

EDUCATION AND PUBLIC HEALTH DEPARTMENT
(Education)

G.O. No. 1052, 9th May 1938

Report on Public Instruction—Quinquennium ending 31st
March 1937—Reviewed.

READ—the following paper:—

From the Director of Public Instruction, dated 23rd
November 1937, R.O.C. No. 640-F/37.

Order—No. 1052, Education, dated 9th May 1938.

The report of the Director of Public Instruction for the quinquennium ending the 31st March 1937, is in the main a record of continued progress. On account of financial stringency in the earlier years of the quinquennium it was necessary to adopt several measures of retrenchment; these were, however, so designed as not to cause any curtailment of the facilities for education already available. Towards the close of the quinquennium a new class of superior inspecting officers known as Divisional Inspectors of Schools was sanctioned by Government. There are four such Inspectors and their duties are mainly to exercise control over the District Educational Officers and Deputy Inspectors and to ensure that the large funds allotted for grants-in-aid are properly utilized.

2. *University Education.*—The quinquennium was in many respects an important period in the history of the Madras University. Besides a large extension of research work, the constitution of the new faculty of Veterinary Science, the institution of new research degrees, the formation of a University Students' Union and the organization of the Inter-Collegiate and Inter-University Tournaments, the period saw the completion of the University building scheme at an aggregate cost of about 20 lakhs of rupees and the completion of the Tamil Lexicon. As a result of the transfer of the Madras Christian College to its new buildings at Tambaram since the close of the quinquennium, the institution has ceased to be a constituent college, but enjoys the privileges of affiliation to the Madras University.

As regards the Andhra University, the construction of buildings with hostel accommodation and appurtenances for the University College and the opening of the University College of Science

and Technology, the latter made possible by the munificent endowment of the Maharaja of Jeypore, represent two of the most outstanding events. A general inspection of affiliated colleges was conducted in 1933 by a University Commission, the first of its kind since the inauguration of the University. Arrangements were also made for conducting, with effect from January 1934, the Andhra University Medical Examination independently of the Madras University.

The most noteworthy developments in connexion with the Annamalai University were the incorporation into the University in 1932 of the Raja Annamalai Music College and the Oriental Training College and the organization of a department of research in Tamil. The tutorial system was introduced in the University Colleges of the Andhra University and in the Annamalai University.

The number of Arts Colleges for Men and Women and their strength decreased from 44 and 12,646, respectively in 1931-32 to 42 and 12,168 respectively in 1936-37, the slight decrease in both cases being due to the transfer of two colleges, viz., the Parlakimedi Raja's College and the Kallikotta Raja's College, Berhampur, to the Orissa Province in April 1936. The number of women students attending Arts Colleges showed a further increase from 681 to 1,024. Although the number of professional colleges remained the same as in the previous quinquennium, viz., 12, their strength increased from 2,121 (1,983 men and 138 women) to 2,530 (2,355 men and 175 women).

3. *Secondary education.*—The number of secondary schools for boys has remained practically stationary but there has been a steady growth in the number of high schools accompanied by a decline in the number of middle schools. The continuous decline of the latter is largely due to the increase in the number of higher elementary schools which in many cases function as cheap middle schools. This is an unsatisfactory feature and the question of devising means for arresting such unhealthy competition between the two classes of schools by prescribing different syllabuses of study is engaging the attention of Government.

It is gratifying to note that the movement for the use of the mother-tongue as the medium of instruction in high schools made further progress during the quinquennium and that 184 high schools for boys representing 51 per cent of the total number of schools have adopted the change. The Government consider that there should be a more extensive use of the mother-tongue as the medium of instruction in high schools and necessary instructions in this regard are being issued.

4. *Elementary education.*—At the end of a decade of rapid numerical expansion of elementary schools for boys their number had reached 50,121 in 1930-31. Since then, the number gradually decreased till at the end of 1936-37, there were in the Presidency 41,128 schools. The strength in these schools had on the contrary

increased during the quinquennium from 2,264,776 to 2,492,909 or by 10 per cent. Similarly, although the number of elementary schools for girls decreased from 5,672 to 4,807 their strength increased from 358,394 to 380,495 or by 6 per cent. This is partly due to the wholesome reaction in favour of a policy of concentration and consolidation of schools as against one of expansion without regard to either the geographical distribution or the organization of schools. The distribution of pupils among standards I to V at the beginning and at the end of the quinquennium was as follows :—

I Standard	Percentage of pupils in each standard to the total number on rolls in standards I to V.			
	1932.	1937.		
I Standard	49.5 per cent	47.0 per cent		
II Do.	20.7	20.7		
III Do.	14.7	15.2		
IV Do.	11.1	12.3		
V Do.	3.7	4.6		

The position as revealed by these figures is very unsatisfactory. The majority of pupils in elementary schools leave school without attaining permanent literacy and there is much stagnation in the first two standards. Considerable attention has been paid to this matter recently and rules have been framed with a view to improve the efficiency of schools and to ensure that as far as possible children enrolled in schools complete the full primary course. The Government hope that the measures adopted will bring about a rapid improvement in the present state of affairs.

5. *Women's education.*—The progress in women's education was kept up. The number of girls reading in public elementary schools increased by 24 per cent while the number attending secondary schools increased by about 46 per cent. The percentage of girls under instruction to the total female population rose from 3 to 4 during the quinquennium.

6. *Muhammadan education.*—There was a satisfactory increase in the number of Muslim boys and girls under instruction in public institutions, the increase being 9 per cent in the case of boys and 26 per cent in the case of girls. Reference was made in the previous report to a Committee appointed to consider the question of Muhammadan education. During the quinquennium orders were passed on the various recommendations of the Committee. The most important of these relate to religious instruction for Muslim pupils in schools under public management. The Government accepted the principle that instruction should be provided within school hours in institutions under departmental management chiefly intended for Muslims and that local bodies should be at liberty to incur expenditure from their funds on the provision of Muslim religious instruction in schools under them.

7. *Education of the scheduled castes.*—The education of the scheduled castes continued to receive special attention. The Government framed a rule to the effect that if no pupils of the

scheduled castes actually attended a school, the school should be deemed to refuse admission to such pupils thereby rendering itself liable to forfeiture of recognition unless the management showed that no pupils of the castes in question resided within a distance of one mile from the school or adduced other satisfactory reasons. The rule has had a salutary effect and the number of schools not accessible to the scheduled castes is rapidly diminishing. The Government are glad to note that there was an increase of 8 per cent in the number of boys and of 27 per cent in the number of girls of the scheduled castes attending schools.

(By order of His Excellency the Governor)

C. H. MASTERMAN,
Secretary to Government.

To the Director of Public Instruction.
,, Local Administration Department.
,, Public (Political) Department.
,, Development Department.
,, Secretariat Library.

Copy to the Government of Orissa (with C.L.).
Press.

TABLE OF CONTENTS.

PARA.		PAGE
1	Introduction	1
2	The chief events of the quinquennium—	
1	Educational finance	1
2	Legislative Council and education	2
3	Educational policy	3
4	Committees and their reports	3
5	Reorganization of the Inspecting agency	4
6	University development	5
7	Mass education	6
8	Secondary education	7
9	Women's education	9
10	European education	10
11	Muhammadan education	10
12	Special schools	11
13	Manual training	12
14	Physical education	12
15	Medical inspection	13
16	District Board Educational Officers	13
17	District Economic Councils	13
18	Changes in the Grant-in-aid Code and the Madras Educational Rules	13
19	Test audit of grants	14

I. GENERAL SUMMARY.

3	Statistics relating to institutions	14
4	Institutions and scholars by districts	15
5	Institutions according to managing agencies	15
6	Education in relation to population	15
7	Scholars according to classes of community	15
8	Scholars studying English	16
9	Scholars unprotected from smallpox	16
10	Extent of education in municipal and non-municipal areas	16
11	General statistics of receipts and charges	16
12	Provincial receipts and charges	19
13	Grants-in-aid	19
14	Miscellaneous charges	19
15	Average cost and average fee	20

II. CONTROLLING AGENCIES.

16	Direction	20
17	Inspection	20
18	Personnel	22

III. UNIVERSITY AND COLLEGIATE EDUCATION.

A. The Madras University.

19	(i) General	25
	(ii) Changes in the personnel	25
	(iii) Authorities of the University	26
	(iv) Courses of studies and examinations	26
	(v) Constituent and affiliated colleges	28
	(vi) University Inspection Commission	30
	(vii) University Convocations	30
	(viii) Departments of Research and Study	31
	(ix) Catalogus Catalogorum	32
	(x) University lectures	33
	(xi) Tamil Lexicon	33
	(xii) The University Students Information Bureau	33
	(xiii) The University Students Union	34
	(xiv) Inter-University and Inter-Collegiate Tournaments	34
	(xv) University endowments	34
	(xvi) Finance	35
	(xvii) General	37

CONTENTS

PARA.

PARA.		PAGE
	<i>B. The Andhra University.</i>	
19	(i) The Jeypore Endowment	37
	(ii) Vice-Chancellor	37
	(iii) Sites and buildings	37
	(iv) University organization and development	38
	(v) Affiliated and recognized colleges	42
	(vi) Medical College, Vizagapatam	43
	(vii) General Inspection Commission	43
	(viii) Extension lectures	44
	(ix) Foreign Fellowship	45
	(x) Special Convocation	45
	(xi) Research degrees	45
	(xii) Tutorial scheme	45
	(xiii) The University Library	45
	<i>C. The Annamalai University.</i>	
	(i) Personnel	46
	(ii) Authorities and meetings	47
	(iii) Items of academic importance	47
	(iv) Vernacularization	47
	(v) Courses of study and examinations	48
	(vi) Research and publications	48
	(vii) Special lectures	49
	(viii) Conferences	49
	(ix) Endowments	50
	(x) Items of general interest	50
	<i>D. The Madras University Training Corps.</i>	
20	The Madras University Training Corps	52
	<i>E. Arts colleges.</i>	
21	Number of colleges	53
22	Number and distribution of students in Arts Colleges	53
23	Classification of scholars according to the communities	54
24	Accommodation and equipment	54
25	Staff in Government colleges	55
	<i>F. Colleges or departments of colleges for professional training.</i>	
26	General	55
27	Distribution of pupils according to the professions for which they study	55
28	Distribution according to the communities	55
29	The Law College, Madras	56
30	Medical Colleges	56
31	College of Engineering, Guindy	58
32	Teachers' College, Saidapet	59
33	Training College, Rajahmundry	60
34	Lady Willingdon Training College, Madras	61
35	Veterinary College, Madras	62
36	Madras Forest College, Coimbatore	64
37	Agricultural College, Coimbatore	64
	<i>G. Colleges for women.</i>	
38	General statistics	66
	<i>IV-A. SECONDARY EDUCATION—BOYS.</i>	
39	Number of schools	66
40	Strength of schools	68
41	Admissions and promotions	70
42	Accommodation	70
43	Equipment	71
44	Staffing of secondary schools	72
45	Fees	75
46	Religious and moral instruction	75
47	Parental control and discipline	76
48	Teaching in secondary schools	77
49	Conditions of service	79
50	The working of the Secondary School-Leaving Certificate Scheme.	79
51	District Secondary Education Boards	80
52	Expenditure on secondary schools for boys	81
53	Reorganization of secondary education	81

CONTENTS

PARA.		PAGE
	<i>IV-B. SECONDARY EDUCATION—GIRLS.</i>	
54	Number of schools	84
55	Strength of schools	84
56	Accommodation	85
57	Equipment	85
58	Working of the Secondary School-Leaving Certificate scheme	85
	<i>V. MASS EDUCATION.</i>	
	<i>A. Elementary schools for boys.</i>	
59	Number of schools	85
60	Schools according to management	87
61	Strength of schools	87
62	Distribution of pupils according to standards	88
63	Provision of schools in rural areas	90
64	Single-teacher schools	90
65	Stability of schools	90
66	Panchayat schools	90
67	Number and strength of night schools	91
68	Staffing of schools	92
69	Salaries of teachers in schools	92
70	Accommodation of schools	93
71	Equipment in schools	96
72	Inspection of schools	96
73	Expenditure on schools	96
	<i>B. Elementary schools for girls.</i>	
74	Number of schools	97
75	Strength	97
76	Provision of schools in rural areas	98
77	Single-teacher schools	99
78	Staffing of schools	99
79	Accommodation and equipment	99
80	Accommodation and equipment—extracts from officers' reports.	100
81	Inspection of schools	102
	<i>C. Impediments to the progress of literacy and the measures recently adopted to overcome them.</i>	
82	General	102
83	Persistence of stagnation and wastage	103
84	Causes of wastage and stagnation	104
85	Measures recently adopted to eliminate wastage and promote literacy	106
86	Compulsion	107
	<i>VI. EXPERIMENTS IN EDUCATION.</i>	
87	Lady Willingdon Training College, Madras	110
88	The National Girls' School, Mylapore	113
89	Educational experiments in boys' schools	114
	<i>VII. PHYSICAL EDUCATION.</i>	
90	Physical education for men	114
91	Physical education for women	114
	<i>VIII. BOY SCOUT AND GIRL GUIDE MOVEMENTS.</i>	
92	The Boy Scout movement	115
93	The Girl Guide movement	116
	<i>IX. SPECIAL EDUCATION.</i>	
	<i>A. Training of teachers—Men.</i>	
94	Number of institutions	117
95	Strength	118
96	Accommodation	118
97	Stipends and admissions	118
98	Manual training	118
99	T.S.L.C. Examinations and Certificates	118

PARA.		PAGE
	<i>B. Training of teachers—Women.</i>	
100	Number of institutions	119
101	Accommodation	120
102	Stipends and stipendiary grants	120
	<i>C. Medical schools.</i>	
103	Medical schools	120
	<i>D. Technical and Industrial, Commercial and Art Education.</i>	
104	Government School of Technology	122
105	Government Industrial School, Madras	123
106	New Government Industrial and Trade schools	124
107	Government Textile Institute, Madras	125
108	School of Arts and Crafts, Madras	125
109	Aided Industrial schools	126
110	Reformatory and Certified schools	127
111	Agricultural Middle schools	128
	<i>X. EDUCATION OF ANGLO-INDIANS AND EUROPEANS.</i>	
112	Number of institutions	128
113	Strength of institutions	129
114	Staff	130
115	Training schools	130
116	Special schools	130
117	Accommodation and equipment	131
118	Philanthropic and cadet grants	131
119	Medical inspection of schools	132
120	The European School-Leaving Certificate Scheme	132
121	Examinations	132
122	Provincial and Inter-Provincial Boards for Anglo-Indian and European Education	132
123	Teachers' Provident Fund	133
124	General	133
	<i>XI. EDUCATION OF MUHAMMADANS.</i>	
125	Collegiate education	134
126	Secondary education	134
127	Elementary schools	135
128	Special schools	135
129	Education of Mappillas	135
130	Expenditure on Muhammadan education	139
	<i>XII. EDUCATION OF SCHEDULED AND OTHER SPECIAL CLASSES.</i>	
131	Education of scheduled classes	139
132	Education of criminal tribes	143
133	The aboriginal and hill tribes	143
134	Convict schools	144
135	Schools for children employed in factories and plantation areas	146
	<i>XIII. EDUCATION OF THE BLIND, DEAF-MUTES AND OTHER DEFECTIVES.</i>	
136	Education of the blind, deaf-mutes and other defectives	146
	<i>XIV. EDUCATION OF INDIAN CHIEFS AND NOBLES.</i>	
137	Education of Indian chiefs and nobles	149
	<i>XV. PRIVATE INSTITUTIONS.</i>	
138	Maktabs	149
139	Mulla schools	149
140	Tols	149
141	Sanskrit colleges	150
142	Patasalas	150
	<i>XVI. SCHOLARSHIPS.</i>	
143	Scholarships	150
	<i>XVII. HOSTELS.</i>	
144	General	151
145	Expenditure relating to hostels	151
146	Extracts from officers' reports	152

PABA.		PAGE
	<i>XVIII. BOOKS.</i>	
147	Government Oriental Manuscripts Library	152
148	Madras Text-Book Committee	153
149	Registration of books	154
	<i>XIX. MISCELLANEOUS.</i>	
150	Education in cantonment areas	155
151	Libraries	155
152	The Connemara Public Library	156
153	Educational associations and reading rooms	156
154	Indian Red Cross movement	156
155	Publications	156
156	Provident Fund	157
157	Lessons on road safety	157
158	Employment of Teachers as Postmasters	157
159	Service registers and inventories of valuable stock	157
160	New features of the report	157
	<i>APPENDIX.</i>	
	(a) Names of municipalities that do not levy education cess	158
	(b) Names of municipalities that have introduced compulsion	158
	(c) Names of taluks in which compulsion has been introduced.	158
	<i>GENERAL EDUCATIONAL TABLES.</i>	
(1)	General summary of educational institutions and scholars.	159
(2)	General summary of expenditure on education	160
(3)	I. Classification of educational institutions	161
(4)	II-A. Distribution of scholars attending educational institutions for males	162-163
(5)	II-B. Distribution of scholars attending educational institutions for females	164-165
(6)	III-A. Expenditure on education for males	166-169
(7)	III-B. Expenditure on education for females	170-173
(8)	IV-A. Race or creed of male scholars receiving general education	174-175
(9)	IV-B. Race or creed of female scholars receiving general education	176-177
(10)	V-A. Race or creed of male scholars receiving vocational and special education	178
(11)	V-B. Race or creed of female scholars receiving vocational and special education	179
(12)	VI-A. Men teachers	180
(13)	VI-B. Women teachers	181
(14)	VII. Anglo-Indian and European education	182
(15)	VIII. Examination results	183-185
(16)	IX. Statistics of educational institutions in rural areas	186-187
(17)	X. Scholars by classes and ages	188
	<i>CHARTS.</i>	
	I Strength of boys and girls in elementary and secondary schools	68
	II Boys and girls in elementary schools	86
	III Wastage in elementary schools for boys and girls in 1936-37	104

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS,

Dated 23rd November 1937.

R.O.C. No. 640-F/37.

From

H. F. SAUNDERS, Esq., M.A., I.E.S.,
Acting Director of Public Instruction,
Madras,

To

THE SECRETARY TO GOVERNMENT,
EDUCATION AND PUBLIC HEALTH DEPARTMENT,
Fort St. George, Madras.

SIR,

I have the honour to submit herewith my report on the state and progress of education in the Madras Presidency for the quinquennium ending 31st March 1937.

For the preparation of the report Mr. P. Bhadrish was placed on special duty.

THE CHIEF EVENTS OF THE QUINQUENNIAL.

2. (1) *Educational Finance*.—The continuance of the financial stringency necessitated the adoption of further measures of retrenchment in the early part of the period under report. Economies were effected by the abolition of certain gazetted posts, viz., the posts of Senior Lecturer in Second Grade Colleges and the relegation of a few others to the Subordinate Educational Service, by the closure of the Government School of Engineering at Vizagapatam, the Government Schools of Commerce at Calicut and Vizagapatam, the Institute of Commerce at Madras and the school department of the Victoria College, Palghat. Further the staff of the Government Secondary and Higher and Lower Grade Training Schools for Masters was reduced. Stipends and deputation allowances to teachers under training in the Training Colleges and Secondary Grade Training classes were discontinued and the Philosophy course for B.A. and B.A. (Hons.) in all Government Colleges, the Logic course for Intermediate in the Arts College, Rajahmundry, and the Music course in the Queen Mary's College were abolished though the Philosophy course in the Victoria College, Palghat, and the Music course in the Queen Mary's College

have been revived subsequently. On the other hand, tuition fees in Government Arts and Professional Colleges were raised and a registration fee was introduced with a view to increasing the fee income. As the financial stringency, however, became less acute, the policy of rigid economy began to be relaxed. The cut of 3.5 per cent imposed at the end of the previous quinquennium on educational grants to aided institutions and subsidies to local bodies was reduced to 2 per cent in 1932-33 and was removed altogether in 1933-34. The embargo placed on the admission of new schemes for building and equipment grants was withdrawn in 1934-35. The 10 per cent cut in the salaries of the officers in the Provincial and Subordinate Educational Services was also "restored" in 1933-34. Consequently provincial charges including expenditure on schools and colleges not under the control of the Department began to increase as well as the amount of grants-in-aid paid to privately managed institutions including aided elementary schools. During the first four years of the quinquennium the total direct expenditure on education increased from Rs. 110.13 lakhs to Rs. 127.20 lakhs and the indirect expenditure rose from Rs. 121.46 lakhs to Rs. 124.31 lakhs. The expenditure in the last year of the quinquennium under the corresponding heads shows, however, a slight reduction caused by the transfer of a portion of this Presidency to the newly formed province of Orissa.

(2) *Legislative Council and Education.*—The members of the Legislative Council continued to evince keen and sustained interest in matters relating to educational policy and administration. The opportunity afforded by the Budget Session was invariably availed of by the members to raise and discuss a wide variety of educational topics, the range of which is indicated by the following list of subjects on which questions were asked and discussions held in the Council: the cuts in the allotment to the District Educational Councils and in the subsidy to local boards; implementing the policy of consolidation and concentration, and the working of this policy where it had been introduced; the working of the modified form of compulsory education in elementary schools; restrictions on school fee concessions to pupils of the backward and depressed classes, and educational concessions to children and dependants of the ex-army men; award of more liberal grants to schools maintained for the scheduled classes or run by managers belonging to them; inauguration of schools for adult education; provision for imparting religious instruction to Muslim pupils in Board and Municipal Secondary schools, and grants to Mappilla Elementary schools; accessibility of public schools to the scheduled class pupils and their admission without payment of fees into Secondary schools under the control of local bodies; admission of candidates into Teachers' Training Colleges and schools and appointment of Selection Committees for all Secondary Grade Training schools; revision of the S.S.L.C. scheme; expenditure on collegiate education; pay of manual training instructors employed in secondary schools; utilization of the games fund of secondary schools; proposals for the better organization and supervision of

physical education in schools; conversion of a portion of the fore-shore of the Madras Beach into playgrounds for the local educational institutions; prescription of a maximum grant by Government for acquiring playing fields for schools; personnel of the Text-book Committee; need for preventing excessive use of text-books in elementary schools and frequent change of text-books in secondary schools; working of the Provident Fund scheme for teachers in non-pensionable service; boarding grants; inspection of the offices of District Educational Officers; elections and nominations to the District Educational Councils, etc.

(3) *Educational policy.*—Feeling the need for formulating a general policy of reorganization and improvement of all stages and grades of education, Government undertook in the last two years of the quinquennium a comprehensive survey of the whole field of education and a re-scrutiny of the reports presented by the special committees appointed in the last few years, as well as the very important report of the Auxiliary Committee of the Indian Statutory Commission popularly known as the Horthog Committee. As the result of a thorough examination of the present structure of the educational system and of the most pressing educational problems, certain conclusions were reached by Government as to the main objectives to be aimed at in every branch of education and the lines of advance to be pursued for realizing the aims. The resolution setting forth the intentions and proposals of Government is embodied in the Press Communiqué No. 1398, dated 26th June 1937.

(4) *Committees and their reports.*—(i) Committee on Higher Elementary schools—this committee was appointed in 1932 with Mr. R. M. Statham, C.I.E., as Chairman. The terms of reference were—

- (1) The course of study in rural Higher Elementary schools for boys;
- (2) the question of bifurcation after standard V;
- (3) the giving of vocational or pre-vocational instruction in the higher standards in Higher Elementary schools; and
- (4) the consequential changes which would be necessary in the courses of study in Training schools.

The main recommendations made by the committee were the continuance of higher elementary schools in rural and urban areas, discouraging, however, their establishment in localities served by secondary schools, improvement of the teaching of vernaculars, attaching greater importance to pre-vocational instruction and practical work, alteration of the scheme of compulsory and optional subjects, encouragement of the use of the project method, establishment of a separate departmental organization to supervise the preparation of text-books and to approve them for class use and the promotion of the cultivation of school gardens for affording facilities for practical work and nature study.

Government passed orders approving generally the recommendations of the committee and calling for the necessary proposals.

(ii) To draft syllabuses and courses of study for all subjects that are taught in lower and higher elementary schools on the lines recommended by the above mentioned committee on Higher Elementary schools, a committee of officials and non-officials with Mr. R. M. Savur as Chairman was appointed in 1936. The report and syllabuses prepared and submitted by the committee are under scrutiny.

(iii) The Education Committee of the Provincial Economic Advisory Council of which Diwan Bahadur Sir S. Kumaraswami Reddiyar, then Educational Minister, was the Chairman, considered ways and means for expanding elementary education and the possibility of introducing compulsion in all villages and towns with a population of 5,000 and over. The recommendations of the committee are grouped under three headings—

- (1) Recommendations to eliminate the present waste of educating children who attend school but who leave it before they attain permanent literacy.
- (2) Recommendations to encourage more children to attend school voluntarily.
- (3) Recommendations as to how far compulsion should be resorted to to compel children to attend school and to remain there until they attain permanent literacy.

The committee emphasised the necessity for preparing the ground before extending compulsion, as any scheme of compulsion in the opinion of the committee is bound to be ineffective and extremely wasteful, if the conditions precedent to its successful working are not fulfilled. The committee further recommended that when compulsion is first introduced into any area only boys between 6 and 8 and girls between 5 and 7 should be compelled to attend school and remain at school until they reach the age of 12 (11 in the case of girls) or until they have completed the V standard.

(iv) A committee of non-officials with Mr. R. M. Statham, C.I.E., as Chairman, was appointed to go into the question of fee concessions granted under rule 92 of the Madras Educational Rules.

(v) The committee appointed in 1932 to prepare syllabuses for Arabic education in Elementary and Advanced Arabic schools submitted its report in 1933, on which Government have ordered the collection of certain particulars regarding the existing Arabic institutions.

(5) *Reorganization of the inspecting agency.*—In pursuance of the policy of retrenchment, (i) the two districts of Anantapur and Chittoor were amalgamated into a single educational charge, abolishing one of the posts of District Educational Officers; (ii) the two separate charges of North and South Malabar were combined

into a single educational charge, abolishing another post of District Educational Officer; and (iii) one of the posts of Inspectresses of Girls' Schools was abolished, reducing the number of circles from seven to six. With the formation of the Orissa Province and the transfer of portions of Madras to that province from 1st April 1936, the District Educational Officer, Ganjam, has passed on to the control of the new Province, along with the respective Deputy Inspectors (Senior and Junior grade) and the Sub-Assistant Inspectress serving in the transferred portions.

Early in the quinquennium Government sanctioned, as a measure of economy, the Director's proposal for the reconstitution of the ranges of Deputy Inspectors of Schools on a talukwar basis, which resulted in the abolition of 25 posts of Senior Deputy Inspectors with their offices and an increase in the number of Junior Deputy Inspectors by 23—the net effect being a considerable saving in expenditure.

At the end of the period, the subordinate inspecting staff was strengthened by the appointment of 28 Junior Deputy Inspectors and 2 Sub-Assistant Inspectresses, so as to make it possible for the subordinate inspecting officers to exercise more effective and closer control over the schools in their respective ranges.

To meet the pressing need for superior Inspecting Officers, Government sanctioned with effect from 4th January 1937 four posts of Divisional Inspectors of Schools, two of which are combined with existing posts. The chief duties of the Divisional Inspectors are to keep strict control over the manner in which public funds are expended, to prevent wasteful expenditure on ineffective and inefficient schools and to exercise oversight over the work of the District Educational Officers and their subordinate staff, besides functioning as liaison officers affording relief to the Headquarters office and officers. As time goes on it is proposed to delegate more powers to them.

(6) *University development.*—The development of the Universities in the Province during the period under report is described in the detailed accounts included in the chapter on University and Collegiate education. Considerable progress has been made in the institution of higher degrees in research, opening of new courses of studies and execution of costly building programmes. Special mention may be made of the completion of the Tamil Lexicon, the preparation of which was undertaken by the Madras University in 1912, the appointment of a glossaries committee by the Andhra University to compile glossaries for different scientific subjects in Telugu and the institution of a Research department in Tamil and South Indian Culture by the Annamalai University.

A noteworthy event connected with the Madras University is the transfer of the Madras Christian College to Tambaram, in consequence of which the college has become an affiliated institution with effect from the academic year 1937-38.

The most outstanding feature of the development of the Andhra University during the period is the opening of the Jeypore Vikrama Deo College of Science and Technology rendered possible by the generosity of the Raja of Jeypore, after whom the college is named.

Among the important events of the period connected with the Annamalai University mention may be made of the incorporation into the University of the Raja Annamalai Music College and the Sri Minakshi Oriental Training College, Chidambaram.

(7) *Mass education.*—The advance by 4 per cent in the enrolment of boys of all public elementary schools during the quinquennium is not insignificant though it is slight when compared with the increase of 12 per cent noted in the previous quinquennium. The rate of progress in the case of girls was much higher, being 24.1 per cent as against 39.7 per cent in the previous quinquennium. But what is really disappointing is not so much the diminishing rate of enrolment as the slow progress of literacy which implies a vast deal of wastage. The causes of wastage as well as its extent and the measures recently adopted to eliminate it are set forth in the chapter on mass education. The results so far achieved by the intensive campaign started in the last year of the quinquennium to eliminate inefficient, uneconomic, incomplete and superfluous schools, and to improve the efficiency of well-working and economically well-filled schools, warrant the hope that ere long the amount of wastage will be greatly reduced, if not eliminated completely, and a reasonably adequate return in the output of permanent literates for the effort and expenditure on mass education will be secured. The "drive" against wastage marks an important stage in the development of mass education in the Presidency in that it is calculated to pave the way for the successful introduction of universal compulsion to abolish illiteracy.

The Madras Elementary Education Act of 1920 was twice amended during the quinquennium. Under the Act as amended in 1934, power has been taken by Government to direct the levy by local bodies of an education tax in any local board area and to fix the minimum contribution which the local body concerned should make from its general revenues to the Elementary Education Fund. The main object of the amendment is to augment the source of Elementary Education Fund. The Act was further amended in 1935 chiefly with a view to eliminating wastage. The amended Act authorizes the adoption of a modified form of compulsion so as to prevent the child that is once put to school from being withdrawn again so long as he is of school age, and also provides an effective method of enforcing compulsion by empowering Chairmen of Municipalities and Presidents of District Boards in which compulsion is in force to impose penalties on parents or guardians of defaulting pupils. Provisions have also been introduced enlarging the powers of the Director of Public

Instruction and Government to revise the proceedings of the District Educational Councils and making the District Educational Councils surchargeable for any violations of the provisions of the Act.

The modified form of compulsion referred to above, has not, however, been adopted in any of the 37 municipalities and 7 rural areas in which compulsion is now in force. In pursuance of the policy of Government announced in the recent Press Communiqué, local bodies seeking sanction for introducing compulsion are being advised to apply compulsion to pupils of the lowest age groups, i.e., 6-8 years in the case of boys and 5-7 years in the case of girls. A scheme of compulsion for pupils of the two lowest age groups has been approved by Government in the case of Tinnevely Municipality, while a similar scheme applicable to both boys and girls formulated by Cocanada Municipality has been recommended to Government.

Schemes of amalgamation.—In pursuance of the orders of Government, a number of schemes of amalgamation of elementary schools were proposed and submitted to Government for their sanction but as a change of procedure in regard to the working out of the schemes was subsequently thought necessary, Government remitted the schemes to the Director. The further consideration of the above mentioned schemes of amalgamation has been dropped in view of the re-orientation of the policy which seeks to eliminate all inefficient, incomplete, uneconomic and superfluous schools without reference to the possibility of their amalgamation with other schools.

Control of elementary education in the Agency area.—Government accepted the recommendation of the Agency Conference that the arrangements made for the control of elementary education in the Agency tracts of East Godavari and Vizagapatam districts might be continued for a further period of five years from 1934.

(8) *Secondary education.*—During the quinquennium under report a number of Board and Municipal Middle schools were raised to the status of High schools. Other Local Body schools which had already opened form IV before 1932-33 became complete High schools by the opening of forms V and VI.

Delegation of powers.—In G.O. No. 3195, L.S.G., dated 20th July 1936, Government authorized the Director of Public Instruction to exercise the powers vested in them by clauses (1) and (3) of rule 4 of Schedule V of the Madras Local Boards Act, 1920, in respect of local boards and by clauses 1 and 6 of rule 53 of Schedule IV of the Madras District Municipalities Act, 1920, in respect of municipal councils, in the Madras Presidency, to accord sanction to all items of expenditure falling under the said clauses and pertaining to education.

In G.O. No. 2345, L. & M., dated 31st October 1936, Government have given power to the local bodies for adding to or reducing or altering their teaching staff in consultation with the District Educational Officers concerned, except in cases where the Government fix the number and designation of teachers under the provisions of sub-section (3) of section 67 of the Madras Local Boards Act and sub-section (3) of section 70 of the Madras District Municipalities Act.

Scales of pay.—Uniform revised scales of pay for teachers in schools maintained by local bodies were prescribed by Government during this quinquennium.

Introduction of Hindi.—In G.O. No. 4921, L.S.G., dated 29th November 1935, general permission was granted to local bodies for the introduction of Hindi in secondary schools under their management, as a genuinely optional subject, subject to certain conditions. Hindi classes were also opened in many local board institutions.

Religious instruction for Muhammadans.—The local bodies were permitted to make provision for religious instruction of the Muslim pupils in the secondary schools under their control under certain conditions.

Miscellaneous.—During the quinquennium under report, Government framed rules regarding the representation of communities in service under district boards and these rules came into force with effect from 15th July 1935. The rules are called the "Madras District Boards (Communal Representation) Rules, 1935."

Aided institutions.—As regards aided secondary schools the cut in teaching grants was removed early in the quinquennium so that it again became possible to pay them the full assessed grant. Though the system of special teaching grants suspended in the previous quinquennium, as a measure of retrenchment, has not been restored as such, Government have increased the budget appropriation by one lakh of rupees to make up the reduction in the budget provision caused by the discontinuance of special teaching grant. Further, Government have decided that the teaching grant paid to aided institutions other than elementary schools should be considered as grant made for the previous year but not for the year in which the grant is disbursed, a decision which is to the advantage of aided secondary schools as well as other aided institutions. Not only has the ban on equipment and building grants been removed, but the rules relating to building grants have been revised to the benefit of aided institutions.

Working of the S.S.L.C. scheme.—It was in the last year of the previous quinquennium that the first Public Examination (March 1932) under the 1929 scheme was held, making provision for the examination of candidates appearing under the old scheme

during the years 1932 and 1933. The scheme of 1929 had from its very inception met with some opposition and by 1934, it gathered such strength that the scheme had to be radically revised. The result was the formulation of the scheme of 1934 which involved the following changes:—

- (1) reduction of compulsory subjects under Group A from five to three, transferring Outlines of History and Geography and Elementary Science from group A to group B;
- (2) inclusion of Elementary Algebra and Geometry under Mathematics under group A and the deletion of Algebra and Geometry from group C; and
- (3) division of group C subjects into three classes (a) Humanities, (b) Science and (c) Non-academic subjects; candidates were required to take two subjects under Group C but not more than one subject from either (a), (b) or (c).

The scheme was introduced in Form IV in 1934-35 and the first Public Examination under this scheme was to be held in 1937. Before the end of the first year of its working, the 1934 scheme provoked more opposition than the previous scheme mainly from teachers. As a result the 1934 scheme was held in abeyance in June 1935 and the 1929 scheme was reintroduced in forms IV and V from this school year. For the benefit of pupils who studied in form IV under the 1934 scheme, the syllabuses in (1) Outlines of History of England and India and Geography and (2) Elementary Science were lightened for the Public Examination of 1937. But for this reduction the candidates would have found it impossible to cover the prescribed syllabuses in the course of the two years.

As a result of the experience gained in the last few years, it was decided early in 1937 to continue the 1929 scheme with lightened syllabuses in (1) Outlines of History of England and India and Geography and (2) Elementary Science, till a decision should be arrived at on the general question of reorganization of secondary education. The lightened syllabuses in these subjects were introduced in form IV in July 1937. It was also decided to examine the candidates in these subjects only in the work done in forms V and VI. The first examination according to the changed procedure is to be held in 1940. This was considered necessary as the main complaint against the 1929 scheme was the heaviness of the syllabuses in these subjects.

Hindi has been included as one of the second languages under Group A for the benefit of the pupils whose mother tongue is not one of the recognized South Indian vernaculars. The subject was introduced in form IV during 1937-38 and the first Public Examination with Hindi under Group A will be held in 1940.

(3) *Women's education.*—There has been a noteworthy increase in the number of girls reading in public elementary

accordingly sanctioned the employment in the latter part of the quinquennium, of a part-time religious instructor in each of the Government Training Schools for Men and Women.

A higher elementary grade training section exclusively intended for Mappilla teachers was opened in the Government Training School for Masters, Cannanore, from 1st July 1935, as a temporary measure. With the formation of the Orissa Province and the transfer of certain portion of the Madras Presidency thereto from 1st April 1936, the training schools in the Agency parts and Government Training School for Masters, Berhampur, and the Government Secondary and Training School for Women, Berhampur, passed over to the control of the Orissa Province.

Among the noteworthy events of the quinquennium may be mentioned the opening of a Nursery School in Vepery, by the Nursery School Association recently established in Madras, thanks to the efforts and zeal of Mrs. Boulton and other ladies. The school has been accorded temporary recognition as a special school for three years from 1936, with provision for aid from the current year. It is hoped that the progress of the school will encourage the starting of more institutions of the kind in the near future.

Considerable improvement has been effected in the condition of Sanskrit institutions, especially elementary and advanced schools, by gradually enforcing the conditions relating to minimum strength prescribed by Government and prescribing definite qualifications for the staff. A number of ill-working elementary schools have had their recognition and aid withdrawn so that the present limited and inelastic budget provision may not be wasted on inefficient schools.

(13) *Manual training.*—Considerable headway has been made during the period in providing facilities for manual training in elementary and secondary schools as well as special schools. The number of manual training classes attached to all grades of non-European institutions has risen from 294 to 540, while their strength has increased from 56,037 to 84,007 including 2,663 girls. The number of board and municipal schools with provision for manual training has increased from 124 to 236 while that of privately managed schools has risen from 103 to 240. Wood-work and spinning and weaving continued to be the most popular subjects of manual training, book-binding and cardboard work, textile printing and rattan and cane-work coming next in importance. Horticulture as a subject of manual training has been gaining ground, especially among institutions under private management. Among European schools the boys' schools in Madras which have not got their own work-rooms make use of the Manual Training Centre at Egmore.

(14) *Physical education.*—A number of schemes for the acquisition and improvement of playing fields were entertained and liberal provision was made by Government under playground grants and subsidies, though in some years the full provision could

not be availed of owing to the financial difficulties of the managements. Conditions relating to the maximum price of playing fields admissible for purposes of grant were relaxed, wherever necessary. Further, managements were helped with assignment of adequate plots of Government land for use as playgrounds.

Among other features of improvement may be mentioned the gradual replacement of the drillmasters of the old type with properly trained physical training instructors, the growing realization on the part of educational institutions of the need for providing physical activities for all instead of minding only a few star performers and the perceptible improvement in the spirit displayed in inter-school competitions based on the increasing realization of the value of playing the game rather than winning it.

(15) *Medical inspection.*—With effect from the beginning of the quinquennium, Government directed the discontinuance of grants from Provincial Funds towards the cost of medical inspection of pupils as a measure of retrenchment. Government, however, have been considering for some time past the question of adopting as early as possible an intensive scheme of medical inspection with provision for follow-up work, though a satisfactory and practicable scheme has yet to be framed.

(16) *District Board Educational Officers.*—Consequent on the abolition of the taluk boards, the district boards were reconstituted with effect from 1st April 1934, and for the administration of elementary education an educational officer was appointed to each of the combined boards from the subordinate inspecting officers of the cadre of Deputy Inspectors. While the scheme has worked well in some districts, in others it has not been effective owing to the failure of District Board Presidents to delegate sufficient powers to the new officers.

(17) *District Economic Councils.*—Towards the close of 1936, District Economic Councils of officials and non-officials were constituted for rural reconstruction work and were entrusted with advisory functions. Some of the educational questions considered by them were the increasing of the number of schools in rural areas, starting of schools for adults, opening of free reading rooms and libraries, and forming of social service leagues in schools.

(18) *Changes in the Grant-in-Aid Code and the Madras Educational Rules.*—An important change has been effected in the payment of teaching grants, according to which the teaching grant paid to an aided educational institution other than an elementary school should be considered as payment made in respect of the previous year's working of the institution and if it works throughout a financial year or a part of it, it should be considered eligible for a grant for such period. This is an advantage to aided institutions as, according to the old practice, the teaching grant paid in any particular year was considered to be the grant-in-aid for that year, but not for the year previous to the year of payment and a school which

closed down always lost grant for part of the time it worked. A new rule numbered 5 has been inserted in the Grant-in-Aid Code embodying the Government order laying down this principle.

Rule 41 of the Grant-in-Aid Code which left the determination of grant to a college or college department to the discretion of the Director, has been revised fixing the maximum of the grant payable as half net cost of maintenance for the previous financial year, in conformity with the principle actually followed by the Director in fixing grants to colleges.

Rule 92 of the Grant-in-Aid Code pertaining to boarding grants to Indian orphanages, has been modified, restricting the grant payable to a maximum limit of two-thirds of the net boarding charges instead of two-thirds of the net cost of maintenance as was the case before 1933. Certain important changes have also been made in the rules relating to building grants. Rule 51 of the Grant-in-Aid Code has been amended permitting payment of grant-in-aid towards repairs to all school buildings. According to the old rule grant could be paid for repairs only to buildings newly purchased.

A new rule numbered 53-A has been inserted, authorizing the Director to maintain a list of approved building schemes and delete from the list any scheme which is not completed within three years from the date of its approval. This rule has the desired effect generally on the prompt execution of the approved building schemes.

Rules 116 and 117 of the Madras Educational Rules have been amended abolishing stipends to collegiate and secondary-grade teachers undergoing training and revising rates of stipends to higher elementary and lower elementary grade teachers. Rule 79 has been amended so as to prevent the change of text-books within five school-years of their introduction in any school under public management except with the previous approval of the District Educational Officer or the Inspectress, as the case may be.

Among other changes may be mentioned the substitution of the term "scheduled classes" for "depressed classes" and the raising of fees in Government colleges.

(19) *Test audit of grants.*—Government introduced during the quinquennium a test audit of grants-in-aid paid to aided institutions. The files of grants sanctioned during the first four years of the quinquennium were audited in March 1936, and in January 1937 by a staff of auditors from the Accountant-General's office. I am glad to report that the results of the audit were very satisfactory, no serious irregularity or error having been committed in sanctioning grants.

I. GENERAL SUMMARY.

3. *Statistics relating to institutions.*—The total number of public institutions (inclusive of Sanskrit and other institutions recognized by this department) decreased from 58,545 to 47,316 or by 11.6 per cent, but their strength increased from 2,887,504 to 3,145,194 or by 9.3 per cent. There was a fall in the number and strength

of private institutions, the percentage of decrease being 30.1 and 22.6 in their number and strength, respectively. If public and private institutions are considered together, the total number of institutions fell by 6,804 or 12.3 per cent, but their strength rose by 256,989 or 8.6 per cent. The reduction in the total number of institutions noted above is to be accounted for partly by the transfer to the Orissa Province of as many as 2,485 institutions of all classes and partly by the campaign recently instituted against uneconomic, superfluous and inefficient elementary schools which has resulted in the weeding out of a good many unsatisfactory schools. Were it not for the leaving out of account the strength of the institutions transferred to the Orissa Province, the advance in the total strength of the institutions would have shown a much higher rate of progress than the percentage of increase recorded above. In fact, the transfer of so many institutions to the newly formed province of Orissa has materially affected the accuracy of the figures for purposes of comparison and many a comparison made in this report between the statistical progress of the quinquennium just ended with that of the previous quinquennium should therefore be taken with a large allowance on account of the institutions, transferred to the Orissa Province.

4. *Institutions and scholars by districts.*—The number of institutions decreased in all districts except three and there was an increase in the strength of pupils in all districts except five. The increase in the number of students was appreciable in the case of a majority of districts.

5. *Institutions according to managing agencies.*—Schools under public management decreased from 22,761 to 21,476, the decrease being shared by all classes of management. The number of Government schools fell from 1,909 to 1,586, municipal schools from 1,622 to 1,475 and district board and panchayat schools from 19,230 to 18,415. The number of aided institutions also decreased from 29,944 to 24,831. The number of unaided institutions slightly increased from 840 to 1,009. The number of mission schools under aided and un-aided agencies was 7,479 and 157, respectively. The strength of schools under all managements excepting Government increased during the quinquennium.

6. *Education in relation to population.*—The percentage of male scholars to male population increased from 9.5 to 10.3 and that of female scholars from 3.1 to 4.1. Consequently, the percentage of the total number of scholars, both males and females, increased from 6.3 to 7.2. The percentage in the case of male scholars varied from 20.9 in Madras to 5.8 in Salem and in the case of females from 12.1 in Madras to 1.9 in Salem. The increase in the percentage of scholars to population was shared by almost every district.

7. *Scholars according to classes of community.*—There was an increase in the number of scholars of all classes of the community. The increase is noticeable in respect of Indian Christians, Muhammadans and Brahmans. One other noteworthy feature of the

quinquennium is the appreciable increase in the percentage of female scholars to female population which is more than that of males. It may be noted that this percentage increased in the case of Indian Christians from 10.0 to 13.2, in the case of Muham-madans from 5.1 to 6.3 and in the case of Brahmans from 10.7 to 14.1.

8. *Scholars studying English.*—The number of pupils studying English rose from 488,910 to 606,303 or by 24 per cent, as against an increase of 48 per cent in the previous quinquennium.

9. *Scholars unprotected from smallpox.*—The number of scholars unprotected from smallpox decreased considerably from 7,717 to 3,643 during the quinquennium.

10. *Extent of education in municipal and non-municipal areas.*—The percentage of the number and strength of institutions in municipal areas to the total figures for the Presidency was 8.2 and 17.9 per cent, respectively, in 1936-37.

11. *General statistics of receipts and charges.*—There was a slight decrease in the total expenditure on education (including the expenditure on professional colleges and special schools not under the control of the department) from Rs. 568 lakhs to Rs. 547 lakhs. There was a proportionate decrease in expenditure from public and private funds, the percentage of expenditure from them to the total being 61 and 39, respectively, as in the previous quinquennium.

As in previous years, almost the whole amount shown under "subscriptions and other sources" in the General Educational Tables III-A and B, represents the contributions from the manage-ments of the schools under private agencies. This item contri-buted Rs. 71.54 lakhs towards the total expenditure of Rs. 426 lakhs.

The total direct expenditure on education decreased slightly from Rs. 428 lakhs to Rs. 426 lakhs. The decrease was noticeable in the case of special schools, though the other classes of institutions showed an increase, the increase being Rs. 3 lakhs in the case of colleges, nearly Rs. 3 lakhs in respect of secondary schools and Rs. 2 lakhs in the case of elementary schools.

The amount spent by district boards and municipal councils on elementary schools maintained by them showed no appreciable increase, their total expenditure on them having risen only by seventeen thousands, i.e., from Rs. 130.69 lakhs to Rs. 130.86 lakhs. The following table gives details of expenditure in schools managed and aided by municipalities. It may be observed that while the total Rs. 37.27 lakhs, the capital outlay representing non-recurring items of expenditure decreased from Rs. 4.42 lakhs to Rs. 2.47 lakhs,

Expenditure on schools maintained and aided by municipal councils.

	Number of institutions		Recurring expenditure from					
	Managed by Municipalities.	Aided by Municipalities.	Provincial Funds.	Municipal Funds.*	Other Public Funds.	Fees.	Other sources.	Total.
Colleges	1	..	RS. 4,236	RS. 7,480	..	RS. 9,489	RS. 446	RS. 21,661
High Schools	40	1	1,63,473	1,60,645	..	5,49,705	2,091	8,75,914
Middle Schools (English)	13	..	15,321	24,607	..	39,242	18	79,188
Middle Schools (Vernacular)	..	..	..	..	..	..	..	..
Primary Schools	1,417	23	7,32,355	19,99,517	850	2,205	595	27,35,522
Special Schools	4	1	4,137	1,960	..	2,243	6,407	14,747
Total, 1936-37	1,475	25	9,19,522	21,94,209	850	6,02,884	9,557	37,27,022
Total, 1931-32	1,622	237	9,73,663	20,24,158	850	6,02,884	12,264	35,75,381

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

REPORT ON PUBLIC INSTRUCTION

	Number of institutions		Capital expenditure from					
			Provincial Funds.	Municipal Funds.	Other Public Funds.	Revs.	Other sources.	Total.
			RS.	RS.	RS.	RS.	RS.	RS.
Colleges	1		32,325	64,939	..	..	..	97,264
High Schools..	40		..	218	..	..	..	218
Middle Schools (English)	13		..	..	..	..	..	..
Middle Schools (Vernacular)	..		..	1,40,008	..	..	..	1,40,008
Primary Schools	1,417		8,909	..	..	..	818	8,909
Special Schools	4		..	..	..	..	..	..
			41,234	2,05,165	..	..	818	2,47,217
Total, 1931-37			65,407	3,75,097	..	..	1,829	4,42,333
			1,622	..	..	..	..	..
Total, 1931-32			1,475	..	..	..	..	..

REPORT ON PUBLIC INSTRUCTION

The total indirect expenditure decreased from Rs. 139.16 lakhs to Rs. 120.88 lakhs, owing to a very low expenditure on buildings, furniture and apparatus.

The following table gives a summary of the expenditure of Rs. 41 lakhs under buildings and equipment incurred on different classes of institutions, viz., colleges, Rs. 18 lakhs, high schools, Rs. 10 lakhs, middle schools, nearly Rs. 1 lakh, primary schools, Rs. 11 lakhs and special schools, Rs. 1.5 lakhs. To the total expenditure, public funds contributed, Rs. 29 lakhs and private funds, Rs. 22 lakhs.

Amount expended on buildings, furniture and apparatus during 1936-37.

	Colleges.	High schools.	Middle English schools.	Middle vernacular schools.	Primary schools.	Special schools.	Total.
	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Provincial Revenues ..	6,61,084	3,99,294	9,574	..	1,05,064	1,25,458	13,00,474
Local Funds ..	..	1,09,450	21,830	..	2,40,738	..	3,72,018
Municipal Funds ..	..	64,681	476	..	1,40,008	..	2,05,165
Other sources ..	11,38,524	4,47,054	31,009	..	6,07,257	25,795	22,49,639
Total ..	17,99,608	10,20,479	62,889	..	10,93,067	1,51,253	41,27,296

12. *Provincial receipts and charges.*—The budget estimate for the year 1936-1937, under " Education " was Rs. 255.54 lakhs and the revised estimate Rs. 257.91 lakhs. The actual expenditure (including that spent in England) amounted to Rs. 256.12 lakhs. The decrease is due to short expenditure under grants to local bodies under section 37 of the Madras Elementary Education Act of 1920.

Including the figures relating to schools and colleges not under the control of the department and the expenditure on educational buildings, the Provincial receipts and charges amounted to Rs. 11.88 lakhs and Rs. 289.24 lakhs, respectively, against Rs. 11.23 lakhs and Rs. 282.06 lakhs, at the end of the previous quinquennium. Increase was noticeable in the case of grants-in-aid to institutions under private management and District Educational Councils, though there was a marked decrease in the expenditure on " Educational " buildings.

13. *Grants-in-aid.*—The total amount of grants-in-aid to institutions under private management rose from Rs. 29.64 lakhs to Rs. 33.77 lakhs. The amount placed at the disposal of the District Educational Councils for the payment of grants to aided elementary schools was Rs. 60.85 lakhs as against Rs. 50.71 lakhs in 1931-32.

14. *Miscellaneous charges.*—As in the previous years the heading " Miscellaneous " in General Tables III-A and B includes boarding charges in hostels amounting to Rs. 37.08 lakhs, expenditure on private schools not conforming to departmental standards of

instruction Rs. 1.91 lakhs, amount spent on scholarships in schools and colleges Rs. 4.72 lakhs and other miscellaneous items such as charges relating to Oriental Manuscripts Library, Registration of Books, examination charges, Text Book Committee and miscellaneous grants amounting to Rs. 2.07 lakhs.

The receipts of private schools amounted to Rs. 0.05 lakh, while those from department examinations were Rs. 0.08 lakh; the boarding fees collected in hostels and boarding houses amounted to Rs. 15.40 lakhs. The figures appearing under "Other sources" represent the amount spent by the managements of private schools Rs. 1.86 lakhs, endowments and subscriptions collected and spent on hostels and boarding houses, Rs. 13.80 lakhs, the sum paid as scholarships, Rs. 1.73 lakhs, and recoveries on account of service payments, Rs. 1.19 lakhs.

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

	Government.		Board.		Aided.	
	Average cost.	Average fee.	Average cost.	Average fee.	Average cost.	Average fee.
	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.
Arts colleges—						
For Indians ..	367 12	116 6	195 0	85 7	186 15	103 0
Secondary schools for boys—						
For Indians ..	71 0	21 4	48 15	20 15	40 2	26 5
For Europeans ..	..	..	..	..	148 11	33 15
Elementary schools for boys—						
For Indians ..	13 6	..	9 13	..	6 1	0 5
For Europeans ..	..	..	..	..	60 14	9 13

II. CONTROLLING AGENCIES.

16. *Direction.*—Mr. R. Littlehailes, M.A., C.I.E., who was on deputation as Educational Commissioner with the Government of India, reverted as Director of Public Instruction, Madras, in March 1932. In November of the same year, he went home on leave preparatory to retirement. Mr. W. Erlam Smith, M.A., who officiated as Director of Public Instruction from 21st November 1932 went on leave for ten months from 18th December 1934 and then retired from service. His successor Mr. H. Champion, M.A., who held office as Director of Public Instruction from 18th December 1934 had to go home on leave from 28th June 1935 on account of illness and while in England died on 30th October 1935. I acted as Director of Public Instruction from 28th June 1935 till Mr. Statham, M.A., C.I.E., assumed office as Director of Public Instruction on 13th April 1936.

17. *Inspection.*—Mention was made in the last quinquennial report of some of the changes made in the administrative branch of the Educational Service with a view to securing more effective control and better inspection. These objects were further pursued

in the period under report. Government were also pleased to sanction with effect from 4th January 1937, the creation of a higher class of officers designated Divisional Inspectors of Schools. There are now four Divisional Inspectors of Schools for the whole Presidency, with the requisite office establishment. The chief duties of these officers are to carry out satisfactorily Government's policy, particularly in regard to elementary education, to keep a strict control over the manner in which public funds are expended, to prevent wasteful expenditure on ineffective and inefficient schools and to supervise the work of District Educational Officers and their subordinate staff, thus to some extent relieving the excessive pressure of work in the Director's office and improving the efficiency of the department as a whole.

The subordinate inspecting staff was further strengthened by the appointment of 28 additional Junior Deputy Inspectors of Schools and two Sub-Assistant Inspectresses of Schools in January 1937. One of these Sub-Assistants was placed in charge of a range newly created for the inspection of Muslim girls' schools. The number of posts of the District Educational Officers was reduced by two in the year 1932–33, consequent on the reamalgamation of North and South Malabar districts and of the Anantapur and Cuddapah districts into single charges for educational purposes. There was likewise a redistribution of the Circles in charge of Inspectresses and one post of Inspectress was abolished, thus reducing the total number of Circles in the Presidency to six.

The following statement shows the number of Inspecting Officers as it stood on 31st March 1937 :—

		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.
Divisional Inspectors of Schools.	4	} Secondary and Training Schools.	}	533	*	26
District Educational Officers.	22					
Inspectresses of Girls Schools.	6			147	*	24
Deputy Inspectors of Schools (Senior scale).	221	} Elementary Schools.	}	41,128	94	128
Deputy Inspectors of Schools (Junior scale).	166			..	94	127
Assistant Inspectresses of Schools.	1					
Sub-Assistant Inspectresses of Schools.	52	} Elementary Schools.	}	4,807	90	101
Junior Deputy Inspectors of Schools in the Agency area.	5			356	..	72

* Depends on the number of schools in their jurisdiction as each school has to be inspected once at least annually.

With effect from 1st April 1936, six posts of Senior Deputy Inspectors, 16 posts of Junior Deputy Inspectors and 1 post of Sub-Assistant Inspectress were transferred to the Orissa Province.

18. *Personnel—Men's Branch.*—The following officers of the Indian Educational Service retired from service during the period under report :—

Mr. P. F. Fyson.	Mr. R. G. Grieve.
„ R. Littlehailes.	„ W. C. Douglas.
„ E.W. Green.	„ W. E. Smith.
„ C. Ransford.	„ S. Kuppuswami Sastri.
„ A. Rama Rao.	„ G. Nagarathnam Ayyar.
„ S. E. Ranganathan.	

Mr. M. A. Candeth, who went on leave owing to illness, died on 28th March 1934. The number of officers in the Indian Educational Service (Men's Branch) at the beginning of the quinquennium was 27. The number at the end of the same period was 12. Several posts originally included in the cadre of the Indian Educational Service were abolished and posts in the Madras Educational Service created in their stead, as and when permanent vacancies occurred in the Indian Educational Service.

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

Dr. John Mathai from June 1925.

Mr. R. M. Statham, M.A., C.I.E. (as Educational Commissioner with the Government of India, from 17th May 1935 to 10th October 1935).

Mr. M. S. H. Thompson from 8th February 1936.

The services of the undermentioned officers were lent to the Travancore Government and to the Madras and Andhra Universities :—

Sir S. Radhakrishnan, Vice-Chancellor, Andhra University, from 1st May 1931 to 19th May 1936.

Mr. C. D. S. Chetti, M.A., Registrar, Andhra University, from 26th April 1926.

Mr. R. M. Statham, M.A., C.I.E., Travancore Government, from 9th December 1932 to 6th June 1933 and again from 13th September 1933 to May 1935.

Mr. R. Gopala Ayyar, Madras University, from 1st April 1933.

Muhammad Abdul Azeem Sahib Bahadur having left the Law College, Madras, Mr. S. Govindarajulu was appointed as Vice-Principal and Mr. K. V. Venkatasubramanyam as Professor.

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

Mr. A. R. Gopala Ayyar.	Mr. K. S. Appaswami Ayyar.
„ S. A. Steele.	„ T. K. Venkatarama Ayyar.
„ K. V. Subbayya Ayyar.	„ W. C. Old.
„ H. Perayya Sastri.	„ S. Krishnaswami Ayyar.
„ S. Kameswara Rao.	„ V. R. Duraiswami Sastri.
„ T. Mangesha Rao.	„ K. Srinivasa Patra Acharya.
„ A. S. Vaidyanatha Ayyar.	„ N. K. Venkatesam.
„ M. Damodara Kini.	

Mr. D. Appalanarasimham died in 1934 and Messrs. G. K. Chettur and P. K. Anantanarayana Ayyar in 1936.

Rao Bahadur A. C. Pranatartihara Ayyar relinquished his duties as Registrar of Books and the Senior Translator to Government was appointed to act as Registrar of Books in addition to his own duties with an additional remuneration of Rs. 100 per mensem for the extra work and this arrangement is still being continued.

The scales of pay for Provincial Specialist and Subordinate services were revised with effect from 13th April 1933. New Statutory General Rules for provincial services were issued with effect from 1st October 1933 and revised special rules for the Madras Educational Service were issued with effect from 1st August 1935.

By way of retrenchment a reduction in the number of posts in the Madras Educational Service was effected; as many as 13 posts of headmasters in the Men's branch and three posts of headmistresses in the Women's branch having been abolished creating an equal number of posts in the Subordinate Educational Service.

The post of Secretary to the Commissioner for Government Examinations, which had formerly been a part-time post, was made a full time one in 1934, and included in the Madras Educational Service.

A scheme for the appointment of District Board Educational Officers for the better management and supervision of the elementary schools maintained by district boards was approved in G.O. No. 2998, L. & M., dated 26th June 1934, and several boards took the loan of the services of Deputy Inspectors of Schools for appointment as Educational Officers.

Women's branch.—The post of Deputy Directress of Public Instruction in the Indian Educational Service continued to be held in abeyance.

Two posts of headmistresses in the senior scale of the Madras Educational Service in the Government Hobart School, Royapetta, and the Presidency Training School for Mistresses, Egmore, were abolished and two posts in the Subordinate Educational Service created instead. At the beginning of the quinquennium there were seven officers in the Indian Educational Service (Women's Branch). Of these officers two (Miss D. De la Hey and Mrs. A. De Rozario) retired from service. There were therefore only five officers holding Indian Educational Service posts at the end of the quinquennium.

The following officers retired from the Madras Educational Service :—

- (1) Miss Ida Gunther
- (2) Mrs. C. Fearon.
- (3) Mrs. V. E. Graham.

Consequent on the retirement of Mrs. V. E. Graham, Woman Specialist in Physical Education, Mrs. H. C. Buck was appointed initially as a part-time Woman Specialist in Physical Education and subsequently appointed to the Madras Educational Service from 1st October 1935 on a contract basis for a period of five years.

Employment of Muhammadans in the department.—The number of Muhammadans employed in the posts under the administrative control of the Director on 31st March 1937 was as follows :—

	Men.	Women.
Government Art Colleges	15	1
Government Professional Colleges	1	..
Secondary schools	28	5
Training schools	5	2
District Educational officers	6	..
Other Administrative officers	2	..
Deputy Inspectors of Schools—Senior and Junior.	36	..

The number of Muslim District Educational Officers increased from five to six and that of Deputy Inspectors and Junior Deputy Inspectors from 32 to 36. The increase was more marked in the cadre of school assistants. At the beginning of the quinquennium there was only one Muslim woman employed in the cadre of school assistants. But during the quinquennium one Muslim woman was recruited to the Madras Educational Service and six to the Subordinate Educational Service (cadre of school assistants).

The increase in the number of Muhammadans in the Educational Services of all grades, which was appreciably notable in the previous quinquennium, was kept up. An additional post of Sub-Assistant Inspectress for the Muslim girls schools, with headquarters at Salem, was sanctioned from January 1937.

Classification and pay of officers—Men's branch and Women's branch.

		Number of officers.			Total average salary per mensem.	Average pay per mensem in rupees to one place of decimals.
		European or Domiciled community.	Indians.	Total Indians and Europeans.		
Indian Educational Service.	Men ..	4	10	14	RS. 16,760	RS. 1,198.0
	Women ..	4	3	7	5,234	747.7
Madras Educational Service.	Men ..	..	99	99	58,039	586.3
	Women ..	1	23	24	11,502	479.3
Subordinate Educational Service including ministerial and menial establishment.	Men ..	..	2,908	2,908	1,81,089	62.3
	Women ..	..	1,104	1,104	73,980	67.0
Unclassified posts—Equivalent to Indian Educational Service.	Men ..	..	1	1	1,600	1,600.0
	Women ..	..	..	..	..	..
Equivalent to Madras Educational Service.	Men ..	..	6	6	2,501	416.8
	Women ..	..	..	..	..	..
Equivalent to Subordinate Educational Service.	Men ..	..	..	..	..	..
	Women ..	..	..	..	..	..

Statement showing the number and average pay in rupees of teachers in public institutions which are not managed by Government.

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.
		RS.	RS.	RS.	RS.
In schools for Indians—					
Municipal	7,736	119.5	56.1	55.3	47.0
Local Board	41,236	64.3	58.2	22.9	50.5
Private { Aided	67,039	199.8	50.1	13.7	53.5
{ Unaided	1,112	145.0	36.7	18.6	26.1
Total, Indian schools	117,123	189.4	52.6	19.5	41.8
In schools for Europeans—					
Private-aided	748	..	113.5	67.0	111.9
Total, European schools	748	..	113.5	67.0	111.9

III. UNIVERSITY AND COLLEGIATE EDUCATION.

A. The Madras University.

19. (i) *General.*—The quinquennium ending with March 1937 was an important period in the working and progress of the University. It saw the completion of the University Building scheme and the completion of the Tamil Lexicon, works which were started more or less at the same time. Other academic events of importance, e.g., institution of University Students' Union, University Examination Boards, Inter-collegiate athletic tournaments, etc., have been detailed under the special heads below.

The University which was originally founded more as an affiliating and examining one has, under the changing conditions, considerably modified its character by adding teaching and research sides also.

(ii) *Changes in the personnel—Chancellor and Pro-Chancellor.*—These two officers were held ex-officio by the Governor of Madras and the Minister in charge of Education of the Government of Madras.

Vice-Chancellor.—This office is held by a person appointed by the Chancellor from a panel of three persons recommended by the Senate. Diwan Bahadur Sir K. Ramunni Menon who was appointed for a second term in May 1931 held the office till his term was over in May 1934. He went on leave from February 1934 and the Rev. Father Bertram, S.J., was appointed as acting Vice-Chancellor during the period. Mr. R. Littlehailes, C.I.E., who was appointed from the panel elected by the Senate in April 1934, joined duty on the 21st May 1934 and held the office to the end of his term in May 1937. During 1936, he went on leave for a period of about two and a half months and Rao Bahadur Dr. A. Lakshmanaswami Mudaliyar acted as Vice-Chancellor.

Registrar.—Mr. William McLean continued as Registrar during the quinquennium and when he went on leave for eight months from May 1934, Mr. D. Chelliah Arumainayagam, Chief Superintendent of the office, acted as Registrar.

(iii) *Authorities of the University.*—The Senate is the supreme governing body of the University. The financial estimates for each year and the annual reports are passed by that body at its annual meetings held in March. The Senate met twice in each year of the quinquennium.

The Academic Council, the chief academic authority of the University, also met twice each year during the period. It controls and regulates teaching and examinations within the University and is responsible for the maintenance of the standards of the Degrees and Titles.

The Faculties and the Boards of Studies advise the Academic Council on all academic matters.

The Syndicate is the chief executive authority of the University and gives effect to all the recommendations and resolutions of the Senate and other academic bodies.

(iv) *Courses of studies and examinations.*—The following are the important changes that took place during the quinquennium:—

Entrance to the University course is either by passing the Matriculation Examination conducted by the University or by completing the Secondary School-Leaving Certificate after undergoing the public examination held under the scheme by the Government of Madras, or other Governments of Indian States in South India accepted by the Syndicate, and satisfying the rules of eligibility prescribed by the University; such rules are framed by the Syndicate. Alterations in the rules were made by the Syndicate by raising the percentage of marks required for eligibility in English to 40 per cent.

The regulations for the Matriculation Examination were also revised during the period.

It was stated in the last report that the remodelled Intermediate and B.A. Degree courses came into force in 1929 and 1931, respectively, in which provision was made for the compulsory study of a second language and for more choice in optional subjects. Syriac has been included as one of the languages that could be taken by the candidate as a second language. Additional groups in the optional subjects in the B.A. Degree course, such as Philosophy with History and Politics, Islamic History and Culture have been provided.

B.A. (Hons.) and B.Sc. (Hons.).—The old regulations which provided for both parts and Science branches have been replaced by new ones, restricting the Arts subjects to B.A. (Hons.) Degree and the Science subjects to the B.Sc. (Hons.) Degree.

Provision has been made for new optional branches in the Honours courses, such as a Dravidian language and Literature, Syriac language and Literature, Islamic History and Culture and Politics. In the B.Sc. (Hons.) Degree course Physiology has now been added as one of the main subjects of study.

M.A. Degree Examination.—The regulation permitting graduates of the University to appear as private candidates for the examination continued to the end of the year 1937. In 1938, only candidates who have appeared before and failed can apply.

Candidates for the M.A. Degree have now to undergo a two-year Post Graduate course in a college before applying for the examination. The course of studies and the examination will be the same as for the B.A. (Hons.) Degree examination. There is now no M.A. Degree examination in a science subject.

Higher Research Degrees.—There was provision in the Regulations for M.Sc. and Ph.D. in the Science side and Ph.D. alone in the Arts side. The Academic Council resolved that equal opportunities should be offered to all Graduates in Science and Arts faculties and with this end in view regulations were revised providing for two research degrees in each faculty: M.Litt. and D.Litt., on the Arts faculty and M.Sc. and D.Sc., on the Science faculty. The Ph.D. Degree was abolished. The last occasion on which a candidate could submit his thesis was April 1937.

Provision has been made for graduates in other faculties to qualify for the two Research Degrees.

L.T. Degree.—Proposals for enlarging the scope of study and for instituting B.Ed. and M.Ed. Degrees have been adopted by the Academic Council and the Senate. Detailed proposals are under consideration.

B.V.Sc. Degree.—During the quinquennium a new faculty, Faculty of Veterinary Science, was constituted and the Degree of B.V.Sc. was instituted. The Madras Veterinary College has been recognized and is preparing students for the Degree. The course extends over a period of three and a half years and there are three examinations.

Oriental learning.—Under this faculty, it is now proposed to have a Bachelors' Degree—B.O.L. Degree. Regulations have been framed and adopted. This is a three-year course in a college after a candidate qualifies for the Preliminary Examination for a title.

Diploma and Certificate courses.—The Diploma courses in Economics, Modern European languages—French and German and in Indian Music and the Certificate Course in Librarianship were continued. The Diploma course in Indian Music has been remodelled and from this year (1937–38), it is a two-year course.

A Diploma in Politics and Public Administration has been instituted.

Proposals to introduce Home Science as an optional subject in B.A. and B.Sc. Degree courses have been accepted by the University authorities and detailed proposals are under consideration.

(v) *Constituent and Affiliated Colleges.*—The Madras Wesley College ceased to function as a constituent second-grade institution of the University with effect from April 1933.

The Findlay College, Mannargudi, which was reduced to a second-grade college by the management in 1932 also ceased to function with effect from 1934.

Bishop Heber College, Trichinopoly, which was affiliated to the University in the Intermediate, B.A. and B.A. (Hons.) courses ceased to function with effect from 1934.

Maharaja's College for Women, Trivandrum, which was affiliated in certain groups of the B.A. Degree courses was reduced to a second-grade college by the management and it commenced to function as such from 1937–38.

Holy Cross College, Trichinopoly, which was a second-grade institution in 1932–33 was affiliated in Group (IV-b)—Economics and History—under Part III of the B.A. Degree course with effect from 1934–35 and thus became a first-grade college of the University.

Madras Christian College, Madras, transferred in May 1937 to its new site at Tambaram, has become an affiliated Honours College of the University with effect from the academic year 1937–38. The College at the present site continues to give instruction in all the subjects and courses of study which it was previously giving, except Group (II) Physic Main with Chemistry Subsidiary and Zoology Main with Botany Subsidiary. Instructions in these two combinations will be given at the new site in 1937–38 only, for the benefit of the students who were admitted to these subjects in 1936–37. Further affiliation was also granted in Group (IV-b)—Economics and History—for the B.A. Pass in Physics, Zoology and Botany for the B.Sc. (Pass) and in Physics and Zoology for the B.Sc. (Hons.) Degree courses.

Maharaja's College, Ernakulam, was granted further affiliation in the B.Sc. (Pass) Degree course with effect from 1935–36.

American College, Madura, was accorded further affiliation in Branch IV—Economics—of the B.A. (Hons.) Degree course in 1934, but the course has not yet been started.

Except two colleges, all first-grade colleges which were preparing students for old Group (III) Philosophy have now been recognized or affiliated in the new Group (III-b) Philosophy and History.

Since the introduction of Economics as a separate optional subject, both in the Pass and Honours courses, the admissions to the main History branch have been slowly going down. Some colleges prepare students only for the Economics course and have no History course. Economics course in B.A. has been started at the Presidency College and the Government Muhammadan College, Madras.

The Presidency College, Madras, ceased to teach the Philosophy Honours course and the two Government first-grade colleges at Kumbakonam and Palghat ceased to teach B.A. Pass course in Philosophy.

Under Professional courses, two new institutions were recognized by the University during the period—

(1) *Madras Veterinary College, Vepery, Madras.*—In the Faculty of Veterinary Science, as qualified to impart instruction for the course leading to the B.V.Sc. Degree. The institution is managed by Government.

(2) *Meston Training College, Royapetta, Madras.*—In the faculty of teaching, as qualified to give instruction for the L.T. Degree course. The institution is managed by a "Board of Direction" consisting of twenty members nominated by some of the missionary societies.

Besides the above, further recognition or affiliation, as the case may be, has been granted to certain colleges in additional courses of studies.

During the period, some applications were received for the affiliation of high schools as new second-grade colleges (Love-dale, Trichur, San Thome and Mannargudi). The Syndicate resolved, in accordance with the recommendations of the General Inspection Commission of 1928 that further addition to the second-grade colleges should be discouraged, not to proceed with these applications.

Four new Oriental Title institutions were approved during the period, viz.—

Kerala Oriental College, Katambazipuram (Vidwan, under Regulation 7-A and B).

Sahitya Deepika Sanskrit College, Pavaratty (Vidwan A and Siromani in Sahitya Branch V).

Veda Vedanta Bodhini Sanskrit College, Sholinghur (Siromani—Branch III—Nyaya).

Maharaja's Sanskrit College, Trivandrum (Siromani—Branches III, IV and V—Nyaya, Vyakarna and Sahitya).

(vi) *University Inspection Commission.*—The Syndicate in July 1936 appointed a commission consisting of Diwan Bahadur S. E. Ranganadham, M.A., L.T. (Convener) and Mr. C. Kunhan Rajah, B.A. (Hons.), D. PHIL., to conduct a general inspection of all the institutions approved by the University as qualified to impart instruction for the Oriental Titles Examinations and to report on their condition. Messrs. S. Vaipayuri Pillai and Muhammad Abdul Huq were co-opted for inspection of the institutions recognized for Tamil and Arabic, etc., languages, respectively. The commission inspected the colleges in September and October 1936 and submitted a report. The report is under consideration by a special committee. Pending the decisions of the Syndicate on this report, consideration of certain applications received for approval of fresh institutions has been deferred.

In accordance with section 57 of the Madras University Act, the second quinquennial report to Government on the condition of affiliated colleges was due in 1934. The Syndicate, after obtaining the opinion of the Senate that there was no necessity for an inspection of colleges for the purpose and that a report might be sent on the materials available in the University, submitted a report to the Senate in March 1934, with the following conclusion:—

“The University has considered carefully the question of recommending the establishing of new University centres and feels that in the present state of University development in this Presidency, the establishment of other Universities is not desirable or practical.”

The Senate adopted the report which was submitted to Government.

In G.O. Ms. No. 1037, Education, dated 24th April 1934, the Government recorded the report.

(vii) *Convocations for the conferment of degrees* were held each year. Addresses to graduates were delivered at the convocation held in the month of August of each year, and the following persons delivered the addresses:—

1932—Diwan Bahadur S. Kumaraswami Reddiyar, B.A., B.L.

1933—The Rev. P. Carty, S.J., B.Sc., D.D.

1934—Mr. M. Rathnaswami, C.I.E., M.A., Bar-at-Law.

1935—The Rev. A. G. Hogg, M.A., D.LITT., D.D.

1936—Mahamahopadyaya S. Kuppuswami Sastriyar Avargal, M.A.

In August 1932 a special convocation was held for the conferment of honorary degrees which the Senate had resolved to confer on the following persons:—

Her Highness Sri Padmanabha Sevini Vanchi	
Dharma Vardhini Raja Rejeswari Setu Lakshmi	
Bayi, C.I., Senior Maharani of Travancore	LL.D.
Mahamahopadyaya V. Swaminatha Ayyar	D.Litt.
Sir Chettur Sankaran Nair, Kt., C.I.E., B.A., B.L.	LL.D.
Sir Joseph Henry Stone Kt., C.I.E., M.A.	LL.D.
The Rev. Earle Monteith Macphail, C.B.E., C.I.E., M.A., B.D., D.D.	LL.D.
Diwan Bahadur Sir R. Venkataratnam Nayudu, Kt., M.A., L.T., D. LITT.	LL.D.
Sir P. S. Sivaswami Ayyar, K.C.S.I., C.I.E., B.A., B.L.	LL.D.
The Rt. Hon'ble V. S. Srinivasa Sastri, P.C., C.H., B.A., L.T.	LL.D.
Sir M. Akbar Hydari Nawab Hyder Nawaz Jung Bahadur, Kt., B.A.	LL.D.
The Rev. William Meston, M.A., B.D., D.D.	D.Litt.
The Hon'ble Diwan Bahadur Rajah Sir R.M. Annamalai Chettiyar of Chettinad, Kt.	LL.D.
Sir Chandrasekara Venkata Raman, Kt., M.A., PH.D., D.SC., LL.D., F.R.S., N.L.	D.Sc.

At its meeting held in October 1934, the Senate resolved to confer the Honorary Degree of Doctor of Laws on the following persons:—

The Rt. Hon. Sir John E. P. Wallis, Kt., P.C., M.A., Bar-at-Law.

The Hon. Sir Konkoth Ramunni Menon, Kt., M.A.

These were conferred at the Convocation held on 7th August 1935.

The titles and diplomas are awarded at a special meeting of the Senate from the year 1935.

(viii) *Departments of Research and Study.*—The following departments continued to work during the quinquennium:—

Indian History and Archæology.	Sanskrit.
Economics.	Tamil.
Indian Philosophy.	Telugu.
Mathematics.	Kannada.
Zoology.	Malayalam.
Botany.	Arabic, Persian and Urdu.
Bio-Chemistry.	

Diploma courses in Geography and Indian Music were opened in July 1932.

The Syndicate obtained periodical reports from the several Research departments on their working.

The results of the Research work done were either published in journals or as bulletins or publications of the University. Research workers (students and fellows) were appointed by the Syndicate on stipends in the following subjects :—

Philosophy.	Chemistry.	Geography.
History.	Bio-Chemistry.	Indian Music.
Economics.	Botany.	Medicine.
Mathematics.	Zoology.	Teaching.
Physics.	Anthropology.	Agriculture.

Where there were no departments of study and research in the University, Research students and fellows were working under the guidance and supervision of other persons approved by the Syndicate.

Several of the Research students submitted the results of their research work as theses for the Msc., Ph.D. and D.Sc. Degrees of the University and have qualified themselves for the same.

(ix) *Catalogus Catalogorum*.—The University has undertaken to prepare a complete *Catalogus Catalogorum* of Sanskrit manuscripts. The work has been entrusted to an Editorial Board. Two Sanskrit Honours Graduates were appointed in November 1935 and the work is progressing. Each item in *Anfechts Catalogus Catalogorum* is copied on a fresh slip, the entries verified and noteworthy data bearing on the date and the identification of the work known from the new catalogues are noted. It is proposed to publish the work in instalments.

The University Library.—In August 1936, the library was transferred from the Senate House to its new buildings. The location of books in the stock room has been planned with very great care, having regard to the importance of and frequency in demand in various subjects and the convenience of the readers and the staff. The system followed in the library is the open access system. Gangway and bay guides have been provided in the three floors of the stock room, out of the four floors of the stock room. The working hours of the library is from 7 a.m. to 8 p.m. daily. The system of lending books to eligible persons in the mufassal (outside Madras City) has also been introduced. The total number of volumes in the library is 97,343.

Mackenzie Manuscripts.—In G.O. Ms. No. 1751, Law (Education), dated 5th October 1931, the work of preparing a catalogue of the Mackenzie manuscripts in the Government Oriental Manuscripts Library was entrusted to the Indian History department of the University of Madras. The work was begun in July 1933. Two Research assistants, one in Tamil and Malayalam and the other in Telugu and a typist were appointed in connexion with the work. So far, 21 volumes in Tamil and Malayalam and 35 in Telugu were examined and summaries taken. There still remain 71 volumes in Tamil and Malayalam and 127 volumes in Telugu to be gone through. This, it is understood, will take about three

to four years more. One thousand two hundred and ninety-four pages of matter containing summaries of Tamil and Malayalam manuscripts and 2,153 pages of matter containing summaries of Telugu manuscripts have so far been typed.

(x) *University Lectures*.—Lectures were, as usual, delivered annually by the heads of departments in the University in History, Economics, Mathematics, Indian Philosophy and Sanskrit in the Arts side, and in Botany, Bio-Chemistry and Zoology in the science side. The Honorary Readers appointed by the Syndicate in each year delivered a course of not less than four lectures in their subjects.

Besides the above, lectures under the various endowments were arranged.

University Extension Boards constituted at Madras, Trichinopoly, Madurai, Mangalore, Ernakulam and Coimbatore arranged for lectures on current topics of general interest to the public.

Vacation lectures for the benefit of teachers of High Schools were arranged during the quinquennium as follows :—

In 1931-32—Lectures on Biology.

In 1933-34—On the teaching of English, Child Education, Mathematics.

In 1935-36—On the teaching of Tamil; on school library work.

In 1936-37—On school library work.

(xi) *Tamil Lexicon*.—In 1932, it was mentioned that the two parts of Volume V of the publication had been printed. Since then the other two parts of Volume V and the four parts of Volume VI were printed. By the end of March 1936, the whole work (six volumes) had been printed and this monumental work was brought to a close. The Senate, at its meeting held in March 1936, adopted a resolution placing on record its appreciation of the very valuable services rendered by the Chairman and members of the Committee, the Editor and the staff and the Honorary Correspondents and others connected with the work in bringing the work to a satisfactory and successful termination.

The Senate has also sanctioned the publication of an Addendum Volume to the Lexicon at a cost not exceeding Rs. 50,000 spread over a period of three and a half years from the 1st April 1936. The work is now done with the co-operation of the members of the department of Tamil and the establishment for the Lexicon work has been curtailed.

(xii) *The Madras University Students Information Bureau*.—Mr. V. K. Ayyappan Pillai continued to be the Secretary of the Bureau during the years 1932 and 1933. From March 1934, Dr. A. V. Moses was the Secretary of the Bureau and from March 1937, Capt. Abdul Hamid has been the Secretary.

The office of the Bureau has been shifted to the University Departmental Buildings, Marina, Chepauk.

During the period, the sphere of the activity of the Bureau was further extended so as to include giving advice to candidates appearing for the competitive examinations.

(xiii) *University Students' Union*.—On the recommendation of the Syndicate, the Senate at its meeting in February 1932, accepted a proposal to start a University Students' Union for the purpose of promoting the athletic and literary activities of the students of colleges. The Union is at present housed in a rented building in Egmore where Government have been pleased to alienate a portion of the Spur Tank grounds in favour of the University for use as playgrounds for the Union. A branch of the Union was opened in 1936 in the University Examination Hall, Marina, Triplicane. The Union provides for indoor and outdoor games and is in charge of Inter-University Debates, etc.

Subject to the ultimate authority of the Syndicate, the control of the Union is vested in a Governing body composed of the Principals of the constituent colleges for men and the management of the Union is vested in a managing committee elected by the members themselves. A sum of about Rs. 10,000 is provided annually for the expenses of the Union.

(xiv) *Inter-University and Inter-Collegiate Tournaments*.—On a recommendation made by the Senate in October 1933, the Syndicate appointed a committee to consider the possibility of organizing inter-collegiate tournaments in the major games under the auspices of the University. The scheme of inter-collegiate tournaments drafted by the Committee after consulting the Principals of the various colleges affiliated to and recognized by the University were accepted by the Syndicate in September 1935 and reported to the Senate in October 1935. As per the scheme accepted by the Syndicate, the conduct of inter-collegiate tournaments is in the hands of six local divisional organizations in the chief centres of the Presidency, viz., Madras, Madura, Bangalore, Mangalore, Trichur and Trivandrum and a Central Organization in Madras. The Central Organization is in charge of all Inter-University fixtures and the finals of the Inter-Collegiate tournaments. A sum of Rs. 6,000 is annually provided for running the tournaments.

(xv) *University Endowments*.—The following is a list of the endowments accepted by the University between the years 1932 and 1937 :—

Lectureships—The Rt. Hon'ble Sir George Stanley *Lectureship*.—Lectures are to be arranged triennially on any topic comprised in Aesthetics.

The Diwan Bahadur K. Krishnaswami Rao Lectureship.—Lectures under this endowment are to be arranged biennially on Ancient Indian Culture.

Scholarships—*The Kerala Association Scholarship*.—To be awarded to a Thiyya candidate from Malabar, studying for B.A. or B.Sc., Pass or Honours Degree.

The Hemingway Memorial Scholarship.—To be awarded to a poor and deserving candidate for the B.A. Degree in Economics, Group (IV-b).

Medals—*Sir C. V. Kumaraswami Sastri Gold Medal*.—To be awarded to the candidate who stands first among the successful candidates in Group (IV-a) History and Economics of the B.A. Degree Examination.

The Sir Mannath Krishnan Nair Gold Medal.—To be awarded to the student who stands first among the successful candidates of the B.A. Degree Examination of the year taking Physics as his main subject and Chemistry as his subsidiary subject.

The Dr. A. Lakshmanaswami Mudaliyar Gold Medal.—To be awarded to a candidate who, among the candidates qualifying for the M.B. & B.S. Degree in the year, secures the highest number of marks in Obstetrics and Gynaecology.

The Dr. S. Rangachari Gold Medal.—To be awarded to the candidate who qualifies for the M.B. & B.S. Degree and has shown distinguished merit in Surgery and Medicine.

Prizes—*Lady K. Srinivasa Ayyangar Prize*.—To be awarded to a candidate who qualifies for the M.L.O. Degree or B.O.L. Degree of the Siromani Title.

King George V Memorial Tamil Prize.—To a candidate who stands first in the first class in Tamil in the Oriental Title Examination.

The Eric Conran Smith Prize.—To be awarded to the student who stands first among the successful candidates at the B.A. (Hons.) Degree Examination of the year in Branch III—History, Politics and Economics.

The G.A. Natesan Prize.—To be awarded to a candidate qualifying for the B.A. Degree, with Indian Music as optional subject, and has shown distinguished merit.

The Dr. A. C. Asirvadha Nadar Memorial Prize.—To be awarded annually to the candidate who among the candidates qualifying for the M.B. & B.S. Degree in the year obtains the highest marks in Gynaecology and Obstetrics.

(xvi) *Finance—University Endowments*.—This head represents the endowments made by private bodies or individuals for the award of prizes, medals, scholarships and for lectureships. The Government Securities under Endowments on the 31st March 1937 amounted to Rs. 7,16,000 against Rs. 6,13,150 at the end of the previous quinquennium. The amount received from the Donors during the period amounted to Rs. 36,300 and the balance of Rs. 66,550 represents the accumulated interest having been added to the corpus of the fund.

Government Grant to the University.—During the quinquennium, the Government placed at the disposal of the University, the annual block grant of Rs. 3.15 lakhs, representing Rs. 0.85 lakh under section 44 (2) (a) and Rs. 2.3 lakhs under section 44 (2) (9-b) of the University Act. This amount was, with the approval of the Senate, allocated to the several Research departments of the University in accordance with the principle of block grant so that each department has to its credit the accumulated unspent balances of each year.

Research Laboratories.—During the quinquennium, the construction of the three Research Laboratories was completed, as also the electric and sanitary fittings. A large amount was spent during this period towards the initial cost of equipment, apparatus, Europe stores, etc.

Publication Account.—The cost of publication of the Text-books for the S.S.L.C., Intermediate and B.A. Examinations and the cost of publications of the Research work of Professors, Readers, Lecturers and Research students and the cost of University Journals are met from this account, the sale-proceeds forming the corresponding source of income. This account is working at a surplus which is annually added to the corpus of the fund, which has accumulated to Rs. 4.27 lakhs.

Research and Development Account.—The main source of income is about Rs. 1.10 lakhs, being the interest on the accumulations under Fee Fund. The cost of Studentships and Fellowships and Lectureships and of Diploma courses in French, German, Library, Science, Geography and Indian Music, is met from this account in addition to the cost of the courses newly started during the quinquennium and other Research works, viz., Laboratory Arts course, Mackenzie Manuscripts and Catalogues and Catalogorum. The cost of lectures arranged by the Extension Boards at the different centres in the University area is also debited to this account. The cost of the Botany Research Laboratory is also met from this account, while that of the other two laboratories, viz., Zoology and Bio-Chemistry, is met from the grant from Government.

Provident Fund Account.—The scheme was given effect to from 1929-30 and there were about 90 members at the end of the quinquennium. The subscriptions and the University contributions are invested in securities and the amount at the end of the period under review was Rs. 1,28,600.

Pension Fund Account.—In order to provide capital for the payment of pension to those elected to remain under pension rules, an annual contribution of Rs. 30,000 was made from the fee fund and the library account till the end of the quinquennium. The capital has now come to over Rs. 3 lakhs yielding an annual interest of Rs. 13,000 which is just sufficient to meet the amount of pension to the existing pensioners.

(xvii) *General.*—It was stated in the last report that only the foundation was completed for the Library buildings and that an additional two storied building was proposed to be constructed adjacent to the library to accommodate the Teaching and Research departments. During the quinquennium, the two buildings with electric and sanitary fittings were completed at a cost of about Rs. 17 lakhs. These buildings were occupied by the Library and the Research departments early in September 1936. The University offices which were located in the Senate House buildings were also accommodated in the new Library buildings. The Senate House has been rented temporarily to the Government of Madras.

Besides the two buildings mentioned above, another building for holding the University Examinations and for accommodating some other Research departments was constructed on the Marina at a cost of about 3 lakhs.

B. Andhra University.

(i) *The Jeypore Endowment.*—A notable even of the quinquennium is the execution of a gift deed by the Maharaja Dr. Sri Sri Vikrama Deo Varma Garu, Hon. D.LITT. (Andhra), Maharaja of Jeypore, in favour of the University, agreeing to pay towards the expenditure of the University College of Science and Technology, an annual contribution of Rs. 50,000 for 1933-34, Rs. 75,000 for 1934-35 and Rs. 1,00,000 per annum thereafter till such time when he or his heirs might pay up a capital sum of Rs. 15,00,000.

(ii) *Vice-Chancellor.*—Sir S. Radhakrishnan, M.A., D.LITT. (Andhra), was Vice-Chancellor of the University till 20th May 1936. Dr. C. R. Reddy, M.A. (Cantab.), Hon. D.LITT. (Andhra), M.L.C., who was elected a second-time as the Vice-Chancellor of the University for a period of three years assumed charge of the office on the 20th May 1936. At the meeting of the Syndicate held on 11th July 1936, at which he presided for the first time after his election, he informed the Syndicate that he would be drawing as from pay (Rs. 2,000 per mensem) due for July 1936, Rs. 1,000 only as his pay, leaving the undrawn amounts with the University to form part of a fund called "The Vice-Chancellor's Fund" to be utilized by the Syndicate for purposes of benefit to the University.

(iii) *Sites and buildings—Sites.*—It was stated in the last quinquennial report that the Senate sanctioned the acquisition under the Land Acquisition Act, of the Hotel Cecil buildings and the site of 21 and odd acres on which it is situated at a cost of Rs. 2 lakhs and another block of 31 acres adjoining it at a cost of about Rs. 1,10,000 and that the acquisition of the first site was over and that of the latter was nearing completion. During the early part of the quinquennium, the second-site was also acquired. The University is now in possession of lands to the extent of nearly 53 acres. The University has also requested the Madras Government to assign to it the lands adjoining the University site known as forest plantation, measuring about 75 acres. The matter is under the consideration of Government.

Buildings.—During the quinquennium the following buildings were constructed and occupied :—

- (1) University College of Arts and Commerce;
- (2) Jeypore Vikrama Deo College of Science and Technology;
- (3) Power-house;
- (4) Laboratory blocks;
- (5) Clock tower;
- (6) Library building;
- (7) Three hostel blocks with kitchens and dining halls;
- (8) Hostel dispensary; and
- (9) Warden's quarters.

The construction of an additional hostel building, Technology shed, Faculty club and Lunch house were sanctioned in 1936-37.

(iv) *University Organization and Development—Development Programme (General).*—During the last year of the quinquennium the Syndicate appointed a sub-committee to plan out a development programme for the next five years and work out the financial implications thereof, as, in the opinion of the Syndicate, a comprehensive plan would enable the University to co-ordinate its activities better and take up the new schemes in the order of importance and urgency. To help the Committee, the Vice-Chancellor has prepared a note summarizing the most important needs of the University. The Committee considered the note and accepted the proposals made therein with a few modifications. On the basis of the proposals contained in the note, the Syndicate applied to the Madras Government for a non-recurring grant of Rs. 12 lakhs, but the Government, in their order Ms. No. 2441, dated the 14th November 1936, regretted their inability to accede to this request for additional grants.

Honours Courses.—On the teaching side, considerable progress was made during the quinquennium under report. It was mentioned in the last quinquennial report that the University College of Arts, with provision for teaching up to the Honours standard in (i) History, Economics and Politics and (ii) Telugu language and Literature, was opened in July 1931. In the July of the next year, two more departments of teaching, namely, Mathematics and Philosophy, were opened. In the same year, the University College of Science and Technology, providing instruction leading to B.Sc. Honours Degree examinations in (i) Physics and (ii) Chemistry, was opened. In July 1933, the Technology courses leading to B.Sc. Honours Degree Examination, with Sugar and Sugar Industry as a special subject, were instituted in the Science College. With effect from July 1934, courses in Commerce leading to B. Com. (Pass and Honours) Degrees were organized in the University College of Arts. It may be noted here that this is the only college in South India with Honours Courses in Commerce. In the same

year, the University, taking advantage of the accommodation and equipment available in the Arts and Science Colleges, opened pass Courses in B.A. and B.Sc. in the following subjects :—

B.A., (i) Mathematics; (ii) Philosophy; (iii) History; and (iv) Economics.

B. Sc., (i) Physics Main, with Mathematics and Chemistry Subsidiary; (ii) Chemistry Main, with Mathematics and Physics, Subsidiary.

However, the B.Sc. Pass course not having proved a success, the University decided not to make admission in the Junior classes from July 1936-37.

Revision of Technology Courses.—The Technology courses, which were started in 1933, were revised towards the end of the quinquennium under review. The aim of the revised courses is to train up good Chemical Technologists with a definite industrial bias, able to take up managerial positions in factories, with special training in one major industry. The entire course is a post-Intermediate one of four years with two stages, one at the end of the first three years when students can go up for B.Sc. (Honours), in Technology and the second at the end of the final year when they can go up for M.Sc., Technology. The course comprises instruction in Part I (a) Mathematics; (b) Physics; (c) Chemistry; and (d) Descriptive Engineering, including Machine Drawing and Workshop Practice; Part II—General Chemical Technology, Chemical Engineering, and any one of the following subjects.

- (a) Sugar;
- (b) Pharmaceuticals and fine Chemicals;
- (c) Oils and Fats (including essential oils);
- (d) Ceramics.

NOTE.—The University has made provision at present for the first two subjects.

Diploma Course in Chemistry and Microscopy of Foods, Drugs and Water.—A scheme for a Diploma course in the Chemistry and Microscopy of Foods, Drugs and Water has been approved by the academic authorities of the University and will come into force from July 1937.

Independent Medical Examinations.—Mention was made in the last quinquennial report that the Medical Examinations of the Andhra University and those of the Madras University were being jointly held under the auspices of the Madras University under the terms of the Conjoint Medical Examination Scheme adopted by both the Universities in 1926-27. With effect from January 1934, the Andhra Medical Examinations are being held independently of the Madras University.

Bhasha Praveena Examination.—The courses of study relating to Ubhaya Bhasha Praveena Examination in the Faculty of Oriental Learning have been thoroughly revised. The title itself has been

changed to Bhasha Praveena Examination and in the revised syllabus Sanskrit occupies a place subsidiary to that of modern Indian languages, viz., Tamil, Kannada and Oriya. Further, provision has been made for the study of Hindi as a modern Indian language in the Bhasha Praveena Examination.

B.O.L. Courses.—The question of opening B.O.L. (Bachelor of Oriental Languages) courses with two optional subjects, viz., Nyaya and either Vyakarna or Alankara, in the University College of Arts and Commerce is under the consideration of the University authorities.

University Research.—During the quinquennium, a considerable amount of research work was done by the members of the several departments of Teaching and Research Scholars, and the results were published in standard journals from time to time.

There are three main departments in the Science College, viz., Physics, Chemistry and Technology. During the period under review, about 78 communications were published from the Physics department, 38 from the Chemistry department and 7 from the Technology department. On the Arts side, about 18 papers and 3 monographs were published from the History, Economics and Politics department, 14 papers from the Philosophy department, 10 papers from the Mathematics department and 1 paper and 3 monographs from the Telugu department.

The members of the Teaching Staff and Research Scholars attended, on various occasions, the deliberations of several congresses and conferences held in India and presented the results of their investigations before them.

Vernacularization.—It was mentioned in the last quinquennial report that the Academic Council adopted in November 1928 a number of resolutions recommending the adoption of the vernacular as the medium of instruction and examination in the University and that the executive authority, viz., the Syndicate, did not find it possible to give effect to those resolutions for financial reasons and on account of practical difficulties. In March 1932 the Academic Council asked the Syndicate to consider the question of conducting the Matriculation Examination in non-language subjects in the vernacular. On the recommendation of the Committee appointed by the Syndicate in this behalf, the regulations governing the Matriculation Examination were so amended as to make it obligatory on the part of students appearing for the examination to answer questions in non-language subjects, viz., Mathematics, Elementary Science and History and Geography, in their vernaculars. This provision was to have come into effect from the Matriculation Examination of 1934. But it could not be enforced owing to lack of suitable text-books in the vernaculars in the several subjects covered by the Matriculation course, specially Mathematics and Elementary Science and so option had to be given to the candidates to answer either in English or in vernacular.

In furtherance of the vernacularisation scheme the University commissioned a number of experts to write in Telugu, the chief vernacular of the University, suitable text-books in the several subjects covered by the Intermediate Examination. To facilitate the writing of the above books, a committee of competent scholars, scientific men and writers in Telugu was appointed to compile glossaries for different scientific subjects.

During the quinquennium the University also instituted three prizes of the value of Rs. 750 each, two for award to the authors of the best accounts in Telugu on (i) Every-day Science, and (ii) Public Health and Sanitation, and one for the best creative work in fiction with contemporary Andhra life as its background.

The work in connexion with the vernacularisation is held in abeyance and no progress has been made in this direction.

University Publications.—The activities of the University in regard to publications have greatly increased during the quinquennium, 14 works having been produced as against 3 in the previous quinquennium. They are—

(In English.)

Economics and Politics.

No. 4. The World Economic Depression—A plea for co-operation by Sir J. C. Coyajee, B.A., LL.B., formerly Professor, Department of History, Economics and Politics, Andhra University.

No. 5. India and the League of Nations, by Sir J. C. Coyajee.

No. 12. Federalism in Government—by M. Venkatarangaiya.

General.

No. 16. "Man" by Dr. Rabindranath Tagore.

(In Sanskrit.)

No. 6. Chitrāprabha—A commentary of Haridikshita's Laghu-sabdaratna—by B. Bari Sastri.

No. 7. Sangameswarakrodum on Jagadisa's Siddhanatalakham by G. Sangameswara Sastri.

(In Telugu.)

No. 9. Andhra Mimamsa Nyaya Mukta-vali—A treatise on Purva Mimamsa Darsana—by K. Gopalakrishnamma, M.A., L.T.

Sanskrit.

No. 10. History of Sanskrit Literature—Part I, Vedic Period by M. Suryanarayana Sastri.

No. 13. History of Sanskrit Literature—Part II, by the same author (Laukic Period).

Telugu.

- No. 8. Kavithwathathwavicharamu by Dr. C. Ramalinga Reddi, M.A. (Cantab.), D.LITT. Chancellor, Andhra University.
- No. 11. A descriptive catalogue of the Telugu Manuscripts in the Tanjore Palace Library, edited by P. P. S. Sastri, Professor of Sanskrit, Presidency College, Madras.
- No. 14. Viswarupamu (dealing with the Physical Universe) by K. Kondiah, M.Sc.
- No. 15. Vaiyakarana Parijatamu by V. Ch. Seetharamaswami Sastri, University College of Arts, Waltair.
- No. 18. History of Telugu Language by Dr. C. Narayana Rao, M.A., PH.D., L.T.

The following three books are in the Press.

1. The Evolution of Political Ideas and Institutions since the Great Indian Mutiny by C. Y. Chintamani.
2. Vidyaranya's Vivaranaprimeyasangraha, Sanskrit Text edited by S. S. Suryanarayana Sastri and Dr. Saileswara Sen.
3. Vidyaranya's Vivaranaprimeyasangraha, Translation and Notes by S. S. Suryanarayana Sastri and Dr. Saileswara Sen.

(v) *Affiliated and Recognized Colleges—Affiliated Colleges.*—At the beginning of the quinquennium, there were, besides the two University Colleges, five second-grade colleges, five first-grade colleges and two professional colleges (the Training College, Rajahmundry, and the Medical College, Vizagapatam) affiliated to the University. During the quinquennium, two of the five secondary grade colleges, viz., the Hindu College, Masulipatam, and the Maharaja's College, Parlakimedi, were raised to the status of first-grade colleges, while two new institutions, namely, the Hindu College, Guntur, and the S.R.R. College, Bezwada, were granted affiliation in the Intermediate Courses of Study, with the result that there are now five second-grade colleges and seven colleges affiliated to the University. The Government Training College, Rajahmundry, which had been enjoying temporary affiliation during the last quinquennium, was accorded permanent affiliation during the quinquennium under review.

Recognized Institutions.—With the granting of recognition to the Sri Sarada Niketan, Guntur, as a special grade college for teaching Basha Praveena Courses of Study, with effect from July 1936, the number of Oriental Institutions recognized by the University increased in the quinquennium from seven to eight. This newly recognized institution, like the Andhra Yuvathi Sanskrit College, Rajahmundry, is a Women's College. Thus there are now two Oriental Colleges in the University exclusively for women.

The college department of the Andhra Girvana Vidya Peethamu, Kovvur, ceased to function from July 1935 for want of students.

(vi) *Medical College, Vizagapatam—Recognition of Medical Degrees.*—The Medical Council of India appointed a Commission to inspect the Government Medical College, Vizagapatam, with a view to finding out whether the college and the hospital attached thereto could be recognized by that Council as institutions fit for training students for the M.B.B.S. Degree Examinations of the University. The Commissioners accordingly visited the college and the hospital in 1935 and also acquainted themselves with the procedure adopted at the conduct of the Final Examinations and submitted a detailed report on the whole question. The Syndicate which was furnished with a copy of the report for its remarks and suggestions, obtained the view of its medical members and submitted to Government, who are the management of the College, a detailed set of recommendations, indicating points which should be attended to, in order to bring the college and the hospital to the standard laid down by the Commissioners. These recommendations were accepted in the main by Government who, in consultation with the University, informed the Governor-General in Council that they had accepted a comprehensive programme of improvements to the Medical College and the attached hospital with a view to bringing those institutions up to the required standard of efficiency in respect of staff, equipment and buildings at an estimated cost of Rs. 16 lakhs (non-recurring) and Rs. 1.50 lakhs (recurring), and that improvements had been effected already in certain directions; they also requested the Governor-General in Council to be pleased to direct the Indian Medical Council to reconsider its decision, but the decision of the Medical Council refusing recognition to Andhra Medical Degree was upheld. In October 1936, the University addressed the Council requesting a reconsideration of their decision in view of the steps so far taken by the University and the Local Government to meet the criticism of its Inspectors. The Council, while appreciating the steps taken so far to meet the criticisms of its Inspectors, felt that it was advisable to take up the question after a re-inspection of the courses of study and examinations of the University. The University having agreed to the inspection, the Council appointed three Inspectors, who inspected the College and the Hospital in January 1937 at the time of the Final M.B.B.S. Examinations. The joint reports of the Inspectors, as also the remarks of the University thereon, are to be considered by the Executive Committee of the Council at its meeting to be held in August 1937.

(vii) *General Inspection Commission—Inspection of affiliated colleges.*—Since the inauguration of the University in 1926, many modifications have been made in the curriculum of studies leading to the several examinations of the University. The last general

inspection of the affiliated colleges took place in 1917, when these colleges were under the jurisdiction of the University of Madras. In these circumstances, the Syndicate appointed in September 1932 a Commission consisting of well-known authorities in the different subjects, to inspect the affiliated colleges, to confer with the staff and managements and to advise them and the University on the lines of further development. Owing to breaches in the Bengal-Nagpur Railway, the Commission was able to inspect the colleges only in January 1933. In May of the same year, the Commission submitted its report in two parts, the general and special, the former containing a general review of the colleges, which is helpful for a proper understanding of the position by the University authorities, and the latter dealing with the individual colleges. The Syndicate considered the report in June 1933 and decided to forward the general report to the members of the various authorities of the University and the special part to the colleges concerned. The managements of colleges were requested to state in answer to a questionnaire the steps they proposed to take to give effect to the recommendations of the Commission and to remedy the defects pointed out by it. The response from the colleges was encouraging and generally speaking they have acted up to the recommendations of the Commission save in respect of those involving expenditure of large sums of money on the part of the managements.

Inspection of recognized colleges.—It was suggested that a similar Commission be appointed to inspect the recognized colleges (oriental institutions). The Syndicate, after consulting the Boards of Studies in Sanskrit, Telugu and Oriya, issued a questionnaire to the colleges, the replies to which are under the consideration of the concerned authorities.

(viii) *Extension lectures.*—With a view to bringing the University and the general community into closer contact, the University arranged, during the quinquennium, for the delivery of a series of extension lectures under the auspices of the University in different centres in the University area on subjects of interest and urgency to the people. These lectures were delivered not only in English but also in vernaculars, viz., Telugu and Oriya.

Among the distinguished visitors who delivered lectures during the quinquennium were—

Dr. Rabindranath Tagore.

Dr. Shailes Mathews of Chicago.

Professor Yone Noguchi, the Japanese Poet.

Mr. C. Y. Chintamani, Allahabad.

Professor R. Ortway of the Budapest University.

Dr. Andrew Krzesinske, Professor of Philosophy at the Jagiellonian University of Karkow (Poland).

(ix) *Foreign Fellowship.*—During the quinquennium, with the development of its teaching side, the University awarded a number of scholarships and Fellowships (tenable in India). Towards the close of the quinquennium, the Syndicate decided to depute two promising young teachers of the Jeypore Vikrama Deo College of Science and Technology for carrying on research and for undergoing advanced courses in Analytical Chemistry and Chemical Engineering, respectively, in the Imperial College of Science and Technology, London. One of these will specialise in the study of (i) Mineral Analysis, (ii) Microchemical Analysis, (iii) Technical Analysis, and (iv) Electro-Chemistry, while the other will specialise in the manufacture of (i) sugar, (ii) paints and varnishes and (iii) oils and soaps.

These teachers are expected to join the Imperial College in September 1937.

(x) *Special Convocation.*—During the quinquennium a special Convocation, as distinct from the annual Convocations for conferring Honorary Degrees, was held on the 13th March 1937 under the presidency of the Pro-Chancellor, Dr. Sri Sri Sri Vikrama Deo Varma Garu, D.LITT. The Honorary Degree of Doctor of Letters (D. Litt.) was conferred on the following:—

- (1) The Hon'ble the Raja Sahib of Bobbili,
- (2) Mr. C. R. Reddi,
- (3) Rai Bahadur Sir K. V. Reddi Nayudu, and
- (4) Mr. E. Raghavendra Rao.

The Honorary Doctorate Degree of Kalaprapurna in the Faculty of Oriental Learning was conferred on the following:—

- (1) Mahamahopadyaya Kapisthalam Desikacharyulu,
- (2) Mahamahopadyaya Tata Subbaraya Sastri,
- (3) Mr. Sripada Krishnamurti Sastri and
- (4) Mr. Janamanchi Seshadri Sarma.

(xi) *Research degrees.*—Research degrees of Ph.D., M.A., and M.Sc. were awarded for the first time in 1935.

(xii) *Tutorial scheme.*—A regular tutorial scheme was introduced in the University colleges with effect from 1936-37. Necessary steps have been taken to ensure adequate supervision of the students by their tutors since the proper discharge of their duties by the latter is essential to the building up of sound traditions and to the creation of a proper atmosphere among the students. To intensify the scheme, three resident tutors were appointed from July 1937.

(xiii) *The University Library.*—Till July 1932, the library was located in a rented house. Towards the close of the academic year 1932-33 the main library was shifted to the Arts and Science Colleges of the University.

Till July 1934 the administration of the library was vested in an honorary librarian who was a member of the teaching staff of the University. A whole-time librarian was appointed in July 1934.

At the beginning of July 1932, the number of volumes in the library was 9,086. At the end of July 1937 it increased to 32,300. Thus during the quinquennium 23,214 volumes were added. The number of periodicals subscribed for and received free at the beginning of the quinquennium was 110. The number at the close of July 1937 is 250. On an average, a sum of Rs. 25,000 was allotted for the purchase of books and periodicals every year during the period. About one-fifth of this amount was spent on periodicals.

The Dewy Decimal System of classification which was adopted was modified to suit the needs of the library and a new system of issuing books by tickets was introduced during the period, displacing the old cumbrous method of lending by registers.

C. The Annamalai University.

(i) *Personnel—Chancellor.*—His Excellency the Right Hon'ble Lieutenant-Colonel Sir George Frederick Stanley, P.C., G.C.I.E., C.M.G., was the Chancellor of the University till the 15th November 1934, except for a short interval from the 15th May to 15th August 1934, when he acted as the Viceroy and Governor-General of India. During this interval Sir Muhammad Usman, K.C.I.E., officiated as the Governor of Madras and was the Chancellor of the University. His Excellency Lord Erskine, G.C.I.E., who succeeded the Right Hon'ble Sir George Frederick Stanley as Governor of Madras, has been the Chancellor of the University from the 15th November 1934, except for a short period when he went on leave from 18th June 1936 to 1st October 1936. During the period the Hon'ble Sir K. V. Reddi Nayudu, Kt., B.A., B.L., acted as the Governor of the Province and became the Chancellor.

Pro-Chancellor.—The Hon'ble Dr. Raja Sir S. R. M. Annamalai Chettiyar of Chettinad, Kt., LL.D., continued to be the Founder Pro-Chancellor of the University during the quinquennium.

Vice-Chancellor.—M.R.Ry. Diwan Bahadur S. E. Runganaadhan Ayyargal was re-appointed Vice-Chancellor for a further period of three years from the 28th April 1932. Dr. S. N. Chakravarthi officiated as Vice-Chancellor from the 29th April 1935 to 25th June 1935, when the Right Hon'ble V. S. Srinivasa Sastriyar, P.C., C.H., LL.D., assumed charge as the Honorary Vice-Chancellor of the University. From 20th November 1936 to 20th February 1937, M.R.Ry. T. R. Venkatarama Sastriyar, C.I.E., officiated as the Vice-Chancellor during the absence of the Right Hon'ble V. S. Srinivasa Sastriyar on deputation to Malaya.

Registrar.—M.R.Ry. N. Viswanatha Ayyar Avargal, M.A., L.T., continued to be the Registrar of the University during the quinquennium.

(ii) *Authorities and meetings.*—All the authorities of the University having completed their term of office of three years were duly constituted by the end of December 1935. The usual statutory meetings were held.

(iii) *Items of academic importance.*—(1) The most notable development in connexion with the academic work of the University during the period under review was the incorporation of the Raja Annamalai Music College and the Oriental Training College into the University in 1932. A professional course in music extending over a period of four years leading to an examination for the title of Sangita Bhushana and a training course for pandits in Sanskrit and Tamil leading to the award of a certificate at the end of one year were instituted. The music course has since been recognized with a view to making it more cultural than professional by introducing (1) stricter standards of admission to the course by an Entrance Test, and (b) a compulsory study of English besides Tamil and Telugu as an integral part of the course and examination.

(2) The tutorial system which provides for tuition being given either to an individual student or to a small group of three or four was extended to the B.A. and B.Sc. Pass students. This element of personal and individual contact between the teachers and the taught has been of great value to the students.

(3) A research department in Tamil was instituted in July 1934. It started work with Maha-vidwan R. Raghava Ayyangar as research lecturer and two pandits, under the direction and superintendence of the Head of the Tamil department.

(iv) *Vernacularization.*—On the motion of the Senate urging the publication of suitable text-books in Tamil with a view to the ultimate adoption of Tamil as the medium of instruction for the different subjects of study in the University, the Syndicate, as a first step in this direction, decided to institute money prizes for suitable text-books in Tamil of the University standard on different subjects of study adjudged worthy of publication by the University. A text-book on Logic has been published and the subject is being taught in Tamil to the Vidwan students. A similar text-book on "Chemistry" is being published and a prize of Rs. 1,000 has been announced for the best text-book on Physics.

A text-book in Tamil on Acoustics for the Music Course has also been published.

It is hoped that standard text-books in Tamil on all subjects of study will be made available in the course of the next few years so that a start might be made in the direction of vernacularization of studies in the Intermediate classes.

(v) *Courses of study and examinations.*—The courses of study and examination for the several degrees and titles originally based on those of the Madras University were remodelled in the light of experience on the recommendations of expert committees, Boards of Studies and Faculties.

Provision for instruction in the following subjects was made in addition to the existing courses during the period under review :—

- (1) Natural Science for the Intermediate and B.Sc. Degree.
- (2) Elements of Economics for the Intermediate—Part III (Optional).
- (3) Indian Music for the Intermediate—Part III (Optional).
- (4) Telugu for Intermediate—Part I (Second Language).
- (5) Tamil for the B.A. (Hons.) Degree.
- (6) Logic and Versification for the Vidwan Title.

The question of instituting courses in Natural Science for the B.A. (Hons.) Degree and in Elements of Government and Public Administration as an optional subject under Part III of the Intermediate Course is under consideration of the authorities.

September examinations.—A second examination in September of each year for the benefit of candidates failing in the March-April Intermediate, B.A., B.Sc. Degree Examinations was instituted. In consequence, provision for concurrent courses from October to October was made to enable those passing Intermediate Examination in September to continue their studies without any break.

Recognition of examinations.—The examinations of this University have been recognized by all the Indian Universities as equivalent to their corresponding examinations as qualifying for admission to higher courses of study in the several Universities.

The Syndicate has framed a set of rules to recognize examinations of other recognized bodies and regulate admission to the University on the merit of each case and on the basis of the rules prescribed for certain specified examinations.

(vi) *Research and publications.*—In addition to the provision for the award of Research Studentships, Research Degrees of M.Litt., and M.Sc. have been instituted. Research studentships have been classified into "Senior" and "Junior", the former awardable only to those who have qualified for the degrees of M. Litt. and M.Sc.

Publications.—The following books have been published by the University during the period under review :—

- (1) Swaramalakalanidhi, by Mr. M. S. Ramaswami Ayyar, B.A., B.L., L.T. (a translation of an ancient work in Music).
- (2) Sri Mukundamala, by Mr. K. Rama Pisharoti, M.A.
- (3) Sabhapati Vilasa Nataka, by Mr. S. Dandapaniswami Dikshitar, Sanskrit Department, Annamalai University.

- (4) Tatvabindu, by Mr. V. A. Ramaswami Sastriar, M.A., Sanskrit Department, Annamalai University.
- (5) Swarasiddhanta Chandrika, by Mr. K. A. Sivaramakrishna Sastriar, Sanskrit Department, Annamalai University.
- (6) Jaganatha Pandita, by Mr. V. A. Ramaswami Sastriar, M.A., Sanskrit Department, Annamalai University.
- (7) Philosophy of Aesthetic Pleasure (Thesis for the M.O.L. Degree of the Madras University) by Mr. Panchapakesa Sastriar, Sanskrit Department, Annamalai University.
- (8) Pari Pattu with Commentary, by Mahavidwan R. Raghava Ayyangar, Research Lecturer in Tamil, Annamalai University.

Text-books in Tamil.

- (1) Logic, by Mr. K. R. Appalachariar, M.A., L.T., Lecturer, Government College, Mangalore.
- (2) Chemistry, by Mr. N. Anantavaidyanathan, M.A., Chemistry Department, Annamalai University (in the press).
- (3) Acoustics, by Mr. R. K. Viswanathan, B.A. (Hons.), Physics Department, Annamalai University.
- (4) Music, by Vidwan K. Ponniah Pillai, Music Department, Annamalai University (in the press).

A prize of Rs. 1,000 has been offered for the best manuscript Intermediate Text-book in Physics.

University Research Journal.—The University published this Journal thrice a year under the direction of an Editorial Committee. This serves as the best medium for publishing the research activities by the members of the staff and of the Research Students in the University. Dr. B. V. Narayanaswami Nayudu, M.A., B.COM., PH.D., Bar.-at-Law, Head of the Department of Economics in this University, has been its Editor throughout the period under review.

(vii) *Special lectures.*—The following gentlemen delivered special lectures at the University :—

- (1) Dr. W. Blaschke of Hamburg University.
- (2) Sir P. C. Ray of Calcutta University.
- (3) Sir T. Vijayaraghavachariar.

(viii) *Conferences.*—The seventeenth session of the All-India Economic Conference was held under the auspices of the University in 1934 at Annamalai Nagar. His Excellency the Governor of Madras opened the Conference on the 2nd January 1934. The Hon'ble Dr. Raja Sir Annamalai Chettiar, LL.D., Founder Pro-Chancellor, was the Patron of the Conference.

Diwan Bahadur S. E. Runganadhan, Vice-Chancellor, Mr. S. Satyamurthi and Dr. B. V. Narayanaswami Nayudu, went as delegates of the University to the Quinquennial Conference of the Indian Universities held at Delhi in March 1934 under the auspices of the Inter-University Board, India.

(ix) *Endowments*.—(1) Rupees 25,000 given by the Founder Pro-Chancellor of the University, to be added to the corpus of the Permanent Endowment Fund, besides a free gift to the University of 168 acres of land in his possession.

(2) Rupees 1,200 by Mr. A. Ramanatha Ayyar, B.A., B.L., Sub-Judge, in memory of his late son, a student of this University, towards the award of a scholarship to a deserving student of the B.A. class under certain conditions.

(3) Rupees 1,250 by the Right Hon'ble Lient.-Col. Sir George Frederick Stanley, P.C., G.C.I.E., C.M.G., Chancellor of the University from 1930-35, towards the award of a prize to a student who passes the B.A., or B.Sc. Degree Examination obtaining the highest number of marks in English.

(4) Rupees 731-10-6 by the members of the Working Committee of the Music Conference held in Annamalaiagar, towards the award of a prize to a student obtaining the highest percentage of marks in Sangita Bhushana Final Examination.

(x) *Items of general interest*.—(1) *Economy in University expenditure*.—In February 1933, an *ad hoc* Committee was appointed to examine the financial position of the University and to suggest retrenchment of expenditure, wherever possible, so that the resources of the University might be employed in the most economical and advantageous manner. The Committee submitted its report in April 1933 embodying a plan of work for the next ten years.

On the academic side, the Committee recommended that provision should continue to be made for all the existing courses of study and that the B.A. (Hons.) Degree course in Philosophy and in English Language and Literature should be continued on a temporary basis for a period of three years and ten years, respectively. The Department of Philosophy has since been placed on a permanent basis.

On the financial side, the Committee suggested that it was desirable that economy should be effected chiefly, among other things, in respect of the following items of expenditure:—

- (1) Salaries of Teachers and staff.
- (2) Travelling Allowance.
- (3) Expenditure on Examinations.

Suitable amendments to the laws revising the scales of salaries of teachers on the lines recommended by the Committee were passed by the Senate. The standing orders governing travelling allowance have been amended and the meetings are arranged with a view to economy in expenditure on travelling allowance. Regulations governing fees payable to Paper-setters and Examiners have been modified with a view to reducing expenditure on examinations.

(2) *Bureau of information*.—The Syndicate on the recommendation of the Senate have arranged for opening (1) a Bureau of information with a view to providing facilities for the employment of graduates of this University and (2) maintaining an official register of graduates of this University giving particulars of their addresses, employment and achievements.

(3) *Technological studies*.—A Special Committee has been constituted to consider the possibility of instituting a course on Oil Technology and a draft scheme formulated by the Committee is under consideration.

(4) *Colonization scheme*.—An Expert Committee has been constituted to explore the possibilities of utilizing the agricultural lands in the possession of the University for purpose of colonization by such past students of the University as are unemployed and are prepared to take up private farming on the lines of the Punjab Colonization Scheme. The report of the Committee is under consideration.

(5) *Boating scheme*.—A scheme for starting a boat club as an adjunct to the Physical Education Department of this University has been sanctioned. To make a start in this direction, the Public Works Department were requested to accord sanction for the straightening and deepening of some portions of the Uppanar within the University limits. The Government have since agreed to cut straight the two upper loops of the river within the University limits.

(6) *Inter-Collegiate and All-India debate in Elocution*.—Besides the Inter-Collegiate elocution competitions in English and Tamil arranged by the University every year, the University participated in the All-India Inter-University Elocution Competition organized by the Allahabad University in 1932.

(7) *Inter-provincial athletic tournaments*.—The University participated in the tournaments organized under the auspices of the Madras University in 1932. Teams for competitions in cricket, hockey, football and tennis were entered.

(8) *Land and buildings*.—The University is now in possession of about 550 acres of lands.

The following buildings were constructed and completed during the period under review:—

- (1) Twenty-four lecturers' quarters.
- (2) Stores and cattle sheds.
- (3) Six quarters for clerks.
- (4) A sports pavilion.
- (5) A Post office with quarters for the Postmaster.
- (6) Hospital with an isolation ward.
- (7) Police station with quarters for Policemen.

- (8) Men's club and guest house.
- (9) Ladies club (a gift by the Founder Pro-Chancellor of the University).
- (10) Women students' hostel.
- (11) Music college.
- (12) Union Hall for students.
- (13) Additional hostel blocks and dining sections to accommodate about 100 students.
- (14) The library and administrative buildings.
- (15) Twenty-four Pandits' quarters.

Besides the construction of these buildings, new roads, gardens and parks have been laid out. In all the buildings, there has been provision for electric lighting.

D. The Madras University Training Corps.

20. Though during the first two years of the quinquennium difficulty was felt in recruiting up to the full strength of the corps, in the later years there was improvement in recruitment which was very satisfactory in the last year of the quinquennium.

The annual camp was held during the period at Pallavaram. A vigorous programme was put through in the camp which included Route March, Drill and Guard Mounting competitions. To suit the convenience of the members of the Corps the date of the annual camp was changed from September to December in 1934. Messing arrangements in the camp were also improved. These brought about an improvement in attendance in the camp.

Special features of the camp during the quinquennium were the demonstration of Very Light Signalling and illumination and demonstration of the working of a Platoon as a vanguard and rear party in rear-guard action.

During the last year of the quinquennium lectures on the following subjects were delivered in camp: (a) organization of a battalion; (b) organization of the army in India; (c) medical arrangements in peace and war; (d) defence against gas; and (e) military vocabulary in recognition, issue of orders and map reading. The District Commander carried out the inspection of the Corps during the period and expressed satisfaction at the general turn out. During the camp the annual sports were held and the Willingdon Shield events were keenly contested. The shield was won by the Christian College contingent for four years in succession.

Several non-commissioned officers of the Corps were attached to Regular British Units in the Fort St. George and Bangalore with a view to making them more useful in training new recruits. But the main difficulty was the short duration of their average service in the Corps which is only two and a half years, which results in the non-commissioned officers who are just proving useful leaving the Corps every year. When promotions are made

in their places from men who have only just become trained soldiers the task of the corps is increased in that it has to train the new non-commissioned officers and the recruits as well.

With the idea of rewarding keen non-commissioned officers, eight of them were promoted in 1933-34 to the rank of Under Officers which is the highest position in the corps a cadet can rise to. All of them were used as Platoon Commanders.

Musketry practice was continued during the quinquennium and the results of the range practice of the cadets were satisfactory. A Musketry club was started to encourage Musketry practice at the beginning of the quinquennium.

Bayonet training was started in 1935-36 and in the last two years of the quinquennium the first three lessons were taught and a satisfactory standard was reached.

The recruits were exercised in Table I and the trained soldiers in Tables I and II of the Trained Soldiers Table Card. Half an hour every Saturday morning was devoted to physical training. Other infantry training was also carried out throughout the period under report.

The Corps furnished the usual Guard of Honour to His Excellency the Governor at the University Convocations.

E. Arts Colleges.

21. *Number of Colleges.*—The number of arts colleges for men and women decreased from 44 in 1931-32 to 42 in 1936-37. Of the 42 colleges, 37 were for men, 25 of which were first-grade colleges and 12 second-grade colleges, including those affiliated to the Annamalai University, and 5 for women, 4 of them being first-grade colleges and 1 second-grade college. In pursuance of the recommendations of the Commission on Christian Higher Education in India, the Mannargudi Findlay College, the Madras Wesley College and the Trichinopoly Bishop Heber College were closed down permanently during the quinquennium. The Parlakimedi Rajah's College and the Kallikotta Rajah's College have been transferred to the Orissa Province. The colleges that were started during the quinquennium were the Waltair Andhra University College of Arts, the Waltair Vikrama Deo College of Science and Technology and the Guntur Hindu College. The last named is a second-grade college. The Hindu College, Masulipatam, and the Trichinopoly Holy Cross College for Women became first-grade colleges by opening B.A. classes during the period under report. The name of the Hindu College, Tinnevely, has been changed to the "Madura Dhiraviyam Thayumanavar Hindu College" in honour of the donor who made a munificent gift towards the upkeep of the college.

22. *Number and distribution of students in Arts Colleges.*—The strength of arts colleges for men and women fell from 12,646 to 12,168 in 1936-37. The number of women students rose from 681

to 1,024, of whom 621 were in arts colleges specially intended for them. One hundred and forty-five students, of whom 27 were women, were taking post-graduate courses as against 135 in 1931-32. The number of students pursuing honours courses decreased slightly, from 777 to 720.

23. *Classification of scholars according to the communities.*—The classification of scholars in arts colleges for men and women is as follows:—5,516 Brahmans, 4,052 Non-Brahmans, 1,689 Christians, 554 Muhammadans, 146 Europeans and Anglo-Indians, 177 Scheduled Classes and 34 other communities, the percentage representation of communities being Brahmans 45.3, Non-Brahmans 33.3, Christians 13.9, Muhammadans 4.5, Scheduled Classes 1.5, European and Anglo-Indians 1.2 and other communities, 0.3.

The percentage of scholars in arts colleges for men and women to the total number of scholars receiving instruction in all recognized institutions was 0.39 and the percentage of male scholars in arts colleges to the total male population was 0.051, the percentage of female scholars to female population was 0.005 and the percentage of total scholars to the total population was 0.028.

24. *Accommodation and Equipment.*—During the quinquennium the expenditure on Government grant towards the construction of college buildings amounted to Rs. 11,25,707 and that on the purchase of equipment to Rs. 2,02,329. The following is a list of important building schemes sanctioned during the quinquennium for colleges under private management:—

- (1) Madras Christian College (Thambaram Scheme).
- (2) St. Aloysius College, Mangalore.
- (3) American College, Madura.
- (4) St. Joseph's College, Trichinopoly.
- (5) Loyola College, Madras.
- (6) St. Agnes College, Mangalore.
- (7) Madura College, Madura.

In the case of Government colleges, the following schemes have been completed or approved:—

Government Muhammadan College, Madras.—The new buildings for the Government Muhammadan College, Madras, were completed in 1934, and they were opened by His Excellency the Governor of Madras on the 29th November 1934.

Lady Willingdon Training College, Madras.—The construction of extensions to the buildings of the Lady Willingdon Training College, Madras, which was approved by Government in 1931, were completed and were occupied from 11th January 1935.

Government have also approved an expenditure of Rs. 2,60,000 for the construction of additional buildings for the above college. Work has not yet been commenced, as the site on which the additional buildings are to be constructed has not been handed over to the Public Works Department by the Collector.

Presidency College, Madras.—The construction of the new Natural Science Block for the college has almost been completed and the buildings are expected to be ready for occupation at an early date.

25. *Staff in Government Colleges.*—In arts colleges under the management of Government there were 8 officers in the Indian Educational Service, 47 officers in the Madras Educational Service and 143 officers in the Subordinate Educational Service on the 1st March 1937. Between 1932 and 1937, the number of officers of the Indian Educational Service fell by 5 and that of the Madras Educational Service increased by 10.

Colleges or Departments of Colleges for Professional Training.

26. *General.*—There was no change in the number of Professional Colleges for men and women during the quinquennium. There were, in 1937, 12 professional colleges for men and women with a total strength of 2,530 students (2,355 men and 175 women). Ten colleges were under the management of Government and two under private management. Of the 10 Government Colleges, 5 were under the control of the Director of Public Instruction, and the other five under the control of other departments. Of the two aided colleges one was for women. The Pandits Training College at Thandamaram which was reckoned as a separate institution during the last quinquennium is now run as an integral part of the Anna University. The technological department attached to the V. V. S. V. V. D. College of Science is treated as a separate institution for professional training. There were two colleges for Medicine and Surgery, one each for Law, Engineering, Agriculture, Forestry, Veterinary Science and Technological subjects and four for teaching. Of these four Training Colleges, two were exclusively for women and had a total strength of 75.

27. *Distribution of pupils according to the professions for which they study is as follows.*—Medical 1,016, Teaching 407, Engineering 109, Agricultural 108, Forestry 47, Veterinary 101, Law 512, and Technology 30. Of the women reading in colleges, 99 were in Medical Colleges, 75 in Training Colleges and one in the Madras Law College.

28. *Distribution according to the communities.*—There were 1,077 Brahmans, 847 Non-Brahmans, 325 Christians, 126 Muhammadans, 95 Europeans and Anglo-Indians and 60 other communities.

REPORT ON PUBLIC INSTRUCTION

29. *The Law College.*—The strength of the college during the quinquennium was somewhat unsteady with a tendency on the whole to fall. The total strength of the college decreased from 661 in 1932-33 to 512 in 1936-37 and reached the lowest figure of 469 in 1934-35. The fall in the strength of the F.L. Class is more marked, having decreased from 428 to 247 during the period under report.

In accordance with a change effected in the Regulations of the University relating to the B.L. degree examination, two separate papers are set—Hindu and Muhammadan Law—instead of a single paper on both the subjects, as was the case hitherto. For the benefit of those who have no acquaintance with History or Politics lectures are arranged on Political History to serve as an introduction to the study of Constitutional Law.

The college has no hostel attached to it and the question of constructing one has had to be deferred for want of funds. The Madras University Students Club owing to its proximity continued to attract students of the college. In the absence of a playground for the college, the college sports had to be held year after year on the grounds of the Y.M.C.A. College of Physical Education, Saidapet. The want of a playground is keenly felt.

30. *Medical Colleges.*—During the period there were two Medical Colleges in this Presidency, one at Madras and the other at Vizagapatam. The strength of the colleges steadily increased as will be seen from the following figures:—

						Medical College.	
						Madras.	Vizagapatam.
1932-33	..	..	..	..	..	738	170
1933-34	..	..	..	..	..	774	213
1934-35	..	..	..	..	..	890	230
1935-36	..	..	..	..	..	908	236
1936-37	..	..	..	..	..	929	252

The Medical College, Vizagapatam, is mainly intended for candidates belonging to the Telugu districts. To make up the sanctioned number, some candidates not belonging to the Telugu districts were also admitted.

During the period 367 students graduated from the Medical College, Madras, and 111 from the Medical College, Vizagapatam. The percentage of passes in both the colleges during the period was satisfactory.

Medical College, Madras.—The following are the main features of the working of the Medical College, Madras, during the period.

L.M.Ps. were permitted to qualify for M.B., B.S. degree after a two years' course at the Medical College. Since the opening of this course in 1932, 22 candidates have obtained M.B., B.S. degree.

Another important event is the conduct of the Primary F.R.C.S Examination in India by the Royal College of Surgeons, England. To meet the demand consequent thereon, special coaching classes were held in the college to which all applicants for Primary Fellowship Examination were allowed on payment of the prescribed fee.

University Regulations.—There have not been many changes in the regulations during this quinquennium. The one main change that was brought about is the alteration requiring the candidates who fail in the clinical subjects of the Final M.B., B.S. examination to undergo additional course in hospital practice for one term in the subjects in which they failed. This took effect from the examination of December 1934. The regulations are shortly to be revised consequent on the recommendations of the Indian Medical Council.

Post-graduate courses in clinical medicine and clinical surgery have been instituted in the Government General Hospital, Madras, and Post-graduate courses in Practical Anatomy at the Medical College, Madras.

Special courses of training in Maternity and Child Welfare for women medical officers employed by local boards and municipalities have also been instituted.

Regulations for the admission of military medical pupils were slightly modified. Students admitted in and after 1934 were allowed to appear only for the University Examination and not for the Board.

Accommodation.—To meet the growing need of the college, consequent on the development of the several departments, a new Pathology block was constructed at a cost of about Rs. 12 lakhs and occupied in the year 1935. Consequent on the shifting of certain departments to the new block, the old buildings were remodelled and made suitable to the occupying departments. Despite this fact, the college is still labouring under two great difficulties, (1) want of a hostel for students, and (2) want of a building for the Hygiene department, which is at present accommodated in buildings temporarily altered for the purpose.

Indian Medical Council.—The inauguration of the Indian Medical Council, a statutory body created by the legislature for control and standardization of medical education, is a memorable event of the quinquennium. The inspectors appointed by the Council inspected the college on 22nd July 1935 and their report was generally favourable. The Council, on the report submitted, recognized the degree granted by the Madras University and later the General Medical Council also recognized the degree, thus happily closing an unfortunate chapter in the relations that existed between the General Medical Council and Indian Universities for well over half a century.

In spite of the strenuous medical course the students of this college have acquitted themselves very well. In many of the tournaments, Hockey, Football and Cricket, held during this quinquennium they won laurels and brought home many coveted trophies.

The University Training Corps is becoming increasingly popular with the students and the college contingent has acquitted itself creditably.

During this quinquennium the college completed 100 years of its existence and the Centenary was celebrated with great éclat in November 1935.

Medical College, Vizagapatam.—The following are the main features of the working of the college :—

All Medical Examinations including Clinical and Practical Midwifery and Gynæcology in the Final M.B., B.S. have been held at Vizagapatam since December 1935.

The opening of a Chemist and Druggist Class was sanctioned during the quinquennium though the class was actually opened only in July 1937.

The following additional appointments were sanctioned :—Curator, Pathology, Medical and Surgical Registrars, Assistants to Lecturer in Ear, Nose and Throat diseases and Therapeutics, Demonstrators and laboratory attendants for various departments.

Extensions were made to Anatomy and Pathology Museums.

The batta system to pregnant women was sanctioned in 1935 in King George Hospital, Vizagapatam, with a view to securing facilities for clinical instruction and examinations.

The Inspectors of the Indian Medical Council twice inspected the college in November-December 1934 and January 1937 and stated in their reports that while the standards of teaching and examinations are high, the buildings and equipment are inadequate. The Medical degrees of the Andhra University have not yet been recognized by the Medical Council of India. Necessary steps are being taken towards improvements in buildings, etc., in order that the Medical Degrees of the Andhra University may be recognized and registered by the Indian Medical Council.

31. *College of Engineering, Guindy.*—(1) *Strength.*—The strength of the college has increased during the quinquennium from 604 to 650. This was due to the amalgamation of the Vizagapatam School of Engineering with this college.

(2) *Staff.*—The post of Professor of Mechanical Engineering and one post of Professor of Civil Engineering which were on contract basis have since been made permanent in the Madras Educational Service, special posts.

(3) *Research.*—Government have recently sanctioned a scheme for permitting research students in Engineering to work in the college laboratories with a view to qualifying themselves for the M.Sc. Degree of the Madras University on payment of a fee.

(4) The additions and extensions to the Electrical Laboratory have been completed and the erection of machinery is going on. When fitted up, the laboratory will be one of the best equipped laboratories in the East.

(5) *Practical training.*—In view of the limited scope for training in the Public Works Department several new works such as railways, district board and other private Engineering works were made available for the practical training of students. This system has been of advantage to students not only to equip themselves with varied training, but also to enable them to secure employment.

(6) *Engineering Exhibitions.*—During the quinquennium, two Engineering exhibitions were held, both of which were opened by His Excellency the Governor of Madras. The Exhibition proved to be of immense interest to the public as well as to the students.

(7) In the field of extra-curricular activities, a boxing expansion in so far as of a common room for students, a boxing club and the publication of a college Magazine have been started.

(8) *University Training Corps.*—The college contingent of the University Training Corps continues to be popular and the Principal of the College, Dr. K. C. Chakko, has been promoted as Commandant of the 5th Madras University Training Corps.

(9) *Employment of students.*—A general survey was made regarding the employment of passed students of the college for the past five years. Two hundred and sixty-four responded to the appeal. Of the total number, 22 per cent appear to be unemployed. The college has been in touch with Engineering firms and employers in the endeavour to secure employment for passed students.

32. *Teachers' College, Saidapet.*—(1) The strength of the L.T. class was raised from 180 to 200 in 1936-37.

Out of the 904 candidates that appeared for the L.T. degree examination from the college during the quinquennium, 745 candidates passed, of whom 342 secured employment after training as information is available about their employment after training.

(2) The English staff was strengthened by the appointment of an Assistant Lecturer in English (Subordinate Educational Service Grade) from 1st January 1937. This appointment is on a temporary basis up to 31st March 1938.

(3) *Subsidiary training.*—From 1932-33, all the L.T. students are obliged to take a subject for subsidiary training—i.e., training on a level lower than that of their main optional subject.

This is to enable them to enlarge their outlook by a glimpse into comparative studies of methods, and to equip them to handle the additional subjects of the Lower Secondary and Primary courses of study.

(4) *Laboratory work*.—All the optional subjects for the L.T. course are developed on a scientific basis and in a laboratory atmosphere. The students are required to prepare all helps to teaching—charts, diagrams, maps, graphs, phonetic charts, etc. For the science optional subjects the students are put through a course in the workshop and are taught something of slide making.

(5) *Excursions*.—These continue to be undertaken. The lecturer of the section accompanies his students and tries to broaden the outlook and experience of the students.

(6) *Exhibitions*.—These have been held in most years in connexion with the Annual College Day and on invitation the leading publishers and firms in Madras have gladly exhibited their recent publications, maps, charts, etc., to the advantage of students under training.

(7) *Games*.—The college games are attracting more and more students and enabling them to get more fit and more lively. They are responding to the appeals made to them and putting in as much time as possible for the games without so much compulsion as before.

(8) *The Teachers' Association*.—The association continues to function successfully.

(9) *The Free Adult School*.—Run by the L.T. and Secondary grade students continues to work successfully and is supervised effectively by the Kindergarten section staff. It is found a good practising ground for the teachers under training and is appreciated by the public of Saidapet.

(10) *The College Hostel*.—Continues to be popular and its average strength has been about 95 which is practically its maximum.

33. *Government Training College, Rajahmundry*—(1) *Accommodation*.—The accommodation continued to be the same as in the last quinquennium and there was no improvement.

(2) The Inspection Committee of the Andhra University visited the college in January 1933 and on their recommendation, permanent affiliation of the college to the University was granted with effect from July 1932.

(3) *Admissions*.—The strength of the B.Ed. class was restricted to 100 from the year 1932–33, but during the year 1935–36, an additional number of 30 seats was granted for that year only. Five seats were sanctioned for the benefit of candidates from Orissa Province during 1936–37. The strength of the B.Ed. class on 31st March 1932 was 121 and on 31st March 1937, 104. The college trained 535 graduates during the quinquennium ending March 1937.

(4) To enhance the value of the B.Ed. Examination a practical test in the methods of teaching English and Special subjects was introduced by the Andhra University from 1933–34.

(5) *Experiments*.—(i) Silent Reading Test, in order to determine the relationship between speed and comprehension, and

(ii) Tests devised to show that comprehensions is aided by the grouping of sentences in the form of paragraphs were administered by Mr. Thompson.

(6) *Physical Education*.—Leadership classes were introduced in 1935–36 for the students of the B.Ed. class and ample facilities were provided for the students to play various games. The lack of extensive play-fields was keenly felt.

(7) *Extra-curricular activities*.—Greater attention than before was paid to extra-curricular activities during the period, such as excursions, elocution, parliamentary debates, etc.

The students of the college enacted dramas every year and the net proceeds were added to the "Poor Boys Fund".

34. *Lady Willingdon Training College, Madras*—(1) *Strength*.—Increase in strength has been purposely avoided as the maximum desirable in both training department and practising school had already been attained—the present strength of the L.T. class being 40. The one exception was in the case of the Elementary Training Section—which has been increased to a fixed maximum of 50 students (from 26). This has been made possible by the provision of increased accommodation. An additional practising school has formed part of the institution since 1933 when a neighbouring Labour Department school was taken over; this consists of the first five primary classes with a strength of about 120 pupils and 4 teachers. The pupils are mainly drawn from the fishing communities near the college. The addition of an Elementary School has supplied the long felt need for a suitable practising school for the Elementary Training Students and it also helps to focus the attention of all the training students upon the conditions and needs of the typical primary school. It has also provided a useful outlet for the Social Service activities among the training students since funds have to be collected for the midday meal, the school clothes and the practical hygiene teaching and ways and means to be devised for securing parental co-operation.

(2) No new subjects have been introduced; on the other hand, Domestic Science as an optional subject in the L.T. course has had to be dropped, as no qualified lecturer was available.

(3) In the L.T. section the practical method of training has been further developed; this has been made possible by the printing of the Willingdon Intelligence Testing Guide and Pedagogical Training Job Sheets for individual work by the students. The Willingdon Achievement Tests for testing achievements for each stage up to Form III were prepared by Miss Barrie with the collaboration of the staff; these have been applied in typical schools in

Madras, and have been used as admission tests for the secondary school and for the elementary training selection examination for several years. Unfortunately, although the records have been preserved for investigation, owing to insufficiency of staff no further work has as yet been carried out.

(4) Training in Handicrafts has been an important feature of the curriculum in both the secondary and elementary training departments and in the two practising schools. Weaving and Basketry have been carried on up to Form VI. Plastic work was introduced with the aim of its developing into pottery in the higher classes but this could not be continued owing to the retirement of Miss Barrie last year. The practical examination in Handicrafts at the end of the two years teachers' training course for the College Handicrafts Certificate has been a notable experiment. It is carried out by a "Board of Examiners" formed among the school staff and provides an individual test of practising skill and teaching ability in Needle work, Drawing and Design, Weaving and Basketry in the case of each student.

(5) An extra period every day for free activities has been added on to the secondary school day from 3-45 p.m. to 4-30 p.m. for all classes from class V to Form VI. During this period every pupil is engaged in Games or Gardening or Rhythmic work or Music or Societies, with the guidance of teachers. This was adopted for the first time last year with Mrs. Buck's plan of a daily play period at the end of the day, to take the place of the mid-morning Drill period. It was very successful, for it was well organized by the Physical Training Mistress under Mrs. Buck's guidance so that every pupil was engaged in a different physical activity each day. It was decided to develop the scheme further this year by providing for pupil-planned activities in extra curricular activities such as music, Tamil, English and other societies in the upper school with the aim of developing initiative and interest in all varieties of leisure occupations.

(6) Other events that perhaps deserve mention are (a) the participation in 1936 of the L.T. students of this college in the Olympic Sports, this being the first occasion of women competing in the Olympic Sports in South India, and (b) the increasing interest in Indian Music and Bharatha Natyam provided by the Inter-School Sangitha Demonstrations which have been held every year, thanks to the energetic enthusiasm of the Lecturer in Indian Music in this college.

35. *Veterinary College, Madras.*—The college affords theoretical and practical instruction for obtaining the G.M.V.C. (Graduate of the Madras Veterinary College) Diploma, a Refresher Course Diploma of the College and the B.V.Sc. (Bachelor of Veterinary Science) Degree of the Madras University.

G.M.V.C. Diploma Course.—Only candidates possessing at least the minimum qualifications prescribed for appointment to the Subordinate Services in the General Rules for Subordinate

Services of the Madras Government or a higher qualification are admitted to this course. The selection is made every year by a Committee appointed by Government.

The old curriculum of studies for this course extending over three years, which was followed up to 30th June 1930, was changed in order to provide a better basic training in the most essential subjects pertaining to Veterinary Science in accordance with the recommendations of the Royal Commission on Agriculture and a revised curriculum for the training of graduates without extending the length of the course beyond three years was introduced from 1st July 1930. The question of extending the diploma course to four years is under contemplation.

Refresher Course.—A refresher course extending to 9 months from July to March is held every year.

B.V.Sc. Degree Course.—Candidates seeking admission to this course should satisfy the conditions laid down for the Diploma course of the college and have passed in addition at least the Intermediate Examination in Arts and Science of the Madras University, taking either Chemistry or Natural Science as one of their optional subjects or an examination accepted as equivalent thereto by the Syndicate of the Madras University.

Courses of study.—The course extends over a period of three years and one term, consisting of ten academic terms (ordinarily consecutive). No candidate shall be admitted to the Final Examination unless he has passed the B.V.Sc. Preliminary and Intermediate Examinations and has also obtained the Diploma in Veterinary Science awarded to the students of the Veterinary College by the Government of Madras or a Diploma awarded by any other recognized body and accepted by the Syndicate as equivalent thereto and has pursued a course of study in the prescribed subjects.

The question of extending the course to five years is under contemplation.

Examinations.—Examinations are conducted by a Board of Examiners appointed by Government, both by a written and an oral test every year for all the classes. The Diploma "G.M.V.C." is awarded to students who have gone through the full course of three years' study at the college and have passed the final examination. The examination for the B.V.Sc. degree course is conducted by the University of Madras.

Laboratory.—There is a well equipped Laboratory attached to the college for teaching, diagnostics and research work, with accommodation for large and small animals for experiments and investigation on infectious and contagious diseases of animals. It has two independent sections, one dealing with materials and problems of parasitological significance and the other with those of a pathological and bacteriological nature. Each is in charge of a Gazetted Officer, with the necessary subordinate staff under him.

In the sections, several items of research work are being carried out from time to time as and when opportunities arise, and when research is considered desirable with a view to determining the casual agents of the concerned infectious disease, and the curative and prophylactic measures to be adopted to check or eradicate such diseases.

Propaganda Work.—Lantern slides, charts and diagrams, etc., of veterinary interest were prepared in the college and supplied to the staff and the propaganda motor vans of the department for use in connexion with propaganda work in the mufassal parts of the Presidency.

Employment of Veterinary Graduates.—With the exception of the graduates turned out during 1936–37, the graduates of the previous years have been able to secure employment in the Civil Veterinary Department of the Presidency or under local bodies, Indian States and other Governments.

36. *Madras Forest College, Coimbatore.*—*New Subjects.*—Instruction in the care of fire arms is given since 1933. A course of lectures on Natural History is given and in camps District Forest Officers are asked to give the students the benefit of their knowledge of wild life in the local forests.

Admission Rules and Tuition Fees.—A material change is that with effect from 1st August 1937 there will be three categories of students at the college :—

- (1) Forest apprentices for Madras Government Service who pay a tuition fee of Rs. 750 per annum.
- (2) Students deputed by other Governments, who pay Rs. 1,500 per annum as tuition fees.
- (3) Private students of whom Madras students pay a tuition fee of Rs. 1,000 per annum while others pay Rs. 1,500 per annum.

Students.—One hundred and eighteen students were admitted to the college during the quinquennium and 108 passed out.

Camps for Senior and Junior Divisions continued to be held. A ten days practical course of Field Engineering for the Senior Division, with the Q.V.O. Madras Sappers and Miners at Bangalore, was first introduced in 1934. The students live in barracks. The annual visit to Calicut by the Senior Division was abandoned in favour of a visit to saw mills at Coimbatore. Among the camps made by the Juniors may be mentioned the camp at Ayyalur (Madura district) for the study of Rab and Kumeri methods of regeneration in felled fuel coupes.

37. *Agricultural College, Coimbatore.*—(1) *Admissions.*—Admission of students to this college is made by a Selection Committee appointed by Government. The Committee interviews the candidates at two or three different centres during the last part of June every year and selects students.

Admission to the Agricultural College is now limited to students who have passed the Intermediate in Arts and Science and who have taken Chemistry and any two of the following subjects :—

- (1) Mathematics.
- (2) Physics.
- (3) Natural Science.
- (4) Botany.
- (5) Zoology including Human Physiology.
- (6) Agriculture.

Under the altered system students have to appear for the University Examination at the end of each year of the degree course of three years.

In 1933–34 the University Regulations were so amended as to permit Bachelors of Science in Agriculture to register and submit a thesis for the M.Sc. Degree.

(2) *Scholarships and Prizes.*—Five Government scholarships each of the value of Rs. 20 per mensem are awarded, three to depressed classes and two to Muhammadans. Besides, many private endowed scholarships and prizes are offered at the college.

(3) *Tuition and Lodging fees.*—Students admitted from the Madras Presidency and Coorg are charged a tuition fee of Rs. 40 per term or Rs. 120 per year plus a lodging fee of Rs. 2–4–0 and lighting charges which do not ordinarily exceed rupee one per mensem. Students who fail in the University Examinations and those who are not allowed to appear for the examinations for unsatisfactory progress in studies are charged a combined fee of Rs. 50 per term or Rs. 150 per annum on re-admission. Students from other parts of India including Indian States, whether admitted for the first time or re-admitted after failure, are charged a fee of Rs. 400 per term, payable in advance for tuition and lodging.

Rural Enquiry Excursion.—Much scope is afforded to the students of the final year to improve the practical side of Agriculture by arranging "Rural Enquiry" excursions once in every week or two to villages round about Coimbatore, in addition to at least two long tours each of a fortnight's duration to acquaint the students with the agricultural practices in different tracts.

Agricultural Museum.—A special feature of this college is the possession of a small but representative museum which contains objects of interest to agricultural students and outsiders.

Tutorial System.—The system under which students are allotted to tutors has been working satisfactorily.

Short Courses in Practical Agriculture.—In 1933–34 a short course in practical agriculture lasting from July to March was instituted to meet the needs of young men who cannot undergo the

University course, viz., B.Sc. (Ag.) degree course. Young men who have attained the S.S.L.C. standard are eligible for the course. No tuition fee is charged but charges for boarding and lodging are collected.

The aim is to train students mainly in the practical and business sides of the subject.

Courses in Co-operation.—In 1934 the Government instituted a course of instruction in Co-operation, Auditing, Book-keeping and Banking covering the entire period of the B.Sc. (Ag.) course to enable the students to pass the Government Technical Examinations in the above subjects and to qualify for appointment as Inspectors in the Co-operative Department. As there was no proper response from the students for the above, the course was abandoned by Government in 1936.

From 1933, 176 students have taken the degree of B.Sc. (Ag.) and several of them have entered the Agricultural Department in Madras or elsewhere. The remaining few have taken to private farming or other walks of life.

G. Colleges for Women—General Statistics.

38. There were 5 Arts Colleges for Women, with a total strength of 621 students in 1936-37, compared with 5 colleges with 503 pupils in 1931-32. Besides those reading in colleges for women, there were 403 women students who were receiving education in Arts Colleges for men. Distributed according to the communities there were 345 Christians, 116 Non-Brahmans, 102 Brahmans, 43 Europeans and Anglo-Indians, 11 Muhammadans and 4 other communities reading in colleges for women. The percentage of women students in Arts colleges to the total female population in the Presidency was 0.005.

The number of Oriental colleges (Sanskrit Colleges) for women increased from one to two during the quinquennium, the Sarada Niketanam, Guntur, being the new institution recognized during the period. The two colleges had a strength of 15 pupils. There were also 10 women reading in Sanskrit colleges for men.

IV—A. SECONDARY EDUCATION—BOYS.

General Statistics.

39. *Number of schools.*—On 31st March 1937 there were 521 secondary schools for Indian boys, of which 359 schools were complete high schools, 14 incomplete high schools, 147 complete middle schools and one incomplete middle school. During the quinquennium under report, 22 secondary schools were transferred to the new Province of Orissa, which accounts for the reduction in the number of secondary schools from 530 in 1931-32 to 521 in 1936-37. But for the transfer to the Provinces of Orissa of the schools referred to above, the secondary schools at the end of the quinquennium would have totalled 543, showing an increase of 13 schools over their number at the end of the preceding quinquennium.

During the quinquennium under report 27 secondary schools were newly opened, of which 10 were high schools and 17 middle schools, while 14 old schools were closed; apart from the 22 schools transferred to the Province of Orissa, 8 high schools were raised to middle schools; on the other hand, 16 middle schools were converted to the status of high schools and 4 middle schools were converted to elementary schools. Thus between 1932 and 1937, there was a rise in the total number of high schools from 164 to 148. A fall in the total number of middle schools was not so marked as in the two preceding quinquennia, there was an appreciable increase in the number of complete high schools, which rose from 344 to 359 during the quinquennium. The following table shows the relative position of complete and incomplete high and middle schools since 1917 :

	1917.	1922.	1927.	1932.	1937.
Complete high schools ..	171	214	306	344	359
Incomplete high schools ..	5	63	24	22	14
Complete middle schools ..	154	191	190	163	147
Incomplete middle schools ..	15	10	8	1	1

At the close of the quinquennium just ended, 269 secondary schools were under public management and 252 under private management, the corresponding figures at the close of the previous quinquennium being 270 and 260. Of the schools under public management, 14 were Government, 51 municipal and 204 district board schools, as against 15, 50 and 205, respectively, in 1932. The schools under private management consisted of 246 aided schools and 6 unaided schools, as against 251 and 9, respectively, in 1932. Of the 359 complete high schools, 11 were Government, 39 municipal and 128 district board, 180 aided and 1 unaided against 12, 39, 119, 172 and 2, respectively, in 1932. Of the 14 incomplete high schools, 1 was Government, 1 municipal, 7 district board and 5 aided as against 9 district board, 61 aided and 2 unaided schools in 1932. Of the 147 complete middle schools, 2 were Government, 11 municipal, 68 district board, 61 aided and 5 unaided as against 3, 11, 76, 68 and 5, respectively, in 1932. There was one incomplete middle school under the district board management corresponding to the solitary representative of the class in the previous quinquennium. During the period under report, complete high schools under district board management increased by 9 and district board middle schools under aided agencies while the number of complete high schools fell by 7.

The number of secondary schools has remained almost stationary during the last ten years, in striking contrast with their rapid multiplication during the preceding decade. There has, however, been a steady growth of high schools during the period, accompanied by a gradual fall in the number of middle schools. Competition of higher elementary schools whose number has increased by 280 within the last five years, is largely responsible for the

REPORT ON PUBLIC INSTRUCTION

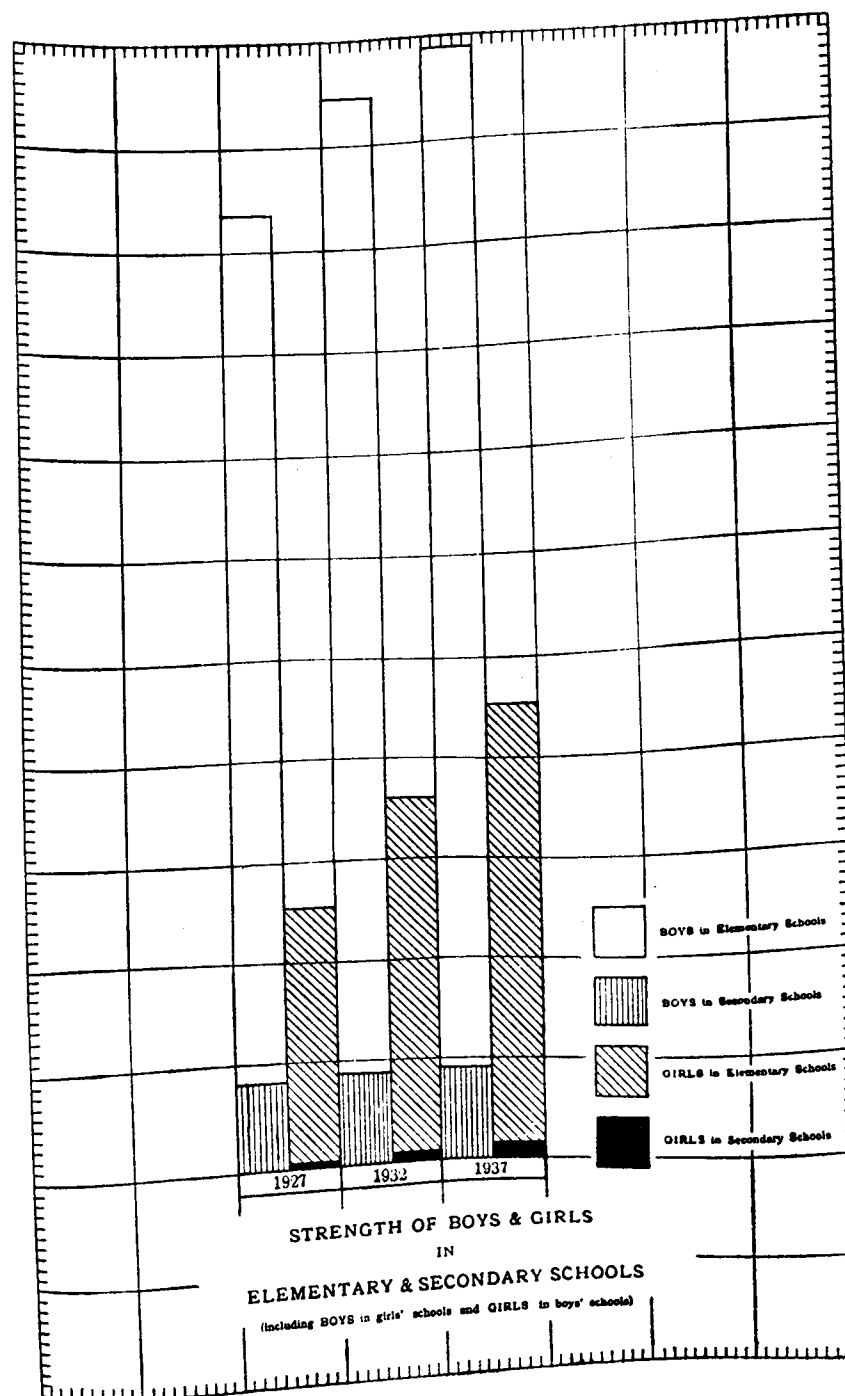
continuous decrease of middle schools. Higher elementary schools intended as post primary schools have been functioning for some time as cheap lower secondary schools in rivalry to the middle schools, with the result that the number of middle schools has been rapidly dwindling. The supplanting of middle schools by higher elementary schools is an undesirable feature but the steady growth of higher grade secondary schools both under private and public management serves in a measure as a set-off against the diminution in the number of middle schools.

40. *Strength of Schools.*—There was a slight increase in the strength of secondary schools, as may be seen from the following table which furnishes the strength of the classes during the quinquennium:—

Year.	Number of schools.	Class war strength of secondary schools for boys.					
		Sixth form.	Fifth form.	Fourth form.	Third form.	Second form.	First form.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
1931-32	530	15,835	16,994	21,375	24,141	24,874	27,400
1932-33	538	16,609	17,649	21,702	24,409	25,184	27,445
1933-34	537	16,667	17,813	21,794	24,729	25,362	27,426
1934-35	541	16,953	17,674	21,871	25,294	25,474	26,654
1935-36	540	16,636	18,350	23,231	26,039	25,783	27,086
1936-37	521	17,023	18,025	24,239	26,233	26,302	27,258
		139,980					

Year.	Class war strength of secondary schools for boys—cont.					Total.
	Fifth class.	Fourth class.	Third class.	Second class.	First class.	
(8)	(9)	(10)	(11)	(12)	(13)	(14)
1931-32	23,558	17,203	4,000	2,898	1,909	179,687
1932-33	23,015	17,056	3,620	2,188	1,734	180,611
1933-34	22,600	16,493	3,806	1,973	1,428	179,411
1934-35	21,656	15,296	3,254	1,839	1,255	177,220
1935-36	22,009	16,474	3,154	1,694	1,231	181,687
1936-37	22,648	16,288	3,251	1,749	1,316	185,232
	45,252					(a) 185,232

(a) Of these 10,323 were girls.



The total strength of secondary schools rose from 179,687 in 1932 to 185,232 in 1937. The total number of pupils reading in classes one to five of the primary department decreased from 49,068 to 45,252, while the strength of the six forms of the secondary department increased from 130,619 to 139,980. In other words the strength of the primary department decreased by about 7 per cent, while the strength of the secondary department increased by about 8 per cent. The combined strength of the primary and secondary departments shows an increase of 3 per cent, as against an increase of 10 per cent and 8 per cent, respectively, in the two preceding quinquennia. There was, however, a large increase in the number of girls under instruction in secondary schools for boys, which rose from 4,775 in 1932 to 10,323 in 1937, the percentage of increase being 114 as against an increase of 72 per cent in the previous quinquennium. It may be interesting to observe that 51 per cent of the girl pupils were reading in the secondary department and 37 per cent were reading in the V and IV classes of the primary department. The increase in the distribution of girl pupils in boys secondary schools is an important feature in that it marks a relatively long stride in the progress of co-education.

It may be further observed from the above table showing strength by classes, that the strength of the primary department fell considerably in the first three years of the quinquennium, though it showed signs of increase in the last two years. The strength of Form I remained almost stationary throughout the period. The variation in strength between forms VI and IV and Forms III and I was more marked than the difference in strength between Forms VI and V and Forms III and II. Generally, the classes into which pupils form "private study" and elementary schools seek admission are forms I and IV and the relative variations of strength noted above indicate that the laxity in fresh admissions exceeded the laxity in promotions.

The present male population of the Madras Presidency is 21,846,102 excluding the male population transferred to the Province of Orissa. The percentage of boys in secondary schools for boys and girls to the entire male population as calculated above is 0.81 as against 0.77 and 0.76 in the two preceding quinquennia. In other words, out of every 10,000 of the male population, there were 81 boys in 1937 under instruction in secondary schools as against 77 and 76 in 1932 and 1937, respectively. The percentage of boys in secondary schools to the male population between the ages of five and twenty is 2.38 as against 2.25 in the two preceding quinquennia. In other words, there were 238 boys attending secondary schools out of every 10,000 males between the ages of five and twenty as against 225 in the previous decade. The figures relating to the number and strength of secondary schools for boys indicate that the tide of expansion has slowed down to slack water. The slow rate of progress may be partly accounted for by the continuance of economic depression and the growing volume of educated

unemployment during the quinquennium under report. A further explanation may perhaps be found in the predominantly literary character of secondary education, the demand for which seems to be fast reaching the stage of inelasticity. It is also possible that a sort of saturation point has been reached with an average of 21 secondary schools in each district.

41. *Admissions and promotions.*—During the quinquennium earnest attempts were made to check indiscriminate admissions and lax promotions. In a few districts the system was tried of testing simultaneously candidates for admission from 'private study' and from elementary schools and the results are reported to be encouraging. Such a system tends on the one hand to mitigate the evil of admissions throughout the long term on the result of nominal tests and on the other hand to discourage the practice of pupils migrating from school to school till they find admission into the highest class they aspire to. Departmental instructions were also issued to the Headmasters of schools that they should formulate principles of promotion in advance and adhere to them strictly in deciding the promotions of pupils from class to class. In one or two districts the method was adopted of regulating promotions in District Board Schools by means of a common annual examination, which helps to establish and maintain a uniform standard of promotion in schools under the same management. Inspecting officers continued to exercise constant vigilance to check lax admissions and lenient promotions with the result that greater care and strictness than before was observed in making admissions and promotions. But it cannot be said that the evil of indiscriminate admissions and improper promotions has ceased to exist; on the contrary, it persists in a degree that calls for a still more determined effort on the part of inspecting officers and a greater appreciation on the part of Headmasters and their assistants of the necessity for strictness and firmness in the matter of admissions and promotions. No doubt, variations in standards are bound to exist and absolute uniformity is impossible of attainment; but anything like a wide divergence of standards between school and school in the same district could be and should be prevented by not allowing improper considerations like personal obligation, outside pressure, financial stress, etc., to relax the proper standard in the case of individual admissions and promotions.

42. *Accommodation.*—Of the 521 secondary schools on 31st March 1937, 458 schools were housed in their own buildings, 57 in rented buildings, 4 in temples and chavadies and 2 in dwelling houses of managers. There was noticeable improvement in the provision of 'own' buildings to schools under Board management, the number of Board schools held in buildings of their own having increased from 153 to 176. In the case of other schools there was little or no improvement probably on account of the restriction on grants-in-aid during the early parts of the period under report. As regards suitability and adequacy of accommodation, the accommodation of 112 Municipal and District Board Schools is reported to be

satisfactory, of 96 schools unsatisfactory, of 33 schools bad, and of 15 schools very bad. Of the schools under private management, 189 schools were provided with satisfactory accommodation while the number of schools whose accommodation is reported to be unsatisfactory, bad and very bad is 54, 7 and 3, respectively. That the accommodation of as many as 216 schools is not satisfactory points to the large scope for improvement, though conditions vary from district to district. The following is the list of schools for which new buildings were constructed during the quinquennium :—

Board Schools : Cheyar, Batlagundu, Sholavandam, Hindupur, Tiruttani, Musiri, Dharmavaram, Cumbum, Rajapalayam, Rayadrug, Kollur, Duggirala, Pedanandipadu, Kovvur, Sattamangalam, Kodavasal, Chandragiri, Madanapalle, Vayalpad, Rayachoti and Ariyalur.

Municipal Schools : Cuddapah, Adoni, Hindupur, Tadpatri, Hospet and Palni.

A. V. High School, Komal, O.V.C. High School, Manamadura, St. Mary's High School, Madura, S.R.R. High School, Nuzvid, S.T.V.N. High School, Pentapadu, Muslim High School, Triplicane, Kellet High School, Triplicane, St. Mary's High School, Sawyerpuram, Little Flower School, Salem, High School, Pasumalai, Sir M. C. T. Muthiah Chettiar High School, Madras, Hindu High School, Ambur, Danish Mission High School, Tiruvannamalai and S.M.S.V. High School, Karaikudi.

The schools to which extensions and improvements were made are :—

Board Schools : Chatrapur, Perundurai, Kaveripauk, Arcot, Wandiwash, Alattur, Tiruchengode, Cumbum and Udipti.

Municipal Schools : Kurnool, Tiruvannamalai, Bezvada, Karur Cannanore, Anakapalle, Narasaraopet and Villupuram.

St. Paul's High School, Madras, L.M. High School, Coimbatore, Sourashtra High School, Madura, Muthiyalpet High School, Madras, R.C. Middle School, Palakkarai, A.B. Middle School, Kavali, Wesleyan Mission School, Alandur, Town High School, Guntur, A.M. High School, Pasumalai, P.S. High School, Madras, S.P.G. High School, Nandyal, and R.R. High School, Myslapore.

43. *Equipment.*—Though there was improvement in equipment on the whole, the reports of the District Educational Officers disclose wide variations in the conditions obtaining in different districts. The equipment in general of the secondary schools in the districts of Madras, Chingleput, Nellore, Bellary, Cuddapah, Anantapur, Salem, Tanjore, Madura and Tinnevely is reported to be fairly satisfactory; very little progress is reported from the districts of Vizagapatam, East Godavari, North Arcot, Trichinopoly and Malabar. Appreciable improvement is noticeable in other

districts, though there is distinct scope for further progress. While some managements were handicapped by the embargo on equipment grants during the early years of the quinquennium, some other managements could not take full advantage of the removal of the embargo on equipment grants because of their financial embarrassments, which explains the inadequacy or unsatisfactoriness of the equipment of the schools under them. The amounts spent during the quinquennium by Government on grants-in-aid to local bodies and private bodies for the purchase of equipment were Rs. 1,03,817 and Rs. 2,81,603, respectively, the corresponding expenditure from provincial funds in the previous quinquennium being Rs. 3,87,482 and Rs. 2,20,080.

Very few schools have gardens and museums worth the name. This is largely due to the imperfect appreciation of their educational value. Flower beds and ill-assorted collections of grains, pebbles and toys are often exhibited as gardens and museums. Teachers as well as managements are yet to realize the importance of maintaining well-kept gardens and well-equipped museums.

The libraries of many schools are reported to be in need of additions, especially of books suitable for study during the library hours. Too much care cannot be bestowed on equipping libraries with useful books suitable for different grades of pupils. It is gratifying to note that class libraries were formed in a few schools. It is to be hoped that class libraries will be formed wherever possible as such libraries should prove very useful.

44. *Staffing of secondary schools.*—The following table shows the number of trained and untrained, certificated and uncertificated teachers of the several grades employed in secondary schools for boys at the close of the last three quinquennia.

	Trained teachers.			Untrained but certificated.			Untrained and uncertificated.			Total of teachers.		
	Collegiate.	Secondary.	Higher Elementary.	Lower Elementary.	Other qualifications.		Collegiate.	Secondary.	Higher Elementary.	Lower Elementary.	Others.	Total.
1920-27	1,873	3,301	540	121	992	(2)	319	373	52	11	869	6,817
1931-32	2,351	3,813	323	97	1,161	(3)	356	168	19	9	812	7,745
1936-37	2,877	3,702	193	124	1,386	(4)	306	88	30	23	821	8,206
						(5)						8,689
						(6)						9,415
						(7)						9,641
						(8)						
						(9)						
						(10)						
						(11)						
						(12)						
						(13)						
						(14)						
						(15)						
						(16)						
						(17)						
						(18)						

During the quinquennium, the number of teachers employed in secondary schools for boys rose from 9,415 to 9,641 (2.4 per cent). The number of trained teachers increased from 7,745 to 8,206 (6 per cent), while the number of untrained teachers decreased from 1,670 to 1,435 (14.1 per cent). At the close of the period under report, trained teachers constituted about 84 per cent of the total number of teachers employed in secondary schools for boys as against 82 per cent at the close of the previous quinquennium. There was also considerable increase in the number of trained teachers of the collegiate grade, which rose from 2,351 to 2,877 (22.4 per cent). The increased recruitment of the teachers of the collegiate grade is mainly responsible for the fall in the number of trained teachers of the secondary grade, which decreased from 3,813 to 3,702 (2.9 per cent). The number of fully qualified special teachers and instructors also shows an appreciable increase, their number having risen from 1,161 to 1,386 (19.4 per cent). Another gratifying feature is the big reduction in the number of trained teachers of the elementary grade, which fell from 420 to 241 (42.6 per cent). There was also an appreciable decrease in the number of untrained teachers of the collegiate and secondary grade, the former having decreased from 356 to 309 (13.2 per cent) and the latter from 168 to 88 (47.6 per cent). It may be noted in this connexion that the proportion of trained and untrained teachers in secondary schools under public management was 7:1 in 1937 as against 5:1 in 1932, while in schools under private management the proportion was 5:1 in 1937 as against 4:1 in 1932. The general increase in the number of trained and qualified teachers of all grades and the rapid replacement of teachers of the elementary grade with higher qualified teachers has led to marked improvement in the adequacy and suitability of the staff in secondary schools for boys. Though there has been an appreciable improvement in the staffing of secondary schools in general, the reports of district officers show that in some districts temporary appointment of untrained teachers on low salaries is too frequently resorted to by private managements as a measure of economy. The remarks of some of the district officers bearing on this point are extracted below:—

Mr. K. I. Verghese, District Educational Officer, Salem.—The appointment of untrained teachers, especially in aided schools, continues because it is less expensive to recruit them and secondly teaching experience of at least one year is insisted upon for admission to training colleges and secondary training schools. As it is possible for managements now a days to secure teachers on incredibly low pay, they are availing themselves of this opportunity, particularly in filling up temporary vacancies.

Mr. Muhammad Abdus Salaam Sahib Bahadur, District Educational Officer, East Godavari.—The main reason for the continuance of untrained teachers on the staff of the

secondary schools is the fact that the managements of aided secondary schools have not given up the practice of recruiting untrained teachers on low salaries.

Mr. S. V. Balraj, District Educational Officer, Madura.—In the board schools there were only two untrained teachers of the collegiate grade. But in aided institutions there were twelve untrained graduates and they were employed in temporary vacancies, mainly on grounds of economy.

It may be pointed in this connexion that the Madras Educational Rules have been recently amended so as to dispense with the previous teaching experience demanded of candidates applying for admission to training, referred to in the remarks of District Educational Officer, Salem, quoted above. It is hoped that hereafter untrained graduates, undergraduates or secondary-grade teachers will not offer themselves to serve as teachers on little or no pay, as they have hitherto done, for acquiring teaching experience to qualify for training.

45. *Fees.*—No changes were effected during the quinquennium in the rates of ordinary or special fees. The fee concessions granted under Rule 92 of the Madras Educational Rules amounted to Rs. 4,04,720 in 1936–37 as against Rs. 5,88,639 in 1931–32. The children of ex-army men were granted allowances for books to the extent of Rs. 9,100 in 1936–37.

46. *Religious and moral instruction.*—The policy of Government in regard to religious instruction in schools under public management underwent no change in the period under report and the orders on the subject issued by Government in 1922 continued to be observed in the imparting of religious instruction, which was provided for generally in Christian and other denominational schools.

Nor was there any alteration in the rules relating to moral instruction in secondary schools. Imparting of moral instruction in the higher forms continues to be one of the conditions of recognition of secondary schools and as such provision is made for the subject in the time-table and instruction is imparted on the basis of the departmental syllabus. There is, however, no appreciable change for the better in the attitude of the teacher or the pupil towards the subject, which continues to be taught in a fashion not more satisfactory than before, as may be seen from the following extracts from the reports of the District Educational Officers:—

Mr. G. L. Lobo, District Educational Officer, Madras.—In almost all schools the syllabuses issued by the department for moral instruction are followed mechanically without much interest being taken by teachers or pupils.

*District Educational Officer, Bellary (Mr. Abdullah Sahib).—*Moral instruction is only an apology for it and a few periods per week are devoted to this subject on the timetable just to satisfy the departmental regulations. Zeal is the greatest asset for religious and moral teaching, and when it is lacking among teachers, the subject dwindles into nothingness.

Moral instruction as it is organized in secondary schools is not much of a success and if it is to prove an effective means of moral training, it should receive more serious attention than is bestowed on it at present. Moral instruction not being a public examination subject, the teacher no doubt labours under a handicap, but a teacher who has a genuine faith in moral values and a real enthusiasm for inculcating them cannot fail to make the subject interesting to pupils not utterly devoid of generous impulses or finer sensibilities. Moral instruction which fails to develop a predilection for right conduct and to inspire a faith in moral forces is a mere waste of breath and time. It is, however, hoped that the intrinsic value of the subject will be better realized and the teaching of it will be better organized, so that moral instruction may serve as a true foundation of the pupils' character during its formative stage at school. The results so far achieved tend to prove that moral instruction is of little value unless it is based on the essentials of religion.

47. *Parental control and discipline.*—During the period under report, there was no striking improvement in the state of discipline and parental control noticed in the previous quinquennium. The spectre of unemployment staring every one in the face has continued to damp the enthusiasm of pupils in the pursuit of their studies and to affect the interest of parents in the progress of their children at school. The ever deepening shadow of unemployment increases the anxiety of parents for the future of their children, while it lessens their concern for their children's career at school. No doubt, education as a means of employment has become a lottery in which the proportion of blanks to prizes has been rapidly increasing but what is often lost sight of is the fact that the prizes fall to the lot of the most deserving, judged generally according to their school career or academic distinction. This is a fact which is little realized by pupils or parents but a better appreciation of it should make pupils more devoted to their studies and parents more interested in them than they are at present.

If education, as a means of livelihood, has become more and more a speculation, discipline as a factor making for success in life should receive greater and greater attention. Parents are not, however, sufficiently alive to the fact that the moulding of a pupil's character is no less important than the cultivation of his

mind and that the training in citizenship, which discipline connotes, is as necessary for the welfare of the individual as for the well-being of society. It is an important duty of the teacher to educate parents on the value of school discipline for the future not only of their children but also of society as a whole, as also on the necessity of parental co-operation for producing the best possible results. The greater the indifference or ignorance of parents, the greater should be the concern of teachers to enlighten parents and stimulate their interest in their children's education and discipline. Teachers should avail themselves of every opportunity and devise all possible means to create in parents an abiding interest in their children's progress and conduct at school. Unless there is a synthesis of home and school influences, discipline cannot be as good as could be desired.

48. *Teaching in secondary schools.*—The movement of vernacularization gained further ground in the period under report, as may be seen from the fact that the number of high schools which used the vernacular as the medium of instruction in non-language subjects in the high school forms rose to 184 in 1937 from 102 in 1932. The number of complete high schools is 359 and 51 per cent of them have adopted vernacular as the medium of instruction and examination. It is reported by many district officers that but for the difficulty of technical terminology in science subjects and the lack of suitable text-books in other non-language subjects, vernacular would have been used even more widely as the medium of instruction. Apart from these difficulties, the continuance of English as medium of instruction in colleges and the use of English as medium of competitive examinations for Government service explain partly the preference for English over the vernacular medium in the secondary schools which still retain English as the medium of instruction.

It seems necessary, however, to remind those interested in the matter that the rules which have been in force for many years lay down that all instruction in non-language subjects up to the end of the middle school course (i.e., for the first eight years or school life) should be in the vernacular.

In addition to the general impediments referred to above to the spread of vernacularization of studies in the high school forms a special difficulty is experienced in bilingual and multi-lingual districts, which accounts for the very small progress made in the direction in such districts. For instance, it is reported that in the Anantapur district the single school that tried giving all instruction in the vernacular had to abandon it after a couple of years. In the district of Cuddapah only one school has started using the vernacular medium and that too for teaching only History and Geography. Every secondary school in the multi-lingual district of South Kanara has, so far, fought shy of the vernacular medium of instruction. The linguistic difficulty is no doubt a formidable obstacle, though it may not be insurmountable.

As regards the desirability of the use of vernacular as the medium of instruction, most of the district officers express themselves in favour of the experiment and are optimistic about its success, though a few officers are rather sceptical about its results. The following extracts from the opinions of the district officers are of interest in this connexion :—

Mr. N. Sarangapani Ayyangar, District Educational Officer, South Arcot :—

"There can be no two opinions about the colossal waste of mental energy involved in educating a pupil through a language other than his mother-tongue. . . . Public opinion is already crystallising in favour of the adoption of the vernacular medium. The only impediments in the way of the reformer at present are the privileged position occupied by English as the medium in University courses in this Presidency and in competitive examinations for entering All-India Services and the problem of children of public servants and others that have perforce to be changing frequently from one linguistic area to another in the pursuit of their avocations. A feeling of reaction against vernacular as the sole medium of instruction is also discernible in some secondary schools in the district, inasmuch as the schools have fared badly in the Secondary School-Leaving Certificate Public Examination during the last three years and as the largest number of failures is found in English. The result of this reaction is to be watched for some time."

Mr. Muhammad Abdus Salaam Sahib, District Educational Officer, East Godavari :—

"Vernacular was the medium of instruction for almost all the non-language subjects of the Secondary School-Leaving Certificate scheme. Though the experiment proved beneficial in general, it has adversely affected the standard of English, and the interests of the children of the Muslims and Tamil-speaking officials working in the Andhra districts."

Mr. K. Muhammad, District Educational Officer, Malabar :—

"It does not appear that the use of the vernacular in High school forms for non-language subjects has contributed towards efficiency of teaching, though some schools claim better results. Lack of suitable text-books and reference books in vernacular has proved a definite handicap in this regard. Pupils have to depend entirely on notes dictated by teachers. If they want to supplement their knowledge, they have always to go to books written in English. It is clear that if they have to go outside for supplementing their knowledge and if they can obtain such knowledge from English text-books, there is no reason why the subjects should not be taught through the medium of English itself."

49. *Conditions of service.*—During the quinquennium Government issued orders fixing the scales of pay of the different classes and grades of teachers employed in local boards and municipal schools. Most of the district boards and municipalities have introduced the prescribed scales of pay, though in some cases, there was a little delay in giving effect to them. The new scales of pay are on the whole beneficial to the teachers in local board service. Those teachers who were in receipt of higher pay and were therefore affected adversely by the adoption of the new scales, have been compensated by the grant of personal allowance to the extent of the difference between the old and new rates of pay. Financial stress led several district boards and municipalities to resort to a cut in the salaries of teachers, which in some cases continued to the end of the quinquennium.

The department strove to improve the conditions of service in schools under private management by ensuring the execution of agreements between managements and teachers, by enforcing the terms of the agreements, by insisting on punctual payment of salaries and by discountenancing the imposition of the so-called "voluntary cuts" in the salaries of teachers.

50. *The working of the Secondary School-Leaving Certificate scheme.*—The reversion to the scheme of 1929 with lightened syllabuses in (1) the outlines of History of England and India and Geography, and (2) Elementary Science is the most important of the changes relating to the working of the Secondary School-Leaving Certificate scheme in the quinquennium under report. A noteworthy change in the curriculum of studies is the inclusion of "Hindi" as one of the second languages under Group A.

During the period under report several changes were introduced with a view to improving the teaching of English in high schools. Emphasis in the teaching of English and in the examination was shifted from the study of the subject-matter of prescribed texts to the study of the language of the texts. It was laid down that the teaching and study of English in high schools should aim more directly at cultivating and improving the pupils' powers of expression in English, and at equipping them with a command of English which they would turn to practical account. The syllabus in English consequently underwent a revision. The syllabus in English for non-detailed study was whereby prescription of text-books for the study of formal done away with and provision of composition. Provision was also grammar and of the rules of composition. Provision was also made in all high school forms for at least one period of library work per week and the Board issued in a detailed manner "Hints for the effective use of library periods in high schools." Subsequently, similar changes were introduced in respect of vernacular languages under Group A. The nature of the questions for the Secondary School-Leaving Certificate Public Examination was changed with effect from the Public Examination of 1934. It was decided that questions should not be of the essay type, that they should be direct and should be so unambiguous as to admit

of only one answer and that in a few sentences, the underlying idea being simple questions and strict-marking. With a view to acquainting the schools with the new type of questions, specimen question papers in various subjects were prepared and circulated to schools. The new type of questions resulted in a perceptible increase in the percentage of the number of candidates declared eligible for admission to university courses of study.

The number of pupils of the scheduled classes admitted to the Secondary School-Leaving Certificate Examination, 1936-37, without payment of fees was 65 as against 126 in 1931-32.

The number of candidates registered for the Secondary School-Leaving Certificate Examination in 1936-37 was 19,303, of whom 18,910 were examined and 18,806 completed their certificates compared with 20,436 registered, 20,094 examined and 19,916 candidates that completed their certificates in 1931-32.

The following table shows the distribution of candidates that took the examination in the years 1932 and 1937 according to the classes of the community to which they belonged :—

	1932.	1937.
Europeans and Anglo-Indians	14	23
Indian Christians	2,130	2,033
Muhammadans	1,098	1,065
Brahmins	8,066	7,267
Non-Brahman Hindus	8,427	8,168
Scheduled classes	136	192
Other classes	15	58

Algebra and Geometry was the most popular of all the subjects taken by pupils under Group C though the number of pupils offering it fell from 6,083 in 1932 to 5,802 in 1937. Next in popularity comes Physics which was chosen by 3,672 pupils in 1936-37 against 4,493 in 1931-32. The number of pupils taking up Histories further decreased during the quinquennium from 6,509 to 3,525. Typewriting was taken up by 745 pupils as compared with 626 in 1931-32.

51. *District Secondary Education Boards.*—In the quinquennium under report the District Secondary Education Boards were reconstituted twice by means of general elections held in 1933 and 1936. Consequent on the bifurcation of district boards, the strength of the District Secondary Education Boards has been increased to provide representation on them for the newly formed district boards as managers of secondary schools. The Secondary Education Board of Ganjam has ceased to exist. The Secondary Education Board of Orissa. Rules relating to the transfer of the district to Orissa. Rules relating to the transfer of meetings have been revised to ensure the carrying out of the time of the election of the President and also to enable the District Educational Officers concerned to exercise the powers of the President when the latter's post is vacant.

It is reported that the normal state of the Boards is one of inactivity and indifference. The members, as a rule, take little or no interest in the exercise of the advisory functions entrusted to them. In many cases the only occasion on which they evince any interest is when they meet to elect a member to the Text-Book Committee. It is the opinion of almost all the inspecting officers that no useful purpose is served by the continued existence of these boards and that secondary education will be none the worse for their abolition.

52. *Expenditure on secondary schools for boys.*—The total direct expenditure on secondary schools rose from Rs. 83.02 lakhs in 1932 to Rs. 83.57 lakhs in 1937. To the total expenditure, public funds contributed 37 per cent, fees 54 per cent and other sources 9 per cent, the corresponding percentage for the last year of the preceding quinquennium being 34, 52 and 14. The average fee paid per head was Rs. 23-15-9 as compared with Rs. 23-8-9 during 1931-32. The average cost of educating a pupil which was Rs. 45-7-8 in 1931-32 decreased to Rs. 44-5-9 in 1936-37. In institutions under the management of local bodies, fees met 43 per cent of the total expenditure, local funds 37 per cent, provincial funds 19 per cent and other sources 1 per cent. In secondary schools under private management, fees contributed 65 per cent of the total expenditure, provincial funds 19 per cent and other sources 16 per cent.

53. *Reorganization of secondary education.*—That the existing system of secondary education stands in urgent need of radical readjustment suitable to the altered conditions and circumstances of life, is recognized on all hands, though there may not be unanimity of opinion as regards the lines of reorganization. The question of remodelling the system of secondary education has been engaging the earnest attention of Government for some time past and the lines of reorganization under consideration are indicated in the recently issued Government Communique on the subject.

It may not be out of place to refer here to the outstanding features of reorganization under contemplation.

What is generally considered as the fundamental defect of the secondary school system is its undue domination by University requirements, which is proving detrimental to the interests of secondary education and is being conducive to the best interests of University education. A secondary school course predominantly of University education. A secondary school course predominantly literary in content and practically inelastic in scope is not calculated either to serve the best interests of University education or to subserve the ends of a sound system of secondary education. Subservient as it is to the need of higher literary education, the present system provides no suitable form of non literary education to the large class of pupils who would not or should not proceed to University education, being quite unfit for higher academic studies. In the absence of alternative courses of vocational or pre-vocational instruction, the fit and the unfit alike have to tread

the narrow path of entrance to the University and suffer all the untoward consequences that follow. The many unfortunate pupils who even after repeated attempts fail to secure eligibility find themselves permanently stranded in life, for the 'literary' secondary education leads them no-where if it fails to lead them to the portals of the University. Nor is the lot of the University products much more happy, for a large majority of the 'eligibles' who successfully scale the heights of University education find no better prospects of suitable employment than those who remain at the foot. As often as not, the 'eligible' student regrets having entered the University as bitterly as the unsuccessful student laments his ineligibility to do so. In fact, the plight of the unemployed graduate who has invested his all, sometimes even more, in University education is more pitiable than that of the unfortunate 'ineligible' who is prevented from further wasting his slender resources after three unsuccessful trials. Further, the predominantly literary character of secondary education leads to the flooding of Universities with students who have neither the taste nor the capacity for academic studies but take to University education for the sake of a degree in the hope that it will serve as a better passport to Government service than a completed S.S.L.C. The influx of all and sundry doubtless affects the quality of University education. There are unmistakable indications of the deterioration of University standards caused chiefly by their being over-crowded with students who cannot benefit by University training and who should therefore be shut out of the gates of the University as much in the interests of University education as in their own. To restrict University education only to those who can benefit by it and those who seek it to qualify for admission to Professional colleges presents a problem which should be tackled at the high school stage. Thus the present system of secondary education is found wanting both as a system of pre-university education preparing for University studies and as a scheme of self-contained secondary education preparing for independent callings or business careers. It is widely held that this unsatisfactory system of secondary education is chiefly responsible for the waste of time, energy and money indicated by the growing volume of educated unemployment.

The general aim of re-organization outlined in the Government Communique already referred to is to remove the defects of the present system pointed out above. The secondary school system requires to be so remodelled as to preclude from University education such candidates as are unfit for it and at the same time to provide for them a diversity of technical, industrial, commercial and agricultural courses suitable to their varying aptitudes and aspirations. Such a bifurcated system implies the institution of parallel courses, literary and vocational, the former leading to University course and the latter preparing for vocations or vocational institutions. Bifurcation of the secondary school course presupposes a preliminary assessment of pupils at the end of the

school course on the basis of their fitness for literary educational vocational instruction. The differentiation of pupils for and non-literary types of secondary education is proposed to be made by means of a selection examination at the end of the middle school course will serve as a "clearing-house," the so-called slaughter of the innocents at the end of the school course.

As a matter of common knowledge that the chief attraction of University education lies in the fact that a University degree is a higher qualification for Government service than a S.L.C., prescribed as the minimum qualification for civil services of the lower grade. So long as University education is resorted to as better passports to Government service, the pressure on Universities and Colleges is bound to continue in an increasing measure. It is hoped that the pursuit of University education for improving one's qualifications for Government service will be discouraged by lowering the maximum age limit for Government Ministerial service on for the efficient discharge of the duties involved. A maximum age limit for Government Ministerial service less than the attraction of University education to those who seek it for bettering their chances of Government service will consequently relieve the congestion at the Universities and

may be noted that though the remodelling of the secondary system on the lines indicated above is not meant primarily as a solution for the problem of educated unemployment, the solution suggested above will doubtless minimise the awful waste of time, energy and money involved in the rapidly increasing numbers of the educated unemployed. Perhaps, at the present stage of industrial and commercial development of the country, the products of the suggested additional industrial and vocational schools may not find enough demand for their services in the immediate future, but it cannot be denied that the demand for technically qualified men is relatively greater even at present for the products of literary education, pure and simple. Nor can it be seriously argued that the development of technical education in its diverse aspects is not essential to the economic progress of India. The reorganization of secondary education suggested above is calculated to reduce the number of unwanted University men and unemployed S.S.L.C. holders who constitute the bulk of the "educated" unemployed and to provide proper training to the many that are unfit for literary education, with a view to enabling them to earn their living in independent callings or business concerns. We have to do all in our power to counteract the drift of the educated and semi-educated from the villages to the towns and to this end our system must be such as to make the best use of the boys and girls that it is just as dignified to use one's hands as one's brains and to use both together as best whether in the workshop or the office.

IV-B. SECONDARY EDUCATION—GIRLS.

54. *Number of schools.*—During the period under report the number of secondary schools for girls rose from 73 to 82, of which 14 were new schools, started by private agencies. Three old schools and one newly started school, all under private management, were closed during the quinquennium. One Government secondary school was transferred to Orissa. Of the 82 schools, 46 were complete and 4 incomplete high schools and 28 were complete and 4 incomplete middle schools. The number of complete high schools and complete middle schools increased by 5 and 5, respectively, while the number of incomplete high schools fell by 1. The number of incomplete middle schools remained unchanged at 4.

The third circle has the greatest number of secondary schools, viz., 24, with 19 in Madras, 2 each in South Arcot and Nellore, and one in Chingleput. Next comes the VI circle with 19 schools, of which 11 schools are in Malabar, 6 in South Kanara, and 2 in the Nilgiris. The IV Circle has 16 schools, with 8 schools in Tinnevely, 4 each in Madras and Tanjore and none in Ramnad. There are 9 schools in the V Circle, with 4 schools in Trichinopoly, 2 each in Salem and Coimbatore districts and one in North Arcot. The II Circle has 8 schools, 2 each in Guntur and Chittoor districts and 1 each in Kurnool, Anantapur, Cuddapah and Bellary districts. The I Circle has 6 schools, with 2 each in East Godavari and Kistna districts and with one each in the Vizagapatam and West Godavari districts.

The most backward of the districts in respect of secondary education for girls is Ramnad which was without a single secondary school till the close of the quinquennium. The districts without a high school for girls, complete or incomplete, are West Godavari, Kurnool, Cuddapah and Chingleput. Madras and Malabar have the greatest number of high schools, with 13 and 7 respectively. Tinnevely and South Kanara coming next with 4 high schools each. Judging from the increase in the strength of higher forms during the quinquennium, Malabar is more progressive than Madras, the number of pupils reading in Forms IV to VI of the high schools for girls having risen from 305 to 1,462 in Malabar and from 548 to 907 only in Madras.

55. *Strength of schools.*—The strength of the secondary schools for girls rose from 17,698 in 1932 to 22,611 in 1937. The rate of increase which works out to 27.8 per cent is not unsatisfactory, though it compares unfavourably with the increase of 34 per cent in the previous quinquennium. The percentage of increase however in the number of girls reading in secondary schools for boys and girls is higher than the corresponding rate of increase in the previous quinquennium. The number of girls under instruction in secondary schools for boys and girls rose from 21,830 in 1932 to 31,853 in 1937, which shows an increase of 45.9 per cent as against the increase of 40 per cent between 1927-32. Another aspect of expansion is furnished by the increase in the strength of Forms IV to VI of the high schools for girls, which rose from

2, 60 in 1932 to 3,227 in 1937. There was a remarkable increase in the total number of girls reading in secondary schools for boys which rose from 4,775 to 10,323, which indicates the large measure of advance made in the co-education of boys and girls.

56. *Accommodation.*—It is gratifying to report that during the quinquennium accommodation of secondary schools was considerably improved, though conditions vary from circle to circle. The accommodation of the schools in the IV and VI Circles is said to be satisfactory, as almost all of them are held in their own buildings to which additions have been made as the need for them was felt. The housing of the schools in the II and V Circles is not satisfactory, though open to improvement. Considerable room for progress exists in the case of schools in the I Circle, while the accommodation provided for a majority of schools in the III Circle is far from satisfactory. During the quinquennium new buildings were constructed for Seva Sadan school, Madras, St. Joseph's High school, Madras, St. Anne's Secondary school, Royapuram, Government Secondary and Training school, Nellore; and St. Joseph's Middle school, Dindigul. Improvements were effected in the case of Methodist Mission school, Royapettah, and Bentick's Girls' High school, Madras.

57. *Equipment.*—Equipment is generally satisfactory, though articles of furniture need replacing in the longstanding schools and require supplementing in the growing schools. Libraries present better collections of more useful books. Local board schools in the VI Circle are reported to be ill-equipped as regards furniture, apparatus, libraries, etc. Little progress was made in furnishing museums or cultivating school gardens, which are generally too poor to be of any educational value. This is very deplorable as the extra curricular interest and activities which they imply are of paramount importance in any complete scheme of education.

58. *Working of the S.S.I.C. Scheme.*—In the opinion of some Inspectors the curriculum is overcrowded, which impedes extra-curricular activities. The need is also felt for introducing more of home science and domestic crafts to meet the requirements of those who do not proceed to higher studies. English has continued to be the medium of instruction in higher forms, though vernacular has replaced English in the lower forms except in the schools of the III circle where the English medium is retained even in the lower forms. In many convent schools instruction is imparted in English in all classes. Little progress has been made in the use of modern methods of teaching, beyond attempting the Dalton plan in a few schools.

V. MASS EDUCATION

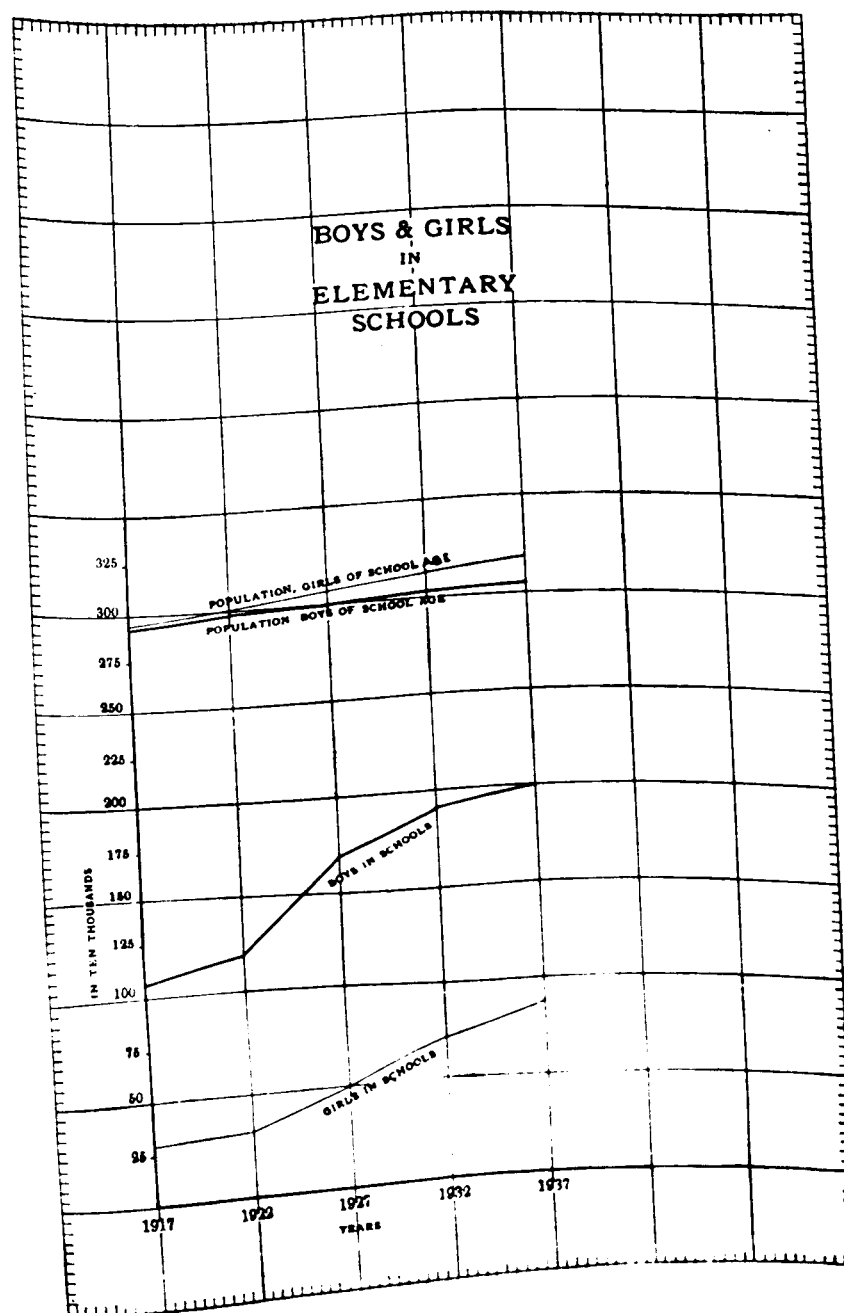
1.—Elementary Schools for Boys

59. *Number of schools.*—The tendency for decrease in the number of elementary schools for boys noticed towards the close of the previous quinquennium continued throughout the quinquennium under report, with the result that the total number of

schools fell from 46,681 to 41,128 between 1932 and 1937. The steady decrease in the number of schools during the last quinquennium is in striking contrast with the rapid expansion which took place between 1920 and 1930 when their number rose from 30,989 to 50,453. The year 1931 marks the turning point in so far as the tendency for decrease started in that year after a decade of rapid numerical expansion of schools and has continued ever since, as will be seen from the following table :—

Year.	Number of public elementary schools.	Strength.
1930-31	50,121	2,295,256
1931-32	46,681	2,264,776
1932-33	44,359	2,248,189
1933-34	43,976	2,338,608
1934-35	43,787	2,417,410
1935-36	43,665	2,485,077
1936-37	41,128	2,492,909

It will be observed from the above figures that notwithstanding the gradual reduction in the number of schools since 1931, there has been after the first three years a steady advance in the enrolment, which has risen during the period from 2,295,256 to 2,492,909. Whereas the number of schools decreased by 7 per cent during the quinquennium under report, their strength increased by 10 per cent. The steady rise in the total enrolment of schools in spite of the continuous fall in the number of schools shows that the rapid multiplication of schools between 1920 and 1930 took place without due regard to their proper distribution or organization. The policy of expansion which was in full swing between 1920 and 1930 countenanced the establishment of a large number of inefficient, uneconomic and superfluous schools which proved worse than useless. The policy of expansion has led to the recent reaction in favour of concentration and elimination which is partly responsible for the reduction in the number of elementary schools in the quinquennium under report. If multiplicity of schools is not in itself a measure of progress, the fall in the number of schools caused by the elimination of inefficient, un-economic and superfluous schools is obviously a satisfactory feature indicating improvement rather than decline, in so far as the weeding out of ill working and unnecessary schools promotes the growth of efficient and satisfactory schools, as is evidenced by the increase in the total enrolment of schools, simultaneous with the diminution in the number of schools noticed above.



60. *Schools according to management.*—The following table shows that there was a fall in the number of schools managed by every agency other than Panchayats :—

Managing Agency.	Number of schools in	
	1932.	1937.
Government	1,686	1,373
Municipality	1,116	989
Local	14,302	13,980
Panchayat	1,348	1,461
Aided	27,553	22,661
Un-aided	676	664
Total ..	46,681	41,128

Government schools fell by 313 (18·6 per cent), Municipal schools by 127 (11·4 per cent), Board schools by 322 (2·3 per cent), Aided schools by 4,892 (17·8 per cent) and unaided schools by 12 (1·8 per cent), whereas schools under Panchayats rose by 113 (7·8 per cent). The percentage of decrease was highest in the case of Government and aided schools and least in respect of District Board and unaided schools. The number of Government schools decreased from 1,686 in 1932 to 1,373 in 1937. The continuous decrease in the number of Government schools since 1931 when their number stood at 2,599 is mainly due to the policy of transferring Labour and Kallar schools to the District Boards concerned. The number of such schools transferred during the quinquennium was 355.

61. *Strength of schools.*—Notwithstanding the fall already noticed in the number of elementary schools for boys during the quinquennium under report, there was an appreciable advance in the enrolment of the schools and also in the total number of boys under instruction in all elementary schools. The strength of elementary schools for boys rose from 2,264,776 (including 3,64,541 girls in boys schools) in 1931-32 to 2,492, 909 (including 530,317 girls in boys schools) in 1936-37, while the total number of boys reading in all Public Elementary schools rose from 1,924,365 (including 24,130 boys in girls schools) in 1931-32 to 2,006,329 (including 49,737 boys in girls schools) in 1936-37. To express the increase in percentage, the number of pupils in boys elementary schools rose by 10 per cent and the number of boys reading in all elementary schools rose by 4 per cent, as against an increase of 14 per cent and 12 per cent. respectively, during the previous quinquennium. It should, however, be remembered that, but for the transfer of schools in Ganjam to the Orissa Province, the increase in the strength of schools and the rate of increase as well during the quinquennium under report would have been considerably higher and might have compared favourably with the corresponding figures in the previous quinquennium. Viewed in relation to the total male population of the Presidency, the percentage of male scholars in all elementary schools increased from 33 per cent

to 37 per cent, while their proportion to the male population between the ages of five and fifteen rose from 8.3 per cent to 9.8 per cent. The total increase as well as the rate of increase, in the enrolment of boys' elementary schools and the enrolment of boys in all elementary schools indicates improvement which is by no means negligible.

Of the 2,006,329 boys under instruction in all public elementary schools on 31st March 1937, 1,280,777 were Non-Brahmins, 242,953 were Scheduled Class pupils, 222,781 were Muhammadans, 142,038 were Indian Christians and 87,908 were Brahmins. During the quinquennium, the Non-Brahmins reading in all elementary schools increased by 30,307 (2.42 per cent) Depressed class boys by 16,972 (7.51 per cent), Christians by 19,627 (16.04 per cent), Muhammadans by 19,873 (9.8 per cent) and Brahmins by 322 (0.37 per cent). The percentage noted against each community represents the rate of increase in respect of the male scholars of that community. The following table furnishes the percentages of the boys at school belonging to these communities to the total male population of the respective communities on 31st March 1932 and 1937.

	1937.	1932.
Non-Brahmins	8.34	7.71
Depressed classes	7.26	6.46
Christians	16.73	14.18
Muhammadans	13.68	12.44
Brahmins	14.67	13.20

62. *Distribution of pupils according to standards.*—The increase noticed in the previous quinquennium in the number of higher elementary schools and in the strength of standards VI to VIII was maintained in the quinquennium under report, as will be seen from the following table:—

	1932.	1937.
Number of Higher Elementary Schools ..	1,428	1,708
Strength of standards VI to VIII ..	51,833	85,555

On 31st March 1937, there were 1,708 higher elementary schools of which 1,195 schools contained eight standards, 201 schools seven standards, and 312 schools six standards only. Of the total number of higher elementary schools, 928 schools (54 per cent) were under public management and 780 schools (46 per cent) under private management; 773 of the privately managed schools were aided schools, of which 267 were mission managed and 506 were non-mission managed.

There was marked progress in the strength of standards VI to VIII, which reached a total strength of 85,555 in 1937 as against the total strength of 51,833 in 1932. The improvement in strength represents an increase of 65 per cent. The increase in strength was shared almost equally by the three higher standards, the percentage of increase ranging from 60 to 63. The proportion of pupils in the three higher standards to the total strength of all

the standards rose from 2.3 per cent to 3.4 per cent between 1932 and 1937. In other words, out of 1,000 pupils attending elementary schools for boys, 37 pupils were reading in the higher standards in 1937, as compared with 23 in 1932, an improvement which may be considered fairly satisfactory.

The following table shows the strength of standards I to V in 1932 and 1937 and the percentage of the pupils in each of the standards to the total strength:—

Standard.	1932.	Percent- age.	1937.	Percent- age.
V	82,536	3.7	110,867	4.5
IV	247,710	10.9	297,257	11.9
III	326,894	14.4	366,563	14.7
II	459,894	20.3	499,131	20.0
I	1,095,909	48.4	1,133,536	45.5
Total of standards I to VIII ..	2,264,776	..	2,492,909	..

Disproportionate size of the lower as compared with higher standards and low average duration of school life indicate stagnation and wastage. It will be seen from the above table that there was some improvement in the distribution of strength among standards I to V in so far as the proportion of pupils in standards V and IV to the total strength rose to 4.5 per cent and 11.9 per cent in 1937, from 3.7 per cent and 10.9 per cent, respectively, in 1932. There was a slight increase in the average duration of school-life which rose to 2.12 years from 2.01 during the quinquennium. Out of every 1,000 pupils in standard I in the first year of the quinquennium, only 283 and 106 pupils reached IV and V standards, respectively, in the fourth and fifth year of the quinquennium, the corresponding figures for the preceding quinquennium being 70 and 75, respectively, as will be seen from the following table which gives the strength of each of the five standards for the last two quinquennia. Though relatively there was less wastage and stagnation in the period under report, the improvement effected appears inconsiderable when compared with the enormous extent of wastage and stagnation still going on, as revealed by the pyramidal distribution of pupils with large numbers in the lower standards and progressive diminution of strength from class to class as we go higher.

	I	II	III	IV	V
Year.	1,095,909	459,894	326,894	247,710	82,536
1931-32 ..	1,164,788	451,899	321,161	236,194	76,793
1930-31 ..	1,161,243	444,601	313,105	226,397	72,863
1929-30 ..	1,142,814	430,412	300,177	217,049	69,025
1928-29 ..	1,099,309	411,057	284,772	204,212	65,947
1927-28 ..	1,133,536	499,131	366,563	297,257	110,867
1936-37 ..	1,137,992	495,939	368,407	292,955	108,186
1935-36 ..	1,117,859	482,381	357,230	286,205	101,471
1934-35 ..	1,097,850	465,129	346,580	270,479	93,317
1933-34 ..	1,051,958	457,244	336,416	257,282	86,499
1932-33 ..					

63. *Provision of schools in rural areas.*—The following table shows the provision of schools in rural areas in 1927, 1932 and 1937:—

	Percentage of villages with one or more public or private schools to the total number of villages with a population of			
	2000-1000	1000-500	500-200	Less than 200
1927	93	80	23	17
1932	93	85	28	16
1937	93	81	42	18

A larger number of small villages or groups of villages with a population of 500-200 and with a population less than 200 were provided with schools for boys, their percentage having risen from 23 and 16 to 42 and 18, respectively, during the quinquennium. A slight improvement is noticeable in the provision of schools for larger villages having a population of 2,000-1,000, while school provision for villages with a population of 1,000-500 suffered a little reduction. As many as 52 villages with a population of over 2,000 were unprovided with schools, as against 17 of them in the previous quinquennium. The aggregate number of elementary schools for boys on 31st March 1937 was 41,128 as against 39,149 inhabited towns and villages in the Presidency including those in the Agency. Though the total number of schools exceeds the total number of inhabited towns and villages, about 18,210 villages are still unprovided with schools which shows uneven distribution of schools as well as general inadequacy of school provision in the rural areas.

64. *Single-teacher schools.*—There were 17,224 single-teacher elementary schools for boys with a strength of 478,101 pupils. Distributed according to standards in them, there were 217 schools with standard I only with 5,879 pupils, 1,127 schools with 27,963 pupils having only two standards, 3,432 schools with 92,057 pupils having three standards, and 12,418 schools with 352,202 pupils having four standards and above.

65. *Stability of schools.*—During the quinquennium as many as 17,166 schools were closed as against 11,571 newly opened. The schools under private management closed and opened numbered 13,844 and 8,901, respectively. These figures testify to the ephemeral character of a large number of privately managed schools, especially teacher-manager schools, which are virtually venture schools, depending for their existence on grant-in-aid. A further proof of the unstable character of many of the aided schools may be found in the figures relating to the continuity of aid. Of the aided schools on the 31st March 1937 72 per cent were schools that had received aid without a break for five years, 5 per cent for three years and 6 per cent for two years.

66. *Panchayat schools.*—There were 1,466 panchayat schools at the end of the quinquennium as against a total provision of 1,512 schools for the Presidency. During the period under report, 374 schools were started, while provision was withdrawn from

257 schools on account of low attendance, inaccessibility to depressed-class pupils and unsatisfactory management of the schools by the Panchayat boards concerned. The number of schools varied widely from district to district. North Arcot topped the list with 539 schools, Salem coming next with 220 schools; Chittoor and Tanjore had 146 and 112 schools, respectively, whereas the districts of Cuddapah, Guntur, Malabar and the Nilgiris had only one school each.

There was a considerable increase in the total strength of the schools, which rose from 50,744 to 65,016 during the quinquennium. It is gratifying to observe that there was an appreciable increase in the number of scheduled-class pupils, which rose from 4,297 to 7,696, thanks to the rigorous enforcement of the policy of withholding grants from schools refusing to admit children of scheduled-classes. There was also a noteworthy increase in the number of girls, which rose from 7,105 to 1,011 during the period under report.

Staffing of Panchayat schools.—Insistence on the employment of trained teachers with higher qualification led to considerable improvement in the staffing of panchayat schools.

The number of elementary trained teachers and secondary-grade trained teachers rose from 479 and 45 to 1,035 and 233, respectively, during the period under report.

Accommodation.—Building grants continued to be paid to Panchayats, subject as usual to a maximum of Rs. 500 for a tiled building and Rs. 150 for a thatched building and the total expenditure under this head during the quinquennium amounted to Rs. 45,077. The number of buildings constructed for panchayat schools during the quinquennium out of the provincial grant was 155, the total number of such buildings being 261.

Equipment.—No equipment grants to Panchayat schools were sanctioned during the period except in the year 1933-34. The articles of equipment of schools that were abolished were transferred to the newly sanctioned schools and the Panchayat met the expenditure on the minimum equipment necessary from their own funds, wherever it could not be supplied by Government.

Teaching grants.—Teaching grants for Panchayat schools continued to be sanctioned on the recommendation of the Inspecting Officers concerned. The teaching grants disbursed to the panchayats during the quinquennium amounted to Rs. 13,48,429. The annual expenditure for teaching grants rose from Rupees 2,15,075 to Rs. 2,92,450 during the period under report.

67. *Number and strength of night schools.*—The number of night schools fell from 3,394 to 582 between 1932 and 1937, while the strength of the schools decreased during the same period from 97,905 to 22,296. The rapid and continuous reduction in the number of night schools during the last decade has been due to the policy of weeding out bogus and ill-working night schools which came into existence as a by-product of the policy of expansion

during the previous decade. The average number of pupils per school rose from 30 to 38 during the quinquennium, which marks noteworthy progress in the increase of larger and economical schools.

68. *Staffing of schools.*—The following table shows the number of trained and untrained, certificated and uncertificated, teachers of the various grades employed in elementary schools for boys on 31st March 1932 and 31st March 1937:—

	1937.	1932.
Trained—		
Bachelor of Arts	144	43
Secondary Grade	7,588	4,500
Higher Elementary Grade	38,711	21,770
Lower Elementary Grade	22,343	28,392
Others	138	399
Untrained-certificated—		
Bachelor of Arts	24	24
Secondary Grade	229	461
Higher Elementary Grade	1,157	2,094
Lower Elementary Grade	582	2,381
Untrained-uncertificated—		
Bachelor of Arts	129	117
Secondary Grade	1,793	2,577
Higher Elementary Grade	15,569	9,521
Lower Elementary Grade	4,932	16,606
Others	2,173	5,405

Between 1932 and 1937 there was marked increase in the proportion of trained teachers to the total number of teachers, the percentage of trained teachers having risen from 58 to 72. On the other hand, there was a decrease in untrained teachers by 32 per cent. The provision of staff per school rose from 2 to 2.3 and of the trained staff, from 1.2 to 1.7. The average number of pupils per teacher increased from 24 to 26 and per trained teacher decreased from 41 to 36. The proportion of trained to untrained teachers was highest in the Nilgiris district with 91 per cent and lowest in Malabar with 57 per cent. The number of trained teachers ranged between 80 per cent and 90 per cent in eight districts, between 70 per cent and 80 per cent in eleven districts and between 60 per cent and 70 per cent in four districts. In the agency tracts of Vizagapatam and East Godavari the percentage of trained teachers was 56 and 73, respectively. The large increase in the number of trained teachers with higher qualifications which caused a proportionate reduction in the number of teachers with lower qualifications marks considerable improvement in the staffing of elementary schools during the quinquennium. The decrease in the number of uncertificated teachers is also a sign of progress.

69. *Salaries of teachers in schools.*—The financial position of the teachers in local board schools has been bettered on the adoption of uniform scales of pay prescribed in G.O. No. 5096, L. & M., dated 7th December 1933. The rates of pay which have been put

in a time scale basis and fixed with reference to the qualifications of teachers, are calculated to benefit the teachers under the employ of local bodies and to remove the wide disparity in their salaries that had existed before. By a later Government Order municipal councils have been permitted to adopt either the scales fixed in G.O. No. 5096 or the scales of pay prescribed by Government for elementary school teachers in the Madras Educational Subordinate Service. Improvement is also noticeable with regard to payment of salaries which were disbursed more regularly than in the previous quinquennium, especially after the abolition of taluk boards. Delays, however, do occur even now but whenever undue delay in the payment of salaries is reported, the local bodies concerned are advised to see to the prompt payment of teachers.

But the lot of teachers in aided schools has not much improved, owing partly to the financial stringency necessitating pro rata cuts in the grants payable to elementary schools throughout the quinquennium. The enhancement of the rates of grant for secondary and higher elementary grade teachers to Rs. 156 and Rs. 212, respectively, with effect from 1936-37 is an earnest of the increasing interest of Government in the well-being of teachers in privately managed schools. Measures are under contemplation for making service in aided schools less precarious and more remunerative.

70. *Accommodation of elementary schools.*—The following is the classification of schools under different managements based on the type of accommodation provided for them in 1932 and 1937.

Management.	1932.						1937.					
	(1)	(2)	(3)	(4)	(5)	(6)	Total.	(7)	(8)	(9)	(10)	(11)
Government	..	1,686	870	641	172	3		1,373	649	627	97	..
Municipal	..	1,116	482	613	20	1		989	455	529	5	..
Local	..	14,302	3,723	9,150	1,414	15		13,980	3,718	9,247	1,002	13
Panchayat	..	1,348	823	252	230	43		1,416	1,055	253	131	22
Aided	..	27,553	14,661	7,010	4,345	1,637		22,661	14,146	5,657	2,090	768
Unaided	..	676	274	223	134	45		664	298	235	116	15
Total	..	46,681	20,733	17,889	6,315	1,744		41,128	20,321	16,548	3,441	818

Of the total number of public elementary schools for boys on 31st March 1937, 49.4 per cent were held in buildings of their own against 44 per cent in 1932, 40.2 per cent in rented buildings against 38 per cent in 1932, 8.4 per cent in chavadis and temples against 14 per cent in 1932 and 2 per cent in dwelling houses of teachers and managers against 4 per cent in 1932. The rise in the percentage of schools with buildings of their own and the fall in the proportion of schools held in chavadis and temples and dwelling houses of teachers and managers indicate improvement, while the rise in the percentage of schools housed in rented buildings is an unsatisfactory feature, for rented buildings as a class are unsuitable for use as school houses. That more than 50 per cent of schools continue to be housed in buildings other than their own shows that more progress has yet to be achieved by way of providing improved and suitable accommodation to elementary schools for boys.

Though there is considerable room for improvement in all the districts, conditions vary from district to district. Accommodation of a number of schools under private and public management is reported to be unsatisfactory in the districts of East Godavari, Kistna, Bellary, Kurnool, North Arcot, Coimbatore, Salem and Trichinopoly. Schools are well housed generally in Malabar and South Kanara and the Nilgiris. In some districts schools under public management are provided with better accommodation than privately managed schools while in some other districts schools under private management compare favourably in the matter of accommodation with those managed by local bodies. Considerable progress is reported in housing the panchayat schools during the quinquennium. As a rule mission managed schools are better accommodated than non-mission aided schools. The total number of buildings constructed for boys' elementary schools during the quinquennium was 3,497 as against 4,147 in the previous quinquennium. Of these, 112 were constructed for Government schools, 34 for municipal schools, 316 for district board schools, 207 for panchayat schools, 2,538 for aided schools and 290 for unaided schools. Malabar is the district which put up the greatest number of buildings during the period under report, having constructed 708 new buildings. The next in order is the Vizagapatam district which constructed 403 buildings during the quinquennium.

Throughout the quinquennium local bodies and District Educational Councils continued to receive subsidies and grants for the construction of school buildings. The subsidies sanctioned by the Government to local bodies for the purpose amounted to Rs. 1,38,193 as against Rs. 3,80,954 granted during the previous quinquennium. Building grants to the extent of Rs. 2,26,955 were placed at the disposal of the District Educational Councils for distribution among aided schools as against Rs. 1,83,245 disbursed through them during the previous quinquennium. The

decrease in the amount of subsidies drawn by local bodies between 1932-37 indicates curtailment of the building programmes of local boards and municipalities.

71. *Equipment in elementary schools.*—For the payment of equipment grants to aided schools, District Educational Councils were given Rs. 60,220 during the quinquennium against Rs. 60,855 between 1927-32. Local bodies received grants as equipment subsidies only in 1933-34 and 1934-35 to the extent of Rs. 785.

72. *Inspection of elementary schools.*—Inspection of elementary schools for boys continues to be done by Deputy and Junior Deputy Inspectors whose number at the close of quinquennium was 221 and 171, respectively. Though Junior Deputy Inspectors occupy a rank lower than that of Deputy Inspectors, they are entrusted with co-ordinate powers in regard to inspection of schools. At the beginning of the quinquennium the ranges of Deputy Inspectors were redistributed on a talukwar basis so as to make the range of a Deputy Inspector extend normally over a revenue taluk. In a few cases, however, it has been found convenient to constitute ranges by grouping adjacent taluks. Each range is in charge of a Deputy Inspector who is assisted, in case the charge is too heavy, by one or two Junior Deputy Inspectors. The average number of schools that a Deputy Inspector has to inspect is about 105 and a slightly larger number of schools is assigned to a Junior Deputy Inspector as he is free from administrative duties. Towards the end of the quinquennium the subordinate inspecting staff was strengthened by the creation of 28 additional posts of Junior Deputy Inspectors.

The inspection of elementary schools in the agency areas is done by Junior Deputy Inspectors who are directly under the control of the concerned Agents to the Governor.

There has been no change in the arrangement under which the Government schools in the Laccadives, Amindivi and Androth Islands off the Malabar Coast are inspected periodically by the Government inspecting officer who is usually a Revenue official. Schools in Anjengo are inspected by the Deputy Inspector of Schools, Tenkasi.

The Muhammadan schools throughout the Presidency continue to be inspected by Deputy Inspectors in charge of ranges, 17 in number, constituted differently from the general ranges.

73. *Expenditure on elementary schools.*—The total expenditure on public elementary schools for boys increased from Rs. 190.43 lakhs in 1931-32 to Rs. 192.93 lakhs in 1936-37. To the total expenditure in 1936-37, public funds contributed Rs. 159.33 lakhs (82.58 per cent), fees Rs. 5.42 lakhs (2.81 per cent) and other sources Rs. 28.18 lakhs (14.61 per cent) the corresponding percentages for 1931-32 being 81.72, 3.22 and 15.06.

The average annual cost of a municipal school is Rs. 1,860, of a district board school, Rs. 589, of a Government school, Rs. 626 and of an aided school, Rs. 350. The relatively high cost of a municipal school is partly explained by the comparatively big size of the schools under municipal management; the average strength of a municipal school was 137 as against 46, 62 and 58 of Government, board and aided schools, respectively.

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

B. Elementary schools for girls.

74. *Number of schools.*—The number of public elementary schools for girls fell from 5,672 in 1932 to 4,807 in 1937, the percentage of decrease being 15. Of these 3,237 were under public management and 1,570 were under private management. Of the schools under public management, 50 were Government, 428 municipal, 2,754 District Board and 5 Panchayat schools; and of the privately managed schools 1,539 were aided and 31 unaided schools. The reduction in the number of schools is most marked in the case of district board schools and privately managed schools which fell by 607 and 248, respectively. There was a slight increase, on the other hand, in the number of Government, municipal and panchayat schools. The reaction against the policy of numerical expansion which has affected the number of elementary schools for boys is also responsible partly for the fall in the number of girls' schools, apart from the transfer of some girls' schools to the Orissa Province.

75. *Strength.*—The fall in the number of schools was not, however, accompanied by a fall in the total strength of the schools which, on the contrary, rose from 358,394 in 1932 to 380,495 (including 43,737 boys) in 1937 or by 6.2 per cent. The increase in the strength and the rate of progress would have been greater, had the number of pupils transferred to the Orissa Province been taken into account. The total strength of all schools other than unaided and district board schools has increased, the percentage of increase ranging between 16 in the case of aided and 20 in the case of municipal schools. The strength of unaided schools has fallen by 46 per cent and that of district board schools by 2 per cent. The number of girls reading in boys' schools increased during the quinquennium from 364,541 to 530,317 or by 45 per cent against the increase of 29 per cent in the preceding quinquennium. It is interesting to observe that the number of girls reading in girls' elementary schools exceeded the number of girls reading in girls' schools by 193,559.

98

REPORT ON PUBLIC INSTRUCTION

The following is a comparative statement of the progress in elementary education of boys and girls during the last twenty years from 1917 to 1937 :—

1917.	1922.	1927.	1932.	1937.	
292,470	346,591	500,334	698,805	867,075	Girls.
18.5	44.3	39.7	24.1		Percentage of increase.
1,070,942	1,198,758	1,713,631	1,924,365	2,006,329	Boys.
11.9	42.9	12.3	4.3		Percentage of increase.

It will be seen from the above table that in regard to the expansion of elementary education, the rate of progress of girls' education has exceeded that of boys' during every successive quinquennium within the last two decades with the result that the percentage of girls reading in elementary schools to the total female population is approaching steadily, though slowly, the proportion of boys under instruction to the total male population. The percentage of girls receiving elementary education to the total female population was nearly 4 per cent in 1937 as against 3 per cent in 1932, while the corresponding percentages in respect of boys were 9.8 in 1937 and 8.3 in 1932.

76. *Provision of girls' schools in rural areas.*—The provision of girls' schools in rural areas in 1932 and 1937 may be seen from the following table which indicates the percentages of villages with one or more public or private schools for girls to the total number of villages classed according to their population :—

	5,000—4,000.	4,000—3,000.	3,000—2,000.	Less than 2,000.
	PER CENT.	PER CENT.	PER CENT.	PER CENT.
1932	82	71	57	4
1937	62.7	56.7	37.5	2.8

Of the 29,195 villages with a population of less than 2,000, 826 villages are provided with elementary schools for girls, which points however, more to the rarity rather than scarcity of girls' schools, for a large majority of the thinly populated villages do not obviously require separate schools for girls. Nor does the fall in the percentage of larger villages provided with schools indicate decline, in so far as the reduction in the number of schools, as already pointed out, has not affected their total strength; on the other hand, the decrease in the number of schools shows improvement inasmuch as the reduction has been caused by the elimination of inefficient, uneconomic and superfluous schools. The number of villages with a population of more than 5,000 unprovided with girls' schools has risen from 66 to 80.

During the quinquennium, as many as 1,339 elementary schools for girls were closed as against 601 schools newly opened. Of the schools started during the quinquennium, 410 were under public management and 191 under private management as against 748 and 591 schools closed under the respective managements.

77. *Single teacher schools.*—There were 1,285 single teacher schools for girls with a total strength of 42,008 pupils. The following table shows the distribution of the schools according to the standards in them :—

	Number.	Strength.
Schools with standard one only	33	914
Schools with standards one and two	128	4,028
Schools with three standards	404	12,310
Schools with four standards and above	720	24,756

78. *Staffing of elementary schools.*—The total number of teachers in elementary schools for girls rose from 14,541 to 14,575 between 1932 and 1937. The actual increase in the number of teachers is no doubt very slight, being 34, but what is important is the fact of the rise, however small, in the number of teachers in spite of a large fall in the number of schools. The number of trained teachers rose from 11,540 to 12,588 or by 9 per cent and that of untrained teachers fell from 3,001 to 1,987 or by nearly 34 per cent during the quinquennium. The percentage of trained teachers to the total number of teachers shows a remarkable increase from 79 per cent in 1932 to 86 per cent in 1937. The percentage of trained teachers to the total number of teachers exceeded 90 in 14 districts and 83 in other districts except Malabar where the percentage was lowest, being 67. Another aspect of improvement in the staffing of schools is seen in the increase of teachers with higher qualifications. The number of secondary grade trained teachers increased from 737 to 1,140 and that of higher elementary grade trained teachers from 6,107 to 7,995, whereas the number of lower elementary grade teachers, trained and untrained, decreased from 6,230 to 3,833.

79. *Accommodation and equipment.*—Of the 4,807 public elementary schools for girls on 31st March 1937, 1,611 were held in their 'own' buildings, 3,060 in rented buildings, 77 in chavadis and 53 in dwelling houses of the managers or teacher-managers, the corresponding figures at the close of the previous quinquennium being 1,583, 3,786, 203 and 100, respectively. There was marked improvement in the accommodation of elementary schools during the quinquennium, judging from the substantial decrease in the number of schools held in rented buildings, chavadis and dwelling houses and noticeable increase in the number of schools housed in their own buildings. One hundred and seventy-two new buildings were constructed for elementary schools for girls against 254 in the preceding quinquennium. Of the new buildings put up during the quinquennium, nine were constructed by municipalities, 15 by local boards, 31 by mission and 147 by non-mission agencies.

There was appreciable improvement in the equipment of schools managed by municipalities and missions, though there was little progress in equipping schools under district board management.

80. *Accommodation and equipment; extracts from officers' reports.*—The improvement noted above is not quite uniform as conditions vary from district to district and circle to circle, as is evident from the following extracts from the reports of the Inspectresses bearing on accommodation and equipment of girls' schools in their respective jurisdiction.

Miss C. D'Souza, Inspectress, I Circle.—Out of 899 girls' schools in the circle, 291 had buildings of their own and about 68 per cent of the schools were held in rented buildings, chavadis or chatrams. A large number of the rented buildings were dark, ill-ventilated or otherwise unsuitable. Aided schools under mission management were provided with fairly satisfactory accommodation. The district boards do not seem to have a progressive building scheme to bring into being a few school-buildings each year.

The municipal schools and schools under mission management are fairly well equipped. A large number of board schools and aided schools under non-mission agencies do not have sufficient furniture and pictures and maps. The need for a library is not much realized and there is a high percentage of schools without even class text books.

Miss M. A. Dweltz, Inspectress, II Circle—Kurnool district.—The accommodation and sanitation in all the schools which are held in rented buildings are inadequate and unsatisfactory. The local body seldom takes steps to improve these conditions.

Cuddapah district.—There are 85 schools for non-Muslims and 26 schools for Muslims. The schools held in rented buildings are ill-ventilated and insufficient in accommodation.

Chittoor district.—The rented buildings in most schools are insufficient and unsuitable for school purposes.

Equipment is not all satisfactory except in the Beattie Memorial School, Chittoor.

Bellary district.—Seven school buildings are owned by the local boards and the rest are rented buildings. The accommodation is insufficient and insanitary in many of the rented buildings.

Equipment is very poor and in some schools even the bare necessities are not supplied. The teachers who earn a bare pittance have to purchase the class text books. The management in all schools should be compelled to supply the text books for use in the schools under their management.

The remarks against the districts noted above apply to the districts of Guntur and Anantapur.

Miss M. F. Prager, Inspectress, III Circle—Accommodation.—The problem of accommodation in elementary schools remains unchanged. Most of the schools under public management are housed in rented buildings. The rented accommodation provided in some cases is wholly inadequate, ill-ventilated and unsuitable.

It would have been worth while had the local boards thought of a reasonable building programme bringing to being a small number of school houses year after year.

The mission schools to a certain extent possess adequate accommodation. The aided schools on the whole suffer for want of suitable accommodation.

Equipment.—The supply of equipment to elementary schools under the district boards during the quinquennium is inadequate. Repeated requests and suggestions made to the heads of local boards by the inspecting officers from time to time in this regard have been little heeded and given effect to. The Corporation schools are equipped satisfactorily as also the aided schools in the circle to a certain extent.

Mrs. Gouri Sankunni, Inspectress, IV Circle—Accommodation.—Although some of the municipal elementary schools and higher elementary schools in big villages are provided with satisfactory accommodation, it is a matter for regret that elementary schools, more so, girls' schools, are badly housed. The district boards are advised very often to improve and extend the accommodation, but even in the case of good girls' schools the board would want to examine the question whether such ill-housed girls' schools could not be amalgamated with the nearest boys' schools and if accommodation is limited in the boys' school, they are willing to extend the boys' school building. Further, such extensions are not possible in the case of rented buildings which are ill-suited for school purposes and yet many of the local bodies budget enormous amounts under house rent and do not try effectively to carry through a building programme whereby schools could eventually be housed in their own buildings both to their own economic advantage and to the advantage of the schools concerned.

Equipment.—Articles of furniture and appliances for teaching in elementary schools have shown a slight improvement generally but many of the schools after years of existence are still being run on the initial equipment and suffer for want of proper seating facilities and the requisite aids to intelligent and practical teaching of subjects, details of which are noted in the inspection reports.

Miss M. Blake, Inspectress, V Circle—Accommodation.—Out of 811 girls' schools in the circle during 1936-37, only 117 schools under public management and 105 schools under private management have buildings of their own.

Thus it can be seen that accommodation continues to be unsatisfactory in spite of periodical improvements made to better the conditions. Several schools have had extensions and extensive repairs done. Most schools have less school places than the strength warrants.

Equipment.—The schools are fairly equipped with some exceptions and the managements are taking steps to comply with the suggestions of the inspecting officers.

Mrs. M. Varughis, Inspectress, VI Circle—Accommodation.—Nearly half the number of elementary schools in the VI Circle are still held in rented buildings. Very few municipalities own buildings of their own. Some of the municipal schools were held in congested areas with insanitary surroundings. Most of the district board schools were held in rented buildings, which were in about 50 per cent cases ill-lighted and ill-ventilated with hardly sufficient accommodation for the growing strength. Some of these schools were housed on the upstairs of tea-shops and dwelling houses without any space for playground, garden or even a convenient latrine. Owing to the low rate of rent paid by the board in certain localities the house owners did not care to provide adequate accommodation or even do the necessary repairs. Aided schools, especially those managed by missions, provided more suitable buildings.

Equipment.—The municipal schools and aided schools managed by missions were on the whole well equipped but equipment in other aided schools cannot be considered quite satisfactory. The board schools were still poorly equipped, although some improvement was noticed in furniture. The inadequate supply of books and teaching appliances persisted, even though the need for better equipment was stressed from time to time by inspecting officers.

81. Inspection of schools.—The inspection of elementary schools for girls is done by the Sub-Assistant Inspectresses of Girls' schools, whose number has increased from 52 to 53 during the quinquennium. The territorial jurisdiction of a Sub-Assistant Inspectress of schools is wider than that of a Deputy Inspector. A Sub-Assistant Inspectress has to inspect on an average 91 schools annually.

C. Impediments to the progress of literacy and the measures recently adopted to overcome them.

82. General.—The numerical expansion of schools and scholars, the steady extension of the principle of compulsion, the gradual improvement in the staffing of schools and the vast increase in the expenditure on primary education, not to mention other features of progress, indicate a substantial advance in the field of mass education within the last 35 years. Between 1902 and 1937, the total number of public elementary schools for boys and girls has risen from 19,875 to 45,935 with an increase in their enrolment in the first five standards from 625,551 to 2,773,697. Compulsion has been introduced in 32 municipalities and 7 rural areas since the enactment of the Elementary Education Act in 1920, which provided for the introduction of compulsion under certain conditions for boys and girls. There has been a marked improvement in the staffing of elementary schools as is evident from the large reduction in the number of untrained teachers and teachers of the lower elementary grade. The percentage of untrained teachers to the total staff has fallen from 76 per cent to

26 per cent, while the proportion of trained lower elementary grade teachers to the total trained teachers has decreased to 31 per cent. During the same period the expenditure on elementary education from all sources has grown from Rs. 22.24 lakhs to Rs. 234.74 lakhs.

The quantitative expansion of mass education has not been accompanied, however, by a proportionate increase in the output of literates. The spread of literacy is not so marked as the striking expansion of schools and scholars nor is it quite commensurate with the remarkable increase in the expenditure on mass education. The census figures for literacy indicate a relatively slight increase of literacy and a slow rate of progress as compared with the multiplication of schools and the increase of their strength. For the last three decades represented by the last three census periods the percentage of increase of male literates has been 2.0 (1901-10), 1.4 (1911-21) and 0.9 (1921-31), the corresponding figures for the female literates being 0.4 (1901-10), 0.8 (1911-21) and 0.5 (1921-31). These figures reveal the fact that the spread of literacy has been slow both among male and female population and that the rate of increase was on the decline during the two decades covered by the last two census periods in the case of males and during the last census period in the case of females. Between 1901 and 1931 the number of male literates increased only from 11.8 per cent to 16.1 per cent and that of female literates from 0.9 per cent to 2.6 per cent. The slow and slackening progress of literacy means that very large and increasing proportion of children brought under instruction have been leaving schools before attaining permanent literacy. In other words, there has been an enormous amount of stagnation and wastage.

83. Persistence of stagnation and wastage.—The term "stagnation" is used to indicate the stay of a pupil in one and the same class for more than a year, while "wastage" means the withdrawal of pupils from school before they attain permanent literacy. Permanent literacy cannot ordinarily be attained in the opinion of educational experts, unless the pupil completes a primary course of at least four years. Stagnation generally increases wastage, as the prolonged stay of a pupil in one or more of the lower classes too frequently leads to his premature withdrawal from school. Stagnation is chiefly indicated by the disproportionate size of the two lowest classes as compared with the relatively low strength of the two highest classes of a complete elementary school of five standards, while wastage is mainly indicated by the progressive diminution of strength in the successive classes.

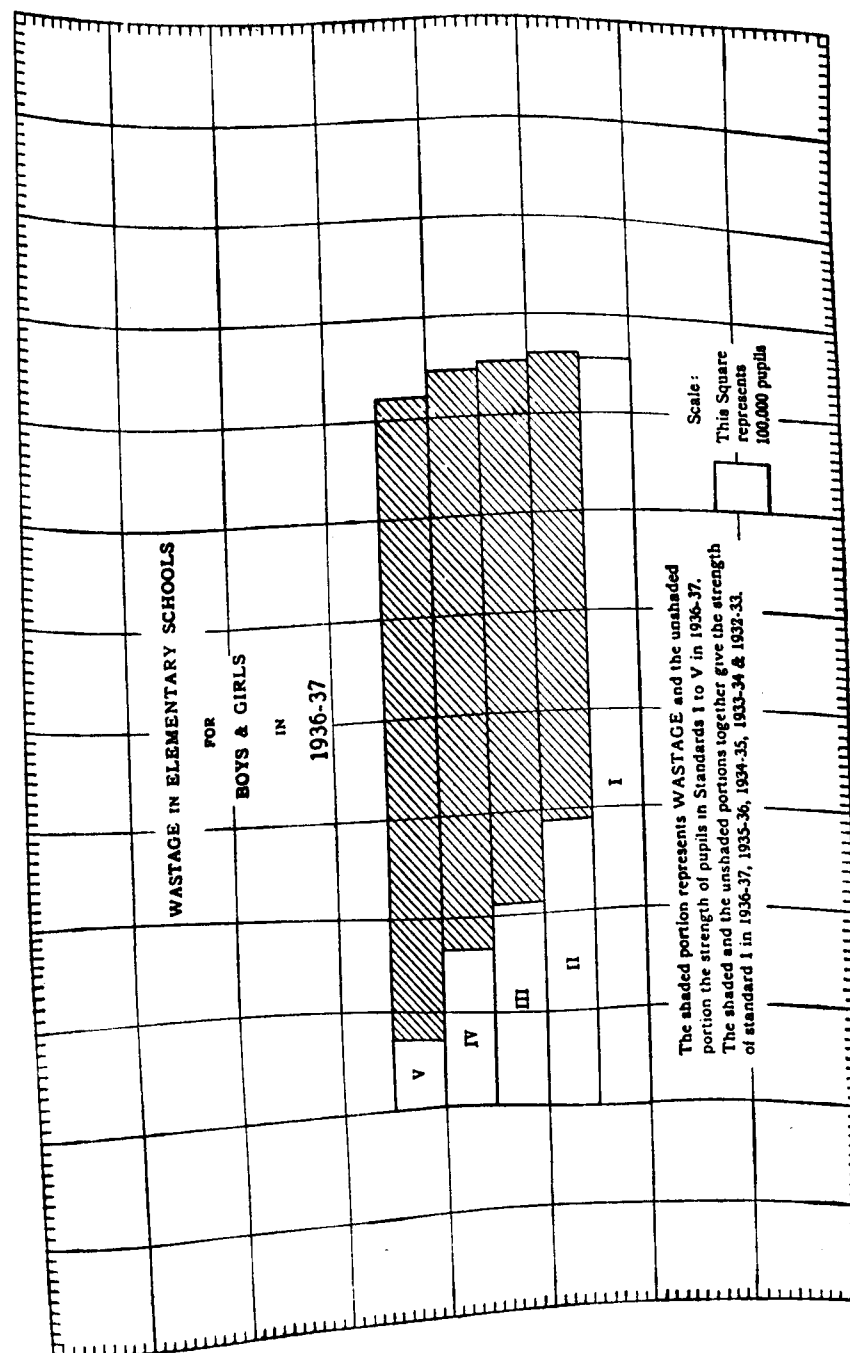
The following statement of the strength of each of the five standards of public elementary schools in 1936-37 reveals the enormous extent of stagnation and wastage which are still persisting and persisting in an increasing measure:—

	Standards.				
	First.	Second.	Third.	Fourth.	Fifth.
Boys and girls ..	1,308,473	576,094	422,950	336,453	129,727

The above figures show that 68 per cent of the aggregate strength of the five standards was in standards I and II, while the combined strength of the IV and V standards was less than 17 per cent. The great difference in strength between I and II standards shows that more than half of the pupils in standard I either stagnate or drop off at the end of the year while the wide disparity between the strength of the two lowest classes and the two highest classes represents the wastage. A comparison of the figures for the period of five years from 1931-32 to 1936-37 shows that out of 1,298,913 pupils enrolled in standard I in 1931-32 only 330,860 pupils reached the standard IV in 1935-36 and only 129,727 pupils survived to the standard V in 1936-37.

The figures set forth above point to the enormous wastage and stagnation which explain the slow progress of literacy and involve a huge waste of public funds, for the expenditure incurred on all those whose schooling ends with the standard III is unproductive as its contribution to permanent literacy is next to nothing.

84. *Causes of wastage and stagnation.*—The persistence of stagnation and wastage is to be attributed to a variety of circumstances, among the most important of them being the incomplete structure of a large number of elementary schools, inadequacy of staff necessitating plural class teaching, employment of unqualified or meagrely qualified teachers, insufficiency of supervision, want of adaptation of the curriculum to local needs, unsatisfactory conditions of service in elementary schools, but above all the general poverty of parents whose initial reluctance to put their children to school is equalled only by their subsequent eagerness to withdraw them from it. The incomplete structure of a large number of elementary schools is responsible for a vast deal of wastage for the obvious reason that a large majority of pupils that complete the highest standard in the incomplete schools end their schooling with it. The number of incomplete schools is far too great. Of the 43,747 public lower elementary schools for boys and girls at the close of the quinquennium, 399 schools had only one standard, 1,852 schools had only two standards and 6,127 schools had only three standards. Such incomplete schools with the exception of those that function as feeder schools are worse than useless, as their contribution to literacy is almost nil, while their existence entails utter waste of public funds. Inadequacy of staff necessitating plural class teaching is as much responsible for stagnation as incomplete structure of schools is accountable for wastage. In the opinion of competent educationists no elementary school with more than one standard or section can be efficient unless it has at least two teachers. Of the total number of elementary schools in the Presidency in 1936-37 no less than 18,509 schools were single-teacher schools, of which 357 schools were five-standard schools, 12,781 four-standard schools, 3,836 three-standard schools. There were as many as 12,188 schools with four or five standards staffed only by two teachers. It is apparent that instruction in understaffed schools where inefficient



plural class teaching obtains is bound to be ineffective on the whole causing a great amount of stagnation. Though a considerable number of schools having only one or two teachers require additional staff for their efficient working, a good many of them do not warrant the employment of more than one or two teachers on account of their low strength. Such uneconomic schools cannot work efficiently with one or two teachers, especially where they have more than two standards, nor does their strength justify the employment of more teachers on economic grounds. There were at the end of the quinquennium as many as 8,318 uneconomic schools with a strength of less than 30 pupils. The continuance of such uneconomic schools is wasteful as their contribution to literacy is negligible. Another important cause of inefficiency is to be found in the employment or continuance in service of unqualified or meagrely qualified teachers, especially teachers of the lower grade, untrained or trained. In spite of the policy vigorously followed for some years past of eliminating teachers of the lower elementary grade far too many trained and untrained teachers of the lower grade are still found in both boys' and girls' schools. At the end of the quinquennium, untrained teachers employed in elementary schools numbered 28,575, of whom 5,969 teachers were of the lower grade. Of the 81,512 trained teachers, as many as 25,721 were lower elementary grade teachers. The standard of efficiency is bound to be low in schools staffed wholly or mainly with teachers of the lower grade, trained or untrained. Another source of stagnation and wastage may be found in ill-working and bogus schools whose number is by no means inconsiderable and which constitute the worst of inefficient schools. The need for a strong inspectorate is obvious to keep effective watch and exercise adequate supervision over the working of schools of questionable utility or doubtful existence. Closer check and more constant vigilance by means of frequent visits, ordinary and surprise, are necessary to ensure regular working of ill-working schools and to weed out bogus schools. But the strength of the subordinate inspectorate has been inadequate to meet the requirements of the situation. The average number of schools to be inspected by a Deputy Inspector is too great to permit of his exercising as much check and vigilance as the schools need. Further, the present elementary school curriculum which is in some respects unsuitable for rural conditions but which is undergoing revision, the use of teaching methods which are hardly effective and the conditions of teachers which are far from satisfactory have not a little to do with the slow progress of literacy by tending to make primary education generally unattractive and largely futile. A curriculum which bears no obvious relation to rural life and environment would doubtless fail to interest the parent and pupil alike and serve to increase the aversion to studies of the former and to aggravate the apathy of the latter. The curriculum is being so revised as to give it a more rural bias, popular appeal and practical utility. The improvement of the quality of training and status of the teacher is

no less important than the revision of the curricula, as no curriculum, however perfect it may be, can yield the best results unless it is handled by teachers properly trained for it. A curriculum with a rural bias presupposes a class of teachers with a rural outlook and suitable training which points to the need for the reform of the training system. Properly trained and adequately qualified teachers cannot, however, be attracted to the profession unless the scale of remuneration and conditions of service are improved. The present conditions of service and pay in privately managed schools are generally far from satisfactory with the result that most of them are dissatisfied with their lot. The teacher should be ensured adequate remuneration and security of tenure to make him contented with his status and devoted to his duties. After all no school can be better than its staff and no school with a discontented and underpaid staff can produce satisfactory results. Lastly, the admission of underaged children in the I standard, which is too common, not only causes overcrowding to the prejudice of the interests of children of school-age but also tends to lower the already low standard of teaching in the I standard and to accelerate the evil of stagnation. The various obstacles detailed above are chiefly responsible for the slow and halting progress of literacy and the increasing proportions of stagnation and wastage.

85. *Measures recently adopted to eliminate wastage and promote literacy.*—The following are some of the measures recently adopted to eliminate ineffective and inefficient schools and to promote literacy by encouraging the growth and development of complete, economically well-filled and adequately staffed schools. The most important of the measures adopted to this end is the amendment of the rules framed under the Madras Elementary Education Act towards the close of the quinquennium. The main objects of the revised rules are to effect withdrawal of aid from uneconomic schools with a total average attendance of less than 20, to cause reduction of aid to schools whose strength in standard IV or V or both is less than 25 per cent of the strength in standard I and to prevent the sanction of increased grants to single teacher schools, to incomplete schools other than approved feeder schools of two or three standards and to schools staffed with an excessive number of untrained teachers. On the other hand, the amended rules aim at encouraging complete and efficient aided schools by practically assuring them of the payment of full grants, including the whole or part of the increase sanctioned, as funds permit, and by protecting well-working and long-standing aided schools from the unfair competition of Board schools. The relevant among the new rules have been made applicable to Board schools so as to bring about the closure of unsatisfactory and ill-working Board schools by withdrawal of recognition. To prevent the ordinary elementary schools from being used as creeches, which is undesirable for the reasons already mentioned, the admission of boys of under 5½ and of girls of under 5 is barred.

With a view to strengthening the superior controlling agency and the subordinate inspecting staff, a scheme of 4 Divisional Inspectors, 79 Junior Deputy Inspectors and 2 Sub-Assistant Inspectresses was approved, in pursuance of which 4 Divisional Inspectors, 28 Junior Deputy Inspectors and 2 Sub-Assistant Inspectresses were appointed with effect from 4th January 1937. Though the subordinate inspecting staff cannot yet be considered adequate, the recent reinforcement will permit of more effective check and supervision by means of more frequent surprise and supervising visits.

A special committee was appointed in August 1936 for drafting syllabuses and courses of study for all subjects taught in lower and higher elementary schools on the basis of a more suitable curriculum for rural schools. The committee has since prepared and submitted the syllabuses on the approval of which a revision of the courses in training schools so as to bring them into line with the new syllabuses will be undertaken. The conditions of service of elementary school teachers received serious and earnest consideration of Government. The annual scales of grant-in-aid for the higher elementary and secondary grade teachers have been improved by raising them from Rs. 144 to Rs. 156 and from Rs. 200 to Rs. 212, respectively, and the increased scales were given effect to from 1936-37 by the provision of additional funds to the extent of Rs. 2.6 lakhs. Measures have also been under contemplation for some time past to improve the conditions of service of elementary school teachers so as to ensure reasonable security of tenure and regular payment of salaries on the basis of prescribed scales of grant. Though it is too soon to estimate the effects of the steps taken to improve the efficiency of schools and minimise wastage, the results so far achieved are sufficiently encouraging and it is hoped that the intensive campaign started in the last year of the quinquennium against the general inefficiency and ineffectiveness of existing schools will prove a more effective means of increasing literacy rather than an immediate and wide extension of the application of compulsion which, it is feared, might aggravate the existing evils of stagnation and wastage and considerably add to the present unremunerative expenditure on mass education.

86. *Compulsion.*—An examination of the present state of mass education and of the various obstacles that have been impeding the progress of literacy establishes the fact that the policy of expansion has been pursued to a wasteful extent and that we must now pursue a policy of intensive concentration directed to secure the maximum return for the money and effort expended on mass education on the lines of the present position of mass education and careful investigation of the present position of mass education and its urgent needs, Government came to the conclusion that the wholesale and immediate introduction of compulsion is not desirable, even if feasible, and that the application of compulsion each year only to pupils who could be made literate within the school.

age limits would yield better results. The portion of the Government Press Communiqué, dated 26th June 1937, bearing on this point is extracted below :—

“The Government as far back as the year 1920 legislated by an Elementary Education Act for the introduction of compulsion under certain conditions for both boys and girls and compulsion has since been introduced in 32 municipalities and in 7 rural areas. In 1934, Government again introduced legislation so as to amend the Act of 1920 to enable them to take steps not only to introduce compulsion generally for all children of school-age but to compel a parent who had once admitted his child to school to continue that child in school until the child had completed the Elementary Course or had passed out of the age-limit for compulsion. An examination of the statistics for the existing compulsory areas indicates that the success or failure of compulsion has considerably varied in the different localities in which it has been operating. But statistics clearly reveal that in no area has the application of compulsion succeeded in eliminating wastage or in obtaining a proper distribution of pupils between standard and standard. After a careful investigation Government have come to the conclusion that in many cases insufficient preparation for the introduction of compulsion was made by way of the provision of the required number of school places, the provision of adequate staff and equipment and more particularly the provision of complete five-standard schools. Government now feel that the improvement of the schools generally as indicated in the earlier chapters of this resolution is of more immediate importance than a rapid extension of compulsion and in any case they feel strongly that the provision of complete, properly staffed and adequately accommodated schools must in every case in future be an essential precursor to the introduction of compulsion. To start compulsion in any local area without having sufficient number of school-places, without having schools with the complete structure of five-standards and without having adequate staff and equipment must necessarily render the proper working of the scheme impossible. In several areas where compulsion has been working the arrangements made for legally applying compulsion have been altogether inadequate but it is obvious that even if rigid legal steps are taken there is not much gained by compelling children to attend schools which are not so organized as to be able to give them a complete primary school course and turn them out as permanent literates. When however steps have been taken as indicated in this resolution to improve and build up the average elementary school, Government are prepared to adopt the policy of gradually extending compulsion in the Presidency with

adequate provision in the rules for making sure that compulsion will be legally enforced. Government, however are not satisfied that under present conditions compulsion is being applied to the areas in which there is the greatest difficulty in attracting children to school and retaining them in the school. Most of the existing schemes of compulsion are applied to municipal areas and an examination of the figures for school attendance and literacy show that it is in the rural areas particularly in which are located groups of backward and depressed class communities, that the enforcement of compulsion is likely to be the only ultimate means of ensuring that children in those areas actually attend and remain at school for the full primary course. Government consider therefore that future schemes for compulsion should include a much larger extension of compulsion in rural areas. Similarly, Government consider that with any extension of compulsion the position of girls should necessarily as a matter of broad policy receive greater attention than it has received in the past. The wide divergence between the literacy figures for women and the literacy figures for men and the equally wide divergence between the figures in the number of girls reading in the IV and V standards of elementary schools compared with the corresponding figures for boys indicate in the opinion of Government that schemes for the compulsion of girls are at the moment even more important than schemes for the compulsion of boys. Government realize also in this connexion that from a much wider point of view the education of women in India is to-day more important than the education of men, since it has been acknowledged that if the mother in the home is educated there is far more likelihood of the more rapid spread of education amongst the children of both sexes. Government further attach considerable importance to another aspect of the application of compulsion. An examination of age-group figures by standards in elementary schools has revealed the fact that the present age distribution between standard and standard is extremely unsatisfactory, that is to say, that very large numbers of over-aged children are reading in standards the school places of which should normally be occupied by children of lesser age. In a perfect distribution of children of school-age between the standards, children aged between 6 and 7, for example, would be in standard I, children of 7 to 8 in standard II, children of 8 to 9 in standard III, children of 9 to 10 in standard IV and children of 10 to 11 in standard V. The actual figures for the pupils at present reading in the five standards of elementary schools show that there are over 600,000 pupils aged other than 6 to 7 in standard I, over 300,000 pupils aged other than 7 to 8 in standard II, over 250,000

pupils aged other than 8 to 9 in standard III, over 200,000 pupils aged other than 9 to 10 in standard IV and over 75,000 pupils aged other than 10 to 11 in standard V. The application of compulsion to children so distributed would mean that large numbers of pupils would cease to come under compulsion after reading only in standard I, that large numbers of pupils now in standard I would cease to come under compulsion after reaching standard II and that similarly large numbers of pupils now reading in standard II would cease to come under compulsion after reaching only standard III. Government believe that a surer way of obtaining immediately beneficial results from compulsion would be to compel only all children of the lowest age group to attend school and to continue in school until they pass out of the school-age limits or reach the standard V and then in successive years apply the same form of compulsion until all children of the right age groups are reading in the five standards of elementary schools. Government consider that if compulsion each year is applied only to pupils who can be made literate within the school-age limits and within a five-year period better results will be obtained than by continuing to compel thousands of children to read in school until they have reached the school-age limit who, owing to the age at which they started and the low standard to which they can possibly reach within the age-limit, have no hope of being made permanently literate. Government have therefore under contemplation a further modification in the light of these facts of the method of compulsion statutorily permitted by the Elementary Education Amending Act of 1934."

VI. EXPERIMENTS IN EDUCATION.

87. *Lady Willingdon Training College, Madras.*—The experimental work conducted in the Lady Willingdon Training College, of which an account had been given in the previous quinquennial report, was continued in the period under report under the guidance of the Principal, Miss J. W. Gerrard and of Miss M. W. Barrie. The work of experimentation related chiefly to :—

- (1) experiments in the new method of teacher-training;
- (2) experiments in teaching content; and
- (3) teaching methods.

The following extract indicates the nature of the experiments undertaken and the results achieved :—

Experiments in the new method of teacher-training.—“The principle of this method is learning through direct experience. The students study the working and development of the human mind by observation, psychological experiment, intelligence testing and test analysis; through

direct investigation, by means of questionnaire and job sheets, they study school organization; they are given practical experience of different methods of learning, such as (a) the scientific method (experiment and inference), (b) the method of the questionnaire, (c) the individual method, and (d) the group method. The various experiments made in the carrying out of this method of teacher-training may be summed up as follows :—

Intelligence testing.—The L.T. course in intelligence testing has been considerably extended so as to provide for (i) a more complete study of the child, (ii) complete responsibility in testing by each student instead of group responsibility. The study of the child extends beyond the determination of the I.Q.; it includes the taking of anthropometric measurements, a report on the social and family environment and the school report on the attainment, personality and health. Intelligence testing is done both in Tamil and in English. The tests used were the Stanford Revision Tests given in Terman's book but since environmental and linguistic alterations were found necessary, they were specially adapted by the College staff for use in India. There are three aspects of the work done in the Intelligence Testing Course; (a) applying the tests, (b) psychological study of each test; and (c) classification of the tests. The tests have not yet been standardized but they have been applied to different types of children with some interesting results such as the comparatively high I.Qs., to be found amongst pupils in a fisher school. The comparative study of the results of the Tamil and the English testing revealed the need of revising the Tamil vocabulary tests used, since the translation of the English work often makes the Tamil test much easier than the corresponding English test. This revision was begun last year and the first step towards standardization has been made.

Experimental psychology.—This is a short course for L.T. students planned so that selected experiments precede the theoretical treatment. It has been found of value not only in deepening the student's knowledge of psychology but also in providing a training in scientific method. Each group of students carries out a series of experiments and reports its inferences to the other groups. There has been a change in the experiments selected for each group so as to provide some similarity of experience in the three groups, although the experiments carried out are in themselves very different.

Group co-operation in learning.—The L.T. students are given a very complete practical experience of this method by its application in their study of physiology. The subject is divided into units of work, each group being

made responsible for presenting three units to the other groups; this involves the preparation of matter, the preparation of materials for demonstration, the presentation of the topic and the testing (including the making of objective tests, timing, marking and the investigating of the results).

Method of investigation and enquiry.—The L.T. and secondary students are given practical experience of this method in their study of the organization of a school, both in regard to its general organization and the detailed study of particular classes. This is done through the printed investigation forms prepared by the staff and put into the hands of each student (Willingdon Practical Pedagogy Job Sheets).

Practical teaching.—The organization of teaching practice has been considerably improved and the value of it to the student enhanced by giving every student (L.T., secondary and elementary) continuous work in the school for a week at a time on six occasions in the year. In addition, a system of "Daily duties" has been introduced for all students under the supervision of the training staff which gives the students contact with the duties of the form mistresses, prefects and class monitresses and also practical experience in the supervision of the cleanliness and order of the school premises.

Experiments in teaching content.—Willingdon Achievement Tests. These tests are a combination of achievement and group intelligence tests for each class up to Form III and are in both Tamil and English. They were prepared to provide minimum standard of attainment in language (both first and second language) in arithmetic and in general knowledge, appropriate to each class in the school, which would obviate the necessity of a public examination at the end of the middle school or eighth standard. They were completed in 1932 and printed by the Government Press, and have been used for four years as selective admission test to the elementary training class and to classes in the practising school below Form IV. Altogether, these tests have been applied to over 1,000 children, but the statistical results have not been investigated as yet. One result that has emerged from the application of these tests for selective purposes is that it is impossible to prevent the tests getting 'out,' however carefully kept under lock and key, and thus coaching specifically for the test is practised, which reduces its efficacy.

Handicrafts.—The teaching of basketry and weaving is now continued in Forms V and VI stage and thus the graded syllabuses prepared in these subjects from the primary stage up through the school are now complete.

Teaching method.—Many experiments in teaching methods have been carried out in the Primary section; the most interesting has been with the beginning of English in Montessori III (average age 8) in which the children were introduced simultaneously to speaking, reading and writing the new language; the achievement at the end of one year's work was such that the introduction of a reading book was made possible by the end of the year. Group work in addition to individual work was introduced last year in the teaching of History, Geography, Natural Science and Tamil story in the primary classes. The work of stage IV Montessori is being developed so as to lead directly on to Form I which will make it possible for the clever child to complete the primary course in four years."

88. *The National Girls' school, Mylapore.*—This school continued the use of the Montessori system in class I with encouraging results. The following extracts from the report of Miss Helen Veale, Principal and Correspondent of the school, are of interest:—

"The results of this system for beginners continue to be wholly satisfactory, the only limitation placed on its application arising from the size of classes, and the necessity, due to parents' anxiety to push normal children through to the second standard in one year. If the school had accommodation to spare, it would be better to have a preparatory class for children under five, from which they could be removed to class I at what time in the year they were ready. The Inspectress has allowed me to relax the rule of annual promotion in the first two classes to some extent, as beginners come into class I at all months, usually at times judged auspicious and may be not quite up to promotion standard by April, though not needing another year.

A modification made during the last three years has been to evolve groups, at present five, of children who no longer need the individual attention accorded to beginners. These groups, which are in progressive stages, work together at routine subjects, as reading, writing and numbers, the brighter children helping the duller, with the teacher at hand to be appealed to.

Last year, as an innovation, an English class was taken by me in the highest group, to help children who were not Tamil and did not want to use that medium more than was necessary. The class was at once so popular and Tamil parents also so anxious that their children should participate, that this year more than thirty are learning by direct system, without books.

Discipline is scarcely a problem at all in this large class I. New children in nearly every case fall in quickly to participation in its happy atmosphere of interested activity. There are no punishments, and little ones who come to school already tired, or who get drowsy with heat, are not drilled into attention but allowed to rest in a swing or on a mat."

89. *Educational experiments in boys' schools.*—Barring the isolated experiments tried in a few schools in one or two districts on the lines of the adaptation of the Dalton plan devised by Mr. R. M. Savur and the continued use of the Project Method of the London Mission Rural Community School, Erode, there was little progress to record in the methods of teaching followed in boys' schools.

VII. PHYSICAL EDUCATION.

90. *Physical Education for Men.*—The Y.M.C.A. College of Physical Education which was removed to Saidapet, where an extensive plot of land has been granted to the College by Government, continued to do good work during the period under report. In addition to the Instructors' course of training for the award of the Teachers' Certificates in Physical Education, special classes were conducted on Saturdays for the benefit of teachers employed in elementary schools and also summer classes for teachers were held in the last two years of the quinquennium.

In addition to the annual inspection of schools, the Senior Physical Director organized special classes and courses for sports secretaries at several centres and availed himself of the opportunity to address teachers and others interested in the problems of physical education and its improvement.

The Advisor to Government on Physical Education rendered useful service in helping to shape the policy of physical education, in conducting Government examinations in physical education and in assisting in the organization of numerous sports and tournaments.

91. *Physical Education for Women.*—The Physical Training class for women attached to the Lady Willingdon Training College, Triplicane, continued on a temporary basis and training courses were held during the quinquennium in 1933-34, 1935-36 and 1936-37. Thirty-one teachers underwent training, of whom 19 were secondary-grade trained teachers and the others graduates and undergraduates. Twenty-eight of the students received diplomas after successfully completing the training course and 12 of them reverted to or accepted Government posts and 12 secured service in aided schools. It may be noted that though admission to the course was at first restricted to teachers of the secondary grade in Government service, graduates, undergraduates and secondary-grade teachers in private schools were also admitted to the training, and their admissions were regularized by Government.

On the retirement in June 1935 of Mrs. V. E. Graham who held the post of the woman specialist from 1922-35, Mrs. H. C. Buck was appointed as the woman specialist, at first as a part-time officer and later as a full-time officer on a five years' contract.

VIII. THE BOY SCOUT AND GIRL GUIDE MOVEMENTS.

92. *The Boy Scout movement.*—With the year 1936 closed the second decade in the History of the Boy Scout movement in this Presidency. During the quinquennium under report the movement not only maintained the progress already achieved but also made considerable advance both in numerical strength and general efficiency. The number of scouts, cubs and rovers of all ranks rose from 11,282 to 19,864 between 1932 and 1937, with an increase in the Scoutmasters from 834 to 1,459 during the same period. The increase in membership works out to a thousand for every year of the two decades of scouting, a rate of progress commendable as an achievement and encouraging as an augury for the future of the movement. The association drew most of its strength from the scout units of the various educational institutions in the Presidency and as per the census taken towards the end of the quinquennium, it is found that there were 158 secondary schools with a strength of 6,109 scouts, 25 training schools with a strength of 1,150 scouts, 12 colleges with a strength of 481 scouts and 451 middle, elementary and other schools with a total of 11,760 scouts, contributing an aggregate strength of 19,500 scouts to the association. There are still many institutions which have not taken to scouting but it is hoped that they will soon realize the high value of scouting as an adjunct to scholastic education and soon form their own scout units.

In order to increase the workers in the movement, 84 training camps were conducted during the period under report, in which 2,476 scouters were trained and sent out as officers in charge of scout groups in the Presidency. A camping centre named the Besant Scout Camping Centre was started at Adyar in 1934 for boys in the city of Madras and the centre was used regularly for camping purposes during week-ends. A Rover Scout Moot for the Presidency was held at this camping centre in 1935 which was attended by over 400 Rover scouts from different parts of the Presidency. The moot was a memorable event, being the first to be organized on a Presidency basis in India. A contingent of six scouts represented Madras at the International Scout Jamboree held in 1933 at Goddollo in Hungary, where the contingent acquitted itself creditably. A strong contingent of 80 scouts and officers from Madras attended the All-India Jamboree held at Delhi, early in 1937 and won a great name for the scout movement in Southern India. Awards for good services were made by the Headquarters from time to time. Two silver wolves, 9 medals and 3 certificates of merit were presented to the best workers during the quinquennium.

With a view to giving full scope for local initiative and direction, 20 local associations and 3 district councils were formed during the period under report, and it is gratifying to observe that some District Commissioners were co-opted as members of the District Economic Councils, for promoting rural reconstruction work by way of organizing scout units in villages.

To provide greater facilities for the practice of swimming, Headquarters swimming club was founded at the Scout-quarters, Wenlock Park, Triplicane. The necessary funds for this were collected by Mr. A. W. Hutton after whom the bath is named.

Mr. J. S. Wilson, Camp Chief, Gilwell Park, London, paid a visit to Madras in 1933 and gave valuable help in conducting the movement.

His Excellency Lord Erskine, G.C.I.E., became the Provincial Chief Scout in succession to the Right Hon'ble Sir George Stanley, P.C., G.C.I.E., C.M.G. Diwan Bahadur Sir S. Kumaraswami Reddiyar continued as Provincial Commissioner till 1936 and after his resignation the Hon'ble Justice Sir M. Venkatasubba Rao was appointed as Provincial Commissioner. Lieut.-Col. A. W. Hutton who was the Assistant Provincial Commissioner resigned in 1934 and Captain T. W. Barnard was appointed in his place. Messrs. P. S. Narayan and V. S. Ratnasabapathi did useful work as Organizing Secretaries. Mr. K. Sanjeeva Kamath continued as Honorary Provincial Secretary.

The official publications of the association, viz., The Southern India Boy Scout Magazine, the Headquarters Bulletin and the All-India Boy Scout Diary, maintained their popularity.

The association continued to receive an annual grant of Rs. 7,500 from Provincial Funds.

93. *The Girl Guide movement.*—The Girl Guide movement made steady progress during the quinquennium. The total number of guides increased from 5,092 to 7,040 and the number of trained guiders rose from 369 to 522. There were altogether 340 Companies and Flocks distributed over a number of divisions and districts, several of which were formed in the period under report.

During the quinquennium, two Provincial Campercraft Camps and two Provincial Training Camps (vernacular) were held, one in the Nilgiris and three in Madras, while local camps were held in Madras, Guntur, Ramapatnam and Tinnevely. Guiders from Madras Province also attended the All-India Camps held in alternate years with the Provincial Training Camps. A good many guiders from Madras Province attended with much benefit the training camps at Anandagiri run twice a year by the Y.M.C.A.

The Girl Guide and Bluebird Handbooks and Girl Guide and Bluebird cards have been published in Tamil and Telugu to help the spread of the movement in the areas where these languages are spoken.

An outstanding event of the period was the Provincial Girl Guide Rally held in February 1937 to welcome the Chief Guide, Lady Baden Powell which was attended by 2,000 guiders and guides from the different parts of the Province.

The association received from the Provincial Funds an annual grant of Rs. 6,000 during the quinquennium.

IX. SPECIAL EDUCATION.

A.—Training of teachers—Men.

94. *Number of institutions.*—The quinquennium under report closed with 71 training schools and one sessional school for masters, as against 80 training and 3 sessional schools at the beginning of the period. During the quinquennium, four new training schools were opened, while ten of the old schools were closed and five of them were transferred to the Orissa Province, reducing the total number of schools in the Presidency to 72 at the close of the quinquennium. The training institutions for masters closed during the period under report were the Government Sessional schools at Narasapatam and Jeypore, the subsidised training classes attached to the Noble College, Masulipatam, the S.P.G. High School, Nandyal, P.R. College, Cocanada, and the Sri Minakshi Training School, Chidambaram, the Government Training School at Narasaraopet, Srivilliputtur and Polavaram, and the aided U.L.C.M. Training School at Terlapadu. The training schools for masters transferred to the Orissa Province were the Government Training schools at Berhampur, Russellkonda, Udayagiri, Gunupur and Serango Welchman. The institutions opened during the quinquennium are the St. Joseph's Training School at Nellore, C.B.M. Training School, Gunadala, School, Masulipatam, and Ambasamudram Tirthapathi High School.

Of the three sessional schools in existence at the end of the previous quinquennium, those at Narasapatam and Jeypore were closed as a measure of retrenchment during the period under report. A new sessional school opened at Sarango Welchman has been transferred to Orissa Province. There was only one sessional school at the end of the quinquennium, viz., the sessional school at Malappuram, mainly intended for the Mappillas.

Of the 72 training schools, 24 were secondary, 47 higher elementary and one lower elementary, as against 27, 45 and 11, respectively, at the end of the previous quinquennium. It will be noticed that the above reduction in the total number of training schools has been caused by the abolition of training schools of the lower elementary grade with a view to eliminating teachers of that grade. Of the 72 training schools, 51 were under Government management, 18 of them being secondary grade, 32 higher

elementary grade and one lower elementary grade schools. Of the 21 privately managed schools, 3 were unaided, 2 of them being secondary grade schools and one higher elementary.

95. *Strength*.—There was a fall in the number of teachers of the secondary grade under training, which decreased from 1,746 in 1932 to 1,414 in 1937, owing partly to the abolition of stipends for teachers under training, while there was a rise in the number of teachers of the higher elementary grade under training during the period, from 6,001 to 7,912. As a result of the policy of restricting facilities for the training of the lower elementary grade teachers, the strength of the lower elementary sections dwindled to 614 in 1937 from 3,236 in 1932.

96. *Accommodation*.—Thirty-nine of the Government training schools had buildings of their own, the other 12 schools having been housed in rented buildings. All the schools under private management with the exception of one unaided institution were held in their own buildings.

97. *Stipends and admission*.—There were 9,940 students under training in 1937, as against 10,983 in 1932, the decrease having been caused as already pointed out, by the policy of restricting facilities for the training of the lower elementary grade teachers. The expenditure on stipends in Government schools fell from Rs. 6,42,356 in 1932 to Rs. 3,86,325 in 1937 and the amount of stipendiary grants to aided schools decreased from Rs. 1,62,516 to Rs. 98,477 during the same period. The decrease in expenditure on stipends and stipendiary grants was due to the abolition of stipends for secondary grade teachers under training and the reduction in the rate of stipends for teachers under training of the higher and lower elementary grades as well as the abolition of the lower elementary training schools.

98. *Manual training*.—Excluding the schools transferred to the Orissa Province, fifty-six of the training schools in the Presidency had manual training classes attached to them. The pupil teachers and pupils of practising sections that attended the classes in the last year of the report numbered 9,349. Wood work continued to be the most popular craft which was practised by 6,066 students. Next in importance were weaving, rattan work, book-binding and card-board work and horticulture.

99. *Training School-Leaving Certificate examinations and certificates*.—The number of candidates examined in 1937 for the award of Training School-Leaving Certificate was 12,252, of whom 9,079 were men and 3,173 women. The number of candidates for the last year of the previous quinquennium was 10,495, of whom 8,343 were men and 2,152 were women. The number of successful candidates in 1937 was 5,969 (4,581 men and 1,388 women), as against 6,157 (5,086 men and 1,071 women) in 1932. Out of the total number of candidates, 2,154 candidates appeared for the secondary, 8,581 for the higher elementary grade and 1,517 for the lower elementary grade examinations, of whom 973

(45 per cent), 4,358 (51 per cent) and 633 (42 per cent) passed in the respective examinations. Classed according to communities, 1,991 of the successful candidates were Indian-Christians, 2,216 Non-Brahmans, 1,113 Brahmans, 438 Muhammadans and 198 Adi-Andhras and Adi-Dravidas, the corresponding figures for 1932 being 1,659, 2,310, 1,549, 421 and 193, respectively.

A large number of lower elementary grade teachers appeared as private candidates for the higher elementary grade examination under rule 138, Madras Educational Rules as amended in G.O. Ms. No. 1581, dated 4th September 1933. The number of candidates who presented themselves for the higher elementary grade examination as private candidates from 1934 to 1937 was 22,857, of whom 21,362 were men teachers and 1,495 women teachers. Of these, 5,392 men teachers and 284 women teachers were successful in securing higher grade teachers' certificates.

Of the 63 examined in 1937 for the award of the Teachers' Certificates in Physical Training for Men, 60 candidates passed. All the candidates were trained in and presented by the Y.M.C.A. College of Physical Education, Saidapet. Twelve candidates appeared for the examination for the award of diploma in physical training for women, of whom 10 candidates were successful. All the candidates belonged to the Lady Willingdon Training College, Triplicane.

The conduct of the Pandits' Training Certificate Examination instituted in 1925 and conducted by the Commissioner for Government Examinations was transferred to the Annamalai University about the beginning of the quinquennium.

B.—Training of teachers—Women.

100. *Number of institutions*.—There were 65 training schools for women at the close of the quinquennium, as against 62 at the beginning. During the quinquennium six new schools were opened under private agencies while two training schools, one Government, the other municipal, were closed. The Government Training School, Berhampur, has been transferred to the Orissa Province. Of the 65 schools, 34 were under Government management and 31 under private management, including 3 unaided schools, as against 36 Government institutions, one municipal and 25 privately managed schools in 1932. Of these 65 schools 13 were of the secondary, 48 higher elementary and 4 lower elementary grade, the corresponding figures for 1932 being 15, 42 and 5, respectively. The total strength of the several grades of women teachers under training was 3,476 as against 3,192 in 1932, showing an increase in the number of women teachers under secondary grade training from 401 to 455 and under higher elementary grade training from 2,119 to 2,702. The number of teachers under training of the lower elementary grade fell from 672 to 319. As many as 3,173 women teachers who underwent training took the Training School-Leaving Certificate examination of the several grades in 1937.

101. *Accommodation.*—Fifty-two of the schools had buildings of their own, while 13 were housed in rented buildings. All the privately managed schools with the exception of one had their own buildings. In 1931-32, 41 schools had their own buildings and 21 were held in rented buildings. There was thus appreciable improvement in the accommodation of training schools for women.

102. *Stipends and stipendiary grants.*—There was a slight increase in the expenditure on stipends and stipendiary grants, the former having increased from Rs. 1,26,607 to Rs. 1,30,686 and the latter from Rs. 97,857 to Rs. 98,707, during the quinquennium.

C.—Medical schools.

103. In the last quinquennial report, it was stated that the closure in the near future of the Medical School, Tanjore, was engaging the attention of Government. The Tanjore Medical School was closed from May 1933. On account of its closure the students of that school were transferred to the other two medical schools, chiefly to the Stanley Medical School, Madras. During the quinquennium, only two Government medical schools continued to work, viz., the Stanley Medical School for male students and the Lady Willingdon Medical School for women students. Besides the two Government institutions mentioned above, there is a Missionary Medical School for Women at Vellore, aided by Government, the rules and regulations regarding the admission of pupils, curriculum, syllabus of studies and conduct of examinations, being the same as in the Government Medical Schools. The number of annual admissions to Stanley Medical School and Lady Willingdon Medical School for Women, Madras, sanctioned by Government was 66 and 24, respectively. Selection of pupils for admission to the medical schools was made by a committee appointed by Government for three years, with the Surgeon-General as President or in his absence the Superintendents of the respective medical schools.

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

- (1) Increase in the rate of school fees per annum from Rs. 60 to Rs. 90 in the case of students belonging to the Madras Presidency and Rs. 200 for students not belonging to this Presidency; women students belonging to the Madras Presidency were given free tuition and those not belonging to this Presidency were charged an annual fee of Rs. 200 each which was, however, temporarily reduced to Rs. 100 per annum for the last two years.
- (2) The award of 5 stipends per annum to pupils belonging to the scheduled and backward classes in the Stanley Medical School was continued. The award of stipends to all women students in the Lady Willingdon Medical School for Women has been discontinued since 1932. Instead, Government sanctioned 5 stipends of Rs. 20 per mensem

to women students belonging to the Madras Presidency. Owing, however, to the dearth of qualified candidates for admission to the Lady Willingdon Medical School for Women in 1934, the Government have sanctioned, as a temporary measure for three years beginning from July 1935, 15 scholarships at Rs. 15 per mensem in lieu of the 5 stipends at Rs. 20 and have thrown open more seats for students not belonging to this Presidency.

- (3) The course of training of pupils for the diploma of L.M.P. has been extended to five years with effect from the academic year 1933-34.
- (4) The curriculum of studies for a five years' course drawn up and approved by a committee was accepted by Government in 1934. A further revision of the curriculum and syllabus for a five years' course drawn up by a committee appointed by the Surgeon-General was also accepted by Government. The Madras Medical Council appointed a sub-committee in 1935 to enquire into the curriculum, methods of teaching and examination of the medical schools with reference to the report on medical education of the Indian Medical Council. The committee submitted their report which is now under the consideration of Government. The following are the chief recommendations of the committee :—

- (1) That the present standard of preliminary education is inadequate and that the minimum qualification for admission to the Preliminary Registration class of the medical schools must be an intermediate science pass; and
- (2) that a pre-registration course is essential, even though the student has already passed his intermediate science examination and that the preliminary registration course should extend over three academic years as it is impossible adequately to teach the subjects of the syllabus in only two terms.

The installation of a Physics Laboratory at the Lady Willingdon Medical School for Women, Madras, to obviate the necessity of the students going to Queen Mary's College, Madras, for their course in Physics was sanctioned by Government in 1935. Government have also sanctioned the necessary allotment for equipping the Physics Laboratory in the Lady Willingdon Medical School for Women, Madras, on up-to-date lines.

Orders were passed by Government for the construction of one wing of the new buildings of the Stanley Medical School at a cost of Rs. 1,81,000 and the building is now under construction.

Owing to retrenchment, some of the Assistant Professors in the Medical College, Madras, were entrusted with the teaching in medical schools of the subjects in which they were attached to the college.

The registration of all medical students on an annual registration fee of Rs. 3 was sanctioned by Government in 1936. This is in accordance with the practice obtaining in the United Kingdom. The register is maintained in the Surgeon-General's office. Certificates of registration are being issued to all pupils.

The admission of Indian military students in the Stanley Medical School was stopped from 1932, as the Government of India have decided to recruit the Military Sub-Assistant Surgeons required in the open market. The last batch of Indian military students that passed out was in October 1936.

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

The number of Government Institutions under the control of the Department of Industries at the end of the quinquennium was seven, of which three were located in the city of Madras and one each at Madura, Bellary, Calicut and Mangalore.

104. *Government School of Technology.*—During the quinquennium under report, several improvements were effected. The standard of instruction in Mechanical and Electrical Engineering was raised and L.M.E. and L.E. diplomas are now awarded to those who successfully complete their courses of training in the school. The printing course was recognized in pursuance of the recommendations of the Royal Commission on Labour and considerable additions to equipment and staff were made so as to make the practical and theoretical instruction comprehensive. Three different printing courses have been organized, one for compositors and proof-readers, one for machine-minders and a third, a diploma course for those who complete the first two courses. The mechanical and electrical workshops and laboratory were strengthened by additional equipment, including a milling and a slotting machine, a diesel engine, gas engine, capstan lathe, nickle plating machine, mercury arc rectifier, armature notching press, welding sets and meters of various types.

Revised rates of tuition fees for new entrants to the school were introduced and the levy of a fee for the final qualifying examinations was also made. The total number of students admitted to the several sections of the school during the quinquennium was 1,938 and the number that passed out was 581, as against 1,447 and 342, respectively, in the previous quinquennium. The average strength of the school also increased from 573 to 945 during this period. The school continued to be a centre for the examinations of the City and Guilds Institute of London and 512 candidates passed out and qualified themselves for various avocations.

In addition to the 12 Government scholarships of the value of Rs. 15 each per mensem tenable at the school for a period not exceeding five years, several private charitable institutions awarded

scholarships to deserving poor students. During the year 1936, an endowment of the value of Rs. 13,200 was instituted in memory of the late Dr. S. Rangachari for the award of 4 scholarships of the value of Rs. 10 each per mensem to poor Brahman students of the Electrical Engineering class.

An employment bureau is maintained by the Principal with a view to helping the passed students to secure employment. The majority of the students who have passed out have been able to secure suitable employment in Government Departments, factories, workshops and mills; and some have started small establishments of their own.

The preparatory section of the school continued to function satisfactorily and its permanent retention was sanctioned during 1933. The average strength and the number of students that passed out were 114 and 67 as against 87 and 45, respectively, during the previous quinquennium, all the passed students having been drafted into workshops as apprentices. The branch school attached to the Madras and Southern Mahratta Railway Company at Perambur had an average strength of 186 as against 180 in the previous quinquennium, the fall in number being due to the non-recruitment of fresh apprentices to the Railway Workshops as a measure of retrenchment. The number of apprentices who passed out of this school was 85, the majority of whom were absorbed by the railway works.

105. *Government Industrial School, Madura.*—This school having been decommercialized in 1932, its name has been changed from "Government Industrial Institute" to "Government Industrial School", so as to be in conformity with other Industrial Schools under the direct control of Government. This institution caters to the needs of the Southern districts of the Presidency and provides efficient instruction in mechanical and wood-working trades extending over five years. With a view to meeting the demand for trained electricians and wiremen consequent on the development of electric supply in the Southern districts, a course for electricians extending over two years was started in July 1936 with about 20 boys. A tuition fee of Rs. 8 per annum is levied from each student.

The board of visitors was reconstituted consisting of officials and non-officials with the Director of Industries as ex-officio Chairman. Several meetings of the board were held and the members rendered considerable assistance in the administration of the school. The annual and final examinations were conducted by a Board of Examiners appointed by Government and the students who successfully completed the prescribed course of training were awarded certificates.

The hostel attached to the school continued to function satisfactorily. Separate messes were run for vegetarians and non-vegetarians and the charge per head did not exceed Rs. 10 per mensem.

In pursuance of the recommendations of the Retrenchment Committee considerable reductions have been made in staff and other recurring charges with the result that the working cost of the school has been greatly reduced. Nevertheless, the school has been functioning satisfactorily and has grown in popularity.

106. *New Government Industrial and Trade Schools.*—The Government Industrial Schools at Calicut and Bellary, and the Trade School at Mangalore, which were established in 1929, have been functioning still on a temporary basis. These schools continued to provide reasonably efficient instruction in engineering and wood-working trades, the length of the courses extending to five years, and to cater to the needs of the area in which they are located. These schools were recognized in 1932 in pursuance of the recommendations of the Retrenchment Committee which agreed to their retention on condition that their working cost was reduced to Rs. 45,000 per annum. As these schools have justified their existence by their usefulness, the question of their permanent retention is now under the consideration of Government.

The Bellary school is housed in an extensive building of its own, while the Calicut school is located in part of the site and buildings originally occupied by the Kerala Soap Institute. The Mangalore school is now housed in a rented building.

No tuition fee is levied in industrial schools; on the other hand, with a view to encouraging deserving boys, Government award scholarships, the number being limited to one-third of the new admissions to the schools. These scholarships are supplemented by certain local boards and municipalities which award one or more scholarships to students coming from their area.

Hostel accommodation has recently been provided in the Bellary School for a limited number of boys, by altering and repairing a portion of the existing building and it is proposed to open the hostel shortly.

During the period, the equipment of the schools was improved by the addition of a hacksaw machine, tool-grinder and drilling machine for the Bellary school and a cupola for the Calicut School. The wood working machinery which was transferred from the Forest department to the Calicut school has been found very useful in providing practical training to the students of the wood-working classes.

The Boards of Visitors constituted for these schools have been very helpful in the administration of the schools.

The annual and final examinations are conducted by the Boards of Examiners appointed by Government and such of the students as successfully complete the prescribed courses of training are awarded certificates.

107. *Government Textile Institute, Madras.*—The Institute provides instruction in three courses, namely, the Supervisors' course, the Artisans' course and the Cotton-power Spinning course for the benefit of mill-apprentices, in addition to special courses in certain subjects, such as knitting. Admission to the Supervisor's course is restricted to those who have completed the Secondary School-Leaving Certificate course with science as optional subject, while for the artisan course, applicants should ordinarily have completed the VII Standard of a recognized school. The training afforded to pupils in the Artisan course is entirely of a practical character and is intended to turn out competent craftsmen. The Supervisor's course is designed to impart a comprehensive theoretical and practical training to candidates who aspire to responsible position in the textile industry. In order to supplement the training afforded to pupils in the Textile Institute and to fit them better for subsequent employment, it has been arranged with the Buckingham and Carnatic Mills, Limited, Madras, that they should accept for a three years' course of training in their mills, three textile apprentices every year, the selection being restricted to those who have passed the Supervisors' course in the Institute.

With a view to affording facilities for the training of suitable candidates for instruction in textile schools, a pupil-teacher's course extending over a year was introduced in 1936-37, the number of admissions being limited to three candidates every year, who are paid a stipend of Rs. 15 each per mensem for ten months. Selection to the course is made from among those who have successfully undergone the Supervisor's course. To meet the present-day requirements, to provide for specialization in different power processes and to avoid over-crowding of subjects, the Supervisor's course has been revised and the revised course is to be brought into effect from the school year 1937-38.

In order to afford some help and encouragement to deserving pupils, twenty-four scholarships of the value of Rs. 12 each per mensem are awarded to the pupils under training at the Institute. In the Artisan course the scholarships are ordinarily awarded to candidates belonging to the hereditary weaving castes or classes of professional weavers.

108. *School of Arts and Crafts, Madras.*—This school aims at the encouragement of Indian arts so as to develop the artistic sense of the people and of industries which have an aesthetic value and, at the same time, satisfy utilitarian purposes.

During the period under review the school has made considerable progress in various directions, especially in the fine arts section, which has attracted students also from other provinces and Indian States. The maximum strength of this school has been increased. The students have produced some excellent specimens of art.

The crafts section has continued to function satisfactorily. A separate section for enamelling work on gold, silver and other

metals has been started, the course extending over two years. Improvements in lacquer works and cotton painting and printing have been effected. With a view to studying the methods practised in enamelling and lacquer work, one of the senior teachers of the school was deputed to various centres in the Presidency and also Northern India, and experience gained by his study has been fully utilized. Furniture of original and modern designs, mostly of Indian pattern, have been executed. Experiments on leather painting have also been initiated.

Annual exhibitions of the various specimens of arts and crafts prepared by the students and teachers of the school were held. The number of exhibits was large whilst their quality was of an excellent standard. The exhibits included paintings, sculptures, furniture of modern design, silver and gold enamelled jewellery, metal work, lacquer work, cotton painting, handpainted leather articles and engraving, etc.

No fees are levied for instruction in the crafts section while for the Fine Arts Section a fee of Rs. 5 per mensem is levied from those coming from outside the Presidency and Rs. 3 per mensem from those of the Province.

The following table shows the average strength of the school during the period :—

1932-33	...	...	...	...	...	287
1933-34	...	...	...	...	...	286
1934-35	...	...	...	...	...	295
1935-36	...	...	...	...	...	277
1936-37	...	...	...	...	...	257

With a view to encouraging poor and deserving students fifteen scholarships are awarded every year at the discretion of the Principal. In addition to these the Commissioner of Labour and Rural Uplift awards a few scholarships to pupils of the depressed classes, and some scholarships are also awarded every year by certain charitable institutions.

109. *Aided Industrial Schools.*—The number of schools recognized by the department increased from 65 to 75 on the 31st March 1937. During the period a few schools were closed for financial reasons and twelve new schools were recognized, two of which are under the management of the District Boards of Tanjore and Ramnad. Additional classes of instruction have also been started in some of the older schools. These schools continue to provide reasonably efficient instruction in various trades with a view to enabling youths to earn a living on the completion of their courses of training. The number of pupils receiving instruction in these schools increased from 6,015 to 7,107 during the quinquennium.

A teacher's training section in Carpentry and Cabinet-making is attached to the St. Joseph's Industrial School, Tindivanam, while a training section for girl teachers in embroidery, needlework and dress-making is attached to the C.S.M. Girls' Industrial

School at Madras, and the American Mission Womens' Industrial School at Palmaner. These training sections continue to function satisfactorily. With a view to encouraging deserving students, stipends are awarded by Government to a limited number of pupils.

Under the provisions of the Code of Regulations for Industrial Schools, sixty scholarships are awarded every year for a period not exceeding five years and ranging in value from Rs. 1-8-0 to Rs. 7-8-0 per mensem to pupils learning trades in various industrial schools recognized by the department. A bonus equivalent to two months' average scholarship is also granted to such of the pupils as satisfactorily complete the prescribed courses of study in these schools.

Grant-in-aid.—The system under which maintenance grants are distributed to industrial schools was revised during the period with a view to securing greater efficiency and economy in the administration of such grants.

110. *Reformatory and Certified Schools.*—On the 31st March 1937, there were five Reformatory and Certified schools under the control of the Inspector of Certified Schools. Three of the schools were under Government management and the other two were under private management. These two private schools are classed as girls' schools for purposes of annual returns. The strength of all the five schools was 1,056 on the 31st March 1937.

The Junior Certified School, Bellary, had 264 pupils during 1936-37 as against 86 in 1931-32. There were 5 standards in the school with 11 sections. The school was inspected year after year by the District Educational Officer. In addition to general education, instruction in vocational subjects like carpentry, weaving industries, gardening, tailoring and cloth-washing was imparted, the latter two being the new subjects introduced during the quinquennium.

The Junior Certified School, Ranipet, had 142 scholars on the rolls in 1936-37, compared with 120 in 1931-32. The pupils were given general education and the school was inspected annually by the District Educational Officer. Vocational subjects taught in the school were weaving, carpentry, tailoring and gardening. It is gratifying to note that all the pupils were literate on discharge, though a majority of them when admitted into school had been illiterate.

Four hundred and seventy-seven pupils were reading in the Senior Certified School, Chingleput, during 1936-37 as against 318 in 1931-32. The general education was in charge of a headmaster assisted by nine teachers. The industrial sections were in charge of different instructors. The school worked for 6½ hours a day, half the time being occupied in industrial avocations. The boys were freely allowed to take part in games. The school was annually inspected by the Educational Officer.

The Madras Society for the Protection of Children maintained a school at Washermanpet. It had 98 pupils on the rolls in 1936-37 as against 69 in 1931-32. Both boys and girls were admitted into the school. The Children's Aid Society maintained a school at Kilpauk for girls which had 75 pupils on the rolls. The school manufactured its own requirements in towels, blouses and other articles. Both these institutions were inspected annually by the officers of this department.

111. *Agricultural Middle Schools.*—The Middle School at Taliparamba was abolished, so that at the end of the quinquennium there were only two Agricultural Middle Schools, one at Usilampatti and the other at Melrosapuram, with a total strength of 98 pupils.

The Agricultural Middle School at Usilampatti that was started in 1929 for the benefit of the Kallars continued to function satisfactorily throughout the period. It was maintained by the District Board, Madura, the staff being lent by the Agricultural department. Both the Kallar and non-Kallar boys were admitted. The Agricultural School at Melrosapuram maintained by the C.S.M. continued to work during the quinquennium. It received Government grant from the Department of Industries. The school had 65 pupils on the rolls.

Rural Education.—The three schools at Coimbatore, Palur and Anakapalle were continued during the last five years. The school at Coimbatore was reorganized in 1932 and the children of farm-labourers were admitted. As a consequence, the strength of the school increased. The night schools at Coimbatore and Palur were closed in 1935 and 1936, respectively, under orders of Government.

Short courses in practical agriculture.—A short course in practical agriculture lasting from July to March was instituted at Coimbatore in 1933-34 to meet the needs of young men who cannot undergo the University course. Similar courses were started at the Agricultural Research stations at Nandyal and Taliparamba during 1936-37.

A course of practical training in agriculture for a period of four months was also instituted by Government last year at several Agricultural stations in the Presidency.

X. EDUCATION OF ANGLO-INDIANS AND EUROPEANS.

112. *Number of institutions.*—The following table shows the number of institutions on 31st March 1932 and 1937.

		1932.		1937.	
		Boys.	Girls.	Boys.	Girls.
High		12	19	13	20
Middle		10	16	8	14
Primary		11	10	13	5
Special		..	4	..	4
Total	..	33	49	34	43
		82		77	

During the quinquennium the number of educational institutions for Europeans fell from 82 to 77. Of the four special schools, one was an industrial school, two training schools, one was needle-work and dress-making school.

The Sacred Heart Girls' School, Teynampet, was Indianised in 1932-33 and the St. Joseph's High School, Calicut, in 1936-37. The South Indian Railway Schools at Suramangalam and Tanjore, John Pereira's School, Park Town, and St. Pancras High School, Bellary, were closed during the quinquennium.

The Protestant Middle School, Vizagapatam, was opened in 1934-35. Three middle schools, viz., St. John's Vestry School, Trichinopoly (mixed), St. Michael's School, Cannanore (boys), and St. Thomas Convent, San Thome (girls), have risen to the status of high schools. The last of these is now transferred to Mambalam and known as the "Holy Angels" High School, Mambalam.

113. *Strength of institutions.*—Though there was a fall in the number of institutions, there was a rise in their strength from 10,759 to 11,458, of whom 5,470 were boys and 5,988 were girls, the corresponding figures at the close of the previous quinquennium being 5,301 and 5,458. The strength of European schools for general education on 31st March 1937 was 11,354 of whom 9,231 were European and Anglo-Indian pupils and 2,123 were non-European pupils, as against 9,020 and 1,602 respectively, on 31st March 1932. In other words, the increase in the number of European pupils was more than double the increase in the number of European and Anglo-Indian pupils. Of the non-European pupils, boys and girls were nearly half and half, the number of girls exceeding that of boys by 3. Of the 2,123 non-European pupils, 917 were non-Brahmans, 575 Christians, 316 Brahmans, 192 Muhammadans, 95 Parsis, 28 other communities, the corresponding figures at the end of the preceding quinquennium being 592, 570, 186, 121, 110 and 23, respectively.

The proportion of non-Europeans admitted into any European school is limited to 33½ per cent which is a higher proportion than obtains in most parts of India. Nevertheless, the number of Indian parents of the upper classes who are anxious to have their children educated in European schools is on the increase, and in some centres, especially where there are a number of officials, this demand is a source of much embarrassment to the school management. In many cases the demand is due to the transfer of parents and the consequent trouble over the medium of instruction in Indian schools; in other cases better instruction and more efficient discipline are the reasons given.

The strength of Railway schools rose from 1,078 to 1,201 during the period under report.

The number of European and Anglo-Indian scholars in institutions for Indians rose between 1932 and 1937 from 1,042 to 1,367; of whom 241 (171 boys and 70 girls) were in Arts and Professional

Colleges, 547 (428 boys and 119 girls) in secondary schools, 275 (130 boys and 145 girls) in elementary schools and 304 (174 boys and 130 girls) in training and other special schools.

The total number of European and Anglo-Indian scholars reading in European and non-European institutions on 31st March 1937 was 10,684 (5,305 boys and 5,379 girls) against 10,181 (5,125 boys and 5,056 girls) on 31st March 1932. The percentage of the male pupils to the male population and that of female pupils to the female population of the Europeans in the Presidency rose during the quinquennium from 34.5 and 32.6 to 35.7 and 34.7, respectively.

114. *Staff.*—The quinquennium under report witnessed further improvement in the staffing of European institutions. Out of the 748 teachers employed in them at the close of the quinquennium, 607 were trained teachers as against 511 at the end of the previous quinquennium. There was a corresponding decrease in the number of untrained teachers, certificated and uncertificated, which fell from 196 to 141. Another phase of improvement is seen in the marked rise in the number of graduate trained teachers accompanied by a fall in the number of lower-grade trained teachers, the former having increased from 80 to 124 and the latter having decreased from 10 to 3.

115. *Training schools.*—Two training schools for teachers continue to exist in the City, the Church Park Training School, Teynampet, and the Doveton Training School, Vepery, both for women. In the absence of a European Training School for men in this Presidency, Government approved in 1933-34 of the admission of men teachers into the Doveton Training School, where 22 masters underwent training between 1934-37 besides 286 mistresses that took their training during the quinquennium. The secondary grade training class in the Teachers' College, Saidapet, continues to be open to men teachers of the European and Anglo-Indian community. Primary grade training has been abolished recently, though in point of fact no teachers have been trained in this grade in Madras since 1927. The Inter-Provincial Board has undertaken to consider ways and means of co-ordinating the training of teachers for European schools throughout India. The payment of stipends to teachers under training was abolished as a measure of retrenchment in 1932-37.

116. *Special schools.*—The two Special Subjects centres in the City continued to provide instruction in Manual Training for boys and in Domestic Science and Needle-work for girls in European schools. The latter was not held in 1936-37 as Miss W. Park, Lecturer in Domestic Science for European Schools, was on leave out of India. The Assistant Instructor in Manual Training, Madras, also held classes once a week at the Civil Orphan Asylums, Kilpauk, and at St. Patrick's High School, Adyar. The Assistant Instructor in Manual Training at Ootacamund held classes regularly at the Breek's Memorial School, Ootacamund, and at the Laidlaw Memorial School of St. George's Homes, Keti.

During the period under report 75 teachers obtained Certificates in Domestic Science and 107 in Needle-work.

117. *Accommodation and equipment.*—The amounts paid to European schools during the quinquennium as building and equipment grants were Rs. 1,82,343 and Rs. 25,404, respectively, as against Rs. 3,81,377 and Rs. 35,013, sanctioned in the previous quinquennium. The following is a statement of new buildings constructed or under construction and improvements effected to old buildings during the quinquennium on promise of grants at the cost noted against each:—

	RS.
(a) New buildings constructed—	
(1) Holy Angels School, Mambalam	1,43,943
(2) Hebron School, Coonoor (additional building)	5,100
(3) St. Kevin's, Rayapuram (additional class rooms)	12,900
(b) New buildings under construction—	
(1) St. Mary's High School, Madras (construction of a two storeyed building)	37,800
(2) St. John's Vestry School, Trichinopoly	1,07,985
(c) Improvements to old buildings—	
(1) St. William's, Royapetta (sanitary installation)	888
(2) Stanes, Coimbatore (repairs to the junior boarding house)	4,900
(3) St. Joseph's Boys' School, Calicut (repairs to the boarding house)	1,600
(4) St. Joseph's Boys' School, Calicut (construction of a compound wall)	1,100
(5) St. Joseph's College, Coonoor	5,200
(6) Bishop Corrie School, Georgetown (construction of a compound wall)	2,730
(7) Holy Cross, Tuticorin, (electric installation).	800
(8) St. Joseph's College, Coonoor	2,355
(9) St. Bede's, San Thome (repairs to school and orphanage)	3,629
(10) St. Patrick's School, Adyar (repairs and improvements to the building)	8,520

118. *Philanthropic and Cadet grants.*—These are grants paid to orphans and poor pupils to provide facilities for their education, food and clothing. The following amounts were disbursed during the quinquennium in payment of these grants:—

	RS.
Boarding grants to Secondary and Primary schools	10,56,792
Food and clothing grants	81,158
Fee remissions	1,75,849
Military concessions	48,267

At the close of the quinquennium four schools had cadets on their rolls and the amount of grants paid under this head rose from Rs. 704 to Rs. 1,232 between 1932 and 1937.

119. *Medical inspection of schools.*—It is reported that almost all the European schools have continued medical inspection in some degree, though grants-in-aid for the purpose have been discontinued.

120. *The E.S.L.C. Scheme.*—The E.S.L.C. Board was twice reconstituted in the period under report, i.e., in 1932 and 1935.

Syllabuses and regulations were revised during the quinquennium in Drawing for Middle and High School Examinations and in Mathematics for the Middle School Examination. Short-hand and Typewriting are now treated as two separate subjects for European High and Middle School Examinations on the analogy of the Government Technical and S.S.L.C. Examinations. Changes were made in 1934-35 as a result of which the duration of time for answering papers in certain subjects of the European School-Leaving Certificate Examination was lessened. Steps were taken to follow up the Natural Science in the Middle school by a course of General Biology for the High school. Pupils who have once appeared for the European School-Leaving Certificate Examination are now permitted to reappear subsequently without again attending school, as in the case of the S.S.L.C. Examination.

The destruction of unclaimed European School-Leaving Certificates hitherto done in the Commissioner's office has been entrusted to the Inspector of European Schools since 1936.

121. *Examinations.*—During the quinquennium, 1,839 and 1,172 candidates appeared for the Middle School and High School Certificate Examinations, respectively, of whom 1,292 candidates passed in the former and 805 in the latter examination. The average percentage of passes in Middle and High School Examinations was 70 and 68 respectively, as against 61 and 62 in the previous quinquennium. It is gratifying to notice that the usual high percentage of passes was not only maintained but even improved upon. Breck's School at Ootacamund and Hebron School, Coonoor, have been preparing pupils exclusively for the Cambridge Local Examinations, while St. Hilda's School, Ootacamund, has not been presenting candidates for E.S.L.C. Examination or Cambridge Examinations.

122. *Provincial and Inter-Provincial Boards for Anglo-Indian and European Education.*—It was during this quinquennium that Provincial Boards for Anglo-Indian and European Education were formed in the various provinces with an Inter-Provincial Board at Delhi. The Madras Board held its first meeting in March 1934 and was thus one of the first to start functioning. It usually meets in September and January, and in April as well, if necessary. The main topics considered by the Board are:

Budget allotments and questions relating to grants, examinations, courses of study and such other subjects as are referred to it by Government or by the Inter-Provincial Board.

In 1935-36, it recommended the revival of the post of the Peripatetic Teacher of Music, but this was declined by Government. As a result of the recommendation of the Provincial Board, the Inspector of European Schools was permitted to sanction an advance teaching grant equal to one-half of the previous year's grant to each European school in May every year or as soon as the financial statements of the schools are received.

The Board also proposed a scheme for an All-India European High School Examination, but this was not accepted by the Boards of other Provinces and it has been agreed that the Cambridge School Certificate Examination should be the general High School Examination for all European High Schools in India. The Madras Board has suggested an alternative High School Examination of a more vocational nature for the benefit of those candidates who do not want the more academic type of examination. This is still under consideration.

123. *Teachers' Provident Fund.*—The Scheme of Government Provident Fund for teachers in non-pensionable service is optional in the case of European schools. Sixteen schools have, however, introduced the scheme in their schools and there were 62 subscribers on 31st March 1937. The decrease in the number of subscribers as against 70 in the last quinquennium is due to the fact that the accounts of eight subscribers of St. Joseph's Boys' High School, Calicut, were transferred to the District Educational Officer, Malabar, as the school was Indianized in 1936-37. There were 22 new admissions during the quinquennium and 22 accounts were closed. Of these, 18 were sanctioned Government contributions. All the eight Madras and Southern Mahratta Railway schools and nine other schools (list given below) have private provident funds approved by the Director. The South Indian Railway schools have their own provident fund; but the scheme has not been approved by the Director of Public Instruction:—

- (1) Stanes' High School, Coimbatore.
- (2) St. Mary's High School, Georgetown.
- (3) Bishop Corrie School, Georgetown.
- (4) Civil Orphan Asylums, Kilpauk, Madras.
- (5) Christ Church School, Vepery (Boys).
- (6) Doveton Corrie School, Vepery (Girls).
- (7) Doveton Corrie School, Vepery.
- (8) St. Joseph's Boys' School, Vepery.
- (9) Hebron High School, Coonoor.

St. Hilda's School, Ootacamund, has a private fund which is still under correspondence.

The question of admitting the staff of the Boarding schools to the benefits of the Government Provident Fund for teachers in non-pensionable service is under consideration.

124. *General.*—The Code of Regulations for European schools was reprinted during the quinquennium and a few changes were made with a view to bringing it on a line with the Grant-in-aid

Code, viz., expenditure incurred on physical training and games by managements of aided schools has been admitted for purposes of aid and it has been made a rule that title-deeds should be examined before advances of building grants are authorized for payment. It has been directed that a boarding grant should not be refused or withdrawn in respect of a child whose parent was a bona fide resident of this Presidency at the time of the child's admission into the orphanage by reason solely of the fact that the parent subsequently leaves the Presidency in search of work or whose whereabouts become unknown. Discretion in this respect has been vested in the Inspector of European Schools.

The Lawrence Memorial Royal Military School, Lovedale, maintained its usual high level of efficiency and improvements were made here, viz., provision of a special 'House' for the bigger junior boys, improvements to the boys' dining hall and to the girls' dormitories, the transformation of the Tuck shop and the increased provision for Music. The school won the Governor-General's Trophy for shooting.

The revised scheme for the management of the Breek's Memorial School, Ootacamund, was approved in 1933 and in pursuance of the scheme the Principal is required to prepare and present the annual budget of the school to the Government through the department for approval after consideration by the school committee.

XI. EDUCATION OF MUHAMMADANS.

125. *Collegiate Education.*—The period under report witnessed a further increase in the number of Muslim students in Arts and Professional colleges. The part played by the Government Muhammadan College in the higher education of Muslims of this province deserves special mention. During the quinquennium the problem of accommodation for the college was solved by providing it with a commodious building costing 2½ lakhs of rupees. The institution gained in popularity and attracted students from different and distant parts of the Presidency and also from Hyderabad. The creation of new endowments has served to stimulate scholarship and it is gratifying to observe that the institution has been fast building up a reputation for a liberal Islamic tradition on enduring lines. The number of Muslim students in Arts colleges increased from 475 to 554 and that of students in Professional colleges rose from 91 to 126.

126. *Secondary Education.*—At the end of the quinquennium there were 17 secondary schools for Muhammadan boys as against 16 at the close of the previous quinquennium, the additional school being the Government Secondary School for Mappillas at Malappuram opened in 1936. Of these schools, seven were Government schools, three municipal schools, six aided schools and one unaided school. The strength of the secondary schools increased from 3,346 to 3,566, while the total number of Muhammadan boys in secondary schools for Indians rose from 11,667 to

12,227. The Government Hobart Secondary and Training School, Madras, continued to be the only secondary school in the Presidency for Muhammadan girls and increased its strength from 270 in 1931-32 to 435 in 1936-37. There was a considerable increase in the number of Muhammadan girls reading in Indian secondary schools, which rose during the quinquennium from 396 to 794. The Muhammadan girls reading in European High and Middle schools numbered 53 at the close of the quinquennium. The proportion of male and female scholars to the total male and female Muhammadan population is 15.5 and 6.2 respectively, as against 15.3 and 4.5 at the end of the previous quinquennium.

127. *Elementary schools.*—As in the case of general elementary schools there was a decrease during the quinquennium in the number of elementary schools specially intended for Muhammadans, which fell from 3,773 to 3,595. The boys' schools decreased from 3,190 to 3,045 and the girls' schools from 583 to 550. Classed according to management, there were at the end of the quinquennium, 16 Government schools, 323 municipal schools, 1,657 district board schools, 4 panchayat schools and 1,553 aided schools and the rest unaided schools, the corresponding figures at the close of the previous quinquennium being 19,351, 1,761, 2 and 1,594 under the respective managements. Notwithstanding the fall in the number of schools there was a rise in the strength of the schools which increased from 230,462 to 261,942 or by 13 per cent in the period under report. It is gratifying to observe that there was an appreciable increase in the enrolment of girls as well as boys, the number of girls under instruction in all classes of elementary schools having risen from 79,742 to 100,281, of whom 34,405 were reading in girls' schools. It is noteworthy that nearly two-thirds of the girls under instruction were attending schools intended for boys.

128. *Special schools.*—During the period under report there was no addition to the number of training schools for Muhammadan men and women. There were six training schools for Muhammadan men and six for Muhammadan women as in the previous quinquennium. The strength of the training schools both for men and women, however, suffered a fall, the former having decreased from 566 to 495 and the latter from 194 to 138.

129. *Education of Mappillas.*—During the quinquennium under report the number of public elementary schools for boys specially intended for Mappillas rose from 1,478 to 1,554, while the schools for girls fell from 152 to 143. Of these, 1,474 boys' schools and 80 girls' schools were in Malabar and 80 boys' schools and 11 girls' schools were in South Kanara. The strength of the boys' schools increased from 109,779 in 1932 to 137,791 and that of girls' schools rose from 7,781 to 9,137. Of the total strength of boys' schools for Mappillas, 122,180 were Mappilla pupils of whom 80,556 were boys and 41,624 were girls. Of the pupils in girls' schools for Mappillas, 8,070 were Mappilla scholars, of whom 5,681 were girls and 2,389 were boys. During the period

under report the number of Mappilla pupils in non-Mappilla schools for boys and girls rose from 8,233 to 11,588, of whom 9,347 were boys and 2,241 were girls. The total number of Mappilla pupils reading in Mappilla and non-Mappilla public schools rose during the quinquennium from 118,279 to 141,838 or by 19 per cent. The strength of Mappilla pupils reading in private schools in Malabar increased from 4,825 to 5,108. The number of Higher Elementary schools specially intended for Mappillas rose from 33 to 36, accompanied by an increase in strength from 1,433 to 2,536.

There was a marked increase in the number of trained Mappilla teachers employed in the public schools in Malabar, which rose from 1,054 to 1,554, of whom 75 were women and 1,479 were men teachers, as against 55 and 999, respectively, in 1932.

Compulsory elementary education.—Elementary education has continued to be compulsory in the municipalities of Tellicherry, Calicut, Cochin and in ten amsams of Ernad, one of Walluvanad, and three of Ponnani taluks. The rural compulsory areas which are predominantly Mappilla villages, are in charge of five superintendents, three of whom are Mappillas. It is reported that the existing schemes of compulsory education in both rural and urban areas have not been effective in advancing literacy to any appreciable extent. The length of school life in compulsory areas is not much of an improvement on the duration of school life in non-compulsory regions and the ineffectiveness of compulsion so far as Mappillas are concerned is attributed to their general poverty and indifference to secular education.

The village education committees organized in selected centres about the beginning of the quinquennium for enlisting parental co-operation and for improving strength and attendance of pupils in elementary schools had to be scrapped towards the end of the quinquennium, as they did not function satisfactorily.

Secondary education.—There are two secondary schools specially intended for Mappillas, the Mahomedeya Middle School at Calicut and the secondary school attached to the Government Training School at Malappuram. The latter was raised to the status of a high school for the Mappillas in 1936 to meet the demand for a separate high school for the Mappillas. It is reported that the opening of the new high school has stimulated considerable interest in the influential and intellectual members of the Mappilla community, who have already begun to feel the want of a high school for girls.

The total number of Mappilla boys and girls reading in secondary schools, general and special, rose from 1,006 to 1,149 and 16 to 20.

Training of Mappilla teachers.—Mappilla teachers are trained mainly in the Training School at Malappuram, which is specially intended for training Mappilla teachers of both higher and lower elementary grades. There is a special section for the training

of the Mappilla teachers of the higher elementary grade in the Government Training School, Cannanore, where 40 teachers are admitted every year.

The sessional class attached to the Government Training School at Malappuram continues to provide instruction to Mulla teachers in secular and religious subjects on modern lines so that they may qualify for imparting both secular and religious instruction in public elementary schools after undergoing lower elementary grade training. Since the opening of the sessional school in 1931-32, 239 Mulla pupils have gone through the course, of whom 134 are reported to have undergone training. Most of the trained Mulla teachers are reported to be employed in recognized schools. The general replacement of the old conservative type of Mulla teachers by the products of the sessional class is a gratifying feature in so far as the modernizing influence of the latter makes for the spread of secular education among the Mappillas.

Scholarships.—Special scholarships continue to be awarded to Mappilla pupils in both secondary and elementary schools. Twenty-one special scholarships for Mappilla boys in secondary schools, 30 scholarships for boys in standards VI to VIII of elementary schools and 220 scholarships for boys in standards IV and V of higher elementary schools (160 in standard IV and 60 in standard V) were awarded in 1936-37. For Mappilla girls, 25 scholarships in higher elementary classes and 32 in standards IV and V of elementary schools were awarded in 1936-37.

The period under report has witnessed steady, though somewhat slow, progress in the spread of Mappilla education. The increase in the number of boys and girls under instruction in elementary and secondary schools, the improvement in the attendance of pupils in elementary schools as well as in the strength of higher elementary schools for Mappillas, the marked increase in the number of trained Mappilla teachers, considerably raising their proportion to non-Mappilla teachers employed in Mappilla schools, and the growing number of the trained Mulla teachers competent to impart instruction in secular and religious subjects, are encouraging features which mark definite progress. Even so, however, the advance is not as rapid as could be desired.

The following extracts from the reports of the District Educational Officer, Malabar, and the Inspectress of the Sixth Circle, are of interest in so far as they point out the chief causes that have been retarding the spread of education among the Mappillas and suggest some measures that may stimulate more rapid advance:

Mr. K. Muhammad Sahib Bahadur, District Educational Officer, Malabar.—"Secular instruction among the Mappillas is still in a backward state. Many things seem to contribute to this state of affairs. They are—
(1) Lack of organized public opinion in support of secular education such as to make the public feel the importance of the school-going habit;

- (2) the dreary and tiresome course of religious instruction extending to long periods in the morning under the old fashioned Mulla making the children intellectually unfit for further study during the rest of the day;
- (3) the blind faith of the community in the old parrot-like teaching of the Koran and the fervent demand for it against secular studies; and
- (4) the unwholesome influence of the hereditary Mullas and Musaliars over the unenlightened and illiterate Mappillas.

More rapid progress and satisfactory dissemination of knowledge and culture among the community can be secured, if action is taken on the lines indicated below :—

- (1) Introduction of a definite programme of religious instruction;
- (2) provision of additional facilities for training of teachers;
- (3) the continuance of the sessional class for a further period;
- (4) increase in the number of scholarships in both higher elementary and secondary schools;
- (5) extension of compulsion to other areas in Ernad and other taluks; and
- (6) devising measures for better attendance at schools and enforcing them.

In conclusion I would say that real progress can be achieved only if the community realizes the need for secular education with the best traditions of Islam."

Mrs. M. Varughis, Inspectress, Sixth Circle.—“(1) The poverty and the ignorance of the parents and the bigotry and opposition of the hereditary Mullas are serious factors to consider in any scheme of rapid expansion of Mappilla education. There are some who advocate compulsion as a means to get speedy results, but the effect of compulsion on a community which is so actually handicapped is very doubtful. What is immediately wanted is a type of education on a wide scale which will not tax the parents' scanty resources. Free supply of books and slates and needlework materials is an absolute necessity. The Mappilla women are more stubborn than men in their opposition to girls' education.

- (2) A wide-spread propaganda among the Mappilla community especially among the well-to-do classes is another urgent step to be taken. By organizing lectures and meetings in different centres and appealing to the more advanced of the locality it may be possible to start complete elementary schools with proper provision for Koran instruction which will satisfy their religious scruples and prove popular with the community.

- (3) There is also a necessity to relieve the undue strain imposed on the Mappilla pupils now when they have to attend school from 8 a.m. to 4 p.m. with a short break for lunch for the combined course of religious instruction and secular study. Under the present arrangement, most of the children go home after the Koran lessons for their morning meal and very few return to school."

130. *Expenditure on Muhammadan education.*—The expenditure on Muhammadan and Mappilla schools in the Presidency decreased from Rs. 27.90 lakhs in 1931-32 to Rs. 27.36 lakhs in 1936-37 (or by 2 per cent), towards which public funds contributed Rs. 21.56 lakhs (78.8 per cent), fees Rs. 0.73 lakh (2.7 per cent) and other sources Rs. 5.07 lakhs (18.5 per cent).

XII. EDUCATION OF SCHEDULED AND OTHER SPECIAL CLASSES.

131. *Education of the scheduled classes.*—The total number of institutions mainly intended for scheduled classes decreased from 10,509 in 1931-32 to 9,151 in 1936-37, the percentage of decrease being 12.9 as against an increase of 0.37 in 1931-32. The strength of these schools, however, rose from 347,399 to 404,517 or by 14 per cent. The number of pupils of the scheduled classes reading in all classes of public institutions also increased from 292,211 to 328,445. The number of pupils reading in Indian secondary schools for boys and girls was 6,449 as against 4,326 in the last year of the previous quinquennium. The number of scheduled class teachers under training in training schools was 626 men and 143 women in 1936-37. The corresponding figures for 1931-32 were 681 and 74 respectively.

The number of public elementary schools for these classes decreased from 10,215 to 8,988. Schools under all managements except those under District Board management, decreased generally. The Government institutions fell from 1,147 to 952 and rally. The Government institutions increased from 1,032 to 1,240. The schools under all local bodies increased from 7,794 to 6,604 and the unaided schools decreased from 7,794 to 6,604 and the unaided schools from 241 to 192.

The educational and ameliorative work done for the depressed classes by the Labour department proceeded on the usual lines under the direction of the Commissioner of Labour and his staff, though the field of operations of the department was curtailed during the quinquennium under report. As a measure of retrenchment the Labour schools in the districts of Tinnevely, Coimbatore, Kurnool and Chittoor and Cuddapah were transferred to the control of local boards. Four out of five Labour Korava schools of Salem district were transferred to the management of Rev. M. Narasimham of the London Mission, Salem, a subsidy of Rs. 1,300 per annum being sanctioned for their maintenance. The remaining Korava schools and the Labour Adi-Dravida schools in the Salem district were left under the control of the Taluk Tahsildar. In the City of Madras, however, the schools started by the Labour

department still continue under the supervision of the Personal Assistant to the Commissioner of Labour. The schools in the completed areas of East Godavari, South Arcot and Guntur districts were transferred to the control of the concerned local boards which were granted subsidies for meeting the expenditure involved. As the local boards, however, failed to manage the schools as well as was expected, the schools in the districts of East Godavari and South Arcot have been taken back under the Labour department with effect from 1st July 1937, while the condition of the schools in Guntur district is under investigation.

The chief activities of the department for the education of scheduled classes, as usual, consisted of—

- (1) opening separate schools for the depressed classes;
- (2) granting scholarships, stipends, boarding grants, etc., for deserving depressed class pupils;
- (3) maintaining hostels at Government cost for the benefit of depressed class pupils at important centres; and
- (4) granting financial aid to private philanthropic bodies engaged in educational work on behalf of the depressed classes by maintaining schools, boarding homes, etc.

There was no change in the policy pursued by the Labour department in connexion with the starting and maintenance of separate schools for the depressed classes. The Labour department has been endeavouring, as far as possible, to get the depressed class pupils admitted into the elementary schools already existing in the locality and to open separate schools for them only in places where owing to caste prejudice the existing schools are not easily accessible to them or in places where there are no schools whatsoever.

The following table shows the number of teachers, trained and untrained and the number of pupils in schools under the management of the Labour department during the five years ending March 1937:—

Year.	Number of schools.	Number of pupils.			Number of teachers.		
		Boys.	Girls.	Total.	Trained.	Untrained.	Total.
1932-33 ..	888	25,742	6,405	32,147	1,072	11	1,083
1933-34 ..	981	30,593	7,409	38,002	1,228	5	1,233
1934-35 ..	1,006	30,555	7,916	38,471	1,294	4	1,298
1935-36 ..	1,009	30,875	8,269	39,144	1,328	2	1,330
1936-37 ..	978	31,071	8,855	39,926	1,319	2	1,321

The number of schools was on the increase up to 1935-36. The fall in their number in the last year of the quinquennium was due to the closure of ill-working schools. There was a slight increase in the number of pupils under instruction, in spite of the fact that children below six years of age were not admitted. Measures were taken to improve the efficiency of schools, particularly to minimise stagnation.

In addition to the schools shown in the above table, the schools detailed below were also maintained by the department:—

- (1) a Higher Elementary school at Masulipatam, Kistna district, under the supervision of an honorary correspondent;
- (2) a school for the Sugalis at Panyam, Kurnool district, under the supervision of the District Superintendent of Police, Kurnool;
- (3) a school at Hooker under the supervision of the Superintendent of the Government Cinchona Plantations, Naduvattam, the Nilgiris;
- (4) a school for the Sugalis of Sugalimitta, Chittoor district, under the supervision of the District Superintendent of Police, Chittoor; and
- (5) a Higher Elementary school for girls at Chidambaram under the supervision of the Nandanar Kalvi Kazhagam, Chidambaram.

The medical inspection of boys which was introduced in 1929-30 in the Labour schools situated in the compulsory education areas was given up in 1932-33 on account of financial stringency.

As regards accommodation, 76 school sheds were constructed and 463 sheds were repaired at a total cost of Rs. 83,676 during the quinquennium. In some localities, schools continue to be held in sheds rented for the purpose. Sheds are constructed by the department only in places where suitable and convenient buildings are not available or cannot be secured for rent.

Scholarships, etc.—Scholarships, fee remissions, boarding grants, stipends, allowances for books, etc., continued to be granted to enable deserving students of the depressed classes to prosecute their studies in schools and colleges and to pursue industrial and technical courses of study. During the quinquennium under report the Commissioner of Labour was authorized to grant also scholarships to the depressed class students taking up professional courses of study, such as B.Sc. (Agriculture), L.M.P., M.B., B.S., Sanitary Inspector's Course, L.I.M., B.E., Upper Subordinate, Probationary and Lower Subordinate courses in Engineering, G.M.V.C. and Physical Training Instructor's course. Another noteworthy feature of the quinquennium is the reservation for qualified candidates from the depressed classes of two wage-earning apprenticeships, one in the Public Works Department shops at Madras and the other in Public Works Department shops either at Bezwada or Dowlaishwaram and the award of individual scholarships to the selected apprentices till such time as their wages should amount to Rs. 15 per mensem. Further, arrangements have also been made with Messrs. Parry & Co. for training as apprentices two or three Adi-Andhra youths at the Samalkot Deccan Sugar and Abkari Factory. A special rate of scholarship at Rs. 5 per mensem has been sanctioned to these apprentices for a period of five years. Moreover, some residential

scholarships ranging from Rs. 5 to Rs. 10 per mensem were introduced for award to pupils taking such courses as carpentry, blacksmithy, etc., in institutions provided with boarding arrangements.

During the quinquennium the rates of general and industrial scholarships were revised as they were found too high. Different rates of scholarships were adopted in the city and mufassal institutions. The rates of scholarship have been reduced in the case of pupils enjoying half-fee concessions or full-fee remissions.

The following is the statement of scholarships of the various kinds sanctioned during the quinquennium :—

(1) Scholarships for general education in schools from standards IV to form VI.	7,755
(2) Scholarships for general education in colleges of the value of Rs. 9 for I and II year courses and Rs. 14 for III and IV year courses sanctioned for boarders in the hostels maintained by the Labour department, who were unable to get any scholarship from the Director of Public Instruction.	28
(3) Residential scholarships for pupils reading in schools and colleges.	257
(4) Industrial scholarships	812
(5) Motor driving and mechanism for six months at Rs. 20 per mensem.	30
(6) Commercial	37
(7) Professional	4
(8) Apprenticeships in Public Works Workshops.	6
(9) Apprenticeships in Samalkot	2

The number of fee remissions sanctioned in addition to scholarships was 216.

Such of the industrial scholarship holders as had completed their courses satisfactorily were paid bonuses for the purchase of implements to set up as artisans on the completion of their training. During the quinquennium an amount of Rs. 2,572 was sanctioned for payment as bonuses to 64 scholarship holders. An expenditure of Rs. 8,120 was incurred towards exemption from the payment of public examination fees on behalf of 642 poor candidates of the depressed classes. The boarding grants sanctioned during the period to the poor pupils of the depressed classes amounted to Rs. 26,800. Untrained teachers employed in Labour schools were granted stipends to enable them to undergo training. It appears that Government have been addressed by the Commissioner of Labour to authorize him to grant stipends to the untrained teachers of the depressed classes employed in other than Labour schools, as there are no more untrained teachers belonging to the depressed classes working in the Labour schools

Hostels.—For the benefit of the depressed class pupils, the Labour department continued to run the five hostels mentioned in the report of the previous quinquennium, viz.—

- (1) The Paddison Hostel, Madras.
- (2) The Slater Hostel, Madras.
- (3) Sundaracharlu Hostel, Salem.
- (4) Government Depressed Class Hostel, Mangalore.
- (5) Government Depressed Class Hostel, Calicut.

The expenditure incurred on these hostels during the quinquennium amounted to Rs. 1,59,123.

Charitable endowments.—From a legacy of £100 left by the late Lieut.-Col. R. E. Critchley Salmonson, Second in Command of the Northumberland Fusiliers in India, an endowment has been formed and from the interest accruing on the said fund, an annual prize known as "Critchley Salmonson Prize" will be awarded every year to the student who, being an inmate of the Government Depressed Class Hostel at Masulipatam and studying for the S.S.L.C. or other higher examination, has shown the best all-round record for the year.

The I.C.S. Association set apart a sum of Rs. 400 from the funds collected for a memorial to the late Mr. Gray who was formerly Commissioner of Labour to found an endowment for the award every year of three prizes known as the "Gray Memorial Prizes" to the inmates of the Paddison Hostel.

Grants to private bodies.—Private philanthropic agencies engaged in the uplift of the scheduled classes by conducting educational institutions were helped in their work by grants from the funds of the Labour department. Eighteen such agencies received financial assistance during the period under report.

132. *Education of Criminal tribes.*—(1) *Kallars.*—As an important part of the work of reclamation of the criminal tribes, necessary facilities for the education of their children continued to be provided. The Kallar reclamation work was wound up in Tanjore district during the quinquennium, but arrangements were made through local boards and the Karanthai Tamil Sangham for carrying on the education of pupils in the Kallar schools in the district. The Kallar reclamation work in Madura was continued under the supervision of the District Superintendent of Police, Madura South and North. The following table shows the number and strength of Kallar schools in Madura district during the quinquennium :—

Year.	Number of schools.	Number of pupils.
1932-33	259	13,500
1933-34	256	13,690
1934-35	259	13,774
1935-36	259	12,772
1936-37	258	12,424

Scholarships, general and industrial, ordinary and residential, were awarded to Kallar pupils reading in schools and colleges, as well as stipends to those under training. As many as 924 scholarships and stipends were sanctioned during the quinquennium. In addition to maintaining the two boarding homes at Usilampatti and Uthamapalaiyam in Madura district, specially intended for the Kallar pupils, Government sanctioned during the quinquennium 4,402 boarding grants to Kallar pupils in the various private boarding homes in the district. Kallar pupils evinced sustained interest in scouting and constituted a number of Cub packs, Scout troops, Bluebird flocks and Girl guide companies.

(2) *Koravars of Salem district.*—The Korava reclamation scheme started during the previous quinquennium in Salem district was given up as a measure of retrenchment. Four of the five Korava reclamation schools opened by the Labour department were transferred to the management of the Rev. T. Narasimham of the London Mission, with a subsidy for their maintenance, the remaining school being put under the supervision of the Tahsildar, Tiruchengode. The Korava boarding home and the Agricultural farm at Attur continued to be financed by the Labour department. During the quinquennium, 73 fee remissions and 353 boarding grants were sanctioned for Korava pupils.

(3) *Criminal tribes in the settlements.*—Of the six settlements mentioned in the report for the previous quinquennium, the one at Konnur was abolished in the period under report and the school in the settlement was placed under the supervision of the District Labour Officer, Saidapet. The schools in the remaining five settlements where education was compulsory for all children of school-age continued to work. The following table shows the number of pupils reading in the five settlement schools on 31st March 1937:—

Name of settlement.	Boys.	Girls.	Total.
Aziznagar	141	125	266
Kavali and Bitragunta	46	51	97
Sitanagaram	87	90	177
Stuartpuram	201	273	474
Siddhapuram	55	34	89

133. *The Aboriginal Hill tribes.*—The Aboriginal Hill Tribes of the Nilgiris are strictly speaking the Kotas, Kurumbas and Irulas. The Badagas and Lingayats though popularly reckoned as hill tribes are emigrants from Mysore. The Badagas are far more advanced than the other tribes that are not confined to any one portion of the district, but scattered throughout it. There were in 1936-37, 72 schools specially intended for them with a total enrolment of 4,176 pupils as compared with 75 schools with 3,800 pupils in 1931-32.

In the Kurnool district, there were 22 Government schools for Chenchus with a strength of 581 pupils (393 boys and 188 girls) as against 20 schools with 518 pupils in 1931-32. All these schools were located around the Nallamallas and were under the management of the Collector of Kurnool who is also the Special Chenchu

Officer, and who was assisted by the Assistant Chenchu Officer, Anantapur. With a view to ensuring regular attendance of pupils the following measures were adopted: (1) Free midday meals to all the pupils in the schools on all working days, (2) free distribution of cloth, books and slates to the pupils once a year, and (3) provision for periodical medical relief.

At the end of the quinquennium under report, there were 98 schools for the aborigines in the agency areas with a strength of 2,522 pupils, compared with 350 schools with 9,798 pupils in 1931-32. The diminution in the number and strength of the schools is due to the transfer of the Ganjam Agency to the Orissa Province. There were 64 schools with 1,513 pupils in the Godavari Agency for the children of Koyas and Konda Reddis and 34 schools with 1,009 pupils for Savaras, Jatapas, Kondadoras, etc., in the Vizagapatam Agency.

For Jatapas, Gadabas, Savaras, Khondas and Khondadoras in Vizagapatam, there were 29 recognized schools with 846 boys and 101 girls reading in them. There were two schools for the aborigines in the East Godavari Agency with a strength of 80 pupils. The only school under board management for Koyas in West Godavari district had 19 pupils. The Lambadis or Sugalis, the aboriginal and hill tribes of Bellary, had 18 schools mainly intended for them with a total strength of 613. The number and strength of these schools in 1931-32 were 28 and 755, respectively. One school under the district board, one under Government and 4 under private management, were working in the Anantapur district for the Sugalis Tandas, the hill tribes of the district. Their total strength was 145. In 1931-32, there were 8 schools for them with a total strength of 159. There was one school for the Sugalis with 27 pupils in the Cuddapah district against 3 schools in 1931-32. In the Nellore district, 7 schools with 285 pupils were working for the benefit of the children of the Yenadis, the aborigines of the district. Seven schools with 83 pupils and 3 teachers were working in the North Arcot district for the children of Malayalis of the Javadi and Elagiri hills. For the same tribes, six schools were working in Trichinopoly district with 135 pupils. There were two schools for Pulayars in the Madura district which had 88 pupils on the rolls. The Kanis, the aborigines of the Tinnevely district, inhabiting the interior forests of the upper slopes of the Thampraparni river had one small school run by the Roman Catholic Mission with a strength of 16. There was one school for the aborigines with an enrolment of 20 pupils in the Coimbatore district. The schools for these tribes, it is reported, have not been thriving as there is no enthusiasm on the part of the tribes to educate their children. The hill tribes in the Salem district are called Malayees and schools for them were run on the Shevaroyas and on the Kollis. There were 17 schools for them. The number of pupils attending these schools was 408. For the Kudubi community, there was one school in 1936-37 in the South Kanara district with a strength of 43 pupils.

There were altogether 15,603 pupils belonging to the aboriginal and hill tribes reading in all classes of institutions, compared with 21,546 in 1931-32. The fall in the number is mainly due to the transfer of Ganjam Agency from this Presidency.

134. *Convict schools.*—Excluding the certified schools, there were in the Presidency 11 jail schools (including the two Borstal schools at Tanjore and Palamcottah). Their total strength in 1936-37 was over 1,600. Elementary education as in the previous quinquennium was given in all jail schools. Elementary education was compulsory in the case of prisoners below the age of 30 and optional for those above that age. These schools were inspected annually by the officers of this department. Each jail was provided with a library and facilities were given to prisoners for reading. Religious, moral and manual instruction was imparted to convicts.

135. *Schools for children employed in factories and plantation areas.*—The Buckingham and Carnatic Mills, Madras, maintained two schools, one day and one night, for the benefit of the children of their employees as well as adults. The day school had a strength of 1,365 pupils with six standards. The number of teachers employed in them was 33. The night school was attended by 265 pupils. It had 16 teachers and worked with standards IV to VIII. Both the schools were doing good work. In the Vizagapatam district, the Chittivalasa Jute Mills maintained elementary schools for the children of the workers of the factory. Government maintained two factories in the Nilgiri district, viz., the Government Cordite Factory, Aravankadu, Government Cinchona Factory, Naduvattam. Both the factories had schools attached to them for the education of the children of factory and estate employees. The school at Aravankadu was a complete Higher Elementary school. Besides this, there was an aided part-time school wherein the boy artisans of the factory were given secular education.

A special school was run by the Salt Department for the benefit of children of the employees of the salt factory at Voyalur (Chingleput district). Its strength was 26 in 1936-37 and only one teacher was employed. In the district of Vizagapatam, the Salt department maintained two schools, one in the Yellaman-chili range and the other at Balacheruvu.

There were, on the whole, 108 coffee and tea estates in the Nilgiris of which 12 were provided with separate schools. Five schools were managed by the estate authorities, four by missions, two by district boards and one by a panchayat. The other estates had general schools in their neighbourhood which were attended by the children of the employees on the estates. The schools, it is reported, worked regularly.

XIII. EDUCATION OF THE BLIND, DEAF-MUTES AND OTHER DEFECTIVES.

136. On 31st March 1937, there were 12 schools for the defectives of all classes as against 9 at the close of the previous quinquennium. During the quinquennium under report, two new

schools for the Deaf and Dumb were started, one at Madura, later removed to Devakottai and the other at Nanguneri, the former of which was closed in 1935-36. Two schools for lepers were also recognized during the quinquennium. Of the 12 schools for the defectives, four are for the Blind, four for the Deaf and Dumb, one for the Deaf, Dumb and Blind and three for lepers, one of which was opened in the year 1935-36. All the schools are aided institutions under private management with the exception of the Deaf and Dumb school at Coimbatore, which is under Municipal management.

The following table shows the strength of the schools in the years 1932 and 1937 :—

	1932.	1937.
1 Victory Memorial Blind School, Poona-mallee. ..	30 boys	68 boys.
2 T.D.T.A. Blind Girls' School, Palamcottah. ..	35 girls	28 girls.
3 T.D.T.A. Blind Boys' School, Palamcottah. ..	35 boys	30 boys.
4 The U.L.C.M. School for the Blind at Rentachintala. ..	35 (18 boys and 17 girls).	25 (13 boys and 12 girls).
5 Deaf and Dumb School, Mylapore ..	82 (50 boys and 32 girls).	108 (57 girls and 51 boys).
6 Deaf and Dumb School, Palamcottah ..	125 (51 boys and 74 girls).	157 girls.
7 Deaf and Dumb School, Coimbatore ..	11 (8 boys and 3 girls).	38 (29 boys and 9 girls).
8 Deaf and Dumb School, Nanguneri ..	..	26 (16 boys and 10 girls).
9 Deaf and Dumb and Blind School, Teynampet. ..	61 boys	109 (51 boys and 58 girls).
10 Leper School, Bapatla ..	14 (10 boys and 4 girls).	15 (9 boys and 6 girls).
11 Bethesda Leper Hospital, Narasapur ..	..	28 (20 boys and 8 girls).
12 Leper School of Tirumani Settlement, Chingleput. ..	..	..

The Victory Memorial Blind School, Poonamallee.—The school had 68 pupils on its rolls in 1937, as against 30 in 1933, admissions being restricted to children under eight years of age. The institution consists of three separate sections, viz., an elementary school, a technical training school and workshops wherein those who complete their technical training successfully are employed. Training is given in weaving and rattan work and the production of Braille books. The workshops continue to turn out good work. It is interesting in this connexion to note that the Inspector-General of Stores, Cawnpore, has included the school in the list of approved contractors for the supply of rattan articles. The of approved contractors for the supply of rattan articles. The of music classes have become very popular since the installation of a wireless receiving set in the school which has led to a decided improvement in the vocal music performed by the children.

The boys' and girls' schools for the Blind at Palamcottah, conducted by the Tinnevely Diocesan Trust Association worked satisfactorily during the quinquennium. Weaving and rattan work of good workmanship continued to be turned out in the industrial sections attached to the schools. New lines of useful training are reported to have been recently introduced, viz., training of blind

boys to work on the land as gardeners and training of blind girls in domestic occupations like sample sewing, cooking, etc., a line of development, the progress of which will be watched with interest.

The Blind school at Rentachintala run by the U.L.C. Mission showed steady improvement during the period under report. The industrial section of the school continued to train the pupils in the useful crafts of rope and tape making and basket and mat weaving. In the later half of the quinquennium, rattan work was introduced and the children were trained in making cane plates, basket chairs and sofas. The school received a sum of Rs. 1,342 from the Silver Jubilee Fund Committee for the improvement of the music rooms and the accommodation of the industrial section.

The Deaf and Dumb School at Mylapore continued to maintain its high level of efficiency in imparting general education and technical skill to the Deaf and Dumb children of non-Tamil origin. The pupils, especially girls, acquired commendable skill in the handicrafts taught in the school, as is evident from the certificates of merit won by them in Handicraft Exhibitions. Manual and physical training of boys were also well cared for. The additional buildings constructed for the school, viz., the Jubilee Assembly Hall and the Isolation room were opened by His Excellency the Governor in 1936.

The Deaf and Dumb School at Palamcottah run by the Tinnevely Diocesan Trust Association continued to do good work, with two separate sections for Tamil and Malayali children. Very useful work was done in the tailoring and carpentry classes. Special attention was also bestowed on useful handicrafts, such as spinning, book-binding, weaving baskets, etc. A prominent feature of the school is its extensive and flourishing garden, which not only supplies the demand of the school for vegetables but also provides facilities for training the pupils in gardening and developing their sense of beauty.

The Municipal School for the Deaf and Dumb at Coimbatore shows considerable improvement in its strength, which rose from 11 pupils to 38 pupils during the quinquennium. Provision has been made for free mid-day meals to poor children and also for medical inspection of the pupils by a specialist in the ear, nose and throat diseases.

Deaf and Dumb School at Nanguneri is a new school opened during the quinquennium. It is a residential school, temporarily recognized and it is reported to be working satisfactorily.

The Institute for the Blind, Deaf and Dumb at Teynampet has been growing in popularity, judging from the increase in its strength which rose from 61 to 109 during the quinquennium. There were 6 divisions in the Deaf and Dumb section and 7 divisions in the Blind section. The deaf and dumb are taught lip-reading, articulation, arithmetic, sense training, writing, drawing, needlework, Froebel-work, clay work and fretwork, while the blind receive instruction in general knowledge subjects—Tamil,

English, music, typewriting, mat-making and rattan work. Very great care is bestowed on training the deaf and dumb children in needlework and the blind children in singing. It is reported that the needlework produced by the children of the school is extremely fine and that two of the blind boys of the school passed the Intermediate Violin Examination (Trinity College), one of them winning the music medal.

The Leper school at Bapatla continued to be run by the Salvation Army.

The Bethesda Leper Hospital School opened in 1935-36 is under mission management and is conducted for the benefit of the leper children among the inmates of the Leper hospital.

The Lady Willingdon Leper Settlement at Chingleput, run by the Church of Scotland Mission, ran separate schools for its infected and non-infected children.

XIV. EDUCATION OF INDIAN CHIEFS AND NOBLES.

137. Most of the minor wards in charge of the Court of Wards continued to study, as usual, in local schools or colleges. Private tutors were appointed in some cases to give additional tuition. The Mandasa Ward and the son of the Poligar of Bagalur, a ward of the Court, passed the S.S.L.C. examination held in March 1937 and both of them were to join the Madras Christian College for the University course. The Kurupam wards were prosecuting their studies in the Rajkumar College, Raipur. At the end of the quinquennium there were five wards reading in the High school classes.

XV. PRIVATE INSTITUTIONS.

138. *Maktabs*.—The number of unrecognized Maktabs decreased from 297 in 1932 to 224 in 1937 and their strength from 12,544 to 8,173. Twenty-four Maktabs which were unrecognized in 1930-31 became recognized elementary schools in 1931-32 and 59 Maktabs which were unrecognized in 1935-36 were recognized as elementary schools in 1936-37. The expenditure on Maktabs during 1936-37 was Rs. 11,698 which was wholly met from private sources.

139. *Mulla schools*.—As in the last quinquennium there was only one recognized Mulla school with 45 pupils. Besides, there were 205 unrecognized Mulla schools with 7,962 pupils in 1936-37 compared with 208 schools with 8,259 pupils in 1931-32. The expenditure on these unrecognized schools amounted to Rs. 35,922, the whole of which was met from private funds.

140. *Tols*.—There were, in 1936-37, 98 recognized Sanskrit schools for boys and girls with 5,088 pupils and 86 unrecognized Sanskrit schools with a strength of 1,048 pupils, as compared with 127 recognized schools with 5,058 pupils and 107 unrecognized schools with 1,386 pupils in 1931-32. Of the 98 recognized Sanskrit schools, 44 were advanced and 54 were elementary

schools. The strength of recognized boys' schools which numbered 90 decreased from 4,612 to 4,543 but the strength of girls' schools whose number was 8 increased from 446 to 545. The expenditure on recognized schools in 1936-37 was Rs. 1,48,088 towards which provincial funds contributed Rs. 27,607, local funds Rs. 10,313, fees Rs. 46 and other sources Rs. 1,10,122. In the unrecognized schools the expenditure amounted to Rs. 92,504 in 1936-37, the whole of which came from other sources.

141. *Sanskrit colleges*.—The number of Sanskrit colleges for men was 18 in 1936-37. The new colleges that came into existence during the quinquennium were (1) the Pavarathy (Malabar) S.D. College, (2) the Sholinghur (North Arcot) V.V.B. College, (3) the Kadambazhipuram (Malabar) Kerala Sanskrit College. The Parlakimedi Rajah's Sanskrit College has been transferred to the Orissa Province, while the Kovvur Sanskrit College was closed. The Sanskrit college attached to the Annamalai University was not shown as a separate college as it forms part of the University. Classified according to managements, one college was under district board management, 13 were under aided agencies and 4 under unaided agencies. The strength in these colleges increased from 575 in 1931-32 to 587 in 1936-37.

There were two Sanskrit colleges for women in 1936-37 as against one in the previous quinquennium, the new college being the one recognized in 1936-37 for women at Guntur, called the 'Sarada Niketanam'. The number of pupils in these colleges was 15.

142. *Patasalas*.—There were 462 unrecognized patasalas and pial schools for boys and 28 for girls with a strength of 17,884 and 1,610 pupils respectively. The corresponding figures for 1931-32 being 917 boys' schools and 51 girls' schools with 23,585 and 1,604 pupils respectively.

XVI. SCHOLARSHIPS.

143. *Scholarships*.—The total number of Government scholarships tenable in all classes of institutions in 1936-37 was 1,802. There were 754 scholarships intended exclusively for girls and women reading in colleges, secondary schools, and elementary schools, which included the scholarships for Hindu and Muhammadan widows, residential scholarships for unmarried girls and scholarships for Mappilla girls in Malabar. The scholarships which were held up in 1931-32 owing to financial stringency were awarded during the quinquennium. The scholarships tenable in the college classes have been thrown open to students taking the B.Com. courses also. Four of the special widow scholarships tenable in the Queen Mary's College, Madras, have been thrown open to widow pupils in other colleges.

The number of scholarships exclusively for boys was 722 and the number of scholarships open to both boys and girls was 326.

The total expenditure on scholarships which was Rs. 1.4 lakhs in 1931-32 increased to Rs. 1.68 lakhs in 1936-37, as scholarships held in abeyance came to be awarded during the quinquennium.

XVII. HOSTELS.

144. *General*.—During 1936-37 there were 480 hostels and boarding houses for boys and 291 for girls compared with 475 for boys and 263 for girls in 1931-32. There was an increase in the number of hostels and boarding houses for girls of all communities and for boys of all communities excepting Indian Christians and scheduled classes.

The strength of boarders in hostels also increased during the quinquennium. The number of boys in hostels and boarding houses increased from 27,845 in 1931-32 to 28,400 in 1936-37, while the number of girl boarders rose from 15,277 to 19,501. A decrease is noticeable in the number of boarders, both boys and girls, of the Brahman community and of Indian Christian boys.

Out of the 42 Arts Colleges for Men and Women, 32 colleges had hostels attached to them. All the five Arts colleges for women had hostel provision. Hundred and seventy-three secondary schools for boys and 46 schools for girls had hostels attached to them as against the total of 521 and 82 schools respectively. Similarly, 149 elementary schools for boys and 140 for girls had hostel provision compared with the total of 41,128 elementary schools for boys and 4,807 schools for girls. Of the 72 and 65 training schools for masters and mistresses, 36 and 48 schools, respectively, had hostels attached to them. In the case of European schools, 21 boys and 31 girls' schools had hostels, the total number of boys' and girls' schools being 34 and 43, respectively.

For the construction of new hostels and improvements to old ones a sum of Rs. 1.07 lakhs was spent during 1932-37 in the shape of grant-in-aid as against Rs. 2.6 lakhs during the preceding quinquennium.

The following is the list of hostels for which grants from provincial funds were paid either for improvements or for new buildings:—

Madura American College.
Vellore Bakkiyath Arabic College.
Karaikudi S.M.S.V. High School.
Nuzvid S.R.R. High School.
Mylapore Ramakrishna Mission High School.
Madras Royapetta Wesley High School.
Pasumalai High School.
Gooty L.M. High School.
Madura Union Christian High School.
Salem L.M. Training School for Women.
Trichinopoly Holy Cross Training School.
Vidyanagar C.S.M. Training School.

145. *Expenditure relating to hostels*.—Out of Rs. 37.08 lakhs spent on the maintenance of hostels (including charges for boarding) Rs. 27.68 lakhs related to hostels for Indians, of which a

sum of Rs. 12.49 lakhs was paid by students by way of boarding fees. The amount spent from public funds was Rs. 5.27 lakhs.

As worked out on the basis of the figures for the presidency, the average monthly cost per boarder was Rs. 15 in a college hostel, Rs. 8 in a secondary school hostel, Rs. 6 in an elementary school hostel and Rs. 7 in a training school hostel. These averages do not represent the actual charges incurred in big cities like the City of Madras, where a higher rate ranging from Rs. 22 to Rs. 26 was charged from boarders.

The expenditure on hostels attached to European schools was Rs. 9.40 lakhs towards which fees contributed Rs. 2.92 lakhs and provincial funds Rs. 2.59 lakhs while the rest was met from private sources. The average cost of living in a hostel for Europeans was approximately Rs. 30 per month.

146. *Extracts from officers' reports.*—The following extracts from the reports of women and men officers show that the wholesome influence of hostel life is being increasingly felt :—

The Inspectress of Girls' Schools, Third Circle (Miss M. F. Prager) says : "The influence of hostel life has been good; it has helped to form character, train children to good manners and social service and to help them to grow up to self-reliant women and useful members of the society."

The Inspectress of Girls' Schools, Fourth Circle (Mrs. G. Sankunni) says : "Habits of order and self-reliance and the spirit of *Esprit de corps* and comradeship are greatly developed through hostel life. In short, the keeping of regular hours for work and play, rest and personal needs together with the experience in self-discipline and self-management produce a finer type of womanhood than what is normally seen—every bit of the early training being carried into after-life."

The District Educational Officer, Vizagapatam (Mr. M. Suryanarayana) writes : "These hostels aim at training pupils in the art of Self-Government."

The District Educational Officer, Coimbatore and the Nilgiris (Mr. V. K. Raman Menon) writes : "The pupilsare benefited by the advantages of hostel life, which fosters the feeling of brotherhood, aptitude for team work and the policy of give and take."

XVIII. BOOKS.

147. *Government Oriental Manuscripts Library.*—Professor S. Kuppaswami Sastriyar, Curator of the Library, retired and Professor P. P. Subramanya Sastriyar, Professor of Sanskrit and Comparative Philology, Presidency College, Madras, took charge of the Curatorship of the Library with effect from 10th July 1936 in accordance with G.O. Ms. No. 1400, Education and Public Health, dated 2nd July 1936. Only 308 new manuscripts were acquired for the library during the quinquennium under report,

as against 1,104 and 2,281 acquired in the two preceding quinquennia. More manuscripts could not be acquired for want of funds. Two hundred and sixty-one manuscripts found in injured condition were restored. Manuscripts were supplied to scholars issued on loan, and copies of manuscripts were supplied to scholars and institutions interested in Oriental learning in India and abroad. The publication of the Descriptive and Triennial Catalogue in Sanskrit, Tamil, Telugu, Kanarese and Malayalam was continued. Special arrangements were made for completing the preparation of D.C. slips for Islamic manuscripts in the library. The printing of an introduction to Brahmasiddhi was completed and the text of Brahmasiddhi with its commentary is ready for issue to the public as No. 4 of the Madras Government Oriental Manuscripts series. The publication of the Mahabhasya of Patanjali and Kaiyata's commentary and Annambhatta's and Nilakantha-dikshita's commentaries thereon as No. 5 of the series and of Ramanujacampu as No. 6 of the series has been undertaken and the works are going through the press.

The examination of the Mackenzie manuscripts has been undertaken by the Indian History Department of the University of Madras with a view to publishing a detailed catalogue and concordance to the same in accordance with the scheme laid down in G.O. Ms. No. 1751, Law (Education), dated 5th October 1931.

During the quinquennium 31,202 visitors consulted 60,407 works as against 25,907 visitors consulting 43,849 works in the previous quinquennium.

The tenure of the members of the Advisory Committee re-constituted in 1929 was extended in 1935 till the question of the transfer of the library to the University buildings is decided on.

148. *Madras Text-book Committee.*—The number of members of the Committee continued to be 40 till 1935, when after the formation of the new Orissa Province, it was reduced to 39.

The total number of books dealt with by the Committee was 9,314, of which 4,954 books were approved for class use, 2,235 for libraries or teachers and the remaining 2,125 were declared unsuitable.

In the classification of approved books the term "School use" was changed to "Class use" and the term "Urdu" was substituted for "Hindustani."

The year of publication and the name of the revising author or authors, if any, as found on the title page of a book were added to the particulars in the list of approved books, published in the *Fort St. George Gazette*, Madras.

The rules for the working of the Committee were revised with a view to removing certain defects in practice and to making them sufficiently comprehensive to give authoritative guidance where such guidance was needed; the revised rules were approved by Government.

With a view to securing the tenure of membership of both the nominated and elected members of the committee for the same period, and for the efficient working of the committee in

accordance with the new rules, Government in their orders, G.O. Ms. No. 2555, Law (Education), dated 23rd December 1935, and G.O. Ms. No. 45, Law (Education), dated 8th January 1936, nominated to the committee 22 new members. The District Secondary Education Boards of the several districts also elected their representatives to the committee at the same time.

In accordance with rules 29 and 30 of the revised rules of the Text-book Committee a consolidated list of approved books, revised up to 1st January 1936 was published in the *Fort St. George Gazette*, dated 2nd June 1936 and the next consolidated list revised up to the 31st March 1937 was published in the *Fort St. George Gazette*, dated 4th May 1937; and this latest list cancels all the previous lists.

In connexion with the issue of the first consolidated list, 11,297 books were considered by the Text-book Committee, of which 7,522 books were approved for class use and 3,125 for libraries or teachers and 650 were declared unsuitable. The second consolidated list published in the *Fort St. George Gazette* on 4th May 1937 contained 12,613 books, of which 9,075 books were approved for class use, and 3,538 for libraries or teachers.

For the effective use of the library periods in schools and to encourage the stocking of school libraries with suitable books approved by the Text-book Committee, an additional classification, namely, "Class Library" under the head "Library" in the list of books approved by the Text-book Committee and published in the *Fort St. George Gazette* was introduced, and the opening of this new classification has led to a large increase in the number of books received for consideration by the Committee.

149. *Registration of books.*—The Office of the Registrar of Books was held by the Senior Translator to Government, in addition to his own duties, and the present holder of the post is Rao Sahib B. S. Nirody, B.A., M.Sc., 116,935 books and 4,927 periodicals were registered under the Press and Registration of Books Act during the quinquennium under report against 18,290 books and 5,202 periodicals in the previous quinquennium. The decrease is presumably due to the rapid expansion of the journalistic press in the vernaculars in recent years and the consequent absorption of a large number of tracts and pamphlets by magazines and periodicals. Religion continued to be the central theme of a large number of publications, but scientific publications in the vernaculars also made considerable headway. The growth of vernacular literature connected with the motion picture industry was a new feature. Approximately 34 per cent of the total number of books were designed for educational purposes. The tone and character of the registered publications continued to be on the whole progressive.

Steps were taken during the period under report to prevent the library from becoming unwieldy and unmanageable by eliminating certain classes of books which were worthless and unserviceable.

In October 1932, the Government issued a set of rules for the destruction of copies of certain classes of publications which were of no permanent value. When it was discovered that the elimina-

tion effected under those rules did not result in an appreciable reduction of the size of the library, a revised set of rules was issued in January 1936 and a further elimination was started with the aid of a temporary establishment and this resulted in a reduction of the library by a further destruction up to date of 19,171 publications, the preservation of which could serve no useful purpose. The elimination has now been nearly completed.

XIX. MISCELLANEOUS.

150. *Education in Cantonment areas.*—There are two Anglo-Indian and European schools in St. Thomas Mount, (1) The Wesleyan Mission School with 4 teachers and 24 pupils and 2) St. Dominic's Convent with 10 teachers and 103 pupils. There is one school at Pallavaram, viz., St. Stephen's Church School with 4 teachers and 48 pupils.

In addition to the above there is the Madras Government House Band School with a single teacher specially intended for the children of employees in the Government House. The school moves to Ootacamund during the hot weather.

151. *Libraries.*—There were 1,122 public libraries under different kinds of management in the year 1936-37 as against 697 in 1931-32. The number of libraries specially intended for women was 3 in 1936-37. The following is a statement of the number of libraries under different kinds of management, the number of books and journals available in all these libraries, the number of persons who made use of the libraries and the expenditure incurred in these libraries for the years 1931-32 and 1936-37:—

	1931-32.	1936-37.
1 Number of libraries under—		
(i) Local bodies including panchayats	353	801
(ii) Municipalities	27	41
(iii) Co-operative societies	43	41
(iv) Private management	274	239
Total	697	1,122
2 Number of books and journals in the libraries.	404,796	600,845
3 Number of persons that made use of the libraries	745,559	1,235,485
	RS.	RS.
4 Total expenditure—	18,707	14,287
(i) From provincial funds	24,498	28,731
(ii) From local funds	72,443	69,060
(iii) From private funds		
Total	1,15,648	1,12,078

The number of registered libraries under private managements rose from 90 in 1931-32 to 133 in 1936-37. It will be observed from the above figures that there has been a marked improvement in every direction.

The inspection of the libraries was in the hands of the Collectors till 1934 when it was transferred to the officers of the Educational department.

The encouragement of public libraries is of great importance in the fight against illiteracy, but it is necessary that proper judgment should be exercised in the selection of the books. The object should be to provide suitable reading matter for boys, and young men and women who have left school, and such as will broaden the interests of parents and stimulate their interest in the education of their children.

152. *The Connemara Public Library.*—During the quinquennium 1932-37, two thousand five hundred and eighty-six books were added to the library. Besides these, 3,083 books belonging to the Madras Institute of Commerce were transferred to the library in 1933-34. Further, in 1935-36 four hundred and eighty-eight books were also transferred from the closed Government School of Commerce, Calicut. In 1932-33 the Fine Art section of the library was enriched by the incorporation in it of the Dhanakoti Mudaliyar Library. From the funds provided by the Dhanakoti Mudaliyar Endowment, 40 new books were purchased for the Fine Art section. During the quinquennium seven new periodicals were subscribed for.

The number of readers increased from 53,970 in 1931-32 to 54,496 in 1936-37. The number of volumes consulted by them, however, decreased from 125,573 in 1931-32 to 111,854 in 1936-37. In the last year of the quinquennium 23,089 books were lent to the residents in the city and its vicinity as compared with 20,185 in the last year of the previous quinquennium. During 1936-37, 247 books were lent to mufassal affiliated libraries as against 549 books in 1931-32. A further indication of the usefulness of the library is seen by the fact that during the last four years of the quinquennium the number of depositors increased from 912 to 1,501.

153. *Educational associations and reading rooms.*—Educational associations (including associations of teachers) increased from 2,523 in 1931-32 to 2,692 in 1936-37, and their membership from 115,075 (including 4,547 women) to 117,720 (including 9,892 women). The number of reading rooms and literary associations, both registered and unregistered, increased from 1,204 to 1,448 and their membership from 680,948 to 1,128,575.

154. *Indian Red-Cross Movement.*—In G.O. Ms. No. 1639, Education, dated 5th August 1936, Government have permitted Government educational institutions to join the Junior Red-Cross Branch of the Indian Red-Cross Society and allowed the registration fee for membership to be met from the allotment for contingencies for each institution.

155. *Publications.*—The English-Savara Dictionary by M.R.Ry. Rao Sahib G. V. Ramamurthi Pantulu Garu was published as a Government publication during the quinquennium. The Savara-English Dictionary by the same author was under print.

Leaflets on "Rules of the Road" were printed separately for urban and rural areas in English and in all the important vernaculars of the Presidency and were distributed among the school-going population.

156. *Provident fund.*—A few changes were effected in the rules regulating the provident fund for teachers in non-pensionable service. One important change was the modification according to which the account of a subscriber is to be closed when he attains the age of 60. More important is the amendment by which a subscriber is not allowed to assign the amount at his credit to any one other than his wife and children; any declaration to the contrary is to be held invalid and the amount is to be distributed among the members of the subscriber's family at the time of the closure of the account. The number of teachers participating in the provident fund scheme has increased to 39,869 from 9,952.

157. *Lessons on Road safety.*—Games lessons on road safety prepared by the Safety First Association of India, Bombay, were introduced, as an experimental measure, in nine selected Government secondary schools—model schools attached to the Teachers' College, Saidapet, Training College, Rajahmundry, and the Lady Willingdon Training College, Madras; Presidency Training School for Women, Egmore, the Madras-i-Azam, Madras, Muhammadan Secondary School, Georgetown, and secondary school departments attached to the Government Colleges at Coimbatore, Tellicherry and Mangalore.

158. *Employment of teachers as postmasters.*—Teachers in local board and Government schools continued to be employed as postmasters in branch offices during the quinquennium. There were 499 such teachers in charge of branch post offices in the Presidency during 1936-37. They were paid monthly allowances varying from Rs. 6 to Rs. 9. The percentage of branch offices in charge of schoolmasters to the total number of extra-departmental branch offices further decreased during the quinquennium from 20.6 to 13.9.

159. *Service registers and inventories of valuable stock.*—Service registers and certified copies of them and the inventories of valuable stock were maintained in accordance with the rules during the quinquennium.

160. *New features of the report.*—The chapter on elementary education for boys and girls is entitled 'Mass Education' a term which is more appropriate, being more comprehensive and a separate section has been added to the chapter, dealing mainly with stagnation and wastage. A few charts have been introduced for the first time for a vivid presentation by means of graphical representation of some of the more important statistical statements showing numerical expansion or quantitative analysis.

I desire to place on record my appreciation of the arduous work done by Mr. P. Bhadriah, Special Officer, in the preparation of this report.

I have the honour to be,

Sir,

Your most obedient servant.

H. F. SAUNDERS,
Acting Director of Public Instruction.

[Appendix

APPENDIX

(a) NAMES OF MUNICIPALITIES THAT DO NOT LEVY EDUCATION CESS.

1 Chicacole.	14 Tiruvannamalai.	27 Bodinayakkanur.
2 Vizianagram.	15 Vaniyambadi.	28 Palni.
3 Anakapalle.	16 Wallajapet.	29 Periyakulam.
4 Bimlipatam.	17 Tirupati.	30 Srivilliputtur.
5 Palacole.	18 Cuddalore.	31 Karaikudi.
6 Guntur.	19 Chidambaram.	32 Sivakasi.
7 Ongole.	20 Villupuram.	33 Tuticoria.
8 Kurnool.	21 Tanjore.	34 Pollachi.
9 Nandyal.	22 Mayavaram.	35 Coonoor.
10 Bellary.	23 Tiruvarur.	36 Palghat.
11 Adoni.	24 Mannargudi.	37 Cannanore.
12 Cuddapah.	25 Trichinopoly.	38 Mangalore.
13 Gudiyattam.	26 Karur.	

(b) NAMES OF MUNICIPALITIES THAT HAVE INTRODUCED COMPULSION.

1 Vellore.	11 Cochin (Boys and Girls).	20 Ellore.
2 Kumbakonam.	12 Mayavaram.	21 Rajahmundry.
3 Negapatam.	13 Madua (Boys and Girls).	22 Madras Corporation (Boys and Girls).
4 Conjeeveram.	14 Hindupur.	23 Vizagapatam.
5 Tellicherry.	15 Proddatur.	24 Nellore.
6 Tiruppur.	16 Dindigul.	25 Coimbatore (Boys and Girls).
7 Tinnevely.	17 Calicut.	26 Bezwada.
8 Chingleput.	18 Hospet.	27 Salem (Boys and Girls).
9 Erode (Boys and Girls).	19 Virudunagar.	
10 Masulipatam.		

(c) NAMES OF TALUKS IN WHICH COMPULSION HAS BEEN INTRODUCED.

1 Walluvanad taluk—Mannarghat Village Panchayat.	5 Sivakasi—Vadamalapuram and Sengamalanachiyarpuram (Boys and Girls).
2 Ponnani—Three select amsams.	6 Saidepet taluk (Chingleput district).
3 Ernad—Select amsams in East and West Ernad.	7 Tiruvadi Union (Tanjore district).
4 Tiruppattur—Natrampalli and Agraharam Panchayats.	

GENERAL EDUCATIONAL TABLES

General Summary of Educational Institutions and Scholars.

Area in square miles.	125,131	—	Percentage of scholars to total population.				
			Recognized institutions.		All institutions.		
			1937.	1932.	1937.	1932.	
Population—			Males ...	10.2	9.3	10.3	9.5
Males ...			21,846,102	4.1	3.1	4.1	3.1
Females ...			22,291,338	7.1	6.2	7.2	6.3
Total ...			44,137,440				

—	Institutions.			Scholars.			Stages of instruction of scholars entered in column (4).
	1937.	1932.	Increase or decrease.	1937.	1932.	Increase or decrease.	
	(1)	(2)	(3)	(4)	(5)	(6)	
RECOGNIZED INSTITUTIONS.							
Universities ...	3	3	...	{ 717+ 28* }	566	+ 179	{ (a) 373 (b) 372 }
For Males.							
Arts Colleges † ...	57	57	...	11,635	12,404	- 769	{ (a) 3,959 (b) 7,676 }
Professional Colleges ..	10	10	...	2,427	2,055	+ 372	{ (a) 2,427 (b) 128,469 }
High Schools ...	386	378	+ 8	164,600	157,083	+ 7,517	{ (c) 36,131 (d) 13,587 }
Middle Schools ...	156	174	- 18	24,818	26,471	- 1,653	{ (c) 11,231 (d) 2,494,357 }
Primary Schools ...	41,141	46,692	- 5,551	2,494,357	2,265,960	- 228,397	
Special Schools...	520	331	+ 189	31,236	25,239	+ 5,997	
Total ...	42,270	47,642	- 5,372	2,729,073	2,489,212	- 239,861	
For Females.							
Arts Colleges † ..	7	6	+ 1	636	509	+ 127	{ (a) 171 (b) 465 }
Professional Colleges...	2	2	...	75	66	+ 9	{ (a) 75 (b) 10,020 }
High Schools ...	70	65	+ 5	21,046	16,360	+ 4,686	{ (c) 11,026 (d) 1,882 }
Middle Schools ...	46	43	+ 3	7,020	6,408	+ 612	{ (c) 5,138 (d) 380,760 }
Primary Schools ...	4,812	5,682	- 870	380,760	358,895	+ 21,865	
Special Schools ..	108	104	+ 4	5,839	5,488	+ 351	
Total ...	5,045	5,902	- 857	415,376	387,726	+ 27,650	
UNRECOGNIZED INSTITUTIONS.							
For Males ...	976	1,528	- 552	35,044	45,685	- 10,641	
For Females ...	29	52	- 23	1,633	1,693	- 60	
Total ...	1,005	1,580	- 575	36,677	47,378	- 10,701	
Grand total ...	48,323	55,127	- 6,804	3,181,871	2,924,882	- 256,989	

(a) In Graduate and Post-graduate classes.
(b) In Intermediate classes.

(c) In Secondary stage.
(d) In Primary stage.

* Scholars undergoing Pandit's training in the Annamalai University.
† Scholars reading in the Annamalai Residential University only.

‡ Includes Oriental Colleges.

§ Includes Scholars in standards VI to VIII in elementary schools.

GENERAL EDUCATIONAL TABLES

General Summary of Expenditure on Education.

	Total expenditure.			Percentage of expenditure from			Cost per scholar to		
	Total expenditure.			Percentage of expenditure from			Cost per scholar to		
	1936-37.	1931-32.	Increase or decrease.	Govern-ment funds.	Local funds.	Fees.	Govern-ment funds.	Local funds.	Other cost per scholar.
	RS.	RS.	RS.				RS.	RS.	RS.
Direction and Inspection ..	18,69,872	19,40,522	- 70,650	100-00	0-28	44-73	67-87	0-60	53-42
Universities ..	15,13,128	16,10,188	- 97,080	40-68	...	42-06	47-51	...	20-15
Miscellaneous ..	87,04,746	1,03,65,060	- 16,60,314	27-91	...	19-03	0-77	0-20	1-27
Total ..	1,20,87,746	1,39,15,740	- 18,27,994	40-68	5-06	18-97	1-56	0-19	1-36
<i>Institutions for Males.</i>									
Arts Colleges ..	27,18,522	24,63,532	+ 2,54,990	30-77	0-28	44-73	67-87	0-60	53-42
Professional Colleges ..	14,57,153	12,07,903	+ 2,49,250	64-56	...	25-59	386-50	...	59-00
High Schools ..	79,55,043	77,51,742	+ 2,03,301	20-17	14-76	54-55	9-60	7-03	5-00
Middle Schools ..	9,97,711	11,20,872	- 1,23,161	28-96	20-70	31-61	11-46	8-19	7-41
Primary Schools ..	1,93,80,058	1,91,22,295	+ 2,57,763	56-09	26-26	2-87	4-43	2-07	1-16
Special Schools ..	26,74,812	37,57,006	- 10,82,194	58-64	0-70	9-27	50-98	0-60	27-29
Total ..	3,51,83,239	3,54,23,350	- 2,40,051	45-79	18-46	20-03	5-98	2-41	2-05
<i>Institutions for Females.</i>									
Arts Colleges ..	2,85,540	2,54,268	+ 31,272	49-16	...	18-74	223-54	...	145-89
Professional Colleges ..	43,627	40,262	+ 3,365	70-26	...	5-44	408-69	...	141-33
High Schools ..	14,44,665	12,90,922	+ 1,53,743	45-14	0-59	23-47	31-89	0-41	21-77
Middle Schools ..	3,66,543	3,80,276	- 13,733	43-05	2-86	20-26	22-65	1-50	17-80
Primary Schools ..	41,95,946	43,50,268	- 1,54,322	29-79	29-79	2-00	5-83	3-29	1-71
Special Schools ..	10,57,524	11,06,765	- 49,241	69-72	0-04	1-62	127-94	0-07	52-37
Total ..	73,93,845	74,22,761	- 28,916	53-17	17-17	7-71	9-51	3-07	3-93
Grand total ..	5,46,64,890	5,67,61,851	- 20,96,961	45-65	15-33	18-13	7-95	2-67	3-63

GENERAL EDUCATIONAL TABLES

I.—Classification of Educational Institutions.

RECOGNIZED INSTITUTIONS.	For males.						For females.					
	Govern-ment.	Municipal Council.	Local Board.	Aided.	Unaided.	Total.	Govern-ment.	Municipal Council.	Local Board.	Aided.	Unaided.	Total.
Universities ..	...	...	...	3	...	3	...	...	...	...	...	...
Colleges—												
Arts and Science *	6	...	1	34	4	45	1	...	...	4	1	6
Law ..	1	...	...	...	...	1	...	...	...	...	...	...
Medicine ..	2	...	...	...	...	2	...	...	...	...	...	...
Education ..	2	...	...	...	...	2	1	...	...	1	...	2
Engineering ..	1	...	...	...	...	1	...	...	...	...	...	...
Agriculture ..	1	...	...	...	...	1	...	...	...	...	...	...
Commerce ..	...	...	...	...	...	...	...	...	...	...	...	...
Technology ..	...	...	...	1	...	1	...	...	...	...	...	...
Forestry ..	1	...	...	...	...	1	...	...	...	...	...	...
Veterinary Science ..	1	...	...	...	...	1	...	...	...	...	...	...
Intermediate and Second-grade Colleges ..	3	1	...	7	1	12	...	...	...	1	...	1
Total ..	18	1	1	42	5	67	2	...	...	6	1	9
High Schools ..	12	40	135	198	1	386	14	...	2	53	1	70
Middle Schools { English ..	2	11	69	69	5	156	7	2	1	31	5	46
Schools { Vernacular ..	1,373	989	15,441	22,674	664	41,141	50	428	2,759	1,544	31	4,812
Primary Schools ..	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	1,387	1,040	15,645	22,941	670	41,683	71	430	2,762	1,628	37	4,928
Special Schools—												
Arts ..	1	1	...	...	1	3	...	...	...	...	...	...
Law ..	...	...	...	...	...	...	...	...	...	...	...	...
Medical ..	3	...	...	...	...	3	1	...	...	...	...	...
Normal and Training ..	51	...	...	18	3	72	34	...	...	30	3	67
Engineering † ..	1	...	...	...	...	1	...	...	...	...	...	...
Technical and Industrial ..	12	2	2	43	...	59	...	...	...	25	...	25
Commercial † ..	4	...	...	...	269	273	...	...	...	...	...	...
Agricultural ..	...	...	1	...	...	...	...	...	...	...	...	...
Reformatory ..	3	...	...	...	...	3	...	...	...	...	...	...
Schools for Defectives ..	...	1	...	...	...	...	...	...	...	...	...	...
Schools for Adults ..	1	...	...	...	...	...	...	...	...	...	...	...
Other Schools ..	...	...	5	67	20	92	...	...	...	10	...	10
Total ..	76	4	8	139	293	520	35	...	...	70	3	108
Total, Recognized Institutions ..	1,481	1,045	15,654	23,125	968	42,273	108	430	2,762	1,704	41	5,045
UNRECOGNIZED INSTITUTIONS ..	...	...	...	...	976	976	...	...	...	...	29	29
Grand total, all Institutions ..	1,481	1,045	15,654	23,125	1,944	43,249	108	430	2,762	1,704	70	5,074

* Includes Oriental Colleges.
† Includes statistics of approved but unrecognized institutions also.

II-A.—Distribution of Scholars attending

	Government.			District Board.			Municipal Council.		
	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
READING									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science	2,301	2,111	483	117	105	95	111	107	9
Law	512	409	...	...	...	...	...	...	...
Medicine	1,016	965	331	...	...	...	...	...	...
Education	304	289	139	...	...	...	...	...	...
Engineering	309	294	271	...	...	...	...	...	...
Agriculture	108	108	108	...	...	...	...	...	...
Technology	...	...	...	...	...	...	...	...	...
Forestry	47	45	...	...	...	...	...	...	...
Veterinary Science	101	89	65	...	...	...	...	...	...
Total	4,698	4,310	1,397	117	105	95	111	107	9
<i>School and Special Education.</i>									
In High Schools	3,497	3,382	45	44,451	40,609	1,247	20,287	18,856	183
In Middle Schools { English	376	355	...	9,194	8,189	204	2,186	1,969	21
Vernacular	...	...	...	...	...	...	...	...	...
In Primary Schools	63,478	52,561	942	932,275	728,672	58	136,066	109,226	...
Total	67,351	56,298	987	985,920	777,470	1,509	158,539	130,051	204
In Art Schools	244	200	...	...	...	...	50	40	...
In Law Schools	...	...	...	...	...	...	...	...	...
In Medical Schools	792	727	310	...	...	...	...	...	...
In Normal and Training Schools	7,877	7,226	840	...	...	...	...	...	...
In Engineering Schools	293	275	218	...	...	...	...	...	...
In Technical and Industrial Schools	3,111	2,010	1,568	70	53	38	117	101	...
In Commercial Schools	...	...	...	...	...	...	...	...	...
In Agricultural Schools	...	...	...	33	28	33	...	...	...
In Reformatory Schools	883	783	883	...	...	...	...	...	...
In Schools for Defectives	...	...	...	...	...	...	38	29	...
In Schools for Adults	53	53	...	...	...	...	...	...	...
In Other Schools	...	...	...	190	158	40	...	...	...
Total	13,253	11,274	3,819	293	239	111	205	170	...
Total for recognized institutions	85,302	71,882	6,203	986,330	777,814	1,715	158,855	130,328	213
IN UNRECOGNIZED INSTITUTIONS ...									
Grand total, all institutions for males	85,302	71,882	6,203	986,330	777,814	1,715	158,855	130,328	213

Educational Institutions for Males.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of residents in approved hostels.	Number of females included in column (16).
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
9,594	8,956	2,658	229	211	55	12,352	11,490	3,300	413
...	...	...	...	...	...	512	409	...	1
...	...	...	...	...	...	1,016	965	331	99
28	28	...	...	...	...	332	317	139	...
...	...	...	...	...	...	309	294	271	...
...	...	...	...	...	...	108	108	108	...
30	29	22	...	...	...	30	29	22	...
...	...	...	...	...	...	47	45	...	...
...	...	...	...	...	...	101	89	65	...
9,652	9,013	2,680	229	211	55	14,807	13,746	4,236	513
96,266	89,924	5,889	99	91	...	164,600	152,862	7,364	8,370
12,465	11,334	847	597	513	25	24,818	22,360	1,097	2,632
1,335,458	1,095,318	6,750	27,080	21,158	...	2,494,357	2,006,935	7,750	530,959
1,444,189	1,196,576	13,486	27,776	21,762	25	2,683,775	2,182,157	16,211	541,961
...	...	...	56	56	...	350	296	...	5
...	...	...	...	...	...	792	727	310	28
1,917	1,833	956	146	124	26	9,940	9,183	1,822	27
...	...	...	...	...	...	293	275	218	...
3,029	2,639	1,388	...	...	...	6,327	4,803	2,994	35
423	345	8	6,925	6,079	10	7,348	6,424	18	89
65	61	65	...	...	...	98	89	98	...
...	...	...	...	...	...	883	783	883	...
330	303	73	...	...	...	268	332	73	155
131	83	...	...	...	...	184	136	...	...
3,727	3,268	437	736	630	25	4,653	4,056	502	612
9,622	8,532	2,927	7,863	6,889	61	31,236	27,104	6,918	951
1,463,463	1,214,121	19,093	35,868	28,862	141	2,729,818	2,223,007	27,365	543,425
...	...	...	35,044	28,997	511	35,044	28,997	511	7,363
1,463,463	1,214,121	19,093	70,912	57,859	652	2,764,862	2,252,004	27,876	550,788

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Council.		
	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
READING									
IN RECOGNIZED INSTITUTIONS.									
<i>University and Intermediate Education.</i>									
Arts and Science	211	198	115	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	40	38	26	...	...	...	...	...	...
Total	251	236	141	...	...	...	...	...	...
<i>School and Special Education.</i>									
In High Schools	5,336	4,391	209	522	492	...	...	...	...
In Middle English Schools ...	1,367	990	5	151	132	...	554	526	...
In Primary Schools	5,132	4,345	269	169,545	128,990	18	57,232	44,786	...
Total	11,835	9,726	483	170,218	129,614	18	57,786	45,312	...
In Medical Schools	79	76	68	...	...	...	...	...	...
In Normal and Training Schools ...	1,836	1,725	1,163	...	...	...	...	...	...
In Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
In Commercial Schools	...	...	...	...	...	...	...	...	...
In Reformatory Schools	...	...	...	...	...	...	...	...	...
In Schools for Defectives	...	...	...	...	...	...	...	...	...
In Schools for Adults	...	...	...	...	...	...	...	...	...
In Other Schools	...	...	...	...	...	...	...	...	...
Total	1,915	1,801	1,237	...	...	...	...	...	...
Total for recognized institutions	14,001	11,763	1,861	170,218	129,614	18	57,786	45,312	...
IN UNRECOGNIZED INSTITUTIONS									
Grand total, all institutions for females	14,001	11,763	1,861	170,218	129,614	18	57,786	45,312	...
Grand total, all institutions for males and females	99,303	83,645	8,064	1,156,543	907,428	1,733	218,641	175,640	213

Educational Institutions for Females.

Aided.			Unaided.			Grand total of scholars on rolls.	Grand total of average daily attendance.	Grand total of number of residents in approved hostels.	Number of males included in column (16).
Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on March 31st.	Average daily attendance.	Number of residents in approved hostels.				
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
421	397	249	4	2	4	636	597	368	...
35	33	27	...	...	...	75	71	53	...
456	430	276	4	2	4	711	668	421	...
15,080	13,987	3,795	108	106	...	21,046	18,976	4,004	1,291
4,574	4,030	895	374	325	28	7,020	6,003	928	836
146,850	116,234	7,661	2,001	1,524	39	380,760	295,879	7,987	43,836
166,504	134,251	12,351	2,483	1,955	67	408,826	320,858	12,919	45,963
49	49	49	...	...	...	128	125	117	...
1,618	1,555	1,216	89	70	11	3,543	3,350	2,396	12
1,127	1,056	422	...	...	...	1,127	1,056	422	...
173	140	98	...	...	...	173	140	98	26
185	174	182	...	...	...	185	174	182	...
683	627	142	...	...	...	683	627	142	81
3,835	3,601	2,109	89	70	11	5,839	5,472	3,357	119
170,795	138,282	14,736	2,576	2,027	82	415,376	326,998	16,697	46,082
...	...	...	1,633	1,174	...	1,633	1,174	...	...
170,795	138,282	14,736	4,209	3,201	82	417,009	328,172	16,697	46,226
1,634,258	1,352,403	33,829	75,121	61,060	734	3,181,871	2,580,176	44,573	597,096

III-A.—Expenditure on Education—Males.

Expenditure on buildings includes Rs. 3,37,796 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following items :—

(1) Boarding charges in hostels, (2) Scholarships in schools and colleges and (3) Charges relating to the Oriental Manuscripts Library, Registration of books, Text-Book Committee, etc.

	Government institutions.					District Board and Municipal institutions.					Aided institutions.				
	Govern- ment funds. (1)	Board funds. (2)	Muni- cipal funds. (3)	Fees. (4)	Other sour- ces. (5)	Total. (6)	Govern- ment funds. (7)	Board funds. (8)	Muni- cipal funds. (9)	Fees. (10)	Other sour- ces. (11)	Total. (12)	Govern- ment funds. (13)	Board funds. (14)	Muni- cipal funds. (15)
Direction	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Buildings, etc. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UNIVERSITY AND INTERMEDIATE EDUCATION.															
Universities	..	..	..	..	..	..	..	..	..	..	..	..	6,15,500	..	..
BOARDS OF SECOND- ARY AND INTERMEDI- ATE EDUCATION.															
Arts Colleges	5,19,799	..	..	2,15,654	12,830	7,48,283	..	..	..	..	22,750	22,750	2,42,018	..	..
Professional Colleges.															
Law	..	..	..	60,648	1,003	61,651	..	..	..	..	..	..	..	..	..
Medicine	5,09,779	..	..	1,70,964	79,828	7,60,571	..	..	..	..	..	..	..	..	..
Education	1,19,318	..	..	836	5,575	1,25,729	..	..	..	..	..	..	..	..	..
Technology†	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Engineering*	93,169	..	..	..	62,306	39,567	1,95,042	..	..	..	..	..	..	..	..
Agriculture	1,20,491	..	..	..	13,240	13,443	1,47,174	..	..	..	..	..	..	..	..
Commerce	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Forestry	39,083	..	..	..	45,500	4,016	88,599	..	..	..	..	..	..	..	..
Veterinary Science ..	58,916	..	..	..	18,937	34	77,887	..	..	..	..	..	..	..	..
Intermediate Colleges.	45,530	..	..	..	52,366	453	98,349	4,236	..	7,480	9,489	21,651	25,014	..	..
Total	15,06,085	..	..	..	6,40,451	1,56,749	23,03,285	4,236	..	7,480	9,489	23,196	44,401	8,82,532	..
SCHOOL EDUCATION.															
General.															
High Schools	1,86,834	..	..	..	79,806	3,066	2,69,706	5,76,754	10,13,673	1,60,645	14,88,019	36,584	32,75,675	8,40,846	25
Middle Schools	7,283	..	..	..	4,301	20	11,604	1,58,330	1,88,659	17,908	1,34,860	11,653	5,11,410	1,23,332	..
Schools. { Vernacular.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools	8,58,225	..	..	..	..	667	8,59,469	32,64,672	37,30,847	13,58,150	50,896	16,664	1,04,21,229	47,47,172	104
Total	10,52,342	..	..	..	84,684	3,753	11,40,779	59,99,756	49,33,179	15,36,703	16,73,775	64,901	1,42,08,314	57,11,350	104
Special.															
Arts Schools	39,979	..	..	..	223	5,376	45,588	1,349	..	793	112	..	2,254	..	..
Law Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	1,10,400	..	..	..	58,154	1,302	1,69,856	..	..	..	..	..	..	..	..
Normal and Training Schools	8,34,312	..	..	..	615	2,593	8,37,520	..	..	..	..	..	..	1,47,262	..
Engineering Schools(a)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	2,08,681	814	..	..	24,959	77,962	3,12,416	13,857	..	..	2,131	15,420	31,408	88,157	2,857
Commercial Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,895	..
Agricultural Schools ..	..	..	..	..	..	..	..	4,687	2,753	..	..	..	7,440	1,000	..
Reformatory Schools ..	49,833	..	..	..	..	..	49,833	..	..	..	..	..	1,167	14,634	..
Schools for Defectives.	..	..	..	..	..	..	..	..	..	1,167	..	..	..	1,205	..
Schools for Adults .. .	..	..	..	..	..	152	..	..	..	..	..	..	10,114	24,257	199
Other Schools(b) .. .	26,094	..	..	..	..	..	26,094	..	10,114	..	..	..	..	..	..
Total	12,69,299	814	..	..	83,961	87,385	14,41,459	19,893	12,867	1,960	2,243	15,420	52,383	2,79,410	3,056
Grand total	38,27,726	814	..	..	8,09,096	2,47,887	48,85,523	60,23,885	49,46,046	15,46,143	16,85,507	1,03,517	1,43,05,098	68,73,292	3,081

* Includes expenditure on the school department also.

† Expenditure for the technological classes have not been furnished by the Andhra University separately.

(a) Expenditure included under Engineering College.

(b) Relates to European Special subjects Training Centre, the Manual Training and Art Masters' classes of the Teachers' College, Saidapet, which have no pupils of their own.

III-A.—Expenditure on Education—Males—cont.

Expenditure on buildings includes Rs. 3,37,796 spent by the Public Works Department on Educational buildings.

"Miscellaneous" includes the following items :—

(1) Boarding charges in hostels, (2) Scholarships in schools and colleges and (3) Charges relating to the Oriental Manuscripts Library, Registration of books, Text-Book Committee, etc.

	Aided institutions—cont.			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	..	..	..	..	..	..	1,82,975	..	..	..	..	1,82,975
Inspection	..	..	..	..	..	..	13,84,013	..	..	..	..	13,84,013
Buildings, etc. .. .	..	..	..	..	..	..	11,34,825	3,59,178	1,88,610	83,646	18,45,361	36,11,621
Miscellaneous .. .	..	..	..	..	..	..	7,66,004	28,309	6,840	9,87,649	11,97,527	29,80,329
Total	..	..	..	..	..	..	34,67,818	3,87,487	1,95,450	10,71,295	30,36,888	81,58,938
UNIVERSITY AND INTERMEDIATE EDUCATION.												
Universities	6,36,487	2,61,141	15,13,128	..	..	..	6,15,500	..	..	6,36,487	2,61,141	15,13,128
BOARDS OF SECONDARY AND INTERMEDIATE EDUCATION.												
Arts Colleges	8,34,945	5,65,643	16,42,606	..	16,167	16,167	7,61,817	..	..	10,50,599	6,17,390	24,29,806
Professional Colleges.												
Law	..	..	..	..	..	..	5,09,779	..	..	60,648	1,003	61,651
Medicine	..	..	..	..	..	..	1,19,318	..	..	1,70,964	79,828	7,60,571
Education	328	172	500	..	..	..	..	..	..	1,164	5,747	1,26,229
Technology	..	..	..	..	..	..	..	..	..	..	..	..

Engineering	..	..	..	..	..	..	93,169	..	..	62,306	39,567	1,95,042
Agriculture	..	..	..	..	..	..	1,20,491	..	..	13,240	13,443	1,47,174
Commerce	..	..	..	..	..	..	39,083	..	..	45,500	..	88,599
Forestry	..	..	..	..	..	..	58,916	..	..	18,937	34	77,887
Veterinary Science ..	..	..	..	..	..	..	74,780	..	7,480	1,65,304	41,152	2,88,716
Intermediate Colleges.	90,031	36,268	1,51,313	13,418	3,985	17,403	..	..	..	..	..	..
Total	15,61,791	8,63,224	33,07,547	13,418	20,152	33,570	23,92,853	..	7,480	22,25,149	10,63,321	56,88,803
SCHOOL EDUCATION.												
General.												
High Schools	27,67,280	7,96,916	44,05,067	3,990	605	4,595	16,04,434	10,13,698	1,60,645	43,39,095	8,37,171	79,55,043
Middle Schools .. .	1,71,683	1,64,425	4,59,440	4,500	10,757	15,257	2,88,945	1,88,639	17,908	3,15,344	1,86,855	9,97,711
Schools, { English ..	..	..	..	..	..	..	..	..	..	..	..	..
Schools, { Vernacular ..	..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools .. .	4,97,962	27,67,928	80,13,166	6,711	79,483	86,194	1,08,70,069	37,30,847	13,58,254	5,56,146	28,64,742	1,93,80,058
Total	34,36,925	37,29,269	1,28,77,673	15,201	90,845	1,06,046	1,27,63,448	49,33,204	15,36,807	52,10,585	38,88,768	2,83,32,812
Special.												
Arts Schools	..	..	..	..	6,346	6,346	41,328	..	793	345	11,722	54,188
Law Schools	..	..	..	..	..	..	1,10,400	..	..	58,154	1,302	1,69,856
Medical Schools .. .	..	..	..	..	..	..	9,81,574	..	..	9,432	80,819	10,71,825
Normal and Training Schools	3,398	76,043	2,26,703	5,419	2,183	7,602	..	..	..	..	..	..
Engineering Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools	24,663	4,80,653	5,96,330	..	..	..	3,10,695	3,671	..	51,753	5,74,035	9,40,154
Commercial Schools ..	7,947	8,887	19,729	1,11,363	5,025	1,16,388	2,895	2,753	..	1,19,310	13,912	1,36,117
Agricultural Schools ..	..	4,802	5,802	..	..	..	5,687	..	..	..	4,802	13,242
Reformatory Schools ..	..	..	..	..	..	..	49,833	..	..	..	..	49,833
Schools for Defectives ..	563	39,132	54,329	..	..	..	14,634	..	1,167	..	39,132	55,496
Schools for Adults .. .	..	924	2,129	..	..	..	1,205	..	..	..	1,076	2,281
Other Schools	8,092	90,357	1,22,905	200	22,507	22,707	50,351	10,313	..	8,292	1,12,864	1,81,820
Total	44,663	7,00,798	10,27,927	1,16,982	36,061	1,53,043	15,68,602	16,737	1,960	2,47,849	8,39,664	26,74,812
Grand total .. .	50,43,379	52,93,291	1,72,13,147	1,45,601	1,47,058	2,92,659	2,01,92,721	53,37,428	17,41,697	87,54,878	88,28,641	4,48,55,365

III-B.—Expenditure on Education—Females.

Expenditure on buildings includes Rs. 49,854 spent by the Public Works Department on Educational buildings.
 "Miscellaneous" includes the following main items :—

(1) Boarding charges in hostels and (2) Scholarships in schools and colleges.

	Government institutions.						District Board and Municipal institutions.						Aided institutions.		
	Govern- ment funds. (1)	Board funds. (2)	Muni- cipal funds. (3)	Fees. (4)	Other sour- ces. (5)	Total. (6)	Govern- ment funds. (7)	Board funds. (8)	Muni- cipal funds. (9)	Fees. (10)	Other sour- ces. (11)	Total. (12)	Govern- ment funds. (13)	Board funds. (14)	Muni- cipal funds. (15)
Inspection	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Buildings, etc.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UNIVERSITY AND INTER-MEDIATE EDUCATION.															
Arts Colleges	1,07,390	..	..	20,606	2,841	1,30,837	..	..	..	..	..	..	31,163	..	..
Professional Colleges.															
Education	26,675	..	..	477	489	27,641	..	..	..	..	..	..	3,977	..	..
Intermediate colleges	..	..	..	..	..	..	..	..	..	..	..	..	1,829	..	..
Total	1,34,065	..	..	21,083	3,330	1,58,478	..	..	..	..	..	..	36,969	..	..

GENERAL EDUCATIONAL TABLES

SCHOOL EDUCATION.															
General.															
High Schools ...	3,37,376	...	...	50,506	752	3,88,634	10,878	8,467	...	6,923	1,735	28,003	3,03,892	...	...
Middle Schools. { English ...	65,155	...	...	5,746	161	71,062	5,990	3,701	6,699	6,060	5	22,455	86,659	...	75
{ Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	1,01,647	...	...	1,905	268	1,03,820	14,11,562	6,09,201	6,40,805	3,143	278	26,64,989	6,98,886	...	120
Total ...	5,04,178	...	...	58,157	1,181	5,63,516	14,28,430	6,21,369	6,47,504	16,126	2,018	27,15,447	10,89,437	...	195
Special.															
Medical Schools ...	70,328	...	...	1,500	838	72,666	...	...	...	...	...	...	...	...	...
Normal and Training Schools ...	4,12,331	...	...	651	359	4,13,341	...	...	...	...	...	...	1,71,108	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	41,992	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	16,143	...	263
Schools for Defectives ...	...	...	...	...	...	...	...	...	...	...	...	...	6,723	170	...
Other Schools ...	11,111	...	...	...	...	11,111	...	...	...	...	...	...	5,219	...	...
Total ...	4,93,770	...	...	2,151	1,197	4,97,118	...	...	...	...	...	...	2,44,185	170	263
Grand total for females.	11,32,013	...	...	81,391	5,708	12,19,112	14,28,430	6,21,369	6,47,504	16,126	2,018	27,15,447	13,70,591	170	458
Grand total for males ...	38,27,726	814	...	8,09,096	247,887	48,85,523	60,23,885	49,46,046	15,46,143	16,85,507	1,03,517	1,43,05,098	68,73,292	3,081	104
Grand total for all ...	49,59,739	814	...	8,90,487	253,565	61,04,635	74,52,315	55,67,415	21,93,647	17,01,633	1,05,535	1,70,20,545	82,43,883	3,251	562

III-B.—Expenditure on Education—Females—cont.

Expenditure on buildings includes Rs. 49,854 spent by the Public Works Department on Educational buildings.

“Miscellaneous” includes the following main items:—

(1) Boarding charges in hostels and (2) Scholarships in schools and colleges.

	Aided institutions—cont.			Unaided institutions.			Total expenditure from					
	Fees. (16)	Other sources. (17)	Total. (18)	Fees. (19)	Other sources. (20)	Total. (21)	Govern- ment funds. (22)	Board funds. (23)	Muni- cipal funds. (24)	Fees. (25)	Other sources. (26)	Grand total. (27)
Inspection	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings, etc.	...	...	...	...	...	...	3,02,884	...	...	...	...	3,02,884
Miscellaneous	...	...	...	...	...	...	1,65,648	12,840	16,555	19,411	3,01,221	5,15,675
Total	...	...	...	...	...	...	3,63,088	500	532	5,65,996	6,67,005	15,97,121
	...	...	...	...	...	...	8,31,620	13,340	17,087	5,85,407	9,68,226	24,15,680
UNIVERSITY AND INTER- MEDIATE EDUCATION.												
Arts Colleges	31,342	81,663	1,44,168	...	4,265	4,265	1,38,553	...	...	51,948	88,769	2,79,270
Professional Colleges.												
Education	1,838	10,111	15,986	...	...	...	30,652	...	...	2,375	10,600	43,627
Intermediate Colleges ...	1,588	2,853	6,270	...	...	...	1,829	...	...	1,588	2,853	6,270
Total	34,828	94,627	1,66,424	...	4,265	4,265	1,71,034	...	...	55,911	1,02,222	3,29,167

GENERAL EDUCATIONAL TABLES

SCHOOL EDUCATION.

General.

High Schools	2,80,613	4,38,858	10,23,363	1,048	3,617	4,665	6,52,146	8,467	...	3,39,090	4,44,962	14,44,665
Middle Schools. { English ...	60,188	1,10,858	2,57,780	2,267	12,979	15,246	1,57,804	3,701	6,774	74,261	1,24,003	3,66,543
Schools. { Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	78,796	6,36,644	14,14,446	60	12,631	12,691	22,12,095	6,09,201	6,40,925	83,904	6,49,821	41,95,946
Total	4,19,597	11,86,360	26,95,589	3,375	29,227	32,602	30,22,045	6,21,369	6,47,699	4,97,255	12,18,786	60,07,154

Special.

Medical Schools	5,583	47,739	53,322	...	...	...	70,328	...	...	7,083	48,577	1,25,988
Normal and Training Schools	5,939	1,35,212	3,12,259	344	9,806	10,150	5,83,439	...	...	6,934	1,45,377	7,35,750
Technical and Industrial Schools	3,053	79,195	1,27,240	...	...	...	44,992	...	...	3,053	79,195	1,27,240
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ...	...	3,435	19,841	...	...	...	16,143	...	263	...	3,435	19,841
Schools for Defectives ...	...	5,189	12,082	...	...	...	6,723	170	...	...	5,189	12,082
Other Schools	...	20,293	25,512	...	...	...	16,380	...	...	...	20,293	36,623
Total	14,575	2,91,063	5,50,256	344	9,806	10,150	7,37,955	170	263	17,070	3,02,066	10,57,524
Grand total for females.	4,69,000	15,72,050	34,12,269	3,719	43,298	47,017	47,62,654	6,34,879	6,65,049	11,55,643	25,91,300	98,09,525
Grand total for males ...	50,43,379	52,93,291	1,72,13,147	1,45,601	1,47,058	2,92,659	2,01,92,721	53,37,428	17,41,697	87,54,878	88,28,641	4,48,55,365
Grand total for all	55,12,379	68,65,341	2,06,25,416	1,49,320	1,90,356	3,39,676	2,49,56,375	59,72,307	24,06,746	99,10,521	1,14,19,941	5,46,64,890

GENERAL EDUCATIONAL TABLES

GENERAL EDUCATIONAL TABLES

IV-A.—Race or Creed of Male Scholars receiving General Education.

		Hindus.										Total.	Number of scholars coming from rural areas.	Total number of married scholars.	Number of and above the age of 18 in the case of females.
		Anglo-Indians and Europeans	Indian Christians	Brahmans.	Non-Brahmans.	*Scheduled classes.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
Total population.	14,846	848,730	599,358	15,359,704	3,376,019	1,628,755	754	269	456	17,211	21,846,102	...	...	...	
<i>School Education.</i>															
Primary—															
Class I	1,191	60,940	25,320	529,659	133,661	98,498	38	21	2	1,139	850,469	664,358	2,605	480	
Do. II	551	26,929	17,810	260,539	53,919	49,777	36	10	1	587	410,159	312,433	1,815	368	
Do. III	579	20,823	15,477	204,325	38,433	34,428	25	14	2	493	314,599	236,090	1,627	352	
Do. IV	565	18,899	16,728	183,853	29,630	27,074	18	2	1	434	277,204	202,061	2,030	317	
Do. V	562	9,467	12,773	77,310	9,892	10,824	14	3	7	236	121,078	73,662	874	126	
Middle—															
Class VI	457	5,905	10,419	36,520	4,014	4,648	4	7	4	144	62,122	29,529	458	129	
Do. VII	387	4,999	10,135	27,078	3,038	3,244	2	7	2	104	48,996	20,851	575	202	
Do. VIII	330	4,909	9,887	23,700	2,308	2,763	5	9	2	109	44,022	18,110	926	440	
High—															
Class IX	170	2,281	7,702	11,323	618	1,559	1	2	2	48	23,706	3,953	432	111	
Do. X	156	1,755	6,546	8,549	426	1,166	1	6	3	56	18,664	3,099	621	249	
Do. XI	18	1,563	6,334	7,941	317	941	...	1	...	43	16,758	2,531	903	514	
Total	4,956	158,470	139,131	1,370,397	276,256	234,922	144	82	26	3,393	2,187,777	1,566,677	12,866	3,358	

University and Intermediate Education.

		Hindus.										Total.	Number of scholars coming from rural areas.	Total number of married scholars.	Number of and above the age of 18 in the case of females.
		Anglo-Indians and Europeans	Indian Christians	Brahmans.	Non-Brahmans.	*Scheduled classes.	Muhammadans.	Buddhists.	Parsis.	Sikhs.	Others.				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
<i>Intermediate Classes—</i>															
First year	46	364	1,824	1,430	64	270	...	...	...	...	...	...	...	...	...
Second year	18	326	1,784	1,329	74	227	...	...	...	...	...	...	...	...	...
Degree Classes—															
Third year	14	287	943	596	20	110	...	...	...	...	...	...	...	...	...
Fourth year	14	210	981	578	23	81	...	...	...	...	...	...	...	...	...
Fifth year	...	26	139	48	1	5	...	...	...	...	...	...	...	...	...
Post-Graduate Classes—															
Sixth year	...	21	81	22	...	1	...	...	...	...	...	...	...	...	...
Seventh year	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Research students.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	92	1,184	5,752	4,003	182	694	...	...	...	...	...	...	...	...	...
Number of scholars in recognized institutions	5,048	159,654	144,883	1,374,400	276,438	235,616	144	89	26	3,418	2,199,716	1,568,723	14,266	4,599	
Number of scholars in unrecognized institutions	...	1,032	1,294	8,604	2,856	14,098	...	...	...	...	...	...	...	...	...
Grand total	5,048	160,686	146,177	1,383,004	279,294	249,714	144	89	26	3,441	2,227,923	1,593,214	14,301	4,601	

* The following are included under the heading "Scheduled Classes"—Adi-Dravidas, Adi-Andhras, Badaga, Bavuri, Bestha, Cheruma, Cherodi, Chenchus, Chakkili, Dandasi, Dumbo, Gadaba, Maddi, Holey, Holey, Jatapus, Kallar, Kondh, Kanyan, Kotas, Koravas, Koyi, Khonda, Konan, Kudumo, Lambadi, Mala, Madiga, Marava, Nakaras, Pallan, Paraiyan, Pumbaikkaran, Panasa, Relli, Savaras, Todas, Tottiyan, Valaiyan, Valluvan, Yerukula and Yenadis.

GENERAL EDUCATIONAL TABLES

IV-B.—Race or Creed of Female Scholars receiving General Education.

(1)	(2)	Hindus.				(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
		Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	* Scheduled classes.								
Total population	15,522	865,347	615,244	15,634,688	3,473,957	1,671,549	511	238	81	14,201	22,291,338	..	..	..
<i>School Education.</i>														
<i>Primary—</i>														
Class I	1,239	48,999	31,116	270,414	55,502	56,230	41	49	63	1,011	464,664	341,843	2,726	164
Do. II	618	17,502	17,230	98,849	13,955	22,450	20	3	2	469	171,098	123,021	1,603	113
Do. III	570	12,485	13,841	66,907	8,048	12,857	10	15	1	355	115,089	77,733	2,016	186
Do. IV	616	10,138	11,162	45,929	4,608	6,816	13	4	1	166	79,453	51,786	1,767	255
Do. V	542	6,607	5,805	19,163	1,524	1,743	4	3	..	82	35,473	19,034	995	275
<i>Middle—</i>														
Class VI	473	4,372	2,650	6,849	751	429	1	9	..	39	15,573	6,359	302	168
Do. VII	385	3,554	1,510	3,992	517	270	1	8	..	17	10,254	3,483	251	168
Do. VIII	350	3,290	1,030	2,956	397	221	..	9	..	21	8,274	3,194	252	202
<i>High—</i>														
Class IX	151	967	439	700	31	44	1	2	..	9	2,344	251	68	59
Do. X	145	714	264	453	21	36	..	4	..	2	1,639	163	50	38
Do. XI	8	461	173	278	13	25	..	..	..	5	963	117	62	58
Total	5,097	109,089	85,220	516,490	95,367	101,121	91	106	67	2,176	904,824	627,484	10,092	1,686

University and Intermediate Education.

<i>Intermediate</i>														
<i>Classes—</i>														
First year	16	181	71	124	2	7	2	..	..	..	..	401	62	20
Second year	17	173	59	77	1	2	..	..	2	..	1	332	66	26
<i>Degree Classes—</i>														
Third year	9	70	27	33	1	..	..	..	..	..	1	141	27	14
Fourth year	10	71	23	25	..	3	..	..	..	..	..	132	28	15
Fifth year	1	4	3	8	..	..	..	..	..	..	..	16	..	2
<i>Post-Graduate</i>														
<i>Classes—</i>														
Sixth year	1	14	3	9	..	..	..	..	..	..	..	27	..	1
Seventh year	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Research students	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	54	513	186	276	4	12	..	..	2	..	2	1,049	183	78
<i>Number of scholars in recognized institutions</i>														
5,151	109,602	85,406	516,766	85,371	101,133	91	108	67	2,178	905,873	627,667	10,170	1,763	..
<i>Number of scholars in unrecognized institutions</i>														
..	709	480	3,064	1,182	3,331	..	..	..	4	8,770	7,851	13	..	..
5,151	110,311	85,886	519,830	86,553	104,464	91	108	67	2,182	914,643	635,518	10,183	1,763	..
Grand total	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* The following are included under the heading "Scheduled Classes"—Adi-Dravidas, Adi-Andhras, Badagas, Bavuri, Chackili, Haddi, Kondh, Koravas, Kotas, Lambadis, Nakara, Mala, Madiga, Pallan, Paraiyan, Relli, Todas, Tottiyar, Valluvan and Yenadis.

V-A.—Race or Creed of Male Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of scholars coming from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 18 in the case of males and 14 in the case of females.
	(1)	(2)	Brh- mans.	Non- Brh- mans.	Sche- duled classes.	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
SCHOOLS.														
Art Schools ..	...	30	77	192	38	7	1	...	...	...	345	50	7	7
Law Schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ..	3	53	336	297	18	50	...	...	...	7	764	...	46	46
Normal and Training Schools ..	4	2,436	1,880	4,049	626	911	3	...	...	16	9,925	6,482	2,799	2,604
Engineering and Surveying Schools ..	...	20	178	87	2	6	...	...	...	...	293	293	...	...
Technical and Industrial Schools ..	73	1,713	700	2,378	737	450	2	2	1	236	6,292	910	...	...
Commercial Schools ..	88	501	3,869	2,476	145	166	1	1	...	12	7,259	1,134	330	323
Agricultural Schools ..	...	70	...	24	4	...	...	...	...	...	98	98	...	...
Reformatory Schools ..	...	64	14	694	36	70	...	...	...	...	883	406	...	...
Schools for Defectives ..	5	97	21	84	26	4	...	1	...	1	239	83	...	...
Schools for Adults ..	...	2	96	39	...	47	...	...	...	...	184	131	...	...
Other Schools ..	...	51	2,260	1,623	20	67	26	...	75	4,122	2,392	...	221	172
Total ..	178	5,037	9,431	11,943	1,652	1,778	33	4	1	347	30,404	11,979	3,403	3,152
COLLEGES.														
Law ..	...	25	280	186	...	20	...	...	...	...	511	...	...	...
Medicine ..	70	112	353	338	3	38	...	...	3	...	917	...	264	264
Education ..	6	42	162	103	5	14	...	...	...	...	332	75	229	229
Engineering ..	...	40	128	113	...	26	...	...	...	...	309	309	58	58
Agriculture ..	...	9	61	11	16	11	...	...	...	...	108	...	26	26
Forestry ..	1	7	10	16	1	7	2	1	2	...	47	...	16	16
Veterinary Science ..	...	14	32	29	...	4	22	...	...	...	101	...	...	...
Technology ..	...	...	21	8	...	1	...	...	...	...	30	...	...	...
Total ..	79	249	1,047	804	25	121	24	1	2	3	2,355	384	593	593
Grand total ..	257	5,286	10,478	12,747	1,677	1,899	57	5	3	350	32,759	12,363	3,996	3,745

V-B.—Race or Creed of Female Scholars receiving Vocational and Special Education.

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.			Muham- madans.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of scholars coming from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 18 in the case of males and 14 in the case of females.
	(1)	(2)	Brh- mans.	Non- Brh- mans.	Sche- duled classes.	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
SCHOOLS.														
Art Schools ..	...	...	1	2	1	...	...	...	...	...	5	...	...	...
Medical Schools ..	1	88	17	46	...	4	...	...	...	...	156	28	3	3
Normal and Training Schools ..	79	2,127	143	894	143	171	1	...	...	...	3,558	1,479	510	503
Technical and Industrial Schools ..	42	960	19	95	45	...	...	...	1	...	1,162	337	2	2
Commercial Schools ..	68	6	6	121	...	3	...	...	...	...	89	...	...	...
Reformatory Schools ..	2	8	6	9	7	...	...	...	...	...	147	...	...	...
Agricultural Schools ..	...	...	...	...	...	...	...	...	...	...	340	...	...	...
Schools for Defectives ..	5	211	14	73	34	3	...	...	...	...	...	...	...	...
Schools for Adults ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ..	14	118	601	447	5	4	14	...	...	11	1,214	2,516	221	172
Total ..	212	3,518	807	1,687	235	185	15	...	...	12	6,671	4,365	736	680
COLLEGES.														
Law ..	...	...	1	...	...	...	...	...	...	...	1	...	...	...
Medicine ..	...	13	31	27	2	4	...	...	...	2	99	...	...	...
Education ..	...	3	45	17	...	1	...	...	...	...	75	...	...	...
Total ..	16	76	30	44	2	5	...	...	...	2	175	...	...	...
Grand total ..	228	3,594	837	1,731	237	190	15	...	...	14	6,846	4,365	736	680

180

GENERAL EDUCATIONAL TABLES

VI-A.—Men Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<i>Primary Schools.</i>												
Government...	19	181	983	818	7	..	1	...	19	2,008	20	2,028
Local Board and Municipal ...	51	3,780	19,652	14,206	120	1	15	101	732	37,809	849	38,658
Aided ...	75	3,754	16,760	7,469	34	26	112	2,122	22,739	28,092	24,999	53,091
Unaided ...	1	29	294	226	1	...	3	47	332	551	382	933
Total ...	146	7,744	37,689	22,719	162	27	131	2,270	23,822	68,460	26,250	94,710
<i>Middle Schools.</i>												
Government...	2	9	...	1	4	...	...	...	1	16	1	17
Local Board and Municipal ...	121	401	9	8	104	1	8	...	74	643	83	726
Aided ...	57	350	28	4	79	6	15	10	66	518	97	615
Unaided ...	7	17	1	...	6	...	1	1	7	31	9	40
Total ...	187	777	38	13	193	7	24	11	148	1,208	190	1,398
<i>High Schools.</i>												
Government...	76	62	4	3	45	3	4	...	24	190	31	221
Local Board and Municipal ...	1,182	1,300	35	13	578	30	58	14	363	3,108	465	3,573
Aided ...	1,509	1,603	111	20	581	78	231	38	469	3,824	816	4,640
Unaided ...	4	1	...	...	2	...	...	...	7	...	...	7
Total ...	2,771	2,966	150	36	1,206	111	293	52	856	7,129	1,312	8,441
Grand total ...	3,104	11,487	37,877	22,768	1,561	145	448	2,333	24,826	76,797	27,752	104,549

VI-B.—Women Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers.				Total trained teachers.	Total untrained teachers.	Grand total of teachers.
	A degree.	Passed Matric. or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree.		Possessing no degree.				
						Certificated.	Uncertificated.	Certificated.	Uncertificated.			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<i>Primary Schools.</i>												
Government ...	4	96	169	36	3	...	...	1	3	308	4	312
Local Board and Municipal ...	3	303	4,023	2,355	19	...	...	24	136	6,703	160	6,863
Aided ...	13	639	4,789	606	7	3	9	423	1,726	6,054	2,161	8,215
Unaided...	1	5	56	6	...	...	1	3	18	68	22	90
Total ...	21	1,043	9,037	3,003	29	3	10	451	1,883	13,133	2,347	15,480
<i>Middle Schools.</i>												
Government ...	7	45	3	...	7	...	...	1	5	62	6	68
Local Board and Municipal ...	5	24	...	...	5	...	...	1	3	34	4	38
Aided ...	23	185	65	2	9	2	2	8	17	284	29	313
Unaided...	4	16	...	...	1	1	...	...	...	21	1	22
Total ...	39	270	68	2	22	3	2	10	25	401	40	441
<i>High Schools.</i>												
Government ...	61	129	14	...	31	1	1	1	15	235	18	253
Local Board and Municipal ...	9	16	3	1	5	...	...	...	5	34	5	39
Aided ...	201	479	66	...	44	25	20	27	51	790	123	913
Unaided...	1	3	...	...	3	1	...	...	7	...	1	8
Total ...	272	627	83	1	83	27	21	28	71	1,066	147	1,213
Grand total ...	332	1,940	9,188	3,006	134	33	33	489	1,979	14,600	2,534	17,134

VII.—Anglo-Indian and European Education.

Total European and Anglo-Indian population.		Males ... 14,846 Females ... 15,522 Total ... 30,368		Percentage to European and Anglo-Indian population of those at school— Males 35.7, Females 34.7, Total 35.2.							
Classes of institutions.	Institutions.	Scholars on rolls on 31st March 1936.	Number of females in institutions for males and vice versa.	Number of non-Europeans on roll.*	Teachers.		Expenditure from				Total expenditure.
					Trained.	Untrained.	Government funds.	Local funds.	Fees.	Other sources.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
<i>Institutions for Males.</i>											
Arts Colleges ...	...	...	...	...	...	RS.	RS.	RS.	RS.	RS.	
Training Colleges ...	...	...	...	...	...	...	...	...	...	...	
High Schools ...	13	2,842	157	532	138 46	1,25,473	...	1,21,303	2,27,751	4,74,527	
Middle Schools ...	8	1,344	522	229	66 12	38,474	...	14,890	68,202	1,21,566	
Primary Schools ...	13	1,448	642	202	65 17	25,778	100	14,066	46,955	86,899	
Training Schools ...	...	...	...	...	...	...	...	...	...	...	
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	
Other Schools † ...	...	...	...	...	...	6,871	...	...	...	6,871	
Total ...	34	5,634	1,321	963	269 75	1,96,596	100	1,50,259	3,42,908	6,89,863	
<i>Institutions for Females.</i>											
Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	
Training Colleges ...	...	...	...	...	...	...	...	...	...	...	
High Schools ...	20	3,510	548	742	209 44	1,28,054	...	1,14,814	1,94,762	4,37,630	
Middle Schools ...	14	1,945	498	376	113 17	53,541	...	28,378	62,917	1,44,836	
Primary Schools ...	5	265	99	42	16 5	6,135	...	2,763	6,080	14,978	
Training Schools ...	2	67	12	9	13 ...	9,040	...	803	13,881	23,724	
Technical and Industrial Schools ...	1	23	...	9	5 ...	1,000	...	10	4,045	5,055	
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...	
Other Schools ...	1	14	...	...	1 ...	11,111	...	...	2,073	13,184	
Total ...	43	5,824	1,157	1,178	357 66	2,08,881	...	1,46,768	2,83,758	6,39,407	
Grand total for all Institutions ...	77	11,458	2,478	2,141	626 141	4,05,477	100	2,97,027	6,26,666	13,29,270	
Inspection ...						21,982	...	...	...	21,982	
Buildings, etc. ...						45,444	...	7,402	1,32,689	1,85,535	
Miscellaneous ...						2,76,977	...	2,99,715	3,89,442	9,66,134	
Total ...						3,44,403	...	3,07,117	5,22,131	11,73,651	
Grand total ...						7,49,880	100	6,04,144	11,48,797	25,02,921	

Expenditure on buildings includes Rs. 4,368, spent by the Public Works Department on Educational buildings.

Miscellaneous includes the following items:—

- (1) Boarding charges ... Rs. 9,39,801
- (2) Scholarships ... 12,025
- (3) Expenditure on European School Examinations ... 14,308

* The term "non-Europeans" does not include domiciled Europeans or Anglo-Indians.
† This expenditure relates to European special subjects training centre which has no pupils of its own.

VIII.—Examination Results.

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<i>Degree Examinations.</i>												
<i>Arts and Science—</i>												
D.Litt. ...	...	...	...	...	...	...	...	...	...	...	...	...
Ph.D. ...	...	5	5	...	1	1	...	1	1	...	...	...
D.Sc. ...	...	6	6	...	2	2	...	...	...	...	...	...
M.A. ...	166	...	166	77	...	77	15	...	15	...	...	...
M.Sc. ...	...	17	17	...	16	16	...	2	15	8	...	8
B.A. (Honours) ...	39	...	39	34	...	34	...	2	2	2	...	2
B.Sc. (Honours) ...	87	...	87	82	...	82	4	...	4	...	...	4
B.A. (Pass) ...	1,742	1,295	3,037	653	413	1,066	121	93	214	79	34	113
B.Sc. (Pass) ...	233	79	312	148	37	185	19	5	24	17	2	19
<i>Law—</i>												
Master of Law	...	37	37	...	11	11	...	1	1	...	...	...
Bachelor of Law	246	151	397	125	81	206	...	...	...	...	...	...
<i>Medicine—</i>												
M.D. ...	7	...	7	5	...	5	1	...	1	...	...	...
M.B., B.S. ...	271	...	271	90	...	90	20	...	20	10	...	10
L.M.S. ...	...	...	...	...	...	...	...	...	...	...	...	...
M.S. ...	3	...	3	1	...	1	...	...	...	...	...	...
M. Obstetrics	...	...	...	...	...	...	...	...	...	...	...	...
D. Hyg. ...	...	...	...	...	...	...	...	...	...	...	...	...
B. Hyg. ...	...	...	...	...	...	...	...	...	...	...	...	...
D.P.H. ...	...	...	...	...	...	...	...	...	...	...	...	...
D.O. ...	...	...	...	...	...	...	...	...	...	...	...	...
B.Sc. (Sanitary)	...	...	...	...	...	...	...	...	...	...	...	...
<i>Engineering—</i>												
Master of E.E.	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of E.E.	15	7	22	12	3	15	...	...	...	...	...	...
Bachelor of C.E.	38	4	42	24	...	24	...	...	...	...	...	...
Bachelor of M.E.	5	7	12	4	2	6	...	...	...	...	...	...
Bachelor of Mining and Metallurgy	...	...	...	...	...	...	...	...	...	...	...	...
<i>Education—</i>												
B.Ed. and L.T.	331	130	461	258	57	315	74	24	98	65	18	83
<i>Commerce—</i>												
Master of Commerce...	...	...	...	...	...	...	...	...	...	...	...	...
Bachelor of Commerce.	9	...	9	5	...	5	...	...	...	...	...	...
Bachelor of Commerce (Honours) ...	56	...	56	25	...	25	...	...	...	...	...	...

VIII.—*Examination Results*—cont.

[illegible]

* Indicates the number that completed the S.S.L.C. course.

VIII.—Examination Results—cont.

[illegible]

IX.—Statistics of Educational

Types of institutions.	Number of institutions and scholars.							
	Government.		District Board.		Private.		Total.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
I.—RECOGNIZED INSTITUTIONS.								
<i>For Males.</i>								
Arts Colleges ...	...	...	1	160	* 11	1,576	12	1,736
Professional Colleges ..	1	309	...	...	† 28	...	1	337
High Schools ...	1	65	121	38,221	81	25,838	203	64,124
Middle Schools ...	...	...	66	8,901	40	5,457	106	14,358
Primary Schools ...	1,320	57,605	15,415	926,913	21,895	1,213,812	38,630	2,198,330
Training Schools ...	43	6,461	...	...	20	2,011	63	8,472
Agricultural Schools ...	...	...	1	33	1	65	2	98
Schools for Adults ...	...	...	...	...	76	2,768	76	2,768
Other Schools ...	...	...	2	61	63	2,948	65	3,009
Total ...	1,365	64,440	15,606	974,289	22,187	1,254,503	39,158	2,293,232
<i>For Females.</i>								
Arts Colleges ...	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...
High Schools ...	...	...	1	138	6	987	7	1,125
Middle Schools ...	...	...	1	151	9	1,265	10	1,416
Primary Schools ...	31	1,743	2,746	169,218	1,206	98,096	3,983	269,057
Training Schools ...	29	1,785	...	...	24	1,281	53	3,066
Agricultural Schools ...	...	...	...	...	...	...	...	...
Schools for Adults ...	...	...	...	...	4	162	4	162
Other Schools ...	...	...	...	...	5	395	5	395
Total ...	60	3,528	2,748	169,507	1,254	1,02,186	4,062	275,221
Grand total for all Recognized institutions.	1,425	67,968	18,354	1,143,796	23,441	1,356,689	43,220	2,568,453
II.—UNRECOGNIZED INSTITUTIONS.								
For Males ...	...	...	...	...	779	28,976	779	28,976
For Females ...	...	...	...	...	18	905	18	905
Total ...	...	...	...	...	797	29,881	797	29,881
Grand total for all institutions ...	1,425	67,968	18,354	1,143,796	24,238	1,386,570	44,017	2,598,334

* Includes Oriental Colleges also.

† Scholars in the Pandits Training Class of the Annamalai University.

Institutions in Rural Areas.

Expenditure on institutions.				Number of teachers.			
From Government funds.	From District Board funds.	From other sources.	Total expenditure.	In Government schools.	In District Board schools.	In Private schools.	Total.
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
RS.	RS.	RS.	RS.				
21,781	30,000	1,00,599	1,52,380	...	31	197	228
1,60,735	...	1,02,372	2,63,107	42	...	...	42
8,52,073	10,31,969	22,06,945	40,90,987	2	2,302	1,433	3,737
2,11,574	2,12,168	3,30,940	7,54,682	...	596	331	927
87,07,702	48,06,408	37,07,113	1,72,21,223	1,931	32,825	49,619	84,375
8,60,131	...	1,04,628	9,64,759	317	...	158	475
4,687	2,753	...	7,440	...	3	8	11
6,113	...	8,205	14,318	...	...	128	128
14,614	879	62,368	77,861	...	4	244	248
1,08,39,410	60,84,177	66,23,170	2,35,46,757	2,292	35,761	52,118	90,171
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
89,791	9,252	1,35,518	2,34,561	...	13	70	83
28,029	3,701	57,769	89,499	...	11	90	101
16,03,143	6,60,515	4,40,255	27,03,913	66	6,010	4,344	10,420
4,97,566	...	93,097	5,90,663	193	...	158	351
...	...	...	...	...	...	...	...
309	...	938	1,247	...	...	6	6
3,169	...	12,667	15,836	...	...	29	29
22,22,007	6,73,468	7,40,244	36,35,719	259	6,034	4,697	10,990
1,30,61,417	67,57,645	73,63,414	2,71,82,476	2,551	41,795	56,815	101,161
...	...	...	...	...	...	...	...
...	...	97,820	97,820	...	...	972	972
...	...	4,067	4,067	...	...	36	36
...	...	1,01,897	1,01,897	...	...	1,008	1,008
1,30,61,417	67,57,645	74,65,311	2,72,84,373	2,551	41,795	57,823	102,169

