Training College, Rajahmundry.

75. *Physical education for women.*—In December 1928 a committee was appointed to review the measures hitherto taken in the advancing of physical education in schools for girls, (2) to determine the result achieved by these measures and make recommendations particularly as regards courses and the provision of facilities for physical training and games, (3) to consider and report on any other matter connected with these general questions.

The committee conducted an elaborate enquiry and considered among other things the practicability of introducing indigenous games and exercises as part of the physical education programme in schools. Its report was submitted to Government in January 1930.

A physical education class for the training of women instructresses was attached to the Lady Willingdon Training College from 1928 to 1932. Forty-nine mistresses were admitted for training in physical education during the quinquennium of whom 31 completed the training and 25 passed the final examination. Forty-three new posts of instructresses in physical training in the secondary and training schools for women under Government management were created and 21 of them were filled up by the appointment of women who successfully completed their training in the physical education class. Two courses of six classes each for secondary teachers and one of three lessons for elementary teachers were held in Madras in 1930-31. The classes had the benefit of practical work as well as lectures on special points brought out during the routine inspections and visits of the Woman Specialist in Physical Education and proved very popular.

The value of physical education in its widest sense is realized, accepted and worked for in girls' schools and although progress was slow at the beginning the steps taken during the quinquennium may be considered to have advanced the interest of physical education in a very real sense.

VIII.—THE BOY SCOUT AND GIRL GUIDE MOVEMENTS.

76. *Boy Scout Movement.*—The last year of the quinquennium marked the close of the first decade in the history of the Boy Scout movement in South India. The movement found fresh support in many parts of the Presidency and made commendable progress both as regards expansion in numbers and improvement in quality. The number of Scouts of all ranks increased by 2,000 in 1927-28 and in the two years following there was further accession in strength resulting in the increase of units to 600 and their strength to 13,517. In the last two years of the quinquennium the strength of the units decreased from 13,517 to 11,282, but the seeming setback was more than compensated by the increase to 1,094 in the number of First Class and King Scouts, and holders of proficiency badges.

A noteworthy feature of the period under review was the spread of the movement to special institutions like the Deaf and Dumb School, Palamcottah, the Leper Settlement School, Chingleput, the Certified Schools, Ranipet and Chingleput, the Borstal School, Tanjore, and the Jail School, Palamcottah. It is reported that the movement is having a salutary effect on the inmates of these institutions.

Important changes took place in the personnel of the Provincial Boy Scout Association during the quinquennium. His Excellency the Right Hon'ble Sir George Stanley, F.C., G.C.I.E., C.M.G., became the Provincial Chief Scout in succession to the Right Hon'ble Viscount Goschen, G.C.I.E., in 1930-31. Sir C. P. Ramaswami Ayyar, K.C.I.E., who was the Provincial Scout Commissioner since 1924, was succeeded by the Hon'ble Diwan Bahadur S. Kumaraswami Reddiyar in 1931-32. During the absence of Captain T. W. Bernard on furlough Rao Bahadur R. Krishna Rao Bhonsle was appointed Treasurer of the Association. In 1931-32 one of the Organizing Secretaries of the Association was appointed the Organizing Secretary of the All-India Association. The demands made by the movement on the time of honorary workers were so great that it became necessary in some districts to replace them by full-time paid workers.

Mr. E. Conran Smith, I.C.S., and Mr. Manjeri Rama Ayyar continued as Assistant Provincial Commissioners and Mr. K. Sanjiva Kamath as Honorary Provincial Secretary during the quinquennium.

The participation of the fourteen Scouts and Scouters from the Madras Association in the International Jamboree held at Birkenhead in August 1929 was a memorable event in the life of the movement in this Presidency. The representatives from Madras and Organizing Secretaries who accompanied them gathered valuable Scouting experience from their tour and from their contact with Scouts from different parts of the world. The Organizing Secretaries had the additional benefit of attending the training class held at Gillwell Park.

Permanent training centres were started during the quinquennium at Coonoor and Nilambur and training camps were held to train Scout-masters for work in schools. Special mention may in this connexion be made of the Wood Badge course held in May 1931 which

was attended by Scouters from all over the Province and from some of the neighbouring States. The camp held at Stanley Park, Coonoor, had the honour of a visit from His Excellency the Governor of Madras.

The Association attempted with fair amount of success to introduce Scouting in elementary schools on a larger scale than before and with this object in view arranged for instruction to be given in the vernacular to Scout and Cub-masters under training. Important literature on Scouting was translated into the vernaculars to facilitate a more rapid increase of the movement. The usefulness of the Boy Scout Magazine which is the official organ of the Association was increased by the addition of Tamil and Telugu supplements.

The Provincial grant of Rs. 10,000 paid to the Association was reduced to Rs. 7,500 in 1931 on account of the financial stringency.

77. *The Girl Guide Movement.*—The activities of the Girl Guide Movement spread remarkably during the quinquennium. The number of Guides which was 1,747 in 1926-27 increased to 5,092 in 1931-32. In 1928-29 the Hobart Secondary and Training School for Muhammadan Women, Royapetta, started a company of Guides and two students threw aside their purdah and attended the Summer Camp at Ootacamund in June 1928. Among the ladies who worked for the spread of the movement during the quinquennium mention may be made of Mrs. Buckley, Miss Hillbrook and Miss Hacon, the last named of whom continues to be in charge of the movement in Madras. It is reported that the demand for Girl guiders is greater than their supply. The organizers of the movement raise money by means of entertainments to enhance their income which is meagre.

The Ceded Districts have shown commendable enthusiasm for the movement and are reported to have gone ahead splendidly and on right lines.

Training camps, for Guiders were held at Trivandrum, St. Thomas' Mount, Vardaravo, Lovedale and Ootacamund during the years 1931 and 1932. In January 1932 the All-India Camp for Girl Guiders was held at Nagpur. Three camps for Guiders and Rangers were held in Madras Division in 1932 and the twenty-first anniversary of the beginning of the movement was celebrated in the same year. Guide Rallies were held in almost every district, the Madras Rally being held in February and the Nilgiris in May each year. The annual summer camps were held at Ootacamund throughout the quinquennium. The organizers of the movement hope to publish the Blue-Bird book in Tamil and Telugu so as to make possible the spread of the movement to villages in the Tamil and Telugu areas of the Presidency. The annual Provincial grant of Rs. 4,000 to the Guide Association which was raised in 1930-31 to Rs. 10,000 was reduced to Rs. 8,000 in 1931-32 as a measure of retrenchment.

IX.—SPECIAL EDUCATION.

A.—TRAINING OF TEACHERS—MEN.

78. *Number of institutions.*—The number of training schools for masters decreased from 83 to 80 during the quinquennium. In

March 1927 there were 13 Secondary, 30 Higher Elementary and 16 Lower Elementary Training Schools under the management of Government. Towards the close of the quinquennium there were 19 Secondary, 31 Higher Elementary and 8 Lower Elementary Schools under Government management. These figures show that the facilities for the training of teachers of the higher grade increased and that those for the training of the lower grade decreased. Of the 80 training schools for masters in the Presidency, 58 were Government institutions. A new training school of the higher elementary grade was opened at Bezwada and the Hill Training School at Jeypore and the training school at Narasapatnam in the Vizagapatam Agency were closed. New secondary grade training sections were opened in the schools at Hospet, Bimlipatam, Ellore, Anantapur, Trichinopoly and Calicut. The decrease in the number of aided training schools from 24 to 21 was due to the closing of the secondary training class attached to the Thirupathi High School, Ambasumudram, the Training School, Srirangam and the change of designation of the college for the training of pandits at Chidambaram which resulted in its disappearance from the list of training schools. The U.L.C.M. Training School at Guntur was transferred to Tarlupadu in the Nellore district. A new school not yet aided and known as the A.B.M. Rural Community Training School was started at Cumbum in 1931-32.

79. *Strength.*—On 31st March 1927 the strength of the secondary, higher elementary and lower elementary sections was 1,151, 3,516, and 3,712, respectively. In March 1932 the strength of secondary sections was 1,746, that of higher elementary sections 6,001, and of lower elementary 3,174. It will be noticed that there was an appreciable increase in strength in the secondary and higher elementary grades and a welcome decrease in the strength of the lower elementary grade.

80. *Accommodation.*—Of the 61 Government training and sessional schools 39 had buildings of their own and 22 were held in rented buildings. All the aided schools except one were accommodated in buildings of their own.

81. *Stipends and admissions.*—There were 10,921 students under training in 1932 against 8,380 in 1926-27. The increase in the strength of training institutions was 30 per cent during the quinquennium under report against 29 per cent in the previous quinquennium. The expenditure on stipends rose from Rs. 6,05,972 to Rs. 6,42,356 and that on payment of stipendiary grants decreased from Rs. 1,99,290 to Rs. 1,62,516. The rate of stipend was reduced in the last two years of the quinquennium.

82. *Sessional schools.*—The number of sessional schools decreased during the quinquennium from 12 to 3 and their strength from 288 to 62. The marked fall in their number is due to the policy of gradually eliminating the teachers of the lower elementary grade. The three existing sessional schools are meant for the Hill tribes in the Agency and for Mappillas in the Malabar district.

83. *Manual Training.*—Fifty-six training institutions had manual training classes attached to them and over 10,000 pupil-teachers and pupils of practising sections attended them. Wood-work was the chief subject of instruction and cabinet-making was the most popular craft with more than 6,000 students learning it. Next in importance was cotton-spinning and weaving which was newly introduced in about a dozen schools. There were about 2,000 students attending the weaving classes. Rattan work was taught in three schools and about 600 pupils attended the classes in that subject. The other crafts taught were clay modelling, carpet and tape-making and aluminium work.

84. *Examinations and certificates.*—The number of candidates examined for the award of the Training School Leaving Certificate was 10,495. Of that number 8,343 were men and 2,152 were women. The corresponding figures for the years 1926-27 were 7,494 men and 1,493 women. Classed according to the grades for which they were examined there were 1,607 for the secondary, 5,264 for the higher elementary and 3,624 for the lower elementary grade in 1931-32 against 1,042 secondary, 3,619 higher elementary and 4,326 lower elementary for the Training School Leaving Certificate Examination held in 1926-27. The number of passes in 1931-32 was 3,157 (5,036 men and 1,071 women) and its percentage to the total examined was 59. Of the candidates who passed the examination in 1931-32, 1,258 were of the secondary grade, 3,100 of the higher elementary and 1,799 of the lower elementary grade. Between 1927 and 1932 the number of successful candidates of the several communities rose as follows: Indian Christians from 1,401 to 1,659, Non-Brahmans 2,084 to 2,310, Muhammadans 328 to 421, Adi-Dravidas and Adi-Andhras from 131 to 193. The number of successful Brahman candidates decreased during the quinquennium from 1,635 to 1,549.

In the examination for the award of the Teachers' Certificate in Physical Training for men, 23 candidates were successful in 1931-32. Thirty-four candidates—21 in Tamil and 13 in Sanskrit—took the Pandit's Training Certificate Examination in 1931-32 of whom 33 qualified for the certificate.

B.—TRAINING OF TEACHERS—WOMEN.

85. *Number of institutions.*—On 31st March 1932 there were 62 training schools for Indian women against 35 in 1926-27. Thirty-six of that number were Government schools, 1 municipal, 24 aided and 1 unaided. The large increase in the number of training schools was due to the policy of Government to provide increased facilities for the training of women teachers. Twenty-two new schools were opened by Government during the quinquennium and the number of schools under private management increased from 19 to 24. The Municipal Council, Madura, opened in 1927-28 a school for the training of women teachers. Towards the close of the previous quinquennium

there were 279 women-teachers who qualified for the secondary, 1,077 for the higher elementary and 441 for the lower elementary grade. In 1931-32 the corresponding figures were 401, 2,119 and 672 which show marked increases under all grades. Of the 62 training school for women, 15 were of the secondary, 42 higher elementary and 5 lower elementary grade.

86. *Accommodation.*—In 1926-27, thirty-one schools had buildings of their own and four were held in rented buildings. In 1931-32, 41 schools had buildings of their own and 21 were held in rented buildings.

87. *Stipends and stipendiary grants.*—The expenditure in 1931-32 on stipends and stipendiary grants in training schools for women was Rs. 1,26,607 and Rs. 97,857, respectively.

C.—MEDICAL SCHOOLS.

88. *Medical schools.*—In the last quinquennial report it was stated that medical schools were working at Madras (Rayapuram), Tanjore, Coimbatore, Madura and that there was a school for women medical students at Madras. The school at Madura was abolished in 1929 and that at Coimbatore in 1930. The proposal to open a medical school at Guntūr was definitely abandoned and the question of closing the Lady Willingdon Medical School for Women, Madras, was deferred till the completion of the scheme for the remodelling of the Rayapuram Medical School building. In accordance with the recommendations of the Medical Education Committee which advised the concentration of medical education in Madras, the abolition of the Medical School at Tanjore is being considered by Government. The schools that worked during the whole of the quinquennium were the Lady Willingdon Medical School for Women, Madras, and the Medical Schools for Men at Madras and Tanjore.

The number of students that sought admission into the medical schools decreased noticeably from year to year as will be seen from the following figures:—

Year.	Number of admissions.	Total strength.
1927-28	178	936
1928-29	207	813
1929-30	174	818
1930-31	167	772
1931-32	127	751

The following were the main features of the working of the Government medical schools during the quinquennium:—

(1) The Surgeon-General framed rules for the conduct of business by the Board of Examiners for the Medical School, Rayapuram.

(2) The rate of rent charged from students in the hostel attached to the school at Rayapuram was ordered to be based on the floor space available.

(3) Before appearing for the examinations conducted by the Board for the first time, students were required to pass their class examinations.

(4) The provisional promotion of failed students was discontinued and concurrent courses of instruction for students who pass in the October examination were instituted.

(5) The marks of students and their work at school were taken into consideration by the Board of Examiners in assessing the merits of the candidates.

(6) From 1930 onwards students were directed to take a month's leave during the vacation in batches so as to make increased clinical work possible for the third and fourth year students in medical and surgical wards.

(7) The teaching of Chemistry was entrusted to non-medical graduates.

Residence in hostels is compulsory except for those students who reside with their parents or approved guardians. The Lady Willingdon Medical School for Women, Madras, and the schools at Rayapuram and Tanjore had hostels attached to them.

D.—TECHNICAL AND INDUSTRIAL, COMMERCIAL AND ART EDUCATION.

The number of Government institutions under the control of the Department of Industries increased in number from five to eight. Of these four were situated in Madras and four at the headquarters of the districts of Madura, Bellary, Malabar and South Kanara.

89. *Government School of Technology, Madras.*—The Government Trades School at Madras was renamed "the Government School of Technology." Additional buildings and equipment were provided for industrial purposes, the chief items being a Wharfedale Printing Press and a Babcock-Wilcocks boiler. A notable change was the introduction of day classes for engineering apprentices on the Sandwich system instead of the evening classes which were previously in vogue. By this system an apprentice attends the classes during one full day in a week and by arrangement with the local firms, leave of absence is granted to the apprentices for attending the school. During the quinquennium the total number of students admitted to the various sections of the school was 1,447 and the number that passed was 342. The school continued to be a centre for the examinations of the City and Guilds of London Institute. The preparatory section of the school which was started in the preceding quinquennium worked satisfactorily. The number of students who completed the preparatory training and who were drafted into works as artisan apprentices was 45.

The branch school attached to the M. & S.M. Railway workshops at Perambur, had an average strength of 180. Owing to a temporary reduction in the number of apprentices recruited to the railway workshops there was a decrease in the strength of the school. The number of students who successfully completed their training at this

school was 122 and the majority of them were absorbed by the railway works.

As in the case of the Victoria Jubilee Technical Institute, Bombay, the diplomas granted to the successful students in the Mechanical and Electrical Engineering classes were designated L.M.E. and L.E.E., respectively.

90. *Government Industrial Institute, Madras.*—This institute which is the only one of its kind providing instruction in the Mechanical Engineering and Woodworking trades in the southern districts of the Madras Presidency is growing in popularity. A board of visitors has been constituted consisting of officials and non-officials with the Director of Industries as the ex-officio Chairman. The board has rendered great assistance in the administration of the institute and the members individually have given valuable advice from time to time. The annual and final examinations are conducted by a Board of Examiners appointed by Government and the students who successfully complete the prescribed courses of training are awarded certificates.

The hostel attached to the Institute worked satisfactorily. There were three separate messes: the vegetarian mess was under the management of a warden and the other messes were managed by the students themselves.

The question of the desirability or otherwise of retaining the Institute in view of its high cost of maintenance was considered by the Retrenchment Committee and it was decided that the Institute should be retained for the reason that facilities for the training of apprentices in mechanical workshops did not exist elsewhere in the Southern districts.

The Committee considered that the maintenance of the commercial system of accounts should be abandoned and the cost of maintenance considerably reduced. Their recommendations were given effect to from 1st April 1932.

91. *Government Textile Institute, Madras.*—The Textile Institute, Madras, is intended

(a) to provide instruction in the manufacture of cotton, silk, wool, coir, kora, aloe and jute which take the form of cloth, rugs, carpets, blankets, mats and knitted fabrics;

(b) to give an accurate idea of the position of each of the several textile cottage industries as at present organized, their defects and the scope which exists for their improvement;

(c) to serve as a permanent museum for the display of improved textile appliances and machinery; and

(d) to investigate all problems connected with the handloom weaving industry which await solution.

The Textile Institute was located in a rented building in Muker-nallamothu Street, Georgetown, until May 1929 when the Institute with the exception of the practical weaving section was shifted to the Government building which formerly housed the Leather Trades Institute and which is close to the Washermanpet tram terminus and

railway station. Provision was subsequently made for the construction of a building for the practical Weaving Section in the premises of the permanent building. This new building was ready by October 1931, and the practical Weaving Section was transferred to it from the rented premises.

The institute continued to provide two courses of training: (1) the Supervisor Course extending over a period of two years and covering the following subjects, (2) the Artisan course extending over one year in any of the following subjects:—Weaving, Wool-spinning, Hosiery, Silk industry, Pile carpet weaving, Bleaching, Dyeing and Cloth printing. The Supervisor course is intended for those who desire to become teachers in weaving schools and managers of weaving concerns. The medium of instruction is English. Admission to the Supervisor course is generally restricted to those who have completed the S.S.L.C. course with science as optional. The artisan courses are purely practical and are intended for those desirous of becoming *maistris* in factories and demonstrators in schools and craftsmen. The medium of instruction is the vernacular. Besides the above-mentioned two courses, some special courses have also been recently provided for in eri silk-worm rearing and jacquard weaving.

During 1931-32, twenty-six scholarships of the monthly value of Rs. 12 were awarded at the Institute as follows:—

Supervisor course, first year	...	...	...	RS.
Do.	second year	...	...	6
Artisan course	...	...	...	6
				14
				—
				26
				—

92. *School of Arts and Crafts, Madras.*—In 1929 Government appointed a committee to make proposals for re-organizing the school as a result of which the following changes were effected:—

The Crafts and the Arts sections were separated and the courses of study were detailed.

Crafts section.—(1) Admissions were permitted for one week from the opening of the new session.

(2) The minimum age limit of candidates admitted was raised from 10 to 12.

(3) The educational qualification for admission to the school was raised to the third form, but boys with slightly lower attainments were also admitted at the discretion of the Principal in the artisan class.

(4) Annual admissions were limited, the total strength of all the classes in the crafts section being restricted to 300.

(5) Students before actual admission were put into a beginners' class to test their aptitude.

(6) The Lacquer Work Department was re-named the Drawing and Design class and the class divided into three sections, viz.,

(i) General Drawing, (ii) Cotton Painting and Printing and (iii) Lacquer work.

(7) The courses of study in each class of the Crafts sections were fixed at five years except for the Drawing and Design class which has a course of three years and the subjects taught altered accordingly.

(8) In the Craft sections fixed syllabuses were not to be too rigidly adhered to.

(9) Records of the progress of students were ordered to be maintained.

Arts section.—The Fine Arts Section consists of two classes, one in painting and the other in modelling with a three years' course in each subject with a maximum recruitment annually of ten and five students, respectively. An Advanced Drawing class with a strength of sixteen pupils was formed to serve as a feeder to the abovementioned classes. No age limit is prescribed for this class, but a fairly high standard of education is required. A fee of Rs. 3 per month was levied from students of the Fine Arts classes and those of the Advanced Drawing class coming from outside the Madras Presidency.

During the quinquennium the working hours of the school were changed from 8 a.m. to 4 p.m. to 10 a.m. to 4 p.m. and the designations of the Superintendent and the Assistant Superintendent were changed to those of Principal and Vice-Principal, respectively. The Carpet Weaving Department was transferred to the Textile Institute and the part-time drawing classes were abolished.

The school continued to do its usual routine work. The most outstanding feature was the popularity gained by the Fine Arts sections which attracted students from other Provinces and from the Indian States. The Crafts sections also did useful and original work. Enamelling on Metals and Jewellery and new methods of Lacquer Work and Cotton Painting and Printing were introduced in the school.

The average strength of the school during the period under review was as follows:—

Year.	Average number on rolls.	Year.	Average number on rolls.
1927-28	498	1930-31	262
1928-29	516	1931-32	279
1929-30	409		

The fall in the total number on the rolls year after year was due to the restricted number of admissions and to the limitation imposed as regards the total strength in each class.

Continuous cuts in the school budget and drastic retrenchment in the establishment of the school were a great handicap to its efficient working. In view of the financial stringency several new schemes for development had to be deferred. There has also been a considerable reduction in the number of scholarships.

93. *Leather Trades Institute, Madras.*—The Institute trained students in Leather Manufacture and Leather Chemistry for the full course of study for the diploma of the Institute till 1927. After that year no student was admitted for this course in accordance with the orders of Government, but students for short courses were admitted and trained till March 1929 when all education work at the Institute was discontinued and research work in connexion with the tanning industry was undertaken.

94. *New Government schools.*—The Committee on Technical and Industrial Education in the Presidency which reported in 1924 recommended that the Government should as funds permit, set up a number of model industrial schools in areas where aided schools were few. In consonance with those recommendations three new schools were started in 1929, at Calicut, Bellary and Mangalore to serve the needs of the West Coast and the Ceded districts. These schools at present provide instruction in the wood working and engineering trades, the length of each course extending to five years. Instruction in motor driving and maintenance was also provided for a time, but as a measure of retrenchment the classes have recently been closed. The schools are popular with the public and the workshops attached to them are equipped with different kinds of machinery to provide efficient training to the pupils. The schools at Calicut and Mangalore are now housed in rented buildings, but the school at Bellary has a building of its own, recently acquired from the Army Department with a large vacant space for playground. The Calicut school is in course of being moved to a Government-owned site, part of the compound and building of the Kerala Soap Institute having been made available for the purpose. A board of visitors consisting of officials and non-officials has been constituted recently for each school. Its duties are to assist the Department of Industries in the efficient working of these schools.

The annual examinations are conducted by a Board of Examiners appointed by the Government for each school.

95. *The Madras Penitentiary Industrial School.*—At the request of the Inspector-General of Prisons the carpentry section of the Jail has been recognized under the Code of Regulations for Industrial schools for purpose of inspection by the Inspector of Industrial Schools in order to enable the latter to be in close touch with the instruction imparted. This section provides a five years' training in cabinet-making for about 40 selected long term convicts who will eventually be distributed among other jails of the presidency to serve as instructors or workmen in the cabinet making shops attached to them.

96. *Aided Industrial schools.*—The number of schools recognized by the department increased from 58 on the 31st March 1927 to 68 in 1932, all of which except five are in receipt of grant-in-aid. These schools continue to provide a reasonably efficient form of trade instruction. Owing to the prevailing economic depression a few of

the schools suffered financially through lack of orders but were able to carry on their activities without serious falling off in efficiency. The number of pupils receiving instruction in the schools increased from 3,591 to 6,015 during the quinquennium. These schools are under the general administrative control of the Inspector of Industrial Schools, but the Assistant Director of Industries (Textiles) is responsible for the inspection of schools or classes teaching textile subjects, viz., weaving, dyeing, lace embroidery.

A list of recognized schools and classes is maintained by the Department of Industries. The Code of Regulations for Industrial schools was drawn up and approved by Government in 1924. It contains in easily accessible form the regulations in regard to recognition and grant-in-aid and the conditions of training and certification of the pupils and teachers.

The following is a brief account of the more important institutions recognized during the quinquennium:—

1. *P.S.G. and Sons Industrial Institute, Peelamedu.*—This institution is located about three miles from Coimbatore and owes its origin to a charitable endowment of Rs. 2 lakhs made by Messrs. P.S.G. and Sons. At present instruction is provided in the engineering and wood work trades and the management proposes to introduce shortly textile manufacture, printing and electric wiring. The buildings and equipment are estimated to cost about Rs. 2½ lakhs towards which Government have made a substantial contribution. The school is efficiently managed and bids fair to develop into one of the premier industrial institutions in the Presidency.

2. *Sera Sadan, Madras.*—This is a Hindu institution maintained with the help of public subscriptions. It follows to some extent the methods adopted in Christian mission institutions. It has grown out of a previously existing institution known as the Women's Home of Service and provides training for grown up girls and young women in lace work, dress cutting, needlework, weaving, embroidery, *jigna* work, rattan work, together with general literary education designed to turn out sick nurses, midwives and teachers. The school is managed by an executive committee consisting of influential ladies and gentlemen and is becoming very popular. With the help of a substantial grant from Government, the management have acquired a spacious building in a healthy locality at a cost of about Rs. 60,000.

3. *The American Arcot Mission Industrial School, Palmaner.*—This school provides instruction for girls in embroidery, dress making and needle work generally. It specialises in coloured cross stitch embroidery of a very fine type and there is a great demand for this work. Poultry farming, goat rearing and sericulture have recently been introduced as subsidiary industries for those girls who are not particularly suitable for fine needle work. A pupil teacher's course has also been recently added to train teachers for dress making and needle work for whom there is great demand both in industrial schools and in domestic economy classes in literary schools. The

hostel maintained by the school is unique of its kind. It is worked on the cottage family system and provides an excellent form of home training.

4. *C.S.M. Industrial School, Dindigul.*—This school is managed by the Swedish Mission. It was originally proposed to start this school in Madura but in consideration of the fact that there are already two or three institutions providing facilities for industrial education in or near Madura, Dindigul was chosen for the location of the school. The school provides instruction in cabinet making.

5. *The Andhra Jatheeya Kalasala, Masulipatam.*—This institution provides instruction in mechanical engineering. Owing to internal dissensions among the governing body it suffered a set back and consequently the management of the school was transferred to the Municipal Council, the school having been re-named "Municipal Technical Institute, Masulipatam." An improvement is already apparent and there is every reason to hope that under the new management the school will be conducted on sound lines and meet a real need in providing facilities for the industrial education of the youths of the neighbourhood.

97. *Agricultural schools.*—At the end of the quinquennium there were three agricultural schools working at Taliparamba, Usilampatti and Melrosapuram with a total strength of 101 pupils. The Agricultural School at Anakapalle which worked during the preceding quinquennium was closed in December 1927 chiefly because of its poor strength.

The School at Taliparamba had a strength of 41 pupils in 1927-28 and 44 in 1928-29. Noticeable diminution in its strength occurred in 1929-30, and in 1931-32 the school had only 8 pupils. As propaganda did not succeed in attracting pupils to the school its closure was ordered by Government from April 1932.

The District Board, Madura, opened at Usilampatti an agricultural middle school for the benefit of the Kallars in 1929-30 with technical staff lent by the Department of Agriculture. There were 23 pupils attending the school in 1931-32.

The Melrosapuram U.F.C.M. Agricultural school continued to be aided by the Department of Industries. On 31st March 1932 its strength was 70 pupils against 48 in 1927.

Important contributions to the subject of Agricultural education were made in the report of the Royal Commission on Agriculture in India published in 1928. In regard to the recommendations in that report dealing with education, the Government of Madras passed orders in 1930. In 1927, the Director of Public Instruction appointed a committee for the purpose of framing a syllabus for an alternative course in agriculture proposed to be introduced in select higher elementary and middle schools in this Presidency. The proposals made by that committee are under consideration by the Department.

98. *Institute of Commerce, Madras.*—The Institute continued to hold its classes in the Law College buildings. A site for the construction of a building for the school was allotted on the Esplanade and

an expenditure of Rs. 9,102 was incurred during the quinquennium towards the cost of site and filling up of an open drain and diverting it. There were 27 students in the Senior Audit, 29 in the Junior Audit, 20 in the Co-operation and 37 in the Technical classes in 1931-32, the corresponding figures for the year 1927 being Senior Audit 19, Junior Audit 13, and Technical 128. The class in Co-operation was started in 1929-30. The Institute has been ordered to be abolished as a measure of retrenchment but its continuance till 30th April 1933 with the staff required for the purpose of giving instruction to the students of the G.D.A. class has been permitted.

99. *School of Commerce, Calicut.*—This school worked during the whole of the quinquennium but was closed with effect from 1932-33 as a measure of retrenchment. It had on its rolls 213 pupils (186 in the English section and 27 in the Vernacular section) in 1927 and 150 pupils (130 in the English and 20 in the Vernacular section) in 1932.

100. *School of Commerce, Vizagapatam.*—The strength of the school decreased from 106 in 1927 to 72 (including two women) in 1932. The abolition of this school also was ordered with effect from the academic year 1932-33 as a measure of retrenchment.

101. *School of Engineering, Vizagapatam.*—The strength of the school rose from 66 in 1926-27 to 107 in 1931-32 which was the maximum number the school could admit. On account of the financial stringency the institution was ordered to be abolished with effect from 1st May 1932.

102. *School of Engineering, Trichinopoly.*—This school was closed with effect from 1st April 1928 and the subordinate Engineering classes were transferred to the College of Engineering, Guindy.

103. *Reformatory and Certified schools.*—Towards the close of the quinquennium ending March 1932 there were four Reformatory and Certified schools under the control of the Inspector of Certified schools. Three of these were managed by Government and one was aided. All the four schools had 593 pupils on their rolls. The Junior Certified School, Rajahmundry, was transferred to Alipuram in Bellary in 1931-32. The school had five standards and 86 pupils on its rolls, on 31st March 1932. It trained students in carpentry, gardening, bugle and band playing in addition to giving them general education of an elementary character.

The Junior Certified School, Ranipet, had 120 pupils on its rolls in 1932 against 79 in 1927. A revised scheme of work was introduced in this school during the quinquennium with the approval of the District Educational Officer, North Arcot, and the Inspector-General of Prisons. The industrial activities of this school included the training of pupils in weaving, carpentry and tailoring, bugle, flute and bagpipe playing. It had a Scout troop and a cub pack in which the pupils were keenly interested. The institution developed into a higher elementary school and had six standards.

The Senior Certified School, Chingleput, had on its rolls 318 pupils in 1931-32 against 284 in 1926-27. For the purposes of work in the general educational and industrial classes the school was organized into two sections each section working 3½ hours a day. In the general education course English, Geography, Indian History, Civics and Hygiene were taught and in the industrial sections, carpentry, blacksmithy, metal work, weaving, tailoring, gardening, masonry work and music. One hour in the morning and one hour in the afternoon was devoted to games and athletics which included company drill, boxing, football, hockey and gymnastics. The pupils of this school took keen interest in Scouting.

E.—MANUAL TRAINING.

104. *Manual training.*—The intensive development of handwork in schools is a movement of comparatively recent origin. Although the introduction of new schemes was arrested by financial stringency in 1930-31 and 1931-32, the progress made in the provision of facilities for manual training during the quinquennium may be said to be satisfactory.

On 31st March 1932 there were 294 manual training classes in the Presidency with a total attendance of 55,037 pupils. Sixty-seven of these were attached to Government, 124 to local board and 103 to private institutions. The subjects of instruction covered a wide range and included 24 different arts and crafts.

Bulletin No. 12 of the Teachers' College, Saidapet, was revised and renumbered as Bulletin No. 20 "Manual Training and Woodwork" and published in 1928-29.

Changes were made during the quinquennium in the procedure relating to the recognition and aid of manual training classes, and the system of making separate grants for manual training ceased in respect of secondary schools under the management of local boards and private agencies and training schools under private management. In accordance with the revised procedure the expenditure incurred on schemes of manual training sanctioned by competent authority is taken into account in assigning the ordinary teaching grants and in sanctioning non-recurring grants under buildings and equipment. Powers were delegated to District Educational Officers in 1927-28 and in 1929-30 in respect of the grant of approval to schemes of manual training in secondary and training schools under private management, and secondary schools under local bodies. The applications for subsidy for secondary and elementary schools under the management of local bodies continue to be submitted to Government for their sanction.

With effect from July 1929 the period of training for manual training instructors was reduced from three to two years. It was also decided that candidates for training should have completed their S.S.L.C. course and have shown special aptitude for manual training. The special pay given to manual training instructors in Government institutions was discontinued.

Instruction in manual training was made obligatory in schools in accordance with the requirements of the revised S.S.L.C. scheme.

X.—EDUCATION OF EUROPEANS.

105. *Number and strength of institutions.*—There were, on 31st March 1932, eighty-two educational institutions for Europeans against 87 in 1927. Fifty-seven of these were High and Middle schools, 21 Primary schools, 2 Training schools and 2 Industrial schools. The Laidlaw Memorial School, Keti, was reduced to the status of a middle school and the Wesleyan Mission Middle School, St. Thomas' Mount, from the middle to the primary grade in January 1930. The high school section of Bishop Corrie School (a mixed school) was amalgamated with Doveton Boys' and Girls' schools, Vepery, in 1929. The middle school section of Bishop Corrie School was amalgamated with St. Mark's Primary School, Georgetown, and named Bishop Corrie Middle School, Georgetown. The Madras and Southern Mahratta Railway School, Guntakal, was reduced to the status of a primary school and the Railway Primary School at Arkonam was amalgamated with the Railway Middle School, Haffieldpet; the St. John's Middle School, Vizagapatam, was reduced to the status of a primary school and subsequently closed with effect from 1931. The South Indian Railway School at Negapatam was closed and a new school at Golden Rock was opened in 1929. The American Advent Mission School, Velacheri, was closed and the Cordite Factory School, Aruvankadu, was converted to an Indian school with effect from 1927-28.

The total strength of European schools increased during the quinquennium from 10,390 to 10,759, of which number 5,301 were boys and 5,458 were girls. There was a rise in the strength of all classes of institutions except in middle schools for boys and primary schools for girls. In the high and middle schools for girls there was a pronounced increase in strength. The number of European and Anglo-Indian pupils reading in European schools for general education decreased from 9,073 to 9,020. Out of the total of 10,622 pupils reading in European High, Middle and Primary schools 1,602 were non-Europeans. It is interesting to notice that the number of Europeans reading in European schools for general education fell during the quinquennium by 53 and of non-Europeans increased by 405. Of the 1,602 non-Europeans in European schools 570 were Indian Christians, 592 Non-Brahmans, 186 Brahmans, 121 Muhammadans, 110 Parsees and 23 other communities. The strength of railway schools increased from 1,071 in 1927 to 1,078 in 1932.

There were 1,042 Europeans (725 boys and 317 girls) reading in institutions for Indians of whom 150 were in Arts and Professional Colleges, 359 in Secondary schools, 265 in Elementary schools and 268 in Training and other Special schools.

There were altogether 10,181 European and Anglo-Indian scholars under instruction in European and non-European institutions in the Presidency, of whom 5,125 were boys and 5,056 were

girls; the percentage of male pupils to the total under instruction was 52 and that of female pupils 48. It is interesting in this connection to notice that 34.5 per cent of the males and 32.6 of females of the total European population in the Presidency were under instruction.

106. *Accommodation and equipment.*—Towards the purchase of equipment and construction of buildings for European schools Rs. 35,013 and Rs. 3,81,377, respectively, were paid during the quinquennium ending March 1932. It is reported that almost all European schools received equipment grants but that the condition of equipment has still to improve. A building costing Rs. 1,83,126 was constructed during the quinquennium for the Stanes High School, Coimbatore, and the accommodation of Bishop Corrie Middle School (Georgetown), Christ Church School (Mount Road), and of several other schools, was added to with the aid of Government grants. Building schemes costing Rs. 30,000 and above for which grants were sanctioned were nearing completion towards the end of the quinquennium for the following schools:—

- (1) St. John's Vestry School, Trichinopoly.
- (2) St. Bede's School, San Thomé.
- (3) Montfort School, Yercaud.
- (4) St. Teresa's School, Cannanore.
- (5) Holy Cross School, Tuticorin.

107. *Teachers in European schools.*—Out of 737 teachers working in European schools on 31st March 1932, 541 were trained, 75 certificated and 121 uncertificated. The number of trained teachers increased during the quinquennium from 511 to 541 and that of untrained teachers decreased from 224 to 196. It is specially interesting to notice that the number of graduate trained teachers increased from 49 to 80 between 1927 to 1932 and that of teachers of the lower grade decreased from 33 to 10.

108. *Salaries.*—The salaries of teachers in European schools vary according to the size of schools, the locality in which they are situated and the financial resources of the managements. Speaking generally, the salaries paid in European schools are higher than those obtaining in Indian schools. As was pointed out in the report of the preceding quinquennium there is reluctance on the part of young men and women leaving European schools to enter the teaching profession and the few who qualify are attracted to other provinces where they can often obtain more remunerative employment than they can in this Presidency.

109. *Training of teachers.*—The training school for women attached to the Lawrence Memorial Royal Military School, Lovedale, was closed at Lovedale and transferred to Madras with effect from January 1929. The system of deputing teachers for training in Ghora Galli Training School was suspended as a measure of retrenchment and it was decided that men seeking secondary grade training

might undergo the course in the Teacher's College, Saidapet, in the absence of a European Training School for men in this Presidency. The Church Park Training School, Teynampet, and the Doveton Training School, Vepery (formerly at Lovedale), both for women, trained 94 teachers during the quinquennium.

110. *Teachers' Provident Fund.*—The scheme of provident fund for teachers in non-pensionable service is optional in respect of teachers in European schools. Sixteen schools had introduced the scheme by March 1932 and 70 teachers were contributing to the Fund. The accounts of 24 subscribers were closed during the quinquennium. All the Madras and Southern Mahratta Railway schools and nine other schools have their own Provident funds approved by the Director.

111. *Philanthropic and Cadet grants.*—These consist of grants paid to orphans and poor children to provide facilities for their education food and clothing. The following sums were spent during the quinquennium towards the payment of these grants:—

	RS.
Boarding grants to Secondary and Primary schools ...	10,65,914
Food and clothing grants ...	83,398
Fee remissions ...	1,50,959
Military concession grants ...	11,036

At the beginning of the quinquennium five schools had cadets on their rolls and in 1931-32 one more was added. Grants paid under this head decreased from Rs. 1,310 to Rs. 704.

112. *Medical inspection of pupils.*—Medical inspection for boys was made compulsory in respect of high and middle schools during the quinquennium. Only four schools introduced medical inspection for girls. The paucity of qualified women medical practitioners and the very small grant paid perhaps accounted for the proposal not finding favour with the managements of most schools.

The payment of a grant for medical inspection has been discontinued as a measure of retrenchment.

113. *The European School-Leaving Certificate Scheme.*—The European School-Leaving Certificate Board was reconstituted in 1929-30. Its members were given the power of selecting text-books for examinations. The scheme of the examination was amended and the Inspector of European Schools was empowered to grant exemptions from age and to condone shortages of attendance. The regulations and syllabuses governing the examinations were amended in 1928 and brought up-to-date. The study of a vernacular language was made compulsory for the High and Middle School examinations, and commercial subjects were deleted from the scheme of study for middle schools. Drawing was included in the syllabuses for the High and Middle School examinations. Mental arithmetic was introduced as a subject of examination for the high school in 1928, but was later abolished on the recommendation of the Board.

114. *Examinations.*—The European School-Leaving Certificate Board examined 931 candidates for the High School and 14,061 for the Middle School certificate. Five hundred and ninety-two passed in the High School and 909 in the Middle School examination, and the average percentage of passes during the quinquennium was 62 per cent in the case of high schools and 61 per cent in the case of middle schools. The two schools that have not been sending up pupils for the High and Middle School examinations conducted by the European School-Leaving Certificate Board are Breek's School and St. Hilda's School, Ootacamund, which prepare their pupils for the Cambridge Local examinations.

The comparatively high percentage of passes in the European school examinations is doubtless due to the smallness of the classes, which makes individual attention possible and to greater strictness in promotions and in the selection of pupils for the examinations. The attainments of pupils in European schools are reported to be poor in Indian languages and good in English. In this connection the Inspector of European Schools suggests the encouragement of Roman Urdu as an alternative to Dravidian languages.

115. *General.*—The following changes were made in the quinquennium in the rules governing the working of European schools. The Code of Regulations for European Schools and the regulations and syllabuses for the examinations were revised and the rules relating to building grants amended. The age of candidates eligible for cadet grants was raised to 14. A model form of agreement to be entered into between managements and teachers was drawn up and it was made compulsory that such agreement should exist. The Inspector was empowered to sanction advance teaching grants to schools which apply for them. The fee remission grants under Article 166 of the Code of Regulations for European Schools which were given to poor pupils including the pupils of the IV standard were ordered to be given also to poor girls reading in standards up to and including the VII. With the previous sanction of the Local Government five European schools from the State of Hyderabad were permitted to enter for the European School-Leaving Certificate Examination. The post of Peripatetic Teacher of Music which was temporarily sanctioned was abolished with effect from December 1931, when Mrs. Papworth (nee Craven) who had held the post for years resigned. Her work in encouraging class singing in schools deserves high commendation. The Lecturer in Domestic Science conducted the departmental examinations in Needle-work and Domestic Science during the quinquennium. One hundred and fourteen teachers obtained certificates in Domestic Science and 143 in Needle-work. Most of the European boys' schools in the City sent their pupils to the Manual Training class conducted by the Department. As regards the inspection of European schools Government ordered that District Educational Officers and Inspectresses of the districts concerned might inspect the primary schools with a view to affording relief to the Inspector of European Schools. The Inspector

of European Schools was permitted to inspect high and middle schools situated outside the City of Madras in alternate years, with the exception of the Lawrence Memorial Royal Military School, Lovedale, which should be inspected annually. The Needle-work and Dress-making School, Georgetown, continued to be aided from the European schools budget although it was not inspected by the Inspector of European Schools.

XI.—EDUCATION OF MUHAMMADANS.

116. *General remarks.*—The Muhammadan population of the Presidency increased from 2,840,488 in 1921 to 3,305,937 in 1931. There were 313,810 men and 29,718 women literates among the population in 1931, the percentage of literates to the total population being 19.2 in respect of men and 1.8 in respect of women. Compared to the percentages of literates of other communities, e.g., the Hindus among whom there were 15.6 men literates and 2.2 women literates, it is noticed that literacy was more advanced among Muhammadan men and that it was less advanced among the Muhammadan women.

117. *Statistics.*—The number of institutions intended for Muhammadans increased from 4,036 to 4,315 or by 7 per cent and their strength from 221,408 to 256,242 or by 16 per cent. The percentages of increase in respect of institutions and scholars in the preceding quinquennium were 38 and 48, respectively. So far as increases in the number and strength of institutions are concerned the quinquennium ending March 1927 witnessed a more rapid progress than the quinquennium ending March 1932.

The number of Arts colleges for Muhammadans including Oriental colleges increased from 3 to 4 and that of elementary schools from 3,233 to 3,773. There was no increase in the number of secondary schools either for boys or for girls. At the close of the previous quinquennium there were three training schools for Muhammadan women. Their number increased between 1927 and 1932 to six and their strength from 73 to 194. The total number of Muhammadan scholars reading in all classes of public institutions (Muhammadan and non-Muhammadan) increased from 242,680 to 297,358 or by 22.5 per cent, the percentage of increase in the preceding quinquennium having been 56 per cent. There was an increase in the number of Muhammadan pupils in all classes of institutions (public and private) from 278,568 to 319,506. In 1926-27 the percentage of Muhammadan scholars to their population was 9.8 (15.3 for boys and 4.5 for girls) and in March 1932 the percentage of pupils to the population was 9.7 (14.3 for boys and 5.1 for girls). It is interesting to notice that, while the percentage of scholars to population in respect of girls increased from 4.5 to 5.1 during the quinquennium under report, the percentage of boys decreased from 15.3 to 14.3. Since the increase in population in respect of both men and women was almost equal the explanation

for the increase in the percentage of girl pupils to the population and the decrease in that of boys is to be accounted for by the fact that there was proportionately a larger increase in the strength of girl pupils than in that of boys during the quinquennium. This is clear from the fact that the percentage of increase in the number of female scholars was 33 per cent and in that of male scholars was 9 per cent.

Collegiate education.—The number of Muhammadan students in Arts colleges increased from 351 to 475. The increase in the number of Muhammadan women students in Arts colleges from four to eleven is of special interest as indicating the progress of Collegiate education among Muhammadan women. In Professional colleges there were 91 Muhammadans in 1931-32 against 73 in 1926-27. There was one Muhammadan woman student in the Medical College, Madras, in 1931-32 and one Muhammadan woman student took her L.T. course at the Lady Willingdon Training College for Women, Madras, during the quinquennium. The Government Muhammadan College, Madras, was made permanent in 1927-28 and the construction of a building for the College was sanctioned in 1929. The college laboratories and libraries were supplied with books and apparatus costing Rs. 31,000 and furniture costing Rs. 4,000. New branches of instruction in Oriental languages were introduced in 1928 and English classes for the B.A. opened in 1928. Physical training became a compulsory part of the Intermediate course in 1930. The staff of the College was increased by the appointment of additional lecturers and teachers to meet the increased requirements. The problem of suitable accommodation for the College has been solved by the construction of a building and it is expected that when the College moves to the new building there will be accommodation in the school buildings for 500 boys.

Secondary education.—There was no increase in the number of boys' secondary schools for Muhammadans, the figure being sixteen both at the beginning and at the end of the quinquennium. The strength, however, rose from 2,831 to 3,346. There were six schools managed by Government, three by municipalities and six by private agencies and one was unaided. The total number of Muhammadan boys receiving secondary education in schools for Indians increased from 9,616 in 1926-27 to 11,667 in 1931-32 and that of girls from 322 to 396. Of the two secondary schools for Muhammadans in Calicut one ceased to exist as a secondary school and the other was reduced from an incomplete high school to a middle school. The Government Muhammadan Secondary School, Georgetown, and the Melvisharam Islamiah Secondary School developed into full high schools. The strength of the Government Hobart Secondary and Training School, Madras, which is the only secondary school in the Presidency for Muhammadan girls, fell from 285 in 1926-27 to 270 in 1931-32. Forty-four Muhammadan girls were reading in European high and middle schools in the Presidency and 396 in secondary schools for Indians.

Elementary schools.—The number of elementary schools specially intended for Muhammadans increased during the quinquennium from 3,233 to 3,773. Of this number 3,190 were boys' schools and 583 girls' schools. Classed according to management, there were on 31st March 1932, 19 Government schools, 351 Municipal schools, 1,761 Local Board, 2 Panchayat and 1,594 aided. The total number of pupils, both boys and girls, in these elementary schools for Muhammadans rose during the quinquennium from 183,606 to 230,462. The number of elementary schools intended for girls rose from 316 to 583 and their strength from 16,859 to 31,523, the percentage of increase in the number of schools being 85 and in the number of pupils 87. The number of Muhammadan girls reading in all classes of elementary schools rose from 54,412 to 79,742 or by 47 per cent. Two important features concerning these figures are that there has been a most rapid increase in the number of girls under instruction during the quinquennium and that more than 50 per cent of the total number of girls under instruction were reading in schools intended for boys.

The most depressing features of Muhammadan elementary schools (both boys' and girls') continued to be the high wastage and the comparatively greater stagnation of pupils and the poor qualifications of the teachers employed in them. These features have been pointed out in the Report of the Auxiliary Committee of the Indian Statutory Commission and in the annual reports on Public Instruction of this Presidency. So far as the girls' schools are concerned, the difficulties of finding qualified Muslim women teachers and of providing a satisfactory solution to the problem of conveyances continued to be acute and hampered progress materially.

Special schools.—There were six training schools for Muhammadan men including the sessional school for Musaliars at Malappuram. The strength of these institutions rose from 252 in 1927 to 566 in 1932. The District Board Sessional School for Men at Vellore was closed during the quinquennium. The number of training schools for Muhammadan women increased from three to six and their strength from 73 to 194.

Two important enquiries were conducted during the quinquennium in regard to Muhammadan education. The first was by a committee appointed by the Director in 1929 with Khan Bahadur Abdur Rahim Sahib Bahadur as Chairman. That committee was asked to examine and report on the classification and grading of Arabic institutions in the Presidency. The second enquiry was the one conducted by a committee composed of officials and non-officials with Mr. R. G. Grieve, M.A., C.L.E., as Chairman, appointed by Government in September 1931 to examine and report on the problems of Muslim education in the Presidency. The committee's terms of reference were (i) the bearing of Mr. Champion's report on Muhammadan education, (ii) the need for separate Muhammadan elementary schools in different areas, (iii) whether Muhammadan pupils should attend schools for the same length of time as pupils

of other communities, (iv) whether special arrangements should be made for imparting religious instruction in Muhammadan elementary schools and schools attended by a large number of Muhammadan pupils, (v) whether any further steps should be taken to develop education among Mappillas, (vi) whether separate secondary schools should be maintained for Muslims, (vii) whether the facilities provided for Muhammadan in the Arts and Professional colleges were adequate, (viii) whether provision could be made for the better organization and development of Arabic institutions, (ix) whether steps should be taken to develop education among Muhammadan girls and increase the supply of Muhammadan women teachers and (x) whether any further facilities are to be given to Muhammadan pupils in educational institutions.

The committee reported that the causes of the educational backwardness of Muslims were mainly religious and economic and ascribed the unwillingness of Muslims to take full advantage of the facilities for modern education to their religious scruples and their poverty. Their report which dealt with the problems in all their important aspects was submitted to Government in February 1932.

118. *Education of Mappillas.*—Towards the close of the preceding quinquennium there were 1,457 elementary schools for boys and 27 elementary schools for girls specially intended for Mappillas. Their number rose during the quinquennium to 1,498 and 152, respectively. The strength of boys' schools increased from 97,969 to 114,604 and that of the girls' schools from 1,857 to 7,781. Satisfactory increases in the number and strength of institutions occurred during the period under review.

The number of Mappilla boys reading in secondary schools rose from 966 in 1926-27 to 1,006 in 1931-32 and that of girls from three to sixteen. There were eighteen Mappillas reading in the college classes in the Malabar district.

Reference was made in the last quinquennial report to the appointment of a committee to investigate the question of the retention of separate schools for Mappillas and of the provision of further educational facilities for the community. Since that committee was unanimously in favour of separate schools for Mappillas the policy adopted in subsequent years has been to develop Mappilla education on lines most acceptable to the community. The post of Special Assistant to the District Educational Officer, Malabar, was abolished when the district of Malabar was bifurcated for educational administration and the inspecting staff of Mappilla schools was strengthened by the appointment of four Junior Deputy Inspectors of Schools. One of the two secondary schools specially intended for Mappillas ceased to function as a secondary school. Schemes of compulsory education in selected areas in the taluks of Ernad, Walluvanad and Ponnani continued in force. A sessional school for the training of Mullas and Musaliars was started in 1931-32 at Malappuram. Special scholarships for Mappilla pupils in secondary and elementary schools continued to be awarded during the major part of the quinquennium.

Through the system of special reports from the District Educational Officer, Malabar, and the Inspectress of Schools, West Coast Circle, the Department has kept close watch over the progress made from year to year in the spread of education among the Mappillas. The administration of Mappilla education in South Malabar which has larger centres of Mappilla population was throughout the quinquennium in charge of a Muhammadan officer. The special reports indicate satisfactory expansion in numbers and strength but as has been pointed out in the previous reports on Public Instruction, the main problem connected with Mappilla education is not so much one of getting the children to school as of keeping them there long enough to enable them to acquire enduring literacy. The departmental officers have carefully analysed the causes of wastage in Mappilla schools. They are (1) the ignorance of parents, (2) the importance attached to religious instruction, (3) the comparative disregard of the value of secular education and (4) the deleterious propaganda against secular education carried on in the country by the Mullas and Musaliars who as preceptors of religion wield influence with the ignorant population. To counteract these harmful influences the Department has been aiming at giving both kinds of instruction, religious and secular, in its recognized schools with a view to satisfying the public demand and harmonizing the conflicting forces that are at work. To make the lay teacher an efficient agent for discharging his duties as an instructor in religion and as a teacher of secular knowledge it is sought to give intensive training in both to teachers undergoing training in the Special Mappilla Training School, Malappuram. In order to lessen the antagonism of the hereditary Mulla class a special sessional school for them was started in 1931, the object underlying the experiment being the utilization of the religious teacher who is established in the confidence of the people, as a teacher of secular knowledge. The success of this policy requires naturally more extensive facilities for this type of training. A special feature of 1931-32 was the appointment of Education committees at six select centres for setting up agencies for local supervision and conducting propaganda against rooted prejudices. The extension of this scheme to more villages in the backward areas will be considered on satisfactory reports of the working of the existing committees being received. The principle underlying this scheme has great possibilities for the future and if properly worked ought to reduce wastage and prevent stagnation in Mappilla schools.

The following extracts from the report of the District Educational Officer, South Malabar, as regards the efficiency of Mappilla schools are of interest in this connexion:—

"There are two ways of solving this problem (the demand for religious instruction in public school): one is to educate the Mulla and the other is to draw up an intelligent programme of religious education. The policy underlying the first has been accepted by the Department and a scheme of educating the Mullas is being tried

at Malappuram. In regard to the second point it is my intention to define the scope of religious instruction in consultation with the leading authorities on religion and to supply a syllabus in religious studies suitable for use in elementary schools in the district. I am of opinion that the quality of religious education would improve considerably if this is done and the monotony and the fatigue bound up with it now will disappear."

"There are certain features common to all schools and those are stagnation, wastage, inadequate accommodation and equipment, indifference of the public and of the managements as regards the efficiency of schools. Enrolment in all places is satisfactory, but there is wastage and stagnation in every school and the attendance of pupils fluctuates according to seasons. The causes that retard the spread of education among Mappillas are—

(1) The inadequacy of the provision for religious instruction in recognized schools.

(2) The absence of a strong public opinion in support of the school-going habit.

(3) The lack of local organizations for promoting educational activities."

The following suggestions for improvements were made in the latest report on Mappilla education:—

(1) Change in the working hours of recognized schools and the adjusting of holidays to suit local conditions and requirements.

(2) The maintenance in every village and locality of census registers of the children of school-age and the better regulation of promotions.

(3) The drawing up of a definite programme of religious education.

(4) The encouragement of vocational training in higher elementary schools.

(5) Provision of increased facilities for the training of teachers.

(6) Appointment of education committees in the taluks of Ernad, Walluvanad, Palghat and Ponnani.

(7) The extension of compulsion in respect of education to the towns of Manjeri, Pattambi, Ponnani, Perintalmanna, Badagara and the municipality of Cannanore.

(8) Provision for the free supply of books and slates and a mid-day meal in backward areas.

(9) Increased facilities for the training of Mulla teachers.

(10) Increasing the number of scholarships for Mappillas in Secondary and Higher Elementary schools.

In her report on the education of Mappilla girls the Inspectress of Schools, Fifth Circle, emphasised strongly the need for combining general elementary education courses for Mappilla girls with some form of handicraft which would, in the case of poor girls, enhance their efficiency as wage-earners.

119. *Employment of Muhammadans in the Department.*—The number of Muhammadans employed in posts under the administrative control of the Director of Public Instruction was as follows on 31st March 1932:—

Thirteen in Government Arts colleges; 4 in Government Professional colleges; 15 in Secondary schools; 11 in Training schools; 5 District Educational Officers; 32 Deputy Inspectors of Schools and Junior Deputy Inspectors of Schools. The number of District Educational Officers increased from three to five and that of Deputy Inspectors and Junior Deputy Inspectors from 23 to 32 during the quinquennium.

120. *Expenditure on Muhammadan education.*—The expenditure on Muhammadan and Mappilla schools in the Presidency rose from Rs. 19.22 lakhs to Rs. 27.90 lakhs or by 45 per cent, towards which public funds contributed Rs. 20.74 lakhs or 74.33 per cent and fees Rs. 0.68 lakh or 2.44 per cent and other sources Rs. 6.48 lakhs, or 23.23 per cent.

121. *Education in the Laccadives.*—The number of schools in the Islands of Androth, Kalpani, Kavarathi and Agathi continued to be four. An adult class with 15 pupils was opened at Androth. The four island schools were inspected twice during the quinquennium. Government accepted the proposals made by the Collector of Malabar for strengthening the staffs of the schools in the islands and sanctioned three additional posts. It is reported that suitable candidates from the mainland were not available for appointment and one of the island teachers who completed his training at the Government Training School, Malapuram, was appointed to fill one of the three posts. The condition of education in the islands continued to be satisfactory and it was reported by the Inspecting officers that the readers in use were popular, but that they were not altogether suited to the requirements and conditions of the islands. The class for adults attached to the school at Androth is reported to have worked satisfactorily.

XII.—EDUCATION OF BACKWARD AND OTHER SPECIAL CLASSES.

122. *Education of the Depressed Classes—General statistics.*—The total number of institutions chiefly intended for Adi-Dravidas and Adi-Andhras rose during the quinquennium from 10,470 to 10,509 or by 0.37 per cent and their strength from 295,612 to 347,399 or by 17.52 per cent. The number of pupils of the Adi-Dravida and Adi-Andhra communities reading in all classes of public institutions rose from 228,511 to 292,211 or by 27.9 per cent. There were 4,326 pupils from these classes reading in secondary schools in 1931-32 against 2,647 in 1926-27. The number of Adi-Dravida and Adi-Andhra teachers under training increased during the quinquennium from 431 to 631, excluding 74 women.

The number of Government elementary schools for the depressed classes rose from 970 to 1,147 and that of aided schools from 7,471 to 7,794. There was a slight decrease in the number of schools maintained by municipalities and taluk boards, the figure having fallen from 1,072 to 1,032. The expenditure on Adi-Dravida and Adi-Andhra schools rose during the quinquennium from Rs. 22.38 lakhs to Rs. 28.94 lakhs, towards which public funds contributed Rs. 17.93 lakhs or 61.95 per cent, fees Rs. 0.17 lakh or 0.59 per cent, and subscriptions and other sources Rs. 10.84 lakhs or 37.46 per cent, the corresponding percentages for 1926-27 being 59, 1 and 40.

Special work of an ameliorative nature continued to be done by the Department of Labour for the benefit of the depressed classes under the direction of the Commissioner of Labour and his staff. The policy followed in the previous years of opening separate schools for the depressed classes remained unchanged, but on account of the reduction in the budget provision, attention was devoted to weeding out of institutions which were not working satisfactorily and to the abolition of schools which were considered superfluous.

Since the submission of the last report, the post of the Commissioner of Labour together with the establishment of his office at headquarters was retained on a permanent footing.

With the extension of operations to new districts special staff was at work during the quinquennium in the districts of Tanjore, East Godavari, West Godavari, Kistna, Guntur, Bellary, Anantapur, Cuddapah, Nellore, North Arcot, South Arcot, Trichinopoly, South Kanara, Malabar, Tinnevely, Coimbatore, Kurnool, Chittoor, Salem, and Madras.

The chief activities of the department in regard to the uplift and education of the depressed classes were:—(1) the opening of separate schools, (2) payment of scholarships, stipends and boarding grants to deserving pupils, (3) the maintaining of hostels at important centres in the Presidency at the cost of Government, and (4) the granting of financial aid to philanthropic bodies engaged in work connected with the education of depressed classes.

The policy pursued in the matter of educating the depressed classes was to endeavour as far as possible to get the pupils of these communities admitted into the existing elementary schools. In places where depressed class pupils were denied admission or had no access to existing schools and in those places where there were no educational facilities separate schools were started. In order to guard against the opening of schools which were not really necessary, District Educational Officers were consulted before starting them. Where labour schools were found to be in rivalry with other schools (private or public) steps were taken to close them. The Labour Department endeavoured as far as possible to supplement the facilities provided by the existing agencies instead of trying to replace them. The following table furnishes information in regard to the

number of teachers and the number of pupils in schools managed by that Department during the five years ending March 1932 :—

Year.	Number of schools.	Number of pupils.		Total.	Number of teachers.		Total.
		Boys.	Girls.		Trained.	Untrained.	
1927-28 ...	1,178	35,885	5,914	42,799	968	414	1,382
1928-29 ...	1,405	42,091	7,904	49,995	1,226	419	1,645
1929-30 ...	1,583	47,259	9,268	56,527	1,168	417	1,585
1930-31 ...	1,784	52,858	10,746	63,604	1,830	301	2,131
1931-32 ...	1,176	35,660	8,645	44,305	1,353	70	1,423

The marked fall in the number of Labour schools during the period under report was due to the following reasons :—

(1) Steps were taken to close schools which were not working efficiently and held no promise of improvement.

(2) Those schools which were reported by officers of the Educational Department to be superfluous were abolished.

(3) In consequence of the decision that fishermen were not strictly depressed classes, the schools intended for them were transferred to the control of local bodies.

(4) The abolition of the special staff in the districts of Chittoor, Kurnool, Coimbatore and Tinnevely resulted in the closing of Labour schools in those places. The proposal to revive these schools under the management of local boards is under consideration.

In addition to the schools mentioned in the table above the department maintained (1) a higher elementary school at Masulipatam, Kistna district, under the supervision of an honorary correspondent, (2) a school for the Sugalis at Panniam in the Kurnool district under the supervision of the District Superintendent of Police, Kurnool, and (3) a school at Hooker in the Nilgiris under the supervision of the Superintendent of the Government Cinchona Plantations, Naduvattam.

Medical inspection of boys was begun in Labour schools in the following compulsory education areas with effect from 1929-30 :—

Saidapet taluk of Chingleput district.

Mayavaram-Kumbakonam areas of Tanjore district.

Paniankara village in Malabar district.

Nizampet in Kistna district.

To provide accommodation for Labour schools 247 sheds were constructed and 491 sheds were improved at a total cost of Rs. 1,48,778 during the quinquennium. In some places the villagers built sheds for the schools but where that was not possible and where rented buildings conveniently situated could not be secured, sheds were built at State cost.

The scheme of supplying loin cloths to the most needy among parents was tried as an experimental measure in the districts of Tanjore and East Godavari in 1929-30 at a cost of Rs. 2,000 as a means of inducing them to keep their children at school. The scheme was given up on account of the financial stringency.

Scholarships.—Deserving students of the depressed classes who were too poor to prosecute their studies in schools and colleges without assistance were helped by the Labour Department by the grant of scholarships, boarding grants and stipends. Scholarships were granted both for general education and for industrial and technical courses of study.

The following are the details of the scholarships sanctioned during the quinquennium :—

	Number awarded.
(1) Scholarships for general education from standards IV to VI ranging in value from Rs. 2½ to Rs. 7 per mensem	5,292
(2) Collegiate scholarships ranging in value from Rs. 9 to Rs. 14 per mensem	26
(3) Residential scholarships for pupils in colleges and schools ranging in value from Rs. 18 to Rs. 25 per mensem	152
(4) Industrial scholarships ranging in value from Rs. 3½ to Rs. 20 per mensem	747
(5) Commercial scholarships of the value of Rs. 4 per mensem	50

Two hundred and twenty fee remissions were also granted in the year 1927-28 in addition to scholarships. In the case of holders of industrial scholarships bonuses were sanctioned to such of those who satisfactorily completed their training, the value of the bonus being two monthly scholarships for every year of training completed satisfactorily. Deserving students of the depressed classes were exempted from payment of examination fees for the several examinations and an expenditure of Rs. 2,782 was incurred during the quinquennium in granting such exemptions.

Poor pupils of the depressed classes were paid their boarding expenses and stipends were paid to deserving teachers of labour schools during their training courses. Grants were also given to poor pupils for the purchase of books and slates and a sum of Rs. 3,966 was spent for this purpose during the quinquennium.

Hostels.—For the benefit of pupils of the depressed classes reading in educational institutions, hostels were established at important centres and maintained at the cost of Government. The depressed class hostel at Royapetta known as the Paddison Hostel (in memory of the late Sir George Paddison), the Government Depressed Class Hostel, Masulipatam, the Slater Hostel, Madras, the Government Depressed Class Hostel, Calicut, and the Sundarachari Hostel, Salem, worked during the quinquennium and the expenditure incurred on them between 1927-32 was Rs. 1,44,864.

Grants to private bodies.—Private philanthropic agencies engaged in the uplift of the depressed classes were encouraged in

their work by liberal grants from the funds of the Labour Department. Fourteen such agencies received financial assistance during the quinquennium and the expenditure incurred was Rs. 79,387.

123. *Education of Criminal Tribes*—(1) *Kallars*.—An important feature of the reclamation activities on behalf of the Kallars and other criminal tribes was the provision of facilities for the education of their children. The reclamation work was under the supervision of the Superintendent, Kallar Reclamation in Madura and Ramnad districts, and under the Deputy Superintendent of Kallar Reclamation in the Tanjore district. The following table furnishes the number and strength of Kallar schools during the years 1927-28 and 1931-32:—

District.	Year.	Number of schools.	Number of pupils.
Madura and Ramnad.	1927-28	348	13,600
	1931-32	266	13,067
Tanjore	1927-28	117	4,000
	1931-32	67	3,264

Kallar pupils reading in other schools were awarded scholarships and fee remissions, the number of such grants being 783 for the quinquennium. Scout troops and Girl Guides and Blue Birds were organized in the three districts for Kallar pupils and it was found that they were keenly interested in these activities. In addition to the several boarding homes to which Kallar pupils were sent with the aid of boarding grants, in the districts of Tanjore and Madura, two boarding homes specially intended for their benefit at Uttamapalayam and Usilampatti in Madura district and a hostel in Tanjore district were maintained.

(2) *Koravas of Salem district*.—A scheme for the reclamation of Koravas, a criminal tribe in the Salem district was sanctioned during 1929-30. The work was at first entrusted to a retired Government official but was later put in charge of the District Labour Officer, Salem. Five schools were maintained for the benefit of Koravas under the direct supervision of the Labour Department. Besides these there were three schools under the management of the London Mission, Attur. One hundred and forty-eight fee remissions and 312 boarding grants were sanctioned during the quinquennium for the Korava boys.

(3) *Criminal Tribes in the Settlements*.—There were settlements for criminal tribes in the following places and in each settlement there was a school attendance at which was compulsory for all children of school-going age in the settlement. The following tables furnishes the figures:—

Name of settlement.	Boys.	Girls.	Total.
Aziznagar	132	87	219
Sitanagaram	97	91	188
Stuartpuram	222	193	415
Kavali	161	94	255
Sitapuram	35	34	69

The industrial schools for girls at Nellore and for boys at Perambur were abolished during the quinquennium.

124. *The Aboriginal and Hill Tribes*.—The Badagas, Kotas, Irulas, Panians, Kurumbas and Todas are the Aboriginal and the Hill tribes found in the Nilgiris. There were 75 schools specially intended for them in 1931-32 against 68 in 1926-27. Their strength increased from 3,678 to 3,800. The Badagas are educationally the most advanced among the hill tribes which is due to their being less scattered than the others.

The number of schools intended for Tondas in the Anantapur district increased from 5 to 8 and their strength from 156 to 159. There was not much progress in the education of Malayalis in Salem district and the number of schools specially intended for them decreased from 17 to 16 and their strength from 392 to 376. There were 28 schools for the Lambadis in the district of Bellary with a strength of 755 in 1931-32, against 3 schools with 99 pupils in 1926-27. There were 9 schools in 1931-32 for Yenadis, Chenchus and Lambadis in the Guntur district with a strength of 234 pupils. There were 3 schools for the itinerant tribe of Sugalis in the district of Cuddapah. In the Kurnool district there were 20 schools for the Chenchus under the administrative control of the Special Chenchu Officer with a strength of 321 boys and 197 girls.

At the end of the quinquennium there were 350 institutions for Aboriginal and Hill tribes in the Agency with 9,798 pupils in them against 301 schools with 8,517 pupils at the beginning. There were 103 schools with 2,623 pupils in the Vizagapatam Agency, 196 schools with 6,069 pupils in the Ganjam Agency, and 51 schools with 1,106 pupils in the East Godavari Agency. There were 25 schools for Savaras, 30 schools for Jatapus, 1 school each for Mokadoras and Yenadis and 46 schools for Valmiki, Kondadoras, Badagas, Mukes, Piyadis, etc., in the Vizagapatam Agency. For Khonds and Savaras there were 196 schools working in the Ganjam Agency. In the East Godavari Agency there were 51 schools for Koyas, and Kondareddis. The number of girls belonging to the Aboriginal and Hill tribes reading in the elementary schools in the Agency was 611. There were altogether 21,546 pupils on 31st March 1932 belonging to the Aboriginal and Hill tribes under instruction throughout the Presidency.

125. *Convict schools*.—Excluding the three Certified Schools at Alipuram, Chingleput and Ranipet there were nine Jail schools and two Borstal schools for boys with a strength of over 1,400 pupils in 1931-32. These institutions were mostly lower elementary schools imparting education through the vernacular. Vocational education in carpentry, weaving and other handicrafts was imparted in most of the schools, and physical education and moral instruction formed part of the school course. Convicts below the age of 30 were required to attend school compulsorily and there were cases of grown-up adults receiving general education voluntarily. The teachers of these schools were of the lower elementary grade generally, but

some schools had secondary grade teachers on their staff. The paid teachers in most of these schools were assisted by literate convicts in their work. The officers of the Education Department inspected the schools annually.

There were three Certified schools for girls, two in Madras, and one in Vellore under the management of non-Mission agencies. These schools had a strength of over 130 pupils and were under the supervision of trained women graduates who resided in the school premises. In addition to the instruction of an elementary nature in reading, writing and arithmetic useful crafts such as weaving, needle-work and spinning were taught to the girls.

126. *Schools for children employed in Factories and Plantation areas.*—The management of the Buckingham and Carnatic Mills maintained a night school and a day school for the adults and for the children of workmen employed in their factories. The day school had 1,458 pupils on the rolls in five standards and the night school 262 pupils. A technical section was attached to the day school for teaching tailoring, blacksmithy, tinsmithy, fitting and weaving to the pupils. There were altogether 57 ordinary and 7 technical teachers employed in both schools. In the Coimbatore district there was a school with 66 pupils attached to the Range Vilas Mills at Peelamedu. This school was in charge of a single teacher and worked in two batches. Many of the estates in the Anamalais had schools for the benefit of the children of workmen engaged in them; but only six schools of them were on the recognized list on 31st March 1932. These schools had 328 pupils on their rolls and a feature common to them was that the children did not remain long in the schools, their period of stay depending on the length of time their parents were engaged for work on the estates. Many of the pupils that left the estate schools continued their education in schools on the plains.

The Salt Department maintained at Vayalur in the Chingleput district, an elementary school for the children of the employees of the salt factory. This school had 30 pupils on its rolls in 1931-32 and was in charge of an untrained teacher of the secondary grade. There was a school at Humma in the Chatrapur taluk in the Ganjam district for the benefit of the children of the workers in the salt factory with seventeen boys and three girls on its rolls in four standards. For the children of the workers in the salt factory at Kistnapatam in the Nellore district there was a school with 32 boys and 8 girls, in charge of a trained teacher of the higher elementary grade. This school was well equipped and had a playground attached to it. In the Nilgiri district there was a part-time school working at Aravankadu for the benefit of the labourers of the Cordite Factory. At Naduvattam in the Nilgiri district there was a school for the children of the employees of the Chinchona plantations and the pupils of this school obtained employment as artisans in the factory on the completion of their school course. There were eleven schools under different managements with a total strength of 434 boys and 128 girls in all the estates on the Nilgiris (which were 108 in

number) in 1931-32 against two schools with 44 pupils in the preceding quinquennium. These schools had twenty teachers working in them. There were in addition a number of schools that were unrecognized. At the close of the quinquennium eight estates had no schools for the children of the workers employed in them. In the Vizagapatam district there were four factory schools attached to the Nellimarla Jute Mill, Chitivalasa Balacheruvu Salt Factory and the Polavaram Salt Factory. The total number of children attending schools was 72. The Salt Department maintained a school for the education of the labourers in the salt pan at Arumughaneri in the Chingleput district. Free education was given in this school to the children of labourers and of others unconnected with the factory; the school had a strength of 25 pupils and was in charge of a trained teacher of higher elementary grade. Most of the schools maintained by the Salt Department were inspected by the officers of the Educational Department.

XIII.—EDUCATION OF THE BLIND AND OF DEAF MUTES.

127. *Education of the blind and of deaf mutes.*—On 31st March 1932 there were four schools for the education of deaf mutes against 3 in 1927. The increase in the number of schools was due to the opening during the quinquennium of a new school under the management of the Municipal Council, Coimbatore. By the starting of the Victory Memorial school at Poonamallee in 1930 the number of schools for the blind was raised from 4 to 5. There was one institution for the education of deaf and blind pupils. The Corporation of Madras started a school for deaf mutes and the blind in 1926 but when the school at Poonamallee was opened the Corporation school was closed and its staff and pupils were transferred to Poonamallee.

The school for Lepers at Bapatla continued to work during the quinquennium.

The following table furnishes detailed information regarding the strength of each of these special institutions for the years 1927 and 1932:—

Name of the school.	Total strength.		Boys.		Girls.	
	1927.	1932.	1927.	1932.	1927.	1932.
1. U.L.C.M. School for the Blind, Rentachintala.	22	35	12	18	10	17
2. Deaf and Dumb School, Mylapore.	56	82	56	50	...	32
3. Deaf, Dumb and Blind School, Teynampet, Madras.	15	61*	15	61	...	...
4. T.D.T.A. Blind Boys' School, Palamcottah.	53	35	53	35	...	...
5. C.M.S. Deaf and Dumb School, Palamcottah.	78	125	50	51	28	74

* Forty pupils were deaf and dumb and 21 were blind.

Name of the school.	Total Strength.		Boys.		Girls.	
	1927.	1932.	1927.	1932.	1927.	1932.
6. T.O.T.A. Blind Girls' School, Palamcottah.	30	35	...	...	30	35
7. Deaf and Dumb School, Coimbatore.	...	11	...	8	...	3
8. Victory Memorial Blind School, Poonamallee.	...	30	...	30	...	...
9. Leper School, Bapatla	...	11	8	10	3	4
Total	...	265	428	194	263	71 165

The School for the Blind at Rentachintala had 35 pupils in 1932 against 22 in 1927. Education was given to the blind through books in Braille and an endeavour was made to fit the pupils for a useful life. The work of the school was made easier through the enrolment during quinquennium of younger pupils with greater keenness to learn. The handwork department attached to the school continued to train the pupils in useful crafts to enable them to eke out a living. Games and music were taught as recreational activities.

The Tinnevely Diocesan Trust Association, Palamcottah, maintained two institutions for the blind, one for boys and the other for girls. The strength of each school was 35 in 1931-32. In addition to general educational subjects, rattan work and weaving were taught to the pupils. The institutions are open to all communities and have boarding houses attached to them.

The Deaf and Dumb School at Palamcottah, an old institution managed by European women missionaries, had a strength of 125 pupils in 1931-32. The school trained pupils in carpentry, weaving, agriculture, tailoring, modelling, in addition to giving them general education. There were separate sections for pupils from the Tamil and Malayalam areas. The school interested itself in the Girl Guide and Boy Scout movements.

The School for the Deaf and Dumb at Mylapore was started fourteen years ago as a branch of the Deaf and Dumb School at Palamcottah. It continues to serve the purpose for which it was started, namely, of educating the deaf and dumb children of non-Tamil origin. English is the medium of instruction in the school and there were 82 children on its rolls in 1931-32. Besides general education courses, instruction is imparted in the school in tailoring, cabinet-making, embroidery and knitting. Attention is also given to games and Scout activities.

The Institute for the blind, dumb and deaf at Teynampet had four classes for the deaf and dumb and three classes for the blind, the total strength of all the classes being 61 in 1931-32. To the deaf and dumb, lip-reading articulation, arithmetic, sense training, writing, drawing, needlework, Froebel-work and drill were taught. The

blind pupils received instruction in general knowledge, English, Tamil, rattan work and mat-making. Nearly all the pupils were boarders and were provided with free boarding and clothing.

The Victory Memorial School at Poonamallee was started in 1930-31. It had an industrial section which received financial assistance from the Department of Industries. There were thirty pupils receiving instruction in the school. The crafts taught were rattan work, weaving and cotton-weaving.

The Municipal School for the deaf and dumb at Coimbatore came into existence in 1931-32 and had eleven pupils on the rolls. It had two sections in the preparatory classes, one for children under seven years of age and the other for children over seven. The subjects taught in the school were language, articulate speech, reading, arithmetic, sense training, drawing and drill.

The school for leper children at Bapatla had fourteen pupils on the rolls with two teachers in 1931-32. Although the situation and the surroundings of the school were good there was not adequate accommodation in the building for tainted and untainted children. The cost of maintenance of the school continued to be borne from the funds of the Salvation Army.

XIV.—EDUCATION OF INDIAN CHIEFS AND NOBLEMEN.

128. *Education of Indian Chiefs and Noblemen.*—Children of Indian Chiefs and noblemen under the control of the Court of Wards receive their education in most cases in the ordinary schools and colleges. The Serugada ward who was reading in the Rajkumar College at Jaipur was withdrawn from that College and admitted to Form VI of the school department of the Kalikota College at Berhampur. Private tutors are in many cases appointed to give additional tuition to wards reading in ordinary educational institutions. At the end of Fasli 1341 there were five wards reading in high school forms and classes.

XV.—PRIVATE INSTITUTIONS.

129. *Classification, number and strength.*—Private institutions are classed under four heads:—(1) Maktabas (Quran schools), (2) Mulla schools (Arabic institutions), (3) Tols (Sanskrit schools), and (4) Patasalas (Indigenous "pial schools"). These institutions are of three kinds—(1) those which are classed as primary schools and are recognized as such, (2) those which do not teach any part of the primary school course but are recognized as other special schools, and (3) those which are not recognized and which do not teach any part of the primary school course and are, therefore, classed as private institutions.

130. *Maktabas.*—The number of unrecognized Maktabas decreased from 593 in 1927 to 297 in 1932 and their strength from 27,024 to 12,544. Sixty-seven Maktabas which were unrecognized in 1925-26

were recognized as primary schools in 1926-27 and 24 Maktabas which were unrecognized in 1930-31 became recognized primary schools in 1931-32. The total expenditure on Maktabas in the last year of the quinquennium was Rs. 15,597 and the whole of it was met from private sources.

131. *Mulla schools*.—There was one recognized school for the advanced teaching of Arabic with a strength of 19 pupils. There were 208 unrecognized schools with 8,259 pupils in 1931-32 against 190 schools with a strength of 7,219 pupils in 1926-27. The expenditure on the one school recognized was Rs. 1,272 and the whole of it was met from private sources.

132. *Tols*.—At the beginning of the quinquennium under review, there were 290 of these Sanskrit schools of which 151 were recognized and 139 unrecognized. The recognized Sanskrit schools were of two grades, the advanced and the elementary, there being 44 advanced and 107 elementary schools. On 31st March 1932, there were altogether 284 Sanskrit institutions of which 127 were recognized and 107 unrecognized. Of the 127 recognized schools, 38 were of the advanced grade and 89 of the elementary grade. It will be noticed that the number of Sanskrit schools (recognized and unrecognized) decreased from 290 to 284 and that of the advanced and the elementary schools from 44 to 38 and from 107 to 89, respectively. The decrease in the number of Sanskrit elementary schools is due largely to the policy adopted by the Department of weeding out the ill-working elementary and of encouraging the advanced schools for the study of Sanskrit.

The strength of the recognized Sanskrit schools decreased from 6,022 to 5,058. Of the 127 such schools, 118 were for boys and 9 for girls, the strength of the boys' schools being 4,612 and that of the girls' schools 446. The expenditure incurred on these schools was Rs. 1,76,144 towards which Provincial funds contributed Rs. 27,728, Local and Municipal funds Rs. 2,383, fees Rs. 1,354, and other sources Rs. 1,44,679. The unrecognized schools (107) had a strength of 1,886 pupils and the expenditure incurred on them was Rs. 1,25,771, the whole of it being met from private sources.

133. *Sanskrit Colleges*.—At the beginning and at the end of the quinquennium under review the number of recognized and oriental colleges teaching Sanskrit was 18. The Sanskrit College at Chidambaram was taken over by the Annamalai University when the Annamalai University Act came into force. An Oriental College for Women was started in the Andhra University area in 1930 and is affiliated to that University. Of the 18 Sanskrit colleges on 31st March 1932, 14 were managed by private agencies and were aided; 3 were unaided and 1 was under local board management. The strength of these institutions increased from 284 in 1927 to 575 in 1932. During the quinquennium with which this report deals, a committee was appointed by the Director of Public Instruction to examine the question of Sanskrit education with reference (1) to the

position of Sanskrit schools and colleges in the educational system of the Presidency and the extent to which such institution should be aided from Provincial funds, (2) the demand in educational institutions for the products of the system of education pursued in Sanskrit schools, and (3) the restriction of aid to Sanskrit institutions in large centres where higher study may be encouraged and the training of pandits in up-to-date methods for work in colleges and secondary schools may be undertaken. The Committee submitted its report to the Director of Public Instruction and, on the proposals made by the Director, Government passed orders in 1929 agreeing with his recommendations regarding scholarships, grant-in-aid and the training of pandits.

The schools aided by the Department continue to be inspected and controlled by the Superintendent of Sanskrit Schools assisted by two Supervisors.

134. *Patasalas*.—These are schools which are commonly known as "pial schools." So long as they are not recognized and teach no part of the elementary school course, they are classed as patasalas. It has been found that large numbers of these institutions have each year sought recognition and during the quinquennium under review 2,587 such schools became recognized primary schools. On 31st March 1932, there were 917 patasalas for boys and 51 for girls with a strength of 23,585 and 1,604 pupils. Their number decreased steadily owing largely to their conversion into recognized schools.

XVI.—SCHOLARSHIPS.

135. *Scholarships*.—The total number of Government scholarships tenable in all grades of educational institutions was 1,802. There were 754 scholarships intended exclusively for girls and women reading in colleges, secondary and elementary schools, in which were included the scholarships for Hindu and Muhammadan widows, residential scholarships for unmarried girls, and scholarships for Mappilla girls in Malabar. On account of the prevailing financial stringency only 370 of the scholarships available for women were awarded in 1931-32.

For all grades of educational institutions for boys there were 722 scholarships; there were in addition 326 scholarships for which both boys and girls were eligible.

The total expenditure on scholarships which was Rs. 2.18 lakhs in the last year of the preceding quinquennium decreased to Rs. 1.4 lakhs in 1931-32, the reasons for the decrease being the holding in abeyance of some scholarships and the reduction from 12 to 9 in the number of months for which they were awarded. Only 569 scholarships were sanctioned in 1931-32. State scholarships for higher studies in the United Kingdom continued to be awarded till the end of 1930. From 1931 their award was deferred on account of the financial stringency.

Further additions to the number of scholarships of various classes were made during the quinquennium. The number of special scholarships for Adi-Dravidas and Adi-Andhras, Aboriginal and Criminal tribes was increased by 6, and the 16 scholarships and fee remissions tenable in Forms I to VI were doubled, the additional scholarships being earmarked for Christian pupils of depressed class origin. The number of residential scholarships for girls was increased and the scholarships were thrown open to members of all recognized hostels for girls.

In consequence of the delegation of the administrative responsibility to the Agents to the Governor in the Districts of Ganjam, Vizagapatam and East Godavari in respect of elementary education in the Agency area, the power to sanction scholarships in elementary schools was transferred to the Agents during the quinquennium.

Towards the end of 1931 it was ordered by Government that scholarships tenable in colleges and secondary schools for men and women should, as a temporary measure, be paid for nine instead of twelve months. In 1931-32 it was decided that scholarships should in future years be paid for nine months only. In 1931-32 there was no fresh award of scholarships for boys. In regard to scholarships for women and girls, there was no fresh award of the non-residential scholarships for Hindu and Muhammadan widows, special scholarships for girls and the scholarships available for the pupils of the Government Hobart Secondary and Training School for Muhammadan Women.

XVII.—HOSTELS.

136. *Hostels*.—At the close of the quinquennium ending March 1927 there were 500 hostels and boarding houses for boys and 198 for girls in the Presidency. During the quinquennium under review the number of hostels and boarding houses for boys decreased by 25 and that of girls increased by 65. A feature of the decrease in the number of institutions for boys has been that the hostels and boarding houses intended for Hindus decreased from 251 to 219 and those for European and Christians increased slightly.

Although the number of hostels for boys decreased their strength increased from 22,719 to 27,845. In respect of hostels for girls the increase in strength was from 11,097 to 15,277. Regarding the increase in strength in hostels for boys it is of interest to note that the number of boarders of all communities except that of Brahmans rose considerably. In hostels meant for girls there was increase in the number of boarders of all communities except the European.

A striking feature of the figures is that the number of boarders of the Indian Christian, the Non-Brahman, the Adi-Dravida and the kindred castes and of the Muhammadan community increased and that of Brahman boys decreased generally.

The three Universities in the Presidency recognise the value of hostels. Residence in recognised hostels is an important feature of

undergraduate life in the Annamalai University. The Andhra University similarly recognises the need for hostel provision and among the new buildings under construction at Waltair is a hostel for undergraduates. The colleges affiliated to and recognised by the University of Madras have hostels attached to them and the University insists on the colleges in its jurisdiction providing suitable hostels for students not living with their parents or relations. Out of the 43 Arts colleges for men and women in the Presidency, 36 had hostels attached to them, all the five women's colleges being provided with hostels.

So far as secondary, elementary and training schools are concerned, 165 secondary schools for boys out of 530 and 159 elementary schools for boys out of 46,681 and 31 training schools for masters out of 83 were provided with hostels. Institutions for girls and women and for Europeans show a much higher percentage of hostel provision generally than schools for Indian boys.

For the construction of hostels, a sum of Rs. 2.6 lakhs was spent in the shape of grant-in-aid during the quinquennium under review against nearly 4 lakhs between 1922-27.

The following hostels were completed or were under construction during the quinquennium ending March 1932:—

- Madras—Ramakrishna Mission School Hostel.
- Do. Loyola College Hostel.
- Masulipatam—Hindu High School Hostel.
- Chidambaram—The Sri Minakshi College Hostel.
- Do. The Ramaswami Chettiar's High School Hostel.
- Madura—The American Mission College Hostel.
- Udipi—The St. Cecilia's Secondary School Hostel.
- Bendore—The St. Ann's High School Hostel.
- Berhampur—The Kallikota College Hostel.
- Tiruvannamalai—The Danish Mission High School Hostel.
- Madura—The Union Christian High School Hostel.
- Salem—The London Mission Training School Hostel.
- Madura—The Capron Hall High School Hostel.
- Karaikudi—The S.M.S.V. High School Hostel.
- Uruva—The Victoria Caste Secondary School Hostel.
- Goody—The London Mission High School Hostel.

137. *Expenditure relating to Hostels*.—Out of Rs. 39.89 lakhs spent on the maintenance of hostels (including charges for boarding) Rs. 29.71 lakhs related to hostels for Indians and towards the latter amount, boarding fees paid by the students contributed Rs. 14.08 lakhs and public funds Rs. 3.75 lakhs.

As worked out on the basis of the figures for the Presidency, the average monthly cost per boarder was Rs. 15 in a college hostel, Rs. 10 in a secondary school hostel, Rs. 6 in an elementary school and Rs. 7 in a training school hostel. These figures do not, however, correctly represent the cost of living in expensive localities, e.g., the City of Madras and large towns in the districts: the

average cost per boarder, for example in the Victoria Hostel attached to the Presidency College, Madras, was Rs. 32, the cost of living in other institutions in the City being approximately Rs. 24 per month. The average cost of living in a boarding house or hostel for girls was approximately Rs. 10-8-0 per month.

The expenditure on hostels attached to European schools was Rs. 10.18 lakhs and towards that amount fees contributed Rs. 3.53 lakhs and Provincial funds Rs. 2.28 lakhs, and the balance of Rs. 4.37 lakhs was met from private sources. The average cost of living in a hostel for Europeans was approximately Rs. 33 per month.

138. *General.*—From the increase in the number of boys and girls residing in hostels and boarding houses it may be inferred that there is a growing recognition of the value of residential life for persons reading in educational institutions. The present financial depression perhaps accounts for diminished activity in regard to the building of hostels but there is nevertheless greater appreciation of the value of hostel life. Christian institutions both for boys and girls have generally shown more enterprise in the matter of the provision of hostels than non-Christian institutions.

There are naturally wide differences between districts in the matter of hostel provision and some areas are more progressive in this direction than others. Regarding the quality of accommodation provided and the efficiency of arrangements in hostels, there is much scope for improvement as is seen from the following remarks of district officers:—

Mr. Bhadrappa, District Educational Officer, East Godāvāri.—“There was no hostel life so called as these hostels were dignified hotels.”

Mr. G. L. Lobo, District Educational Officer, Chingleput.—“I cannot say that life in any of the hostels has any influence in the shaping of the character of the inmates. However, these hostels provide cheap boarding in fairly healthy surroundings.”

The reports from the districts of Kistna, Kurnool, Anantapur, North Arcot and from the Inspectresses of Girls' Schools point, however, to a better state of things and indicate not only that there is a better realisation of the need for hostels but that the tone of the institutions in those areas is such as to promote brotherhood and equality among the boarders.

The development of a properly organized residential system as an integral part of the scheme of education has not reached a satisfactory stage in the Presidency. Towards the close of the quinquennium under review, Government approved the inclusion in the Madras Educational Rules of a special chapter (Chapter XII) laying down the conditions under which a hostel not attached to a particular educational institution but meant for girls reading in recognized schools and colleges may be approved by the Director of Public Instruction.

XVIII.—BOOKS.

139. *Government Oriental Manuscripts Library.*—The office of the Curator continued to be held by M.R.Ry. Mahamahopadhyaya Vidyavacaspathi S. Kuppuswami Sastri Avargal, Professor of Sanskrit and Comparative Philology, Presidency College, Madras. One thousand one hundred and four manuscripts were collected and acquired during the quinquennium under report against 2,26 in the quinquennium ending March 1927. Manuscripts were given on loan as before to scholars and institutions interested in oriental learning and to editors of oriental works. The publication of the Triennial and Descriptive Catalogues of the Sanskrit and Tamil manuscripts was proceeded with and arrangements were made for the publication of similar descriptive catalogues in relation to the Kanarese, Malayalam and Hindustani manuscripts in the library. Alphabetical indexes and manuscripts in Tamil, Telugu, Malayalam, Kanarese, Persian, Hindustani and Arabic were prepared and completed. The printing of a valuable commentary on the Brahmasiddhi by Sankhapani along with appendices and indexes was completed.

The number of visitors to the library between 1927 and 1932 was 25,907 and the number of manuscripts and books consulted by them was 43,849, the corresponding figures for the years 1922-27 being 19,213 visitors and 20,739 manuscripts. The increase in the number of visitors to the library and of the books consulted by them is an indication of its growing popularity and usefulness.

The Advisory Committee of the library appointed in 1924 was reconstituted in 1929.

140. *Text-Book Committee.*—The strength of the Text-Book Committee continued to be 40 during the quinquennium. Six thousand six hundred and fifty books were dealt by the Committee between 1927 and 1932 of which 4,119 were approved for school use and 1,644 were considered suitable for libraries and use by teachers and 887 were declared unsuitable.

In 1927-28 Hindi was added to the list of languages coming within the purview of the Committee and in 1931 it was decided that text-books written definitely on religion should not be considered by the Committee.

The increasing use of the vernacular as the medium of instruction and examination led to an increase during the quinquennium in the number of vernacular books submitted to the Committee. Where the chairman or the members of a sub-committee were not conversant with the language in which a book was written the opinion of experts from among the other members of the Text-Book Committee or from non-members continued to be obtained, and books were dealt with in the light of the expert opinions received. A report was submitted to Government in 1930 on the working of the Committee for the five years ending March 1930 and a consolidated list of books approved for school use up to 31st March 1932 was prepared and published. Inspecting officers were asked to inform heads of institutions that books other than those approved for school use should not be prescribed in schools even for non-detailed study.

141. *Registration of books.*—The office of the Registrar of Books continued to be held by M.R. Ry. Rao Bahadur A. C. Pranatharthi-hara Ayyar, i.s.o. 18,290 books and 5,202 periodicals were registered under the provisions of the Press and Registration of Books Act during the quinquennium ending March 1932 against 17,784 books and 4,241 periodicals in the preceding quinquennium. Religion continued to be the subjectmatter of a large number of books registered.

XIX.—MISCELLANEOUS.

142. *Education in Cantonment areas.*—The only Cantonment area in the Presidency is Wellington where there were five lower elementary schools for Hindu boys, of which two had the fifth standard as the highest, two the fourth and one the second. One school was maintained by the Cantonment Board and received aid from the District Educational Council of the Nilgiri district and the remaining four were managed by mission agencies. There were 386 boys and 57 girls on the rolls of the five schools and the total expenditure incurred on them during the quinquennium was Rs. 5,159, of which Rs. 2,514 was met from Provincial Funds and Rs. 554 from the funds of the Cantonment. There was one school for girls and one for Muhammadan boys; the girls' school had a strength of 132 pupils in five standards and the school for Muhammadan boys had 68 pupils on the rolls, of whom 25 were boys and 33 girls. Twenty-one teachers were employed in the Cantonment area, and of these 16 were trained.

143. *Provident Fund.*—The scheme of a Provident Fund for teachers in non-pensionable service which was introduced in 1923 was revised in 1927. The more important of the changes made in the rules during the quinquennium were—

(1) Extension of the scheme to clerks employed by District Educational Councils and to teachers in aided colleges.

(2) The vesting of powers in the Agent to the Governor in the districts of Ganjam, Vizagapatam and East Godavari as regards the control of the Fund in the Agency area.

(3) The amendment of rules relating to the closure of the accounts of the subscribers who join Government service and the omission of the proviso restricting the period of unemployment in the rules relating to the transfer of accounts.

(4) The amendment of rules relating to premature withdrawals from the Fund.

The number of subscribers to the Fund increased from 7,998 in 1927-28 to 9,952 in 1931-32.

144. *Educational bulletins.*—The Department published the following bulletins during the quinquennium:—

Child education.

Manual training and Wood-work.

Plant life.

Suggestions for the teaching of early lessons in number.

Language training during the first year of the school course.

Elementary Science and Elementary Mathematics (reprinted).

145. *Educational associations and reading rooms.*—Educational Associations (including associations of teachers) increased from 2,086 to 2,523 and their membership from 93,531 (including 2,002 women) to 115,075 (including 4,547 women). The number of reading rooms and literary associations both, registered and unregistered, increased from 954 to 1,204 and their membership from 343,685 to 680,948.

146. *Employment of teachers as postmasters.*—The system of utilizing the services of teachers as postmasters of branch offices continued during the quinquennium. There were 712 teachers so employed on monthly allowances varying from Rs. 7 to Rs. 10. The percentage of branch offices in charge of school masters to the total number of extra-departmental branch offices decreased from 30.2 per cent in 1926-27 to 20.6 in 1931-32.

147. *Service registers and inventories of valuable stock.*—Service registers and certified copies of them and the inventories of valuable stock were maintained in accordance with the rules during the quinquennium.

148. *New features of the report.*—The education of girls has for the first time in these reports been reviewed side by side with that of boys and there is no separate chapter on the education of women. A new chapter on experiments in education has been added at the request of the Educational Commissioner with the Government of India.

149. *Education and Retrenchment.*—Progress in education depends so largely on finance that it is not surprising that the retrenchments in expenditure effected in the last two years of the quinquennium resulted in the curtailment of educational activity in several ways. The essential machinery of administration remained intact—and to that extent there was no setback—but the growth and expansion which in less stringent years would have been normal were effectively held in check through the Department having to retrace in every direction. In deciding what things were fundamental to progress and what were not, much care was spent and the singling out of items for purposes of retrenchment was difficult: but what emerged from the investigation was the conviction that the lower stages of education were far more vital than the higher from the point of view of the great mass of the population and that it was less expedient to apply the axe to them.

I have the honour to be,

Sir,

Your most obedient servant,

W. ERLAM SMITH,

Acting Director of Public Instruction.

APPENDIX.

(a) NAMES OF LOCAL BODIES THAT DO NOT LEVY EDUCATION CESS.

Taluk Boards.

1. Bellary.	6. Kanigiri.	11. Gudur.
2. Harpanahalli.	7. Venkatagiri.	12. Umbakonam.
3. Hospet.	8. Kandukur.	13. Mayavaram.
4. Tadepalligudem.	9. Kavali.	
5. Nellore.	10. Atmakur.	

Municipalities.

1. Gudiyattam.	17. Parlakimedi.	33. Coonoor.
2. Tirupattur.	18. Cocanada.	34. Ootacamund.
3. Tiruvannamalai.	19. Chittoor.	35. Srivillipattur.
4. Walajpet.	20. Chirala.	36. Sivakasi.
5. Chidambaram.	21. Guntur.	37. Karaikudi.
6. Cuddalore.	22. Ongole.	38. Mannargudi.
7. Villupuram.	23. Mangalore.	39. Mayavaram.
8. Adoni.	24. Bozwada.	40. Tiruvavur.
9. Bellary.	25. Palacole.	41. Palamcottah.
10. Tirupati.	26. K. rnool.	42. Tuticorin.
11. Coimbatore.	27. Nandyal.	43. Karur.
12. Dharapuram.	28. Bodinayakanur.	44. Trichinopoly.
13. Udumalpet.	29. Palni.	45. Anakapalle.
14. Pollachi.	30. Periyakulam.	46. Bimlipatam.
15. Cuddapah.	31. Cunnore.	47. Vizianagram.
16. Berhampur.	32. Palghat.	48. Vaniyambadi.

(b) NAMES OF LOCAL AUTHORITIES THAT HAVE INTRODUCED COMPULSION.

Municipalities.

1. Nellore.	10. Masulipatam.	19. Hospet.
2. Kumbakonam.	11. Cochin.	20. Virudhunagar.
3. Nuzvid.	12. Mayavaram.	21. Ellore.
4. Conjeevaram.	13. Madurai.	22. Rajamundry.
5. Tellicherry.	14. Hingapur.	23. Matras Corporation.
6. Tiruppur.	15. Proddatur.	24. Vizagapatam.
7. Tinnevely.	16. Dindigul.	25. Nellore.
8. Chingleput.	17. Calicut.	
9. Erode.	18. Parlakimedi.	

Taluk Boards.

1. Taluk Board, Walluvanad—Mannarghat Village Panchayat.	5. Sivakasi—Vadamalapuram and Sengamalan-chiyarpuram.
2. Ponnani—Three select amsoms.	6. Saidapet Taluk (Chingleput District).
3. Ernad—Select amsoms in East and West Ernad.	7. Tiruvadi Union (Tanjore District).
4. Tirupattur—Natrampalli and Agraharam Panchayats.	

General Summary of Educational Institutions and Scholars.

Area in square miles.	142,260	Percentage of scholars to total population.			
		Recognized institutions.		All institutions.	
		1932.	1927.*	1932.	1927.*
Population—					
Males ...	23,082,009				
Females ...	23,657,108				
Total ...	46,740,107				
		Males ...	9.3	9.2	9.5
		Females ...	3.1	2.5	3.1
		Total ...	6.2	5.8	6.3

	Institutions.			Scholars.			Stages of instruction of scholars entered in column (a).
	1932.	1927.	Increase or decrease.	1932.	1927.	Increase or decrease.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
RECOGNIZED INSTITUTIONS.							
Universities ...	3	2	+ 1	566†	...	+ 566	(a) 278
For Males.							(b) 288
Arts Colleges‡ ...	57	60	- 3	12,404	12,200	+ 204	(a) 4,809
Professional Colleges ...	10	10	...	2,055	2,177	- 122	(b) 7,595
High Schools ...	378	342	+ 36	157,083	139,477	+ 17,606	(c) 2,055
Middle Schools ...	174	212	- 38	26,471	27,563	- 1,112	(d) 118,400
Primary Schools ...	48,697	48,389	+ 308	2,265,966	1,986,645	+ 279,315	(e) 38,683
Special Schools ...	331	349	- 18	25,239	21,797	+ 3,442	(f) 13,879
Total ...	47,642	47,362	+ 280	2,489,212	2,189,879	+ 299,333	(g) 12,592
For Females.							(h) 2,265,966
Arts Colleges‡ ...	6	5	+ 1	509	416	+ 93	(a) 148
Professional Colleges ...	2	2	...	66	41	+ 25	(b) 361
High Schools ...	65	56	+ 9	16,360	11,957	+ 4,403	(c) 66
Middle Schools ...	43	43	...	6,408	5,655	+ 753	(d) 6,887
Primary Schools ...	5,682	3,399	+ 2,283	358,495	229,062	+ 129,433	(e) 9,493
Special Schools ...	104	74	+ 30	5,488	3,864	+ 1,624	(f) 1,402
Total ...	5,902	3,579	+ 2,323	387,726	250,995	+ 136,731	(g) 5,006
UNRECOGNIZED INSTITUTIONS.							(h) 358,893
For Males ...	1,528	2,856	- 1,328	45,685	81,188	- 35,503	
For Females ...	52	41	+ 11	1,693	1,126	+ 567	
Total ...	1,580	2,897	- 1,317	47,378	82,314	- 34,936	
Grand total	55,127	53,840	+ 1,287	2,924,882	2,523,188	+ 401,694	

(a) In Graduate and Post-graduate classes.

(b) In Intermediate classes.

* Percentage as per census figures of 1921.

† Scholars reading in the Annamalai Residential University only.

‡ Includes Oriental Colleges.

§ Includes scholars in standards VI to VIII in elementary schools.

General Summary of Expenditure on Education.

General Summary of Expenditure on Education												
	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1931-32.	1926-27.	Increase or decrease.	Govern-ment funds.	Local funds.	Fees.	Other sources.	Govern-ment funds.	Local funds.	Fees.	Other sources.	
	RS.	RS.	RS.					RS.	RS.	RS.	RS.	
Direction and Inspection	19,40,522	18,75,962	+ 2,61,560	100.00	...	...	...	...	...	...	...	0.69
Universities	1,10,158	8,52,097	+ 7,57,191	4.87	...	42.77	20.36	38.45	...	44.62	21.18	104.25
Miscellaneous	1,03,65,060	87,37,988	+ 16,58,072	26.01	14.53	18.77	40.67	0.84	0.52	0.67	1.47	3.00
Total	1,37,15,740	1,12,65,917	+ 24,49,823	37.58	10.83	18.42	32.66	1.85	0.53	0.93	1.87	4.91
Institutions for Males.												
Arts Colleges	24,63,732	22,48,757	+ 2,14,775	28.88	0.55	48.22	22.35	55.55	0.85	92.76	43.04	192.00
Professional Colleges	12,67,993	10,49,531	+ 1,58,372	7.57	0.02	22.65	2.15	44.83	0.79	31.40	12.72	591.51
High Schools	77,31,742	65,11,330	+ 12,40,412	19.90	12.39	52.64	17.38	9.76	6.70	25.53	6.98	48.53
Middle Schools	11,20,872	11,98,456	- 77,584	29.43	14.95	32.95	22.67	12.38	6.59	13.36	9.54	47.07
Primary Schools	1,91,22,295	1,42,83,224	+ 48,39,071	55.60	25.88	3.26	15.26	4.77	2.22	0.78	1.31	8.58
Special Schools	37,57,005	37,30,927	+ 26,379	64.12	2.03	3.71	30.14	93.49	3.00	5.56	45.57	151.50
Total	3,54,23,450	2,90,21,925	+ 64,01,455	46.73	17.53	18.82	16.92	6.74	2.53	2.72	2.44	14.43
Institutions for Females.												
Arts Colleges	2,54,268	1,99,316	+ 54,952	51.95	...	13.62	34.43	25.50	...	67.20	17.00	493.70
Professional Colleges	40,292	33,992	+ 7,070	66.69	...	4.67	28.64	4.68	...	28.49	17.70	699.99
High Schools	12,90,922	9,58,093	+ 3,32,659	47.14	0.80	20.92	31.06	37.26	0.61	16.53	24.53	7.96
Middle Schools	3,80,276	3,99,612	- 70,651	40.10	2.59	17.43	39.48	23.24	1.13	10.12	22.92	58.05
Primary Schools	43,30,268	27,67,841	+ 15,82,427	50.39	31.15	1.14	17.82	10.6	3.7	0.15	2.15	12.43
Special Schools	11,06,785	7,63,386	+ 3,46,399	61.22	1.30	1.08	35.74	125.10	2.83	3.43	73.14	204.50
Total	74,22,751	42,84,590	+ 24,38,177	51.05	18.75	5.95	24.24	10.00	3.67	1.17	4.75	19.59
Grand total	5,97,61,851	4,52,72,432	+ 1,14,89,419	45.6	16.01	17.16	21.74	9.02	3.23	3.44	4.36	20.04

1.—Classification of Educational Institutions

	For males.						For females.					
	Government	Municipal Board.	Local Board.	Aided.	Unaided.	Total.	Government.	Municipal Board.	Local Board.	Aided.	Unaided.	Total.
RECOGNIZED INSTITUTIONS.												
Universities	...	...	...	3	...	3	...	...	...	...	...	...
Colleges—												
Arts and Science *	6	...	1	33	2	42	1	...	...	2	1	4
Law	1	...	...	...	...	1	...	...	...	...	...	...
Medicine	2	...	...	1	...	3	1	...	...	1	...	2
Education	1	...	...	...	...	1	...	...	...	...	...	...
Engineering	1	...	...	...	...	1	...	...	...	...	...	...
Agriculture	1	...	...	...	...	1	...	...	...	...	...	...
Commerce	1	...	...	...	...	1	...	...	...	...	...	...
Forestry	1	...	...	...	...	1	...	...	...	...	...	...
Veterinary Science	1	...	...	...	...	1	...	...	...	...	...	...
Intermediate and Second-grade Colleges.	3	1	...	11	...	15	...	...	...	2	...	2
Total	18	1	1	45	2	67	2	...	...	5	1	8
High Schools	12	9	128	195	4	378	15	...	...	48	...	65
Middle Schools { English	3	11	77	78	5	174	7	2	1	31	2	43
{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	1,683	1,111	15,650	27,564	676	46,682	41	449	3,244	1,738	90	5,682
Total	1,701	1,186	15,855	27,837	685	47,244	63	453	3,363	1,817	92	5,790
Special Schools—												
Arts	1	1	...	1	1	4	...	...	...	...	...	...
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medical	4	...	...	...	...	4	1	...	...	1	...	2
Normal and Training	61	...	...	21	1	83	6	1	...	26	1	64
Engineering†	2	...	...	...	1	3	...	...	...	...	...	...
Technical and Industrial	8	1	...	40	...	49	...	...	...	24	...	24
Commercial	3	...	...	3	31	38	...	...	...	...	...	...
Agricultural	1	...	1	...	...	2	...	...	...	...	...	...
Reformatory	2	...	...	...	...	2	...	...	...	...	...	...
Schools for Defectives	...	1	...	...	...	1	...	...	...	...	...	...
Schools for Adults	5	...	...	13	...	18	...	...	...	...	...	...
Other Schools	...	...	5	89	25	119	...	1	...	11	...	12
Total	89	3	6	175	59	331	37	1	1	64	1	104
Total recognized institutions	1,807	1,174	15,861	28,060	746	47,645	102	452	3,368	1,883	93	5,902
UNRECOGNIZED INSTITUTIONS												
	...	...	...	...	1,528	1,528	...	...	...	...	...	...
Grand total, all institutions	1,807	1,170	15,862	29,066	2,274	49,173	102	453	3,369	1,886	146	5,954

* Includes Oriental colleges.

† Includes survey schools.

II-A.—Distribution of Scholars attending

	Government			District Board.			Municipal Board.		
	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
READING.									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Sciences ...	2,691	2,518	674	80	77	73	105	104	10
Law ...	498	47	161	...	...	...	...	...	...
Medicine ...	711	671	168	...	...	...	...	...	...
Education ...	250	235	130	...	...	...	...	...	...
Engineering ...	253	240	223	...	...	...	...	...	...
Agriculture ...	150	150	...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...	...	...	...
Forestry ...	38	36	...	...	...	...	...	...	...
Veterinary Science ...	125	120	89	...	...	...	...	...	...
Total ...	4,716	4,397	1,445	80	77	73	105	104	10
<i>School and Special Education.</i>									
In High Schools ...	3,535	3,337	13	40,495	37,078	1,009	10,426	17,998	202
In Middle Schools { English	495	366	...	9,525	8,405	218	2,018	1,778	...
Vernacular.	...	...	...	...	...	...	...	...	...
In Primary Schools ...	74,638	58,395	458	844,852	665,262	161	122,148	94,416	...
Total ...	78,578	62,008	471	894,872	710,745	1,388	143,587	114,192	202
In Art Schools ...	265	225	...	...	...	...	279	240	...
In Law Schools ...	...	...	...	...	...	...	...	...	...
In Medical Schools ...	4,057	978	356	...	...	...	...	...	...
In Normal and Training Schools ...	8,841	7,971	700	...	...	...	...	...	...
In Engineering Schools ...	443	429	45	...	...	...	...	...	...
In Technical and Industrial Schools ...	1,702	656	200	...	...	...	20	14	...
In Commercial Schools ...	335	326	...	...	...	...	...	...	...
In Agricultural Schools ...	8	8	8	23	20	23	...	...	...
In Reformatory Schools ...	524	489	438	...	...	...	...	...	...
In Schools for Defectives ...	...	...	...	...	...	...	11	7	...
In Schools for Adults ...	133	78	...	...	...	...	...	...	...
In Other Schools ...	...	...	...	171	134	60	...	...	...
Total ...	13,308	11,140	1,846	194	154	83	310	261	...
Total for recognized institutions ...	96,602	77,635	3,762	895,146	710,976	1,541	144,002	114,557	212
IN UNRECOGNIZED INSTITUTIONS.									
Grand total, all institutions for males ...	96,602	77,635	3,762	895,146	710,976	1,541	144,002	114,557	212

Educational Institutions for Males.

	Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of females included in column 16.
	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	
10,033	9,150	2,410	61	60	24	12,970	11,901	3,191	183	
...	...	...	...	...	...	448	427	181	3	
...	...	...	...	...	...	711	671	168	69	
30	28	6	...	...	...	280	263	136	...	
...	...	...	...	...	...	253	240	223	...	
...	...	...	...	...	...	150	150	...	...	
...	...	...	...	...	...	38	36	...	...	
...	...	...	...	...	...	125	120	89	...	
10,063	9,178	2,416	61	60	24	15,025	13,816	3,968	255	
92,939	80,078	5,799	688	604	47	157,083	145,115	7,068	3,741	
13,648	12,208	1,001	880	693	47	26,471	23,500	1,266	1,516	
1,200,999	985,429	6,848	23,323	18,441	14	2,265,980	1,821,943	7,481	365,062	
1,307,580	1,083,765	13,648	24,891	19,758	106	2,449,514	1,990,558	15,815	370,319	
30	29	30	40	35	18	614	529	48	3	
...	...	...	...	...	...	1,057	978	356	24	
2,117	2,036	862	25	24	22	10,953	10,031	1,584	2	
...	...	...	15	12	...	458	441	45	...	
2,653	2,377	1,352	...	...	...	4,875	3,047	1,651	41	
355	322	...	678	577	...	1,363	1,225	...	5	
70	68	64	...	...	...	101	91	95	...	
66	77	69	...	...	...	593	546	507	18	
257	200	65	...	...	...	268	207	65	50	
663	521	...	...	...	...	796	699	...	...	
3,827	3,319	280	633	555	40	4,631	4,008	390	549	
10,041	8,944	2,722	1,386	1,203	80	25,239	21,702	4,731	693	
1,327,690	1,101,887	18,786	26,338	21,021	210	2,489,778	2,026,076	24,514	371,272	
...	...	...	45,685	31,825	529	45,685	31,825	519	8,162	
1,327,690	1,101,887	18,786	72,023	52,846	739	2,535,463	2,057,901	25,043	379,434	

* Includes also statistics of unrecognized schools.

II. B.—Distribution of Scholars attending

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
266	259	187	6	5		509	487	345	...
30	29	21				66	63	43	...
296	279	208	6	5		575	550	388	...
11,130	10,157	2,985	...	...	...	16,360	14,29	3,202	994
4,624	4,224	1,181	82	77	35	6,408	5,701	1,119	680
1,6785	102,930	4,900	3,733	2,774	93	358,895	279,048	5,129	24,343
132,539	117,311	8,126	3,815	2,851	128	381,663	299,738	9,550	26,026
81	81	81	...	...	...	172	166	81	...
1,375	1,335	922	16	16	3	3,232	3,036	1,774	...
1,363	1,214	418	...	...	...	1,363	1,214	418	38
...	...	...	...	...	...	...	...	...	...
160	152	139	...	...	...	160	152	139	51
556	498	99	...	...	...	581	502	99	46
3,535	3,290	1,659	16	16	3	5,488	5,070	2,511	135
136,370	120,870	10,993	3,837	2,872	131	387,721	305,358	12,449	26,161
...	...	...	1,693	1,283	14	1,693	1,283	14	156
116,370	120,870	10,993	5,580	4,155	145	359,419	3,6611	12,463	27,317
1,474,000	1,222,757	26,779	77,553	57,001	884	2,924,882	2,364,542	37,506	405,751

Expenditure on buildings includes Rs. 8,49,873 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following main items:—

(1) Boarding charges in hostels; (2) Scholarships in schools and colleges; and (3) Charges relating to the Oriental Manuscripts Library, Regis-
tration of books, Text-Book Committee, O

[illegible]

III-A.—Expenditure on Education—Notes—cont.

Expenditure on buildings includes Rs. 8,49,573 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following main items:—

(1) Boarding charges in hostels; (2) Scholarships in schools and colleges; and (3) Charges relating to the Oriental Manuscripts Library, Registration of books, Text-Book Committee, etc.

	Aided institutions—cont.			Recognized and unaided institutions.			Total expenditure from					
	Fees.	Other sources.	Total, columns 13-17.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Grand total.
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Direction ..	...	...	...	...	...	...	2,03,503	...	...	...	...	2,03,503
Inspection ..	...	...	...	...	...	...	14,15,223	...	...	...	...	14,15,223
Buildings, etc. ..	...	...	...	...	...	...	16,25,600	10,05,304	3,39,831	1,59,813	16,73,781	48,01,920
Miscellaneous ..	...	...	...	...	...	...	63,119	33,040	7,837	12,01,326	16,93,030	36,16,361
Total ..	...	...	...	...	...	...	32,55,001	10,38,345	3,47,168	13,61,139	33,65,814	1,00,69,067
UNIVERSITY AND COLLEGIATE EDUCATION.												
Universities ..	6,88,780	3,27,878	10,16,158	...	...	...	5,93,500	...	...	6,88,780	3,27,878	16,10,158
BOARDS OF SECONDARY AND INTERMEDIATE EDUCATION.												
Art Colleges ..	7,90,872	4,15,917	14,10,737	...	10,982	10,982	6,46,036	100	100	10,14,005	4,67,300	21,27,561
Professional Colleges.												
Law ..	...	...	...	...	...	...	4,41,819	...	...	60,369	75	60,444
Medicine ..	...	...	...	...	...	...	1,29,084	...	...	95,850	2,552	5,40,230
Education ..	...	2,030	7,816	...	...	...	1,43,557	276	...	805	6,398	1,37,198
Engineering ..	...	...	...	...	...	...	1,18,303	...	...	54,473	14,420	1,92,450
Agriculture ..	...	...	...	...	...	...	...	...	...	...	205	1,18,808

Commerce ..	...	...	...	...	...	...	15,016	...	...	54,750	2,305	72,111
Forestry ..	...	...	...	...	...	...	86,662	...	...	1,74,837	84,457	3,35,971
Veterinary Science ..	...	...	...	...	...	...	68,032	...	10,625	...	...	...
Intermediate Colleges ..	...	...	2,33,228	...	...	...	...	...	10,725	21,43,878	9,95,590	52,81,563
Total ..	16,08,026	8,15,517	32,70,967	10,982	10,982	10,982	22,21,024	376	10,725	...	...	...
SCHOOL EDUCATION.												
General.												
High Schools ..	25,79,343	10,47,521	43,91,630	8,118	27,761	35,879	16,51,408	8,45,580	1,61,523	40,79,080	11,14,556	77,51,742
Middle Schools ..	2,00,440	2,13,376	5,38,025	6,081	28,189	34,850	3,29,827	1,51,008	16,414	3,69,325	2,54,143	1,120,372
Schools, Vernacular ..	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ..	5,25,166	28,20,214	77,25,279	7,919	59,564	67,833	1,06,84,948	37,35,340	12,12,117	6,22,383	29,17,527	1,91,22,265
Total ..	33,04,949	40,90,111	1,26,54,933	22,688	1,15,904	1,38,592	1,25,15,178	47,31,932	13,90,134	50,71,307	42,86,226	2,79,94,909
Special.												
Arts Schools ..	...	6,476	11,515	...	5,127	5,127	42,386	...	1,586	316	10,993	61,281
Law Schools ..	...	...	...	...	...	...	4,20,136	...	...	...	...	...
Medical Schools ..	...	...	...	...	...	...	...	...	...	65,082	9,280	4,95,398
Normal and Training Schools ..	2,232	92,107	3,16,002	45	3,63	3,680	13,77,909	20,800	1,752	2,929	99,201	15,02,707
Engineering Schools ..	...	...	...	1,000	1,000	2,000	10,963	...	...	6,383	1,009	18,346
Technical and Industrial Schools ..	24,210	7,57,331	8,63,080	...	...	...	3,18,641	...	412	25,082	7,80,658	11,24,794
Commercial Schools ..	7,211	7,225	13,708	10,900	2,505	13,405	30,441	...	...	33,531	9,578	73,865
Agricultural Schools ..	...	5,208	6,406	...	...	...	4,504	3,564	...	...	6,141	14,644
Reformatory Schools ..	...	3,013	4,044	...	...	...	63,383	...	...	...	3,027	72,610
Schools for Defectives ..	...	19,644	3,142	...	...	...	6,931	...	...	...	19,644	30,575
Schools for Adults ..	...	2,009	5,242	...	...	...	3,200	...	...	...	2,156	5,406
Other Schools ..	3,993	1,80,357	1,98,975	200	43,983	45,188	1,20,911	26,147	21,159	4,734	1,84,328	3,57,380
Total ..	37,643	10,23,337	14,22,314	12,147	57,345	69,492	24,08,821	51,431	25,352	1,39,333	11,32,469	37,57,006
Grand total ..	4,450,621	59,28,963	1,73,43,248	31,835	1,84,231	2,19,084	2,11,00,621	58,21,734	17,3,371	87,15,747	96,01,609	4,71,02,575

GENERAL EDUCATIONAL TABLES

III-B.--Expenditure on Education--Females.

Expenditure on buildings includes Rs. 23,880 spent by the Public Works Department on Educational buildings.
 "Miscellaneous" includes the following main items :—
 (1) Boarding charges in hostels and (2) Scholarships in schools and colleges.

	Government institutions.					District Board and Municipal institutions.					Aided institutions.				
	Gov- ern- ment funds. (1)	Board funds. (2)	Muni- cipal funds. (3)	Fees. (4)	Other sour- ces. (5)	Total. (6)	Gov- ern- ment funds. (7)	Board funds. (8)	Muni- cipal funds. (9)	Fees. (10)	Other sour- ces. (11)	Total. (12)	Gov- ern- ment funds. (13)	Board funds. (14)	Muni- cipal funds. (15)
Inspection ..	RS	RS.	RS.	RS.	RS	RS	RS.	RS.	RS	RS.	RS.	RS.	RS.	RS.	RS.
Buildings, etc. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UNIVERSITY AND INTER- MEDIATE EDUCATION.															
Arts Colleges ..	1,01,655	..	..	17,265	3,004	1,21,894	..	..	..	..	..	..	28,871	..	..
Professional Colleges.															
Medicine ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Education ..	20,152	..	..	360	532	21,044	..	..	..	..	..	..	6,696	..	..
Intermediate Colleges ..	..	..	..	..	..	..	..	..	..	..	..	..	1,606	..	..
Total ..	1,21,777	..	..	17,625	3,536	1,42,938	..	..	..	..	..	..	37,167	..	..

GENERAL EDUCATIONAL TABLES

SCHOOL EDUCATION.

General.

11

High Schools
 Middle Schools. { English ..
 { Vernacular.

Primary Schools
 Total

Special.

Medical Schools
 Normal and Training
 Schools
 Technical and Industrial
 Schools
 Commercial Schools ..
 Agricultural Schools ..
 Schools for Defectives ..
 Other Schools

Total
 Grand total for females.
 Grand total for males..
 Grand total for all ..

High Schools	3,04,918	..	..	36,741	557	3,42,216	10,917	10,392	..	4,653	1,765	27,727	2,93,384	..	..
Middle Schools. { English ..	56,072	..	..	4,051	89	60,212	5,795	3,621	7,777	4,906	..	22,089	90,682	..	..
{ Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools	84,741	..	..	1,050	76	85,867	13,71,074	7,74,542	5,58,899	3,111	5,579	27,13,205	7,36,215	..	21,502
Total	4,45,781	..	..	41,842	792	4,88,295	13,87,786	7,88,555	5,66,978	12,670	7,344	27,68,031	11,20,231	..	21,502
Medical Schools	84,637	..	..	592	..	85,229	..	..	..	..	..	..	7,410	..	..
Normal and Training Schools	3,77,513	1,179	826	345	718	3,79,981	..	..	11,529	..	..	11,529	1,61,310	210	171
Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	18,678	..	..
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	14,318	..	..	..	52	14,370	367	681	..	..	42	1,080	6,672	1,200	..
Total	4,76,468	1,179	826	837	770	4,79,580	367	681	11,529	..	42	12,619	2,00,545	1,410	171
Grand total for females.	10,43,976	1,179	826	60,304	5,028	11,10,813	13,88,153	7,89,236	5,78,205	12,670	7,386	27,75,650	13,57,943	1,410	21,573
Grand total for males..	45,50,915	18,103	1,762	7,63,753	1,11,347	53,85,870	61,78,501	47,57,903	13,83,777	16,65,401	99,742	1,40,80,396	64,20,607	7,381	40,674
Grand total for all ..	55,94,891	19,282	2,078	7,64,057	1,16,375	64,96,683	75,61,654	55,47,141	19,61,982	16,78,071	1,07,128	1,68,55,946	77,78,550	8,791	62,347

III-B.—Expenditure on Education—Females—Cont.

Expenditure on buildings includes Rs. 28,880 spent by the Public Works Department on Educational buildings.

* Miscellaneous " includes the following main items:—

(1) Boarding charges in hostels and (2) Scholarships in schools and colleges.

	Aided institutions—cont.			Recognized and unaided institutions.					Total expenditure from				
	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.	Government funds.	Municipal funds.	Fees.	Other sources.	Grand total.		
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	
Inspection	...	...	...	...	...	...	2,91,736	...	...	...	...	2,91,736	
Buildings, etc.	...	...	...	...	...	...	96,413	79,410	35,766	1,418	2,15,783	4,28,790	
Miscellaneous	...	...	...	...	...	...	2,92,870	1,666	3,890	5,88,205	6,37,244	15,18,875	
Total	...	...	...	...	...	...	6,81,019	81,076	39,656	5,84,628	8,53,027	22,39,401	
UNIVERSITY AND INTER-MEDIATE EDUCATION.													
Arts Colleges	15,113	59,968	1,03,950	...	1,140	1,140	1,30,496	...	...	32,378	64,110	2,26,984	
Professional Colleges.													
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	
Education	1,590	11,002	19,278	...	...	...	23,848	...	...	1,880	11,534	40,262	
Intermediate Colleges	2,283	23,449	27,284	...	...	...	1,600	...	...	2,235	23,449	27,284	
Total	18,888	94,417	1,50,452	...	1,140	1,140	1,52,944	...	...	36,493	99,093	2,94,530	

GENERAL EDUCATIONAL TABLES

SCHOOL EDUCATION.

General.

High Schools	2,28,752	3,08,843	9,20,979	...	...	...	6,09,219	10,392	...	2,70,146	4,01,165	12,90,922
Middle Schools.	56,382	1,45,123	2,92,142	921	4,902	5,823	1,52,409	3,621	7,777	66,260	1,50,119	3,80,276
English	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	45,963	7,30,304	15,33,984	...	17,212	17,212	21,92,080	7,74,543	5,80,401	50,124	7,53,171	43,80,268
Total	3,31,097	12,74,275	27,47,105	921	22,114	23,035	23,53,748	7,88,555	5,88,178	3,86,530	13,04,455	60,21,466

Special.

Medical Schools	10,059	55,119	72,588	...	...	...	92,047	...	...	10,651	55,119	1,57,817
Normal and Training Schools	6,525	1,54,338	3,22,524	...	...	...	5,38,823	1,889	12,028	6,770	1,55,026	7,14,034
Technical and Industrial Schools	523	1,87,584	1,50,786	...	...	...	18,679	...	...	523	1,37,384	1,50,786
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	3	6,601	14,278	...	...	...	6,474	1,200	...	3	6,601	14,278
Other Schools	600	38,232	45,504	...	...	...	21,357	681	...	600	38,326	60,954
Total	17,710	3,91,844	6,11,680	...	...	...	6,77,380	3,270	12,026	18,547	3,92,656	11,03,879
Grand total for females	3,87,075	17,60,536	35,09,487	921	23,254	24,175	44,71,091	8,72,601	6,39,860	10,26,193	26,49,231	96,59,276
Grand total for males	49,50,621	59,28,965	1,73,48,248	34,533	1,84,23	2,19,064	2,11,00,624	58,21,734	17,73,871	87,15,747	96,91,099	4,71,02,575
Grand total for all	53,13,396	76,89,501	2,08,57,486	35,754	2,07,485	2,43,23	2,55,71,715	66,94,635	24,13,731	97,41,940	1,23,40,330	5,97,61,851

GENERAL EDUCATIONAL TABLES

IV-A.—Race or Creed of Male Scholars receiving General Education.

University and Intermediate
Education.

<i>University and Intermediate Education.</i>					
<i>Intermediate Classes—</i>					
First year	24	387	2,074	1,402	34
Second year	21	295	1,846	1,237	17
<i>Degree Classes—</i>					
Third year	7	170	1,219	653	7
Fourth year	11	198	1,375	747	2
Fifth year	3	23	152	58	...
<i>Post-Graduate Classes—</i>					
Sixth year	...	23	67	22	...
Seventh year	...	...	...	...	...
Research students	...	...	...	...	...
Total	68	1,086	6,783	4,119	60
Number of scholars in recognized institutions	4,895	139,200	143,249	1,344,423	263,117
Number of scholars in unrecognized institutions	...	1,751	1,905	11,240	5,811
Grand total	4,895	140,951	150,174	1,355,663	268,928

* The following are included under the heading "Depressed classes":—Adi-Dravidas, Adi-Andhras, Badaga, Bavari, Bestha, Cheruma, Cherodi, Chenchus, Chakkli, Dandasi, Dumbo, Gadaba, Gaddi, Holaya, Jatapus, Kallar, Kondh, Kanujan, Kotas, Koravas, Koyi, Khonda, Konar, Kudmo, Lambadi, Mala, Matiga, Marava, Nakaras, Pallau, Paraiyan, Pambaikarsu, Panaso, Pirammalai Kallars, Relli, Savara, Todas, Thottiyar, Valaiyan, Valluvan, Yerukala and Yeradis.

IV-B. — Race or Creed of Parents.

	Europeans and Anglo-Indians.		Indian Christians.		Hindus.			Muhammadans.	Buddhists.	Parseis.	Sikhs.	Others.	Total.	Number of scholars coming from rural areas.
	(1)	(2)	Brahmans.	Non-Brahmans.	Depressed classes.	(6)	(7)							
Total population ...	15,522	880,261	686,686	16,580,971	3,792,450	1,674,221	553	238	81	14,175	33,657,108	...	...	
School Education.														
Primary—														
Class I ...	699	39,317	34,264	252,430	45,192	51,589	8	3	...	1,403	424,909	294,536		
Do. II ...	571	18,912	15,189	73,774	10,319	15,762	...	7	...	57	130,061	83,941		
Do. III ...	568	9,617	10,370	45,658	5,889	7,742	...	5	...	308	80,157	51,218		
Do. IV ...	589	7,068	6,458	27,687	2,800	3,308	1	11	...	166	49,018	29,538		
Do. V ...	568	4,717	2,960	10,389	1,086	932	...	9	...	91	20,752	10,319		
Middle—														
Class VI ...	509	2,957	1,181	2,973	588	186	...	4	1	25	8,374	2,916		
Do. VII ...	395	2,321	588	1,608	300	84	...	10	...	16	5,322	1,722		
Do. VIII ...	367	2,117	396	1,201	232	49	1	4	...	4	4,371	1,299		
High—														
Class IX ...	290	673	158	301	19	13	...	2	...	4	1,460	179		
Do. X ...	147	470	95	151	5	10	...	1	...	2	881	112		
Do. XI ...	112	310	66	142	10	7	...	2	...	2	651	77		
Total ...	4,815	83,509	72,125	416,314	66,394	80,182	10	58	1	2,548	725,956	475,937		

University and Intermediate Education.									
Intermediate Classes—									
First year ...	12	146	37	83	5	...	...	290	135
Second year ...	6	101	27	43	4	...	1	181	76
Degree Classes—									
Third year ...	11	52	14	23	2	...	...	102	61
Fourth year ...	3	52	13	28	...	...	...	91	39
Fifth year ...	1	5	1	3	...	...	1	11	...
Post-Graduate Classes—									
Sixth year ...	2	7	6	2	...	...	...	17	...
Seventh year ...	...	...	...	...	...	...	...	...	...
Research students ...	...	...	...	...	...	...	...	...	...
Total ...	41	383	96	177	11	...	2	682	311
Number of scholars in recognized institutions ...									
	4,856	83,672	72,223	416,491	80,193	10	60	2,548	476,248
Number of scholars in unrecognized institutions ...									
	...	762	428	1,927	5,183	...	...	7	8,576
Grand total ...	4,856	84,434	72,651	418,418	85,376	10	60	2,555	484,824

* The following are included under the heading "Depressed classes" :—Ādi Drāvidas, Ādi-Andhras, Eadngas, Chakili, Huddi, Kondli, Kotavas, Koras, Lambadi, Nakara, Mala, Madiga, Philan-Parayan, Reli, Todas, Tottiyar, Valluvan and Yenadis.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

SCHOOLS.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Totals.	Number of scholars coming from rural areas.
			Brahmans.	Non-Brahmans.	Depressed classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(12)
Art Schools	...	34	179	321	63	14	...	...	...	...	611	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	38	148	440	362	10	34	1	...	...	3	1,033	...
Normal and Training Schools	2	2,196	2,612	4,427	778	932	1	...	...	3	10,981	4,793
Engineering and Surveying Schools	2	10	310	124	1	11	...	...	...	...	45	420
Technical and Industrial Schools	65	1,489	544	1,542	325	34	1	...	...	16	4,372	722
Commercial Schools	80	123	684	400	10	57	3	1	...	...	1,358	143
Agricultural Schools	...	71	...	12	18	...	...	...	...	...	101	101
Reformatory Schools	5	39	7	432	48	44	...	...	...	...	575	224
Schools for Defectives	9	163	13	54	17	6	...	...	...	1	263	79
Schools for Adults	...	21	23	508	163	86	...	...	...	...	796	291
Other Schools	...	36	2,608	1,274	66	29	...	...	...	115	4,128	2,649
Total	204	4,328	7,450	9,501	1,499	1,552	6	1	...	138	24,676	9,422
COLLEGES.												
Law	...	17	312	151	...	15	...	...	...	...	495	...
Medicine	27	107	235	251	...	22	...	...	...	...	642	...
Education	1	26	171	74	1	7	...	...	...	...	280	...
Engineering	...	14	129	96	1	13	...	...	...	...	253	253
Agriculture	...	7	58	79	...	6	...	...	...	...	150	...
Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Forestry	...	1	13	15	...	8	...	...	...	...	38	...
Veterinary Science	1	12	38	51	5	18	...	...	...	...	125	...
Total	29	184	956	717	7	90	...	...	...	...	1,983	253
Grand total	230	4,512	8,406	10,218	1,506	1,642	6	1	...	138	26,659	9,675

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

SCHOOLS.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of scholars coming from rural areas.
			Brahmans.	Non-Brahmans.	Depressed classes.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(12)
Art Schools	...	3	...	...	...	...	...	...	...	...	3	...
Medical Schools	3	122	12	57	...	2	...	...	...	...	196	...
Normal and Training Schools	64	1,886	183	807	75	217	...	...	...	2	3,234	881
Technical and Industrial Schools	97	1,098	8	79	77	...	...	2	...	5	1,366	530
Commercial Schools	3	2	...	...	...	...	...	...	...	...	5	...
Reformatory Schools	...	...	...	14	4	...	...	...	...	...	18	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives	4	126	2	28	5	...	...	...	...	...	165	21
Schools for Adults	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	15	76	621	330	8	2	...	...	...	12	1,064	638
Total	186	3,813	826	1,315	169	221	...	2	...	19	6,051	2,070
COLLEGES.												
Law	...	...	3	...	...	...	...	...	...	...	3	...
Medicine	7	22	14	24	...	1	...	...	...	1	69	...
Education	7	27	7	25	...	...	...	...	...	...	66	...
Total	14	49	24	49	...	1	...	...	...	1	138	...
Grand total	200	3,862	850	1,364	169	222	...	2	...	20	6,189	2,070

VI-A.—Men Teachers.

Classes of institu- tions.	Trained teachers with the following Educational qualifications.					Untrained teachers				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possess- ing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<i>Primary Schools.</i>												
Government ...	4	171	756	1,268	33	1	1	25	171	2,232	198	2,430
Local Board and Municipal ...	7	2,369	12,621	19,598	293	9	46	531	2,847	34,868	3,433	38,301
Aided ...	35	2,067	8,520	9,096	119	14	72	4,780	30,033	19,837	34,899	54,736
Unaided ...	1	54	141	176	3	1	2	104	585	375	692	1,067
Total ...	47	4,66	22,038	30,128	438	25	121	5,440	33,636	57,312	39,222	96,534
<i>Middle Schools.</i>												
Government ...	2	12	1	...	3	...	...	1	4	18	5	23
Local Board and Municipal ...	86	432	17	15	103	6	19	5	92	653	122	775
Aided ...	45	875	38	10	78	9	12	15	72	646	108	654
Unaided ...	3	32	1	1	4	...	1	...	4	41	5	46
Total ...	136	851	57	26	188	15	32	21	172	1,258	240	1,498
<i>High Schools.</i>												
Government ...	86	72	6	1	29	2	1	1	34	194	38	232
Local Board and Municipal ...	951	1,328	71	23	451	30	101	18	376	2,824	525	3,349
Aided ...	1,235	1,580	182	45	501	91	245	60	572	3,543	958	4,501
Unaided ...	13	11	...	...	7	...	2	...	5	31	7	38
Total ...	2,285	2,991	259	69	688	123	389	79	987	6,592	1,528	8,120
Grand total ...	2,468	8,503	22,354	30,223	1,614	163	492	5,540	34,795	65,162	40,990	106,152

VI-B.—Women Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<i>Primary Schools.</i>												
Government	1	77	99	50	2		1	5	12	229	18	247
Local Board and Municipal		154	2,475	1,960	21			96	489	4,610	585	5,195
Aided	6	398	3,269	855	15	2	2	513	1,818	4,543	2,325	6,868
Unaided		6	28	14				15	41	48	56	104
Total	7	625	5,871	2,879	35	2	3	619	2,360	9,420	2,984	12,404
<i>Middle Schools.</i>												
Government	7	41	8		4			2	3	60	5	65
Local Board and Municipal		4	18	5	3				5	31	5	36
Aided	14	209	67		10	6		19	29	300	54	354
Unaided	1	5	1			2				7	2	9
Total	26	273	82		17	8		21	37	398	66	464
<i>High Schools.</i>												
Government	48	139	12		23			7	12	222	19	241
Local Board and Municipal		7	15	2	1	2		3	4	27	7	34
Aided	122	340	97	12	32	15	19	27	65	603	124	729
Unaided												
Total	177	494	111	13	57	15	22	34	81	852	162	1,004
Grand total ..	210	1,392	6,064	2,892	112	25	25	674	2,478	10,670	3,202	13,872

VII.—European Education.

Total, European and Anglo-Indian population.	{		Males 14,846	Percentage to European and Anglo-Indian population of those at school.								
	{		Females 15,522	Males 34.5		Females 32.3		Total 33.5				
			Total 30,383									
Classes of institutions.	Institutions.	Scholars on rolls on 31st March 1932.	Number of females in institutions for males and vice versa.	Number of Non-Europeans on roll.	Teachers.		Expenditure from					Total expenditure.
					Trained.	Untrained.	Government funds.	Local funds.	Fees.	Other sources.		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
							RS.	RS.	RS.	RS.	RS.	
<i>Institutions for Males.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	
Training Colleges	...	...	...	...	...	...	...	...	...	...	...	
High Schools	12	2,510	60	393	112	51	1,69,172	...	1,28,297	1,39,687	4,37,162	
Middle Schools	10	1,357	422	220	66	28	44,879	...	23,111	65,715	1,33,505	
Primary Schools	11	1,184	521	116	55	11	18,308	...	9,467	51,102	78,947	
Training Schools	...	...	...	...	...	...	* 3,338	...	...	...	3,338	
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	
Other Schools	...	...	...	...	...	...	† 8,222	...	...	...	8,222	
Total	33	5,051	1,003	729	233	90	2,43,815	...	1,60,875	2,56,504	6,61,194	
<i>Institutions for Females.</i>												
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	
Training Colleges	...	...	...	...	...	...	...	...	...	...	...	
High Schools	19	2,917	470	460	173	63	1,63,173	...	1,10,189	1,32,763	4,06,925	
Middle Schools	16	2,153	570	372	102	35	59,603	...	33,348	94,052	1,91,903	
Primary Schools	10	501	213	41	33	8	9,482	...	5,792	19,812	35,186	
Training Schools	2	40	...	...	12	...	16,565	...	4,759	7,072	28,896	
Technical and Industrial Schools.	1	82	...	...	5	3	700	...	...	2,162	2,862	
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	
Other Schools	1	15	...	...	1	...	13,320	...	133	2,773	16,226	
Total	49	5,708	1,253	873	326	109	2,62,843	...	1,59,921	2,58,734	6,81,498	
Grand totals for institutions	82	10,759	2,256	1,602	559	199	5,06,658	...	3,20,796	5,15,238	13,42,692	
							26,684	...	...	...	23,684	
Inspection							59,948	...	...	1,76,784	2,36,732	
Buildings, etc.							2,35,304	...	3,58,927	4,40,921	10,35,152	
Miscellaneous							...	...	...	...	...	
Total							3,21,936	...	3,58,927	6,17,705	12,98,568	
Grand total							8,28,594	...	6,79,723	11,92,943	26,41,260	

Miscellaneous includes the following items:—

Rs.		10,17,762
(1) Boarding charges	...	11,281
(2) Scholarships	...	6,109
(3) Expenditure on European School Examinations	...	...

* Stipends paid to European teachers deputed for training at Ghora Gali.
† This expenditure relates to European special subjects training centre which has no pupil of its

VIII.—Examination Results

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>Degree Examinations.</i>												
Arts and Science —												
D.Litt. ...												
Ph.D. ...												
D.Sc. ...												
M.A. ...		170	170		84	84		10	10		8	8
M.Sc. ...												
B.A. (Honours) ...	268		268	237		237	11		11	11		11
B.Sc. (Honours) ...												
B.A. (Pass) ...	2,768	1,954	4,722	1,032	767	1,799	62	40	102	52	24	56
B.Sc. (Pass) ...	84		84	38		38						
Law—												
Master of Law ...		23	23		5	5						
Bachelor of Law ...	196	104	300	149	66	215						
Medicine—												
M.D. ...		13	13		4	4						
M.B., B.S. ...	147		147	45		45	14		14	1		1
L.M.S. ...	63		63	21		21						
M.C.P. & S. (Bombay) ...												
M.S.F.M. (Calcutta) ...												
M.S. ...		2	2									
M. Obstetrics ...												
B. Hyg. ...												
D.P.H. ...												
D.O. ...												
B.Sc. (Sanitary) ...	1		1	1		1						
D.T.M. (Calcutta) ...												
Engineering—												
Bachelor of C.E. ...	45		45	34		34						
Bachelor of M.E. ...	25		25	16		16						
Bachelor of Electrical Engineering ...	9		9	7		7						
Bachelor of Mining and Metallurgy ...												
Education—												
B.Ed., B.T. and L.T. ...	291	92	383	224	53	277	36	42	78	31	36	67
Commerce—												
Master of Commerce ...												
Bachelor of Commerce ...												
Agriculture—												
Master of Agriculture ...												
Bachelor of Agriculture ...	60		60	55		55						
<i>Intermediate Examinations.</i>												
Intermediate in Arts ...												
Intermediate in Science ...	4,801	2,996	7,797	1,740	879	2,619	205	153	358	100	59	159
Licentiate of Civil Engineering ...												
Licence, Diploma or Certificate in Teaching ...	1,390		1,390	1,088		1,088	212		212	165		166
Intermediate or Diploma in Commerce ...												

VIII.—Examination Results—cont.

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Intermediate Examinations—cont.												
Licentiate of Agriculture ..	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Examinations ..	124	...	124	92	...	92	...	...	...	...	...	...
School Examinations.												
(a) On completion of High School Course—												
Matriculation ...	...	20	20	...	4	4	...	5	5	...	3	3
School Final, etc. ...	14,886	4,200	19,086	14,708	4,200	18,908	482	57	539	482	57	539
European High School ...	98	1	99	60	1	61	108	...	108	68	...	68
Cambridge School Certificate ...	24	76	100	17	16	33	16	7	23	9	3	12
(b) On completion of Middle School Course—												
Cambridge Junior ...	35	4	43	35	1	36	23	5	28	19	3	22
European Middle ...	154	1	155	109	1	110	167	...	167	133	...	133
Anglo-Vernacular Middle ...	...	...	...	...	...	...	...	...	...	...	...	...
Vernacular Middle ...	...	...	...	...	...	...	...	...	...	...	...	...
(c) On completion of Primary Course—												
Upper Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
Lower Primary ...	...	...	...	...	...	...	...	...	...	...	...	...
(d) On completion of Vocational Course—												
For Teachers' Certificates—												
Vernacular { Higher ...	3,830	...	3,830	2,399	...	2,399	1,413	...	1,413	687	...	687
Lower ...	3,116	...	3,116	1,597	...	1,597	505	...	505	202	...	202
At Art Schools—												
At Law Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At Medical Schools ...	4	395	399	2	249	251	...	20	20	...	17	1
At Engineering Schools ...	128	1,075	1,203	73	467	540	...	...	...	...	...	...
At Technical and Industrial Schools ...	113	1,441	1,554	78	89	887	81	356	467	64	202	266
At Commercial Schools ...	560	4,440	5,000	182	1,285	1,467	5	20	25	...	4	4
At Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
At other schools ...	...	...	...	...	...	...	...	...	...	...	...	...

IX.—STATISTICS OF EDUCATIONAL INSTITUTIONS IN RURAL AREAS.

செப்பனிருபவர் பெயர்
 செப்பனிருவதற்காக எடுத்த 1995
 கொள்ளப்பட்ட நாள் 12
 செப்பனிரு முடிந்த நாள் 11/1996
 சரிபார்க்கும் ஆராய்ச்சி
 மு. பி. எ. உதவி 12/96
 கையொப்பம் கையொப்பம்

IX.—Statistics of Educational

Types of institutions.	Number of institutions and scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
I. RECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges	...	...	1	80	12	91	13	998
Professional Colleges	1	253	...	...	...	...	1	253
High Schools	...	...	122	37,225	79	21,579	201	58,804
Middle Schools	1	75	77	9,545	51	7,222	129	16,842
Primary Schools	1,608	87,003	15,515	832,198	26,089	1,092,495	43,212	1,992,198
Training Schools	51	7,217	...	...	20	2,006	71	9,223
Agricultural Schools	1	8	1	23	1	70	3	101
Schools for Adults	2	86	11	32	565	14,831	578	15,190
Other Schools	...	...	4	89	8	2,850	87	2,940
Total	1,664	74,584	15,731	879,493	21,900	1,142,471	44,295	2,046,558
<i>For Females.</i>								
Arts Colleges	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...
High Schools	...	...	1	114	5	893	6	1,007
Middle Schools	...	...	1	132	8	1,079	9	1,292
Primary Schools	22	1,513	3,324	168,863	1,377	81,887	4,718	254,259
Training Schools	13	1,610	...	...	16	887	49	2,497
Agricultural Schools	...	...	...	...	...	...	...	...
Schools for Adults	...	...	...	...	3	75	3	75
Other Schools	...	...	1	6	8	342	7	347
Total	55	3,123	3,327	1,914	1,410	85,150	4,792	257,387
Grand total for all Recognized institutions.	1,719	77,717	19,058	1,048,607	23,310	1,227,621	49,087	2,303,945
II. UNRECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
For Males	...	...	...	...	1,367	39,335	1,367	39,335
For Females	...	...	...	...	50	1,548	50	1,548
Total	...	...	...	...	1,367	40,883	1,367	40,883
Grand total for all institutions	1,719	77,717	19,058	1,048,607	23,677	1,268,504	50,454	2,344,828

190587

R
T-211XN31