REPORT

ON

PUBLIC INSTRUCTION

IN THE

MADRAS PRESIDENCY

FOR THE YEAR 1926-27 AND
FOR THE QUINQUENNIUM
1921-22 TO 1926-27

VOLUME I

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கையொப்பம்.
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ஆராய்ச்சி
உதவியாளர்
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REPORT ON PUBLIC INSTRUCTION IN THE MADRAS PRESIDENCY FOR THE YEAR 1926–27 AND FOR THE QUINQUENNIUM 1921–22 TO 1926–27.

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7 MAY 1928

VOLUME I.

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OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
NUNGAMBAKAM, MADRAS,
Dated 15th November 1927.

R.O.C. No. 1052 F./27.

From

R. G. GRIEVE, ESQ., M.A., F.R.G.S.,
ACTING DIRECTOR OF PUBLIC INSTRUCTION,
Madras.

To

THE SECRETARY TO GOVERNMENT,
LAW (EDUCATION) DEPARTMENT,
Fort St. George, Madras.

SIR,

I have the honour to submit my report on the state and progress of education in the Presidency during the quinquennium which ended on 31st March 1927. For the preparation of the report Mr. R. M. Statham was placed on special duty.

2. *The chief events of the quinquennium*—(1) *Educational finances.*—The financial stringency referred to in the last report continued to be felt during the early part of the period under review. But the subsequent large increases in educational expenditure indicate that progress is no longer being hampered by a policy of retrenchment. Between 1921–22 and 1926–27 the budget estimates under "31. Education" increased by nearly half a crore of rupees and over 70 per cent of this increase occurred in the last three years of the quinquennium, there being an increase of over 20 lakhs in the closing year alone.

(2) *The Legislative Council and education.*—The very large number of resolutions and questions relating to education which have been tabled during the quinquennium are evidence of the sustained interest in educational progress which is being taken by members of the Legislative Council. The resolutions and budget motions of private

members included two Bills to amend the Madras Elementary Education Act, a motion to double the value of scholarships for depressed class students reading in all grades of institutions and recommendations regarding the raising of the Palghat College to the first grade, the permanent retention of the Muhammadan College, the amendment of the Madras University Act, the starting of a Tamil University, the amendment of the Andhra University Act, the expansion of elementary education and the pay of non-gazetted officers.

(3) *Elementary education.*—The period under review has been noteworthy for the large increase in the number of schools and scholars and for the efforts which have been made to provide school-less centres with schools. In 1924 an educational survey was made of all the taluks in the Presidency with a view to providing a statistical record of population centres, of school-less areas, of the number of children of school-going age and the number of such children in school. As the result of the survey and of the policy of expansion adopted by Government a large number of school-less centres with a population of 500 and above have been provided with schools. Though full advantage has not been taken of the provisions of the Madras Elementary Education Act of 1920 in regard to the levy of an education cess and the introduction of compulsion considerable progress has been made. Compulsion has been introduced in 21 municipal areas and in portions of 3 taluk board areas, and 28 municipalities and 103 taluk boards have levied the education cess.

(4) *Reorganization of the inspecting agency.*—The rapid development and expansion of education, particularly of elementary education, have necessitated far-reaching changes in the organization of the inspecting agency. In 1922 Circle Inspectors and Assistant Inspectors were replaced by District Educational Officers and Sub-Assistant Inspectors and Supervisors of Schools were replaced by Deputy Inspectors of Schools. In 1926 it was found necessary to strengthen still further the inspecting agency and a new grade of Junior Deputy Inspectors of Schools was established.

(5) *Conferences and committees.*—In April 1922 Government appointed a committee of officials and non-officials to enquire into the equipment of this Presidency in respect of technical and industrial education and to draw up a comprehensive scheme for an organized system of such education.

The report of the committee was reviewed by Government in November 1924. The more important recommendations of the committee affecting the educational department were as follows :—

(1) that commercial education should remain under the Director of Public Instruction ;

(2) that the Institute of Commerce, Madras, should be developed into a Commercial College ;

(3) that the School of Commerce, Calicut, should be raised to the Intermediate grade ; and

(4) that two more commercial schools should be started, one in the north of the Presidency and one in the south.

In 1923 the orders of Government were passed on the report of the committee to draw up a scheme for the teaching of music in Indian schools, and the proposals for the establishment of a vocational class for the training of teachers in music were negatived.

Mention was made in the last report of the appointment of a committee of officials and non-officials to consider the reorganization of the School of Arts, Madras. The orders of Government on the report of this committee were passed in February 1923. The main issue that arose from the report was whether the school should continue to teach Fine Arts or Industrial Art or both. The Government in passing orders accepted the recommendation made by the committee that the two aims are incapable of attainment in a single school and that the object of the School of Arts should be to teach the application of arts to industries. Government promised, however, to consider, when funds permitted, the establishment of a separate institution entirely devoted to the teaching of Fine Arts.

In May 1923 a conference of officials and non-officials was held at Ootacamund to discuss the expansion and improvement of elementary education. The results of the deliberations of this conference have been seen in the programme which was undertaken to provide school-less centres with schools.

In March 1924 Government appointed a committee to report on the working of the Law College. The main recommendations of the committee, which are referred to elsewhere in this report, were accepted by Government and the staff of the college was reorganized in January 1925.

The Third All-India Oriental Conference was held in Madras in December 1924 and was presided over by

Mahamahopadhyaya Doctor Ganganath Jha, Vice-Chancellor of the Allahabad University.

In November 1925 Government instructed the Director of Public Instruction to summon a conference of officials and non-officials to consider the general question of the reorganization of secondary education. The report of the committee is still under the consideration of Government.

(6) *University development.*—The two outstanding features of the period were the passing of the Madras University Act in 1923 and the passing of the Āndhra University Act in 1926. The new Madras University Act brought about a complete reorganization of the authorities of the University including the enlargement of the Senate, the creation of an Academic Council and the establishment of a Council of Affiliated Colleges.

The Āndhra University Act, which came into force in April 1926, provided for the establishment of a new University for the Telugu area including the districts of Ganjām, Vizagapatam, West Gōdāvari, East Gōdāvari, Kistna, Guntūr, Nellore, Bellary, Anantapur, Cuddapah, Kurnool and Chittoor. The Act located the headquarters of the University at Bezwada and established three centres at Vizagapatam, Rajahmundry and Anantapur at which Honours and First-grade colleges might be developed. The authorities of the University were modelled on those of the Madras University except that the Senate and Academic Council were made comparatively small bodies and no Council of Affiliated Colleges was established.

Both the Madras University Act and the Āndhra University Act made provision for the appointment of a whole-time paid Vice-Chancellor. The Rev. E. Monteith Macphail, C.B.E., M.A., D.D., was appointed the first Vice-Chancellor under the Madras Act and Mr. C. Ramalinga Reddi, M.A., M.L.C., under the Āndhra Act.

(7) *The Secondary School-Leaving Certificate Scheme.*—The most important event of the quinquennium was the order of Government in October 1925 permitting the adoption of the vernaculars as the media of instruction in Forms IV to VI of the Secondary Schools and the examination through the vernacular of all candidates who have received instruction entirely in the vernacular during the School Final course.

(8) *Special schools.*—Two experimental agricultural middle schools were opened at Taliparamba and Anakapalle

in 1922. The progress and development of these schools have been discussed in the body of this report.

In 1922 the Reformatory School at Chingleput and the Industrial School at Ranipet were declared Senior and Junior Certified schools, respectively, under the Madras Children Act of 1922 and in 1925 they were transferred to the control of the Inspector-General of Prisons.

As the direct result of the recommendations of the committee on technical and industrial education the Government School of Commerce, Vizagapatam, was opened in July 1925.

(9) *District Secondary Education Boards.*—In January 1923 Government issued instructions for the establishment of District Secondary Education Boards for every district in the Presidency excluding the Nilgiris and the Agency tracts. The Boards, as constituted, consist of the President of the District Board, ex-officio, representatives elected by local bodies maintaining secondary schools, representatives elected by the managements and staffs of schools under private management and of nominated members. The functions of the Boards are advisory and their opinions are sought on almost all questions concerning secondary education, including grant-in-aid, recognition, vocational training, medical inspection and moral instruction.

(10) *Manual training and practical instruction.*—A very great advance has been made during the quinquennium in the provision of classes for practical instruction in all grades of institutions. In 1922, there were 23 such classes with an approximate attendance of 4,800 under instruction. In 1927, there were 194 classes with an attendance of over 22,000, nearly one-third of the total being teachers under training. The subjects taught included wood-work, cabinet-making, carving and turning, engraving, die-cutting and etching, gold-smithy, black-smithy, metal work, tin-smithy, rattan and coir work, carpet weaving, cloth weaving, textile printing, tailoring, book-binding, printing, market gardening, horticulture, agriculture and sericulture.

(11) *European education.*—The outstanding events of the quinquennium were the revision of the regulations and syllabuses for the European schools examinations, the introduction of European School-Leaving Certificates and the revision of the Code of Regulations for European schools.

In January 1925 a conference was held to discuss various questions connected with the education of Europeans and

Anglo-Indians, and in connexion with the recommendations of this conference the whole position of European schools was reviewed by Government.

(12) *Education of Muhammadans.*—In no department of education has there been such a marked advance as under Muhammadan education. The total number of Muhammadans reading in all classes of public institutions has increased by 55 per cent as against an increase of only 13 per cent in the previous quinquennium. There has been a very satisfactory increase in the number of Muhammadans reading in Arts and Professional Colleges, and the provision for the higher education of Muhammadans has been improved by the opening of Intermediate Science classes in the Government Muhammadan College, Madras, and by the building of new laboratories and class rooms for the Madrasa-i-Azam. Considerable progress has been made with the spread of education among the Mappillas and the appointment in 1925 of a Special Assistant to the District Educational Officer, Malabar, has facilitated the encouragement that has been given to the spread of Mappilla education.

(13) *Women's education.*—There has been a very large increase in the total number of girls reading, the increase occurring mainly in elementary schools for boys. The progress made in secondary education has been disappointingly small, but collegiate education has improved and expanded. Two Training Colleges and one Arts College for women were opened during the quinquennium and it is noteworthy that four Muhammadan women were reading in Arts Colleges and two Indian women in the Law College. There has been an increasing demand for the study of science and a new science block has been completed for the Women's Christian College, Madras. Work on the construction of a science block for Queen Mary's College, Madras, was begun just before the close of the quinquennium.

(14) *Medical inspection.*—In October 1922 the scheme for the giving of grant-in-aid for medical inspection in aided and public schools, referred to in the last report, was held in abeyance. In April 1925 the scheme was revived and the medical inspection of all boys in secondary schools and in the school departments of colleges is now compulsory.

(15) *The Provident Fund Scheme.*—In April 1923 a provident fund scheme was introduced for teachers in recognized secondary and elementary schools. The scheme is compulsory on all certificated teachers, pandits, munshis,

instructors, clerks and librarians whose pay is not less than Rs. 20 per mensem. In the same year the scheme was extended to the members of the staffs of colleges also.

(16) *Religious instruction.*—In July 1922 Government issued orders permitting the imparting of religious instruction in all schools under public management provided that public funds are not utilized for meeting the cost and that such instruction is given outside regular school hours.

(17) *Changes in the Grant-in-Aid Code and in the Madras Educational Rules.*—In 1923 Government decided to award boarding grants to Indian orphanages in a manner similar to the award of boarding grants to orphanages under the Code of Regulations for European Schools. A new chapter has, in consequence, been added to the Grant-in-Aid Code embodying the rules approved by Government for the giving of boarding grants. Under the conditions laid down a special grant may be made in aid of boarding charges to Indian orphanages and boarding homes for destitute children which, in the opinion of the Education Department, provide an education suitable for Indian orphans and destitute children.

The rules governing the grants payable towards the medical inspection of pupils in secondary schools have also been incorporated as Chapter IV-A of the Grant-in-Aid Code.

Rule 13 of the Madras Educational Rules has been amended so as to lay down the qualifications required by pandits and munshis teaching in secondary schools. Rule 37 has been altered so as to empower District Educational Officers to permit the admission of a pupil into a class or form of a secondary school higher than that for which the pupil's transfer certificate declares him fit. Rule 92 has been amended so as to enable Indian Christians of depressed class origin to be eligible for the fee concessions already allowed to poor pupils of the depressed classes.

I.—GENERAL SUMMARY.

3. *General statistics of institutions.*—During the quinquennium the total number of public institutions (inclusive of Sanskrit and other private schools recognized by the department) rose from 37,289 to 50,941 or by 36·6 per cent and their strength from 1,745,518 to 2,440,874 or by 39·8 per cent.

There was a large fall in the number of private institutions, as in the previous quinquennium, the percentage of

decrease being 13·7 per cent in their number and 10·0 per cent in their strength.

Taking public and private institutions together, the number of institutions rose by 13,191 or by 32·5 per cent and their strength by 688,166 or by 37·4 per cent.

4. *Institutions and scholars by districts.*—There was an increase in the number of institutions as well as in their strength in all the districts, the increase being appreciable in the case of 11 districts.

5. *Institutions according to managing agencies.*—The number of schools under public management has increased from 10,895 to 17,612, the increase being shared by all classes of managements. Government schools (mostly Labour schools) rose from 948 to 1,875, Municipal schools from 1,103 to 1,553 and Local Board schools from 8,848 to 14,184.

The number of aided institutions has also risen from 23,402 to 30,719 and their strength from 1,003,059 to 1,311,913. Of these 7,699 schools or 25·0 per cent were under mission management.

Unaided institutions fell in number from 2,988 to 2,610 and in strength from 80,671 to 76,409.

6. *Education in relation to population.*—The percentage of male scholars to the male population increased from 7·0 to 9·5 per cent and the corresponding percentage for female scholars rose from 1·8 to 2·5; the percentage of the total number of scholars—male and female—to the total population rose from 4·3 to 6·0. The percentages varied in the different districts from 21·0 in Madras to 5·4 in Salem in the case of males and from 9·6 in Madras to 1·1 in Salem in the case of females. The increase in the percentage of scholars to population was shared by all districts in the Presidency.

7. *Scholars according to classes of community.*—There was an increase in the number of scholars of all classes of the community. The number of Ādi-Drāvidas and Ādi-Āndhras increased by over 50 per cent during the quinquennium.

8. *Scholars studying English.*—The number of students studying English increased from 257,460 to 330,243 showing an increase of 28 per cent against an increase of 14 per cent during the quinquennium ending with 31st March 1922.

9. *Scholars unprotected from smallpox.*—The number of scholars unprotected from smallpox rose during the quinquennium from 6,096 to 12,398.

10. *Relative extent of education in municipal and non-municipal areas.*—The percentages of institutions and scholars in municipal areas to the total number of institutions and scholars on the 31st March 1927 were 8 and 17, respectively.

11. *General statistics of receipts and charges.*—Including the expenditure on the professional colleges and special schools not under departmental control, the total expenditure on education rose during the quinquennium from Rs. 340 lakhs to nearly Rs. 453 lakhs. The amounts met from the main sources, viz., Provincial funds, District funds, Municipal funds, fees and other sources show a considerable increase though in different proportions. The increase in District Board and Municipal expenditure was largely met from the Provincial subsidies to local bodies. Taking the first three sources together, it will be seen that the expenditure from public funds increased by 39 per cent, fees rose by 21 per cent and the amount met from private funds and other sources by 31 per cent. Public funds take a proportionately larger share than before in meeting the cost of education and the relative amount from private funds, though it has increased, shows a diminution as will be evident from the proportion which public funds and private funds bore to total expenditure, viz., 59 and 41. Nearly the whole amount shown under "Subscriptions and other sources" in General Educational Tables III-A, III-B represents the managers' contributions collected towards the maintenance of schools under private management from private bodies. The small amount relating to schools under public management represents the miscellaneous receipts of these institutions. This head contributes Rs. 61·78 lakhs to the total direct expenditure of Rs. 340·06 lakhs.

The total direct expenditure on education rose from Rs. 245·12 lakhs to Rs. 340·06 lakhs, an increase of Rs. 94·94 lakhs or 39 per cent against an increase of 59 per cent in the last quinquennium. The increase was shared by all classes of institutions, viz., colleges Rs. 8 lakhs, secondary schools Rs. 15 lakhs, elementary schools Rs. 64 lakhs, training schools Rs. 1 lakh and other special schools Rs. 7 lakhs. The amount spent by District and Municipal Boards on their own elementary schools increased from Rs. 51·18 lakhs to Rs. 89·29 lakhs. It will be seen from the following statement giving separate figures for Municipalities that the total recurring expenditure increased from Rs. 13·22 lakhs to Rs. 25·02 lakhs during the period under review and the capital outlay from Rs. 2·46 lakhs to Rs. 4·22 lakhs.

Expenditure on schools maintained and aided by Municipal Boards.

Classes of institutions.	Number of institutions.			Recurring expenditure from								Capital expenditure from						
	Maintained by Municipalities.	Aided by Municipalities.	Total.	Provincial funds.	Municipal funds.	Other Public funds.	Fees.	Other sources.	Total.	Provincial funds.	Municipal funds.	Other Public funds.	Fees.	Other sources.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1	2	3	4,000	3,386	...	7,876	19	15,281	...	1,503	...	...	...	1,503
High schools ...	42	2	44	1,46,464	1,30,897	...	5,43,310	2,721	7,23,392	35,837	80,909	...	...	...	1,16,737
Middle English schools ...	10	...	10	14,585	22,299	...	22,164	...	59,048	1,434	4,032	...	...	...	5,466
Middle Vernacular schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	1,497	65	1,562	5,10,020	(a) 11,68,220	...	2,239	2,820	16,83,299	19,069	2,66,403	...	...	...	2,85,507
Special schools ...	3	...	3	7,892	9,012	...	3,328	140	21,372	250	12,485	...	...	...	12,735
Total, 1926–27 ...	1,553	69	1,622	6,82,961	(b) 13,34,714	...	4,79,017	5,700	25,02,392	56,620	3,65,328	...	..	...	4,21,948
Total, 1921–22 ...	1,099	40	1,139	4,32,833	5,62,481	1,045	3,18,678	6,549	13,21,567	95,352	1,44,802	...	...	5,550	2,46,004

(a) Including teaching grants to elementary schools.
(b) Excludes stipends paid on behalf of teachers in municipal service under training; scholarships from municipal funds and boarding charges of students in hostels attached to municipal institutions.

The total indirect expenditure rose from Rs. 94·87 lakhs to Rs. 112·66 lakhs. The amount met from the several sources excepting Provincial funds showed an increase. The most noticeable features of the indirect expenditure were the increases under Universities, the increase being mainly due to the introduction of the Madras University Act and the establishment of the new Andhra University, and the increase in expenditure on buildings and furniture to the extent of over Rs. 5 lakhs and on hostel (boarding) charges which showed an increase of Rs. 6 lakhs. The last item represents only the messing charges. The following statement gives a summary of the expenditure of Rs. 42·91 lakhs under building and equipment on different classes of institutions, viz., colleges Rs. 10·40 lakhs, high schools Rs. 12·82 lakhs, middle schools Rs. 1·31 lakhs, primary schools Rs. 14·41 lakhs and special schools Rs. 3·97 lakhs. To the total expenditure public funds contributed over Rs. 29 lakhs and private funds nearly Rs. 14 lakhs.

Amount expended on buildings, furniture and apparatus during 1926–27.

—	Colleges.	High schools.	Middle English schools.	Middle Vernacular schools.	Primary schools.	Special schools.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues.	8,15,243	4,76,857	32,976	...	2,24,834	2,58,165	18,08,075
Local funds ...	...	2,46,170	11,484	...	7,36,210	101	9,94,165
Municipal funds ...	1,503	80,909	4,032	...	28,779	12,485	1,27,699
Subscriptions and other sources ...	2,23,145	4,78,164	82,861	...	4,50,761	1,26,537	13,61,468
Total ...	10,39,891	12,82,091	1,31,553	...	14,40,584	3,97,288	42,91,407

12. *Provincial receipts and charges.*—The budget grant for the year 1926–27 under 31. EDUCATION was Rs. 207 lakhs and the actuals amounted to Rs. 197 lakhs. The decrease of Rs. 10 lakhs is mainly due to

(1) savings under salaries due to keeping in abeyance of certain posts, the appointment of junior officers in place of the seniors and the late appointment of Junior Deputy Inspectors of Schools,

(2) non-utilization of the provision for building grants as the schemes did not mature in time for payment, and

(3) the failure on the part of local bodies to open new elementary schools for which provision was made in the budget.

The resumption by Government of a lakh of rupees from the provision for grants to University also accounts for the decrease.

Including the figures relating to the schools and colleges not under departmental control and the expenditure on educational buildings, Provincial receipts and charges aggregated Rs. 8·37 lakhs, and Rs. 225·90 lakhs, respectively, against Rs. 8·19 and Rs. 170·12 lakhs in the previous quinquennium. Fee receipts in Government Institutions and the departmental examination fees both showed a marked increase. The increase in the charges was shared by nearly all items and was especially noticeable in the case of grants to University, Government Institutions, Grants-in-aid to schools under private management and subsidies to Local Bodies and District Educational Councils.

13. *Grants-in-aid.*—The total amount of grants-in-aid to institutions under private management rose from Rs. 23·05 lakhs to Rs. 30·72 lakhs. The amount placed at the disposal of District Educational Councils for the payment of grants to aided Elementary schools was Rs. 41·85 lakhs against Rs. 27·27 lakhs in 1921–22.

14. *Miscellaneous charges.*—As in previous years, under the heading "Miscellaneous" in General Educational tables III-A and III-B are included the boarding charges in hostels amounting to Rs. 33·99 lakhs, the expenditure on private schools which do not conform to departmental standards of instruction to the extent of Rs. 3·87 lakhs, the amount spent as scholarships in schools and colleges Rs. 4·91 lakhs and miscellaneous items, such as the charges relating to Oriental Manuscripts Library, Registrar of Books, Miscellaneous grants, European School Examination Charges and Text Book Committee, Rs. 1·79 lakhs.

The receipts of private schools amounted to Rs. 0·40 lakh while those from departmental examinations were Rs. 0·05 lakh and the boarding and rent-fees collected in hostels and boarding houses, Rs. 17·19 lakhs. The figures appearing under "other sources" represent the amount spent by the management of private schools, Rs. 3·37 lakhs, endowment and subscriptions collected and spent on hostels and boarding houses, Rs. 13·85 lakhs, for the payment of

scholarships, Rs. 1·61 lakhs and recoveries on account of service payments, Rs. 0·58 lakh.

15. *Average cost and average fee.*—Information as to the average cost of education and the average fee per head paid in the various class of 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.	RS.	RS	RS.	RS.	RS.
Arts Colleges— For Indians	277	89	163	93	158	101
Secondary schools for boys— For Indians ...	64	22	47	22	41	25
For Europeans ...	...	...	...	...	284	45
Elementary schools for boys— For Indians ...	9	...	10	As. 2	6	As. 10
For Europeans ...	...	...	...	...	54	6

II.—CONTROLLING AGENCIES.

16. *Direction.*—Mr. Littlehailes, the permanent Director, was on leave from the 21st October 1922 to the 28th May 1923, was on deputation as Acting Educational Commissioner with the Government of India from the 6th of February to the 2nd of November 1925 and was on leave from the 15th of April to the 18th of November 1926. During the above periods I acted as Director of Public Instruction.

17. *Inspection.*—It was mentioned in the last report that the whole question of the reorganization of the inspecting agency was under consideration. The orders of Government on the reorganization were issued in 1922 and in consequence Circle Inspectors and Assistant Inspectors of Schools were replaced by District Educational Officers, one for each district except the Nilgiris which was combined with Coimbatore. The Sub-Assistant Inspectors and the Supervisors of schools were replaced by a new cadre of officers designated Deputy Inspectors of Schools. The reorganization brought considerable relief to the officers of the inspecting agency and

made better control and inspection of elementary schools in each district possible. But the large increase in the number of elementary schools during the quinquennium necessitated a further increase in the inspecting agency in 1926 when a new cadre of Junior Deputy Inspectors with a strength of 71 officers was established. With effect from April 1923, the districts of Coorg and Bangalore were transferred to the control of the Government of India and the Inspector of Schools, Coorg and Bangalore, ceased to be under the Director of Public Instruction. The posts of Assistant Inspectors of Schools of Coorg and of South Kanara were abolished from the 1st of April 1923 and a District Educational Officer was placed in charge of the South Kanara District. The post of Assistant Inspector of Schools in charge of the Agency was also converted into the post of Agency Educational Officer. In March 1926 Government created a temporary post of Special Assistant to the District Educational Officer, Malabar, the object being to obtain the services of an officer who would give special attention to the needs of Mappilla education. The work of this officer has been referred to under Muhammadan Education. The total cost of the inspecting agency in 1926–27 (excluding direction) amounted to Rs. 15,16,705 being 3·35 per cent of the total expenditure on education and 4·46 per cent of the direct cost. The corresponding percentages for the year 1921–22 were 3·89 per cent and 5·39 per cent.

Statement of Inspecting officers, the grade and number of institutions, etc.

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 including the Agency Educational officer.	26	Secondary.	528	20	19
		Training ...	95	4	4
Inspectresses	5	Secondary.	64	13	12
		Training ...	35	7	8
Deputy Inspectors including junior Deputy Inspectors	326	Elementary.	46,378	142	157
Assistant and Sub-Assistant Inspectresses ...	27	Do. ...	3,388	125	126
Supervisors	11	Do. ...	853	78	91

18. *Personnel.*—The following officers of the Indian Educational Service retired from service during the period under review:—

Mr. J. H. Melville, Mrs. Drysdale, Mr. W. H. James, Miss McLeod, Mr. H. W. Callaghan, Rao Bahadur H. Narayana Rao, Mr. H. S. Duncan, Mr. Arulanandam, Rao Bahadur P. V. Seshu Ayyar, Mrs. Srinivasa, Miss Karney and Mrs. Ewart. The first four of these officers retired on proportionate pensions.

Mr. S. N. Dhar died in December 1923 and Mr. C. L. Cartwright died in April 1926.

In November 1924 Mr. H. B. Mathews was invalided from service and subsequently died in England.

Miss J. H. Ross was appointed to officiate in the Indian Educational Service in 1923 and resigned her appointment from 1st September 1924.

Miss E. Ryan, who was officiating in the Indian Educational Service, resigned her appointment in January 1923.

The following eight officers of the Madras Educational Service retired during the quinquennium:—

Mr. A. V. J. Vas, Mr. S. G. Daniel, Mr. C. T. Parthasarathi Mudaliyar, Rao Sahib T. K. Hanumanta Rao, Rao Sahib P. Rajagopala Ayyar, Mr. S. Lakshmana Ayyar, Mr. V. Narasimharayudu, Mr. P. Sankunni and Mrs. Bartels.

The following officers officiated in the Indian Educational Service:—

Mr. H. Parameswaran, Mr. C. K. Krishnaswami Pillai, Mr. G. L. Lobo, Mr. T. S. Subrahmanya Ayyar, Mr. Mangesha Rao and Miss Gunther. Miss Gerrard, Miss Lazarus, Mrs. Ewart and Miss A. de Rozario were confirmed in the Indian Educational Service.

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

Mr. P. Raghava Acharya, Mr. Sivaram Ratho Mahasayo, Mr. T. B. Krishnaswami Mudaliyar, Mr. K. Guruswami Reddi, Mr. V. K. Raman Menon, Mr. V. Narasimharayudu, Mr. T. K. Duraiswami Ayyar, Mr. S. Appaswami Ayyar, Mr. C. S. Sundaram, Mr. N. K. Venkatesan, Mr. K. S. Appaswami Ayyar, Mr. C. N. Ekambara Mudaliyar, Mr. T. Ekambaram, Mr. J. Franco, Mr. P. Narayana Gowd, Mr. J. C. Chinnappa, Mr. D. A. Narasimham, Mr. Abdu Haq, Mr. M. Lakshminarayana Rao, Mr. G. K. Chettur, Mr. N. Subrahmanyam, Mr. J. Satyanarayanamurti, Mrs. G. N. Sargunar, Mrs. B. Kalyani Amma, Mrs. S. Jesudasan, Mrs. K. Martin and Miss M. W. Barrie.

At the end of the quinquennium, the cadre of the Men's Branch of the Indian Educational Service consisted of 53 posts, 14 of which were held in abeyance. Of the remaining 39 posts, 15 were held by Europeans and 24 were held by Indians, showing a percentage of 38·5 per cent Europeans and 61·5 per cent Indians. At the end of the quinquennium 34 posts in the Indian Educational Service (Men's Branch) were permanently held by officers of the Indian Educational Service and five posts were held by officiating officers.

The post of Deputy Directress of Public Instruction in the Indian Educational Service was held in abeyance with effect from the date of the retirement of Mrs. Drysdale on 1st February 1924 but was revived from the 16th of August 1926 on which date Miss Lowe was appointed to the post.

Miss Fearn's temporary appointment as Woman Specialist in Physical Education was extended for a further period of three years from the 7th of January 1925 and her pay of Rs. 400 per mensem was converted into a scale of Rs. 400—25—450.

Classification and Pay of officers $\frac{\textit{Men's Branch}}{\textit{Women's Branch}}$.

Service.		Number of officers.			Total salary.	Average pay in rupees to one place of decimals.
		Europeans or domiciled community.	Indians.	Total Indians and Europeans.		
					RS.	RS.
Indian Educational Service.	Men ...	17	17 + 5 (a)	39	38,775	994·2
	Women.	7	1	8	5,675	709·3
Madras Educational Service.	Men ...	2	49	51	23,600	462·8
	Women.	11	13	24	8,225	342·7
Subsidiary Educational Service.	Men ...	...	816 (b)	818	89,467	109·7
	Women.	44	90	134	16,305	121·6
Unclassified Posts.						
(a) Equivalent to Indian Educational Service.	Men .	1	...	1	1,350	1,350·0
	Women.	...	...	...	...	...
(b) Equivalent to Madras Educational Service.	Men ...	2	13	15	4,650	310·0
	Women.	1	...	1	425	42·5
(c) Equivalent to Subordinate Educational Service.	Men ..	...	...	...	...	...
	Women.	...	...	...	...	...

(a) Includes five acting appointments.
(b) Includes clerical appointments on Rs. 60—4—80.

Statement showing the number and average pay in rupees of teachers 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.		RS.	RS.	RS.	RS.
Municipal Board	5,302	142·3	55·5	28·1	34·0
Local Board	30,309	92·0	53·7	20·3	37·3
Private { Aided	61,047	188·9	54·9	7·8	60·3
Private { Unaided	3,262	...	39·6	5·1	70·9
Total, Indian schools ...	1,0 ,420	183·8	54·5	12·5	58·8
In schools for Europeans.					
Private—Aided	747	...	101·2	64·7	84·7
Total, European schools ...	747	...	101·2	64·7	84·7

19. *Improvements in conditions of service.*—During the quinquennium Overseas pay at the rate of Rs. 100 a month and passage concessions similar to those enjoyed by the officers of the Indian Educational Service (Men's branch) were sanctioned for the members of the Indian Educational Service (Women's branch) of Non-Asiatic domicile. There were no other changes in the conditions of service during the period under review but the reorganization of the gazetted services, consequent on the recommendations of the Lee Commission, was under the consideration of Government.

III.—UNIVERSITY AND COLLEGIATE EDUCATION.

A.—The Madras University.

20. The Syndicate of the Madras University has submitted to Government a report on the working of the University during the quinquennium. Extracts from that report are incorporated here.

I.—University Organization.

The most important event in the University's development during the period under review was the reorganization of the University, consequent on the passing of the Madras

University Act No. VII of 1923, resulting in (*a*) the reconstruction of the administrative machinery of the University by which an elective majority has been introduced into an enlarged Senate; (*b*) the establishment of a professional body to deal with purely academic matters; and (*c*) the creation of a Council of affiliated colleges in order to safeguard the interests of mufassal colleges.

It was stated in the last report that the Government were framing a new University Bill providing for the reorganization of the University on the lines of the resolution adopted by the Senate in March 1921 which was based on the recommendation of the Calcutta University Commission. In June 1922, the Government forwarded to the Syndicate a copy of the draft bill for opinion. A special meeting of the Senate was convened in August 1922 to discuss the Bill and the following resolution was adopted by that body:—

"That there should be established a Teaching and Residential University of Madras with constituent colleges within the limits of that University, as soon as arrangements have been made for the simultaneous establishment of similar teaching and residential Universities at other educational centres within the sphere of the University of Madras as constituted prior to the commencement of the Act."

In the meantime the Bill was introduced into the local Legislative Council and passed into law. The Madras University Act, having received the assent of His Excellency the Viceroy and Governor-General, was published in the *Fort St. George Gazette* on the 1st May 1923.

The main features of the Act may be briefly stated as follows:—

(*a*) The creation of new authorities, such as the Academic Council and the Council of affiliated colleges, the former to deal with all matters of academic interest, and the latter to safeguard the interests of mufassal colleges.

(*b*) Provision for the adequate representation of all interests on the various authorities.

(*c*) The appointment of a whole-time Vice-Chancellor, who may also be paid a prescribed salary.

During the transition period, viz., from May 1923 to March 1924, when the new bodies were being constituted, the Vice-Chancellor was vested with extraordinary powers inherent in the Senate and the Syndicate under the old Act. In March 1924 all the authorities were duly constituted and they began to function from the 5th of that month.

II.—The Senate.

(*Under the Act of* 1904).—During this period (March 1922 to March 1924) the Senate held three ordinary and two extraordinary meetings.

Committees of the Senate were appointed to consider and report on the following important questions among others:—

(1) The holding of the Intermediate, B.A. Degree, B.A. (Hons.) Preliminary and L.T. Degree Examinations twice a year.

(2) The removal from the regulations of the provision for the acceptance of the Secondary School-Leaving Certificates for the purpose of Matriculation.

(3) The remodelling of the Intermediate courses of study.

(4) The compulsory study of languages as a second language for the Intermediate and B.A. Degree Examinations.

Upon these questions, decisions have been arrived at which are referred to below.

(*Under the new Act*).—During the period between March 1924 and March 1927, the Senate held five ordinary meetings and two special meetings. At the special meeting held on the 16th December 1924, the Senate resolved to have two ordinary meetings in a year instead of one. This provision has been embodied in the laws of the University. In March 1925, the following resolution was adopted by the Senate on the recommendation of the Syndicate:—

"That the Senate approves in principle the establishment of a University for the Telugu districts."

In October 1925, the Senate passed the following resolution:—

"The Senate is of opinion that one University at least should be established in the Tamil districts, and recommends to the Government to take steps at once to bring it into existence."

This resolution was communicated to Government which replied that the initial steps in the matter should be taken by the Senate of the Madras University in accordance with section 53 of the Act. The Syndicate accordingly recommended to the Senate in March 1926, the appointment of a Committee to consider the question. The Senate, after considerable discussion, passed on to the next item of business. The Government have since appointed a Committee to investigate the matter.

Committees of the Senate were appointed to consider and report upon the following matters among others :—

(1) To conduct a comprehensive enquiry into the financial resources of the University in relation to existing and probable future commitments.

(2) To frame Account and Financial Rules and to formulate proposals for the efficient discharge of the responsibilities vested in the Senate under section 15 of the Act.

The above reports have been received. In regard to item (1), the Senate adopted several proposals for the increase of the fee-income of the University and also for retrenchment in various directions. In regard to item (2), the report of the Committee is still under consideration.

III.—The Syndicate and the University officials.

The Syndicate has undergone a change as regards its constitution and the scope of its powers consequent on the introduction of the new Act.

The late Sir K. Srinivasa Ayyangar, *Kt.*, B.A., B.L., who held the office of Vice-Chancellor until the 21st May 1923 was succeeded by the Rev. E. Monteith Macphail, C.B.E., M.A., D.D., who was appointed for a period of two years as the first Vice-Chancellor under the new Act. His term of office having expired on the 21st May 1925, His Excellency the Chancellor appointed Diwan Bahadur Sir R. Venkataratnam, *Kt.*, M.A., for a term of three years.

Mr. Francis Dewsbury, B.A., LL.B., held the office of Registrar until the 3rd January 1924, when he went on leave preparatory to retirement. Mr. William McLean, M.A., B.L., who succeeded him, took charge on the 11th November 1924 and continues to hold office.

Rao Sahib Dr. S. Krishnaswami Ayyangar continued to hold the office of Professor of Indian History and Archæology throughout the quinquennium. His term of office has been extended for another period of five years from November 1924.

It was stated in the last report that Dr. John Matthai had been appointed in 1921 a part-time Professor of Indian Economics. In June 1925 Dr. Matthai was deputed as a member of the Tariff Board at the request of the Government of India. Mr. T. K. Duraiswami Ayyar, M.A., L.T., was appointed Acting Professor in his place.

The Department of Economics has since been placed on a permanent basis with a full-time Professor, a Reader and

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two Lecturers attached to it. Consequently, Mr. T. K. Duraiswami Ayyar reverted to the Educational Department and Mr. P. J. Thomas, M.A., B. LITT., has been appointed full-time Professor of Economics. The Government have undertaken to make an annual recurring grant towards the upkeep of the department.

The activities of the department have been enlarged by its undertaking, in addition to the teaching for the Diploma in Economics, instruction to students of constituent colleges in the special subjects prescribed for the B.A. (Hons.) Degree Examination in Branch V-B Economics.

IV.—The Academic Council.

The Academic Council at its first meeting held on the 8th and 9th August 1924 appointed Committees to consider and report *inter alia* upon the following matters :—

(1) To consider, in consultation with the Boards of Studies, what changes, if any, are desirable in the Regulations dealing with courses of study and examinations in Arts and Science, and in particular to consider the nature and length of the University degree courses in Arts and Science with reference to sections 36 and 37 of the Act.

(2) To consider and make proposals as to the best method of selection, the conditions of appointment and emoluments of the teachers of the University, and as to the best method of utilizing the funds that may be available for the encouragement of research by members of the University.

(3) To consider and make proposals as to the best methods to be adopted for the encouragement of the study of (1) Oriental languages in general and (2) the South Indian Vernacular languages in particular.

V.—University Regulations, Courses of Study and Examinations.

Matriculation examination.—The Senate under the old Act considered the question of rescinding the provision existing in the Regulations for the Matriculation of Secondary School-leaving Certificate holders, and adopted the report of the Syndicate which did not advocate any change in the existing procedure. In 1925 the Academic Council, on the recommendation of the Committee on Courses of Study and Examinations, expressed its approval of the following resolution on

the question of the stage of entry to the University courses of study:—

"That until the problem has been simplified by the formation of new local Universities, the Committee is not prepared to recommend any change in the stage of entry to the University course."

Intermediate examination.—It was stated in the last report that the question of remodelling the Intermediate and B.A. degree courses was under the consideration of the Senate. The Academic Council, under the new Act, took up the question and on the recommendation of the Courses Committee, adopted schemes for the remodelling of the Intermediate and B.A. Degree Courses.

The main features of the scheme relating to the Intermediate Examination are:—(1) the introduction of the compulsory study of and examination in one of the Indian classical or vernacular or foreign languages and the corresponding lightening of the courses in English;

(2) the introduction of additional optional groups consisting of a variety of subjects, such as, Commercial Geography, Banking and Accountancy, Architecture, Drawing, Music (Indian and European), Mechanical and Electrical Engineering, Photography, etc., with a view to affording a wide choice of optionals to candidates who desire to enter upon various professions after the Intermediate stage. The revised Intermediate Courses come into force from the Academic year 1927–28.

B.A. Degree examination.—The compulsory study of and examination in a second language, and the reconstituting of the existing groups of subjects by the addition of new optionals are the principal features of the remodelled B.A. scheme.

B.A. (Hons.) and M.A. Degree examinations.—The question of the inter-relation between B.A. (Hons.) and M.A. Degree Examinations is under consideration. The introduction of Social Sciences as optional subjects for the B.A., B.A. (Hons.) and M.A. Degree Examinations was considered, and it was decided to defer the question to a more opportune time, viz., till the remodelled B.A. Degree Courses had been in force for some time.

M.A. Degree in research.—An M.A. Degree in Research has been instituted. This degree is mainly intended for the benefit of students who, although giving evidence of pronounced ability for research and higher study, do not come

within the provisions of the Regulations for other University degrees.

Ph.D. and D.Sc. Degrees.—Degrees for Doctorates in Philosophy and Science have been instituted.

Teaching.—The Regulations have been altered with a view to abolishing the course in special English, and in its place special subjects are prescribed every year. The syllabuses for the various optional subjects have been revised and brought up to date.

Medicine.—In August 1924, the Academic Council accepted the recommendations of the Board of Studies in Medicine regarding alterations in the Medical Regulations so as to meet the requirements of the General Medical Council of the United Kingdom. In March 1925, the Council recommended to the Senate the abolition of the L.M. & S. Degree, and consequential changes in the Regulations, to bring them into line with the recommendations and the requirements of the General Medical Council, were confirmed by the Senate, and came into force from the commencement of the Academic year 1926–27.

The question of instituting diplomas in Ophthalmology and Midwifery was under consideration. The Academic Council, on the recommendation of the Board of Studies in Medicine, adopted the necessary regulations for the institution of a diploma in Midwifery. The question, however, of instituting a diploma in Ophthalmology was deferred till adequate facilities had been provided in that subject.

Engineering.—Certain alterations in the Regulations were adopted with a view to the classification of successful candidates in the B.E. Degree Examination into first and second classes.

Diploma in economics.—The part-time course, relating to this examination, extending over a period of three years has been discontinued, and the course has been restricted to full-time students who are required to prosecute their studies for a period of two years.

Oriental learning.—The Regulations relating to these examinations have been altered so as to provide (1) for a course leading up to an examination for the Vidvan Title in Tamil alone, (2) for an entrance test in the case of candidates selecting a Dravidian main language for the Vidvan Title by taking an examination in some of the papers set for the

respective languages under the compulsory and optiona parts of the Intermediate Course.

Agriculture.—Alterations in the Regulations for the course of study and examination for the B.Sc. Agriculture Degree were adopted, with a view to ensuring a more equitable distribution of subjects for Parts I and II thereof, and to bring the minima for pass and first class into line with those of the other examinations of the University.

Degree in Commerce.—The Academic Council adopted the report of the Special Committee appointed for the purpose which expressed the opinion that it was desirable to institute a Degree in Commerce, and to constitute a Faculty in Commerce as well as a Board of Studies. The Faculty and the Board of Studies have since been constituted.

With effect from 1922, Intermediate, B.A., B.A. (Hons.), Preliminary and L.T. Degree Examinations are being held twice a year.

VI.—University Research.

In December 1924, the Academic Council adopted the following resolution on the recommendation of the Committee appointed by the Council to consider ways and means for the advancement of research :—

"The University might at once appoint teachers with a view to encouraging higher teaching and research in the following subjects included in the Faculty of Arts—Dravidian Culture, Sanskrit and Indian Philosophy, and as soon as funds are available for the erection of a suitable Institute for research, in one or more of the subjects included in the Faculty of Science."

Science Research Institute.—The Syndicate, with a view to giving effect to the latter part of the resolution, appointed a committee to formulate a definite scheme. The committee recommended as a first step in this direction, that the University should restrict itself to advanced study and research in Botany, Zoology and Bio-Chemistry. The scheme was approved by the Academic Council and the Senate. The Government are to give Rs. 1,80,000 for Laboratories in Zoology and Bio-Chemistry, and the University has undertaken to provide a Laboratory in Botany out of its own funds. The Government have also made a grant of a lakh of rupees in the first instance for the erection of the Science Laboratories for the above subjects.

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Departments of Indian Philosophy, Mathematical Research and School of Indian History.—The following three schemes have also been approved by the Academic Council and the Senate :—

(1) The institution of a department for higher teaching and research in Indian Philosophy. This Department is under a Reader whose duty will be to guide and direct research students attached to the department.

(2) The institution of a department of higher studies and research in mathematics under the charge of a Reader who will guide and control students attached to the department.

(3) The establishment of a School of Indian History under the charge of the Professor of Indian History, besides a lecturer and a few research students attached to the department.

The Government have agreed to finance the first two schemes, each of which involves an annual recurring expenditure of about Rs. 10,000.

Institute of Oriental Studies and Research.—As a result of the deliberations of the Committee on Oriental Languages, the Academic Council, in March 1925, adopted the report of the Committee which contained *inter alia* recommendations for the establishment of a University Institute of advanced Oriental Studies and Research. A scheme was accordingly drawn up and approved by the Academic Council and the Senate. The Institute provides for three sections, viz., Sanskritic, Dravidian and Islamic under the direction and control of a Professor, a Director and a Senior Reader, respectively, with a number of Readers, Fellows and Research students attached to the various sections. The scheme involves an annual recurring expenditure of about Rs. 45,000; the Government having agreed to provide funds up to two-thirds of the cost of the Dravidian section only, the University has undertaken to provide, from its own funds, the remaining one-third of the cost of the Dravidian section and the total cost of the Sanskritic and Islamic sections. The various appointments to the Institute have since been made.

Scholarships, prizes, research studentships, scientific works, etc.—(1) In 1922, a special scholarship of the value of £150 was awarded to Mr. R. Vaidyanathaswami for higher study and research in Mathematics under the supervision of Professor Turnbull of St. Andrews University, Scotland.

The scholar, after a distinguished career in research at St. Andrews, gained the Ph. D. and D. Sc. Degrees and returned to India in 1925. He has since been appointed Reader in Mathematics in this University.

(2) In 1925, the Syndicate, on the recommendation of Professor G. H. Hardy of Oxford, granted to Mr. T. Vijayaraghavan a special scholarship of the value of £300 per annum tenable in Europe for a period not exceeding three years, for higher research in Mathematics. The scholar, who is still working under the guidance of Professor G. H. Hardy, has gained the B.Sc. Degree in research at Oxford.

(3) Mr. A. S. Ganesan, a research student of this University, was permitted to hold a research Scholarship of Rs. 150 per mensem for a period of one year while in England in conjunction with the Government of India Dominion Science Scholarship awarded to him.

(4) Dr. S. R. Savur, a research worker in the University of London, was granted an allowance of £60 in order to enable him to complete his research work.

Prizes—(i) *The Maharaja of Travancore Curzon Prize.*—This prize of Rs. 500 for the best essay or original thesis in certain selected branches of knowledge with special reference to South Indian questions was awarded three times during the quinquennium.

(ii) *The Ghokale Prize.*—This prize of Rs. 500, to be awarded to the best essay written on any topic connected with Indian Economics by Graduates of the Madras University, was awarded only once.

(iii) *The P. Ramarayaningar Prize.*—This prize which was endowed by the Hon'ble Raja P. Ramarayaningar, to be awarded biennially for the encouragement of scientific publications in Telugu, was awarded twice during the period under report.

Studentships.—During the quinquennium, the following research studentships were awarded in the subjects specified :—

Name of subject.	Number of studentships.
Mathematics	3
Physical Science	10
Natural Science	8
Philosophy	1
History and Economics	7
Sanskrit	4
Medicine	7

Research and scientific works.—The following works have been published by the University during the quinquennium :—

(i) "The Psychological Tests of Mental Abilities" being a course of ten lectures delivered by the Rev. Dr. A. S. Woodburne in 1922.

(ii) "The History of the Nayaks of Madura" the thesis of Mr. R. Sathyanatha Ayyar, research student.

(iii) "The Khaveri, the Mankaris and the Sangam Age" being the Sankara Parvati Prize essay submitted by Mr. T. G. Aravamudhan.

(iv) The Octaval system of reckoning in India by Dr. Mark Collins.

(v) "The Stone Age in India" being the Sir Subrahmanya Ayyar lecture delivered by Mr. P. T. Srinivasa Ayyangar in 1926.

(vi) "Absorption spectra and their bearing on the structure of Atoms and Molecules", being the Sir Subrahmanya Ayyar lecture delivered by Dr. A. L. Narayan in 1924.

(vii) "A study of the optical properties of Potassium Vapour", being the thesis submitted by Dr. A. L. Narayan for the Degree of Doctor of Science.

(viii) "Molecular Scattering of Light" a thesis submitted by Mr. K. R. Ramanathan for the Doctorate of Science.

Publication of Robert Sewell's work.—The University has undertaken the publication of Dr. Robert Sewell's work "A chronologically arranged list of the historical inscriptions of South India". The Government were pleased to finance the undertaking and Dr. Sewell was requested to arrange for the printing of the work in England. Since his death, it has been arranged to get the work done in India and the editing thereof has been entrusted to the University Professor of Indian History and Archæology, Dr. S. Krishnaswami Ayyangar.

The All-India University Research Fund.—The University has decided to make an annual grant of Rs. 1,000 for a period of 3 years towards the Research Fund proposed to be organized by the Government of India, through the medium of the Inter-University Board.

VII.—University Lectures.

Ordinary University Lectures.—For the benefit of Honours students and others, courses of ordinary University Lectures

in various subjects were delivered by the University Professors and Professors in Affiliated and Constituent Colleges, appointed by the Syndicate for the purpose.

Special University Lectures.—During the quinquennium under review the University made arrangements for the delivery of special University Lectures by the following persons eminent in Arts and Sciences:—

(i) Mr. J. W. Madeley, M.A., M.I.C.E., Special Engineer, Corporation of Madras.

(ii) Professor J. Ph. Vogel, Leiden, Holland.

(iii) Professor F. S. Marvin, M.A. (Oxon).

(iv) Professor Jose Galvez of Chili.

(v) Captain J. W. Potavel.

(vi) The Right Hon'ble V. S. Srinivasa Sastri, P.C.

(vii) Dr. Rufus M. Jones of Haverford College, U.S.A.

(viii) Sir P. C. Ray of Calcutta.

(ix) Dr. James H. Cousins, M.A., D. Litt.

(x) Dr. P. K. Roest, Chicago University.

(xi) Prof. Franklin Edgerton, Yale University, U.S.A.

University Popular Lectures.—In 1924 arrangements were made for the delivery of lectures on modern scientific inventions, e.g., Telephony, X-ray, Aviation, etc., by Professors in Colleges These lectures became so popular that it was arranged to deliver courses of lectures on popular subjects in Tamil also during the following year.

Vacation Lectures.—During the Christmas vacations of the years 1923–1924, the University arranged for the delivery of vacation lectures on "Fundamental Concepts of Mathematics" for the benefit of teachers in the schools and colleges of the Presidency, the cost of which was defrayed by a Government grant to the University.

Lectures on Dravidian Culture.—As a part of the scheme of the Research Institute in Dravidian Languages the following six courses of special lectures on Dravidian Culture were delivered during the year 1926–27:—

(1) Pandit L. Ulaganatha Pillai.—The Sangam Literature.

(2) Mr. T. Rajagopala Rao, B.A., L.T.—Certain outstanding Problems of Research in Dravidian Languages.

(3) Mr. M. Ramakrishna Kavi, M.A.—A critical History of Telugu Literature.

(4) Rao Bahadur R. A. Narasimhachariyar, M.A.—A critical survey of Kanarese Language and Literature.

(5) Mr. P. T. Srinivasa Ayyangar, M.A., L.T.—Pre-Aryan Tamil Culture.

(6) Mr. A. Krishna Pisharoty.—A critical survey of Malayalam Language and Literature.

Sir Subrahmanya Ayyar Lecture.—This annual lecture has been delivered during the quinquennium by distinguished graduates of the University appointed by the Syndicate on topics connected with scientific or historical subjects.

The V. Krishnaswami Ayyar Lecture.—This annual lecture, which was instituted in the year 1925, has been delivered by distinguished graduates appointed by the Syndicate on topics connected with the Modern Indian Constitution or Sanskrit Literature.

Sir William Meyer's gift to the University.—The late Sir William Meyer left a legacy of £3,000 to the University to be used "for the promotion of the study of History and Economics". The first lecture under this endowment will be delivered by Dr. Jadunath Sirkar, Vice-Chancellor, Calcutta University.

Principal Miller Lectureship.—This lectureship was founded by Diwan Bahadur Sir R. Venkataratnam, Vice-Chancellor of the University, in honour of the late Rev. Dr. William Miller, C.I.E., M.A., D.D., LL.D. The first lecture under the endowment is expected to be delivered during 1927–28.

VIII.—Constituent and Affiliated Institutions.

Affiliation of Colleges.—(i) During the quinquennium under review 6 new colleges were recognized by or affiliated to the University, 5 of them (including two Women's Colleges) in group iii (Histories, Logic and Languages) of the Intermediate Courses, and the remaining one in Mathematics, History and Languages, other than English, of the B.A. Degree Course.

(ii) Further affiliations or recognition were granted to existing colleges in arts as shown in the following statement:—

Intermediate.	B.A. Degree.	B.A. (Honours) Degree.
Group (i) (Mathematics, Physics and Chemistry), 8 colleges.	Mathematics, 5 colleges. Physical Science, 4 colleges.	Mathematics, 2 colleges. Philosophy, 1 college.

Intermediate.	B.A. Degree.	B.A. (Honours) Degree.
Group (ii) (Natural Science, Physics and Chemistry), 5 colleges.	Natural Science, 3 colleges.	History, 3 colleges.
Group (iii) (Histories, Logic or Languages), 1 college.	History and Economics, 12 colleges.	Economics, 4 colleges.
	Philosophy, 8 colleges.	
	Languages other than English, 2 colleges.	

The Lady Willingdon and St. Christopher's Training Colleges (Women's Colleges) were recognized for the L.T. Degree courses.

The Theosophical College, Madanapalle, which was disaffiliated during the previous quinquennium, was granted affiliation during the period under report.

Consequent on the coming into force of the Andhra University Act, 7 second-grade colleges, 4 first-grade colleges and the Medical College, Vizagapatam, came under the jurisdiction of the Andhra University and ceased to have any connexion with the Madras University with effect from the 26th April 1926.

Institutions qualified to provide instruction for Oriental Title Examinations.—During the period under review ten institutions were approved by the Syndicate as qualified to impart efficient instruction in one or other of the branches of study for the *Siromani* title and three institutions in the courses of study for the *Vidvan* title.

Three institutions were approved as qualified to provide instruction in the subjects prescribed for Certificates of Proficiency in Oriental Learning, and one institution in the courses of study for the Munshi-i-Fazil title of the Oriental Title Examination.

IX.—*Miscellaneous.*

Military Training.—The Senate, at its meeting held on the 17th March 1925, adopted the following resolution :—

"That the Senate is of opinion that every male student should, before being allowed to appear for any degree examination of the Madras University, be given facilities to undergo Military Training in the Indian Territorial Force, if he so desires and if he is physically fit". A special committee was appointed to consider the question and the Syndicate, on the report of the Committee, recommended to the Senate that, as a first step in this direction, the

Government be moved to increase the number of Battalions to be stationed in suitable localities of the Presidency. The Government was addressed on the question and its reply is awaited.

In 1926 General Skeene and two members of the Indian Sandhurst Committee visited the University. At the request of the Government the Syndicate made the necessary arrangements for the party to visit the various constituent colleges and to review the University Training Corps on parade.

Compulsory Medical Inspection and Physical Training.—A system of compulsory medical inspection in respect of the Intermediate and B.A. students of the University has been approved. It has also been decided to introduce compulsory Physical Training for Intermediate students; the question of formulating a detailed and definite scheme best suited to the local conditions of the various colleges, is under consideration.

Indian Universities' Conference and Inter-University Board.—On the initiative of the Government of India, a conference of representatives of Indian Universities was held in Simla in 1924, to which the Madras University was invited to send delegates. Five delegates including the Vice-Chancellor and the Director of Public Instruction were appointed to represent the University at the conference. As an outcome of the conference, the formation of an Inter-University Board was approved, with the object of providing an effective and useful organization for considering and settling all important questions affecting the policy, administration and development of the various Universities in India. The representation of the Madras University on the Board was approved by the Senate which agreed to contribute an annual amount not exceeding Rs. 1,600 for a term of three years to the expenses of the Inter-University Board.

Students' Information Bureau.—The Madras Students' Advisory Committee, hitherto under Government management, has been replaced by this organization which is under the entire control of the University. The Government makes an annual contribution to the University for the upkeep of the institution. Mr. Arthur Davies, M.A., Bar.-at-Law, was the Secretary during the quinquennium.

Tamil Lexicon.—At the commencement of the quinquennium under review, the Tamil Lexicon Committee consisted of nine members, with the late Mr. T. V. Seshagiri Ayyar, as Chairman. Mr. T. V. Seshagiri Ayyar died in February

1926 and in March the Syndicate appointed Mr. K. V. Krishnaswami Ayyar, High Court Vakil, as Chairman of the Committee. There were also additions made to the Committee during this period and the Committee now consists of fifteen members.

Prior to April 1922, the Editor and staff of the Tamil Lexicon had roughly defined and written cards for about 81,000 words. These were naturally imperfect and required to be revised carefully and made complete before they could be sent to the press. There was, however, a large difference of opinion as to the best arrangement for the purpose and various schemes were given effect to at different times, with the result that about 16,000 words had been revised before April 1922. A further and more careful and thorough revision even of these words was found necessary and the entire collection of words was and is again being carefully revised from all points of view by the Lexicon staff. In addition to this work of revision the Editorial staff has also been adding to the collection of words.

In July 1922, negotiations for printing were opened with the Diocesan Press and originals were sent to them for printing in October 1922. Ultimately a written contract for four years was entered into with that Press on the 27th July 1923. In the meantime, the work of printing was going on, though slowly, owing to the necessity for a very careful revision of the matter. The first part of volume I consisting of 266 pages and containing about 7,511 words was published on 8th October 1924. The second part of volume I consisting of 240 pages and incorporating about 6,318 words was published on the 20th October 1925. It was then resolved that the first volume should end with the vowels, and consequently, the third part of volume I consisted only of 126 pages of about 3,186 words and was published in June 1926. The first part of volume II consisting of 160 pages and of about 4,312 words was published on the 20th October 1926 and the second part of 160 pages with about 4,419 words on the 16th February 1927.

It is expected that the Lexicon will, in its complete form, consist of five volumes and it is intended that the second and subsequent volumes should be issued in four parts each, each part comprising about 160 pages.

In regard to finance, the Senate of the University supplemented the original Government grant of one lakh of rupees with a sum of one lakh and sixty-one thousand rupees from

the University funds. It is estimated that the undertaking will cost about an additional lakh and a half for completion.

X.—*Finance.*

University Endowments.—The Government securities under Endowments on March 31st, 1927, amounted to Rs. 5,21,450 against Rs. 3,48,950 on March 31st, 1922. The amount received from donors during the period amounted to Rs. 1,11,800, the balance of Rs. 60,700 representing the accumulated interest which has been added to the corpus of the fund from time to time.

Government Grants to the University—(i) *Non-recurring Grant.*—At the beginning of the period under review the amount available for the construction of Library Buildings out of the Imperial and Provincial grants sanctioned for the purpose was nearly 8 lakhs. As the cost of the erection of the buildings was estimated to be over 10 lakhs and as provision had to be made for fittings and enquipment in the new buildings, a sum of Rs. 2,75,000 was transferred to this account out of the accumulations of the unspent balances under the Statutory Grant. Thus, at the end of the quinquennium the amount available for the purpose, including the annual interest on the capital amount was nearly 12¼ lakhs. No material progress has been made in the construction of the buildings but a sum of about Rs. 38,000 has been spent on preliminary operations and on preparing the requisite plans and estimates.

(ii) *Statutory Grant.*—It will be seen from the last report that a recurring grant of Rs. 65,000, ear-marked for various purposes such as the Professorships in Indian History and Economics and a grant of Rs. 20,000 to meet the cost of the inspection of colleges and the travelling expenses of Fellows, etc., were granted by Government. In the second year of the quinquennium when the new University Act came into force the Government treated these two amounts, aggregating Rs. 85,000, as statutory payments to the University which now has absolute power to define the objects on which the amounts may be spent. Out of Rs. 4,25,000 thus made available a sum of Rs. 1¼ lakhs was spent to meet the cost of the Tamil Lexicon, another Rs. 1¼ lakhs towards travelling allowances to University authorities and the inspection of colleges, Rs. ½ a lakh each for the Library and the Economics departments and about Rs. 70,000 for the Professorship in Indian History.

(iii) *Special Grant.*—After the passing of the new Act, the Government under section 44 (2) (*b*) of the Act undertook to contribute annually towards the salary of the Vice-Chancellor, the development of Laboratories, Libraries, Museums and the salaries of such teachers of the University as are appointed for higher research and the advancement and dissemination of knowledge in particular branches of learning. During the earlier part of the quinquennium there were no appreciable developments in the University as the new authorities contemplated under the Act had to be formed and they had to be consulted with regard to the details of the improvements necessary. With a view to securing the efficient working of the authorities in accordance with the spirit of the Act, the Government, at the request of the Syndicate, placed at the disposal of the University an annual allotment of Rs. 20,000 to meet the cost of travelling allowances. Another object for which special aid, to the extent of Rs. 89,000, was given by Government was the purchase of books and periodicals to make up the deficiencies in the Library caused by its inability to make purchases during the war. The Government suggested that the existing Students' Advisory Committee might be replaced by a University Bureau and the Syndicate accepted the proposal and undertook the management of the Bureau during the latter part of the period under report. The Government sanctioned an annual grant of Rs. 4,000 for this purpose. The Government also undertook to meet the cost of the departments of Economics, Mathematics, Philosophy and the part cost of the Oriental Research Institute.

Tamil Lexicon Account.—The original grant of one lakh of rupees was exhausted at a very early stage and the University had to transfer from the Statutory Grant a sum of one lakh and sixty-one thousand rupees. Out of the total of Rs. 2,61,000 nearly two lakhs had been spent by the end of the quinquennium.

University Economics Account.—The Department which was originally started as a temporary measure was placed on a permanent basis during the quinquennium and the cost has been met from the special recurring grant from Government.

University Publication Account.—Since the formation of a separate account relating to the publications of the University, the profits realized each year have been

capitalized and the annual interest derived therefrom amounts to about Rs. 9,000. A sum of Rs. 8,250 was sanctioned by the Government during the period towards the cost of publishing "The History of Southern India" by Robert Sewell, but the work has not yet been published.

Research and Development Account.—The resources of this account are mainly the interest realized on the accumulated balances of the Fee Fund invested in Government Securities and partly the amount sanctioned by Government for Research work. The cost of Lectureships, Studentships and the cost of the Research Institute are met from this fund.

General.—The formation of the Āndhra University has affected the fee income of the Madras University, and the Senate, on the recommendation of the Syndicate, increased the rate of examination and other fees so as to make up the deficiency to some extent.

XI.—University Library.

Management.—The Library Committee was reconstituted in September 1924 and it now consists of seven ordinary members elected by the Academic Council and two ex-officio members—the Principal Librarian of the Connemara Public Library who is its Chairman and the Librarian of the University Library who is its Secretary.

Librarian.—In G.O. No. 1420, Law (Education), dated 20th November 1922, the Government sanctioned the appointment of a full-time Librarian. The Syndicate accordingly appointed, on the recommendation of the Library Committee, Mr. S. R. Ranganathan, M.A., L.T., Assistant Professor of Mathematics, Presidency College, as Librarian of the University Library, with effect from the 4th January 1924. Mr. Ranganathan was deputed in 1924–25 to undergo a course of training in the School of Librarianship of the University of London and to study the organization of the important University and other Libraries of Europe. He resumed charge of the Library, after his period of deputation, on the 20th July 1925.

Finance.—The reorganization of the Library finance effected in the period under report together with the recurring grant sanctioned by the Government under the 1923 Act has increased the annual provision for books and periodicals from Rs. 6,000 to about Rs. 36,000. During the period 1924 to 1927, the Government also sanctioned an

additional non-recurring grant of Rs. 65,000 for the purchase of rare books and back numbers of periodicals.

The amount spent on books and periodicals during the period under report was about Rs. 1,44,000, bringing the total amount spent since the formation of the Library up to 31st March 1927, to about Rs. 3,00,000.

Books.—The total number of volumes in the Library rose from 24,000 on 1st April 1922 to 44,460 on 31st March 1927, the number of volumes added during the quinquennium under report being 20,460. Of these, 4,608 volumes were received as gifts and the remaining 15,852 volumes were purchased.

Periodicals.—The non-recurring grant of Rs. 65,000 received from the Government enabled the Library to complete about 111 sets of transactions of learned societies and scientific periodicals which are indispensable for the proper development of research.

The number of current periodicals rose from 240 in 1922 to 541 in 1927.

Cataloguing.—The author catalogue of the Library was brought up to the 1st January 1926, by the publication of a second supplement consisting of 799 pages.

Issue of books.—There has been a steady increase in the number of volumes issued. While the normal monthly issue at the beginning of the quinquennium was about 2,000 volumes, it is now about 8,000 volumes. The following table gives the number of readers and the number of volumes issued for each of the last five years :—

Years.	No. of Readers.	No. of volumes issued.
1922–23	14,467	21,491
1923–24	15,238	21,566
1924–25	16,694	23,694
1925–26	20,674	29,655
1926–27	32,521	46,126

The number of members who enjoy the privilege of borrowing books for home-reading has increased from 195 to 460 during the last 5 years.

On the 15th August 1926, the Library Committee started a scheme for delivering books at the residences of graduate members, on payment of a quarterly subscription of one rupee. About 90 members are participating in the scheme.

Library Buildings.—It was mentioned in the last report that the site west of the Senate House having been found

unsuitable, the Government had handed over to the University another site, the Marine Villa, situated north of the Senate House, for the construction of new buildings. At the beginning of the quinquennium, the soils and sub-soil of the new site were tested and the ground was certified to be suitable for the erection of the buildings according to the plans prepared by the Public Works Department, and accepted by the Government. The Government further approved of the proposal of the Syndicate to employ its own qualified Engineer and to obtain the necessary technical advice from the Public Works Department. As certain additions and alterations were found to be necessary in the original design, the University prepared revised plans and estimates. But the Chief Engineer to Government did not agree with the modifications made by the University Engineer and stated further that the foundations originally designed for the building were not satisfactory.

As there was difference of opinion between the Engineers with regard to foundations, the question of preparing designs for foundations was left entirely to the Public Works Department.

Experimental wells and boreholes have been sunk and it is reported that the soil is more unsuitable than was anticipated. The question as to the most suitable and economical type of foundation as also the question of an alternative site are still under the consideration of the Syndicate.

B.—The Āndhra University.

I.—The Āndhra University.

Reference was made in the last quinquennial report to the Committee appointed by Government in October 1921 to consider the proposal for the establishment of a separate Āndhra University. This Committee submitted its report to Government in November 1922.

In April 1925 Government placed an officer of the department on special duty to prepare a scheme for the establishment of the new University and to draft the Āndhra University Bill. The Bill was introduced in the Legislative Council in the Autumn of 1925 and was passed into law on the 13th of January 1926. The Act came into force in the districts of Ganjām, Vizagapatam, West Gōdāvari, East Gōdāvari, Kistna, Guntūr, Nellore, Bellary, Anantapur, Cuddapah, Kurnool and Chittoor on the 26th of April 1926.

The more important features of the Act were the establishment of the University headquarters at Bezwada, the concentration of first grade and honours colleges at three centres—Vizagapatam, Rajahmundry and Anantapur—the recognition of special grade colleges providing instruction in oriental languages or in other special subjects and the provision for the use of the vernaculars as the media of instruction and examination.

II.—The Senate.

Under the orders of Government the Senate of the University commenced to exercise its functions on the 19th August 1926. The inauguration of the Senate by His Excellency the Chancellor took place on Monday, the 30th of August 1926, in the Museum Hall, Bezwada. After a speech by the Vice-Chancellor requesting His Excellency to inaugurate the Senate and reviewing the educational and other problems of the University, His Excellency delivered his inaugural address and declared the Senate open. His Excellency then conducted the election of five members of the Syndicate by the Senate.

Two meetings of the Senate were held during the period under report—one on Monday, the 30th August 1926, immediately after the inauguration function, and the second on Friday, the 10th December 1926, with an adjournment to the following day.

At its first meeting, the Senate elected (1) five members of the Syndicate, and (2) three members of the Academic Council, and accepted a number of donations and endowments.

At the same meeting the Senate approved the draft Statutes framed by the Vice-Chancellor with the assistance of a Special Committee of his Advisory Committee.

The Senate, at the same meeting, elected Dr. A. L. Narayan, M.A., D.Sc., F.I.P., as representative of the University on the Court of the Indian Institute of Science, Bangalore.

At its second meeting the Senate adopted a number of alterations in the Statutes mainly dealing with the conferring of degrees and diplomas, the provision of Academic robes, the provision of additional Boards of Studies, the registration of graduates and the fees for admission to degree examinations. At the same meeting the Senate adopted a resolution recommending the Local Government

to introduce in the Legislative Council, at an early date, a bill to amend the Āndhra University Act so as to make Bezwada an additional University centre.

III.—The Syndicate and the University officials.

Under the orders of Government the Syndicate commenced to exercise its functions on the 14th October 1926. In June 1926, Maharaja Sri Rao Sir Venkatasvetachalapathi Ranga Rao Bahadur, G.C.I.E., C.B.E. of Bobbili, was nominated the first Pro-Chancellor of the University and in March 1926, M.R.Ry. C. Ramalinga Reddi Garu, M.A., M.L.C., was appointed Vice-Chancellor for a period of two years.

Under section 46 of the Āndhra University Act, His Excellency the Chancellor appointed M.R.Ry. C. D. Subrahmanya Chetti Avargal, M.A., District Educational Officer, Chingleput, as the first Registrar of the University for a period of two years from the 26th April 1926, his services being lent to the University for that period and contributions on account of his leave salary and pension being paid to Government by the University.

In June 1926, the Local Government, by virtue of the powers vested in them under section 49 of the Āndhra University Act, declared "that all the functions exercisable by the Senate, the Syndicate and the Academic Council under the said Act shall, until further orders, be exercisable, subject to the approval of the Chancellor, by the Vice-Chancellor appointed under section 45 of the said Act" and that "this order shall have effect and shall be deemed to have had effect as if it had been issued on the 26th day of April 1926". These special powers conferred on the Vice-Chancellor were withdrawn in November 1926.

In April 1926, the Chancellor was pleased to nominate, under section 47 (2) of the Act, 16 persons to form an Advisory Committee to assist the Vice-Chancellor in drawing up rules for regulating the method of election of members to the various authorities of the University.

The Principals of the Government colleges at Vizagapatam, Rajahmundry and Anantapur were to be co-opted members whenever necessary.

The Vice-Chancellor, in consultation with the Advisory Committee, framed temporary statutes and rules thereunder for regulating the method of elections to the Senate, the Syndicate and the Academic Council, and these were

forwarded for His Excellency the Chancellor's approval which was accorded in June 1926.

Elections to the various University authorities took place during the period under report in accordance with the temporary statutes and the rules framed thereunder and these authorities were duly constituted within the period of six months prescribed by Government.

IV.—The Academic Council.

Under sub-section 3 of section 47 of the Act, the Local Government directed that the Academic Council of the University should commence to exercise its functions on the 8th September 1926.

Three meetings of the Academic Council were held during the period under report.

At its first meeting, the Academic Council co-opted as members under section 23 (iii) of the Act, 15 teachers of the affiliated colleges so as to secure adequate representation of different branches of learning and of the colleges.

At its second meeting, the Academic Council elected (1) three members to the Senate and (2) three members to the Syndicate from among themselves.

At the same meeting, the Academic Council appointed under section 23 (2) (*m*) of the Act, a Standing Committee consisting of the Vice-Chancellor (Chairman) and the Presidents of the various Faculties, to consider and report on such matters as might be remitted to it by any of the University authorities or by the Vice-Chancellor.

At its second meeting, the Academic Council adopted draft regulations framed by the Vice-Chancellor in consultation with the Sub-Committee of his Advisory Committee. These Regulations were duly ratified by the Senate.

The Academic Council, at its meeting held on the 1st October 1926, adopted certain amendments to the Regulations with a view to remodelling the Intermediate and B.A. courses of study, more particularly to make the study of a classical or vernacular language compulsory as Part II of the courses, and resolved that the whole schemes be remitted to its Standing Committee to work out the details and the consequential changes involved by their adoption and to report to the Academic Council. The Standing Committee accordingly considered the schemes and forwarded them with its recommendations to the various Boards of Studies for framing the necessary syllabuses and appointed special

Committees to frame syllabuses in respect of subjects comprised in the scheme for Intermediate Examination, which could not be dealt with by the existing Boards of Studies. The recommendations of the Boards of Studies and Special Committees were considered at a joint meeting of the Standing Committee and the Chairmen of the various Boards of Studies, and were placed before the Academic Council at its meeting held on 26th February 1927. The Academic Council adopted the necessary alterations in the Regulations, which will come into force from the year 1930 for the Intermediate Examination and from the year 1932 for the B.A. Degree Examination.

At the meeting of the Academic Council held on 2nd October 1926, the following resolution was moved :—

Regard being had to the importance of the vernacularization of studies, it is resolved that, subject to the following time-limit, provision be made for the teaching and the examination of the non-language subjects in all the Arts courses through the Vernacular :—

(1)	For the Matriculation	from July	1929
(2)	„ Intermediate	... „	1931
(3)	„ B.A. Pass	... „	1933
(4)	„ B.A. (Hons.)	... „	1934

After considerable discussion, the Academic Council appointed a Special Committee to consider and report on the resolution and to prepare a scheme for the introduction of the principle involved therein.

The terms of reference to the Committee were as follows :—

(1) Whether the principle of vernacularization may be adopted and introduced ;

(2) The position of the vernaculars, other than Telugu, in the educational organization under such a scheme ;

(3) The vernacularization of the S.S.L.C. courses of study ;

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

(5) Which subjects are ripe for being taught in vernaculars ;

(6) The time that should be allowed before the new regulations that may be adopted in this behalf are brought into operation.

The report of the Committee is awaited.

V.—Affiliated Institutions.

The Medical College, Vizagapatam, was, prior to the starting of the Andhra University, affiliated to the Madras University in the First M.B. & B.S. course and provisionally affiliated in the Second M.B. & B.S. course. The Vice-Chancellor in exercise of the powers vested in him sanctioned the permanent affiliation of the College in the Second M.B. & B.S. course and granted provisional affiliation in the Third M.B. & B.S. course.

An application having been received from the Surgeon-General with the Government of Madras for the further affiliation of the College in the Final M.B. & B.S. course, the Syndicate appointed a Commission to conduct a local enquiry at the College. The Commission has submitted its report which is under consideration.

An application was received in October 1926 from the President, Managing Committee, Hindu High School, Masulipatam, for the affiliation of the institution as a Second Grade College providing instruction in Group III of the Intermediate courses of study. The Syndicate appointed a Commission to conduct a local enquiry. The report of the Commission has been received and it is under the consideration of the Syndicate.

An application, dated 10th February 1927, was received from the Director of Public Instruction, Madras, for the affiliation of the Government Training College, Rajahmundry. The Syndicate has appointed a Commission to conduct a local enquiry at the College. The report of the Commission is awaited.

An application, dated 2nd March 1927, was received from the Principal and Correspondent, U.L.C.M. College, Guntūr, for the further affiliation of the College in Group V-B of B.A. Degree courses. A Commission was appointed to conduct a local enquiry. A copy of the report of the Commission was forwarded to the management of the College who agreed to carry out the recommendations contained in the report. The Standing Committee of the Academic Council which was consulted on the matter has unanimously recommended the grant of affiliation asked for. Acting on this recommendation and with the approval of the Syndicate, the Vice-Chancellor has granted temporary affiliation pending the final decision of the Syndicate on the matter. The application is now under the consideration of the Syndicate.

VI.—The University Library.

At its meeting held on 1st October 1926, the Academic Council, on the recommendation of the Vice-Chancellor, appointed, in accordance with section 23 (2) (*g*) of the Act, 7 persons to form a Library Committee.

At its meeting held on 10th December 1926, the Senate, in accordance with the report of the Library Committee, accepted the following recommendations under section 16 (2) (*f*) of the Act :—

(1) That a single University Library under the Andhra University for the whole of the University area be established and that this Library be located at Bezwada.

(2) That for the present the Library be housed in the University office.

(3) That the offer of Rao Bahadur D. Lakshminarayan, M.L.C., Kamptee (C.P.), of the gift of his library to the University, be accepted with thanks, and that the gift be named "The Rao Bahadur D. Lakshminarayan Collection."

VII.—University Finances.

The accounts of the Andhra University for the period from 26th April 1926 to 31st March 1927 were audited by the Examiner of Local Fund Accounts, Madras.

The budget showing detailed estimates of income and expenditure under the various accounts for the financial year 1926–27 and provisional budget estimates for the year 1927–28 were presented to and sanctioned by the Senate at its meeting held on the 10th December 1926.

The Government placed at the disposal of the University a sum of one lakh of rupees towards the expenditure of the University for the year 1926–27, payable in quarterly instalments. Out of this amount a sum of Rs. 89,862 was spent up to the end of March 1927.

The amount of funded capital, deposits in Bank and *cash* balance on 31st March 1927 outstanding to the credit of each endowment are shown below :—

	Cash.	Securities.	Deposits.
General Account ...	10,138	...	...
Examination Fund ...	40,922	...	...
Foundation Fund ...	2,544	1,11,600	...
Endowment Fund ...	1,093	1,43,900	1,500

The Maharaja of Bobbili, the first Pro-Chancellor of the Andhra University, made a donation of one lakh of rupees to

the University for the encouragement of Telugu and Sanskrit learning. The Senate accepted the donation at its meeting held on the 30th August 1926. The best way of utilizing the interest derived from this donation is under the consideration of the University authorities.

21. *The Madras University Training Corps.* With effect from the 1st of April 1922 sanction was given for the establishment of a University Training Corps consisting, in the first instance, of one company totalling 166, all ranks. As soon as the colleges re-opened in July 1922 recruitment for the Corps commenced, and Captain F. Maxwell Lawford of the Suffolk Regiment was appointed Adjutant. Six officers were appointed from the various colleges in Madras and within a short time the company reached its maximum strength. In consequence of the large number of applicants for recruitment a full Battalion was sanctioned for the Corps in September 1922 and in a very short time the full complement of the Battalion was recruited. Six single companies were formed in Madras City and two at Trichinopoly. During each of the last four years of the quinquennium annual camps were held, three at Bangalore and one at Poonamalle. The attendance at these camps was good and much practical experience was gained, particularly in the Bangalore camps, in which the example and help of the officers and sergeants of the regular troops proved most valuable.

In July 1923 the *University Training Corps Gazette* was published for the first time. The Gazette has been continued since that date and has been valuable as a record of the work of the Corps and as a stimulating influence.

In August 1924 a much needed band was provided for the Corps by the formation of a Unit in the Theosophical College, Adyar, solely composed of members of the Band.

In sport the Corps has had a very good record and in particular, took a very successful part in the Naval and Military Tournaments held in Madras during 1925 and 1926.

Apart from the military value of the Corps the tone and discipline which the Corps has established amongst College students has had and is having a very beneficial effect throughout the University and it is noteworthy that members of the University Training Corps are almost invariably found to be taking a leading part in the life of their individual college. It is also worthy of mention that though the authorities of the Corps were prepared to make special messing arrangements

in camp for any particular caste no necessity has hitherto arisen for providing more than two sections, a vegetarian and a non-vegetarian section. Brahman and Non-Brahman vegetarians have throughout fed in the same dining hall. A number of cups and trophies have been presented to the Corps by prominent gentlemen including His Excellency Lord Willingdon, the late Sir K. Srinivasa Ayyangar, the Maharajah of Pithapuram, the Rajah of Parlakimedi, Rajah S. K. Raghava Varma, Mr. S. V. Ramaswami Mudaliyar, Sir Annamalai Chettiar, Mr. Alladi Krishnaswami and Captain Maxwell-Lawford.

When the Corps was first started the Syndicate of the Madras University gave an annual contribution of Rs. 1,000 to the Regimental funds. This contribution was subsequently raised to Rs. 2,000 and from the year 1927–28 the contribution will be Rs. 3,000.

Up to the end of the quinquennium applicants for admission to the Corps continued to outnumber the possible vacancies and in 1926–27 there were 850 applicants for 300 vacancies.

In April 1926 Captain F. Maxwell-Lawford handed over charge of the Corps to Captain R. K. O'Brien of the Royal Ulster Rifles. Captain Maxwell-Lawford's enthusiasm and wide understanding were of immense value to the Corps from its inception and the success which the Corps has undoubtedly attained and the repute in which it is held are largely due to the capable lead given to the Corps in its early days, when military life and discipline were unknown quantities to the students of the Madras University.

No University Training Corps has as yet been established in the Āndhra University area.

C.—Arts Colleges.

22. *Number of colleges.*—The number of colleges increased from 39 to 44, showing an increase of 5, four for men and one for women.

The Loyola College, Madras, the St. John's College, Tinnevelly, the National College, Adyar, and the Holy Cross College for Women, Teppakulam, Trichinopoly, were newly opened. The Theosophical College, Madanapalle, which was closed during the last quinquennium has been re-opened.

The Government Victoria College, Palghat, the U.L.C.M. College, Guntūr, the P. R. College, Cocanada, the St. Francis Xavier's College, Palamcottah, the Sri Minakshi

College, Chidambaram, the National College, Trichinopoly, the Madura College, Madura, and the Hindu College, Tinnevelly, were raised to the first grade during the period under review.

23. *Accommodation and equipment.*—A new block has been completed for the Ceded Districts College, Anantapur, and further extensions are under construction. New laboratories and class rooms have been built for the Madrasa-i-azam, Madras, and are being used in part by the college classes. An extension to the physics laboratory has been built for the Government College, Kumbakōnam, and a new science block is under construction for the Mangalore College. Additional buildings have been acquired for the Queen Mary's College, Madras, and a new science block for the college is under construction. A new building for the high school and college has been constructed for the Lady Willingdon Training College, Madras. During the period under review large provincial grants have been given for buildings and equipment to aided colleges. The most important buildings schemes completed or under construction were the extensions to the St. Joseph's College, Trichinopoly, the new buildings for the Loyola College, Madras, the Arts and Science blocks for the Sri Minakshi College, Chidambaram, the new science block for the St. Aloysius College, Mangalore, the new science buildings for the Women's Christian College, Madras, and the new buildings for the St. Francis Xavier's College, Palamcottah. In all cases in which the grants were for science buildings a two-thirds grant was given. During the quinquennium over Rs. 9 lakhs were sanctioned as building grants for aided colleges and over Rs. 7 lakhs were paid. The amounts spent on Government college buildings were comparatively small and in consequence several of the Government colleges are badly housed and provide inadequate accommodation. Large provincial grants were also given for equipment, particularly science equipment, both for the newly opened colleges or departments of colleges and for established institutions.

24. *Number and distribution of students in Arts Colleges.*—The total number of students in Arts Colleges for men and women rose from 8,227 to 12,258. The number of women reading in Arts Colleges rose from 384 to 488. There were 79 students taking Post-graduate Courses. There was a large increase in the number reading for Honours—from 407 to 552.

25. *Staff.*—In Arts Colleges under Government management there were 16 officers in the Indian Educational Service, 38 in the Madras Educational Service and 87 in the Subordinate Educational Service. Since 1922 the number of Indian Educational Service officers has fallen by 12 and the number of Madras Educational Service officers has risen by 20.

D.—Colleges or departments of colleges for professional training.

26. *Law.*—In 1924 Government appointed a Committee to report on the working of the Law College. The Committee in its report pointed out what it considered to be the two main defects in the organization of the work of the College —namely, that no provision was made to enable the leading members of the Bar to be in touch with and to join in the work of instruction and that sufficient distinction was not made between tutorial and professional work. In this connection the Committee made the following recommendations:—(1) that the lecturing and tutorial work in the college should be correlated; (2) that students should have the benefit of special lectures delivered by lawyers of eminence in particular branches of study; (3) that the staff of Assistant Professors should be sufficiently strengthened in order to make the classes as small as possible and to render possible an approach to the tutorial system prevailing in English Universities; and (4) that the Assistant Professors should, in addition to lecturing work, help and guide the students in small batches during the hours allotted for library work.

The main recommendations of the Committee were accepted and the staff of the College was reorganized from the 1st of January 1925. From that date the staff has consisted of a Principal and twelve assistant lecturers, who are legal practitioners of not more than six years' standing at the Bar. Six special lecturers selected from among the senior members of the legal profession have also been appointed.

The strength of the College has risen from 672 in 1921–22 to 967 in 1926–27. In 1923–24 the strength of the college reached 1,005. In his last annual report the Principal of the College has stated that "a detailed enquiry was made into the reason or reasons why students sought admission into the college and it was discovered that undoubtedly a

very large proportion of them (perhaps 50 per cent) had joined not by deliberate preference for the legal profession but because they could find no other occupation after taking a degree."

27. *Medical colleges.*—During the quinquennium the General Medical Council of Great Britain issued a revised curriculum which has necessitated certain changes in the medical colleges. Professors of Operative Surgery and Bio-Chemistry have been added, and clinical instruction in ear and throat and venereal diseases is now given. General arrangements for clinical instruction have been modified in accordance with the instructions of the General Medical Council. A Pharmacological department will shortly be opened and the opening of children's departments is under consideration.

To meet the need for continued study in Anatomy and Physiology special cadres in these subjects have been created. The formation of teaching cadres for other subjects including Medicine, Surgery and Obstetrics is under consideration.

Owing to the increasing demand for medical education a Medical College was opened in Vizagapatam in 1923. Students for admission to this and the Madras College are selected by special committees, the minimum educational qualification being the Intermediate in Arts (with Mathematics or Natural Science, Physics and Chemistry) or an examination equivalent thereto. The Vizagapatam College was affiliated in the first and second M. B., B. S. or L. M. & S. courses to the University of Madras prior to the establishment of the Andhra University. The Andhra University is considering the questions of further affiliation in the third, fourth and final year courses. The two Medical Colleges worked satisfactorily during the quinquennium.

The main features of the working of the Colleges during the quinquennium were:—

(1) The deputation of health inspectors in Government service to the Madras Medical College for the first time for quinquennial training in 1924–25;

(2) the introduction of a revised scale of teaching allowance for the Assistant Professors at the Colleges;

(3) the levy of a higher rate of college fees from all candidates commencing medical studies in 1924. This has since been reduced from 1st July 1927;

(4) the training of Medical graduates in Bio-Chemistry for a period of two years;

(5) the sanction accorded by Government to the construction of a hostel for the students of the Medical College, Madras, at a cost of Rs. 2·96 lakhs;

(6) the L.M.S. Degree was abolished in 1925;

(7) the Apothecary class for lady students ceased from 1st July 1923 and a separate Medical School for women was opened at Madras;

(8) a lady tutor has been appointed from 1926 at the Medical College, Madras, for teaching the lady students who are backward in their studies;

(9) free studentships have been restricted to members of the backward and depressed communities, 36 of such free studentships being available at any one time;

(10) on behalf of the General Medical Council of Medical Education and Registration of the United Kingdom, Sir Norman Walker and Colonel Needham inspected the Medical Colleges in January 1927, and recognition of the M.B. Degree of the Madras University has been extended up to 30th June 1928.

28. *Engineering.*—The strength of the Engineering College has steadily fallen. In 1917–18 the total strength was 526. In 1921–22 it was 449 and in 1926–27 it was 183. The fall in strength has been mainly due to the transfer of the lower subordinate classes to the Engineering Schools at Vizagapatam and Trichinopoly. The strength of the Engineering class has remained almost constant.

In July 1923 Government abolished the training of architectural draftsmen.

A study of the distribution of the students in the college between the various classes of the community reveals the fact that, in five years, in the Engineer and the upper subordinate classes, Brahmans have decreased from 142 to 97, Non-Brahmans have increased from 47 to 49 and Muhammadans have increased from 5 to 12.

The equipping of the workshops and laboratories continued during the period under review and the Hydraulic laboratory, which was not in use at the beginning of the quinquennium, is now almost fully equipped. The strength of materials laboratory has been frequently used by the Public Works Department, the Forest Department, the Industries Department, the Port Trust and by private firms.

The death of Mr. C. L. Cartwight in May 1926 caused widespread regret in the college and his loss has been keenly

felt. By means of subscriptions from the staff, students and friends a memorial portrait of the late Principal has been hung in the college and two medals have been instituted in his memory.

29. *Teaching.*—The strength of the Teachers' College, Saidapet, has remained practically stationary during the period under review, the average strength of the L.T. section being 104 in 1922–23 and 105 in 1926–27. The only noticeable alterations in the distribution of students according to communities have been a fall in the number of Brahmans from 77 to 66 and a rise in the number of Indian Christians from 7 to 22.

From the year 1922–23 the University agreed to History and Geography being separate subjects for the L.T. course and during the quinquennium it has therefore been possible for candidates to specialise in Geography during their L.T. training. The total number of candidates taking up Geography has not however been large since school managements prefer to take L.T.'s who have specialised in History, Geography not being a C group subject in the Secondary School-Leaving Certificate scheme. The number of candidates specialising in Geography in each of the years 1923–24, 1924–25, 1925–26 and 1926–27 was 18, 14, 15 and 16, respectively.

The water-supply of the college and hostel has been improved by the construction of a pipe-line. An extension to the Physical Science building was under construction at the close of the quinquennium and the construction of a new block for the Mathematics and Natural Science sections has been sanctioned.

The strength of the Government Training College, Rajahmundry, fell during the quinquennium from 86 to 69, the strength being as low as 55 in 1925–26. The number of Non-Brahman candidates still remains very low, namely, 5 in 1926–27. The college continued throughout the period under review without affiliation to the University and it has now applied for affiliation to the Andhra University.

The only addition to buildings has been two temporary sheds, erected for the manual and vocational training classes. Little progress in this college has been possible owing to the extremely inadequate nature of the accommodation and the consequent inability of the college to obtain recognition. All proposals for new buildings or improvements have been continuously postponed owing to the starting of the Andhra

University and the controversy over the various University centres.

The L.T. class attached to the St. Joseph's College, Trichinopoly, was continued throughout the quinquennium and its strength increased from 40 to 50.

30. *Veterinary.*—The staff of the college continued to consist of three officers in the Imperial Service and one in the Provincial Service. These officers held the posts of Principal and Professor of Medicine, Professor of Surgery, Professor of Pathology and Bacteriology and Assistant Professor and Personal Assistant to the Principal.

In 1923 Government appointed a Committee for making the selection of students for admission to the college and in the same year the number of stipends tenable in the college was reduced from 40 to 15.

A post-graduate class is now being held at the college every year for Veterinary Assistant Surgeons from this and other Provinces.

31. *Forestry.*—For the following account of the working of the Forest College, Coimbatore, I am indebted to the Principal of the college :—

Staff.—The staff consists of a Principal, two senior and two junior Instructors.

Board of Visitors.—The Chief Conservator of Forests is the Ex-officio President, and the six Conservators of Forests constitute the members of the Board. The Board holds a meeting every year at the college about the end of June and decides upon the award of certificates and other matters of importance connected with the working of the college. The following resolutions were among those discussed during the period under report :—

(1) *Revision of the system of marking.*—A revised system of marking was introduced with the sanction of Government, wherein practical work is awarded a greater number of marks. This took effect from 1st August 1924.

(2) *Abolition of the distinction between the Higher and Lower Standard certificates.*—Government ordered that with effect from 1st June 1925, students obtaining Higher Standard certificates and those obtaining Lower Standard certificates should be appointed as Rangers on the same pay, i.e., Rs. 80 but that the latter should not become eligible for promotion for one year. This means that holders of a Lower Standard certificate will be placed on the graded list immediately below the Higher Standard students of the

following year and that no subsequent distinction will be made between the two classes in the matter of promotion.

(3) *Award of Honours certificates.*—It was resolved that this certificate should be granted only in cases of very exceptional merit to those who obtain pass marks in the major subjects, and not less than 80 per cent of the total number of marks.

Students.—There are two divisions of students, a Junior and a Senior year, the strength of each division being usually about 30 students. These students are recruited from Madras, Bombay, the Central Provinces, Bihar and Orissa, Orissa Feudatory States, the Central India States and the Indian States of Southern India including Hyderabad. During the quinquennium, consequent upon an increase of tuition fees, Ceylon decided not to send any further candidates for training.

The College course.—The College course is for two years, almost half the time being spent in practical instruction in different forest camps, where the various District staffs co-operate in the instruction of the students.

Great stress is laid upon physical fitness and the students both in camp and in headquarters are under the direct supervision of a Medical Officer. Athletics form a compulsory part of the curriculum and four evenings each week in headquarters are taken up by compulsory games, for which there is adequate provision in the college grounds. Drill and physical training, including gymnastic instruction, form a part of the daily programme.

The Resident Medical Officer lectures to the students once each week, and practically all students obtain the Saint John's Ambulance Certificates before leaving the college.

Swimming is taught in the Kargudi and Nilambur camps.

Tuition fees.—Prior to August 1923 the tuition fee levied for the two-year course was Rs. 1,800. This was found inadequate to meet expenses, and at a meeting of the Board of Visitors it was proposed that the fee should be raised to that charged at Dehra Dun. Government was addressed, and ordered that, with effect from 1st August 1923, the tuition fee should be raised to Rs. 3,000 for the whole course, and that all students other than Madras Government students, should pay this amount. As from 1st April 1927, this rule has, however, been relaxed with regard to private students coming from the Madras Presidency and Government has ordered that two Madras private students may be admitted annually on payment of Rs. 500 only as tuition fees for the whole course.

Examinations.—Students are tested in English and Mathematics on admission to the college; and throughout the course half-yearly theoretical and practical examinations are held by the college staff. The final examination at the end of the second year is conducted by outside examiners and certificates in three grades are awarded to those students who obtain the requisite number of marks.

32. *Agriculture.*—The Agricultural College, Coimbatore, was affiliated to the Madras University in 1922-23 in the department of Arts and Sciences and continued to send up students for the B.Sc.Ag. examination under the Faculty of Science until 1925–26 when a separate Faculty was created for Agriculture. The old Certificate course continued till 1925 April when it was abolished.

Candidates for the B.Sc.Ag. degree course are selected from amongst successful students in the Intermediate examination who have taken group I or II of Part II of the Intermediate course.

With effect from the examination held in 1926, Animal Hygiene has ceased to be a separate subject and it has been merged in Agriculture. Mycology, which was included under Botany, Part I, is now taken under Botany, Part II.

In the same year, the total percentage of aggregate marks qualifying for a pass both in Parts I and II, which was fixed at 50 previously, was reduced to 40 for Part I and 45 for Part II.

Further, the regulation which required from candidates who had failed in either Part I or Part II a certificate of having attended an affiliated college for an additional year of instruction was abrogated by the Senate in 1926.

It is worthy of note that in the last year of the quinquennium, a change was introduced in the subjects of study for the Intermediate examination by including agriculture amongst the optional subjects under group C. This may facilitate the selection of students for admission into the college in future years from amongst those also who have had a preliminary training in Agriculture.

No University scholarships are awarded in the college, but with the starting of the Degree course in 1920, each student was given a monthly stipend of Rs. 25. The number of these stipends which stood at 20 was reduced to 6 in 1922.

The statement below furnishes the number of students studying during the quinquennium in each class :—

Class.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.
B.Sc. I	14	5	18	22	39
B.Sc. II	19	19	8	19	23
B.Sc. III	17	8	13	7	20

The number of admissions for the first class during the first four years was limited to 20. Since 1926 it has been raised to 40.

Besides the Students' Club which has athletic and literary sides, students in residence are also members of an association known as the Madras Agricultural Students' Union, membership of which is confined to present and past students of the college and to officers of the Agricultural Department. The Union publishes a monthly magazine in English in the interests of advanced Agriculture.

General.—At the end of the quinquennium Government sanctioned proposals for the separation of teaching and research in the college. The teaching section is now located in a separate building known as the "Freeman Building" provided with spacious halls, lecture rooms and laboratories.

Past students and their career.—Since 1911, when the first batch of students completed their course at Coimbatore, 150 Diploma holders and 58 B.Sc. degree holders in agriculture have passed through the institution. Most of them have been absorbed by the departments of Agriculture in Madras and in the "Indian" States, while a few others have taken to private farming.

During the period 1916—25, when the two years' course in practical agriculture was in existence, 243 students secured certificates of proficiency, of whom 79 subsequently obtained the diploma. Many of the remaining 164 were entertained in the local Agricultural Department as Lower Subordinates.

For the above account I am indebted to the Principal of Agricultural College.

IV.—SECONDARY EDUCATION.

33. *Character and Scope of Secondary Education.*—During the quinquennium the reorganization of secondary education was almost continuously under consideration but no far-reaching changes were made. The extent, however, to which

the problems connected with secondary education have been investigated is indicated by the fact that during the period under review the Venkataratnam report was considered by Government, an officer of the educational department was placed on special duty to survey and report on important questions relating to the financing and expansion of secondary education and a Secondary Education Reorganization Committee was appointed by Government.

The so-called literary side of secondary and collegiate education has been rapidly expanding in recent years and, while nobody desires to restrict the spread of education or to press utilitarian aims to the prejudice of the essential function of the secondary school to provide a sound general education, it is becoming increasingly obvious that the aim and character of secondary education must be adjusted so as to equip young men not merely to embark upon professional careers but to enter other occupations which have hitherto been little resorted to by the educated classes. Middle class unemployment has become a serious problem and the continued over-production of one type of academically qualified student may result in a positive danger to society. The general trend of recent discussions has indicated various possible methods of adjustment. The secondary school courses may be reorganized so as to permit a larger number of students to fit themselves for technical courses and skilled occupations. Such a reorganization implies much more than the mere inclusion in the school course of some form of manual training, which has already been successfully started in most schools, but which is really a part of general education and does not lead students on to further technical instruction or to technical occupations. A reclassification of the middle and high school classes and the introduction of a middle school examination at the end of the Fourth Form might assist in diverting pupils at the end of the middle school stage and might prevent the continuance of a system in which almost every pupil in the upper forms of a secondary school aims at higher education. The adaptation of the curriculum of rural middle schools to the needs of the rural community is another method by which it is hoped that the steady drift of educated youths from the villages to the towns may be limited. In this connexion Government has under consideration a scheme for attaching agricultural farms to a selected number of rural middle schools. But no alteration of courses alone will bring about the desired result. There has already been ample proof that

even the products of agricultural colleges and special schools are reluctant to return to agricultural occupations. Existing public opinion must be radically altered in order to bring home to the people that the spread of education must not be allowed necessarily to withdraw young men from manual work, from hereditary callings and from the supervision and cultivation of the land.

It appears necessary also to emphasize the fact that in any country there is a limit to the number of pupils that can reasonably be expected to be reading in secondary schools. In England, for example, where the openings for boys who have received a good secondary education are much larger than the corresponding openings in this Presidency, the proportion of secondary pupils to the total population is not very much higher than the similar figure for Madras. This would appear to indicate that we are approaching a stage in this Presidency when a further expansion of the present type of secondary education will not adequately meet the needs of the country.

The use of the vernacular as the medium of instruction, which has been adopted in a large number of high schools, may indirectly assist in bringing about a changed attitude towards the value of secondary education. In any case one result of the use of the vernacular is likely to be that, so long as the Universities retain English as the medium of instruction and examination, fewer students will look to the University to complete their qualifications for entering on a career.

Proposals have been discussed for the transformation of higher elementary schools into middle schools with the object both of improving instruction in standards VI to VIII and of making the aim and scope of the education imparted in both classes of institutions uniform. But, apart from the theoretical objections involved, practical difficulties, such as the cost of financing a very large number of middle schools, the inability of pupils to pay higher fees and the already low attendance in higher elementary schools, have prevented further consideration of the proposal.

Whatever form of reorganization may be eventually decided on, it is clear from the discussions that have already taken place that the development and expansion of secondary education needs the most careful consideration. A settled policy in regard to the number of high schools required, the aim and scope of the education imparted at the various stages and the development of facilities for a form of education

which is not purely literary in character and inelastic in its objective will do much to improve present conditions.

With the very large expansion that has taken place in secondary education during the last ten years the question of its financing has naturally become an important problem. The main points at issue have been the need for a more liberal treatment of aided schools, the relatively high cost of local board schools and the existence of a large number of very small and uneconomic secondary schools. It is perhaps not without significance that in recent years 75 per cent of the increase in the number of secondary schools has been through local board agencies. Many long-established aided institutions have been and are in financial difficulties and it is to be doubted whether aided education is receiving a sufficient share of the total funds available for secondary education. The revision of the Grant-in-Aid Code has been under consideration but the final orders of Government on the subject have not yet been received.

The report on a survey of secondary education revealed the fact that there were a large number of secondary schools, particularly local board schools, in which attendance was so small as scarcely to justify the existence of the schools at all or the high cost involved. Endeavours have therefore been made to close unnecessary schools and to make large and economic schools serve particular areas. Except where geographical conditions and distances render a separate small school essential a large school is in every way preferable to a number of small schools practically in competition with one another.

34. *Admissions.*—In spite of the increase in the number of secondary schools overcrowding has continued, especially in the city of Madras, and the enforcement of the rule limiting the number of pupils per section to 40 has presented considerable difficulty. In many places there are no other schools for the pupils to go to and in cases in which the management refuse to incur the expenditure on opening new sections for the small additional numbers involved, and even in cases in which accommodation in other schools is available, the excess numbers may not be discovered until long after the opening of the school year, thus making it difficult to send away or transfer pupils. In large towns, and especially in the city of Madras, there are other factors operating which still further increase the difficulties. Accommodation may be available in other schools to relieve the congestion in the

overcrowded schools, but transfers are seldom able to be effected owing to the long distances between the pupils' residences and the schools with vacancies and also owing to the wide difference which exists between school and school in the matter of the vernaculars which are offered for instruction or as the medium of instruction. The only satisfactory solution of the difficulties referred to is the provision of additional accommodation and staff and the Educational Department has constantly pressed this view on the managements concerned.

35. *Promotions.*—The District Educational Officers report that every effort has been made to check improper promotions, but unfortunately the reports received from the Secondary School-Leaving Certificate Examiners show that promotions are even now by no means satisfactory in all districts. The Chief Examiners in English have reported almost every year that a great many schools send up for the public examination a number of candidates who do not deserve to be in form VI at all. Such a state of affairs means, in all probability, that the promotions made in the lower forms in the schools have not been satisfactory. It is not, however, possible to generalize regarding promotions since the standard of promotion varies very greatly as between school and school and at the end of the quinquennium there were undoubtedly a number of schools in this Presidency in which promotions were being satisfactorily made.

36. *Fees.*—The only alteration in the fee regulations made during the quinquennium was the decision of Government in May 1925 that Indian Christians of depressed class origin should be eligible for the concessions to which poor pupils of the depressed classes are eligible under rule 92 of the Madras Educational Rules. At the same time Government amended rule 92 of the Madras Educational Rules so that in the case of pupils belonging to the depressed classes poverty certificates might be signed by a District Labour Officer, a President of a Union Board, a President of a Panchayat Court, a President of a Village Panchayat and by a member of a District or Taluk Board.

37. *The Secondary School-Leaving Certificate Scheme.*—The following are the more important changes which have taken place in the working of the scheme during the past quinquennium:—

As was noted in the last quinquennial report, in January 1922 a motion was moved in the Legislative Council to

recommend to Government that candidates for the Secondary School-Leaving Certificate Examination belonging to the Ādi-Drāvida and other depressed classes be exempted from the payment of examination fees. The motion was withdrawn after Government had promised to consider the proposal and in October 1922 Government directed the admission to the examination without payment of examination fees of all pupils belonging to the depressed classes and deserving of the concession. The extent to which this concession has been granted is shown by the large increase in the number of candidates admitted to the examination without payment of fees. The figures are—

1923	44
1924	42
1925	72
1926	82
1927	96

In October 1925, Government approved the proposal of the Director of Public Instruction to permit the use of the vernaculars as the media of instruction and examination in non-language subjects in forms IV to VI of Secondary schools and arrangements have, in consequence, been made for the examination through the vernacular of all candidates who receive instruction entirely in the vernacular during their school course in Forms IV, V and VI.

In January 1927, the Madras University decided to cancel the rule permitting Principals of Colleges for Women to make admissions at their discretion of women holders of Secondary School-Leaving Certificates whose names do not appear in the published list of certificate holders eligible for admission to University courses of study. The rule, however, has still been retained by the Āndhra University.

As long ago as 1922 proposals were submitted to Government regarding the position of the B group subjects in the S.S.L.C. course, but Government postponed consideration of these proposals owing to the subsequent submission of the reports of the Vekataratnam Committee and the Secondary Re-organization Committee.

In March 1925, the system of moderating a candidate's marks by taking into account the individual mark gained by him for the last year at school in each subject was discontinued. The remarks of the District Educational Officers on the working of S S.L.C. scheme during the quinquennium have, in consequence, been chiefly confined to the result of

this action and to the unaltered position of the B group subjects. The remarks of five District Educational Officers may be quoted.

Mr. Vasudeva Sastri writes :—"Now that the pupils' marks while at school do not count in determining "eligibility," it is the final examination that more or less dominates the whole course of instruction in a high school. What will pay in the examination hall is the sole consideration alike of pupil and teacher; cramming is resorted to and notes and annotations are cared for more than the text-books themselves. The B group subjects are neglected, since they don't find a place in the examination."

Mr. T. S. Krishnamurti writes :—"The defects pointed out in the last quinquennial report continue and others have since been added. The 'half-hearted' teaching and marking done by teachers continues. The position has, in fact, become worse, owing to the fact that the University now does not take school marks into account for purposes of eligibility to undergo a University course. After this event, some of the schools discontinued marking altogether until the Director of Public Instruction issued a circular that the system should be continued. This clearly shows that the marks were not valued for themselves but only as a factor in determining the pupils' chances of getting into a college. The neglect of the "B" group subjects, the Cinderella of the curriculum, continues in spite of everything."

Mr. H. A. Hart writes :—"I regret to say that B group subjects continue to be unpopular and insufficiently attended to by the boys, especially the History and Geography portions. In conversation and discussion with headmasters I gather that the following are some of the objections to the scheme :—

(a) too early specialization;
(b) the existence of non-examination subjects;
(c) the inadequacy of vernacular teaching;
(d) the heavy curricula in the C group subjects."

Mr. K. Natesa Ayyar writes :—"The tendency is to reduce the importance attached to school marks to a minimum and to raise the importance attached to the Public Examination marks to a maximum. The recent Public Service Notification which takes count of the latter only is a visible index of this tendency. In spite of this I am of the view that the scheme has helped and is helping in the direction of

steadying discipline and regulating the pace of school work and must be continued. The distinction between the B group subjects and other subjects, however, is widely condemned by Headmasters and teachers and may, I consider, be abolished."

Mr. P. Raghava Acharya writes :—"The introduction of new regulations for the admission of Secondary School-Leaving Certificate holders into the University courses of study and into public service has brought back many evil effects into school life which the school-leaving certificate system was primarily intended to avoid. The staff, the parents and the public are not infrequently gauging the merits of a high school by the extent of its success at the public examination. Consequently the whole atmosphere of a high school is one of preparation for the University. There is very little scope for individual development. B group subjects still continue to be neglected in several schools."

There has been a steady increase in the number of candidates registered for the public examination. For the examination of 1923, 14,040 were registered, 12,019 were examined and 11,969 completed their certificates. For the examination of 1927, 15,701 candidates were registered, 15,587 were examined and 15,471 completed their certificates. The distribution of the candidates during the quinquennium according to the various classes of the community provides an interesting study. There has been a large increase in the number of Non-Brahman and Muhammadan candidates and also an appreciable increase in the number of depressed classes candidates, though, of course, the numbers involved in the latter case are very small. The following figures represent the percentage of increase in the number of candidates who completed their certificates between the years 1923 and 1927 :—

Indian Christians	42 per cent.
Muhammadans	57 "
Brahmans	8 "
Non-Brahmans	52 " &
Ādi-Drāvidas and Ādi-Āndhras	725 " (from 4 to 33)

The increases noted in the last quinquennial report in the numbers of candidates taking science optionals and commercial subjects have been even more marked during the past quinquennium. In 1923 the number of candidates

taking Algebra and Geometry, Physics, Chemistry, Book-keeping and Commercial Arithmetic and Shorthand and Typewriting respectively was 4,089, 4,047, 1,769, 721 and 563. The corresponding figures for 1927 were: 5,351, 5,419, 2,415, 1,014 and 742. In 1927 there were 42 candidates for agriculture and 15 candidates for Practical Telegraphy.

38. *Staff.*—Considerable progress has been made during the quinquennium in the staffing of secondary schools by trained teachers of the collegiate and secondary grade. The statement at the end of this paragraph will show that the percentage of trained teachers of the collegiate grade rose by 5·4 per cent (from 19 to 24·4 per cent) and the percentage of the trained teachers of the secondary grade rose by 6 per cent (from 37 to 43 per cent). The most satisfactory features of the statement are the fall in the number of elementary trained teachers employed and the large decline in the number of uncertificated teachers. The percentage of elementary trained teachers fell by 4·4 per cent (from 13 per cent to 8·6 per cent) and the percentage of uncertificated teachers fell by 10·3 per cent (from 23 per cent to 12·7 per cent). The number of teachers with no certificates has considerably increased, but the teachers classified under this head are mainly Pandits for whom, until recently, no special qualifications were prescribed.

One unsatisfactory feature however still remains. A number of schools still continued the practice of recruiting untrained graduates for short periods on a temporary footing in order to avoid the expense of appointing trained men permanently with definite scales of pay.

The rates of pay of the teachers have not improved much during the last quinquennium. In fact in some districts owing to the increase in the supply of teachers there has been a tendency for salaries to go down. The reports from individual districts show that the different districts have varied very considerably in the conditions of the pay of teachers. It may be said generally, however, that the salaries of local board teachers have improved owing to the introduction of time-scales and those of aided school teachers have not except in cases where the schools shared in the special one-lakh grant. The District Educational Officers of the following districts report practically no improvement:—Chittoor, Tinnevelly, Guntūr, Madras, Chingleput and Nellore while those of the following districts report that a distinct improvement has taken place:—South Kanara, Madura, Cuddapah,

Ganjām and the Agency. The District Educational Officers of Tanjore and Anantapur report that the scales of pay of Board Schools teachers have been improved, but that there has been no corresponding improvement in the pay of aided school teachers.

The special teaching grant of one lakh which was given by Government in 1921 for the purpose of increasing the salaries of the low-paid members of the staffs of secondary schools was given every year during the quinquennium and has been the means of bringing considerable relief to aided schools. But the temporary nature of the grant and the uncertainty regarding the conditions attached to it point to the necessity for a more permanent manner of helping aided schools to give adequate salaries to their teachers.

During the period under review an investigation was made into the possibility of improving the conditions governing the recruitment and service of teachers. The absence of contracts and agreements has, in the past, rendered the position of the teacher very insecure and it was felt that it might be made a condition that every school management should enter into an agreement with its teachers on first recruitment. Opinions were invited from various bodies but, chiefly owing to the wide differences of opinion expressed as to the practicability of the proposal, no final conclusions were arrived at. Certain proposals regarding the security of tenure and the pay of teachers have however been made in the various reports which are now before Government.

Number of teachers in Indian secondary schools for boys.

—	On the 31st March 1922.			On the 31st March 1927.	
	Number of teachers.	Percentage.		Number of teachers.	Percentage.
Teachers holding—					
Non-Indian Diplomas	36	1	1	1,873	21·4
Professional certificates. Collegiate ...	1,312	18	68	...	...
Professional certificates. Secondary ...	2,693	37		3,301	43·0
Professional certificates. Elementary.	913	13		661	8·6
General Education ... Collegiate ...	617	8	23	416	[illegible]
General Education ... Secondary ...	842	12		471	
General Education ... Elementary.	220	3		86	
No Certificates	551	8	8	869	
Drawing and Physical Training Instructors and Teachers of special subjects.	...	...		932	
Total ...	7,184	100	100	8,663	

39. *Accommodation.*—The reports from the districts show that conditions regarding the accommodation of Secondary schools vary considerably throughout the Presidency.

Marked improvement is noticeable in some districts while in others conditions are as bad as or actually worse than they were in the previous quinquennium. In Kurnool, East Gōdāvari, West Gōdāvari, Chittoor, Rāmnād, Kistna, Chingleput, Nellore, North Arcot, Anantapur and Madras accommodation is reported to be generally unsatisfactory. In Cuddapah, Coimbatore, Malabar, Guntūr, Salem, South Kanara and Tinnevelly there has been steady improvement and in Ganjām, Trichinopoly and Tanjore accommodation is reported to be generally satisfactory. In the districts in which accommodation is reported to be unsatisfactory the main complaint would appear to be that in the majority of cases school buildings are merely ordinary dwelling houses ineffectively adapted for the purposes of class rooms, etc. This criticism applies particularly to the City of Madras.

The following are the more important additions to school buildings during the quinquennium :—

New buildings have been erected for the Board High School, Penukonda, the Board High School, Bapatla, the Board High School, Tirukkoyilur, the A. V. Secondary School, Komal, the U. L. C. M. College, Guntūr, the P. V. R. Secondary School, Ongole, the Sri Rajah's High School, Tuni, the Wesleyan Missionary School, St. Thomas' Mount, the St. Xavier's College, Palamcottah and the Ramakrishna Mission High School, Madras. Additional blocks have been added to the Municipal High School, Tiruppur, the Board High School, Duggirala, the Board High School, Payyanur, the Board High School, Parvatipur, the Board High School, Harpanahalli, the Municipal High School, Cuddalore, the Board High School, Jeypore, the Board Middle School, Kasimkota, the Islamiah College, Vanyambadi, the Diamond Jubilee High School, Gobichettipalayam, the A. B. M. Secondary School, Kavali, the St. Francis Xavier's High School, Tuticorin, the Town High School, Guntūr, St. Joseph's High School, Pavaratti and the St. Mary's High School, Dindigul.

The following schools have buildings or extensions under [illegible]ction :—

[illegible]e Municipal High School, Udumalpet, the Board High School, Kollur, the Board High School, Manjeri, the Municipal High School, Prodattur, the Municipal Branch

Secondary School, Cuddapah, the Board High School, Bhavani, the Board High School, Kollegal, the Board High School, Kuttalam, the Municipal High School, Ootacamund, the Municipal High School, Kurnool, the Municipal High School, Bellary, the Onslaw Institution, Chatrapur, the Board High School, Cherukkunnu, the Board High School, Betatnad, the P. S. High School, Mylapore, the R. C. Town High School, Chidambaram, the Sarvajana High School, Peelamedu, the Tirtapati High School, Ambasamudram, the Town High School, Kumbakonam, the A. A. M. High School, Tindivanam and the Campbell Memorial Middle School, Jammalamadugu.

40. *Equipment.*—There has, on the whole, been considerable improvement in the equipment of schools, particularly as far as scientific equipment is concerned, and this has been largely due to the fact that two-thirds grants have been given by Government for scientific equipment. From only two districts has it been reported that scientific equipment is seriously defective. The libraries of high schools are generally reported to be good. But there is still much room for improvement in the libraries of middle schools.

Little progress has been made during the quinquennium in the equipping of museums and most schools have an insufficient supply of maps and charts.

During the quinquennium equipment grants to the extent of over two lakhs were paid to aided schools and subsidies for equipment amounting to Rs. 76 lakhs were paid to local bodies for equipping high and middle schools.

41. *Methods of teaching.*—Owing mainly to the more intensive methods of inspection, made possible by the appointment of a District Educational Officer for each district, and to the increase in the number of trained teachers employed, considerable improvement has taken place during the quinquennium in the methods of teaching almost all subjects. In particular the teaching of English, mathematics and science is reported to have shown marked improvement. The improvement in the teaching of science subjects is a natural consequence on the improvement of equipment which has already been noted in this chapter. Though the opinions of the inspecting officers naturally vary there is a consensus of opinion that the teaching of geography and of the vernaculars has not improved. With the laying down of new rules for the qualifications of vernacular teachers it is to be hoped that in the current quinquennium there will

be a distinct improvement in the methods of teaching the vernaculars. The teaching of geography is also likely to improve now that the Madras University is laying stress on the necessity for the encouragement of geography as an optional subject in the University classes. Nearly all inspecting officers report on the necessity for refresher courses, especially for the teachers of the lower classes. The newly-trained graduates have appreciably improved methods of teaching, but the older teachers in charge of the lower classes would obviously greatly benefit by being put in touch with up-to-date methods. Generally speaking the staff libraries of schools are very poor and refresher courses would at least bring modern educational literature within reach of the older teachers.

The following are extracts from the detailed reports of District Educational Officers. They throw further light on the conclusions already summarised:—

Mr. Parthasarathi Nayakar writes:—"The vernacular teaching by the pandits continues to be as unsatisfactory as ever."

Mr. Krishnabrahmam writes:—"Methods of teaching show a change for the better with improved staffs. Satisfactory equipment also contributes to the introduction of improved methods."

Mr. Hart writes:—"With the employment of more trained teachers in the schools and with the further experience gained by those already trained there is naturally some progress in the methods used. English composition is better taught and fair attempts are made on the whole to give individual attention to the pupils. The vernaculars are still largely in the hands of pandits of the old-fashioned type. Qualifications were prescribed last year for this class of teachers, but up to now no pandit with these qualifications has been appointed. In mathematics the teaching is mostly of very fair quality and has shown steady improvement. The teaching of science may also be said to have shown improvement because of the better facilities provided in most cases for practical work. Geography in Form V is only nominal and the teaching is next to useless. As a science or as a means of mental development the subject is barren of results."

Mr. Ransford writes:—"Teaching shows improvement as far as mathematics and science methods go, but there is an extraordinary reluctance to follow the published suggestions of the Secondary School-Leaving Certificate examiners as

regards English and history. Both are studied by the help of pernicious printed 'annotations'."

Mr. Krishnamurti writes:—"In the higher forms there is a noticeable improvement. In those below, teachers mostly mark time. Stagnation generally prevails. But it must be said in extenuation that teachers have very little time or other facilities for self-improvement."

Mr. Ross writes:—"With the appointment of more trained teachers, teaching methods have improved."

Mr. Abdur Rahim writes:—"The level of English teaching in the upper forms in most schools is fairly high, but the unsatisfactory teaching in some of the lower classes prevents all round progress in the subject. The bad teaching is mainly due to the continuance of untrained teachers or men of elementary grade. Mathematics and science are generally well taught. Geography is still not being intelligently taught. A refresher course in English and in geography might improve the work of the teachers of these subjects."

12. *Manual training and practical instruction.*—Very considerable progress has been made in the development of manual training and practical instruction in secondary schools.

At the beginning of the quinquennium there were eleven institutions or centres for secondary pupils providing instruction in woodwork and six secondary schools giving instruction in weaving. At the close of the quinquennium woodwork and mechanical drawing were being taught in 31 schools, weaving in 33 schools, carpentry in 5 schools, metal work in 4 schools, agriculture in 4 schools, tailoring in 2 schools, engraving in 2 schools, rattan work in 2 schools, spinning in 2 schools and book-binding in 2 schools, and sericulture, dyeing, market gardening, mica work, smithy, horticulture, coir work and printing were each being taught in one school.

The total number of schools giving instruction in one or more of the above subjects was 68 with a total approximate attendance of 11,800 pupils.

It may certainly be claimed that the experiment of introducing practical work into secondary schools has been on the whole successful. The general education of the pupils has not suffered but has rather been assisted by developing to the full all the faculties of the pupils. The aim of practical instruction as being educational and not vocational has been steadily kept in view and the various forms of handicraft have helped to develop accurate observation and the power of concentration in pupils, to create

aesthetic tastes and to arouse an interest in manual work in arts and crafts among the rising generation during their most receptive period.

43. *Moral and religious training.*—At the beginning of the quinquennium Government decided to make a radical change in its attitude towards the introduction of religious instruction in schools under public management. This decision was arrived at in consequence of the suggestions made by the Government of India in their letters addressed to the Provincial Governments in the preceding year. As the result of this decision, in July 1922, Government issued the following orders :—

(1) Institutions under public management should not be used as a means of fostering any one religion at the expense of others and the principle of strict religious neutrality should be maintained.

(2) Public funds should not be utilized for imparting religious instruction.

(3) If without infringing the above conditions it is proposed to introduce religious instruction in a school under the management of a local body, a resolution approving the same should be passed by a majority of the members of the local body.

(4) Religious instruction may be imparted both in boys' and girls' schools.

(5) The school premises may be utilized for religious teaching or simple prayers. There is, however, no need to reserve one or two rooms specially for the purpose.

(6) Any time spent by a pupil or student on religious teaching or observance will be deducted from the prescribed curriculum period.

(7) The instruction will always take place either at the beginning or at the end of a school session, that is to say, immediately before the morning session or immediately after the morning session or immediately before the afternoon session or immediately after the afternoon session.

(8) The services of the teachers in an institution, where they voluntarily undertake the work of religious instruction, shall preferably be utilized. The services of voluntary teachers from outside may be utilized if competent teachers are not available in the institution itself. The selection of such outsiders should be approved by the chairman or president of the local body maintaining the institution.

(9) No pupil shall be permitted to attend any form of religious instruction or observance without the written

request of the guardian or parent, which request should be made in writing and will be in force until revoked.

44. *Parental control and discipline.*—There seems to be general agreement amongst the inspecting officers that, in spite of the efforts of managements to keep the parents in touch with school work by means of quarterly reports, social gatherings, parents' meetings and the like, parental control and discipline are not as good as they were. The statement is made that the idea of discipline does not find as much place in the home and in the school as it used to do, that with the struggle for a livelihood and the search after careers education has become more and not less materialistic, and that the discipline of education for its own sake is often overlooked. The fact that many parents do not themselves show the respect which is due to the teachers in charge of their children is in itself a great handicap both to home and school discipline. There are of course individual schools in which special efforts have been made to enlist the co-operation of parents in matters of discipline and control. As an example, the Corporation Secondary School, Nungambakam, Madras, may be quoted. The District Educational Officer reports that in this school every Saturday is set apart for meeting the parents and concerting measures with them to improve the education of their boys.

There is undoubtedly one factor which has tended to increase the spread of indiscipline, and that is the over-present shadow of future unemployment. Until recent times the boy who worked steadily in school and college was almost certain of a reasonably decent start in life, at least in a clerical situation. Now there is a feeling, which, if erroneous, is nevertheless widespread, that concentration on work does not pay since the chance of future employment is largely a gamble. This attitude naturally results in slackness and indifference, and pupils are not led to realize that present conditions are such as to ensure good employment only for the best products of the schools and that consequently more concentration, and not less concentration, is required.

45. *Physical education, hygiene and medical inspection.*—Decided progress has been made during the quinquennium in the spread and development of physical culture among students. Until the end of the year 1922 the Assistant Physical Director divided his time between the organization of the Boy Scouts Association and the inspection of physical training classes. But at the end of that year he resigned his

post and in 1924 Government appointed a whole-time Assistant Director with both educational and technical qualifications. Consequent on this new appointment the three posts of physical training demonstrators were abolished. Since his appointment the Assistant Physical Director has toured extensively throughout the Presidency inspecting and holding demonstrations. His inspection reports have been sent to the managements of schools and to the District Educational Officers for carrying out as far as possible, the improvements suggested. The work of the Adviser to Government on Physical Education has covered a wide range of physical activities including the training of physical training instructors at the School of Physical Training, Madras, the supervision of the public playgrounds in the city of Madras, the conduct of physical training examinations and the organization of athletics in conjunction with such associations as the Madras Olympic Association and the Madras Schools Athletic Association.

There has been a large increase in the number of scout troops and in the number of scouts. Between 1921–22 and 1925–26 the number of officers, scouts, rovers and cubs increased from 4,202 to 7,893 and by the end of the quinquennium the figure was approximately 9,000. In spite of this increase, however, several District Educational Officers report that scouting is either on the decline in schools or has not progressed. The figures of the Provincial Boy Scouts Association include many troops not attached to schools and it is unfortunately true that in a number of districts a very small percentage of the schools have troops. In the Guntūr District, for example, in which there are 25 secondary schools only two schools have scout troops. Even in the schools in which there are troops, in many cases, the troops consist of a very small number of pupils. In Malabar, for example, where there are 51 secondary schools, there are only 25 troops with an average enrolment of only 16. Such small troops do little to spread the scout spirit and in some cases only succeed in drawing boys away from organized field games.

Since 1925 Government have raised their annual grant to the Association to Rs. 10,000 and in consequence of this the association has been able to appoint two full-time provincial organizing secretaries. These secretaries have been supplied with free passes by the Railway Companies and have toured widely throughout the Presidency. Special features of the period under review have been the starting of Sea Scout troops at Madras and Calicut, of criminal tribe

troops in Madura, South Arcot and Tanjore, of a troop in the Senior Certified School at Chingleput and of a troop for leper boys in the Lady Willingdon Leper Settlement at Chingleput.

Between 1922 and 1926, 21 training camps for scoutmasters were held and 498 persons were trained.

In 1925 the Lady Wenlock Park building was leased by Government free of rent to be used by the Boy Scouts Association as its headquarters.

In October 1922 Government held in abeyance the scheme for the giving of grant-in-aid for the medical inspection of boys in secondary schools. The scheme was, however, revived in April 1925 and medical inspection under the scheme is now compulsory for all boys reading in secondary schools and in the school departments of colleges. Since April 1925 approximately Rs. 14,000 have been paid by Government as grants for medical inspection to aided and local board schools.

District Secondary Education Boards.—Early in the quinquennium proposals were under consideration for the setting up of special boards in each district to advise on all matters relating to secondary education and in January 1923 Government sanctioned the establishment of district secondary education boards in all the districts of the Presidency except in the Nilgiris and in the Agency.

It was hoped that much benefit would be derived from enlisting the advice of managers, teachers and other persons interested in educational problems upon such questions as the following:—

(1) applications for teaching, building and equipment grants,
(2) recognition of secondary schools,
(3) aid to be given to secondary schools proposed to be newly opened,
(4) co-ordination in the matter of text-books and syllabuses,
(5) vocational training,
(6) organization of educational exhibitions,
(7) organization of common play grounds, field games and development of the boy scout movement,
(8) medical inspection of schools,
(9) hostel accommodation,
(10) religious and moral instruction,
(11) scholarships,
(12) school libraries and laboratories.

The method of constituting a committee for this purpose has not, however, proved an easy matter and the experience of the last three years has shown that the boards have not proved as useful in forwarding the development of secondary education as was anticipated.

47. *Number and strength of secondary schools.*—The number of secondary schools for boys rose from 478 in 1921–22 to 528 in 1926–27. Schools under the management of Municipal Board increased by 16, Local Board by 23, Aided by 17, while those under Government fell by 1; unaided schools also fell by 5.

Thirty-nine schools which had form III as the highest class in 1922, opened higher forms during the quinquennium and some of them have become complete high schools.

The total strength of secondary schools for boys was 162,955 against 150,839 in 1921–22. The increase in strength in forms I to VI was 15,365, the corresponding increase in the previous quinquennium being 18,555. One boy in every five comes from outside the town in which the school that he attends is situated.

48. *Expenditure on secondary schools for boys.*—The total direct expenditure on secondary schools rose from Rs. 60 lakhs to Rs. 71 lakhs. The increased expenditure was mainly in respect of local board schools and aided schools under private management.

To the total expenditure public funds contributed 30 per cent, fees 55 per cent, and other sources 15 per cent, the corresponding percentages for the previous quinquennium being 26, 59 and 15, respectively. The average cost of educating each student was Rs. 43-11-0 and each pupil paid an average fee of Rs. 23-15-9. In the case of Municipal and Board schools fees met 47 per cent of the total expenditure, local body funds 24 per cent, provincial funds 27 per cent and other sources 2 per cent. In aided schools fees met 61 per cent, provincial funds 16 per cent, and managers' funds 23 per cent of the total expenditure.

49. *General.*—Though there has been a very considerable advance in the number of schools and in the number of scholars, the increase has not been as marked in the period under review as it was in the previous quinquennium. In the previous quinquennium schools and scholars increased by 38 and 10 per cent respectively. During the period under review they increased by 10 and 8 per cent, respectively. The falling off of the rate of increase in the number of

schools is not, however, in any way abnormal nor is it to be regretted since it has been accompanied by a satisfactory increase in the strength of existing schools. It was not to be expected that the large increase in the number of schools in the last quinquennium (133 as compared with 2 in the previous quinquennium) would be repeated in the period under review and, as has already been indicated in the introduction to this chapter, a further rapid expansion of facilities for education in the upper forms of high schools is not necessarily, at the present time, most advantageous to the educational development of this Presidency.

V.—ELEMENTARY EDUCATION.

50. *Number of schools and managing agencies.*—The total number of public elementary schools for boys rose from 33,624 in 1921–22 to 46,378 in 1926–27. Government schools increased by 1,099, from 591 to 1,690; Municipal Board by 282, from 848 to 1,130; Local Board by 4,920, from 7,386 to 12,306; and aided by 6,906, from 21,898 to 28,804. Unaided schools fell by 453, from 2,901 to 2,448. The total number of schools increased by 37·9 per cent during the period under review as against an increase of 16·4 per cent in the previous quinquennium. Of the 28,804 aided schools, 21,993 schools were teacher-manager schools and 6,811 were mission schools and of the 2,448 unaided schools, 2,142 were teacher-manager schools and 306 were mission schools.

The large rise in the number of Government elementary schools was almost entirely due to the increase in the number of schools not under the control of the Educational Department. The number of night schools rose from 2,456 to 5,604 and their strength from 58,233 to 151,691. Aided schools contributed most largely to the increase in total numbers, rising from 1,694 to 4,610.

A considerable number of aided and unaided elementary schools continue to be ephemeral in character. During the quinquennium as many as 25,937 schools were closed—making an average of over 5,000 a year. More than 50 per cent of the schools closed each year were aided schools.

The stability of elementary schools can also be judged by the continuity of aid. In 1922 out of a total of 20,958 aided village elementary schools, 55 per cent had been aided without break for five years, 12 per cent for four years and 14 per cent for three years. In 1927 of 27,633 such schools

51 per cent had been aided without break for five years, 16 per cent for four years and 18 per cent for three years.

As the result of the action taken by Government on the Elementary Education Survey Report there has been a large increase in the number of rural areas served by elementary schools. In 1922, 17 per cent of the number of villages or groups of villages having a population of between 1,000 and 2,000 were unprovided with schools. For villages having a population of between 500 and 1,000, villages with between 200 and 500 and for villages with the less than 200 the figures were 38 per cent, 85 per cent and 91 per cent, respectively. The corresponding figures for the year 1927 were :—Villages between 1,000 and 2,000, 7 per cent, between 500 and 1,000, 20 per cent, between 200 and 500, 77 per cent and villages with less than 200, 83 per cent. In 1927 the number of villages with a population of over 2,000 which were unprovided with schools was 51, as against 195 in 1922.

51. *Strength of elementary schools for boys.*—The number of pupils in elementary schools for boys rose from 1,371,779 (including 182,730 girls) in 1921–22 to 1,985,617 (including 282,317 girls) in 1926–27. The total number of boys reading in elementary schools in 1926–27 was 1,713,631 (including 10,331 in girls' schools) as against 1,198,758 (including 9,709 in girls' schools) in 1921–22. The total number of pupils in public elementary schools for boys increased by 44·7 per cent as against an increase of 11·4 per cent in the previous quinquennium and the number of boys reading in all classes of elementary schools increased by 42·9 per cent as against an increase of 11·9 per cent between the years 1917 and 1922.

Of the total increase of 613,818 pupils reading in boys' elementary schools 64 per cent were Non-Brahmans, 12 per cent Muhammadans, 11 per cent Depressed Classes, 5 per cent Indian Christians and 2 per cent Brahmans.

52. *Distribution of pupils among standards.*—The strength in standards VI to VIII rose from 13,406 to 24,718 but the percentage of pupils reading in standards VI to VIII to the total number of pupils reading only rose from 1 per cent to 1·2 per cent. Of the total increase in numbers in all standards 53·2 per cent occurred in standard I, 18·6 per cent in standard II, 13·5 per cent in standard III, 9·7 per cent in standard IV, 3·1 per cent in standard V, and only 1·9 per cent in standards VI, VII and VIII. The percentage of pupils in

each standard to the total number has remained practically stationary, the percentages being as follows :—

	1921–22.	1926–27.
Standard VIII	·1	·2
Do. VII	·3	·3
Do. VI	·6	·7
Do. V	3·1	3·1
Do. IV	9·8	9·7
Do. III	13·7	13·7
Do. II	20·0	19·6
Do. I	52·4	52·7
Total ...	100·0	100·0

The above figures make it evident that not only has the proportion between the strength of the various standards changed very slightly but that there has been very little lengthening of the duration of school life during the quinquennium.

The following table shows the total strength of each standard in the years 1920–21, 1921–22, 1925–26 and 1926–27.

	1920–21.	1921–22.	1925–26.	1926–27.
VIII Standard	1,982	2,239	4,222	4,475
VII Do.	3,554	3,576	6,198	6,948
VI Do.	7,591	7,558	12,089	13,295
V Do.	41,372	42,938	57,829	61,950
IV Do.	133,161	133,821	179,159	193,188
III Do.	179,705	187,615	253,504	270,728
II Do.	262,636	274,317	364,392	388,591
I Do.	696,571	719,682	957,856	1,046,442

It will be seen from the above table that between the years 1920–21 and 1921–22 the wastage between standards I and II was 60·6 per cent, between standards II and III 28·5 per cent, between standards III and IV 25·5 per cent, and between standards IV and V 67·7 per cent. The corresponding figures for the wastage between the years 1925–26 and 1926–27 were 59·4, 25·7, 23·7 and 65·4 per cent. These percentages show that, though there have been large increases in strength in the lower standards, pupils are not staying at schools for appreciable longer periods than was the case five years ago. It is satisfactory that a much larger number of pupils are being brought under instruction but it is abundantly clear that compulsion and other methods must

be adopted if boys are to be retained at school for sufficiently long periods to enable them to become permanently literate.

In May 1923 Government convened a conference at Ootacamund to discuss the expansion and improvement of elementary education. The more important recommendations of this conference were as follows :—

(1) With a view to the gradual expansion of elementary education in rural areas, each village with a population of 500 inhabitants and over shall be provided with a school.

(2) Indigenous schools should be developed and made eligible for aid, and the new schools to be started should ordinarily be aided schools, and, when it is not possible to start aided schools in some villages, local bodies shall take steps to start their schools in such places.

In December of the same year the Honble Mr. Moir, C.S.I., I.C.S., who had been placed on special duty in connexion with the scheme for the expansion of elementary education, recommended that, in order to obtain full and accurate information regarding existing educational facilities, an educational survey of all the taluks in the Presidency should be undertaken. He further recommended that, as an experimental measure, in order to arrive at the best method of surveying the Presidency as a whole, a single taluk should first be surveyed. Consequent on these recommendations a Special Officer was appointed to survey the Saidapet Taluk, this taluk being chosen owing to its proximity to the headquarters of the Director of Public Instruction. The survey, which was completed in May 1924, provided a record of the statistics of population and population centres, of children of school-age and of schools with their strength, accommodation and staff. In June 1924 Government ordered a similar survey of all the taluks of the Presidency, excluding the Agency, and detailed instructions were issued to all Inspecting officers. The Collectors of all districts were also requested to arrange for the co-operation of the Revenue officers with the officers of the Education Department. Maps and consolidated registers of statistics were prepared for each taluk and the survey records were completed by February 1925. In the same month the Special Officer who conducted the survey of the Saidapet Taluk was reappointed as Special Officer to scrutinize and summarize the survey records. In the course of this scrutiny, lists of school-less centres with a population of 500 and above were drawn up with particulars of the names of centres which would be

served by the opening of new schools and the total population of such centres. The facilities for the education of girls, depressed classes and Muhammadans were also examined with reference to the survey records. A consolidated report on the survey was published in September 1925. The report showed that there were 4,037 school-less centres or groups of centres with a population of 500 and above unprovided with schools and during the closing period of the quinquennium Government formulated a definite programme for the gradual provision of schools in all the school-less centres referred to above.

As the result of the Ootacamund conference and the work done on the educational survey, Government have subsidized and aided the opening of a large number of single-teacher schools in places hitherto unprovided with schools. In 1924, 839 Board schools were opened, 825 being single-teacher schools. In 1925, 1,469 single-teacher Board schools and 569 single-teacher aided schools were opened. In 1926, 566 Board and 642 aided single-teacher schools were opened and in the same year 300 single-teacher schools were opened under panchayat management. In my report for the year 1925-26 I pointed out that the policy of expansion by the establishment of single-teacher schools needed reconsideration since, as the strength of such schools increases, numbers of the pupils must receive little or no education worth the name. It was of course hoped that, when Government sanctioned subsidies for the opening of single-teacher schools, the managements themselves would provide the necessary additional staff, but only in very few cases has this been done. A very large number of single-teacher schools with more than three standards now exists in this Presidency, and it appears desirable to concentrate on increasing the efficiency and effectiveness of existing schools before a further programme of expansion is adopted.

The schools under panchayat management, which have been opened as an experimental measure, are under the control of the Registrar-General of Panchayats. The problem of the control of elementary education is, under present conditions, complicated by the fact that in addition to the schools under the Director of Public Instruction there are schools under the Labour Department, the Jail Department, the Fisheries Department, the Police Department, the Salt Department, the Forest Department and under the Registrar General of Panchayats.

53. *Compulsion.*—After the passing of the Elementary Education Act a considerable period of time elapsed before any scheme of compulsion matured and the additional taxation involved was at the outset unpopular. But by the end of the period under review compulsion had been introduced in 21 municipalities and in selected areas of 3 taluk boards. Again, 103 taluk boards and 28 municipalities are now levying the education cess, but, in spite of the fact that many local boards are now willing to raise taxation, very few schemes for the introduction of compulsion have been considered by taluk boards. Two factors appear to be operating against a rapid extension of compulsion—the lack of initiative in drawing up suitable schemes for consideration and inadequate finance. In some of the schemes which have been considered it has been found that even with the cess and its equivalent contribution, adequate provision cannot be made to finance compulsion satisfactorily and in consequence local boards are diffident in the matter of preparing schemes. But since the number of cases in which a scheme has been rejected on financial grounds has been very small, it seems obvious that lack of initiative is the main cause for the absence of progress and further guidance and stimulus are necessary to pursuade local boards to prepare and consider schemes.

The following municipalities introduced compulsion for boys during the quinquennium:—Vellore, Conjeeveram, Negapatam, Kumbakōnam, Tiruppūr, Tellicherry, Tinnevelly, Tanjore, Proddatūr, Madura, Hospet, Chingleput, Masulipatam, Māyavaram, Hindupur, Dindigul, Calicut and Parlākimedi and compulsion was introduced for boys and girls (excluding Muhammadan girls) in the municipalities of Cochin and Erode.

Compulsion for boys and girls (excluding Muhammadan girls) has also been introduced in seven divisions of the Corporation in the city of Madras. The only taluk board areas in which compulsion for boys has been introduced are selected areas of the Ponnāni, Walluvanad and Ernād taluks in Malabar. Fifty-three municipalities and 28 taluk boards are still not levying cess and it is to be regretted that whereas several poor and backward local boards have raised the cess, a number of comparatively wealthy areas are still not levying the tax.

54. *Curriculum and methods of teaching.*—The scheme of studies for elementary schools embodied in the rules framed under the Elementary Education Act of 1920 remained in

force throughout the period under review. Though under this scheme provision has been made for a number of optional subjects, the number of schools, especially rural schools, which provide for instruction in subjects other than the compulsory ones is very limited. There is, however, an increasing demand for English even in rural areas and during the quinquennium there has been a large increase in the number of schools teaching English. In spite of departmental advice there has been little progress in the teaching of practical nature study and in the use of school gardens and much remains to be done in order to adapt the instruction given in rural elementary schools to the life of the rural environment. Except in mission schools moral and religious instruction is generally confined to the study of popular legends and stories.

Physical training and games are still sadly in need of development chiefly owing to lack of space and want of organization. The Boys' Scouts Association has however begun to form troops in elementary schools and an appreciable number of schools now have troops or packs.

55. *Vocational education and manual training.*—Practical training classes are now attached to 24 institutions and in 1927 nearly 2,000 pupils were attending these classes. The classes include weaving, tailoring, carpentry, wood-work and agriculture. Ordinarily only pupils in standards IV to VIII attend classes for practical instruction.

56. *Inspection of elementary schools.*—In 1922 as the result of the re-organization of the inspecting agency Circle Inspectors and Assistant Inspectors were replaced by District Educational Officers, one for each district (except the Nilgiris), and Sub-Assistant Inspectors and Supervisors of Schools were replaced by Deputy Inspectors of Schools. In the Agency, however, Supervisors of Schools were retained. Sixty-two additional Deputy Inspectors' posts were also sanctioned bringing the total number of Deputy Inspectors up to 250. The re-organization made it possible for the problem of the expansion of elementary education to be more closely studied in each district by the District Educational Officer and his subordinates and for the inspecting agency to exercise closer supervision over elementary schools.

In 1926, owing to the large increase in the number of elementary schools, Government decided to strengthen further the subordinate inspecting agency and a new grade of Junior Deputy Inspectors was created with a strength of

71 officers. The Junior Deputy Inspectors are not in independent charge but are attached to the offices of Deputy Inspectors and work under their supervision.

The constitution and functions of the District Educational Councils were not altered during the quinquennium but the whole question of the amendment of the Elementary Education Act has been under the consideration of Government since 1923.

57. *Staffing of elementary schools.*—In 1922 there were 58,286 teachers in elementary schools for boys of whom 22,793 or 39 per cent were trained. In 1927 there were 83,280 teachers of whom 39,913 or 47 per cent were trained. The percentage of trained teachers to the total number of teachers is highest in the city of Madras, being 68 per cent. It is lowest in the Rāmnād District, being 38 per cent. The percentages for all districts have increased except for the districts of South Kanara and the Nilgiris which have fallen from 53 per cent to 48 per cent and from 69 per cent to 63 per cent, respectively. Only in eight districts are more than 50 per cent of the teachers trained and in seven districts under 45 per cent of the teachers are trained. The most rapid improvement during the quinquennium has occurred in the Circars and in the Ceded Districts; Gōdāvari, East improving by 19 per cent, Guntūr by 16 per cent and Nellore by 13 per cent and each of the Ceded Districts by over 10 per cent. The average number of pupils per teacher remained the same as in the previous quinquennium namely 24.

In 1922 Government revised the scales of pay of teachers in Government elementary schools and in the following year all local boards were advised to adopt similar scales of pay for their teachers as far as funds would permit. The revised scales were as follows:—

	Trained teacher per mensem.	Untrained teacher per mensem.
	RS.	RS.
Lower Elementary ...	20—1—30	15
Higher Elementary ...	25—1—50	20
Secondary ...	35—1½—50—1—60	25

In consequence of the action of Government the scales of pay in rural areas have been raised, but the freedom allowed to local boards has resulted in very wide differences in the rates of pay prevailing as between district and district. Similarly, in schools under some local boards the pay is fixed while in schools under others there are time scales.

These differences occur even within the area of a single district. Standardization of scales for the whole Presidency may not be possible or desirable, but the adoption of settled scales of pay for each district would at least improve the conditions of service of a large number of teachers. It is much to be regretted that, apart from the low salaries received, the condition of the teachers in many areas is made still more difficult by the frequent delays which occur in the payment of salaries.

With effect from the 1st April 1923, Government abolished the system of paying capitation allowances and directed the local boards to raise the pay of teachers so as to compensate them permanently for the loss of the capitation allowance. The payment by Government of subsidies covering one-half of the cost of the temporary allowance of Rs. 4 per mensem to teachers under local boards continued throughout the quinquennium, even in cases in which the local bodies had converted half the allowance into permanent pay.

The problem of securing adequate pay for teachers in aided schools presents even greater difficulties than the corresponding problem concerning local board schools. Aided schools are more numerous than board schools and their managements, particularly the teacher-managers, more impecunious. Practically the only relief which was afforded to teachers in aided schools during the quinquennium was the raising of the rates of teaching grants. In September 1925 the rates were raised as follows:—

	Old rate.	Present rate.
	RS.	RS.
Secondary, untrained ...	96	120
Higher Elementary, trained ...	96	120
Higher Elementary, untrained ...	72	84
Lower Elementary, untrained ...	48	60

In consequence of this revision Government in 1925–26 placed an additional allotment of Rs. 4,25,184 at the disposal of District Educational Councils.

58. *Accommodation.*—Of the total number of schools 41 per cent are held in buildings of their own, 37 per cent in rented buildings, 18 per cent in chavadies and choultries and 4 per cent in dwellings belonging to the teacher or manager. Since the last quinquennium the percentage of schools with buildings of their own has fallen and the percentage of rented buildings has increased. The rise in the percentage of

rented buildings was to be expected in view of the fact that the opening of a large number of new schools must have necessitated the use, at any rate temporarily, of rented buildings. The total number of buildings constructed between 1922 and 1927 was 3,119 as against 2,664 in the previous quinquennium. Of the 3,119 new buildings, 216 were constructed for Government schools, 50 for municipal schools, 310 for local board schools, 1,973 for aided schools and 570 for unaided schools. As in the previous quinquennium, Malabar and Vizagapatam have been the most progressive districts with 532 and 281 new buildings, respectively.

During the first three years of the period under report subsidies only to the extent of Rs. 16,863 were sanctioned by Government for the construction of buildings but in the last two years Rs. 68,740 were given as subsidies, making a total of Rs. 85,603 for the quinquennium. The comparative smallness of the amount sanctioned by way of subsidies is accounted for by the fact that subsidies are now sanctioned on the post-payment system, and few local boards have adopted extensive schemes for new buildings. During the quinquennium Rs. 2,23,085 were placed at the disposal of the District Educational Councils for payment of building grants to aided schools. On the whole, little progress has been made in improving elementary school buildings. The District Educational Officers of Malabar, the Nilgiris and South Kanara, report that conditions are considerably better, but almost all other officers state that there has been little or no improvement. In most districts the Mission schools are well housed, the Local Board schools have moderately satisfactory buildings, while the aided Non-Mission schools are generally badly housed. In Madras City the Corporation schools have very much improved, while the accommodation of aided schools remains very poor. Several inspecting officers report that while the old local board schools remain suitably housed the accommodation provided for the newly opened schools is in almost all cases bad.

The decrease in the percentage of schools with buildings of their own is unsatisfactory since in the great majority of cases rented buildings are unsuitable for use as school-houses. A systematic programme appears necessary in each district if a more satisfactory state of affairs is to be reached.

59. *Equipment.*—During the period under review Government sanctioned subsidies for the equipment of newly opened

schools. These subsidies amounted to Rs. 2,85,400. Rs. 91,562 were placed at the disposal of District Educational Councils for payment of equipment grants to aided schools.

In the City of Madras the Corporation schools are satisfactorily equipped.

Local board schools are generally better equipped than aided schools, but the majority of all classes of schools are still in need of further improvement. The entire equipment of many aided schools consists only of one small blackboard. Bad accommodation in itself frequently prevents satisfactory equipment being used and hampers efficient work generally. Even in rural areas good school gardens are seldom seen. This is not merely due to difficulties of enclosed space and water-supply, but to the fact that their value in elementary education has not yet been properly appreciated.

60. *Expenditure on Elementary Schools for boys.*—The total expenditure on elementary schools for boys rose from Rs. 87·02 lakhs in 1921–22 to Rs. 142·30 lakhs in 1926–27, towards which public funds contributed Rs. 112·25 lakhs or 78 per cent, fees Rs. 7·90 lakhs or 5 per cent and other sources Rs. 22·15 lakhs or 17 per cent, the corresponding percentages for the previous quinquennium being 75, 9 and 16, respectively. Out of the increase of over Rs. 55 lakhs, which was to a large extent met from public funds, nearly Rs. 30 lakhs were spent on board schools. The average cost per pupil was Rs. 10–2–7. Each pupil in a Government school costs Rs. 9–7–5, in a board school Rs. 9–13–2 and in an aided school Rs. 5–13–1. Fees met 0·2 per cent of the expenditure in Government schools, 1·3 per cent in board schools and 10·5 per cent in aided schools.

VI.—SPECIAL EDUCATION.

A.—Training of Teachers.

61. *Chief characteristics of the quinquennium.*—Mention was made in the last quinquennial report of the urgent necessity for a large increase in the number of trained teachers consequent on the general expansion of education and on the passing of the Elementary Education Act of 1920. During the period under review the need for the provision of a larger number of trained teachers has become even more pressing, owing to the rapid expansion that has taken place

in the number of elementary schools and to the introduction of compulsion in various local board areas.

During the past five years endeavours have been made not merely to increase the output of trained teachers but also to improve the quality of the teachers both by insisting on higher qualifications from the candidates applying for training and by concentrating on the supply of higher elementary trained teachers as distinct from lower elementary trained teachers. Though there has actually been a decrease in the total number of training schools for masters of all grades, there has been a considerable increase in the number of teachers trained. The decrease in the number of institutions is accounted for mainly by the amalgamation of certain schools in areas in which it was found that one school could economically and effectively provide adequate training facilities. Moreover the figures given showing the number of schools of various grades do not represent the full provision that has been made for the training of teachers, since where lower or higher elementary training classes have been attached to training schools of a higher grade, they have not been shown as separate classes.

The results of the efforts that have been made to obtain a large number of higher elementary trained teachers are seen in the comparative strength of the institutions as between 1922 and 1927. On the 31st of March 1922, the strength of the higher elementary training sections was 2,154 and of the lower elementary training sections 3,686. The corresponding figures on the 31st of March 1927 were 3,516 and 3,713, respectively. The strength of the higher elementary sections has thus increased by over 60 per cent while the strength of the lower elementary training sections has remained almost stationary. In view of the policy of gradually reducing the number of lower elementary trained teachers a reduction in the number trained during the quinquennium might have been expected. But the large number still under training in the lower elementary grade is mainly due to the necessity for providing training facilities for teachers coming from elementary schools not under the department of Public Instruction. There has been a satisfactory increase in the strength of the secondary training schools from 644 to 1,151.

There have been no changes during the quinquennium in the duration of the training courses or in the rates of stipends paid. But a further revision of the scheme of studies for

elementary training schools was undertaken and is still under consideration.

The opening at Chidambaram in 1924 of a Sanskrit and Tamil Training College for Pandits under the management of the Hon. Sir S. R. M. Annamalai Chettiyar marked a definite advance in the progress made towards the creation of a supply of language teachers, trained in modern methods of teaching, for the secondary schools of this Presidency. The college was temporarily recognized as a special school in 1924 and in 1925 Government sanctioned the payment of stipends, at the monthly rate of Rs. 15, to the Pandits under training.

In 1923 Government gave permission to the management of the Union Mission Training School, Vellore, to proceed with an experimental scheme for the training of elementary school teachers on lines somewhat similar to the scheme which is being worked at the Moga Training School in the Punjab. The curriculum of the new courses adopted for this experiment includes History, Geography, Hygiene, Civics, Gardening, Weaving and Cottage industries. The development of the scheme is being watched with interest and the experience gained at Vellore should be valuable in relation to the future development of rural training schools generally.

62. *Number of institutions.*—The total number of training schools for masters of all grades decreased from 92 to 83, 59 being under Government management. In 1921-22 the number and classification of Government training schools were as follows:—Secondary 14, higher elementary 33 and lower elementary 25. In 1926-27 the corresponding figures were: secondary 13, higher elementary 30 and lower elementary 16. The decrease in numbers is accounted for as follows:—

The secondary training schools at Anantapur and Tiruvālūr were transferred to Bellary and Tanjore. The higher elementary schools at Guntūr, Chittoor and Coimbatore were amalgamated with the secondary training schools in the same places and the higher elementary school at Tanjore was raised to the secondary grade. The secondary training school at Villupuram and the lower elementary training school at Chidambaram were handed over to private management. The lower elementary training school for Ādi-Drāvidas and the lower elementary training school at Madras were amalgamated and a new higher elementary training school was opened at Madras. The lower

elementary training schools at Anantapur, Villupuram and Malappuram were raised to the higher elementary grade and the higher elementary training school at Kurnool was reduced to the lower elementary grade. The higher elementary training schools at Penukonda and Mannārgudi were closed and a temporary higher elementary training school was opened at Kōvilpatti. The lower elementary training schools at Jeypore and Gunupur in the Agency were amalgamated and the lower elementary schools at Chatrapur, Adōni and Tirūr were closed.

The total number of aided training schools increased from 20 to 24. This increase is accounted for by the opening of the M.E.L.M. Training School, Ambūr, the Wesleyan Mission Training School, Dhārāpuram, the London Mission Training School, Erode, the Secondary Training class attached to the Srīrangam High School, the Sri Minakshi Training School, Chidambaram, and the Pandits' Training class, Chidambaram, and by the closure of the training classes attached to the Mrs. A. V. N. College, Vizagapatam, and of the S.P.G. Training School, Nazareth.

In 1927 there were 12 sessional schools with 288 pupils against 57 schools with 1,167 pupils in 1921–22. The decrease in numbers is due to the policy of gradually abolishing sessional schools except where their retention is necessary in the interests of the backward and depressed classes.

63. *Accommodation and Equipment.*—The accommodation of many Government training schools is unsatisfactory but with the exception of the extensions erected for the Government Muhammadan Training School, Madras, there were no new buildings sanctioned during the quinquennium. Extensive repairs have, however, been carried out in a number of schools. The accommodation of aided training schools is in most cases fairly suitable.

The equipment in the majority of training schools is satisfactory, though the absence of suitable accommodation for some of the Government schools has made proper equipment difficult. A large number of schools now have gardens and good use is being made of them. But lack of rain has in many places thwarted their development.

64. *Staff.*—During the quinquennium new scales of pay were sanctioned for graduate and secondary grade teachers in Government training schools. The scale for the former is

now Rs. 75—5—100—10—150—10—250 and for the latter Rs. 35—35—1½—50—1—60.

65. *Strength, Stipends and Admissions.*—In 1926–27 there were 8,380 students under training as against 6,484 in 1921–22. The strength of the schools thus increased by 29 per cent as against an increase of 64 per cent in the previous quinquennium. The rates of stipends have not been increased but the expenditure on stipends and stipendiary grants rose from Rs. 5,87,595 and Rs. 1,83,531, respectively, to Rs. 6,05,972 and Rs. 1,99,290.

In order to obtain, as far as possible, candidates with good general educational qualifications all District Educational Officers have been instructed to admit only students possessing the minimum qualifications laid down by the Director of Public Instruction.

66. *Manual Instruction.*—There has been a very large increase in the number of practical classes attached to training schools and in the number of pupils and students under training attending them. Fifty-four training institutions are now holding special practical classes and over 8,000 students and pupils are attending. Wood-work and mechanical drawing is being taught in 29 schools, weaving in 15 schools, rattan and bamboo work in 3 schools and textile printing, aluminium work, wood carving, engraving, book-binding and basket work in one school each.

67. *Examinations and Certificates.*—In 1925, in order to secure greater efficiency and economy in the conduct of physical training courses, the three physical training centres at Guntūr, Calicut and Palamcottah were abolished and the courses for Physical Training Certificates were concentrated at the Young Men's Christian Association School of Physical Education, Madras.

In 1925, consequent on the establishment of the Sri Minakshi Oriental Training College, Chidambaram, Government approved of the institution of a separate departmental Pandits' Training Certificate Examination to be conducted by an Examining Board consisting of the District Educational Officer, South Arcot, the Superintendent of Sanskrit Schools, Madras, and an experienced Tamil scholar nominated by the Director of Public Instruction.

In 1926–27, 8,987 candidates were examined for the Training School Leaving Certificate examination. Of these 7,494 were men and 1,493 were women. The corresponding figures for the year 1921–22 were 5,738 men and 972 women.

Of the 8,987 candidates 1,042 were examined for the secondary grade, 3,619 for the higher elementary and 4,326 for the lower elementary grade. The corresponding figures for the year 1921–22 were 666, 2,442 and 3,602. In 1927, 5,630 candidates (4,667 men and 963 women) passed the examination representing a percentage of 62 as against a percentage of 61 in 1922. Of the candidates who passed the examination, 777 were of the secondary grade, 2,208 of the higher elementary grade and 2,645 of the lower elementary grade. The lists of successful candidates distributed according to communities show that between 1922 and 1927 Indian Christians have increased from 973 to 1,401, Muhammadans from 242 to 328, Brahmans from 1,401 to 1,635, Non-Brahmans from 1,410 to 2,084 and Ādi-Drāvidas and Ādi-Āndhras from 35 to 131.

In the examination for Teachers' Certificates in Physical Training for men, 25 candidates were examined and 24 passed.

Twenty-eight candidates, 13 in Tamil and 15 in Sanskrit, applied for the examination for the Pandits' Training Certificates and 25 passed. During the quinquennium nine candidates appeared for the examination for the award of certificates of competency to persons qualified to teach in schools for physically defective children and eight passed.

B.—Law Schools.

68. There are no schools in which legal education is given.

C.—Medical Schools.

69. In the last quinquennial report, it was stated that Medical schools were working at Madras (Rayapuram), Tanjore, Vizagapatam, Madura and Calicut. The institutions in the first three places were complete Medical schools; the school at Calicut provided for first and second year students only, while that at Madura for the third and fourth year students. In July 1924 the Medical school at Calicut was removed to Coimbatore where permanent buildings have been provided for it. The opening of a new Medical College at Vizagapatam has necessitated the transfer of the school there to Guntūr. There has been a long-felt want for a separate Medical school for women. And this has been met by the establishment of the Lady Willingdon Medical School for Women at Madras in July 1923.

The number of students seeking admission into the Medical schools has been gradually declining as the following figures show :—

Year.	New admissions.	Total strength.
1922–23	295	1,059
1923–24	226	902
1924–25	206	850
1925–26	189	794
1926–27	113	958

The main features of the working of the Medical schools during the quinquennium were: (1) the closure of the third year class in the Medical school, Calicut, as a measure of retrenchment, the students being transferred at the end of their second year of study to the continuation Medical school at Madura; (2) the abolition of the system of stipends which was effected partly as a measure of economy and partly because it was found that the increasing demand for medical education rendered it unnecessary to continue to give stipend to pupils in large numbers. Stipends are now awarded only to lady students and to students belonging to depressed and backward classes; (3) the holding of practical examinations at Tanjore and Vizagapatam in addition to Madras; (4) the introduction of practical examinations in chemistry, histology and pharmacy; (5) the restriction of admission to Secondary School Leaving Certificate holders who have been declared eligible for the University courses of study and who have taken physics or chemistry or both as optional subjects in their School Final course; and (6) the inclusion of embryology in the curriculum.

Hostels exist at Rayapuram, Tanjore and Coimbatore. A hired building is used at Madura and a hostel is under construction at Guntūr. Residence in hostels is now compulsory except for students who reside with their parents or recognized guardians.

D.—Technical and Industrial, Commercial and Art Education.

70. *Technical and Industrial Education.*—The number of Government institutions under the control of the Department of Industries which are engaged in the furtherance of Industrial Education in this Presidency increased from four to five, owing to the establishment in Madras of the Government Textile Institute. Of these five institutions, four are situated in Madras and the fifth at Madura.

71. *Government Trades School, Madras.*—The school was transferred to a permanent building of its own in Broadway early in 1924, the foundation stone having been laid by His Excellency the Governor in March of the preceding year. The transfer of the school to the extensive new premises has already resulted in a considerable improvement in the work of the various classes and it is hoped that with the recent equipment of the machinery hall and the electrical laboratory in which a comprehensive range of modern machine tools and other apparatus have been installed, further improvement will be possible.

One of the recommendations of the Committee on Technical and Industrial Education was that this institution should be placed on a permanent footing in place of the arrangement whereby the continuance of the school was sanctioned by Government from year to year. Government accepted this recommendation, and accordingly issued orders in 1925 placing the school and the staff on a permanent basis.

A noteworthy feature has been the steady yearly improvement in the average educational qualification of the students who seek admission. This is probably attributable partly to the difficulty of obtaining suitable openings in clerical and other non-technical avocations and partly to the rising status of the school and its increased popularity among students of the high school standard.

The scope of the course in Mechanical Engineering has been extended so as to include applied science as part of the curriculum with a view to enabling the final year students to acquire a knowledge of the principles underlying the construction and the manipulation of steam and internal combustion engines.

With a view to adapting the electrical instruction to the varied requirements of the trade, the electrical engineering courses provided at the school have, under the orders of Government, been divided into two sections, one designated, the Minor Electrical Engineering course—a four years' course—and the other designated the Practical Electric Wiring class. In the latter course instruction is given in the vernacular for the ordinary artisan who requires an Electrical Engineer to supervise his work.

A notable addition has also been the commencement of building drawing classes for the benefits of building trades artisans.

The school has been recognized by the governing body of the City and Guilds of London Institute as a suitable centre in the Madras Presidency for the holding of their examinations.

The classes in the school have hitherto consisted almost entirely of instruction in the engineering and building trades. The question of widening the scope of the school by commencing classes in subjects not connected with either branch of engineering has been under consideration and a start has, with the prior sanction of Government, been made with the organization of printing trade classes. The printing trade is one of the largest employers of labour in the city and as such appears to come next in importance to Engineering. It was considered therefore that the trade was of sufficient importance to warrant the provision of classes in the Trades School for the benefit of the more intelligent of the young workmen and learners employed in the various presses throughout the city and a new set of such classes was accordingly opened towards the close of 1925.

The question of starting a Preparatory Trade School to provide a three years' course of day school instruction heavily biassed towards industry for boys who have completed the preliminary school course and are likely to enter mills or workshops in the city as apprentices and learners on the completion of such a course has been engaging the attention of the department, and proposals were accordingly submitted for the opening of the school and approved by Government in 1926. The classes which have since been started are working satisfactorily and it is hoped in this way to assist employers to recruit a better type of apprentice for training in the work of artisans.

72. *Railway Branch School, Perambur.*—There has been no special change in the working of the school during the quinquennium under review. The value of the work done by the school is fully recognized by the Railway authorities who, when filling up positions of responsibility in the workshops, such as chargemen, etc., give preference to students who have satisfactorily completed their course of instruction in this school. With the co-operation of the Railway officials concerned, a drawing class for the benefit of the metal and wood workers employed in the workshops has been started. An additional special course in drawing as applied to railway carriage building has also been introduced for the benefit of the workmen employed in the

carriage building and wagon shops and is well-attended, much interest and keenness being shown by the workmen in attendance. The success of this course has resulted in a request from the foreman of the paint shop that a similar course in painting be arranged for the benefit of the apprentices in his shop and it is hoped that it will, in due course, be possible to open a class accordingly. The success of the school is largely due to the very cordial relationship that exists between the staff of the works and the staff of the school, the railway officers and foremen rendering willing and valuable assistance in correlating the class instruction with the practical everyday work of the apprentices in the shops.

73. *The Leather Trades Institute, Madras.*—This institute was opened in 1915 at Washermanpet and the main object of its establishment was the improvement of the methods of manufacturing leather in India, while the conception of the school course was that it should consist mainly of practical work in the school tannery, this practical work being supplemented by a measure of theoretical instruction and by laboratory checks on the processes in the tannery. The institute is now worked partly as a model tannery and partly as a research institute.

It provides a course of training in tanning and leather manufacture, which extends over three sessions, to selected students who have passed the S.S.L.C. examination or who otherwise possess sufficient general education, as determined by an entrance examination, to profit by the course. Candidates with higher educational qualifications are ordinarily given preference. As far as possible admission to the institute is confined to candidates who are sons of tanners or are otherwise connected with the leather trade.

A small committee under the designation of the "Leather Industry Committee" was appointed in 1923 to examine the steps necessary to further the development of the leather industry of the Presidency with special reference to the constitution and aims of this institute. As a result of the acceptance by Government of the greater part of this Committee's recommendations, it is anticipated that the scope and the usefulness of this institute will be greatly enlarged and that, in particular, research and investigation into the many important tanning problems which await solution will receive a distinct impetus. As recommended by the Committee, arrangements have recently been made for

the opening of classes for the practical training of the tanning operatives and for the part-time training of working tanners and maistries of private tanneries as also for the conduct of an English lecture class in modern methods of tanning for professional tanners and others interested in the trade.

The extensions to the institute, involving the construction of a new building in order to provide new class rooms and laboratories, have recently been completed. In pursuance of the recommendations of the Committee referred to above a research staff has now been appointed. Prior to this practically the whole time of the institute's staff was occupied in lecturing and supervising the work of the students and this in conjunction with the absence of suitable laboratory accommodation necessarily restricted the volume of research work undertaken. Now that a separate research staff has been created and a properly equipped research laboratory is available, it is hoped that it will be possible to initiate systematic research and investigation into the various important tanning problems.

The number of applications for admission to the institute has declined during the last two years of the quinquennium and at present there are few, if any, signs of improvement in numbers, the fact being that in the present depressed condition of the leather industry, openings for employment are too few to offer prospects for a career.

Almost all the students who have completed their training in the institute are understood to be employed in tanneries or allied businesses.

74. *The School of Arts and Crafts, Madras.*—A Committee was appointed in 1921 to examine the working of this school and Government accepted the conclusions of that Committee that the object of the school henceforward should, as in the past, be to teach the application of arts to industries which are capable of artistic development. In consonance with this decision the school has been renamed "The School of Arts and Crafts." Government further decided that in other respects the school should be conducted on its present lines.

As stated above the school now provides a training in art and design as applied to various industrial crafts, the aim being to improve crafts which are capable of artistic development. There are separate departments in the school devoted to instruction in cabinet-making, metal working including silversmithing and jewellery, wood and copper

engraving and dye sinking, lacquer work, painting, designing and carpet weaving, modelling, geometrical drawing, and a drawing class for ladies, principally those employed as teachers in schools who wish to improve their knowledge of drawing as a school subject. Each of the classes is conducted, as far as possible, as a small workshop in which students receive practical instruction in the particular art or craft they have chosen. There are no fees except for the ladies' drawing classes where the scale is according to the grade.

The school participated in the British Empire Exhibition and though the Superintendent was not provided with the requisite funds for organizing an exhibit of the school, he nevertheless made a small but more or less comprehensive collection of school work, partly by borrowing articles from private gentlemen and partly by utilizing a small number of suitable articles which were in stock at the time. The collection comprised in all about 20 cases of furniture as well as silver work, rugs, cotton paintings and metal work, and the exhibit appears to have been very successful and to have been greatly admired at the Madras Court.

75. *The Government Textile Institute, Madras.*—The institute was opened in a rented building in Davidson Street, Georgetown, Madras, in July 1922 and subsequently it was removed to the more spacious rented premises which had formerly housed the Madras Trade School in Muker Nallamuthu Chetty Street. The aims and objects of the Institute are as follows :—

(*a*) to provide practical training for students, caste weavers, and maistries engaged in hand-loom weaving and for teachers of weaving employed in schools;

(*b*) to demonstrate to hand-loom weavers the economy of power sized warps;

(*c*) to demonstrate the weaving of various fabrics with the aid of improved looms and appliances;

(*d*) to devise, manufacture and demonstrate improved types of hand-looms and hand-driven warp and weft preparation machinery and new appliances;

(*e*) to train and maintain a staff of maistries for setting up looms and appliances for private parties, schools and factories;

(*f*) to undertake the testing of yarn with the special plant installed for the purpose;

(*g*) to serve as a Research Institute in which experiments can be carried out on various problems connected with the textile industry which still await solution with a view to the introduction of improved methods; and

(*h*) to serve as a permanent museum for the display of all types of hand-woven fabrics, improved looms and accessories.

The training given in the Institute is of a thoroughly practical character. Two courses of instruction are provided, the supervisors' course extending over a period of two years and the artisan course extending over a period of six months. The supervisors' course is primarily designed to train students, who look to the industry for their livelihood, in the art of weaving and for those who intend to become teachers in weaving schools and managers of weaving factories. The course, which embraces both the theory and practice of textile manufacture, comprises instruction in the weaving of cotton, silk and woollen yarns, the dyeing and printing of cotton cloths, sericulture, silk filature reeling, and power-loom weaving, as also in the testing of textile fabrics, yarns and cloths, in hosiery manufacture, and in the process of power warp preparation. The artisan course, in various subjects, is purely practical and is intended to turn out competent men suitable for employment as weavers in hand-loom factories and as crafts men. It is anticipated that there will be an increasing demand for the men turned out by the Institute not only for educational institutions but also in connexion with the establishment and operation of hand-loom weaving factories. One of the causes of the failure of the many hand-loom factories has been that the small capitalists who embarked on the venture were ignorant of the technique of the industry and consequently entirely at the mercy of the sometimes not over scrupulous caste weavers. It is hoped that the students trained at the Institute will not only be able to secure employment in existing hand-loom factories but also be of great assistance in organizing new weaving factories. The students turned out by the Institute are generally better educated and, on the completion of their course, much better qualified than the professional caste men.

A course of training is provided in the Institute in the manufacture of socks and stockings from cotton, artificial silk and woollen yarns on hand-driven, circular and flat bar hosiery machinery. Arrangements have also been recently

made to provide training for women in lace and embroidery work. The various activities of the Institute are developing satisfactorily, and its scope is being gradually enlarged. The Institute is attracting an ever-increasing number of visitors from the weaving community and the general public, practically all of whom appear to be favourably impressed with its achievements and potentialities.

Six stipends of the monthly value of Rs. 20 were instituted from 1st July 1926 to be awarded to deserving students.

76. *Government Industrial Institute, Madura.*—The Institute which was recognized in 1920 now provides a five-years' apprenticeship in (*a*) metal working and (*b*) wood working. In addition to the five-years' full time course, short courses are provided in motor car driving and mechanism, oil and gas engine driving and care of industrial machinery. The wood working course includes carpentry and cabinet-making. The metal working course includes foundry work, blacksmith's work, fitting, machine shop practice and the management and care of steam boilers, steam, gas and oil-engines. In both the courses instruction in free hand and mechanical drawing is imparted. The apprentices who undergo the five-years' course receive stipends ranging from rupee one a month in their probationary period to annas twelve a day in their 5th year, with a bonus on completion of their course of training.

A hostel is also maintained with a warden in charge. The courses in motor car mechanism and engine-driving extend from six to twelve months and in their case there is no age-limit and no stipends are paid. Students desirous of taking up these courses are required to pay fees at the rate of Rs. 12 per mensem paid three months in advance.

The scheme of organization has on the whole worked well and there can be no doubt as to the practical and efficient nature of the instruction given; and the institute meets a real need in the southern districts where there is no other organized engineering workshop that can supply the requirements of both Government departments and private individuals. Of the 56 students, who have left the Institute since its reorganization in 1920, 28 were long term apprentices, who took either the metal working or wood working course and 28 were short course students who took the motor driving and mechanism course. Of the 16 long term students, who completed their training at the end of 1925,

five are employed in the Madura Mills Company, four in private factories, one each in the Madura and Trichinopoly Municipalities, one in Golden Rock Workshops, one in the Madura Government Telegraph Department, whilst three are known to have been employed last year in their respective trades for short periods. Of the 12 who completed their training at the end of 1926, several are reported to have secured suitable posts. Of the 28 short term students referred to above, 6 are understood to be employed as private motor car drivers in Madura itself and an equal number outside Madura, whilst two have started their own private bus services.

A Board of Examiners has been constituted under the orders of Government to test the progress of apprentices at the end of each year for promotion and for the award of certificates.

The accounts relating to the instructional side of the Institute and to the workshop attached thereto have been brought under Chapter II of the Account Code. Accordingly the Institute proper and the workshop now work as a combined commercial undertaking, the accounts being audited periodically by officers of the Commercial Audit Department.

Aided Industrial Institutions.

77. *Code of Regulations for Industrial schools.*—It has long been felt that the rules and regulations governing the grant of recognition to Industrial schools by the Department should be assembled in convenient form and fresh rules and regulations made where necessary to regularise the existing procedure and to provide for future development. Accordingly a separate Code of Regulations for Industrial Schools embodying the regulations in regard to recognition and grant-in-aid, and the conditions of training and certification of the pupils and teachers was recently drawn up and approved by Government.

Standard syllabus for Industrial schools.—It was considered desirable to lay down a standard syllabus for the various subjects in which instruction is provided in recognized schools to serve as a guide in framing particular syllabuses suited to local conditions and circumstances. Accordingly a departmental bulletin in which 37 syllabuses are included was drawn up by the Inspector of Industrial schools. The

bulletin also contains a note on the establishment of industrial schools, and on the methods of imparting instruction in cabinet-making as well as a copy of the course of studies followed in the St. Joseph's Industrial School, Tindivanam, and in the training section attached thereto.

General remarks.—In the Madras Presidency Government institutions for industrial education are few and the development of industrial education is provided for largely by aided institutions, the institution at Madura, the Government Trades School, The Leather Trades Institute, the Textile Institute and the School of Arts and Crafts and the industrial class in the Borstal School, Tanjore, the Penitentiary, Madras, and the Senior Certified School at Chingleput being the only examples of Government Institutions engaged in industrial education. There are now 60 recognized industrial schools of which all except four are assisted with grants-in-aid. These institutions include the Chengalvaroya Nayakar Technical Institute, the Anjuman Industrial School, the Orr Assisted Industrial School, the Sri Ram Motor School, the Ramakrishna Students' Home Industrial School, the Church of Scotland Mission Girls' School, the industrial section of the Women's Home of Service and the Salvation Army Boys' Industrial School in or near Madras City and 51 institutions situated in the mufassal. These schools continue to provide a reasonably efficient form of trade instruction. It is unfortunate that they are not distributed so evenly as might be desired and though the Tamil districts have the Madura Industrial Institute as well as a number of excellent aided schools, other parts of the Presidency are less favourably situated. Eventually therefore, it will probably be necessary to establish, as recommended by the Committee on Technical and Industrial Education, Government institutions in areas not otherwise satisfactorily provided for.

Sixty scholarships tenable in recognized industrial schools or classes or workshops and mills where provision exists for the instruction of apprentices and learners in subjects likely to improve their value as workers are annually awarded by the department. These scholarships are of the value of Rs. 1-8-0 per mensem rising to Rs. 7-8-0 per mensem and are tenable for periods not exceeding five years. They are found to be of considerable assistance in enabling poor students to remain long enough under training to acquire something more than the rudiments of a trade.

A few notes are appended on certain of the more important schools not noticed in the report for the previous quinquennium:—

(1) *Sri Ram Motor School.*—This institution is not at present financially aided. It is recognized by the Department as a school competent to provide instruction in motor-driving and mechanism, in which direction it is filling a real need and receiving the support of the motor car trade in Madras. The school is undoubtedly of considerable value in the development of the motor industry and if still further developed, should go a long way to provide the class of driver mechanic likely to be required in increasing numbers during the next few years consequent on the replacement by motor transport of the methods of locomotion at present in use.

(2) *The Rajah's Industrial School, Parlākimedi.*—This school is particularly noteworthy by reason of the fact that it is the only one of its kind maintained by a Zamindar in this Presidency, and may be expected to serve as an example to other landowners to establish similar schools. It provides instruction in carpentry and cabinet-making.

(3) *The Ramakrishna Students' Home Industrial School, Mylapore.*—This school has been started by the Mission as a necessary complement to their already large educational establishment with a view to providing a practical training parallel to and associated with the ordinary high school course. At present instruction is given in wood-work, cotton-weaving, woollen carpet weaving and general educational subjects. A good start has been made and considerable developments may be looked for in the next few years.

(4) *St. Joseph's Industrial School, Gunadala, Bezwada.*—This school was opened towards the close of 1925 by the members of the St. Gabriel's fraternity whose headquarters are at Tindivanam. This brotherhood have a large training school and a very well conducted industrial school with a teachers' training section attached at Tindivanam as well as a European School at Yercaud, and they are fortunate in having at their disposal the services of European and Indian lay brothers specially trained for the work they individually undertake. A European and an Indian brother have been transferred from Tindivanam to develop this newly established institution and there is every reason to hope that in the near future the fine school at Tindivanam will be duplicated at Gunadala.

(5) *The Danish Mission Industrial School, Panruti.*—This institution has in recent years grown in strength and usefulness. It has taken full advantage of the great demand for artificial silk products, and some of the fabrics woven on the hand looms set up in the school are a credit to the pupils and the management alike.

(6) *The Anjuman Industrial School, Vellore.*—This is a half-time school, the younger boys spending half their school day at literary study and the other half at bench work. Only a few of the older boys work at the bench full time. There are about 50 boys in the school receiving instruction in carpentry and cabinet-making. The school is supported by public subscriptions and Government grant-in-aid.

(7) *The Anjuman Industrial School, Melvisharam.*—This is an industrial school of cabinet-making conducted like the school at Vellore on half-time lines but the pupils in attendance are inmates of the school orphanage and live on the premises. This school is also supported and maintained by public subscriptions and Government grants-in-aid

(8) *The Wesleyan Mission Girls' Industrial School, Ikkadu, Trivellore.*—This school was recognized in 1922, although it had been in existence for several years as a centre for a well organized lace industry in the district. Since its recognition, the school has undergone considerable development. New centres have been started in surrounding villages and teachers trained at Ikkadu have been deputed to teach lace work in those villages. The lace teachers are generally welcomed in the homes of the local villagers and many caste women are now making lace for sale through this school. A number of other institutions have drawn on this school for the supply of teachers to initiate similar work in other localities. A weaving section has also been added to the school.

(9) *The Hindu Girls' Lace School, Kudangulam, Tinnevelly District.*—This institution, although very small, is well managed by the wife of the local postmaster who has been able to get into touch with merchants in England able and willing to absorb the comparatively small output of the school. As an example to other public spirited Indian gentlemen in out of the way localities, this small school is deserving of every encouragement. In addition to lace-making, girls receive instruction in reading, writing, and arithmetic in their vernacular.

(10) *The Women's Home of Service, Mylapore.*—The lace-making and embroidery classes attached to this Home were

recognized in 1925 and have already shown signs of considerable development. It is hoped that they will continue to develop still further and fill a want in a locality where many women appear to feel the need of a subsidiary industry by which the domestic income may be augmented in times of scarcity.

(11) *Training of Mappillas—the Y.M.C.A. Industrial School, Areakode.*—In addition to the grant-in-aid to industrial schools Government as a special case made a grant of Rs. 2,000 to the Y.M.C.A. to assist a scheme for training Mappillas in cottage industries in what was once the centre of the rebel area of Malabar. The scheme had been started independently of Government, but came to a stop for want of funds. Since Government have provided the requisite financial assistance a fresh impetus has been given to the work and considerable progress has been made. The work carried on consists of weaving and cane work. The weaving classes having made substantial progress, the organization was recognized last year as an industrial school of weaving under the newly issued Code of Regulations for industrial schools.

78. *Agricultural schools.*—In 1922 two agricultural middle schools were opened under the Educational Department—one at Taliparamba, Malabar, and the other at Anakāpalle in the Vizagapatam District. The schools were experimental in character and were started with a view to testing the possibilities of developing such schools and gaining experience in the manner of their working.

The primary purpose of these schools was to provide for the sons of cultivators a vernacular course of instruction in the principles of agriculture with special reference to the condition of the particular tract in which the school was situated. The selection was confined to boys who had reached a standard of ordinary education sufficient to enable them to profit by the course of instruction and it was intended that when they had completed their course they should return to their lands and not seek employment under Government. The ultimate object was to raise up a class of cultivators, who would be better cultivators than their fathers, more alive to the possibilities of their traditional occupation and more receptive of new ideas.

The school at Taliparamba has been doing satisfactory work. This school was at first restricted to Nayars but has now been thrown open to other castes. Thirty-four

applications for admission were received in May 1926 and 19 boys were admitted, while 76 applications were received for 1927 and 38 have been admitted. The school has every chance of proving successful.

The school at Anakāpalle has not proved a success. Despite propaganda work by the headmaster for securing suitable boys, the strength of the school has fallen steadily since 1924. Only four joined the school in May 1926. There is little or no demand for such education in the tract. Under these circumstances, the closing of the school from next year is under consideration.

The figures as regards strength for the past five years are given below:—

Name of school.	Year.	
Taliparamba	1922–23 ...	20
	1923–24 ...	16
	1924–25 ...	27
	1925–26 ...	14
	1926–27 ...	24
Anakāpalle	1922–23 ...	13
	1923–24 ...	7
	1924–25 ...	29
	1925–26 ...	11
	1926–27 ...	4

79. *The Institute of Commerce, Madras.*—The Institute continued to be temporarily located in the Law College buildings throughout the period under review, though a site has been obtained and the question of constructing a building is under consideration.

In 1922 there were 19 students in the Senior Audit class, 30 in the Junior Audit class and 128 in the technical examination classes. In 1927 the corresponding figures were 41, 39 and 56. The fall in the strength of the technical examination classes is mainly due to the opening of a number of other commercial schools in different parts of the Presidency, the number of commercial schools having increased from 34 to 47.

One satisfactory feature of the working of the Institution has been that almost all the students who have passed out of the audit class have undergone apprenticeship and are now in independent practice or have taken service in leading firms of chartered accountants.

80. *The School of Commerce, Calicut.*—The strength of the school has decreased from 284 (254 in the English section and 30 in the Vernacular section) to 213 (186 in the English

section and 27 in the Vernacular section). It was stated in the last report that the students who passed out of this school found employment in a wide range of occupations and even outside India. During the quinquennium students from the school obtained employment in Bengal, Bombay, Assam, the Federated Malay States, Mesopotamia, Somaliland, Palestine, Trans-Jordania and Persia.

81. *The School of Commerce, Vizagapatam.*—As the result of the orders passed by Government on the recommendations of the Committee on Technical and Industrial Education, a Government School of Commerce was opened at Vizagapatam on 1st July 1925. The school is at present located in a rented building and prepares students for the Government Technical Examinations in Shorthand, Book-keeping, Theory and Practice of Commerce, Banking and Commercial Geography. The strength of the school in 1927 was 106.

82. *The School of Engineering, Trichinopoly.*—The school continued on a temporary basis throughout the quinquennium and since the close of this period it has been decided to abolish it. In 1927 there were six students studying in the lower subordinate class and 43 students in the probationary subordinate class.

83. *The School of Engineering, Vizagapatam.*—The school has continued to be held in rented buildings and its future development has been under consideration in connexion with the proposed opening of an Engineering College affiliated to the Andhra University. The strength of the institution has varied considerably during the past five years, the total strength in each year from 1921–22 to 1926–27 being 54, 61, 20, 31, 44 and 66, respectively.

84. *Reformatory schools.*—The Madras Children Act came into force in December 1922 and the Reformatory School, Chingleput, and the Industrial School, Ranipet, were declared senior and junior certified schools, respectively. At the same time the Inspector of European Schools was appointed as Chief Inspector of Certified Schools under the Act and in place of the medical officer in charge an officer of the Madras Educational Service was made full time Superintendent of the Reformatory School, Chingleput. In 1923 the post of Superintendent of the Senior Certified School was held in abeyance and an officer of the Jail Department was placed in charge of the school. In August 1925 both the certified schools were transferred to the control of the Inspector-General of Prisons. In 1927 the strength of the

Senior Certified School was 284 and the strength of the Junior Certified School 79.

VII.—WOMEN'S EDUCATION.

85. *Expansion and control.*—The total number of girls in public and private schools rose from 376,781 to 534,640 or by 41 per cent. The percentage to the total female population was 2·5 as against 1·8 in the previous quinquennium. The number of public institutions for girls rose from 2,741 to 3,518 and their strength from 187,100 to 245,083. The number of girls reading in boys' schools rose from 197,517 to 298,632 or by 51 per cent.

In spite of the fact that the total number of girls reading in all classes of institutions has largely increased, the expansion and development of women's education during the quinquennium have not been as satisfactory and as rapid as could be desired. In the previous quinquennium a remarkable advance in the education of girls was recorded, but during the period under review the same rate of progress has not been maintained. Though many of the obstacles in the way of progress, such as prejudice and the absence of trained women teachers, are being gradually removed, the outstanding feature of the present condition of girls' education is its backwardness compared to the state of boys' education. Between 1916–17 and 1921–22, while the percentage of boys under instruction to the total male population increased by 0·5 per cent the percentage of girls under instruction to the total female population increased by 0·3 per cent. But between 1921–22 and 1926–27 while the percentage for boys rose by 2·5 per cent the percentage for girls only rose by 0·7 per cent. This would appear to indicate that so far from girls' education coming nearer to the level of boys' education the gap has actually widened during the period under review. In University education there has been steady progress, but the same cannot be said of secondary and elementary education. A survey of the facilities provided for secondary education reveals the fact that there are large areas in which, chiefly owing to the absence of any secondary school for girls, practically no girls are at school and that there are also several areas, particularly the district of Malabar, where large numbers of girls are reading in boys' secondary schools owing to the absence of separate secondary schools for girls. The main difficulty in the way of providing an adequate number of secondary

schools for girls has been the financial one since, in the nature of things, the cost of providing a girls' school is comparatively much higher than the cost of providing a boys' school. A newly opened secondary school for girls, however essential in the interests of the development of women's education, can, at the outset, only expect a small, though possibly gradually expanding, attendance and the cost of a well-qualified staff for a girls' secondary school is relatively higher than the cost of a staff for a boys' secondary school. The number of girls reading in elementary schools has considerably increased, particularly the number of girls reading in boys' schools. But in contrast to the previous quinquennium comparatively few new schools have been opened. The opening of a large number of new girls' schools in the previous quinquennium and the large rise in their strength during the period under review has furnished proof of the fact that where educational facilities are offered for girls there is generally a quick response on the part of parents and the public. It seems evident, therefore, that, if, under existing conditions, it has been possible for the strength of elementary girls' schools to increase by 31 per cent, with the provision of a larger number of new girls' schools a very much larger number of girls could be brought under instruction and the disparity existing between boys' and girls' education reduced.

The post of Deputy Directress of Public Instruction created in 1920 and which, in the last quinquennial report, was stated to have been "most effective in enabling the department to correlate and direct all the growing needs and activities of girls' education," was held in abeyance from 1st January 1923 to the 1st July 1925. The post of Deputy Directress was revived as a Madras Educational Service post in July 1925 and became an Indian Educational Service post again in August 1926.

86. *Staffing of girls' schools.*—A very satisfactory improvement has taken place in the staffing of secondary schools for girls by trained teachers. In 1927 out of a total of 852 teachers, 729 were trained and of these 137 were of the collegiate grade and 385 of the secondary grade. In 1922 there were only 71 trained teachers of the collegiate grade and 219 teachers of the secondary grade.

The total number of teachers in elementary schools has increased from 7,497 to 9,622 and the number of trained teachers has increased from 4,683 to 7,038. The percentage

of trained teachers to the total number of teachers has risen from 62 per cent to 73 per cent. The percentage of trained teachers compares very favourably with the percentage in boys' schools which is only 48. In 1927 eight districts had percentages of over 80 as against nil in 1922 and 21 districts had percentages of over 70 as against 8 in 1922. Malabar is still the most backward district with a percentage of 55, but even this figure represents an increase of 13 per cent. The districts of Bellary and Chittoor have shown the greatest improvement, increasing their percentages by 30 and 27 per cent, respectively.

The average number of pupils per trained teacher fell from 37 to 32 and the average number of pupils per teacher rose from 23 to 24. In the majority of districts the number of trained women exceeds the number of trained men, but there are still districts in which the reverse is the case. In Guntūr, for example, in 1927, there were, out of a total of 604 teachers, 245 trained men, 213 trained women, 85 untrained men and 61 untrained women. In the districts of Kurnool, Cuddapah, Anantapur and Bellary out of a total of 654 teachers, 178 were trained men, 296 were trained women, 47 were untrained men and 133 were untrained women. These figures for the Ceded Districts represent a very distinct improvement over the figures for the previous quinquennium. In 1922 approximately 48 per cent of the teachers were trained men, 33 per cent trained women, 16 per cent untrained women and 3 per cent untrained men. In 1927 the corresponding figures were 27 per cent, 45 per cent, 20 per cent and 8 per cent.

In Malabar there is room for much improvement. In this district out of the 588 untrained teachers in elementary schools 354 are men.

In 1927 out of 9,622 teachers in girls' elementary schools 3,164 or 32 per cent were men.

It cannot be said that the supply of trained women teachers is as yet adequate, but the lack of trained women has been more due to the absence of local facilities for training than to the difficulty of securing candidates. Except in the case of women attending mission training schools, it is difficult to pursuade teachers to go far afield for their training and one of the necessary means of obtaining a larger supply of trained Hindu and Muhammadan women, must be the opening of more training schools in districts where adequate

facilities do not already exist. There are at present no training schools for women in the following districts:—

Ganjām,	Kurnool,
Vizagapatam,	Cuddapah,
Gōdāvari West,	North Arcot,
Anantapur,	Rāmnād and
	Salem.

During the period under review Government opened no new training schools for Mistresses, but five new aided training schools were started. In 1922 there were 30 training schools for women, 16 being under Government and 14 being aided. In 1927 there were 35 training schools for women, 16 being under Government and 19 being aided. The increase of five under aided schools is accounted for by the opening of the following new training schools:—

The C.B.M. School, Cocanada,
The St. Christopher's School, Madras,
The Gnanodhya School, St. Thomas' Mount,
The Holy Cross School, Trichinopoly, and
The Bethleham School, Ootacamund.

The total strength of training schools for women increased from 1,547 in 1922 to 1,757 in 1927. Teachers under training in the Secondary Grade increased from 107 to 279 and those in the Higher Elementary Grade from 850 to 1,077. Teachers under training in the Lower Elementary Grade decreased from 560 to 441.

87. *Expenditure on Girls' Schools.*—The expenditure on Secondary and Elementary schools for girls rose from Rs. 24·39 lakhs in 1921–22, to Rs. 35·18 lakhs or by 44 per cent. Towards the total expenditure public funds contributed Rs. 25·21 lakhs or 72 per cent, fees Rs. 2·00 lakhs or 6 per cent and other sources Rs. 7·97 lakhs or 22 per cent, the corresponding percentages for the year 1921–22 being 69, 6 and 25.

The amount spent on Local and Municipal Board schools increased by Rs. 8·58 lakhs and that on aided schools by Rs. 4·35 lakhs while the expenditure on Government schools fell by Rs. 2·11 lakhs. The fall in the latter case is due to the transfer of nearly all Government girls' schools to the management of Local bodies.

88. *Medical Inspection.*—There has been little progress as regards the medical inspection of girls attending school. The scheme of aided medical inspection which was optional for girls' schools at the close of the last quinquennium was

withdrawn as far as girls' schools were concerned during the period under review. Special provision has been made for medical inspection in the Women's Colleges at Madras and in Queen Mary's High School, Vizagapatam. A number of aided boarding schools have also made arrangements for regular medical inspection.

89. *Moral and religious instruction.*—Religious instruction is given in all mission schools and in certain other aided schools such as the National Girls' School, Mylapore, and the Ramakrishna Elementary School, Madras. The Quran is also taught in all Muhammadan Schools. Direct religious instruction is not given in other schools, but moral instruction is arranged for in most public schools.

Collegiate Education.

90. At the beginning of the quinquennium there were four Arts Colleges for women with a total strength of 335 and an L.T. Class with 11 teachers under training. At the close of the quinquennium there were five Arts Colleges for women with a total strength of 416 and two training colleges with a total strength of 41. In 1927, 72 women students were studying in colleges intended for men as against 76 in 1922 and the fact that the figure remains high is due to the absence of facilities for Honours classes in any of the colleges for women. The increase in the number of Arts Colleges for women was due to the recognition of the Holy Cross College, Trichinopoly, with Intermediate classes, in February 1924, the recognition of the Lady Willingdon Training College in 1923 and to the recognition of St. Christopher's Training College in 1924. Of the 416 women reading in Arts Colleges 50 were Europeans or Anglo-Indians, 222 Indian Christians, 55 Brahmans, 82 Non-Brahmans, 2 Ādi-Drāvidas, 4 Muhammadans and 1 Parsee. It is noteworthy that in the previous quinquennium no Muhammadan women were reading in Arts Colleges. Of the total increase in the number of students over 50 per cent is represented by Hindu women.

In July 1924 Groups I and II of the Intermediate classes of Queen Mary's College, Madras, were recognised by the Madras University and the difficulties experienced both by the Presidency College and by Queen Mary's College in arranging for tuition to students in these groups came to an end. In 1924 Government sanctioned for this college three new posts, a Demonstrator in Natural Science, a Mechanic

and a Sergeant. The Government also sanctioned in the same year the appointment of a full-time lady Sub-Assistant Surgeon for the use of Queen Mary's College and the Lady Willingdon Training College. Construction on the new Science block for Queen Mary's College was begun towards the close of the quinquennium. The demand for seats in the Science groups in this college has steadily increased. In 1927 there were 45 students studying in the science groups of the Junior Intermediate as against 33 in 1922, whereas the number of students taking History groups in the Junior Intermediate fell from 44 to 31 and the number of students taking History in the Junior B.A. fell from 29 to 24. The number of women attending the college whose place of residence is outside this Presidency fell from 34 in 1922 to 20 in 1927. The number of students coming from Malabar fell from 39 to 26 and the number from Madras city rose from 43 to 73. The distribution of students according to their communities shows that Indian Christians fell from 68 to 51, Non-Brahmans from 56 to 48, Europeans and Anglo-Indians from 31 to 26 and that the number of Brahmans rose from 22 to 46 and Muhammadans from nil to 3.

The new Science block for the Women's Christian College, Madras, was completed in 1925 with the help of a two-thirds grant from Government and in 1926 recognition was accorded by the University to groups I and III-B of the B.A. classes of this college. In 1927 the total strength of the college was 136, the majority of the students being Indian Christians. Hindus numbered 20, Europeans and Anglo-Indians 12 and Muhammadans 1. In the same year in the Junior B.A. class in groups I, III and V there were 6, 6 and 14 students respectively.

In June 1923 the St. Anne's College, Mangalore, was raised to the first grade and affiliated in group V. The strength of the college rose from 22 in 1922 to 68 in 1927. The strength of the Palamcottah Sarah Tucker College rose from 10 to 23 and the strength of the Holy Cross College, Trichinopoly, was 14 at the end of the period under review. The number of women reading in the Medical College rose from 27 in 1922 to 55 in 1927, and in 1926 there were, for the first time, 2 women reading in the Law College, Madras.

Secondary Education.

91. *Number and strength.*—The number of schools rose from 57 to 64 and the number of complete high schools

rose from 26 to 35. As compared with the progress made in the previous quinquennium these increases are not altogether satisfactory. Between 1917 and 1922 the number of schools increased by 46 per cent and the number of complete high schools increased by 30 per cent. The corresponding figures for the period between 1922 and 1927 were 12 per cent and 34 per cent. Of the seven new schools one was opened by Government, one by a municipal board and five by aided managements, whereas in the previous quinquennium eleven were opened by Government, two by local boards and five by aided managements.

The strength of secondary schools for girls rose from 10,993 in 1922 to 13,189 in 1927, an increase of 19·9 per cent, as against an increase of 60·1 per cent in the previous quinquennium. The number of girls reading in all classes of secondary schools was 15,601 in 1927 as against 12,358 in 1922—an increase of 26 per cent as against an increase of 52·1 per cent in the previous quinquennium.

The total number of girls reading in forms IV to VI rose from 1,109 to 1,554, an increase of 40 per cent as compared with an increase of 84·8 per cent in the previous quinquennium. Of the 64 secondary schools for girls, 35 were complete high schools, three were incomplete high schools and 26 were middle schools. The schools were distributed as follows:—

Six in the Northern Circle, three in the Ceded Districts Circle, 18 in the Central Circle, 17 in the Southern Circle and 20 in the Western Circle.

The districts of Bellary, Cuddapah, Rāmnād, West Gōdavari and Chingleput were without any secondary schools for girls at the close of the quinquennium, though a school has since been opened in Cuddapah. A comparison of the number of girls reading in secondary schools in each district in 1927 with the number of girls reading in 1922 reveals the fact that there has been marked improvement in only four districts, namely Tinnevelly, Coimbatore, Malabar and South Kanara; and in Malabar over 25 per cent of the total number of girls are reading in boys' schools. In three districts, Gānjam, Vizagapatam and North Arcot, there has actually been a fall in the number of girls at school, and in two, Bellary and Cuddapah, the figures have remained the same, these two districts having only seven and nine pupils respectively. In the districts of Nellore and Chittoor there have been increases of 177 and 199 respectively. But in no

other district has the increase exceeded 100. Salem shows an increase of 11, Madura of 44, Trichinopoly of 35, Tanjore of 51, South Arcot of 19 and Kurnool of 21. Madras city, which has the largest number of girls reading in secondary schools, shows an increase of only 89. It is very surprising to find that the rate of expansion has been so low, especially in the city of Madras. In the previous quinquennium the number of girls reading in secondary schools in Madras increased by 54·1 per cent, and the corresponding figure for the period under review is only 2·9 per cent. In the district of Vizagapatam actually fewer girls were reading in secondary schools in 1927 than were reading in 1917. Lack of progress moreover has evidently not depended on the fact that certain districts are from most points of view educationally backward, since the forward districts of Tanjore, Trichinopoly and Madura have shown less progress even than such districts as Kurnool and Anantapur.

The rule that girl students are only eligible for admission at half rates of fees on the production of a poverty certificate may have slightly affected the strength of girls' schools. But it appears evident that the main reason for the great fall in the percentage of increase of strength has been the reduction in the number of new schools opened as compared with the number opened in the previous quinquennium. More secondary schools for girls are obviously needed and in the districts in which there are, at present, no girls' schools the provision of separate schools for girls is certain to stimulate the demand for higher education for girls. In districts like the district of Malabar, in which a large number of girls are reading in boys' secondary schools more girls' schools are also obviously necessary. There are, for example, in Malabar eight boys' schools in which the number of girls reading varies from 33 to 58, the girl pupils being distributed throughout the middle and high school forms. The total number of girls reading in boys' secondary schools was 2,765 in 1927, showing an increase of 779 over the figure for 1922.

A definite programme of expansion is now being worked out and in connexion therewith the policy to be adopted as regards finance, management and control will require careful consideration.

92. *Accommodation and equipment.*—Equipment has improved in all schools, particularly science equipment. The accommodation of aided schools is in most cases good, but it is

unfortunate that the accommodation of the majority of the Government schools has remained inadequate and unsuitable. Improvements and additions are needed for the schools at Cuddalore, Vellore, Nellore, Berhampur and Masulipatam, and better and more suitable buildings are required for the schools at Vizagapatam, Rajahmundry, Kurnool and Anantapur. The problem of improving the accommodation of the Government schools has been rendered very difficult by the absence of suitable sites in the areas where new school buildings are required and by the absence of adequate accommodation available for rent.

During the quinquennium extensions were made to the Wesleyan Mission High School, Madras, St. Ebba's School, Madras, and to the Church of Scotland Mission School, Madras. New buildings were constructed for the Moyan Girls' School, Palghat, and for the American Arcot High School, Chittoor. The latter school now has model school buildings and hostel accommodation. The school hall and class rooms have been built round a quadrangle and the pupils are housed in six cottages in the school compound, which includes ample space for playgrounds and gardens. A small hospital has also been provided for this school.

93. *Curriculum.*—The opening of new training colleges for women and the satisfactory increase in the number of trained teachers working in secondary schools has naturally resulted in a marked improvement in the quality of the teaching imparted and in the standard of results attained. The value of the work of the new training colleges has been particularly seen in the stimulus that has been given to Kindergarten and Montessori work and to the teaching of Geography and Physical culture. The Secondary School-Leaving Certificate course has continued to work satisfactorily and the number of girls appearing for the Secondary School-Leaving Certificate examination has increased from 239 to 399.

In three schools in the city of Madras experiments have been made in the Dalton plan, but the Inspectress reports that though interesting results have been obtained, the working of the plan has not, on the whole, been satisfactory. The number of girls appearing for the Women's secondary grade final examination only increased by 14, from 26 to 40, and the question of abolishing the examination was under consideration at the close of the quinquennium.

The post of Woman Specialist in Physical instruction was continued throughout the quinquennium and a very

satisfactory advance has been made in the training of women teachers in modern methods of Physical culture. During the past five years approximately 300 teachers in Madras and 400 in the mufassal have availed themselves of the courses held by the Woman Specialist and 103 teachers' certificates in Physical training have been issued. Besides the regular tuition given at Madras, training classes for teachers have been held at Ootacamund, Coonoor, Coimbatore, Conjeeveram, Cuddalore, Tanjore, Mangalore, Calicut and Bellary. Remedial work has also been continued and developed in the schools in Madras city.

The girl guide movement has developed rapidly during the quinquennium. In 1922 there were 47 girl guide companies, 18 bluebird flocks and 3 ranger companies. In 1927 there were 84 guide companies, 44 bluebird flocks and 9 ranger companies. The city of Madras alone now has 27 guide companies and the centres in the mufassal where there are guide companies have increased from 12 to 30. Figures showing the total increase in strength are, however, somewhat misleading since in 1924 the Bangalore district, which used to be under Madras, became a separate area directly under Indian Headquarters. The work of training guides has, since 1926, been greatly facilitated by an annual grant from Government of Rs. 3,000.

Elementary Education.

94. *Number and strength.*—The number of public elementary schools for girls rose from 2,631 in 1921-22 to 3,388 in 1926-27. Of the total number 1,977 were under local board management, 1,224 were aided, 367 were under municipal management, 87 were unaided and 33 were under Government. The number of schools has increased by 28 per cent as against an increase of 56 per cent in the previous quinquennium. Between 1916-17 and 1921-22 the number of schools under public management increased by 193 per cent but during the period under review the corresponding increase was only 38 per cent. The strength of public elementary schools for girls rose from 173,570 in 1921-22 to 228,348 in 1926-27, or by 31 per cent. In the previous quinquennium the strength of elementary schools for girls also increased by 31 per cent. The number of girls reading in boys' elementary schools rose from 182,730 to 282,317 or by 54 per cent, as against a rise of only 9 per cent in the previous quinquennium.

During the period under review, the Government, in pursuance of the policy of being no longer directly responsible for the management of elementary schools, handed over to local bodies 195 girls' elementary schools.

Elementary education for girls (excluding Muhammadan girls) has been made compulsory in seven divisions of the city of Madras and in the municipalities of Erode and Cochin. It is too early as yet to estimate the full results of the introduction of compulsion but it is satisfactory to note that in the city of Madras the percentage of girls reading in public elementary schools to the total female population has risen during the quinquennium from 5 per cent to 7·2 per cent and that the number of girls reading in public elementary schools in the city of Madras has increased by 5,382, from 12,551 to 17,933. The number of areas, however, in which compulsion has been introduced for girls compares very unfavourably with the number of areas in which compulsion has been introduced for boys.

95. *Accommodation and equipment.*—As in the case of secondary schools, aided elementary school buildings are generally reported to be fairly satisfactory while schools under public management continue to be badly housed. Most of the latter buildings are rented buildings and the chief defects are want of repairs, lack of ventilation, unsuitable sanitary arrangements and the absence of gardens. It is also reported that in many places the schools are located in buildings which are not accessible to Adi-Dravidas and Adi-Andhras.

The standard of equipment varies considerably as between district and district. The schools in the city of Madras and in the Ceded Districts are reported to be fairly well-equipped, but in other districts equipment is still unsatisfactory.

96. *Curriculum.*—The courses prescribed by the rules framed under the Elementary Education Act of 1920 continued to be in force throughout the period under review. The practical instruction included in the optional additional subjects provides, in the case of girls, for lessons in health and household management.

During the quinquennium the number of schools which provide vocational instruction has increased and in several schools there are now classes for carpet and tape weaving, for spinning, basket making, lace making and for embroidery.

In the Wesleyan Mission vocational school at Ikkadu good work is being done in training village girls in needle-work, house-work and crop cultivation.

97. *Inspecting agency.*—The seven temporary posts of Sub-Assistant Inspectresses referred to in the last report have been retained and made permanent. Four new permanent posts and two new temporary posts of Sub-Assistant Inspectresses were sanctioned during the quinquennium. Part of the difficulty experienced in obtaining a satisfactory development of women's education has been due to the inadequacy of the inspecting staff and any large expansion in the future will necessitate a considerable increase in the inspecting agency.

VIII.—EDUCATION OF EUROPEANS.

98. *The chief features of the quinquennium.*—Several important changes have taken place during the period under review and, though no very marked advance has been made, the Inspector of European Schools reports that "in every way the European schools are better than when the quinquennium started."

The Woman Assistant to the Inspector of European Schools, referred to in the last quinquennial report, was transferred in April 1923 and since that date the post has been held in abeyance.

From April 1923 the schools in Bangalore and Coorg ceased to come under the European Schools Examination Board and in 1925 separate examinations were instituted for these schools. New regulations and syllabuses for the European Schools examinations were issued in October 1924 and the first examinations under the new rules were held in 1925. In January 1926 European School-leaving Certificates were introduced.

In 1925 the Government Provident Fund scheme for teachers was extended optionally to European schools. Five schools have since come under the scheme. Voluntary medical inspection for boys in high and middle schools was introduced in 1925, but only three schools undertook medical inspection. Some European schools, however, like the Lawrence Memorial Royal Military School, Stanes School, Coimbatore, and the Civil Orphan Asylum have had systematic medical examination for years past. Immediately after the close of the quinquennium medical inspection was made compulsory in all schools.

The provincialization of the Lawrence Memorial Royal Military School which was sanctioned in December 1921 was held in abeyance in 1922, and the question of management

was only finally settled in April 1925 when the school was transferred from Government control to a Board of Trustees.

In January 1925 a conference was held to consider questions connected with the education of European and Anglo-Indian children in this Presidency. At this conference the following resolution was passed :—"Resolved that, in view of the present needs of the Anglo-Indian community, it is imperative that the whole position of European education in the province should be surveyed with a view to ascertaining (1) the educational needs of each area ; and (2) the type of education which should be encouraged in that area." As a consequence of this resolution Government instructed the Inspector of European Schools to carry out a survey and submit a report. The report was submitted to Government in May 1925 and was discussed at a small conference summoned by Government in December 1925. The results of these investigations would appear to indicate that no radical change is needed in the system of European education, but that there is wide scope for improvement in the standards attained by the existing schools. It has also been made clear that the present aim of European education should be the provision of a sound general education for Anglo-Indian children so as to enable them to face successfully the increasing competition for entry into various callings. The adaptation of education in different areas to the particular occupations available in those areas is not a policy which will either improve standards or forward the interests of the Anglo-Indian community. The absence of competition in the past and the recruitment of relatively unqualified Anglo-Indians to posts which were virtually a monopoly for them have resulted in the continuance of low standards and in an inability to face competition even when the breaking up of monopolies has caused a severe economic depression. Fortunately the Anglo-Indian community is now becoming alive to the necessity of using the weapon of better educational qualifications in the fight for existence.

The survey of European education has also shown that the efficiency of European schools has been impaired and their cost enhanced by lack of concentration and amalgamation.

The policy of concentration by amalgamation, constantly advocated by Government, has not met with much success and schools which are unnecessary and expensive from the purely educational point of view still continue to exist

Religious interests, vested interests and social differences are the main obstacles in the way of amalgamation and they present real difficulties. But there are signs that the various classes of management are alive to the necessity for the creation of larger and more efficient schools to serve areas which have hitherto been served by several sectarian schools. A notable advance was made in January 1926 when the Collegiate High School, Madras, was amalgamated with the Doveton Girls' High School. Three unnecessary middle schools and two primary schools were also closed during the quinquennium.

One of the results of the existence of small and uneconomic European Schools has been the willingness of such schools to admit a larger number of Non-European pupils and so improve their financial position. With this end in view and in order to increase the facilities for education for the children of Indians who, owing to language or other difficulties, prefer to educate their children in European Schools, the Government in May 1923 approved of the Director's proposals to increase the permissible proportion of Indian pupils in European schools from 15 per cent to one-third. Full advantage would appear to have been taken of this order since the number of Non-European pupils now reading in European secondary and primary schools is 1,197.

An interesting experiment was made in 1925 by recognising under the Code of Regulations for European Schools the Advent Mission Industrial School, Velacheri. The intention was to make the school eligible for boarding grants for Anglo-Indian orphans and poor boys who might be sent there for industrial training. The experiment has not, however, met with success, though the school continues to be recognised and the opportunity still exists.

In January 1926 Mr. C. E. W. Jones, C.I.E., Educational Officer on special duty under the Railway Board, visited Madras in connexion with his enquiry into the expenditure of State and other Railways on the education of the children of their employees. As the result of his visit an exhaustive survey has been made of the educational requirements of all classes of children of Railway employees. During the quinquennium the whole position in regard to boarding grants for orphans and destitute children was reviewed and it was decided that such grants should not be given to children whose guardians are resident outside the limits of the Madras Presidency, that grants previously given under Article 40 of the old Code should be given to orphans and

very poor children and that grants given for children living in places where schools are not available should be conditional on the parents being required to contribute a portion of the school and boarding fees. The demand for these grants has continued unabated, and in 1927, 1,350 orphans and indigent pupils were receiving boarding grants in spite of the fact that the Anglo-Indian community is helped by many philanthropic agencies. The fact is that, on the whole, the community is miserably poor and under stress of circumstances appears to grow more and more in need of help. The liberal help given by Government for many years past does not appear to have had the desired effect of putting the community on its feet. In fact it is open to question whether these philanthropic grants have not been tending to increase the dependence and the poverty of large sections of the community.

In April 1926 a new Code of Regulations for European Schools was published. The main object of the revision of the Code was to bring the Code as far as possible into line with the Madras Educational Rules and the Grant-in-Aid Code. Several articles in the old Code had become inoperative and, as compared with Madras Educational Rules, there were serious omissions in the rules relating to grants, fees, registers and other matters. Regulations governing the award of European School-leaving Certificates have been incorporated in the new Code and the articles dealing with such questions as recognition, scholarships, boarding grants, and training certificates have been extensively revised.

The buildings and equipment of European schools have shown some improvement; but they are still far from satisfactory. The Inspector of European Schools reports that "very little time and thought has been spent on the design of most school buildings. They are mostly halls and we are endeavouring to convert them into class rooms, but in many cases this is impossible. Unless schools are satisfactorily housed I despair of reaching a satisfactory standard of efficiency."

During the quinquennium the following new buildings were erected :—A new building for the Church Park Training School, Madras; a new school and boarding house for St. Aloysius School, Vizagapatam; a new school house for St. Hilda's, Ootacamund, and new boarding houses for St. Teresa's, Cannanore, and for St. Joseph's, Cocanada.

Most schools have playing fields, but few schools have physical training instructors. Five schools have Cadet

Corps. Scouting does not appear to be as popular in either boys' or girls' schools as it ought to be. Only nine boys' schools have scout troops and only ten girls' schools have guides.

99. *Number and strength of institutions.*—There were 87 schools on the 31st March 1927 as against 91 in 1922. Two high schools were converted into middle schools. One middle school was converted into a primary school. Two middle schools were raised to high schools and one new middle school was opened at Haffieldpet. Two high schools were amalgamated into one school and three middle and two primary schools were closed. Training schools for mistresses increased by one, owing to the opening of the Lovedale Training School.

The total strength of the schools has increased from 9,638 to 10,390. There has been a rise in the strength of all classes of institutions except boys' high schools and special schools for girls. Fifty per cent of the total increase in strength occurred in middle schools for girls. The number of European and Anglo-Indian pupils reading in European high, middle and primary schools increased by 204, from 8,869 to 9,073. The total number of pupils reading in these schools was 10,270 of which 1,197 were non-Europeans as against 664 non-Europeans in 1922. Of the 1,197 non-Europeans, 505 were Indian Christians, 421 were non-Brahmans, 98 were Parsees, 97 were Brahmans, 57 were Muhammadans and 19 belonged to other communities. The number of pupils reading in Railway schools rose from 1,055 to 1,071.

The total number of Europeans and Anglo-Indians reading in arts and professional colleges for Indians rose from 100 to 123 and those reading in secondary schools for Indians rose from 308 to 346. It is satisfactory to note that, as compared with the fall, in the previous quinquennium, in the number of male scholars reading in arts and professional colleges, there has been a rise from 45 to 49 during the period under review.

100. *Special subjects training centre.*—The centre continued to work successfully and instruction was given in Domestic Science, Needle-work, Singing and Manual Training.

The post of lecturer in needle-work and dress-making was abolished at the beginning of the quinquennium, but the lecturer in domestic science has given instruction in

needle-work and dress-making, domestic economy including cookery, laundry-work, house-craft, child welfare and sick-nursing. These classes have been very successful and a large number of teachers have attended, the number for the year 1926–27 being 126. The post of physical training instructor was abolished in 1922 and the post of manual training instructor which has been held in abeyance since 1917 was finally abolished in 1926. The women specialist in physical instruction, who, for a time, held weekly classes at the special subjects centre, now confines her work to Indian schools and the Inspector of European Schools reports that there is great need for a well-qualified instructor or instructress for the European schools and training centre. The manual training class is conducted by a subordinate instructor and has been supervised by the Adviser to Government on Manual and Vocational Training. The attendance at this class has been large but in the absence of a well-qualified and experienced instructor it has not been possible to develop or expand the work.

101. *Staff and training.*—On the 31st March 1927 out of 735 teachers 511 were trained, 79 were certificated and 145 were uncertificated. Of the latter 67 held no professional or general education certificates. These figures show a slight improvement over the figures for 1921–22, in which year, out of 711 teachers 499 were trained and 76 held no professional or general education certificates. There appears to be a reluctance on the part of the young men and young women, leaving European institutions, to enter the teaching profession and the few who qualify obtain better prospects outside this Presidency. Only 80 graduates are employed altogether, and of these 49 only are trained and 12 certificated. It is not therefore surprising that the standard in European schools is low.

A new training school for women was opened in April 1923 in connection with the Lawrence Memorial Royal Military School, Lovedale. Its capacity is at present limited to six candidates a year of the high and middle grades.

The Church Park Training School, Madras, has continued to make provision for twenty candidates a year and its new building was opened in July 1925. The Government Training College, Sanawar, was transferred in 1923 to Ghoru Gali and was renamed "The Chelmsford Training Class for Masters in European Schools." During the period

under review only three teachers from Madras were admitted into this college, as against 6 in the previous quinquennium and 12 between 1917 and 1922.

102. *Examinations.*—The results of the European schools examinations have shown considerable improvement, the percentage of passes for the last three years being as follows :—

	1924–25. PER CENT.	1925–26. PER CENT.	1926–27. PER CENT.
High	61	64	64
Middle	49	57	58

IX.—EDUCATION OF MUHAMMADANS.

103. *Progress of Muhammadan education.*—There has been very satisfactory progress in the development of Muhammadan education. The number and strength of public institutions mainly intended for Muhammadans have largely increased and there has been a fall in the number and strength of private institutions. The total number of institutions of all kinds mainly intended for Muhammadans has increased from 2,918 to 4,036 or by 38 per cent and the strength of the institutions has risen from 149,139 to 221,408 or by 48 per cent; the corresponding percentages for the previous quinquennium being only 9 per cent and 4 per cent. There was an increase in the number of all classes of public schools chiefly intended for Muhammadans except in the case of Government schools. Board and municipal schools rose from 1,095 to 1,581; aided schools from 820 to 1,517 and unaided schools from 40 to 135. Government schools fell from 78 to 32. The total number of Muhammadan scholars reading in all classes of public institutions rose from 155,754 to 242,680, or by 56 per cent. The percentage of increase in the previous quinquennium was only 13 per cent.

The future of the Government Muhammadan College, Madras, has been constantly under consideration during the quinquennium. At one period Government considered that, in view of the very small number of pupils reading in the B.A. classes and in view of the difficulty of accommodating both the college and the Madrasa-I-Azam on the present site, the college should be maintained only as a second-grade college. But it was finally decided to retain the college as a first-grade institution. In 1926 the college opened group I of the Intermediate course and at the close of the period under review Government ordered the opening of the History group

in the B.A. classes as from July 1927. New laboratories and class rooms have been built for the Madrasa-I-Azam and these are being used in part for the new science groups in the Intermediate and for the new history groups in the B.A. courses. The strength of the college has increased from 32 in 1922 to 55 in 1927 in which year six students were reading in the Junior B.A. class for Urdu and Persian.

It is very satisfactory to be able to record that the number of Muhammadans reading in Arts colleges increased by 210, from 141 to 351 (including four women), especially in view of the fact that in the previous quinquennium the numbers fell from 182 to 141. There has been an equally satisfactory rise in the number of Muhammadans reading in professional colleges, from 41 to 73.

104. *Secondary schools.*—The number of secondary schools for Muhammadan boys rose from 12 to 16 and their strength from 1,936 to 2,831. In 1922 there were 6 Government schools, 2 local board schools, 3 aided and 1 unaided. In 1927 there were 6 Government, 3 local board, 6 aided and 1 unaided. The schools newly opened during the quinquennium were the Cuddapah Municipal Middle School, the Ambūr Aided Middle School, the Abiraman Muslim Middle School and the Rajagiri Muhammadan Middle School.

The Church Missionary Society having decided to discontinue the Harris High School, Royapettah, Government, in June 1923, took over the management of the school as a temporary measure. In June 1924 the school was handed over to be managed by the Muhammadan Educational Society of South India and has since been renamed the Triplicane Muslim School.

During the period under review the Government Muhammadan Secondary Schools at Kurnool, Guntūr and Vellore were raised to complete high schools, forms IV and V were added to the Islamiah School, Trichinopoly, and form IV to the Georgetown Muhammadan School.

In pursuance of the policy referred to in the last quinquennial report, of duplicating classes with a view to imparting instruction to Muhammadan pupils through the medium of Urdu, Urdu sections were opened in forms I and II of the Municipal High School, Cuddapah, and in forms I to III of the Municipal High School, Adōni. Urdu munshis have also been appointed in the Board schools at Krishnagiri and Porto Novo and in the Municipal High School, Ootacamund. In all cases the cost was met by provincial funds. In 1924 Government increased the number of special scholarships for Lubbais, Jonagans, Pinjaris and Dudekulas tenable in secondary schools, from 16 to 25.

105. *Girls' education.*—Though the stage of development of the education of Muhammadan women is still very far behind that of Hindu women, considerable progress has been made during the quinquennium. The first Muhammadan lady undergraduate entered Queen Mary's College, Madras, in 1923–24 and by 1927 four Muhammadan ladies were reading in Arts colleges. The Government Hobart School, Madras, still remains the only secondary school in this Presidency chiefly intended for Muhammadan girls. This school has increased in strength from 166 in 1922 to 285 in 1927. But the numbers reading in the secondary forms have remained almost stationary, never falling below 30 and never exceeding 40 and the number of candidates appearing for the S.S.L.C. examination has at no time been more than four. But it is noteworthy that, while no candidate was declared eligible for a University course of study between the years 1921 and 1926, out of 4 candidates appearing in 1926–27, three were declared eligible.

The number of Muhammadan girls reading in all classes of Indian Secondary schools has risen from 202 to 322. In the previous quinquennium the numbers rose from 40 to 202. In each period there were nine Muhammadan girls reading in European High and Middle schools. Though there has obviously been some advance, the progress made in secondary education for Muhammadan girls cannot be regarded as either rapid or satisfactory. It would appear as if fresh stimulus is necessary for developing higher education for Muhammadan girls. By opening more higher elementary schools, to be subsequently transformed into middle schools, by the provision of hostels and by increasing the number of special scholarships it should be possible to secure a greater advance in the future.

The number of elementary schools mainly intended for Muhammadan girls rose from 229 to 316 and their strength from 11,629 to 16,859, showing an increase of 38 per cent in the number of schools and of 44 per cent in the number of scholars. The number of Muhammadan girls reading in all classes of elementary schools rose from 32,231 to 54,442 or by 69 per cent.

106. *Special schools.*—The number of training schools for Muhammadan men remained the same as in the last quinquennium, namely, 5. Their strength rose from 252 to 321. There was also one sessional school maintained by a local board, as against three maintained by local boards in 1922. There was no increase in the number of training schools for Muhammadan women. The three existing schools increased in total strength from 61 to 73.

107. *The Education of Mappillas.*—Very marked progress has taken place in the development of education among the Mappillas.

In July 1922 Government appointed a committee to investigate the question of the abolition of separate elementary schools for Mappillas. The more important recommendations of this committee were as follows :—

(1) Separate Mappilla elementary schools should not be abolished;

(2) elementary education for Mappillas should be made compulsory, especially in the taluks affected by the Mappilla rebellion;

(3) the abolition of the separate inspecting agency for Mappilla schools on the introduction of compulsion;

(4) the abolition of the separate training school for Mappillas at Malappuram;

(5) the appointment of properly qualified Arabic teachers to give religious instruction to Mappillas in Government training schools;

(6) the appointment of a committee to compile text-books in Malayalam from selected portions of the Koran and other Kittabs; and

(7) the institution of additional scholarships for the higher education of Mappillas.

While reviewing the committee's report in March 1923 Government accepted the recommendations not to abolish separate Mappilla elementary schools, to introduce compulsion in certain areas and to arrange for the compilation of Malayalam text-books from selected portions of the Koran and Kittabs. In February 1924 Government appointed a text-book committee of five gentlemen. Readers for standards I to V have been published and text-books for standards VI, VII and VIII are under preparation. The Malappuram Training School has been raised to the higher elementary grade and religious instruction is being given to the Mappillas under training in this school. At the close of

the quinquennium Government sanctioned the institution of thirty special scholarships for Mappilla boys reading in standards VI to VIII.

In 1925 a Special Assistant to the District Educational Officer, Malabar, was appointed mainly to forward the interests of Mappilla education and, though it is early as yet to estimate the full advantage obtained by the appointment, it is clear that the Special Officer's work can be so directed as to be of great assistance in furthering the development of Mappilla education.

The inspecting staff has also been strengthened by the conversion of the two posts of Supervisors into Junior Deputy Inspectors' posts.

One of the Mappilla middle schools mentioned in the last quinquennial report has since become a high school and the strength of the two secondary schools is 208. There are also 677 boys attending non-Mappilla secondary schools.

The number of public elementary schools intended for Mappillas rose from 557 in 1921–22 to 1,239 in 1926–27 and their strength from 39,096 to 86,315.

These figures show a very satisfactory advance at least numerically, and represent a much larger development than that which took place in the previous quinquennium. Between 1916–17 and 1921–22 the number of schools and the number of pupils increased by 16 per cent and 8 per cent respectively, whereas between 1921–22 and 1926–27 the number of schools and pupils increased by 122 per cent and 132 per cent respectively. A mere numerical advance, however, will not suffice and far too large a proportion of the pupils are in the first standard. A further unsatisfactory feature remains. Out of 3,887 teachers employed in schools especially intended for Mappillas 2,760 are untrained. It is evident that the facilities offered for training at the Government Training School, Malappuram, are not sufficient and a scheme for the expansion of training facilities for Mappilla teachers is under consideration.

A large number of Mappilla pupils have come under the schemes of compulsory education introduced in the three municipalities of Calicut, Tellicherry and Cochin and in the selected areas of the Ernad, Walluvanad and Ponnani taluks. But compulsion has yet to be made effective in the latter areas and will never be made so until the conflicting claims of religious and secular instruction of mullah and school-master have been harmonized and the co-operation of the mullas secured.

108. *Education in the Laccadives.*—The four schools on the islands of Agathi, Kavarathi, Kalpani and Androth were inspected four times during the quinquennium.

The schools at Agathi and Kavarathi have not improved and the islanders are obviously indifferent to education. Early in 1927, however, new teachers were appointed to these schools and it is hoped that conditions will improve.

The schools at Kalpani and Androth have worked satisfactorily. Attendance has been good and the results of the examinations very fair. There are 84 pupils on the rolls at Kalpani and 60 on the rolls at Androth.

109. *Employment of Muhammadans in the department.*—The following is the distribution of Muhammadans employed in the department: 13 in arts colleges, 9 in professional colleges, 80 in secondary schools, 59 in training schools, 3 as District Educational Officers, 23 as Deputy Inspectors and Junior Deputy Inspectors and 37 in clerical appointments. It is very difficult to recruit Muhammadan graduates in the department and vacancies for which Muhammadans are required remain unfilled.

110. *Expenditure on Muhammadan Education.*—The expenditure on Muhammadan and Mappilla schools rose from Rs. 11·76 lakhs to Rs. 19·22 lakhs or by 63 per cent, towards which public funds contributed Rs. 14·25 lakhs or 74 per cent, fees Rs. 0·57 lakh or 3 per cent and other sources Rs. 4·40 or 23 per cent.

X.—EDUCATION OF BACKWARD AND OTHER SPECIAL CLASSES.

111. *Depressed classes.*—The special work on behalf of the depressed classes was continued under the direction of the Commissioner of Labour during the period under report, and since then the operations of his department have been extended to the districts of Kistna, Guntūr, Bellary, South Kanara, Trichinopoly, Madras, Malabar, Nellore and North Arcot. West Gōdāvari was also taken up and the District Labour Officer, Kistna, placed in additional charge of it. The operations in Malabar are looked after by an Honorary District Labour Officer. Proposals for starting schools for the depressed classes outside the districts selected are also occasionally considered. The Poor Schools Society and the Social Service League at Madras, the Depressed Classes Mission, Mangalore, the Āndhra Deena Seva Sangam, Masulipatam, all of which run schools for the depressed classes,

obtained aid from the allotment placed at the disposal of the Commissioner. Besides general education, vocational education, such as carpentry, weaving, lace-making, etc., has been introduced in some of the Labour schools. Net-making and the elements of carpentry are being taught in a few schools in the City of Madras. Certain social workers and philanthropic institutions, viz., M.R.Ry. D. Pannaya of Panyam, Kurnool District, the Pattukkottai Tamil Sangam, the Tanjore District, and the Depressed Classes Mission, Mangalore, were given grants for teaching carpentry, weaving and other vocational subjects to the depressed classes pupils in their schools. The Board Elementary School, Atmakur, Kurnool District, has a free boarding house and a weaving and carpentry section attached to it for the benefit of the depressed classes pupils.

The number of schools started during the quinquennium under report is detailed below:—

Number.	District.	Number of schools.	Strength.		Total strength.
			Boys.	Girls.	
1	Tanjore	130	6,229	581	6,810
2	East Gōdāvari	123	3,957	737	4,694
3	Chingleput	54	2,892	242	3,134
4	South Arcot	107	3,540	171	3,711
5	Kistna	47	1,208	436	1,644
6	Guntūr	39	1,143	603	1,746
7	Bellary	47	1,043	226	1,269
8	South Kanara	48	993	365	1,358
9	Trichinopoly	103	3,229	387	3,616
10	Madras	28	1,310	275	1,585
11	Malabar	13	810	245	1,055
12	Nellore	30	818	193	1,011
13	North Arcot	14	580	33	613
	Total ...	783	27,752	4,494	32,246

The total number of institutions chiefly intended for Ādi-Drāvidas and Ādi-Āndhras rose, during the quinquennium, from 8,035 to 10,470 or by 30 per cent and their strength rose from 219,068 to 295,612 or by 35 per cent. The total number of Ādi-Drāvida pupils in all classes of public institutions rose from 157,113 in 1921-22 to 228,511, being an increase of 71,398 or 45 per cent. The number of Ādi-Drāvida pupils at the secondary stage rose from 1,217 to 2,647 and the number under training in training schools for masters from 339 to 431. There were also 21 Ādi-Drāvida women under training in 1926-27. The largest

increase in the number of institutions is under Government schools. Board and Municipal schools rose in numbers from 959 to 1,073. Aided schools rose from 5,836 to 7,471.

School sheds for 228 schools have been constructed at a cost of Rs. 47,964-6-4. In a large number of cases, the villagers have continued the practice of putting up sheds for schools themselves. But buildings are rented wherever necessary and the policy of constructing only temporary and cheap sheds has been continued.

The District Labour Officers and their executive subordinates continue to look after the working of the schools. Five superintendents, two in Tanjore, one in East Gōdāvari, one in South Arcot and the other in Chingleput have been newly entertained. They periodically inspect the schools in their ranges and submit reports on their condition and working. The inspecting staff of the Educational Department also inspect the schools under the Labour Department.

As an encouragement to the boys and to enable even the poorest parents to send their children to school, a scheme for the grant of scholarships by the Labour Department was sanctioned by Government in 1923-24; and 550 scholarships tenable from Class IV to Form VI and 220 fee remissions tenable in Forms I to VI are now being granted. Further ten scholarships are granted every year to pupils learning commercial subjects such as typewriting, shorthand, book-keeping, commercial correspondence, etc. In addition, 110 scholarships were instituted in 1924-25 for pupils who do not attend general education courses but have an aptitude for industrial subjects. They are granted to pupils learning fitting and driving, carpentry, blacksmithy and weaving, and two of them have been set apart for girls learning lace-making. Two hostels have been opened, one at Madras and the other at Masulipatam and their cost is met by Government. Pupils who are really in very poor circumstances but are desirous of having higher education are selected from outside the stations where the hostels are located and are given free boarding and lodging. They generally get a scholarship in addition, to enable them to pay their school fees and purchase school requisites.

A general rule has been laid down that the officers of the Educational Department should be consulted before a school is taken under the control of the Labour Department. As far as possible separate schools are not started by the Department in localities where other educational facilities exist. In a few cases separate schools have had to be opened

in places where Taluk Board or other schools already existed, on account of the caste prejudice manifested by the teachers or the public.

The teachers of the schools started by the Labour Department are mostly members of the depressed classes. Of 1,065 teachers employed in the labour schools 402 are untrained. The Education Department selects a number of these teachers for training every two years and provides them with stipends. To increase the number of teachers thus trained the Labour Department has also been empowered to pay stipends to teachers sent up for training and a batch of 24 such teachers is trained every two years. With a view to increasing the number of qualified men for appointment in schools, Government sanctioned in 1925-26 the opening of sessional schools for backward and depressed classes under the control of the Presidents of District Boards in the districts of Trichinopoly, East Gōdāvari, South Arcot, Tanjore, Chingleput, Anantapur, Bellary, Cuddapah and Rāmnād and the necessary funds were provided in the budget of the Labour Department. Such schools could not be started in the districts of Tanjore, Chingleput, Anantapur and Bellary as the orders of Government were communicated only in January 1926. In 1926-27 the provision for these schools was transferred to the Education Department budget.

The expenditure on Ādi-Drāvida and Ādi-Āndhra schools rose from Rs. 12·96 lakhs to Rs. 22·38 lakhs to which public funds contributed Rs. 14·35 lakhs or 59 per cent, fees Rs. 0·24 lakh or 1 per cent and subscriptions and other sources Rs. 7·79 lakhs or 40 per cent, the corresponding percentages for 1921-22 being 59, 2 and 39.

112. *Criminal tribes*—(1) *Settlements.*—Under the Criminal Tribes Act, the Government can settle any notified criminal tribe in a definite locality; where this is done, endeavours are made to convert the settlers and the children into good citizens by enabling them to earn an honest living and by providing the children with education. There are at present seven such settlements in the Presidency, of which five are managed by non-official agencies and the remaining two directly by Government. In each of the settlements there is a local school, attendance at which is compulsory for all children of school-going age. The following statement

shows the number of children receiving education on 31st March 1927 in the schools attached to the settlements :—

Aziznagar	230
Pallāvaram	41
Perambūr	68
Stuartpuram...	335
Sītānagaram...	214
Kāvali, Allur and Bitragunta	354
Siddhapuram	39

Government have also established, under section 17 of the Criminal Tribes Act, two industrial schools under the management of the Salvation Army, one at Perambūr and the other at Nellore, for the education of children between the ages of 10 and 16, of persons belonging to criminal tribes who are already in settlements. The one at Perambūr is intended for boys, the other at Nellore is for girls. The strength of the schools in 1927 was 103 and 57, respectively. The boys are taught carpentry, rattan-making and tailoring. The girls of the Nellore Industrial School are taught needle-work and special instruction in house-cleaning, arranging of furniture, etc., is given to all girls.

(2) *Kallars.*—The reclamation of Kallars was just taken up by the Labour Department in the Madura District at the end of 1920. Rāmnād was taken up in 1923, and Tanjore in 1924. The chief feature of the reclamation work is the imparting of elementary education to the Kallar boys and girls. The Kallars have realized the importance of education for their children and are availing themselves more and more of the facilities afforded to them in this direction. The combined efforts of the Kallar Panchayatdars and the Reclamation Staff have resulted in an appreciable increase in the number of pupils reading in schools. During the quinquennium 143 schools were started in the Madura and Rāmnād districts making a total of 338 up to the end of 1926–27, and 10,794 boys and 1,682 girls are reading in these schools. Again 76 schools were started in Tanjore District with 2,030 boys and 100 girls reading in them. There are 12 boarding homes in the Madura and Rāmnād districts, with 397 boys and 151 girls, receiving boarding grants from Government. A hostel was opened in 1926 for the Kallar boys of the Tanjore District and there are now 50 boarders there. Government have sanctioned remission of school fees for 50 Kallar pupils reading in the Board High School, Usilampatti, and 36 scholarships

to Kallar pupils reading in schools in Tanjore District. Seven supervisors, six in the Madura and Rāmnād districts and one in the Tanjore District, are employed to inspect the schools periodically and supervise their working.

113. *Aboriginal and hill tribes.*—The number of schools in the Nilgiris for hill tribes, including Badagas, increased from 47 to 68 and their total strength from 2,178 to 3,678. In 1922, of the 47 schools 44 were for Badagas and 3 for Kotas. In 1927, there were 63 schools for Badagas, one for Irulas, 3 for Kotas and one for Todas. The increase of 1,500 in the strength of the schools consisted of 1,361 Badagas (1,115 boys and 246 girls), 25 Irulas (22 boys and 3 girls), 41 Kotas (11 boys and 30 girls), 40 Kurumbas (37 boys and 3 girls), 27 Todas (17 boys and 10 girls) and 6 Panniya boys. In 1922 only one Toda boy was reading in these schools and no Irulas, Kurumbas or Panniyas were reading.

In the Salem District the number of schools for Malayalis and Lambadis increased from 13 to 17 and their strength from 229 to 392. There are now 20 schools for Chenchus in the Kurnool District with a total strength of 418. There is also one school for Sugali children with a strength of 22. In the Anantapur District the number of schools for Tandas increased from 1 to 5 and the present strength of the schools is 156. In the Guntūr District there are 9 schools especially intended for Yanadis, Chenchus and Lambadis with a total strength of 1,109 as against 661 in 1922. There are 3 schools for Sugalis and one school for Voddas in the Cuddapah District with a total strength of 73 pupils. In the Bellary District there are 3 schools for Lambadis and Korajas. The strength of these schools in 1927 was 99.

The number of pupils belonging to aboriginal and hill tribes in the Agency reading in schools especially intended for them increased from 7,080 to 9,277, including 371 girls. At the end of the quinquennium there were in the Agency 112 schools for Konds, 98 for Savaras, 59 for Jatapus, 41 for Porayas, Koyas and Kondareddis, 27 for Valmikis, Bagatas and Kondadoras and one for Yanadis.

114. *Convict schools.*—Excluding the certified schools at Chingleput and Rānipet there were 13 jail schools with a total strength of 1,944 students. In these schools education is compulsory for all prisoners under 30 years of age, but in some jails, such as the Alipuram Jail, Bellary, convicts over 30 years of age are voluntarily studying. All convict

schools are regularly inspected by the District Educational Officers. In most of the schools the staff consists of a lower elementary trained teacher assisted by literate convicts, but the Coimbatore school has two lower secondary trained teachers on the staff and instruction is given in six languages. The strength of the Penitentiary School, Madras, was 307 at the last inspection and there is also in the Penitentiary a special carpentry class with 43 pupils.

In the Borstal school at Tanjore, which has a strength of 216 pupils, vernacular instruction is given up to the fifth standard and English is also taught in the upper classes.

115. *Children employed in factories and on estates.*—There are schools for the children employed in factories at Nellimarla and Chittivalasa in the Vizagapatam District, at Peelamedu in the Coimbatore District and at Beypore in Malabar. The latter school is conducted by the Labour Department and has a strength of 91 boys and 13 girls. Seven salt factories have schools attached to them and there is a part-time school with 103 pupils on the rolls attached to the Cordite Factory at Aravankadu in the Nilgiris. At Madras the Buckingham and Carnatic Mills maintain one day school and one night school. In 1927 there were 1,415 boys and 11 girls reading in the day school and 333 men in the night school. The day school is an elementary school with five standards and has a technical section attached to it in which carpentry, tailoring, black-smithy and tin-smithy, turning, fitting and weaving are taught. The staff consists of 34 teachers and 8 technical instructors. The night school has eight standards and includes a commercial class for advanced English and typewriting.

There are two part-time estate schools in the Nilgiris, one at Glenvans with 15 boys and 1 girl and one at Kullakombay with 22 boys and 4 girls. There are also three estate schools in the Palni hills, Madura District.

XI.—EDUCATION OF THE BLIND AND OF DEAF MUTES.

116. Schools for the deaf and dumb have fallen from four to three and schools for the blind have increased from two to three. The total number of pupils in these schools in 1927 was 254,191 boys and 63 girls, as against 188 boys and 148 girls in 1922. Three of the schools are residential institutions. Two schools for defective children were opened at Madras during 1926–27. One is under mission management and has a strength of fifteen deaf and dumb pupils and

one is under the Corporation and has eleven deaf and dumb pupils and nine blind pupils. The Corporation school had not been recognized by the end of quinquennium. Fifty-six pupils are studying in the Deaf and Dumb School, Mylapore.

The Dharmayoga School for deaf mutes at Guntūr was closed in 1924 and recognition has been withdrawn from the Sethupati School for the Deaf and Dumb at Madura.

The Church Missionary Society Blind School at Palamcottah, now called the Tinnevelly Diocesan Trust Association Blind Boys' School, has a strength of fifty-three pupils, including ten boys reading in the special class for industrial instruction. There are seven teachers in the school, including the instructor for the industrial class. Provision is made for regular games and drill and there is a boy scout troop in the school.

The C.E.Z.M. Deaf and Dumb Girls' School, Palamcottah, has a strength of twenty-seven girls and fifty boys. The school is divided into two sections for Tamil and Malayalam. The Tamil section consists of classes I to VI with a staff of eleven teachers and the Malayalam section has classes I to V with six teachers. There are also three industrial instructors in the school.

XII.—EDUCATION OF INDIAN CHIEFS AND NOBLEMEN.

117. The minors in charge of the Court of Wards have in most cases been reading in the ordinary local schools and colleges, but one ward is studying in the Rajakumar College, Raipur. In many cases private tutors have been appointed to give additional tuition. At the end of the quinquennium there were eleven wards reading in high school or college classes.

XIII.—PRIVATE INSTITUTIONS.

118. *Classification, number and strength.*—As in the previous quinquennial report statistical information is given separately for Maktabs (Quran schools), Mulla schools (Arabic), Tols (Sanskrit schools) and Patasalas (indigenous pial schools) and they are classified as follows:—(1) those which are recognized and classified as "Primary schools," (2) those which do not teach any part of the primary course but are recognized and classified as "Other special schools," and (3) those which are not recognized and do not teach any part of the primary course and are classified as "Private institutions."

119. *Maktabs.*—According to the classification referred to above, there were 67 maktabs (59 for boys and 8 for girls) with 3,478 pupils on the rolls. The total expenditure on these schools was Rs. 12,442, of which Rs. 4,401 was met from public funds and Rs. 8,041 from other sources. Under class (3) there were 593 maktabs (581 for boys and 12 for girls) with 27,024 pupils on the rolls. Towards the total expenditure of Rs. 37,615 in respect of these schools, fees contributed Rs. 11,637 and other sources Rs. 25,978.

120. *Mulla schools.*—There were 190 advanced schools of this kind teaching Arabic and Persian with a strength of 7,219. The total expenditure on them was Rs. 44,872, almost all of which was met from subscriptions and other sources.

121. *Tols.*—The number of Oriental Colleges rose from 12 to 18 and their strength from 234 to 284. There were on 31st March 1927, 290 Sanskrit schools of which 163 (160 for boys and 3 for girls) were of the advanced grade and 127 (119 for boys and 8 for girls) of the elementary grade: 151 schools were recognized by the department and of these 7 were under public management, 120 aided, and 24 unaided. The total expenditure on Sanskrit schools of all grades was Rs. 3,42,018, towards which Provincial Funds contributed Rs. 30,657, Local and Municipal Funds Rs. 2,486, fees Rs. 2,364 and subscriptions and other sources Rs. 3,06,511.

Out of the 32 scholarships tenable in Sanskrit colleges, 20 were awarded to Siromani students and 12 to those undergoing the Vidwan course.

The Board which conducts the public examination at the end of the advanced course of studies in Sanskrit schools has been reconstituted so as to consist of (1) the Professor of Sanskrit, Presidency College, Madras; (2) the Superintendent of Sanskrit Schools; (3) the Principal of one of the Sanskrit colleges approved either by the Madras or the Andhra University, to be elected by the Principals of such colleges; and (4) two members to be nominated, subject to the approval of the Director of Public Instruction, by the Academic Councils of each of the Madras and Andhra Universities to represent Tamil, Telugu, Malayalam, Kanarese and Oriya. Though the orders of Government were received in January 1927 effect was not given to the new constitution until after the close of the quinqennium.

The controlling staff for Sanskrit schools remains the same.

122. *Patasalas.*—There were 695 patasalas for boys and 5 for girls belonging to class (1) and 1,946 for boys and 29 for girls under class (3), against 549 for boys and 5 for girls under class (1) and 228 for boys and 19 for girls under class (3) in the year 1921–22.

Of schools returned on 31st March 1922 as private indigenous, 767 were returned as public institutions on the corresponding date in 1927. Two were taken over by Government, 12 by Local and Municipal Boards, 583 were brought on to the aided list and 170 to the unaided list. There has been a considerable decrease in the number of private indigenous schools owing to a large number of such schools being either amalgamated with other managements or obtaining recognition.

XIV.—SCHOLARSHIPS.

123. A number of additions have been made during the quinquennium to the various classes of scholarships tenable in educational institutions and by particular classes of students. The value of the scholarships awarded remains the same as before and there has been no change in the scheme for their award.

State scholarships for higher studies in the United Kingdom, which were provincialized in 1921, continued to be awarded year after year.

The most noteworthy feature of the period under review was the extension of the scheme of awarding special scholarships for members of the depressed classes to those reading in college classes. In 1926 five scholarships in each of the Intermediate classes and four scholarships in each of the B.A. classes, were sanctioned for the exclusive benefit of these classes.

Considerable additions were made to the number of scholarships tenable by pupils coming from the Agency Tracts, and ten scholarships for hill tribes and depressed classes and six scholarships for Oriyas, tenable by pupils reading in recognized secondary schools in the Agency, were sanctioned in 1926.

Ten more scholarships for the benefit of Agency pupils in general, tenable in Higher Elementary schools, and forty scholarships for the Lamba and Lanjeya Savara pupils reading in standards I and II of elementary schools in the Parlakimedi Maliahs were also sanctioned in the same year.

In 1925 eight ordinary scholarships and five widow scholarships tenable in each of the four classes of the Queen Mary's College, Madras, were instituted. The value of the scholarships amounted to Rs. 10,000 per annum.

During the quinquennium the number of residential scholarships tenable by unmarried Non-Brahman Hindu girls resident in the Non-Brahman hostel attached to the Lady Willingdon Training College, Madras, was increased from 12 to 27 and the value of such scholarships tenable in Forms III to VI was raised from Rs. 12 to Rs. 15 per mensem.

In 1924 the number of "General" Higher Elementary scholarships for girls was increased from 36 to 50.

In 1924 the number of special scholarships tenable in secondary schools by particular classes of the Muhammadan community, such as the Mappillas, Labbais, Dudekulas, Pinjaris and Jonagans, was increased from 16 to 25.

The special concessions to the relations of disabled and deceased Indian soldiers who served in the late war referred to in the last report continued to be granted throughout the quinquennium.

Excluding State scholarships, the total of expenditure on scholarships in 1926–27 was Rs. 2·18 as against Rs. 2·11 lakhs in 1921–22. The total number of scholarships awarded in 1926–27 was 1,797 as against 1,636 in 1921–22.

XV.—HOSTELS.

124. The period under review has shown that managements of educational institutions are realizing more and more the value of residential school and college life and the necessity for healthy boarding accommodation for students. In the case of colleges the University of Madras has repeatedly emphasized the necessity for suitable hostel accommodation by insisting on the provision of such accommodation as a condition of recognition or affiliation. It has consequently been a satisfactory feature of the period that a number of colleges have either become mainly residential or have provided adequate hostel accommodation for pupils living away from their parents. The hostel accommodation for students in the city of Madras has been considerably improved and extended during the period under review by the completion of the Sri Venkateswara Hostel and by the building of hostels for the Students' University Club and the Loyola College.

In the mufassal a number of new hostels have been built for Secondary and Training schools and the erection of large hostel blocks for the Sri Minakshi College, Chidambaram, has made a noteworthy addition to residential colleges.

During the quinquennium a sum of approximately Rs. 4 lakhs was given as grant-in-aid for the erection of hostels.

The following hostels were completed or were under construction during the quinquennium:—

At Madras, the Sri Venkateswara Hostel, Triplicane, the University Students' Club, Georgetown, the St. Paul's High School Hostel, Vepery, and the Loyola College Hostel. In the mufassal, the Masilamani Mudaliyar's Boarding House, Vellore, the St. Anne's Girls' High School Hostel, Mangalore, the St. Joseph's High School Hostel, Pavaratty, the Zumbro Memorial American College Hostel, Madura, the Sri Minakshi College Hostel, Chidambaram, the Kallikota College Hostel, Berhampur, the Students' Hostel Association's Hostel, Māyavaram, the London Mission Training School Hostel, Gooty, the Danish Mission High School Hostel, Tiruvannamalai, the Sherman Memorial Girls' School Hostel, Chittoor, the St. Aloysius' Boarding House, Vizagapatam, the St. Teresa's Boarding House, Cannanore and the St. Joseph's Boarding House, Cocanada.

125. *Expenditure on hostels (boarding houses).*—Out of Rs. 33·95 lakhs, being the total messing charges, the sum of Rs. 24·53 relates to schools for Indians towards which boarding fees contributed Rs. 15·54 and public funds Rs. 0·59 lakhs. As calculated from the consolidated figures for the whole Presidency, the average monthly cost of boarding in a college hostel is Rs. 15, in a secondary school hostel Rs. 7, in an elementary school hostel Rs. 6–8–0 and in a training school hostel Rs. 8. These figures, however, do not give an idea of the real cost of hostel life in the City of Madras or in a large mufassal town. The average cost, for example, of boarding and lodging in the Victoria Hostel, Madras, is Rs. 28 per mensem and the average cost of living in other Madras College Hostels or in hostels in large mufassal centres is approximately Rs. 22.

As regards hostels for European schools, out of the total expenditure of Rs. 9·42 lakhs, fees met Rs. 3·48 lakhs and provincial funds Rs. 2·31 lakhs, the balance of Rs. 3·63 lakhs being met from private funds and subscriptions. The average cost of boarding in a European hostel is about Rs. 25.

XVI.—BOOKS.

126. *Government Oriental Manuscripts Library.*—M.R.Ry. Mahamahopadhyaya S. Kuppuswami Sastriyar Avargal, Professor of Sanskrit and Comparative Philology, Presidency College, Madras, continues to be the Curator. During the period under review, 2,261 manuscript works were collected and acquired as against 3,571 during the previous quinquennium. By far the largest collection of manuscripts received on presentation was that belonging to the late Sri Yogi Parthasarathi Ayyangar of Triplicane. This collection consists of 1,142 manuscripts.

Loans of manuscripts were given to certain oriental institutions and editors of oriental works.

The publication of the triennial and descriptive catalogues of Sanskrit, Tamil and Telugu manuscripts in the library was proceeded with. An alphabetical index of manuscripts and a critical introduction in English containing information about certain aspects of the History of Vedantic thought and culture are under preparation. The manuscript matter relating to Brahmasiddhi is being printed and the text of it has been completely printed. Labels for Persian, Arabic and Hindustani manuscripts have been prepared.

The number of visitors to the library was 19,213 and the number of books and manuscripts consulted was 20,739.

An Advisory Committee was appointed in 1924 to advise the Director (1) on the framing of rules for the working of the library with a view to providing the greatest possible facilities for the utilization of the manuscripts in the library by persons engaged or interested in advanced oriental studies and research and (2) the acquisition, preservation and publication of manuscripts including the sequence of and the agency for publication. Rules were framed and approved by Government to give increased facilities to scholars and others engaged in oriental studies and research.

127. *The Text-Book Committee.*—The number of members of the committee continued to be 40. The number of books dealt with by them came to 4,098, while the number of books approved for school use was 2,469 and that for libraries or teachers, 1,083.

With a view to securing adequate representation of mufassal interests on the committee and to enable the newly created District Secondary Education Boards to discharge satisfactorily their function in the matter of the co-ordination of text-books and syllabuses, Government in 1923 sanctioned

the reconstitution of the committee and directed that 18 out of the 40 seats on the committee should be filled by members elected by the District Secondary Education Boards and that the remaining 22 members should be nominated by the Director of Public Instruction subject to the approval of Government. In the same order the Secretary to the Commissioner for Government Examinations was made ex-officio Secretary to the Text-Book Committee.

A consolidated list of books approved for school use up to 1st January 1927 was prepared for publication in the *Fort St. George Gazette.*

128. *Registration of books.*—M.R.Ry. Rao Bahadur A. C. Pranatartihara Ayyar Avargal, I.S.O., continues to be the Registrar. The total number of books registered during the last quinquennium came to 17,784 as compared with 16,304 during the previous quinquennium, the majority being books on religion. Certain languages of hill tribes made their first appearance during the period under review.

XVII.—MISCELLANEOUS REMARKS.

129. *Education in cantonment areas.*—There are various classes of schools in the following cantonment areas:—Madras, St. Thomas' Mount, Poonamallee, Pallavaram, Wellington, Bellary and Trichinopoly.

In Madras, within the cantonment area but outside the Fort St. George, there is a Government lower elementary school with standards I to III for the education of the children of His Excellency the Governor's bodyguard. Within the Fort St. George there is a Garrison school for the children of British officers and other ranks.

At St. Thomas' Mount there are six lower elementary schools within the cantonment area and one cold weather Garrison school.

At Poonamallee there is a board high school and six lower elementary schools.

At Pallāvaram there are four lower elementary schools.

At Wellington there are eight lower elementary schools, of which one is maintained by the Wellington Cantonment Board, one is an aided Muhammadan school and six are mission schools.

In Bellary there are two European secondary schools for girls, one European secondary school for boys and one European industrial school. There are also one aided

middle school and one higher elementary training school for mistresses.

In Trichinopoly there are two European middle schools for boys and one aided training school for mistresses.

130. *Provident funds.*—The provident fund scheme for teachers in non-pensionable service was sanctioned by Government in January 1923 and was made compulsory on all certificated teachers, pandits, munshis, instructors, librarians and clerks employed in recognized secondary and elementary schools whose pay was not less than Rs. 20 per mensem. Later in the same year the scheme was made applicable to teachers in colleges also. In the majority of cases, the provident funds in existence before the introduction of the new scheme were merged into the Government provident funds. But the managements of aided institutions were informed that the expenditure incurred by such institutions as decided to maintain a separate provident fund of their own would not be taken into account in calculating the teaching grants payable to the schools under the provisions of the Grant-in-Aid Code. For some time after the introduction of the scheme, as was to be expected, considerable difficulties were experienced in working the rules as framed by Government in 1923, mainly owing to the complications occurring over the merging of existing funds into the new funds. In consequence, the provident fund rules were revised by Government in October 1924 and again immediately after the close of the quinquennium.

131. *Bulletins.*—During the quinquennium the following bulletins and publications were issued under the orders of the department:—

A report of the Binet-Simon Tests as applied to the children of the Model School, Saidapet; Notes on Vocational Education and Handicrafts; Notes on practical work in schools in England; Practical work in Manual Training, Drawing, etc.; Vocational training for the upper forms of secondary schools; Lessons in class singing for European schools; A Handbook of Physical Activities for Indian schools; Agricultural Mathematics; Rural Science for elementary training schools and Nature-study and School-gardening for elementary schools.

132. *Educational Associations and Reading Rooms.*—Educational associations have increased in number from 1,497 to 2,086. There has also been an increase in membership from 60,146 men and 898 women to 91,529 men and 2,002 women.

The number of reading rooms and literary societies, both registered and unregistered, has increased from 815 to 954 and the total number of members has increased from 246,266 to 343,685.

133. *Schoolmasters as postmasters.*—The system of utilizing the services of school masters as branch postmasters continued throughout the quinquennium under review. There are at present 677 such teachers so employed on monthly allowances varying from Rs. 6 to Rs. 16. The percentage of branch offices in charge of school masters to the total number of extra-departmental branch offices was 30·2 against 33 in the previous quinquennium.

134. *Service registers and inventories of valuable stock.*—Service registers and certified copies of them and the inventories of valuable stock have been properly maintained.

I have the honour to be,

Sir,

Your most obedient servant,

R. G. GRIEVE,

Acting Director of Public Instruction.

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GENERAL EDUCATIONAL TABLES
FOR 1926-27

General Summary of Educational Institutions and Scholars.

			Percentage of scholars to total population.			
			Recognized institutions.		All institutions.	
			1927.	1922.	1927.	1922.
Area in square miles. *	142,260	—				
Population—						
Males	20,870,749	Males	9·2	6·6	9·5	7·0
Females	21,448,236	Females ...	2·5	0·7	2·5	1·8
Total ...	42,318,985	Total ...	5·8	4·1	6·0	4·3

Recognized institutions.	Institutions. 1927. (1)	1922. (2)	Increase or decrease. (3)	Scholars. 1927. (4)	1922. (5)	Increase or decrease. (6)	Stages of instruction of scholars entered in column (4). (7)
Universities	2	1	+ 1	...	...	...	...
For Males.							
Arts Colleges	60	47	+ 13	12,209	8,130	+ 4,079	(a) 4,497; (b) 7,705; (c) 2,177
Professional Colleges ...	10	9	+ 1	2,177	2,015	+ 162	
High Schools	342	292	+ 50	139,477	124,988	+ 14,489	(c) 99,455; (d) 40,022
Middle Schools	212	218	− 6	27,583	29,997	− 2,414	(c) 13,414; (d) 14,169
Primary Schools	46,389	33,635	+ 12,754	1,986,045	1,372,661	+ 613,384	(d) 1,986,045*
Special Schools	349	291	+ 58	21,797	15,520	+ 6,277	
Totals ...	47,362	34,492	+ 12,870	2,189,879	1,553,311	+ 636,568	...
For Females.							
Arts Colleges	5	4	+ 1	416	335	+ 81	(a) 120; (b) 296
Professional Colleges ...	2	1	+ 1	41	11	+ 30	(a) 41
High Schools	56	51	+ 5	11,957	9,716	+ 2,241	(a) 2,919; (d) 8,038
Middle Schools	43	42	+ 1	5,675	5,255	+ 420	(c) 1,209; (d) 4,466
Primary Schools	3,399	2,640	+ 759	223,092	174,194	+ 48,898	(d) 223,092*
Special Schools	74	59	+ 15	9,864	8,785	+ 1,079	...
Totals ...	3,579	2,797	+ 782	250,936	192,297	+ 58,639	...
UNRECOGNIZED INSTITUTIONS.							
For males	2,856	3,303	− 447	81,188	89,119	− 7,931	...
For females	41	55	− 14	1,126	2,385	− 1,259	...
Totals ...	2,897	3,358	− 461	82,314	91,504	− 9,190	...
Grand totals ...	53,838	40,647	+ 13,191	2,523,188	1,837,022	+ 686,166	...

(a) In Graduate and Post graduate classes. (b) In Intermediate classes.
(c) In Secondary stage. (d) In Primary stage.
* Includes scholars reading in standards VI to VIII in elementary schools.

General Summary of Expenditure on Education.

—	Total expenditure.			Percentage of expenditure from				Cost per scholar to				Total cost per scholar.
	1927.	1922.	Increase or decrease.	Government funds.	Local funds.	Fees.	Other sources.	Government funds.	Local funds.	Fees.	Other sources.	
	RS.	RS.	RS.					RS.	RS.	RS.	RS.	RS.
Direction and Inspection ...	6,75,962	14,77,411	+ 1,98,551	100·00	...	...	...	0·70	...	...	...	0·70
Universities	8,52,997	4,68,354	+ 3,84,613	48·71	...	41·79	9·50	24·19	...	20·76	4·72	49·67
Miscellaneous	87,36,988	75,40,849	+11,96,139	28·91	13·09	20·54	37·46	...	...	...	...	...
Totals ...	1,12,65,917	94,86,614	+17,79,303	40·98	10·15	19·10	29·77	1·94	0·48	0·90	1·41	4·73
Institutions for males.												
Arts Colleges	22,48,757	17,96,062	+ 4,52,695	31·42	0·17	52·12	16·29	48·70	0·26	80·77	25·24	154·97
Professional Colleges	10,19,531	7,97,291	+ 2,52,240	80·70	0·17	18·12	1·01	384·65	0·83	86·34	4·80	476·62
High Schools	68,11,330	53,55,865	+14,55,465	21·48	8·06	56·03	14·43	9·99	3·75	26·06	6·71	46·51
Middle Schools	11,98,456	11,79,958	+ 18,498	33·51	8·21	31·67	26·61	14·69	3·60	13·89	11·67	43·85
Primary Schools	1,42,83,224	87,37,951	+ 55,45,273	51·68	27·02	5·57	15·73	3·82	1·99	0·41	1·16	7·38
Special Schools	37,30,627	31,83,669	+ 5,49,958	65·69	1·77	4·07	28·47	114·66	3·09	7·10	49·69	174·54
Totals ...	2,90,21,925	2,10,47,796	+79,74,129	45·43	15·69	21·84	17·04	6·16	2·13	2·96	2·31	13·56
Institutions for females.												
Arts Colleges	1,99,316	1,15,579	+ 83,737	52·14	...	14·58	33·28	248·00	...	69·37	158·32	475·69
Professional Colleges	33,192	7,247	+ 25,945	64·07	...	2·60	33·93	518·68	...	16·17	274·71	809·56
High Schools	9,58,263	6,98,755	+ 2,59,508	47·85	2·24	28·07	26·84	38·44	1·80	18·53	21·56	80·33
Middle Schools	3,09,612	2,67,211	+ 42,401	36·33	3·00	18·43	42·24	20·45	1·69	10·38	23·78	5·630
Primary Schools	27,67,841	19,10,891	+ 8,56,950	44·56	32·30	2·39	20·75	5·61	4·06	0·30	2·61	12·58
Special Schools	7,16,366	4,64,199	+ 2,52,167	71·55	0·46	0·96	27·03	136·39	0·87	1·84	51·52	190·62
Totals ...	49,84,590	34,63,882	+15,20,708	48·99	18·64	7·64	24·75	10·10	3·84	1·58	5·10	20·62
Grand total ...	4,52,72,432	3,39,98,292	+1,12,74,140	44·72	14·64	19·59	21·05	8·50	2·78	3·78	4·00	19·01

I.—Classification of Educational Institutions.

—	For Males.					For Females.				
	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.	Government.	District Board.	Municipal Board.	Aided.	Unaided.	Total.
RECOGNIZED INSTITUTIONS.												
Universities.												
Colleges—												
Arts and Science*	6	1	...	36	2	45	1	...	...	2	...	3
Law	1	...	...	...	...	1	...	...	...	...	...	...
Medicine	1	...	...	...	...	1	...	...	...	...	...	...
Education	2	...	...	...	...	2	...	...	...	...	...	...
Engineering	1	...	...	...	...	1	...	...	...	...	...	...
Agriculture	1	...	...	...	...	1	...	...	...	...	...	...
Commerce	1	...	...	...	...	1	...	...	...	...	...	...
Forestry	1	...	...	...	...	1	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Intermediate and second grade colleges ...	3	...	1	11	...	15	...	...	...	...	...	...
Totals ...	18	1	1	48	2	70	2	...	...	...	...	2
High Schools ...	13	99	60	100	...	272	12	2	...	41	...	55
Middle Schools ... English	8	81	10	118	5	221	5	...	2	36	...	43
Middle Schools ... Vernacular	...	12,396	1,130	28,815	2,448	46,388	33	1,677	307	1,295	57	3,369
Primary Schools ...	1,766	12,490	1,186	29,118	2,453	46,913	31	1,679	309	1,312	57	3,438
Totals ...												
Special Schools—												
Art	1	...	...	...	...	1	...	...	...	...	...	...
Law	...	6	...	...	...	6	...	1	1	...	...	2
Medical	...	11	...	24	...	35	...	10	...	21	...	31
Normal and Training ...	2	...	...	...	1	3	...	...	...	...	...	...
Engineering	59	...	...	...	...	59	...	...	...	...	...	...
Technical and Industrial	3	...	1	30	...	34	...	...	...	...	...	...
Commercial	3	...	...	1	...	4	...	...	...	...	...	...
Agricultural	2	...	...	...	...	2	...	...	...	...	...	...
Reformatory	...	...	...	5	...	5	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	6	8	111	26	151	14	...	...	19	...	19
Other schools ...	1	...	...	36	26	63	2	...	...	2	...	2
Totals ...	81	17	9	186	53	346	16	1	1	21	...	39
Total recognized institutions	1,866	18,991	1,204	29,344	2,528	47,933	50	1,680	309	1,333	57	3,429
UNRECOGNIZED INSTITUTIONS ...	...	...	...	2,550	2,550	5,100	...	...	...	...	41	41
Grand totals, all institutions ...	1,866	18,991	1,204	31,894	5,078	53,033	50	1,680	309	1,333	98	3,470

* Includes Oriental Colleges.
† Includes survey schools.

II-A.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st. (1)	Average daily attendance. (2)	Number of residents in approved hostels. (3)	Scholars on roll on March 31st. (4)	Average daily attendance. (5)	Number of residents in approved hostels. (6)	Scholars on roll on March 31st. (7)	Average daily attendance. (8)	Number of residents in approved hostels. (9)
READING—									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science	2,759	2,492	388	63	60	63	86	84	5
Law	967	813	...	...	...	...	...	...	...
Medicine	586	570	...	...	...	...	...	...	...
Education	174	162	105	...	...	...	...	...	...
Engineering	183	175	173	...	...	...	...	...	...
Agriculture	82	78	82	...	...	...	...	...	...
Commerce	...	...	...	..	...	...	...	...	...
Forestry	62	60	62	...	...	...	...	...	...
Veterinary Science	73	82	73	...	...	...	...	...	...
Totals ...	4,886	4,432	883	63	60	63	86	84	5
School and Special Education.									
In High Schools	3,798	3,529	37	28,841	25,966	664	16,739	15,318	261
,, Middle Schools. English ..	313	298	...	8,003	6,920	182	1,342	1,171	...
,, Middle Schools. Vernacular	...	...	...	..	...	...	...	...	...
,, Primary Schools... ...	65,878	49,142	...	671,245	525,707	30	98,169	73,970	...
Totals ...	69,989	52,969	37	708,089	558,593	876	116,250	90,459	261
In Art Schools	494	281	...	...	...	...	...	...	...
,, Law Schools	...	...	...	...	...	...	...	...	...
,, Medical Schools... ...	808	780	235	...	...	...	...	...	...
,, Normal and Training Schools	6,467	5,719	867	258	238	12	...	...	...
,, Engineering Schools ..	152	159	38	...	...	...	...	...	...
,, Technical and Industrial Schools	764	720	101	13	12	...	...	...	...
,, Commercial Schools ..	385	339	...	...	...	...	...	...	...
,, Agricultural Schools ...	24	24	7	...	...	.	...	...	...
,, Reformatory Schools ...	363	359	...	...	...	...	...	...	...
,, Schools for Defectives ...	...	...	...	...	...	...	...	...	...
,, School for Adults ..	...	...	...	...	...	...	...	...	...
,, Other Schools	9	9	...	242	218	12	416	350	...
Totals ...	9,476	8,390	1,248	513	468	24	416	350	...
Totals for recognized institutions	84,351	65,791	2,168	708,665	559,121	963	116,752	90,893	266
IN UNRECOGNIZED INSTITUTIONS	...	...	...	...	...	...	...	...	...
Grand totals, all institutions for males	84,351	65,791	2,168	708,665	559,121	963	116,752	90,893	266

Educational Institutions for Males.

Aided.			Unaided.						
Scholars on roll on March 31st. (10)	Average daily attendance. (11)	Number of residents in approved hostels. (12)	Scholars on roll on March 31st. (13)	Average daily attendance. (14)	Number of residents in approved hostels. (15)	Grand total of scholars on rolls. (16)	Grand total of average attendance. (17)	Grand total of residents in approved hostels. (18)	Number of females included in column 16. (19)
						12,200	11,219	3,561	74
						967	813	...	2
9,267	8,559	2,895	25	24	...	586	570	...	55
...	...	...	...	...	...	224	209	105	...
...	...	...	...	...	...	183	175	173	...
50	47	...	...	...	...	82	78	82	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	62	...
...	...	...	...	...	...	62	60	73	...
...	...	...	...	...	...	73	82		
...	...	...	...	...	...				
9,317	8,606	2,895	25	24	...	14,377	13,206	3,846	131
						139,477	125,374	6,327	2,066
90,099	80,561	5,875	...	...	...	27,583	24,121	1,579	1,425
17,278	15,141	1,397	647	591	..	...	...	...	...
...	...	...	...	...	...	1,086,645	1,585,628	6,347	282,779
1,081,186	879,790	6,317	70,167	57,019	...	2,153,705	1,735,123	14,253	286,270
1,188,563	975,492	13,079	70,814	57,610	...				
						494	281	..	12
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	808	780	235	14
...	...	...	...	...	...				
...	...	...	...	...	...	8,697	7,772	1,750	41
...	...	...	...	...	...	381	359	38	...
1,972	1,815	871	219	200	...				
...	...	...	...	...	...	3,215	2,859	940	28
						1,740	1,518	..	82
2,438	2,127	839	...	..	...	72	69	7	...
403	344	...	952	835	...	363	359	...	...
48	45	...	...	...	...	157	127	154	13
...	...	...	...	...	...	...	...	...	...
157	127	154	...	...	...	5,870	4,956	904	3
...	..	...	...	...	...				
4,000	3,386	867	1,203	995	25	21,797	19,082	4,028	192
9,018	7,844	2,731	2,374	2,030	25				
						2,189,879	1,767,411	22,127	286,594
1,206,898	991,942	18,705	73,213	59,664	25				
						81,188	68,707	592	12,580
...	...	...	81,188	68,707	592				
			154,401	128,371	617	2,271,067	1,836,118	22,719	299,177
1,206,898	991,942	18,705							

II-B.—Distribution of Scholars attending

—	Government.			District Board.			Municipal Board.		
	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll 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.									
University and Intermediate Education.									
Arts and Science	175	180	135	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	27	25	27	...	...	...	...	...	...
Totals ...	202	205	162	...	...	...	...	...	...
School and Special Education.									
In High Schools	3,440	2,938	173	253	245	...	...	...	...
„ Middle Schools. English ...	533	403	50	...	...	...	325	300	...
„ Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...
„ Primary Schools ..	2,597	1,860	22	98,443	73,211	...	36,036	25,942	...
Totals ...	6,570	5,201	245	98,696	73,456	...	36,361	26,242	...
In Medical Schools ...	73	70	69	...	...	...	...	...	...
„ Normal and Training Schools	856	787	585	...	...	...	...	...	...
„ Technical and Industrial Schools	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Defectives ...	...	...	...	...	...	...	...	...	...
„ Schools for adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools	...	...	...	26	19	...	...	...	...
Totals ...	929	857	654	26	19	...	...	...	...
Totals for recognized institutions	7,701	6,263	1,061	98,722	73,475	...	36,361	26,242	...
IN UNRECOGNIZED INSTITUTIONS	...	...	...	...	...	...	...	...	...
Grand totals, all institutions for females	7,701	6,263	1,061	98,722	73,475	...	36,361	26,242	...
Grand totals, all institutions, Males and females.	92,052	72,054	3,229	807,387	632,596	963	153,113	117,135	266

Educational Institutions for Females.

Aided.			Unaided.						
Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on roll on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Grand total of scholars on rolls on March 31st.	Grand total of average attendance.	Grand total of residents in approved hostels.	Number of males included in column 16.
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
241	230	173	...	...	...	416	410	308	...
...	...	...	...	...	...	...	...	...	...
14	14	14	...	...	...	41	39	41	...
255	244	187	...	...	...	457	449	349	...
8,264	7,362	2,298	...	...	...	11,957	10,545	2,471	683
4,797	4,306	1,161	...	...	...	5,655	4,909	1,211	524
...	...	...	...	...	...	...	...	...	...
88,790	68,143	4,992	3,196	2,414	...	229,062	171,570	5,014	10,635
101,851	79,711	8,451	3,196	2,414	...	246,674	187,024	8,696	11,842
...	...	...	...	...	...	73	70	69	...
975	954	794	...	...	...	1,831	1,741	1,879	...
1,092	965	...	...	...	...	1,092	965	...	...
...	...	...	...	...	...	...	...	...	...
108	101	108	...	...	...	108	101	108	50
...	...	...	...	...	...	...	...	...	...
734	584	496	...	...	...	760	603	496	...
2,909	2,604	1,398	...	...	...	3,864	3,480	2,052	50
105,015	82,559	10,036	3,196	2,414	...	250,995	190,058	11,097	11,892
...	...	...	1,126	884	...	1,126	884	...	55
105,015	82,559	10,036	4,322	3,298	...	252,121	191,837	11,097	11,947
1,311,913	1,074,501	28,741	158,723	131,669	617	2,523,188	2,027,955	33,816	811,124

III-A.—Expenditure on Education for Males.

Expenditure on buildings includes Rs. 5,84,398 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 ; (3) Expenditure in private unrecognized schools ; and (4) Charges relating to Oriental Manuscripts Library, Registration of books, Text-book Committee, etc.

—	Government institutions.						District Board and Municipal institutions.						Aided institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings, etc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...		...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY AND INTERMEDIATE EDUCATION.															
Universities	...	...	...		...	...	...	...	...	...	...	...	4,15,470	...	...
Arts Colleges	4,25,656	...	...	2,07,127	14,208	6,46,991	...	...	...	...	12,050	12,050	1,92,753	115	600
Professional Colleges.															
Law	...	...	...	72,453	118	72,571	...	...	...	...	...	...	...	...	...
Medicine	3,06,595	..	...	91,002	201	3,97,798	...	...	...	...	...	...	...	...	...
Education	1,18,798	1,620	196	80	1,643	1,22,337	...	...	...	...	...	...	17,425	...	...
Engineering	1,28,556	...	..	26,591	8,064	1,63,211		...	...	...	...	...	...	...	...
Agriculture	1,01,237	...	...	...	307	1,01,544	...	...	...	...	...	...	...	...	...
Commerce	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry	1,13,932	...	...	...	...	1,13,932	...	...	...	...	...	...	...	...	...
Veterinary Science ...	60,472	...	...	...	...	60,472	...	...	...	...	...	...	...	...	...
Intermediate Colleges ...	48,449	..	...	41,748	2,236	92,424	4,000	...	2,060	7,976	19	14,055	35,864	237	726
Totals ...	13,03,686	1,620	196	4,39,001	26,777	17,71,280	4,000	...	2,060	7,976	12,069	26,105	6,61,512	352	1,326
SCHOOL EDUCATION.															
General.															
High Schools	1,65,103	...	...	85,083	3,896	2,54,082	4,65,023	3,91,403	1,29,805	11,11,852	37,626	21,35,709	7,68,593	3,000	1,000
Middle Schools. English ...	6,492	...	...	4,737	75	11,304	2,30,494	85,384	12,876	1,29,230	11,639	4,69,743	1,64,605	...	20
Middle Schools. Vernacular.	...	..	...	...	...	...	...		...	..	...	...	...	...	...
Primary Schools	5,93,287	...	...	1,353	15,764	6,10,404	33,87,368	30,12,903	8,39,528	96,347	7,904	73,44,050	33,99,431	3,339	4,683
Totals ..	7,64,882	...	...	91,173	19,735	8,75,790	40,82,885	34,89,690	9,82,309	13,37,429	57,189	99,49,502	43,32,629	6,339	5,703
Special.															
Arts Schools	59,251	...	...	...	...	59,251	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	4,49,328	...	...	60,478	201	5,10,007	...	...	...	...	...	...	...	...	...
Normal and Training Schools	10,78,066	21,118	2,512	886	1,822	11,04,384	19,850	8,077	...	64	..	27,991	2,68,436	1,505	233
Engineering Schools ...	38,372	...	...	7,257	347	45,976	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	2,17,413	...	...	...	...	2,17,413	488	654	...	...	...	1,143	90,870	...	...
Commercial Schools ...	28,574	...	...	18,957	522	48,053	...	...	..	...	...	...	1,477	...	...
Agricultural Schools ...	8,531	...	...	1,350	2,158	12,039	...	...	...	...	...	...	1,000	...	...
Reformatory Schools ...	56,524	...	...	...	...	56,524	...	...	...	...	...	...	...	...	...
Schools for Defectives ...	...	...	...	...	...	...	...	...	...	...	...	...	10,960	1,530	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	60,846	...	...	54	762	61,662	16,929	19,865	9,912	4,465	7,194	58,365	46,246	819	...
Totals ...	19,96,905	21,118	2,512	88,962	5,812	21,15,309	37,267	28,597	9,912	4,529	7,194	87,499	4,16,489	3,854	233
Grand totals ...	40,65,473	22,738	2,708	6,19,136	52,324	47,82,379	41,24,152	35,18,287	9,94,281	13,49,934	76,452	1,06,63,166	54,10,630	10,545	7,262

III-A.—*Expenditure on Education for Males*—cont.

Expenditure on buildings includes Rs. 5,84,393 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 ; (3) Expenditure in private unrecognized schools ; and (4) Charges relating to Oriental Manuscripts Library, Registration of books, Text-book Committee, etc.

—	Aided institutions—*cont.*			Recognized and unaided institutions.			Total expenditure from					
	Fees.	Other sources.	Total.	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	...	...	...	...	...	..	1,59,257	...	...	...	...	1,59,257
Inspection	...	...	...	...	...	...	13,22,298	..	..	...	...	13,22,298
Buildings, etc.	...	...	...	...	...	...	15,69,082	7,23,206	3,51,866	29,334	10,93,726	37,67,214
Miscellaneous, etc. ...	...	...		...	...	...	5,04,434	9,706	9,914	13,21,021	14,16,448	32,61,523
Totals ...	...	...	..	...	...	...	35,55,071	7,32,912	3,61,780	13,50,355	25,10,174	85,10,292
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities	3,56,502	80,995	8,52,967	...	...	...	4,15,476	...	...	3,56,502	80,995	8,52,967
Arts Colleges	8,17,508	2,65,654	12,76,630	...	7,774	7,774	6,18,409	115	600	10,24,635	2,99,686	19,43,445
Professional Colleges.												
Law	...	...	...	...	...	..	...	...	...	72,453	118	72,571
Medicine	...	...		...	..	...	3,06,595	...	...	91,002	201	3,97,798
Education	...	241	17,666	...	...	...	1,36,223	1,620	196	80	1,884	1,40,003
Engineering	...	..	...	...	...	...	1,28,556	...	...	26,591	8,064	1,63,211
Agriculture	...	...	...	...	...	...	1,01,237	...	...	...	307	1,01,544
Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	1,13,932	...	...	...	...	1,13,932
Veterinary Science ...	...	...	...	...	...	...	60,472	...	...	..	...	60,472
Intermediate Colleges ...	97,650	64,356	1,98,833	...	...		88,304	237	2,786	1,47,374	66,611	3,05,312
Totals ...	12,71,660	4,11,246	23,46,096	...	7,774	7,774	19,69,198	1,972	3,582	17,18,637	4,57,836	41,51,255
SCHOOL EDUCATION.												
General.												
High Schools	24,51,127	8,97,819	41,21,539	...	...	...	13,98,719	3,94,403	1,30,805	36,48,062	9,39,341	65,11,330
Middle Schools. English ..	2,41,796	2,86,668	6,93,089	3,732	20,588	24,320	4,01,591	85,384	12,996	3,79,495	3,18,990	11,98,456
Middle Schools. Vernacular ...	...	..	...	...	...	...	...	...	...	...	..	...
Primary Schools	6,52,427	24,20,531	61,80,411	45,526	1,02,833	1,48,359	73,80,086	30,16,242	8,44,211	7,95,653	22,47,032	1,42,83,224
Totals ...	33,45,350	33,05,018	1,09,95,039	49,258	1,23,421	1,72,679	91,80,396	34,96,029	9,88,012	48,23,210	35,05,363	2,19,93,010
Special.												
Arts Schools	...	...	...	...	...	...	59,251	...	...	..	...	59,251
Law Schools	...	...	...	...	...	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	4,49,328	...	...	60,478	201	5,10,007
Normal and Training Schools	1,354	78,669	3,48,137		...		13,64,352	30,700	2,745	2,284	80,431	14,80,512
Engineering Schools ...	...	...	...	9,391	...	9,391	38,372	...	...	16,648	347	55,367
Technical and Industrial Schools	20,077	7,57,194	8,67,641	...	...	...	3,08,271	655	...	20,077	7,57,194	10,86,197
Commercial Schools ...	7,351	6,587	15,410	15,871	5,598	20,969	30,051	...	...	42,179	12,202	84,432
Agricultural Schools ...	...	8,648	8,648	...	...	...	9,531	...	...	1,350	7,806	18,687
Reformatory Schools ...	...	...	...	...	...	...	56,524	..	...	...	...	56,524
Schools for Defectives ...	185	18,802	29,477	...	...	...	10,960	1,530	.	185	16,802	29,477
Schools for Adults ...	...	..	...	...	...		...	...	...	..	...	...
Other Schools	3,508	1,19,572	1,70,246	418	53,482	53,900	1,24,021	20,684	9,912	8,545	1,87,011	3,50,173
Totals ...	32,575	9,84,408	14,37,559	25,680	64,580	90,260	24,50,661	53,569	12,657	1,51,746	10,61,994	37,30,627
Grand total ...	46,49,585	47,00,672	1,47,78,294	74,938	1,95,775	2,70,713	1,71,55,252	42,84,482	13,66,031	80,43,948	75,35,397	3,83,85,184

III-B.—Expenditure on Education for Females.

Expenditure on buildings includes Rs. 16,480 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) Expenditure in private unrecognized schools.

—	Government institutions.						District Board and Municipal institutions.						Aided institutions.		
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings, etc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY AND INTERMEDIATE EDUCATION.															
Arts Colleges	76,715	...	...	12,865	693	90,273	...	...	...	...	...	...	25,661	...	...
Professional Colleges.															
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Education	15,299	...	...	480	...	15,779	...	...	...	...	...	...	5,967	...	...
Intermediate Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	1,537	...	...
Total ...	92,014	...	...	13,345	693	1,06,052	...	...	...	...	...	...	33,165	...	...
SCHOOL EDUCATION.															
General.															
High Schools	2,09,628	...	...	32,291	457	2,42,406	...	21,319	...	2,848	1,760	25,957	2,48,890	...	92
Middle Schools. English ...	29,800	...	...	3,104	22	32,926	1,000	...	9,303	2,592	...	12,895	81,675	...	...
Middle Schools. Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	54,108	...	...	647	...	54,755	6,88,797	5,68,832	3,20,341	5,338	1,887	15,84,695	4,90,589	1,100	3,668
Total ...	2,93,536	...	...	36,042	509	3,30,087	6,89,797	5,90,151	3,29,644	10,778	3,147	16,23,547	8,21,154	1,100	3,760
Special.															
Medical Schools	52,783	...	...	...	468	53,251	...	...	...	...	...	...	...	...	...
Normal and Training Schools	2,52,564	559	1,018	192	127	2,54,460	...	...	...	...	...	...	1,75,269	...	168
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	10,706	...	...
Schools for Defectives ...	...	...	...	...	...	...	...	...	...	...	...	...	4,501	1,100	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	10,789	...	...	...	...	10,789	...	434	...	...	...	434	5,957	...	...
Total ...	3,16,136	559	1,018	192	595	3,18,500	...	434	...	...	...	434	1,96,433	1,100	168
Grand total for females.	7,01,686	559	1,018	49,379	1,797	7,54,632	6,89,797	5,90,615	3,29,644	10,778	3,147	16,23,081	10,50,752	2,200	3,928
Grand total for males ...	40,65,473	22,738	2,708	6,19,136	52,324	47,62,379	41,24,152	35,18,287	9,94,281	13,49,934	76,452	1,00,83,106	54,10,630	10,546	7,262
Grand total for all ...	47,67,159	23,297	3,726	6,68,715	54,121	55,17,018	48,13,949	41,08,902	13,23,925	13,60,712	79,599	1,16,87,087	64,61,382	12,746	11,190

III-B.—*Expenditure on Education for Females*—cont.

Expenditure on buildings includes Rs. 16,480 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) Expenditure in private unrecognized schools.

—	Aided institutions—*cont.*			Recognized and unaided institutions.			Total expenditure from					
	Fees.	Other sources.	Total.	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.
Inspection	...	...	...	...	...	...	1,94,407	...	...	...	..	1,94,407
Buildings, etc.	...	...	...	...	...	...	2,38,435	33,888	13,462	1,188	2,37,220	5,24,193
Miscellaneous	...	...	...	...	...	...	2,13,780	1,811	209	4,43,243	5,25,015	11,84,058
Total ...	...	...	...	...	...	...	6,46,622	35,699	13,671	4,44,431	7,62,235	19,02,658
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Arts Colleges	14,730	61,459	1,01,850	...	...	...	1,02,376	...	...	27,595	62,152	1,92,123
Professional Colleges.												
Medicine	...	...	...	...	...	...	...	...	...	...	...	...
Education	183	11,263	17,413	...	...	...	21,266	...	...	663	11,263	33,192
Intermediate Colleges ...	1,471	4,185	7,193	...	...	...	1,537	...	...	1,471	4,185	7,193
Total ...	16,384	76,907	1,26,456	...	...	...	1,25,179	...	...	29,729	77,600	2,32 508

SCHOOL EDUCATION.												
General.												
High Schools	1,85,927	2,54,991	6,89,900	...	...	...	4,58,518	21,349	92	2,21,066	2,57,238	9,58,263
Middle Schools. English ...	51,355	1,30,761	2,63,791	...	...	...	1,12,475	...	9,303	57,051	1,30,783	3,09,612
Middle Schools. Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	59,740	5,55,947	11,11,044	300	17,047	17,347	12,33,194	5,69,932	3,24,009	66,025	5,74,381	27,67,841
Total ...	2,97,022	9,41,699	20,64,735	300	17,047	17,347	18,04,487	5,91,281	3,33,404	3,44,142	9,62,402	40,35,716
Special.												
Medical Schools	...	...	...	...	...	...	52,783	...	...	...	468	53,251
Normal and Training Schools	6,066	80,083	2,61,556	...	...	...	4,27,833	559	1,188	6,258	80,180	5,16,016
Technical and Industrial Schools	30	73,277	84,013	...	...	...	10,706	...	...	30	73,277	84,013
Schools for Defectives .	15	7,092	12,708	...	...	...	4,501	1,100	...	15	7,092	12,708
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	592	32,606	39,155	...	...	...	16,746	434	...	592	32,606	50,278
Totals ...	6,703	1,93,058	3,97,432	...	...	...	5,12,569	2,093	1,188	6,895	1,93,623	7,16,366
Grand total for females.	3,20,109	12,11,634	25,88,623	300	17,047	17,347	30,88,857	6,29,073	3,48,261	8,25,197	19,95,860	68,87,248
Grand total for males ...	46,59,585	47,00,672	1,47,78,694	74,938	1,95,775	2,70,713	1,71,55,326	42,84,482	13,66,031	80,43,948	75,35,397	3,83,85,184
Grand total for all ...	49,79,694	59,12,306	1,73,67,317	75,238	2,12,822	2,88,060	2,02,44,183	49,13,555	17,14,292	88,69,145	95,31,257	4,52,72,432

IV-A.—Race or Creed of Scholars in Institutions for the General Education of Males.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Hindus. Depressed classes.*	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Totals.
Total population ...	17,301	659,746	731,079	14,631,123	3,415,731	1,464,000	720	269	..	13,780	20,870,749
School Education.											
Primary—											
Class I	1,094	70,886	44,728	648,900	159,683	123,205	34	11	3	1,903	1,050,447
Do. II	507	25,009	22,133	255,167	45,826	43,320	24	9	...	302	392,367
Do. III	578	17,564	18,073	186,842	26,258	26,617	9	5	...	410	276,356
Do. IV	573	14,451	17,276	145,214	17,099	16,445	17	2	1	187	211,265
Do. V	590	6,859	12,730	54,136	4,375	6,013	12	7	2	106	84,830
Middle—											
Class VI	494	4,289	8,906	20,720	1,240	2,420	2	1	..	21	38,093
Do. VII	392	3,275	8,049	14,475	660	1,541	5	6		11	28,414
Do. VIII	345	2,882	7,791	11,955	498	1,183	...	3	...	14	24,671
High—											
Class IX	22	1,664	6,581	8,079	167	863	2	.	2	8	17,388
Do. X	174	1,374	5,882	6,306	122	718	1	5	..	6	14,588
Do. XI	151	1,362	6,576	6,426	98	664	1	5	2	1	15,286
Totals ...	4,920	149,615	158,725	1,358,220	256,096	222,989	107	54	10	2,969	2,153,705
University and Intermediate Education.											
Intermediate Classes—											
First year	13	312	2,203	1,444	16	161	...	.	1	2	4,152
Second year	10	259	1,891	1,159	9	114	1	1	...	...	3,444
Degree Classes—											
Third year	10	217	1,459	629	17	73	..	...	.	...	2,405
Fourth year	7	183	1,101	621	6	40	1	...	..	...	1,959
Fifth year	2	9	86	64	...	...	.	...	..	...	161
Post-Graduate Classes—											
Sixth year	1	9	40	28	...	1	..	...	...	...	79
Seventh year	...	...	...	...	...	...	...	...	..	...	...
Research students ...	...	...	..	..	...	...	...	...	.	...	...
Totals ...	43	989	6,780	3,945	48	389	2	1	1	2	12,209
Number of scholars in recognized institutions.	4,963	150,604	165,505	1,362,165	256,144	223,378	109	55	11	2,971	2,165,905
Number of scholars in unrecognized institutions	...	2,746	3,367	30,609	9,007	35,452	6	..	...	1	81,188
Grand totals ...	4,963	153,350	168,872	1,392,774	265,151	258,830	115	55	11	2,972	2,247,093

* The following are included under the heading "Depressed classes":—Ādi-Drāvidas, Ādi-Andhras, Badaga, Baruri, Bestha, Cheruman, Cherodi, Chenchus, Chakkili, Dandasi, Dambo, Gadaba, Haddi, Holeya, Jatapus, Kallar, Khond, Kaniyan, Kotas, Korajas, Koyi, Khonda, Konan, Kudmo, Lambadi, Mala, Madiga, Marava, Nakaras, Pallan, Paraiyan, Pambaikzaran, Paussa, Pirmalai Kallars, Relli, Savaras, Todas, Tottiyan, Valaiyan, Valluvan, Yerukuls and Yenadis.

IV-B.—Race or creed of Scholars in Institutions for the General Education of Females.

—	Europeans and Anglo-Indians. (1)	Indian Christians. (2)	Hindus. Brahmans. (3)	Hindus. Non-Brahmans. (4)	Hindus. Depressed classes. (5)	Muhammadans. (6)	Buddhists. (7)	Parsis. (8)	Sikhs. (9)	Others. (10)	Total. (11)
Total population	16,968	670,469	732,153	15,044,380	3,534,741	1,436,483	496	260	...	12,078	21,448,236
School Education.											
Primary—											
Class I	1,486	11,560	14,912	91,502	4,708	11,960	13	16	...	680	136,837
Do. II	554	5,126	6,625	25,067	1,097	2,978	4	11	..	168	41,630
Do. III	499	4,305	5,001	16,950	775	1,559	4	7	..	129	28,329
Do. IV	489	3,756	3,320	9,956	478	1,005	3	6	..	84	19,097
Do. V	431	2,940	1,498	4,578	218	372	2	5	..	31	10,075
Middle—											
Class VI	384	1,936	451	1,253	110	99	3	10	..	21	4,267
Do. VII	266	1,568	192	618	60	40	2	3	...	7	2,756
Do. VIII	247	1,312	101	310	60	23	...	4	...	3	2,060
High—											
Class IX	6	389	57	98	7	5	...	...	...	...	562
Do. X	187	303	34	86	5	5	1	3	..	...	574
Do. XI	105	287	45	90	2	7	1	..	...	...	487
Totals ...	4,654	33,432	32,236	149,608	7,520	18,053	33	65	...	1,123	246,674
University and Intermediate Education.											
Intermediate Classes—											
First year	16	118	29	31	2	2	1	..	...	...	194
Second year	18	50	12	21	...	1	...	...	...	...	102
Degree Classes—											
Third year	10	25	8	20	..	1	..	..	...	...	64
Fourth year	6	34	6	10	..	...	...	...			56
Fifth year	...	...	...	...	...	...	..	...	...	...	...
Post Graduate Classes—											
Sixth year	..	..	...	...	..	...	...	...	...	...	...
Seventh year	...	...	...	...	...	...	...	..	..	..	...
Research students ...	...	...	...	...	...	...	...	.	...	...	...
Totals ...	50	222	55	82	2	4	..	1	...	...	416
Number of scholars in recognized institutions.	4,654	33,654	32,291	149,690	7,522	18,057	33	66	..	1,123	247,090
Number of scholars in unrecognized institutions	...	39	107	469	75	436	...	...	...	...	1,126
Grand totals ...	4,654	33,693	32,398	150,159	7,597	18,493	33	66	...	1,123	248,216

The following are included under the heading "Depressed classes":—Ādi-Dravidas, Ādi-Andhras, Badagas, Chakkili, Haddi, Khonda, Korajas, Kotas, Lambadi, Nakara, Mala, Madiga, Pallan, Paraiya, Relli, Todas, Tottiyan, Valluvan and Yenadis.

V-A.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Males.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Brahmans.	Non-Brahmans.	Depressed classes.						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
SCHOOLS.											
Art Schools	10	74	84	352	24	...	...	...	...	...	494
Law Schools	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	23	96	399	280	...	10	...	...	...	...	803
Normal and Training Schools	...	1,696	2,778	3,168	491	564	...	...	...	...	8,697
Engineering and Surveying Schools	...	33	195	114	6	3	...	...	...	...	381
Technical and Industrial Schools	270	1,161	253	799	361	371	...	...	...	...	3,215
Commercial Schools ...	94	116	984	467	19	60	...	...	...	...	1,740
Agricultural Schools ...	...	51	2	17	...	2	...	...	...	...	72
Reformatory Schools ...	2	33	9	219	58	42	...	...	...	...	363
Schools for Defectives ...	5	96	2	24	23	7	...	...	...	...	157
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	63	3,725	2,020	21	27	...	...	...	14	5,870
Totals ...	404	3,419	8,381	7,490	1,003	1,086	...	...	...	14	21,797
COLLEGES.											
Law	...	20	684	241	...	22	...	...	...	...	967
Medicine	17	112	266	177	...	13	...	1	...	...	586
Education	1	41	158	23	...	1	...	...	...	...	224
Engineering	3	21	97	49	...	12	...	1	...	...	183
Agriculture	...	5	47	29	...	1	...	...	...	...	82
Commerce	...	...	...	...	...	...	...	...	...	...	...
Forestry	...	3	21	19	...	16	...	...	3	...	62
Veterinary Science ...	2	4	29	30	...	8	...	...	...	...	73
Totals ...	23	206	1,302	568	...	73	...	2	3	...	2,177
Grand totals ...	427	3,625	9,683	8,058	1,003	1,159	...	2	3	14	23,974

V-B.—Race or Creed of Scholars in Institutions for the Vocational and Special Education of Females.

—	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.
			Brahmans.	Non-Brahmans.	Depressed classes.						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
SCHOOLS.											
Medical Schools ...	3	44	9	17	...	...	...	...	...	...	73
Normal and Training Schools	83	1,267	45	329	22	80	...	...	...	2	1,831
Technical and Industrial Schools	60	751	48	82	148	5	...	...	...	...	1,092
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	...	...	...
Schools for Defectives...	...	77	1	24	5	1	...	...	...	...	108
Schools for Adults ...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ...	15	90	610	45	...	...	...	...	...	...	760
Totals ...	164	2,229	711	497	175	86	...	...	...	2	3,864
COLLEGES.											
Medicine	...	...	...	...	...	...	...	...	...	...	...
Education	7	22	4	8	...	...	...	...	...	...	41
Totals ...	7	22	4	8	...	...	...	...	...	...	41
Grand totals ...	171	2,251	715	505	175	86	...	...	...	2	3,905

VI.—Men Teachers.

—	Trained teachers with the following Educational qualifications.					Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
						Possessing a degree.		Possessing no degree.				
	A degree.	Passed Matric. or School final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
CLASSES OF INSTITUTIONS.												
Primary Schools.												
Government	...	127	370	990	25	...	1	52	639	1,512	692	2,204
Local Board and Municipal	5	1 026	7,026	16,014	147	1	19	1,167	4,015	24,218	5,202	29,420
Aided	13	1,002	4,920	8,496	115	9	29	5,037	29,500	14,546	34,675	49,121
Unaided	1	21	156	350	5	...	2	302	2,272	533	2,676	3,169
Totals ...	19	2,176	12,472	25,850	292	10	51	6,558	36,426	40,809	43,045	83,854
Middle Schools.												
Government	1	12	...	...	4	...	...	...	...	17	...	17
Local Board and Municipal	77	378	28	16	100	5	11	13	97	599	126	725
Aided	52	458	97	27	104	8	20	7	147	738	182	920
Unaided	2	16	...	8	2	1	6	..	5	23	12	35
Totals ...	132	864	125	46	210	14	37	20	249	1,377	320	1,697
High Schools.												
Government	71	81	6	1	31	5	2	5	25	190	37	227
Local Board and Municipal	637	953	95	19	298	24	27	85	372	2,002	508	2,510
Aided	1,066	1,444	317	55	461	62	67	220	706	3,343	1,055	4,398
Totals ...	1,774	2,478	418	75	790	91	96	310	1,103	5,535	1,600	7,135
Grand totals ...	1,925	5,518	13,015	25,971	1,292	115	184	6,888	37,778	47,721	44,965	92,686

VI-B.—Women Teachers.

—	Trained teachers with the following educational qualifications.					Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
						Possessing a degree.		Possessing no degree.				
	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
CLASSES OF INSTITUTIONS.												
Primary Schools.												
Government	...	37	52	37	5		1	2	33	131	36	167
Local Board and Municipal	..	67	1,465	1,190	10	1	..	130	512	2,732	643	3,375
Aided	4	212	2,246	831	21	2	3	159	1,811	3,314	2,175	5,489
Unaided	...	2	22	14	3	...	...	19	58	41	77	118
Totals ...	4	318	3,785	2,072	39	3	4	510	2,414	6,218	2,931	9,149
Middle Schools.												
Government	4	27	5	1	1	...	...	1	2	38	3	41
Local Board and Municipal	1	8	5	...	2	...	1	...	2	16	3	19
Aided	8	154	139	21	13	2	26	2	31	335	61	396
Totals ...	13	189	149	22	16	2	27	3	35	389	67	456
High Schools.												
Government	36	120	15	1	12	4	...	5	21	184	30	214
Local Board and Municipal	8	9	3	1	1	8	2	...	4	22	9	31
Aided	96	239	119	10	20	5	35	25	73	484	138	622
Totals ...	140	368	137	12	33	12	37	30	98	690	177	867
Grand totals ...	157	875	4,071	2,106	88	17	68	543	2,547	7,297	3,175	10,472

VII.—European Education.

Total, European population { Males. 17,301; Females. 16,968; Total. 34,269 }

Percentage to European population of those at school. Males. 30·2 Females. 29·4 Total. 29·8

—	Institutions.	Scholars on roll on March 31st.	Number of females in institutions for males and vice versa.	Number of Non-European on roll.	Teachers. Trained.	Teachers. Untrained.	Expenditure from Government funds.	Expenditure from Local funds.	Expenditure from Fees.	Expenditure from Other sources.	Total expenditure.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
							RS.	RS.	RS.	RS.	RS.
Institutions for Males.											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...
Training Colleges...	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	12	2,334	117	268	97	82	2,07,852	...	91,818	90,807	3,90,477
Middle Schools ...	14	1,771	609	178	83	23	53,275	...	19,539	1,08,893	1,81,707
Primary Schools	11	1,028	462	82	44	9	15,169	..	6,175	32,124	53,468
Training Schools ...	..	...	...	...	...	...	662	...	...	...	662
Technical and Industrial Schools.	..	...	...	...	...	...	...	...	...	...	...
Commercial Schools	..	...	...	...	...	...	...		...	...	...
Other Schools ...	..	...	...	...	...	...	7,779	...	...	...	7,779
Totals ...	37	5,133	1,188	526	224	99	2,84,737	...	1,17,532	2,31,824	6,34,098
Institutions for Females.											
Arts Colleges ...		..	...	...	...	...	...	...	...	...	...
Training Colleges ..	..	...	...	...		...	...	...	...	...	...
High Schools ...	18	2,545	400	367	145	70	1,48,829	...	1,04,706	68,960	3,27,495
Middle Schools ...	17	1,878	445	279	110	39	48,949	...	26,991	72,503	1,48,443
Primary Schools ...	11	714	304	25	32	16	10,681	...	7,381	24,049	42,061
Training Schools ..	2	84	...	...	12	...	27,216	...	3,030	5,224	35,470
Technical and Industrial Schools.	1	71	...	16	2	2	660	...	...	1,764	2,364
Commercial Schools ...	...	...	...	...	..	...	...	...	...	...	...
Other Schools ...	1	15	...	...	1	...	9,867	...	124	3,443	13,474
Totals ...	50	5,257	1,158	687	302	127	2,46,182	...	1,47,182	1,75,943	5,69,307
Grand totals for Institutions ...	87	10,390	2,346	1,213	526	226	5,30,919	...	2,64,714	4,07,767	12,03,400
		Inspection ...		...	...		25,331	...	...	...	25,331
		Buildings, etc.		...	...		86,677	...	11,585	1,40,665	2,38,927
		Miscellaneous		...	...		2,42,158	...	3,53,377	3,63,750	9,59,285
					Totals	...	3,54,166	...	3,64,962	5,04,415	12,23,543
					Grand totals ...		8,85,085	...	6,29,676	9,12,182	24,26,943

Expenditure on Buildings includes Rs. 794 spent by the Public Works Department.
Miscellaneous includes the following items:—
(i) Boarding charges in hostels. (ii) Scholarships in European Schools.
(iii) Expenditure on European Scholarship Examination.

VIII.—Examination results.

Examinations.	Males. Number of examinees. Public.	Males. Number of examinees. Private.	Males. Number of examinees. Total.	Males. Number passed. Public.	Males. Number passed. Private.	Males. Number passed. Total.	Females. Number of examinees. Public.	Females. Number of examinees. Private.	Females. Number of examinees. Total.	Females. Number passed. Public.	Females. Number passed. Private.	Females. Number passed. Total.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Degree Examinations.												
Arts and Science—												
D.Litt.	...	...	...	...	...	...	...	...	...	...	..	...
Ph.D.	...	2	2	...	1	1	...	...	...	...	...	...
D.Sc.	...	..	..	...	...	...	...	...	...	..	..	...
M.A.	..	74	74	..	28	28	...	11	11	...	4	4
M.S.		2	2	...	1	1	..	...	...	...	...	...
B.A. (Honours)	97	105	202	88	86	174	9	...	9	8	...	8
B.Sc. (Honours) ...	...	...	...	...	...	...	...	...	...	...	...	...
B.A. (Pass)	289	1,266	1,555	165	592	757	27	37	64	21	33	54
B.Sc. (Pass)	...	...	...	...	...	...	..	...	...	...	...	...
Law—												
Master of Law	...	31	34	...	3	3	...	...	...	...	...	...
Bachelor of Law ...	331	97	428	216	64	280	2	...	2	...	...	...
Medicine—												
M.D.	...	4	4	...	...	..	..	...	...	...	...	...
M.B., B.S. ...	46	46	92	16	26	42	2	1	3	1	...	1
L.M.S. (Madras)	19	17	36	5	4	9	4	3	7	1	...	1
L.C.P. & S. (Bombay) ..	...	...	...	...	...	...	...	...	...	...	...	...
M.S. F.M. (Calcutta) ...	...	...	...	...	...	...	...	...	...	...	...	...
M.S.	...	2	2	...	...	...		...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...	...	...	...	...	...	...
B. Hyg.	...	...	...	...	...	...	...	...	...	...	...	...
D.P.H.	...	...	...	...	...	...	...	...	...	...	...	...
B. Sc. (Sanitary) ...	13	2	15	3	...	3	...	...	...	...	...	...
D.T.M. (Calcutta) ...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—												
Bachelor of C.E. ...	24	...	24	14	...	14	...	...	...	...	...	...
Bachelor of M.E. ...	16	...	16	9	...	9	...	...	...	...	...	...
Education—												
B.E., B.T. & L.T. ...	127	49	176	101	35	136	34	20	54	23	13	36
Commerce—												
Bachelor of Commerce ...	...	...	...	...	...	...	..	.	..	..	...	...
Agriculture—												
Master of Agriculture ...	...	...	...	...	..	..	...	...	...	...	...	...
Bachelor of Agriculture.	22	...	22	20	...	20	...	...	...	...	...	...
Intermediate Examinations.												
Intermediate in Arts ...	1,884	2,939	4,823	664	929	1,593	54	155	209	30	80	110
Intermediate in Science ...	...	...	...	...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	...	...	...	...	...	...	159	...	159	142	...	142
Licence, Diploma or Certificate in teaching ...	863	...	863	617	...	617	...	...	...	...	...	...
Intermediate or Diploma in Commerce	...	...	...	...	...	...	...	...	...	...	...	...
Licentiate of Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary Examinations ...	...	...	...	...	...	...	...	...	...	...	...	...

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)
School Examinations.												
(a) On completion of High School Course—												
Matriculation—												
School Final, etc.	14,320	573	14,893	14,214	570	14,784	383	1	384	382	1	383
European High School	92	1	93	56	1	57	69	3	72	46	2	48
Cambridge Senior	82	38	70	14	3	17	16	9	25	10	5	15
(b) On completion of Middle School Course—												
Cambridge Junior.	35	3	38	22	...	22	31	10	41	21	3	24
European Middle ...	128	1	129	72	1	73	152	...	152	90	...	90
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 ...	2,742	...	2,742	1,647	...	1,647	831	...	831	526	...	526
Vernacular { Lower ...	3,854	...	3,854	2,378	...	2,378	453	...	453	261	...	261
At Art Schools—												
At Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
At Medical Schools ...	114	208	322	97	143	240	...	11	11	...	10	10
At Engineering Schools...	57	272	329	47	128	175	...	...	...	...	...	...
At Technical and Industrial Schools	215	1,046	1,261	127	676	803	11	223	234	9	152	161
At Commercial Schools ...	776	4,580	5,356	354	1,649	2,003	19	32	51	8	11	19
At Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
At Other Schools ...	...	...	...	...	...	...	...	...	...	...	...	...

IX.—*Scholars by classes and ages.*

Ages.	Primary.					Middle.			High.			Totals.	Intermediate.		Degree.			Post Graduate.		Total.	Grand Total.
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI		First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.		
Below 5 ...	20,628	68	...	...	...	...	...	...	...	...	...	20,696	...	...	...	...	...	...	...	...	20,696
5 to 6 ...	207,615	6,392	398	20	...	...	...	...	...	...	...	214,536	...	...	...	...	...	...	...	...	214,536
6 to 7 ...	257,784	35,362	3,765	262	11	3	...	...	...	...	...	297,187	...	...	...	...	...	...	...	...	297,187
7 to 8 ...	232,187	65,082	21,204	3,039	167	7	...	...	...	...	...	321,716	...	...	...	...	...	...	...	...	321,716
8 to 9 ...	170,380	81,860	41,457	15,717	2,164	181	10	...	...	...	...	311,719	...	...	...	...	...	...	...	...	311,719
9 to 10 ...	105,867	75,444	55,344	30,173	8,371	1,331	113	9	...	...	...	277,652	...	...	...	...	...	...	...	...	277,652
10 to 11 ...	63,120	56,988	55,501	40,909	14,405	5,011	1,133	174	1	...	...	237,212	...	...	...	...	...	...	...	...	237,212
11 to 12 ...	36,520	37,077	44,859	42,455	18,175	8,062	2,782	1,127	34	...	...	192,091	...	...	...	...	...	...	...	...	192,091
12 to 13 ...	21,947	22,612	30,460	36,702	17,730	9,221	6,351	3,551	604	10	2	149,220	...	...	...	...	...	...	...	...	149,220
13 to 14 ...	14,258	12,668	18,189	25,301	13,790	7,730	6,815	5,119	2,492	433	65	106,860	...	...	...	...	...	...	...	...	106,860
14 to 15 ...	10,452	7,980	9,911	14,334	9,328	5,106	5,647	5,561	3,854	1,898	517	74,618	2	7	...	...	...	...	...	2	74,620
15 to 16 ...	8,148	5,530	5,535	7,514	5,279	3,028	3,642	4,820	4,243	3,352	1,857	52,948	279	237	15	...	...	...	...	266	53,274
16 to 17 ...	7,849	4,907	3,924	4,313	2,408	1,544	2,017	3,179	3,412	3,654	2,959	39,756	835	664	103	24	...	...	...	1,087	40,843
17 to 18 ...	5,984	4,362	2,918	2,550	1,364	614	888	1,750	1,227	2,894	3,277	28,523	1,109	109	438	102	12	18	...	1,908	30,426
18 to 19 ...	5,329	3,866	2,510	1,853	602	298	411	720	890	1,638	2,753	20,876	926	271	596	445	30	10	...	2,474	23,350
19 to 20 ...	6,017	4,064	2,722	1,008	406	120	194	392	323	796	1,969	18,611	600	773	596	445	30	10	...	2,454	21,065
Over 20 ...	12,459	9,855	5,962	3,593	614	154	167	329	174	487	2,324	36,118	595	894	1,314	1,437	119	51	...	4,410	40,528
Total ...	1,187,284	438,907	304,085	209,362	94,905	42,960	31,170	26,781	17,950	15,162	15,773	2,400,379	4,346	3,546	2,469	2,056	161	79	...	12,616	2,412,995