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REPORT ON
C INSTRUCTION
ADRAS PRESIDENCY

EAR 1946–47 AND
QUINQUENNIUM
1946–47

I

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R.O.C. No. 266-F/48.

OFFICE OF THE
DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS,
Dated 21st May 1948.

From

SRI D. S. REDDI, M.A. (Oxon.),
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 Province for the quinquennium ending with 31st March 1947.

For the preparation of the report, Mr. T. P. Santhanakrishna Nayudu was placed on special duty.

I. THE CHIEF FEATURES OF THE QUINQUENNIUM.

1. The quinquennium 1942-47 was a period of transition from the years of war to those of post-war reconstruction in education as in other fields. It was nevertheless a period of remarkably rapid progress in collegiate and secondary education in the Madras Presidency, particularly among women and girls, and of marked, though not equally, rapid progress in vocational and professional education. The most significant figures in this connexion are the increases in the number of arts and professional colleges for men from 49 in 1942 to 64 in 1947 and for women from 7 to 12 with a rise in their total strength from 21,179, including 2,110 women, to 36,533 including 3,964 women, and in the number of secondary schools for boys and girls from 661 to 901 with a rise in their total strength from 219,592 boys and 44,245 girls to 361,028 boys and 80,397 girls. The rise in the strength in some schools and colleges was so unexpectedly large and the accommodation and equipment so inadequate for the rise that these institutions had to be permitted to work on the shift system. But due to the imposition of certain tests of efficiency for lower elementary schools at the beginning of the quinquennium and the elimination of schools which failed to fulfil these tests and due to the conversion of many higher elementary schools into middle schools or incomplete high schools, there was a fall in the numbers for elementary education during the early years of the period, a recovery from which became noticeable only in the last two years. The total progress in respect of numbers has not, therefore, been large but, taking into account the causes mentioned above, the slight progress recorded must be deemed to be substantial with reference to quality; and the several measures taken towards the end of the quinquennium such as

the introduction of a progressive scheme of compulsion in rural areas, the expansion of facilities for the training of teachers, especially of the secondary grade, the vast improvement in the scales of salaries and dearness allowances and of grants to teachers and the exploration of more effective methods of teaching, including chiefly the retraining of teachers for craft-centered instruction, hold promise of a wide extension of mass education with a retention of the quality and the effectiveness which have been attained during the period under review. When it is remembered that the first year of the quinquennium was a most unsettled period all over the country, with the evacuation of the population and the moving of institutions from coastal towns into interior districts in April 1942 and with the political disturbances of August 1942 and their effects, though temporary, on educational institutions, that the next two years witnessed a depletion of the teaching staffs and a fairly large proportion of students from educational institutions by civil defence organizations and by recruitment to the war services, which claimed also a large body of potential entrants into the teaching profession, and that the closing years of the quinquennium were a period of unprecedented and far-reaching political changes and, in consequence, of doubts and speculations regarding the shape of things to come, the educational achievements of the quinquennium as a whole, in spite of its being one of transition, cannot but be regarded to be a matter for subdued if not unqualified satisfaction for the Province and for due appreciation of the efforts of all those who have toiled through difficult and trying times to make these achievements possible in the field of education.

2. *Educational policy.*—The educational policy during the quinquennium passed through three phases. In the first phase, it was a continuation of the policy of the previous quinquennium, namely, (*a*) a drive in mass education with the aim of ultimately getting into school every boy and girl of school-age and keeping them there till they attained permanent literacy by completing the V Standard, not so much by compulsion as by persuasion and propaganda, by making the schools themselves attractive to the children and the effectiveness and the practical activities of instruction appealing to the parents and by equipping and training the teachers to rise equal to these demands; (*b*) a re-organization of secondary education by the provision of a larger variety of courses at the high school stage, popularly known as a scheme of bifurcation into technical and academical courses; and (*c*) special attention to the educational progress of women and of backward communities, especially Muslims and Scheduled classes (as they were then known). The second phase consisted of the formulation and execution of the educational part of the Post-war Reconstruction and Development Schemes of the Government of Madras, based on the recommendation of the Committee formed by His Excellency the Governor of Madras in August 1944. This included the extension of compulsory education up to the V Standard to one and one-third million children and the provision of a mid-day meal to about three million poor children by 1952, the training of additional teachers required for the introduction of compulsion, an expansion of technical education by the opening of additional engineering colleges, the provision of a large number of Physical Education teachers in secondary schools and of Physical Education Directors for the districts with a whole-time Adviser to Government on Physical Education, a scheme of medical inspection of school children, and schemes for improving the scales of pay of the staffs and establishments employed in schools and colleges. The third phase began in the last year of the quinquennium with the acceptance of craft-centered basic education as the method of instruction for mass education and the steps taken for the training of new teachers and the re-training of old teachers in the use of this method; in secondary education

the first steps were taken in the direction of bringing it into line with the needs of the times by making the regional language the first language of study and the exclusive medium of instruction without any of the exemptions granted in the previous years and by the provision made for the study of Hindustani in all non-Muslim secondary schools and the grant of a subsidy to those schools to meet the cost of the staff for the purpose. An exhaustive questionnaire embracing all aspects of education was issued by Government in 1946–47 and the Hon'ble Minister for Education conferred with representatives connected with all these aspects of education. A conference with the officers of the Educational Department was held on the 17th, 18th and 19th October 1946. Towards the end of 1946, an Advisory Board was appointed by Government in their Order Ms. No. 2241, Education, dated the 22nd November 1946, to advise them on matters relating to basic education in the Province. Early in 1947, a Provincial Advisory Board of Education was also constituted in G.O. Ms. No. 13, Education, dated the 4th January 1947, by Government representing all interests in education to function for a period of three years, meeting ordinarily once in three months.

3. *Educational finance.*—Expenditure on education increased enormously during the quinquennium, but this was much more due to the economic conditions of the period than to the expansion and progress in education alone. The total expenditure on education rose from Rs. 618·30 lakhs in 1941–42 to Rs. 1,027·02 lakhs in 1945–46 and to Rs. 1,295·86 lakhs in 1946–47. The actual expenditure under the budget head of "Education" increased from Rs. 287·36 lakhs in 1941–42 to Rs. 450·50 lakhs in 1945–46 and Rs. 590·27 lakhs in 1946–47. The extent of the increase can be realized when it is remembered that the rise in total expenditure was only Rs. 71 lakhs (from Rs. 547 lakhs to Rs. 618 lakhs) in the previous quinquennium and that in the actual budget expenditure was only Rs. 31 lakhs (from Rs. 256 lakhs to Rs. 287 lakhs). A considerable proportion of the rise in expenditure was due to the revision of the scales of grants and the sanction and subsequent revision of the rates of dearness allowances to teachers in aided elementary schools. An estimate of these revisions can be gathered from the instance of the increase in the scale of grant to the higher elementary grade teacher (who forms the main body of teachers in elementary schools) from Rs. 14 per month in 1942 to Rs. 25 per month in 1947 and in the rate of dearness allowance from Rs. 2 per month in October 1942 to Rs. 16 per month from February 1946. The rise in expenditure during the last two years of the quinquennium was also due to the extension of compulsory education to rural areas and the provision of free mid-day meals to poor pupils in such areas. Due partly to these demands and partly to other causes, restrictions had again to be imposed on the sanction of grants for the construction of educational buildings other than those for girls' schools.

4. *The Madras legislature and education.*—With the resumption of the functioning of the Madras Legislature from April 1946, popular interest revived through this body in matters relating to education at all stages and of all types. A fairly wide and representative range of topics obtained keen attention, the more prominent among which were the salaries and conditions of service of teachers, the increasing popular demand for higher education, both general and technical, admission of students in arts and professional colleges, the opening of new schools and colleges, questions of accommodation and working of institutions on the shift system, the regional language as the medium of instruction in high schools, the place of English in secondary schools, physical education, military training in schools and colleges, basic education and the education of Muslims, Harijans and women. As a result of this

widespread interest in educational matters, the orders of Government relating to education revealed cognizance of public opinion as expressed in the Legislature.

5. *Inspecting agencies.*—Beyond the delegation to District Educational Officers and Inspectresses of Girls' Schools of the powers vested in the Taluk Advisory Committees after they were abolished in 1944 and the transfer of the powers of appointment of secondary grade teachers and special teachers and instructors in Government Training schools and their model sections from District Educational Officers to Divisional Inspectors of Schools, there were no large changes in the functions of inspecting officers but there were a few changes in their jurisdictions during the quinquennium. These were due to (i) the bifurcation in 1942 of the combined posts of Divisional Inspector of Schools, Madras North, and Deputy Director for Elementary Education at Madras and the consequent change of the Madras North Division into Anantapur Division with the headquarters of the Divisional Inspector of Schools at Anantapur, resulting in a slight redistribution of districts among the four divisions, (ii) the sanction of additional posts of Inspectresses of Girls' Schools, one in 1945 and another in 1946, with the consequent redistribution of jurisdictions in the women's branch, (iii) the sanction of a post of Inspectress, Central Office, in the Office of the Director of Public Instruction, with effect from January 1947, (iv) the sanction of additional posts of District Educational Officers for Vizagapatam district in 1942 and for Guntur and Tinnevelly districts in 1946, with a redistribution of taluks among the two District Educational Officers in each district and the location of the headquarters of the District Educational Officers, Vizagapatam North and South at Chicacole and Vizagapatam respectively, of the District Educational Officers, Guntur North and South at Guntur and Ongole respectively, and both the District Educational Officers, Tinnevelly East and West at Tinnevelly, (v) the extension of the limits of the Madras City, following which there was redistribution of jurisdiction between the educational districts of Madras and Chingleput and (vi) the shifting of the headquarters of the Divisional Inspector of Schools, Guntur Division, to Rajahmundry in November 1946 and the renaming of the division as Godavari Division. The Superintendent of Sanskrit Schools was entrusted with the inspection of Sanskrit elementary schools from 1943–44.

During the war, posts of Personal Assistants were sanctioned in the offices of the District Educational Officers from 1943 for recruiting personnel for the various general and technical branches of war services. These posts were abolished in November 1945 on the cessation of hostilities, but due to the increase of work in District Educational Officers' offices in respect of post-war education schemes the posts were again sanctioned in April 1946 for the older districts and in March 1947 for the newly formed districts, abolishing the posts of Personal Assistant to the District Educational Officer, Madras, for some months and restoring it later to Madras and abolishing it for Chingleput at the same time.

In the subordinate inspecting agency, a Special Assistant to the Inspectress of Girls' Schools, Sixth Circle, was sanctioned in 1942–43 for the organization and development of education among Mappilla girls in Malabar and South Kanara districts ; a separate Deputy Inspector's Range was constituted for the Wynaad taluk of Malabar district with Vaithiri as headquarters in 1942–43 and the Chicacole Range was bifurcated into Chicacole and Narasannapeta Ranges in 1946–47 ; four Muslim Junior Deputy Inspectors' posts were sanctioned for the Presidency in the first year of the quinquennium and the post of Junior Deputy Inspector attached to Palladam Rage was transferred to the Nilgiris

Range. In 1944–45, an additional Sub-Assistant Inspectress was appointed for the Inspection of Muslim Girls' Schools.

The appointment of District Board Educational Officers became more general during the quinquennium and practically all the district boards had their educational officers, the services of all of whom were lent to them by the Educational Department from the combined cadre of Deputy Inspectors of Schools and School Assistants.

An inspecting and directing agency for physical education was formed with the appointment of four Regional Physical Directors in 1942–43 and the conversion of the part-time post of Adviser to Government on Physical Education into a whole time post of Chief Inspector of Physical Education in 1947. An assistant to the Women Specialist in Physical Education was sanctioned in 1942–43.

On the ministerial side, the designation of Head clerks of the offices of the Divisional Inspectors of Schools was changed into that of Managers and their scale of pay was raised. The scale of pay of Head clerks of the offices of Inspectresses of Girls Schools was also raised. Following the increase of work in the offices of Deputy Inspectors of Schools due to the quarterly payment of grants and introduction of compulsory education and mid-day meals in elementary schools, an additional clerk was sanctioned from 1942–43 to each of these offices.

6. *University development.*—Apart from the measures taken to meet the large demand for University courses in the arts and sciences by permitting the shift system and thereby increasing the admission capacity of existing colleges and by the expeditious grant of permission for the opening of seven new colleges, one in 1944, 4 in 1945, and 2 in 1946, expansion of the scope of professional courses and of the facilities for research were the main features of University development during the quinquennium in all the three universities of the Province. The Andhra University area had five new professional colleges opened during the period—an agricultural college at Bapatla and a law college at Masulipatam in 1945, a teachers' training college for women and a medical college at Guntur and a college of engineering at Cocanada in 1946, the last being the nucleus of a College of Aeronautical and Marine Engineering to be ultimately located at Vizagapatam. In the Madras University area, a medical college for women was opened at Vellore in 1942 and another for men and women, to be eventually located at Madura, was attached to the Stanley Medical College at Madras in 1946 ; in the same year, an Engineering College for the Ceded districts was opened and located temporarily, at Guindy, where the Alagappa Chettiar College of Technology opened in 1944, was also located. In 1945, the Arthur Hope College of Technology was opened at Coimbatore. A teachers' training college for women was opened at Mangalore in 1943. The Annamalai University opened a Technological and Engineering Section in 1945.

Degree Courses in Highways Engineering and Tele-communications Engineering were instituted in the College of Engineering, Guindy, in 1945. The degree of Licentiate in Teaching was changed to that of Bachelor of Teaching from April 1945. Tamil was introduced as one of the optional subjects for the teachers' degree at the Teachers' College, Saidapet, in 1942 and Telugu at St. Christopher Training College, Madras, in 1945. The most significant development in respect of teaching was the introduction of the degree of Master of Education in 1944, the course for which was conducted by the Madras University in co-operation with the four training colleges in the Madras City. The B.Sc. Course in Home Science was opened in the Queen Mary's and Women's Christian Colleges at Madras in 1942. The Government College,

Coimbatore, was raised to a first-grade college with Mathematics and Geography B.A. Courses and B. Com. Course in July 1946. Four new Oriental Colleges were also opened in the Madras University area during the quinquennium at Mylam in 1942, at Tanjore in 1943 and at Bellary and Malabar in 1945 and an Oriental section was opened at the Pachaiyappa's College, Madras, in 1942.

7. *Secondary education.*—The ideal of at least one high school for every taluk in the Presidency was very nearly achieved during the quinquennium, at the end of which there were only fifteen taluks without a high school; most of these taluks, however, had middle schools. As compared with the rise in the number of secondary schools for boys from 521 to 588 and for girls from 82 to 103 during the previous quinquennium which at the time was considered large, there was an even larger rise in the period under review to 631 boys secondary schools in 1946 and to 720 in 1947 and to 165 girls' secondary schools in 1946 and to 181 in 1947. Their strength increased in an even larger proportion as many of the older schools had to open additional sections and to seek permission for admissions in excess of their normal capacities, so that ultimately in 1247 the rule regarding the maximum strength of a section had to be amended to allow 45 pupils instead of 40, with provision for a further relaxation up to 50 under certain specified conditions. Thus the strength of boys' secondary schools rose from 234,303 including 16,494 girls in 1942 to 342,614 including 27,119 girls in 1946 and to 387,534 including 28,939 girls in 1947. Even more remarkable was the rise in the strength of girls' secondary schools from 29,534 (including 1,783 boys) in 1942 to 49,814 (including 449 boys) in 1946 and to 53,891 (including 2,427 boys) in 1947. Altogether, the number of girls in secondary schools for boys and girls rose from 44,254 in 1942 to 73,484 in 1946 and to 80,403 in 1947. It is noteworthy that this rise has occurred in spite of a popularly professed dissatisfaction of curricula and of the widely known fact of a pending reorganization of courses. For the secretarial duties in connexion with this reorganization, a special officer was appointed in October 1945 and the syllabuses for the several new courses were drafted and published. Schools were provisionally selected for the introduction of these courses, but due to practical difficulties the courses were not introduced during the quinquennium. Pending the reorganization, two reforms were, however, made in respect of instruction in secondary schools during the last year of the period; one was as stated earlier in the report, the more complete use of the regional language as the medium of instruction in all secondary schools, exemptions being limited to the barest minimum in 1947 and intended to be altogether abolished in later years, and the other was the introduction of Hindustani for all pupils from Form II to Form IV in all schools instead of a selected proportion of schools as in former years. A third change was the re-introduction of text-books for non-detailed study in the languages. Another important event in secondary education was the reconstitution of the Secondary School-Leaving Certificate Board in a more comprehensive and representative form as the Board of Secondary Education with several subordinate boards and committees.

8. *Mass education.*—Due to war conditions and other causes mentioned elsewhere in the report, the progress of mass education in respect of enrolment of children in elementary schools during the quinquennium did not keep pace with that of the previous quinquennium; in fact there was a fall in enrolment from 3,118,765 pupils in elementary schools for boys and girls in 1941–42 to 3,044,013 pupils in 1942–43 and to 2,980,743 pupils in 1943–44. It was in 1944–45 that enrolment began to rise; and with the extension of compulsion and provision of mid-day meals to poor pupils in the next two years the rise became marked with 3,242,022 pupils in 1945–46 and 3,456,085 in 1946–47. There was, however, a steady increase in the number of pupils in the V Standard

from 346,512 in 1941–42 to 365,238 in 1945–46 and 378,431 in 1946–47. The percentage of this figure to the strength in I Standard also rose markedly in the case of boys from 32·3 in 1941–42 to 41·2 in 1945–46, in spite of increased enrolment due to compulsion in the I Standard; but with further enrolment in 1946–47, the percentage fell to 39 5. In the case of girls, the percentage rose from 30·0 in 1941–42 to 33·7 in 1943–44, but the large enrolment of girls in areas of compulsion brought the figure down to 21·1 in 1945–46 with a slight recovery to 21·6 in 1946–47. The tests of efficiency which were introduced at the beginning of the quinquennium continued to be applied and in consequence the number of elementary schools for boys and girls decreased from 37,964 in 1941–42 to 35,916 in 1945–46. Due to the opening of new schools under compulsion schemes, the number rose to 36,148 in 1946–47. Recruitment to war services took away a number of qualified teachers and reduced the number seeking training as teachers; as a result there was a fall in the proportion of trained teachers. Rules were relaxed to permit the re-employment of retired teachers to meet the staff requirements of compulsion. Government committed themselves to meet the extra expenditure incurred by local bodies and private managements for the appointment of additional teachers, provision of additional accommodation by way of temporary sheds or rented buildings and contingent charges. Besides free mid-day meals to poor pupils, slates and books were also provided to such pupils in the areas brought under the scheme of compulsion. During the last year of the quinquennium, steps were of taken for the training of teachers in the Methods of Basic Education.

Basic education.—The first step to the introduction of Basic education was thus taken by the starting of an intensive course of training for teachers at two centres in the Presidency, one for the Telugu districts at Kavur, Guntur district, at an institution which had already established a tradition of service to the community and had become known as Vinayashram, and the other for the Tamil districts at Perianaickenpalayam, Coimbatore district, contiguous to another reputed institution, an activity school representing New Education, Sri Ramakrishna Vidyalaya.

Seventy teachers with the Matriculation standard of general of education, most of whom had been trained previously as teachers of that grade and had gained a few years' experience in schools but were young enough to be retrained and to take to the new method with a certain spirit of enthusiasm, were selected to undergo a course of six months' training at each of these centres. The course started early in December 1946 and about 140 teachers were available in June 1947 to turn old elementary schools into new basic schools at the beginning of the school year 1947–48.

Besides these, basic schools were also opened in several parts of the Province staffed by teachers trained at Wardha and by those trained in this Presidency during the first half of 1947. The number of basic schools so started was 27 with 1,138 boys and 596 girls under instruction.

9. *Special education—Training schools for men teachers.*—The effect of recruitment to the forces during the war and of disturbed economic conditions after the war on the progress of education was nowhere more conspicuously felt than in the strength of training schools for men teachers; and the revision of the scales of salaries for teachers in schools under public management and of grant for those in schools under private management with effect from 1st January 1947 came not a day too soon. If it were not for this revision, the outlook for the recruitment of men-teachers at the end of the quinquennium would indeed have been most discouraging, as the steep fall in strength in the training schools for men would indicate. In 1941–42, there were 1,793 pupil-teachers of the secondary grade and 8,141 of the elementary grade under training in the 73 Government and privately managed training schools for

men in the Presidency. The strength steadily declined in successive years and in 1945–46 there were only 1,553 secondary grade pupil-teachers and 7,318 elementary grade pupil-teachers under training in 75 training schools. Special attention was, therefore, given to this problem in 1946–47 and emergency secondary grade training courses of one full year's duration were started in many places; to secure the best results in spite of the shortening of the course, selection was as a rule confined to candidates who were eligible for the University courses or public service with an extremely qualified relaxation only in the case of women, Muslims and Harijans and limited to educationally backward districts. The restoration of stipends for secondary grade training, which was limited during the previous quinquennium only to women teachers of certain backward communities, was extended to all teachers under training, both men and women, and the rate was raised to Rs. 18 per month. As a result of these measures, the strength in the training schools for men rose to 11,236 comprising 2,542 in the secondary grade (both emergency and normal sections) and 8,694 in the elementary grade in 1946–47.

Training schools for women teachers.—In the case of women teachers, however, there was a steady increase in the number of training schools as well as in their strength. The number of schools rose from 66 in 1941–42 to 75 in 1945–46 and to 82 in 1946–47. The strength rose from 690 in the secondary grade and 3,681 in the elementary grade in 1941–42 to 930 in the secondary grade and 4,049 in the elementary grade in 1945–46 and to 1,191 and 4,914, respectively, in 1946–47. This indication of the continued popularity of teachers' training among women, together with the rapid advance in the education of girls at the secondary stage, raises the question whether it will not be wise as a matter of policy in future to expect among women a supply of teachers for all basic schools for boys and girls and to take further steps to encourage them to enter the teaching profession.

Nursery schools.—The Nursery School, Vepery, conducted by the Nursery School Association, Madras, continued to be the only training institution till the end of the quinquennium for training teachers for the Nursery School Teacher's Certificate. A Tamil section was opened and was working during the quinquennium. The number of nursery schools working in various parts of eth Presidency during the quinquennium was 17 as against 3 under municipal councils and 4 under private agencies in 1941–42.

Oriental schools.—The number of Sanskrit and Tamil schools which fell steeply from 92 to 64 during the previous quinquennium was 61 in 1945–46 and 67 in 1946–47. The strength fell from 3,995 to 3,363 in 1945–46 but rose to 3,727 in 1946–47.

Other special schools.—There was no marked change in the working and in number in respect of other special schools such as schools for defective and handicapped children, Junior and Senior Certified schools, borstal and jail schools, and agricultural, industrial, art and commercial schools.

10. *Women's education.*—Except in respect of the elementary school stage, the unique record of the previous quinquennium in the education of girls and women has not only been maintained but even excelled in certain respects during the period under report. The more outstanding figures have been given at the beginning of the report and the comparative figures for the two quinquennia are given below :—

	1937.	1942.	*Increase.* PER CENT.	1947.	*Increase.* PER CENT.
Number of women in Arts Colleges for women and men	1,024	1,761	70·0	3,276	86·0
Number of women in Professional Colleges for women and men ..	175	249	42·2	688	176·3
Number of girls in secondary schools for boys and girls	31,853	44,245	38·9	80,397	81·7

The "change in outlook of the greatest importance" which Government observed in their review of the last quinquennial report has thus been even more marked during the next quinquennium; and the consequent demand for more secondary schools for girls was met by the opening of Government middle schools for girls and the later developing of them into high schools at Narasapur and Vizianagram in 1942–43, at Ambasamudram in 1944–45 and at Hindupur, Hospet, Adoni, Tirupati, Harpanahalli, Abhiramam and Chidambaram in 1945 and the conversion of the model school attached to the Government Training School for Women at Erode into a high school in 1942–43, of that at Namakkal in 1944–45, and of the higher elementary standards of those at Gudiyattam, Karur, Madanapalle and Tellicherry into Forms I to III in 1945–46, apart from the secondary schools for Muslim girls enumerated under the heading of Muslim education.

One result of this is seen in the steady increase in the number of women who underwent training for the teaching profession especially in the secondary grade. The comparative figures are—

	1937.	1942.	1947.
Secondary grade classes	455	690	1,191
Elementary grade classes	3,021	3,681	4,914

But the demand for women teachers is really larger than those figures can fulfil and the need is felt for a more rapid progress in this direction. A higher elementary training school for women teachers was opened at Namakkal in 1942–43. Seven new training schools for women were opened under private managements. It is hoped that these measures taken especially during the last year of the quinquennium, to increase the facilities for the training of teachers will make this progress possible in the succeeding years.

The example set during the previous quinquennium by women joining the College of Engineering has been followed by the admission of women students in Colleges of Agriculture in the period under review. Among the newly opened Arts colleges the Government College for Muslim Women opened at Royapetta, Madras, in 1946, holds a unique place as the first of its kind in the Province.

11. *Muslim education.*—The most outstanding event of the quinquennium were the admission for the first time of Muslim women students into Government Muslim College, Madras, in 1944 and, on the demand revealed by this measure, the opening of a Government College for Muslim Women in the premises of the Government Hobart Training School, Madras. Natural Science courses in the Intermediate Classes and an Honours Course in Islamic History were introduced in the Government Muslim College, Madras. Two new Arabic colleges were opened in Bellary and Malabar districts. Many new secondary schools for girls were opened either by converting the model schools attached to Government Training Schools for Muslim Women as at Bellary, Guntur and Kurnool in 1942 or as altogether new schools as at Georgetown, Madras, in 1942, at Mangalore in 1943 and at Coimbatore in 1944. Higher forms were opened raising the middle school attached to Government Training School for Muslim Women at Tiruchirappalli and the new middle school at Mangalore. A secondary training class was attached to the Government Mappilla Girls' High School at Tirur in 1943. The chief events in respect of elementary education were the sanction of an additional Sub-Assistant Inspectress's post for Muslim girls' schools and of 4 Junior Deputy Inspectors' posts for Muslim boys' schools and the appointment of a Special Assistant to the Inspectress, VI Circle, Calicut, for the development of education among Mappilla girls in Malabar and South Kanara districts.

The need for the above special steps with regard to elementary education arose from the fall in numbers at this stage in the first two years of the quinquennium and as a result of them noticeable recovery was seen in the last two years of the period. During 1942–43 there was a decrease in the number of elementary schools for Muslim boys from 2,625 to 2,471 and for Muslim girls from 511 to 502 and in the strength of these schools from 243,410 to 232,186 and from 41,244 to 38,613, respectively. The recovery in the case of boys' elementary schools became marked only in 1945–46 with 2,685 schools and a strength of 247,849 in them; in the case of girls' schools the figures rose to 541 schools and a strength of 42,713 in 1944–45 but due presumably to the conversion of higher elementary sections into middle schools during the next year, the number of girls' elementary schools fell to 491 and their strength to 40,382. In 1946–47 the figures were 2,604 muslim boys' elementary schools, and 550 muslim girls' elementary schools with a strength of 264,759 and 60,796 respectively.

The figures for collegiate and secondary education, however, indicate marked progress. From 837 men and 39 women in Arts Colleges in 1941–42, there was a rise to 1,164 men and 69 women in 1945–46 and 1,231 men and 80 women in 1946–47. The strength of Arabic Colleges rose from 158 in 1941–42 to 190 in 1945–46 and fell to 134 in 1946–47. The increase was most conspicuous in the number of Muslim students in professional colleges which rose from 122 men and 15 women in 1941–42 to 221 men and 21 women in 1945–46 and 291 men and 25 women in 1946–47. The number of Muslim secondary schools for boys increased from 18 in 1941–42 to 21 in 1945–46 and remained the same in 1946–47, and their strength rose from 4,093 in 1941–42 to 6,218 in 1945–46 and to 6,705 in 1946–47; in the case of Muslim secondary schools for girls, the number of which rose from 3 in 1941–42 to 10 in 1945–46 and remained the same in 1946–47, the number of pupils more than doubled from 522 in 1941–42 to 1,331 in 1945–46 and further increased to 1,480 in 1946–47. The increase in the number of Muslim pupils in all secondary schools, both muslim and non-muslim, increased in similar proportion from 15,659 boys and 1,226 girls in 1941–42 to 21,971 boys and 2,307 girls in 1945–46 and 24,628 boys and 2,401 girls in 1946–47.

12. *Anglo-Indian and European education.*—There was no change in the courses of study or in the examinations but there was a large increase in the number of Non-European scholars in European and Anglo-Indian schools from 2,007 to 3,392 during the quinquennium. The European School-Leaving Certificate Board was reconstituted twice during the quinquennium and the Provincial Board was reconstituted in January 1946. The Very Rev. Mgr. A. F. Theodore was renominated as a member of the Inter-Provincial Board. The words "European and Anglo-Indian Schools" came to be substituted for the words "European Schools" in the Code of Regulations for these schools. The rate of grants under articles 156 and 165 of the Code of Regulations for European and Anglo-Indian schools was increased during the year 1945–46. The rate of grant under Article 164 of the Code was raised from 1½ annas to 2 annas and subsequently to 3 annas per pupil per diem. Stipends were sanctioned to students under training in training institutions for European and Anglo-Indians with effect from 1st January 1945. Contribution to the Provident Fund for teachers in non-pensionable service was made compulsory for teachers in European and Anglo-Indian schools. Under Article 28-A of the Code of Regulations, the upper age limit for teachers in European and Anglo-Indian schools was fixed at 60 and the Director was empowered to grant annual exemptions till the 65th year.

13. *Physical education.*—As stated already under *Inspecting Agencies*, four Regional Physical Directors were appointed from the 1st July 1942 for the supervision of physical education in boys' schools and at the same time an Assistant to the Woman Specialist in Physical Education was also appointed. A Chief Inspector of Physical Education in the place of the part-time Adviser to Government on Physical Education was appointed in May 1946. The Y.M.C.A. College of Physical Education, Saidapet, and the Government Physical Education Training Class for Women at the same place continued to be the only institutions of the kind in the Province for men and women respectively. The former had 75 students in 1945–46 and 77 in 1946–47 as compared with 102 in 1941–42; the latter had 36 students in 1945–46 and 25 in 1946–47 against 31 at the end of the last quinquennium. Government approved during the year 1943–44 the introduction of graded courses of training in the latter institution, namely, Diploma Course, Higher Grade Certificate Course and Lower Grade Certificate Course, corresponding to the grades in the Men's college. In the same year, a special pay was sanctioned to physical education teachers at Rs. 10 a month for those holding higher grade certificates and Rs. 5 a month for those with lower grade certificates. In 1945–46 stipends were sanctioned to men students undergoing the physical education course. In spite of this, the supply of physical education teachers is still far short of the demand, especially due to the rapid increase in the number of secondary schools.

The Madras Olympic Association, the Madras Boxing Association, the Provincial Basket Ball Federation, the Madras Schools Athletic Association and the Collegiate Athletic Association continued to make valuable contributions to the standard and spirit of sportsmanship and the Mardas Provincial Physical Education Association to the cause of physical education in general among the educational institutions of the Province. The All-India Olympics held at Bangalore in February 1946 attracted more than the usual interest in this Presidency owing to the proximity of the venue of the meeting. The Madras Schools Athletic Association sent a team for the first time to North India for the Inter-Provincial Cricket tournaments and put on the field a representative local eleven to meet a football team from Bengal at Saidapet early in 1946. A representative contingent from Madras attended the All-India Physical Educational Conference at Amraoti in October 1946.

14. *Manual training.*—Due mainly to the classification of prevocational classes in higher elementary schools as manual training classes, the number of such classes increased from 1,724 in 1941–42 to 2,125 in 1945–46 and to 2,238 in 1946–47 and their strength from 221,280 (including 34,129 girls and women) to 304,545 (including 72,205 girls and women) in 1945–46 and to 338,758 (including 72,003 girls and women) in 1946–47. Of the 22 handicrafts for lower elementary schools and the 33 prevocational subjects for higher elementary schools, training in 21 of the former was provided in training schools and 28 of the latter was taught in higher elementary schools. Woodwork, spinning and weaving have continued to be the most popular ones, with mat-weaving, rattan-work and tailoring coming next in popularity. Among high schools weaving, rattan-work and woodwork were the most common subjects, with a few enterprising schools working on a wider range of media like leather, linoleum and pottery or providing for paper-making as a form of manual training. The Adviser to Government on Manual Training annually inspected a certain number of these classes and forwarded his reports to the managements of the schools; Mr. C. R. Porret who held the post of Adviser and who was normally to have retired from the 15th March 1943 was re-employed from year to year till about the end of the quinquennium and continuity of direction was thus maintained.

15. *Medical inspection of school children.*—The hope expressed by Government in their review of the last quinquennial report that conditions would soon permit the introduction of a scheme of medical inspection was not realized even during the quinquennium under review. Medical inspection of school children formed one of the post-war reconstruction schemes, but it had not come into effect till the time of this report. A few individual institutions, however, continued to maintain their own arrangements for the medical inspection of their pupils.

16. *Concessions to ex-servicemen.*—The following concessions were granted to ex-servicemen :—

(*a*) Demobilized soldiers qualified for secondary grade training were ordered to be admitted into the existing institutions in view of the availability of adequate facilities for the training of teachers. The Indian Army Special Certificate of Education was recognized as equivalent to the S.S.L.C. for purposes of admission to secondary grade training.

(*b*) Ex-servicemen who held the Indian Army First Class certificate were permitted to join the higher elementary grade training after a short refresher course of studies and after their fitness was examined by a panel of examiners.

(*c*) Ex-servicemen irrespective of their educational attainments before or after their joining active service were permitted to appear for the VIII Standard Public Examination.

(*d*) Government sanctioned a scheme for the training of young wives and widows of servicemen as teachers and this scheme was taken up under the general scheme of training teachers. The heads of all training schools for women were instructed to give preference to these women in the matter of admission to the schools and hostels. These women under training were to be given a residential scholarship of Rs. 10 per month, besides all the concessions granted to ex-servicemen under training.

(*e*) Demobilized soldiers desiring to undergo secondary or higher elementary grade training were given preference in the matter of admission. They were also granted exemption from the age-limit, exemption from the payment of tuition fees, special fees and examination fees, besides being paid the usual stipends.

(*f*) Pupils of high schools (Forms V and VI) and pupil-teachers under training whose studies were interrupted as a result of their joining the war services were permitted to complete the interrupted courses of studies and appear for the public examinations as private candidates.

17. *Changes in the Grant-in-aid Code, the Madras Educational Rules and the Rules for Recognition and Aid relating to Elementary Schools.*—Unlike the previous quinquennium the changes in the rules made during the period under review were so many and so important that this part of the report has necessarily to be a long one in order to provide a consolidated source of reference until such time as the changes are embodied in the reprints of the respective codes and rules. The changes in the Grand-in-Aid Code were, however, very few. Except for the ban imposed on building grants from time to time in varying degrees according to the prevailing financial conditions and except for Government orders relating to the period of war emergency between the years 1941 to 1943, when provision was made for (i) compensating the loss in fee income in secondary schools in the coastal towns of Madras, Cochin and Vizagapatam, consequent on the sudden migration of pupils at the time and (ii) allowing grant on the full and normal complement of staff, which the schools were asked to maintain without discharging teachers in spite of the temporary falls in the number of pupils, no important changes were made in the Grant-in-Aid Code.

The rate of boarding grant for Indian Orphanages and boarding homes was, however, increased on account of the rise in the prices of foodstuffs (G.O. Ms. No. 168, Education, dated the 1st February 1943). The sanction of boarding grant at the special rate authorized in G.O. No. 1257, Education, dated the 14th August 1941, to certain Mission Orphanages which had been deprived of their income from abroad due to the war, was continued during the quinquennium.

Several changes or amendments were effected in the *Madras Educational Rules*. These were—

Rule 10 (*a*).—The power of granting age exemption to teachers in aided secondary schools for boys was delegated to Divisional Inspectors under certain conditions.

Rule 14, *sub-rule* (*i*) was amended to the effect that all Catholic Priests other than the Members of the Society of Jesus, certified by the Superior-General or the Vicar-General concerned, to have undergone, during their ecclesiastical training, the courses of studies, theoretical and practical, prescribed for the secondary grade training in this Province, be permitted to appear for the T.S.L.C. Examination of the Secondary Grade as private candidates.

Rule 16.—The amendment made it obligatory on recognized schools not to employ teachers whose certificates have been cancelled or who have been declared by the Director, after due enquiry, to be unfit to be teachers.

Rule 30 (*a*).—Admission of girls without any restriction as regards age or number into boys' schools was permitted. But the admission of boys into girls' schools was not permitted without the prior approval of the Inspectress.

Rule 37.—The admission into Form IV of secondary schools of pupils who had passed the Eighth Standard Public Examination with English as their optional additional subject was permitted.

Rule 60.—The Director was empowered to grant, for special reasons, exemption from the use of a local language in any class or form of a secondary school.

Rule 64.—This rule was considerably amplified prescribing qualifications for (i) headmasters and assistant teachers employed in schools for defective children and (ii) in conjunction with rule 65, teachers employed in Sanskrit schools.

Rule 73.—The levy of fees in model elementary schools attached to Government Training schools for Women was abolished.

Rule 90.—Separate rules were made for (*a*) colleges and (*b*) secondary schools.

Rule 92.—The income limits prescribed under this rule for purposes of fee concessions were raised. Scheduled class pupils were permitted to retain the fee concessions granted under rule 92 (*c*) for a second year also in two classes during the entire period of their secondary school course, subject to certain conditions.

Rule 93.—The rule was amended to the effect that no student who has been convicted in a court of law for disloyal activities or who has been detained under the Defence of India Rules or the Restriction and Detention Ordinance, 1944, shall be admitted or re-admitted into a college or school without the previous sanction of the Director.

Rule 113 (2).—The lower age-limit for admission into a training institution was raised from 14 to 15 years.

Rule 117.—The rates of stipends to elementary grade men students was raised and stipends to secondary grade students were revived.

Rule 125.—The amendment required that in the case of women whether major or minor, the agreement under this rule should be signed by the teachers concerned and also by suitable sureties. Another provision under this

rule authorized the Director to accept for the purpose of the agreement the service which a teacher, after leaving the training institution, may have performed as a teacher in His Majesty's Land, Naval or Air Force (G.O. No. 918, Education, dated the 6th July 1943.)

Rule 138.—Elementary grade teachers, who underwent training in and after 1941 and subsequently passed the Matriculation Examination or were otherwise eligible for the University courses of studies were permitted to appear for the T.S.L.C. examination of the secondary grade as private candidates, and this concession was later extended to those who underwent higher elementary grade training prior to 1940–41, on the condition that they had had five years' teaching experience subsequent to their passing and that they had secured eligibility for admission to the University Courses of study.

Rule 145.—This rule was deleted consequent on the discontinuance, in the case of teachers trained under the revised scheme, of the requirement of eighteen months' approved probationary service for the completion of the certificate.

In this connexion, the rules for the Secondary School-Leaving Certificate examination were also amended to permit teachers of the higher elementary grade with a total of at least three years' service in recognized schools after their passing the Training-School Leaving Certificate examination to appear as private candidates for the Secondary School-Leaving Certificate examination without the requirement of school study records.

The following changes were made in the *Rules relating to Elementary Schools—Rules under the Madras Elementary Education Act*.—The most important amendment which was made to the Act during the quinquennium was that of transferring the power to impose the penalty under section 51 (i), Compulsory Elementary Education Act, from the executive heads of local bodies to the District Educational Officers with effect from the 1st June 1947 (G.O. No. 643, Education, dated the 1st April 1947).

Under *section* 3 (*i*) attendance at school, the minimum number of school days in respect of schools attached to boarding homes and orphanages was reduced from 220 to 200 and the power to condone the shortage in the number of working days in the case of schools managed by district boards and municipal councils was given to the Director and in the case of panchayat schools to the Inspector of Municipal Councils and Local Boards.

Under *section* 50 (*v*) exemption from attendance, the attendance of a child in the Madras Fortress area and in the coastal towns where compulsory elementary education was in force was left to the option of the guardian during the years of the war.

Chapter I—Rules for recognition.—The second part of rule 1 which related to Taluk Advisory Committees, was deleted on the abolition of these committees and in G.O. No. 1430, Education, dated the 30th September 1944, the powers of these committees were delegated to District Educational Officers and Inspectresses of Girls' Schools.

Under *rule* 4 Government temporarily relaxed in their Orders Ms. No. 1235, Education, dated the 31st October 1943 and No. 134, Education, dated the 28th January 1943, the rule regarding the minimum average attendance for the assessment of teaching grant in the case of schools in the Madras Fortress and other areas threatened by enemy invasion at the time.

Under *rule* 5 the following instructions were issued to the Inspecting Officers with the approval of Government :—

"Recognition shall not ordinarily be granted to any lower elementary girls' school in a non-municipal area unless at least 30 per cent of the girls of school-age in the local area are in attendance in the school at the time of application for recognition.

"Recognition may be withdrawn after due warning, if any of the girls' schools in non-municipal areas fail to have 30 per cent of the girls of school-age in the local area in attendance in the school. One year's time may be given to all the existing schools to achieve this result."

Rule 12 (2) was amended in G.O. No. 312, Education, dated the 26th February 1943, permitting the employment of a pandit possessing the qualifications prescribed in rule 13 of the Madras Educational Rules in complete higher elementary schools having at least one additional section in any of the standards VI to VIII, in one of the posts of secondary grade trained teachers, with the previous approval of the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, and the assessment of grant at Rs. 216 a year on behalf of such a pandit.

Chapter II—Rules for Aid—Teaching Grants.—Under *rule* 1, the rate of grants for teachers of all grades was increased by Rs. 2 per month with effect from the 1st August 1946 in G.O. Ms. No. 2061, Education, dated the 29th October 1946. Subsequently in G.O. No. 1154, Education, dated the 5th June 1947, the rates were substantially raised for all grades, with provision for increments to trained teachers of the higher elementary and other upper grades, with effect from the 1st January 1947. Dearness allowance was also sanctioned at a uniform rate to all teachers assessed for grant and the rate was raised from time to time until it was fixed at Rs. 16 per month per teacher. To encourage the enrolment of Mappilla pupils, the appointment of Musaliyars for giving religious instruction in aided Mappilla elementary schools was approved by Government in their Order Ms. No. 642, Education, dated the 6th May 1943, and grant on behalf of each of the instructors was permitted to be assessed at Rs. 60 per year, subject to a maximum total expenditure of Rs. 10,000.

Under *rule* 4 the assessment of grant for an additional teacher, with effect from the 1st January 1946, in aided schools having ten or more sections was permitted in G.O. No. 93, Education, dated 11th January 1946. Under the same rule a sub-rule was added to provide for the sanction of leave to teachers in aided schools with grant both for the teacher on leave and the substitute, at the rate of 15 days' leave for every twelve months of continuous service in one or more schools, with the accumulation of the leave limited to 45 days (G.O. Ms. No. 233, Education, dated the 14th February 1945). Another sub-rule was added in G.O. No. 1604, Education, dated the 30th October 1944, to limit the period of employment of untrained teachers.

Under *rule* 7 (*b*), a provision was made, in G.O. Ms. No. 2208, Education, dated the 29th December 1945, allowing increased grants to single-teacher schools in certain areas and under certain conditions.

Under *rule* 8, the procedure was revised in consequence of the abolition of the Taluk Advisory Committees (G.O. No. 1430, Education, dated 30th September 1944).

Rule 13 was amended so that the teachers were entitled to receive the whole grant assessed on their behalf instead of 85 per cent and provision was made for the payment up to 15 per cent of the assessed grant to the management towards the cost of maintaining the schools.

II. General Statistical Summary.

1. *Statistics relating to institutions*.—The total number of public institutions (including, oriental institutions as well as European and Anglo-Indian Schools recognized by this department) decreased from 39,422 to 37,811 or by 4·3 per cent as against a decrease of 16·9 per cent recorded at the end of 1941–42. The strength in all these institutions increased from 3,455,822 to

3,989,685 or by 15·5 per cent compared with the increase of 9·9 per cent. The number of private unrecognized schools fell from 413 to 228 and their strength from 16,078 to 8,549. The decrease in the total number of institutions, in spite of the rise in the number of high schools and colleges, was due mainly to the closure of ill-working elementary schools.

2. *Institutions and scholars by districts.*—The decrease in the number of institutions was general in all the districts except West Godavari, Madras, Madura and Malabar, while the increase in enrolment of pupils was shared by all the districts.

3. *Institutions according to Managing Agencies.*—Schools under public managements increased from 19,489 to 19,595 the increase being shared by all public managements except the Panchayat. Government schools increased from 1,735 to 1,869, Municipal schools from 1,482 to 1,525 and District Board schools from 14,887 to 15,076 while Panchayat schools fell from 1,385 to 1,125. The schools under private managements, both aided and unaided, decreased from 19,500 and 433, respectively, in 1941–42 to 17,882 and 334 in 1946–47. Despite the fall in the number of schools in the aggregate, the strength in them rose considerably during the period under review. The increase in strength was shared by schools under all managements.

4. *Education in relation to population.*—The percentage of male scholars to male population was 10·4 as against 9·1 and that of female scholars to female population was 5·8 as against 4·9 and the percentage of both male and female scholars to the total population was 8·1 as against 7·0 at the end of the preceding quinquennium. The percentages in the case of both male and female scholars were the highest in Madras compared with other districts being 24·0 and 15·4 respectively. The district of Salem recorded the lowest percentage in respect of male scholars under instruction to male population being 5·9 and Coimbatore in respect of female scholars being 2·7.

5. *Scholars according to classes of community.*—There was an increase in the number of scholars under instruction in all types of institutions of all communities during the period under review. To the total increase of 526,334 recorded at the end of the quinquennium the increase of the Harijan and the Muslim scholars alone contributed 71,989 and 47,883, respectively, while in 1941–42, the increase in the number of scholars of these two communities was 34,591 and 31,427.

6. *Scholars studying English.*—The number of scholars studying English was 538,163 as against 566,798 in 1941–42. The decrease was due to restriction placed on the teaching of English in schools towards the end of the quinquennium, by shifting the stage of commencement from Class 4 to Form I.

7. *Scholars unprotected from smallpox.*—The number of scholars unprotected from smallpox increased from 2,830 in 1942 to 3,826 in 1947, due presumably to the migration of families from place to place during the war and the children failing to be vaccinated at the proper age.

8. *Extent of education in municipal and non-municipal areas.*—The percentage of the number and the strength of institutions in municipal areas to the total figures for the Province was 9·2 and 17·2 respectively in 1946–47 as against 9·4 and 18·3 in 1941–42, due to the increase in the number of schools in rural areas.

9. *General statistics of receipts and charges.*—The total expenditure on education (including the expenditure on professional colleges and special schools not under the control of this department) increased by Rs. 678 lakhs from Rs. 618 lakhs in 1941–42 to Rs. 1,296 lakhs in 1946–47. The percentage

of expenditure from public and private funds to the total expenditure was 65 and 35 respectively as against 63 and 37 in 1941–42. The total expenditure had more than doubled during the quinquennium due mainly to the expenditure incurred by way of payment of enhanced dearness allowance to teachers employed in all schools.

As in previous years, almost the whole amount shown under "Subscriptions and other Sources" in the General Educational Tables III-A and III-B represents the contributions from the managements of schools under private agencies. These sources contributed Rs. 139·52 lakhs towards the total direct expenditure of Rs. 1,057·54 lakhs as against Rs. 64·32 lakhs and Rs. 513 lakhs, respectively, in 1941–42.

The total direct expenditure increased from Rs. 513 lakhs to Rs. 1,058 lakhs, the increase being shared by all types of institutions as shown below :—

	Expenditure in lakhs. 1941–42.	1946–47.
	Rs.	Rs.
Arts colleges	36·34	69·71
Professional colleges	17·64	41·19
Secondary schools	126·59	247·62
Elementary schools	277·96	572·07
Special schools	40·41	87·73

The expenditure on "Universities" which has not been included in the above statement, rose from Rs. 13·77 lakhs to Rs. 39·22 lakhs.

The amount spent by local boards and municipal councils on elementary schools maintained by them increased by Rs. 151·88 lakhs from Rs. 157·58 lakhs to Rs. 309·46 lakhs to which total, local and municipal funds alone contributed Rs. 158·43 lakhs compared with Rs. 68·37 lakhs in 1941–42.

The following table gives details of expenditure on schools managed and aided by municipal councils :—

Expenditure on schools maintained and aided by municipal councils.

	Institutions			*Recurring expenditure.*					
	Managed by municipal councils	*Aided by municipal councils.*	*Total.*	*Provincial funds.*	*Municipal funds.*	*Other public funds.*	*Fees.*	*Other sources.*	*Total.*
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Recurring expenditure—									
Colleges ..	3	*1	4	*8,036 4,725	*1,000 41,298	*2,000 ..	62,265 82,729	*17,107 308	*90,408 1,29,060
High Schools. ..	54	..	54	1,77,613	3,88,265	360	11,47,887	35,959	17,50,084
Middle Schools. ..	16	..	16	12,683	37,911	..	64,027	21,630	1,36,251
Primary Schools. ..	1,439	..	1,439	13,91,534	31,92,713	25,200	11,621	53,120	46,74,284
Special Schools.	4	†14	18	2,082 †2,19,098	10,909 †80,651	.. †5,937	551 †33,198	150 †1,51,810	13,692 4,90,694
Total—									
1946–47 ..	1,516	15	1,531	18,15,771	37,52,753	33,587	14,02,278	2,80,084	72,84,473
1941–42 ..	1,482	3	1,485	15,45,543	21,58,322	3,483	1,19,627	19,581	44,63,523
Capital Expenditure—									
Colleges ..	..	..	..	..	46,612	..	..	54	46,666
High Schools. ..	..	..	..	22,682	1,25,306	..	..	‡3,229	‡1,51,217
Middle Schools. ..	..	..	..	..	743	..	..	1,756	2,499
Primary Schools. ..	..	..	..	961	1,22,376	..	..	955	1,24,292
Special Schools. ..	..	..	..	..	..	..	..	..	..
Total for—									
1946–47 ..	..	..	..	23,643	2,95,037	..	..	5,994	3,24,674
1941–42 ..	..	..	..	11,694	2,17,497	..	..	..	2,29,191

* Relates to one Arts College which received aid from Municipal Funds.
† Relates to Industrial Schools which received aid from Municipal Funds.
‡ Includes Rs. 95,241 spent on buildings for all secondary (High and Middle) Schools.

It may be observed that the expenditure both recurring and capital, increased from Rs. 44·64 lakhs and Rs. 2·29 lakhs in 1941–42 to Rs. 72·84 lakhs and Rs. 3·25 lakhs respectively.

The total indirect expenditure increased from Rs. 105·60 lakhs to Rs. 238·32 lakhs. The increase in the total expenditure was noticeable under all heads, namely, "Direction," "Inspection," "Buildings and Equipment" and "Miscellaneous" which includes expenditure on scholarships, boarding charges, etc.

The expenditure on "Buildings and Equipment" increased from Rs. 35 lakhs in 1941–42 to Rs. 80 lakhs in 1946–47. The following table gives the expenditure incurred on various classes of institutions under this head in 1946–47 :—

The amount spent on buildings, furniture and apparatus in 1946–47 from	*Colleges.*	*High schools.*	*Middle schools.*	*Primary schools.*	*Special schools.*	*Total.*
	RS.	RS.	RS.	RS.	RS.	RS.
Provincial Funds	13,21,481	2,28,073	21,742	7,59,400	65,713	23,96,409
Local Funds	821	2,31,775	25,159	5,65,811	..	8,23,566
Municipal Funds	46,612	1,25,364	743	1,22,376	..	2,95,095
Other sources	16,35,470	12,68,576	28,558	14,00,249	47,247	43,80,100
Total ..	30,04,384	18,53,788*	76,202	28,47,836	1,12,960	78,95,170

* Includes expenditure on buildings of all secondary schools (high and middle).

10. *Provincial receipts and charges.*—The budget estimate for the year 1946–47 under "Education" was Rs. 658·97 lakhs and the revised estimate Rs. 642·12 lakhs. The actual expenditure including the amount spent in England amounted to Rs. 590·27 lakhs.

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. 28·30 lakhs and Rs. 654·46 lakhs, respectively, in 1946–47 as against Rs. 14·33 lakhs and Rs. 319·17 lakhs in 1941–42. The increase was very marked in the case of grants-in-aid to schools under private managements and under local bodies.

11. *Grants-in-aid.*—The total amount of grants-in-aid to institutions under private managements rose from Rs. 114·97 lakhs to Rs. 279·29 lakhs, the increase was due mainly to the grant of dearness allowances to teachers under private managements at the rates admissible to Government servants.

12. *Miscellaneous charges.*—The heading "Miscellaneous" in the General Educational Tables III-A and B includes boarding charges in hostels amounting to Rs. 115·93 lakhs, expenditure on private schools not conforming to departmental standards of instruction Rs. 0·84 lakhs, amount spent on scholarships in schools and colleges Rs. 8·19 lakhs and other miscellaneous items such as charges relating to Government Oriental Manuscripts Library, Registration of Books, Examination charges, Text-book Committees and miscellaneous grants amounting to Rs. 1·94 lakhs. The corresponding expenditure in 1941–42 were Rs. 43·73 lakhs, Rs. 1·42 lakhs, Rs. 4·75 lakhs and Rs. 1·29 lakhs, respectively.

The receipts from the departmental examination fees amounted to Rs. 0·19 lakh and the boarding fees collected in hostels and boarding homes amounted to Rs. 44·46 lakhs. The figures appearing under "Other Sources" against "Miscellaneous" in Tables III-A and B, represent the sums spent by managements of private schools amounting to Rs. 0·8 lakh endowments and subscriptions collected and spent on hostels and boarding homes amounting to Rs. 30·92 lakhs, the sums paid as scholarships amounting to Rs. 2·48 lakhs and recoveries on account of service payments, etc., amounting to Rs. 0·17 lakh.

13. *Average cost and average fee.*—The following table gives the average cost of education and average fee per head paid in various institutions for general education for boys and girls :—

	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—Indians	316 2	142 0	169 0	108 3	202 3	133 8
Secondary schools—For boys—						
For Indians	93 11	16 10	46 8	24 11	53 3	30 5
For Europeans	..	..	..	..	105 6	91 14
Elementary schools—For boys—						
For Indians	25 10	..	17 8	..	14 14	0 6
For Europeans	..	..	..	..	96 0	11 14
Secondary schools—For girls—						
For Indians	87 13	14 10	55 8	20 11	59 8	22 0
For Europeans	..	..	..	..	349 11	102 13
Elementary schools—For girls—						
For Indians	33 0	..	17 11	..	14 11	0 13
For Europeans	..	..	..	..	91 14	15 6

III. Controlling Agencies.

1. *Direction.*—Sir Meveral Statham, C.I.E., M.A., I.E.S., continued to hold the office of the Director of Public Instruction and Commissioner for Government Examinations till his death on the 26th December 1944 except for a period of two months' leave from the 13th April 1944, when Dr. B. B. Dey, Principal and Professor of Chemistry, Presidency College, Madras, acted in his place. The following notification was ordered to be published in the *Fort St. George Gazette* in G.O. Ms. No. 3693, Public (Political), dated 30th December 1944 :—

"His Excellency the Governor has learnt with deep regret of the death of Sir Meveral Statham, C.I.E., Director of Public Instruction, Madras, on the night of the 26th December 1944 of heart failure, and desires to place on record his high appreciation of the valuable services rendered by him.

"Sir Meveral Statham was appointed to the Indian Educational Service in July 1913. During his service of nearly 32 years he held very important posts in the Education department all of which he filled with great distinction. He served as Director of Public Instruction, Travancore, from September 1933 to May 1935 and as Educational Commissioner with the Government of India from May 1935 to October 1935. He was appointed as Director of Public Instruction, Madras, in April 1936, which post he held till his death.

"His work in all his various capacities was of outstanding merit and his clear and decisive views of educational questions were of immense help to Government in effecting reforms of far-reaching importance, the chief of which were (i) overhauling the syllabus of elementary and of training schools, (ii) improvement of the education of girls in all stages and (iii) progress in the education of backward classes, particularly the Mappillas.

"He was in recent months working on a scheme of post-war development of education and his report on it formed the basis of discussion of the Educational Sub-Committee of the Post-war Reconstruction Committee.

"He was Chairman of a Special Committee on Technical Education which reported to the Educational Sub-Committee of the Post-war Reconstruction Committee. These reports and the part which he took in the deliberations of the Sub-Committee have been of incalculable value in the formulation of a plan of Post-war Development in Education for this Province.

"By the death of Sir Meveral Statham the Government of Madras lost a public servant of great distinction."

The Indian Educational Service post of Director of Public Instruction was kept in abeyance and in its place a temporary post in the Madras Educational Service was created. Dr. B. B. Dey held the post of the Director of Public Instruction till the 29th October 1945 when he went on leave preparatory to retirement. Dr. S. R. U. Savoor was appointed as Director of Public Instruction in the Indian Educational Service from 23rd October 1945 and except for a brief period of leave from the 13th May to the 12th June 1946 when Mr. G. L. Lobo, M.B.E., Deputy Director of Public Instruction (Elementary Education), was in charge, the post was held by Dr. Savoor during the remaining period of the quinquennium.

The offices of the Director of Public Instruction and the Commissioner for Government Examinations which were shifted to Anantapur in May 1942 when many of the Government offices were evacuated from the Madras City were moved back to the City at the end of June 1942.

During the period of the war, a special section designated "War Section" was opened in the office of the Director of Public Instruction, Madras, to attend to all matters connected with departmental efforts in connexion with the war including recruitment and publicity programmes. The establishment was financed by the War Department.

2. *Inspection and organization.*—The main changes in the functions and jurisdictions of inspecting officers of both the men's and women's branches have been indicated in the paragraph on the Inspecting Agencies under the chief features of the quinquennium. These changes were the result chiefly of the increase in the number and growth in size of educational institutions during the period under review; they have not reduced the average number of educational institutions inspected by each officer. Besides the rise in the numbers, the volume and variety of work both in the offices of the inspecting offices and in Government Training Schools has increased; in the latter case the increase in strength has increased the responsibilities of the heads of the institutions. Consequently, the posts of Headmistresses of Secondary and Training Schools at Vellore and Coimbatore were raised to the Provincial Service. With the opening of a Secondary Training Section in the Madrasa-i-Azam High School, Madras, the post of the Headmaster was also provincialized. Full-time Curator's post in the Madras Educational Service for Oriental Manuscripts Library was sanctioned in 1942–43. As the revised syllabuses for training schools required wholetime attention to teaching on the part of the staffs of training schools, clerks were sanctioned in each of the Government Training Schools for Masters in the first year of the quinquennium. In the subordinate service, additional posts of Assistant Lecturers in colleges and school assistants in training schools were sanctioned for the new courses introduced in the former and for the emergency secondary grade classes in the latter institutions.

During the war all the inspecting officers both gazetted and non-gazetted carried on intensive recruitment for war services and Personal Assistants were appointed to District Educational Officers for this purpose, their salaries being met by the War Department.

The scales of pay of the provincial and subordinate services were revised in common with other services of the Government in 1944 by a restoration of the 1933-scales of pay and again in 1947 by a total revision with reference to the changed conditions and cost of living. A scale of war allowance to officers of the provincial service and of dearness allowance to officers of the subordinate service was also sanctioned. The initial pay was raised in the case of officers promoted from the subordinate educational service to the Madras Educational Service after 1st August 1947; the benefit of this revision was, however, not extended to those who were promoted earlier, some of whom in consequence drew in 1947 after four years' service in the Madras Educational Service the same pay as those promoted that year.

The following statement shows the number of inspecting officers as it stood on the 31st March 1947:—

	Number of officers in each grade.	*Grades of schools.*	*Number of institutions in their jurisdiction.*	*Number of institutions each has to see annually.*	*Average number of schools actually seen.*
Divisional Inspector of Schools ..	4	Control and supervision of elementary education in the Division and supervision of the work of District Educational Officers and their subordinate staff.			
District Educational Officers ..	28	(1) Secondary.	(1) 720 (2) 78	*	28
Inspectresses of Girls' Schools ..	8	(2) Training.	(1) 181 (2) 82	..	32
Deputy Inspectors of Schools (Senior scale).	228	Elementary schools.	31,975	..	80
Deputy Inspectors of Schools (Junior scale).	171				
Sub-Assistant Inspectresses of Schools.	55	Do.	4,173	..	75
Junior Deputy Inspectors of Schools in the Agency Ranges.	3	Do.	406	..	135

NOTE.—Besides the inspecting officers shown in this statement there are two others, namely, (1) the Inspectress of European Schools, (2) The Inspector of Oriental Schools and Colleges, in the Madras Educational Service, with jurisdiction over the whole Presidency, (3) The Chief Inspector of Physical Education, (4) The Women Specialist in Physical Education and (5) The Manual Training Expert.

* The actual figure depends on the number of schools in their jurisdiction as each school has to be inspected once at least annually. Besides these officers have to visit a large number of elementary schools.

3. *Personnel.*—The following officers in the Indian and Madras Educational Service retired from service during the quinquennium:—

Sri N. R. Krishnamma.

Mr. H. C. Papworth.

Dr. B. B. Dey.

Miss I. H. Lowe (on leave preparatory to retirement from 28th December 1943 to 3rd May 1945 and service with the Y.M.C.A., Calcutta).

Miss K. Myers (re-employed from 14th January to 13th July 1946).

Miss J. M. Gerrard.

Mrs. R. S. Subbalakshmi Ammal.

Sri A. V. Venkatarama Ayyar.

Sri U. Kannappa.

Sri C. K. Krishnaswami Pillai, M.B.E.

Sri V. Viswanatha Sarma (employed after retirement as Publicity Officer, National Service Labour Tribunal).

Sri T. M. Kelu Nedungadi.

Sri G. P. Krishnamurthi.

Sri T. S. Krishnaswamy Ayyar.

Sri S. Muthukrishna Ayyar (employed after retirement as Instructor, Cadet Training School, Adyar).
Sri P. A. Narayana Ayyar.
Sri N. Raghunatha Ayyangar.
Ghulam Dastagir Sahib Bahadur.
Sri P. Subba Rao.
Sri S. Satchidanandam Pillai.
Sri R. M. Savoor, M.B.E.
Sri T. S. Krishnamurthy Ayyar.
Muhammad Abdul Ali Sahib Bahadur.
Sri M. Chayappa.
Sri K. S. Sitaraman.
Sri M. Varughis.
Miss C. M. Cavanagh (re-employed from 21st October 1943 to 20th April 1946).
Sri P. Venkataramanayya (employed before retirement as District Organizer, National War Front).
Sri V. N. Viswanatha Ayyar.
Sri M. Manjunath Mulki (re-employed from 11th March to 3rd April 1947).
Sri C. N. Ganapathi Ayyar.
Sri P. V. Alexander.
Sri P. K. Pattabhirama Sastri.
Sri J. Satyanarayanamurthi.
Miss C. D'Souza.
Mrs. G. Parukutti Ammal.
Sri D. Lakshminarasimham.
Sri P. Raghavacharya.
Sri P. P. Sankaran Nambiar.
Sri V. Venugopala Ayyangar.
Mr. J. Franco, M.B.E. (re-employed from 9th October 1945 to 8th October 1946).
Moulvi Muhammad Sahib Bahadur (re-employed from 16th October 1945 to 15th October 1946).
Mr. C. R. Porret, M.B.E. (re-employed from 15th March 1943 to 14th March 1947).
Miss C. K. Kausalya.
Miss W. Park.
Miss L. Philipsz.

Mr. H. C. Buck, Adviser to Government on Physical Education, died on the 23rd July 1943; Md. Kutbuddin Sahib Bahadur, Lecturer, Government Muslim College, Madras, on the 7th February 1944: Sri P. Thyagarajan, permanent Personal Assistant to the Director of Public Instruction, on the 9th April 1944 and Sri P. P. Subrahmanya Sastri, Professor of Sanskrit, Presidency College, Madras, on the 16th November 1945. Sri S. B. Bondade Additional Professor of Physics, Presidency College, Madras, resigned his appointment with effect from the 14th June 1944 and Mr. Muhammad Anwer Sahib Bahadur, District Educational Officer resigned his appointment in the Madras Educational Service with effect from the 27th September 1945: Mr. G. L. Lobo, M.B.E., Deputy Director of Public Instruction, on Elementary Education, was re-employed as Special Officer for the conduct of the S.S.L.C. re-examination 1947 from the 21st March 1947 for the period up to the end of 30th June 1947.

Lieut.-Col. M. Abdul Hamid, M.B.E., permanent Divisional Inspector of Schools, on reversion from the Government of India, has been granted leave for twenty-eight months from the 1st July 1946. Dr. K. C. Chako, I.E.S., was on leave from September 1945 and serving as Principal of the Annamalai University College of Engineering with the permission of the Government during the later half of the quinquennium.

Messrs. T. P. Santhanakrishna Nayudu and C. Raghunathan, District Educational Officers, were placed on special duty during the quinquennium for the preparation of the quinquennial report for 1937–42 and for the formulation of secondary education reorganization proposals respectively.

Besides the retired officers who were employed during a part of the quinquennium in other departments connected with the prosecution of the war, a number of officers of the department, both gazetted and non-gazetted, were also employed in these departments. Major B. H. Marley, Instructor, College of Engineering, Guindy, who was on Military service and Mr. A. Viswanath, Professor, College of Engineering, Guindy, who was under the Labour Department of the Government of India, reverted to the department and the former was promoted as Professor of Civil Engineering and the latter as Principal, College of Engineering. Mr. R. H. P. Holman, officiating Lecturer in Government Training College, Rajahmundry, was employed as Instructor in the Cadet Training School, Adyar; Messrs. T. P. Santhanakrishna Nayudu, Syed Abdul Khyoom Sahib, and U. Satyanarayana as District Organizers, and Dr. G. F. Andrews as Assistant Director of Publicity, National War Front; Messrs. C. Raghunathan and Sheikh Md. Ismail Sahib as A.R.P. Officers in the Civil Defence department and the latter was subsequently employed as Publicity Officer, National Service Labour Tribunal, Madras; Messrs. G. H. Jansen, Lecturer, Government Arts College, Rajahmundry, and A. R. Ramanathan, Junior Instructor, College of Engineering, were selected as King's Commissioned Officers, R.I.A.F., Sri D. Ramayya Nayudu served as Recruiting Officer, National Service Labour Tribunal, Madras; Mr. C. T. Philip, Lecturer in Chemistry, was on other duty under the Government of India as Employment Advice Officer; Sri V. Kunhiraman Nayar, a probationer in the post of District Educational Officer, was on other duty in the Madras Jail Service; Sri T. N. Seshadri, Lecturer in Physics, continued to be serving in the Public Works Department at the end of the quinquennium. Among the non-gazetted officers Sri R. Balakrishna Mudaliyar served as Lecturer, National War Front; Mrs. P. Parijatham Nayudu and Mrs. E. S. Thylambal continued as Commandant and Staff Officer respectively of the Indian Women's Civic Corps.

A provincial delegation consisting of Messrs. K. Muhammad Sahib Bahadur, Divisional Inspector of Schools, D. Ramayya Nayudu, T. P. Santhanakrishna Nayudu and Syed Abdul Khyoom Sahib Bahadur, District Educational Officers, Mr. Sundaravaradan, Superintendent of the War Section of the office of the Director of Public Instruction, Madras, and two Headmaster ofsaided high schools visited the Military Training Centres at Katni, Central Provinces, in June 1943.

To the new whole-time post of Chief Inspector of Physical Education created in the Madras Educational Service, Dr. G. F. Andrews was appointed with effect from 1st May 1946.

The following officers were directly recruited to the Madras Educational Service during the quinquennium:—

Messrs. N. D. Sundaravadivelu, C. Ganesamurthi and L. Bullayya as District Educational Officers.

Messrs. T. N. Venkatanathachari was recruited as Professor of Botany, T. K. Lakshmanan, V. Habibullah Sahib and Miss A. R. Irawathy as Lecturers.

Mrs. Khan (*nee* Salma Ansari) as Superintendent, Government Hobart Training School, Madras.

Sri K. Srinivasan as Professor of Electrical Engineering, College of Engineering, Guindy.

S. A. M. Bukhari Sahib Bahadur was temporarily appointed as Lecturer in Islamic History and Culture, Government Muslim College, Madras, for a period of four years from the 4th July 1944 on a contract basis.

The following officers of the Educational department have been granted study leave overseas to undergo advanced studies under the Government of India Overseas Scholarship Scheme :—

(1) Sri A. Srinivasan, probationer in the post of Junior Instructor in Electrical Engineering.

(2) Sri S. Srinivasan, officiating Laboratory Assistant, College of Engineering, Guindy.

(3) Sri P. Baktavatsal Patnaik, Lecturer in Mathematics, in the Madras Educational Service.

(4) Sri C. Bhashyakarla Rao, Lecturer in Natural Science, Teachers' College, Saidapet.

(5) Sri K. Kanakasabapathy Pillai, Assistant Lecturer in History in the Madras Educational Service.

(6) Sri V. Kalyanaraman, officiating Instructor in Surveying and Drawing, College of Engineering, Guindy.

(7) Mr. P. V. Abdur Rahiman Sahib, officiating Assistant Lecturer in Mathematics, in the Madras Educational Service.

4. *Employment of Muslims in the department.*—The number of Muslims employed in the posts under the administrative control of the Director on 31st March 1947 was as follows :—

	Men.	*Women.*
Government Arts College	6	5
Government Professional Colleges	1	..
Secondary schools	33	..
Training schools	15	11
District Educational Officers	3	..
Other administrative Officers	3	..
Deputy Inspectors of Schools (Senior and Junior)	27 plus 11.	..
Sub-Assistant Inspectress of Schools	..	..

Statement showing the number and average pay in respect 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 decimal.*			
		In colleges.	*In secondary schools.*	*In primary schools.*	*In other schools.*
In schools for Indians—					
Municipal	9,745	127·0	65·8	41·7	..
Local board	50,538	..	61·8	37·0	..
Private—					
Aided	68,214	288·1	61·0	35·2	90·3
Unaided	306	..	65·2	21·0	..
Total, Indian schools ..	128,803	207·5	63·5	33·5	..
In schools for Europeans—					
Private—Aided	855	..	119·7	70·1	145·3

5, *Tours.*—The three officers who in turn held the office of the Director of Public Instruction during the quinquennium have between them toured practically all the districts of the Province. Besides educational work, the scope of these tours in the early years of quinquennium included periodical surveys of the recruitment to the war services from the respective districts. Towards the end of the quinquennium, the opening of new colleges, secondary and training schools, the extension of the compulsory elementary education and the provision of facilities for the training of teachers in basic education methods received special attention besides normal inspections and surveys on these tours. The late Sir Meveral Statham attended the meetings of the Central Advisory Board of Education at Delhi in 1943 and at Lucknow in 1944 and Dr. S. R. U. Savoor attended the meetings of the Board at Bangalore in 1946.

IV. University and Collegiate Education.

A. University of Madras.

1. (i) *General.*—The period under report covers, for the most part, years passed under the Second World War. In spite of the disturbed conditions, the activities and progress of the University have continued to be satisfactory in all directions. Some of the noteworthy events were (*a*) the institution of the Degree of B.Sc. (Tech.) and the opening of the Alagappa Chettiar College, giving instruction in B.Sc. (Tech.) Degree Course (Chemical Engineering, Textile Technology, Leather Technology); (*b*) the revision of the B.Com. Degree regulations and the opening of the courses in certain colleges; (*c*) the institution of a lectureship in Experimental Psychology in the University as a part of the Department of Indian Philosophy; (*d*) the revision of the courses of studies under the Faculty of Oriental Learning, providing revised course in B.O.L. and a new Degree of B.O.L. (Hons.); (*e*) the expansion of the University Officers' Training Corps, the introduction of the award of A and B certificates to the cadets of the corps and the consequent introduction of Military Science as a subject of study in the University courses; (*f*) alterations in the Laws, Statutes, Ordinances and Regulations, making provision for concessions to war service candidates to appear for University Examinations and institution of B.A. (War) Degree, etc.; (*g*) revision of the Sangitha Siromani course and the opening of the course in Kalakshetra, Adyar; (*h*) the opening of the B.Ed. (now M.Ed.) course in the Constituent Training Colleges; (*i*) the reorganization of Post-graduate courses in Medicine and the institution of a Post-graduate Council of Medical Education; (*j*) the institution of the B.Sc. Degree in Nursing and the affiliation of the Christian Medical College, Vellore, to the course; (*k*) the consitution of a Special Committee for consideration of Post-war Educational Reconstruction and consideration and adoption of the recommendations; (*l*) the opening of the Honours Course in Islamic History and Culture in the Government Muslim College, Madras; (*m*) reorganization of higher research degree courses with a view to providing for the Ph.D. Degree as an intermediary research degree; (*n*) the Institution of a Department of Anthropology and the Diploma and Certificate Course in Anthropology; (*o*) the institution of Diploma course in Journalism and Diploma Course in Tuberculosis; (*p*) inspection of colleges in Arts and Science by a General Inspection—Commission; (*q*) appointment of a committee to consider the amendments that may be required in the Madras University Act; and (*r*) review of courses of studies in Science and Arts with a view to modification of the same to meet modern requirements.

(ii) *Changes in personnel—Chancellor.*—His Excellency the Honourable Sir Arthur Hope, G.C.I.E., M.C., held the office ex officio till the 26th February 1946. His Exellency Sir Foley Knight, K.C.S.I., C.I.E., I.C.S., held the

office from 26th February to 3rd May 1946. His Excellency the Honourable Lieutenant-General Sir Archibald Edward Nye, G.C.I.E., K.C.B., K.B.E., M.C., who assumed the office as Governor of the Province on the 3rd May 1946, became the Chancellor and continued as such during the rest of the quinquennium.

Pro-Chancellor.—The office of the Pro-Chancellor was vacant till the 30th April 1946. When the Provincial Ministry was formed in April 1946, the Honourable Mr. T. S. Avinashilingam Chettiar, B.A., M.L., M.L.A., the Minister of Education, became the Pro-Chancellor ex officio, and he continued in the office as such till the 1st March 1947, when there was a change in the Ministry. The Honourable Mr. K. Bhashyam held the office from 1st to 23rd March 1947, and the Honourable Mr. B. Gopala Reddi held the office from 23rd to 29th March 1947, when the Honourable Mr. T. S. Avinashilingam Chettiar again became the Minister for Education, and assumed the office of the Pro-Chancellor from the 30th March 1947.

Vice-Chancellor.—Sir Muhamad Usman continued as Vice-Chancellor till the 16th July 1942, when he resigned his office on appointment as Member of the Viceroy's Executive Council. Under section 12 (4) of the Madras University Act, Mr. William McLean, C.B.E., J.P., M.A., B.L., was appointed to act as the Vice-Chancellor, in addition to his duties as the Registrar of the University and he held the office till the 31st July 1942, Diwan Bahadur Sir A. Lakshmanaswami Mudaliar, B.A., M.D., LL.D., D.SC., F.R.C.O.G., F.A.C.S., M.L.C., was appointed by the Syndicate to act as the Vice-Chancellor in an honorary capacity from the 31st July 1942 and he held the office in that capacity till the 20th August 1942, on which date he was appointed Vice-Chancellor under section 11 (i) of the Madras University Act, by His Excellency the Chancellor. The term of his appointment (three years) terminated in August 1945. He was appointed to the office for a second term of three years from the 20th August 1945, as he was the only nominee recommended by the Senate, and he is continuing in that office.

Registrar.—Mr. William McLean, C.B.E., J.P., M.A., B.L., Chartered Secretary, the permanent Registrar of the University, went on leave for two months on the 7th November 1943. Mr. C. R. Ganapati, B.A., officiated as Registrar from the 8th November 1943 to the 6th January 1944. Mr. McLean went on leave out of India from the 23rd April 1944 to 7th December 1944, and Mr. C. R. Ganapati, B.A., the Manager of the University, officiated as Registrar for the period. Mr. McLean continued as Registrar after his return from leave from the 8th December 1944 during the period under review.

Assistant Registrar.—This office was newly created in 1946, and Sri R. Ravi Varma, M.A. (Lond.), was appointed for the office. He joined the appointment on the 1st November 1946 and continued in the office.

(iii) *Courses of studies and examinations.*—The following Degree-Diploma courses were newly instituted: B.Sc. Technology (Chemical Engineering, Textile Engineering and Leather Technology and other courses), B.Sc. Nursing and B.Sc. Forestry and Diploma courses in Gynæcology and Obstetrics, Ophthalmology, Venereology, Dermetology, Oto-Rhine-Laryngology, Radiology, Orthopædics, and Tuberculosis and in Journalism, and in Physical Education. The courses and regulations for the following degrees and Examinations have been revised to suit modern requirements: B.Com. (making it into a two years' course), B.Sc. (Ag.) Course and Syllabus, M.D., M.S., B.E., Engineering Courses (making provision for Highway Engineering, Aeronautical Engineering and Tele-communication Engineering), B.V.Sc., B.O.L. [Courses for two degrees in Oriental Learning as in Arts (B.O.L. Pass and B.O.L. Honours) having been provided] and Sangitha Siromani.

The B.Com. Degree course which was a three-year course, was revised as a two-year course, and in 1943 Pachaiappas' College started the course and at the end of the quinquennium there were six colleges affiliated to the course. The B.Ed. Degree course (now designated as M.Ed.) was opened in the Constituent Training Colleges with the co-operation of the University Department of Philosophy (Psychology section). The Course for Sangitha Siromani was started in Kalakshetra, Adyar, and the Honours Course in Islamic History and Culture was started in the Government Muslim College, Madras.

Success at certain examinations conducted for His Majesty's Forces has been accepted as equivalent to the Matriculation Examination of the University.

The Diploma Course in German and French were revised as courses of two years and Certificate Courses in German and French running over a period of one year have been started. Higher Research Degree courses have been reorganized with a view to providing Ph.D.D. Degree as an Intermediary Research Degree. Military Science has been introduced as a course of study for the Intermediate, B.A., and B.Sc. Degree Examinations, and Certificate Course A and B of the Officer's Training Corps have been recognized for this purpose.

Household Art as a subject of study for Intermediate course was introduced and the Queen Mary's College, Madras, and St. Agnes College, Mangalore, are teaching the subjects. Practical Tests in Science subjects for the Intermediate Examination have been introduced. The examination for Certificate of Proficiency in Oriental Learning was abolished. Admission to Oriental Titles Courses was restricted to those who had passed the Matriculation Examination and other Examinations recognized for eligibility to University courses and studies and those who had passed the Entrance Test previously.

Technological Studies.—In accordance with the recommendations of a Special Committee of experts, regulations for the B.Sc. (Tech.) Degree Courses were framed and placed before the University Authorities in 1944. Arrangements were proposed to start the courses at Madras utilizing the facilities at the College of Engineering, Guindy, and the Government were addressed on the matter. The Government approved the scheme and announced that they would be prepared to make a non-recurring grant of rupees seven lakhs towards the cost of the buildings and equipment required for the University Department of Technology and an annual block grant of Rs. 85,000 towards the recurring charges of the department. The University, on its part, diverted from its funds rupees five lakhs towards the general expenses of this department and resolved to meet the balance of the recurring annual expenditure. When these proposals were under consideration, Dr. K. V. Alagappa Chettiyar offered to the University a munificient contribution of rupees three lakhs to be utilized for technological studies in the University. With the approval of His Excellency the Chancellor, this amount was earmarked towards the starting of the Technological courses. The Government also sanctioned a non-recurring grant of Rs. 50,000 and a recurring grant of Rs. 40,000 towards the cost of the scheme for the year 1944–45. Temporary arrangements were made for the opening of the course at the College of Engineering, Guindy, and it was proposed to continue the course there for some time till a decision was arrived at regarding the permanent location of the College and its different branches, and till conditions permitted construction of buildings, and purchase of plant and machinery. Admissions to the course were made in July 1944 and the College of Technology was formally opened

by His Excellency the Chancellor on the 28th July 1944. In view of the munificient donation made and great generosity shown by Dr. K. V. Al. Rm. Alagappa Chettiyar to the cause of eduation in South India, the Honorary Degree of Doctor of Laws was conferred upon Dr. Alagappa Chettiyar at a special Convocation held on the 28th July 1944, when also the College of Technology was inaugurated by His Excellency the Chancellor. A further donation of rupees two lakhs was also made by Dr. Alagappa Chettiyar in 1945-46. The syndicate resolved to name the college as "Algappa Chettiyar College of Technology : University of Madras." For the location of the College, the Government were pleased to alienate about 47 acres of land adjacent to the Engineering College site. The University is proceeding with the construction of buildings in the land alienated by the Government. At present two hostel blocks have been completed. Construction of other buildings to accommodate the college, laboratories and workshops will commcence at an early date.

The College of Technology was started in 1944 with Chemical Technology as a subject of study. Subsequently it has been possible to start the courses in Textile Technology and Leather Technology from July 1945 at the Government Textile Institute and the Leather Trades Institute respectively. The staff of the College at present consists of Dr. M. A. Govinda Rao, acting Professor of Chemical Technology, Khan Bahadur D. M. Amalsad, Honorary Professor of Textile Technology, Sri K. Seshachalam Choudhry, Honorary Professor of Leather Technology and other Lecturers and Assistants.

(iv) *Recognition, affiliation and approval of colleges.*—The following new Colleges and institutions were recognized or approved for Arts and Science during the quinquennium : Sacred Heart College, Thevara, Ernakulam ; Carmel College, Trichur ; Sri Venkateswara College, Tirupathi ; Veerasaiva College, Bellary ; Vivekananda College, Mylapore, Madras ; Government College for Muslim Women, Madras ; St. Mary's College, Trichur ; St. Albert College, Ernakulam ; besides St. Ann's Training College, Mangalore and Government Training College, Trichur, for teaching ; Missionary Medical College for Women and School of Nursing, Vellore, for Medicine ; and Sri Ahobila Mutt Sanskrit College, Madurantakam ; Madrasa Mahammadiya Rayadrug ; Oriental College, Dharmapuram ; and Sri Swaminatha Swamigal Sentamil Kalloori, Tirupanandal, for Oriental Learning. Arthur Hope College, Coimbatore, has been provisionally recognized for Engineering course.

Apart from courses already existing in other colleges affiliation in subjects and branches of study in other faculties were also granted to sevral colleges. The following second grade colleges were raised to first grade on their opening Degree Courses ; Municipal College, Salem ; Government College, Coimbatore ; Islamiah College, Vaniyambadi ; Madura College, Madura ; St. John's College, Palamcottah ; and H.H. the Rajah's College, Pudukottah.

Honours course in Islamic History was opened in the Government Muslim College for men Madras.

The following is a comparative statement of the number of institutions, constitutent, affiliated and oriental as on 31st March 1942 and on the 31st March 1947 :—

Arts and csience.	31*st March* 1942.	31*st March* 1947.
Preparing students for Intermediate Examination	11	7
Preparing students for Intermediate, B.A. and/or B.Sc.	19	30
Preparing students for Intermediate, B.A. and/or B.Sc. Pass and Hons.	6	7
Professional.		
Law—F.L. and B.L.	1	1

Arts and scince.	31*st March* 1942.	31*st March* 1947.
Medicine—		
M.B.B.S., B.S.Sc., M.D., M.S., B.Sc. Pharmacy and Diploma Courses.	1	1
M.B.B.S., M.D. and M.S.	1	1
M.B.B.S.	1	1
B.Sc. Nursing	..	1
Engineering : F.E. and B.E.	1	2
Teaching—		
B.T. (Formerly L.T.)	4	6
M.Ed. (Formerly B.Ed.)	..	1
Agriculture—B.Sc. (Ag.)	1	1
Veterinary Science, B.V.Sc.	1	1
Technology—B.Sc. (Tech.)	..	1
Commerce—B.Com.	..	6
Oriental Learning—B.O.L. Hons.	..	1
Oriental Titles—		
Siromani and Vidwan	7	9
Siromani	7	7
Vidwan	4	5
Munshi-i-Fazil and/or Afzal-Ul-Ulama or Adib-i-Fazil	3	6
Fine Arts.		
Sangitha Siromani	..	1

(v) *Admissions.*—The number of students undergoing University courses in the several Colleges was as follows :—

1942-43	1943-44	1944-45	1945-46	1946-47
17,030	19,950	24,000	26,864	30,295

A great rush for admission to University courses of study, specially in Science subjects, has been observed during the recent years. The opening of many new colleges has met this demand to some extent. Applications from Colleges for special concessions with regard to admissions, and for admission of additional number of students were sanctioned under certain conditions, and working of a fourth batch of students in Science subjects has also been permitted wherever facilities were available.

(vi) *Examinations.*—The number of persons declared qualified for the respective Degrees, Titles and Diplomas, during the quinquennium were : M.L. 12 ; B.L. 658 ; M.D. 17 ; M.S. 18 ; B.S.Sc. 7 ; B.Sc. Pharmacy 47 ; M.B.B.S. 561 ; B.E. 496 ; D.Sc. 8 ; M.Sc. 75 ; B.Sc. (Hons.) 347 ; B.Sc. 2,141 ; B.Sc. (Ag.) 193 ; B.V.Sc. 34 ; M.Ed. 25 ; B.T. 600 ; L.T. 847 ; D.Litt. 3 ; Ph.D. 5 ; M.A. 417 ; B.A. (Hons.) 1,034 ; M.Litt. 21 ; B.A. 7,094 ; M.O.L. 4 ; B.O.L. (Hons.) 2 ; B.O.L. (Under Tr. Regulations) 99 ; B.Com. 133, B.Sc. (Tech.) 41 ; Oriental Titles 1,078.

Diploma in Gynæcology and Obstetrics 27 ; Diploma in Economics 9 ; Diploma in European Languages 45 ; Diploma in Indian Music 39 ; Diploma in Geography 18 ; Diploma in Librarian Ship 12 ; Diploma in Politics and public Administration 18 ; D.L.O. 5 ; D.O. 12 ; Diploma in Statistics 25.

The number of students declared eligible for University courses of study in the respective years of the quinquennium was 11,268, 12,311, 14,494, 14,504 and 14,851. The number of candidates who passed completely the Matriculation Examination and the Intermediate Examinations during the period was 1943-44 : 3,797 ; 1944-45 : 3,884 ; 1945-46 : 4,569 and 1946-47 : 5,717+21.

(vii) *Convocation addresses.*—Addresses to Graduates were delivered at the Main Convocations by the following personages : Sir C. V. Raman, F.R.S. (1942), Diwan Bahadur P. Venkataramana Rao Nayudu, B.A., B.L. (1943), Dr. B. B. Dey, M.SC., D.SC., F.I.C. (1944), Diwan Bahadur Justice K. P. Lakshmana Rao, B.A., B.L. (1945) and the Honourable Mr. T. Prakasam, B.A., Barrister-at-law (1946). Titles and Diplomas were awarded at a special meeting of the Senate every year.

(viii) *Departments of study and research.*—The department of Anthropology was newly instituted and started and placed under a Senior Lecturer,

The scheme for the Department of Philosophy was changed, and a Senior Lecturer in Indian Philosophy and a Senior Lecturer in Psychology have been appointed in the place of a Reader. Lecturers for Post Graduate students are delivered by departmental staff. Research scholarships in all departments are awarded each year. Classes for several diplomas and certificates are conducted by the respective departments. The Senior Lecturer's post in the Department of Arabic, Persian and Urdu was converted into the post of a Reader. Delegates from the departments were sent to the several congresses and conferences held every year in various places in India.

Researches are being carried on in the University Laboratories on the following schemes financed by outside bodies :—

Indian Council of Agricultural Research, New Delhi.—Zoology Laboratory : Fish, Eggs and Larvae of the Madras Plankton—commenced in September 1944 and extended for another period of three years, from August 1947 ; Biology of Marine Frawns—commenced in July 1947 for a period of three years.

Indian Research Fund Association, New Delhi.—Bio-chemistry Laboratory : The evaluation of proteins in terms of Hæmopoietic activity and the relation of Dietory Protein to blood and Muscle Hæmoglobin—Scheme commenced in July 1945.

Council of Scientific and Industrial Research, New Delhi.—Bio-chemistry Laboratory : Carbohydrate Metabolism in Micro-organisms with special reference to Oxalic and Citric Acid formation—Commenced from September 1945 : Manufacture of Sorbose—From August 1944 and Proteins and Proteases with special reference to Industrial application—From September 1945.

A scheme for starting under the auspices of the University a Leather Re earch Institute in the College of Technology, subsidized by the Council of Scientific and Industrial Research, New Delhi, under certain conditions, has been accepted and details of the scheme are under consideration.

(ix) *Endowments.*—The following endowments were founded during the quinquennium : (1) By Miss Theodora Lazarus, two medals, one for Gynæcology and Obstetrics and the other for proficiency in Tamil, (2) The Venkatasubbiah Memorial Prize, to be awarded to a successful candidate in the B.Com. or B.A. Degree examination, (3) By Sachivothama Sir C. P. Ramaswami Ayyar, a Scholarship to be awarded to a student taking Aeronautical Engineering, (4) By the Madras Engineers' Association, a scholarship for research in an Engineering subject, (5) The M. A. Candeth Memorial Medal, to be awarded to a student who qualifies for the B.A. (Hons.) Degree in Politics, (6) The Kuppuswami Naidu Memorial Gold Medal for general proficiency in the B.A. Degree Examination, (7) The Sir Meveral Statham Prize, to a candidate who qualifies for the M.Ed. or B.T. Degree, (8) The Diwan Bahadur K. S. Ramaswami Sastri Sanskrit Prize, for proficiency in Sanskrit in the B.O.L. or the B.A. Degree Examination, (9) Oosman Muhammad Ismail—Oosman Abdul Haque Lectureship, for Lectures on Islamic History and Culture, or Islamic Studies, or Muslim Philosophy, (10) A Medallion founded by the Andhra University to be awarded to the best student in Chemistry for the D.Sc. Degree, (11) The Dr. (Miss) R. Govindarajulu Prize, to be awarded to a student who qualifies for the M.B.B.S. Degree with proficiency in certain subjects, (12) The Sir Arthur Hope Scholarship, for a student for the B.Sc. (Technology) Course (Leather Technology).

With the idea of founding a Chair in Tamil in the University, Miss Theodora Lazarus has endowed a sum of Rs. 68,600, the balance to be met from other sources. The late Dr. Bilderbeck has bequeathed £2,000 to the University for purchase of books to the University Library.

(x) *Lectures.*—The Honorary Readers appointed every year delivered lectures in the subjects in which they have specialized. Lectures under the several endowments with the University were delivered by persons who were invited by the Syndicate. Members of the Departments of the University delivered lectures on the subjects of their research every year as part of their duty. Extension lectures under the auspices of the University are conducted in some centres every year. Whenever possible, vacation lectures on adult education were arranged in several centres in the University area. Some members of the Research Department are also giving lectures to post-graduate students, in arrangement with the Constituent colleges. Apart from all these, whenever there was an opportunity, eminent persons of foreign countries who visited India were invited to deliver lectures on their subject of specialization under the auspices of the University.

(xi) *Information Bureau and Employment Bureau.*—The activities of the Students' Information Bureau were curtailed during the war. Since after the termination of the war, the activities have increased the part-time Honorary Secretary was replaced by a full-time permanent Secretary. The American Consul at Madras has been co-operating with the Bureau and furnishing information regarding American Universities and connected matters. This bureau is in close touch with the Central Bureau at Delhi.

Owing to the demand for all kinds of Graduates for employment under Government and other concerns, very few applications were received for registration in the Employment Bureau.

(xii) *The University Library.*—During the quinquennium, Rao Sahib S. R. Ranganathan retired from the office of the Librarian and Dr. M. O. Thomas, who was Assistant Librarian, was appointed Librarian. The total number of readers in 1946 was 51,327. The total number of volumes in the Library was 134,969, besides periodicals, maps, manuscripts and photographic plates. Lectures in Library Science were arranged for Military Personnel at the request of Military authorities.

(xiii) *Publications.*—Due to printing difficulties and shortage of paper on account of the War, it was not possible to arrange for the publication of works of Research Departments in the usual way. The following works were published during the quinquennium : (1) Kausitakagrahyasutras (Sanskrit), (2) Tiruvatukam and Sirupanchamulam (Tamil), (3) Kali Worship in Kerala (Malayalam Department), (4) Dravidian Cognates (Telugu Department) and Kambuja Desa (Endowment Lectures by Dr. R. C. Muzumdar). Permission for publication of endowment lectures, theses for research degrees, theses by research students and theses for endowment prizes, was given where the authorities applied. The concise Tamil Lexicon is under preparation.

(xiv) *Finance.*—Receipts during the year 1946–47 amounted to Rs. 19,38,154 and the charges amounted to Rs. 16,50,400. Besides the Block Grant of Rs. 3,15,500 annually placed the disposal of the University by the Government, recurring grants and instalments of non-recurring grants for the Alagappa Chettiar College of Technology have also been received from the Government.

B. Andhra University.

2. (1) *Personnel.*—His Excellency the Honourable Sir Arthur Oswald James Hope, G.C.I.E., M.C., Governor of Madras, continued to be the Chancellor of the University till the 26th February 1946. His Excellency the Honourable Sir Henry Foley Knight, K.C.S.I., C.I.E., I.C.S., who acted as the Governor of Madras from 26th February to 8th May 1946 became ex-officio Chancellor of the University during the period. His Excellency Lieutenant Sir Archibald Edward Nye, G.C.I.E., K.C.B., K.B.E., M.C., assuming

office of the Governor of Madras on the 6th May 1946 became the ex officio Chancellor of the University with effect from that date.

Pro-Chancellor.—Maharaja Sree Sree Sree Vikrama Deo Varma Garu, Hon. D. Litt. (Andhra), Kala Prapurna, Maharaja of Jeypore, continued to be the Pro-Chancellor.

Vice-Chancellor.—Sir C. Ramalinga Reddi, *Kt.*, M.A. (Cantab), Hon. D. Litt. (Andhra), M.L.C., continued to be the Vice-Chancellor.

Registrar.—Under old section 13 (i) of the Andhra University Act, Mr. K. V. Gopalaswami, M.A. (Oxon.), Barrister-at-law, was elected by the Senate to the office of the Registrar for a period of five years with effect from the 1st April 1942, and accordingly, he assumed the duties of the Registrar from that date. Under section 13 (1) of the Andhra University Act as amended by Madras Act No. XIX of 1942, "The Registrar shall be a whole-time paid officer of the University appointed by the Syndicate on such term as may be prescribed by the Statutes." Under this amended section the Syndicate at its meeting held on the 23rd October 1943 resolved that Mr. K. V. Gopalaswami be confirmed in his appointment as a Registrar.

University Orators.—Mr. Kaza Siva Ramakrishna Rao, M.A., L.T., Principal, Hindu College, Masulipatam, continued to be the University Orator in English till the 23rd August 1944, when Prof. S. Bhagavantam, M.SC. (Hons.), D.SC. (Andhra), Principal, University Colleges, was appointed University Orator in English for a period of three years from that date. Mr. Mirza Hasanali Ispahani, B.A., B.L., continued to hold the office of the University Orator in Telugu.

Honorary Legal Adviser.—Mr. Lakkaraju Subba Rao, B.A., B.L., continued to hold the office of the Honorary Legal Adviser.

(ii) *University Authorities—Senate.*—During the quinquennium, Mr. L. Subba Rao, B.A., B.L., Honorary Legal Adviser and a member of the Syndicate, was appointed Life Member of the Senate under section 15—Class II—Life Members (Clause 1), while Mr. T. S. Harinarayana, L.M. & S., retired District Medical Officer and a Member of the Syndicate, became a Life Member of the Senate under sub-clause (ii) of the same section.

Faculties.—During the quinquennium, three new faculties, viz., Agriculture, Engineering and Law, were instituted. Five new Boards of Studies in (1) Mathematical Physics, (2) Applied Physics, (3) House-hold arts, (4) Law and (5) Engineering were constituted.

(iii) *Amendments to the Andhra University Act.*—During the quinquennium, the following amendments to the Andhra University Act were enacted: (1) Madras Act IX of 1942, (2) Madras Act XIX of 1942, (3) Madras Act XXXII of 1942, (4) Madras Act XXV of 1943, (5) Madras Act XXVI of 1943, (6) Madras Act XI of 1944, (7) Madras Act XV of 1944 and (8) Madras Act XVI of 1944.

(iv) *Headquarters and University buildings.*—On account of the situation created by the occupation of the University buildings by the Military on the 10th April 1942, the headquarters of the University and the three colleges of the University at Waltair were shifted to Guntur in the third week of April 1942. All the University buildings at Waltair were requisitioned for the occupation of the Military under the Defence of India Rules with effect from the 8th May 1943. At Guntur, the Colleges of the University were located in the Government buildings (old Medical and Engineering School buildings), Andhra Christian College and the Hindu College buildings, while the hostels were located in rented buildings. The Chemistry Department was located in the Presidency College, Madras. The Registrar's Office was moved back to Waltair in February 1946, while the colleges from Guntur and the Chemistry

Department from Madras were shifted to Waltair in May and June 1946 respectively. The Military authorities had handed over the entire camps by the 1st June 1946, leaving the work of restoration to be done by the University.

(v) *University Colleges—(a) Principal.*—Prof. S. Bhagavantam, M.SC. (Hons.), D.SC. (Andhra), Ramachandra Deo, Professor of Physics, continued to be the Principal of the University Colleges, Waltair, till the 1st May 1947, when Prof. V. S. Krishna, B.A. (Oxon), PH.D. (Vienna), Professor of Economics and Head of the Department of Economics and Sociology, was appointed Principal of the University Colleges.

(*b*) *New Colleges.*—With the opening of the University College of Law providing for courses of study in Law leading to the Law Preliminary Examination, First Examination in Law (F.L.) and B.L. Degree Examination with effect from the Academic year 1945–46, the number of University Colleges rose from three to four during the quinquennium.

(*c*) *New courses.*—Specialized courses in Economics for B.A. (Hons.), B.Sc. (Hons.) Degree course in Mathematics, leading M.Sc. in Applied Physics, Chemical Engineering as a special subject under M.Sc. in Chemical Technology, M.A. (Hons.) and M.Com. Degree courses of study, B.A. (Hons.) Course in Branch IV—English language and Literature and B.Sc. (Hons.) and Pass Courses in Botany were opened during the period.

(*d*) *Teaching staff.*—The number of members on the teaching staff increased from 73 at the beginning of the quinquennium to 106 at the end of the period, while the number of students increased from 479 to 814. The staff of 106 was distributed among 17 departments of the University and consisted of 16 Professors (including one Honorary Professor, 22 Readers, 2 First-Grade Lecturers, 37 Lecturers, 2 Lecturer-Assistants, 2 Technicians, 1 Micro-Analyst, 14 Demonstrators, 14 Pandits, 5 Tutors and 1 Physical Director).

The Government of Madras having sanctioned a recurring grant of Rs. 1,17,400 a year towards the salaries of the teaching staff in the University, the Syndicate revised the salary grades of the teaching staff in the University Colleges with effect from 1st August 1945.

The following are the details of the strength of the students in the various classes at the end of the quinquennium :—

	1942.	1947.
University Colleges of Arts and Commerce—		
B.A. (Hons.), Mathematics, Philosophy, History and Politics, Economics and Sociology, English and Telugu.	112	152
B. Com. (Hons.)	44	41
B. Com. (Pass)	147	241
Law Preliminary	..	17
B.A. (Pass), Mathematics, Geology and History	21	..
J.V.D. College of Science and Technology—		
B.Sc. (Hons.), Mathematics, Physics, Chemistry and Technology	123	90
M.Sc., Applied Physics, Foods and Drugs and Technology	32	35
Erskine College of Natural Sciences—		
B.Sc. (Hons.), Geology and Botany	..	26
B.Sc. (Pass), Geology and Botany	..	42
University College of Law, Masulipatam—		
F.L. and B.L. Classes	..	169
Total	479	813

(vi) *Affiliated and Oriental Colleges.*—At the commencement of the quinquennium, the number of affiliated colleges was 13 and that of the Oriental Colleges 7. Of the thirteen affiliated colleges, two are professional colleges (Andhra Medical College, Vizagapatam, and the Government Training

College, Rajahmundry) and the remaining eleven (six first-grade colleges and five second-grade colleges) were affiliated in arts and science subjects. During the quinquennium, four more professional colleges have been established. They were (1) the Agricultural College, Bapatla, (2) the St. Joseph's Training College for Women, Guntur (1946), (3) the College of Engineering, Vizagapatam (temporarily located at Cocanada) (1946) and (4) the Guntur Medical College, Guntur (1946).

With the establishment of the Utkal University in November 1943, one first-grade college (M.R. College, Parlakimedi) and one second-grade college (the Khallikota College, Berhampur) were *ipso facto* disaffiliated from this University. Two second-grade colleges, viz., Mrs. A.V.N. College, Vizagapatam, and V.R. College, Nellore, were raised to the status of first-grade colleges. Three new second-grade colleges, viz., the Lady Hope Municipal College for Girls, Guntur, the Sir C.R.R. Municipal College, Ellore, and the West Godavari Bhimavaram College, Bhimavaram, were opened during the quinquennium. Thus there are, at the end of the quinquennium seven first-grade colleges and five second-grade colleges affiliated to this University. There is no change in the number of Oriental Colleges during the quinquennium.

The strength of students in the affiliated colleges at the end of the quinquennium has increased to 8,822 from 5,498 at the beginning of the quinquennium, while the strength in the Oriental Colleges has risen to 233 at the end of the quinquennium from 221 at the beginning of the quinquennium.

(vii) *Examinations.*—Practical examinations in Science subjects for the Intermediate Examinations were held for the first time in March-April 1943. The B.L. D gree Examination First and Second Examinations in B.Sc. (Agricultural) and First Examination in B.E. were held for the first time during the quinquennium.

(viii) *Degrees.*—The following Degrees were conferred during the quinquennium :—

(*a*) *Honorary Degrees.*—Honorary Degree of Doctor of Science was conferred on (1) Rao Bahadur B. Viswanath, C.I.E., F.I.C., Director, Imperial Agricultural Research Institute, New Delhi (1943) and (2) Lieut.-Col. Diwan Bahadur Dr. A. Lakshmanaswami Mudaliar, B.A., M.D., LLB., F.R.C.O.G., F.A.C.S., Vice-Chancellor of the Madras University (in absentia) (1943). Honorary Degree of D. Litt. was conferred on (1) His Excellency the Honourable Sir Arthur Hope, G.C.I.E., M.C., Governor of Madras (1944), (2) the Hon'ble Mr. T. Prakasam, M.L.A., Barrister-at-Law, Prime Minister to the Government of Madras (1946) and (3) Sir Sonti V. Ramamurthi, K.C.I.E., I.C.S., Former Adviser to the Governor of Madras (in absentia) (1946). Honorary Degree of Kalaprapurna was conferred on (1) Mr. Tripurna Venkata Surya Prasada Rao, Siddhantam, Vizagapatam district (1943) and (2) Mr. Chilakamarti Lakshminarasimham, Rajahmundry (in absentia) (1943).

(*b*) The Research Degrees conferred were Ph.D. 3, D.Sc. 12, M.Sc. (Hons.) 2, M.Sc. 41.

(*c*) The Professional Degrees conferred were M.D. 3, M.Sc. 4, M.B. B.S. 135, B.Ed. 481.

(*d*) The following Degrees were conferred in the Faculty of Science, M.Sc. 62, B.Sc. (Hons.) 150, B.Sc. (Pass) 583.

(*e*) The following degrees were conferred in the Faculty of Arts, M.A. (Hons.) 1, M.A. 78, B.A. (Hons.) 143, B.A. (Pass) 1,619.

(*f*) The Degrees awarded in the Faculty of Commerce were as hereunder, M.Com. 1, B.Com. (Hons.) 45, B.Com. (Pass) 272.

(*g*) The following titles were awarded in the Faculty of Oriental Learning, Vidya Praveena 79, Bhasha Praveena 138, Ubhayabhasha Praveena 21 and Munshi-i-Kamil 2.

In all, 3,875 degrees and titles were conferred.

(ix) *Convocation addresses.*—The following persons delivered the addresses at the five Convocations held during the quinquennium, Her Highness Maharani Setu Parvati Baiyi of Travancore (in whose unavoidable absence, Her Highness' address to the graduates was read by the Vice-Chancellor at the request of the President of the Convocation, Sir S. V. Ramamurthy, K.C.I.E., I.C.S., Chief Adviser to the Governor of Madras, the Hon'ble Ghulam Muhammad, G.I.E., Finance Member of the Government of His Exalted Highness the Nizam of Hyderabad (Deccan), Sardar K. M. Panikkar, M.A. (Oxon.), Barrister-at-Law, Premier, Bikaneer State, and the Hon'ble Mr. T. Prakasam, M.L.A., Barrister-at-Law, Prime Minister to the Government of Madras.

(x) *Library.*—At the beginning of July 1942, the number of volumes in the Library was 39,912 and at the end of June 1947, the number was 43,255. The number of periodicals received at the beginning of the quinquennium was 260 and by the end of the quinquennium, the number rose to 292. During this quinquennium a sum of Rs. 46,650 was allotted for the purchase of new books and periodicals.

(xi) *University publications.*—(*a*) The following books were published during the quinquennium : (1) Advanced History of India, by the late Prof. P. T. Srinivasa Ayyangar, edited by Prof. G. V. Rao, M.A., LL.B., (2) Guruprasadam and Guruprasadasesham, Part II, edited by Mahamahopadyaya Late Subbaraya Sastri, (3) Intermediate Practical Physics, by Prof. V. Appa Rao, M.A., L.T., (4) Gona Budha Reddy's Ranganadharamayanam, edited by Mr. Ventury Prabhakara Sastry, (5) Dwipade Bharatam edited by Mr. P. Lakshmikantam, M.A., (6) Telugu Text-book on Trigonometry, by Mr. K. Rangachari, M.A., B.L., (7) A Forgotton Chapter of Andhra History, by Mr. M. Somasekhara Sarma, (8) A Symposium on the Natural Resources of the Andhra Desa, (9) A Text-book on Zoology, in Telugu, by Prof. R. V. Seshayya, M.A., and (10) An Introduction to the Chemistry of Vitamins and Harmones, by Dr. S. Rangaswami, M.A., PH.D. and Prof. T. R. Seshadri, M.A., PH.D., F.I.C.

(*b*) The following publications were reprinted during the quinquennium : (1) The University Lectures on Vemana, by Mr. R. Anantakrishna Sarma (Second Edition), (2) Man, by Dr. Rabindranath Tagore (Second Edition) and (3) Indian Politics since the Mutiny by Sir C. Y. Chintamani (Third Edition).

(xii) *Endowments and donations.*—The total amount received by the University under this head during the quinquennium was Rs. 3,33,199-12-5 including the donation of Rs. 50,000 from Mr. T. S. Harinarayana of Bezwada, Rs. 20,000 from Sri Rajah P. Parthasarathi Rayanim Varu of Kalahasti, Rs. 17,500 from the Raja of Mungala, Rs. 14,000 from the Rani of Mungala, Rs. 10,000 from Rev. Cannon D. Anantam, Rs. 10,000 from Mr. G. D. Naidu of Coimbatore, Rs. 8,500 from Mr. Vinjamuri Venkanna Pantulu, Rs. 6,816 from Sir C. Ramalinga Reddy, Rs. 5,000 from Srimati Maddipatti Seshamma Garu of Kannapuram, Rs. 5,000 from the Vuyyur Co-operative Agricultural, Industrial and Credit Society, Vuyyur, the annual donations of Rs. 8,400 from the Vizagapatam District Board, the annual donation of Rs. 4,800 from the West Godavari District Board and Rs. 4,200 from the East Godavari District Board. This amount does not include the recurring annual donation of rupees one lakh from the Maharaja of Jeypore.

(xiii) *Educational concessions to war service personnel.*—Rules were framed by the University which enabled students who had rendered war service on return from such service, to rejoin their colleges and complete the courses that were interrupted and which exempted them from the rule which required that a candidate should appear for the Honours Examination not later than the end of the fourth year after he had been admitted to the course in the case of Intermediates and not less than three years after commencing the Honours course in the University college in the case of Pass graduates. Students demobilized during an academic year were permitted to rejoin the college at once and were exempted from attendance for the full academic year, provided they put in a minimum attendance as prescribed. Any studentship, scholarship or other concessions that might have been held by the students was continued to them on their rejoining college. The affiliated and recognized colleges were requested to grant similar concessions to their students also who rendered war service. Students joining defence services were allowed to sit for examinations without further attendance, and, in the case of Honours Courses, condonation of short periods and permission to appear with the Principal's certificate of fitness were granted. The Syndicate was empowered to grant degrees to such students as were about to qualify for a degree (having undergone not less than two terms of the senior or final year course and applied for the concerned Degree Examination) and who joined any of the defence services of the war (in September 1939) provided the Syndicate was satisfied with the academic training they had. Secondary School-Leaving Certificate holders declared eligible for admission to a course of study in this University, Matriculates and Intermediates of this University who had not less than one year of approved war service, including any period spent on training, were allowed to appear for (i) the next higher examination in non-Science subjects without further study in a college and (ii) for the next higher examination involving Science subjects, provided the Principal of an affiliated college certified that the applicant was fit to appear for examination in case of the Intermediate or on the production of a certificate of attendance for one year in an affiliated college of this University in the case of the B.A. Degree Examination. The Syndicate was also empowered during the period of war and three years thereafter to grant exemption from the production of prescribed attendance and progress certificates to candidates for the B.Ed. Degree Examination who were on war service and who were graduates of the Andhra University or who, being holders of degrees of any other University accepted by the Syndicate, had taken Telugu as the Second Language, provided they showed satisfactory evidence of having either during or before war service worked as teachers in a recognized institution or a training school under the Military, Naval or Air Force authorities for not less than one academic year or a period of nine working months.

(xiv) *University Officers' Training Corps.*—In July 1944, the Brigadier Commanding, 4319 G.H.Q. 168 L. of C. Sub-Area informed the University that His Excellency the Commander-in-Chief had stressed the need for encouraging University Officers' Training Corps and enquired whether the University would consider co-operating in forming a U.O.T.C. at the Andhra University and requested information as to the probable number who would join the tutorial staff, if any, with military experience who would be willing to serve in the contingent, accommodation available, etc. The Syndicate expressed its willingness to co-operate with the military authorities in the matter of forming University Officers' Training Corps and furnished the required information. But the military authorities informed the University in June 1945 that the whole question of U.O.T.C.'s was being considered at

G.H.Q. at a high level on an all-India basis that no decision is expected in the immediate future. The Government of Madras have since (July 1947) requested the University to send up fresh proposals for the formation of U.O.T.C. for the Andhra University to enable them to take up the matter with the Government of India.

(xv) (*a*) *University lectures.*—At the invitation of the Andhra University, the following persons delivered University lectures :—

Serial number.	*Name of Lecturer.*	*Subject.*	*Date and place.*
1	Prof. (Dr.) Ludwick Sternpact ..	Principles of Law in Ancient India.	Guntur.
2	Mr. D. S. Sastry, Secretary and Manager, Central Bank of India, Madras.	Some Aspects of Practical Banking with special reference to India.	Guntur, 22nd to 25th October 1945.
3	Mr. R. C. Chowdary, Professor, Allahabad University.	(i) Industrial Planning in India .. (ii) Organization and Management of Joint Stock Companies.	7th to 12th December 1945, Guntur.
4	Prof. Merle Curti, Professor of History at the University of Wisconsin, U.S.A.	(i) Cultural Pluralism, the Problem of Minorities. (ii) The Development of Social Responsibility for the underprivileged. (iii) The Impact of Science and Technology on American Civilization.	10th to 12th October 1946, Waltair.
5	Prof. E. A. Burtt, Sage Professor of Philosophy, Cornell University, Itheoa, N.Y.	(i) Democracy .. .. .. (ii) Science and Philosophy in Postwar Society.	1st to 3rd February 1947, Waltair.
6	Prof. Lavi, Professor of Calcutta University.	Mathematics	January 1947, Waltair.
7	Dr. S. S. Pillai, Calcutta University.	Theory of Numbers	Second week of November 1946, Waltair.

(*b*) *Endowment lectures.*—Under the endowment scheme of Sir Alladi Krishnaswami Ayyar Endowment Lectureship, Prof. Birbal Sahni, M.A., SC.D. (Cantab), D.SC. (Lond.), F.G.S., F.A.S.B., F.R.S., of Lucknow University, delivered a course of three lectures in March 1947 on "The Study of Microfossils" with a demonstration on Palaco Botanical Technique.

C. Annamalai University.

3. (i) *Officers.*—Consequent on the death of Rai Bahadur Sir Kurma Venkata Reddi Nayudu Garu, K.C.I.E., D.LITT., M.L.C., who was Vice-Chancellor of the University till the 10th September 1942, Sri R. Ramanujachariar, M.A., Professor of Philosophy and Dean of the Faculty of Arts, was appointed, under section 12 (3) of the Act, to exercise the powers and perform the duties of Vice-Chancellor from the 17th September 1942 till a permanent Vice-Chancellor was appointed. His Excellency the Chancellor appointed Mr. M. Ruthnaswamy, M.A. (Cantab), Bar.-at-Law, C.I.E., as Vice-Chancellor of the University and he took charge of the office with effect from the 20th October 1942. He continued to be the Vice-Chancellor during the quinquennium under review.

Mr. N. Viswanatha Ayyar, M.A., L.T., Registrar of the University, since its inception in 1929, retired with effect from the 4th December 1946. Mr. G. D. Nandagopal, M.A., Deputy Registrar, is acting as Registrar in the vacancy.

(ii) *Authorities.*—The period of office of the several authorities of the University having expired on the 6th December 1944, elections were held and the authorities were duly reconstituted.

(iii) *Admissions.*—The number of students on the rolls of the University rose from 1,004 in the year 1942 to 2,000 in 1946. This rapid increase is mainly due to admissions to Engineering, Technology and Overseer courses instituted in the academic year 1945–46.

(iv) *Courses of study—(a) New courses of instruction.*—The following are the chief features in the academic work of the University during the quinquennium under review :—

(1) the re-introduction of instruction in (*a*) Sanskrit for the B.A. (Hons.) Degree, (*b*) Philosophy for the B.A., and (*c*) Botany and Zoology for the B.Sc. (Pass) Degree courses ;

(2) the institution of Honours course in Zoology for the B.Sc. (Hons.) Degree in 1947–48 ;

(3) the institution of the Degree of Doctor of Letters awardable on the basis of a research thesis ;

(4) the organization of Engineering and Technological courses of study and examination leading to the award of B.Ed. and B.Sc. (Tech.) Degrees and a diploma for Road Construction and Minor Irrigation Overseers ;

(5) the institution of a course of study leading to the award of the Degree of Bachelor of Oriental Learning (B.O.L.) in the Faculty of Oriental Studies ; and

(6) the organization of vacation courses for the further education of adult literates on the model of summer schools of Adult Education in Oxford and Cambridge.

(*b*) *Matriculation.*—The University has decided to hold a separate Matriculation examination to regulate entrance to the University consequent on the introduction of the reorganized scheme of bifurcated courses of study in schools from 1947–48.

(*c*) *Intermediate, B.A. and B.Sc. Degrees.*—There were no important changes in the main scheme of study and examination for the various courses in the University except for the provision made for instruction in additional subjects of study, revised syllabuses and changes in the number and duration of question papers for examinations.

In 1945 a scheme for the remodelling of the courses of study for the Intermediate and the B.A. Degree Examinations was taken up for consideration under which the Intermediate Science and the B.Sc. Degree courses were left as they were, while on the Arts side it was proposed to make provision for the compulsory study of an examination in a science subject without the present standards being affected. This revised scheme received the approval of the authorities, but it was decided to give effect to it as soon as adequate laboratory and other facilities become available.

(*d*) *B.A. Honours Degree.*—In 1942 it was decided to drop the *viva voce* for the B.A. Honours Degree Examination, but in 1946 its revival as an integral part of the examination in languages was agreed upon.

(*e*) *B.Sc. Honours Degree.*—Provision was made to start instruction in Zoology for the B.Sc. Honours Degree with effect from the academic year 1947–48.

(*f*) *Oriental Titles.*—The institution of (i) a B.O.L. degree, (ii) Post Pulavar Courses in certain specialized branches of study, e.g., Ilakkana Ilakkiya and Saivasiddhanta, (iii) the conversion of the certificate (one year) course in Teaching into a Diploma Course (discontinued from 1946-47) and (iv) Post-Sangita Bhushana Courses and a certificate course in Tamil Music, were among the important developments in the Faculty of Oriental Studies.

(*g*) *New schemes.*—(1) Proposals for the institution of a degree course in University teaching and a diploma course for the training of teachers in high schools could not be put through as the Government regretted their inability to make a special grant towards these schemes.

(2) It has been decided to defer consideration of the scheme for instituting courses in Domestic Sciences for the Intermediate and B.A. Degree Examinations.

(*h*) *Engineering and Technology.*—In December 1944 the Government of Madras approved the scheme for the organization of Engineering courses (Civil, Mechanical and Electrical) and the scheme for courses in Technology under the Rm. Alagappa Chettiar Foundation for Technology promising generous grants both recurring and non-recurring. Arrangements were made to start these courses from July 1945. At the suggestion of Government, courses for the training of Road Construction and Minor Irrigation Overseers were started in July 1945, as a temporary measure as a subsidiary activity to the Engineering courses towards the furtherance of the Post-war Re-construction Programme. Two sets of overseers will be trained by 1948 and the course has been discontinued from July 1947.

(v) *Examinations.*—All facilities by way of educational concessions, e.g., exemption from attendance at courses, payment of tuition and examination fees, book allowances, etc., on the lines of those in Government colleges were afforded to students who rendered " War Service " as defined by the local Government. A special B.A., or B.Sc. War Degree was instituted for the benefit of those desirous of completing their courses and examinations at this University after their return from War service.

(vi) *Research and publications.*—The output and quality of research work by members of the staff in addition to teaching work has not been inconsiderable. The Imperial Council of Agricultural Research, New Delhi, sanctioned a grant of Rs. 7,000 for a period of three years for cytogenetical research in pulses by the Department of Botany. The University Research Journal and Magazine have been regularly published, but the publication of the journal had to be suspended for a time on account of scarcity of paper during the war. Its printing has been resumed from 1946. Thirty-two books were published by the University during the quinquennium, in spite of the scarcity of paper. The Tamil Research Department with its special staff has been following a programme of research work under the direction and guidance of the Tamil Professor and this department has issued a number of publications during the period under review.

Research degrees.—During the quinquennium 8 candidates were awarded the M.Litt., 6 the M.Sc., 9 the Ph.D., 1 the D.Litt., and 1 the D.Sc. Degrees.

(vii) *Finance.*—The financial transactions of the University have almost doubled since the end of the last quinquennium with the rapid expansion of the academic activities of the University during the period under review. The receipts for 1946–47 were Rs. 2,36,939 and the charges were Rs. 27,05,984. The system of concurrent audit has been introduced from the academic year 1946–47, and a special auditor has been deputed by Government to conduct the audit of accounts every month instead of the annual audit at the end of the year as hitherto. With the aid of the Government of Madras who sanctioned one lakh of rupees, it was found possible to effect a reorganization of grades and salaries of the teaching staff of the University with effect from the academic year 1946–47. The office of a Bursar has been instituted, to which Mr. K. P. Kandaswami Pillai, a retired officer of Government, has been appointed since the 1st November 1946, to be in charge of all matters relating to the finances of the University.

During the quinquennium 18 endowments were received to the total value of Rs. 7,31,201.

(viii) *General.*—(*a*) To stimulate recruitment to the Indian Air Force the Government of India sanctioned the establishment of an Air Training Corps Unit as a part of the scheme now in operation at all Indian Universities. The response to this scheme of training has been good.

(*b*) The Boating scheme was completely worked out and Boat Club equipped fully. The Boat Club was opened by the late Sir R. M. Statham, *Kt.*, Director of Public Instruction, who in November 1942 endowed the club with a shield for award to the best boating crew.

(*c*) The Chitarai School of Adult Education, inaugurated in 1944, during the four years of its working, proved popular and useful. The scheme of instruction at the school comprised the following subjects : English, Tamil, Arithmetic, Science, World History, Economics, Political and Social Science, Health Sanitation and Hygiene. The students were given special facilities to hear on the radio educational broadcasts, summer school broadcasts and readings from the classics. The library and laboratory facilities were thrown open to them. Besides regular instruction in the class room, popular lectures with the aid of lantern slides were arranged for the students in the evenings. The men who attended these courses belonged to the classes of elementary school teachers, petty business men and cottage folk. It is thus serving the purpose for which it was established.

(*d*) There are three radio sets working in the University for the benefit of the students and residents of the area. One is installed in the University Park, the second inside the hostel quadrangle, and the third in the Music College. Arrangements have been made for working the sets under proper supervision at regulated hours after the working hours.

(*e*) Arrangements were made to run a bus service by the Universi from Annamalainagar to Chidambaram for the benefit of day scholars residi in Chidambaram.

(*f*) With the expansion of the University's activities in all directio the residential facilities and social amenities of the place have also improv considerably. Building and other materials not being easily available account of war conditions, the pace of progress could not be accelerate Arrangements, were, however made and completed to satisfy urgen requirements.

D. University Officers' Training Corps.

4. *The Fifth Madras University Training Corps* was reorganized in the year 1942 as the 1st and 2nd Battalion University Officers' Training Corps, the 1st with its headquarters at Madras and consisting of five infantry companies and a technical detachment added in 1943–44 and the 2nd formed on the 1st January 1943, with its headquarters at Trichinopoly and consisting of three companies—two at Trichinopoly and one at Tambaram. The five companies of the 1st Battalion were distributed over six colleges at Madras, one at Anantapur and another at Kumbakonam. The technical detachment had a Sappers and Miners sub-unit and an Indian Electrical and Mechanical Engineers sub-unit, but the latter was withdrawn in 1945–46. The revival of this unit and the formation of a medical unit have been asked for and the matter is understood to be pending with the General Headquarters. The authorized strength of the 1st Battalion in 1946–47 was 34 officers and under-officers and 907 other ranks and, with brisk recruitment, the actual strength reached 80 per cent, consisting of 21 officers and 847 other ranks. The 2nd Battalion maintained a proportionately full strength.

The training which till the year 1942 was of the nature of general military training was recognized from 1943 and war certificate examinations for

A and B Certificates were introduced. During the four years from 1944 to 1947, the number of candidates who appeared and the number who passed from the 1st Battalion in the successive years were 357, 425, 346 and 318 and 289, 285, 298 and 244 respectively ; from the 2nd Battalion 242 appeared and 191 passed in 1947. The University authorities gave special concession to the cadets who passed the Certificate A and B examinations, but such concessions were not granted to students in the Engineering and Medical Colleges. In spite of this fact, quite a few cadets from these colleges have taken the examinations and also the B Technical examination for the Engineers. In order to train the cadets to the standard required for these examinations, the company officers were detailed to undergo special training at the Officers' Training School, Mhow, the Officer's Training School, Bangalore, and Queen Victoria's Own Sappers and Miners, Bangalore.

5. *Camps and other activities.*—In addition to the general annual camp in December, cadre camps for candidates taking the certificate examinations were held annually from 1943. The number attending the cadre camp of the 1st Battalion rose from 100 in 1943 to about 350 in 1946–47. Two cadre camps were reported by the 2nd Battalion. The annual camps were held regularly. The annual day which was discontinued from the year owing to war conditions was revived during the year 1942. Competitions were held for the Willingdon Shield in the course of the year and the final competitions for the sports and other events were held on the annual day. The trophy was won by the " D " (Loyola) Company. A magnificent trophy was presented by Mr. Kh. Mugaseth in memory of his late son Lieut. Bobby Mugaseth, a distinguished officer of the Royal Engineers, who died while on active service. The Sir Arthur Hope Shield of the 2nd Battalion was repeatedly won by the " A " Company of the Madras Christian College, Tambaram. Among the other activities of the units, the regular publication of the U.O.T.C. Magazine by the 1st and the U.O.T.C. Gazette by the 2nd Battalions was a noteworthy feature. Guards of Honour were regularly furnished from the respective battalions to their Honorary Colonel, His Excellency the Governor of Madras, at important events like the annual convocation of the Madras University and the occasions of his visit to the respective colleges. In 1944, Diwan Bahadur Sir A. Lakshmanaswami Mudaliyar, Vice-Chancelllor of the Madras University, was appointed Honorary Lieutenant-Colonel of the Battalion.

6. *Personnel.*—Lieut.-Col. K. C. Chakko continued to be in command of the 1st Battalion till September 1945, when Rao Bahadur Lieut.-Col. S. Paul took charge and continued in charge at the end of the quinquennium. The post of the Adjutant was held by Capt. T. S. Subramania Ayyar of the Loyola College Platoon, till May 1946, when he was succeeded by Capt. V. R. Naidu of the 26th Maharatta Light Infantry. Major P. R. Subramaniam was commandant of the 2nd Battalion from its inception and Major V. Sundaresan was Adjutant till May 1946 when he was succeeded by Capt. P. A. Jones.

7. *Commissions.*—Cadets of the U.O.T.C. offered themselves in large numbers for war service and took up emergency commissions. While the exact number is not known, it is certain that a large number of medical graduates were absorbed in the Indian Army Medical Corps and about 200 Engineering graduates were taken into the Indian Engineers and the Indian Electrical and Mechanical Engineers. An equally large number from the Arts and Science Colleges were absorbed in the Royal Indian Air Force and other branches of the armed services.

8. *The future.*—Towards the end of the period under review, the reorganization committee appointed for the formation of the National Cadet Corps

organization were continuing their deliberations and one of the expected future developments indicated was the provision of preliminary military training to students of high school classes.

E. Arts Colleges.

9. Unlike the previous quinquennium during which the number of Arts Colleges for men and women increased by only one, the period under review saw a marked rise in the number from 43 in 1941–42 to 48 in 1945–46 and 50 in 1946–47. Of these, 43 were for men and 7 for women as against 38 for men and 5 for women in 1942. The first to be opened among the new colleges was the Lady Hope Municipal College for Women, Guntur, started in 1944 as a second grade college which it continued to be till the end of the quinquennium; the four opened in 1945 were the Devasthanam College, Tirupati, C. Ramalinga Reddy College, Ellore, Bhimavaram College, Bhimavaram and Veerasaiva College, Bellary, the last three of which were second-grade colleges; in 1946 were opened the Vivekananda College, Mylapore, and the Government College for Muslim Women, Royapetta, both as first-grade colleges. Of the 43 colleges for men, 10 provided for Honours Courses as against 9 during the previous quinquennium, the increase being due to the opening of Honours Courses at the Government Muslim College, Madras. Consequent on the opening of degree classes in (1) Government College, Coimbatore, (2) Municipal College, Salem, (3) St. John's College, Palamcottah, (4) Mrs. A. V. N. College, Vizagapatam, (5) V. R. College, Nellore, (6) Madura College, Madura, and (7) Islamiah College, Vaniyambadi, and of two new first-grade colleges referred to above, the number of first-grade colleges excluding those with Honours classes for men rose from 15 in 1941–42 to 23 in 1946–47. The number of second-grade colleges for men fell to 10 from 14 at the end of the quinquennium due to the raising of 7 of the second-grade colleges to first-grade as mentioned above and the opening of three new second-grade colleges, namely, C.R.R. College, Ellore, Veerasaiva College, Bellary and Bhimavaram College, Bhimavaram.

Of the seven colleges for women, six were first-grade colleges and the Lady Hope Municipal College, Guntur, remained the only second-grade college during the period under report.

10. *Number and distribution of students in Arts Colleges.*—The strength of Arts Colleges for men and women increased from 18,367 in 1941–42 to 28,100 in 1945–46 and to 30,365 in 1946–47, having more than doubled during the last decade at the beginning of which the strength was only 12,168 (in 1936–37). The number of women students in both Men's and Women's colleges rose from 1,761 in 1941–42 to 2,868 in 1945–46 and to 3,276 in 1946–47. The distribution between men's and women's colleges was nearly equal being respectively 1,428 and 1,440 in 1945–46 and 1,691 and 1,585 in 1946–47 as was also the case at the end of the previous quinquennium when the distribution was 871 and 890. The number of students taking post-graduate courses increased from 200 (including 40 women) in 1941–42 to 283 (including 56 women) in 1945–46 and to 276 (including 59 women) in 1946–47. The strength in the Honours Classes rose from 1,174 in 1941–42 to 1,409 in 1945–46 and 1,439 in 1946–47.

11. *Classification of scholars according to communities.*—Of the scholars in Arts Colleges for men and women, 12,142 were Brahmans, 12,541 were Non-Brahmans, 3,667 were Indian Christians, 1,311 were Muslims, 169 were Europeans and Anglo-Indians, 398 belonged to the Scheduled Classes and 137 belonged to other communities. The percentages were 39·9, 41·3, 12·1 4·3, 0·6, 1·3 and 0·5, respectively, as against 43·5, 36·4, 12·6, 4·8, 0·8, 1·4 and 0·6, respectively, at the end of the previous quinquennium.

The percentage of scholars in Arts Colleges for men and women to the total number of scholars receiving instruction in all recognized institutions was 0·76 as against 0·53 in 1942 and the percentage of male scholars in Arts Colleges to the total male population was 0·11 as against 0·075 in 1942 while that of female scholars to the female population was 0·013 as against 0·007 in 1942 and that of the total number of scholars to the total population was 0·061 as compared with 0·037 at the end of the last quinquennium.

The following schemes have been approved or completed in respect of Government Arts Colleges:—

Presidency College, Madras.—Gas and water fittings for the acid shed and the installation of plant for the preparation of nitric and hydrochloric acids were completed.

Queen Mary's College, Madras.—The construction of a building to house Home Science, Geography and Mathematics classes has been sanctioned. Two temporary halls were put up in the garden in 1943.

Government Muslim College, Madras.—The construction of a new block with subsidiary buildings sanctioned by Government was well under progress during 1947. The Chemistry laboratory was extended by the putting up of a room adjacent to it.

Government College for Muslim Girls, Madras.—The construction of the new college buildings for which Government have sanctioned Rs. 5½ lakhs had not been begun at the end of the quinquennium. Plans and estimates were pending with the Consulting Architect to Government.

Government Arts College, Anantapur.—Two large laboratory halls, one each for Physics and Chemistry, were added during the quinquennium.

Government Arts College, Coimbatore.—Government sanctioned Rs. 1,90,000 in 1946 for the erection of separate blocks to house the new classes opened that year.

Government Brennen College, Tellicherry.—Remodelling of the Science lecture hall and the construction of a new hall in the open quadrangle for an Intermediate Class were completed early in 1947.

Government Victoria College, Palghat.—Under petty construction and repairs, a bathroom, a tiffin shed and a cycle shed were constructed. A sports pavilion was constructed at a cost of Rs. 12,000 from the balance of the College Day and Games funds. A balance room with a celler for the Chemistry department was put up at a cost of Rs. 9,000 from Provincial Funds. Proposals have been submitted for additional buildings costing Rs. 2,29,000.

Government College, Mangalore.—The construction of an additional room with a verandah at a cost of Rs. 5,800 was sanctioned and the work was expected to be taken up by the Public Works Department in the near future. A urinal for the staff at a cost of Rs. 921 was constructed. The college acquired railway land measuring about 2 acres at a cost of Rs. 19,149 for use as playground.

No schemes have been reported by the Government College, Kumbakonam, and the Government Arts College, Rajahmundry.

Oriental Colleges.—The number of Oriental colleges for men and women against 22 in the last quinquennium, consisting of 17 Sanskrit men and 2 for women as in 1942, 5 Arabic colleges as against 3 in been newly opened during 1945–46 at Bellary and Calicut, ges all of which were newly opened during the period under new Tamil colleges are the Mylam College in South Arcot opened in 1942–43, the K. P. Kalloori, Tanjore, opened

during 1943–44 and Kasiwasi Tamil College, Tiruppanandal, Tanjore district, opened in 1946–47. All but one of these colleges were under private management and the one other college was under district board management. The above figures do not include the Tamil college of the Annamalai University and the Tamil section of Pachaiyappa's College, Madras, which are not counted as separate institutions but treated as a part of the University and the main college respectively. The total strength in all these colleges increased from 937, including 56 women students in 1942 to 997 including 57 women in 1945–46 and to 939 including 75 women in 1946–47. The two Sanskrit colleges for women alone had a strength of 48 in 1946–47 as compared with 28 in 1945–46 and 31 in 1941–42.

F. Colleges or Departments of Colleges for Professional Training.

13. *Number and strength of colleges.*—The largest increase in the number of colleges was, as stated under University Development among the chief features of the quinquennium, in respect of colleges for professional training. The figure rose from 11 colleges for men and 2 for women to 15 and 4 respectively in 1945–46 and to 21 and 5 in 1946–47. The rise was due to the opening of two colleges of Technology (at Guindy under private endowments and at Coimbatore by Government), a Government Agricultural College (at Bapatla), a Law College of the Andhra University (at Masulipatam), two Government Engineering Colleges (at Cocanada and at Guindy for Anantapur) and an Engineering and Technological department at the Annamalai University, a Missionary Medical College for women (at Vellore), two Government Medical Colleges (at Guntur and Madras for Madura) and two Mission Training Colleges for Women (St. Ann's at Mangalore and St. Joseph's at Guntur) and the revival of the Government Forest Colleges at Coimbatore. Of the 26 colleges 17 were under Government management, as against 10 in the previous quinquennium; and of the 17 under Government management, 7 for men and 1 for women were under the control of the Director of Public Instruction and the rest under the control of other departments. Of the 9 colleges (5 for men and 4 for women) under aided managements, one for men and all the four for women were under Mission managements (3 Protestant and 2 Roman Catholic), 1 under the management of the Madras University, 2 under that of the Andhra University and 1 under that of Annamalai University. Classified by professions, there were at the end of the quinquennium 2 colleges for Law, 6 colleges for Medicine and Surgery, 3 colleges for Technology, 4 colleges for Engineering, 2 colleges for Agriculture, 7 colleges for Teaching, 1 for Forestry and 1 for Veterinary Science. The Pandits' Training College and the Technological section of the Annamalai University have not been reckoned as separate institutions but treated as a part of the University. The total strength of all these colleges was 5,188 (including 688 women) in 1946–47 as compared with 4,054 (including 592 women) in 1945–46 and 2,812 (including 349 women), in 1941–42.

14. *Distribution of students according to the professions which they stu*— There were 757 students for Law, 1922 for Medicine, 460 for Agriculture, for Technology, 980 for Engineering, 472 for Teaching, 217 for Europe- Science, and 70 for Forestry, as against 427, 1,309, 118, 33, 392 and 137 Nil, respectively, at the end of the last quinquennium. [illegible]3, 12·1 4·3, women students was 6 for Law, 508 for Medicine, 1 for Tech[illegible]·8, 1·4 and neering, 5 for Agriculture and 165 for Teaching, as com[illegible]·8, 1·4 and Nil, 3, Nil and 99, respectively, in 1941–42.

15. *Distribution according to communities.*—The strength in the colleges for professional training was composed of 1,631 Brahmans, 2,312 Non-Brahmans, 719 Indian Christians, 316 Muslims, 89 Europeans and Anglo-Indians, 96 belonging to the Scheduled Classes and 25 of other communities as against 1,064, 1,089, 395, 137, 101, 14 and 12, respectively, at the end of the previous quinquennium.

16. *Medical Colleges.*—The quinquennium witnessed a doubling in the number of Medical colleges in the Presidency from 3 to 6, due to the opening of the Missionary Medical College for Women at Vellore in 1942 and two Government Medical Colleges in 1946, one at Guntur and the other proposed to be located at Madura and temporarily attached to the Stanley Medical College, Madras. There was consequently a large increase in the number of students pursuing medical courses, which became particularly marked in the last year of the quinquennium. The progressive strength of the medical colleges during the period is shown below :—

	Madras Medical College.	*Stanley Medical College.*	*Andhra Medical College.*	*Missionary Medical College for Women, Vellore.*	*Guntur Medical College.*	*Madura Medical College.*
1941–42 ..	1,002	444	272	..	..	..
1942–43 ..	914	340	260	25	..	..
1943–44 ..	1,004	408	286	47	..	..
1944–45 ..	1,014	450	291	69	..	..
1945–46 ..	1,042	486	345	92	..	..
1946–47 ..	1,137	515	351	114	50	50

The admission of military students in the Madras Medical College ceased from 1943–44. The last batch of Licentiates passed out of the Stanley Medical College in 1944 when the abolition of the course became complete.

The Stanley Medical College passed out its first batch of 14 graduates in 1943 with a brilliant record for the 15 candidates presented for the final examination. Altogether it passed out 390 candidates (217 and 173 candidates in Part I and Part II, respectively) in the final M.B.B.S. Examination during the quinquennium while the Madras and Andhra Medical Colleges passed out respectively 514 and 188 candidates in the two parts as compared with 800 graduates during the last quinquennium from the two complete medical colleges of the period. The Missionary Medical College, Vellore, had not reached the final examination stage by the end of the quinquennium. The increase in the number of women students continued and as against 21 women who qualified for the M.B.B.S. Degree and 16 for the D.M.S. Diploma in 1941–42 the number that qualified for the M.B.B.S. degree in the respective years of the quinquennium under review was 23, 22, 35, 48 and 187.

17. *University Regulations.*—Regulations relating to the M.D. and M.S. Degrees have been modified requiring the candidates to undergo clinical training at the hospitals in the medical and surgical wards. The regulations for the D.G.O., D.L.O., and D.O. have also undergone changes requiring attendance in the wards of hospitals in specialities and also in hospitals in medical and surgical sides.

The D.Sc. Degree course in Nursing was instituted in the Missionary Medical College for Women, Vellore and Diploma Courses in Nursing were introduced in the Madras and Vellore colleges during the quinquennium.

18. *War service.*—Of the first batch of 14 graduates from the Stanley Medical College, 7 volunteered for war service while they were students and all of them were granted commissions in the I.M.S. on qualifiying. Many have since volunteered from among the M.B.B.S. and D.M.S. students and licentiates of the college were directly appointed as Specialists in the Indian

Army Medical Corps. Two past students of this college, Captains Anantasubramaniam and Arumainayagam, gained Military Crosses in the Army and another old student, Captain C. Sundararajan, won the Military Cross for meritorious service during the campaign in Italy.

19. *Madras Medical College.*—The strength rose markedly during the last year of the quinquennium. Besides continuing to conduct the post-graduate courses introduced during the last quinquennium and the B.Sc. (Pharmacy) and Sanitary Inspectors' courses, the college also opened classes for the Diploma course in Nursing and the new buildings of the Lady Hope School of Nursing were nearing completion at the end of the quinquennium. Many members of the staff of the college are stated to have published several papers of great interest to the medical world. The men and women students' hostels continued to work satisfactorily during the quinquennium and, whether as a result of the men students' demonstration of arriving in bullock carts to attend the college sports in 1945 or of less demonstrative representation, a police bus was acquired and assigned for the use of the men students for the hostel. The activities of the University Officers' Training Corps, formerly called the University Training Corps, were maintained at the usual level of efficiency.

20. *Stanley Medical College, Madras.*—This new college began to build its tradition on laudable lines during the quinquennium. As stated elsewhere it started with brilliant results for the first batch of candidates sent up for the final M.B.B.S. Examination. It has organized a Hygiene museum which has been pronounced by distinguished visitors as one of the best in India. It has a splendid record of war service with three of its old students having won the Military Cross for meritorious service. It is, however, not yet self-contained in its instructional facilities; first and second year M.B. students continue to be sent to the Madras Medical College where a Central Institute of Anatomy, Physiology and Biochemistry exists.

21. *Andhra Medical College, Vizagapatam.*—The number of admissions were increased during the last two years of the quinquennium. The relative distribution of seats between the Telugu districts and other areas was as follows:—

	1942–43.	1943–44.	1944–45.	1945–46.	1946–47.
Telugu districts ..	249	274	279	333	339
Other areas ..	11	12	12	12	12

The Andhra Medical Degrees began to be recognized by the General Medical Council of Great Britain with effect from the 11th January 1947. Building schemes which were suspended at the beginning of 1941 under war conditions are expected to be resumed in the near future.

22. *Guntur Medical College.*—The college was opened in July 1946 and 40 men students and 10 women students were admitted. Due to want of accommodation the Pre-registration class was held in the local Andhra Christian College, Guntur. The students could not sit for the examination in January 1947 owing to the strike of students in the Andhra Christian College. However, by special permission of the Syndicate of the Andhra University, a regular examination was held in February 1947, while the examination of referred candidates was held in April 1947. The old Medical School buildings at Guntur were inspected on the 12th March 1947 by an Inspection Commission of the Andhra University and the Special Officer for the College concerned himself to take possession of the building and equip them to run the college, where the classes in Anatomy and Physiology have, since the close of the quinquennium, commenced to be held.

23. *Madura Medical College.*—This college, also opened in July was accommodated in the Stanley Medical College, Madras. Fifty students (39 men and 11 women) were admitted. The Pre-registration class for these students was conducted by a specially appointed staff. Thirty-five of the students passed the University Examination in December 1946 and the remaining 15 in April 1947. The first-year M.B.B.S. students of this college undergo training along with the students of the Stanley Medical College in the Central Institute of Anatomy of the Madras Medical College.

24. *Agricultural College and Research Institute, Coimbatore.*—During the quinquennium the syllabus for the B.Sc. (Ag.) Degree was further revised in the year 1942, and the subject of Agricultural Economics was added as a separate subject for the final year class. Admissions to the Agricultural College were doubled as a part of the Post-war Development Schemes to meet the increased demand for agricultural graduates. Three seats were reserved for lady candidates every year. Under the altered system of subjects in the syllabus the students have to appear at the end of each year of the degree course of three years. The examination in each subject was to be both theoretical and practical. Facilities were also afforded for training candidates to register for M.Sc. on the science of agriculture and allied subjects.

Special lectures were delivered by the heads of sections and specialists to the senior students, besides the University extension lectures of Maharaja of Travancore Curzon Lectures. Scope was also afforded to senior students for rural enquiry on agricultural matters and economics by arranging of week-end tours, etc., in addition to long tours to places of educative and agricultural value with lecturers to assist and guide them. There were nearly 10,800 volumes in the main library which is attached to the Reserach Institute. Spacious grounds were provided for recreation. All students of the college were members of the Students' Club which afforded recreation on the literary side to the members. The system of dividing the students into batches and entrusting them to senior lecturers for tutorial purposes were being followed during the present period and the system was found to work satisfactorily. Heads of teaching sections and four research officers nominated by Government constituted the College Council. The Council decided all questions affecting students, regarding accommodation in the college and the hostel, courses of instruction, discipline, etc.

Agricultural Museum.—Representative sample of various kinds of agricultural seeds and other specimens were exhibited for the benefit of students and visiting public.

Short course in Practical Agriculture and allied subjects.—This has now been temporarily suspended due to increased admissions to the B.Sc. (Ag.) Degree Course from the year 1943.

Admissions.—To cope with the increased demand for agricultural graduates in the department, the admissions to the college were enhanced from 48 in each of the years 1942–43 and 1943–44 to 96 in the years 1944–45 and 1945–46 and in 1946–47, 107 candidates were admitted. The number of graduates passed out during the quinquennium was 232.

Scholarships and prizes.—The rate of scholarships awarded to deserving candidates has been increased to Rs. 30 due to changed conditions and the number of scholarships also enhanced due to increased admissions. The following scholarships are now awarded annually. Three scholarships for candidates from Muslim community; three scholarships for candidates from backward communities; two scholarships for merit to the best two students, who score the highest number of marks in their terminal examinations

and the University examination put together in the First Examination. Fourteen prizes are offered annually at the college.

Hostel.—The management of the hostel is vested in the Principal who is the Warden assisted by a Senior Deputy Warden, a gazetted officer and a Junior Deputy Warden, a non-gazetted officer of the department who are in immediate charge and exercises supervision.

25. *Agricultural College, Bapatla.*—In order to provide an adequate number of trained personnel for the execution of a number of post-war schemes for the agricultural development of this Presidency, the opening of a second Agricultural College at Bapatla was given the highest priority among the schemes sanctioned. It was located at Bapatla in Guntur district to cater to the students of the northern districts. The college was opened on the 16th July 1945 with a batch of 93 boy students and 3 girl students in the high school building kindly offered by the district board. It had a spacious compound and hostel building. Pending the selection of a suitable college farm near the college, an area of 60 acres comprising all types of cultivation with an orchard at a distance of 10½ miles from the college was leased out temporarily to serve as the College Farm to give the necessary practical training in Agriculture and allied subjects. Students were daily taken to the farm in the College buses maintained for this purpose. This college was affiliated to the Andhra University. The first examination was held in three subjects in April and October 1946. Nine y students appeared for the examination and all of them passed. In July 1946, the second batch of 96 students (all boys) was admitted. The total strength of the two classes at the end of the term was 185. Good progress was made in the equipment of the laboratories and library during the year. As the hostel building was insufficient private buildings had to be rented for this purpose. Government had sanctioned the extension of the main college buildings for laboratory and class rooms and the extension of hostel. These works were taken up during the year. The first and second examinations of the B.Sc. Degree in Agriculture were held during April. The percentage of full passes worked out to 73 in the first and second examinations. The third batch consisting of 95 boy students and one girl student was admitted on the 14th July 1947. The total strength of the college with the three classes in full working condition at the opening of the third year was 281.

26. *Teachers' College, Saidapet.*—The sanctioned strength of 150 was not actually reached in any year of the quinquennium and only 637 students passed through the college during the five years under review. In 1944-45 the strength went down as low as 108. During the same year women students were admitted for the B.T. Course in this college and six of them took the course. The college formed one of the co-operating colleges in connection with the M.Ed. Course conducted by the University of Madras. Method of teaching Tamil was introduced as an additional optional subject for the B.T. students and this department was placed in charge of an Assistant Lecturer in the Subordinate Educational Service from July 1942 and the post has since been converted into one in the Madras Educational Service. Out of the 637 B.Ts. who passed through the college during the quinquennium only 84 took this optional subj ct. Administratively t e college suffered from four changes in the post of Principal. Consequently no educational experiments of outstanding importance were conducted but certain improvements were effected in local organization, teaching and supervision with beneficial results. The visits of students of this college to other institutions was a new innovation and the conducting of a Model Parliament in the Model High School and the starting of a Tirukkural class were the other events which deserved m ntion.

Model High School.—The strength in Forms I to VI increased from 352 boys and 28 girls in 1942-43 to 469 boys and 91 girls in 1946-47. The average percentage of passes in the S.S.L.C. Public Examination for the quinquennium was 53·2. The organization of a Model Parliament, which conducted its proceedings entirely in Tamil, a scheme of supervised night study classes for pupils denied study facilities in their homes, the revival of the daily School Assembly, the institution of a Pupils' Panchayat Court to try minor offences among the pupils, the starting of a Hobby club, the introduction of the House System in VI Form, terminal variety entertainments and Play Festivals and Listening-in to the school programmes of the All-India Radio were among the special activities of the school during the period.

Kindergarten section.—The strength of this section consisting of classes 1 to 5 rose from 182 pupils in July 1942 to 330 pupils in March 1947. With its special features of Children's Assembly, General Knowledge Association, Hand work, Music, Gardening, Games, Thrift Fund, Children's Club and a Manuscript Magazine, the section continued to do good work during the quinquennium.

Secondary Training section.—Besides the normal training course, an emergency course was started on the 1st July 1946, and the strength of the section in the respective years of the quinquennium was 32, 16, 30, 49 and 67. Contributions were made by the students in the shape of exhibits sent to the All-India Swadeshi Exhibition in December 1946 and a drama was enacted by the students of the department. The section was reorganized for the teaching of the revised syllabus for training schools at the beginning of the quinquennium.

Manual Training section.—The section was in a position to have the continued services of Mr. C. R. Porrett by the extension of his service for about three and a half years beyond the date when he was due to retire, but towards the end of the quinquennium it lost his services and those of his two experienced assistants, Messrs. P. Correa and S. Narasimha Pillai. The temporarily appointed Assistant Adviser was in charge of the section at the end of the period. For 8 Junior and 5 Senior students in 1942-43 the Manual Training Instructors' class fell in strength to 2 and 8 respectively in 1943-44, 1 and 2 in 1944-45 and nil and 1 in 1945-46 and no students in 1946-47. The Engraving Class had an average of 3 students in the first four years of the quinquennium and none in the last year. The wood-carving class had an average strength of 6 with an actual strength of 7 in 1946-47. A large number of pupils from the high school and students from secondary training section attended the classes which were held in woodwork, weaving, wood-carving, engraving, cardboard work, and in the case of girls, sewing and nursing. An additional Weaving Instructor was appointed from the 30th October 1945 and a Sewing Mistress from the 19th August 1946.

Adult school.—The free Adult night school has completed twenty years of voluntary service to the working class people of Saidapet, outliving the black-out restrictions and the economic conditions of the war years. Sri S. Jaganadhan of the kindergarten section continued to be in charge of the school, assisted by voluntary helpers from the college. A scheme to improve the financial condition of the school with the help of the University was being examined towards the end of the quinquennium.

27. *Government Training College, Rajahmundry.*—The strength of the college was far short of the sanctioned figure of 110 (including 8 places reserved for students of the Orissa Province and 2 for those from the Hyderabad State) during some of the years of the quinquennium; consequently the number

of graduates passed out during the quinquennium was only 467. But the full sanctioned strength was reached in 1946–47 with 98 men students and 12 women students. The number of women students increased from 4 at the end of the previous quinquennium to 12 in 1946–47 and altogether 69 women graduates were trained during the five years. A waiting room for the women students of the B.Ed. class and the girls of the Model Secondary School and an extension to the Manual Training section were the additions made to the accommodation. A verandah was provided for the tiffin sheds. The compound wall of the college was raised to facilitate physical education activities and a cement gallery was constructed in the playground with materials from dismantled A.R.P. baffle walls. The tennis courts were revived after the end of the war and separate facilities were provided for the women students of the B.Ed. class and the girls of the model section. Excursions, elocution contests, participation in Inter-Collegiate debates and Inter-Collegiate tournaments, the annual staging of a play in aid of the Poor Boys' Fund of the college and the annual celebration of the College Day, with the institution of a Science and Art Exhibition since 1945–46 were among the many extra-curricular activities of the college. The provision for teaching practice for the B.Ed. students was increased from periodical to daily practice lessons. The college hostel was run economically and efficiently. The results at the University examinations were uniformly good.

28. *Lady Willingdon Training College, Madras.*—The sanctioned strength of 60 for the B.T. class was raised to 80 in 1946 to meet the increasing demand for the training of graduate teachers and two additional assistant lecturers' posts were sanctioned. The maximum for the elementary grade was raised to 30 due to the working of the secondary training class below sanctioned strength till the opening of the emergency secondary training class. The strength of the training classes at the end of the quinquennium was 69 in the B.T. class, 19 in the ordinary secondary and 17 in the emergency secondary classes, 57 in the elementary class and in all 162, which was practically the same as 116 in 1941–42. In the model school the strength increased from 457 in 1942 to 645 in 1947 and three additional sections were opened. Several additional posts including a Lecturer's post in the Madras Educational Service, for Physical Science, were created during the quinquennium to meet the increased and varied requirements of the institution. Building schemes were postponed except for the construction of a tiffin shed at a cost of Rs. 2,998 in 1946–47. The Primary Department Building was sanctioned in 1946–47 but the work was not begun. Tamil was introduced as one of the optional subjects under methods. A nursery class was attached to the Kindergarten section to form the practising field for the proposed Nursery Teachers' Training class, which, however, was not actually opened owing to the accommodation demands of the emergency training class. Miss A. S. Hellier continued to give an annual course of demonstrations in Art to the B.T. class. A natural science exhibition was held by the B.T. students in the High School in 1942–43. An adult education study circle was formed in 1946–47 and the night school which was closed in 1941 was re-opened by the Social Service League in January 1947 with a paid teacher and some volunteers from among the staff and students.

29. *The Law College, Madras.*—After an unsteady fluctuation in the strength during the previous quinquennium which stood at 427 in 1941–42, there was a further fall in strength to 357 in 1942–43, the first year of the period under review, but this, however, was followed by a steady increase in the succeeding years to 423, 500 and 557 and to 588 at the end of the quiquennium. The strength of the M.L. classes rose from 7 in 1942–43 to 16 in 1943–44 but declined

in the following years and was 9 in 1946–47. During the war the college buildings were handed over to the Military department in 1944 and the college was temporarily located in a rented building, the Holy Angels Convent, Theagarayanagar, during 1944–46. The college was shifted back to its own building in 1946. For use as a playground for the college a vacant site and the vacant buildings of the A.R.P. which were under the administrative control of the High Court were given to the college by the High Court during the year 1946 and the matter of their departmental transfer was under correspondence with the Superintending Engineer at the end of the quinquennium. Due to the insufficiency of accommodation at the University Students' Club and the difficulty experienced by the students of the college in finding accommodation elsewhere the Government opened a temporary hostel at Mylapore in 1946–47. The College Council was reconstituted in G.O. Ms. No. 1300, Education, dated 27th August 1945.

30. *College of Engineering, Guindy.*—Due to the opening of new colleges of Engineering, the strength fell at the end of the quinquennium from 674 to 475, which included 50 Muslim students, 72 Indian Christians and Anglo-Indians, 13 of the Scheduled Classes and 206 Non-Brahmans as against 42, 73, 7 and 240 respectively at the end of the previous quinquennium. The course in the college was accelereted in 1942 and the output of passes was increased by 50 per cent by July 1944. Degree courses in Highway Engineering and Tele-communication Engineering were instituted in the college in 1945. Facilities for training 300 Air Mechanics, 250 War Technicians and 12 Supervisor Trainees were given at this college. During the war the college carried out a number of tests for various military departments and tests on producer gas plants on behalf of the Central Traffic Board. It also carried out extensive investigation on the running of Diesel Engines on vegetable oils and the combination of Diesel oil and producer gas. Several students and members of the staff engaged themselves in research work and obtained the M.Sc. degree in Engineering. One of the members of the staff obtained the Ph.D. Degree of the University of Madras.

31. *Arthur Hope College of Technology, Peelamedu, Coimbatore.*—The college was newly opened in 1945–46 in the buildings belonging to the National Electric Works, subsequently owned by the Argus Engineering Company of Bombay, with the college and hostel located in the same building. Instruction was imparted for the first and second year courses during 1946–47. The first year students continued to attend the local Government Arts College for practical work in Physics and Chemistry on Saturdays, assisted and supervised by the Demonstrators of the College of Technology. The laboratories and workshops were equipped with apparatus and materials purchased for about Rs. 95,000 during 1946–47, instruments and machines both purchased and transferred from the College of Engineering, Guindy, and a motor generator set obtained on loan from the Government Victoria College, Palghat. Fuel laboratory equipment, for which an indent was placed, was, however, not received before the close of the year. Books worth about Rs. 10,000 were added to the library and magazines and journals were subscribed for. In spite of the absence of adequate playground facilities for major games and although the post of Physical Director which fell vacant remained unfilled, sports and athletic activities were well-organized and conducted and the College Cricket team won the championship shield in the West Zone Final of the Inter-College tournament conducted by the Madras University. One of the students N. R. Rictor of the first B.E. class had a creditable record in Hockey in the Inter-University and Inter-Provincial matches. The College Association

functioned satisfactorily with its Student-President. A manuscript magazine called *Whizz* and a Tamil magazine continued to be circulated among the students. The college hostel had a strength of 150 students out of the 166 students of the college and run two cosmopolitan messes, vegetarian and non-vegetarian. Medical attention was given by the Honorary Medical Officer of the college. Admissions to the college were made by the Principal, College of Engineering, Guindy, and the strength of the college increased from 7[illegible] in the first year class at the end of the year, 1945–46 to 96 in the first year class and 66 in the second year class or 162 in all at the end of 1946–47, after the transfer of five students to the College of Engineering, Guindy, and of one student from that college to Coimbatore. Dr. J. J. Rudra was the Principal till the 20th December 1946 and was succeeded on the 31st December 1946 by Sri V. H. Sadarangan, who continued till the end of the period under report.

32. *Veterinary College, Madras.*—Till the end of the academic year 1945–46, the college continued to train students for the five-year B.V.Sc. Degree Course and the four-year G.M.V.C. Diploma Course. But in the year 1946–47 the diploma course was abolished and B.V.Sc. Course was revised to one of four years and one term. Arrangements were made for the completion of their respective courses by students who commenced the degree and diploma courses under the old regulations and for the holding of their examinations till the end of the year 1951–52. Provision was made in the new course for practical training of students in a farm for a month and a half during the vacation at the end of each of the first three years and for similar training for two months at the end of the fourth year. The number of students who took the B.V.Sc. Degree during the years 1943–47 after the old five-year course was 64, as compared with 33 during the years 1939–42 after the four-year course in force at that time and the number who took their G.M.V.C. Diploma during the quinquennium was 95 as against 95 during the previous quinquennium.

The refresher course which was held annually during the previous quinquennium was discontinued owing to the great need for professional [illegible] to make field and for war service.

A short course of one year's duration was started during the quinquennium for the training of Stockmen-cum-Compounders for whom there was an average demand in the Civil Veterinary Department. The trainees were selected annually in July by a Board of Examiners in written, practical and oral tests.

Much valuable research work was done in the college laboratories, the results of important of which were on artificial insemination in cattle, which after showing favourable results, was put into practice on cows brought for the purpose, and on Bovine Lymphangitis, a scheme for the study of which was sanctioned in March 1947. Under the auspices of the Imperial Council of Agricultural Research Schemes for an enquiry into Helminthiasis of cattle, for the writing of a monograph on the Anatomy of the Ox and for the elucidation of the etiology of Circling Disease in sheep were undertaken.

A Serum section was opened in the college in May 1944 for producing Anti-renderpest serum, goat-virus and bull-virus and this section meets the requirements of the ten northern districts of the province, while giving the students an opportunity to study the technique of serum production. A new section for the successful production of ranikhet disease vaccine was also opened in the college in charge of a Veterinary Assistant Surgeon specially trained at the Imperial Veterinary Research Institute, Mukteshwar.

The propaganda unit attached to the college continued to turn out excellent propaganda material. The unit was transferred to the control of the District Veterinary Officer, Madras City.

Due to the large demand in the field for Veterinary graduates the number of annual admissions to the college had to be progressively raised to 100 and the question of unemployment is not expected to arise for many years to come.

G. Colleges for women.

33. *General statistics.*—The number of arts colleges for women rose from 5 to 7 during the quinquennium due to the opening of the Lady Hope Municipal College, Guntur, as a second grade college in 1944 and of the Government Muslim College for Women, Royapetta (Madras), as a first grade college in 1946. The number of students in these colleges increased from 890 in 1941–42 to 1,440 in 1945–46 and to 1,585 in 1946–47. Of the last 348 were Brahmans, 391 were Non-Brahmans, 736 were Indian Christians, 42 were Muslims, 39 were Europeans and Anglo-Indians, 16 belonged to the Scheduled Classes and 3 were Parsis, 10 being enumerated under other communities. The corresponding figures for the previous quinquennium were 161, 190, 433, 25, 61, 17, 3 and nil respectively. The number of women students in arts colleges for men increased from 871 in 1941–42 to 1,428 in 1945–46 and to 1,691 in 1946–47.

The number of Oriental (Sanskrit) Colleges for women, remained the same, namely, two—the Andhra Yuvathi Kalasala, Rajahmundry, and the Sarada Niketan, Guntur. Their strength fell from 31 in 1941–42 to 28 in 1945–46 but rose to 48 in 1946–47. The number of women reading in Sanskrit colleges for men increased from 25 in 1941–42 to 28 in 1945–46 and to 27 in 1946–47.

There was a marked increase during the quinquennium in the number of professional colleges for women from only two in 1941–42 to four in 1945–46, due to the opening of the Missionary Medical College for Women, Vellore in 1942–43 and of St. Ann's Training College, Mangalore, in 1942–44; the number further increased to five in 1946–47 by the opening of St. Joseph's Training College, Guntur. From 95 students in two colleges in 1941–42 the strength rose to 209 in four colleges in 1945–46 and to 261 in five colleges in 1946–47. The number of women reading in professional colleges for men was 383, consisting of 3 for Law, 18 for Teaching, 360 for Medicine and 2 for Agriculture in 1945–46 and 427 consisting of 6 for Law, 18 for Teaching, 394 for Medicine, 5 for Agriculture, 3 for Engineering and 1 for Technology in 1946–47 as compared with 254 consisting of 4 for Law, 4 for Teaching, 243 for Medicine and 3 for Engineering in 1941–42.

V. Secondary Education.

A. General Progress.

1. *Reorganization of secondary education.*—The reorganization of secondary education contemplated in the Press Communiqué issued by the Government in June 1937 and on which the final decisions of Government were published in another Press Communiqué No. 57, dated the 2nd July 1940, could not be brought into effect during the quinquennium, chiefly due to war conditions and the consequent lack of equipment for the bifurcated secondary courses. Progress was nevertheless made in the direction of giving effect to the proposals as soon as conditions become favourable and in anticipation of these conditions Government expressed their decision in G.O. Ms. No. 1360, Education, dated the 9th October 1943, that the proposed secretarial course alone should be the primary qualification for election for appointment to posts of lower division clerks in Government offices. An attempt was made by the late Sir Meveral Statham, when he was Director of Public Instruction, to introduce the

reorganized courses during the year 1945–46 and a committee was formed for deciding on the courses to be introduced, selecting the schools in which the particular course or courses were to be first begun and drafting the syllabuses for the selected courses. Although the courses could not be introduced that year, efforts were continued to give shape to the proposed courses and sub-committees were formed for the drafting of syllabuses for the various courses of the new scheme. A Special Officer was appointed in October 1945 and the sub-Committees completed the drafting of the syllabuses in Agriculture, Commerce, Drawing and Photography, Domestic Science, Engraving and Music and Dancing, in 1946. In G.O. No. 1036, Education, dated the 20th May 1946, Government ordered the postponement of the scheme to the year 1947–48. The draft syllabuses were published in the *Fort St. George Gazette*, dated the 17th December 1946, to elicit comments and suggestions from the public. There was however a further postponement and it was after the close of the quinquennium that Government in their Memorandum No. 46849-B-1/46-16, Education, dated the 14th July 1947, decided upon the introduction of the scheme as an experimental measure in 50 selected schools in the Province, consisting of two schools in every district and two schools in the Madras City, the courses to be selected from being Secretarial, Engineering, Agriculture, Drawing, Photography, Domestic Science and Music and Dancing and the schools proposed being mainly aided secondary schools and promised three-fourths of the annual recurring net cost of the introduction of the courses subject to a maximum of Rs. 1,450 per school for five years and a non-recurring grant of Rs. 5,700 per school. In a subsequent Memorandum, dated the 11th August 1947, Government proposed to introduce the scheme under the above conditions during the school year 1948–49 and called for proposals from the Director of Public Instruction before the 1st October 1947 regarding the schools to be selected and applications from them with his recommendations for grants towards the purchase of the necessary equipment for the timely introduction of the scheme.

2. *Medium of instruction.*—There was further progress during the quinquennium in the use of the mother-tongue of the majority of the pupils in every area as the medium of instruction in high schools. During the last year of the quinquennium Government in their Order Ms. No. 1136, Education, dated the 7th June 1946, directed that steps should be taken to introduce the mother-tongue as the medium of instruction in high school forms of schools in which it had not been introduced and ordered that exemption from the use of the mother-tongue as the medium of instruction should be given for only one year at a time and that too for very valid reasons. In places where there were more than one secondary school, exemption was limited to one school and to one section only of that school. Schools which in the past were using English as the medium of instruction in all the forms were permitted to continue this medium only in Forms V and VI. Exemptions from the use of the mother-tongue as the medium of instruction in primary classes and in Forms below III were totally discontinued. Cases of exemptions other than those permitted in the Government order were required to be submitted to Government for orders. In bilingual and multilingual areas where more than one high school existed an endeavour was made to reassign the languages of instruction and eliminate the need for the use of English as the medium of instruction. Government have also promised to admit for grant-in-aid the expenditure on the staff maintained to teach a minority language for a small number of pupils. To encourage the publication of text-books in the regional languages, official lists of scientific terms in these languages were issued, as approved by Government in G.O. Ms. No. 137, Education, dated the 20th January 1947, and the grant of exemptions on the ground of non-availability of text-books in the appropriate language was

altogether stopped. In spite of these measures and the universal acceptance of the fact that instruction through the mother-tongue of the pupil or the language nearest to it in familiarity is the most effective and eliminates a large output of avoidable effort, there is still a large volume of opinion among the public which favours the use of English, chiefly due to the continuance of English as the medium in universities and partly due to the lack of development of the modern aspect of regional languages. The latter cause is being sought to be removed in however small a measure it may appear at present, by the concession recently granted to pandits to appear as private candidates for the S.S.L.C. examination. It is hoped that this will acquaint at least those pandits who avail themselves of the concession with the store of general knowledge which stands in need of expression in the regional languages to fulfil the function of wider and more varied range of expression beyond the exposition of grammar in language and the literal and isolated interpretation of literature.

Apart from the restriction of exemptions to schools in respect of the medium of instruction, the grant of exemptions to individual pupils from the study of the local language has also been largely reduced. This is really a corollary to the first measure as such individual exemptions are ordinarily possible only in schools where English is the medium of instruction. To alleviate the difficulty to such pupils the Secondary School-Leaving Certificate rules have been modified by two provisions, first of alternative classical and foreign languages like Hindi, Sanskrit, Arabic, Persian and French to the regional language and secondly of permission to pupils to study any such language privately if the school cannot arrange for its teaching.

3. *The teaching of Hindustani.*—The school stage for the study of Hindustani as an optional language with reference to Press Communiqué No. 21, dated the 21st February 1940, was changed from Forms I to III during the previous quinquennium to Forms II to IV in G.O. Ms. No. 2049, Education, dated the 28th October 1946, and separate orders were issued widening the range of the qualifications of the teachers, prescribing their scales of pay and providing for the expenditure on their employment in Government, local board and aided schools. The provision of Hindi as an optional subject under Group C of the S.S.L.C. scheme, made in G.O. Ms. No. 196, Education, dated 8th February 1941, continued unaltered, but the privilege was availed by the annually increasing number of candidates due to war conditions which brought into the schools a large number of pupils from outside the Province.

4. *Manual training.*—A wide range of subjects was provided under Manual Training for secondary schools for boys and girls. Of the 17 subjects, woodwork, and weaving were the most popular in boys' schools and Needle-work, Embroidery, Lacemaking and Knitting were popular in girls' schools. Nevertheless only 314 boys' secondary schools and 24 girls' secondary schools had made provision for manual training at the end of the quinquennium. Altogether 127,810 boys and 160,639 girls attended classes in 1946–47. Many among these schools which did not make provision for manual training were middle schools.

5. *Admissions and promotions.*—The large rush for admissions in secondary schools and the lack of resources on the part of schools to expand accommodation at the same rate led during the quinquennium to the need for a frequent and wide-spread relaxation of rule 18 of the Madras Educational Rules prescribing the maximum strength of a section of a class as 40. The relaxation became so general towards the end of the quinquennium that the rule itself

was amended to raise the figure to 45, retaining the provision for relaxing the limit but defining the extent of it as an excess of three permissible by the District Educational Officer and of two above that figure by the Divisional Inspector of Schools.

With the opening of large number of secondary schools during the quinquennium the number of admissions from private study and from elementary schools in the first three forms increased to such an extent and the testing of the applicants so difficult, unweildy and prolonged that both teachers' organization and inspecting officers have suggested amendments to rule 37 of the Madras Educational Rules with a view to lowering the stage of such admissions to Form I. The amendment is under consideration by the Director of Public Instruction.

Another amendment which is also under consideration relates to rule 30 regarding promotions. In spite of the amendments made to that rule during the previous quinquennium and of the general improvement and elimination of irregularities resulting from these amendments, certain imperfections have been revealed in practice during the period under review. For instance, the principles of promotion are not settled by many schools before the examination nor have pupils a chance to learn of the standard of performance expected of them to qualify for promotion; quite often, the principles are decided simultaneously with the making of promotions and they have been found to vary from form to form and from examination to examination during the same year. Whether the amendment of the rule will solve these problems or other measures will be necessary are matters yet to be explored.

6. *Working of the Secondary School-Leaving Certificate Scheme.*—The Secondary School Leaving Certificate Board was reorganized during the last year of the quinquennium in G.O. Ms. No. 1788, Education, dated the 16th September 1946, and was renamed as the Board of Secondary Education. The new board had a wider basis of representation of the several interests connected with secondary education. It also differed from the old board in its debarring the members of the board from being examiners or paper-setters and in its providing for the appointment of separate committees for those and other purposes. The first reorganized board was constituted in September 1946.

The number of male and female candidates who sat for the examination rose from 25,045 and 2,084 respectively in 1942 to 38,273 and 4,391 in 1947. The latter figures included 2,884 S.S.L.C. and 2,003 higher elementary grade teachers who appeared as private candidates as permitted by the new provision made in the rules during the quinquennium. The certificates of 42,595 candidates (of whom 38,340 were boys and 4,255 were girls), including 4,885 (2,884 S.S.L.C. and 2,001 higher elementary grade teachers) private candidates were completed in 1947. The percentage declared eligible from among those who presented optional subjects leading to a University course was 52 for all the Universities in the province, as compared with 47 in 1942. The percentages for the Madras and Andhra Universities separately were 55 and 45 respectively.

The number of schools which presented pupils to answer one or more of the non-language subjects through the medium of the mother-tongue increased from 394 out of 465 at the end of the each quinquennium and 434 out of 509 in 1946 to 459 out of 549 in 1947. The subject which largest number of candidates answered in the mother-tongue was Outlines of History of England and India and Geography and the number was 34,467.

The distribution according to communities of the candidates who took the examination and completed their certificates in the years 1942 and 1947 was as shown below :—

Community.	1942.	1947.
(1)	(2)	(3)
European and Anglo-Indian	18	34
Indian Christians	2,918	4,213
Muslims	1,575	2,473
Brahmans	9,886	14,187
Non-Brahmans	12,132	20,470
Scheduled Classes	381	1,070
Others	101	148
Total	27,011	42,595
Out of ..	27,120	42,595 who completed their certificates.

The order of popularity of the optional subjects remained much the same as in the previous quinquennium, namely, Algebra and Geometry, History of England and India, Physics, Chemistry, Physiology, Botany, Geography, Book-keeping, Agriculture and the rest.

Besides the provision in the rules permitting the appearance of teachers as private candidates, an amendment was made to the rules allowing supplementary pupils who withdrew from schools during the course of the year for satisfactory reasons to appear for the public examination as private candidates in that year.

B. Secondary Schools for Boys.

7. *Number of schools.*—In spite of the state of suspense regarding the shape of the secondary school curriculum of the future, there was a large increase in the number of high and middle schools from 558 in all to 720 during the quinquennium. The following table contrasts the rate of increase during the successive quinquennia and how unprecedentedly rapid the increase was during the quinquennium under report :—

	1927.	1932.	1937.	1942.	1942–43.	1943–44.	1944–45.	1945–46.	1946–47.
High schools (complete and incomplete).	330	3366	373	394	399	411	430	477	542
Middle schools (complete and incomplete).	198	164	148	164	160	159	169	154	178

The decrease in the number of middle schools is due in almost every case to the conversion of a middle school into a high school. Hence taking both the high and the middle schools together the percentage of increase in their number was 43·4 for the quinquennium as compared with 7·1 for the previous quinquennium and far larger than that for any similar period within memory. The number of complete high schools increased from 380 to 440 and that of complete middle schools from 163 to 177, while the number of incomplete high schools was 102 and of incomplete middle schools 1 as against 14 and 1

respectively at the end of the previous quinquennium. The increase was most marked during the last three years of the quinquennium and a large majority of the new schools were opened under private management.

Of the 720 schools, 346 were under public management and 374 under private management. The schools under public management consisted of 19 Government schools, 63 municipal schools and 264 district board schools, as against 14, 50 and 209 respectively in 1942; those under private management consisted of 356 aided and 18 unaided schools as against 266 and 19 respectively in 1942. Among the complete high schools 13 were Government, 45 municipal, 160 district board, 221 aided and 1 unaided, against 12, 38, 143, 186 and 1 respectively at the end of the last quinquennium. The incomplete high schools consisted of 3 Government, 4 municipal, 28 district board, 61 aided and 6 unaided schools as compared with 3 municipal, 3 district board, 6 aided and 2 unaided of the last report. Of the complete middle schools, 3 were Government, 13 municipal, 76 district board, 75 aided and 10 unaided, as against 2, 8, 63, 74 and 16 five years ago. The branch municipal school with class V as highest at Cuddapah recognized as a separate institution continued to remain the only incomplete middle school during the quinquennium. The number of high schools, both complete and incomplete, under district board management increased by 42 and the number of district board middle schools by 13, while the number of aided high schools rose by 99 and of aided middle schools by 1.

8. *Strength of schools.*—Reference has already been made to the rapid rise in the strength of secondary schools from 234,303 (including 16,494 girls) in 1942 to 387,534 (including 28,939 girls) in 1947. For the quinquennium as a whole, the increase was shared by high schools and middle schools alike as shown below :—

Strength of	1941–42.	1946–47.
High schools	204,942	350,717
Middle schools	29,371	36,617

The percentage of increase in the strength of high schools and middle schools together was 65·4 and how large and rapid the increase has been, can be best realized when it is compared with the percentages of the increase during the three previous quinquennia which were successively 3, 10 and 20·9. Considering the strength of 185,232 in 1936–37, the strength has more than doubled during the decade. In spite of the opening of a large number of girls' schools during the quinquennium the number of girls reading in boys' secondary schools has also increased in an ever larger degree than that of boys, from 16,494 in 1942 to 28,939 in 1947, the percentage of increase being 75·5, as compared with 59·8 for the previous quinquennium.

The percentage of boys in secondary schools for boys and girls to the male population of 24,557,143 for the Presidency according to the census of 1941 was 1·5 as against 0·89 and 0·81 in the two preceding quinquennia. The increasing popularity of secondary education can be taken to be a result of the marked growth of literacy during the previous quinquennium recorded in the Census Report of that decade.

9. *Accommodation.*—Of the 720 schools on the 31st March 1947, 625 schools were housed in their own buildings, 79 in rented buildings, 14 in temples or chavadies, 2 in Manager's dwellings, as against 487, 68, 3 and nil respectively at the end of the previous quinquennium. In respect of adequacy and suitability, the accommodation of 82 municiapal and district board schools was reported to be satisfactory, of 194 schools unsatisfactory, of 39 schools bad and of 8 schools very bad. Of the schools under private management,

218 had satisfactory accommodation, while the accomodation of 137 was unsatisfactory, of 18 bad and of 3 very bad. There was no progress in respect of accommodation of secondary schools during the quinquennium due mainly to the scarcity of building materials. New buildings were constructed during the quinquennium for 2 board and 14 aided secondary schools. Extensions and improvements were made to one board, one municipal and 15 aided schools.

10. *Equipment.*—Improvement in respect of furniture and other equipment did not keep pace with the large increase in strength which most of the secondary schools experienced during the quinquennium. Apart from the sudden and unexpected rush for admissions, the scarcity and dearness of materials, especially during the later years of the quinquennium, prevented the older schools from adding to their equipment and the newer schools from providing even the minimum equipment required of them. During the earlier years when the conditions were not so difficult, some schools made additions and the amount spent during the quinquennium on grants-in-aid to local bodies and private managements towards the purchase of equipment were Rs. 1,68,710 and Rs. 2,21, 256 respectively, the corresponding expenditure from provincial funds in the previous quinquennium being Rs. 48,049 and Rs. 1,76,622

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

Trained teachers.

Year.	*Collegiate.*	*Secondary.*	*Higher elementary.*	*Lower elementary.*	*Other qualifications.*
(1)	(2)	(3)	(4)	(5)	(6)
1936–37 ..	2,877	3,702	193	48	1,386
1941–42 ..	3,635	4,258	121	20	1,861
1946–47 ..	4,078	6,667	220	73	2,208

Untrained but certificated.

	Collegiate.	*Secondary.*	*Higher elementary.*	*Lower elementary.*
	(7)	(8)	(9)	(10)
1936–37 ..	111	29	19	5
1941–42 ..	106	41	15	10
1946–47 ..	294	122	65	18

Untrained and uncertificated.

	Collegiate.	*Secondary.*	*Higher elementary.*	*Lower elementary.*	*Others.*
	(11)	(12)	(13)	(14)	(15)
1936–37 ..	309	88	30	23	821
1941–42 ..	115	48	22	9	910
1946–47 ..	266	113	35	7	1,305

Total teachers.

Year.	*Trained.*	*Untrained.*	*Total.*
1936-37	8,206	1,435	9,641
1941–42	9,895	1,276	11,171
1946–47	13,246	2,225	15,471

The number of teachers employed in secondary schools for boys rose from 11,171 to 15,471 (38·5 per cent); the number of trained teachers from 9,895 to 13,246 (33·9 per cent) and that of untrained teachers from 1,276 to 2,225 (74·9 per cent). The number of trained teachers formed 85·7 per cent of the

total number as against 89 per cent at the end of the previous quinquennium. In spite of the fall in the percentage of trained teachers there was an appreciable increase in the number of trained teachers of the collegiate grade from 3,635 to 4,078 (12·2 per cent) and of the secondary grade from 4,258 to 6,667 (56·6 per cent) and fully qualified special teachers and instructors from 1,861 to 2,208 (18·7 per cent). The paucity of secondary grade teachers during the war led to an inevitable increase in the number of elementary grade teachers employed in secondary schools from 141 to 293 (107·8 per cent) and in the number of untrained teachers of the collegiate and secondary grades from 115 to 266 (131·2 per cent) and from 48 to 113 (135·4 per cent) respectively. The proportion of trained to untrained teachers in secondary schools under public managements was 7 : 1 and under private managements 5 : 1 as against 7 : 1 and 8 : 1 respectively at the end of the previous quinquennium.

12. *Fees.*—No change was effected during the quinquennium in the rate of ordinary or special fees or in the number of instalments. The list of communities eligible for concession under rule 92 of the Madras Educational Rules was revised from time to time in accordance with the orders of Government. The fee concessions granted under this rule in 1946–47 amounted to Rs. 11,97,587 as against Rs 5,47,712 in 1941–42. Children of ex-army men were granted allowances for books to the extent of Rs. 80 in 1946–47, but by far the largest concessions and allowances were in respect of children and brothers and sisters of members of the fighting forces amounting to Rs. 3,22,500 in 1946–47.

13. *Expenditure on secondary schools.*—The total direct expenditure on secondary schools for boys rose from Rs. 97·34 lakhs in 1941–42 to Rs. 198·07 lakhs in 1946–47, towards which public funds contributed 30·98 per cent, fees 54·18 per cent and other sources 14·84 per cent, as against 30·36 per cent, 62·18 per cent and 7·46 per cent respectively in the last year of the previous quinquennium. The average fee paid by a pupil was Rs. 27–11–0 as compared with Rs. 25–11–0 in 1941–42. The average cost of educating a pupil rose from Rs. 41–5–0 in 1941–42 to Rs. 51–2–0 in 1946–47. In secondary schools under local bodies Rs. 39,95,006 or 53·2 per cent of the total expenses was met from fees, Rs. 8,42,912 or 11·1 per cent from provincial funds, Rs. 24,65,388 or 32·9 per cent from local funds and Rs. 2,10,484 or 2·8 per cent from other sources; in secondary schools under private management, fees contributed Rs. 66,24,092 or 56·8 per cent of the total expenditure, provincial funds contributed Rs. 23,08,015 or 19·8 per cent and other sources Rs. 27,26,109 or 23·4 per cent.

C. Secondary Schools for Girls.

14. *Number of schools.*—There was during the quinquennium under review an even larger increase than what was recorded in the previous quinquennial report as an unprecedentedly large increase in the number of secondary schools for girls. As against the rise in the number from 82 to 103 between 1937 and 1942, the figure rose to 181 during the period under review, i.e., an increase of 78 schools, the percentage being 76 compared with 26 in the last quinquennium. The increase in the number of schools was equally shared by public and private managements being 39 in each case. Of the 39 new schools under private managements, 16 were opened by non-mission agencies, 16 by Roman Catholic mission, 6 by other Christian missions and 1 by a Hindu mission agency. Two new features were thus revealed in the secondary education of the girls during the quinquennium; these were the predominance of private enterprise and the almost equal participation of mission and non-mission endeavour in the field. This can be chiefly attributed to the vigorous

and unceasing propaganda for higher education of girls and the constant and zealous efforts of the Education department and the examples set by it during the previous quinquennium. Of the 39 new schools under public managements, 29 were opened by Government, 4 by municipal councils and 6 by district boards. Classified by managements there were at the end of the quinquennium, 52 Government, 7 municipal, 8 district boards, 113 aided and 1 unaided schools as against 23 Government, 3 municipal, 2 district board, 71 aided and 4 unaided schools in 1941–42. Classifying these schools according to completeness, there were 95 complete and 32 incomplete high schools, while the number of complete and incomplete middle schools was 49 and 5 respectively compared with 60 and 14 and 29 and nil respectively at the end of the previous quinquennium. All the districts had each two or more secondary schools for girls during the period under review. Barring Madras, the largest number of secondary schools for girls was in Malabar with 20 schools, followed by South Kanara with 15, Trichinopoly and Tinnevelly with 11 each and Tanjore, Madura and Coimbatore with 9 schools each. Other districts had schools ranging from 2 (in Anantapur and in Cuddapah) to 7 (in Ramnad).

15. *Strength of schools.*—The strength of secondary schools for girls rose from 29,534 in 1942 to 49,814 in 1946 and nearly doubled to 53,891 in 1947. The percentage of increase for the quinquennium reached the unprecedentedly high figure of 82·5 and was probably a record for any quinquennium and more than twice that for the previous quinquennium which was 30·2. The number of girls under instruction in secondary schools for boys and girls rose from [illegible]5 in 1942 to 73,484 in 1946 and to 80,403 in 1947 and the percentage of [illegible]e for the quinquennium was almost equal to that of the increase in the [illegible] of girls' schools alone, being 81·7. The number at the high school [illegible]mely, in Forms IV to VI of high schools for girls was 10, 990 in 1947 [illegible]t 5,619 in 1942. The number of girls reading in secondary schools [illegible] increased more than two-fold during the quinquennium as stated [illegible], from 16,494 to 28,939. This figure shows that, in spite of the [illegible]nber of girls schools newly opened, the demand for more of them still [illegible]s and will perhaps continue so long as the facilities for the secondary [illegible]on of boys and girls become nearly equal in every place in the [illegible]ndency.

16. *Accommodation.*—There was no progress in the matter of accommodation for girls' schools due as in the case of boys' schools to the scarcity of building materials. Of the 181 secondary schools for girls on 31st March 1947, the accommodation of 90 schools were reported to be satisfactory, 73 unsatisfactory, 14 bad and 4 very bad.

17. *Equipment.*—What has been said of progress in the matter of accommodation of schools applies equally to the provision of equipment for these schools. The number and strength of girls' secondary schools has increased so rapidly during the quinquennium that provision of adequate and satisfactory equipment for these schools could not be made at the same time. The number of these schools which were given equipment grant during the years 1942–43 to 1946–47 was 98 and the total amount involved was Rs. 54,057.

18. *Expenditure.*—The total direct expenditure on secondary schools for girls rose from Rs. 15,19,188 to Rs. 35,92,807 towards which public funds contributed Rs. 17,51,126 or 48·7 per cent, fees Rs. 10,72,066 or 27·9 per cent and other sources Rs. 7,69,615 or 21·4 per cent as against 39·7 per cent, 32·6 per cent and 27·7 per cent respectively at the end of the last quinquennium. The average fee paid by a pupil was Rs. 20 while the cost of educating a pupil was Rs. 67, Rs. 67,141 or 37 per cent of the total expenses was met by fees

n schools under local bodies, Rs. 77,210 or 43 per cent by local funds and Rs. 35,360 or 20 per cent other sources. In schools under private management, fees contributed Rs. 8,01,067 or 36·6 per cent, of the total expenditure, public fund Rs. 6,36,761 or 29·1 per cent and other scoures Rs. 7,49,391 or 34·3 per cent.

VI. Mass Education, including Basic Education.

A. Recent administrative measures—The three phases of policy in mass education.

1. As stated in the opening paragraph of this report, educational policy passed through three phases during the quinquennium. These three phases are the most marked in respect of mass education.

2. *The first phase—The continuation of the policy of the previous quinquennium.*—The first phase was a continuation of the policy of the previous quinquennium as set forth in G.O. No. 2611, Education, dated 8th December 1936, with the objective of ultimately bringing every boy and girl of school-age under instruction and keeping them at school at least until they attained permanent literacy after the completion of the V Standard. This drive for the eradi ation of illiteracy was accompanied by st.ong and vigorous measures to eliminate stagnation and wastage, to eradicate inefficient and uneconomic elementary schools, to reduce the number of single-teacher schools, to ensure a minimum of economic average attendance for every teacher, to revise the curriculum and the syllabuses and to mal them more practical both in their content and in their methods by on compulsory inclusion of handicrafts up to Standard V and of pre-vocat 8 07 subjects above Standard V and by the prescribing of a series of pr cent, exercises of the "*things to do*" type in every subject of the curricuer cent, by the issue of detailed instructions for the guidance of teachers, previous the schools themselves attractive to children by the cultivation compared gardens and to pursue a campaign of unceasing propaganda amonrose from for increasing enrolment, improving attendance and preventing ols under withdrawal of children from schools. On the statistical side thnet from were tested for their efficiency by four chief tests, (i) of a minimun8 or 32·9 attendance of 20; (ii) of a minimum proportion of 25 per cenpuces; I Standard strength in Standards IV and V; (iii) of completeness of ,092 standard structure; and (iv) of the enrolment of a minimum proportiated the number of girls of school-age in the area or a minimum proportiont. the number of girls under instruction to that of boys in the school. In the case of feeder schools the primary test was that of sending into the next higher standard of a neighbouring complete school at least half the number of pupils passed out from the highest standard of the feeder schools. The revised rules for grant-in-aid disallowed the employment of untrained teachers beyond a maximum ratio of one for every two trained teachers in schools under private manage m nt and the rules for appointment of teachers under public managements required all the teachers except specialist instructors to be trained. To the increased scales of grant brought into force during the previous quinquennium was added a dearness allowance of Rs. 2 a month to all teachers assessed for grants from 1st October 1942; the rate was enhanced to Rs. 3 from 1st November 1943 and to Rs. 4 from 1st April 1944; the allowance was again raised to Rs. 8 from 1st December 1944 and finally to Rs. 16 a month from 1st February 1946. In the case of teachers employed in schools maintained by local bodies, the grant of dearness allowance with effect from the 1st December 1943 at the old rates applicable to Government servants was sanctioned by Government in their Order No. 179, L.A., dated 29th January 1944, and to meet the extra cost, local bodies were paid subsidy of varying amounts according to their needs.

3. *The second phase—Compulsory elementary education in rural areas.*—The second phase was a rapid extension of compulsory elementary education in rural areas for boys and girls of all communities up to Standard V in the first instance, and up to Standard VIII ultimately, in connexion with the Post-war Educational Development Schemes for the Madras Province. The scheme envisaged to bring ultimately under instruction 13·9 lakhs of children of school-age in five years from 1945–46 to 1950–51. With this aim in view a preliminary scheme was introduced in the year 1945–46 to bring immediately under instruction 1·20 lakhs of children, or one-twenty fourth of the total number of children of school-age in rural areas not attending any school, with an annual increase of 34,000 till the year 1950–51. The number of such areas selected for the year was 434 and the age group were those of ten years and below in the case of boys and eight years and below in the case of girls. A provision of Rs. 20 lakhs was made in the budget estimate for 1945–46 to meet the cost of the scheme. Following this preliminary scheme, the first year of post-war development commenced in the year 1946–47 and the scheme proposed to bring under instruction 1·4 lakhs of children during that year with an annual increase of 40,000 over that figure up to the year 1950–51. Under this scheme compulsion was extended to 645 rural areas in the year 1946–47 in all the districts of the Presidency except Anantapur and Bellary districts the local bodies of which preferred the introduction of the scheme in areas where schools had been opened under the preliminary scheme to fresh areas.

The number of children to be brought under instruction under the preliminary scheme of 1945–46 and in each of the years of the five-year scheme for 1946–51 is shown in the following table :—

Number of children to be progressively brought under instruction in each of the years.

Batch.	1945–46.	1946–47.	1947–48.	1948–49.	1949–50.	1950–51.
Preliminary batch of 1945–46.	120,000	154,000	188,000	222,000	256,000	290,000
First batch, 1946–47 ..	..	140,000	180,000	220,000	260,000	300,000
Second batch, 1947–48 ..	..	..	140,000	180,000	220,000	260,000
Third batch, 1948–49 ..	..	..	..	140,000	180,000	220,000
Fourth batch, 1949–50 ..	..	..	..	..	140,000	180,000
Fifth batch, 1950–51 ..	..	..	..	..	..	140,000
Total number of children who will be brought under instruction in each of the years.	120,000	294,000	508,000	762,000	1,056,000	1,390,000

The number actually enrolled under the preliminary scheme was 113,320 at the end of February 1946 and 169,078 at the end of the quinquennium.

With a view to accelerate the progress of the scheme and to relieve the financial burden of local bodies, Government agreed to meet the additional expenditure incurred by these bodies for the appointment of additional teachers, the provision of additional accommodation in the shape of temporary sheds or rented buildings and other necessary contingent charges including the supply of books and slates to poor pupils. This responsibility of the Government was also extended to private managements.

To ensure regular attendance, the provision of free mid-day meals and the free supply of books and slates to poor pupils attending elementary schools in the compulsory areas in all the districts was ordered by Government. The number of children to whom the benefit of free mid-day meals was proposed to be given was 134,000 during 1945–46 and 1946–47 and the appropriation sanctioned to local bodies for this purpose was Rs. 26 lakhs and Rs. 30·49 lakhs in the respective years. But due to the late introduction of the scheme in

1945–46 the actual number of children who received the benefit that year was much less and in the following year difficulties in the timely procurement of foodstuffs reduced the number of actual beneficiaries. The difficulties became more acute towards the end of the quinquennium and the benefit was altogether stopped from the 1st April 1947. For the free supply of books and slates to poor children, Government sanctioned a sum of Rs. 1 lakh in 1945–46 and Rs 1·67 lakhs in 1946–47.

In certain districts, the scheme of mid-day meals could not be worked for want of foodstuffs. Children attending schools in compulsory area in such districts were supplied with reconstituted milk, each pupil getting 8 ounces of milk daily, prepared from milk powder. The districts in which the subsidiary scheme was introduced were Vizagapatam, Bellary, Anantapur, Chittoor, North Arcot, Salem, Coimbatore, Malabar, Tinnevelly and Ramnad. The scheme was, however, discontinued after the 28th February 1947.

4. *The third phase—Basic education.*—The third phase consisted of the first steps taken towards the introduction of craft-centered basic education as the chief method of instruction in mass education. This phase began during the second half of the last year of the quinquennium. In G.O. Ms. No. 2241, Education, dated the 22nd November 1946, the Government constituted an Advisory Board for Basic Education. About 70 teachers, both men and women, were selected from each of two areas forming the Telugu and Tamil districts of the Province and were deputed for a course of six months' training at Vinayashram, Kovvur, Guntur district, and at Periyanaickenpalayam, Coimbatore district, respectively. The course commenced early in December 1946. Apart from this intensive course, arrangements were made towards the end of the quinquennium to hold short vacation courses of one month's duration in practical spinning for teachers of elementary schools in all parts of the Province. A syllabus and directions for the conduct of these courses were issued. The courses were meant to be organized by Teachers' Associations of the respective inspection ranges with the help of trained spinners in the localities. During the year 1946–47 the Government of Madras proposed that 10 teachers might be selected to undergo training in spinning at the Khadi Pravesika training course conducted by the All-India Spinners' Association, Tiruppur. Only three teachers joined the course. A Special Officer for Basic Education has, since the end of the quinquennium, been appointed in the office of the Director of Public Instruction from 5th June 1947.

Almost simultaneously with this phase, Government ordered, firstly, the payment of the entire assigned grant to teachers in aided elementary schools, with separate additional provision up to 15 per cent of the assessed figures to the management as maintenance charges, and, secondly, an enhancement in the scales of grants to the several grades of teachers. A craft allowance of Rs. 3 or Rs. 5 according to the technical grade was also provided for in addition to these scales.

5. *Emergency measures of* 1942.—During the emergency in 1942, consequent on the threat of a Japanese invasion of Southern India, many pupils left the schools in the Madras City, Vizagapatam and British Cochin and the schools were not in a position to fulfil the conditions for earning the same grant as they were earning under normal conditions. But their expenditure under accommodation remained the same and they were faced with the situation of having to discharge teachers in proportion to the fall in attendance. To relieve this situation for the managements as well as the teachers, Government in their Order No. 407, Education, dated 9th March 1942, authorized the Director of Public Instruction to incur an expenditure of Rs. 20,000 by way o payment of special rent grants to managements of aided elementary

schools held in rented buildings in the Madras City for the period from January to April 1942 and in their Order Ms. No. 1543, Education, dated 29th October 1942, this allotment was enhanced and the payment was continued for three more months. They also relaxed the rules for assessment of teaching grants to aided elementary schools in the Madras Fortress area and other affected areas in their Order Ms. No. 134, Education, dated 28th January 1943, by lowering the average attendance which formed the basis of assessment from 20 to 10 per teacher during the period of emergency.

In respect of compulsory education, the Madras Elementary Education Act was amended in 1942 so that the attendance of a child was left to the option of the guardian in the Madras Fortress area and in the coastal towns of the Province where compulsory elementary education was in force.

6. *Training of teachers.*—With the introduction of compulsory elementary education in rural areas in 1945–46 shortage of teachers became even more pronounced than it was during the years of the war. Although local bodies were permitted to re-employ superannuated trained teachers and to appoint untrained teachers as a temporary measure, the demand was much too large to be met in that way alone. Three measures were, therefore, taken during 1945–46. The first was the enhancement of the rate of stipends. The second was the provision of facilities for the admission of a large number of candidates for secondary and elementary grade training in existing training schools. The third was the institution of an emergency secondary grade training course of twelve months' duration from July 1946. It was estimated that 9,000 trained teachers would be available for employment from the ordinary training course of the secondary and elementary grade terminating in March 1947 and the emergency secondary grade course terminating in June 1947.

7. *Taluk Advisory Committees.*—The Taluk Advisory Committees which were constituted during the previous quinquennium under the provisions of G.O. No. 1903, Education, dated the 21st August 1939, and which even according to the previous quinquennial report had not been able to achieve tangible results in all but exceptional cases were abolished in 1944 and their powers were delegated to the District Educational Officers and Inspectresses of Girls' Schools.

8. *Eighth Standard Public Examination.*—The first Eighth Standard Public Examination, under the rules approved by Government in their Order Ms. No. 1583, Education, dated 20th August 1940, was held in April 1942, in the coastal towns of the Presidency, the examination was held under circumstances of considerable agitation and anxiety as it was on the first day of the examination, the 7th April 1942, that the Japanese dropped their bombs on east coast of the Presidency. Besides the pupils of Borstal and Certified Schools who were admitted to the examination without payment of the prescribed fees, as permitted in G.Os. No. 456, Education, dated 12th February 1942 and Ms. No. 273, Education, dated 17th February 1942, children and brothers and sisters of war service personnel were also exempted from the payment of the examination fees. To the original three subjects of the examination, namely, Mother-tongue, Elementary Mathematics and History, Geography and Civics, English was later added as an optional subject and rule 37 of the Madras Educational Rules was revised to authorize the admission into the IV Form of pupils who had passed the examination in English (Optional) in addition to the three subjects of the examination.

In the first Eighth Standard Leaving Certificate Examination held in April 1942, 8,914 boys and 2,805 girls came out successful out of 20,889 boys and

7,229 girls registered for the examination. The numbers fluctuated from year to year as shown below :—

	1942–43.		1943–44.		1944–45.		1945–46.		1946–47.	
	Boys.	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*
Number registered.	19,090	7,827	16,702	7,400	19,067	7,420	19,282	7,514	19,290	7,362
Number passed.	7,459	2,771	7,625	3,038	8,198	3,289	6,336	2,715	7,818	2,885

Of the 26,652 candidates examined, 6,636 appeared for English (Optional) along with the three compulsory subjects and 41 for English (Optional) only and 2,553 and 27 respectively among them passed.

9. *Teachers' Associations, Teachers' Unions and Managers' and Teacher-Managers' Associations.*—The formation of teachers' organizations under Government Orders Nos. 416, 417 and 418, dated 24th February 1939, continued to be encouraged during the quinquennium with Teachers' Associations aiming at improvement in standards of professional work, Teachers' Unions for advancing the material interests of teachers and Managers' and Teacher-Managers' Associations representing the two classes of managements.

10. *Teachers' Associations.*—There were at the end of the quinquennium 2,419 Elementary School Teachers' Associations, including 400 for teachers in girls' schools, as compared with 2,252, including 292 for teachers in girls' schools in 1945–46 and 2,145, including 350 for teachers in girls' schools in 1941–42. The number of meetings held in 1946–47 was 23,147 as compared with 22,749 in 1941–42. The work done at the meetings consisted chiefly of explanation of departmental circulars, exposition of teaching methods, demonstration lessons, demonstrations of physical education activities and games, exhibitions of teaching aids and handicrafts products and refresher courses. As stated elsewhere, the refresher courses included training courses in spinning. At a few urban centres, classes were conducted to prepare higher elementary grade teachers to appear for the S.S.L.C. Examination. Some of the associations interested themselves in the organization of Junior Red Cross Groups in schools and in the staging of plays and variety entertainments in aid of such work. The Conjeeveram Women Teachers' Association conducted a variety entertainment and remitted the collection of Rs. 450 to the Indian Red Cross Society in 1943–44. Similarly a sum of Rs. 500 was raised and remitted by the Women Teachers' Association of Chidambaram the same year. First-aid lectures were given at some of the association centres. Taluk conferences were organized in some areas of the Presidency, when educational exhibitions were also held. Attendance at the meetings was compulsory and most of the meetings were presided over by the inspecting officers of the respective areas. The centres were fairly widely distributed in every Inspecting Officer's range so as to be within easy reach of teachers of all the schools in the respective areas and this fact gained wider publicity during the quinquennium than in the past through answers furnished by the Educational Department to Government in response to the call for information from the members of the Legislature.

11. *Teachers' Unions.*—The number of Teachers' Unions recognized by the Director of Public Instruction under the provisions of G.O. Ms. No. 416, Education, dated 24th February 1939, fluctuated during the quinquennium after a rise in number from 386 at the end of the previous quinquennium to 421 in 1942–43, there was a slight fall to 419 in 1943–44 and a more marked fall to 353 in 1944–45, followed by another slight fall in 349 in 1945–46 and a rise in 1946–47 to 352. The unions were permitted by the Director of Public Instruction to be affiliated to District Teachers' Guilds, but very few of them

appear to have availed themselves of the permission. Many of the unions do not seem to have functioned regularly, as the representations regarding salaries, conditions of service and similar matters affecting the material welfare of teachers have often come to the notice of Government either through the South Indian Teachers' Union or through other organizations claiming to represent elementary school teachers and rarely from the individual unions themselves. In a few cases the unions went beyond the scope of their functions by taking action on their resolution without prior representation to the authorities. There were instances, however, of a few regularly working unions, which deliberated independently with reference to the conditions in their own areas, and it must be recorded to their credit that they acted as a sobering influence during the months of unrest among teachers towards the end of the quinquennium and stemmed the tide of precipitate action.

12. *Managers' and Teacher-Managers' Associations.*—The number of these associations formed in accordance with G.O. No. 417, dated the 24th February 1939, had also been fluctuating, having been respectively 45 and 79 in 1941–42, 50 and 89 in 1942–43, 48 and 87 in 1943–44, 45 and 79 in 1944–45, 40 and 77 in 1945–46 and 44 and 82 in 1946–47. Besides these associations in the districts, the Muslim Educational Association, the Missionary Educational Council, the Catholic Educational Bodies and the Madras Parents' Association functioned in a representative capacity for the Province as a whole and continued to bring their views direct to the notice of Government.

B. Elementary Schools for Boys.

13. *Number of schools.*—Due to the continuance of the drive for efficiency among elementary schools by the constant application of the four efficiency tests referred to earlier in the report and the withdrawal of recognition from schools which did not fulfil the tests, the migration of population from place to place, especially from rural to urban areas, in consequence of the war and post-war conditions, the depletion of the ranks of teachers, especially men teachers, by their seeking more lucrative employment in new fields created by the war, and the conversion of a considerable number of higher elementary schools into middle schools or incomplete secondary schools, there was a gradual fall from year to year in the number of elementary schools for boys from 33,689 in 1941–42 to 32,830, 32,218 and 31,841 during the next three years and to 31,723 in 1945–46, but due to the opening of new schools under the scheme of compulsory education the number increased to 31,975 in 1946–47. But the decrease of 1,714 schools for the quinquennium is small as compared with the decrease of 7,439 schools during the previous quinquennium. It is also significant that the rate of decrease in the successive years has been slowing down from 859 during the first year of the quinquennium to 612 in the second year, 377 in the third and 118 in the fourth, with a reversal in the direction of increase in the last year of the period. This arrest of the fall in numbers may be assumed to be due in the early years of the quinquennium to the much larger proportion of efficient schools among those which survived the application of the test. In the last two years of the quinquennium a large number of new schools were opened in connexion with the introduction of compulsory elementary education in rural areas and these in part compensated the number of schools which were closed or which lost recognition.

Of the 31,975 schools, 1,808 were higher elementary schools and 28,324 were complete lower elementary schools, as against 1,678 and 29,728 during the previous quinquennium. Of the rest 523 had Standards I to IV, 735 had Standards I to III, 435 had Standards I and II and 150 had only the

first standard, the corresponding figures or the previous quinquennium being 639, 1,133, 485 and 26, respectively.

14. *Feeder schools.*—Among the above 1,843 incomplete schools there were 482 feeder schools with the first two or three standards, which presumably retained their recognition as such by fulfilling annually the primary test of passing on at least half the number from their highest standard to the next higher standard of a neighbouring complete elementary school. The remaining incomplete schools were those which were in the process of becoming complete by opening higher standards annually.

15. *Schools according to management.*—While in the previous quinquennium there was an increase in the number of schools under Government management only, the period under review showed an increase in the number of schools under all public management, while the decrease was shared by schools under private management and under panchayats. The following table gives the comparative figures for the number of schools under the different managements :—

Management.	*Number of schools in*	
	1942.	1947.
Government	1,526	1,620
Municipal	975	976
District board	12,351	12,665
Panchayat	1,379	1,119
Aided	17,366	15,534
Unaided	92	61
Total ..	33,689	31,975

Besides the schools managed by the Labour department the elementary schools under the management of Government include the practising sections of teachers' training schools, schools for hill tribes in Vizagapatam and East Godavari Agency tracts under the control of the Special Assistant Agents for those areas, Sugali, Chenchu and Kallar schools under the Police department, Senior and Junior Certified schools and elementary schools attached to Borstal institutions and Jail under the Jail department and elementary schools attached to agriculture farms, fisheries and similar establishments under the control of the respective departments.

The number of aided schools managed by teacher-managers decreased from 7,721 in 1941–42 to 6,126 in 1946–47 and the number of trained teachers in them decreased from 16,924 to 15,734.

16. *Provision of schools in rural areas.*—The following table shows the provision of schools in rural areas in 1942 and in 1947 :—

	Percentage of villages with one or more public or private schools to the total number of villages with a population of			
	2,000–1,000.	1,000–500.	500–200.	*Less than 200.*
1942	99	83	55	
1947	87	71	30	

The decrease in the percentage of villages provided with the schools given above is due to the closure of a large number of ill-working and uneconomic elementary schools brought about by the application of the four departmental tests mentioned elsewhere in the report.

17. *Single-teacher schools.*—After the phenomenal fall in the number of single-teacher schools from 17,224 to 8,977 during the previous quinquennium there was a further decrease in their number to 5,100 during the period under review. The extent of plural class teaching in these schools can be judged from the fact that 63 of these schools had only one standard, 183 had two standards, 293 had three standards, 175 had four standards and 4,386 had all the five standards. The corresponding figures for the previous quinquennium were 26,300, 700,370 and 7,581 respectively.

18. *Stability of schools.*—The period under review as was reported elsewhere recorded a considerable decrease in the number of aided elementary schools for boys. But it is gratifying to note that out of 15,534 aided elementary schools for boys on 31st March 1947, the number of schools which received aid without a break for a period of five years was 11,610. It is to be recorded, therefore, that these schools which in the past quinquennium found to be of ephemeral in character had become more stable and this was obviously due to the system of quarterly payments of grants-in-aid to these schools introduced in the last quinquennium, and certain improvements in the terms and conditions of service of teachers employed in these schools by the departmental rules and regulations and to the liberalization of grants-in-aid to these schools effected at the close of the quinquennium.

19. *Strength of boys' elementary schools.*—Due to the same causes which led to a decrease in the number of schools, the strength of the schools also decreased during the first two years of the quinquennium from 2,687,343 in 1941–42 to 2,620,875 in 1942–43 and 2,566,791 in 1943–44. The consequence of the decrease were mitigated to a certain extent by the fact that it was largely limited to the lower standards. From the third year of the quinquennium the strength began to increase gradually; it was 2,597,472 in 1944–45 and with the extension of compulsion in 1945–46 in selected rural areas, the increase became more marked, the strength being 2,773,035. At the end of the quinquennium it further increased to 2,960,590. The increase of 272,247 for the quinquennium was greater than the increase of 195,434 during the previous quinquennium and it must be regarded to be substantial in view of the conditions which prevailed during the period. Unlike the previous quinquennium during which there was a slight decrease in the number of boys, the ultimate increase of the quinquennium under review was noticeable in almost equal degree in the numbers both of boys and of girls reading in elementary schools for boys; the number of boys in these schools rose from 1,917,136 to 2,063,140 and the number of girls from 771,207 to 897,450. The number of boys reading in all public elementary schools for boys and girls rose from 1,967,569 in 1941–42 to 2,122,698 in 1946–47.

Of the 2,063,140 boys under instruction on the 31st March 1947, 1,301,325 were Non-Brahmans, 270,978 were Scheduled castes (Harijans), 89,476 were Brahmans, 135,308 were Christians, 235,915 were Muslims and 30,138 belonged to other communities compared with 1,917,136 boys consisting of 1,221,674 Non-Brahmans, 235,853 Scheduled castes (Harijans), 89,139 Brahmans, 121,659 Indian Christians, 221,334 Muslims and 27,477 others at the end of the previous quinquennium. The percentage of increase were 6·52, 14·89, 0·38, 11·20, 6·58 and 9·68, respectively as against the decrease of 4·6 per cent (Non-Brahmans), 2·9 per cent (Harijans), 14·4 per cent (Christians), 0·7 per cent Muslims and an increase of 1·4 per cent Brahmans recorded in 1941–42. It is gratifying to note that the increase in enrolment in elementary schools for boys had been shared by all communities.

20. *Distribution of pupils according to standards.*—It is to be expected that as a result of the large enrolment in the first standard due to extension

of the scheme of compulsory elementary education to several rural areas during the last two years of the quinquennium the percentage of the number of pupils in Standard V to that in Standard I would have decreased and this was really the case during the last year of the quinquennium. After a steady rise from 32·3 per cent for boys' schools at the end of the previous quinquennium to 35·7 per cent in 1942–43 and 36·9 in 1943–44 the figure was stationary at 36·9 in 1944–45 and rose to the gratifying percentage of 41·2 in 1945–46, from which it dropped to 28·4 in 1946–47. The following table gives percentage of the strength in Standards I to V to the total strength in 1942 and in 1947 :—

Standard.	*Strength in 1942.*	*Percentage of total strength.*	*Strength in 1947.*	*Percentage of total strength.*
V	302,902	11·3	329,726	11·2
IV	343,211	12·8	369,007	12·5
III	424,193	15·8	469,655	15·9
II	556,583	20·7	628,925	21·2
I	945,886	35·2	1,021,039	34·5
Total of Standards I to VIII ..	2,686,342		2,960,590	

The average duration of school-life increased from 2·42 years to 2·90 years during the quinquennium.

21. *Higher elementary standards.*—In spite of the conversion of a considerable number of elementary schools into middle or secondary schools during the quinquennium the number of higher elementary schools, which decreased from 1,708 to 1,678 during the previous quinquennium, increased to 1,747 in 1945–46 and to 1,808 in 1946–47. Among the latter 1,690 were complete higher elementary schools with Standard VIII as the highest, 79 had Standard VII as the highest and 39 had Standard VI as the highest as against 1,567, 67 and 44 respectively, in 1941–42. The strength of the higher elementary standards increased from 115,568 in 1941–42 to 130,172 (including 20,393 girls) in 1945–46 and to 142,238 (including 22,452 girls) in 1946–47. The proportion of pupils in Standards VI to VIII to the total strength of all the standards rose from 4·3 per cent in 1942 to 4·8 per cent in 1947. The results at the Eighth Standard Public Examination are given in the general section of this chapter.

22. *Number and strength of night schools.*—Night schools became practically extinct during the quinquennium, their number having decreased from 82 in 1942 to 29 in 1947 and their strength from 4,132 to 1,402. The managements of night schools with the best of intentions and the most sincere efforts found it hard to secure either economic attendance or anything like useful. Endeavour on the part of the students even in normal times and with the enforcement of black-out regulations during the war, many of the night schools were compelled to close down.

23. *Panchayat schools—Number of schools.*—The total number of panchayat schools in the Presidency decreased from 1,379 at the end of the previous quinquennium to 1,351 at the end of the year 1945–46 and to 1,125 at the end of the quinquennium. The sanctioned total provision for 1,512 schools remained unchanged throughout the period under review and the actual number of schools varied from time to time within this limit, the maximum of 1,492 having been reached at the end of 1942–43. As was the case during the previous quinquennium, North Arcot was the district with the largest number of panchayat schools, viz., 448 and Tanjore with 112 schools took the

second place from Salem which became the fourth with 83 schools, while Chittoor maintained its third place with 91 schools. The districts which had the fewest schools were the same as in the previous quinquennium, viz., Cuddapah, East Godavari, Guntur, Malabar and Nilgiris, Kurnool continued to have no panchayat schools at all in the district.

Strength.—The total strength of all the panchayat schools decreased from 72,265 in 1941–42 to 67,557 in 1945–46, but increased to 67,489 (45,366 boys and 22,123 girls) in 1946–47. The number of pupils belonging to the Scheduled classes fell from 9,303 at the end of the previous quinquennium to 7,547 in 1945–46, increased to 7,842 (5,890 boys and 1,952 girls in 1946–47).

Staff.—Consequent on the fall in the number of schools and in their strength, the number of teachers employed in panchayat schools decreased from 1,918 in 1941–42 to 1,830 in 1945–46 and was 1,832 in 1946–47. The latter consisted of 79 secondary grade trained, 1,369 higher elementary grade trained, 91 lower elementary grade trained and 293 of other categories.

Accommodation.—Grants towards the construction of buildings for panchayat schools which were discontinued early in the previous quinquennium were not restored during the period under report. The panchayat boards were expected to meet the expenditure towards this purpose from their own funds.

Equipment.—The practice of transferring the equipment of closed schools to newly opened ones was continued during the quinquennium and no grants as such were sanctioned. As in the case of accommodation, the panchayat boards were expected to provide by their efforts and from their own resources whatever equipment was found necessary for the schools.

Teaching grants.—The functions of disbursing grants continued to be exercised by the three Deputy Inspectors of Municipal Councils and Local Boards since its transfer to them in G.O. No. 576, Education, dated 11th March 1939. Dearness allowance was sanctioned in addition to the teaching grant from the first year of the quinquennium. The total amount sanctioned towards teaching grant and dearness allowance during the five years was Rs. 26,03,078 and the annual average expenditure based on the amounts actually drawn by the panchayats rose from Rs. 3,42,320 for the previous quinquennium to Rs. 5,20,616 for the period under review, the increase being due mainly to the sanction of dearness allowance, which was paid from 1945–46 at the rates admissible to Government servants.

24. *Staffing in boys' elementary schools.*—Due to a certain measure of depletion among the ranks of trained teachers, which became particularly marked towards the close of the war and which this Province shared not only with other provinces in the country but with other countries, notably Great Britain, the progress in staffing schools with trained teachers was not as substantial as it could have been under normal conditions and as it actually was during the previous quinquennium when the percentage of trained teachers in elementary schools for boys rose from 72 to 91. But it is a matter for some gratification that in spite of the adverse circumstances of the period not only was there no relapse in the proportion of trained teachers but there was even a small rise in the figure to 92·2 per cent in 1945–46, the year preceding the institution of the emergency secondary training course. The percentage at the end of the quinquennium was 92·3. The total number of teachers rose from 91,865 in 1941–42 to 94,416 in 1945–46 and to 97,866 in 1946–47; the number of trained teachers among them rose from 82,802 in 1941–42 to 87,079 in 1945–46 and 90,527 in 1946–47. The comparative figures for the

different grades on the 31st March 1942 and the 31st March 1947 are shown below :—

	1942.	1947.
Number of trained teachers—		
Degree in Arts or Science	199	67
Secondary Grade	9,333	7,800
Higher Elementary Grade	58,898	74,260
Lower Elementary Grade	13,821	7,951
Others	551	449
Number of untrained teachers—		
Certificated—		
Degree in Arts or Science	34	14
Secondary Grade	459	335
Higher Elementary Grade	1,179	2,265
Lower Elementary Grade	159	256
Uncertificated—		
Degree in Arts or Science	73	10
Secondary Grade	1,029	320
Higher Elementary Grade	4,518	2,613
Lower Elementary Grade	790	221
Others	822	1,305

The average provision of staff per school has increased from 2·8 at the end of the previous quinquennium to 3·1 at the end of the period under report; the average trained staff was 2·8 as compared with 2·5 for the previous quinquennium. The average number of pupils per teacher increased from 29 to 30 and the number per trained teacher from 32 to 33.

25. *Employment of women teachers in boys' schools.*—The employment of women teachers in boys' schools which was noteworthy development of the previous quinquennium in the staffing of elementary schools became more widespread during the quinquennium. This was a direct consequence of one of the conditions of recognition requiring the enrolment of a prescribed proportion of girls in boys' schools. This condition was further amplified for the guidance of managements by the issue of instructions to the effect that boys' schools in which more than twenty girls were under instruction should have on their staffs at least one woman teacher. In actual practice it was found that there was no need to enforce these instructions as the managements themselves felt the need and appointed the necessary complement of women teachers in all areas where such trained teachers were available. The number of women teachers in the boys' elementary schools was 10,677 in 1946-47 as against 7,149 in 1941-42.

26. *Salaries and conditions of service of teachers.*—Besides sanctioning dearness allowance to teachers in aided schools from the 1st October 1942 and enhancing the rate of the allowance from Rs. 2 a month progressively up to Rs. 16 a month from the 1st February 1946, Government passed orders during the last year of the quinquennium to enable the payment with effect from the 1st January 1947, of the entire assessed grant to the teachers instead of 85 per cent of it as before and in addition to it the payment of a separate grant up to 15 per cent of the grant assessed for the school to the management for the upkeep of school buildings, the provision of equipment and the defraying of contingent charges. The system of quarterly disbursement of grants instituted during the previous quinquennium was continued and towards the end of the period under review instructions were issued for the monthly payment of grants from the beginning of the year 1947. Teachers of local board and panchayat schools were also granted dearness allowance at Government rates.

The scales of grant were enhanced from the 1st January 1947 and a craft allowance of Rs. 3 or Rs. 5 a month (according to the grade of the craft) was

sanctioned for every teacher qualified in one of the prescribed crafts. The old and revised scales are as follows :—

Grade.	*Old scale.*	*Revised scale.*
	RS.	RS.
Trained Graduate	25	35—1—45
Untrained Graduate	20	23
Trained Secondary Grade	20	35—1—45
Trained Elementary Higher Grade	16	25—1/2—30
Untrained Secondary Grade	14	18
Untrained Elementary Higher Grade	11	15
Trained Elementary Lower Grade	11	18
Untrained Elementary Lower Grade	7	11

The benefit of leave which in the past was limited to ten days casual leave for a year to teachers in aided elementary schools was extended to include a further period of 15 days leave for every period of twelve months' continuous service under one and the same management and the accumulation of such leave up to a maximum of 45 days at any time, teaching grant being allowed to be assessed both for the teacher on leave and the substitute appointed in the place of the teacher.

Facilities for improving qualifications were granted during the quinquennium in the form of permission to teachers who have served for at least three years in recognized elementary schools after passing the Training School-Leaving Certificate Examination to appear as private candidates for the Secondary School-Leaving Certificate Examination without being required to put in attendance at a secondary school and producing records of study at school.

27. *Accommodation of elementary schools.*—Beyond the construction of school houses in the form of temporary sheds in rural areas selected for the introduction of compulsory elementary education, there was practically no improvement in the accommodation of elementary schools. On the other hand there was marked deterioration as regards both sufficiency of space and the condition of the buildings, the first being due to increase in the enrolment of pupils and the latter due to the scarcity of building materials during and after the years of the war in consequence of which the necessary periodical repairs to many school buildings belonging to local bodies could not be carried out. Further a large number of school houses in the districts on the east coast of the Presidency were partly or wholly destroyed by the cyclone of 1945 and, although Government sanctioned special grant for the rehabilitation of these school houses; the prices of building materials had risen so high at the time that many of the reconstructed school houses were far inferior in all respects to the original structures. Apart from the subsidy for the construction of school sheds in areas brought under the scheme of compulsion and the relief afforded to the areas affected by the cyclone, no building grants were sanctioned during the quinquennium and the condition in respect of the accommodation of elementary schools in the Presidency as a whole cannot be regarded to be altogether satisfactory. The relative position with reference to the different kinds of accommodation is shown below :—

Management.	*Own buildings.*	*Rented buildings.*	*Chavadies.*	*Dwelling houses.*	*Total.*
		1942.			
Government	649	627	97	..	1,373
Municipal	455	529	5	..	989
Local boards	3,718	9,247	1,002	13	13,980
Panchayat	1,055	253	131	22	1,416
Aided	14,146	5,657	2,090	768	22,661
Unaided	298	235	116	15	664

Management.	Own buildings.	Rented buildings.	Chavadies.	Dwelling houses.	Total.
		1947.			
Government					
Municipal	810	704	105	1	1,620
Local boards	488	478	10	..	976
Panchayat	3,323	8,353	962	27	12,665
Aided	801	230	88	..	1,11
Unaided	11,390	3,331	725	88	15,5
	40	15	5	1	

The improvement recorded during the previous quinquennium in resp of playgrounds was not maintained at the same pace during the period unde review, presumably due to the non-availability of uncultivated lands as a result of the "Grow More Food Campaign." But towards the end of the period, departmental efforts were renewed to ensure that every elementary school was provided with adequate play area and to assist managements in this direction by calling for applications for the alienation of land for use as playgrounds.

In respect of school gardens some districts have reported deterioration and no district has reported any improvement. Such a condition has to be presumed to have been due to the unsettled conditions of the period, one of the chief disabilities of which was the scarcity of materials even for temporary fences, while collapsed compound walls and well-parapet walls and worn-out well pulleys remained unrepaired; worn-out garden implements could not be replaced and were fit only to be contributed to salvage dumps, which was really what some elementary schools in the Madras City did. The remarkable improvement in school gardens which was recorded as a particularly gratifying feature during the previous quinquennium was, therefore, not maintained during the period under review.

28. *Equipment in elementary schools.*—Improvement in equipment was not marked during the quinquennium and though grants-in-aid continued to be sanctioned, the high prices and sometimes the scarcity of materials prevented many schools from availing themselves of the aid, which required one-half of the expenditure being met by the respective managements. Towards the end of the quinquennium the new schools opened in connexion with the scheme of compulsion provided some pieces of furniture with the aid of grants. Altogether a sum of Rs. 33,888 was paid as equipment grants through the District Educational Officers and Inspectress of Girls' Schools during the quinquennium as against Rs. 19,268 in the previous quinquennium. The subsidies paid to local bodies towards furniture and equipment amounted to Rs. 14,218 as compared with Rs. 24,931 during the previous quinquennium.

29. *Inspection of elementary schools.*—The sanction of Personal Assistants to District Educational Officers from April 1946 for intensive efforts in respect of elementary education was a landmark of the period under review. Personal Assistants were first appointed in May 1943 to assist the District Educational Officers in their war efforts, chiefly recruitment for war services; and at the close of the war, the posts were abolished in November 1945. But with the inauguration of the post-war schemes, among which compulsory elementary education formed a chief part, the posts of Personal Assistants to District Educational Officers were re-sanctioned for all the educational districts from April 1946. When two new educational districts were formed in May 1946, by the bifurcation of Guntur and Tinnevelly districts, their District Educational Officers were not given Personal Assistants, but finally towards the end of the quinquennium the posts were also sanctioned for those districts, but the posts of Personal Assistant to the District Educational Officer, Chingleput district,

was abolished. The duties of Personal Assistants were ordinarily confined to elementary education.

The number of Deputy Inspectors and Junior Deputy Inspectors of Schools increased from 221 and 171 respectively during the previous quinquennium to 223 and 175 on the 31st March 1947 due to the creation of two new Deputy Inspectors' ranges, one for Wynaad in Malabar district and the other for Narasannapeta in Vizagapatam northdistrict and the sanction of four additional Junior Deputy Inspectors of Muslim schools. The post of Junior Deputy Inspector attached to Palladam Range in Coimbatore district was transferred to the Nilgiri Range. The average number of schools which a Deputy Inspector and a Junior Deputy Inspector had to inspect remained practically the same as in the previous quinquennium.

Besides maintaining the intensive nature of inspection and efficiency of surprise visits, these officers were expected after the inauguration of compulsion to perform the duties assigned to them as ex officio presidents of attendance committees constituted under the scheme and to send up lists of defaulters for the imposition of the penalties prescribed by the rules, to collect or verify census figures of children of school age, to supervise the working of the free midday meals schemes in compulsory areas and to carry on propaganda among the parents of such children to minimize the application of penal provisions of the rules. But in some districts these new duties do not appear to have been performed by the inspecting officers, partly due to delays in the constitution of the attendance committees and partly to other local causes.

The arrangements which were in force during the previous quinquennium for the inspection of elementary schools in certain special areas of the Presidency continued to be followed during the period under report, namely, the inspection of elementary schools in the Agency areas by the Junior Deputy Inspectors of Schools under the control of the concerned Agents to the Governor, the inspection of the Government schools in the Laccadives, Amindivi and Andrath Islands off the Malabar coast by a Government Inspecting Agency usually from the Revenue Department of the district, and the inspection of elementary schools in Anjengo by the Deputy Inspector of Schools, Tenkasi Range in the Tinnevelly district. All the Muslim Boys' Schools in the Presidency were inspected by Deputy Inspectors and Junior Deputy Inspectors of Muslim Schools, constituted into Muslim ranges, the number of which increased from 15 to 17 during the quinquennium with 17 Deputy Inspectors and four Junior Deputy Inspectors.

30. *Expenditure on elementary schools.*—There was an unprecedentedly large increase in the total expenditure on public elementary schools from Rs. 230·28 lakhs in 1941–42 to Rs. 482·09 lakhs in 1946–47. The increase was chiefly due to the grant of dearness allowance to teachers and the introduction of compulsory elementary education in rural areas. The proposals for the payment of the entire assessed grant to teachers in aided schools and an additional 15 per cent of it to the managements and for the enhancement of the scales of grant to teachers in aided schools did not affect the expenditure till the end of the quinquennium as the payments according to them were due to be made only during the financial year 1947–48. To the total expenditure of Rs. 482·02 lakhs, public funds contributed Rs. 447·52 lakhs, fees Rs. 6·33 lakhs and other sources Rs. 28·24 lakhs, the percentages being 92·8, 1·3 and 5·9 as against 89·7, 1·6 and 8·6 respectively for 1941–42. These figures make it obvious that in an even larger degree than the previous quinquennium the Government bears from its public revenues practically the whole cost of the maintenance of elementary schools.

The average annual cost of a Government school was Rs. 1,824, of a municipal school, Rs. 3,505, of a district board school, Rs. 1,644 and of an aided school, Rs. 1,296. The average strength of a Government school was 71, of a municipal school, 174, of a district board school, 96 and of an aided school, 89. The annual cost of educating a pupil was Rs. 25–11–2 in a Government school, Rs. 20–1–7 in a municipal school, Rs. 71–1–7 in a district board school and Rs. 14–8–0 in an aided school with a general average of Rs. 16–4–10, the corresponding figures for 1941–42 being Rs. 12–6–0, Rs. 13–15–0, Rs. 9–7–0 and Rs. 7–4–0 respectively and the general average being Rs. 8–8–11.

C. *Elementary Schools for Girls.*

31. *Number of schools.*—For the same reasons which led to a decrease in the number of elementary schools for boys, the number of elementary schools for girls fell gradually from 4,275 in 1941–42 to 4,179 in 1944–45, after which year the number increased slightly to 4,193 in 1945–46, but again decreased to 4,173 in 1946–47. Some of the new schools were opened by the bifurcation of originally mixed or previously amalgamated schools on their showing sufficient enrolment of girls to justify the working of separate multi-teacher schools for them. Of the 4,173 schools, 2,648 were under public management and 1,525 under private management. Of those under public management 46 were Government, 463 municipal, 2,133 district board and 6 panchayat schools; of those under private management, 1,522 were aided and 3 were unaided. There was increase in the number of Government schools by 4, of municipal schools by 22, of aided schools by 54, while the fall in the number of district board and unaided schools was 180 and 2 respectively. The number of panchayat schools remained stationary at 6. The number of aided schools managed by teacher-managers was 415. Of the total number, 3,538 were complete schools with five standards and 482 were higher elementary schools (consisting of 53 schools with the sixth standard as the highest, 30 with the seventh as the highest standard and 399 with the eighth as the highest standard). Of the rest, 57 schools had the first four standards, 45 had the first three standards, 40 had first two and 11 only the first standard. Among these there were 16 feeder schools.

32. *Single-teacher schools.*—The number of single-teacher schools decreased from 555 in 1941–42 to 310 in 1946–47. Of these, one had the I Standards only, seven had standards I and II, eight had standards I to III, 70 had Standards I to IV and 277 had Standards I to V. The number of part-time and night schools for girls was three in the first year of the quinquennium. During the next two years the number was only one and in 1945–46 there was no such school at all. At the end of the quinquennium two were returned as part-time night school for girls.

33. *Provision of girls' schools in rural areas.*—The provision of girls' schools in rural areas in 1942 and 1947 is shown in the following table :—

	Percentage of villages with one or more public or private schools for girls to the total number of villages with a population of.			
	5,000—4,000.	4,000—3,000.	3,000—2,000.	*Less than* 2,000.
1942	65·2	38·7	32·2	2·1
1947	62·3	43·1	24·5	8·2

The decrease in the percentage of villages provided with schools was due to the closure of uneconomic and inefficient schools as was the case in respect of provision of boys' schools in villages reported elsewhere.

34. *Strength of girls' elementary schools.*—In spite of the fall in the number of elementary schools for girls their total strength increased from 430,412 (including 50,433 boys) in 1942 to 469,987 (including 56,409 boys) in 1945–46 and to 495,495 including 59,558 boys in 1946–47, or by 15·1 per cent for the quinquennium as against 13·1 per cent for the previous quinquennium. The number of girls reading in girls' elementary schools was only about a third of the number of girls reading in all public elementary schools for girls and boys, as number of girls reading in the boys' elementary schools was nearly double that girls' elementary schools, being 897,450 in 1947 as against 771,207 in 1942. Unlike the previous quinquennium when the disparity between the number of girls and the number of boys receiving elementary education decreased rapidly and the proportion in 1942 was 1·15 millions (girls) to 1·97 millions (boys) there was no substantial decrease in the disparity and the proportion in 1947 was 1·33 millions (girls) to 2·12 millions (boys). The percentage of girls receiving elementary education to the total female population increased from 4·6 in 1942 to 5·4 in 1947.

35. *Distribution of pupils according to standards.*—The following table shows the strength of Standards I to V and the percentage of the pupils in each of the standards to the total strength in girls' schools :—

Standard.	*Strength in* 1942.	*Percentage.*	*Strength in* 1947.	*Percentage.*
V	43,610	10·1	48,705	9·8
IV	54,477	12·7	58,831	11·9
III	72,796	16·9	77,283	15·6
II	92,810	21·6	104,806	20·7
I	145,292	33·8	181,391	36·6
Total of Standards I to V ..	408,985	..	471,016	..

The percentage of the number of pupils in Standard V to the number in Standard I in girls' elementary schools, which rose phenomenally from 9·9 in 1937–38 to 30·0 in 1941–42 continued to increase during the first two years of the quinquennium to 33·0 and 33·7 after which it began to fall slightly to 33·2 in 1944–45 and more markedly to 21·1 in 1945–46. But there was a recovery during the last year of the quinquennium when the percentage rose again to 26·9. Although the percentage is lower than that at the end of the previous quinquennium, it has to be remembered that there was a large increase in enrolment in Standard I due to compulsion; and when this fact is taken into account together with the recovery of the percentage in 1946–47 there is no cause for dissatisfaction.

36. *Staffing in girls' elementary schools.*—The number of teachers employed in girls' elementary schools increased from 15,507 in 1941–42 to 17,567 in 1945–46 and to 17,311 in 1946–47 and the number of trained teachers among them from 14,351 to 16,697 and 16,348 respectively. The percentage of trained teachers to the total number improved from 92·6 for 1941–42 to 95·0 for 1945–46 and to 94·5 for 1946–47. The number of secondary grade trained teachers increased during the quinquennium from 1,639 to 1,774 and that of elementary higher grade trained teachers from 10,546 to 13,327, while the number of lower grade teachers decreased from 2,041 to 1,075. The number of men teachers in girls' schools decreased from 3,256 in 1942 to 2,635 in 1947.

37. *Accommodation and equipment.*—Of the 4,173 public elementary schools for girls on the 31st March 1947, 1,590 were held in their own buildings, 2,395 in rented buildings, 55 in chavadies and 14 in dwelling houses of managers and teacher-managers, the corresponding figures at the end of the previous quinquennium being 1,612, 2,598, 53 and 12 respectively. A large majority

of the buildings, with the exception of those specially built for school purposes, continued to be reported as ill-ventilated and unsuitable, with practically no sanitary arrangements.

There was no conspicuous improvement in equipment except in the case of a few schools under local bodies which were supplied with spinning wheels. During the last year of the quinquennium there was an acute scarcity of textile material for needlework and relief was not obtained until after the end of the quinquennium when schools were allowed the supply of a quota of cut pieces of cloth for needlework.

38. *Inspection of elementary schools for girls.*—The number of Sub-Assistant Inspectress of Girls' Schools, excluding the Special Assistant to the Inspectress of Girls' Schools, Sixth Circle, for the development of Mappilla girls' education increased from 53 to 54 due to the sanction of an additional post of Sub-Assistant Inspectress of Muslim Girls' Schools. The nature and scope of inspection and organization by these officers continued to be the same as it was during the previous quinquennium and similar to that of the inspecting officers for boys' elementary schools.

VII. Physical Education.

Physical Education for Men.

1. (1) *Training.*—The Y.M.C.A. College of Physical Education, Saidapet, had become during the war a centre of amenities for allied troops and was thereby benefited by the addition of the following facilities: (i) a large recreation hut with adjoining room for offices and other amenities, (ii) a number of huts called rest camps by the military, which are now available as accommodation for students as hostel units, (iii) an outdoor amphi-theatre, (iv) a boxing ring, (v) a boat house and (vi) a swimming pool. These are now permanently the property of the Y.M.C.A. College of Physical Education and add appreciably to the nature of training at the college. The number of candidates trained at the college during the quinquennium was as follows:—

Year.	*Diploma.*	*Higher.*	*Lower.*	*Total.*
1942–43	10	39	13	62
1943–44	10	39	17	66
1944–45	12	34	7	53
1945–46	17	44	14	75
1946–47	13	43	22	78

Practically all the higher grade candidates have been appointed in schools in the Presidency, while among the diploma and lower grade students many were from outside the Province.

Refresher classes for elementary school teachers had to be discontinued during the quinquennium due to difficulties of travel and food under war conditions. These were, however, replaced by refresher courses in physical education training for pupil-teachers in accordance with the Director's Proceedings R.O.C. No. 570-E/44, dated the 21st August 1944. The number of such courses was as follows:—

Year.	*Rajahmundry.*	*Anantapur.*	*Coimbatore.*	*Madura.*	*Total.*
1944–45 ..	3	1	1	1	6
1945–46 ..	2	2	2	2	8
1946–47 ..	1	..	1	1	3
	6	3	4	4	17

One other experiment which was tried was the successful conduct of refresher training for elementary school teachers in municipal areas through a series of eight Saturday classes at Coimbatore during 1942–43.

(2) *Stipends and deputation allowances.*—From the year 1945–46, Government in their Order Ms. No. 655, Education, dated the 26th April 1945, sanctioned 30 stipends of Rs. 12 per mensem to each of the candidates deputed by aided schools and undergoing the Diploma and the Higher Grade courses of training. The rate of stipends was enhanced next year to Rs. 18 per mensem in G.O. No. 1600, Education, dated 19th August 1946, and later Government in their Order Ms. No. 943, Education, dated the 7th May 1947, made these stipends available to private candidates also. In the Proceedings of the Director of Public Instruction, Madras, R.O.C. No. 571-E/44, dated 2nd September 1944, and Dis. No. 4266/44, dated 27th November 1944, presidents of district boards and commissioners of municipalities and managements of aided secondary schools were permitted to grant deputation allowance to candidates deputed by them to undergo the Physical Director's or the Higher Grade Physical Education Teacher's training at the Y.M.C.A. College.

(3) *Revision of syllabus.*—In G.O. No. 169, Education, dated 30th January 1947, Government have appointed a committee to revise the syllabus of Physical Education for secondary schools. The Committee met once before the end of this quinquennium and expects to complete its work before the end of 1947.

(4) *Leadership in physical education.*—Although a large number of properly qualified and trained physical education teachers were appointed in many schools during the quinquennium, several schools still continued to have unqualified and untrained physical education teachers or superannuated gymnastic instructors or combined drill-and-drawing masters to lead physical education activities A substantial token of encouragement to qualified physical education teachers was given during the quinquennium by the sanction of a special allowance of Rs. 10 a month to physical education teachers who held higher grade certificate and Rs. 5 a month to those who held lower grade certificate from the year 1943–44. A further measure in this direction of the improvement of condition was taken during the quinquennium by the Director of Public Instruction who has insisted in his Proceedings Dis. No. 3899/45, dated 14th November 1945, upon the provision of physical education teachers in the ratio of one teacher for every 250 pupils in the strength of a school and has also advised the appointment of graduate Physical Directors, preferably Licentiates or Bachelors of Teaching, in large secondary schools. But the actual future improvement in the quality of leadership will depend on the extent to which the action taken by the managements of schools of these instructions become a practical proposition.

(5) *Organization and inspection.*—Consequent on the death of Mr. H. C. Buck, Advisor to Government on Physical Education, on the 23rd July 1943, Mrs. M. M Buck, Woman Specialist in Physical Education, was in additional charge of the office of Adviser to Government on Physical Education. The Government placed on record the services rendered by Mr. Buck in the following communiqué:—

"His Excellency desires to place on record his deep appreciation of the work and assistance to Government of the late Mr. H. C. Buck, who was Adviser to Government on Physical Education for over 22 years. During that time largely owing to Mr. Buck's personal efforts, physical education in the Madras Presidency has rapidly expanded. As Principal of the Y.M.C.A. College of Physical Education, Saidapet, Mr. Buck built up an institution which is not only the first of its kind in India, but also attracts students from every Province and State in India. During the present war, Mr. Buck's contribution to the war effort and in particular to the welfare of the troops was outstanding. His Excellency feels that by the untimely death of

Mr. Buck, the Province has suffered a great loss and he desires to convey to the family of the late Mr. Buck his sincere sympathy."

When Mr. N. K. Mia succeeded Mr. Buck as the Principal of the Y.M.C.A. College of Physical Education, he was appointed Adviser from the 2nd September 1943. Mr. C. S. Moffat took over the Principalship of the college from Mr. Mia and was appointed Adviser on the 28th November 1945 and continued in the post till the 30th March 1946. On the conversion of the part-time post of Adviser to Government on Physical Education into a full-time post in G.O. No. 900, Education, dated 30th April 1946, Dr. G. F. Andrews, formerly the Senior Physical Director, took over as Adviser on the 1st May 1946. The designation of the post was later changed in Government Memorandum No. 25262-A-46-1, Education, dated 29th May 1946, as Chief Inspector of Physical Education.

The post of Senior Physical Director, the only touring Physical Director for the whole Presidency during the previous quinquennium, was held in abeyance early in the quinquennium under review and four posts of Regional Physical Directors were created in G.O. Ms. No. 650, Education, dated 5th May 1942, with their headquarters and jurisdiction corresponding to those of the four Divisional Inspectors of Schools in the Presidency. After a transitional period, first of functioning under the control of the Adviser to Government on Phyical Education and then under the control of Divisional Inspectors of Schools, the offices of the Regional Physical Directors were finally amalgamated with the offices of the Divisional Inspectors of Schools as ordered in G.O. No. 1060, Education, dated 16th July 1945. Following the change in the designation of the Adviser, the designation of the Regional Physical Directors was changed to that of Regional Inspectors of Physical Education.

With the conversion of the Adviser's post into a full-time one as Chief Inspector of Physical Education, the Chief Inspector in addition to his other duties of organization and inspection also visited the Government colleges under the control of the Director of Public Instruction to acquaint himself with the physical education work done in them and to make suggestions for improvement. Among other special features of the work done by the different officers who held the post were the presiding over the Eighth Provincial Physical Education Conference at Madras in 1942 by Mr. H. C. Buck and the First Rural Recreation Officers' Conference in 1946 and the Ninth Madras Provincial Physical Education Conference in February 1947 by Dr. G. F. Andrews who was also deputed by Government to attend the All-India Physical Education Conference held at Amraoti in October 1946 and who has since been nominated by Government as a member of the Provincial Council of the National Physical Education Association of India.

The Regional Inspectors of Physical Education have carried on the usual inspections and visits during the quinquennium. The number of schools inspected and visited by them is shown below :—

Year.	*Secondary schools.*	*Training schools.*	*Elementary schools.*	*Special schools.*	*Total.*
1942–43 ..	251	65	295	2	613
1943–44 ..	226	16	276	4	522
1944–45 ..	154	17	225	..	396
1945–46 ..	170	31	187	..	388
1946–47 ..	249	33	213	4	499
Total ..	1,050	162	1,196	10	2,418

They also attended District Athletic Association meetings and District Inter-School sportsmeets, addressed District Physical Education Teacher's Associations and Elementary School Teachers' Associations and attended other

district and provincial conferences. Physical education work in schools has definitely improved as a result of their practical suggestions, discussions and demonstrations.

(6) *Voluntary organizations.*—The Adviser to Government on Physical Education continued to assist voluntary organizations like the Madras Provincial Olympic Association, the Madras Provincial Boxing Association, the Madras Provincial Basket Ball Federation and similar bodies, besides being actively associated with the Madras Schools Athletic Association and the Madras Collegiate Atheltic Association. Inter-Provincial contacts were also established during the quinquennium by the Madras Schools Athletic Association by its participation in the All-India Schools Tournaments held at Delhi in 1946 and by its inviting to Madras a Football team from Bengal to play with a combined local school team. Instances have come to notice of promising players from the Madras City schools being selected to receive coaching by the famous English Cricket coach, Mr. Wonsley of Sussex.

(7) *Playgrounds.*—With the opening of a large number of new schools without adequate provision for play-space and with the large increase in strength in the older schools, the position in respect of playgrounds has, as a whole, deteriorated during the quinquennium. The remedy lies in a stricter insistence on the fulfilment of physical education requirements on the part of all schools, old and new, in future.

(8) *Health education.*—In the absence of proper medical inspection with the necessary follow-up work and satisfactory sanitary arrangements, health education is at a very low ebb. Progress is very slow and the need for provision of simple requirements like separate latrines and urinals for boys and girls or safe drinking water or of clean and tidy school premises does not seem to be realized by the managements. Health education in schools is more theoretical than practical and the attempts made by Regional Inspector of Physical Education or by the few physical education teachers here and there has done little to change the situation materially.

(9) *Physical Education Teacher's Certificate.*—Fifty-eight men candidates (44 for the higher grade and 14 for the lower grade) were presented in April 1946 by the Y.M.C.A. College of Physical Education, Saidapet, for the examination for Physical Education Teacher's Certificate and all of them were declared successful, as compared with 51 (15 higher and 36 lower) presented and 47 (15 higher and 32 lower) declared successful in 1941.

Physical Education for Women.

2. (1) *Training.*—Till the end of the year 1942–43, there was the award of only a Diploma in Physical Education for women in respect of candidates who took the Physical Education course. From the year 1943–44, the admission qualifications have been relaxed, on a line with the Y.M.C.A. College of Physical Education, Saidapet. This enabled untrained S.S.L.C. holders eligible for the University courses and untrained passed Intermediates in Arts also to take the Physical Education course. Three certificate awards were sanctioned, namely, (*a*) Diploma in Physical Education, (*b*) Government Higher Grade Certificate and (*c*) Government Lower Grade Certificate. The Lower Grade Certificate holders may be appointed in the middle schools and as additional physical training instructresses in high schools to assist the chief physical training instructresses of the higher grade. In consequence of this relaxation in the admission qualification, 31 candidates have taken the lower grade certificates. But these teachers of the lower grade do not feel equal to higher grade certificate holders, who hold, in addition, a Training School-Leaving Certificate of the secondary grade. There was a proposal to abolish the

lower grade certificate course in the beginning of 1946 but the proposal has been deferred for the present, as there is still a very great need and demand for physical education teachers. It is necessary that Teachers' Training Certificate is made a qualification for admission to the Physical Education course hereafter, as these teachers may be reverted to class-room teaching, after a service of 15 years or more if, due to physical weakness, they desire to work as class-room teachers, as otherwise they will be forced to leave the job, unable to work as physical training instructresses in their advanced age, because of want of the training-school leaving certificate.

The number of admissions to the Government Physical Education Teachers' class for women, Saidapet, during the successive years of the quinquennium was 15, 31, 33, 36 and 25 making a total of 140 compared with a total of 72 for the previous quinquennium. Of these 140 students, 50 have come from other provinces and States and 90 have come from the several districts of the Madras Presidency. Twenty-two graduates have taken the Diploma in Physical Education after the certificate award was changed in the year 1943–44. With the exception of five students during the period 1942–47, all the students have come out successful and the percentage of passes was 97.

The latest concession accorded to students by Government during 1946–47 is an amendment to the Madras Educational Rules, by which students can appear privately for the examination without further attendance and study in the Y.M.C.A. College and improve the grade of their certificate.

In 1942–43 and 1944–45, refresher courses were conducted in the Y.M.C.A. College of Physical Education and the physical training instructresses of both Government and aided schools attended. In 1943–44 and 1945–46, the Assistant to the Woman Specialist in Physical Education conducted refresher classes for the benefit of class-room teachers while on tour of inspection of schools.

(2) *Inspection.*—The number of schools inspected during the quinquennium were 54 in 1942–43, 40 in 1943–44 and 44 in 1945–46, total 138. An Assistant to the Woman Specialist in Physical Education was appointed in 1942–43 and worked till November 1946.

(3) *Extra-physical activities.*—The students took part in the (*a*) Madras Girls' Schools Athletic Association, (*b*) Inter-Collegiate Association, (*c*) Inter-School Sports and (*d*) Madras Olympics for Women. In 1946, the students attended the All-India Olympics at Bangalore. In the swimming pool constructed in July 1945 at a cost of one lakh of rupees by the gift of the Governor's War Fund at the Y.M.C.A., Saidapet, for the allied troops, the students were taught swimming on approved lines and methods and the students showed remarkable talents. Indigenous games and exercises were also taught to the students by an expert from Central Provinces, Mr. V. Murkhat. Archery was taught to the students by the specialist Mr. A. Raja Rao of Nellore, music and rhythmic dance were taught by Mr. N. Thyagarajan, B.A., Dance and Music Specialist of the Gemini Studio, Madras.

(4) *Adequacy of teachers.*—The present total strength of physical trained teachers employed in the various circles is 123 compared to 95 in 1942–43. The demand for physical training instructresses in 1947 is 122 as against 48 in 1944. This shows that many schools have been recently opened and some of the higher elementary schools have been converted and developed into middle schools ; hence additional instructresses are required. While this is the position so far as girls' schools are concerned, there are 84 boys' high schools with more than 75 girls reading in each and hence requiring the appointment of separate woman physical education teachers on the staff. There was also a

shortage due to some having joined the W.A.C. (I) during the war and some having retired from the teaching profession due mainly to marriage. Thus the demand for physical training instructresses continues to be very large without being yet met in adequate measure.

Physical Education Teachers' Certificates.—All the 36 women candidates presented for the examination for Physical Education Teachers' Certificates (2 for the diploma, 25 for the higher grade and 9 for the lower grade) in April 1946 were declared successful, as against 31 who were presented and passed for the Diploma in March 1942.

VIII. Special Education.

A. Training of Teachers—General.

1. *Revised courses of studies in training schools.*—The first examination under the revised course of studies for training schools was held in March 1943. The examination under the old scheme continued to be held that year and the next year ; and from the year 1945 the examination under the revised scheme only was held. In view of the fact that the new scheme included adequate provision for practical work during the course itself, the issue of those who passed the written examination of teachers' certificates of probationary nature which were to be completed after a minimum of eighteen months' approved service was discontinued and trained teachers' certificates were granted immediately, after the candidates passed the written examination. The number of candidates who were examined annually and the number who passed during the quinquennium under the old and the revised schemes are given elsewhere in the report.

2. *Emergency secondary grade training course.*—As stated earlier in the report, the post-war demand for a large number of the better qualified grades of teachers was sought to be met by the conducting of an emergency secondary grade training course of 12 months' duration without any intervening vacation in several parts of the Province. Only candidates who had obtained at the S.S.L.C. Public Examination marks qualifying them for a University course or public service were selected for the course, except in the case of certain educationally backward communities and in educationally backward districts specified by the Director of Public Instruction. The rate of stipends was Rs. 18 a month per each candidate. The course was commenced early in July 1946 and closed at the end of June 1947, following which a special, Training-School Leaving Certificate Examination was held for the candidates trained by this course. The total number of such classes which worked during 1946–47 was 33 for men and 9 for women and the number of candidates trained was 990 men and 189 women.

3. *Facilities for teachers to improve their qualifications.*—Among the facilities provided during the quinquennium to teachers to improve their qualifications, the first was that teachers of the elmentary higher grade possessing trained teachers' certificates and having at least three years' whole-time service in recognised schools under the control of the Director of Public Instruction, after passing the T.S.L.C. Examination, were permitted to appear as private candidates for the Secondary School-Leaving Certificate Examination without the production of records of school study. The second facility was the extension of the concessions previously granted to teachers who held their Training School-Leaving Certificates issued under the revised scheme and who had passed the Matriculation or an equivalent examination, to appear for the T.S.L.C. Examination of the Secondary Grade without further training, to teachers of the same grade who were trained under the old scheme (prior

to 1940–41) and who have had at least five years' teaching experience subsequent to their passing the T.S.L.C. Examination of that grade. In pursuance of the first of the above facilities, some of the teachers' associations organized study classes for higher elementary grade teachers' preparing to appear for the S.S.L.C. Examination.

Catholic priests other than the members of the Society of Jesus certified by the Superior-General or the Vicar-General concerned to have undergone during their ecclesiastical training, the theoretical and practical courses of studies prescribed for the Secondary Grade training in this Province, were permitted to appear for the T.S.L.C. Examination of the Secondary Grade as private candidates.

4. *Conditions of admissions.*—Due to the paucity of applicants for secondary grade training, the rules for admission were relaxed from 1943–44 and candidates who had not secured eligibility for admission to the university courses but who had obtained a slightly lower percentage of marks in one or two subjects were admitted for the secondary grade training. From 1944–45, the lower age-limit prescribed for admission was raised from 14 to 15 years.

In the case of women, whether major or minor, admitted for training as teachers, Government ordered that the agreement required under rule 125 of the Madras Educational Rules should be signed by the teachers concerned and also by suitable sureties. In the case of both men and women, the service which the ex-students may have rendered as teachers in His Majesty's Land, Naval or Air Force was authorized by Government in G.O. No. 918, Education, dated 6th July 1943, to be accepted by the Director of Public Instruction for purpose of this agreement.

5. *Stipends.*—The system of granting stipends to students undergoing secondary grade training which was only partly restored in the previous quinquennium was totally revived and a stipend of Rs. 12 per mensem for men and women students alike were granted from 1944–45. The rate of stipends paid to men students undergoing elementary grade training was enhanced from Rs. 6 per mensem to Rs. 8 per mensem from the same year. The rates of stipends were subsequently raised to Rs. 18 per mensem in the case of secondary grade and Rs. 12 per mensem in the case of elementary grade trainees (G.O. Ms. No. 1018, Education, dated 21st May 1946).

6. *Probationary Teachers' Certificates.*—During the year 1944–45, Government approved the reciprocal arrangements between the Madras States, namely, Travancore, Cochin and Pudukottah and the Education Department of Madras Province in regard to the completion of Probationary Teachers' Certificates from this Province held by teachers serving in the States and similar certificates from the States serving in the Province.

B. Training of Teachers—Men.

7. *Number of institutions.*—The number of training schools for men increased from 73 to 75 during the first year of the quinquennium by the opening of a Training Section at the Government Madrasa-I-Azam High School, Madras, the Madrasa-I-Islamia Training School, Kurnool, and the Gandhi Training School, Perianaickenpalayam, Coimbatore, and the closure of a secondary training school under private management at Calicut. During the second year the number decreased to 71 by the closure of the Government Training Schools at Bezwada, Coimbatore and Tirupati and the Nurani Training school, Palghat. In the third year, a secondary training class was opened at St. Antony's Secondary School, Coonoor, and the number increased to 72. Four new training schools were opened in 1945–46, namely, Luthern Mission Training School, Narasaraopet, Guntur district, C.M.S. Training School,

Tranquebar, Tanjore district, St. Stanislas Training School, Ramnad, and K.K. Training School, Velur, Salem district, and the Government Muslim Training School, Bellary, was temporarily closed; the number thus rose to 75. During the last year of the quinquennium, as the result of the demand felt for trained teachers in connexion with the introduction of compulsory elementary education under the post-war educational development schemes, Government permitted the opening of 50 additional training schools or sections in the existing training schools for secondary grade and 50 for elementary grade, accepting to meet the entire cost on these schools or sections if opened under private managements to the extent of one L.T. Assistant on Rs. 70 per mensem, Rs. 1,000 under equipment and Rs. 100 under contingencies for each school or section. Under the sanction so accorded, 21 secondary and 3 elementary training classes for men and 3 secondary and 6 elementary training classes for women were opened under Government management, mostly in Government training schools. Under private management, provision was made for 10 secondary and 3 elementary training classes for women. Thus, in all, 36 secondary training classes and 18 elementary training classes were opened in addition to the existing provision available in the training schools during 1946–47. The number of training schools at the end of the quinquennium was 78 due to the treating of secondary training sections opened under the sanction referred to supra, in Board High School, Repalle, Government College High School, Mangalore, and High School, Srirangam, as new institutions for purposes of statistics. Of the 78 training schools, 39 had both secondary and elementary training classes, 10 secondary training and 29 elementary training classes compared with 73 consisting of 36 secondary grade and 37 elementary grade training in 1941–42. The number of training schools under Government management was 48 including 31 of the secondary grade and the number under private management was 29 of which 17 were secondary grade, while there was one new secondary training section under the district board management attached to the Board High School, Repalle.

8. *Strength.*—Against the attraction of several lines of lucrative employment in war services, especially to those who possessed completed Secondary School-Leaving Certificates, there was an inevitable decrease during the first four years of the quinquennium in the number of teachers of the secondary grade under training from 1,793 in 1942 to 958 in 1946. In the last year of the quinquennium, however, there was an increase due to the starting of the emergency secondary grade training course and the number under training in the grade on 31st March 1947 was 2,542. The number under training in the elementary grade also decreased from 8,141 in 1942 to 7,913 in 1946 but increased to 8,694 in 1947. The effect of the restoration of stipends to secondary grade pupil-teachers and of the enhancement of the rates of stipends was not very marked, but it is not unlikely that but for these measures, the decrease might have continued even during the last year of the quinquennium and the small increase recorded might have not been possible.

9. *Accommodation.*—Of the Government training schools, 37 had buildings of their own, the other 11 being held in rented building. All the non-Government training schools were held in the buildings of their own.

10. *Stipends.*—The expenses on stipends in Government training schools for men during 1946–47 was Rs. 10,21,594 as compared with Rs. 3,79,343 in 1941–42. The amount of stipendiary grants to aided training schools for men rose from Rs. 1,01,705 to Rs. 3,63,215 during the quinquennium.

11. *Admissions and fees.*—There was no change in the rates of fees levied for training from candidates from outside the Province. The rates which

were raised during the previous quinquennium from Rs. 40 and Rs. 20 per annum for the secondary and elementary grades respectively to Rs. 80 and Rs. 40 per annum continued to be in force. The reciprocal arrangements made during the previous quinquennium between the Governments of Orissa and this Province for the training of Telugu students from Orissa in this Province and of Oriya students from this Province in training schools in Orissa continued during the quinquennium under review.

12. *Manual training.*—Of the 78 training schools for men in the Province, 69 had manual training classes attached to them. The number of pupil-teachers and pupils of the practising sections that attended the classes in 1946–47 was 30,299. In these classes, the pupil-teachers were expected to equip themselves for instructing pupils in some of the handicrafts and the pupils of the practising section pursued certain selected handicrafts prescribed under the syllabuses for elementary schools.

13. *The Training School-Leaving Certificate Examinations.*—In the years 1943 and 1944 examinations were held under both the old and the revised schemes for the higher elementary grade in both the years and for secondary grade in 1943 only and from 1945 only the examinations under the revised scheme were held. A comparative statement of the number of men candidates who appeared for the examinations under the revised scheme in March 1942 and in March 1947 is given below :—

Grade.	1942.		1947.	
	Number examined.	*Number passed.*	*Number examined.*	*Number passed.*
Secondary	788	576	1,125 *	680 *
Elementary	4,283	3,073	5,857 *	3,352 *
Total ..	5,071	3,649	6,982 *	4,032 *

* Includes 68 and 36 private candidates respectively.

Similar figures for the examinations under the old scheme were as follows :—

Grade.	1942.		1943.		1944.	
	Number examined.	*Number passed.*	*Number examined.*	*Number passed.*	*Number examined.*	*Number passed.*
Secondary	347	252	99	87	..	..
Higher Elementary ..	2,990	1,494	6,348 *	2,561 *	4,046 †	1,247 †
Total ..	3,337	1,746	6,447 *	2,648 *	4,046 †	1,247 †

* Includes 4,747 and 1,679 private candidates respectively.

† Includes 3,257 and 917 private candidates respectively.

Among the candidates who passed the examination in both the grades in March 1947, there were 378 Indian Christians, 236 Muslims, 706 Brahmans, 2,054 Non-Brahmans and 294 belonging to the Scheduled Classes (Harijans), the remaining 4 consisting of other communities, the corresponding figures for 1942 being 1,179, 423, 1,136, 2,295, 359 and Nil.

The number of men candidates who appeared for the special examination in July 1947 after the one year emergency secondary grade course of 1946–47 was 1,775 and the number who passed was 1,138.

C. Training of Teachers—Women.

14. *Number of institutions.*—Unlike the previous quinquennium during which the number of training schools for women increased by only a single institution from 65 to 66, consisting of 33 under Government and 33 under private managements, there was a more marked increase in the period under review to 75 consisting of 36 Government and 39 private institutions in 1945–46 and to 82 consisting of 38 Government and 44 private schools in 1946–47. The schools which were opened during the quinquennium were—

(1) L.S.N. Convent Training School, Ottapalam, Malabar district and Government Training School, Namakkal, Salem district, in 1942–43.

(2) Government Training School for Mappilla Women at Tirur, Malabar district, P.S.S. Nadar's Training School for Women at Tuticorin, Tinnevelly district and St. Mary's Secondary Training School for Women, Chingleput, in 1943–44.

(3) St. Teresa's Training School for Women at Tranquebar, Tanjore district, in 1944–45.

(4) The re-opening of the Viscountess Goschen Training School for Muslim Women, Trichinopoly (temporarily closed in 1944–45), Government Secondary and Training School for Women at Narsapur, West Godavari district, D.D. Training School for Women at Bezwada, Kistna district, St. Ann's Training School at Adaikalapuram, Tinnevelly district, Christ King Training School at Pavaratty, Malabar district and Rosa Mistice Training School, Kunnikumbala, South Kanara in 1945–46.

(5) Secondary Training Class opened at Government Girls' Secondary School, Bellary, Government Middle School for Girls at Chicacole, Vizagapatam district and Sree Sarada Vidyalaya at Thyagarayanagar, Madras and Elementary Training Classes at Higher Elementary School, Koduvayur, Malabar district, A.M.C.C. Board Schools at Dindigul and Thirumangalam, Madura district and New Training School called Our Lady of Dolors Training School at Dindigul in 1946–47.

Except the last, the other new schools returned in 1946–47 were opened under the sanction accorded in G.O. Ms. No. 1018, Education, dated 21st May 1946, details of which have been mentioned elsewhere in the report.

As against the schools opened during the quinquennium mentioned above, the number of training schools for women closed were the following :—

(1) The Christ King Training School at Pavaratty in Malabar district in 1942–43 ;

(2) the Valliammayar Training School, Kulasekharapatnam, Tinnevelly district, in 1943–44 ; and

(3) the Viscountess Training School, Trichinopoly, in 1944–45.

There was no closure of any training school in the years 1945–46 and 1946–47.

Of the 82 schools, 16 had both secondary and elementary grade classes, 16 secondary grade and 50 elementary grade classes as compared with 15 secondary grade and 51 elementary grade in 1941–42.

15. *Strength.*—The total strength of the two grades of women teachers under training increased from 4,371 in 1941–42 to 4,979 in 1945–46 and to 6,105 in 1946–47. The number of women teachers under secondary grade training rose from 690 in 1941–42 to 930 in 1945–46, a figure almost equal to the number of men under training in that grade (958) in the same year and to 1,191 in 1946–47 ; the number under elementary grade training increased from 3,681 in 1941–42 to 4,049 in 1945–46 and to 4,914 in 1946–47. Besides, there were 82 women reading in men's training schools in 1945–46 and 79 such students in 1946–47.

16. *Accommodation.*—Of the 82 training schools for women, 67 had their own buildings and the rest rented buildings. Of the former, the number of Government schools was 28 and the private schools was 39 compared with 25 and 32 respectively at the end of the last quinquennium.

17. *Stipends.*—The expenditure on stipends and stipendiary grants in 1946–47 was Rs. 3,49,455 and Rs. 3,63,214 respectively as against Rs. 1,58,140 and Rs. 1,19,908 in 1941–42. The increase was due to the restoration of stipends to secondary grade trainees and the enhancement of the rates of stipends payable for both the grades by 50 per cent, i.e., from Rs. 8 per mensem to Rs. 12 per mensem for elementary grade and from Rs. 12 per mensem to Rs. 18 per mensem for secondary grade trainees in the year 1946–47.

18. *The Training School Leaving Certificate Examinations.*—The number of women candidates examined and passed under the revised scheme of the Training School-Leaving Certificate Examination in the two grades during the year 1942 and 1947 were as follows :—

Grade.	1942.		1947.	
	Number examined.	*Number passed.*	*Number examined.*	*Number passed.*
Secondary	345	256	554 *	460 *
Elementary	1,672	1,231	2,983	2,000
Total ..	2,017	1,487	3,537	2,460

* Includes 3 and 1 private candidates respectively.

Similar figures under the old scheme were—

Grade.	1942.		1943.		1944.	
	Number examined.	*Number passed.*	*Number examined.*	*Number passed.*	*Number examined.*	*Number passed.*
Secondary	79	53	22	22	..	..
Elementary	1,566	869	1,590 *	715 *	958 †	283 †
Total ..	1,645	922	1,612 *	737 *	958 †	283 †

* Including 743 and 252 private candidates respectively.
† Including 491 and 103 private candidates respectively.

Among the successful candidates in 1947, 112 were Brahmans, 675 Non-Brahmans, 58 Muslims, 1,521 Indian Christians and 93 belonged to the Scheduled Classes (the remaining single candidate being a Jain) as compared with 109, 636, 128, 1,474 and 59 respectively in 1942. The number of Muslim candidates who passed the Training-School Leaving Certificate Examination has decreased to less than half during the quinquennium while that of scheduled class candidates has risen by more than half during the same period. Another significant fact is that the number of Indian Christian women candidates is more than twice that of men of the same communities who passed the examination in 1947. The number of women candidates who appeared for the emergency secondary grade examination in July 1947 is 727 and of this number 538 passed the examination.

19. *Nursery School Teachers' Certificates.*—For the examination for Nursery School Teachers' Certificates instituted in G.O. Ms. No. 2677, Education, dated 22nd November 1938, and extended in G.O. Ms. No. 487, Education, dated 19th March 1942, 58 women candidates appeared in all the five years of the quinquennium and 52 passed, as against 20 during the last three years of the previous quinquennium.

D. Schools for Vocational Education.

20. *Medical schools.*—After the closure of all the medical schools by the end of the previous quinquennium, special arrangements were made at the Stanley Medical College, Madras, and at the Missionary Medical College for Women, Vellore, for the completion of the D.M.S. Course during the period under review by students who had commenced the course in the medical schools which were closed. The last batch of licentiates passed out in 1944 and the discontinuance of the course became complete that year.

21. *Government School of Indian Medicine, Kilpauk, Madras.*—The Government School of Indian Medicine, Kilpauk, Madras, continued to be the only institution of the kind in the Province providing for the Licentiate and other courses in the Ayurveda (Telugu and Tamil), Siddha and Unani systems of medicine. Among the six kinds of courses for which provision existed in the institution during the previous quinquennium the course for Associate Licentiates in Indian Medicine was abolished from the year 1942–43 and there were no students throughout the quinquennium for the course of Higher Proficiency in Indian Medicine and of Associate in Indian Medicine. The course of Licentiate in Indian Medicine was the most popular one, with a strength of 62, 52, 73, 53 and 119 in the five respective years of the period under review, or total of 359 as against 410 during the previous quinquennium. The special course for passed Licentiates in Indian Medicine did not attract any student during the first three years of the quinquennium but in 1945–46, 7 students took the course and in 1946–47 the number fell to one. Eighteen students in all took the Compounders' course during the quinquennium as compared with 265 in the previous quinquennium. Examinations were conducted by the Board of Examiners in Indian Medicine with the Commissioner for Government Examinations as Ex Officio President. The number of students who passed the Government Examination for Licentiates in Indian Medicine in the successive years of the quinquennium was 63, 30, 17, 97 and 52 or 259 in all, as against 280 during the previous quinquennium. Two passed the High Proficiency Examination as against 3 in the previous quinquennium and 29 qualified after the Compounder's course as against 255 during the period 1937–42. The problem of the employment of ex-students continued to be keen one owing to the small subsidy paid from the provincial and district board funds and the unwillingness of many ex-students to serve in rural areas under such conditions, as they preferred private practice in urban or semi-urban areas to paid service on low subsidies.

There was not much improvement in the accommodation of the school since the last review. Separate hostels for men and women students were provided, but the accommodation in these two continued to be inadequate. The library of the school was improved by the addition of 1,840 volumes, bringing the total to 6,777.

The period under review was a critical one in the administration of the institution and was marked by strong agitation from several sides for drastic changes in the curriculum of studies, methods of teaching and examinations for the L.I.M. course. The reorganization of the Department of Indian Medicine was taken up towards the end of the quinquennium and Government have appointed a Special Officer for the purpose. The introduction of a University degree course in lieu of the L.I.M. course with effect from the year 1947–48 has been the first outcome of these efforts and in G.O. No. 762, P.H., dated the 10th March 1947, the school was raised to the status of a college with effect from July 1947.

22. *Schools under the control of the Director of Industries.*—The eight Government institutions, reported in the previous quinquennium, four located in the

City of Madras and one each at Madura, Bellary, Calicut and Mangalore, under the control of the Department of Industries and Commerce continued to function. Government accepted generally the recommendations of the ad-hoc committee on Technical Education for starting Polytechnics in the Province on regional basis and for introducing additional courses of study in the existing institutions. Accordingly, Polytechnics were started at Cocanada, Vuyyuru, Madura, Calicut, Mangalore and Coimbatore and the Government School of Technology, Madras, was reorganized into a Polytechnic.

(1) *The Andhra Polytechnic, Cocanada.*—The Polytechnic was opened on the 4th February 1946 and regular class work commenced from the 10th August 1946. Diploma courses in Civil Engineering, Mechanical Engineering, Electrical Engineering and Fisheries Technology and Navigation were started with a strength of 82 students on rolls.

(2) *A.G. Polytechnic, Vuyyuru.*—The Polytechnic commenced functioning in August 1946 and imparted instruction in Civil and Mechanical Engineering up to the Diploma standard. The number of students receiving instruction at the close of the quinquennium was 46.

(3) *Arthur Hope Polytechnic, Coimbatore.*—The genesis of this Polytechnic was the generous offer of Sri G. D. Naidu of Coimbatore to endow cash to the extent of 1½ lakhs of rupees, machinery valued at Rs. 2 lakhs and a library with about 50,000 books for starting a polytechnic at Coimbatore. Government were pleased to sanction the opening of the Polytechnic at Coimbatore for imparting courses of study in Automobile Engineering of Diploma Standard, and Auto-servicing and Radio-servicing courses of certificate standard. The institute was opened by Sir Arthur Hope on 23rd February 1945 and was named after him. Pending construction of a permanent building to house the Polytechnic, the Polytechnic is at present located in the United Motor Serivce Central Station Buildings and Radio Factory of Mr. G. D. Nayudu, who continues to be in charge of it and holds the office of the Honorary Director. The strength of the institute at the end of March 1947 was 120.

(4) *Government School of Technology and Central Polytechnic, Madras.*—The institute was reorganized and the name of the institute was changed to "The Central Polytechnic, Madras." Diploma courses (full time) of three years' duration each were newly introduced in (i) Electrical Engineering, (ii) Mechnical Engineering, (iii) Sanitary Engineering, (iv) Civil Engineering, (v) Fisheries Technology and Navigation, (vi) Printing Technology and (vii) Cinemotography and Sound Engineering. A certificate course for Cinema Operators (full time) was also introduced during the period.

The number of students who passed out taking diplomas and certificates during the last five years was 878 as against 837 during the previous quinquennium. The Electric Wiring Competency Certificate Examination, the City and Guilds of London Examination and the other examinations continued to be conducted in the school. In the preparatory section attached to the school, 209 students were admitted and 73 were awarded certificates of merit. For the Light Metal Casting Section started during the previous quinquennium and continued during the period under review, there were 74 admissions and 65 were awarded certificates. This section participated in several Exhibitions and was awarded certificates of merit and gold medals. The Perambur Railway Trade School continued to function as an adjunct to the main school. The number of admissions during the period was 241 and certificates were awarded to 154 candidates who completed the courses satisfactorily. The School of Technology was a training centre under the War

Technician Training Scheme of the Government of India and nearly 1,500 technicians were trained in the school during this period. Most of the old students who passed out of the school have been absorbed either in private or Government concerns and many are employed in the Military Engineering Service.

Many additions were made to the equipment in the various sections of the school especially in the Sound Engineering Section. With the introduction of the new courses of study the old Civil Jail Buildings in Broadway were placed at the disposal of the school to provide additional accommodation till permanent additions to the buildings are made for which proposals are under the consideration of Government.

(5) *Government Industrial School and the Dravida Polytechnic, Madura.*—The Government Industrial School, Madura, continued to provide instruction in Metal work, Cabinet making and Electric wiring. In accordance with the Post-war Development Scheme, the school was converted into a polytechnic in August 1946 and is now known as the "Dravida Polytechnic." Diploma courses in Mechanical, Electrical, Civil and Automobile Engineering were started in the Polytechnic, and 66 candidates were receiving instruction in the several courses at the end of the period. During the period, about 209 candidates were admitted to the apprenticeship courses in the industrial school and all the apprentices who passed out during the period secured suitable jobs in the local mills, workshops and the Government Electricity Department. Toy-making was introduced as one of the courses of study. The electric wiring course introduced in July 1936 was continued on a temporary basis and has become very popular and the students who passed out have secured suitable jobs in the Government Electricity Department and under private employers.

The Board of Visitors and the Selection Committee, constituted for this school under the chairmanship of the Collector of Madura, continued to function during the period under report. The final year examinations of the schools were conducted as usual by the Board of Examiners. The hostel attached to the school continued to function satisfactorily.

The War Technician Training Scheme which was introduced at the centre in the year 1941 with 74 trainees was subsequently converted into a civil unit and the number of trades and the sanctioned strength were increased. In all 2,587 trainees joined the centre for training and 1,495 left the centre to join their posts in their respective army units. After the cessation of hostilities, this centre was switched on to the training of demobilized personnel.

The school participated in the War Services Exhibitions held at Tiruchirappalli, Madura, Trivandrum and Madras. The school executed several major jobs during the period under report for the Government Erskine Hospital, Madura, the Police Department and the Public Works Department and several private parties.

(6) *Government Industrial Schools at Calicut and Bellary and the Trade School at Mangalore* provided instruction in General Mechanics and Cabinet-making trades extending over a period of five years. They also provided shorter courses of one year's duration in Casting and Metal working and a special course of six months in Gas and Oil-engine tending. The Industrial School at Calicut and the Trade School at Mangalore were converted into the *Kerala Polytechnic* and the *Karnataka Polytechnic* respectively and the following Diploma courses were introduced in them from August 1946 :—

Kerala Polytechnic.—Electrical Engineering, Mechanical Engineering, Chemical Engineering and Food Technology.

Karnataka Polytechnic.—Mechanical Engineering, Automobile Engineering and Civil Engineering.

The number of students receiving instruction in the first-year courses at the two polytechnics were 42 and 50 respectively at the end of the period. In all 355 candidates sought admission to these industrial schools and 148 left after completing their courses successfully during the quinquennium. The Board of Visitors constituted for these schools proved very helpful in the administration of the schools. The Selection Committee constituted for the Industrial School at Bellary also continued to function satisfactorily. The annual and final examinations were conducted by the Board of Examiners appointed by Government and the students that successfully completed the prescribed courses of apprenticeship were awarded certificates. These schools also trained a large number of War Technicians. Later on they functioned as training centres for the demobilized service personnel in various trades.

(7) *Aided industrial schools.*—The number of schools recognized by the department increased from 79 on the 31st March 1942 to 82 on the 31st March 1947. These schools continued to provide efficient instruction in various trades. The number of pupils who were receiving instruction in these schools at the close of the current quinquennium was 6,191, as compared with 8,014 at the end of the previous quinquennium, the decrease being presumably due to the opening of new Polytechnics in recent years. An amount of Rs. 1,30,218 was distributed to these aided schools in 1946–47 in the form of maintenance grant, representing an average of about Rs. 21 per pupil per annum. A further grant of Rs. 47,635 was distributed as equipment grant and Rs. 5,675 as building grant to deserving schools.

A Teachers' Training section in Carpentry and Cabinet-making continued to be attached to the St. Joseph's Industrial School, Tindivanam, while training sections for women teachers in Embroidery and Needlework and Dress-making remained attached to the Seton School of Embroidery and Needle-work, Madras, the American Arcot Mission Women's Industrial School at Palmaner, Chittoor district, Seva Sadan Industrial School, Madras, and St. Joseph's Girls' Industrial School, Guntur. With a view to encourage deserving students, stipends were awarded by Government to a limited number of pupils.

Government sanctioned special grants, viz., two-thirds instead of half of the actual cost of the maintenance in respect of a few deserving schools, which provided instruction in Cottage industries and which were handicapped for lack of funds. The equipment grant sanctioned was intended to provide the schools with additional equipment.

(8) *School of Arts and Crafts, Egmore, Madras.*—An important change that was effected during the quinquennium was the reorganization of the school with effect from July 1946. The courses of study in the School of Arts and Crafts were divided into two sections, viz., the Arts Section and the Crafts Section. The Arts Section offered courses in general drawing for two years, Painting for three years, Commercial Art for three years, Advanced courses in Painting for one year, Modelling for three years and Sculpture for one year, and the Crafts Section in Woodwork (Elementary) for three years, Woodwork (Advanced) for two years, Sheet Metal work for three years, Engraving for three years, Goldsmithy for three years, Enamelling for two years and Design for three years. The minimum general educational qualifications for admission to the general drawing class was IV Form and that for the Crafts Section, III Form.

No fee was charged for the instruction imparted in the various branches of the Crafts Section. But in the Arts Section, fees ranging from Rs. 12 to Rs. 36 per year were charged. Seventy-six scholarships to the value of

Rs. 10 to Rs. 15 each were awarded to the students of the Crafts Section and 40 scholarships of the value of Rs. 10 to Rs. 25 each to those of the Arts Section.

Students who successfully completed their courses in General Drawing, Painting and Commercial Arts were awarded certificates and those who successfully completed the Advanced Course in Painting or Commercial Art were awarded Diploma.

The average strength of the school during the period under report was—

1942–43	201
1943–44	153
1944–45	139
1945–46	172
1946–47	166

(9) *Government Textile Institute, Washermanpet, Madras.*—In 1943, the two Supervisor Courses were abolished and revised courses of study were introduced for (i) Weaving Instructors (ten months), (ii) Artisans in Hand Knitting (ten months), (iii) Weavers (five months' special course), (iv) Jacquard Weaving (five months' special course in continuation of the special course for weavers); (v) Bleaching, Dyeing and Printing (hand-process) (three months' special course in continuation of the special course for weavers). Twenty students of the special course for weavers were paid living allowance and to and fro railway charges. This allowance was continued to students who, after the special course for weavers, elected to undergo training in special course in Jacquard Weaving and special course in Bleaching, Dyeing and Printing. A textile designer's course was also started in the year 1945–46 for three months and six stipendiary candidates were trained in it. Two batches of military service personnel received training in the institute.

Improvements were effected in the Guilding Machine in the Gold Thread Section and some useful results were arrived at. Research Designing Section was started for the preparation of a number of new patterns and designs for woven fabrics were sent to the Collective Weaving Centres and Madras Handloom Weavers' Provincial Co-operative Society for adoption. The textile testing laboratory attached to the institution was availed of by private parties, officials of the Madras branch of the Indian Stores Department, the Provincial Textile Commissioner, Collective Weaving Centres and others. A Tinctorial Chemist appointed in 1944 conducted experiments on vegetable dyes and prepared a paper on cashewnut shell liquid. The institution participated in the XXI. All-India Educational Conference and Exhibition and the I.N.A. Exhibition.

The University of Madras have started a B.Sc. (Tech.) Degree Course in Textile Technology in the year 1945 with the facilities available in the institute and the Principal was appointed as Honorary Professor of Textile Technology.

(10) *Institute of Leather Technology, Madras.*—During the period the institute which was hitherto known as Leather Trades Institute was designated as Institute of Leather Technology and provision was made for (i) a Diploma course in Leather Technology of three years' duration followed by an apprenticeship of one year, (ii) a certificate course in leather goods manufacture of three years' duration and (iii) an Artisan course.

Demonstration in tanning, in the preparation of jaggery and sugar from palmyrah and date palm juice and in the manufacture of coir goods were conducted in various districts of the Presidency by itinerant parties. During the period under report various experiments and research work in

manufacture of glue from fleshings, study of tonnage substitute for wattle bark, the preparation of gum tanning from tamarind seed, etc., were conducted with encouraging results. The Principal of the Institute has been appointed as Honorary Professor of Leather Technology to help the Madras University in running the new degree course in Leather Technology.

23. *Scholarships.*—Under the provisions of the Code of Regulations for Industrial Schools, sixty scholarships were 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. The value of these scholarships was increased by 50 per cent for the duration of war and the increased rate is still continued on account of the prevailing high cost of living. A bonus equivalent to two months' average scholarship was also granted to such of the pupils as satisfactorily completed the prescribed courses of study in these schools. The total number of such scholarships granted during the quinquennium continued to be 300.

A number of other scholarships tenable in other institutions and universities were granted every year for the study of special subjects, such as Electrical Technology, Aeronautical Engineering, Chemical Engineering and Applied Chemistry in the Indian Institute of Science, Bangalore, Textile Chemistry in the Victoria Jubilee Technical Institute and Sugar Technology and Pharmaceutical Chemistry in the Andhra University, Mining Technology in the Indian Institute of Mines, Dhanbad, Metallurgy in the Benares Hindu University and lastly, Researches conducted in the Provincial Broadcasting Department. The total number of scholarships awarded during the quinquennium under report was 52, as against 36 in the previous quinquennium.

Under the Technical Training Scheme sponsored by the Government of India, Education and Labour Department, 15 departmental officers were deputed to undergo higher studies in the United States of America and the United Kingdom. Of these Messrs. P. Bhaskara Ramamurthy, N. Hanumantha Rao, B. Narasinga Rao and T. R. Krishnaswamy completed their course of study.

24. *Technological Diploma Examination Board.*—The Technological Diploma Examination Board constituted in G.O. No. 1274, Development, dated the 17th May 1938, conducted examinations for the award of diplomas in Engineering and other subjects. During the period, the Board was reconstituted to include the following additional members to represent the respective faculties: The Principal, Government Textile Institute, Madras, for Textile Technology; the Radio Engineer to the Government of Madras for Radio Engineering; the Ceramic Expert, Department of Industries and Commerce, Madras, for Ceramics; Mr. P. L. Narayanan, M.A., R.I.I.S.C., Secretary, South Indian Film Chamber of Commerce, for Cinematography and Sound Engineering; a representative of the Institution of Engineers (India), South India Centre, for the Institute of Engineers, India, South India; and Dr. Chacko, B.A., D.SC., Head of the Department of Engineering and Technology; Annamalai University for Annamalai University. The Board met thirteen times during the period under review to consider among other items the results of the examinations held under its auspices. The total number of students examined by the Board during the quinquennium was 1,225 and the number declared to have passed was 678.

25. *Agricultural schools.*—Of the three schools reported at the end of the previous quinquennium only the Servindia Agricultural and Industrial School at Mayanoor, Tiruchirappalli district, continued to work during the period under review. The agricultural school opened by the Ramnad District Board at Sivaganga in 1939–40 was closed three years later and the

C.S.M. Agricultural School at Melrosapuram, Chingleput district, was closed in 1944. Three new schools were opened during the quinquennium. These were the Harijan Industrial School, Kancheepuram, which included Agriculture among its subjects of instruction, the Mangalagiri Rural Centre, Tirunelveli district and the U.L.C.M. Rural Reconstruction, Guntur. As all the institutions provided instruction in industrial subjects, they were under the control of the Director of Industries and Commerce. Their total enrolment at the end of 1946–47 was 100.

26. *Farm schools under the control of the Director of Agriculture.*—The number of farm schools intended for agricultural labourers and their children increased from three to four during the first year of the quinquennium by the opening of a school at the Agricultural Research Station at Samalkota. All the four schools were working at the end of the quinquennium. The school at the Sugarcane Research Station, Anakapalle, had an average strength of 33 pupils and 34 adult labourers in 1946–47 as against 29 pupils and 43 adult scholars at the end of the previous quinquennium. The school at the Central Farm, Coimbatore, had an average strength of 31 pupils in 1946 as against 36 in 1941. Most of the pupils were part-time scholars and during the last year of the quinquennium the school came under the scheme of compulsory education extended to the area and was therefore expecting to improve its strength. The school at the Agricultural Research Station, Polur, improved its strength from 31 in 1941–42 to 43 in 1946–47. The new school at Samalkota was opened on the 1st September 1942 with only three standards and 15 juvenile and 20 adult pupils. The fourth and fifth standards were opened in December 1944 and August 1945 respectively. The school had a strength of 25 in 1946–47. All the four schools were complete lower elementary schools and all were single-teacher schools. The pupils worked part of the day on the farms for which they were paid wages at varying rates according to their capacities and the agricultural operations they were employed for, as well as the standards they were reading in.

27. *Certified schools under the control of the Chief Inspector of Certified Schools.*—(1) The number of Government and private certified schools formerly under the control of the Inspector-General of Prisons and transferred to the control of the Chief Inspector of Certified Schools, Madras, rose from 3 and 2 respectively at the end of the last quinquennium to 4 and 3 towards the end of the quinquennium under review, due to the opening of a Junior Certified School by Government at Tanjore in July 1945 to relieve overcrowding in the existing schools at Chingleput and Ranipet and the recognition of the Roman Catholic Girls' Higher Elementary Training School, Vellore, as a certified school under section 6 (2) of the Madras Children's Act, 1920. The Junior Certified Schools at Bellary and Ranipet and the Senior Certified School at Chingleput had 449, 720 and 675 pupils respectively in 1946–47 as compared with 416, 490 and 569 in 1941–42. The strength of the new school at Tanjore was 496 on 31st March 1947. The rise in numbers is attributed to the deterioration of the economic conditions of most classes of society and a comparatively more intensive working of the Madras Children's Act. General education up to Standard VIII in most of the schools, vocational instruction, ample facilities for sports and games and extra-curricular activities like Debating Societies, Scouting and Junior Red Cross work were provided in all the schools. The Chingleput school presented candidates annually for the Government Technical Examinations and the Bellary school for the VIII Standard Public Examination. The cost per head per annum in respect of these schools for 1946 varied from Rs. 218 at Chingleput to Rs. 260 at Tanjore,

An interesting fact revealed in the Inspector-General's report is that 12 children were handed over to Col. Ford Thompson, the mind-study expert at Avadi. Of the schools under private management, the girls' school maintained by the Madras Children's Aid Society at Kilpauk had an average attendance of 207 daily during 1946, as compared with a strength of 114 returned in 1941–42 and the mixed school maintained by the Madras Society for the Protection of Children at Washermanpet had a strength of 133 (93 boys and 40 girls) at the beginning of 1947, as compared with 131 pupils in 1942. Both these schools were moved to Tanjore in March 1942 ; and while the latter has been moved back to its own buildings at Madras in July 1946, the former continues at Tanjore. Education is imparted in these institutions on the same lines as in Government Certified Schools, but the Madras Children's Aid Society has also been sending up some of its elder girls for teachers' and midwives' training. The Roman Catholic Girls' Higher Elementary Training School at Vellore had only one certified pupil who received education along with other pupils in the school. All the certified schools were inspected annually by the inspecting officers of the Educational department and by the Adviser to Government on Manual Training. Towards the end of the quinquennium Government passed orders in G.O. Ms. No. 873, Home, dated 5th March 1947, separating the control of all certified schools from the Jail department and placing them under a Chief Inspector of Certified Schools.

(2) *Borstal and Jail schools.*—There were 12 Borstal and Jail schools in the Presidency at the end of the quinquennium as against 9 such schools at the end of the previous quinquennium in the place of the Borstal School at Tanjore, a home for detenus was run for sometime and eventually in July 1946, a new certified school was started. Thus there was only one Borstal school at the end of the quinquennium and it was at Palamcottah. Of the 11 Jail schools, one was attached to the Presidency Jail for Women, Vellore. The others were attached to the Central Jails at Bellary, Cannanore, Coimbatore, Madura, Rajahmundry, Salem, Tiruchirappalli, Vellore and Vizagapatnam and the Penitentiary, Madras. The total strength of the Borstal School, Palamcottah, was 738 and that of the 11 Jail schools was 1,333 or 2,071 in all on the 31st March 1947 as compared with 2,131 in 1941–42. The schools were inspected annually by the officers of the Educational department. The jails have well-stocked libraries and the inmates are allowed to make free use of them. There were at the end of the period under review 12,792 volumes in all the jail libraries, including 742 volumes added and excluding 161 worn-out by the use and removed during the year 1946–47. Sanction was accorded for the purchase of library books to the value of Rs. 7,000 in all jail and borstal schools during the latter half of the year. Besides secular instruction in the schools, lectures on religious and moral subjects were regularly given by the Honorary Lecturers appointed for the purpose and by the members of the teaching staff.

28. *Schools under the control of the Director of Public Instruction, Madras*—(1) *Engineering schools.*—The subordinate engineering class attached to the College of Engineering, Guindy, continued to be the only recognized school of engineering until it was after the 31st March 1946, the Road Construction and Minor Irrigation Overseers courses opened by the Annamalai University in July 1945 being treated as a part of the University and not being separately enumerated as an Engineering school. Subsequent to the end of the quinquennium under review the subordinate engineering classes were revived at the College of Engineering, Guindy. The strength of the subordinate engineering classes at the Annamalai University was 136 on the 31st March 1947.

(2) *Schools of Art and Music.*—Of the five schools returned under this head at the end of the previous quinquennium and of the year 1946–47, consisting of the School of Arts and Crafts, Madras, reviewed among the schools under the control of the Director of Industries and Commerce, the Art Masters' and the Manual Training Classes attached to the Teachers' College, Saidapet, the Kumbakonam Art School, under Municipal management and the Teachers' College of Music, Madras, under private management and aided by Government, the manual training class at Saidapet, was suspended during 1946–47 and the other four were working at the end of the period under review. The respective strength of the institutions on the 31st March 1947 was as follows :—

(1) Schools of Arts and Crafts, Egmore, Madras	106
(2) Art Masters' Class, Teachers' College, Saidapet	7
(3) Municipal Art School, Kumbakonam	78
(4) Teachers' College of Music, Madras	10

The Teachers' College of Music presented four men and nine women candidates in April 1946 for the examination for teachers' certificates in Indian Music and all of them were declared successful.

(3) *Schools of Commerce.*—The three aided schools of Commerce at Pudupet (Madras), Madura and Mangalore continued to work efficiently and their total strength on the 31st March 1947 was 398 as against 336 at the end of the previous quinquennium.

The total number of commercial schools in the approved list maintained by the Secretary to the Commissioner for Government Examinations was 224 in 1946–47 with a strength of 9,397 as compared with 298 in 1941–42 with a strength of 8,020 and 233 in 1945–46 with a strength of 8,770.

29. *Government Technical Examinations.*—The Government Technical Examinations under the Groups of Agriculture, Commerce, Drawing, Dress-making and Tailoring, Engineering, Music, Printing and Textiles continued to be held annually by the Secretary to the Commissioner for Government Examinations. The examinations were held in 46 subjects in 1946–47 and the total number of subjects—candidates examined and passed that year was 12,584 and 5,857 respectively. The largest number of candidates appeared for the examinations in the Commerce, Drawing and Dress-making groups.

30. *Schools for children employed in factories and plantations.*—The day and night schools maintained by the Buckingham and Carnatic Mills at Madras for the benefit of their part-time employees, whole-time employees and children of the employees, which was the largest institution of the kind in the Province, with about 1,400 day scholars and 300 night scholars, was closed in 1942 due to war conditions.

The schools under the control of the Labour Department working at Cinchona Factory, Naduvattam, had a total strength of 88 at the end of the quinquennium. The three labour schools started by the Labour Department in the year 1945–46 in the Cinchona Plantations, Anamalais, in Coimbatore district worked with a strength of 846 pupils at the end of the quinquennium.

31. *Schools for the blind, deaf and dumb and other defective children—Number and strength of schools.*—Two new schools were opened during the second year of the quinquennium and the total number of schools of all kinds of defective children thus rose from 12 in 1941–42 to 14 in 1946–47. The new schools were (1) The Leper School at Ramachandrapuram, East Godavari district and (2) St. Stanislaus Leper School at Kumbakonam, Tanjore district. Of the 14 schools, the deaf and dumb schools at Coimbatore and Karaikudi were under municipal management and the rest under private management.

Four of the schools were for the blind, four for the deaf and dumb, one for the blind as well as the deaf and dumb and five were for leper children. All the schools were mixed schools except the 'Tinnevelly Diocesan Trust Association's School for Blind Girls' at Palamcottah. The Deaf and Dumb School, Palamcottah, though a mixed school, was treated for purposes of classification as a girls' school. The Victory Memorial Blind School, Poonamallee, had besides, the educational section enumerated in this report, an industrial section. Due to war conditions in 1942, the Deaf and Dumb School, Mylapore, was shifted to Tirukkoyilur in South Arcot district and the Deaf and Dumb and Blind School, Teynampet, was moved to Srivilliputtur in Ramnad district. Both were moved back to Madras during the last year of the quinquennium.

The following statement gives the strength of the schools :—

	Strength as on 31st March.					
	1942.		1946.		1947.	
	Boys.	*Girls.*	*Boys.*	*Girls.*	*Boys.*	*Girls.*
1 The Luthern School for the Blind, formerly known as U.L.C.M. Blind school, Rentachintala.	18	16	15	14	20	17
2 Victory Memorial Blind School, Poonamallee ..	23	11	35		36	..
3 T.D.T.A. Blind (Boys) School, Palamcottah ..	31	..	28	..	35	..
4 Deaf and Dumb and Blind School, Teynampet ..	201		69	101	168	..
5 Municipal Deaf and Dumb School, Coimbatore ..	31	9	25	9	34	12
6 Municipal Deaf and Dumb School, Karaikudi ..	15	3	17	5	11	4
7 Deaf and Dumb School, Mylapore	43	48	20	35	58	..
8 Bethesda Leper Hospital School, Narsapur	33	11	29	12	27	14
9 The Leper School, Dayapuram, Ramnad	70		31	5	26	4
10 The Leper School, Ramachandrapuram, East Godavari.	New.		51		35	25
11 St. Stanislaus Leper School, Kumbakonam	New.		37		49	..
12 Leper Day School, Bapatla	20		13	11	9	8
13 Deaf and Dumb School, Palamcottah	69	55	41	54	38	55
14 T.D.T.A. Blind (Girls), Palamcottah	..	28	..	30	..	27

All the schools provided general education for their pupils at least up to the V Standard and gave special attention to several small cottage industries like rattan-work, weaving, tape-making, tailoring, bee-keeping, gardening and in the case of girls other than the blind, needle work and dress making. Schools for the blind used the Braille alphabet for reading, the Braille typewriter for writing and the Taylor frame for number work. Music, Kummi and Kolattam were popular in these schools. Articulation and lip-reading were the special methods used in schools for dumb children and their tastes in the direction of drawing, painting, needle-work and embroidery were encouraged. Medical attention formed a chief feature of leper schools. Games, both out-door and in-door, were common curricular activities in all types of these schools and scouting for boys and guiding for girls were provided as extra-curricular activities. Most of the schools were residential ones, where the pupils were given free lodging and boarding. The successful work of the schools has become so well known during recent years that handicapped children from well-to-do homes have been attending some of them.

Teachers.—During the quinquennium, 13 candidates (4 men and 9 women) appeared for the examinations conducted annually by the Secretary to the Commissioner for Government Examinations, Madras, for the award of certificates of competency to teach in schools for defective children and 12 of them (4 men and 8 women) were declared successful in these examinations.

32. *Oriental and private institutions.*—The total number of advanced Sanskrit schools at the end of the quinquennium was 36 for boys and 3 for girls, the strength in the former being 1,658 boys and 533 girls and in the

latter 303 girls. There were 4 advanced Tamil schools with 194 boys and 14 girls on rolls on 31st March 1947. The number of elementary Sanskrit schools for boys and girls was 24 which had on rolls 648 boys and 377 girls.

The number of unrecognized private schools returned during 1946–47 was 228 and their strength was 7,810 boys and 739 girls.

E. Adult Education, Libraries and Registration and Approval of Books.

33. *Institutions for adult education.*—The adult education class attached to the Teachers' College, Saidapet, continued to work during the period under review. The classes were held in the evenings. Apart from teaching pupils through books, supplemented by charts and appliances, lectures on useful general knowledge subjects were also arranged. The classes were conducted by the pupil teachers in the college and they were maintained by voluntary contributions and subscriptions.

The night school run by the Social Service League attached to the Presidency College and the Adult Night School attached to the Government College, Kumbakonam, worked during a part of the quinquennium but were reported to have been closed at the end of the quinquennium due, obviously, to the poor attendance at these classes.

Two adult education classes were run during the year 1946–47, one at Kondavaram, Pithapuram taluk and the other at Samalkot. The classes at Kondavaram were conducted by the Gramabivardini Sangham, Kondavaram and the classes at Samalkot were run in the Adult Labourers' School, Agricultural Research Station, Samalkot.

Six villages within a radius of 5 miles of Pasumalai had night schools for adults run by the Pasumalai Training School. There were 132 students of which 18 were women in 1946–47. The night school at Pasumalai received financial aid from the Pasumalai Co-operative Stores and for the support of the other schools, contributions from the Madura District Adult Association, Pasumalai Y.M.C.A., etc., were received.

There were six adult education centres in Srivaikuntam range with a total strength of 200 pupils and there were also two night schools, one in Tiruchendur and one in Koilpatti.

34. *Adult education work of the Indian Women's Civic Corps.*—By far the most sustained and widespread and therefore the most outstanding work in the field of adult education in the Presidency was that carried out during the later part of the quinquennium by the Indian Women's Civic Corps. Originally formed as the Women's Branch of voluntary Civil Defence organization during the war, the Corps gradually assumed the character of a peace-time organization working for the education and general welfare of women. Adult education among women thus formed the main part of its work and at its six centres in every town of the 26 towns in the Presidency which had I.W.C.C. branches, adult education classes were held mostly in the afternoons on specified days of the week. A scheme of instruction on a wide variety of subjects was followed which included, besides classes for literacy, classes in cooking and practical nutrition, dietetics, needlework, cutting and embroidery, knitting, basket making and other cottage industries, the making of soaps, perfumery, "kumkum" and other articles of toilet, the making of preserves and pickles, music and other recreative arts, spinning and tape-weaving, etc. Almost all the instruction was accompanied by practical demonstrations, the most notable among which were those on cooking of hitherto and unfamiliar foods as substitutes for those of which there was

scarcity and on the maintenance of slums in hygienic and sanitary conditions. General knowledge talks, entertainments and excursions also formed educational variations of the programmes at the centres. Practical guidance in the obtaining of ration cards, propaganda in connexion with prohibition and the small savings scheme, the preparation and use of inexpensive home remedies, first-aid and home nursing, and the care and upbringing of children, including pre-school education, formed part of the educational work of the centres. The Commandant of the Corps has reported that nearly 1,100 women learnt to read and write in 1946 and that the number attending adult literacy classes in 1947 was estimated to be about 1,500, while the number of women attending the 220 centres and receiving the benefit of general adult education was nearly 8,000. The Corps worked as a Government organization through the agency of a salaried staff and with the co-operation of the several departments of Government and of a large number of honorary workers, the chief of whom were the Branch Leaders. It had a Provincial Executive Committee the successive Presidents of which were the Hon'ble Lady Hope and the Hon'ble Lady Nye, and Dr. (Mrs.) Soundaram Ramachandran was appointed Chairman of the Committee for three years from 1946–47. The work of the Corps was noticed with approbation in several quarters and has been recognized as the first effective large scale organized endeavour in adult education.

35. *Educational associations and reading rooms.*—The number of educational associations including the associations of teachers such as the elementary school teachers' association, staff associations in secondary schools, District and Provincial Guilds and Associations, Managers' and Teachers-Managers' Associations of Elementary Schools and Unions of Elementary School Teachers was 2,214 with a membership of 94,120 including 18,569 women in 1946–47 compared with 2,808 with 162,995 including 13,957 women members in 1941–42. The number of reading rooms and literary associations both registered and unregistered was 769 with a membership of 846,240 as against 1,636 returned in 1941–42 which had 2,242,218 members.

36. *Public libraries.*—The total number of public libraries under various kinds of managements was 1,544 during 1946–47 as against 1,563 in the previous year and 1,236 in 1941–42. The number of libraries specially intended for women was 8, the same as at the end of the last quinquennium. There were 201 registered libraries under private managements during the year as against 180 in the previous year and 147 in 1941–42. A comparative statement showing the number of books and journals available, the number of persons who made use of the libraries and the expenditure incurred on these libraries for the years 1941–42, 1945–46 and 1946–47 is furnished below :—

	1941–42.	1945–46.	1946–47.
1 Number of libraries under—			
(i) Government	1	1	1
(ii) District Board and Panchayats	905	1,122	1,159
(iii) Municipalities	54	63	102
(iv) Co-operative Societies	50	46	47
(v) Private Management	226	331	235
	1,236	1,563	1,544
2 Number of books and journals available in these libraries.	769,522	1,050,296	1,135,223
3 Number of persons who made use of these libraries.	2,488,780	3,446,331	3,766,202
4 Total expenditure—	Rs.	Rs.	Rs.
(i) From Provincial Funds	26,213	65,186	76,098
(ii) From Local Funds	53,903	91,701	1,22,131
(iii) From private funds	74,880	1,45,345	6,26,188
Total	1,55,056	3,02,232	8,24,417

The above figures show that, while the number of libraries has slightly fallen during the past year, there is a marked increase in their number for the quinquennium as a whole and in the number of books and journals available in the libraries and the number of persons who made use of these libraries. The inspection of the libraries was as usual conducted by the officers of the Educational Department.

37. *Use of school libraries by public.*—The number of school libraries thrown open to the public, in accordance with G.O. No. 1421, Education, dated 22nd June 1939, was 148 during 1946–47 as against 149 in the previous year. There was an increase in the number of volumes used from 12,452 to 16,162. The number of persons who made use of the libraries also increased from 4,711 in the previous year to 7,405 during the year under report. While the proportion of the number of school libraries thus thrown open to the public was very small in comparison with the number of schools, it was also reported that the scheme was not working satisfactorily even in some of these centres where it was in vogue, for the reason that (i) the books kept in the school libraries were not best suited for the general public, and (ii) there were public libraries in certain localities containing books more suitable to the public.

38. *Government Oriental Manuscripts Library.*—The library was shifted for safety to Tirupati in April 1942 and was housed in the Sri Venkateswara Oriental Institute buildings till the year 1945–46, when it was transferred back to Madras and housed in a portion of the Madras University Library buildings as before. In the place of the part-time Curatorship of the library held by the Professor of Sanskrit and Comparative Philology, Presidency College, or by the Superintendent of Sanskrit Schools, a full time Curator's post was created from the 1st July 1942. The post was held by Dr. A. Sankaran, M.A., PH.D., and later by Syed Fazhullah Sahib Bahadur, M.A., L.T. A qualified Munshi in Islamic languages was also appointed that year to be in charge of the Islamic section of the library. An Assistant Librarian for the Islamic Section, a Marathi Pandit and a Telugu Pandit were added to the staff in 1943–44.

The number of visitors during the quinquennium was 14,687 and the number of works consulted by them was 22,982 as against 23,272 visitors and 48,615 works consulted during the previous quinquennium. Although there was a decrease for the whole period the number of visitors for the year 1946–47 was an increase over that of 1945–46 from 2,564 to 2,734 and the number of works consulted also increased slightly from 3,532 to 3,687.

The number of manuscripts issued on loan to institutions and individuals was 88 in 1946–47 as against 68 in the previous year. The chief borrowers were the Professors of the Oriental Research Department of the Madras University, the Gaudiya Math, Rayapetta, Madras, the Professor of Sanskrit and Comparative Philology, Presidency College, Madras and Sri Vridhagiri Sarma, retired Accountant-General. Among those to whom transcripts were supplied were Bharatiya Vidya Bhavan of Bombay, the Universities of Calcutta, Lucknow and Travancore, the Curator, Bhandarkar Oriental Research Institute, Allahabad, the Principal, Government Sanskrit College, Benares and many private individuals. The total number of transcripts supplied was 1,946 of which 25 were in Sanskrit and one was in Kannada, the number of granthas copied and supplied being 45,615 in 1946–47 as against 19,806 in 1945–46.

Several manuscripts were added by one or other of the three traditional methods of presentation, purchase and transcription. Sixty-eight manuscripts were acquired by presentation, 1,946 by purchase, including a book of great value purchased in 1944–45, and 11 by transcription from manuscripts

lent among others by the Librarians, The India Office Library, London, and the Secretary, Royal Asiatic Society of Bengal, Calcutta. Restoration of injured manuscripts by copying on good paper formed another important part of the work of the library and 381 manuscripts were thus restored during the quinquennium, the largest number in any year being 209 in 1946–47. Mending and repair work was considerably held up for want of facilities and non-availability of Chiffon and only 9 manuscripts were got mended in 1946–47 by the Madras Record Office at Chittoor as against 39 in 1945–46, while out of 1,000 volumes which require to be bound, arrangements could be made for the binding of only about 500 volumes at the Central Jail, Vellore, the rest remaining to be bound. In the preservation of manuscripts from decay, the chemicals recommended by the Keeper of the Research Laboratory of the British Museum were purchased and applied to the manuscripts and printed books in the libary, besides the periodical dusting of the manuscripts by the dusting coolies, chauging of labels and renewing thread thabalack, placing of Para Dichlor Benzene on racks and spraying manuscripts and books with para-nitrophenol. Financial limitations precluded the use of such methods as air conditioning, fumigation and lamination for the preservation of the originals and of photo-stat, micro-filming, and such mechanical devices for the making of copies.

Cataloguing of the manuscripts was in different stages of progress in the different languages and cataloguing of the printed books on the lines of the India Office Library, London, was undertaken and was in progress at the end of the quinquennium.

With the resumption of the work of the library under normal conditions at Madras, the Advisory Committee was revived in G.O. No. 1750, Education, dated 11th September 1946, with Dr. S. R. U. Savoor, M.A. (Cantab.), D.SC. (Lond.), Bar.-at-law, I.E.S., Director of Public Instruction, as the ex officio Chairman and the Curator as the ex officio convenor. The first meeting of the committee was held on 16th December 1946.

39. *The Connemara Public Library.*—The total number of books added to the Library during the quinquennium was 3,046 including 619 added in 1946–47, and the number of new periodicals subscribed for was 17, including 3 subscribed for in 1946–47. From the funds provided for by the Dhanakoti Mudaliar Endowment, 23 costly books on Fine Arts were purchased during this period, as against 10 such books purchased during the previous quinquennium.

The average number of readers during the year of the period under review was 45,817 as against 47,916 for the previous quinquennium. The number of readers who visited the library in 1946–47 was 59,515 as compared with 52,289 of the previous year ; and the number of volumes consulted was 178,545 as against 157,140 in 1945–46. For the quinquennium as a whole, the annual average number of volumes consulted was 116,304 and the annual average number of volumes lent was 40,936 for the quinquennium and 50,074 for 1946–47. The daily average number of depositors on the books for a year was 1,098 for the quinquennium and 1,626 for 1946–47. The number of volumes lent to mufassal libraries in that year was 32 as against 28 in the previous year. Two new mufassal libraries were affiliated to this library during the period. From the year 1945–46, the Government permitted the working of the library from 8 a.m. to 5-30 p.m. throughout the year.

40. *Registration of books.*—There was a steep fall in the total number of publications registered by the Registrar of Books from 14,386 books and 4,631 periodicals for the previous quinquennium to 9,438 books and 3,318 periodicals for the period under review, due obviously to the paper scarcity

during the years of the war. The number of books varied from year to year, being the lowest in 1943–44 with 1,657 and the highest in 1945–46 with 2,134, which fell to 2,072 in 1946–47 ; the annual average was 1,888. The number of periodicals remained nearly the same with only small variations ranging between 688, the figure for 1942–43, and 631 that for 1943–44 ; the number for 1946–47 was 660 and the annual average was 664. Among the 12,756 books and periodicals there were 9,678 publications returned as original works, 2,658 as re-editions and 420 as translations ; of the 2,732 publications of 1946–47, there were 1,975 original works, 670 re-editions and 420 translations. The percentage of the number of books intended for educational purposes to the total number of books registered in the successive years of the quinquennium were 41,31, 27, 34 and 34 and the average percentage for the whole period was 32. The volume of literary output varied from district to district, according to the degree of enterprise, printing facilities and reading demands in the respective districts, but Madras City held the leading position throughout, with one or more among the districts of Kistna, Guntur, Madura, Tanjore and Trichinopoly coming next in particular years. In G.O. Ms. No. 1030, Education, dated 10th July 1944, Government approved the proposal for the payment of remuneration at fixed rates to outside persons employed in the office of the Registrar of Books in connexion with the work of reviewing books in languages. Necessary action was taken in respect of cases of default on the part of the keepers of printing presses who failed to comply with the provisions of the Press and Registration of Books Act. The tone and content of most of the books registered during the period under review were unobjectionable.

41. *The Madras Text-book Committee.*—The Madras Text-book Committee continued to work under the rules laid down in G.O. No. 1694, Education, dated 2nd September 1940, with the Director of Public Instruction, Madras, as its President. In G.O. Ms. No. 1383, Education, dated 14th October 1943, the Government accepted the recommendation of the Director of Public Instruction that the term of office of the members nominated in 1941 be extended up to the 31st March 1944. The first triennial report of the Committee was presented in 1944 and was recorded in G.O. Ms. No. 1156, Education, dated the 7th August 1944. The Government in their Order Ms. No. 529, Education, dated 10th April 1944, nominated 40 members to the committee to hold office for a period of three years from 1st April 1944.

Consequent on the re-introduction of text-book for non-detailed study in English and other language, the provision of an additional classification, namely, *Class use Non-detailed study*, was approved by Government in their Order Ms. No. 717, Education, dated 4th May 1945. Due to the difficulties in obtaining white printing paper for books during the war years, publishers were permitted, as a temporary measure, to use newsprint for the printing of books to be approved by the Committee for use in schools.

Five meetings of the committee for the consideration of text-books for elementary schools and six meetings for the same purpose for secondary schools were held during the quinquennium. In all 6,802 books were reviewed by the committee during the quinquennium and 2,863 of them were approved under the several classifications, as compared with 16,138 and 12,808, respectively during the previous quinquennium. Thus in spite of the relaxation in respect of the quality of paper, the scarcity even of newsprint was responsible for a large fall in book production. The smaller proportion of approved books to the total number of reviewed indicated the progressive rise in the standards of content and presentation demanded in book for use in schools. Of the 6,802 books considered and 2,803 approved, 2,476 and 1,008 respectively were intended for elementary schools.

The number of registered publishers increased from 142 to 215. A sum of Rs. 19,200 was realized as registration fees as against Rs. 32,800 during the previous quinquennium. Scrutiny fees amounted to Rs. 48,236 as compared with Rs. 30,837 in 1940–41 and 1941–42. These receipts left a surplus of Rs. 28,682 over the expenditure during the period under review.

At the instance of the Postmaster-General, Madras, registered publishers were advised to include a lesson on " The Journey of a letter " in the text-books published by them and copy of the lesson as furnished by the Director-General, Posts and Telegraphs, was supplied to the publishers. Publishers were also advised to avoid certain controversial topics or references in the text-books offered by them. In all cases where text-books were not approved the reasons were furnished in detail to the publishers to enable them to rectify the defects if they intended to submit the books again for approval.

IX. Boy Scouts, Girl Guides, Etc.

The Boy Scout Association.—During the five years under review the Boy Scouts Association, Madras Presidency, made a slow but steady progress both in number and efficiency in spite of the Great World War. The strength rose from 16,526 in 1942 to 26,727 at the end of March 1947. The technical efficiency of Scouts was equally satisfactory as may be seen from the First Class, King's Scout and Proficiency Badges earned by the Scouts. District and Local Associations continued to carry on their voluntary service and made no little contribution towards the progress of the movement. During the period under review the association reached a high water mark of 124 training courses in which were trained 6,219 scouters and almost all the training schools in the Presidency availed themselves of the training and helped to spread the knowledge of scouting through their pupil teachers. Two Scout Wood Badge courses and one Cub Wood Badge course and one Commissioner's course were also conducted during the period. The Teachers' College at Saidapet and the Meston College at Royapetta held special training courses for the L.T. students. The Scouts rendered yeoman service to pilgrims at different festivals, and the invaluable help at the " Mahamakam Festival at Kumbakonam and Krishna and Godavari " Pushkaram Festival " at Bezwada and Rajahmundry have been most appreciated both by the public and the Government authorities. Several of the scouts and scouters rendered very useful service as members of the Civil Defence Service and A.R.P. organizations and some of them have actually joined military service. Their help at the Evacuee Camps, War Exhibitions, Military Tattoos and other war-time activities call for special mention. A most noteworthy part was played by the Scouts in the relief work at the tragic railway accident at Ongole in October 1946. The Central Camp conducted by the Madras Divisional Scout Council in 1945 went very far to encourage Scouting in the City, and the Silver Jubilee celebrations of the same Council and the Vizagapatam Council contributed much towards the creation of a new popular interest and enthusiasm for our scout work. Individual Scout Groups had their own annual meetings and rallies and particularly the Silver Jubilee Celebrations of the Dhanwanti Scout Group was presided over by Dr. S. R. U. Savoor, Director of Public Instruction, on the final day. The permanent training centres at the Stanley Park, Coonoor and at Evans Park, Tuticorin, were very well used by the Scouts. The South India Boys Scout Magazine established in 1921 continued to help in disseminating new and up to date ideas of scouting and educating the public in general.

In response to the invitation issued by the Hon'ble Minister for Education, Sri T. S. Avinashilingam Chettiyar, the representatives of the Roman Catholic Scout Federation, the Girl Guides Association and the Boy Scouts Association

Madras Presidency, met him at the Madras Secretariat on the 27th November 1946 to explore the possibilities of achieving unity in the Scout movement.

2. *The Hindustan Scout Association.*—The Hindustan Scout Association, which was started in the year 1938 and which had both Boy Scout and Girl Scout Sections, achieved much popularity during the quinquennium. Although the strength fell from 19,443 of all ranks in 1941–42 to 16,507 in 1942–43, the figure rose to 25,152 consisting of 20,560 boys and 4,592 girls in 1946–47. The Government sanctioned a grant of Rs. 3,750 and later on raised it to Rs. 7,500 during the period under report. A contribution of Rs. 40,170 was received from the public. In all 1,683 workers were trained during the five years under report. The Association had undertaken large scale scout service during (1) the Mahamakam at Kumbakonam in February 1945, (2) the Godavari Pushkaram in June 1944 and (3) the Krishna pushkaram in July 1945, at which over 1,000 scouts and scout leaders chosen for the purpose rendered service to the many thousands of pilgrims attending these bathing festivals. Several publications were undertaken during the period besides the monthly publication of the Hindustan Scout Bulletin in English.

3. *The Girl Guide Movement.*—During the year 1946–47 the Girl Guides Association, Madras Presidency and States, has had a very active and useful time. Much effort has been put into Guiders' Training. The Association was fortunate in a long visit from the All-India Trainer, as well as being able to secure the services of a full-time Provincial Local Adviser. New companies and flocks have started up and, but for lack of trained Guiders, many more might be functioning. The Provincial Commissioner, Mr. M. N. Clubwala, has played a leading part in the Education Minister's efforts to bring together all Scout and Guide Associations in the Province, and it speaks well for the future of the Scout and Guide Movement that the first meeting of the Joint Board was called in April 1947. The years 1942–47 were greatly overshadowed by war. Training was carried on with great difficulty. Much good work was done quietly in the way of knitting, hospitality, first-aid and general usefulness by the Guides and Guiders.

4. *The Catholic Scout and Guide Federation.*—The Catholic Scout and Guide Federation of India was founded by the late Rev. Fr. Thomas Gaven Duffy of the Foreign Mission of Paris of the Archdiocese of Pondicherry, who was its first general Chaplain. In 1934, while in Australia during the World Scout Jamboree, Father Gaven Duffy discussed with the late Lord Baden Powell proposals for Catholicising the movement in India so that the Catholic institutions in India could be made to see the useful lever that Scouting was in Education and make use of it. In 1937 the Catholic Educational Council of South India set up, with the approval of almost all the Bishops of India, a Board of Catholic Scout Control. Provisional regulations and a skeleton constitution were drawn up in 1938 and on 9th February 1939, the Federation came into existence to co-ordinate, under Catholic auspices and inconformity with Catholic Educational Ideals, the efforts of Catholic Parishes and Catholic institutions in India, as is the practice abroad, in the use of those methods, principles and exercises which are usually associated with " Scouting " in the education of boys and girls. The creation of the Federation was really an answer by a true Educationist to the challenge of Scouting. " We think we have something to offer you. Here is a programme that we feel is based on a sound psychology of adolescence. But in itself it is incomplete. We have dealt only with the natural side of the boy. We do not presume to go further. This is your field. If you think that we have to offer will help you in your youth programme, take it and use it as you will. Build upon it, supernatural on natural as house upon foundation. We will be happy if we

have made even a minor contribution in your work for the boy of today upon whom both State and Church must rely tomorrow." Among those first realized the possibilities of the movement were His Grace the Most Rev. Dr. L. Mathias, S.C., Archbishop of Madras, and the Brothers of St. Gabriel of Montfort School, Yercaud : and Catholic Scouting was first started at Tindivanam of the Archidiocese of Pondicherry under the personal supervision of Father Cavan Duffy and at Yercaud under Brother Eleazar. Catholic Scout Units of the Federation were formed in almost all the Dioceses of South India. The Girl Guide section progressed alongside being first started in the Presentation Convents of Madras. After the death of its Founder in 1941 organization efforts continued and with the support of the management of Tindivanam school and later of prominent members of the Hierarchy of South India, progress was made. On 1st October 1945, His Grace the Archbishop of Madras formally became its President in his capacity as National Director of the Committee of Catholic Action of the Catholic Bishops Conference of India. He declared the particular aim of the movement to be : To help the boys and girls of the Catholic Institutions of India, irrespective of caste, creed or race, to become trustworthy citizens of India, reverencing God, living His Laws and subordinating personal interests to the welfare of others. Beginning with 11 units and 15 officers in 1938, the movement grew to a strength of 179 units and 295 officers in 1942. The strength in 1947 consisted of Bluebirds 566, Cubs 1,802, Girl Guides 864, Boy Scouts, 2,998, Rangers 175, Rovers 80, Guiders 149, Scouters 236—total 1,754 girls and women and 5,116 boys and men.

The public activities included a rally at Tindivanam on the 9th September 1942 with an attendance of 600 and a rally and inter-unit competitions at the same place from the 16th to the 19th September, attended by 800 members of all ranks. Eight training courses were held in 1945 and 10 in 1946.

5. *Junior Red Cross.*—The number of groups increased from 1,033 at the end of 1941 as recorded in the previous quinquennium report to 3,545 at the end of 1946. The Juniors all over the Presidency played commendable part in relieving suffering and collected money for Red Cross Work among the wounded, air-raid victims and refugees. Many groups in girls' schools made blouses, skirts and frocks for refugee children arriving in Madras. They raised funds for the feeding, clothing and education of the poorer school children for work in the cheries, for gifts to the sick in hospitals and numerous other activities. Fairs and festivals have provided opportunities for service on a larger scale, and health exhibitions and demonstrations at such gatherings were organized. Contemporary movements such as grow more food campaigns were included in many junior programmes. In 1942 picture albums could not be exchanged with foreign groups, but were exchanged with groups in the Madras Presidency and in other provinces and States of India. In 1943, famine, floods, epidemics, the rising cost of living all provided Juniors with opportunities of service to which they responded nobly. Money and gifts in kind were sent for Bengal, Malabar and the Ceded Districts ; money was raised and service was offered to the sufferers from floods ; teaching and assistance were given during epidemics. Gardens sprang into existence to "Grow More Food" and the produce went to hospitals, poor school fellows and the like. Some groups organized reading circles and libraries for the spread of general information and knowledge among the public, others did the same in hospitals and gave entertainments to the patients. Personal and group health activities were more popular than ever and a number of exchange albums, fostering friendliness, passed between Madras Juniors and groups in other parts of India. Work for war victims consisted in raising

money in a variety of ways, for prisoners of war, military hospitals and Chinese, Greek and Polish refugee children. A special feature of the activity in 1944 was the introduction of the Stamp Card Scheme for raising money for the wounded and prisoners of war and in 1945, the Juniors collected a sum of Rs. 2,587–11–0 through this scheme ; in addition they gave about Rs. 100 for the relief of prisoners of war. The Juniors also raised money for various kinds of Red Cross work by other means and the contribution of many girl juniors in making garments for refugee children in Burma was very commendable. Altogether 1,967 garments ranging from frocks for 8-year olds and shirts for small boys to blouses and skirts for elder girls were made by the girls. Famine conditions in the Province and special appeals for relief of distress called forth immediate response from Juniors. An appeal through the League of Red Cross Societies for destitute French children was answered by donations from Madras Juniors of nearly Rs. 3,000 in a few months, while to the Disaster Relief Fund the groups gave over Rs. 400 in small sums throughout the year. The next year, 1946, revealed all round development and progress in Junior Red Cross activities in schools. A considerable improvement was found in the quality of work turned out. There was an apparent decrease in membership between 1945 and 1946 due to groups failing to re-register, although the majority of them submitted their annual reports showing that they were carrying out their activities.

District conferences were held in Madras, Ramnad, Tinnevelly, Bellary, Karaikudi, Kurnool, Salem, Coonoor and Ketty under the auspices of our District Branches. A Provincial Junior Red Cross Counsellors' Training Conference, the first of its kind in India, was held in Madras from 24th April to 1st May 1947. Lectures on prevention of blindness were held in many of our districts for school children. The activities of groups are also encouraged through-All India and Provincial Essay competitions. Two prizes in the All-India Essay competition were won by groups of this Presidency. The Madras Provincial Branch paid three subscriptions of Rs. 50 each to Headquarters Film Circulating Library for supply of monthly films (Health and Red Cross) to District Branches, for the benefit of the Juniors.

X. Experiments in Education.

1. *Major J. Ford Thompson's experiment in character training.*—A unique and pioneer experiment in the character training of twelve deliquent boys, which should be of particular interest to all educationists, was conducted by Major J. Ford Thompson, Adviser to Government in Child Psychology, at Avadi during the last year of the quinquennium.

The material.—The twelve boys, aged from eleven to fourteen, typical inmates of the Madras Children's Aid Society's Ramnad Home, were placed in Major Ford Thompson's custody, by the Juvenile Court. They were all undisciplined and lying, cheating, bullying, lack of self-control, disobedience and bad language were only a few of their faults. Most of them had got into trouble at home and were not on good terms with their people.

The principles of training.—Of the principles, Major Ford Thompson states : "While we did a great deal for these boys in the shape of feeding and clothing them well, and providing good accommodation for them, that in itself was of little value in character training. After a time the pleasure and newness wear off and all these things become normality, a good physical environment is very desirable, but will not of itself turn bad boys into good ones.

"The first of these (principles) is that to influence a child adequately there must be a stage of mutual affection between child and educator.

The child must not feel shy and scared in the present of the adult, but must feel free to talk naturally. We achieve this by behaving towards them like a big brother; indeed, "Periannan" is the name the children know me by.

"Next, it is necessary to explain and discuss the ideals of conduct which it is desired to inculcate, so that the children come freely to accept them. If it is attempted to impose an ideal on an individual, he will resent it. The child must walk the road to a good character side by side with the adult and not be dragged unwillingly along it. If this should happen, he is very liable, the moment he can achieve his freedom, to run back the way he came.

"Once the children have accepted a code of conduct as correct one can consider discipline. Children will always admit that knowing a thing is wrong will not keep them from doing it, if they feel an urge to offend against their accepted ideals. They will also invariably given as their considered views, the opinion that fear of punishment is necessary to help them to do the right thing. When one discusses with children the nature of the punishment which they think they should receive for offences against their code—it being pointed out to them that punishment must be effective or it is useless in achieving its end—the effective punishments to their minds always boil down to two types; mental and corporal. I have never yet met children who chose mental punishment in the shape of disgrace, tongue-lashing, humiliation or ostracium, in preference to corporal punishment without any concommitant mental element. So it was with the "Young Hopefuls"; one hundred per cent of them voted for corporal punishment."

The boys' law.—The boys had a law period every day, and discussed which laws it was desirable to make. They had a law book in which they entered the laws they made, together with the appropriate punishment for infringement. No law could be written in the law book unless three quarters of the boys voted for it. No boy could be punished by any one unless he had broken the written law, and no boy was excused punishment if he broke the law. No boy could be given more punishment for an offence than that laid down by the law.

Boys were expected to own at the daily law period if they broke the law, and take their punishment. No one was allowed to report an offence until the boys concerned had had a chance to own up but if the boy did not own up when the law was read out, then it became a duty for any one who knew of an offence to report it.

Rewards were employed for special efforts and praise was liberally given whenever it was due.

The results.—Using this method the boys had a firm basis for their lives. They knew that they would never be punished for anything they did unless they had offended against known laws which they had had a hand in making; they knew that they would quite definitely be punished if they broke the law, but they also know that it was a limited punishment with a limited fear. They never knew the terrible haunting fear of mental punishment which tortures so many children. They felt secure and as a result, they were happy. When they were punished they felt no resentment, because the adult had no option but to carry out the law—the boys' own law.

The twelve delinquent boys were changed in a few months into most delightful children who were very popular wherever they went. In the place of cringing, lying, foul-mouthed begger children stood real boys of spirit. The boys who had run away several times from their homes and were under lock and key in remand homes had no locks to keep them in at Avadi, but no boy ever tried to run away, although it would have been the easiest thing in the world to do so.

There was only five per cent of undetected offences with this group as opposed to ninety-five per cent in the normal school. From an average boy's incidence of punishment once in six days during the first three weeks, offences fell during the next three weeks to an average interval of thriteen days; and during the next fifteen weeks, the average interval was twenty-nine days. Thereafter the punishment rate became stable with forty days as the average interval. The boys were sent to their homes and the letters received from them indicate that all is well with them after two months at home.

2. *The Project Method at St. Joseph's Training College for Women, Guntur.*—To rouse enthusiasm and create variety in the mode of presentation, every class from Form I to Form VI was permitted to work out a project. All availed themselves of the permission and put forth their best efforts spontaneously. Some of the things, models, charts, and maps produced in the course of the project were quite creditable. The subject was chosen from the prescribed syllabus. It was a fortnight's project. The middle school worked out projects which were related one to another, namely Form I, Means of communication; Form II, Postal System; and Form III, Exports and Imports of India. The high school worked out individual projects; Form IV, Paper-making, Form V, Bee-keeping; and Form VI, History of Guntur district. The method produced the desirable effects, namely, thorough knowledge of the subject according to the required standard great zest for learning and for crafts; discipline during the period was good with less strain to the teachers and the taught.

3. *The use of radio sets in schools and colleges.*—Due to war conditions, the increase in the number of educational institutions making use of radio sets for educational purposes was not as large as it could otherwise have been, but it was nevertheless sufficiently marked to indicate the tendency towards a large use of this educative aid to supplement class room instruction. Forty-one of the 79 arts and professional colleges, 99 among the secondary and elementary schools for boys and the training schools for men and 20 among the secondary schools for girls in the Province had radio sets in use for a major part of the quinquennium under review, as against 21 sets in colleges, 82 in other institutions for boys and 11 in other institutions for girls during the previous quinquennium. Some of these sets were in use throughout the period, others were from time to time out of action due to the non-availability of spare parts for replacing worn out of damaged ones and a few were recently installed ones. Besides the Madras City, the districts which led the others in the use of radio sets in secondary schools were Ramnad, Coimbatore, South Malabar, Tanjore and Trichinopoly. Among all the European Schools in the Province as many as 20 sets were in use.

Only a small proportion of the schools attempted to co-ordinate the programmes with instructions and to provide the pupils with directions to benefit by the programmes. In the case of other schools the listening-in was mainly for amusement. There were, however, instance of individual schools which co-ordinated the listening-in with preliminary instructions and post programme discussions; a few schools chose particular programmes like "Learn to sing." The pupils from a few secondary schools and colleges in the Madras City and in the mufassil themselves participated in some of the educational broadcasts. A few schools reported that the hours of the programmes were not suitable in relation to their own working hours, but the majority agreed that the hours were suitable, although no school provided specific weekly listening-in hours with its time table for a whole year.

Towards the end of the quinquennium a consultative committee for Educational Broadcasts was formed by the Madras Station of the All-India Radio on

which the Director of Public Instruction, Educational Officers and heads of educational institutions were represented and the programmes during 1946–47 were planned after consultation with this committee.

4. *Visual education through lantern slides and cinema films.*—War propaganda gave an impetus to the use of the magic lantern in many places and the cinematograph in some places as the media to convey information. But these media were used much more outside schools and among the general public than within schools and for pupils. Actually many of the Magic Lanterns in schools were lent to the National War Front as the War Publicity Department was called. In a general way pupils of educational institutions benefitted by the use of these media. Educational institutions, particularly rural elementary schools, also benefitted by magic lantern lectures arranged by the Public Health Department in rural areas. In the Madras City and in a few municipal areas, the local Society for the Prevention of Cruelty to Animals, occasionally arranged for magic lantern lectures on the society's subjects. The use of the Cinematograph was practically confined to the Madras City.

Both sub-standard (16 mm. non inflamable) and standard (35 mm. inflamable) films were used. The former were organized by a few private exhibitors in the school premises but outside school hours. Attendance was optional and a gate fee was collected. The films were silent ones and a running commentary in Tamil or Telugu was given by the exhibitor himself. There was no introduction or follow-up by the teachers. Four schools in the city had their own projectors and they appear to have occasionally used them. Standard size films were exhibited by arrangement with local picture houses in different parts of the city under the auspices of an *ad hoc* committee for visual education constituted by the Madras City Headmasters' Association in 1945. The films consisted of educational "Shorts" distributed by the Information Films of India through the Madras Branch. Many of the pictures were produced by the Information and Publicity Department of the Government of India but the programme included also some British and American productions. Except for an occasional Cartoon for variety the subjects were wholly educational.

The *ad hoc* committee arranged for the grouping of the schools according to their strength and location and the capacity of the picture house serving, the area, the announcing of dates and hours and the conduct and judging of an essay competition among the pupils to judge their reactions to the films exhibited. No admission fee was charged, but admissions were regulated under the supervision of the teachers of the respective schools. For the purpose of the competition however, a fee of one or two annas was charged and the collections were held in deposit by the head-teachers for the award of prizes for the best essay efforts from the respective schools. The scheme was inaugurated by Dr. Sir A. Lakshmanaswami Mudaliyar, Vice-Chancellor of the Madras University, at the Casino, Madras, in October 1945, and continued till the early months of 1946 when the local branch of the Information Films of India was closed.

5. *Educational and school exhibitions.*—Apart from the exhibitions organized by Elementary School Teachers' Associations, mentioned elsewhere in the report, several secondary schools organized educational exhibitions annually or occasionally in connection with school days, parents' days and the annual Education Week Celebrations. The exhibitions gave some scope for the expression of the talents of students and teachers alike and, besides being well-attended, proved to be of considerable educational value to parents, children and teachers. Such exhibitions were held annually also by the Madras District Teachers' Guild, but the most outstanding among all of them organized during the quinquennium was the one arranged in connection with the All-India

Educational Conference held at the Pachaiyappa's College, Madras, in December 1945. Apart from this the War Services Exhibition held at Madras in August 1943 was attended by several thousands of school children from the Madras City and from the Chingleput District under special arrangements by which the mornings were wholly reserved for them and closed to the general public.

6. *School excursions and camps.*—Conditions of travel and of food rationing during the years of the war practically put an end to school excursions in the period under review, but a few enterpraising institutions substituted short-distance excursions and kept the activity alive. One secondary school in the Madras City arranged an inexpensive excursion to Mahabalipuram by country boats along the Buckingham Canal. A committee of the Madras District Teachers' Guild arranged an annual camp for the students of Madras Schools in 1943, 1944 and 1945 and for the teachers on two occasions. The South Madras Range Elementary School Teachers' Association organized annual camps at Mahabalipuram in February 1945 and at Wallajahbad in February 1946. In spite of adverse conditions school camps attained a certain degree of popularity during the quinquennium.

7. *Oratorical and other contests.*—Schools in the metropolis enjoyed the advantage of oratorical contests and recitation and singing competitions organized on inter-school basis by public bodies like the Y.M.C.A., Y.M.I.A., etc. The most conspicuous of these were the annual contests held by the Madras Central Y.M.C.A. in connection with its Annual Boys' and Girls' Week and the oratorical contests promoted by the National War Front at the War Services Exhibition of 1943 in which both schools and colleges took part under separate classifications.

8. *Students' Co-operative Stores.*—Students' Co-operative Stores for the sale of text-books, note-books and stationery have been functioning in many colleges and secondary schools. These stores did much useful work during the war, when there was tendency to a large rise in the prices of stationery articles, by supplying the articles at controlled or otherwise reasonable prices.

XI. EDUCATION OF SPECIAL COMMUNITIES.

A. Education of Europeons und Anglo-Indians.

1. *Number of schools.*—The following table shows the number of schools on the 31st March 1942 and 1947 :—

	For boys.	*For girls.*	*Total.*	*For boys.*	*For girls.*	*Total.*
High	13	20	33	16	21	37
Middle	11	12	23	14	8	22
Primary	9	8	17	5	7	12
Special	..	4	4	..	3	3
Total ..	33	44	77	35	39	74

Four middle schools were raised into high schools: these were (1) St. George's Homes Middle School, Ketti, (2) Christ Church Middle School, Mount Road, Madras, (3) St. Antony's School, Pudupet, Madras and (4) Infant Jesus School, Tangasseri. St. Antony's Middle School, Bellary, was amalgamated with St. Philomena's Girls' High School, Bellary. Three primary schools, namely, St. Francis Xavier's School, Broadway, Madras; South Indian Railway School, Golden Rock; and St. John De Britto School, British Cochin; were raised into middle schools and a new middle school, the Sacred Heart Convent Middle School, Villupuram, was opened during the period under review. Among the primary schools, the Government House Band School

and St. Joseph's School, Donakonda, were closed, but the former was reopened subsequently to the end of the quinquennium. The closure of the Needlework and Dressmaking School, New Town, Madras, reduce the number of special schools from 4 to 3. St. Joseph's Industrial School, Bellary, which is not enumerated among the above schools, continued to work under the control of the Director of Industries and Commerce.

2. *Strength.*—The strength of the schools which had decreased from 12,486 to 11,771 in the last year of the previous quinquennium increased during the first four years of the quinquennium under review, but decreased during the last year, but the number of non-European pupils which was 1,987 in 1942, continued to increase steadily, as shown in the following table :—

Year.	*Strength.*	*Number of non-Europeans.*
1943	12,628	2,326
1944	13,186	2,534
1945	13,500	2,712
1946	13,749	2,917
1947	13,238	3,295

Of the 13,238 pupils, 6,965 were boys and 6,273 were girls, including 13 male pupils and 63 female pupils in training schools. There were 4,541 boys and 4,270 girls in high schools ; 1,972 boys and 1,573 girls in middle schools and 452 boys and 430 girls in primary schools. Of the 3,295 non-Europeans, 1,028 were Indian Christians, 350 Brahmans, 1,352 Non-Brahmans, 373 Muslims, 48 Parsis and 144 of other communities, the corresponding figures at the end of the previous quinquennium being 601, 295, 881, 146, 36 and 28, respectively. The number under " other communities " included 15 belonging to scheduled classes, 37 belonging to aboriginal and criminal tribes, 14 Buddhists and 11 Sikhs.

There was an increasing demand for the admission of Indian pupils in European schools since the change was made in the medium of instruction in Indian High schools from English to the mother-tongue and since the closure of the private sections attached to European schools in which the medium of instruction was English. The demand came chiefly on behalf of children of officials who were subject to transfers between different language regions and of children whose mother-tonge was not one of the languages of the Presidency, e.g., Parsis, Bengalis, Gujarathis, Malaya and Burma evacuees. The Primary Section of European schools received up to 39 per cent non-European, but the percentage for the whole school was kept up at 33-1/3 in the most of the schools.

The number of Anglo-Indian and European scholars in institutions for Indians at the end of the quinquennium was 1,093 as compared with 1,081 at the end of the previous quinquennium. Of this number 258 (186 male scholars and 72 female scholars) were in Arts and Professional colleges, 248 (178 boys and 70 girls) in secondary schools 267 (129 boys and 138 girls) in elementary schools and 320 (248 male scholars and 72 female scholars) were in training and other special schools.

The total number of Anglo-Indian and European scholars reading in European and non-European institutions on the 31st March 1947 was 11,913 (6,054 male scholars and 5,859 female scholars) against 10,918 (5,222 male scholars and 5,696 female scholars) on the 31st March 1942. The percentage of male pupils to the male population and that of female pupils to the female populations of the Europeans in the Presidency were 31·8 and 29·8 as against 22·9 and 24·1 respectively in the previous quinquennium.

3. *Staff.*—The proportion of trained teachers which improved to 712 out of a total of 837 teachers in 1942 decreased during the quinquennium due to

the obvious cause of the attraction of the several branches of women's services during the war. Nevertheless, the decrease in the proportion was very small, being 717 trained teachers out of a total of 859 teachers and it is gratifying that there was no fall in the actual number of trained teachers. Of the 717 trained teachers 198 (103 men and 95 women) were L.Ts., 34 (9 men and 25 women) were High Grade, 410 (100 men and 310 women) were middle grade and 75 (16 men and 59 women) were primary grade. It is also to be observed that a considerable number among the untrained teachers consisted of specialists and that some among the others were graduates of Indian, British or Continental Universities.

The second Conference of Teachers in European schools in the Presidency was held in January 1943. A Refresher Course in Physical Education was conducted by Mrs. Weston White the same year and 20 teachers attended the course.

4. *Accommodation and equipment.*—The amount of building and equipment grants paid during each of the five years is given in the statement below :—

Year.	*Building grant.* Rs.	*Equipment grant.* Rs.
1942-43	47,194	7,665
1943-44	31,001	2,932
1944-45	825	4,701
1945-46	20,115	8,656
1946-47	17,436	5,824
	1,16,571	29,778

These figures represent a decrease from the figures of the previous quinquennium which were Rs. 1,48,467 for building grant and Rs. 42,399 for equipment grant. The accommodation and equipment in schools were reported to be on the whole adequate and suitable.

5. *Music.*—Besides the curricular subjects, singing was taught in almost every school and in some schools, the training given produced excellent results. There were percussions bands in a few schools for the younger children.

6. *Manual training.*—The two Manual Training centres at Madras and Ootacamund continued to provide instruction during the quinquennium. The total number of pupils that received instruction at the Madras centre during 1946-47 was 431 as against 211 in 1941-42. The Assistant Instructor at Madras continued to hold classes twice a week in the Civil Orphan Asylums, Kilpauk, and once a week in St. Patrick's High School, Adyar. The Assistant Instructor at Ootacamund, continued to hold classes in the Breeks Memorial School, Ootacamund, and St. George's Homes, Ketti. The number of students that received instructions in 1946-47 was 127 as against 133 in 1941-42.

7. *Domestic Science classes.*—Miss W. Park was in charge of the Domestic Science centre till January 1945 when she retired from service. For want of a substitute the centre remained closed till June 1946, when Mrs. Mary Jacob joined duty. As it was then the middle of the year, the centre was started again from January 1947. The strength of the classes on the 31st March 1947 was 51 each for Needlework and Dress-making and for Domestic Science as compared with 31 and 34, respectively, on the 31st March 1942.

8. *Special schools.*—The three training schools continued to work during the quinquennium, St. Teresa's Training School, Cannanore, which was

opened in 1941–42 was admitted to Government grant-in-aid during the quinquennium and has made great progress. The number of teachers trained during the successive years of the quinquennium were 76, 64, 43, 56 and 43 or 282 in all, as compared with 381 in the five years from 1937 to 1942.

9. *Games.*—There was no qualified Physical Instructress for the two training schools in Madras. Steps were being taken to depute teachers for training in the Y.M.C.A. College of Physical Education at Saidapet.

10. *Education in Cantonment areas.*—St. Dominic's Convent School, St. Thomas' Mount, and St. Stephen's Church School, Pallavaram, were the only institutions in Cantonment areas. The first had 7 teachers and 125 pupils (32 boys and 93 girls) and the latter had 3 teachers and 33 pupils (17 boys and 16 girls) during 1946–47. The Lawrence Memorial Royal Military School, Lovedale, was in the course of revising its constitution, as the military grant received from the Central Government had been reduced and was expected to be reduced still further in future years. Among the changes proposed in the constitution, the admission of Indian Children in the school was an important one.

11. *Boarding homes.*—The boarding homes attached to schools were run efficiently in spite of the high cost of living. The supply of a free midday meal and clothing to poor pupils in the city schools was greatly appreciated and had improved the health of the children. Consequent on the rise in the prices of articles, the rate of boarding grant under article 156 per mensem per pupil in the mufassal was raised from Rs. 12 to Rs. 15 from the 1st July 1942 to make it equal to the rate granted to pupils in the city. For the same reason a further increase in the rate from Rs. 15 to Rs. 18 per mensem in the case of pupils both in the mufassal and in the city was ordered from the 1st January 1945. Similarly the rate per meal per pupil under food and clothing grant under article 164 was raised from one anna six pies to two annas from the 1st January 1944 and further enhanced to three annas from the 1st January 1945.

12. *Medical attention.*—Many boarding homes have each a small dispensary and a sick room and a consulting doctor who visited the boarders frequently and advised the nurse in charge about the treatment to be given to sick children.

13. *Examinations*—(*a*) *The European School-Leaving Certificate Examinations.*—The pupils of the European schools continued to take the departmental examinations, namely, the European High and Middle School Examinations. A small number took the Cambridge School Certificate and Junior examinations. No provision has yet been made for technical or industrial courses. The table furnished below shows the number of candidates that appeared for and passed the European Schools Examinations during the quinquennium :—

Year.	Middle Schools.				High Schools.			
	Appeared.		Passed.		Appeared.		Passed.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1942	223	223	183	185	163	126	131	98
1943	245	238	215	212	177	144	145	111
1944	272	276	235	253	182	123	147	113
1945	293	290	232	258	175	128	158	112
1946	299	298	242	238	174	186	171	138

(*b*) *The examinations for Teachers' Certificates* were conducted as usual, but the examinations for Needlework and Dress-making were not held

in 1945 and 1946 as the post of Lecturer in Domestic Science for European Schools was vacant.

(*c*) *Cambridge Examinations.*—The Cambridge examinations were being taken by the students of the high schools at Coonoor, Ootacamund, Yercaud and Kodaikanal and also by some students from Madras and Coimbatore. As the standard of English is high and the choice of subjects is wide, many students prefer the Cambridge examinations to the examinations of the Province. A second language is not compulsory in the Cambridge Examinations. This is beneficial to students who have not studied the regional language up to examination standards owing to the frequent transfers of parents or other causes. The Cambridge certificates are accepted in other Provinces of India as well as overseas. It is suitable for European and Anglo-Indian boys and girls for admission into institutions for higher education in any part of India, as all the Universities accept the Cambridge School Certificate for entrance into the first University class.

14. *The European School-Leaving Certificate Board* was reconstituted twice during the quinquennium, once in 1944 and again in 1947. As usual the Board appointed examiners for the several subjects, scrutinized question papers and answer books and gave suggestions for the selection of text-books and other connected matters.

15. *Provincial Board and Inter-Provincial Board for Anglo-Indian and European Education.*—The Provincial Board met twice during each of the years of the quinquennium. The present Board was reconstituted in January 1946. The Board considered the annual budget allotments and questions relating to grants, examinations and subjects referred to it by Government or the Inter-Provincial Board. The report of the Commission appointed by the Inter-Provincial Board to survey Anglo-Indian Education in India was discussed at a special meeting of the Board. The Very Rev. A. F. Mgr. Theodore of the Sacred Heart Church, Egmore, was re-nominated as a member of the Inter-Provincial Board. The Inter-Provincial Board met twice during the quinquennium one in 1943–44 and again in 1945–46.

16. *Teachers' Provident Fund.*—The Provident Fund Scheme, which was optional in the case of teachers of European schools during the previous quinquennium, was made compulsory during the quinquennium for the teachers in non-pensionable service in the European schools also. In consequence all the schools participated in the scheme as against only 30 schools at the end of the previous quinquennium and the number of subscribers increased from 159 on 31st March 1942 to 261 at the end of the period under review.

B. Education of the Muslims.

17. *Collegiate education.*—There was a further increase in the number of Muslim students reading in arts colleges from 876 to 1,311 and in professional colleges in a very marked degree from 137 to 316. There was also a gratifying increase in the number of Muslim women in these colleges from 39 in arts colleges and 15 in professional colleges in 1941–42 to 80 and 25 respectively in 1946–47. What had been recorded as the noteworthy feature of the last quinquennium in respect of collegiate education for the Muslims thus continued to be maintained during the period under review. But the most important event of the quinquennium in the advancement of the Muslim education was the opening of a Government College for Muslim Women at Madras in 1946–47. The strength in the Government Muslim College for Men at Madras was 460 compared with 239 in 1941–42, while the Islamia College at Vaniyambadi had 178 pupils on rolls. The newly opened College for Muslim Women had a total strength of 79 pupils.

18. *Secondary education.*—As against 18 secondary schools for Muslim boys and 3 for Muslim girls in 1941–42, there were at the end of the quinquennium 21 and 10 secondary schools respectively. The boys' schools had a total enrolment of 6,705 (6,580 boys and 125 girls) and the girls' schools 1,480 girls on rolls at the end of the period under report. The number of Muslim boys and girls reading in all secondary schools increased from 15,659 and 1,226 in 1941–42 to 24,628 and 2,401 respectively in 1946–47. While in the preceding quinquennium the percentages of increase in the number of Muslim boys and girls in secondary schools was 28 and 54, the period under review showed the remarkably high percentages of 57 and 96 respectively.

19. *Elementary schools.*—The total number of elementary schools specially intended for Muslims was 3,164 as against 3,136 in 1942. There was an increase in the number of schools under municipal management from 336 to 345, under district board management from 1,495 to 1,639 and panchayat management from 7 to 8, while the number of Government schools and of those under private management schools fell from 19 and 1,279 to 11 and 1,161 respectively. The strength in all these schools rose from 284,654 to 325,555 or by 14·4 per cent as against 12·6 per cent recorded in 1941–42. The number of Muslim scholars reading in Standards IV and V of all Indian elementary schools was 89,402 compared with 81,335 at the end of the last quinquennium and the number of Muslim girls alone in those standards was 29,190 as against 22,311 in 1941–42. The number of Muslims reading in all Indian elementary schools increased from 349,889 (226,313 boys and 123,576 girls) in 1941–42 to 390,237 (242,873 boys and 147,364 girls) in 1946–47.

20. *Special schools.*—The number of training schools for Muslim men and women was 6 and 7 in 1946–47 as against 5 and 6 respectively in 1941–42. The number of Muslim men and women under training in all the training schools was 526 and 164 respectively in 1946–47 as compared with 837 and 271 respectively in 1941–42. The fall in strength in the schools was due to the general deterioration in the strength of training schools brought about by the offer of more lucrative jobs during war time referred to elsewhere in this report.

21. *Education of the Mappillas.*—As against the secondary schools for boys reported in the last quinquennial report as working specially for the benefit of Mappilla boys in Malabar, namely, Government Muslim High School at Malappuram, Mayyalavia Madrasa High School at Mahe and Muhammadiya Middle School at Calicut, there was an increase by one in the number of such schools during the quinquennium due to the opening of a high school in 1946–47, called Veeran Haji Memorial School at Morayar. There was an increase in the number of Mappillas reading in all secondary schools in Malabar from 1,873 boys and 289 girls to 2,904 and 339 respectively in 1946–47.

The Government High School for Mappilla girls at Pudiyangadi, Tirur, continued to make good progress during the quinquennium and the number on rolls in 1946–47 was 206 girls of whom 173 were Mappillas. A Government middle school for Muslim girls was opened at Mangalore in 1943–44 which developed into a complete high school by the end of 1946 47. This school had 72 girls on rolls at the end of the period under report.

22. *Elementary schools.*—The total number of elementary schools specially intended for Mappillas in Malabar and South Kanara districts taken together was 1,294 for boys and 155 girls as against 1,381 and 129 respectively. The number of Mappilla pupils reading in all elementary schools including in those intended for them was 92,637 boys and 63,040 girls as against 95,052 and 57,379 respectively in 1941–42. The fall in strength in the number of Mappilla

boys was due to the closure of ill-working elementary schools which had fallen by 87 in number during the period under report. The number of Mappilla boys and girls reading in Standard V of all elementary schools in Malabar and South Kanara districts rose from 11,684 and 4,822 to 13,346 and 7,671 respectively in 1946–47. This steep rise in the number of pupils at literacy point was a satisfactory feature of the quinquennium.

The number of trained teachers in public schools in Malabar also increased from 2,178 including 135 women in 1942 to 2,573 including 224 women in 1947.

23. *Training of Mappilla teachers.*—The provision of a separate Mappilla section attached to Government Training School, Cannanore, for training 40 candidates of higher elementary grade continued to work during the quinquennium. The number of Mappillas who underwent training in the school in the last year of the quinquennium was 90. The Government Training School for Mappillas at Malappuram also worked during the quinquennium. This school worked with 8 sections—4 seniors and 4 juniors classes. One emergency secondary training section was also opened in the school in 1946–47 to which 9 Mappilla pupils were admitted. The Training School had in all 186 pupils on rolls at the end of the quinquennium under report. A secondary training class was opened in the Government Girls High School for Mappillas at Tirur in 1943–44. Twenty-three Mappilla girls were under training in that class in the year 1946–47. On account of the special facilities afforded to the pupils of this community, the period under review recorded a considerable increase in the number of trained teachers belonging to the community employed in public schools in Malabar referred to earlier in this chapter.

24. *Scholarships.*—In addition special facilities shown to the Mappillas in the matter of provision of schools both secondary and elementary specially for men, certain special scholarships were awarded to the pupils of the community reading in elementary and secondary schools. The number of pupils enjoying free places at the Government High School at Malappuram under G.O. Ms. No. 179, Education, dated 14th September 1940 and G.O. Ms. No. 1079, Education, dated 11th July 1941, further increased in 1946—47 to 86 from 71. There were also 22 Government scholarshipholders, besides 31 pupils enjoying military concessions at the above school in 1946–47. Special scholarships numbering 31 were sanctioned in 1946–47 to Mappilla pupils reading in secondary schools in the Malabar district. In South Kanara district, six general scholarships, nine special sholarships and one widow scholarship were awarded to Muslim girls in secondary schools. In elementary schools, two scholarships of the value of Rs. 8 each per mensem and 6 other Government scholarships were also granted to Muslim girls in this district. The number of residential scholarships sanctioned specially for award in the Government Secondary and Training School for Mappilla Women, Tirur, was 150. One hundred and thirty-nine pupils were awarded this scholarship in 1946–47. Fifty-six special scholarships intended for Mappilla girls reading in elementary schools in Malabar were sanctioned in 1946–47, in addition to 14 scholarships sanctioned to these pupils in these schools. Nine scholarships of the value of Rs. 8 each were also awarded to Mappilla girls in higher elementary schools. Eight other scholarships for girls in secondary schools were also sanctioned in addition to one special scholarship of the value of Rs. 10 per mensem to a pupil in the Training School at Tirur.

The special concessions contributed in a large measure to the rapid advance of the pupils of this community in education.

25. *Expenditure on Muslim education.*—The expenditure on Muslim schools including those for Mappillas increased from Rs. 30·93 lakhs in 1941–42

to Rs. 64·08 lakhs or by 107 per cent in 1946–47 against which public funds contributed Rs. 53·38 lakhs or 83·4 per cent, fees Rs. 2·30 lakhs or 3·6 per cent and other sources Rs. 8·40 lakhs or 4·0 per cent as against 85·09 per cent, 3·42 per cent and 11·49 per cent respectively in 1941–42.

C. Education of the Harijans and other Special Classes.

26. *Collegiate and secondary.*—There was a further increase in the number of Harijan pupils reading in arts colleges from 251 (including 23 women) in 1942 to 398 (including 31 women) in 1947. As against 14 pupils in professional colleges in 1942 which consisted of 2 for teaching, 2 for law, 3 for Engineering, 2 for Agriculture and 5 for Medicine, there were 96 pupils of this community in all professional colleges at the end of 1947 consisting of 27 in Medical colleges, 1 in Training College, 28 in Agricultural colleges, 24 in Engineering and Technological colleges and 16 in Law Colleges. Five women of this community were in medical colleges in 1946–47. In the last quinquennial report the progress made in the collegiate education of the pupils of this community was recorded as one of the outstanding features of that quinquennium. That record has been more than kept up during the period under review. The number of Harijans in Sanskrit Colleges was 4 in 1947 as against 3 in 1942.

The progress of this community in secondary education was also equally marked. The number of Harijans in the boys' and the girls' secondary schools in 1947 was 14,000 and 1,763 respectively compared with 8,119 and 971 in 1942. The total number of boys of this community receiving secondary education was 13,177 as against 7,748 and the number of girls was 2,586 as against 1,342 at the end of the previous quinquennium. The number of boys and girls of this community at the high school stage, i.e., in Forms IV to VI was 3,361 and 314 in 1947 compared with 1,957 and 176 respectively in 1942. The number of Harijans who completed their Secondary School-Leaving Certificates rose from 381 in 1942 to 1,070 in 1947.

27. *Elementary.*—The total number of elementary schools mainly intended for Harijans decreased from 6,706 to 4,873 and their strength from 360,381 to 321,522. The total number of elementary schools under public management specially intended for Harijans was 1,241 in 1947 compared with 1,715 in 1942. The number of Government elementary schools fell from 1,122 to 835 and schools under local bodies from 593 to 406. The number of elementary schools under private management specially intended for Harijans also decreased from 4,991 to 3,632. These decreases were due to the policy of discouraging separate schools for the community except where such schools were found to be absolutely essential and of admitting the pupils in general schools. Hence despite the decrease in the number of schools, the number of Harijan pupils in all elementary schools for Indians increased to 417,349 including 141,986 girls in 1947 from 350,733 including 110,966 in 1942, i.e., there was actually an increase of 66,616 pupils of the community over the figure recorded in 1941-42. The number of boys and girls at V Standard stage was 26,634 and 8,607 respectively as against 25,234 and 5,549 at the end of the last quinquennium. There has thus been a steady increase in the number of pupils of this community reaching Standard V and thereby attaining permanent literacy.

The number of schools in the plains under public management not specially intended for Harijans and into which the pupils of this community were freely admitted was 12,210 in 1946-47 as against 17,257 in 1941–42. The decrease was due to the general reduction in the number of elementary schools

mentioned elsewhere in this report and not due to the number of such schools becoming inaccessible to Harijans as the decrease would likely to be taken to mean. As against 117 schools in 1941-42 reported as nominally accessible to Harijans, no such school had been reported at the end of the quinquennium under review. The total number of schools in the plains under public management not specially intended for Harijans during 1946–47 was 16,463. There were thus 4,253 such schools in which no Harijan pupil was admitted. The reasons adduced for the existence of such schools were (1) proximity of schools intended for Harijans to which the pupils obviously prefer to go, (2) non-existence of Harijan pupils in areas where the above schools are situated and (3) existence of some schools specially intended for Muslims where Urdu was the medium of instruction.

28. *Teachers.*—There was an increase in the number of Harijans undergoing training in training schools during the quinquennium. As against 724 men and 230 women of this community under training in training schools in 1941-42 there were 748 men and 349 women in 1946-47. The number of candidates who passed the Training School-Leaving Certificate examinations was 387 including 94 women as against 528 including 64 women in 1942.

The number of teachers of the Harijan community employed in elementary schools under public management not specially intended for them rose from 1,300 in 1941–42 to 1,704 in 1946–47.

29. *Activities of the Labour Department.*—The work on behalf of the eligible communities in the field of education was continued during the quinquennium on the usual lines and consisted of (i) opening and maintenance of schools, (ii) provision of scholarships, stipends, boarding grants, grants for purchase of books and payment of fees, (iii) maintenance of free hostels at important centres, and (iv) grant of financial assistance to private associations engaged in maintaining hostels, boarding homes, schools, etc., for the benefit of the eligible communities.

Labour schools.—There was no change in the policy pursued by the Labour Department in connexion with the starting and maintaining of separate schools for the communities eligible for help by the department. Separate schools were, however, opened only in places where there were no facilities for the education of the eligible communities. Efforts were made to make the existing schools more efficient and to utilize the finances of the Government to greater advantage by closing inefficient schools and starting new schools in places where they were needed. The number of schools which worked during the period, the number of pupils who received instruction in them and the number of teachers employed were as follows :—

Year.	*Number of schools.*	*Number of pupils.*		*Total.*	*Number of teachers.*		*Total.*
		Boys.	*Girls.*		*Trained.*	*Untrained.*	
1941-42 ..	1,125	37,652	18,518	56,170	1,699	1	1,700
1942-43 ..	1,101	36,002	18,534	54,536	1,755	1	1,756
1943-44 ..	1,085	34,044	17,488	51,532	1,770	2	1,772
1944-45 ..	1,082	36,578	18,732	55,310	1,824	2	1,823
1945-46 ..	1,112	43,447	25,398	68,845	2,025	2	2,027
1946-47 ..	1,148	50,538	27,136	77,674	2,205	2	2,207

There was a small increase in the number of schools unlike the previous quinquennium in which the number decreased. The increase in the number of pupils and the number of teachers was more marked and definitely satisfactory. Pupils of the eligible communities in the Labour schools continued to be supplied, free of cost, books, slates, pencils, etc. The system of supply of free midday meals to the pupils of the eligible communities in the Labour

schools was first introduced in eight schools in 1941-42. It was extended to all the Labour schools from the year 1945-46. The expenditure incurred for the supply of the free meals during 1946-47 was about Rs. 10½ lakhs. As a result of supply of the midday meals, the health of the pupils and the strength and attendance in the schools improved considerably.

Though the Labour schools are started for the benefit of the eligible communities, admission in them is open to pupils of other communities also. The Labour schools, when they are sufficiently developed are ordinarily to be handed over to the local bodies for maintenance, giving them a subsidy. In some districts (e.g., South Arcot, East Godavari and Guntur) the schools so transferred to the local bodies had to be retransferred to the department by the Government as the management of the schools under the local bodies was found to be unsatisfactory.

In February 1946, the Government ordered that 50 per cent of the labour school teachers in each grade in each district should be made permanent and that the question of making teachers with less than ten years of service permanent should not be considered till all those with service of ten years and more had been considered. These orders were given effect to.

As the teaching of prevocational subjects in the higher elementary schools is compulsory, prevocational instructors have been appointed in all the nine labour higher elementary schools. Subjects such as weaving, spinning, carpentry, tape-weaving, etc., are taught in those schools.

Besides the Labour schools, the higher elementary school at Masulipatam, Krishna district, and the two higher elementary schools for boys and girls at Chidambaram, South Arcot district, continued to be maintained under the control of the Collectors of the districts concerned. The Government Nandanar Higher Elementary School for Boys, Chidambaram, was converted into a middle school during the year 1946-47.

The schools maintained specially for the education of criminal tribes and Sugalis and which are under the management of the district Superintendents of Police concerned, were transferred to the control of the Deputy Inspector-General, C.I.D., Madras, during 1944-45.

Scholarships and stipends.—The grant of scholarships, stipends, etc., to the pupils of the communities eligible for help by the Labour Department continued as usual. During the quinquennium there was a progressive increase in all classes of scholarships and a greater number of students of the eligible communities came forward to take up collegiate and other professional courses of studies. The budget allotment for the scholarships, etc., was also increased from Rs. 1,13,500 in 1941-42 to Rs. 2,19,000 in 1946-47. These scholarships included 32,653 non-residential scholarships and 887 residential scholarships in schools and colleges for general education, 548 plus 9 (apprentice) industrial scholarships, 41 commercial scholarships and 260 professional scholarships in 1946-47, as against 23,409, 403, 621, 47, and 73 respectively in 1941-42. Besides these, stipends for 35 students for physical education, 45 special residential scholarships in Madras Seva Sadan, 9 stipends for Koya boys and 1,779 exemptions from payment of examination fees were sanctioned in 1946-47. Industrial bonus was paid to 34 scholars. A sum of Rs. 28,745 was paid as non-recurring grant for the purchase of books and clothing to pupils. Scholarships and stipends for the following courses were also sanctioned by the Labour Department for Post-graduate studies, M.A., or M.Sc., B.Sc., B.T., or B.Ed., Law, Compounders Training and Training in Sericulture.

Boarding grants.—Boarding grants continued to be granted to enable deserving pupils of the eligible communities to prosecute their studies in schools and colleges and to pursue industrial courses of study. The rate of boarding grants was raised from Rs. 6-8-0 to Rs. 10 per month with effect

from the 1st April 1943. During 1944-45 and 1945-46, the rate was raised from Rs. 10 to Rs. 12 per month in deserving cases on account of the rise in the cost of living. In G.O. Ms. No. 102, Development, dated 9th January 1947, the rate of all boarding grants sanctioned by the Labour Department was increased to Rs. 15 per month with effect from the school year 1946 47. The Government sanctioned a scheme of special boarding grants to college students who were formerly boarders of the Government Depressed Classes Hostel, Masulipatam, at rates not greater than the actual charges incurred in the respective college hostels. The scheme has been given effect to from 1944-45. In G.O. Ms. No. 850, P.W., dated the 22nd May 1943, the Government sanctioned 20 special boarding grants for providing boarding and lodging facilities to deserving pupils of the eligible communities studying in high schools and whose parents or guardians were residents of the Madras City. The grants were awarded with effect from 1943-44.

The total expenditure incurred on boarding grants during 1946-47 was Rs. 3,43,113.

Maintenance of hostels by the Labour Department.—Of the nine hostels mentioned in the report for the previous quinquennium, the Paddison Hostel, Madras, was abolished in 1942 and the boarders were transferred to the respective hostels of their colleges and they were granted special boarding grants to meet the cost of their boarding and lodging in these hostels. The Slater Hostel, Madras, was under the management of the Harijan Sevak Sangh, Madras City Branch, till 30th September 1943, the entire cost being borne by the Government. The Harijan Sevak Sangh gave up the management with effect from the 1st October 1943 as a protest against admission of Christian converts into the hostel. The hostel was taken back under the control of this department from that date. The other seven hostels continued to work during the period under report. They were: Slater Hostel, Madras; Sundaracharlu Hostel, Salem; Government Depressed Classes Hostel, Masulipatam; Government Depressed Classes Hostel, Calicut; Government Nandanar Hostel for Boys, Chidambaram; Government Nandanar Hostel for Girls, Chidambaram; Labour Hostel, Ootacamund; and Labour Hostel, Hubbathalai. In G.O. No. 3950, Development, dated the 19th October 1946, the Government issued orders that future admissions to all hostels maintained by the Labour Department should be restricted to Hindu members of the eligible communities.

Grants to private associations.—The policy of granting financial assistance to private associations towards the cost of maintenance of the hostels and boarding homes run by them for the eligible communities was continued during the quinquennium. Various associations received grants from labour Department and in some cases, increased grants were sanctioned to enable the associations concerned, to maintain an additional number of pupils in the hostels and boarding homes. The most important of the institutions to receive financial help under this head are the Tamilnad, Andhra and Madras City branches of the Harijan Sevak Sangh. About 50 institutions of the Harijan Sevak Sangh and 21 other private associations were in receipt of financial aid from the Labour Department during the last year of the quinquennium.

Grants-in-aid were given by the Labour Department to various institutions for the construction, repairs and maintenance of reading rooms, school buildings, hostel-buildings, etc., for the benefit of the eligible communities. The institutions which received grants during the quinquennium were in the Madras City—the Madras Rational Society, Stanley Nagar, Washermenpet, Arul Jothi Ilava Kalvi Kazagam, Kasimodu, Mutho Social and Literary Institute, Washermanpet, Ganesapuram Progressive Youths' Association

Vyasarpadi, Rao Sahib V. Dharmalingam Pillai Sangam, Georgetown, Oriental Comrades Guild, Kalyana Maistry Garden, Perambur, Harijan National Sevak Sangam, Rayapuram, Kannappa Nayanar Kazhagam, Rayapuram, Harijan Welfare Committee, Natesanagar, Recreation Club, Flowers Road, Vepery, Nanmai Naduvar Kazhagam, Chintadripet, St. Mary's Union, Halls Garden, Royapetta, Gokulam Method Village Welfare Association, Chunnambukalvai, Mylapore and the Madras Scheduled Castes Welfare Association, Mackay's Garden, Royapetta and Adyar and in the mufassal, the Nehru Library, Chiluvuru, Guntur district and Young Men's Association, Manidam village, Chingleput district. The associations which were given grants-in-aid for the construction or repairs to the reading rooms were Young Men's Association, Manidam village, Chingleput district, Adi-Andhra Young Men's Association, Krishnampet, Madras, Kalvi Abivirthi Manavar Kazagam, Venkatesapuram, Vyasarpadi, Ramakrishna Thondar Sangham, Gurupuram. Mylapore, Madras, Y.R.C.A., Graynagar, Pulianthope, Madras, and P. T. Kumaraswami Chettiyar Reading Room, Washermanpet, Madras. The institutions which were given grants-in-aid for the construction of and repairs of school buildings, hostel buildings, etc., were the Dravida Free School, Nungambakkam, Madras, Adi-Dravida Improvement Society, Sivarajapuram, Pulianthope, Madras, South Indian Harijan Gurukula Trust Industrial School, Walajabad, Chingleput district, Adi-Dravida Elementary School, Poonamallee, Chingleput district, Adi-Dravida Elementary School, Kilachery, Poonamallee, Chingleput district, Subbarayan Elementary School, Washermanpet, Madras, Kannappanayanar Kazagam, Rayapuram, Madras, Adi-Dravida Samooha Sevakar Sangham, Washermanpet, Madras and Depressed Classes Mission, Mangalore.

Charitable endowments.—Critchley Salmonson Prize Fund and Gray Memorial Prize Endowment Fund were as usual utilized in awarding prizes to deserving students of the eligible communities.

Education of criminal tribes—(1) *Kallars of Madura and Ramnad districts.*—The work on behalf of the Piramalai Kallars in the field of education was pursued in accordance with the usual policy adopted hitherto and consisted of (*a*) maintenance of schools and (*b*) the provision of scholarships, boarding grants and grants for the supply of free clothing to orphans and other deserving Piramalai Kallar students reading in district board schools and in other institutions run by the missions and other local bodies. There were 256 Kallar elementary schools in Madura North and South districts and two schools in Ramnad district (at Mangapuram and Chatrapatti) in 1942 and the same number of schools continued in 1947. A large number of schools are located in buildings provided by Kallar panchayatdars and no rent is paid for them. The total strength of Kallars and non-Kallars in the schools was 18,672 in 1946 as against 15,537 in 1942 in Madura district and 159 in 1946 as against 166 in 1942 in Ramnad district. Night classes were held in certain schools in Madura South and North districts to impart education to Kallar adults and with a view to prevent Kallar pupils who pass out from schools from lapsing into illiteracy. The holding of these schools was suspended temporarily owing to the scarcity of kerosene from September 1943.

Boarding homes and boarding grants.—The Kallar boarding homes at Usilampatti and Uttamapalayam continued to be under departmental control, the entire charges being met from the Labour budget. Boarding grants at fixed monthly rates were also sanctioned for Kallar pupils admitted in similar institutions maintained by mission and other agencies. The number of Kallar pupils who received boarding grants increased from 1,334 in 1942 to 1,423 in 1946.

Scholarships and stipends.—Scholarships for students of elementary and high schools and colleges and stipends for Kallars undergoing teachers' training and other vocational training were also granted in deserving cases. Scholarships for college courses have become almost a regular feature during recent years.

Instruction.—Kallar pupils were sent up for the following vocational training courses: General mechanism, cabinet-making, electrical wiring, carpentry, printing, etc. For girls training in midwifery and nursing, etc., was given. They were also taught sewing, knitting, gardening, and housekeeping. The boy pupils were taught weaving, rope-making, basket-weaving, etc. An instructor in bee-keeping and jaggery-making was appointed in 1940. He visits villages in both the police districts of Madura and instructs villagers and Kallar pupils on bee-keeping as a profitable cottage industry. Particular attention is paid to the formation of scout groups in the schools. Junior Red Cross groups was also started in some schools.

(2) *Koravars of Salem district.*—The reclamation work in this district consists of (*a*) maintenance of two reclamation schools, (*b*) award of boarding grants, scholarships, clothing, books and slates to Korava pupils and (*c*) grants of financial help to private agencies engaged in maintaining schools and home for the benefit of the Korava community. There are two separate boarding homes at Attur, one for the Korava boys and the other for Korava girls managed by the London Mission. In the spare hours, the boarders work in the agricultural farm attached to these institutions and learn farming. The strength of the boys' home is 90 and that of the girls' home is 50. The two schools attached to these boarding homes are attractive and are functioning satisfactorily.

(3) *Yenadis of Chittoor district.*—There are 11 schools for Yenadis and 3 schools for Sugalis in Chittoor district as against 6 for Yenadis and 2 for Sugalis in 1942. The school children are supplied with mid-day meals, books and slates and clothing at Government cost.

(4) *Criminal tribes settlement.*—The following continue to be the criminal tribes settlements centres: (*a*) Bitragunta Reformatory Settlement, (*b*) Siddhapuram Settlement, (*c*) Sitanagaram Settlement, (*d*) Aziznagar Settlement, (*e*) Stuartpuram Settlement and (*f*) Chintaladevi Settlement. In each of the above settlements, there is a school for both boys and girls except in Aziznagar Settlement, where there are separate schools for boys and girls. At Aziznagar, Stuartpuram and Chintaladevi, there are complete elementary schools with eight standards. Those at Sitanagaram and Bitragunta Reformatory Settlement have six standards, while the one at Siddhapuram have five standards. Midday meals are supplied to the pupils in all the settlement schools. Scouting was popular among settlement pupils. Deserving pupils who complete their training in the settlement schools are encouraged to continue their studies elsewhere and some are sent for industrial training. About ten girls are sent up for Midwifery training from the settlement every year.

(5) *Sugalis of Chittoor and the Ceded Districts.*—There are three schools in Chittoor district, one school in Kurnool district and four schools in Anantapur district. All are elementary schools catering up to fifth standard. The schools in Anantapur were opened only in the year 1946 and the total strength is 192. All the children in the above schools are supplied with midday meals, clothing, books and slates. The schools are working satisfactorily.

D. The Aboriginal and Hill Tribes.

30. The steps taken to improve the literacy among the aboriginal and hill tribes were (1) the working of schools specially for the benefit of these tribes

and (2) the award of special scholarships for the pupils of these tribes reading in schools and colleges.

The total number of pupils belonging to these tribes reading in all public institutions at the end of the period under report was 13,381 boys and 5,131 girls consisting of one boy in arts college, 781 boys and 60 girls in Indian secondary schools, 12,561 boys and 5,049 girls in Indian elementary schools and the rest in other schools compared with 12,184 boys and 4,535 girls comprising of two boys in arts colleges, 292 boys and 22 girls in Indian secondary schools, 11,811 boys and 4,493 girls in Indian elementary schools and the rest in other schools in the year 1941–42.

In the district of the Nilgiris where these tribes are found in large numbers, such as the Kotas, Irulas, Kurumbas and Badagas, there were 60 district board elementary schools specially working for the benefit of the children of these tribes in 1946–47 with an enrolment of 3,433 boys and 1,219 girls under instruction, while in the last year of the preceding quinquennium, there were 52 board and 15 aided elementary schools for the Badagas with a total strength of 4,792, excluding four board elementary schools for the Kotas, one board school for the Irulas and one aided school for the Kurumbas.

The number of schools working for the benefit of the Chenchu children in the Kurnool district in 1946–47 was 22 as against 23 in 1941–42. The strength of these schools was 696 including 309 girls as against 730 including 285 girls. The schools continued to be under the control of the Collector of Kurnool and the special measures which were taken in the past to ensure regular attendance such as the supply of free midday meals, free supply of clothes, books and slates and provision of free medical relief were continued during the quinquennium under review.

In the Agency areas where the aboriginal and hill tribes live in large numbers and among whom the chief tribes were Koyas and Konda Reddies in East and West Godavari Agency areas and Jatapas, Gadabas and Valmikis in Vizagapatam Agency area, all the elementary schools under the control of the Agent to Government of Madras worked solely for the benefit of these tribes. In the East Godavari Agency there were 94 schools with total enrolment of 2,850 pupils as against 99 schools with 3,113 pupils in 1941–42. In the Vizagapatam Agency area there were 97 schools with 4,391 pupils compared with 109 schools with 4,722 pupils in the last year of the previous quinquennium. In the West Godavari, Agency area, 23 schools with 554 pupils worked for these tribes in 1946–47. The number of pupils belonging to the aboriginal and hill tribes reading in all elementary schools in these areas during 1946–47 was 5,485 including 1,447 girls.

In the Vizagapatam district, as against eight schools for these tribes with 220 boys and 102 girls in 1941–42, there were four with 137 boys and 83 girls on rolls in 1946–47. As against two schools with 59 boys and 44 girls which worked for the benefit of Koyas and Konda Reddies in 1941–42, only one school was returned in 1946–47 as specially intended for these tribes in East Godavari district. The school had on rolls 46 boys and 29 girls. The single Board school for Koyas in West Godavari district continued to work during the period with a strength of 30 boys and 16 girls in 1947 as against 20 boys and 16 girls in 1942. The number of schools for Lambadis or Sugalis in Bellary and Anantapur districts during 1946–47 was 12 and 5, respectively, as against 15 and 1 in 1941–42. The schools in the former had 429 boys and 213 girls on rolls on 31st March 1947 and the schools in the latter 154 boys and 79 girls. The corresponding strength on 31st March 1942 was 780 including 194 girls and 40 including 11 girls. For the aboriginal and hill tribes known as the Malayalees in Trichinopoly and Salem districts, there were two schools with 55 pupils including 23 girls in the former and six schools with

239 pupils including 66 girls in the latter in the last year of the quinquennium under review, while in the last year of the preceding quinquennium, Trichinopoly had five schools and Salem nine schools working exclusively for the benefit of the tribes. Four schools had been returned during 1946–47 as working specially for the benefit of aboriginal and hill tribes in South Malabar district with 200 boys and 41 girls. In other districts no school of the kind were in existence in the last year of the quinquennium. But the pupils of these tribes were returned as reading in other elementary schools in the districts.

E. Education of minor zamindars in charge of the Court of Words.

31. The minor zamindars under the Court of Wards have in most cases been receiving education in the local schools or colleges. The Salur ward left the Rajkumar College at Raipur and is residing at Bimlipatam receiving further education under a part-time tutor appointed for him. The Kadavur ward was studying in the V Form at St. Joseph's College High School, Trichinopoly. The Doddappanaickanur wards continued their studies at St. Mary's School, Madura, the senior in V Form and the Junior in I Form. The Singampatti ward was reading in II Form at Trinity College, Kandy, Ceylon. The second son of the Sivagiri ward was admitted in the IV Standard in St. Antony's School at Palamcottah.

XII. Hostels and Orphanages.

1. *Hostels.*—During 1946–47, there were 479 hostels or boarding houses for boys and 332 for girls as against 477 and 267, respectively, in 1941–42. The number of hostels for boys for Europeans remained the same as at the end of the last quinquennium, while there was a decrease in the number intended for Indian Christians and Muslims and an increase in those intended for Harijans and Hindus. There was a decrease in the number of hostels for girls of European community, Indian Christian, Harijan and Muslim and an increase in the number intended for Hindus.

The strength of boarders in hostels and boarding homes for boys increased from 35,406 in 1941–42 to 40,342 in 1946–47, while in those for girls, the strength increased from 19,124 to 25,135. The increase was shared by all communities except the Brahmans in boys' hostels and the aboriginal, the criminal and Muslims in girls' hostels.

Of the 50 arts colleges for men and women 40 had hostels attached to them. Six of the seven arts colleges for women had hostels attached to them. Among secondary schools, 157 schools for boys and 60 schools for girls had hostels attached to them out of 720 and 181 schools, respectively. Two hundred and twenty-nine hostels for boys and 169 hostels for girls were returned in 1946–47 as having been attached to elementary schools. Of the 78 training schools for men and 82 for women, 24 of the former and 57 of the latter were returned to have hostels attached at the end of the period under review. Among the schools for Europeans and Anglo-Indians 21 for boys and 31 for girls were having hostels attached to them in 1946–47.

There was no progress in the matter of construction of new hostels during the period under review nor was any grant paid from provincial funds towards alterations or additions to the existing hostels, except the grant of Rupees 12,421 paid towards the construction of hostel for women for the American College, Madura, during 1943–44 and Rs. 4,167 in 1946–47 for the Harijan Hostel, Tenali, Guntur district.

2. *Expenditure relating to hostels.*—Out of Rs. 115·93 lakhs spent on the maintenance of hostels including charges for boarding, Rs. 79·55 lakhs related to hostels for Indians of which a sum of Rs. 39·46 was spent by students by way of boarding fees. The amount spent from public funds was Rs. 15·22 lakhs.

As worked out on the basis of the figures for the pre-province, the average monthly cost per boarder was Rs. 22 in a college hostel, Rs. 10 in a secondary school hostel, Rs. 9 in an elementary school hostel and Rs. 8 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 was charged from boarders.

The expenditure on hostels attached to European schools was Rs. 36·38 lakhs towards which fees contributed Rs. 5·00 lakhs and Provincial Funds Rs. 25·34 lakhs while the rest was borne by private sources. The average cost of living in a hostel for Europeans was Rs. 96 in a month.

3. *Orphanages for Indian Pupils.*—The number of aided orphanages and boarding homes increased from 257 in 1941–42 to 313 in 1946–47. The boys' orphanages increased from 140 to 169 and the girls' orphanages from 117 to 144. The number of orphanages for which grant was sanctioned was 230 and 283 in 1941–42 and 1946–47, respectively. The number of inmates in orphanages and the number for whom grants were sanctioned in 1946–47 were 26,241 and 23,918 respectively. The annual expenditure under boarding grants rose from Rs. 3,95,457 in 1941–42 to Rs. 10,14,827 in 1946–47.

During the quinquennium, the flat rate of Rs. 3 was gradually increased to Rs. 8 and the upper age-limit of boys was also raised to 18 years from 16.

Government continued to sanction payment of the net boarding charges of the orphanages in full up to a maximum of Rs. 8 per mensem to certain mission orphanages which were deprived of their income from abroad owing to the outbreak of hostilities, to the end of 1946–47 and discontinued thereafter.

XIII. Miscellaneous.

A. Scholarships.

The total number of Government scholarships tenable in all classes of institutions excluding European and Agency schools in 1946–47 was 8,002 as against 3,762 in 1941–42. There were 3,174 scholarships as against 1,010 at the end of the quinquennium intended exclusively for girls and women reading in colleges, secondary schools and elementary schools which included scholarships for Hindu and Muslim widows, residential scholarships for unmarried girls and scholarships for Mappilla girls in Malabar. Besides these there were special scholarships tenable in elementary schools and incomplete secondary schools of the aggregate value of Rs. 10,000, scholarships for Koyas in the Agency tracts of the value of Rs. 5,000, scholarships to Marava boys and girls of Tinnevelly amounting to Rs. 17,000 and scholarships to children and dependants of deceased and incapacitated soldiers amounting to Rs. 45,500.

The total expenditure on scholarships in 1946–47 was Rs. 2·97 lakhs compared with 1·85 lakhs in 1941–42.

B. Provident Fund for Teachers in Non-Pensionable Service.

Among the important changes which were made during the quinquennium in the rules relating to Teachers' Provident Fund were (1) the rule relating to the admission was more liberalized. The scheme was made compulsory for all trained and certificated teachers, clerks, librarians, attenders and others not belonging to the menial staff irrespective of the fact they were acting in a temporary or permanent vacancy and of their pay, (2) the minimum age-limit was fixed at 18, (3) subscribers were also permitted to utilize the amounts at their credit in the Post Office Savings Bank account in purchasing Defence Savings Certificates and National Savings Certificates, (4) the controlling officers have been empowered to condone delays in deposit of contributions up to three years and to condone break in contributions at any time, (5) subscribers who proceeded on war services were permitted to continue to subscribe to the fund for the period of such service, their subscription being based on the salary they were receiving on the date of their leaving educational service provided they have a lien on their posts in the schools.

C. Employment of Teachers as Postmasters.

Teachers in local board and Government schools continued to be employed as Postmasters in extra-departmental sub and branch offices. There were 620 offices in charge of schoolmasters during 1946–47, as compared with 637 such offices in 1945–46 and 488 in 1941–42. The average monthly allowances paid for the work varied from Rs. 6 to Rs. 18 according to the volume of work in the offices. The Director of Public Instruction in his Proceedings R.C. No. 2423-B/43, dated the 7th March 1944, ordered that, in the case in which the dearness allowance paid by the postal department to teachers working as Branch Postmasters was less than the allowance sanctioned by the educational department, the difference may be sanctioned to such teachers by the latter department. The percentage of branch offices in charge of teachers to the total number of extra-departmental offices was 14·6 as against 15·1 in the previous year and 11·8 in 1942.

D. Service Registers and Inventories of Valuable Stock.

Service registers and certified copies of them and inventories of valuable stock were maintained in accordance with the rules during the quinquennium.

I desire to place on record my deep appreciation of the very good work done by Sri T. P. Santhanakrishna Nayudu, Special Officer, in the preparation of this report.

Yours faithfully,
D. S. REDDI,
Director of Public Instruction.

ANNEXURE.

NAMES OF MUNICIPALITIES THAT HAVE INTRODUCED COMPULSION.

1 Vizagapatam.
2 Ellore.
3 Rajahmundry.
4 Masulipatam.
5 Proddatur.
6 Hindupur.
7 Nellore.
8 Madras Corporation (boys and girls).
9 Chingleput.
10 Conjeevaram.
11 Vellore.
12 Kumbakonam (boys and girls).
13 Negapatam.
14 Mayavaram.
15 Madura (boys and girls).
16 Dindigul.
17 Virudhunagar.
18 Erode (boys and girls).
19 Coimbatore (boys and girls).
20 Tiruppur.
21 Tinnevelly.
22 Cochin (boys and girls)
23 Calicut.
24 Tellicherry.
25 Bezwada.
26 Salem (boys and girls).
27 Cocanada (boys and girls).

NAMES OF TALUKS IN WHICH COMPULSION HAS BEEN INTRODUCED.

1 Walluvanad taluk, Mannarghat Village Panchayat.
2 Ponnani Taluk.
3 Ernad Taluk.
4 Tiruvadi Panchayat.
5 Saidapet Taluk.
6 Vadamalapuram Village Panchayat.
7 Sengamalanachiyarpuram Village Pachayat.

GENERAL EDUCATIONAL TABLES.

General Summary of Educational Institutions and Scholars.

Area in square miles—126,166.

Population as per the census of 1941—

Males	24,557,143	Males	
Females	24,784,667	Females ..	
Total ..	49,341,810	Total ..	

Percentage of scholars to total population.

	Recognized institutions.		All institutions.	
	1947.	1942.	1947.	1942.
Males	10·4	9·1	10·4	9·2
Females	5·8	4·9	5·8	4·9
Total ..	8·1	7·0	8·1	7·1

	Institutions. 1947.	1942.	Increase or decrease.	Scholars. 1947.	1942.	Increase or decrease.	Stages of instruction of scholars entered in column (4).
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
RECOGNIZED INSTITUTIONS.							
University	3	3	..	*1,499	928	+ 571	(a) 834 (b) 665
For Males.							
Arts colleges †	68	57	+ 11	28,172	17,474	+ 10,698	(a) 8,404 (b) 19,768
Professional colleges	21	11	+ 10	4,927	2,698	+ 2,229	(a) 4,927
High schools	560	407	+ 153	355,255	208,165	+147,090	(c) 297,050 (d) 58,205
Middle schools	186	175	+ 11	38,311	31,265	+ 7,046	(c) 27,135 (d) 11,176
Primary schools	31,980	33,698	— 1,718	2,961,071	2,689,167	+271,904	(d) 2,961,071
Special schools	449	534	— 85	32,510	32,587	— 77	
Total ..	33,264	34,882	— 1,618	3,420,246	2,981,356	+438,890	
For Females.							
Arts colleges †	9	7	+ 2	1,633	921	+ 712	(a) 440 (b) 1,193
Professional colleges	5	2	+ 3	261	95	+ 166	(a) 261
High schools	148	94	+ 54	50,440	28,972	+ 21,468	(c) 31,364 (d) 19,076
Middle schools	68	41	+ 27	10,519	5,734	+ 4,785	(c) 3,941 (d) 6,578
Primary schools	4,180	4,283	— 103	496,061	430,981	+ 65,080	(d) 496,061‡
Special schools	137	112	+ 25	9,026	6,835	+ 2,191	
Total ..	4,547	4,539	+ 8	567,940	473,538	+ 94,402	
UNRECOGNIZED INSTITUTIONS.							
For males	227	405	— 178	8,524	15,614	— 7,090	
For females	1	8	— 7	25	464	— 439	
Total ..	228	413	— 185	8,549	16,078	— 7,529	
Grand total ..	38,042	39,837	— 1,795	3,998,234	3,471,900	+526,334	

(a) In graduate and post-graduate classes. (b) In Intermediate classes. (c) In Secondary stage.
(d) In primary stage.

* Scholars reading in the Annamalai University only.

† Includes Oriental Colleges. ‡ Includes scholars in Standards VI to VIII of elementary schools.

General Summary of Expenditure on Education.

(1)	Total expenditure. (2) 1946-47.	(3) 1941-42.	Increase or decrease. (4)	Percentage of expenditure from: Government funds. (5)	Local funds. (6)	Fees. (7)	Other sources. (8)	Cost per scholar to: Government funds. (9)	Local funds. (10)	Fees. (11)	Other sources. (12)	Total cost per scholar. (13)
	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.
Direction and inspection	31,35,236	19,84,675	+ 11,50,561	100·00	..	..	..	0·82	..	..	..	0·82
Universities	39,21,816	13,77,248	+ 25,44,568	29·66	..	26·41	43·93	31·82	..	28·34	47·14	107·30
Miscellaneous	2,06,97,115	85,74,846	+ 1,21,22,269	34·66	5·71	24·18	35·45	1·89	0·31	1·38	1·86	5·44
Total ..	2,77,54,167	1,19,36,769	+ 1,58,17,398	41·35	4·26	22·62	31·77	3·01	0·31	1·65	2·32	7·29
Institutions for Males.												
Arts colleges	62,86,887	33,22,377	+ 29,64,510	21·87	0·71	58·68	18·74	46·25	1·50	124·10	39·62	211·47
Professional colleges	36,67,474	16,94,344	+ 19,73,130	88·82	..	11·18	..	664·50	..	83·74	..	748·24
High schools	1,88,79,068	94,32,742	+ 94,46,326	19·47	11·76	53·45	15·32	11·70	7·07	32·12	9·21	60·10
Middle schools	15,63,910	11,34,719	+ 4,29,191	16·74	15·67	44·42	23·17	6·91	6·47	18·32	9·56	41·26
Primary schools	4,82,55,972	2,30,84,287	+ 2,51,71,685	67·54	25·24	1·32	5·90	11·47	4·29	0·23	1·00	16·99
Special schools	72,03,254	29,56,412	+ 42,46,842	53·55	1·81	5·30	39·34	121·48	4·12	12·05	89·25	226·90
Total ..	8,58,56,565	4,16,24,881	+ 4,42,31,684	52·42	17·28	18·73	11·57	13·82	4·55	4·94	3·05	26·36
Institutions for Females.												
Arts colleges	6,84,286	3,11,918	+ 3,72,368	47·28	1·97	26·02	24·73	195·86	8·14	107·70	102·30	414·00
Professional colleges	4,51,349	69,247	+ 3,82,102	44·82	..	12·07	43·11	775·70	..	208·70	745·60	1,730·00
High schools	37,18,208	17,74,660	+ 19,43,548	43·92	1·59	31·74	22·75	32·78	1·19	23·62	16·85	74·44
Middle schools	6,00,813	3,16,554	+ 2,84,259	48·10	3·24	23·20	25·46	27·85	1·86	12·99	14·58	57·28
Primary schools	89,50,964	47,11,912	+ 42,39,052	51·00	41·45	1·81	5·74	9·56	7·77	0·24	1·08	18·75
Special schools	15,69,787	10,84,940	+ 4,84,847	70·10	0·54	2·67	26·69	123·24	0·94	4·73	46·91	175·80
Total ..	1,59,75,407	82,69,231	+ 77,06,176	50·80	23·80	11·00	14·40	14·79	6·95	3·20	4·14	29·08
Grand total ..	12,95,86,139	6,18,30,881	+ 6,77,55,258	49·84	15·30	18·37	16·49	16·97	5·21	6·34	5·53	34·05

I.—*Classification of Educational Institutions.*

Recognized institutions.	For males.						For females.					
	Government.	Municipal Council.	District Board.	Aided.	Unaided.	Total.	Government.	Municipal Council.	District Board.	Aided.	Unaided.	Total.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Recognized Institutions—												
Universities	..	..	..	3	..	3	..	..	..	..	..	..
Colleges—												
Arts and Science * ..	7	1	1	46	3	58	2	..	..	5	1	8
Law	1	..	..	1	..	2	..	..	..	..	..	..
Medicine	5	..	..	..	..	5	..	..	..	1	..	1
Education	2	..	..	1	..	3	1	..	..	2	1	4
Engineering	3	..	..	1	..	4	..	..	..	..	..	..
Agriculture	2	..	..	..	..	2	..	..	..	..	..	..
Commerce	..	..	..	..	..	..	..	..	..	..	..	..
Technology	1	..	..	2	..	3	..	..	..	..	..	..
Forestry	1	..	..	..	..	1	..	..	..	..	..	..
Veterinary	1	..	..	..	..	1	..	..	..	..	..	..
Intermediate and second grade colleges. ..	2	1	..	6	1	10	..	1	..	..	..	1
Total ..	25	2	1	57	4	89	3	1	..	8	2	14
Schools—General—												
High schools	16	50	188	300	6	560	32	4	5	106	1	148
Middle schools	3	13	76	82	12	186	20	3	3	42	..	68
Primary schools	1,620	976	13,784	15,539	61	31,980	46	463	2,139	1,529	3	4,180
Total ..	1,639	1,039	14,048	15,921	79	32,726	98	470	2,147	1,677	4	4,396
Schools—Special—												
Arts	2	1	..	1	..	4	..	..	..	..	..	..
Medical	1	..	..	..	..	1	..	..	..	..	..	..
Normal and training ..	48	..	1	29	..	78	38	..	..	47	..	85
Engineering †	1	..	..	..	..	1	..	..	..	..	..	..
Technical and Industrial.	8	1	..	39	..	48	..	..	..	26	..	26
Commercial ‡	..	..	..	3	224	227	..	..	..	..	..	..
Agricultural	..	..	..	1	..	1	..	..	..	..	..	..
Reformatory	3	..	..	1	..	4	..	..	..	1	..	1
Defectives	..	2	..	10	..	12	..	..	..	2	..	2
Adults	1	..	..	..	8	9	..	..	..	..	..	..
Other schools	1	..	4	53	6	64	1	..	..	15	7	23
Total ..	65	4	5	137	238	449	39	..	..	91	7	137
Total, Recognized Institutions.	1,729	1,045	14,054	16,118	321	33,267	140	471	2,147	1,776	13	4,547
Unrecognized Institutions. ..	..	..	..	..	227	227	..	..	..	..	1	1
Grand total ..	1,729	1,045	14,054	16,118	548	33,494	140	471	2,147	1,776	14	4,548

* Includes Oriental colleges.

† Includes Survey schools.

‡ Includes approved but unrecognized institutions also.

II-A.—Distribution of Scholars attending Educational Institutions for Males.

	Government.			District Board.			Municipal Council.			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 (17).
	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
READING.																			
IN RECOGNIZED INSTITUTIONS.																			
University and Intermediate Education.																			
Arts and Science	5,670	5,408	1,150	81	69	58	719	701	3	22,495	20,980	7,561	706	603	96	29,671	27,761	8,868	1,718
Law	588	466	199	..	..	..	..	..	..	169	169	33	..	..	..	757	635	232	6
Medicine	1,808	1,805	428	..	..	..	..	..	..	..	..	..	..	..	..	1,808	1,805	428	394
Education	243	221	133	..	..	..	..	..	..	82	73	45	..	..	..	325	294	178	18
Engineering	630	619	613	..	..	..	..	..	..	390	383	327	..	..	..	1,020	1,002	940	3
Agriculture	460	361	452	..	..	..	..	..	..	..	..	..	..	..	..	460	361	452	5
Technology	162	158	151	..	..	..	..	..	..	108	107	32	..	..	..	270	265	183	1
Forestry	70	70	70	..	..	..	..	..	..	..	..	..	..	..	..	70	70	70	..
Veterinary	217	197	151	..	..	..	..	..	..	..	..	..	..	..	..	217	197	151	..
Total ..	9,848	9,305	3,347	81	69	58	719	701	3	23,244	21,712	7,998	706	603	96	34,598	32,390	11,502	2,145
School and Special Education.																			
In High schools	6,200	5,591	196	105,636	94,838	2,565	39,538	35,171	576	202,753	185,201	11,784	1,128	1,046	47	355,255	321,847	15,168	25,859
In Middle schools	609	590	95	13,351	11,537	242	3,215	2,566	50	19,620	17,324	1,042	1,516	1,444	..	38,311	33,461	1,429	4,225
In Primary schools	115,051	92,725	3,508	1,284,066	865,513	675	169,765	131,862	..	1,387,808	1,136,304	6,607	4,381	3,516	..	2,961,071	2,229,920	10,799	897,670
Total ..	121,860	98,906	3,799	1,403,053	971,888	3,482	212,518	169,599	626	1,610,181	1,338,829	19,433	7,025	6,006	47	3,354,637	2,585,228	27,387	927,754
In Art schools	173	113	..	..	..	..	78	65	..	10	8	..	..	..	..	261	186	..	4
In Medical schools	365	365	177	..	..	..	..	..	..	..	..	..	..	..	..	365	365	177	41
In Normal and training schools	8,366	7,552	1,295	52	53	..	..	..	..	2,818	2,479	1,033	..	..	..	11,236	10,084	2,328	79
In Engineering schools ..	314	271	164	..	..	..	..	..	..	..	..	..	..	..	..	314	271	164	..
In Technical and Industrial schools	1,302	817	118	..	..	..	20	16	..	2,406	2,199	1,026	..	..	..	3,728	3,032	1,144	3
In Commercial schools ..	..	..	..	..	..	..	..	..	..	398	386	36	9,397	8,052	..	9,795	8,438	36	316
In Agricultural schools ..	..	..	..	..	..	..	..	..	..	58	58	58	..	..	..	58	58	58	..
In Reformatory schools ..	1,823	1,689	1,818	..	..	..	..	..	..	496	496	496	..	..	..	2,319	2,195	2,314	..
In schools for the defectives.	..	..	..	..	..	..	61	43	..	531	490	446	..	..	..	592	513	446	84
In schools for adults	58	45	..	..	..	..	..	..	..	..	..	..	342	234	..	400	279	..	18
In other schools	68	63	60	189	151	46	..	..	..	2,914	2,412	196	271	224	23	3,442	2,859	325	801
Total ..	12,469	10,915	3,632	241	204	46	159	124	..	9,631	8,518	3,291	10,010	8,510	23	32,519	28,271	6,992	1,348
Total for recognized institutions	144,177	119,126	10,778	1,403,375	972,161	3,586	213,396	170,424	629	1,643,056	1,369,059	30,722	17,741	15,119	166	3,421,745	2,645,889	45,881	931,245
IN UNRECOGNIZED INSTITUTIONS	..	..	..	..	..	..	..	..	..	..	..	..	8,524	4,724	83	8,524	4,724	83	714
Grand total ..	144,177	119,126	10,778	1,403,375	972,161	3,586	213,396	170,424	629	1,643,056	1,369,059	30,722	26,265	19,843	249	3,430,269	2,650,613	45,964	931,959

II-B.—Distribution of Scholars attending

	Government.			District Board.			Municipal Council.		
	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
READING.									
IN RECOGNIZED INSTITUTIONS.									
University and Intermediate Education.									
Arts and Science	478	438	168	..	..	..	45	20	29
Medicine	..	..	..	..	..	..	..	..	..
Education	68	65	39	..	..	..	..	..	..
Total	546	503	207	..	..	..	45	20	29
School and Special Education.									
In High schools	11,510	10,162	490	1,129	1,043	5	1,387	1,228	18
In Middle schools	2,446	2,029	21	125	103	16	598	511	..
In Primary schools	5,972	4,885	248	222,536	152,310	21	74,330	55,645	..
Total	19,928	17,076	759	223,790	153,456	42	76,315	57,384	18
In Medical schools	..	..	..	..	..	..	..	..	..
In Normal and training schools	2,902	2,580	2,119	..	..	..	..	..	..
In Technical and Industrial schools	..	..	..	..	..	..	..	..	..
In Reformatory schools	..	..	..	..	..	..	..	..	..
In schools for the defectives	..	..	..	..	..	..	..	..	..
In schools for adults	..	..	..	..	..	..	..	..	..
In other schools	25	25	25	..	..	..	..	..	
Total	2,927	2,605	2,144	..	..	..	..	..	..
Total in recognized institutions	23,401	20,184	3,110	223,790	153,456	42	76,360	57,404	47
IN UNRECOGNIZED INSTITUTIONS.	..	..	..	..	..	..	..	..	..
Grand total, all institutions for females	23,401	20,184	3,110	223,790	153,456	42	76,360	57,404	47
Grand total, all institutions for males and females	167,578	139,310	13,888	1,627,165	1,125,617	3,628	289,756	227,828	676

Educational Institutions for Females.

Aided.			Unaided.						
Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	Scholars on rolls on 31st March.	Average daily attendance.	Number of residents in approved hostels.	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 (17).
(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
1,081	1,008	690	29	24	16	1,633	1,490	903	..
114	114	114	..	..	..	114	114	114	..
67	64	49	12	12	5	147	141	93	..
1,262	1,186	853	41	36	21	1,894	1,745	1,110	..
36,108	30,483	6,232	306	234	..	50,440	43,150	6,745	2,292
7,350	6,673	747	..	..	..	10,519	9,316	784	1,761
193,096	159,961	7,240	127	104	24	496,061	372,905	7,533	59,783
236,554	197,117	14,219	433	338	24	557,020	425,371	15,062	63,836
..	..	..	..	..	..	..	..	..	..
3,268	3,134	2,158	..	..	..	6,170	5,714	4,277	2
1,023	888	265	..	..	..	1,023	888	265	..
221	207	221	..	..	..	221	207	221	..
120	111	114	..	..	..	120	111	114	55
..	..	..	..	..	..	..	..	..	..
1,128	959	182	339	273	1	1,492	1,257	208	414
5,760	5,299	2,940	339	273	1	9,026	8,177	5,085	471
243,576	203,602	18,012	813	647	46	567,940	435,293	21,257	64,307
..	..	..	25	24	..	25	24	..	..
243,576	203,602	18,012	838	671	46	567,965	435,317	21,257	64,307
1,886,632	1,572,661	48,734	27,103	20,514	295	3,998,234	3,085,930	67,221	996,266

III-A.—*Expenditure on Education—Males.*

Expenditure on "Buildings" includes Rs. 1,94,928 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 Oriental Manuscripts Library, Registration of Books, Text-Book Committees, etc.

—	Government institutions.						District board and municipal institutions.						Aided institutions.	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government Funds.	Board funds.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Direction	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Building and equipment	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total (Indirect) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UNIVERSITY AND INTERMEDIATE EDUCATION.														
Universities ..	..	..	..	..	..	..	..	..	..	..	..	..	11,62,870	..
Arts Colleges ..	7,33,732	..	..	7,59,369	26,608	15,19,709	4,792	13,832	11,882	53,254	308	84,068	5,13,194	2,000
Professional Colleges—														
Law	(a)	..	..	1,01,174	..	1,01,174	..	..	..	..	..	..	(b)	..
Medicine	11,71,283	..	..	1,29,200	564	13,01,047	..	..	..	..	..	..	..	..
Education ..	2,24,563	..	..	22,976	..	2,47,539	..	..	..	..	..	..	8,101	..
Engineering ..	4,55,636	..	..	1,15,762	17,628	5,89,026	..	..	..	..	..	..	(c) 65,406	..
Agriculture ..	5,58,821	..	..	1,18,818	..	6,77,639	..	..	..	..	..	..	..	..
Veterinary Science.	1,97,357	..	..	..	..	1,97,357	..	..	..	..	..	..	..	..
Technology ..	1,58,121	..	..	25,058	..	1,83,179	..	..	..	..	..	..	..	..
Forestry	2,10,847	..	..	..	..	2,10,847	..	..	..	..	..	..	(d)	..
Intermediate Colleges	40,089	..	..	53,737		93,826	..	..	15,959	23,536	..	39,495	83,190	..
Total ..	37,50,449	..	..	13,26,094	44,800	51,21,343	4,792	13,832	27,841	76,790	308	1,23,563	18,32,761	2,000

SCHOOL EDUCATION.

General—														
High Schools ..	5,08,362	..	..	1,06,160	2,477	6,16,999	7,81,595	18,66,413	3,53,836	37,35,343	1,77,488	69,14,670	23,86,108	..
Middle Schools ..	14,431	..	..	6,633	19	21,083	61,317	2,17,039	28,100	2,59,663	33,001	5,99,120	1,86,011	..
Primary Schools ..	29,46,059	..	..	28	8,871	29,54,958	1,27,16,277	99,20,728	22,63,911	27,366	1,44,815	2,50,73,097	1,69,24,141	..
Total ..	34,68,852	..	..	1,12,821	11,367	35,93,040	1,35,59,189	1,20,04,180	26,45,847	40,22,372	3,55,299	3,25,86,887	1,94,96,260	..
Special—														
Arts Schools ..	86,578	..	..	..	2,294	88,872	1,532	..	1,676	178	..	3,386	..	..
Medical Schools ..	97,239	..	..	14,644	..	1,11,883	..	..	..	..	..	..	..	..
Training Schools ..	16,33,143	..	..	456	2,492	16,36,091	7,862	..	..	..	..	7,862	4,17,438	..
Engineering Schools ..	..	..	..	..	..	(f)	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	6,16,084	92	81	6,099	63,211	6,85,567	550	..	1,764	373	..	2,687	4,89,800	10,497
Commercial Schools.	..	..	..	..	..	..	..	..	..	..	..	..	3,196	..
Agricultural Schools.	..	..	..	..	..	..	..	..	..	..	..	..	6,890	..
Reformatory Schools.	3,64,212	..	..	..	20	3,64,232	..	..	..	..	..	..	..	..
Schools for the Defectives ..	..	..	..	..	..	..	..	..	7,469	..	150	7,619	16,303	..
Schools for Adults.	..	..	..	..	..	(h)	..	..	..	..	..	..	..	..
Other Schools ..	29,740 †	..	..	80	..	29,820	33	19,217	..	..	..	19,250	85,365	14
Total ..	28,26,996	92	81	21,279	68,017	29,16,465	9,977	19,217	10,909	551	150	40,804	10,18,992	10,511
Total (Direct) ..	1,00,46,297	92	81	14,60,194	1,54,184	116,30,848	1,35,73,958	1,20,37,229	26,84,597	40,99,713	3,55,757	3,27,51,254	2,23,48,013	12,511
Grand total (Direct and Indirect) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

(a) The actual receipts under "Fees" was Rs. 1,08,846 leaving a surplus of Rs. 7,672 under "Provincial Funds."
(b) The expenditure relating to this College has been included under "Arts Colleges."
(c) The actual amount paid to this College from provincial funds was Rs. 2,80,000 out of which only Rs. 65,406 has been shown as having been included from provincial funds towards total expenditure in 1946–47.
(d) The expenditure relating to one college has been included under "Arts Colleges" while the expenditure relating to one college has not been reported.
(e) The expenditure has not been reported.
(f) The expenditure included under "Engineering Colleges."
(g) The expenditure has not been reported.
(h) The expenditure has not been reported.

† Includes Rs. 9,163 spent on Manual Training Centre for European and Anglo-Indian pupils.

*III-A.—Expenditure on Education—Males—*cont.

Expenditure on "Buildings" includes Rs. 1,94,928 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 Committees, etc.

	Aided institutions—*cont.*				Unaided institutions.			Total expenditure from					
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Direction	..	..	..	..	..	..	..	2,62,808	..	..	..	..	2,62,808
Inspection	..	..	..	..	..	..	..	24,00,121	..	..	..	..	24,00,121
Building and equipment	..	..	..	..	..	..	..	21,42,212	7,85,358	2,66,096	4,93,961	30,67,629	67,55,256
Miscellaneous ..	..	..	..	..	..	..	..	37,19,085	30,556	31,250	33,02,557	21,52,295	92,35,743
Total (Indirect) ..	..	..	..	..	..	..	..	85,24,226	8,15,914	2,97,346	37,96,518	52,19,924	1,86,53,928
UNIVERSITY AND INTERMEDIATE EDUCATION.													
Universities	..	10,36,021	17,22,925	39,21,816	..	..	..	11,62,870	..	..	10,36,021	17,22,925	39,21,816
Arts Colleges ..	1,000	24,73,315	6,19,089	36,08,598	72,569	5,08,648	5,81,217	12,51,718	15,832	12,882	33,58,507	11,54,653	57,93,592
Professional Colleges—													
Law	..	..	..	..	..	..	..	..	..	..	1,01,174	..	1,01,174
Medicine	..	..	..	..	..	..	..	11,71,283	..	..	1,29,200	564	13,01,047
Education	..	7,598	17,220	32,919	..	..	..	2,32,664	..	..	30,574	17,220	2,80,458
Engineering	..	61,341	..	1,26,747	..	..	..	5,21,042	..	..	1,77,103	17,628	7,15,773
Agriculture ..	..	..	..	..	..	..	..	5,58,821	..	..	1,18,818	..	6,77,639
Veterinary Science.	..	..	..	..	..	..	..	1,97,357	..	..	..	..	1,97,357
Technology	..	..	..	..	..	..	..	1,58,121	..	..	25,058	..	1,83,179
Forestry	..	..	..	..	..	..	..	2,10,847	..	..	..	..	2,10,847
Intermediate Colleges.	..	2,53,262	23,522	3,59,974	(*c*)	..	..	1,38,279	..	15,959	3,30,535	28,522	4,93,295
Total ..	1,000	38,31,537	23,82,756	80,50,054	72,569	5,08,648	5,81,217	55,88,002	15,832	28,841	53,06,990	29,36,512	1,38,76,177

SCHOOL EDUCATION.

General—													
High Schools ..	..	62,16,878	26,66,834	1,12,66,820	31,305	46,274	77,579	36,[illegible],065	18,66,413	3,53,836	1,00,89,686	28,93,068	1,88,79,068
Middle Schools ..	..	3,99,837	2,83,484	8,69,332	28,527	45,848	74,375	2,61,759	2,17,039	28,100	6,94,660	5,62,352	15,63,910
Primary Schools ..	180	6,11,881	26,40,330	2,01,76,532	..	51,385	51,385	3,25,86,477	99,20,728	22,64,091	6,39,275	28,45,401	4,82,55,972
Total ..	180	72,28,596	55,90,648	3,23,15,684	59,832	1,43,507	2,03,339	3,65,24,301	1,20,04,180	26,46,027	1,14,23,621	61,00,821	6,86,98,950
Special—													
Arts Schools	..	563	4,098	4,661	..	..	..	88,110	..	1,676	741	6,392	96,919
Medical Schools ..	..	..	..	..	..	..	..	97,239	..	..	14,644	..	1,11,883
Training Schools ..	..	9,438	1,49,707	5,76,583	..	..	..	20,58,443	..	..	9,894	1,52,199	22,20,536
Engineering Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial Schools ..	89,035	91,093	23,94,197	30,74,622	..	..	..	11,06,434	10,589	90,880	97,565	24,57,408	37,62,876
Commercial Schools. ..		17,793	5,563	26,552	2,19,029	..	2,19,029	3,196	..	..	2,36,822	5,563	2,45,581
Agricultural Schools. ..		5,629	..	12,519	..	..	..	6,890	..	..	5,629	..	12,519
Reformatory Schools. ..		..	..	(g)	..	..	..	3,64,212	..	..	..	20	3,64,232
Schools for the Defectives.	500	362	67,929	85,094	..	..	..	16,303	..	7,969	362	68,079	92,713
Schools for Adults ..		..	..	..	..	4,591	4,591	..	..	..	..	4,591	4,591
Other Schools ..	400	15,602	1,20,940	2,22,321	..	20,013	20,013	1,15,138	19,231	400	15,682	1,40,953	2,91,404
Total ..	89,935	1,40,480	27,42,434	40,02,352	2,19,029	24,604	2,43,633	38,55,965	29,820	1,00,925	3,81,339	28,35,205	72,03,254
Total (Direct) ..	91,115	1,12,00,613	1,07,15,838	4,43,68,090	3,51,430	6,76,759	10,28,189	4,59,68,268	1,20,49,832	27,75,793	1,71,11,950	1,18,72,538	8,97,78,381
Grand total (Direct and Indirect) ..	..	..	..	(d)	..	..	..	5,44,92,494	1,28,65,746	30,73,139	2,09,08,468	1,70,92,462	10,84,32,309

(a) The actual receipts under "Fees" was Rs. 1,08,846 leaving a surplus of Rs. 7,672 under "Provincial Funds."

(b) The expenditure relating to this College has been included under "Arts Colleges."

(c) The actual amount paid to this College from provincial funds was Rs. 2,80,000 out of which only Rs. 65,406 has been shown as having been included from provincial funds towards total expenditure in 1946–47.

(d) The expenditure relating to one college has been included under "Arts Colleges" while the expenditure relating to one college has not been reported.

(e) The expenditure has not been reported.

(f) The expenditure included under "Engineering Colleges."

(g) The expenditure has not been reported.

(h) The expenditure has not been reported.

† Includes Rs. 9,163 spent on Manual Training Centre for European and Anglo-Indian pupils.

III-B.—Expenditure on Education—Females.

Expenditure on "Buildings" includes Rs. 74,240 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) expenditure in private unrecognized schools.

	Government institutions.						District Board and Municipal institutions.						Aided institutions.	
	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.	Government funds.	Board funds.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Building and Equipment.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total (Indirect) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
UNIVERSITY AND COLLEGIATE EDUCATION.														
Arts Colleges	2,70,281	..	..	60,344	..	3,30,625	..	..	..	..	..	..	53,206	..
Professional Colleges.														
Education	1,64,322	..	..	14,778	..	1,79,100	..	..	..	..	..	..	16,391	..
Medicine	..	..	..	..	..	..	..	..	..	..	..	..	21,600	..
Intermediate Colleges ..	..	..	..	..	..	..	..	..	13,457	5,939	..	19,396	..	..
Total ..	4,34,603	..	..	75,12[illegible]	..	5,09,725	..	..	13,457	5,939	..	19,396	91,197	..

SCHOOL EDUCATION.

General.														
High Schools	8,58,044	..	..	1,78,796	1,085	10,37,919	12,388	23,307	34,429	51,335	3,675	1,25,134	7,63,014	1,500
Middle Schools ..	1,61,684	..	..	25,068	1,206	1,87,958	5,039	9,663	9,811	15,806	14,258	54,577	1,22,160	..
Primary Schools ..	1,45,708	..	51,316	..	..	1,97,024	21,17,924	27,29,424	9,28,808	..	96,648	58,72,804	23,00,635	..
Total ..	11,65,436	..	51,316	2,03,858	2,291	14,22,901	21,35,351	27,62,394	9,73,048	67,141	1,14,581	60,52,515	31,85,809	1,500
Special.														
Medical Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Training Schools ..	5,77,732	..	..	346	4,250	5,82,328	..	..	..	..	..	..	4,42,712	..
Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	40,241	1,931
Reformatory Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Defectives.	..	..	..	..	..	..	..	..	..	..	..	..	8,660	..
Schools for the Adults.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	19,895	..	..	1,280	..	*21,175	..	..	..	..	..	..	10,912	..
Total ..	5,97,627	..	..	1,626	4,250	6,03,503	..	..	..	..	..	..	5,02,525	1,931
Total (Direct) ..	21,97,666	..	51,316	2,80,606	6,541	25,36,129	21,35,351	27,62,394	9,86,505	73,080	1,14,581	60,71,911	37,79,531	3,431
Grand Total (Direct and Indirect) for Females	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total (Direct) for Males.	1,00,46,297	92	81	14,60,194	1,24,184	1,16,30,848	1,35,73,958	1,20,37,229	26,84,597	40,99,713	3,55,757	3,27,51,254	2,23,48,013	12,511
Grand Total (Direct and Indirect) for Males	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grand Total (Direct) for all	1,22,43,963	92	51,397	17,40,800	1,30,725	1,41,66,977	1,57,09,309	1,47,99,623	36,71,102	41,72,793	4,70,338	3,88,23,165	2,61,27,544	15,942
Grand Total (Direct and Indirect) for all.	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* Includes Rs. 4,430 spent on Domestic Science training centre for European and Anglo-Indian pupils.

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III-B.—Expenditure on Education—Females—cont.

Expenditure on "Buildings" includes Rs. 74,240 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) expenditure in private unrecognized schools.

	Aided institutions—*cont.*				Unaided institutions.			Total expenditure from					
	Municipal funds.	Fees.	Other sources.	Total.	Fees.	Other sources.	Total.	Government funds.	Board funds.	Municipal funds.	Fees.	Other sources.	Total.
	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.	RS.
Inspection	..	..	..	..	..	..	..	4,72,307	..	..	..	..	4,72,307
Building and Equipment	..	..	..	..	..	..	..	3,11,360	38,208	28,999	42,380	8,30,077	12,51,024
Miscellaneous	..	..	..	..	..	..	..	10,03,608	88	1,564	11,62,657	12,87,175	34,55,092
Total (Indirect) ..	..	..	..	..	..	..	..	17,87,275	38,296	30,563	12,05,037	21,17,252	51,78,423
UNIVERSITY AND COLLEGIATE EDUCATION.													
Arts Colleges	..	1,11,817	1,67,803	3,32,826	..	1,439	1,439	3,23,487	..	..	1,72,161	1,69,242	6,64,890
Professional Colleges.													
Education	..	4,408	41,601	62,400	360	13,923	14,283	1,80,713	..	..	19,546	55,524	2,55,783
Medicine	..	34,919	1,39,047	1,95,566	..	..	..	21,600	..	..	34,919	1,39,047	1,95,566
Intermediate Colleges ..	..	..	..	..	..	..	..	..	..	13,457	5,939	..	19,396
Total ..	..	1,51,144	3,48,451	[illegible]792	360	15,362	15,722	5,25,800	..	13,457	2,32,565	3,63,813	11,35,635

SCHOOL EDUCATION.

General.													
High Schools	..	9,47,892	8,16,843	25,29,249	1,853	24,053	25,906	16,33,446	24,807	34,429	11,79,870	8,15,656	37,18,208
Middle Schools	..	98,543	1,37,575	3,38,278	..	..	..	2,88,883	9,663	9,811	1,39,417	1,53,039	6,00,813
Primary Schools	..	1,62,857	4,16,714	28,80,206	..	930	930	45,64,267	27,29,424	9,80,124	1,62,857	5,14,292	89,50,964
Total ..	..	12,09,292	13,71,132	57,67,733	1,853	24,983	26,836	64,86,596	27,63,894	10,24,364	14,82,144	15,12,987	1,32,69,985
Special.													
Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..
Training Schools ..	100	11,860	2,13,171	6,67,843	..	..	..	10,20,444	..	100	12,206	2,17,421	12,50,171
Technical and Industrial Schools	6,082	7,399	89,182	1,44,835	..	..	..	40,241	1,931	6,082	7,399	89,182	1,44,835
Reformatory Schools ..	..	..	48,618	48,618	..	..	..	..	..	..	..	48,618	48,618
Schools for the Defectives.	..	64	10,103	18,827	..	..	..	8,660	..	..	64	10,103	18,827
Schools for the Adults.	..	..	..	..	..	..	..	..	..	..	..	..	..
Other Schools	325	16,822	42,779	70,838	4,279	11,044	15,323	30,807	..	325	22,381	53,823	1,07,336
Total ..	6,507	36,145	4,03,853	9,50,961	4,279	11,044	15,323	11,00,152	1,931	6,507	42,050	4,19,147	15,69,787
Total (Direct) ..	6,507	13,96,581	21,23,436	73,09,486	6,492	51,389	57,881	81,12,548	27,65,825	10,44,328	17,56,759	22,95,947	1,59,75,407
Grand Total (Direct and Indirect) for Females	..	..	..	..	..	..	..	98,99,823	28,04,121	10,74,891	29,61,796	44,13,199	2,11,53,830
Total (Direct) for Males.	91,115	1,12,00,613	1,07,15,838	4,43,68,090	3,51,430	6,76,759	10,28,189	4,59,68,268	1,20,49,832	27,75,793	1,71,11,950	1,18,72,538	8,97,78,381
Grand Total (Direct and Indirect) for Males	..	..	..	..	..	..	..	5,44,92,494	1,28,65,746	30,73,139	2,99,08,488	1,70,92,462	10,84,32,09
Grand Total (Direct) for all	97,622	1,25,97,194	1,28,39,274	5,16,77,576	3,57,922	7,28,148	10,86,070	5,40,80,816	1,48,15,657	38,20,121	1,88,68,709	1,41,68,485	10,57,53,788
Grand Total (Direct and Indirect) for all. ..	..	..	..	..	..	..	..	6,43,92,317	1,56,69,867	41,48,030	2,38,70,264	2,15,05,661	12,95,86,139

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IV.A.—Race or creed of male scholars receiving general education.

	Europeans and Anglo-Indians.	Indian-Christians.	Hindus.			Total "Other Hindus" (columns 5 and 6).	Muslims.	Buddhists.	Parsis.	Sikhs.	Others.	Total.	Number of pupils coming from rural areas.	Total number of married pupils.	Number of married pupils of and above the age of 18.
			Harijans.	Brahmans.	Non-Brahmans.										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total population as per the census of 1941.	19,074	906,511	4,033.098	..	..	17,288,774	1,924,406	642	211	253	304,174	24,557,143	..	..	..
School Education.															
Primary—															
Class I	48	41,543	105,473	22,916	415,638	438,554	78,740	38	..	3	1,078	665,477	468,436	527	10
Do. II	1,428	29,177	61,858	17,758	218,092	208,850	53,527	14	3	5	754	445,616	306,183	459	22
Do. III	568	23,850	42,378	16,495	227,951	244,446	41,203	18	2	2	594	353,061	227,239	814	17
Do. IV	580	21,239	30,272	16,815	201,586	218,401	33,030	39	7	2	505	304,075	197,043	708	13
Do. V	545	21,630	28,775	18,792	196,984	215,776	31,454	36	2	3	510	298,731	87,780	858	35
Middle—															
Class VI	541	10,380	7,717	17,267	77,191	94,458	9,470	34	6	2	272	122,880	55,484	366	38
Do. VII	546	8,014	4,943	16,433	57,889	74,322	6,939	37	1	..	247	95,049	36,924	300	52
Do. VIII	506	7,180	3,770	16,797	48,306	65,103	5,424	7	1	4	198	82,103	30,008	590	117
High—															
Class IX	412	3,847	1,394	13,490	26,123	39,613	3,183	28	2	1	133	48,613	1,675	541	284
Do. X	244	2,927	1,053	11,757	21,175	32,932	2,520	18	1	3	108	39,806	9,209	694	390
Do. XI	209	2,375	914	13,188	17,997	29,385	2,222	12	7	..	103	35,218	7,095	878	615
Total ..	5,618	172,162	288,547	179,908	1,571,932	1,751,840	267,712	281	32	25	4,502	2,490,719	1,427,886	6,435	1,593
University and Intermediate Education.															
Intermediate class—															
First year	43	927	164	4,046	4,788	8,834	537	2	5	2	25	10,539	2,664	319	209
Second year	33	728	110	3,530	3,945	7,475	443	2	2	..	27	8,820	2,345	354	324
Degree class—															
Third year	24	436	43	2,020	1,600	3,620	205	..	1	..	16	4,345	897	242	223
Fourth year	14	356	38	1,708	1,329	3,037	161	..	..	..	4	3,610	988	366	329
Fifth year	2	45	8	231	114	345	18	..	..	..	..	418	51	45	45
Post-graduate class—															
Sixth year	..	29	8	108	74	182	2	..	..	..	..	221	16	27	23
Seventh year	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Research students ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	116	2,521	371	11,643	11,850	23,493	1,366	4	8	2	72	27,953	6,961	1,347	1,243
	5,734	174,683	288,918	191,551	1,583,782	1,775,333	269,078	285	40	27	4,574	2,518,672	1,434,847	7,782	2,836
Number of scholars in recognized institutions.	..	11	80	363	769	1,132	6,569	..	..	..	18	7,810	..	..	..
Number of scholars in unrecognized institutions.															
Grand total ..	5,734	174,694	288,998	191,914	1,584,551	1,776,465	275,647	285	40	27	4,592	2,526,482	1,434,847	7,782	2,836

IV-B—Race or creed of female schlars receiving general education.

(1)	(2) Europeans and Anglo-Indians.	(3) Indian Christians.	Hindus. (4) Harijans.	(5) Brahmans.	(6) Non-Brahmans.	(7) Total "Other Hindus" (columns 5 and 6).	(8) Muslims.	(9) Buddhists.	(10) Parsis.	(11) Sikhs.	(12) Others.	(13) Total.	(14) Number of pupils coming from rural areas.	(15) Total number of married pupils.	(16) Number of married pupils of and above the age of 14.
Total population as per census of 1941.	19,663	1,004,571	4,045,394	..	..	17,442,556	1,972,046	430	158	165	299,684	24,784,667	..	..	..
School Education.															
Primary—															
Class I	38	40,248	69,904	26,269	344,027	370,296	59,856	26	8	..	1,145	541,521	378,908	754	71
Do. II	1,478	25,060	31,679	21,038	182,703	202,741	34,609	15	12	..	859	296,453	202,690	871	49
Do. III	599	19,210	18,076	17,499	122,951	140,450	23,176	14	6	7	670	202,208	136,315	989	33
Do. IV	620	15,757	11,838	15,484	90,531	106,015	16,448	12	6	3	593	151,292	96,503	886	101
Do. V	601	14,260	9,222	14,260	74,341	97,601	13,276	10	5	6	450	126,431	72,884	1,001	211
Middle—															
Class VI	549	7,737	1,681	7,324	19,210	26,534	1,026	..	7	1	189	37,724	15,732	288	145
Do. VII	578	6,233	1,030	5,574	12,077	17,651	555	3	2	..	132	26,184	9,864	222	148
Do. VIII	478	5,151	835	4,715	8,594	13,309	594	4	2	1	72	20,446	7,050	348	251
High—															
Class IX	371	1,882	146	2,303	3,451	5,754	196	3	3	..	33	8,388	1,381	97	81
Do. X	204	1,537	89	1,765	2,303	4,068	111	1	1	..	11	6,022	1,014	78	70
Do. XI	137	1,058	80	1,189	1,696	2,885	81	..	9	2	17	4,269	654	72	68
Total ..	5,653	138,133	144,580	116,420	861,884	978,304	149,928	88	61	20	4,171	1,420,938	922,995	5,606	1,228
University and Intermediate Education.															
Intermediate class—															
First year	21	394	12	327	415	742	25	..	1	..	13	1,208	191	42	43
Second year	12	365	9	285	347	632	24	..	3	..	14	1,059	133	47	47
Degree class—															
Third year	6	208	4	121	171	292	9	..	..	..	2	521	75	37	40
Fourth year	9	165	4	129	124	253	12	..	..	..	4	447	75	53	53
Fifth year	1	13	1	19	17	36	6	..	..	..	..	57	..	13	13
Post-graduate classes—															
Sixth year	4	14	1	22	14	36	4	..	..	..	..	59	..	8	8
Seventh year	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Research students ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	53	1,159	31	903	1,088	1,991	80	..	4	..	33	3,351	474	200	204
Number of scholars in recognized institutions.	5,076	139,293	144,611	117,323	862,972	980,295	150,008	88	65	20	4,204	1,424,289	923,469	5,806	1,432
Number of scholars in unrecognized institutions.	..	1	54	69	378	447	227	..	..	..	10	739	..	..	..
Grand total ..	5,706	139,294	144,665	117,392	863,350	980,742	150,235	88	65	20	4,214	1,425,028	923,469	5,806	1,432

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V-A.—*Race or creed of male scholars receiving vocational and special education.*

(1)	Europeans and Anglo-Indians. (2)	Indian Christians. (3)	Hindus. Brahmans. (4)	Hindus. Non-Brahmans. (5)	Hindus. Harijans. (6)	Muslims. (7)	Buddhists. (8)	Parsis. (9)	Sikhs. (10)	Others. (11)	Total. (12)	Number of pupils coming from rural areas. (13)	Total number of married pupils. (14)	Number of married pupils of and above the age of 18. (15)
Schools.														
Art schools	1	25	34	173	20	4	..	..	..	..	257	..	..	..
Medical schools	..	4	175	134	3	8	..	..	..	..	324	..	..	..
Normal and training schools	2	1,957	2,205	5,624	748	526	59	1	..	37	11,159	7,511	2,396	2,196
Engineering and surveying schools	..	3	169	127	11	4	..	..	..	..	314	306	53	53
Technical and industrial schools.	23	1,091	648	1,243	334	269	..	..	2	115	3,725	..	..	..
Commercial schools	214	787	4,091	3,909	124	352	..	..	..	2	9,479	1,170	560	495
Agricultural schools	..	..	..	1	57	..	..	..	..	..	58	..	..	..
Reformatory schools	3	166	22	1,648	140	322	..	..	..	18	2,319	..	..	..
Schools for the defectives	10	222	41	132	93	25	..	..	..	40	563	62	..	..
Schools for adults	..	15	..	322	33	..	..	..	..	12	382	132	278	177
Other schools	..	132	1,246	1,555	46	39	..	..	30	7	3,055	1,339	167	161
Total	253	4,402	8,631	14,868	1,609	1,549	59	1	32	231	31,635	10,520	3,454	3,082
Colleges.														
Law	..	38	281	364	16	51	..	..	..	1	751	50	278	278
Medical	55	198	364	652	22	120	1	..	..	2	1,414	146	50	50
Education	2	41	189	66	1	8	..	..	..	..	307	..	..	..
Engineering	11	97	203	512	20	71	1	1	3	8	1,017	..	..	..
Agriculture	..	17	149	248	28	13	..	..	..	..	455	..	..	..
Technology	2	26	99	122	2	14	..	1	..	3	269	151	1	1
Forestry	..	4	13	47	..	6	..	..	..	..	70	..	56	56
Veterinary	..	15	111	81	2	8	..	..	..	..	217	209	33	33
Total	70	436	1,499	2,092	91	291	2	2	3	14	4,500	556	418	418
Grand total	323	4,838	10,130	16,960	1,700	1,840	61	3	35	245	36,135	11,076	3,872	3,500

V-B.—*Race or creed of female scholars receiving vocational and special education.*

(1)	Europeans and Anglo-Indians. (2)	Indian Christians. (3)	Hindus. Brahmans. (4)	Hindus. Non-Brahmans. (5)	Hindus. Harijans. (6)	Muslims. (7)	Buddhists. (8)	Parsis. (9)	Sikhs. (10)	Others. (11)	Total. (12)	Number of pupils coming from rural areas. (13)	Total number of married pupils. (14)	Number of married pupils of and above the age of 16. (15)
Schools.														
Art schools	..	..	..	4	..	..	..	..	..	..	4	..	..	..
Medical schools	..	2	11	24	2	2	..	..	..	..	41	..	..	..
Normal and training schools	62	3,619	364	1,682	349	164	..	..	1	6	6,247	3,885	749	705
Technical and industrial schools.	..	645	52	279	32	2	..	..	..	16	1,026	..	..	..
Commercial schools	68	101	43	102	..	2	..	..	..	..	316	..	3	3
Reformatory schools	..	18	8	173	6	16	..	..	..	..	221	..	..	..
Agricultural schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for the defectives	..	60	..	63	22	4	..	..	..	..	149	22	..	..
Schools for adults	..	..	..	7	11	..	..	..	..	..	18	..	..	..
Other schools	1	239	915	664	44	11	2	..	1	2	1,879	663	50	38
Total	131	4,684	1,393	2,998	466	201	2	..	2	24	9,901	4,570	802	746
Colleges.														
Law	..	..	1	5	..	..	..	..	..	..	6	..	..	..
Medicine	11	200	80	185	5	23	..	1	..	3	508	..	..	..
Education	8	79	47	29	..	2	..	..	..	..	165	14	20	20
Engineering	..	2	1	..	..	..	..	..	..	..	3	..	..	..
Technology	..	2	2	1	..	..	..	..	..	..	5	..	..	..
Agriculture	..	..	1	..	..	..	..	..	..	..	1	..	..	..
Total	19	283	132	220	5	25	..	1	..	3	688	14	20	20
Grand total	150	4,967	1,525	3,218	471	226	2	1	2	27	10,589	4,584	822	766
Grand total for Males and Females.	473	9,805	11,655	20,178	2,171	2,066	63	4	37	272	46,724	15,660	4,694	4,206

VI-A.—Men Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers.						
						Possessing a degree.		Possessing no degree.				
	A degree.	Passed Matriculation or School final.	Middle Passed School.	Primary Passed School.	Other qualification.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Total, trained teachers.	Total, untrained teachers.	Grand total of teachers.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Primary Schools.												
Government ..	17	257	2,307	371	13	..	..	5	9	2,965	14	2,979
Local Board and Municipal ..	12	3,999	32,694	4,262	259	..	1	508	829	41,226	1,338	42,564
Aided	37	3,398	32,158	3,073	185	15	8	1,971	3,322	38,851	5,316	44,167
Unaided ..	..	22	71	17	..	1	..	4	8	110	13	123
Total ..	66	7,676	67,230	7,723	457	16	9	2,488	4,168	83,152	6,681	89,833
Middle Schools.												
Government ..	2	18	4	..	3	..	..	1	4	27	5	32
Local Board and Municipal ..	97	421	5	4	99	5	2	2	111	626	120	746
Aided	105	467	33	21	67	14	5	28	101	693	148	841
Unaided ..	15	33	3	..	5	3	2	..	13	56	18	74
Total ..	219	939	45	25	174	22	9	31	229	1,402	291	1,693
High Schools.												
Government ..	87	89	6	2	51	2	3	7	37	235	49	284
Local Board and Municipal ..	1,607	2,584	62	19	947	92	61	57	491	5,219	701	5,920
Aided	2,249	2,972	129	27	1,063	179	196	125	734	6,440	1,234	7,674
Unaided ..	17	19	..	2	9	6	2	2	3	47	13	60
Total ..	3,960	5,664	197	50	2,070	279	262	191	1,265	11,941	1,997	13,938
Grand total ..	4,245	14,279	67,472	7,798	2,701	317	280	2,710	5,662	96,495	8,969	105,464

VI-B.—Women Teachers.

Classes of institutions.	Trained teachers with the following educational qualifications.					Untrained teachers.						
						Possessing a degree.		Possessing no degree.				
	A degree.	Passed Matriculation or School final.	Middle Passed School.	Primary Passed School.	Other qualifications.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Total, trained teachers.	Total, untrained teachers.	Grand total of teachers.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Primary Schools.												
Government ..	2	104	406	31	4	..	..	1	..	547	1	548
Local Board and Municipal ..	7	584	9,028	930	52	1	..	113	140	10,601	254	10,855
Aided	8	1,251	10,905	324	113	7	3	780	584	12,601	1,374	13,975
Unaided ..	..	6	24	..	..	..	..	2	1	30	3	33
Total ..	17	1,945	20,363	1,285	169	8	3	896	725	23,779	1,632	25,411
Middle Schools.												
Government ..	15	81	24	1	20	2	..	4	12	141	18	159
Local Board and Municipal ..	3	23	2	..	9	1	..	2	4	37	7	44
Aided	53	217	47	4	18	5	2	18	37	339	62	401
Unaided ..	..	1	..	..	..	..	..	..	..	1	..	1
Total ..	71	322	73	5	47	8	2	24	53	518	87	605
High Schools.												
Government ..	146	285	21	..	85	4	1	13	37	537	55	592
Local Board and Municipal ..	29	78	8	..	20	4	..	4	15	130	23	153
Aided	454	1,001	78	7	183	72	32	65	119	1,723	288	2,011
Unaided ..	4	8	..	..	2	..	..	..	1	14	1	15
Total ..	633	1,367	107	7	290	80	33	82	172	2,404	367	2,771
Grand total ..	721	3,634	20,543	1,297	506	96	38	1,002	950	26,701	2,086	28,787

VII.—*Anglo-Indian and European Education.*

Total of Anglo-Indian and European population.

Males	.. ..	19,074
Females	.. ..	19,663
Total	..	38,737

Percentage of Anglo-Indian and European Scholars at School to the population.

Males	.. ..	34·1
Females	.. ..	39·1
Total	..	36·6

Classes of institutions.	Institutions.	Scholars on rolls on 31st March 1947.	Number of females in institutions and vice versa.	Number of Non-Europeans* on rolls.	Teachers. Trained.	Teachers. Untrained.	Direct expenditure from Government Funds.	Local Funds.	Fees.	Other sources.	Total Expenditure.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Institutions for Males.											
High schools ..	13	4,338	590	939	215	52	202,802	..	28,024	246,602	477,428
Middle schools.	8	1,694	555	365	14	8	61,302	..	27,431	69,729	158,462
Primary schools.	5	481	220	118	24	5	19,543	..	5,798	21,516	46,857
Training schools.	..	..	..	..	..	..	..	..	..	..	..
Technical and Industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	..	..	..	..	..
			..	..	..	..	9,163	..	..	..	9,163
Total ..	31	6,513	1,365	1,422	313	65	2,92,810	..	61,253	..	6,91,910
Institutions for Females.											
High schools ..	21	4,473	793	1,203	247	44	1,75,286	..	201,691	197,054	574,031
Middle schools .	14	2,595	833	647	118	29	74,627	..	45,530	32,026	152,183
Primary schools.	7	566	225	119	33	6	21,066	..	8,720	22,247	52,033
Training schools.	3	65	2	1	..	..	12,011	..	1,575	20,995	34,581
Technical and Industrial schools ..	..	..	..	..	..	..	..	..	..	..	..
Commercial schools ..	..	..	..	..	..	..	..	..	..	..	..
Other schools ..	..	..	..	..	..	..	4,430	..	..	..	4,430
Total ..	45	7,699	1,853	1,970	398	79	287,420	..	257,516	272,322	817,258
Grand total for all institutions.	76	14,212	3,218	3,392	711	144	580,230	..	318,769	610,169	1,509,168
Indirect expenditure.											
Inspection							19,459	..	..	..	19,459
Buildings, etc.							31,758	..	..	51,186	82,944
Miscellaneous							25,43,807	..	5,15,490	6,05,811	36,65,108
Total (Indirect) ..							25,95,024	..	5,15,490	6,56,997	37,67,511
Grand total (Direct and Indirect) ..							31,75,254	..	8,34,259	12,67,166	52,76,679

Expenditure on buildings spent by Public Works Department.—Nil.

" Miscellaneous " includes :

(1) Boarding charges in hostels, (2) Scholarships and (3) Expenditure on European School Examination charges.

* The term " non-European " does not include domiciled Anglo-Indian or European.

† This expenditure relates to European special subject training centres which has no pupils of its own.

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)
Degree examinations.												
Arts and Science—												
D. Litt.	..	1	1	..	1	1	..	2	2	..	1	1
Ph. D.	..	8	8	..	6	6	..	1	1	..	..	..
D. Sc.	..	..	..	..	..	..	..	..	..	..	..	..
M. Litt.	..	7	7	..	6	6	..	..	..	..	..	..
M.A.	10	84	94	10	64	74	11	16	27	10	14	24
M.Sc.	18	15	33	17	15	32	..	2	2	..	1	1
B.A. (Hons.)	135	196	331	116	172	288	37	8	45	30	7	37
B.Sc. (Hons.)	110	35	145	100	31	131	21	1	22	17	1	18
B.A. (Pass)	1,641	2,912	4,553	615	1,201	1,816	242	422	664	102	248	350
B.Sc. (Pass)	960	1,927	2,887	514	503	1,017	109	190	299	47	41	88
B.O.L.	..	77	77	..	23	23	..	5	5	..	..	..
Law—												
Master of Law	..	12	12	..	1	1	..	..	..	..	..	..
Bachelor of Law	392	..	392	249	..	249	..	..	..	..	..	..
Medicine—												
M.D.	32	10	42	6	3	9	5	1	6	2	..	2
M.B.B.S.	365	..	365	179	..	179	109	..	109	52	..	52
M.S.	11	10	21	4	3	7	1	1	2	..	..	..
D.O.	4	..	4	2	..	2	..	..	..	..	..	..
B.Sc. (Sanitary)	..	..	..	..	..	..	..	..	..	..	..	..
B.S. Sc.	1	..	1	1	..	1	..	..	..	..	..	..
D.G.O.	2	..	2	..	..	..	10	..	10	4	..	4
B.Sc. (Phar.)	17	..	17	12	..	12	..	..	..	..	..	..
Engineering—												
Master of E.E.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of E.E.	14	..	14	9	..	9	..	..	..	..	..	..
Bachelor of C.E.	51	..	51	46	..	46	..	..	..	..	..	..
Bachelor of M.E.	32	..	32	19	..	19	..	..	..	..	..	..
Bachelor of Highway.	10	..	10	10	..	10	..	..	..	..	..	..
Bachelor of Mining and Metallurgy	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Tele-Communication.	11	..	11	11	..	11	..	..	..	..	..	..

VIII. Examination Results.—cont.

Examinations.	Males.						Females.					
	Number of examinees.			Number passed.			Number of examinees.			Number passed.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Degree examination —cont.												
Education—												
M.Ed.	..	17	17	..	15	15	..	..	..	..	..	..
B.Ed. and B.T. ..	393	..	393	307	..	307	181	..	181	168	..	168
Commerce—												
Master of Commerce.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Commerce.	284	867	1,151	118	543	661	..	3	3	..	3	3
B. Com. (Hons.) ..	41	..	41	27	..	27	..	..	..	..	..	..
Technology—												
Master of Technology.	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Technology.	..	..	..	..	..	..	..	..	..	..	..	..
B.Sc. (Technology) ..	31	..	31	27	..	27	..	..	..	..	..	..
Agriculture—												
Master of Agriculture.	..	..	..	..	..	..	..	..	..	..	..	..
B.Sc. (Agriculture) ..	80	..	80	77	..	77	..	..	..	..	..	..
Veterinary—												
B.V.Sc.	17	..	17	16	..	16	..	..	..	..	..	..
Intermediate Examinations.												
Intermediate in Arts and Science.	5,458	11,132	16,590	2,018	4,390	6,408	560	1,458	2,018	292	740	1,032
Licence, Diploma or Certificate in Teaching.	1,057	68	1,125	644	36	680	538	3	541	454	1	455
Veterinary Examinations.	16	..	16	12	..	12	..	..	..	..	..	..

School Examinations.												
(*a*) On completion of High School Course—												
Matriculation ..	..	1,132	1,132	..	280	280	..	114	114	..	57	57
School final, etc. ..	33,645	(*a*) 5,280	38,925	33,592	5,280	38,872	3,501	(*a*) 424	3,925	3,498	424	3,922
European High School.	174	..	174	171	..	171	184	..	184	138	..	138
Cambridge Schools Certificate.	86	75	161	58	8	66	77	12	89	52	4	56
(*b*) On Completion of Middle school Course—												
Cambridge junior ..	66	..	66	53	..	53	34	..	34	28	..	28
Anglo-Indian and European Middle.	295	..	295	242	..	242	292	..	292	238	..	238
(*c*) On Completion of Primary Course—												
Upper Primary ..	17,795	1,495	19,290	7,399	419	7,818	6,878	484	7,362	2,734	151	2,885
Lower Primary ..	..	..	..	..	..	..	..	..	..	..	..	..
(*d*) On Completion of Vocational Course—												
For Teacher's Certificates : Vernacular, Higher. Vernacular, Lower ..	5,857	..	5,857	3,352	..	3,352	2,982	..	2,982	2,000	..	2,000
At Art Schools.												
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools ..	78	..	78	46	..	46	8	..	8	6	..	6
At Engineering Schools.	30	641	671	15	400	415	..	..	..	..	..	..
At Technical and Industrial Schools.	227	888	1,115	142	420	562	227	814	1,041	167	450	617
At Commercial Schools.	150	6,590	6,740	80	2,670	2,750	90	228	318	38	75	113
At Agricultural Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools ..	..	..	..	..	..	..	..	..	..	..	..	..

(*a*) Includes teacher candidates also.

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. RECOGNISED INSTITUTIONS.								
For Males.								
Arts Colleges	..	..	2	162	25	3,063	27	3,225
Professional Colleges ..	1	185	..	..	1	390	2	575
High Schools	4	1,450	174	93,859	143	69,658	321	164,967
Middle Schools	3	466	71	14,632	59	12,775	133	27,873
Primary Schools	1,370	105,198	13,728	1,257,504	14,384	1,204,780	29,482	2,567,482
Training Schools ..	33	5,715	1	52	18	1,708	52	7,475
Schools for adults* ..	2	55	..	..	1	60	3	115
Other Schools	..	..	4	189	63	3,273	67	3,462
Total ..	1,413	113,069	13,980	1,366,398	14,694	1,295,707	30,087	2,775,174
For Females.								
Arts Colleges	..	..	..	..	2	29	2	29
Professional Colleges ..	..	..	..	..	..	..	..	..
High Schools	2	215	1	206	18	3,672	21	4,093
Middle Schools	3	437	2	91	8	976	13	1,504
Primary Schools	24	2,374	1,982	205,922	1,075	182,435	3,081	390,731
Training Schools ..	24	1,960	..	..	27	2,227	51	4,187
Other Schools	..	..	..	..	7	600	7	600
Total ..	53	4,986	1,985	206,219	1,137	189,939	3,175	401,144
Grand total for all recognised Institutions ..	1,466	1,18,055	15,965	15,72,617	15,831	14,85,646	33,262	31,76,318
II. UNRECOGNISED INSTITUTIONS.								
For Males	..	..	..	..	3	103	3	103
For Females	..	..	..	..	1	73	1	73
Total ..	..	..	..	..	4	176	4	176
Grand total for all institutions.	1,466	118,055	15,965	1,572,617	15,835	1,485,822	33,266	3,176,494

* Includes night Schools which are attended in the main by adults.

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.				
81,474	14,653	7,35,720	8,31,847	..	..	265	265
6,61,976	..	23,923	6,85,899	..	..	..	..
14,84,977	32,89,753	52,03,352	99,78,082	52	3,980	2,655	6,687
1,78,589	3,79,859	9,07,096	14,65,544	26	684	529	1,239
2,62,51,664	1,04,51,701	32,04,723	3,99,08,088	3,063	38,346	44,505	85,914
14,13,584	..	1,05,428	15,19,012	295	2	128	425
1,418	..	51	1,469	1	..	3	4
52,267	19,631	1,76,769	2,48,707	..	31	276	307
3,01,25,989	1,41,55,597	1,03,57,062	5,46,38,648	3,437	43,043	48,461	94,941
415	..	7,099	7,514	..	..	5	5
..	..	..	..	..	..	..	..
1,38,959	12,811	1,56,901	3,08,671	29	14	249	292
77,267	9,953	58,358	1,45,578	57	13	38	108
30,88,602	22,18,791	4,05,624	57,13,017	81	6,447	4,723	11,251
7,43,173	..	1,46,562	8,89,735	109	..	209	318
379	325	44,519	52,523	..	..	43	43
40,56,095	22,41,880	8,19,063	71,17,038	276	6,474	5,627	12,707
3,41,82,084	1,63,97,477	1,11,76,125	6,17,55,686	3,713	49,517	53,728	1,06,958
..	..	4,556	4,556	..	..	6	6
..	..	8,497	8,497	..	..	6	6
..	..	13,053	13,053	..	..	12	12
3,41,82,084	1,63,97,477	1,11,89,178	6,17,68,739	3,713	49,517	53,740	1,06,970

X.—*Scholars by Classes and Ages.*

ges.	Primary. I.	II.	III.	IV.	V.	Middle. VI.	VII.	VIII.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Below 5 ..	4,039	165	..	..	..	..	..	..
5 to 6 ..	251,182	14,419	3,006	5	..	..	..	..
6 to 7 ..	430,723	128,658	24,129	2,126	121	289	..	..
7 to 8 ..	302,412	216,939	83,650	14,683	2,098	375	1	..
8 to 9 ..	139,613	199,380	149,473	83,844	15,082	1,462	205	2
9 to 10 ..	51,852	106,638	138,338	114,803	62,597	9,770	1,460	154
10 to 11 ..	18,351	48,318	91,663	108,804	105,620	33,531	8,357	1,342
11 to 12 ..	5,548	18,457	41,893	70,882	117,214	36,946	24,360	7,016
12 to 13 ..	1,980	6,413	16,386	36,627	66,089	35,694	28,572	20,502
13 to 14 ..	815	2,368	5,540	15,248	34,427	22,545	28,074	27,114
14 to 15 ..	280	505	1,527	5,876	14,377	11,994	16,134	20,708
15 to 16 ..	75	195	408	1,786	5,034	5,246	8,443	13,229
16 to 17 ..	44	37	138	542	1,840	1,884	3,740	7,273
17 to 18 ..	20	36	37	84	353	653	1,383	3,263
18 to 19 ..	15	19	15	11	180	145	360	1,287
19 to 20 ..	10	44	3	10	75	41	99	476
Over 20 ..	39	48	63	36	55	29	45	273
Total ..	1,206,998	742,069	555,269	455,367	429,162	160,604	121,235	102,639

—	High. IX.	High. X.	High. XI.	Total.	Intermediate. First year.	Intermediate. Second year.	Degree. Third year.	Degree. Fourth year.	Degree. Fifth year.	Post-graduate. Sixth year.	Post-graduate. Seventh year.	Total.	Grand total.
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
Below 5 ..	..	..	..	4,204	..	..	..	..	..	..	..	..	4,204
5 to 6 ..	..	..	..	268,612	..	..	..	..	..	..	..	..	268,612
6 to 7 ..	..	..	..	585,446	..	..	..	..	..	..	..	..	585,446
7 to 8 ..	..	..	..	619,188	..	..	..	..	..	..	..	..	619,188
8 to 9 ..	..	..	..	589,061	..	..	..	..	..	..	..	..	589,061
9 to 10 ..	..	..	..	485,612	..	..	..	..	..	..	..	..	485,612
10 to 11 ..	55	3	..	416,044	..	..	..	..	..	..	..	..	416,044
11 to 12 ..	756	71	20	323,163	..	..	..	..	..	..	..	..	323,163
12 to 13 ..	3,845	643	107	216,858	..	..	..	..	..	..	..	..	216,858
13 to 14 ..	12,731	3,251	576	152,689	..	..	..	..	..	..	..	..	152,689
14 to 15 ..	16,154	9,149	2,400	99,104	142	7	1	..	..	..	..	150	99,254
15 to 16 ..	11,320	14,817	11,977	72,530	1,353	226	4	..	..	..	..	1,583	74,113
16 to 17 ..	7,081	9,492	8,934	41,605	2,863	1,341	204	13	1	..	..	4,422	45,427
17 to 18 ..	3,275	5,017	7,158	21,279	2,726	2,507	715	222	50	..	..	6,220	27,499
18 to 19 ..	1,243	2,244	4,256	9,775	2,077	2,345	950	739	34	3	..	6,148	15,923
19 to 20 ..	399	847	2,456	4,460	1,395	1,715	1,238	1,042	148	29	..	5,567	10,027
Over 20 ..	142	294	1,603	2,627	1,191	1,738	1,754	2,041	242	48	..	7,214	9,841
Total ..	57,091	45,828	39,487	3,911,657	11,747	9,879	4,866	4,057	475	280	..	31,304	3,942,961

Government of Madras

EDUCATION AND PUBLIC HEALTH DEPARTMENT

(Education)

G.O. No. 2514, dated 4th October 1948

Report on Public Instruction for the quinquennium ending 31st March 1947—Recorded.

Order—No. 2514, Education, dated 4th October 1948.

Recorded.

2. During the quinquennium, there was a substantial increase in the number of students in elementary and secondary schools and in colleges, as the following figures will show :—

	1941–42.	1946–47.
Arts Colleges—		
Men	16,606	27,089
Women	1,761	3,276
Professional Colleges—		
Men	2,812	5,188
Women	349	688
Secondary Schools—		
Boys	219,592	361,022
Girls	44,245	80,403
Elementary Schools—		
Boys	1,967,569	2,122,698
Girls	1,151,186	1,333,387

3. *Elementary education.*—The progress in the enrolment of pupils in elementary schools was, however, comparatively slight.

This was due mainly to the elimination of inefficient and uneconomic schools and the conversion of many higher elementary schools into middle schools or incomplete high schools.

In each of the first two years of the quinquennium, there was a fall in the number of children on rolls. The number in 1943–44 was 2,980,743 as against 3,044,013 in 1942–43 and 3,118,755 in 1941–42. In the subsequent years, however, the number rose—the increase in the last two years being marked. The pupils admitted in 1946–47 numbered 3,456,085.

The accommodation provided for elementary schools was on the whole not satisfactory but having regard to the high level of building costs at present this will take some time to remedy.

The report of the Director of Public Instruction on a scheme of post-war development of education formed a basis for discussion for the Educational Sub-Committee of the Post-War Reconstruction Committee appointed in 1944. In accordance with the recommendation of the Sub-Committee, as approved by the main Committee, a general ten-year plan of educational expansion in the Province, and also a plan for the first five years, were drawn up by Government. The five-year plan provided, among other schemes for the introduction of compulsory elementary education up to the V standard in the first instance and up to the VIII standard ultimately. The scheme of compulsion envisaged bringing under instruction 13·9 lakhs of children within the five years 1945–46 to 1950–51. The number of boys and girls estimated under the post-war plan as a whole to be brought newly to school was forty lakhs. During 1945–46, the Government introduced a limited scheme of compulsion with the aim of enrolling immediately 1·20 lakhs of children.

The scheme was extended in each of the subsequent two years. The number of pupils actually admitted under the scheme was 113,320 at the end of February 1946 and 169,078 at the end of the quinquennium.

As an inducement to poor children to attend schools under the compulsory elementary education scheme, the provision for them at Government cost, of midday meals and books and slates was sanctioned. The facilities for midday meals were, however, withdrawn from April 1947 since the Government found that having regard to their finances, it would not be possible to continue them.

In the last year of the period under review, the Government accepted basic education as the method of instruction. The basic training school conducted by the Sri Ramakrishna Mission at Perianaickenpalaiyam (Coimbatore district) was taken over by Government and another basic training school was started by them at Vinayashram (Guntur district). The Government also deputed a batch of officers and teachers to Wardha to undergo the course in basic education organized by the Hindustani Talimi Sangh. The policy decided on by Government after the close of the quinquennium is to convert ordinary elementary schools into basic schools as and when sufficient number of teachers trained in basic education becomes available.

The VIII Standard Public Examination was first held during the quinquennium, in April 1942.

The employment of women teachers in boys' schools was widespread.

4. *Secondary education.*—The number of secondary schools for boys increased from 588 in 1942 to 720 in 1947 and of secondary schools for girls from 103 to 181. That was an unprecedently large increase. The strength in the schools ascended even in a larger proportion with many of the old schools opening additional sections and the departments raising the maximum number of pupils that could be admitted—cf. the figures in paragraph 2 above.

There was no corresponding improvement in the matter of accommodation of the schools and of equipment for them due mainly to the scarcity of building and other materials.

The scheme of reorganization of secondary education that had been drawn up with the aim of providing a larger variety of courses of study, popularly known as the "bifurcated courses", was not implemented during the quinquennium due to practical difficulties although a considerable amount of preliminary work in respect of it was covered. The scheme was introduced after the close of the quinquennium, i.e., during 1948–49.

The use of the mother-tongue of the majority of pupils as the medium of instruction generally in all schools was insisted on. To promote the publication of text-books in the regional languages, standard lists of scientific terms in the languages were issued by Government in January 1947.

Early in 1947, the Provincial Advisory Board of Education, a board of experts in all branches of education, was constituted to advise Government.

5. *Collegiate education.*—The number of arts colleges for men and women and the number of professional colleges for them, which were 43 and 13 at the beginning of the quinquennium, rose to 50 and 26, respectively, at the close of it. In the last years, there was an unprecedented rush for admissions in the case of all institutions. An idea of the increase in the strength of the colleges can be had on a perusal of the figures in paragraph 2 above. The shift system was adopted by many colleges for classes in science subjects. The Government Arts College, Coimbatore, was raised to the first grade.

The Government opened three Engineering colleges one at Coimbatore, the second at Kakinada and the third for Anantapur at Guindy. The College of Engineering, Anantapur, has since been shifted from Guindy to Anantapur itself. Degree courses in Highway Engineering and Tele-Communications Engineering were instituted in the College of Engineering, Guindy, in 1945. The University of Madras established in 1944 a College of Technology with the aid of a munificent contribution from Dr. K. V. Al. Rm. Alagappa Chettiar and the Annamalai University in the next year opened an Engineering College at Annamalainagar.

6. *Training of teachers.*—The attraction of lucrative employment in connection with the war and the economic conditions after the war brought about a big fall in the strength of the training schools for men during the quinquennium. The following are the relevant figures:—

	Number of pupil teachers.		Number of schools.
	Elementary.	Secondary.	
1941–42	8,141	1,793	73
1945–46	7,318	1,533	75

With the introduction of compulsory education the shortage of teachers was felt in a more acute form. An emergency course of training of the secondary grade of one year's duration was, therefore, conducted in July 1946-June 1947 and 990 men and 189 women were got trained. Payment of stipends for secondary grade training was completely restored for both men and women. The rates of stipends paid to candidates undergoing elementary grade training and secondary grade training were also raised from Rs. 8 to Rs. 12 and from Rs. 12 to Rs. 18, respectively. These measures led to an increase in the strength

of training schools for men to 11,236 (2,542 secondary grade and 8,694 elementary grade) in 1946–47. In the case of women, there was a steady increase in the strength of pupil teachers as well as in the number of training schools.

7. *Muslim education.*—The number of Muslim students reading in arts colleges rose from 876 to 1,311 and in professional colleges from 137 to 316. The number of women among them also showed a substantial increase. Muslim women were for the first time admitted into the Government Muslim College (for men) during the quinquennium. Natural Science courses in the Intermediate classes and the Honours course in Islamic History were opened in that college during the period. The number of Muslim boys and girls in secondary schools rose from 15,659 and 1,226 in 1941–42 to 24,628 and 2,401, respectively, in 1946–47. The number of Muslim pupils in elementary schools increased from 284,654 to 325,535. Special concessions were continued for Mappillas and there was a further advancement in their education.

8. *Harijan education.*—The progress of the Harijan community in the spheres of collegiate education and secondary education was outstanding, as had been the case in the previous quinquennium also. The number of Harijan boys and girls in arts colleges rose from 251 in 1942 to 398 in 1947 and their number in professional colleges from 14 in 1942 to 96 in 1947. Fifteen thousand seven hundred and sixty-three Harijan pupils were reading in secondary schools in 1947 as against 9,090 in 1942. The number of Harijans in elementary schools showed an increase of 66,616 over the figure recorded in 1941–42.

9. *Physical education.*—The arrangement under which the Principal of the Y.M.C.A. College was part-time Adviser to Government on Physical Education was terminated and a full-time Adviser, who was later designated "Chief Inspector of Physical Education", was appointed in 1945. In February 1947, the Government appointed a Committee to revise the syllabus for Physical Education for secondary schools and its report since received is under consideration.

10. The number of scholarships for studies in schools and colleges was largely increased. Many educational concessions were granted to ex-service men and women. A scheme for the further education of demobilized personnel was sanctioned.

11. *Conditions of service of teachers.*—Various measures were put into effect to ameliorate the conditions of teachers in general and of elementary school teachers under local bodies and private managements in particular. In the last year of the period under review, the Government ordered that the entire assessed grant, instead of 85 per cent of it, should be disbursed to the teachers in aided elementary schools and that the school-managements might be paid separately a grant equal to 15 per cent of the assessed grant towards the upkeep of school buildings, etc. Aided elementary school teachers were paid dearness allowance, the rate of which was enhanced from Rs. 2 in 1942 to Rs. 16 per mensem in 1946. Teachers in local board and panchayat schools also were paid dearness allowance at the Government rates. Along with the general revision of salaries of employees in all departments of Government, the question of improving the pay of teachers in schools under local bodies and private managements was considered, and revised scales of pay for teachers in elementary and secondary schools under local bodies and those in secondary schools under private managements, and revised scales of grants for teachers in elementary schools under private managements, were laid down by Government. The revision

entailed an additional expenditure of about Rs. 256 lakhs. Of this, Rs. 134 lakhs is met from provincial funds as indicated below :—

Schools.	Total cost.	Cost to Government.
	Rs.	Rs.
(i) Government schools ..	8 lakhs	8 lakhs.
(ii) Elementary schools under local bodies	92 lakhs	Nil.
(iii) Secondary schools under local bodies	30 lakhs	15 lakhs.
(iv) Elementary schools under private managements	82 lakhs	82 lakhs.
(v) Secondary schools under private managements.	44 lakhs	29 lakhs.
Total ..	256 lakhs	134 lakhs.

The Teachers' Provident Fund Scheme was made compulsory and some other important changes in the scheme were ordered.

12. *Scouts organizations.*—Efforts were made by Government to achieve unity among all the Scout and Guide Associations in the Province. The first meeting of the Joint Board of the Associations was held in April 1947.

13. *Adult education.*—The Indian Women's Civic Corps turned out good work in this field among women.

(By order of His Excellency the Governor)

M. V. SUBRAMANIAN,
Secretary to Government.

To the Director of Public Instruction.
,, Public (Political) Department.
,, Puclic Works (Information and Publicity) Department.

Press.

EDUCATION DEPARTMENT.

From

Sri D.S.Reddi, M.A. (Oxon),
Director of Public Instruction, MADRAS.

To

The Secretary to Government,
Education and Public Health Department,
Fort St.George, Madras.

R.C. No. 266 F/48 dated 18th May 1948.

Sir,

I have the honour to submit herewith my report on the state and progress of education in the Madras Province for the quinquennium ending with 31st March 1947.

For the preparation of the report Mr. T.P.Santhanakrishna Nayudu was placed on special duty.

I have the honour to be,
Sir,
Your most obedient servant,

for DIRECTOR OF PUBLIC INSTRUCTION.

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Please see the Quinquennial Report on Public Instruction at (P). 91- Contains 512 pages of typed matter. Time asked for granted upto 7.6.48 for putting their file with the necessary remarks.

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I. THE CHIEF FEATURES OF THE QUINQUENNIUM.

(1) The quinquennium 1942--47 was a period of transition from the years of war to those of post-war reconstruction in education as in other fields. It was nevertheless a period of remarkably rapid progress in collegiate and secondary education in the Madras Presidency, particularly among women and girls, and of marked though not equally rapid progress in vocational and professional education. The most significant figures in this connection are the increases in the number of arts and professional colleges for men from 49 in 1942 to 64 in 1947 and for women from 7 to 12 with a rise in their total strength from 21,179, including 2,110 women, to 36,533 including 3,964 women, and in the number of secondary schools for boys and girls from 661 to 901 with a rise in their total strength from 219,592 boys and 44,245 girls to 361,028 boys and 80,397 girls. The rise in the strength in some schools and colleges was so unexpectedly large and the accommodation and equipment so inadequate for the rise that these institutions had to be permitted to work on the shift system. But due to the imposition of certain tests of efficiency for lower elementary schools at the beginning of the ~~xuni~~ quinquennium and the elimination of schools which failed to fulfil these tests and due to the conversion of many higher elementary schools into middle schools or incomplete high schools, there was a fall in the numbers for elementary education during the early years of the period, a recovery from which became noticeable only in the last two years. The total progress in respect of numbers has not therefore been large but, taking into account the causes mentioned above, the slight progress recorded must be deemed to be substantial with reference to quality; and the several measures taken towards the end of the quniquennium such as the introduction of a progressive scheme of compulsion in rural areas, the expansion of facilities for the training of teachers, especially of th

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secondary grade, the vast improvement in the scales of salaries and dearness allowances and of grants to teachers and the exploration of more effective methods of teaching, including chiefly the retraining of teachers for craft-centered instruction, hold promise of a wide extension of mass education with a retention of the quality and the effectiveness which have been attained during the period under review. When it is remembered that the first year of the quinquennium was a most unsettled period all over the country, with the evacuation of the population and the moving of institutions from coastal towns into interior districts in April 1942 and with the political -- disturbances of August 1942 and their effects, though temporary, on educational institutions, that the next two years witnessed a depletion of the teaching staffs and a fairly large proportion of students from educational institutions by civil defence organizations and by recruitment to the war services, which claimed also a large body of potential entrants into the teaching profession, and that the closing years of the quinquennium were a period of unprecedented and far-reaching political changes and, in consequence, of doubts and speculations regarding the shape of things to come, the educational achievements of the quinquennium as a whole, in spite of its being one of transition, cannot but be regarded to be a matter efor subdued if not unqualified satisfaction for the province and for due appreciation of the efforts of all those who have toiled through difficult and trying times to make these achievements possible in the field of education.

(2) Educational Policy:- The educational policy during the quinquennium passed through three phases. In the first phase it was a continuation of the policy of the previous quinquennium, namely, (a) a drive in mass education with the aim of ultimately getting into school every boy and girl of

school-age and keeping them there till they attained permanent literacy by completing the V Standard, not so much by compulsion as by persuasion and propaganda, by making the schools themselves attractive to the children and the effectiveness and the practical activities of instruction appealing to the parents and by equipping and training the teachers to rise equal to these demands, (b) a reorganization of secondary education by the provision of a larger variety of courses at the high school stage, popularly known as a scheme of bifurcation into technical and academical courses; and (c) special attention to the educational progress of women and of backward communities, especially Muslims and Scheduled classes (as they were then known). The second phase consisted of the formulation and execution of the educational part of the Postwar Reconstruction and Development Schemes of the Government of Madras, based on the recommendation of the Committee formed by His Excellency the Governor of Madras in August 1944. This included the extension of compulsory education upto the V Standard to one and one-third million children and the provision of a mid-day meal to about three million poor children by 1952, the training of additional teachers required for the introduction of compulsion, an expansion of technical education by the opening of additional engineering colleges, the provision of a large number of Physical Education teachers in secondary schools and of Physical Education Directors for the districts with a whole-time Adviser to Government on Physical Education, a scheme of medical inspection of school children, and schemes for improving the scales of pay of the staffs and establishments employed in schools and colleges. The third phase began in the last year of the quinquennium with the acceptance of craft-centered basic education as the method of instruction for mass education and the steps taken

for the training of new teachers and the re-training of old teachers in the use of this method; in secondary education the first steps were taken in the direction of bringing it into line with the needs of the times by making the regional language ~~of~~ the first language of study and the exclusive medium of instruction without any of the exemptions granted in the previous years and by the provision made for the study of Hindustani in all Non-Muslim Secondary Schools and the grant of a subsidy to those schools to meet the cost of the staff for the purpose. An exhaustive questionnaire embracing all aspects of education was issued by Government in 1946-47 and the Honourable Minister for Education conferred with representatives connected with all these aspects of education. The conference with the officers of the educational department was held on the 17th, 18th and 19th October 1946. Towards the end of 1946 an Advisory Board was appointed by Government in their Order No. MS. 2241, Education, dated the 22nd November 1946 to advise them on matters relating to basic education in the Province. Early in 1947, a Provincial Advisory Board of Education was also constituted in G.O. No. MS. 13, Education, dated the 4th January 1947 by Government representing all interests in education to function for a period of three years, meeting ordinarily once in three months.

3. Educational Finance:- Expenditure on education increased enormously during the quinquennium, but this was much more due to the economic conditions of the period than to the expansion and progress in education alone. The total expenditure on education rose from Rs.618.30 lakhs in 1941-42 to Rs.1,027.02 lakhs in 1945--46 and to Rs.1,295.86 lakhs in 1946--47. The actual expenditure under the budget head of

"Education" increased from Rs.287.36 lakhs in 1941--42 to Rs.450.50lakhs in 1945--46 and Rs.590.27 lakhs in 1946--47. The extent of the increase can be realised when it is remembered that the rise in total expenditure was only Rs.71 lakhs (from Rs.547 lakhs to Rs.618 lakhs) in the previous quinquennium and that in the actual budget expenditure was only Rs.31 lakhs (from Rs.256 lakhs to Rs.287 lakhs). A considerable proportion of the rise in expenditure was due to the revision of the scales of grants and the sanction and subsequent revision of the rates of dearness allowances to teachers in aided elementary schools. An estimate of these revisions can be gathered from the instance of the increase in the scale of grant to the higher elementary grade teachers (who forms the main body of teachers in elementary schools) from Rs.14/- per month in 1942 to Rs.25/- per month in 1947 and in the rate of dearness allowance from Rs.2/- per month in October 1942 to Rs.16/- per month from February 1946. The rise in expenditure during the last two years of the quinquennium was also due to the extension of compulsory education to rural areas and the provision of free mid-day meals to poor pupils in such areas. Due partly to these demands and partly to other causes, restrictions had again to be imposed on the sanction of grants for the construction of educational buildings other than those for girls' schools.

4. <u>The Madras Legislature and Education:-</u> With the resumption of the functioning of the Madras Legislature from April 1946, popular interest revived through this body in matters relating to Education at all stages and of all types. A fairly wide and representative range of topics obtained keen attention, the more prominent among which were the salaries and conditions of service of teachers, the increasing popular

demand for higher education, both general and technical, admission of students in arts and professional colleges, the opening of new schools and colleges, questions of accommodation and working of institutions on the shift system, the regional language as the medium of instruction in high schools the place of English in secondary schools, physical education, military training in schools and colleges, basic education and the education of Muslims, Harijans and women. As a result of this widespread interest in educational matters, the orders of Government relating to education revealed cognisance of public opinion as expressed in the Legislature.

5. Inspecting Agencies:- Beyond the delegation to District Educational Officers and Inspectresses of Girls' Schools of the powers vested in the Taluk Advisory Committees after they were abolished in 1944 and the transfer of the powers of appointment of secondary grade teachers and special teachers and instructions in Government Training Schools and their model sections from District Educational Officers to Divisional Inspectors of Schools, there were no large changes in their functions of inspecting officers but there were a few changes in their jurisdiction during the quinquennium. These were due to (1) the bifurcation in 1942 of the combined posts of Divisional Inspector of Schools, Madras North, and Deputy Director for Elementary Education at Madras and the consequent change of the Madras North division into Anantapur Division with the Headquarters of the Divisional Inspector of Schools at Anantapur, resulting in a slight redistribution of districts among the four divisions, (ii) the sanction of additional posts of Inspectresses of Girls' Schools, one in 1945 and another in 1946, with the consequent redistribution of jurisdictions in the women's branch, (iii) the sanction of a post of Inspectress, Central Office, in the office of the Director

of Public Instruction, with effect from January 1947, (iv) the sanction of additional posts of District Educational Officers for Vizagapatam district in 1942 and for Guntur and Tinnevelly Districts in 1946, with a redistribution of taluks among the two District Educational Officers in each district and the location of the headquarters of the District Educational Officers, Vizagapatam North and South at Chicacole and Vizagapatam respectively, of the District Educational Officers, Guntur North and South at Guntur and Ongole respectively, and both the District Educational Officers, Tinnevelly East and West at Tinnevelly and (v) the extension of the limits of the Madras City, following which there was a redistribution of jurisdiction between the educational districts of Madras and Chingleput and (vi) the shifting of the headquarters of the Divisional Inspector of Schools, Guntur Division, to Rajahmundry in November 1946 and the renaming of the division as Godavari Division. The Superintendent of Sanskrit Schools was entrusted with the inspection of Sanskrit Elementary schools from 1943--44.

During the war, posts of Personal Assistants were sanctioned in the offices of the District Educational Officers from 1943 for recruiting personnel for the various general and technical branches of war services. These posts were abolished in November 1945 on the cessasion of hostilities, but due to the increase of work in District Educational Officers' Offices in respect of post-war education schemes the posts were again sanctioned in April 1946 for the older districts and in March 1947 for the newly formed districts, abolishing the posts of Personal Assistant to the District Educational Officer, Madras, for some months and restoring it later to Madras and abolishing it for Chingleput at the same time.

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In the subordinate inspecting agency, a Special Assistant to the Inspectress of Girls' Schools, Sixth Circle, was sanctioned in 1942--43 for the organisation and development of education among Mappilla girls in Malabar and South Kanara districts; a separate Deputy Inspector's range was constituted for the Wynad taluk of Malabar district with Vaithiri as headquarters in 1942--43 and the Chicacole range was bifurcated into Chicacole and Narasannapeta Ranges in 1946--47; four Muslim Junior Deputy Inspectors' posts were sanctioned for the Presidency in the first year of the quinquennium and the post of Junior Deputy Inspector attached to Palladam Range was transferred to the Nilgiris Range. In 1944--45 an additional Sub-Assistant Inspectress was appointed for the inspection of Muslim Girls' Schools.

The appointment of District Board Educational Officers became more general during the quinquennium and practically all the District Boards had their educational officers, the services of all of whom were lent to them by the educational department from the combined cadre of Deputy Inspectors of Schools and School Assistants.

An inspecting and directing agency for Physical Education was formed with the appointment of four Regional Physical Directors in 1942--43 and the conversion of the part-time post of Adviser to Government on Physical Education into whole-time post of Chief Inspector of Physical Education in 1947. An Assistant to the Woman Specialist in Physical Education was sanctioned in 1942--43.

On the ministerial side, the designation of Headclerks of the offices of the Divisional Inspectors of Schools was changed into that of Managers and their scale of pay was raised. The scale of pay of Headclerks of the Offices of Inspectresses of Girls Schools was also raised. Following the increase of

work in the offices of Deputy Inspectors of Schools due to the quarterly payment of grants and the introduction of - compulsory education and mid-day meals in elementary schools, an additional clerk was sanctioned from 1942--43 to each of these offices.

(6) University Development:- Apart from the measures taken to meet the large demand for University courses in the arts and sciences by permitting the shift system and thereby increasing the admission capacity of existing - colleges and by the expeditious grant of permission for the opening of seven new colleges, one in 1944, 4 in 1945, and 2 in 1946, expansion of the scope of professional - courses and of the facilities for research were the main features of University development during the quinquennium in all the three universities of the province. The Andhra University area had five new professional colleges opened during the period - an agricultural college at Bapatla and a law college at Masulipatam in 1945, a teachers' training college for women and a medical college at Guntur and a college of Engineering at Cocanada in 1946, the last being the nucleus of a college of Aeronautical and Marine Engineering to be ultimately located at Vizagapatam. In the Madras University area a medical college for women was opened at Vellore in 1942 and another for men and women, to be eventually located at Madura, was attached to the Stanley Medical College at Madras in 1946; in the same year an Engineering College for the Ceded Districts was opened and located temporarily at Guindy, where the Alagappa Chettiar College of Technology opened in 1944, was also located. In 1945, the Arthur Hope College of Technology was opened at Coimbatore. A teachers' training college for women was opened at Mangalore in 1943. The Annamalai University opened a Technological and Engineering Section in 1945.

Degree courses in Highways Engineering and Telecommunications Engineering were instituted in the College of -- Engineering, Guindy, in 1945. The degree of Licentiate in Teaching was changed to that of Bachelor of Teaching from April 1945. Tamil was introduced as one of the optional subjects for the teachers' degree at the Teachers' College, Saidapet, in 1942 and Telugu at the St.Christopher Training College, Madras in 1945. The most significant development in respect of teaching was the introduction of the degree of Master of Education in 1944, the course for which was conducted by the Madras University in co-operation with the four training colleges in the Madras City. The B.Sc. Course in Home Science was opened in the Queen Mary's and Women's Christian Colleges at Madras in 1942. The Government College, Coimbatore, was raised to a first grade college with Mathematics and Geography B.A. Courses and B.Com. Course in July 1946. Four new Oriental Colleges were also opened in the Madras University area during the quinquennium at Mylam in 1942, at Tanjore in 1943 and at Bellary and Malabar in 1945 and an Oriental section was opened at the Pachaiyappa's College, Madras, in 1942.

(9) Secondary Education:- The ideal of leaving at least one high school for every taluk in the Presidency was very nearly achieved during the quinquennium, at the end of which there were only fifteen taluks without a high school; most of these taluks, however, had middle schools. As compared with the rise in the number of secondary schools for boys from 521 to 588 and for girls from 82 to 103 during the previous quinquennium which at the time was considered large, there was an even larger rise in the period under review to 631 boys secondary schools in 1946 and to 720 in 1947 and to 165 girls' secondary schools in 1946 and to 181 in 1947. Their strength increased

in an even larger proportion as many of the older schools had to open additional sections and to seek permission - for admissions in excess of their normal capacities, so that ultimately in 1947 the rule regarding the maximum strength of a section had to be amended to allow 45 pupils instead of 40, with provision for a further relaxation up to 50 under certain specified conditions. Thus the -- strength of boys' secondary schools rose from 234,303 including 16,494 girls in 1942 to 342,614 including 27,119 girls in 1946 and to 387,534 including 28,939 girls in 1947. Even more remarkable was the rise in the strength of girls' secondary schools from 29,534 (including 1,783 boys) in 1942 to 49,814 (including 449 boys) in 1946 and to 53,891 (including 2,427 boys) in 1947. Altogether the number of girls in secondary schools for boys and girls rose from 44,250 in 1942 to 73,484 in 1946 and to 80,403 in 1947. It is noteworthy that this rise has occurred in spite of a popularly professed dissatisfaction of curricula and of the widely known fact of a pending reorganization of courses. For the secretarial duties in connection with this reorganization a special officer was appointed in October 1945 and the syllabuses for the several new courses were drafted and published. Schools were provisionally selected for the introduction of these courses, but due to practical difficulties the courses were not introduced during the quinquennium. Pending the reorganization two reforms were however made in respect of instruction in secondary schools during the last year of the period; one was as stated earlier in the report, the more complete use of the regional language as the medium of instruction in all secondary schools, exemptions being limited to the barest minimum in 1947 and intended to be altogether abolished in later years, and the other was the introduction

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of Hindustani for all pupils from Form II to Form IV in all schools instead of a selected proportion of schools as in former years. A third change was the re-introduction of text-books for non-detailed study in the languages. Another important event in Secondary Education was the re-constitution of the Secondary School Leaving Certificate Board in a more comphehensive and representative form as the Board of Secondary Education with several subordinate boards and committees.

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(8) Mass Education:- Due to war conditions and other causes mentioned elsewhere in the report the progress of mass education in respect of enrolment of children in elementary schools during the quinquennium did not keep pace with that of the previous quinquennium; in fact there was a fall in enrolment from 3,118,755 pupils in elementary schools for boys and girls in 1941--42 to 3,044,013 pupils in 1942--43 and to 2,980,743 pupils in 1943--44. It was in 1944--45 that enrolment began to rise; and with the extension of compulsion and provision of mid-day meals to poor pupils in the next two years the rise became marked with 3,242,022 pupils in 1945--46 and 3,456,085 in 1946--47. There was however a steady increase in the number of pupils in the V Standard from 346,512 in 1941--42 to 365,238 in 1945--46 and 378,431 in 1946--47. The percentage of this figure to the strength in I Standard also rose markedly in the case of boys from 32.3 in 1941--42 to 41.2 in 1945-46, in spite of increased enrolment due to compulsion in the I standard; but with further enrolment in 1946--47, the percentage fell to 39.5. In the case of girls the percentage rose from 30.0 in 1941--42 to 33.7 in 1943--44, but the large enrolment of girls in areas of compulsion brought the figure down to 21.1 in 1945--46 with a slight recovery

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to 21.6 in 1946--47. The tests of efficiency which were introduced at the beginning of the quinquennium continued to be applied and in consequence the number of elementary schools for boys and girls decreased from 37,964 in 1941-1942 ~~and~~ to 35,916 in 1945--46. Due to the opening of new schools under compulsion schemes, the number rose to 36,148 in 1946--47. Recruitment to war services took away a number of qualified teachers and reduced the number seeking training as teachers; as a result there was a fall in the proportion of trained teachers. Rules were relaxed to permit the re-employment of retired teachers to meet the staff requirements of compulsion. Government committed themselves to meet the extra expenditure incurred by local bodies and private managements for the appointment of additional teachers, provision of additional accommodation by way of temporary sheds or rented buildings and contingent charges. Besides free mid-day meals to poor pupils, slates and books were also provided to such pupils in the areas brought under the scheme of compulsion.

Basic Education:- The first step to the introduction of Basic Education was thus taken by the starting of an intensive course of training for teachers at two centres in the Presidency, one for the Telugu district at Kavur Guntur District, at an institution which had already established a tradition of service to the community and had become known as Vinayashram, and the other for the Tamil districts at Perianaickenpalayam, Coimbatore District, contiguous to another reputed institution, an activity school representing New Education, Sri Ramakrishna Vidyalaya.

Seventy teachers with the Matriculation standard of general education, most of whom had been trained previously as teachers of that grade and had gained a few years'

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experience in schools but were young enough to be retrained and to take to the new method with a certain spirit of enthusiasm, were selected to undergo a course of six months' training at each of these centres. The course started early in December 1946 and about 140 teachers were available in June 1947 to turn old elementary schools into new Basic Schools at the beginning of the school year 1947--48.

Besides Basic Schools were also opened in several parts of the Province staffed by teachers trained at Wardha and by those trained in this presidency during the first half of 1947. The number of basic schools so started was 27 with 1,138 boys and 596 girls under instruction.

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(9) Special Education--Training Schools for Men Teachers: The effect of recruitment to the forces during the war and of disturbed economic conditions after the war on the pro gress of education was no-where more conspicuously felt than in the strength of training schools for men teachers; and the revision of the scales of salaries for teachers in - schools under public management and of grant for those in schools under private management with effect from 1st January 1947 came not a day too soon. If it were not for this revision the outlook for the recruitment of men-teachers at the end of the quinquennium would indeed have been most discouraging, as the steep fall in strength in the training schools for men would indicate. In 1941--42 there were 1,793 pupil-teachers of the secondary grade and 8,141 of the elementary grade under training in the 73 Government and privately managed training schools for men in the Presidency. The strength steadily declined in successive years and in 1945--46 there were only 1553 secondary grade pupil-teachers and 7,318 elementary grade pupil-teachers under training in 74 training schools. Special attention was therefore given to this problem in 1946--47 and emergency secondary grade training courses of one full year's duration were started in many places; to secure the best results in spite of the shortening of the course, selection was as a rule confined to candidates who were eligible for the -- University courses or public service with an extremely qualified relaxation only in the case of women, Muslims and Harijans and limited to educationally backward districts; The restoration of stipends for secondary grade training, which was limited during the previous quinquennium only to women teachers of certain backward communities, was extended to all teachers under training, both men and women, and the rate was raised to Rs.18/- per month. As a result of these measures, the strength in the training schools for men -

rose to 11,236 comprising 2,542 in the Secondary Grade (both emergency and normal sections) and 8,694 in the elementary grade in 1946--47.

Training Schools for Women Teachers:- In the case of women teachers, however, there was a steady increase in the number of training schools as well as in their strength. The number of schools rose from 66 in 1941--42 to 75 in 1945--46 and to 82 in 1946--47. The strength rose from 690 in the Secondary Grade and 3,681 in the elementary grade in 1941--42 to 930 in the Secondary Grade and 4,049 in the elementary grade in 1945--46 and to 1,191 and 4,914 respectively in 1946--47. This indication of the continued popularity of teachers' training among women, together with the rapid advance in the education of girls at the secondary stage, raises the question whether it will not be wise as a matter of policy in future to expect among women a supply of teachers for all basic schools for boys and girls and to take further steps to encourage them to enter the teaching profession.

Nursery Schools:- The Nursery School, Vepery, conducted by the Nursery School Association, Madras, continued to be the only training institution till the end of the quinque nnium for training teachers for the Nursery School Certificate. A Tamil section was opened and was working during the quinquennium. The number of nursery schools working in various parts of the Presidency during the quinquennium was 17 as against 3 under Municipal Councils and 4 under private agencies in 1941--42.

Oriental
Sanskrit Schools:- The number of Sanskrit and Tamil schools which fell steeply from 92 to 64 during the previous quinquennium was 61 in 1945--46 and 67 in 1946--47. The strength fell from 3,995 to 3,363 in 1945--46 but rose to 3,727 in 1946--47.

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Other Special Schools:- There was no marked change in the working and in number in respect of other special schools such as schools for defective and handicapped children, Junior and Senior Certified schools, borstal and jail schools, and agricultural, industrial, art and commercial schools.

(10) WOMEN'S EDUCATION:- Except in respect of the elementary school stage the unique record of the previous quinquennium in the education of girls and women has not only been maintained but even excelled in certain respects during the period under report. The more outstanding figures have been given at the beginning of the report and the comparative figures for the two quinquennia are given below:

	1937.	1942.	Increase percent	1947.	Increase percent.
Number of women in Arts Colleges for Women and Men.	1024	1761	70.0	3276	86.0
Number of women in Professional Colleges for Women and Men.	175	249	42.2	688	176.3
Number of Girls in Secondary Schools for Boys and Girls.	31855	44245	38.9	80397	81.7

The "change in outlook of the greatest importance" which Government observed in their review of the last quinquennial report has thus been even more marked during the next quinquennium; and the consequent demand for more secondary schools for girls was met by the opening of Government Middle Schools for girls and the later developing of them into high schools at Narasapur and Vizianagaram in 1942--43, at Ambasamudram in 1944--45 and at Hindupur, Hospet, Adoni, Tirupathi, Harpanahalli, Abhiramam and Chidambaram in 1945 and the conversion of the model school attached to the Government Training School for Women at Erode into a high

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school in 1942--43, of that at Namakkal in 1944--45, and of the higher elementary standards of those at Gudiyattam Karur, Madanapalle and Tellicherry into Forms I to III in 1945--46, apart from the secondary schools for Muslim girls enumerated under the heading of Muslim education.

One result of this is seen in the steady increase in the number of women who underwent training for the teaching profession especially in the secondary grade. The comparative figures are:

	1937.	1942.	1947.
Secondary Grade Classes	455	690	1191
Elementary Grade Classes	3021	3681	4914

But the demand for women teachers is really larger than those figures can fulfil and the need is felt for a more rapid progress in this direction. A higher elementary training school for women teachers was opendd at Namakkal in 1942--43. Seven new training schools for women were opened under private managements. It is hoped that these measures taken especially during the last year of the -- quinquennium, to increase the facilities for the training of teachers will make this progress possible in the succeeding years.

The exemple set during the previous quinquennium by women joining the college of Engineering has been followdd by the admission of women students in Colleges of Agriculture in the period under review. Among the newly openedd Arts colleges the Government College for Muslim Women opened at Rayapettah, Madras, in 1946, holds a unique place as the first of its kind in the Province.

(11) MUSLIM EDUCATION:- The most outstanding event of the quinquennium were the admission for the first time of Muslim women students into Government Muslim College, Madras in 1944 and, on the demand revealed by this measure, the

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opening of a Government College for Muslim Women in the premises of the Government Hobart Training School, Madras. Natural Science courses in the Intermediate Classes and an Honours Course in Islamic History were introduced in the Government Muslim College, Madras. Two new Arabic colleges were opened in Bellary and Malabar districts. Many new secondary schools for girls were opened either by converting the model schools attached to Government Training Schools for Muslim Women as at Bellary, Guntur and Kurnool in 1942 or as altogether new schools as at George Town, Madras, in 1942, at Mangalore in 1943 and at Coimbatore in 1944. Higher forms were opened raising the middle school attached to Government Training School for Muslim Women at Trichinopoly and the new middle school at Mangalore. A secondary training class was attached to the Government Mappilla Girls High School at Tirur in 1943. The chief events in respect of elementary education were the sanction of an additional Sub-Assistant Inspectress's post for Muslim Girls' Schools and of 4 Junior Deputy Inspectors' posts for Muslim Boys Schools and the appointment of a Special Assistant to the Inspectress, VI Circle, Calicut for the development of education among Mappilla girls in Malabar and South Kanara Districts.

The need for the above special steps with regard to elementary education arose from the fall in numbers at this stage in the first two years of the quihquennium and as a result of them noticeable recovery was seen in the last two years of the period. During 1942--43 there was a decrease in the number of elementary schools for Muslim boys from 2,625 to 2,471 and for Muslim girls from 511 to 502 and in the strength of these schools from 243,410 to 232,186 and from 41,244 to 38,613 respectively. The recovery in the case of boys' elementary schools became

marked only 1945--46 with 2,685 schools and a strength of 247,849 in them; in the case of girls' schools the figures rose to 541 schools and a strength of 42,713 in 1944--45 but due presumably to the conversion of higher elementary sections into middle schools during the next year, the number of girls' elementary schools fell to 491 and their strength to 40,382. In 1946--47 the figures were 2,604 muslim boys' elementary schools and 550 muslim girls' ele mentary schools with a strength of 264,759 and 60,796 respectively.

The figures for collegiate and secondary education however indicate marked progress. From 837 men and 39 women in Arts Colleges in 1941--42, there was a rise to 1,164 men and 69 women in 1945--46 and 1,231 men and 80 women in 1946--47. The strength of Arabic Colleges rose from 158 in 1941--42 to 190 in 1945--46 and fell to 134 in 1946--47. The increase was most conspicuous in the number of Muslim students in professional colleges which rose from 122 men and 15 women in 1941--42 and to 221 men and 21 women in 1945--46 and 291 men and 25 women in - 1946--47. The number of Muslim Secondary schools for boys increased from 18 in 1941--42 to 21 in 1945--46 and re- mained the same in 1946--47, and their strength rose from 4,093 in 1941--42 to 6,218 in 1945--46 and to 6,705 in 1946--47; in the case of Muslim Secondary Schools for girls, the number of which rose from 3 in 1941--42 to 10 in 1945--46 and remained the same in 1946--47, the number of pupils more than doubled from 522 in 1941--42 to 1,331 in 1945--46 and further increased to 1,480 in 1946--47. The increase in the number of Muslim pupils in all Secon- dary Schools, both muslim and non-muslim, increased in similar proportion from 15,659 boys and 1,226 girls in 1941--42 to 21,971 boys and 2,307 girls in 1945--46 and 24,628 boys and 2,401 girls in 1946--47.

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(12) ANGLO INDIAN AND EUROPEAN EDUCATION:- There was no change in the courses of study or in the examinations but there was a large increase in the number of Non-European scholars in European and Anglo-Indian Schools from 2,007 to 3,392 during the quinquennium. The European School Leaving Certificate Board was reconstituted twice during the quin quennium and the Provincial Board was re-constituted in January 1946. The Very Rev.Mgr.A.F.Theodore was renominated as a member of the Inter-Provincial Board. The words "European and Anglo-Indian Schools" came to be substituted for the words "European Schools" in the Code of Regulations for these schools. The rate of grants under articles 156 and 165 of the Code of Regulations for European and Anglo-Indian Schools was increased during the year 1945-46. The rate of grant under Article 164 of the Code was raised from 1½ annas to 2 annas and subsequently to 3 annas per pupil per diem. Stipends were sanctioned to students under training in training institutions for European and Anglo Indians with effect from 1st January 1945. Contribution to the Provident Fund for teachers in Non-Pensionable service was made compulsory for teachers in European and Anglo-- Indians Schools. Under Article 28A of the Code of Regulations, the upper age limit for teachers in European and Anglo-Indian Schools was fixed at 60 and the Director was empowered to grant annual exemptions till the 65 year.

(13.) PHYSICAL EDUCATION:- As stated already under Inspecting Agencies, four Regional Physical Directors were appointed from the 1st July 1942 for the supervision of physical educationin boys' schools and at the same time an Assistant to the Woman Specialist in Physical Education was also appointed. A Chief Inspector of Physical Education in the place of the part-time Adviser to Government on

Physical Education was appointed in May 1946. The Y.M.C.A College of Physical Education, Saidapet, and the Government Physical Education Training Class for Women at the same place continued to be the only institutions of the kind in the Province for men and women respectively. The former had 75 students in 1945--46 and 77 in 1946--47 as compared with 102 in 1941--42; the latter had 36 students in 1945--46 and 25 in 1946--47 against 31 at the end of the last quinquennium. Government approved during the year 1943--44 the introduction of graded courses of training in the latter institution, namely, Diploma Course, Higher Grade Certificate Course and Lower Grade Certificate Course, corresponding to the grades in the Men's college. In the same year a special pay was sanctioned to physical education teachers at Rs.10/- a month for those holding higher grade certificates and Rs.5/- a month for those with lower grade certificates. In 1945--46 stipends were sanctioned to men students undergoing the physical education course. In spite of this the supply of physical education teachers is still far short of the demand, especially due to the rapid increase in the number of secondary schools.

The Madras Olympic Association, the Madras Boxing Association, the Provincial Basket Ball Federation, the Madras Schools Athletic Association and the Collegiate Athletic Association continued to make valuablecontributions to the standard and spirit of sportsmanship and the Madras Provincial Physical Education Association to the cause of physical education in general among the educational institutions of the province. The All India Olympics held at

Bangalore in February 1946 attracted more than the usual interest in this Presidency owing to the proximity of the vehue of the meeting. The Madras Schools Athletic Association sent a team for the first time to North India for the Inter-Provincial Cricket tournaments and put on the field a representative local eleven to meet a football team from Bengal at Saidapet early in 1946. A representative contingent from Madras attended the All India Physical Educational Conference at Amraoti in October 1946.

(14) MANUAL TRAINING:- Due mainly to the classification of prevocational classes in higher elementary schools as manual training classes, the number of such classes increased from 1,724 in 1941--42 to 2,125 in 1945--46 and to 2,238 in 1946--47 and their strength from 221,280 (including 34,129 girls and women) to 304,545 (including 72,~~003~~205 girls and women) in 1945--46 and to 338,758 (including 72003 girls and women) in 1946-47. Of the 22 handicrafts for lower elementary schools and the 33 prevocational subjects for higher elementary schools, training in 21 of the former was provided in training schools and 28 of the latter was taught in higher elementary schools. Woodwork, spinning and weaving have continued to be the most popular ones, with mat-weaving, rattanwork and tailoring coming next in popularity. Among high schools weaving, rattanwork and woodwork were the most common subjects, with a few enterprising schools working on a wider range of media like leather, linoleum and pottery or providing for paper-making as a form of manual training. The Adviser to Government on Manual Training annually inspected a certain number of these classes and forwarded his reports to the managements of the schools; Mr. C.R.Porret who held the post of Adviser and who was normally to have retired from the 15th March 1943 was re-employed from year to year till about the end of the quinquennium and continuity of direction was thus maintained.

(15) MEDICAL INSPECTION OF SCHOOL CHILDREN:- The hope expressed by Government in their review of the last quinquennial report that conditions would soon permit the introduction of a scheme of medical inspection was not realised even during the quinquennium under review. Medical Inspection of school children formed one of the post-war reconstruction schemes, but it had not come into effect till the time of this report. A few individual institutions, however, continued to maintain their own arrangements for the medical inspection of their pupils.

(16) CONCESSIONS TO EX-SERVICEMEN:- The following concessions were granted to ex-servicemen:

(a) Demobilised soldiers qualified for Secondary Grade training were ordered to be admitted into the existing -- institutions in view of the availability of adequate - facilities for the training of teachers. The Indian Army Special Certificate of Education was recognised as equivalent to the S.S.L.C. for purposes of admission to Secondary Grade training.

(b) Ex-servicemen who held the Indian Army First Class certificate were permitted to join the higher elementary grade training after a short refresher course of studies and after their fitness was examined by a panel of examiners.

(c) Ex-servicemen irrespective of their educational attainments before or after their joining active service were permitted to appear for the VIII Standard Public Examination.

(d) Government sanctioned a scheme for the training of young wives and widows of servicemen as teachers and this scheme was taken up under the general scheme of training teachers. The heads of all training schools for women were instructed to give preference to these women in the matter of admission to the schools and hostels.

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These women under training were to be given a residential scholarship of Rs.10/- per month, besides all the concessions granted to ex-servicemen under training.

(e) Demobilised soldiers desiring to undergo secondary or higher elementary grade training were given preference in the matter of admission. They were also granted -- exemption from the age limit, exemption from the payment of tuition fees, special fees and examination fees, besides being paid the usual stipends.

(f) Pupils of high schools (Forms V and VI) and pupil-teachers under training whose studies were interrupted as a result of their joining the war services were permitted to complete the interrupted courses of studies and appear for the public examinations as private candidates.

(17) CHANGES IN THE GRANT-IN-AID CODE, THE MADRAS EDUCATIONAL RULES AND THE RULES FOR RECOGNITION AND AID RELATING TO ELEMENTARY SCHOOLS:- Unlike the previous quinquennium the changes in the rules made during the period under review were so many and so important that this part of the report has necessarily to be a long one and order to provide a consolidated source of reference until such time as the changes are embodied in the reprints of the respective codes and rules. The changes in the Grant-in-Aid Code were, however, very few. Except for the ban imposed on building grants from time to time in varying degrees according to the prevailing financial conditions and except for Government orders relating to the period of war emergency between the years 1941 to 1943, when -- provision was made for (i) compensating the loss in fee income in secondary schools in the coastal towns of Madras, Cochin and Vizagapatam, consequent on the sudden migration of pupils at the time and (ii) allowing grant on the full and normal complement of staff, which the schools were

asked to maintain without discharging teachers in spite of the temporary falls in the number of pupils, no important changes were made in the Grant-in-Aid Code.

The rate of boarding grant for Indian Orphanages and boarding homes was, however, increased on account of the rise in the prices of foodstuffs (G.O. No. MS. 168, Education dated the 1st February 1943). The sanction of boarding grant at the special rate authorised in G.O.No.1257, Education, dated the 14th August 1941, to certain Mission Orphanages which had been deprived of their income from abroad due to the war, was continued during the quinquennium.

Several changes or amendments were effected in the Madras Educational Rules. These were:-

Rule 10(A):- The power of granting age exemption to teachers in aided secondary schools for boys was delegated to Divisional Inspectors under certain conditions.

Rule 14:- Sub-rule (i) was amended to the effect that all Catholic Priests other than the members of the Society of Jesus, certified by the Superior General or the Vicar-General concerned, to have undergone, during their ecclesiastical training, the courses of studies, theoretical and practical, prescribed for the secondary grade training in this Province, be permitted to appear for the T.S.L.C. Examination of the Secondary Grade as private candidates.

Rule 16:- The amendment made it obligatory on recognised schools not to employ teachers whose certificates have been cancelled or who have been declared by the Director, after due enquiry, to be unfit to be teachers.

Rule 30(A):- Admission of girls without any restriction as regards age or number into boys' schools was permitted But the admission of boys into girls' schools was not permitted without the prior approval of the Inspectress.

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Rule 37:- The admission into Form IV of Secondary Schools of pupils who had passed the Eighth Standard Public Examination with English as their optional additional subject was permitted.

Rule 60:- The Director was empowered to grant, for special reasons, exemption from the use of a local language in any class or form of a Secondary School.

Rule 64:- This rule was considerably amplified prescribing qualifications for (i) headmasters and assistant teachers employed in schools for defective children and (ii) in conjunction with Rule 65, teachers employed in Sanskrit Schools.

Rule 73:- The levy of fees in model elementary schools attached to Government Training Schools for women was -- abolished.

Rule 90:- Separate rules were made for (a) Colleges and (b) Secondary Schools.

Rule 92:- The income limits prescribed under this rule for purposes of fee concessions were raised. Scheduled class pupils were permitted to retain the fee concessions granted under rule 92(c) for a second year also in two classes during the entire period of their secondary school course, subject to certain conditions.

Rule 93:- The rule was amended to the effect that no student who has been convicted in a court of law for disloyal activities or who has been detained under the Defence of India Rules or the Restriction and Detention Ordinance, 1944, shall be admitted or readmitted into a college or school without the previous sanction of the Director.

Rule 113(2):- The lower age limit for admission into a training institution was raised from 14 to 15 years.

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Rule 117:- The rates of stipends to elementary grade men students was raised and stipends to secondary grade students were revived.

Rule 125:- The amendment required that in the case of women whether major or minor, the agreement under this rule should be signed by the teachers concerned and also by suitable sureties. Another provision under this rule authorised the Director to accept for the purpose of the agreement the service which a teacher, after leaving the training institution, may have performed as a teacher in His Majesty's Land, Naval or Air Force (G.O.No.918, Education, dated the the 6th July 1943).

Rule 138:- Elementary Grade teachers, who underwent training in and after 1941 and subsequently passed the Matriculation examination or were otherwise eligible for the University courses of studies were, permitted to appear for the T.S.L.C. examination of the secondary grade as private candidates, and this concession was later extended to those who underwent higher elementary grade training prior to 1940--41, on the condition that they had had five years' teaching experience subsequent to their passing and that they had secured eligibility for admission to the University courses of study.

Rule 145:- This rule was deleted consequent on the discontinuance, in the case of teachers trained under the revised scheme, of the requirement of eighteen months' approved probationary service for the completion of the certificate.

In this connection, the rules for the S.S.L.C. Examination were also amended to permit teachers of the higher elementary grade with a total of atleast three years' service in recognised schools after their passing the T.S.L.C. examination to appear as private candidates for the S.S.L.C. examination without the requirement of school study records.

The following changes were made in the Rules relating to Elementary Schools:-- Rules under the Madras Elementary Education Act:- The most important amendment which was made to the Act during the quinquennium was that of transferring the power to impose the penalty under Section 51(i) Compulsory Elementary Education Act from the executive heads of local bodies to the District Educational Officers with effect from the 1st June 1947 (G.O.No. 643, Education, dated the 1st April 1947).

Under Section 3(i):- Attendance at school, the minimum number of school days in respect of schools attached to boarding homes and orphanages was reduced from 220 to 200 and the power to condone the shortage in the number of working days in the case of schools managed by district boards and municipal councils was given to the Director and in the case of Panchayat schools to the Inspector of Municipal Councils and Local Boards.

Under Section 50(v):- Exemption from attendance, the attendance of a child in the Madras Fortress area and in the coastal towns where compulsory elementary education was in force was left to the option of the guardian during the years of the war.

Chapter I - Rules for recognition:- The second part of Rule 1 which related to Taluk Advisory Committees, was - deleted on the abolition of these committees and in G.O. No. 1430, Education, dated the 30th September 1944, the powers of these committees were delegated to District Educational Officers and Inspectresses of Girls Schools.

Under Rule 4:- Government temporarily relaxed in their orders Ms. No.1235, Education, dated the 31st October 1943 and No.134, Education, dated the 28th January 1943, the rule regarding the minimum average attendance for the assessment of teaching grant in the case of schools in the Madras

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Under Rule 5:- The following instructions were issued to the Inspecting Officers with the approval of Government.

"Recognition shall not ordinarily be granted to any lower elementary girls' school in anon-municipal area unless at least 30 percent of the girls of schoolage in the local area are in attendance in the school at the time of application for recognition.

"Recognition may be withdrawn after due warning, if any of the girls' schools in Non-municipal areas fail to have 30 percent of the girls of schoolage in the local area in attendance in the school. One year's time may be given to all the existing schools to achieve this result."

Rule 12(2) was amended in G.O. No. 312, Education, dated the 26th February 1943, permitting the employment of a pandit possessing the qualifications prescribed in Rule 13 of the Madras Educational Rules in complete higher elementary schools having atleast one additional section in any of the standards VI to VIII, in one of the posts of secondary grade trained teachers, with the previous approval of the District Educational Officer or the Inspectress of Girls' Schools, as the case may be, and the assessment of grant at Rs.216/- a year on behalf of such a pandit.

Chapter II - Rules for Aid - Teaching Grants:- Under Rule 1, the rate of grants for teachers of all grades was increased by Rs.2/- per month with effect from the 1st August 1946,in G.O.No.MS. 2061, Education, dated the 29th October 1946. Subsequently in G.O.No.1154, Education, dated the 5th June 1947, the rates were substantially raised for all grades, with provision for increments to trained teachers of the higher elementary and other upper grades, with effect from the 1st January 1947. Dearness allowance was also sanctioned at a uniform rate to all teachers assessed for grant and the rate was raised from

time to time until it was fixed at Rs.16/- per month per teacher. To encourage the enrolment of Mappilla pupils, the appointment of Musaliyars for giving religious instruction in aided Mappilla elementary schools was approved by Government in their order No. MS. 642, Education, dated the 6th May 1943, and grant on behalf of each of the instructors was permitted to be assedsed at Rs.60/- per year, subject to a maximum total expenditure of Rs.10,000/-.

Under Rule 4:- The assessment of grant for an additional teacher, with effect from the 1st January 1946, in aided schools having ten or more sections was permitted in G.O. No. 93, Education, dated 11th January 1946. Under the same rule a sub-rule was added to provide for the sanction of leave to teachers in aided schools with grant both for the teacher on leave and the substitute, at the rate of 15 days' leave for every twelve months of continuous service in one or more schools, with the accumulation of the leave limited to 45 days (G.O.No.MS. 233, Education, dated the 14th February 1945.) Another sub-rule was added in G.O.No.1604, Education, dated the 30th October 1944, to limit the period of employment of untrained teachers.

Under Rule 7(b): a provision was made, in G.O.No. MS.2208, Education, dated the 29th December 1945, allowing increased grants to single-teacher schools in certain areas and under certain conditions.

Under Rule 8, the procedure was revised ~~to the effect~~ in consequence of the abolition of the Taluk Advisory Committees (G.O.No.1430, Education, dated 30th September 1944).

Rule 13 was amended so that the teachers were entitled to receive the whole grant assessed on their behalf instead of 85 percent and provision was made for the payment upto 15 percent of the assessed grant to the management towards the cost of maintaining the schools.

II. GENERAL STATISTICAL SUMMARY.

Statistics relating to institutions:- The total number of public institutions (including Oriental institutions as well as European and Anglo-Indian Schools recognised by this department) decreased from 39,422 to 37,811 or by 4.3 percent as against a decrease of 16.9 percent recorded at the end of 1941--42. The strength in all these institutions increased from -- 3,455,822 to 3,989,685 or by 15.5 percent compared with the increase of 9.9 percent. The number of private unrecognised schools fell from 413 to 228 and their strength from 16,078 to 8,549. The decrease in the total number of institutions, in spite of the rise in the number of high schools and colleges, was due mainly to the closure of ill-working elementary schools.

Institutions and Scholars by Districts:- The decrease in the number of institutions was general in all the districts except West Godavari, Madras, Madura and Malabar, while the increase in enrolment of pupils was shared by all the districts.

Institutions according to Managing Agencies:- Schools under public managements increased from 19,489 to 19,595, the increase being shared by all public managements except the Panchayat. Government schools increased from 1,735 to 1,869, Municipal Schools from 1,482 to 1,525 and District Boards schools from 14,887 to 15,076 while Panchayat schools fell from 1,385 to 1,125. The schools under private managements, both aided and unaided, decreased from 19,500 and 433 respectively in 1941--42 to 17,882 and 334 in 1946--47. Despite the fall in the number of schools in the aggregate, the strength in them rose consideerably during the period under review. The increase in strength was shared by schools under all managements.

Education in relation to population:- The percentage of male scholars to male population was 10.4 as against 9.1 and that of female scholars to female population was 5.8 as

against 4.9 and the percentage of both male and female scholars to the total population was 8.1 as against 7.0 at the end of the preceding quinquennium. The percentages in the case of both male and female scholars were the highest in Madras compared with other districts being 24.0 and 15.4 respectively. The district of Salem recorded the lowest percentage in respect of male scholars under instruction to male population being 5.9 and Coimbatore in respect of female -- scholars being 2.7.

Scholars according to classes of community:- There was an increase in the number of scholars under instruction in all types of institutions of all communities during the period under review. To the total increase of 526,334 recorded at the end of the quinquennium the increase of the Harijan and the Muslim scholars alone contributed 71,989 and 47,883 respectively while in 1941--42, the increase in the number of scholars of these two communities was 34,591 and 31,427.

Scholars studying English:- The number of scholars studying English was 5,38,163 as against 5,66,798 in 1941-42. The decrease was due to restriction placed on the teaching of English in schools towards the end of the quinquennium, by shifting the stage of commencement from Class 4 to Form I.

Scholars unprotected from Smallpox:- The number of scholars unprotected from small-pox increased from 2,830 in 1942 to 3,826 in 1947, due presumably to the migration of families from place to place during the war and the children failing to be vaccinated at the proper age.

Extent of Education in Municipal and Non-Municipal Areas: The percentage of the number and the strength of institutions in Municipal areas to the total figures for the Province was 9.2 and 17.2 respectively in 1946--47 as against 9.4 and 18.3 in 1941--42, due to the increase in the number of schools in rural areas.

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General Statistics of receipts and charges:- The total expenditure on education (including the expenditure on professional colleges and special schools not under the control of this department) increased by Rs. 678 lakhs from Rs.618 lakhs in 1941--42 to Rs.1296 lakhs in 1946--47. The percentage of expenditure from public and private funds to the total expenditure was 65 and 35 respectively as against 63 and 37 in 1941--42. The total expenditure had more than doubled during the quinquennium due mainly to the expenditure incurred by way of payment of enhanced dearness allowance to teachers employed in all schools.

As in the previous years, almost the whole amount shown under "SUBSCRIPTIONS AND OTHER SOURCES" in the General Educational Tables III.A and III.B represents the contributions from the managements of schools under private agencies. These sources contributed Rs.139.52 lakhs towards the total direct expenditure of Rs.1,057.54 lakhs as against Rs.64.32 lakhs and Rs.513 lakhs respectively in 1941--42.

The total direct expenditure increased from Rs.513 lakhs to Rs.1,058 lakhs, the increase being, shared by all types of institutions as shown below:

	Expenditure in Lakhs.	
	1941--42	1946--47.
	Rs.	Rs.
Arts Colleges	36.34	69.71
Professional Colleges	17.64	41.19
Secondary Schools	126.59	247.62
Elementary Schools	277.96	572.07
Special Schools	40.41	87.73

The expenditure on "Universities" which has not been included in the above statement, rose from Rs.13.77 lakhs to Rs.39.22 lakhs.

The amount spent by local boards and municipal councils on elementary schools maintained by them increased by Rs.151.88 lakhs from Rs.157.58 lakhs to Rs.309.46 lakhs to which total,

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local and municipal funds alone contributed Rs.158.43 lakhs compared with Rs.68.37 lakhs in 1941--42.

The following table gives details of expenditure on schools managed and aided by municipal councils.

Expenditure on schools maintained and aided by municipal councils.

	Institutions.			Recurring expenditure.					
RECURRING EXPENDI--TURE.	Managed by M.Cl	Aided by M.Cl.	Total:	Provincial Funds.	Municipal Funds.	Other Public Funds	Fees.	Other Sources.	Total.
Colleges	3	1*	4	8036*	1000*	2000*	62265	17107*	90408*
High Schools	54	..	54	4725 177613	41298 388265	.. 360	82729 1147887	308 35959	129060 1750084
Middle Schools	16	..	16	12683	37911	..	64027	21630	136251
Primary Schools	1439	..	1439	1391534	3192713	25290	11621	53120	4674284
Special Schools	4	14%	18	2082 219098%	10909 80651%	.. 5937%	551 33198%	150 151810%	13692 490694
Total:									
1946--47	1516	15	1531	1815771	3752753	33587	1402278	280084	7284473
1941--42	1482	3	1485	1545543	2158322	3483	119627	19581	4463523
CAPITAL EXPENDI--TURE.									
Colleges	..	..	..	..	46612	...	...	.54	46666
High Schools.	..	..	..	22682	125306	...	...	3229£	151217£
Middle Schools.	...	...	...	..	743	...	...	1756	2499
Primary Schools.	...	...	...	961	122376	...	...	955	124292
Special Schools.	...	...	...	..	...	...	...	...	...
Total for:									
1946-47	...	...	...	23643	295037	...	...	5994	324674
1941--42	..	...	...	11694	217497	...	...	...	229191

* relates to one Arts College which received aid from Municipal Funds.
% Relates to Industrial Schools which received aid from Municipal Funds.
£ Includes Rs.95,241/- spent on buildings for all secondary (high and Middle) Schools.

It may be observed that the expenditure both recurring and capital increased from Rs.4464 lakhs and Rs.2,29 lakhs

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in 1941--42 to Rs.72.84 lakhs and Rs.3.25 lakhs respectively.

The total indirect expenditure increased from Rs.105.60 lakhs to Rs.238.32 lakhs. The increase in the total expenditure was noticeable under all heads namely "Direction", "Inspection", "Buildings and Equipment" and "Miscellaneous" which includes expenditure on scholarships, boarding charges etc.

The expenditure on "Buildings and Equipment" increased from Rs.35 lakhs in 1941--42 to Rs.80 lakhs in 1946--47. The following table gives the expenditure incurred on various classes of institutions under this head in 1946--47:-

The amount spent on buildings furniture and apparatus in 1946-47 from.	Colleges.	High Schools.	Middle Schools.	Primary Schools	Special Schools	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial Funds	13,21,481	2,28,073	21,742	7,59,400	65,713	23,96,409
Local Funds	821	2,31,775	25,159	5,65,811	...	8,23,566
Municipal Funds	46,612	1,25,364	743	1,22,376	...	2,95,095
Other sources	16,35,470	12,68,576	28,558	14,00,249	47,247	43,80,100
Total: ...	30,04,384	18,53,788*	76,202	28,47,836	1,12,960	78,95,170

* Includes expenditure on buildings of all secondary schools (high and middle).

Provincial Receipts and charges:- The Budget Estimate for the year 1946--47 under "Education" was Rs.658.97 lakhs and the revised estimate Rs.642.12 lakhs. The actual expenditure including the amount spent in England amounted to Rs.590.27 lakhs.

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.28.30 lakhs and Rs.654.46 lakhs respectively in 1946--47 as against Rs.14.33 lakhs and Rs.319.17 lakhs in 1941--42. The increase was very marked in the case of grants in-aid to schools under private managements and under local

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bodies.

Grants-in-Aid:- The total amount of grants-in-aid to institutions under private managements rose from Rs.114.97 lakhs to Rs.279.29 lakhs, the increase was due mainly to the grant of dearness allowances to teachers under private managements at the rates admissible to Government servants.

Miscellaneous charges:- The heading "Miscellaneous" in the General Educational Tables III-A and B includes boarding charges in hostels amounting to Rs.115.93 lakhs, expenditure on private schools not conforming to departmental standards of instruction Rs.0.84 lakhs, amount spent in scholarships in schools and colleges Rs.8.19 lakhs and other miscellaneous items such as charges relating to Government Oriental Manuscripts Library, Registration of Books, Examination charges, Text-book Committees and miscellaneous grants amounting to Rs.1.94 lakhs. The corresponding expenditure in 1941--42 were Rs.43.73 lakhs, Rs.1.42 lakhs, Rs.4.75 lakhs and Rs.1.29 lakhs respectively.

The receipts from the departmental examinations fees amounted to Rs.0.19 lakhs and the boarding fees collected in hostels and boarding houses amounted to Rs.44.46 lakhs. The figures appearing under "Other Sources" against "Miscellaneous" in Tables III A and B. represent the sums spent by managements of private schools amounting to Rs.0.83 lakhs endowments and subscriptions collected and spent on hostels and boarding homes amounting to Rs.30.92 lakhs, the sums paid as scholarships amounting to Rs.2.48 lakhs and recoveries on account of service payments etc. amounting to Rs.0.17 lakhs.

Average cost and Average Fee:---- The following table gives the average cost of education and average fee per head paid in various institutions for general education for boys and girls:

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	Government.		Board.		Aided.	
	Average. cost.	Average. fee.	Average. cost.	Average. fee.	Average. cost.	Average fee.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges:						
Indians.	316/2/-	142/-/-	169/-/-	108/3-	202/3/-	133/8/-
Secondary Schools:						
For Boys:						
For Indians	93/11/-	16/10/.	46/8/-	24/11/-	53/3/-	30/5/-
For Europeans	...	...	...	...	105/6/-	91/14/-
Elementary Schools						
For Boys.						
For Indians.	25/10/-	...	17/8/-	...	14/14/-	0/6/-
For Europeans	...	...	...	...	96/-/-	11/14/-
Secondary Schools						
For Girls						
For Indians	87/13/-	14/10/-	55/8/-	20/11/-	59/8/-	22/-/-
For Europeans	...	...	...	...	349/11/.	102/13/
Elementary Schools						
For Girls						
For Indians	33/-/-	...	17/11/-	...	14/11/-	0/13/-
For Europeans	...	...	...	...	91/14/-	15/6/-

III. CONTROLLING AGENCIES.

Direction:- Sir Meveral Statham, M.A., C.I.E., I.E.S., continued to hold the office of the Director of Public Instruction and Commissioner for Government Examinations till his death on the 27th December 1944 except for a period of two months' leave from the 13th April 1944, when Dr. B.B.Dey, Principal and Professor of Chemistry, Presidency College, Madras, acted in his place. The following notification was ordered to be published in the Fort St. George Gazette in G.O.No.MS. 3693 Public (Political) dated 30th December 1944:

"His Excellency the Governor has learnt with deep regret of the death of Sir Meveral Statham, C.I.E., Director of Public Instruction, Madras, on the night of the 26th December 1944 of heart failure, and desires to place on record his high appreciation of the valuable services rendered by him.

Sir Meveral Statham was appointed to the Indian Educational Service in July 1913. During his service of nearly 32 years he held very important posts in the Education Department all of which he filled with great distinction. He served as Director of Public Instruction, Travancore, ~~in xxxxxx~~ from September 1933 to May 1935 and as Educational Commissioner with the Government of India from May 1935 to October 1935. He was appointed as Director of Public Instruction, Madras, in April 1936, which post he held till his death.

His work in all his various capacities was of outstanding merit and his clear and decisive views on educational questions were of immense help to Government in effecting reforms of far-reaching importance, the chief of which were (i) overhauling the syllabus of elementary and of training schools, (ii) improvement of the education of girls in all stages, and (iii) progress in the education of backward classes, particularly the Mappillas.

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He was in recent months working on a scheme of postwar development of education and his report on it formed the basis of discussion of the Educational Sub-Committee of the Postwar Reconstruction Committee.

He was Chairman of a Special Committee on Technical Education which reported to the Educational Sub-Committee of the Post-War Reconstruction Committee. These reports and the part which he took in the deliberations of the Sub-Committee have been of incalculable value in the formulation of a plan of Post-war Development in Education for this Province.

By the death of Sir Meveral Statham the Government of Madras lost a public servant of great distinction."

The Indian Educational Service post of Director of Public Instruction was kept in abeyance and in its place a temporary post in the Madras Educational Service was created. Dr. B.B. Dey held the post of the Director of Public Instruction till the 29th October 1945 when he went on leave preparatory to retirement. Dr. S.R.U. Savoor, was appointed as Director of Public Instruction in the Indian Educational - Service from 23rd October 1945 and except for a brief period of leave from the 13th May to the 12th June 1946 when Mr. G.E. Lobo, M.B.E., Deputy Director of Public Instruction (Elementary Education) was in charge, the post was held by Dr. Savoor during the remaining period of the quinquennium.

The Offices of the Director of Public Instruction and the Commissioner for Government Examinations which were - shifted to Anantapur in May 1942 when many of the Government offices were evacuated from the Madras City were moved back to the City at the end of June 1946.

During the period of the war, a special section designated "WAR SECTION" was opened in the Office of the Director of Public Instruction, Madras to attend to all matters connected with departmental efforts inconnection with the war including recruitment and publicity programmes. The establishment was

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financed by the War Department.

Inspection and Organization:- The main changes in the functions and jurisdictions of inspecting officers of both the men's and women's branches have been indicated in the paragraph on the Inspecting Agencies under the Chief Features of the Quinquennium. These changes were the result chiefly of the increase in the number and growth in size of educational institutions during the period under review; they have not reduced the average number of educational institutions inspected by each officer. Besides the rise in the numbers, the volume and variety of work both in the offices of the inspecting offices and in Government Training Schools has increased; in the latter case the increase in strength has increased the responsibilities of the heads of the institutions. Consequently, the posts of Headmistresses of Secondary and Training Schools at Vellore and Coimbatore were raised to the provincial service. With the opening of a Secondary Training section in the Madrasa-I-Azam, High School, Madras, the post of the Headmaster was also provincialised. Full time Curator's post in the Madras Educational Service for Oriental Manuscripts Library was sanctioned in 1942--43. As the revised syllabuses for training schools required wholetime attention to teaching on the part of the staffs of training schools, clerks were sanctioned in each of the Government Training Schools for Masters in the first year of the quinquennium. In the subordinate service, additional posts of Assistant Lecturers in colleges and school assistants in training schools were sanctioned for the new courses introduced in the former and for the emergency secondary grade classes in the latter institutions.

During the war all the inspecting officers both gazetted and non-gazetted carried onintensive recruitment for war services and Personal Assistants were appointed to District Educational Officers for this purpose, their salaries being met by the War Department.

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The following statement shows the number of inspecting officers as it stood on the 31st March 1947.

	Number of officers in each grade.	Grades of schools	Number of institutions in their jurisdiction.	Number of institutions each has to see annually.	Average number of schools actually seen.
Divisional Inspector of Schools.	4	Control and supervision of elementary education in the Division and supervision of the work of District Educational Officers and their Subordinate staff.			
District Educational Officers.	28	1. Secondary: (1) (2)	720 78	**	28
Inspectresses of Girls Schools	8	2. Training (1) (2)	181 82		32
Deputy Inspectors of Schools (Senior Scale).	228	Elementary Schools	31,975		80
Deputy Inspectors of Schools (Junior Scale)	171				
Sub-Assistant Inspectresses of Schools	55	"	4,173		75
Junior Deputy Inspectors of Schools in the Agency Ranges.	3	"	406		135

* Besides the inspecting officers shown in this statement there are ~~two others, namely,~~ the Inspectress of European Schools ~~and~~ the Inspector of Oriental Schools ~~and Colleges,~~ in the Madras Educational Service, with jurisdiction over the whole Presidency; 4) The Chief Inspectress of Pte Edn 5) The Woman Specialist in Pte Edn and 6) The Inspectress of Europ. Schools

** The actualfigure depends on the number of schools in their jurisdiction as each school has to be inspected once at least annually. Besides these officers have to visit a large number of elementary schools.

*** ~~One of these acts as Personal Assistant to the District Educational Officer, Vizagapatam.~~

The scales of pay of the provincial and subordinate serviceswere revised in common with other services of the Government in 1944 by a restoration of the 1933 scales of pay and again in 1947 by a total revision with reference to the changed conditions and cost of living. A scale of war allowance to officers of the provincial service and of dearness allowance to officers of the subordinate service was also sanctioned. The initial pay was raised in the case of officers promoted from the subordinate educational service to the Madras Educational Service after 1st August 1947; the benefit of this revision was, however, not extended to those who were promoted earlier, some of whom in consequence drew in 1947 after four years' service in the Madras Educational Service the same pay as those promoted that year.

The following statement shows the number of Inspecting officers as it stood on the 31st March 1947. ***

Personnel. The following officers in the Indian and Madras Educational service retired from service during the quinquennium:

Sri N.R. Krishnamma

Mr. H.C. Papworth

Dr. B.B. Dey

Miss I.H.Lowe (on leave preparatory to retirement from 28th December 198 to 3rd May 1945 and service with the Y.M.C.A,Calcutta)

Miss K.Myers (re-employed from 14th January to 13th July 1946).

Miss J.M.Geerard

Mrs. R.S.Subbalakshmi Ammal

Sri A.V.Venkatarama Ayyar

Sri U. Annappa

Sri C.K.Krishnaswami Pillai, M.B.E.,

Sri V. Viswanatha Sarma (employed after retirement as Publicity Officer, National Service Labour Tribunal).

Sri T.M. Kelu Nedungadi.

Sri G.P. Krishnamurthi

Sri T.S. Krishnaswamy Ayyar

Sri S. Muthukrishna Ayyar (employed after retirement as Instructor, Cadet Training School, Adyar).

Sri P.A. Narayana Ayyar.

Sri N. Raghunatha Ayyangar

Ghulam Dastagir Sahib Bahadur

Sri P. Subba Rao

Sri S. Satchidanandam Pillai

Sri R.M. Savoor, M.B.E.,

Sri T.S.Krishnamurthy Ayyar

Muhammad Abdul Ali Sahib Bahadur

Sri M. Chayappa

Sri K.S.Sitaraman

Sri M. Varughis

Miss C.M.Cavanagh (re-employed from 21st October 1943 to 20th April 1946).

Sri P. Venkataramanayya (employed before retirement as District Organizer, National War Front.)

Sri V.N.Viswanatha Ayyar.

Sri M. Manjunath Mulki (re-employed from 11th March to 3rd April 1947).

Sri C.N.Ganapathia Ayyar.

Sri P.V.Alexander

Sri P.K.Pattabhirama Sastri

Sri J. Satyanarayanamurthi

Miss C.D'Souza.

Mrs. G. Parukutti Ammal.

Sri D.Lakshminarasimham

Sri P. Raghavacharya

Sri P.P. Sankaran Nambiar

Sri V.Venugopala Ayyangar

Mr. J.Franco, M.B.E., (re-employed from 9th October 1945 to 8th October 1946).

Moulvi Muhammad Sahib Bahadur (re-employed from 16th October 1945 to 15th October 1946).

Mr. C.R.Porret, M.B.E. (re-employed from 15th March 1943 to 14th March 1947)

Miss C.K. Kausalya

Miss W. Park

Miss L. Philipsz.

Mr. A.C. Buck, Adviser to Government on Physical Education died on the 23rd July 1943; Md.Kutbuddin Sahib Bahadur, Lecturer, Government Muslim College, Madras on the 7th February 1944: Sri P. Thyagarajan, Permanent Personal Assistant to the Director of Public Instruction on the 9th April 1944 and Sri P.P.Subrahmanya Sastri, Professor of Sanskrit, Presidency College, Madras, on the 16th November 1945. Sri S.B.Bondade, Additional Professor of Physics, Presidency College, Madras, resigned his appointment with effect from the 14th June 1944 and Mr. Muhammad Answar Sahib Bahadur, District Educational Officer resigned his appointment in the Madras Educational Service with effect from the 27th September 1945. Mr. G.L.Lobo M.B.E., Deputy Director of Public Instruction on Elementary Education was re-employed as Special Officer for the conduct of the S.S.L.C. re-examination 1947 from the 21st March 1947 for the period upto the end of 30th June 1947.

Lt. Col. M. Abdul Hamid, M.B.E., Permanent Divisional Inspector of Schools, on reversion from the Government of India has been granted leave for 28 months from the 1st July 1946. Dr. K.C. Chako, I.E.S., was on leave from September 1945 and serving as Principal of the Annamalai University College of Engineering with the permission of the Government during the later half of the quinquennium.

Messrs. T.P.Santhanakrishna Naidu and C. Raghunathan District Educational Officers, were placed on special duty during the quinquennium for the preparation of the quinquennial report for 1937--42 and for the formulation of Secondary Education reorganization proposals respectively.

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Besides the retired officers who were employed during a part of the quinquennium in other departments connected with the prosecution of the war, a number of officers of the department, both gazetted and non-gazetted, were also employed in these departments. Major B.H. Marley, Instructor, College of Engineering, Guindy, who was on Military service and Mr. A. Viswanatham, Professor, College of Engineering, Guindy who was under the Labour Department of the Government of India reverted to the department and the former was promoted as Professor of Civil Engineering and the latter as Principal, College of Engineering. Mr. R.H.P.Holman, Officiating Lecturer in Government Training College, Rajahmundry was employed as Instructor in the Cadet Training School, Adyar: Messrs. T.P. Santhanakrishna Naidu, Syed Abdul Khyoom Sahib, W.Satyanarayana as District Organizers, and Dr. G.F.Andrews as Assistant - Director of publicity, National War Front; Messrs. C.Raghunathan and Sheikh Md.Ismail Sahib as A.R.P. Officers in the Civil Defence Department and the latter was subsequently employed as Publicity Officer, National Service Labour Tribunal,Madras: Messrs G.H. Jansen, Lecturer, Government Arts College, Rajahmundry and A.R.Ramanathan, Junior Instructor, College of Engineering, were selected as King's Commissioned Officers, R.I.A.F., Sri D. Ramayya Naidu served as Recruiting Officer, National Service Labour Tribunal, Madras: Mr. C.T.Philip, Lecturer in Chemistry was on other duty under the Government of India as Employment Advice Officer: Sri V.Kunhiraman Nair, a probationer in the post of District Educational Officer was on other duty in the Madras Jail Service: Sri T.N.Seshadri, Lecturer in Physics, continued to be serving in the Public Works Department at the end of the quinquennium. Among the Non-gazetted officers Sri R.Balakrishna Mudaliar served as Lecturer, National War Front: Mrs. P. Parijatham Naidu and Mrs. E.S.Thylambal continued as Commandant and Staff Officer respectively of the Indian Women's Civic Corps.

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A provincial delegation consisting of Messrs.K.Muhammad Sahib Bahadur, Divisional Inspector of Schools, D.Ramayya Naidu, T.P.Santhanakrishna Naidu and Syed Abdul Khyoom Sahib Bahadur, District Educational Officers, Mr. Sundaravaradan, Superintendent of the War Section of the Office of the Director of Public Instruction, Madras and two Headmasters of aided high schools visited the Military Training Centres at Katni Central Provinces in June 1943.

To the new whole-time post of Chief Inspector of Physical Education created in the Madras Educational Service, Dr. G.F. Andews was appointed with effect from 1st May 1946.

Thefollowing officers were directly recruited to the Madras Educational Service during the quinquennium.

Messrs. N.D.Sundaravadivelu, C.Ganesamurthi, L.Bullayya as District Educational Officers.

Messrs. T.N.Venkatanathachari was recruited as Professor of Botany, T.K.Lakshmanan, V.Habibullah Sahib and Miss A.R. Irawathy as Lecturers.

Mrs. Khan (nee Salma Ansari) as Superintendent, Government Hobart Training School, Madras.

Sri K. Srinivasan as Professor of Electrical Engineering College of Engineering, Guindy.

S.A.M.Bukhari Sahib Bahadur was temporarily appointed as Lecturer in Islamic History and Culture, Government Muslim College, Madras, for a period of 4 years from the 4th July 1944 on a contract basis.

The following officers of the Educational Department have been granted study leave overseas to undergo advanced studies under the Government of India Overseas Scholarship scheme.

(1) Sri A. Srinivasan, Probationer in the post of Junior Instructor in Electrical Engineering.

(2) Sri S. Srinivasan, Officiating Laboratory Assistant, College of Engineering, Guindy.

(3) Sri P.Baktavatsal Patnaik, Lecturer in Mathematics in the Madras Educational Service.

(4) Sri C.Bhasyakarla Rao, Lecturer in Natural Science, Teachers' College, Saidapet.

(5) Sri K.Kanakababapathy Pillai, Assistant Lecturer in History in the Madras Educational Service.

(6) Sri V.Kalyanaraman, Officiating Instructor in Surveying and Drawing, College of Engineering, Guindy.

(7) Mr. P.V.Abdur Rahiman Sahib, Officiating/Assistant Lecturer in Mathematics, in the Madras Educational Service.

Employment of ~~Muhammadans~~ Muslims in the Department.

The number of ~~Muhammadans~~ Muslims employed in the posts under the administrative control of the Director on 31st March 1947 was as follows:

	Men.	Women.
Government Arts College	6	..
Government Professional Colleges	1	...
Secondary Schools	1	
Training Schools	...	1
District Educational Officers	3	...
Other Administrative Officers	3	...
Deputy Inspectors of Schools (Senior and Junior)	27 plus 11	
Sub-Assistant Inspectress of Schools.	...	...

Classification and pay of officers - Men's Branch and Women's Branch.

	Number of officers.			Total average salary per mensem. Rs.	Average pay per mensem in rupees to one place of decimals. Rs.
	Europeans or Domiciled community.	Indians.	Total - Indians & Europeans.		
Indian Educational Service.					
Men.	...	3	3		
Women	...	...	...		
Madras Educational Service.					
Men.					
Women	...	45	45		

Subordinate Educational Service including Ministerial and Menial Establishment.	...	...	...	...	
Men:					
Women:					
Unclassified Posts.					
Equivalent to Indian Educational Service:					
Men.					
Women.					
Equivalent to Madras Educational Service					
Men:					
Women:					
Equivalent to Subordinate Educational Service:					
Men					
Women:					

Statement showing the number and average pay in respect of teachers in Public Institutions which are not managed by Government:

Kind of Employment.	No.of teachers in Public Institutions which are not managed by Government	Average pay in rupees to one place of decimal.			
		In Colleges.	In Secondary Schools.	In Primary Schools.	In other Schools
In Schools for Indians:					
Municipal	9,745	127.0	65.8	41.7	...
Local Board:	50,538	...	61.8	37.0	...
PRIVATE: Aided	68,214	288.1	61.0	35.2	90.3
Unaided	306	...	65.2	21.0	...
Total: Indian Schools.	128,803	207.5	63.5	33.5	90.3
In Schools for Europeans: Private-Aided	855	...	119.7	70.1	145.3

T o u r s:- The three officers who in turn held the office of the Director of Public Instruction during the quinquennium have between them toured practically all the districts of the Province. Besides educational works, the scope of these tours in the early years of the recruitment to the war services from the respective districts. Towards the end of the quinquennium, the opening of new colleges secondary and training schools, the extension of the compulsory elementary education and the provision of facilities for the training of teachers in basic education methods received special attention besides normal inspections and surveys on these tours. The late Sir Meveral Statham attended the meetings of the Central Advisory Board of Education at Delhi in 1943 and at Lucknow in 1944: Dr. S.R.U. Savoor attended the meetings of the Board at Bangalore in1946.

quinquennium included practical surveys of the

IV. UNIVERSITY AND COLLEGIATE EDUCATION.

A. UNIVERSITY OF MADRAS.

(i) General:- The period under report covers, for the most part, years passed under the Second World War. In spite of the disturbed conditions, the activities and progress of the University have continued to be satisfactory in all directions. Some of the noteworthy events were (a) the institution of the Degree of B.Sc.(Tech.) and the opening of the Alagappa Chettiar College, giving instruction in B.Sc.(Tech.) Degree Course (Chemical Engineering, Textile Technology, Leather Technology); (b) the revision of the B.Com. Degree regulations and the opening of the courses in certain colleges; (c) the institution of a lectureship in Experimental Psychology in the University as a part of the Department of Indian Philosophy; (d) the revision of the courses of studies under the Faculty of Oriental Learning, providing revised course in B.O.L. and a new Degree of B.O.L.(Hons).; (e) the expansion of the University Officers' Training Corps, the introduction of the award of A and B Certificates to the cadets of the corps and the consequent introduction of Military Science as a subject of study in the University courses; (f) alterations in the Laws, Statutes, Ordinances and Regulations, making provision for concessions to war Service candidates to appear for University Examinations and institution of B.A.(War) Degree etc.; (g) revision of the Sangitha Siromani Course and the opening of the course in Kalakshetra, Adyar; (h) the opening of the B.Ed.(now M.Ed) course in the Constituent Training Colleges; (i) the reorganisation of Post Graduate Courses in Medicine and the institution of a Post Graduate Council of Medical Education; (j) the institution of the B.Sc. Degree in Nursing and the affiliation of the Christian Medical College, Vellore, to the course; (k) the constitution of a Special Committee for consideration of Post-War Educational --

Reconstruction and consideration and adoption of the recommendations; (l) the opening of the Honours course in Islamic History and Culture in the Government Muslim College, Madras; (m) reorganisation of higher research degree courses with a view to providing for the Ph.D. Degree as an intermediary research degree; (n) the Institution of a Department of Anthropology and the Diploma and Certificate course in Anthropology; (o) the institution of Diploma Course in Journalism and Diploma course in Tuberculosis; (p) inspection of colleges in Arts and Science by a General Inspection -- Commission; (q) appointment of a committee to consider the amendments that may be required in the Madras University Act; and (r) review of courses of studies in Science and Arts with a view to modification of the same to meet modern requirements.

(ii) CHANGES IN PERSONNEL - CHANCELLOR:- His Excellency the HONOURABLE SIR ARTHUR HOPE, G.C.I.E., M.C., held the Office ex-officio till the 26th February 1946. His Excellency SIR FOLEY KNIGHT, K.C.S.I., C.I.E., I.C.S., held the office from the 26th February 1946 to the 3rd May 1946. His Excellency the HONOURABLE LIEUTENANT-GENERAL SIR ARCHIBALD EDWARD NYE, G.C.I.E., K.C.B., K.B.E., M.C., who assumed the office as Governor of the Province on the 3rd May 1946, became the Chancellor and continued as such during the rest of the quinquennium.

PRO-CHANCELLOR:- The office of the Pro-Chancellor was vacant till the 30th April 1946. When the Provincial Ministry was formed in April 1946, the HONOURABLE MR. T.S. AVINASHILINGAM CHETTIAR, B.A., M.L., M.L.A., the Minister of Education, became the Pro-Chancellore ex-officio, and he continued in the office as such till the 1st March 1947, when there was a change in the Ministry. THE HONOURABLE MR. K. BHASHYAM held the office from the 1st March 1947 to the 23rd March 1947, and THE HONOURABLE MR. B.GOPALA REDDI

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held the office from the 23rd March to the 29th March 1947, when THE HONOURABLE MR. T.S. AVINASHILINGAM CHETTIAR again became the Minister for Education, and assumed the Office of the Pro-Chancellor from the 30th March 1947.

VICE-CHANCELLOR:- SIR MUHAMED USMAN continued as Vice-Chancellor till the 16th July 1942, when he resigned his office on appointment as Member of the Viceroy's Executive Council. Under Section 12(4) of the Madras University Act, Mr. WILLIAM McLEAN, O.B.E., J.P., M.A., B.L., was appointed to act as the Vice-Chancellor, in addition to his duties as the Registrar of the University and he held the office till the 31st July 1942. DIWAN BAHADUR SIR A.LAKSHMANASWAMI MUDALIAR, B.A., M.D., LL.D., D.Sc., F.R.C.O.G., F.A.C.S., M.L.C., was appointed by the Syndicate to act as the Vice-Chancellor in an Honorary capacity from the 31st July 1942 and he held the office in that capacity till the 20th August 1942, on which date he was appointed Vice-Chancellor under Section 11(i) of the Madras University Act, by His Excellency the Chancellor. The term of his appointment (three years) terminated in August 1945. He was appointed to the office for a second term of three years from the 20th August 1945, as he was the only nominee recommended by the Senate, and he is continuing in that office.

REGISTRAR:- Mr. WILLIAM McLEAN, C.B.E., J.P., M.A.,B.L., Chartered Secretary, the permanent Registrar of the University went on leave for two months on the 7th November 1943. Mr. C.R. GANAPATI, B.A., Officiated as Registrar from the 8th November 1943 to the 6th January 1944. Mr. McLEAN went on leave out of India from the 23rd April 1944, to 7th December 1944, and Mr. C.R. GANAPATI, B.A., the Manager of the University officiated as Registrar for the period. Mr. McLEAN continued as Registrar after his return from leave from the 8th December 1944 during the period under review.

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ASSISTANT REGISTRAR:- This office was newly created in 1946, and Sri R. RAVI VARMA, M.A.(Lond)., was appointed for the office. He joined the appointment on the 1st November 1946 and continued in the office.

(iii) COURSES OF STUDIES AND EXAMINATIONS:- The following Degree/Diploma courses were newly instituted: B.Sc., Technology (Chemical Engineering, Textile Engineering and Leather Technology and other courses), B.Sc. Nursing and B.Sc. Forestry and Diploma Courses in Gynaecology and Obstetrics, Opthalmology, Venerelogy, Dermetology, Oto-Rhine-Laryngology, Radiology, Orthopaedics, and Tuberculosis and in Journalism, and in Physical Education. The courses and regulations for the following degrees and Examinations have been revised to suit modern requirements: B.Com. (making it into a two years' course), B.Sc.(Ag) Course and Syllabus, M.D., M.S., B.E., Engineering Courses (making provision for Highway Engineering, Aeronautical Engineering, and Telecommunication Engineering), B.V.Sc., B.O.L. (Courses for two degrees in Oriental Learning as in Arts, (B.O.L. Pass and B.O.L. Honours) having been provided) and Sangita Siromani.

The B.Com. Degree course which was a three-year course, was revised as a two year course,and in 1943 Pachaiappas' College started the course and at the end of the quinquennium there were six colleges affiliated to the Course. The B.Ed. Degree course (now designated as M.Ed) was opened in the Constituent Training Colleges with the co-operation of the University Department of Philosophy (Psychology section). The Course for Sangita Siromani was started in Kalakshetra, Adyar, and the Honours Course in Islamic History and Culture was started in the Government Muslim College, Madras.

Success at some examinations conducted for His Majesty's Forces has been accepted as equivalent to the Matriculation Examination of the University.

funds rupees five lakhs towards the general expenses of this department and resolved to meet the balance of the recurring annual expenditure. When these proposals were under consideration, Dr. K.V.Al.Rm. Alagappa Chettiyar offered to the University a munificient contribution of rupees three lakhs to be utilised for technological studies in the University. With the approval of His Excellency, the Chancellor, this amount was earmarked towards the starting of the Technological courses. The Government also sanctioned a non-recurring grant of Rs.50,000/- and a recurring grant of Rs.40,000/- towards the cost of the scheme for the year 1944--45. Temporary arrangements were made for the opening of the course at the College of Engineering, Guindy, and it was proposed to continue the course there for some time till a decision was arrived at regarding the permanent location of the College and its different branches, and till conditions permitted construction of buildings, and purchase of plant and machinery. Admissions to the course were made in July 1944 and the College of Technology was formally opened by His Excellency the Chancellor on the 28th July 1944. In view of the munificient donation made and great generosity shown by Dr. V.K.Al.Rm. Alagappa Chettiar to the cause of education in South India, the Honorary Degree of Doctor of Laws was conferred upon Dr. ALAGAPPA CHETTIAR at a special Convocation held on the 28th July 1944, when also the College of Technology was inaugurated by His Excellency the Chancellor. A further donation of rupees two lakhs was also made by Dr. Alagappa Chettiar in 1945--46. The syndicate resolved to name the college as "ALAGAPPA CHETTIAR COLLEGE OF TECHNOLOGY: UNIVERSITY OF MADRAS". For the location of the college, the Government were pleased to alienate about 47acres of land adjacent to the Engineering College site. The University is proceeding with the construction of buildings in the land alienated by the Government. At present two Hostel blocks

have been completed. Construction of other buildings to accommodate the college, laboratories and workshops will commence at an early date.

The College of Technology was started in 1944 with Chemical Technology as a subject of study. Subsequently it has been possible to start the courses in Textile Technology and Leather Technology from July 1945 at the Government Textile Institute and the Leather Trades Institute respectively. The staff of the College at present consists of Dr. M.A. Govinda Rao, Acting Professor of Chemical Technology Khan Bahadur D.M. Amalsad, Honorary Professor of Textile Technology, Sri K.Seshachalam Choudry, Honorary Professor of Leather Technology and other Lecturers and Assistants.

(iv) RECOGNITION, AFFILIATION AND APPROVAL OF COLLEGES: The following new Colleges and institutions were recognised or approved for Arts and Science during the quinquennium: Sacred Heart College, Thevara, Ernakulam: Carmel College, Trichur: Sri Venkateswara College, Tirupathi: Veerasaiva College, Bellary: Vivekananda College, Mylapore, Madras: Government College for Muslim Women, Madras: St. Mary's College, Trichur: St. Albert College, Ernakulam: besides St. Ann's Training College, Mangalore and Government Training College, Trichur, for teaching; Missionary Medical College for Women and School of Nursing, Vellore, for Medicine; and Sri Ahobila Mutt Sanskrit College, Madurantakam: Madrasa Mahammadiya, Rayadrug: Oriental College, Dharmapuram: and Sri Swaminatha Swamigal Sentamil Kalloori, Tirupanandal, for Oriental Learning. Arthur Hope College, Coimbatore, has been provisionally recognised for Engineering course.

Apart from courses already existing in other colleges affiliation in subjects and branches of study in other faculties were also granted to several colleges. The following second grade colleges were raised to First grade on their opening Degree Courses: Municipal College, Salem:

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Government College, Coimbatore: Islamiah College, Vaniyambadi Madura College, Madura: St. John's College, Palamcottah: and H.H. The Rajah's College, Pudukottah.

Honours course in Islamic History was opened in the Government Muslim College for Men, Madras.

The following is a comparative statement of the number of institutions, constituent, affiliated and Oriental as on 31st March 1942 and on the 31st March 1947.

		31--3--42	31--3--1947
Arts and Science:			
Preparing Students for Intermediate Examination.		11	7
Preparing students for Intermediate, B.A., and/or B.Sc.,		19	30
Preparing students for Intermediate B.A., and/or B.Sc. Pass and Hons.		6	7
Professional.			
Law - F.L. and B.L.		1	1
Medicine -	M.B.B.S., B.S.Sc., M.D. M.S., B.Sc.Pharmacy and Diploma Courses.	1	1
	M.B.B.S., M.D., and M.S.	1	1
	M.B.B.S	1	1
	B.Sc. Nursing	...	1
Engineering: F.E. and B.E.		1	2
Teaching - B.T (Formerly L.T)		4	6
	M.Ed.(Formerly B.Ed)	...	1
Agriculture - B.Sc.(Ag)		1	1
Veterinary Science, B.V.Sc.		1	1
Technology - B.Sc.(Tech.)		...	1
Commerce - B.Com		...	6
Oriental Learning - B.O.L.Hons.		...	1
Oriental Titles - Siromani and Vidwan		7	9
	Siromani	7	7
	Vidwan	4	5
Munshi-i-Fazil and/or Afzal-Ul-Ulama orAdib-i-Fazil		3	6
Fine Arts.			
Sangitha Siromani		...	1

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(v) ADMISSIONS:- The number of students undergoing University courses in the several Colleges was as follows:

1942-43.	1943--44.	1944--45.	1945--46.	1946--47.
17,030	19,950	24,060	26,864	30,295

A great rush for admission to University courses of study, especially in Science subjects, has been observed during the recent years. The opening of many new colleges has met this demand to some extent. Applications from Colleges for special concessions with regard to admissions, and for admission of additional number of students were sanctioned under certain conditions, and working of a ~~fourth~~ fourth batch of students in Science subjects has also been permitted wherever facilities were available.

(vi) EXAMINATIONS:- The number of persons declared qualified for the respective Degrees, Titles and Diplomas, during the quinquennium were: M.L. 12: B.L. 658: M.D.17: M.S. 18: B.S.Sc. 7: B.Sc.Pharmacy 47: M.B.B.S. 561: B.E. 496: D.Sc. 8: M.Sc. 75: B.Sc.(Hons) 347: B.Sc. 2141: B.Sc.(Ag) 193: B.V.Sc. 34: M.Ed. 25: B.T. 600: L.T. 847: D.Litt. 3: Ph.D. 5: M.A. 417: B.A.(Hons) 1034: M.Litt: 21: B.A. 7094: M.O.L. 4: B.O.L.(Hons) 2: B.O.L.(Under Tr.Regulations) 99: B.Com. 133, B.Sc.(Tech.) 41: Oriental Titles 1078.

Diploma in Gynaecology and Obstetrics: 27: Diploma in Economics 9: Diploma in European Languages 45: Diploma in Indian Music 39: Diploma in Geography 18: Diploma in Librarian Ship 12: Diploma in Politics and Public Administration 18: D.L.O. 5: D.O. 12: Diploma in Statistics 25.

The number of students declared eligible for University courses of study in the respective years of the quinquennium was 11,268, 12,311, 14,494, 14,504 and 14,851. The number of candidates who passed completely the Matriculation Examination and the Intermediate Examinations during the period

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was 1943--44: 3,797: 1944--45: 3,884: 1945--46: 4,569 and 1946--47: 5717 plus 21.

(vii) CONVOCATION ADDRESSES:- Addresses to Graduates were delivered at the Main Convocations by the following personages: Sir C.V. Raman, F.R.S. (1942), Diwan Bahadur P. Venkataramana Rao Nayudu, B.A., B.L.(1943), Dr. B.B.Dey, M.Sc., D.Sc., F.I.C. (1944): Diwan Bahadur Justice K,P. Lakshmana Rao, B.A., B.L. (1945): and The Honourable Mr. T. Prakasam, B.A., Barrister-at-law (1946). Titles and Diplomas were awarded at a special meeting of the Senate every year.

(viii) DEPARTMENTS OF STUDY AND RESEARCH:- The department of Anthropology was newly instituted and started and placed under a Senior Lecturer. The scheme for the Department of Philosophy was changed, and a Senior Lecturer in Indian Philosophy and a Senior Lecturer in Psychology have been appointed in the place of a Reader. Lectures for Post Graduate students are delivered by Departmental staff. Research scholarships in all departments are awarded each year. Classes for several diplomas and certificates are conducted by the respective departments. The Senior Lecturer's post in the Department of Arabic, Persian and Urdu was converted into the post of a Reader. Delegates from the Departments were sent to the severalcongresses and conferences held every year in various places in India.

Researches are being carried on in the University Laboratories on the following schemes financed by outside bodies:

INDIAN COUNCIL OF AGRICULTURAL RESEARCH, NEW DELHI: Zoology Laboratory: Fish Eggs and Larvae of the Madras Plankton - commenced in September 1944 and extended for another period of three years, from August 1947; Biology of Marine Frawns - commenced in July 1947 for a period of three years.

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INDIAN RESEARCH FUND ASSOCIATION, NEW DELHI:- Biochemistry Laboratory: The evaluation of Proteins in terms of Haemopoietic activity and the relation of Dietory Protein to blood and Muscle Haemoglobin - Scheme commenced in July 1945.

COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH, NEW DELHI:- Biochemistry Laboratory: Carbohydrate Metabolism in Micro organisms with special reference to Oxalic and Citric Acid formation - commenced from September 1945: Manufacture of Sorbose - From August 1944: and Proteins and Proteases with special reference to Industrial applications - from September 1945.

A scheme for starting under the auspices of the University a Leather Research Institute in the College of Technology, subsidised by the Council of Scientific and Industrial Research New Delhi, under certain conditions, has been accepted, and details of the scheme are under consideration.

(ix) ENDOWMENTS:- The following endowments were founded during the quinquennium: (1) By Miss Theodora Lazarus, two medals, one for Gynaecology and Obstetrics and the other for proficiency in Tamil: (2) The Venkatasubbiah Memorial Prize, to be awarded to a successful candidate in the B.Com. or B.A. Degree examination: (3) By Sachivothama Sir C.P. Ramaswami Ayyar, a Scholarship to be awarded to a student taking Aeronautical Engineering: (4) By the Madras Engineers' Association, a scholarship for research in an Engineering subject: (5) The M.A.Candeth Memorial Medal, to be awarded to a student who qualifies for the B.A.(Hons) Degree in Politics: (6) The Kuppuswami Naidu Memorial Gold Medal for general proficiency in the B.A. Degree Examination: (7) The Sir Meveral Statham Prize, to a candidate who qualifies for the M.Ed. or B.T. Degree: (8) The Diwan Bahadur K.S.Ramaswami Sastri Sanskrit Prize, for proficiency in Sanskrit in the B.O.L. or the B.A. Degree Examination: (9) Oosman Memorial

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Muhammad Ismail--Cosman Abdul Haque Lectureship, for Lectures on Islamic History and Culture, or Islamic Studies, or Muslim Philosophy; (10) a Medallion founded by the Andhra University to be awarded to the best student in Chemistry for the D.Sc. Degree: (11) The Dr. (Miss) R. Govindarajuly Prize, to be awarded to a student who qualifies for the M.B.B.S Degree with proficiency in certain subjects: (12) The Sir Arthur Hope Scholarship, for a student for the B.Sc.(Technology) Course (Leather Technology).

With the idea of founding a Chair in Tamil in the University, Miss Theodora Lazarus has endowed a sum of Rs.68600/- the balance to be met from other sources. The late Dr. Bilderbeck has bequeathed £. 2,000/- to the University for purchase of books to the University Library.

(x) LECTURES:- The Honorary Readers appointed every year delivered lectures in the subjects in which they have specialised. Lectures under the several endowments with the University were delivered by persons who were invited by the Syndicate. Members of the Departments of the University delivered lectures on the subjects of their research every year as part of their duty. Extension lectures under the auspices of the University are conducted in some centres every year. Whenever possible, Vacation Lectures on Adult Education were arranged in several centres in the University Area. Some members of the Research Department are also giving lectures to post-graduate students, in arrangement with the Constituent colleges. Apart from all these, whenever there was an opportunity, eminent persons of foreign countries who visited India were invited to deliver lectures on their subject of specialisation under the auspices of the University

(xi) INFORMATION BUREAU AND EMPLOYMENT BUREAU:- The activities of the students' information Bureau were curtailed during the War. Since after the termination of the War,

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the activities have increased, the part-time Honorary Secretary was replaced by a full-time permanent Secretary. The American Consul at Madras has been co-operating with the Bureau and furnishing information regarding American Universities and connected matters. This Bureau is in close touch with the Central Bureau at Delhi.

Owing to the demand for all kinds of Graduates for employment under Government and other concerns, very few applications were received for registration in the Employment Bureau.

(xii) THE UNIVERSITY LIBRARY:- During the quinquennium, Rao Sahib S.R. RANGANATHAN retired from the Office of the Librarian and Dr. M.O.THOMAS, who was Assistant Librarian, was appointed Librarian. The total number of readers in 1946 was 51,327. The total number of volumes in the Library was 1,34,969, besides periodicals, maps, manuscripts and photographic plates. Lectures in Library Science were arranged for Military Personnel at the request of Military authorities.

(xiii) PUBLICATIONS:- Due to printing difficulties and shortage of paper on account of the War, it was not possible to arrange for the publication of works of Research Departments in the usual way. The following works were published during the quinquennium: (1) Kausitakagrahyasutras (Sanskrit): (2) Tirukatukam and Sirupanchamulam (Tamil): (3) Kali Worship in Kerala (Malayalam Department): (4) Dravidian Cognates (Telugu Department): and Kambuja Desa (Endowment Lectures by Dr. R.C. Muzumdar). Permission for publication of endowment lectures, theses for research degrees, theses by research students and theses for endowment prizes, was given where the authorities applied. The concise Tamil Lexicon is under preparation.

(xiv) F I N A N C E:- Receipts during the year 1946--47 amounted to Rs.19,38,154 and the charges amounted to Rs.16,50,400. Besides the Block Grant of Rs.3,15,500 annually placed at the disposal of the University by the Government, recurring

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1943 resolved that Mr. K.V. Gopalaswamy be confirmed in his appointment as a Registrar.

UNIVERSITY ORATORS:- Mr. Kaza Siva Ramakrishna Rao, M.A. L.T., Principal, Hindu College, Masulipatam, continued to be the University Orator in English till the 23rd August 1944, when Prof. S. Bhagavantam, M.Sc.(Hons), D.Sc.(Andhra), - Principal, University Colleges, was appointed University Orator in English for a period of three years from that date. Mr. Mirza Hasanali Ispahani, B.A., B.L., continued to hold the office of the University Orator in Telugu.

HONORARY LEGAL ADVISER:- Mr. Lakkaraju Subba Rao, B.A., B.L., continued to hold the office of the Honorary Legal Adviser.

(ii) UNIVERSITY AUTHORITIES - SENATE:- During the quinquennium, Mr. L. Subba Rao, B.A., B.L., Honorary Legal Adviserand a member of the Syndicate, was appointed Life Member of the Senate under Section 15-Class II - Life Members (Clause i), while Mr. T.S.Harinarayana, L.M.& S., retired District Medical Officer and a Member of the Syndicate became a Life Member of the Senate under Sub-Clause (ii) of the same section.

Faculties:- During the quinquennium, three new faculties viz. Agriculture, Engineering and Law were instituted. Five new Boards of studies in (i) Mathematical Physics, (2) Applied Physics, (3) House-hold arts, (4) Law and (5) Engineering were constituted.

(iii) AMENDMENTS TO THE ANDHRA UNIVERSITY ACT:- During the quihquennium, the following amendments to the Andhra University Act were enacted: (1) Madras Act No.IX of 1942, (2) Madras Act No.XIX of 1942, (3) Madras Act No.XXXII of 1942 (4) Madras Act No.XXV of 1943, (5) Madras Act No.XXVI of 1943, (6) Madras Act No. XI of 1944, (7) Madras Act No. XV of 1944, and (8) Madras Act No.XVI of 1944.

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(iv) HEADQUARTERS AND UNIVERSITY BUILDINGS:- On account of the situation created by the occupation of the University buildings by the Military on the 10th April 1942, the Headquarters of the University and the three colleges of the University at Waltair were shifted to Guntur in the third week of April 1942. All the University buildings at Waltair were requisitioned for the occupation of the Military under the Defence of India Rules with effect from the 8th May 1943. At Guntur, the Colleges of the University were located in the Government buildings (Old Medical and Engineering School buildings), Andhra Christian College and the Hindu College buildings, while the hostels were located in rented buildings. The Chemistry Department was located in the Presidency College, Madras. The Registrar's Office was moved back to Waltair in February 1946, while the colleges from Guntur and the Chemistry Department from Madras were shifted to Waltair in May and June 1946 respectively. The Military authorities had handed over the entire campus by the 1st June 1946, leaving the work of restoration to be done by the University.

(v) UNIVERSITY COLLEGES - (a) Principal:- Prof. S. Bhagavantam, M.Sc.(Hons.), D.Sc.(Andhra), Ramachandra Deo Professor of Physics, continued to be the Principal of the University Colleges, Waltair, till the 1st May 1947, when Prof. V.S. Krishna, B.A.(Oxon), Ph.D. (Vienna), Professor of Economics and Head of the Department of Economics and Sociology, was appointed Principal of the University Colleges.

(b) New Colleges:- With the opening of the University College of Law providing for courses of study in Law leading to the Law preliminary Examination, First Examination in Law (F.L) and B.L. Degree Examination with effectfrom the Academic year 1945--46, the number of University Colleges rose from three to four during the quinquennium.

(c) New Courses:- Specialised courses in Economics for B.A.(Hons), B.Sc.(Hons) Degree course in Mathematics, leading

M.Sc. in Applied Physics, Chemical Engineering as a special subject under M.Sc. in Chemical Technology, M.A.(Hons) and M. Com. Degree courses of study, B.A.(Hons.) Course in Branch IV - English language and Literature, and B.Sc.(Hons.) and Pass Courses in Botany were opened during the period.

(d) Teaching Staff:- The number of members on the teaching staff increased from 73 at the beginning of the quinquennium to 106 at the end of the period, while the number of students increased from 479 to 814. The staff of 106 was distributed among 17 departments of the University and consisted of 16 Professors (including one Honorary Professor, 22 Readers, 2 First Grade Lecturers, 37 Lecturers, 2 Lecturer-Assistants, 2 Technicians, 1 Micro-Analyst, 14 Demonstrators, 14 Pandits, 5 Tutors and 1 Physical Director.

The Government of Madras having sanctioned a recurring grant of Rs.1,17,400/- a year towards the salaries of the teaching staff in the University, the Syndicate revised the salary grades of the teaching staff in the University Colleges with effect from 1st August 1945.

The following are the details of the strength of the students in the various classes at the end of the quinquennium.

University Colleges of Arts and Commerce:	1942.	1947.
B.A.(Hons.), Mathematics, Philosophy, History and Politics, Economics and Sociology, English and Telugu.	112	152
B.Com.(Hons.)	44	41
B.Com.(Pass).	147	241
Law Preliminary	...	17
B.A.Pass - Mathematics, Geology and History	21	...
J.V.D.College of Science and Technology:		
B.Sc.(Hons.), Mathematics, Physics, Chemistry and Techlonogy.	123	90
M.Sc. Applied Physics, Foods and Drugs and Technology.	32	35
Erskine College of Natural Sciences:		
B.Sc.(Hons.) Geology and Botany ...	...	26
B.Sc.(Pass) - Geology and Botany ...	...	42
University College of Law, Masulipatam:		
F.L. and B.L.Classes.	...	169
Total: ...	479	813

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(vi) AFFILIATED AND ORIENTAL COLLEGES:- At the commencement of the quinquennium, the number of affiliated colleges was 13 and that of the Oriental Colleges 7. Of the thirteen affiliated colleges, two are professional colleges (Andhra Medical College, Vizagapatam and the Government Training College, Rajahmundry) and the remaining eleven (six first grade colleges and five second grade colleges) were affiliated in arts and science subjects. During the quinquennium, four more professional colleges have been established. They were (1) The Agricultural College, Bapatla: (2) The St. Joseph's Training College, for Women, Guntur (1946), (3) The College of Engineering, Vizagapatam (temporarily located at Cocanada) (1946): and (4) The Guntur Medical College, Guntur (1946).

With the establishment of the Utkal University in November 1943, one first grade college (M.R.College,Parlakimedi) and one second grade college (the Khallikota College, Berhampore) were ipso facto disaffiliated from this University. Two second grade colleges viz., Mrs. A.V.N.College,Vizagapatam and V.R. College, Nellore, were raised to the status of first grade colleges. Three new second grade colleges, viz., The Lady Hope Municipal College for Girls, Guntur,and the Sir C.R.R. Municipal College, Ellore and the West Godavari Bhimavaram College, Bhimavaram, were opened duringthe quinquennium. Thus there are, at the end of the quinquennium seven first grade colleges and five second grade colleges affiliated to this University. There is no change in the number of Oriental Colleges during the quinquennium.

The strength of students in the Affiliated colleges at the end of the quinquennium has increased to 8,822 from 5,498 at the beginning of the quinquennium, while the strength in the Oriental Colleges has risen to 233 at the endof the -- quinquennium from 221 at the beginning of the quinquennum.

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(vii) EXAMINATIONS:- Practical examinations in Science subjects for the Intermediate Examinations were held for the first time in March-April 1943. The B.L. Degree examination First and Second Examinations in B.Sc.(Agrl) and First Examination in B.E. were held for the first time during the quinquennium.

(viii) D E G R E E S:- The following Degrees were conferred during the quinquennium:

(a) Honorary Degrees:- Honorary Degree of Doctor of Science was conferred on (1) Rao Bahadur B. Viswanath, C.I.E. F.I.C., Director, Imperial Agricultural Research Institute, New Delhi (1943) and (2) Lt. Col. Diwan Bahadur Dr. A.Lakshmanaswami Mudaliar, B.A., M.D., LL.B., F.R.C.O.G., F.A.C.S., Vice-Chancellor of the Madras University (in absentia) (1943). Honorary Degree of D.Litt. was conferred on (1) His Excellency the Honourable Sir Arthur Hope, G.C.I.E., M.C., Governor of Madras (1944), (2) The Honourable Mr. T. Prakasam, M.L.A., Barrister-at-law, Prime Minister to the Government of Madras (1946): and (3) Sir Sonti V. Ramamurthi, K.C.I.E.,I.C.S., Former Adviser to the Governor of Madras (in absentia)(1946) Honorary Degree of Kalaprapurna was conferred on (1) Mr.Tripurna Venkata Surya Prasada Rao, Siddhantam, Vizagapatam District (1943) and (2) Mr. Chilakamarti Lakshminarasimham, Rajahmundry (in absentia) (1943).

(b) The Research Degrees conferred were PhD 3: D.Sc.12: M.Sc.(Hons) 2: M.Sc. 41.

(c) The Professional Degrees conferred were M.D. 3: M.Sc 4 M.B.B.S. 135: B.Ed. 481.

(d) The following Degrees were conferred in the Faculty of Science:- M.Sc. 62: B.Sc.(Hons). 150: B.Sc.(Pass). 583.

(e) The following degrees were conferred in the Faculty of Arts: M.A.(Hons.) 1: M.A. 78: B.A.(Hons) 143: B.A.(Pass) 1619.

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(f) The Degrees awarded in the Faculty of Commerce were as hereunder: M.Com. 1: B.Com.(Hons) 45: B.Com.(Pass) 272.

(g) The following title were awarded in the Faculty of Oriental Learning: Vidya Praveena 79: Bhasha Praveena 138: Ubhayabhasha Praveena 21: and Munshi-i-Kamil 2.

In all, 3,875 degrees and Titles were conferred.

(ix) CONVOCATION ADDRESSES:- The following persons delivered the addresses at the five Convocations held during the quinquennium: Her Highness Maharani Setu Parvati Baiyi of Travancore (in whose unavoidable absence, Her Highness' address to the graduates was read by the Vice-Chancellor at the request of the President of the Convocation, Sir S.V. Ramamurthy, K.C.I.E.,I.C.S., Chief Adviser to the ~~Governments~~ Governor of Madras, the Hon'ble Chulam Muhammad, G.I.E. Finance Member of the Government of H.E.H. the Nizam of Hyderabad (Deccan), Sardar K.M. Pannikkar, M.A.(Oxon), Barrister-at-law Premier, Bikanere State, and The Hon'ble Mr. T. Prakasam,M.L.A. Barrister-at-law, Prime Minister to the Government of Madras.

(x) LIBRARY:- At the beginning of July 1942, the number of volumes in the Library was 39,912 and at the end of June 1947, the number was 43,255. The number of periodicals received at the beginning of the quinquennium was 260 and by the end of the quinquennium, the number rose to 292. During this quinquennium a sum of Rs.46,650/- was allotted for the purchase of new books and periodicals.

(xi) UNIVERSITY PUBLICATIONS:- (a) The following books were published during the quinquennium (1) Advanced History of India, by the late Prof. P.T. Srinivasa Ayyangar, Edited by Prof. G.V. Rao, M.A., LL.B., (2) Guruprasadam and Guruprasadasesham, Part II, Edited by Mahamahopadyaya Tate Subbaraya Sastri, (3) Intermediate Practical Physics, by Prof.V.Appa Rao, M.A.,L.T., (4) Gona Budha Reddy's Ranganadharamayanam, edited by Mr. Ventury Prabhakara Sastry, (5) Dwipade Bharatam edited by Mr. P. Lakshmikantam, M.A., (6) Telugu Text book

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on Trigonometry, by Mr. K. Rangachari, M.A., B.L., (7) A Forgotton Chapter of Andhra History, by Mr. M. Somasekhara Sarma, (8) A Symposium on the Natural Resources of the Andhra Desa, (9) A Text Book on Zoology, in Telugu, by Prof. R.V. Seshayya, M.A., and (10) An Introduction to the Chemistry of Vitamins and Harmones, by Dr. S. Rangaswami, M.A.,Ph.D., and Prof. T.R. Seshadri, M.A., Ph.D., F.I.C.

(b) The following publications were reprinted during the quinquennium (1) The University Lectures on Vemana, by Mr. R. Anantakrishna Sarma (Second Edition), (2) Man, by Dr. Rabindranath Tagore, (Second Edition) and (3) Indian Politics since the Mutiny by Sir C.Y. Chintamani (Third Edition).

(xii) ENDOWMENTS AND DONATIONS:- The total amount received by the University under this head during the quinquennium was Rs.3,33,199/12/5 including the donation of Rs.50,000/- from Mr. T.S.Harinarayana of Bezwada,e Rs.20,000/- from Sri Rajah P.Parthasarathi Rayanim Vari of Kalahasti, Rs.17,500/- from the Raja of Mungala, Rs.14,000/- from the Rani of Mungala, Rs.10,000/- from Rev. Canon D.Anantam, Rs.10,000/- from Mr. G.D. Naidu of Coimbatore, Rs.8,500/- from Mr. Vinjamuri Venkamma Pantulu, Rs.6,816/- from Sir C. Ramalinga Reddy, Rs.5,000/- from Srimati Maddipatti Seshamma Garu of Kannapuram, Rs.5,000/- from the Vuyyur Co-operative Agricultural, Industrial and Credit Society, Vuyyur, the annual donation of Rs.8,400/- from the Vizagapatam District Board, the annual donation of Rs.4,800/- from the West Godavari District Board and Rs.4,200/- from the East Godavari District Board. This amount does not include the recurring annual donation of Rupees one lakhs from the Maharajah of Jeypore.

(xiii) EDUCATIONAL CONCESSIONS TO WAR SERVICE PERSONNEL: Rules were framed by the University which enabled students who had rendered war service on return from such service, to rejoin their colleges and complete the courses that were interrupted and which exempted them from the rule which required that a candidate should appear for the Honours Examination not later than the end of the fourth year after he had been admitted to the course in the case of Intermediates and not less than three years after commencing the Honours course in the University college in the case of Pass graduates. Students demobilised during an academic year were permitted to rejoin the college atonce and were exempted from attendance for the full academic year, provided they put in a minimum attendance as prescribed. Any studentship, scholarship or other concessions that might have been held by the students was continued to them on their rejoining college. The affiliated and recognised colleges were ~~required~~ requested to grant similar concessions to their students also who rendered war service. Students joining defence services, were allowed to sit for examinations without further attendance and, in the case of Honours Courses, condonation of short periods and permission to appear with the Principal's certificate of fitness were granted. The Syndicate was empowered to grant degrees to such students as were about to qualify for a degree (having undergone not less than two terms of the senior or final year course and applied for the concerned Degree Examination) and who joined any of the defence services of the war (in September 1939) provided the Syndicate was satisfied with the academic training they had had. Secondary School Leaving Certificate holders declared eligible for admission to a course of study in this University, Matriculates and Intermediates of this University who had had not less than one year of approved war service, including any period spent on training, were allowed to appear for (i) the next higher

Examination in non-Science subjects without further study in a college and (ii) for the next higher examination involving Science subjects, provided the Principal of an affiliated college certified that the applicant was fit to appear for examination in case of the Intermediate or on the production of a certificate of attendance for one year in an affiliated college of this University in the case of the B.A. Degree Examination. The Syndicate was also empowered during the period of war and three years thereafter to grant exemption from the production of prescribed attendance and progress certificates to candidates for the B.Ed. degree examination who were on war service and who were - graduates of the Andhra University or who, being holders of degrees of any other University accepted by the Syndicate, had taken Telugu as the Second Language, provided they showed satisfactory evidence of having either during or before war service worked as teachers in a recognised institution or a training school under the Military, Naval or Air Force authorities for not less than one academic year or a period of nine working months.

(xiv) UNIVERSITY OFFICERS' TRAINING CORPS:- In July 1944, the Brigadier Commanding, 4319 G.H.Q. 168 L. of C. Sub-Area informed the University that H. E. the Commander-in-Chief had stressed the need for encouraging University Officers' Training Corps and enquired whether the University would consider co-operating in forming a U.O.T.C. at the Andhra University and requested information as to the probable number who would join, the tutorial staff, if any, with military experience who would be willing to serve in the contingent, accommodation available etc. The Syndicate expressed its willingness to co-operate with the military authorities in the matter of forming University Officers'

Training Corps and furnished the required information. But the military authorities informed the University in June 1945 that the whole question of U.O.T.C's was being considered at G.H.Q. at a high level on an All India Basis that no decision is expected in the immediate future. The Government of Madras have since (July 1947) requested the University to send up fresh proposals for the formation of U.O.T.C. for the Andhra University to enable them to take up the matter with the Government of India.

(xv)(a) UNIVERSITY LECTURES:- At the invitation of the Andhra University the following persons delivered University Lectures.

S.No.	Name of Lecturer:	Subject:	Date and Place.
1.	Prof.(Dr.) Ludwick Sternpact:	Principles of Law in Ancient India.	Guntur
2.	Mr. D.S.Sastry, Secretary and Manager, Central Bank of India, Madras.	Some aspects of Practical Banking with special reference to India.	Guntur 22.10.45 to 25.10.1045.
3.	Mr. R.C.Chowdary,Professor Allahabad University.	(i) Industrial Planing in India. (ii) Organization and Management of Joint Stock Companies.	7th to 12th December 1945 Guntur.
4.	Prof: Merle Curti,Professor of History at the University of Wisconsin, U.S.A.	(i) Gultural Pluralism the Problem of Minorities. (ii) The Development of Social Responsibility for the underprivileged. (iii) The Impact of Science and Technology on American Civilisation	10th to 12th October 1946 Waltair.
5.	Prof.E.A.Burtt,Sage Professor of Philosophy Cornell University, Ithaca, N.Y	(i) Democracy (ii) Science and Philosophy in Postwar Society.	1st to 3rd February 1947 Waltair.
6.	Prof.Lavi, Professor of Calcutta University.	Mathematics.	January 1947 Waltair.
7.	Dr. S.S.Pillai,Calcutta University.	Theory of Numbers	Second Week of November 1946 Waltair.

(b) Endowment Lectures:- Under the endowment scheme of Sir Alladi Krishnaswami Ayyar Endowment Lectureship,

Prof. Birbal Sahni, M.A., Sc.D.(Cantab), D.Sc.(Lond), F.G.S., F.A.S.B., F.R.S., of Lucknow University delivered a course of three lectures in March 1947 on "The Study of Microfossils" with a demonstration on Palaco Botanical Technique.

C. ANNAMALAI UNIVERSITY.

(i) OFFICERS:- Consequent on the death of Rai Bahadir Sir Kurma Venkata Reddi Naidu Garu, K.C.I.E., D.Litt., M.L.C. who was Vice-Chancellor of the University till the 10th September 1942, Sri R. Ramanujachariar, M.A., Professor of Philosophy and Dean of the Faculty of Arts, was appointed, under section 12(3) of the Act, to exercise the powers and perform the duties of Vice-Chancellor from the 17th September 1942 till a permanent Vice-Chancellor was appointed. His Excellency the Chancellor appointed Mr. M. Ruthnaswamy, M.A.(Cantab), Bar-at-law, C.I.E. as Vice-Chancellor of the University and he took charge of the office with effect from the 20th October 1942. He continued to be the Vice-Chancellor during the quinquennium under review.

Mr. N. Viswanatha Ayyar, M.A., L.T., Registrar of the University, since its inception in 1929, retired with effect from the 4th December 1946. Mr. G.D. Nandagopal, M.A., Deputy Registrar, is acting as Registrar in the vacancy.

(ii) AUTHORITIES:- The period of office of the several authorities of the University having expired on the 6th December 1944, elections were held and the authorities were duly reconstituted.

(iii) ADMISSIONS:- The number of students on the rolls of the University rose from 1,004 in the year 1942 to 2,000 in 1946. This rapid increase is mainly due to admissions to Engineering, Technology and Overseer courses instituted in the academic year 1945--46.

(iv) COURSES OF STUDY:- (a) New Courses of Instruction: The following are the chief features in the academic work of the University during the quinquennium under review:

(1) the re-introduction of instruction in (a) Sanskrit for the B.A.(Hons.) Degree, (b) Philosophy for the B.A., and (c) Botany and Zoology for the B.Sc. Pass Degree courses.

(2) the institution of Honours course in Zoology for the B.Sc.(Hons) Degree in 1947--48.

(3) the institution of the Degree of Doctor of Letters awardable on the basis of a research thesis.

(4) the organization of Engineering and Technological courses of study and examination leading to the award of B.Ed. and B.Sc.(Tech.) Degrees and a diploma for Road Construction and Minor Irrigation Overseers.

(5) the institution of a course of study leading to the award of the Degree of Bachelor of Oriental Learning (B.O.L) in the Faculty of Oriental Studies; and

(6) the organization of vacation courses for the further education of adult literates on the model of summer schools of Adult Education in Oxford and Cambridge.

(b) Matriculation:- The University has decided to hold a separate Matriculation examination to regulate entrance to the University consequent on the introduction of the reorganized scheme of bifurcated courses of study in schools from 1947--48.

(c) Intermediate, B.A., and B.Sc. Degrees:- There were no important changes in the main scheme of study and examination for the various courses in the University except for the provision made for instruction in additional subjects of study, revised syllabuses and changes in the number and duration of question ~~papers~~ papers for examinations.

In 1945 a scheme for the remodelling of the courses of study for the Intermediate and the B.A. Degree examinations was taken up for consideration under which the Intermediate Science and the B.Sc. Degree courses were left as they were, left as they were, while on the Arts side it was proposed to

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to make provision for the compulsory study of and examination in a science subject without the present standards being affected. This revised scheme received the approval of the authorities, but it was decided to give effect to it as soon as adequate laboratory and other facilities become available.

(d) B.A. Honours Degree:- In 1942 it was decided to drop the VIVA VOCE for the B.A. Honours Degree Examination, but in 1946, its revival as an integral part of the examination in languages was agreed upon.

(e) B.Sc. (Honours) Degree:-Provision was made to start instruction in Zoology for the B.Sc. Honours degree with effect from the academic year 1947--48.

(f) Oriental Titles:- The institution of (i) a B.O.L. degree, (ii) Post Pulavar Courses in certain specialised branches of study, e.g. Illakkana, Ilakkiya and Saivasiddhanta, (iii) the conversion of the certificate (one year) course in Teaching into a Diploma Course (discontinued from 1946--47) and (iv) Post-Sangita Bhushana Courses and a certificate course in Tamil Music, were among the important developments in the Faculty of Oriental Studies.

(g) New Schemes:- (1) Proposals for the institution of a degree course in University teaching and a diploma course for the training of teachers in high schools could not be put through as the Government regretted their inability to make a special grant towards these schemes.

(2) It has been decided to defer consideration of the scheme for instituting courses in Domestic Sciences for the Intermediate and B.A. Degree Examinations.

(h) Engineering and Technology:- In December 1944 the Government of Madras approved the scheme for the organization of Engineering courses (Civil, Mechanical and Electrical) and the scheme for courses in Technology under the Rm.Alagappa Chettiar Foundation for Technology promising generous grants

both recurring and non-recurring. Arrangements were made to start these courses from July 1945. At the suggestion of Government, courses for the training of Road Construction and Minor Irrigation Overseers were started in July 1945, as a temporary measure as a subsidiary activity to the Engineering courses towards the furtherance of the Post War Reconstruction programme. Two sets of Overseers will be trained by 1948 and the course has been discontinued from July 1947.

(v) Examinations:- All facilities by way of educational concessions, e.g. exemption from attendance at courses, payment of tuition and examination fees, book allowances etc. on the lines of those in Government colleges were afforded to students who rendered "War Service" as defined by the local Government. A special B.A., or B.Sc. War Degree was instituted for the benefit of those desirous of completing their courses and examinations at this University after their return from War service.

(vi) RESEARCH AND PUBLICATIONS:- The output and quality of research work by members of the staff in addition to teaching work has not been inconsiderable. The Imperial Council of Agricultural Research, New Delhi, sanctioned a grant of Rs.7,000/- for a period of three years for cytogenetical research in Pulses by the Department of Botany. The University Research Journal and Magazine have been regularly published, but the publication of the journal had to be suspended for a time on account of scarcity of paper during the war. Its printing has been resumed from 1946. Thirty two books were published by the University during the quinquennium, in spite of the scarcity of paper. The Tamil Research Department with its special staff has been following a programme of research work under the directionand guidance of the Tamil Professor and this department has issued a number of publications during the period under review.

Research Degrees:- During the quinquennium 8 candidates were awarded the M.Litt., 6 the M.Sc., 9 the Ph.D., 1 the D. Litt., and 1 the D.Sc. Degrees.

(vii) F I N A N C E:- The financial transactions of the University have almost doubled since the end of the last quinquennium with the rapid expansion of the academic activities of the University during the period under review. The receipts for 1946--47 were Rs.2,36,939/- and the charges were Rs.27,05,984/-. The system of concurrent audit has been introduced fromthe academic year 1946--47, and a special - auditor has been deputed by Government to conduct the audit of accounts every month instead of the annual audit at the end of the year as hitherto. With the aid of the Government of Madras who sanctioned onelakhs of rupees, it was found possible to effect a reorganization of grades and salaries of the teaching staff of the University with effect from the academic year 1946--47. The office of a Bursar has been instituted, to which Mr. K.P. Kandaswami Pillai, a retired officer of Government, has been appointed since the 1st November 1946, to be in charge of all matters relating to the finances of the University.

During the quinquennium 18 endowments were received to the total value of Rs.7,31,201/-.

(viii) G E N E R A L:- (a) To stimulate recruitment to the Indian Air Force, the Government of India sanctioned the establishment of an Air Training Corps Unit as a part of the scheme now in operation at all Indian Universities. The response to this scheme of training has been good.

(b) The Boating scheme was completely worked out and the Boat club equipped fully. The Boat Club was opened by the late Sir R.M.Statham, Kt., Director of Public Instruction who in November 1942, endowed the Club with a Shield for award to the best boating crew.

(c) The Chitarai School of Adult Education, inaugurated in 1944, during the four years of its working, proved popular and useful. The scheme of instruction at the school comprised the following subjects: English, Tamil, Arithmetic, Science, World History, Economics, Political and Social Science, Health, Sanitation and Hygiene. The students were given special facilities to hear on the Radio educational broadcasts, summer school broadcasts and readings from the classics. The Library and Laboratory facilities were thrown open to them. Besides regular instruction in the class room, popular lectures with the aid of lantern slides were arranged for the students in the evenings. The men who attended these courses belonged to the classes of elementary school teachers, petty business men and cottage folk. It is thus serving the purpose for which it was established.

(d) There are three Radio sets working in the University for the benefit of the students and residents of the area. One is installed in the University Park, the second inside the hostel quadrangle, and the third in the Music College. Arrangements have been made for working the sets under proper supervision at regulated hours after the working hours.

(e) Arrangements were made to run a bus service by the University from Annamalainagar to Chidambaram for thebenefit of day scholars residing in Chidambaram.

(f) With the expansion of the University's activities in all directions, the residential facilities and social amenities of the place have also improved considerably. Build ing and other mterials not being easily available on account of war conditions, the pace of progress could not be accelerated. Arrangements were however made and completed to satisfy urgent requirements.

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D. UNIVERSITY OFFICERS' TRAINING CORPS.

THE FIFTH MADRAS UNIVERSITY TRAINING CORPS was reorganised in the year 1941 as the 1st and 2nd Battalion University Officers' Training Corps, the 1st with its headquarters at Madras and consisting of five infantry companies and a technical detachment added in 1943--44 and the 2nd formed on the 1st January 1943, with its headquarters at Trichinopoly and consisting of three companies - two at Trichinopoly and one at Tambaram. The five companies of the 1st Battalion were distributed over six colleges at Madras, one at Anantapur and another at Kumbakonam. The technical detachment had a Sappers and Miners sub-unit and an Indian Electrical and Mechanical Engineers Sub-Unit, but the latter was withdrawn in 1945-46. The revival of this unit and the formation of a medical unit have been asked for and the matter is understood to be pending with the General Headquarters. The authorised strength of the 1st Battalion in 1946--47 was 34 officers and under-officers and 907 other ranks and, with brisk recruitment, the actual strength reached 80 percent, consisting of 21 officers and 847 other ranks. The 2nd Battalion maintained a proportionately full strength.

The training which till the year 1942 was of the nature of general military training was recognised from 1943 and war certificate examinations for A and B Certificates were introduced. During the four years from 1944 to 1947 the number of candidates who appeared and the number who passed from the 1st Battalion in the successive years were 357, 425 346 and 318 and 289, 285, 298 and 244 respectively; from the 2nd Battalion 242 appeared and 191 passed in 1947. The University authorities gave special concession to the cadets who passed the Certificate A and B examinations, but such concessions were not granted to students in the Engineering and Medical Colleges. In spite of this fact, quite a few cadets from these colleges have taken the examinations and

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also the B.Tech. examination for the Engineers. In order to train the cadets to the standard required for these examinations the company officers were detailed to undergo special training at the Officers' Training School, Mow, the Officers' Training School, Bangalore and Queen Victoria's Own Sappers and Miners, Bangalore.

Camps and other activities:- In addition to the general annual camp in December, cadre camps for candidates taking the certificate examinations were held annually from 1943. The number attending the cadre camp of the 1st Battalion rose from 100 in 1943 to about 350 in 1946--47. Two cadre camps were reported by the 2nd Battalion. The annual camps were held regularly. The annual day which was discontinued from the year owing to war conditions was revived during the year 1942. Competitions were held for the Willingdon Shield in the course of the year and the final competitions for the sports and other events were held on the annual day. The trophy was won by the "D" (Loyola) Company. A magnificent trophy was presented by Mr. Kh.Mugaseth in memory of his late son Lieut. Bobby Mugaseth, a distinguished officer of the Royal Engineers, who died while on active service. The Sir Arthur Hope Shield of the 2nd Battalion was repeatedly won by the "A" Company of the Madras Christian College, -- Tambaram. Among the other activities of the units, the regular publication of the U.O.T.C. Magazine by the 1st and the U.O.T.C. Gazette by the 2nd Battalions was a noteworthy feature. Guards of Honour were regularly furnished from the respective battalions to their Honorary Colonel, His Excellency the Governor of Madras, at important events like the annual convocation of the Madras University and the occasions of his visit to the respective colleges. In 1944 Diwan Bahadur Sir A.Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, was appointed Honorary Lieut.Col. of the Battalion.

Personnel:- Lieut Col. K.C. Chakko continued to be in command of the 1st Battalion till September 1945, when Rao Bahadur Lieut. Col. S. Paul took charge and continued in charge at the end of the quinquennium. The post of the Adjutant was held by Captain T.S.~~.~~ Subramania Iyer, of the Loyola College Platoon, till May 1946, when he was succeeded by Captain V.R. Naidu of the 26th Maharatta Light Infantry. Major P.R. Subramaniam was commandant of the 2nd Battalion from its inception and Major V.Sundaresan was Adjutant till May 1946 when he was succeeded by Captain P.A.Jones.

Commissions:- Cadets of the U.O.T.C. offered themselves in large numbers for war service and took up emergency commissions. While the exact number is not known, it is certain that a large number of medical graduates were absorbed in the Indian Army Medical Corps and about ~~200~~ 200 Engineering graduates were taken into the Indian Engineers and the Indian Electrical and Mechanical Engineers. An equally large number from the Arts and Science colleges were absorbed in the Royal Indian Air Force and other branches of the armed services.

The Future:- Towards the end of the period under review, the reorganization committee appointed for the formation of the National Cadet Corps organization were continuing their deliberations and one of the expected future developments indicated was the provision of preliminary military training to students of high school classes.

E. ARTS COLLEGES.

Unlike the previous ~~quinquennium~~ quinquennium during which the number of Arts colleges for men and women increased by only one, the period under review saw a marked rise in the number from 43 in 1941--42 to 48 in 1945--46 and 50 in 1946--47. Of these 43 were for men and 7 for women as against 38 for men and 5 for women in 1942. The first to be opened among the new colleges was the Lady Hope Municipal College for Women, Guntur, started in 1944 as a second grade college which it

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continued to be till the end of the quinquennium; the four opened in 1945 were the Devasthanam College, Tirupathi, C. Ramalinga Reddy College, Ellore, Bhimavaram College, Bhimavaram and Veerasaiva College, Bellary, the last three of which were second grade colleges; in 1946 were opened the Vivekananda College, Mylapore, and the Government College for Muslim Women, Royapettah, both as first grade colleges. Of the 43 colleges for men, 10 provided for Honours Courses as against 9 during the previous quinquennium, the increase being due to the opening of Honours Courses at the Government Muslim College, Madras. Consequent on the opening of degree classes in (1) Government College, Coimbatore, (2) Municipal College, Salem, (3) St. John's College, Palamcottah, (4) Mrs. A.V.N. College, Vizagapatam, (5) V.R. College, Nellore, (6) Madura College, Madura and (7) Islamiah College, Vaniyambadi and of two new first/grade colleges referred supra, the number of first grade colleges excluding those with Honours classes for men rose from 15 in 1941--42 to 23 in 1946--47. The number of second grade colleges for men fell to 10 from 14 at the end of the quinquennium due to the raising of 7 of the 2nd grade colleges to first grade mentioned above and the opening of 3 new second grade colleges namely, C.R.R. College, Ellore, Veerasaiva College, Bellary: and Bhimavaram College, Bhimavaram.

Of the 7 colleges for women, 6 were first grade colleges and the Lady Hope Municipal College, Guntur remained the only second grade college during the period under report.

Number and distribution of students in Arts Colleges:- The strength of Arts Colleges for men and women increased from 18,367 in 1941--42 to 28,100 in 1945--46 and to 30,365 in 1946--47, having more than doubled during the last decade at the beginning of which the strength was only 12,168 (in 1936--37). The number of women students in both men's and women's colleges rose from 1,761 in 1941--42 to 2,868 in

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16606

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1945--46 and to 3,276 in 1946--47. The distribution between men's and women's colleges was nearly equal being respectively 1,428 and 1,440 in 1945--46 and 1,691 and 1,585 in 1946--47 as was also the case at the end of the previous quinquennium when the distribution was 871 and 890. The number of students taking post-graduate courses increased from 200 (including 40 women) in 1941--42 to 283 (including 56 women) in 1945--46 and to 276 (including 59 women) in 1946--47. The strength in the Honours Classes rose from 1,174 in 1941-42 to 1,409 in 1945--46 and 1,439 in 1946--47.

Classification of scholars according to communities:-

Of the scholars in arts colleges for men and women, 12,142 were Brahmans, 12,541 were Non-Brahmans, 3,667 were Indian Christians, 1,311 were Muslims, 169 were Europeans and Anglo Indians, 398 belonged to the Scheduled Classes and 137 belonged to other communities. The percentages were 39.9, 41.3, 12.1, 4.3, 0.6, 1.3 and 0.5 respectively as against 43.5, 36.4, 12.6, 4.8, 0.8/1.4 and 0.6 respectively at the end of the previous quinquennium.

The percentage of scholars in arts colleges for men and women to the total number of scholars receiving instruction in all recognised institutions was 0.76 as against 0.53 in 1942 and the percentage of male scholars in arts colleges to the total/male population was 0.11 as against 0.075 in 1942 while that of female scholars to the female population was 0.013 as against 0.007 in 1942 and that of the total number of scholars to the total population was 0.061 as compared with 0.037 at the end of the last quinquennium.

The following schemes have been approved or completed in respect of Government Arts Colleges:-

Presidency College, Madras:- Gas and Water Fittings for the acid shed and the installation of plant for the preparation of nitric and hydrochloric acids were completed.

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Queen Mary's College, Madras:- The construction of a building to house Home Science, Geography amd Mathematics classes has been sanctioned. Two temporary halls were put up in the garden in 1943.

Government Muslim College, Madras:- The construction of a new block with subsidiary buildings sanctioned by Government was well under progress during 1947. The Chemistry laboratory was extended by the putting up of a room adjacent to it.

Government College for Muslim Girls, Madras:- The construction of the new college buildings for which Government have sanctioned Rs.5½ lakhs had not been begun at the end of the quinquennium. Plans and estimates were pending with the Consulting Architect to Government.

Government Arts College, Anantapur:- Two large laboratory halls, one each for Physics and Chemistry were added during the quinquennium.

Government Arts College, Coimbatore:- Government sanctioned Rs.1,90,000/- in 1946 for the ~~creation~~ erection of separate blocks to house the new classes opened that year.

Government Brennen College, Tellicherry:- Remodelling of the Science lecture hall and the construction of a new hall in the open quadrangle for an Intermediate Class were completed early in 1947.

Government Victoria College, Palghat:- Under petty construction and repairs, a bathroom, a tiffin shed and a cycle shed were constructed. A sports pavilion was constructed at a cost of Rs.12,000/- from the balance of the College Day and Games funds. A balanceroom with a cellar for the Chemistry Department was put up at a cost of Rs.9,000/- from Provincial Funds. Proposals have been submitted for additional buildings costing Rs.2,29,000/-.

Government College, Mangalore:- The construction of an additional room with a verandah at a cost of Rs.5,800/- was sanctioned and the work was expected to be taken up by the Public Works Department in the near future. A urinal for the staff at a cost of Rs.921/- was constructed. The college acquired railway land measuring about two acres at a cost of Rs.19,149/- for use as playground.

No schemes have been reported by the Government College, Kumbakonam and the Government Arts College, Rajahmundry.

ORIENTAL COLLEGES:- The number of Oriental Colleges for men and women was 27 as against 22 in the last quinquennium, consisting of 17 Sanskrit Colleges for men and 2 for women as in 1942, 5 Arabic Colleges as against 3 in 1942, two having been newly opened during 1945--46 at Bellary and Calicut, and 3 Tamil Colleges all of which were newly opened during the period under review. The three new Tamil Colleges are the Mylam College in South Arcot district, which was opened in 1942--43, the K.P. Kalloori, Tanjore, opened during 1943--44 and Kasiwasi Tamil College, Tiruppanandal, Tanjore district opened in 1946--47. All but one of these colleges were under private management and the one other college was under District Board management. The above -- figures do not include the Tamil College of the Annamalai University and the Tamil Section of Pachaiyappas' College, Madras which are not counted as separate institutions but treated as a part of the university and the main college respectively. The total strength in all these colleges increased from 937, including 56 women students in 1942 to 997 including 57 women in 1945--46 and to 939 including 75 women in 1946--47. The two sanskrit colleges for women alone had a strength of 48 in 1946--47 as compared with 28 in 1945--46 and 31 in 1941--42.

F. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.

Number and Strength of Colleges:- The largest increase in the number of colleges was, as stated under University Development among the chief features of the quinquennium, in respect of Colleges for Professional training. The figure rose from 11 colleges for men and 2 for women to 15 and 4 respectively in 1945--46 and to 21 and 5 in 1946-1947. The rise was due to the opening of two colleges of Technology (at Guindy under private endowments and at Coimbatore by Government), a Government Agricultural College (at Bapatla), a Law College of the Andhra University (at Masulipatam), two Government Engineering Colleges (at Cocanada and at Guindy for Anantapur) and an Engineering and Technological Department at the Annamalai University, a Missionary Medical College for women (at Vellore), two Government Medical Colleges (at Guntur and Madras for Madura) and two Mission Training Colleges for Women (St. Ann's at Mangalore and St. Joseph's at Guntur) and the revival of the Government Forest College at Coimbatore. Of the 26 colleges 17 were under Government management, as against 10 in the previous quinquennium; and of the 17 under Government management, 7 for men and one for women were under the control of the Director of Public Instruction and the rest under the control of other departments. Of the 9 colleges (5 for men and 4 for women) under aided managements, one for men and all the four for women were under Mission managements (3 Protestant and 2 Roman Catholic), one under the management of the Madras University, 2 under that of the Andhra University and one under that of Annamalai University. Classified by professions, there were at the end of the quinquennium 2 colleges for Law, 6 Colleges for Medicine and Surgery, 3 colleges for Technology, 4 colleges for Engineering, 2 colleges for agriculture, 7 colleges for ~~training~~ Teaching, one for

Forestry and one for Veterinary Science. The Pandits' Training College and the Technological section of the -- Annamalai University have not been reckoned as separate institutions but treated as a part of the University. The total strength of all these colleges was 5,188 (including 688 women) in 1946--47 as compared with 4,054 (including 592 women) in 1945--46 and 2,812 (including 349 women) in 1941--42.

Distribution of students according to the professions which they study:- There were 757 students for Law, 1922 for Medicine, 460 for Agriculture, 310 for Technology, 980 for Engineering, 472 for Teaching, 217 for Veterinary Science, and 70 for Forestry, as against 427, 1309, 118, 33, 392, 423, 110 and NIL. respectively at the end of the last quinquennium. The number of women students was 6 for Law, 508 for Medicine, 1 for Technology, 3 for Engineering, 5 for Agriculture and 165 for Teaching, as compred with 4, 243, Nil., 3, Nil, and 99 respectively in 1941--42.

Distribution according to communities:- The strength in the colleges for professional training was composed of 1,631, Brahmans, 2,312 Non-Brahmans, 719 Indian Christians, 316 Muslims, 89 Europeans and Anglo-Indians, 96 belonging to the Scheduled Classes and 25 of other communities as against 1,064, 1,089, 395, 137, 101, 14 and 12 respectively at the end of the previous quinquennium.

Medical Colleges:- The Quinquennium witnessed a doubling in the number of Medical Colleges in the Presidency from 3 to 6, due to the opening of the Missionary Medical College for Women at Vellore in 1942 and two Government Medical Colleges in 1946, one at Guntur and the other proposed to be located at Madura and temporarily attached to the Stanley Medical College, Madras. There was consequently a large increase in the number of students pursuing medical courses, which

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became particularly ~~progress~~ marked in the last year of the quinquennium. The progressive strength of the medical colleges during the period is shown below:

	Madras Medical College	Stanley Medical College	Andhra Medical College	Missionary Medical College for Women, Vellore.	Guntur Medical College	Madura Medical College
1941--42	1,002	444	272	...	...	...
1942--43	914	340	260	25	...	...
1943--44	1,004	408	286	47	...	...
1944--45	1,014	450	291	69	...	...
1945--46	1,042	486	345	92	...	...
1946--47	1,137	515	351	114	50	50

The admission of military students in the Madras Medical College ceased from 1943--44. The last batch of Licentiates passed out of the Stanley Medical College in 1944 when the abolition of the course became complete.

The Stanley Medical College passed out its first batch of 14 graduates in 1943 with a brilliant record for the 15 candidates presented for the final examination. Altogether it passed out 390 candidates (217 and 173 candidates in Part I and Part II respectively) in the final M.B.& B.S. Examination during the quinquennium while the Madras and Andhra Medical Colleges passed out respectively 514 and 188 candidates in the two parts as compared with 800 graduates during the last quinquennium from the two complete medical colleges of the period. The Missionary Medical College, Vellore, had not reached the final examination stage by the end of the quinquennium. The increase in the number of women students continued and as against 21 women who qualified for the M.B.B.S., Degree and 16 for the D.M.S. Diploma in 1941--42 the number that qualified for the M.B.B.S degree in the respective years of the quinquennium under review was 23, 22, 35, 48 and 187.

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University Regulations:- Regulations relating to the M.D. and M.S. Degrees have been modified requiring the candidates to undergo clinical training at the Hospitals in the medical and surgical wards. The regulations for the D.G.O., D.L.O., and D.O. have also undergone changes requiring attendance in the wards of hospitals in specialities and also in hospitals in medical and surgical sides.

The D.Sc. Degree course in Nursing was instituted in the Missionary Medical College for Women, Vellore and Diploma Courses in Nursing were introduced in the Madras and Vellore Colleges during the quinquennium.

War Service:- Of the first batch of 14 graduates from the Stanley Medical College, 7 volunteered for war service while they were students and all of them were granted commissions in the I.M.S. on qualifying. Many have since volunteered from among the M.B.B.S. and D.M.S. students and licentiates of the college were directly appointed as Specialists in the Indian Army Medical Corps. Two past students of this college Captains Anantasubramaniam and Arumainayagam, gained Military Crosses in the army and another old student, Captain C.Sundararajan, won the Military Cross for meritorious service during the campaign in Italy.

Madras Medical College:- The strength rose markedly during the last year of the quinquennium. Besides continuing to conduct the post-graduate courses introduced during the last quinquennium and the B.Sc.(Pharmacy) and Sanitary Inspectors' courses, the college also opened classes for the Diploma course in Nursing and the new buildings of the Lady Hope School of Nursing were nearing completion at the end of the quinquennium. Many members of the staff of the college are stated to have published several papers of great interest to the medical world. The men and women students' hostels continued to work satisfactorily during the quinquennium

and, whether as a result of the men students' demonstration of arriving in bullock carts to attend the college sports in 1945 or of less demonstrative representation, a police bus was acquired and assigned for the use of the men students for the hostel. The activities of the University Officers' Training Corps, formerly called the University Training Corps, were maintained at the usual level of efficiency.

Stanley Medical College, Madras:- This new college began to build its tradition on laudable lines during the quinquennium. As stated elsewhere it started with brilliant results for the first batch of candidates sent up for the final M.B.B.S. Examination. It has organised a Hygiene museum which has been pronounced by distinguished visitors as one of the best in India. It has a splendid record of war service with three of its old students having won the Military Cross for meritorious service. It is, however, not yet self-contained in its instructional facilities; first and second year M.B. students continue to be sent to the Madras Medical College where a Central Institute of Anatomy, Physiology and Biochemistry exists.

Andhra Medical College, Vizagapatam:- The number of admissions were increased during the last two years of the quinquennium. The relative distribution of seats between the Telugu districts and other areas was as follows:

	1942-43.	1943-44.	1944-45.	1945-46.	1946-47.
Telugu Districts.	249	274	279	333	339
Other Areas	11	12	12	12	12

The Andhra Medical Degrees began to be recognised by the General Medical Council of Great Britain with effect from the 11th January 1947. Building schemes which were suspended at the beginning of 1941 under war conditions are expected to be resumed in the near future.

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Guntur Medical College:- The college was opened in July 1946 and 40 men students and 10 women students were admitted. Due to want of accommodation the pre-registration class was held in the local Andhra Christian College, Guntur. The students could not sit for the examination in January 1947 owing to the strike of students in the Andhra Christian College. However, by special permission of the Syndicate of the Andhra University, a regular examination was held in February 1947, while the examination of referred candidates was held in April 1947. The old Medical School buildings at Guntur were inspected on the 12th March 1947 by an Inspection Commission of the Andhra University and the Special Officer for the College concerned himself to take possession of the building and equip them to run the college, where the classes in Anatomy and Physiology have, since the close of the quinquennium, commenced to be held.

Madura Medical College:- This college, also opened in July 1946, was accommodated in the Stanley Medical College, Madras. Fifty students (39 men and 11 women) were admitted. The Pre-registration class for these students was conducted by a specially appointed staff. Thirty-five of the students passed the University Examination in December 1946 and the remaining 15 in April 1947. The first year M.B.B.S. students of this college undergo training along with the students of the Stanley Medical College in the Central Institute of Anatomy of the Madras Medical College.

Agricultural College and Research Institute, Coimbatore:- During the quinquennium the syllabus for the B.Sc.(Ag) Degree was further revised in the year 1942, and the subject of Agricultural Economics was added as a separate subject for the final year class. Admissions to the Agricultural College were doubled as a part of the Post War Development Schemes to meet the increased demand for agricultural graduates.

Three seats were reserved for lady candidates every year. Under the altered system of subjects in the syllabus the students have to appear at the end of each year of the degree course of three years. The examination in each subject was to be both theoretical and practical. Facilities were also afforded for training candidates to register for M.Sc. on the science of agriculture and allied subjects.

Special lectures were delivered by the heads of sections and specialists to the senior students, besides the University extension lectures on Maharajah of Travancore Curzon Lectures. Scope was also afforded to senior students for rural enquiry on agricultural matters and economics by arranging of week-end tours, etc., in addition to long tours to places of educative and agricultural value with lecturers to assist and guide them. There were nearly 10,800 volumes in the main library which is attached to the Research Institute. Spacious grounds were provided for recreation. All students of the college were members of the Students' Club which afforded recreation on the literary side to the members. The system of dividing the students into batches and entrusting them to senior lecturers for tutorial purposes were being followed during the present period and the system was found to be work - satisfactorily. Heads of teaching sections and four -- research officers nominated by Government constituted the College Council. The Council decided all questions affecting students, regarding accommodation in the college and the hostel, courses of instruction, discipline etc.,

Agricultural Museum:- Representative sample of various kinds of agricultural seeds and other specimens were exhibited for the benefit of students and visiting public.

Short Course in Practical Agriculture and Allied Subjects:- This has now been temporarily suspended due to increased admissions to the B.Sc.(Ag.) Degree Course from the year 1943.

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Admissions:- To cope with the increased demand for agricultural graduates in the department, the admissions to the college were enhanced from 48 in each of the years 1942-43 and 1943-44 to 96 in the years 1944-45 and 1945-46 and in 1946--47, 107 candidates were admitted. The number of graduates passed out during the quinquennium was 232.

Scholarships and Prizes:- The rate of scholarships awarded to deserving candidates has been increased to Rs.30/- due to changed conditions and the number of scholarships also enhanced due to increased admissions. The following scholarships are now awarded annually :- Three scholarships for candidates from Muslim community: three scholarships for candidates from backward communities: two scholarships for merit to the best two students, who score the highest number of marks in their terminal examinations and the University examination put together in the First Examination. Fourteen prizes are offered annually at the college.

H o s t e l:- The management of the hostel is vested in the Principal who is the Warden assisted by a Senior Deputy Warden a Gazetted Officer and a Junior Deputy Warden, a Non-Gazetted Officer of the Department who are in immediate charge and exercises supervision.

Agricultural College, Bapatla:- In order to provide an adequate number of trained personnel for the execution of a number of post-war schemes for the agricultural development of this Presidency, the opening of a second Agricultural College at Bapatla was given the highest priority among the schemes sanctioned. It was located at Bapatla in Guntur District to cater to the students of the northern districts. The college was opened on the 16th July 1945 with a batch of 93 boy students and 3 girl students in the high school building kindly offered by the District Board. It had a spacious compound and hostel building. Pending the selection

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of a suitable college farm near the college, an area of 60 acres comprising all types of cultivation with an orchard at a distance of 10½ miles from the college was leased out temporarily to serve as the College Farm to give the necessary practical training in Agriculture and allied subjects. Students were daily takento the farm in the College buses maintained for this purpose. This college was affiliated to the Andhra University. The first examination was held in three subjects in April and October 1946. Ninety students appeared for the examination and all of them passed. In July 1946, the second batch of 96 students (all boys) was admitted. The total strength of the two classes at the end of the term was 185. Good progress was made in the equipment of the laboratories and library during the year. As the hostel building was insufficient private buildings had to be rented for this purpose. Government had sanctioned the extension of the main college buildings for laboratory and class rooms and the extension of hostel. These works were taken up during the year. The first and second examinations of the B.Sc. Degree in Agriculture were held during April. The percentage of full passes worked out to 73 in the first and second examinations. The third batch consisting of 95 boystudents and one girl student was admitted on the 14th July 1947. The total strength of the College with the three classes in full working condition at the opening of the third year was 281.

Teachers' College, Saidapet:- The sanctioned strength of 150 was not actually reached in any year of the quinquennium and only 637 students passed through the college during the five years under review. In 1944--45 the strength went down as low as 108. During the same year women students were admitted for the B.T. Course in this college and six

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of them took the course. The college formed one of the co-operating colleges in connection with the M.Ed. Course conducted by the University of Madras. Method of Teaching Tamil was introduced as an additional optional subject for the B.T. students and this department was placed in charge of an Assistant Lecturer in the subordinate educational service from July 1942 and the post has since been converted into one in the Madras Educational Service. Out of the 637 B.Ts. who passed through the college during the quinquennium only 84 took this optional subject. Administratively the college suffered from four changes in ~~other~~ Principal posts. Consequently no educational experiments of outstanding importance were conducted but certain improvements were effected in local organization, teaching and supervision with beneficial results. The visits of students of this college to other institutions was a new innovation and the conducting of a Model Parliment in the Model High School and the starting of a Tirukkural class were the other events which deserved mention.

Model High School:- The strength in Forms I to VI increased from 352 boys and 28 girls in 1942--43 to 469 boys and 91 girls in 1946--47. The average percentage of passes in the S.S.L.C. Public Examination for the quinquennium was 53.2. The organization of a Model Parliment, which conducted its proceedings entirely in Tamil, a scheme of supervised night study classes for pupils denied study facilities in their homes, the revival of the daily School Assembly, the institution of a Pupils' Panchayat Court to try minor offences among the pupils, the starting of a Hobby club, the introduction of the House System in VI Form, terminal variety entertainments and Play Festivals and Listening-in to the school programmes of the All India Radio were among the special activities of the school during the period.

Kindergarten Section:- The strength of this section consisting of Classes 1 to 5 rose from 182 pupils in July 1942 to 330 pupils in March 1947. With its special features of Children's Assembly, General Knowledge Association, Hand work, Music, Gardening, Games, Thrift Fund, Children's Club and a Manuscript Magazine, the section condinued to do good work during the quinquennium.

Secondary Training Section:- Besides the normal training course, an emergency course was started on the 1st July 1946, and the strength of the section in the respective years of the quinquennium was 32, 16, 30, 49 and 67. Contributions were made by the students in the shape of exhibits sent to the All India Swadeshi Exhibition in December 1946 and a drama was enacted by the students of the department. The section was reorganised for the teaching of the revised -- syllabus for training schools at the beginning of the quin-quennium.

Manual Training Section:- The section was in a position to have the continued services of Mr. C.R. Porrett by the extension of his services for about three and a half years beyond the date when he was due to retire, but towards the end of the quinquennium it lost his services and those of his two experienced assistants, Messrs. P. Correa and S. Narasimha Pillai. The temporarily appointed Assistant Adviser was in charge of the section at the end of the period. For 8 Junior and 5 Senior students in 1942--43 the Manual Training Instructors' class fell in strength to 2 and 8 respectively in 1943--44, 1 and 2 in 1944--45 and NIL and 1 in 1945--46 and no students in 1946--47. The Engraving Class had an average of 3 students in the first four years of the quinquennium and none in the last year. The wood-carving class had an average strength of 6 with an actual strength of 7 in 1946--47. A large number of

pupils from the high school and students from Secondary Training section attended the classes which were held in Woodwork, Weaving, Wood-carving, Engraving, Cardboardwork, and in the case of girls, sewing and nursing. An additional Weaving Instructor was appointed from the 30th October 1945 and a Sewing Mistress from the 19th August 1946.

Adult School:- The Free Adult Night School has completed 20 years of voluntary service to the working class people of Saidapet, outliving the black-out restrictions and the economic conditions of the war years. Sri S.Jagannadhan of the Kindergarten Section continued to be in charge of the school, assisted by voluntary helpers from the college. A scheme ~~for~~ to improve the financial condition of the school with the help of the University was being examined towards the end of the quinquennium.

GovernmentTraining College, Rajahmundry:- The strength of the college was far short of the sanctioned figure of 110 (including 8 places reserved for students of the Orissa Province and 2 for those from the Hyderabad State) during some of the years of the quinquennium; consequently the number of graduates passed out during the quinquennium was only 467. But the full sanctioned strength was reached in 1946--47 with 98 men students and 12 women students. The number of women students increased from 4 at the end of the previous quinquennium to 12 in 1946--47 and altogether 69 women graduates were trained during the five years. A waiting room for the women students of the B.Ed. class and the girls of the Model Secondary School and an extension to the Manual Training Section were the additions made to the accommodation. A verandah was provided for the tiffin sheds. The compound wall of the college was raised to facilitate physical education activities and a cement gallery was - constructed in the playground with materials from dismantled

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A.R.P. Baffle walls. The tennis courts were revived after the end of the war and separate facilities were provided for the women students of the B.Ed. class and the girls of the Model Section. Excursions, elocution contests, participation in Inter-Collegiate debates and Inter-Collegiate tournaments, the annual staging of a play in aid of the poor Boys' Fund of the College and the annual celebration of the College Day, with the institution of a Science and Art Exhibition since 1945--46 were among the many extra-curricular activities of the college. The provision for teaching practice for the B.Ed. students was increased from periodical to daily practice lessons. The college hostel was run economically and efficiently. The results at the University examinations were uniformly good.

Lady Willingdon Training College, Madras:- The sanctioned strength of 60 for the B.T. Class was raised to 80 in 1946 to meet the increasing demand for the training of graduate teachers and two additional assistant lecturers' posts were sanctioned. The maximum for the elementary grade was raised to 30 due to the working of the secondary training class below sanctioned strength till the opening of the emergency secondary training class. The strength of the training classes at the end of the quinquennium was 69 in the B. T. Class, 19 in the ordinary Secondary and 17 in the Emergency Secondary classes, 57 in the elementary class and in all 162, which was practically the same as 160 in 1941--42. In the model school the strength increased from 457 in 1942 to 645 in 1947 and three additional sections were opened. Several additional posts including a Lecturer's post in the Madras Educational Service, for Physical Science, were created during the quinquennium to meet the increased and varied requirements of the institution. Building schemes were postponed except for the construction of a tiffin shed

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at a cost of Rs.2,998/- in 1946--47. The Primary Department Building was sanctioned in 1946--47 but the work was not begun. Tamil was introduced as one of the optional subjects under methods. A nursery class was attached to the Kindergarten section to form the practising field for the proposed Nursery Teachers' Training class, which however was not actually opened owing to the adcommodation demands of the emergency training class. Miss A.S.Hellier continued to give an annual course of demonstrations in Art to the B.T. Class. A Natural Science Exhibition was held by the B. T. Students in the High School in 1942--43. An adult education study circle was formed in 1946--47 and the night school which was closed in 1941 was re-opened by the Social Service League in January 1947 with a paid teacher and some volunteers from among the staff and students.

The Law College, Madras:- After an unsteady fluctuation in the strength during the previous quinquennium which stood at 427 in 1941--42, there was a further fall in strength to 357 in 1942--43, the first year of the period under review, but this, however, was followed by a steady increase in the succeeding years to 423, 500 and 557 and to 588 at the end of the quinquennium. The strength of the M.L. Classes rose from 7 in 1942--43 to 16 in 1943--44 but declined in the following years and was 9 in 1946--47. During the war the college buildings were handed over to the Military department in 1944 and the college was temporarily located in a rented building, the Holy Angels Convent, Theagarayanagar, during 1944--46. The college was shifted back to its own building in 1946. For use as a playground for the college a vacant site and the vacant buildings of the A.R.P. which were under the administrative control of the High Court were given to the college by the High Court during the year 1946

and the matter of their departmental transfer was under correspondence with the Superintending Engineer at the end of the quinquennium. Due to the insufficiency of accommodation at the University Students' Club and the difficulty experienced by the students of the college in finding accommodation elsewhere, the Government opened a temporary hostel at Mylapore in 1946--47. The College Council was reconstituted in G.O. No. MS. 1300, Education, dated 27th August 1945.

College of Engineering, Guindy:- Due to the opening of new colleges of Engineering, the strength fell at the end of the quinquennium from 674 to 475, which included 50 Muslim students, 72 Indian Christians and Anglo-Indians, 13 of the Scheduled classes and 206 Non-Brahmans as against 42, 73, 7 and 240 respectively at the end of the previous quinquennium. The course in the college was accelerated in 1942 and the output of passes was increased by 50 percent by July 1944. Degree courses in Highway Engineering and Telecommunication Engineering were instituted in the college in 1945. Facilities for training 300 Air Mechanics, 250 War Technicians and 12 Supervisor Trainees were given at this college. During the war the college carried out a number of tests for various military departments and tests on producer gas plants on behalf of the Central Traffic Board. It also carried out extensive investigation on the running of Diesel Engines on vegetable oils and the combination of Diesel oil and producer gas. Several students and members of the staff engaged themselves in research work and obtained the M.Sc. degree in Engineering. One of the members of the staff obtained the Ph.D. Degree of the University of Madras.

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Arthur Hope College of Technology, Peelamedu, Coimbatore:-

The college was newly opened in 1945--46 in the buildings belonging to the National Electric Works, subsequently owned by the Argus Engineering Company of Bombay, with the college and hostel located in the same building. Instruction was imparted for the first and second year courses during 1946--47. The first year students continued to attend the local Government Arts College for practical work in Physics and Chemistry on Saturdays, assisted and supervised by the Demonstrators of the College of Technology. The laboratories and workshops were equipped with apparatus and materials purchased for about Rs.95,000/- during 1946--47, instruments and machines both purchased and transferred from the College of Engineering, Guindy, and a motor generator set obtained on loan from the Government Victoria College, Palghat. Fuel laboratory - equipment, for which an indent was placed, was, however, not received before the close of the year. Books worth about Rs.10,000/- were added to the library and magazines and journals were subscribed for. In spite of the absence of adequate playground facilities for major games and although the post of Physical Director which fell vacant remained unfilled, sports and athletic activities were well-organised and conducted and the College Cricket team won the championship shield in the West Zone Final of the Inter-Collegiate tournament conducted by the Madras University. One of the students, N.R.Rictor of the first B.E. Class had a creditable record in Hockey in the Inter-University and Inter-Provincial matches. The College Association functioned satisfactorily with its Student-President. A manuscript magazine called WHIZZ and a Tamil Magazine continued to be circulated among the students. The college hostel had a strength of 150 students out of the 166 students of the college and ran two cosmopolitan messes,

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vegetarian and non-vegetarian. Medical attention was given by the Honorary Medical Officer of the College. Admissions to the college were made by the Principal, College of Engineering, Guindy, and the strength of the college increased from 74 in the first year class at the end of the year, 1945-1946 to 96 in the first year class and 66 in the second year class or 162 in all at the end of 1946--47, after the transfer of five students to the college of Engineering, Guindy, and of one student from that college to Coimbatore. Dr. J.J. Rudra was the Principal till the 20th December 1946 and was succeeded on the 31st December 1946 by Sri V.H.Sadarangani, who continued till the end of the period under report.

The Veterinary College, Madras:- Till the end of the academic year 1945--46, the college continued to train students for the five year B.V.Sc. Degree course and the four year G.M.V.C. Diploma Course. But in the year 1946-47 the diploma course was abolished and B.V.Sc. Course was revised to one of four years and one term. Arrangements were made for the completion of their respective courses by students who commenced the degree and diploma courses under the old regulations and for the holding of their examinations till the end of the year 1951--52. Provision was made in the new course for practical training of students in a farm for a month and a half during the vacation at the end of each of the first three years and for similar training for two months at the end of the fourth year. The number of students who took the B.V.Sc. Degree during the years 1943-47 after the old five year course, was 64, as compared with 33 during the years 1939--42 after the four year course in force at that time; the number who took their G.M.V.C. Diploma during the quinquennium was 80, as against 95 during the previous quinquennium.

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The Refresher course which was held annually during the previous quinquennium was discontinued owing to the great need for professional men in the field and for war service.

A short course of one year's duration was started during the quinquennium for the training of Stockmen-cum-Compounders for whom there was a large demand in the Civil Veterinary Department. The trainees were examined annually in July by a Board of Examiners in written, practical and oral tests.

Much valuable research work was done in the college laboratories, the most important of which were on Artificial Insemination in cattle, which after showing favourable results, was put into practice on cows brought for the purpose, and on Bovine Lymphangitis, a scheme for the study of which was sanctioned in March 1947. Under the auspices of the Imperial Council of Agricultural Research Schemes for an enquiry into Helminthiasis of cattle, for the writing of a monograph on the Anatomy of the Ox and for the elucidation of the etiology of Circling Disease in sheep were undertaken.

A Serum section was opened in the college in May 1944 for producing Anti-Rinderpest Serum, Goat-virus and Bull-virus and this section meets the requirements of the ten northern districts of the province, while giving the students an opportunity to study the technique of serum production. A new section for the successful production of Ranikhet Disease Vaccine was also opened in the college in charge of a Veterinary Assistant Surgeon specially trained at the Imperial Veterinary Research Institute, Mukteshwar.

The propaganda unit attached to the college continued to turn out excellent propaganda material. The unit was transferred to the control of the District Veterinary Officer, Madras City.

Due to the large demand in the field for Veterinary graduates the number of annual admissions to the college had to be progressively raised to 100 and the question of unemployment is not expected to arise for many years to come.

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G. COLLEGES FOR WOMEN - GENERAL STATISTICS.

The number of arts colleges for women rose from 5 to 7 during the quinquennium due to the opening of the Lady Hope Municipal College, Guntur, as a second grade college in 1944 and of the Government Muslim College for Women, Royapettah (Madras) as a first grade college in 1946. The number of students in these colleges increased from 890 in 1941--42 to 1,440 in 1945--46 and to 1,585 in 1946--47. Of the last 348 were Brahmans, 391 were Non-Brahmans, 736 were Indian Christians, 42 were Muslims, 39 were Europeans and Anglo-Indians, 16 belonged to the Scheduled Classes and 3 were Parsis, 10 being enumerated under other communities. The corresponding figures for the previous quinquennium were 161, 190, 433, 25, 61, 17, 3 and nil respectively. The number of women students in arts colleges for men increased from 871 in 1941--42 to 1,428 in 1945--46 and to 1,691 in 1946--47.

The number of Oriental (Sanskrit) Colleges for women, remained the same, namely two - the Andhra Yuvathi Kalasala Rajahmundry and the Sarada Niketan, Guntur. Their strength fell from 31 in 1941--42 to 28 in 1945--46 but rose to 48 in 1946--47. The number of women reading in Sanskrit Colleges for men increased from 25 in 1941--42 to 28 in 1945--46 and to 27 in 1946--47.

~~The number~~ These was a marked increase during the quinquennium in the number of professional colleges for women from only two in 1941--42 to four in 1945--46, due to the opening of the Missionary Medical College for Women, Vellore in 1942-43 and of St. Ann's Training College, Mangalore in 1943--44; the number further increased to five in 1946--47 by the opening of St. Joseph's Training College, Guntur. From

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95 students in two colleges in 1941--42 the strength rose to 209 in four colleges in 1945--46 and to 261 in five colleges in 1946--47. The number of women reading in professional colleges for men was 383, consisting of 3 for Law, 18 for Teaching, 360 for Medicine and 2 for Agriculture in 1945-46 and 427 consisting of 6 for Law, 18 for Teaching, 394 for Medicine, 5 for Agriculture, 3 for Engineering and 1 for Technology in 1946--47 as compared with 254 consisting of 4 for Law, 4 for Teaching, 243 for Medicine and 3 for - Engineering in 1941--42.

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V. SECONDARY EDUCATION.

A. GENERAL PROGRESS.

Reorganization of Secondary Education:- The reorganisation of secondary education contemplated in the Press Communique issued by Government in June 1937 and on which the final decisions of Government were published in another Press Communique No.57, dated the 2nd July 1940, could not be brought into effect during the quinquennium, chiefly due to war conditions and the consequent lack of equipment for the bifurcated secondary courses. Progress was nevertheless made in the direction of giving effect to the proposals as soon as conditions become favourable and in anticipation of these conditions Government expressed their decision in G.O. No. MS. 1360, Education, dated the 9th October 1943, that the proposed secretarial course alone should be the primary qualification for selection for appointment to posts of lower division clerks in Government offices. An attempt was made by the late Sir Meveral Statham, when he was Director of Public Instruction, to introduce the reorganised courses during the year 1945--46 and a committee was formed for deciding on the courses to be introduced, selecting the schools in which the particular course or courses were to be first begun and drafting the syllabuses for the selected courses. Although the courses could not be introduced that year, efforts were continued to give shape to the proposed courses and sub-committees were formed for the drafting of syllabuses for the various courses of the new scheme. A Special Officer was appointed in October 1945 and the Sub-Committees completed the drafting of the syllabuses in Agriculture, Commerce, Drawing and Photography, Domestic Science, Engraving and Music and Dancing, in 1946. In G.O No. 1036, Education, dated the 20th May 1946, Government ordered the postponement of the scheme to the year 1947--48.

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The draft syllabuses were published in the Fort St.George Gazette dated the 17th December 1946 to elicit comments and suggestions from the public. There was however a further postponement and it was after the close of the quinquennium that Government in their Memorandum No.46849/B.1/46-16, Education, dated the 14th July 1947, decided upon the introduction of the scheme as an experimental measure in 50 selected schools in the Province, consisting of 2 schools in every district and 2 schools in the Madras City, the courses to be selected from being Secretarial, Engineering, Agriculture, Drawing, Photography, Domestic Science and Music and Dancing and the schools proposed being mainly aided secondary schools and promised three-fourths of the annual recurring net cost of the introduction of the courses subject to a maximum of Rs.1,450/- per school for five years and a non-recurring ~~xxxx~~ grant of Rs.5,700/- per school. In a subsequent Memorandum, dated the 11th August 1947, Government proposed to introduce the scheme under the above conditions during the school year 1948--49 and called for proposals from the Director of Public Instruction before the 1st - October 1947 regarding the schools to be selected and applications from them with his recommendations for grants towards the purchase of the necessary equipment for the timely introduction of the scheme.

Medium of Instruction:- There was further progress during the quinquennium in the use of the mother-tongue of the majority of the pupils in every area as the medium of instruction in high schools. During the last year of the quinquennium Government in their order MS. No. 1136, Education, dated the 7th June 1946, directed that steps should be taken to introduce the mother-tongue as the medium of instruction in high school forms of schools in which it had not been introduced and ordered that exemption from the use of the

Strength of Schools:- The strength of secondary schools for girls rose from 29,534 in 1942 to 49,814 in 1946 and nearly doubled to 53,891 in 1947. The percentage of increase for the quinquennium reached the unprecedentedly high figure of 82.5 and was probably a record for any quinquennium and more than twice that for the previous quinquennium ~~and more than~~ which was 30.2. The number of girls under instruction in secondary schools for boys and girls rose from 44,245 in 1942 to 73,484 in 1946 and to 80,403 in 1947 and the percentage of increase for the quinquennium was almost equal to that of the increase in the strength of girls schools alone, being 81.7. The number at the high school stage, namely in Forms IV to VI of high schools for girls was 10,990 in 1947 as against 5,619 in 1942. The number of girls reading in secondary schools for boys increased more than two-fold during the quinquennium as stated elsewhere, from 16,494 to 28,939. This figure shows that, in spite of the large number of girls schools newly opened, the demand for more of them still continues and will perhaps continue so long as the facilities for the secondary education of boys and girls become nearly equal in every place in the Presidency.

Accommodation:- There was no progress in the matter of accommodation for girls schools due as in the case of boys schools to the scarcity of building materials. Of the 181 secondary schools for girls on 31.3.1947, the accommodation of 90 schools were reported to be satisfactory, 73 unsatisfactory, 14 bad and 4 very bad.

Equipment:- What has been said of progress in the matter of accommodation of schools applies equally to the provision of equipment for these schools. The number and strength of girls' secondary schools has increased so rapidly during the quinquennium that provision of adequate and satisfactory equipment for ghese schools could not be made at the same time.

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mother-tongue as the medium of instruction should be given for only one year at a time and that too for very valid reasons. In places where there were more than one secondary school, exemption was limited to one school and to one section only of that school. Schools which in the past were using English as the medium of instruction in all the forms were permitted to continue this medium only in Forms V and VI. Exemptions from the use of the mother-tongue as the medium of instruction in primary classes and in Forms below III were totally discontinued. Cases of exemptions other than those permitted in the Government order were required to be submitted to Government for orders. In bilingual and multi-lingual areas where more than one high school existed an endeavour was made to reassign the languages of instruction and eliminate the need for the use of English as the medium of instruction. Government have also promised to admit for grant-in-aid the expenditure on the staff maintained to teach a minority language for a small number of pupils. To encourage the publication of textbooks in the regional languages, official lists of scientific terms in these languages were issued, as approved by Government in G.O.No.MS. 137, Education, dated the 20th January 1947, and the grant of exemptions on the ground of non-availability of text books in the appropriate language was altogether stopped. In spite of these measures and the universal acceptance of the fact that instruction through the mother-tongue of the pupil or the language nearest to it in familiarity is the most effective and eliminates a large output of avoidable effort, there is still a large volume of opinion among the public which favours the use of English, chiefly due to the continuance of English as the medium in universities and partly due to the lack of development of the modern aspect of regional languages. The latter cause is being sought to be removed,

in however small a measure it may appear at present, by the concession recently granted to Pandits to appear as Private candidates for the S.S.L.C. Examination. It is hoped that this will acquaint at least those pandits who avail themselves of the concession with the store of general knowledge which stands in need of expression in the regional languages to fulfil the function of wider and more varied range of expression beyond the exposition of grammar in language and the literal and isolated interpretation of literature.

Apart from the restriction of exemptions to schools in respect of the medium of instruction, the grant of exemptions to individual pupils from the study of the local language has also been largely reduced. This is really a corollary to the first measure as such individual exemptions are ordinarily possible only in schools where English is the medium of instruction. To alleviate the difficulty to such pupils the Secondary School Leaving Certificate rules have been modified by two provisions, first of alternative classical and foreign languages like Hindi, Sanskrit, Arabic, Persian and French to the regional language and secondly of permission to pupils to study any such language privately if the school cannot arrange for its teaching.

The Teaching of Hindustani:- The school stage for the study of Hindustani as an optional language with reference to Press Communique No.21 dated the 21st February 1940. was changed from Forms I to III during the previous quinquennium to Forms II to IV in G.O. No. MS. 2049, Education, dated the 28th October 1946, and separate orders were issued widening the range of the qualifications of the teachers, prescribing their scales of pay and providing for the expenditure on their employment in Government, local board and aided schools. The provision of Hindi as an optional subject under Group C of the S.S.L.C. scheme, made in G.O.No.MS.196, Education, dated 8th February 1941, continued unaltered, but the

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privilege was availed by the annually increasing number of candidates due to war conditions which brought into the - schools a large number of pupils from outside the Province.

Manual Training:- A wide range of subjects was provided under Manual Training for Secondary Schools for boys and girls. Of the 17 subjects, wood-work, and weaving were the most popular in boys' schools and Needle-work, Embroidery, Lacemaking and Knitting were popular in girls' schools. Nevertheless only 314 boys' secondary schools and 24 girls' secondary schools had made provision for manual training at the end of the quinquennium. Altogether 127,810 boys and 160,639 girls attended classes in 1946--47. Many among these schools which did not make provision for manual training were middle schools.

Admissions and promotions:- The large rush for admissions in secondary schools and the lack of resources on the part of schools to expand accommodation at the same rate led during the quinquennium to the need for a frequent and wide-spread relaxation of rule 18 of the Madras Educational Rules prescribing the maximum strength of a section of a class as 40. The relaxation became so generaltowards the end of the quinquennium that the rule itself was amended to raise the figure to 45, retaining the provision for relaxing the limit but defining the extent of it as an excess of 3 permissible by the District Educational Officer and of 2 above that - figure by the Divisional Inspector of Schools.

With the opening of large number of secondary schools during the quinquennium the number of admissions from private study and from elementary schools in the first three forms increased to such an extent and the testing of the applicants so difficult, unweildy and prolonged that both teachers' organization and inspecting officers have suggested amendments to Rule 37 of the Madras Educational Rules with a view to lowering the stage of such admissions to Form I. The amend-
ments

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is under consideration by the Director of Public Instruction.

Another amendment which is also under consideration relates to rule 30 regarding promotions. In spite of the amendments made to that rule during the previous quinquennium and of the general improvement and elimination of irregularities resulting from these amendments, certain imperfections have been revealed in practice during the period under review. For instance, the principles of promotion and not settled by many schools before the examination nor have pupils a chance to learn of the standard of performance expected of them to qualify for promotion; quite often, the principles are decided simultaneously with the making of promotions and they have been found to vary from form to form and from examination to examination during the same year. Whether the amendment of the rule will solve these problems or other measures will be necessary are matters yet to be explored.

Working of the Secondary School Leaving Certificate Scheme:- The Secondary School Leaving Certificate Board was reorganised during the last year of the quinquennium in G.O. No. MS. 1788, Education, dated the 16th September 1946, and was renamed as the Board of Secondary Education. The new board had a wider basis of representation of the several interests connected with secondary Education. It also differed from the old board in its debarring the members of the board from being examiners or paper-setters and in its providing for the appointment of separate committees for those and other purposes. The first reorganised board was constituted in September 1946.

B. SECONDARY SCHOOLS FOR BOYS.

Number of Schools:- In spite of the state of suspense regarding the shape of the secondary school curriculum of the future, there was a large increase in the number of high and middle schools from 558 in all to 720 during the quinquennium. The following table contrasts the rate of increase

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during the successive quinquennia and how unprecedentedly rapid the increase was during the quinquennium under report.

	1927.	1932.	1937.	1942.	1942-43.	1943-44.	1944-45-	1945-46.	1946-1947.
High Schools (Complete and Incomplete)	330	366	373	394	399	411	430	477	542
Middle Schools (Complete and Incomplete)	198	164	148	164	160	159	169	154	178
				558					720

The decrease in the number of middle schools is due in almost every case to the conversion of a middle school into a high school. Hence taking both the high and the middle schools together the percentage of increase in their number was 43.4 for the quinquennium as compared with 7.1 for the previous quinquennium and far larger than that for any similar period within memory. The number of complete high schools increased from 380 to 440 and that of complete middle schools from 163 to 177, while the number of incomplete high schools was 102 and of incomplete middle schools 1 as against 14 and 1 respectively at the end of the previous quinquennium. The increase was most marked during the last three years of the quinquennium and a large majority of the new schools were opened under private management.

Of the 720 schools, 346 were under public management and 374 under private management. The schools under public management consisted of 19 Government Schools, 63 Municipal Schools and 264 District Board schools, as against 14, 50 and 209 respectively in 1942; those under private management consisted of 356 aided and 18 unaided schools as against 266 and 19 respectively in 1942. Among the complete high schools 13 were Government, 45 Municipal, 160 District Board 221 Aided and 1 Unaided, against 12, 38, 143, 186 and 1 respectively at the end of the last quinquennium. The incomplete high schools consisted of 3 Government, 4 Municipal, 28 District Board, 61 aided and 6 unaided schools as compared with 3 Municipal, 3 District Board, 6 Aided and 2 Unaided of the last report. Of the complete Middle Schools,

3 were Government, 13 Municipal, 76 District Board, 75 Aided and 10 Unaided, as against 2, 8, 63, 74 and 16 five years ago. The branch Municipal School with Class V as highest at Cuddapah recognised as a separate institution continued to remain the only incomplete middle school during the quinquennium. The number of high schools, both complete and incomplete, under district board management increased by 42 and the number of district board middle schools by 13, while the number of aided high schools rose by 90 and of aided middle schools by one.

234303
16494
217809

Strength of schools:- Reference has already been made to the rapid rise in the strength of secondary schools from 234,303 (including 16,494 girls) in 1942 to 387,534 (including 28,939 girls) in 1947. For the quinquennium as a whole, the increase was shared by high schools and middle schools alike as shown below:

387534
28939
358595

Strength of:	1941--42.	1946--47.
High Schools	204,942	350,917
Middle Schools	29,371	36,617

The percentage of increase in the strength of high schools and middle schools together was 65.4 and how large and rapid the increase has been, can be best realised when it is compared with the percentages of the increase during the three previous quinquennia which were successively 3, 10 and 20.9. Considering the strength of 185,232 in 1936--37, the strength has more than doubled during the decade. In spite of the opening of a large number of girls' schools during the quinquennium the number of girls reading in boys' secondary schools has also increased in an ever larger degree than that of boys, from 16,494 in 1942 to 28,939 in 1947, the percentage of increase being 75.5, as compared with 59.8 for the previous quinquennium.

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The percentage of boys in secondary schools for boys and girls to the male population of 24,557,143 for the Presidency according to the Census of 1941 was 1.5 as against 0.89 and 0.81 in the two precedding quinquennia. The increasing popularity of secondary education can be taken to be a result of the marked growth of literacy during the previous quinquennium recorded in the Census Report of that decade.

Accommodation:- Of the 720 schools on the 31st March 1947, 625 schools were housed in their own buildings, 79 in rented buildings, 14 in temples or chavadies 2 in Manager's dwellings, as against 487, 68, 3 and Nil respectively at the end of the previous quinquennium. In respect of adequacy and suitability, the accommodation of 82 Municipal and District Board schools was reported to be satisfactory, of 194 schools unsatisfactory, of 39 schools bad and of 8 schools very bad. Of the schools under private management, 218 had satisfactory accommodation, while the accommodation of 137 was unsatisfactory, of 18 bad and of 3 very bad. There was no progress in respect of accommodation of secondary schools during the quihquennium due mainly to the scarcity of building materials. New buildings were constructed during the quinquennium for 2 board and 14 aided secondary schools. Extensions and improvements were made to one board, one municipal and 15 aided schools.

Equipment:- Improvement in respect of furniture and other equipment did not keep pace with the large increase in strength which most of the secondary schools experienced during the quinquennium. Apart from the sudden and unexpected rush for admissions, the scarcity and dearness of materials, especially during the later years of the quinquennium, prevented the older schools from adding to their -- equipment and the newer schools from providing even the

minimum equipment required of them. During the earlier years when the conditions were not so difficult, some schools made additions and the amount spent during the quinquennium on grants-in-aid to local bodies and privatemanagements towards the purchase of equipment were Rs.1,68,710/- and Rs.2,21,256/- respectively, the corresponding expenditure from provincial funds in the previous quinquennium being Rs.48,049/- and Rs.1,76,822/-.

S t a f f:- The following table shows the number of trained and untrained, certificated and uncertificated teachers of several gradess employed in secondary schools for boys at the close of the last three quinquennia:-

TRAINED TEACHERS.

Year.	Collegiate.	Secondary.	Higher Elementary.	Lower Elementary.	Other qualifi cations
1.	2.	3.	4.	5.	6.
1936--37	2,877	3,702	193	48	1,386
1941--42	3,635	4,258	121	20	1,861
1946--47	4,078	6,667	220	73	2,208

UNTRAINED BUT CERTIFICATED.

Year.	Collegiate.	Secondary.	Higher Elementary	Lower Elementary.
	7.	8.	9.	10.
1936--37	111	29	19	5
1941--42	106	41	15	10
1946--47	294	122	65	18

UNTRAINED AND UNCERTIFICATED.

	Collegiate.	Secondary.	Higher Elementary.	Lower Elementary.	Others
	11.	12.	13.	14.	15.
1936--37	309	88	30	23	821
1941--42	115	48	22	9	910
1946--47	266	113	35	7	1,305

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TOTAL TEACHERS.

Year:	Trained.	Untrained.	Total.
1936--37:	8,206	1,435	9,641
1941--42:	9,895	1,276	11,171
1946--47:	13,246	2,225	15,471

The number of teachers employed in secondary schools for boys rose from 11,171 to 15,471 (38.5 percent); the number of trained teachers from 9,895 to 13,246 (33.9 percent) and that of untrained teachers from 1,276 to 2,225 (74.9 percent) The number of trained teachers formed 85.7 percent of the total number as against 89 percent at the end of the previous quinquennium. Inspite of the fall in the percentage of trained teachers there was an appreciable increase in the number of trained teachers of the collegiate grade from 3,635 to 4,078 (12.2 percent) and of the secondary grade from 4,258 to 6,667 (56.6 per cent) and fully qualified special teachers and instructors from 1,861 to 2,208 (18.7 percent). The paucity of secondary grade teachers during the war led to an inevitable increase in the number of elementary grade teachers employed in secondary schools from 141 to 293 (107.8 per cent) and in the number of untrained teachers of the collegiate and secondary grades from 115 to 266 (131.2 per cent) and from 48 to 113 (135.4 per cent) respectively. The proportion of trained to untrained teachers in secondary schools under public managements was 7:1 and under private managements 5:1 as against 7:1 and 8:1 respectively at the end of the previous quinquennium.

F e e s:- No change was effected during the quinquennium in the rate of ordinary or special fees or in the number of instalments. The list of communities eligible for concession under Rule 92 of the Madras Educational Rules was

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revised from time to time in accordance with the orders of Government. The fee concessions granted under this rule in 1946--47 amounted to Rs.11,97,587/- as against 5,47,712/ in 1941--42. Children of ex-army men were granted allowances for books to the extent of Rs.80/- in 1946--47, but by far the largest concessions and allowances were in respect of children and brothers and sisters of members of the fighting forces amounting to Rs.3,22,500/- in 1946--47.

Expenditure on Secondary Schools:- The total direct expenditure on secondary schools for boys rose from Rs.97.34 lakhs in 1941--42 to Rs.198.07 lakhs in 1946--47, towards which public funds contributed 30.98 per cent, fees 54.18 per cent. and other sources 14.84 per cent., as against 30.36 percent, 62.18 per cent and 7.46 percent respectively in the last year of the previous quinquennium. The average fee paid by a pupil was Rs.27--11--0 as compared with Rs.25-11--0 in 1941--42. The average cost of educating a pupil rose from Rs.41--5--0 in 1941--42 to Rs.51--2--0 in 1946--47. In Secondary Schools under local bodies Rs.39,95,006 or 53.2 percent of the total expenses was met from fees, Rs.24,65,388 or 32.9 percent from local funds Rs.8,42,912 or 11.1 per cent from provincial funds/and - Rs.2,10,484 or 2.8 per cent from other sources; in secondary schools under private management, fees contributed -- Rs.66,21,092/- or 56.§ per cent of the total expenditure, provincial funds contributed Rs.23,08,015/- or 19.8 per cent and other sources Rs.27,26,109/- or 23.4 per cent.

C. SECONDARY SCHOOLS FOR GIRLS.

Number of Schools:- There was during the quinquennium under review an even larger increase than what was recorded in the previous quinquennial report as an unprecedentedly large increase in the number of secondary schools for girls. As against the rise in the number from 82 to 103 between 1937 and 1942, the figure rose to 181 during the period

under review, ie., an increase of 78 schools, the percentage being 76 compared with 26 in the last quinquennium. The increase in the number of schools was equally shared by public and private managements being 39 in each case. Of the 39 new schools under private managements, 16 were opened by Non-mission agencies, 16 by Roman Catholic Mission, 6 by other Xian Missions and 1 by a Hindu Mission Agency. Two new features were thus revealed in the secondary education of the girls during the quinquennium; these were the predominance of private enterprise and the almost equal participation of mission and non-mission endeavour in the field. This can be chiefly attributed to the vigorous and unceasing propaganda for higher education of girls and the constant and zealous efforts of the education department and the examples set by it during the previous quinquennium. Of the 39 new schools under public managements, 29 were opened by Government, 4 by Municipal Councils and 6 by District Boards. Classified by managements there were at the end of the quinquennium, 52 Government, 7 Municipal, 8 District Board, 113 aided and 1 unaided schools as against 23 Government, 3 Municipal, 2 District Board, 71 aided and 4 unaided schools in 1941--42. Classifying these schools according to completeness, there were 95 complete and 32 incomplete high schools, while the number of complete ~~high~~ and incomplete middle schools was 49 and 5 respectively compared with 60 and 14 and 29 and Nil respectively at the end of the previous quinquennium. All the Districts had each two or more Secondary Schools for girls during the period under review. Barring Madras, the largest number of secondary schools for girls was in Malabar with 20 schools, followed by South Kanara with 15, Trichinopoly and Tinnevelly with 11 each and Tanjore, Madura and Coimbatore with 9 schools each. Other districts ~~has~~ had schools ranging from 2 (in Anantapur and in Cuddapah) to 7 (in Ramnad).

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The number of these schools which were given equipment grant during the years 1942--43 to 1946--47 was 98 and the total amount involved was Rs.54,057/-.

Expenditure:- The total direct expenditure on secondary schools for girls rose from Rs.15,19,188/- to Rs.35,92,807/- towards which public funds contributed Rs.17,51,126 or 48.7 per cent, fees Rs.10,72,066/- or 27.9 per cent and other sources Rs.7,69,615 or 21.4 per cent as against 39.7 per cent, 32.6 per cent, and 27.7 per cent respectively at the end of the last quinquennium. The average fee paid by a pupil was Rs.20/- while the cost of educating a pupil was Rs.67 Rs.67,141/- or 37 per cent of the total expenses was met by fees in schools under local bodies, Rs.77,210/- or 43 per cent by local funds and Rs.35,360/- or 20 per cent other sources. In schools under private management, fees contributed Rs.8,01,067/- or 36.6 per cent, of the total expenditure, public funds Rs.6,36,761/- or 29.1 per cent and other sources Rs.7,49,391/- or 34.3 per cent.

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VI. MASS EDUCATION.

A. RECENT ADMINISTRATIVE MEASURES - THE THREE PHACES OF POLICY IN MASS EDUCATION:- As stated in the opening paragraph of this report, educational policy passed through three phases during the quinquennium. These three phases are the most marked in respect of Mass Education. The first phase - The continuation of the policy of the previous quinquennium:- The first phase was a continuation of the policy of the previous quinquennium as set forth in G.O. No. 2611, Education, dated 8th December 1936 with the objective of ultimately bringing every boy and girl of school age under instruction and keeping them at school at least until they attained permanent literacy after the completion of the V Standard. This drive for the eradication of illiteracy was accompanied by strong and vigorous measures to eliminate stagnation and wastage, to eradicate inefficient and uneconomic elementary schools, to reduce the number of single-teacher schools, to ensure a minimum of economic average attendance for every teacher, to revise the curriculum and the syllabuses and to make them more practical both in their content and in their methods by the compulsory inclusion of handicrafts up to standard V and of prevocational subjects above Standard V and by the prescribing of a series of practical exercises of the "THINGS TO DO" type in every subject of the curriculum and by the issue of detailed instructions for the guidance of teachers, to make the schools themselves attractive to children by the cultivation of school gardens and to pursue a campaign of unceasing propaganda among parents for increasing enrolment, improving attendance and preventing premature withdrawal of children from schools. On the statistical side the schools were tested for their efficiency by four chief tests (i) of a minimum average attendance of 20, (ii) of a minimum proportion of 25 per cent of the I standard strength in standards IV and V, (iii) of completeness of five-standard struct

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and (iv) of the enrolment of a minimum proportion of the number of girls of school age in the area or a minimum proportion of the number of girls under instruction to that of boys in the school. In the case of feeder schools the primary test was that of sending into the next higher standard of a neighbouring complete school at least half the number of pupils passed out from the highest standard of the feeder schools. The revised rules for grant-in-aid disallowed the employment of untrained teachers beyond a maximum ratio of one for every two trained teachers in schools under private management and the rules for appointment of teachers under public managements required all the teachers except specialist instructors to be trained. To the increased scales of grant brought into force during the previous quinquennium was added a dearness allowance of Rs.2 a month to all teachers assessed for grants from 1st October 1942; the rate was enhanced to Rs.3 from 1st November 1943 and to Rs.4/- from 1st April 1944; the allowance was again raised to Rs.8/- from 1st December 1944 and finally to Rs.16 a month from 1st February 1946. In the case of teachers employed in schools maintained by local bodies, the grant of dearness allowance with effect from the 1st December 1943 at the old rates applicable to Government servants was sanctioned by Government in their order No. 179, L.A., dated 29th January 1944 and to meet the extra cost, local bodies were paid subsidy of varying amounts according to their needs.

not finished

The Second Phase - Compulsory Elementary Education in Rural areas:- The second phase was a rapid extension of compulsory elementary education i n rural areas for boys and girls of all communities upto standard V in the first instance, and up to Standard VIII ultimately, in connection with the Post War Educational Development Schemes for the Madras Province. The scheme envisaged to bring ultimately

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under instruction 13.9 lakhs of children of school age in five years from 1945--46 to 1950--51. With this aim in view a preliminary scheme was introduced in the year 1945-46 to bring ~~ultimately~~ Immediately under instruction 1.20 lakhs of children, or one-twenty fourth of the total number of children of school age in rural areas not attending any school, with an annual increase of 34,000 till the year 1950--51. The number of such areas selected for the year was 434 and the age groups were those of 10 years and below in the case of boys and 8 years and below in the case of girls. A provision of Rs.20/- lakhs was made in the budget estimate for 1945--46 to meet the cost of the scheme. Following this preliminary scheme, the first year of postwar development commenced in the year 1946--47 and the scheme proposed to bring under instruction 1.4 lakhs of children during that year with an annual increase of 40,000 over that figure up to the year 1950--51. Under this scheme compulsion was extended to 645 rural areas in the year 1946--47 in all the districts of the Presidency except Anantapur and Bellary Districts the local bodies of which preferred the introduction of the scheme in areas where schools had been opened under the preliminary scheme to fresh areas.

The number of children to be brought under instruction under the preliminary scheme of 1945--46 and in each of the years of the five year scheme for 1946--51 is shown in the following table.

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Batch.	Number of children to be progressively brought under instruction in each of the years.					
	1945-46.	1946-47.	1947-48.	1948-49.	1949-50.	1950-51.
Preliminary Batch of 1945-46.	120,000	154,000	188,000	222,000	256,000	290,000
First Batch - 1946--47.	...	140,000	180,000	220,000	260,000	300,000
Second Batch 1947--48.	...	...	140,000	180,000	220,000	260,000
Third Batch 1948--49.	...	...	...	140,000	180,000	220,000
Fourth Batch 1949--50.	...	...	...	...	140,000	180,000
Fifth Batch 1950--51.	...	...	...	...	...	140,000
Total Number of children who will be brought under instruction in each of the years.	120,000	294,000	508,000	762,000	1,056,000	1,390,000

The number actually enrolled under the preliminary scheme was 113,320 at the end of February 1946 and 169,078 at the end of the quinquennium.

With a view to accelerate the progress of the scheme and to relieve the financial burden of local bodies, Government agreed to meet the additional expenditure incurred by these bodies for the appointment of additional teachers, the provision of additional accommodation in the shape of temporary sheds or rented buildings and other necessary contingent -- charges including the supply of books and slates to poor pupils. This responsibility of the Government was also extended to private managements.

To ensure regular attendance, the provision of free mid-day meals and the free supply of books and slates to poor pupils attending elementary schools in the compulsory areas in all the districts was ordered by Government. The number of children to whom the benefit of free mid-day meals was proposed to be given was 134,000 during 1945--46 and 1946--47 and the appropriation sanctioned to local bodies for this purpose was Rs.26 lakhs and Rs.30.49 lakhs in the respective years. But due to the late introduction of the scheme in

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1945--46 the actual number of children who received the benefit that year was much less and in the following year difficulties in the timely procurement of food-stuffs reduced the number of actual beneficiaries. The difficulties became more acute towards the end of the quinquennium and the benefit was altogether stopped from the 1st April 1947. For the free supply of books and slates to poor children, Government sanctioned a sum of Rs.1 lakhs in 1945--46 and Rs.1.67 lakhs in 1946--47.

In certain districts, the scheme of mid-day meals could not be worked for want of food-stuffs. Children attending schools in compulsory area in such districts were supplied with reconstituted milk, each pupil getting 8 ounces of milk daily, prepared from milk powder. The districts in which the subsidiary scheme was introduced were Vizagapatam, Bellary, Anantapur, Chittoor, North Arcot, Salem, Coimbatore, Malabar, Tinnevelly and Ramnad. The scheme was, however, discontinued after the 28th February 1947.

The Third Phase - Basic Education:- The third phase consisted of the first steps taken towards the introduction of craft-centered basic education as the chief method of instruction in mass education. This phase began during the second half of the last year of the quinquennium. In G.O. No. MS. 2241, Education, dated the 22nd November 1946, the Government constituted an Advisory Board for Basic Education. About 70 teachers, both men and women, were selected from each of two areas forming the Telugu and Tamil districts of the province and were deputed for a course of six months' training at Vinayashram, Kovvur, Guntur District and at Perianaickenpalayam, Coimbatore District, respectively. The course commenced early in December 1946. Apart from this, intensive course, arrangements were made towards the end of the quinquennium to hold short vacation courses of one months'

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duration in practical spinning for teachers of elementary schools in all parts of the Province. A syllabus and directions for the conduct of these courses were issued. The courses were meant to be organised by Teachers' Associations of the respective inspection ranges with the help of trained spinners in the localities. During the year 1946--47 the Government of Madras proposed that 10 teachers might be selected to undergo training in spinning at the Khadi Pravesika Training course conducted by the All India Spinners' Association, Tiruppur. Only three teachers joined the course. A Special Officer for Basic Education has since the end of the quinquennium been appointed in the Office of the Director of Public Instruction from 5th June 1947.

Almost simultaneously with this phase, Government ordered, firstly, the payment of the entire assigned grant to teachers in aided elementary schools, with separate additional provision upto 15 per cent of the assessed figure to the management as maintenance charges, and, secondly, an enhancement in the scales of grants to the several grades of teachers. A craft allowance of Rs.3/- or Rs.5/- according to the technical grade, was also provided for in addition to these scales.

Emergency measures of 1942:- During the emergency in 1942, consequent on the threat of a Japanese invasion of Southern India, many pupils left the schools in the Madras City, Vizagapatam and British Cochin and the schools were not in a position to fulfil the conditions for earning the same grant as they were earning under normal conditions. But their expenditure under accommodation remained the same and they were faced with the situation of having to discharge teachers in proportion to the fall in attendance. To relieve this situation for the managements as well as the teachers,

Government in their order No. 407, Education, dated 9th March 1942, authorised the Director of Public Instruction to incur an expenditure of Rs.20,000/- by way of payment of special rent grants to managements of aided elementary schools held in rented buildings in the Madras City for the period from January to April 1942 and in their Order No. MS 1543, Education, dated 29th October 1942, this allotment was enhanced and the payment was continued for three more months. They also relaxed the rules for assessment of teaching grants to aided elementary schools in the Madras Fortress area and other affected areas in their order MS. No. 134, Education, dated 28th January 1943, by lowering the average attendance which formed the basis of assessment from 20 to 10 per teacher during the period of emergency.

In respect of compulsory education, the Madras Elementary Education Act was amended in 1942 so that the attendance of a child was left to the option of the guardian in the Madras Fortress area and in the coastal towns of the province where compulsory elementary education was in force.

Training of Teachers:- With the introduction of compulsory elementary education in rural areas in 1945--46 shortage of teachers became even more pronounced than it was during the years of the war. Although local bodies were permitted to re-employ superannuated trained teachers and to appoint untrained teachers as a temporary measure, the demand was much too large to be met in that way alone. Three measures were, therefore, taken during 1945--46. The first was the enhancement of the rate of stipends. The second was the provision of facilities for the admission of a large number of candidates for secondary and elementary grade training in existing training schools. The third was the institution of an Emergency Secondary Grade training course oftwelve months duration from July 1946. It was estimated that 9,000 trained teachers would be available

for employment from the ordinary training course of the secondary and elementary grade terminating in March 1947 and the emergency secondary grade course terminating in June 1947.

Taluk Advisory Committees:- The Taluk Advisory Committees which were constituted during the previous quinquennium under the provisions of G.O. No. 1903, Education, dated the 21st August 1939, and which even according to the previous quinquennial report had not been able to achieve tangible results in all but exceptional cases were abolished in 1944 and their powers were delegated to the District Educational Officers and Inspectresses of Girls Schools.

Eighth Standard Public Examination:- The first Eighth Standard Public Examination, under the rules approved by Government in their order No. MS. 1583, Education and Public Health, dated 20th August 1940 was held in April 1942, in the coastal towns of the Presidency the examination was held under circumstances of consiserable agitation and anxiety as it was on the first day of the examination, the 7th April 1942 that the Japanese dropped their bombs on the east coast of the Presidency. Besides the pupils of Borstal and Certified Schools who were admitted to the examination without payment of the prescribed fees, as permitted in G.Os. No.456, Education, dated 12th February 1942 and MS.No.273, Education, dated 17th February 1942, children and brothers and sisters of war service personnel were also exempted from the payment of the examination fees. To the original three subjects of the examination, namely, Mother-tongue, Elementary Mathematics and History, Geography and Civics, English was later added as an optional subject and Rule 37 of the Madras Educational Rules was revised to authorise the admission into the IV Form of pupils who had passed the examination in English (Optional) in addition to the three subjects of the examination.

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In the first Eighth Standard Leaving Certificate Examination held in April 1942, 8,914 boys and 2,805 girls came out successful out of 20,889 boys and 7,229 girls registered for the examination. The numbers fluctuated from year to year as shown below:

	1942-43.		1943-44.		1944-45.		1945-46.		1946-47.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Number Registered	19,090	7,827	16,702	7,400	19,067	7,420	19,282	7,514	19,290	7,362
Number Passed.	7,459	2,771	7,625	3,038	8,198	3,289	6,336	2,715	7,818	2,888

Of the 26,652 candidates examined, 6,636 appeared for English (optional) along with the three compulsory subjects and 41 for English (Optional) only and 2,553 and 27 respectively among them passed.

Teachers' Associations, Teachers' Union and Managers' and Teacher-Managers' Associations:- The formation of teachers' organisations under Government orders Nos. 416, 417 and 418, dated 24th February 1939 continued to be encouraged during the quinquennium with Teachers' Associations aiming at improvement in standards of professional work, Teachers' Unions for advancing the material interests of teachers and Managers' and Teacher-Managers' Associations representing the two classes of managements.

Teachers' Associations:- There were at the end of the quinquennium 2,419 Elementary School Teachers' Associations, including 400 for teachers in girls' schools, as compared with 2,252, including 292 for teachers in girls' schools in 1945--46 and 2,145, including 350 for teachers in girls schools in 1941--42. The number of meetings held in 1946-47 was 23,147 as compared with 22,749 in 1941--42. The work done at the meetings consisted chiefly of explanation of departmental circulars, exposition of teaching methods, demonstration lessons, demonstrations of physical education

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activities and games, exhibitions of teaching aids and handicrafts products and refresher courses. As stated elsewhere, the refresher courses included training courses in Spinning. At a few urban centres, classes were conducted to prepare higher elementary grade teachers to appear for the S.S.L.C. Examination. Some of the Associations interested themselves in the organization of Junior Red Cross Croups in schools and in the staging of plays and variety entertainments in aid of such work. The Conjeevaram Women Teachers' Association conducted a variety entertainment and remitted the collection of Rs.450/- to the Indian Red Cross Society in 1943--44. Similarly a sum of Rs.500/- was raised and remitted by the Women Teachers' Association of Chidambaram the same year. First Aid lectures were given at some of the association centres. Taluk conferences were organised in some areas of the Presidency, when educational exhibitions were also held. Attendance at the meetings was compulsory and most of the meetings were presided over by the inspecting officers of the respective areas. The centres were fairly widely distributed in every inspecting officer's range so as to be within easy reach of teachers of all the schools in the respective areas and this fact gained wider publicity during the quinquennium than in the past through answers furnished by the educational department to Government in response to the call for information from the members of the legislature.

Teachers' Unions:- The number of Teachers' Union recognised by the Director of Public Instruction under the provisions of G.O. No. MS. 416, Education, dated 24th February 1939, fluctuated during the quinquennium after a rise in number from 386 at the end of the previous quinquennium to 421 in 1942--43, there was a slight fall to 419 in 1943--44 and a more marked fall to 353 in 1944--45, followed by another slight fall to 349 in 1945--46 and a rise in 1946--47

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to 352. The unions were permitted by the Director of Public Instruction to be affiliated to District Teachers' Guilds, but very few of them appear to have availed themselves of the permission. Many of the Unions do not seem to have functioned regularly, as the representations regarding salaries, conditions of service and similar matters affecting the material welfare of teachers have often come to the notice of Government either through the South Indian Teachers' Union or through other organizations claiming to represent elementary school teachers and rarely from the individual unions themselves. In a few cases the unions went beyond the scope of their functions by taking action on their resolution without prior representation to the authorities. There were instances, however, of a few regularly working unions, which deliberately independently with reference to the conditions in their own areas, and it must be recorded to their credit that they acted as a sobering influence during the months of unrest among teachers towards the end of the quinquennium and stemmed the tide of precipitate action.

Managers' and Teacher-Managers' Associations:- The number of these associations formed in accordance with G.O No.417, dated the 24th February 1939 has also been fluctuating, having been respectively 45 and 79 in 1941--42, 50 and 89 in 1942--43, 48 and 87 in 1943--44, 45 and 79 in 1944--45, 40 and 77 in 1945--46, and 44 and 82 in 1946--47. Besides these associations in the districts, the Muslim Educational Association, the Missionary Educational Council the Catholic Educational Bodies and the Madras Parents' Association functioned in a representative capacity for the province as a whole and continued to bring their views direct to the notice of Government.

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B. ELEMENTARY SCHOOLS FOR BOYS.

Number of Schools:- Due to the continuance of the drive for efficiency among elementary schools by the constant -- application of the four efficiency tests referred to earlier in the report and the withdrawal of recognition from schools which did not fulfil the tests, the migration of population from place to place, especially from rural to urban areas, in consequence of the war and post-war conditions, the depletion of the ranks of teachers, especially men teachers, by their seeking more lucrative employment in new fields created by the war, and the conversion of a considerable number of higher elementary schools into middle schools or incomplete secondary schools, there was a gradual fall from year to year in the number of elementary schools for boys from 33,689 in 1941--42 to 32,830, 32,218 and 31,841 during the next three years and to 31,723 in 1945--46, but due to the opening of new schools under the scheme of compulsory education the number increased to 31,975 in 1946--47. But the decrease of 1,714 schools for the quinquennium is small as compared with the decrease of 7,439 schools during the previous quinquennium. It is also significant that the rate of decrease in the successive years has been slowing down from 859 during the first year of the quinquennium to 612 in the second year, 377 in the third and 118 in the fourth, with a reversal in the direction of increase in the last year of the period. This arrest of the fall in numbers may be assumed to be due in the early years of the quinquennium to the much larger proportion of efficient schools among those which survived the application of the test. In the last two years of the quinquennium a large number of new schools were opened in connection with the introduction of compulsory elementary education in rural areas and these in part compensated the number of schools which were closed or which lost recognition.

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Of the 31,975 schools, 1,808 were higher elementary schools and 28,324 were complete lower elementary schools, as against 1,678 and 29,728 during the previous quinquennium. Of the rest 523 had Standards I to IV, 235 had Standards I to III and 435 had Standards I and II and 150 had only the first standard, the corresponding figures for the previous quinquennium being 639, 1,133, 485, and 26 respectively.

Feeder Schools:- Among the above 1,843 incomplete schools there were 482 feeder schools with the first twoor three standards, which presumably retained their recognition as such by fulfilling annually the primary test of passing on atleast half the number from their highest standard to the next higher standard of a neighbouring complete elementary school. The remaining incomplete schools were those which were in the process of becoming complete by opening higher standards annually.

Schools according to management:- While in the previous quinquennium there was an increase in the number of schools under Government Management only, the period under review showed an increase in the number of schools under all public management, while the decrease was shared by schools under private management and under panchayats. The following table gives the comparative figures for the number of schools under the different managements.

MANAGEMENT.	Number of Schools in	
	1942.	1947.
Government	1,526	1,620
Municipal	975	976
District Board	12,351	12,665
Panchayat	1,379	1,119
Aided	17,366	15,534
Unaided	92	61
Total: ...	33,689	31,975

Besides the schools managed by the Labour Department the elementary schools under the management of Government include the practising sections of teachers' training schools, schools

schools for Hill tribes in Vizagapatam and East Godavari Agency tracts under the control of the special Assistant agents for those areas, Sugali, Chenchu and Kallar schools under the Police Department, Senior and Junior Certified schools and elementary schools attached to Borstal Institutions and Jail under the Jail Department and elementary schools attached to Agriculture farms, fisheries and similar establishments under the control of the respective departments.

The number of aided schools managed by teacher-managers decreased from 7,721 in 1941--42 to 6,126 in 1946--47 and the number of trained teachers in them decreased from 16,924 to 15,734.

Provision of schools in rural areas:- The following table shows the provision of schools in rural areas in 1942 and in 1947.

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.
1942	99	83	55 ~~55~~	55
1947	87	71	30 ~~30~~	30

The decrease in the percentage of villages provided with the schools given above is due to the closure of a large number of ill-working and uneconomic elementary schools brought about by the application of the 4 departmental tests mentioned elsewhere in the report.

Single Teacher Schools:- After the phenomenal fall in the number of single-teacher schools from 17,244 to 8,977 during the previous quinquennium there was a further decrease in their number to 5100 during the period under review. The extent of plural class teaching in these schools can be judged from the fact that 63 of these schools had only one standard, 183 had two standards, 298 had three standards,

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175 had four standards and 4,386 had all the five standards. The corresponding figures for the previous quinquennium were 26,300, 700,370 and 7,581 respectively.

Stability of Schools:- The period under review as was reported elsewhere recorded a considerable decrease in the number of aided elementary schools for boys. But it is gratifying to note that out of 15,534 aided elementary schools for boys on 31-3-1947, the number of schools which received aid without a break for a period of 5 years was 11,610. It is to be recorded, therefore, that these schools which in the past quihquennium found to be of emphemeral in character had become more stable and this was obviously due to the system of quarterly payments of grants-in-aid to these - schools introduced in the last quinquennium, and certain improvements in the terms and conditions of service of teachers employed in these schools by the departmental rules and regulations and to the liberalisation of grants-in-aid to these schools effected at the close of the quinquennium.

Strength of boys elementary schools:-Due to the same causes which led to a decrease in the number of schools, the strength of the schools also decreased during the first two years of the quinquennium from 2,688,343 in 1941--42 to 2,620,875 in 1942--43 and 2,566,791 in 1943--44. The consequence of the decrease were mitigated to a certain extent by the fact that it was largely limited to the lower standards. From the third year of the quinquennium the strength began to increase gradually; it was 2,597,472 in 1944--45 and with the extension of compulsion in 1945--46 in selected rural areas, the increase became more marked, the strength being 2,773,035. At the end of the quinquennium it further increased to 2,960,590. The increase of 272,247 for the quinquennium was greater than the increase of 195,434 during the previous quinquennium and it must be regarded to be

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substantial in view of the conditions which prevailed during the period. Unlike the previous quinquennium during which there was a slight decrease inthe number of boys, the ultimate increase of the quinquennium under review was noticeable in almost equal degree in the numbers both bf boys and of girls readingin elementary schools for boys; the number of boys in these schools rose from 1,917,136 to 2,063,140 and the number of girls from 771,207 to 897,450. The number of boys reading in all public elementary schools for boys and girls rose from 1,967,569 in 1941--42 to 2,122,698 in 1946--47.

2063140
-95558
2122698
1917136
50433
1967569

Of the 2,063,140 boys under instruction on the 31st March 1947 1,301,325 were Non-Brahmans, 270,978 were scheduled castes (Harijans), 89,476 were Brahmans, 135,308 were Chris tians, 235,915 were Muslims and 30,138 belonged to other communities compared with 1,917,136 boys consisting of 1,221,674 Non-Brahmans, 235,853 Scheduled Castes (Harijans) 89,139 Brahmans, 121,659 Indian Christians, 221,334 Muslims and 27,477 others at the end of the previous quinquennium. The percentage of increase were 6.52, 14.89, 0.38, 11.20, 6.58 and 9.68 respectively as against the decrease of 4.6 per cent (Non-Brahmans), 2.9 per cent (Harijans), 14.4 (Christians), 0.7 per cent Muslims and an increase of 1.4 percent Brahmans recorded in 1941--42. It is gratifying to note that the increase in enrolment in elementary schools for boys had been shared by all communities.

Distribution of pupils according to standards:- It is to be expected that as a result of the large enrolment in the first standrd due to extension of the scheme of compulsory elementary education to several rural areas during the last two years of the quinquennium the percentage of the number of pupils in Standard V to that in Standard I would have decreased and this was really the case during the last year

of the quinquennium. After a steady rise from 32.3 per cent for boys schools at the end of the previous quinquennium to 35.7 per cent in 1942--43 and 36.9 in 1943--44 the figure was stationary at 36.9 in 1944--45 and rose to the gratifying percentage of 41.2 in 1945--46, from which it dropped to 28.4 in 1946--47. The following table gives percentage of the strength in Standards I to V to the total strength in 1942 and in 1947.

Standard.	Strength in 1942.	Percentage of total strength	Strength in 1947	Percentage of total strength
V	302,902	11.3	329,726	11.2
IV	343,211	12.8	369,007	12.5
III	424,193	15.8	469,655	15.9
II	556,583	20.7	628,925	21.2
I	945,886	35.2	1,021,039	34.5
Total of standards I to VIII.	2,686,342		2,960,590	

The average duration of school life increased from 2.42 years to 2.90 years during the quinquennium.

Higher Elementary Standards:- In spite of the conversion of a considerable number of elementary schools into middle or secondary schools during the quinquennium the number of higher elementary schools, which decreased from 1,708 to 1,678 during the previous quinquennium, increased to 1,747 in 1945--46 and to 1,808 in 1946--47. Among the latter 1,690 were complete higher elementary schools with Standard VIII as the highest, 79 had Standard VII as the highest and 39 had Standard VI as the highest as against 1,567,67 and 44 respectively in 1941--42. The strength of the higher elementary standards increased from 115,568 in 1941--42 to 130,172 (including 20,393 girls) in 1945--46 and to 142,238 (including 22,452 girls) in 1946--47. The proportion of pupils in Standards VI to VIII to the total strength of all the standards rose from 4.3 percent in 1942 to 4.8 per

cent in 1947. The results at the Eighth Standard Public examination are given in the general section of this chapter.

Number and Strength of Night Schools:- Night schools became practically extinct during the quinquennium, their number having decreased from 82 in 1942 to 29 in 1947 and their strength from 4,132 to 1,402. The managements of night -- schools with the best of intentions and the most sincere efforts found it hard to secure either economic attendance or anything like useful. Endeavour on the part of the students even in normal times and with the enforcement of black-out ~~restrictions~~ regulations during the war many of the night schools were compelled to close down.

Panchayat Schools - Number of schools:- The total number of panchayat schools in the Presidency decreased from 1,379 at the end of the previous quinquennium to 1,351 at the end of the year 1945--46 and to 1,125 at the end of the quinquennium. The sanctioned total provision for 1,512 schools remained unchanged throughout the period under review and the actual number of schools varied from time to time within this limit, the maximum of 1,492 having been reached at the end of 1942--43. As was the case during the previous -- quinquennium, North Arcot was the district with the largest number of panchayat schools, viz. 448 and Tanjore with 112 schools took the second place from Salem which became the fourth with 83 schools, while Chittoor maintained its third place with 91 schools. The districts which had the fewest schools were the same as in the previous quinquennium viz. Cuddapah, East Godavari, Guntur, Malabar and Nilgiris, Kurnool continued to have no panchayat schools at all in the district.

Strength:- The total strength of all the panchayat schools decreased from 78,265 in 1941--42 to 67,557 in 1945--46, but increased to 67,489 (45,366 boys and 22,123 girls) in 1946--47. The numberof pupils belonging tothe

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scheduled classes fell from 9,303 at the end of the previous quinquennium to 7,547 in 1945--46, increased to 7,842 (5,890 boys and 1,952 girls in 1946--47).

S t a f f:- Consequent on the fall in the number of schools and in their strength, the number of teachers employed in panchayat schools decreased from 1,918 in 1941-42 to 1,830 in 1945--46 and was 1,832 in 1946--47. The latter consisted of 79 secondary grade trained, 1,369 higher elementary grade trained, 91 lower elementary grade trained and 293 of other categories.

Accommodation:- Grants towards the construction of buildings for Panchayat Schools which were discontinued early in thee previous quinquennium were not restored during the period under report. The panchayat boards were expected to meet the expenditure towards this purpose from their own funds.

Equipment:- The practice of transferring the equipment of closed schools to newly opened ones was continued during the quinquennium and no grants as such were sanctioned. As in the case of accommodation, the panchayat boards were expected to provide by their efforts and from their own resources whatever equipment was found necessary for the schools.

Teaching Grants:- The functions of disbursing grants continued to be exercised by the three Deputy Inspectors of Municipal Councils and Local Boards since its transfer to them in G.O. No. 576, Education and Public Health, dated 11th March 1939. Dearness allowance, was sanctioned in addition to the teaching grant from the first year of the quinquennium. The total amount sanctioned towards teaching grant and dearness allowance during the five years was Rs.26,03,078/- and the annual average expenditure based on the amounts actually drawn by the panchayats rose from Rs.3,42,320/- for the previous quinquennium to Rs.5,20,616/- for the period under review, the increase being due mainly

to the sanction of dearness allowance, which was paid from 1945--46 at the rates admissible to Government servants.

Staffing in boys elementary schools:- Due to a certain measure of depletion among the ranks of trained teachers, which became particularly marked towards the close of the war and which this province shared not only with other provinces in the country but with other countries, notably Great Britain, the progress in staffing schools with trained -- teachers was not as substantial as it could have been under normal conditions and as it actually was during the previous quinquennium when the percentage of trained teachers in elementary schools for boys rose from 72 to 91. But it is a matter for some gratification that in spite of the adverse circumstances of the period not only was there no relapse i n the proportion of trained teachers but there was even a small rise in the figure to 92.2 per cent in 1945--46, the year preceeding the institution of the emergency secondary training course. The percentage at the end of the quinquennium was 92.3. The total number of teachers rose from 91,865 in 1941--42 to 94,416 in 1945--46 and to 97,866 in 1946--47; the number of trained teachers among them rose from 82,802 in 1941--42 to 87,079 in 1945--46 and 90,527 in 1946--47. The comparative figures for the different grades on the 31st March 1942 and the 31st March 1947 are shown below:

		1942.	1947.
Number of Trained Teachers:			
Degree in Arts or Science	...	199	67
Secondary Grade	...	9,333	7,800
Higher Elementary Grade	...	58,898	74,260
Lower Elementary Grade	...	13,821	7,951
Others	...	551	449
Number of Untrained Teachers: Certificated:			
Degree in Arts or Science	...	34	14
Secondary Grade	...	459	335
Higher Elementary Grade	...	1,179	2,265
Lower Elementary Grade	...	159	256

Undertificated:

Degree in Arts or Science ...	73	10
Secondary ~~Stage~~ grade ...	1,029	320
Higher Elementary ~~Stage~~ grade ...	4,518	2,613
Lower Elementary ~~Stage~~ grade ...	790	221
Others ...	822	1,305

The average provision of staff per school has increased from 2.8 at the end of the previous quinquennium to 3.1 at the end of the period under report; the average trained staff was 2.8 as compared with 2.5 for the previous quinquennium. The average number of pupils per teacher increased from 29 to 30 and the number per trained teacher from 32 to 33.

Employment of women teachers in boys schools:- The employment of women teachers in boys schools which was noteworthy development of the previous quinquennium in the staffing of elementary schools became more widespread during the quinquennium. This was a direct consequence of one of the conditions of recognition requiring the enrolment of a prescribed proportion of girls in boys schools. This condition was further amplified for the guidance of managements by the issue of instructions to the effect that boys ' schools in which more than twenty girls were under instruction should have on their staffs atleast one woman teacher. In actual practice it was found that there was no need to enforce these instructions as the managements themselves felt the need and appointed the necessary complement of women teachers in all areas where such trained teachers were available. The number of women teachers in the boys elementary schools was 10,677 in 1946--47 as against 7,149 in 1941-42.

Salaries and conditions of service of teachers:- Besides sanctioning dearness allowance to teachers in aided schools from the 1st October 1942 and enhancing the rate of the allowance from Rs.2/- a month progressively upto Rs.16 a month from the 1st February 1946, Government passed the orders during the last year of the quinquennium to enable

the payment with effect from the 1st January 1947, of the entire assessed grant to the teachers instead of 85 per cent of it as before and in addition to it the payment of a separate grant up to 15 per cent of the grant assessed for the school to the management for the upkeep of school buildings, the provision of equipment and the defraying of contingent charges. The system of quarterly disbursement of grants instituted during the previous quinquennium was continued and towards the end of the period under review instructions were issued for the monthly payment of grants from the beginning of the year 1947. Teachers of local board and panchayat schools were also granted dearness allowance at Government rates.

The scales of grant were enhanced from the 1st January 1947 and a craft allowance of Rs.3 or Rs.5 a month (according to the grade of the craft) was sanctioned for every teacher qualified in one of the prescribed crafts. The old and revised scales are as follows:

GRADE:	OLD SCALE.	REVISED SCALE.
Trained Graduate	25	35--1--45
Untrained "	20	23
Trained Secondary Grade	~~20~~ 20	35--1--45
Trained Elementary Higher Grade.	~~16~~ 16	25-1/2-30
Untrained Secondary Grade	14	18
Untrained Elementary Higher Grade.	11	15
Trained Elementary Lower Grade	11	18
Untrained Elementary Lower Grade.	7	11

The benefit of leave which in the past was limited to 10 days casual leave for a year to teachers in aided elementary schools was extended to include a further period of 15 days leave for every period of 12 months' continuous service under

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one and the same management and the accumulation of such leave upto a maximum of 45 days at any time, teaching grant being allowed to be assessed both for the teacher on leave and the substitute appointed in the place of the teacher.

Facilities for improving qualifications were granted during the quinquennium in the form of permission to teachers who have served for at least three years in recognised elementary schools after passing the Training School Leaving Certificate examination to appear as private candidates for the secondary school leaving certificate examination without being required to put in attendance at a secondary school and producing records of study at school.

Accommodation of Elementary Schools:- Beyond the construction of school houses in the form of temporary sheds in rural areas selected for the introduction of compulsory elementary education, there was practically no improvement in the accommodation of elementary schools. On the other hand there was marked deterioration as regards both sufficiency of space and the condition of the buildings, the first being due to increase in the enrolmentof pupils and the latter due to the scarcity of building materials during and after the years of the war in consequence of which the necessary periodical repairs to many school buildings belonging to local bodies could not be carried out. Further a large number of school houses in the districts on the east coast of the presidency were partly or wholly destroyed by the cyclone of 1945 and, although Government sanctioned special grant for the rehabilitation of these school houses, the prices of building materials had risen so high at the time that many of the reconstructed school houses were far inferior in all respects to the original structures. Apart from the subsidy for the construction of school sheds in areas brought under the scheme of compulsion and the relief afforded to the areas affected by the cyclone, no building grants were sanctioned during the

quinquennium and the condition in respect of the accommodation of elementary schools in the Presidency as a whole cannot be regarded to be altogether satisfactory. The relative position with reference to the different kinds of accommodation is shown below:

Management:	Own Buildings	Rented Buildings	Chavadies.	Dwelling houses	Total.
		1942.			
Government:	649	627	97	...	1,373
Municipal	455	529	5	...	989
Local Boards	3,718	9,247	1,002	13	13,980
Panchayat	1,055	253	131	22	1,416
Aided	14,146	5,657	2,090	768	22,661
Unaided	280	235	116	15	664
		1947.			
Government	810	704	105	1	1,620
Municipal	488	478	10	...	976
Local Board	3,323	8,353	962	27	12,665
Panchayat	801	230	785 88	...	1,119
Aided	11,390	3,331	725	88	15,534
Unaided	40	15	5	1	61

The improvement recorded during the previous quinquennium in respect of playgrounds was not maintained at the same pace during the period under review, presumably due to the non-availability of uncultivated lands as a result of the "Grow More Food Campaign". But towards the end of the period, departmental efforts were renewed to ensure that every elementary school was provided with adequate play area and to assist managements in this direction by calling for applications for the alienation of land for use as playgrounds.

In respect of school gardens some districts have reported deterioration and no district has reported any improvement. Such a condition has to be presumed to have been due to the unsettled conditions of the period, one of the chief disabilities of which was the scarcity of

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of materials even for temporary fences, while collapsed compound walls and well-parapet walls and worn out well pulleys remained unrepaired; worn-out garden implements could not be replaced and were fit only to be contributed to salvage dumps, which was really what some elementary schools in the Madras City did. The remarkable improvement in school gardens which was recorded as a particularly gratifying feature during the previous quinquennium was, therefore, not maintained during the period under review.

Equipment in Elementary Schools:- Improvement in equipment was not marked during the quinquennium and though grants-in-aid continued to be sanctioned, the high prices and sometimes the scarcity of materials prevented many schools from availing themselves of the aid, which required one half of the expenditure being met by the respective managements. Towards the end of the quinquennium the new schools opened in connection with the scheme of compulsion provided some pieces of furniture with the aid of grants. Altogether a sum of Rs.33,888/- was paid as equipment grants through the District Educational Officers and Inspectress of Girls Schools during the quinquennium as against Rs.19,268 in the previous quinquennium. The subsidies paid to local bodies towards furniture and equipment amounted to Rs.14,218 as compared with Rs.24,931/- during the previous quinquennium.

Inspection of Elementary Schools:- The sanction of personal assistants to District Educational Officers from April 1946 for intensive efforts in respect of elementary education was a landmark of the period under review. Personal Assistants were first appointed in May 1943 to assist the District Educational Officers in their war efforts, chiefly recruitment for war services; and at the close of the war, the posts were abolished in November 1945. But with the inauguration of the post-war schemes, among which compulsory elementary education formed a chief part, the posts of

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personal assistants to District Educational Officers were re-sanctioned for all the educational districts from April 1946. When two new educational districts were formed in May 1946, by the bifurcation of Guntur and Tinnevelly districts, their District Educational Officers were not given personal assistants, but finally towards the end of the quinquennium the posts were also sanctioned for those districts, but the posts of personal assistant to the District Educational Officer, Chingleput District, was abolished. The duties of personal assistants were ordinarily confined to elementary education.

The number of Deputy Inspectors and Junior Deputy Inspectors of Schools increased from 221 and 171 respectively during the previous quinquennium to 223 and 175 on the 31st March 1947 due to the creation of two new Deputy Inspectorships ranges one for Wynad in Malabar District and the other for Narasannapeta ~~Narasarappeta~~ in Vizagapatam North District and the sanction of four additional Junior Deputy Inspectors of Muslim Schools. The post of Junior Deputy Inspector attached to Palladam Range in Coimbatore District was transferred to the Nilgiris Range. The average number of schools which a Deputy Inspector and a Junior Deputy Inspector had to inspect remained practically the same as in the previous quinquennium.

Besides maintaining the intensive nature of inspection and efficiency of surprise visits, these officers were expected after the inauguration of compulsion to perform the duties assigned to them as ex-officio presidents of attendance committees constituted under the scheme and to send up lists of defaulters for the imposition of the penalties prescribed by the rules, to collect or verify census figures of children of school age, to supervise the working of the free midday meals schemes in compulsory areas and to carry on propaganda among the parents of such children to minimise the application of penal provisions of the rules. But in some districts

these new duties do not appear to have been performed by the inspecting officers, partly due to delays in the constitution of the attendance committees and partly to other local causes.

The arrangements which were in force during the previous quinquennium for the inspection of elementary schools in certain special areas of the Presidency continued to be followed during the period under report, namely the inspection of elementary schools in the Agency areas by the Junior Deputy Inspectors of Schools under the control of the concerned Agents to the Governor, the inspection of the Government Schools in the Laccadives, Amindivi and Andrath Islands off the Malabar coast by a Government Inspecting Agency usually from the Revenue Department of the District, and the Inspection of elementary schools in Anjengo by the Deputy Inspector of Schools, Tenkasi Range in the Tinnevelly District. All the Muslim Boys Schools in the Presidency were inspected by Deputy Inspectors and Junior Deputy Inspectors of Muslim schools, constituted into Muslim Ranges, the number of which increased from 15 to 17 during the quinquennium with 17 Deputy Inspectors and 4 Junior Deputy Inspectors.

EXPENDITURE ON ELEMENTARY SCHOOLS:- There was an unprecedentedly large increase in the total expenditure on public elementary schools from Rs.230.28 lakhs in 1941--42 to Rs.482.09 lakhs in 1946--47. The increase was chiefly due to the grant of dearness allowance to teachers and the introduction of compulsory elementary education in rural areas. The proposals for the payment of the entire -- assessed grant to teachers in aided schools and an additional 15 per cent of i t to the managements and for the enhancement of the scales of grant to teachers in aided schools did not affect the expenditure till the end of the quinquennium as the payments according to them were due to be made only

only during the financial year 1947--48. To the total expenditure of Rs.482.02 lakhs, public funds contributed Rs.447.52 lakhs, fees Rs.6.33 lakhs and other sources Rs.28.24 lakhs, the percentages being 92.8, 1.3 and 5.9 as against 89.7, 1.6 and 8.7 respectively for 1941--42. These figures make it obvious that in an even larger degree than the previous quinquennium the Government bears from its public revenues practically the whole cost of the maintenance of elementary schools.

The average annual cost of a Government School was Rs.1,824, of a Municipal School, Rs.3,505, of a District Board School Rs1,644 and of an aided school Rs.1,296. The average strength of a Government School was 71, of a Municipal School 174, of a District Board School 96 and of an aided school 89. The annual cost of educating a pupil was Rs.25--11--2 in a Government School, Rs.20--1--7 in a Municipal School, Rs.71--1--7 in a District Board School and Rs.14--8--0 in an Aided School with a general average of Rs.16--4-10 the corresponding figures for 1941--42 being Rs.12--6--0, Rs.13--15--0, Rs. 9--7--0 and Rs.7--4--0 respectively and the general average being Rs.8--8-11.

C. ELEMENTARY SCHOOLS FOR GIRLS.

Number of Schools:- For the same reasons which led to a decrease in the number of elementary schools for boys, the number of elementary schools for girls fell gradually from 4,275 in 1941--42 to 4,179 in 1944--45, after which year the number increased slightly to 4,193 in 1945--46, but again decreased to 4,173 in 1946--47. Some of the new schools were opened by the bifurcation of originally mixed or previously amalgamated schools on their showing sufficient enrolment of girls to justify the working of separate multi teacher schools for them. Of the 4,173 schools, 2,648 were under public management and 1,525 under private management.

Of those under public management 46 were Government, 463 Municipal, 2133 district board and 6 panchayat schools; of those under private management, 1,522 were aided and 3 were unaided. There was increase in the number of Government schools by 4, of municipal schools by 22, of aided schools by 54, while the fall in the number of District Board and unaided schools was 180 and 2 respectively. The number of Panchayat Schools remained stationary at 6. The number of aided schools managed by teacher-managers was 415. Of the total number, 3,538 were complete schools with five standards and 482 were higher elementary schools (consisting of 53 schools with the sixth standard as the highest, 30 with the seventh as the highest standard and 399 with the eighth as the highest standard). Of therest, 57 schools had the first four standards, 45 had the first three standards, 40 had first two and 11 only the first standard. Among these there were 16 feeder schools.

Single Teacher Schools:- The number of single teacher schools decreased from 555 in 1941--42 to 310 in 1946--47. Of these, one had the first standard only, 7 had Standards I and II, 8 had Standards I to III, 70 had Standards I to IV and 277 had standards I to V. The number of part-time and night schools for girls was 3 in the first year of the quinquennium. During the next two years the number was only one and in 1945--46 there was no such school at all. At the end of the quinquennium two were returned as part-time night school for girls.

Provision of Girls Schools in Rural Areas:- The provision of girls' schools in rural areas in 1942 and 1947 is shown in the following table.

Percentage of villages with one or more public or private schools for girls to the total number of villages with a population of.

	5000--4000.	4000--3000	3000--2000	Less than 2000.
1942.	65.2	38.7	32.2	21
1947	62.3	43.1	24.5	8.2

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The decrease in the percentage of villages provided with schools was due to the closure of uneconomic and inefficient schools as was the case in respect of provision of boys schools in villages reported elsewhere.

Strength of Girls' Elementary Schools:- In spite of the fall in the number of elementary schools for girls their total strength increased from 430,412 (including 50,433 boys) in 1942 to 469,987 (including 56,409 boys) in 1945--46 and to 495,495 including 59,558 boys in 1946--47, or by 15.1 per cent for the quinquennium as against 13.1 per cent for the previous quinquennium. The number of girls reading in girls' elementary schools was only about a third of the number of girls reading in all public elementary schools for girls and boys, as number of girls reading in the boys elementary schools was nearly double that in girls' elementary schools, being 897,450 in 1947 as against 771,207 in 1942. Unlike the previous quinquennium when the disparity between the number of girls and the number of boys receiving elementary education decreased rapidly and the proportion in 1942 was 1.15 millions (Girls) to 1.97 millions (boys) there was no substantial decrease in the disparity and the proportion in 1947 was 1.33 millions (girls) to 2.12 millions (boys). The percentage of girls receiving elementary education to the total female population increased from 4.6 in 1942 to 5.4 in 1947.

Distribution of pupils according to standards:- The following table shows the strength of Standards I to V and the percentage of the pupils in each of the standards to the total strength in girls' schools.

Standard.	Strength in 1942.	Percentage.	Strength in 1947.	Percentage.
V.	43,610	10.1	48,705	9.8
IV.	54,477	12.7	58,831	11.9
III.	72,796	16.9	77,283	15.6
II.	92,810	21.6	104,806	20.7
I.	145,292	33.8	181,391	36.6
Total of Standards i to VIII.	430,412		495,495	

The percentage of the number of pupils in Standard V to the number in Standard I in Girls Elementary Schools, which rose phenomenally from 9.9 in 1937--38 to 30.0 in 1941--42 continued to increase during the first two years of the quinquennium to 33.0 and 33.7 after which it began to fall slightly to 33.2 in 1944--45 and more markedly to 21.1 in 1945--46. But there was a recovery during the last year of the quinquennium when the percentage rose again to 26.9. Although the percentage is lower than that at the end of the previous quinquennium, it has to be remembered that there was a large increase in enrolment in Standard I due to compulsion; and when this fact is taken into account together with the recovery of the percentage in 1946--47 there is no cause for dissatisfaction.

Staffing in Girls Elementary Schools:- The number of teachers employed in girls elementary schools increased from 15,507 in 1941--42 to 17,567 in 1945--46 and to 17,311 in 1946--47 and the number of trained teachers among them from from 14,351 to 16,697 and 16,348 respectively. The percentage of trained teachers to the total number improved from 92.6 for 1941--42 to 95.0 for 1945--46 and to 94.5 during the ~~xxxxxxxxxxxxx~~ for 1946--47. The number of secondary grade trained teachers increased during the quinquennium from 1,639 to 1,774 and that of elementary higher grade trained teachers from 10.546 to 13,327, while the number of lower grade teachers decreased from 2,041 to 1,075 The number of men teachers in girls' schools decreased from 3,256 in 1942 to 2,635 in 1947.

Accommodation and Equipment:- Of the 4,173 public elementary schools for girls on the 31st March 1947, 1,590 were held in their own buildings, 2,395 in rented buildings, 55 in chavadies and 14 in dwelling houses of managers and teacher-managers, the corresponding figures at the end of the previous quinquennium being 1,612, 2,598; 53 and 12

respectively. A large majority of the buildings, with the exception of those specially built for school purposes, continued to be reported as ill-ventilated and sunsuitable, with practically no sanitary arrangements.

There was no conspicuous improvement in equipment except in the case of a few schools under local bodies which were supplied with spinning wheels. During the last year of the quinquennium there was an acute scarcity of textile material for needle work and relief was not obtained until after the end of the quinquennium when schools were allowed the supply of a quota of cut pieces of cloth for needle work.

Inspection of Elementary Schools for Girls:- The number of Sub-Assistant Inspectress of Girls' Schools, excluding the Special Assistant to the Inspectress of Girls' Schools, Sixth Circle, for the development of Mappilla Girls' Education increased from 53 to 54 due to the sanction of an additional post of Sub-Assistant Inspectress of Muslim Girls' schools. The nature and scope of inspection and organisation by these officers continued to be the same as it was during the previous quinquennium and similar to that of the inspecting officers for boys' elementary schools.

VII. PHYSICAL EDUCATION.

PHYSICAL EDUCATION FOR MEN.

(1) Training:- The Y.M.C.A. College of Physical Education, Saidapet, had become during the war a centre of amenities for allied troops and was thereby benefitted by the addition of the following facilities: (i) a large recreation hut with adjoining room for offices and other amenities, (ii) a number of huts called rest camps by the military, which are now available as accommodation for students as hostel units, (iii) an outdoor amphi-theatre, (iv) a boxing ring, (v) a boat house and (vi) a swimming pool. These are now permanently the property of the Y.M.C.A. College of Physical Education and add appreciably to the nature of training at the college. The number of candidates trained at the college during the quinquennium was as follows:

Year.	Diploma.	Higher.	Lower.	Total.
1942--43	10	39	13	62
1943--1944	10	39	17	66
1944--1945	12	34	7	53
1945--1946	17	44	14	75
1946--1947	13	43	22	78

Practically all the higher grade candidates have been appointed in schools in the Presidency, while among the diploma and lower grade students many were from outside the province.

Refresher classes for elementary school teachers had to be discontinued during the quinquennium due to difficulties of travel and food under war conditions. These were, however, replaced by refresher courses in physical education training of pupil-teachers in accordance with Director's Proceedings R.O.C.No. 570/E/44 dated the 21st August 1944. The number of such courses was follows:

Year.	Rajahmundry.	Anantapur.	Coimbatore.	Madura.	Total.
1944--45	3	1	1	1	6
1945--46	2	2	2	2	8
1946--47	1	...	1	1	3
	6	3	4	4	17

One other experiment which was tried was the successful conduct of refresher training for elementary school teachers in municipal areas through a series of eight Saturday classes at Coimbatore during 1942--43.

(2) Stipends and Deputation Allowances:- From the year 1945--46, Government in their order No. MS. 655, Education dated the 26th April 1945 sanctioned 30 stipends of Rs.12 per mensem to each of the candidates deputed by aided -- schools and undergoing the Diploma and the Higher Grade courses of training. The rate of stipends was enhanced next year to Rs.18/- per mensem in G.O. No. 1600 Education dated 19th August 1946, and later Government in their order No. MS. 943, Education, dated the 7th May 1947 made these stipends available to private candidates also. In the proceedings of the Director of Public Instruction, Madras R.O.C.No.571/E/44 dated 2nd September 1944, and Dis.No.4266/44 dated 27th November 1944, Presidents ~~and~~ of District Boards and Commissioners of Municipalities and managements of aided secondary schools were permitted to grant deputation allowance to candidates deputed by them to undergo the Physical Director's or the Higher Grade Physical Education Teachers' training at the Y.M.C.A. College.

(3) Revision of Syllabus:- In G.O.No.169, Education, dated 30th January 1947, Government have appointed a committee to revise the syllabus of Physical Education for secondary schools. The Committee met once before the end of this quinquennium and expects to complete its work before the end of 1947.

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(4) Leadership in Physical Education:- Although a large number of properly qualified and trained Physical education teachers were appointed in many schools during the quinquennium, several schools still continued to have unqualified and untrained physical education teachers or superannuated gymnastic instructors or combined drill-and-drawing masters to lead physical education activities. A substantial token of encouragement to qualified physical education teachers was given during the quinquennium by the sanction of a special allowance of Rs.10/- a month to physical education teachers who held higher grade certificate and Rs.5/- a month to those who held lower grade certificate from the year 1943--44. A further measure in this direction of the improvement of condition was taken during the quinquennium by the Director of Public Instruction who has insisted in his Proceedings Dis.No. 3899/45 dated 14th November 1945, upon the provision of physical education teachers in the ratio of one teacher for every 250 pupils in the strength of a school and has also advised the appointment of graduate Physical Directors, preferably Licentiates or Bachelors of Teaching, in large secondary schools. But the actual future improvement in the quality of leadership will depend on the extent to which the action taken by the managements of schools on these instructions become a practical proposition.

(5) Organisation and Inspection:- Consequent on the death of Mr. H.C. Buck, Adviser to Government on Physical Education, on the 23rd July 1943, Mrs. M.M.Buck, Woman Specialist in Physical Education, was in additional charge of the office of Adviser to Government on Physical Education. The Government placed on record the services rendered by Mr. Buck in the following communique:-

"His Excellency desires to place on record his deep appreciation of the work and assistance to Government of the late Mr. H.C. Buck who was Adviser to Government on Physical Education for over 22 years. During that time largely owing to Mr. Buck's personal efforts, physical education in the Madras Presidency has rapidly expanded. As Principal of the Y.M.C.A. College of Physical Education Saidapet, Mr. Buck built up an institution which is not only the first of its kind in India, but also attracts students from every Province and State in India. During the present war, Mr. Buck's contribution to the war effort and in particular to the welfare of the troops was out-standing. His Excellency feels that by the untimely death of Mr. Buck, the province has suffered a great loss and he desires to convey to the family of the late Mr.Buck his sincere sympathy."

When Mr. N.K. Mia succeeded Mr. Buck as the Principal of the Y.M.C.A. College of Physical Education he was appointed Adviser from the 2nd September 1943, Mr. C.S.Moffat took over the Principalship of the college from Mr. Mia and was appointed Adviser on the 28th November 1945 and continued in the post till the 30th March 1946. On the conversion of the part-time post of Adviser to Government on Physical Education into a full time post in G.O. No. 900, Education, dated 30th April 1946, Dr. G.F. Andrews, formerly the Senior Physical Director, took over as Adviser on the 1st May 1946. The desighation of the post was later changed in Government Memorandum No.25262/A/46-1 Education, dated 29th May 1946, as Chief Inspector of Physical Education.

The post of Senior Physical Director, the only touring Physical Director for the whole presidency during the previous quinquennium, was held in abeyance early in the quinquennium under review and four posts of Regional Physical Directors were created in G.O. No. MS. 650, Education, dated 5th May 1942, with their headquarters and jurisdiction

corresponding to those of the four Divisional Inspectors of Schools in the Presidency. After a transitional period first of functioning under the control of the Adviser to Government on Physical Education and then under the control of Divisional Inspectors of Schools, the offices of the Regional Physical Directors were finally amalgamated with the offices of the Divisional Inspectors of Schools as ordered in G.O. No. 1060, Education, dated 16th July 1945. Following the change in the designation of the Adviser, the designation of the Regional Physical Directors was changed to that of Regional Inspectors of Physical Education.

With the conversion of the Adviser's post into a full time one as Chief Inspector of Physical Education, the Chief Inspector in addition to his other duties of organization and inspection also visited the Government colleges under the control of the Director of Public Instruction to acquaint himself with the physical education work done in them ad to make suggestions for improvement. Among other special features of the work done by the different officers who held the post were the presiding over the Eighth Provincial Physical Education Conference at Madras in 1942 by Mr. H.C. Buck and the First Rural Recreation Officers' Conference in 1946 and the Ninth Madras Provincial Physical Education Conference in February 1947 by Dr. G.F. Andrews, who was also deputed by Government to attend the All India Physical Education Conference held at Amraoti in October 1946 and who has since been nominated by Government as a member of the Provincial Council of the National Physical Education Association of India.

The Regional Inspectors of Physical Education have carried on the usual inspections and visits during the quinquennium. The number of schools inspected and visited by them is shown below:-

Year.	Secondary schools	Training schools.	Elementary schools.	Special Schools	Total.
1942--43	251	65	295	2	613
1943--44	226	16	276	4	522
1944--45	154	17	225	...	396
1945--46	170	31	187	...	388
1946--47	249	33	213	4	499
Total:	1050	162	1196	10	2418

They also attended District Athletic Association Meetings and District Inter-School Sports meets, addressed District Physical Education Teachers' Associations and Elementary School Teachers' Associations and attended other district and provincial conferences. Physical Education work in schools has definitely improved as a result of their practical suggestions, discussions and demonstrations.

(6) Voluntary organisations: - The Adviser to Government on Physical Education continued to assist voluntary organisations like the Madras Provincial Olympic Association the Madras Provincial Boxing Association, the Madras Provincial Basket Ball Federation and similar bodies, besides being actively associated with the Madras Schools Athletic Association and the Madras Collegiate Athletic Association. Inter-Provincial contacts were also established during the quinquennium by the Madras Schools Athletic Association by its participation in the All India Schools Tournaments held at Delhi in 1946 and by its inviting to Madras a Football team from Bengal to play with a combined local school team. Instances have come to notice of promising players from the Madras City Schools being selected to receive coaching by the famous English Cricket coach, Mr.Wonsley of Sussex.

(7) Playgrounds:- With the opening of a large number of new schools without adequate provision for play-space and with the large increase in strength in the older schools, the position in respect of playgrounds has as a whole deteriorated during the quinquennium. The remedy lies in a stricter insistence on the fulfilment of physical education requirements on the part of all schools, old and new, in future.

(8) Health Education:- In the absence of proper medical inspection with the necessary followup work and satisfactory sanitary arrangements, health education is at a very low ebb. Progress is very slow and the need for provision of simple requirements like separate latsines and urinals for boys and girls or safe drinking water or ofclean and tidy school premises does not seem to be realised by the managements. Health education in schools is more theoretical than practicel and the attempts made by Regional/Physical Inspector of Education or by the few Physical Education Teachers here and there has done little to change the situation materially.

(9) Physical Education Teachers' Certificate:- Fifty-eight men candidates (44 for the higher grade and 14 for the lower grade), were presented in April 1946 by The Y.M.C.A College of Physical Education, Saidapet, for the examination for Physical Education Teachers' Certificate and all of them were declared successfull, as compared with 51 (15 higher and 36 lower) presented and 47 (15 higher and 32 lower) declared successful in 1941.

PHYSICAL EDUCATION FOR WOMEN.

(1) Training:- Till the end of the year 1942--43, there was the award of only a Diploma in Physical Education for women in respect of candidates who took the physical education course. From the year 1943--44, the admission qualifications have been relaxed, on a line with the Y.M.C.A

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College of Physical Education, Saidapet. This enabled untrained S.S.L.C. holders eligible for the University courses and untrained passed Intermediates in Arts also to take the Physical Education course. Three certificate awards were sanctioned, namely (a) Diploma in Physical Education, (b) Government Higher Grade Certificate and (c) Government Lower Grade Certificate. The Lower Grade Certificate holders may be appointed in the middle schools and as additional Physical Training Instructresses in high schools to assist the Chief Physical Training Instructresses of the Higher Grade. In consequence of this relaxation in the admission qualification, 31 candidates have taken the lower grade certificates. But these teachers of the lower grade do not feel equal to higher grade certificate holders, who hold in addition a T.S.L.C. of the Secondary Grade. There was a proposal to abolish the lower grade certificate course in the beginning of 1946 but the proposal has been deferred for the present, as there is still a very great need and demand for physical education teachers. It is necessary that Teachers' Training Certificate is made a qualification for admission to the Physical Education course hereafter, as these teachers may be reverted to class room teaching, after a service of 15 years or more, if due to physical weakness, they desire to work as class-room teachers, as otherwise they will be forced to leave the job, unable to work as Physical Training Instructresses in their advanced age, because of want of the T.S.L.C.

The number of admissions to the Government Physical Education Teachers' class for women, Saidapet during the successive years of the quinquennium was 15, 31, 33, 36 and 25 making a total of 140 compared with a total of 72 for the previous quinquennium. Of these 140 students, 50 have come from other provinces and States and 90 have come from the several districts of the Madras Presidency. Twentytwo

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graduates have taken the Diploma in Physical Education after the certificate award was changed in the year 1943--44. With the exception of 5 students during the period 1942--47, all the students have come out successful and the percentage of passes was 97.

The latest concession accorded to students by Govern ment during 1946--47 is an amendment to the Madras Educational Rules, by which students can appear privately for the examination without further attendance and study in the Y.M.C.A College and improve the grade of their certificate.

In 1942--43 and 1944--45 Refresher Courses were conducted in the Y.M.C.A College of Physical Education and the Physical Training Instructresses of both Government and Aided Schools attended. In 1943--44 and 1945--46, the Assistant to the Woman Specialist in Physical Education, conducted refresher classes for the benefit of class room teachers while on tour of inspection of schools.

2. Inspection:- The number of schools inspected during the quinquennium were 54, in 1942--43, 40 in 1943--44 and 44 in 1945--46, total 138. An Assistant to the Woman Specialist in Physical Education was appointed in 1942--43 and worked till November 1946.

3. Extra Physical activities:- The students took part in the (a) Madras Girls Schools Athletic Association, (b) Inter-Collegiate Association, (c) Inter-School Sports; and (d) Madras Olympics for Women. In 1946, the students attended the All India Olympics at Bangalore. In the swimming pool constructed in July 1945 at a cost of one lakhs of rupees by the gift of the Governor's War Fund at the Y.M.C.A., Saidapet for the allied troops, the students were taught swimming on approved lines and methods and the students showed remarkable ~~talents~~ talents. Indigenous games and exercises were also taught to the students by an expert from central Provinces, Mr. V.Murkhat. Archery was taught to

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the students by the specialist Mr. A. Raja Rao of Nellore Music and rhythmic dance were taught by Mr. N.Thyagarajan, B.A., Dance and Music Specialist of the Gemini Studio, Madras.

4. Adequacy of teachers:- The present total strength of physical trained teachers employed in the various circles is 123 compared to 95 in 1943--43. The demand for physical training instructresses in 1947 is 122 as against 48 in 1944. This shows that many schools have been recently opened and some of the higher elementary schools have been converted and developed into middle schools; hence additional instructresses are required. While this is the position so far as girls' schools are concerned, there are 84 boys high schools with more than 75 girls reading in each and hence requiring the appointment of separate woman Physical Education teachers on the staff. There was also a shortage due to some having joined the W.A.C.(I) during the war and some having retired from the teaching profession due mainly to marriage. Thus the demand for Physical Training Instructresses continues to be very large without being yet met in adequate measure.

Physical Education Teachers' Certificates:- All the 36 woman candidates presented for the examination for Physical Education Teachers' Certificates (2 for the diploma, 25 for the higher grade and 9 for the lower grade) in April 1946 were declared successful, as against 31 who were presented and passed for the Diploma in March 1942.

VIII. SPECIAL EDUCATION.

A. TRAINING OF TEACHERS - GENERAL.

Revised Courses of Studies in Training Schools:- The first examination under the revised course of studies for training schools was held in March 1943. The examination under the old scheme continued to be held that year and the next year; and from the year 1945 the examination under the revised scheme only was held. In view of the fact that the new scheme included adequate provision for practical work during the course itself, the issue to those who passed the written examination of teachers' certificate of probationary nature which were to be completed after a minimum of eighteen months' approved service was discontinued and trained teachers' certificates were granted immediately after the candidates passed the written examination. The number of candidates who were examined annually and the number who passed during the quinquennium under the old and the revised schemes are given elsewhere in the report.

Emergency Secondary Grade Training Course:- As stated earlier in the report, the post-war demand for a large number of thebetter qualified grades of teachers was sought to be met by the conducting of an emergency secondary grade training course of 12 months' duration without any intervening vacation in several parts of the Province. Only candidates who had obtained at the S.S.L.C. Public Examination marks qualifying them for a University course or public service were selected for the course, except in the case of certain educationally backward communities and in educationally backward districts specified by the Director of Public Instruction. The rate of stipends was Rs.18/- a month per each candidate. The course was commenced early in July 1946 and closed at the end of June 1947, following which a special Training School Leaving Certificate Examination was held for the candidates trained by this course.

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The total number of such classes which worked during 1946-47 was 33 for men and 9 for women and the number of candidates trained was 990 men and 189 women.

Facilities for teachers to improve their qualifications:-

Among the facilities provided during the quinquennium to teachers to improve their qualifications, the first was that teachers of the elementary higher grade possessing trained teachers' certificates and having at least three years' whole time service in recognised schools under the control of the Director of Public Instruction, after passing the T.S.L.C. Examination were permitted to appear as private candidates for the Secondary School Leaving Certificate examination without the production of records of school study. The second facility was the extension of the concessions previously granted to teachers who held their training school Leaving Certificates issued under the revised scheme and who had passed the matriculation or an equivalent examination, to appear for the T.S.L.C. Examination of the secondary grade without further training, to teachers of the same grade who were trained under the old scheme (prior to 1940--41) and who have had at least five years' teaching experience subsequent to their passing the T.S.L.C. Examination of that grade. In pursuance of the first of the above facilities, some of the teachers' associations organised study classes for higher elementary grade teachers' preparing to appear for the S.S.L.C. Examination.

Catholic priests other than the members of the Society of Jesus certified by the Superior-General or the Vicar-General concerned to have undergone during their ecclesiastical training, the theoretical and practical courses of studies prescribed for the Secondary Grade training in this Province, were permitted to appear for the T.S.L.C. Examination of the Secondary Grade as private candidates.

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Conditions of admissions:- Due to the paucity of applicants for secondary grade training, the rules for admission were relaxed from 1943--44 and candidates who had not secured eligibility for admission to the university courses but who had obtained a slightly lower percentage of marks in one or two subjects were admitted for the -- secondary grade training. From 1944--45 the lower age limit prescribed for admission was raised from 14 to 15 years.

In the case of women, whether major or minor, admitted for training as teachers, Government ordered that the agreement required under Rule 125 of the Madras Educational Rules should be signed by the teachers concerned and also by suitable sureties. In the case of both men and women the service which the ex-students may have rendered as teachers in His Majesty's Land, Naval or Air Force was authorised by Government in G.O. No. 918, Education, dated 6th July 1943 to be accepted by the Director of Public Instruction for purpose of this agreement.

Stipends:- The system of granting stipends to students undergoing secondary grade training which was only partly restored in the previous quinquennium was totally revived and a stipend of Rs.12/- per mensem for men and women students alike was granted from 1944--45. The rate of stipends paid to men students undergoing elementary grade training was enhanced from Rs.6/- per mensem to Rs.8/- per mensem from the same year. The rates of stipends were subsequently raised to Rs.18/- per mensem in the case of secondary grade and Rs.12/- per mensem in the case of elementary grade trainees (G.O.No. 1018, MS. Education, dated 21st May 1946).

Probationary Teachers' Certificates:- During the year 1944--45, Government approved the reciprocal arrangements between the Madras States namely Travancore, Cochin and Pudukottah and the Education Department of Madras

Province in regard to the completion of Probationary Teachers' Certificates from this Province held by teachers serving in the States and similar certificates from the States serving in the Province.

B. TRAINING OF TEACHERS--MEN.

Number of Institutions: - The number of training schools for men increased from 73 to 75 during the first year of the quinquennium by the opening of a Training Section at the Government Madrasa-I-Azam High School, Madras, the Madrasa-I-Islamia Training School, Kurnool and the Gandhi Training School, Perianaickenpalayam, Coimbatore and the closure of a secondary training school under private management at Calicut. During the second year the number decreased to 71 by the closure of the Government Training Schools at Bezwada, Coimbatore and Tirupati and the Nurani Training School, Palghat. In the third year, a secondary training class was opened at St.Antony's Secondary School and Coonoor,/the number increased to 72. Four new training schools were opened in 1945--46 namely Luthern Mission Training School, ~~Ramapatnam~~ Narasaraopet Guntur District, C.M.S. Training School, Tranquebar, Tanjore District, St. Stanislas Training School, Ramnad and K.K. Training School, Velur, Salem District and the Government Muslim Training School, Bellary, was temporarily closed; the number thus rose to 75. During the last year of the quinquennium, as the result of the demand felt for trained teachers in connection with the introduction of compulsory elementary education under the postwar educational development schemes, Government permitted the opening of 50 additional training schools or sections in the existing training schools for secondary grade and 50 for elementary grade, accepting to meet the entire cost on these schools or sections if opened under private managements to the extent of one L.T. Assistant on Rs.70/- per mensem and Rs.1,000/-

under equipment and Rs.100/- under contingencies for each school or section. Under the sanction so accorded, 21 secondary and 3 elementary training classes for men and 3 secondary and 6 elementary training classes for women were opened under Government management, mostly in Government Training Schools. Under private management, provision was made for 10 secondary and 3 elementary training classes for women. Thus, in all 36 secondary training classes and 18 elementary training classes were opened in addition to the existing provision available in the training schools during 1946--47. The number of training schools at the end of the quinquennium was 78 due to the treating of secondary -- training sections opened under the sanctioned referred to supra, in Board High School, Repalle, Government College High School, Mangalore and High School, Trirangam as new institutions for purposes of statistics. Of the 78 training schools, 39 had both secondary and elementary training classes, 10 secondary training and 29 elementary training classes compared with 73 consisting of 36 secondary grade and 37 elementary grade trainihg in 1941--42. The number of training schools under Government management was 48 including 31 of the secondary grade and the number under private management was 29 of which 17 were secondary grade, while there was one new secondary training section under the District Board management attached to the Board High School, Repalle.

Strength:- Against the attraction of several lines of lucrative employment in war services, especially to those who possessed completed secondary schools leaving certificates, there was an inevitable decrease during the first four years of the quihquennium in the number of teachers of the secondary grade under training from 1,793 in 1942 to 958 in 1946. In the last year of the quinquennium, however, there was an increase due to the starting of the emergency

secondary grade training course and the number under training in the grade on 31st March 1947 was 2,542. The number under training in the elementary grade also decreased from 8,141 in 1942 to 7,913 in 1946 but increased to 8,694 in 1947. The effect of the restoration of stipends to secondary grade pupil-teachers and of the enhancement of the rates of stipends was not very marked, but it is not unlikely that but for these measures, the decrease might have continued even during the last year of the quinquennium and the small increase recorded might have not been possible.

Accommodation:- Of the Government training schools, 37 had buildings of their own, the other 11 being held in rented buildings. All the non-Government training schools were held in the buildings of their own.

Stipends:- The expenses on stipends in Government Training Schools for men during1946--47 was Rs.10,21,594/- as compared with Rs.3,79,343/- in 1941--42. The amount of stipendiary grants to aided training schools for men rose from Rs.1,01,705/- to Rs.3,63,215/- during the quinquennium.

Admissions and fees:- There was no change in the rates of fees levied for training from candidates from outside the Province. The rates which were raised during the previous quinquennium from Rs.40/- and Rs.20/- per annum for the secondary and elementary grades respectively to Rs.80/- and Rs.40/- per annum continued tobe in force. The reciprocal arrangements made during the previous quinquennium between the Governments of Orissa and this Province for the training of Telugu students from Orissa in this Province and of Oriya students from this Province in training schools in Orissa continued during the quinquennium under review.

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Manual Training:- Of the 78 training schools for men in the province, 69 had manual training classes attached to them. The number of pupil-teachers and pupils of the practising sections that attended the classes in 1946-47 was 30,299. In these classes, the pupil teachers were expected to equip themselves for instructing pupils in some of the handicrafts and the pupils of the practising section pursued certain selected handicrafts prescribed under the syllabuses for elementary schools.

The Training Schools Leaving Certificate Examinations:- In the years 1943 and 144 examinations were held under both the old and the revised schemes for the higher elementary grade in both the years and for secondary grade in 1943 only and from 1945 only the examinations under the revised scheme were held. A comparative statement of the number of men candidates who appeared for the examinations under the revised scheme in March 1942 and in March 1947 is given below:

Grade:	1942.		1947.	
	No.examined.	No.passed.	No.examined.	No.passed
Secondary:	788	576	1125*	680*
Elementary:	4283	3073	5857*	3352*
Total:	5071	3649	6982*	4032*

*includes 68 and 36 private candidates respectively.

Similar figures for the examinations under the old scheme were as follows:

Grade.	1942.		1943.		1944.	
	No. examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined	No. Passed
Secondary:	347	252	99	87	...	...
Higher Elementary.	2990	1494	6348*	2561*	4046#	1247#
	3337	1746	6447*	2648*	4046#	1247#

*Includes 4747 and 1679 private candidates respectively.
Includes 3257 and 917 private candidates respectively.

Among the candidates who passed the examination in both the grades in March 1947, there were 378 Indian Christians, 236 Muslims, 706 Brahmans, 2054 Non-Brahmans and 294 belohging to the scheduled classes (Harijans), the remaining 4 consisting of other communities, the corresponding figures for 1942 being 1179, 423, 1136, 2295, 359 and Nil.

The number of men candidates who appeared for the special examination in July 1947 after the one year emergency secondary grade course of 1946--47 was 1,775 and the number who passed was 1,138.

C. TRAINING OF TEACHERS - WOMEN.

Number of Institutions:- Unlike the previous quinquennium duringwhich the number of training schools for women increased by only a single institution from 65 to 66, consisting of 33 under Government and 33 under private managements, there was a more marked increase in the period under review to 75 consisting of 36 Government and 39 private institutions in 1945--46 and to 82 consisting of 38 Government and 44 private schools in 1946--47. The schools which were opened during the quinquennium were:-

(1) L.S.N. Convent Training School, Ottapalam, Malabar District and Government Training School, Namakkal, Salem District in 1942--43.

(2) Government Training School for Mappilla women at Tirur, Malabar District, P.S.S. Nadar's Training School for Women, at Tuticorin, Tinnevelly District and St. Mary's Secondary Training School for Women, Chingleput in 1943--44.

(3) St. Teresa's Training School for Women at Tranquebar, Tanjore District in 1944--45.

(4) The re-opening of the Viscountess Goschen Training School for Muslim Women, Trichinopoly (temporarily closed in 1944--45), Government Secondary and

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Training School for Women at Narsapur, West Godavari District, D.D. Training School for Women at Bezwada, Kistna District, St. Ann's Training School at Adaikalapuram, Tinnevelly District, Christ King Training School at Pavaratty, Malabar District and Rosa Mistice Training School, Kunnikumbala, South Kanara in 1945--46; and

(5) Secondary Training Class opened at Government Girls' Secondary School, Bellary, Government Middle School for Girls at Chicacole, Vizagapatam District and Sree Sarada Vidyalaya at Thyagarayanagar, Madras and Elementary Training Classes at Higher Elementary School, Koduvayur, Malabar District, A.M.C.C. Board Schools at Dindigul and Thirumangalam, Madura District and New Training School called Our Lady of Dolors Training School at Dindigul in 1946--47.

Except the last, the other new schools returned in 1946-47 were opened under the sanction accorded in G.O. No. MS. 1018, Education, dated 21st May 1946, details of which have been mentioned elsewhere in the report.

As against the schools opened during the quinquennium mentioned above, the number of training schools for women closed were the following:

(1) The Christ King Training School at Pavaratty in Malabar District in 1942--43.

(2) The Valliammayar Training School, Kulasekharapatnam, Tinnevelly District in 1943--44; and

(3) The Viscountess Training School, Trichinopoly in 1944--45.

There was no closure of any training school in the years 1945--46 and 1946--47.

Of the 82 schools, 16 had both secondary and elementary grade classes, 16 secondary grade and 50 elementary grade classes as compared with 15 secondary grade and 51 elementary grade in 1941--42.

Strength:- The total strength of the two grades of women teachers under training increased from 4,371 in 1941--42 to 4,979 in 1945--46 and to 6,105 in 1946--47. The number of women teaches under secondary grade training rose from 690 in 1941--42 to 930 in 1945--46, a figure almost equal to the number of men under training in that grade (958) in the same year and to 1,191 in 1946--47; the number under elementary grade training increased from 3,681 in 1941--42 to 4,049 in 1945--46 and to 4,914 in 1946--47. Besides, there were 82 women reading in men's training schools in 1945--46 and 79 such students in 1946--47.

Accommodation:- Of the 82 training schools for women 67 had their own buildings and the rest rented buildings. Of the former, the number of Government Schools was 28 and the private schools was 39 compared with 25 and 32 respectively at the end of the last quinquennium.

Stipends:- The expenditure on stipends and stipendiary grants in 1946--47 was Rs.3,49,455/- and Rs.3,63,214 respectively as against Rs.1,58,140 and Rs.1,19,908/- in 1941-1942. The increase was due to the restoration of stipends to secondary grade trainees and the enhancement of the rates of stipends payable for both the grades by 50% i.e. from Rs.8/- per mensem to Rs.12/- per mensem for elementary grade and from Rs.12/- per mensem to Rs.18/- per mensem for secondary grade trainees in the year 1946--47.

Training School Leaving Certificate Examination:- The number of women candidates examined and passed under the revised scheme of the training School Leaving Certificate Examination in the two grades during the year -- 1942 and 1947 were as follows:-

Grade.	1942.		1947.	
	No.examined:	No.passed:	No.examined:	No. passed.
Secondary:	345	256	554*	460*
Elementary:	1672	1231	2983	2000
Total:	2017	1487	3537	2460

*Includes 3 and 1 private candidates respectively.

Similar figures under the old scheme were:

Grade.	1942.		1943.		1944.	
	No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined	No. Passed
Secondary	79	53	22	22	...	...
Elementary	1566	869	1590*	715*	958%	283%
Total:	1645	922	1612*	737*	958%	283%

*Including 743 and 252 private candidates respectively.
%Including 491 and 103 private candidates respectively.

Among the successful candidates in 1947, 112 were Brahmans, 675 Non-Brahmans, 58 Muslims, 1521 Indian Christians and 93 belonged to the Scheduled Classes (the remaining single candidate being a Jain) as compared with 109, 636, 128, 1474 and 59 respectively in 1942. The number of Muslim candidates who passed the T.S.L.C. Examination has decreased to less than half during the quinquennium while that of scheduled class candidates has risen by more than half during the same period. Another significant fact is that the number of Indian Christian women candidates is more than twice that of that of men of the same community who passed the examination in 1947. The number of women -- candidates who appeared for the emergency secondary grade

examination in July 1947 and 727 and of this number 538 passed the examination.

Nursery School Teachers' Certificates:- For the examination for Nursery School Teachers' Certificates instituted in G.O.No. MS. 2677, Education, dated 22nd November 1938 and extended in G.O. No. MS. 487, Education, dated 19th March 1942, 58 women candidates appeared in all the five years of the quinquennium and 52 passed, as against 20 during the last three years of the previous quinquennium.

D. SCHOOLS FOR VOCATIONAL EDUCATION.

Medical Schools:

After the closure of all the medical schools by the end of the previous quinquennium, special arrangements were made at the Stanley Medical College, Madras and at the Missionary Medical College for Women, Vellore, for the completion of the D.M.S. Course during the period under review by students who had commenced the course in the medical schools which were closed. The last batch of licentiates passed out ~~of~~ in 1944 and the discontinuance of the course became complete that year.

Government School of Indian Medicine, Kilpauk, Madras:- The Government School of Indian Medicine, Kilpauk, Madras continued to be the only institution of the kind in the Province providing for the Licentiate and other courses in the Ayurveda (Telugu and Tamil), Siddha and Unani systems of medicine. Among the six kinds of courses for which provision existed in the institution during the previous quinquennium the course for Associate Licentiates in Indian Medicine was abolished from the year 1942--43 and there were no students throughout the quinquennium for the course

of Higher Proficiency in Indian Medicine and of Associate in Indian Medicine. The course of Licentiate in Indian Medicine was themost popular one, with a strength of 62, 52, 73, 53 and 119 in the five respective years of the period under review, or total of 359 as against 410 during the previous quinquennium. The special course for passed Licentiates in Indian Medicine did not attract any student during the first three years of the quinquennium but in 1945--46, seven students took the course and in 1946--47 the number fell to one. Eighteen students in all took the Compounders' Course during the quinquennium as compared with 265 in the previous quinquennium. Examinations were conducted by the Board of Examiners in Indian Medicine with the ~~Courses~~ Commissions for Government Examinations as Ex-Officio President. The number of students who passed the Government Examination for Licentiates in Indian Medicine in the successive years of the quinquennium was 63, 30, 17, 97 and 52 or 259 in all, as against 280 during the previous quinquennium. Two passed the High Proficiency Examination as against 3 in the previous quinquennium and 29 qualified after the Compounder's course as against 255 during the period 1937--42. The problem of the employment of ex-students continued to be keenone owing to the small subsidy paid from the provincial and district board funds and the unwillingness of many ex-students to serve in rural areas under such conditions, as they preferred private practice in urban or semi-urban areas to paid service on low subsidies.

There was not much improvement in the accommodation of the school since the last review. Separate hostels for men and women students were provided, but the accommodation in these two continued to be inadequate. The library of the school was improved by the addition of 1,840 volumes, bringing the total to 6,777.

The period under review was a critical one in the administrationof the institution and was marked by strong agitation ~~for~~ from several sides for drastic changes in the curriculum of studies, methods of teaching and examinations for the L.I.M. Course. The reorganisation of the Department of Indian Medicine was taken up towards the end of the quinquennium and Government hve appointed a Special Officer for the purpose. The introduction of a University degree course in lieu of the L.I.M. course with effect from the year 1947--48 has been the first outcome of these efforts and in G.O. No. 762, Public Health, dated the 10th March 1947, the school was raised to the status of a college with effect from July 1947.

Schools under the control of the Director of Industries: The eight Government Institutions, reported in the previous quinquennium, four located in the City of Madras and one each at Madura, Bellary, Calicut and Mangalore, under the control of the Department of Industries and Commerce continued to function. Government accepted generally the recommendations of the ad-hoc committee on Technical Education for starting Polytechnics in the Province on regional basis and for introducing additional courses of study in the existing institutions. Accordingly, Polytechnics were started at Cocanada, Vuyyuru, Madura, Calicut, -- Mangalore and Coimbatore and the Government School of -- Technology, Madras was reorganised into a Polytechnic.

(1) The Andhra Polytechnic, Cocanada:- The Polytechnic was opened on the 4th February 1946 and regular class work commenced from the 10th August 1946. Diploma courses in Civil Engineering, Mechanical Engineering, Electrical - Engineering and Fisheries Technology and Navigation were started with a strength of 82 students on rolls.

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(2) A.G. Polytechnic, Vuvvuru:- The Polytechnic commenced functioning in August 1946 and imparted instruction in Civil and Mechanical Engineering upto the Diploma standard. The number of students receiving instruction at the close of the quinquennium was 46.

(3) Arthur Hope Polytechnic, Coimbatore:- The genesis of this Polytechnic was the generous offer of Sri G.D.Naidu of Coimbatore to endow cash to the extent of 1½ lakhs of rupees, machinery valued at Rs.2/- lakhs and a library with about 50,000 books for starting a polytechnic at Coimbatore. Government were pleased to sanction the opening of the Polytechnic at Coimbatore for imparting courses of study in Automobile Engineering of Diploma Standard, and Auto-servicing and Radio Servicing courses of certificate standard. The institute was opened by Sir Arthur Hope on 23rd February 1945 and was named after him. Pending construction of a permanent building to house the Polytechnic the Polytechnic is at present located in the United Motor Service Central Station Buildings and Radio Factory of Mr. G.D. Naidu, who continues to be in charge of it and holds the office of the Honorary Director. The strength of the institute at the end of March 1947 was 120.

(4) Government School of Technology and Central Polytechnic, Madras:- The institute was reorganised and the name of the institute was changed to "The Central Polytechnic, Madras". Diploma courses (full time) of three years' duration each were newly introduced in (i) Electrical Engineering (ii) Mechanical Engineering, (iii) Sanitary Engineering, (iv) Civil Engineering, (v) Fisheries Technology and Navigation, (vi) Printing Technology and (vii) Cinemotography and Sound Engineering. A certificate course for Cinema Operators (full time) was also introduced during the period.

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The number of students who passed out taking Diplomas and Certificates during the last five years was 878 as against 837 during the previous quinquennium. The Electric Wiring Competency Certificate Examination, the City and Guilds of London Examination and the other examinations continued to be conducted in the school. In the preparatory section attached to the school, 209 students were admitted and 73 were awarded certificates of merit. For the Light Metal Casting Section started during the previous quinquennium/continued during the period under review, there were 74 admissions and 65 were awarded certificates. This section participated in several Exhibitions and was awarded certificates of merit and gold medals. The Perambur Railway Trade School continued to function as an adjunct to the main school. The number of admissions during the period was 241 and certificates were awarded to 154 candidates who completed the courses satisfactorily. The school of -- Technology was a training centre under the War Technician Training Scheme of the Government of India and nearly 1,500 Technicians were trained in the school during this period. Most of the old students who passed out of the school have been absorbed either in private or Government concerns and many are employed in the Military Engineering Service.

Many additions were made to the equipment in the various sections of the school especially in the Sound Engineering Section. With the introduction of the new courses of study the old Civil Jail Buildings in Broadway were placed at the disposal of the school to provide additional accommodation till permanent additions to the buildings are made for which proposals are under the consideration of Government,

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(5) Government Industrial School and the Dravida Polytechnic, Madura:- The Government Industrial School, Madura, continued to provide instruction in metal-work, cabinet-making and electric wiring. In accordance with the post-war development scheme, the school was converted into a polytechnic in August 1946 and is now known as the "Dravida Polytechnic". Diploma courses in Mechanical, Electrical, Civil and Automobile Engineering were started in the Polytechnic, and 66 candidates were receiving instruction in the several courses at the end of the period. During the period, about 209 candidates were admitted to the apprenticeship courses in the industrial school and all the apprentices who passed out during the period secured suitable jobs in the local mills, workshops and the Government Electricity Department. Toy-making was intro duced as one of the courses of study. The electric wiring course introduced in July 1936 was continued on a temporary basis and has become very popular and the students who passed out have secured suitable jobs in the Government Electricity Department and under private employers.

The Board of Visitors and the Selection Committee, constituted for this school under the chairmanship of the Collector of Madura, continued to function during the period under report. The Final Year Examinations of the schools were conducted as usual by the Board of Examiners The hostel attached to the school continued to function satisfactorily.

The War Technician Training scheme which was introduced at the centre in the year 1941 with 74 trainees was subsequently converted into a civil unit and the number of trades and the sanctioned strength were increased. In all 2,587 trainees joined the centre for training and 1,495 left the centre to join their posts in their respective army units. After the cessation of hostilities, this centre was

switched on to the training of demobilised personnel.

The school participated in the War Services Exhibitions held at Trichinopoly, Madura, Trivandrum and Madras. The school executed several major jobs during theperiod under report for the Government Erskine Hospital, Madura, the Police Department and the Public Works Department and several private parties.

(6) Government Industrial Schools at Calicut and Bellary and the Trade School at Mangalore provided instruction in General Mechanics and Cabinet-Making trades extending over a period of five years. They also provided shorter courses of one year's duration in casting and metal working and a special course of six months in gas and oil engine tending. The Industrial School at Calicut and the Trade School at Mangalore were converted into the Kerala Polytechnic and the Karnataka Polytechnic respectively and the following Diploma courses were introduced in them from August 1946:-

Kerala Polytechnic:- Electrical Engineering, Mechanical Engineering, Chemical Engineering and Food Technology.

Karnataka Polytechnic:- Mechanical Engineering, Auto mobile Engineering and Civil Engineering.

The number of students receiving instruction in the first year courses at the two Polytechnics were 42 and 50 respectively at the end of the period. In all 355 candidates sought admission to these industrial schools and 148 left after completing their courses successfully during the quinquennium. The Board of Visitors constituted for these schools proved very helpful in the -- administration of the schools. The Selection Committee constituted for the Industrial School at Bellary also continued to function satisfactorily. The annual and final examinations were conducted by the Board of Examiners

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appointed by Government and the students that successfully completed the prescribed courses of apprenticeship were awarded certificates. The-se schools also trained a large number of War Technicians. Later on they functioned as training centres for the demobilised service personnel in various trades.

(7) Aided Industrial Schools:- The number of schools recognised by the Department increased from 79 on the 31st March 1942 to 82 on the 31st March 1947. These schools continued to provide efficient instruction in various trades. The number of pupils who were receiving instruction in these schools at the close of the current quinquennium was 6,191, as compared with 8,014 at the end of the previous quinquennium, the decrease being presumably due to the opening of new Polytechnics in recent years. An amount of Rs.1,30,218 was distributed to these aided schools in 1946--47 in the form of maintenance grant, representing an average of about Rs.21/- per pupil per annum. A further grant of Rs.47,635/- was distributed as equipment grant and Rs.5,675/- as building grant to deserving schools.

A teachers' training section in carpentry and cabinet-making continued to be attached to the St.Joseph's Industrial School, ~~Trivandrum~~ Jindivanam, while training sections for women teachers in embroidery and needlework anddress-making remained attached to the Seton School of Embroidery and Needle work, Madras, the American Arcot Mission Women's Industrial School at Palmaner, Chittoor District, Seva Sadan Industrial School, Madras, and St. Joseph's Girls Industrial School, Guntur, With a view to encourage deserving students, stipends were awarded by Government to a limited number of pupils.

Government sanctioned special grants viz. two-thirds instead of half, of the actual cost of the maintenance in respect of a few deserving schools, which provided instruction

in Cottage Industries and which were handicapped for lack of funds. The equipment grant sanctioned was intended to provide the schools with additional equipment.

(8) School of Arts and Crafts, Egmore, Madras:- An important change that was effected during the quinquennium was the reorganization of the school with effect from July 1946. The courses of study in the School of Arts and Crafts were divided into two sections viz. the Arts Section and the Crafts Section. The arts section offered courses in general drawing for 2 years, painting for 3 years, commercial art for 3 years, advanced courses in painting for one year, modelling for 3 years and sculpture for one year, and the Crafts Section in Woodwork (Elementary) for 3 years, Wood-work (Advanced) for 2 years, sheet metal work for 3 years, engraving for 3 years, goldsmithy for 3 years, enamelling for 2 years and design for 3 years. The minimum general educational qualifications for admission to the general drawing class was fourth form and that for the crafts section third form.

No fees was charged for the instruction imparted in the various branches of the Crafts section. But in the Arts Section, fees ranging from Rs.12 to Rs.36 per year were charged. Seventy six scholarships to the value of Rs.10/- to Rs.15/- each ~~are~~ were awarded to the students of the Crafts Section and 40 scholarships of the value of Rs.10/- to Rs.25/- each to those of the Arts Section.

Students who successfully completed their courses in General Drawing, Painting and Commercial Arts were awarded certificates and those who successfully completed the advanced course in painting or Commercial Art were awarded Diploma.

The average strength of the school during the period under report was:

1942--43	...	201
1943--44	...	153
1944--45	...	139
1945--46	...	172
1946--47	...	166.

(9) Government Textile Institute, Washermanpet, Madras: In 1943, the two Supervisor Courses were abolished and revised courses of study were introduced for (i) Weaving Instructors (10 months), (ii) Artisans in Hand Knitting (10 months), (iii) Weavers (5 months' special course), (iv) Jacquard weaving (5 months' special course in continuation of the special course for weavers; (v) Bleaching, dyeing and printing (hand process) (Three months' Special Course in continuation of the special course for weavers). Twenty students of the special course for weavers were paid living allowance and to and fro railway charges. This allowance was continued to students who, after the special course for weavers, elected to undergo training in special course in jacquard weaving and special course in bleaching, dyeing and printing. A textile designer's course was also started in the year 1945--46 for three months and six stipendiary candidates were trained in it. Two batches of military service personnel received training in the institute.

Improvement were effected in the guilding machine in the gold thread section and some useful results were arrived at. Research Designing section was started for the preparation of a number of new patterns and designs for woven fabrics were sent to the Collective Weaving Centres and Madras Handloom Weavers' Provincial Co-operative Society for adoption. The textile testing laboratory attached to the institution was availed of by private parties, officials of the Madras Branch of the Indian Stores Department, the

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Provincial Textile Commissioner, Collective Weaving Centres and others. A Tinctorial Chemist appointed in 1944 conducted experiments on vegetable dyes and prepared a paper on Cashewnut Shell liquid. The institution participated in the XXI All India Educational Conference and Exhibition and the I.N.A. Exhibition.

The University of Madras have started a B.Sc.(Tech.) Degree Course in Textile Technology in the year 1945 with the facilities available in the institute and the Principal was appointed as Honorary Professor of Textile Technology.

(10) Institute of Leather Technology, Madras:- During the period the institute which was hitherto known as Leather Trades Institute was designated as Institute of Leather Technology and provision was made for (i) a Diploma course in Leather Technology of 3 years duration followed by an apprenticeship of one year (ii) a certificate course in Leather goods manufacture of 3 years duration and (iii) an artisan course.

Demonstration in tanning, in the preparation of - jaggery and sugar from palmyrah and date palm juice and in the manufacture of coir goods were conducted in various districts of the Presidency by itinerant parties. During the period under report various experiments and research work in manufacture of glue from fleshings, study of tonnage substitute for wattle bark, the preparation of gum tanning from tamarind seed etc., were conducted with encouraging results. The Principal of the Institute has been appointed as Honorary Professor of Leather Technology to help the Madras University in running the new degree course in Leather Technology.

Scholarships:- Under the provisions of the Code of Regulations for Industrial Schools, sixty scholarships were awarded every year for a period not exceeding 5 years

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and ranging in value from Rs.1--8--0 to Rs.7--8--0 per mensem to pupils learning trades in various Industrial Schools recognised by the Department. Thevalue of these scholarships was increased by 50% for the duration of war and the increased rate is still continued on account of the prevailing high cost of living. A bonus equivalent to two months' average scholarship was also granted to such of the pupils as satisfactorily completed the prescribed courses of study in these schools. The total number of such scholarships granted during the quinquennium continued to be 300.

A number of other scholarships tenable in other institutions and universities were granted every year for the study of special subjects, such as Electrical Technology, Aeronautical Engineering, Chemical Engineering and Applied Chemistry in the Indian Institute of Science, Bangalore, Textile Chemistry in the Victoria Jubilee Technical Institute and Sugar Technology and Pharmaceutical Chemistry in the Andhra University, Mining Technology in the Indian Institute of Mines, Dhanbad, Metallurgey in the Banares Hindu University and lastly, Researches conducted in the Provincial Broadcasting Department. The total number of scholarships awarded during the quinquennium under report was 52,as against 36 in the previous quinquennium.

Under the Technical Training Scheme sponsored by the Government of India, Education and Labour Department, 15 departmental officers were deputed to undergo higher studies in the United States of America and the United Kingdom. Of these Messrs. P. Bhaskara Ramamurthy, N. Hanumantha Rao B. Narasinga Rao and T.R.Krishnaswamy completed their course of study.

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Technological Diploma Examination Board:- The Technological Diploma Examination Board constituted in the G.O. No.1274, Development Department, dated the 17th May 1938 conducted examinations for the award of diplomas in engineering and other subjects. During theperiod, the Board was reconstituted to include the following additional members to represent the respective faculties: The Principal, Government Textile Institute, Madras, for Textile Technology, The Radio Engineer to the Government of Madras, for Radio Engineering, The Ceramic Expert, Department of Industries and Commerce, Madras, for Ceramics, Mr. P.L.Narayanan, M.A., R.I.I.S.C., Secretary, South Indian Film Chamber of Commerce, for Cinemotography and Sound Engineering, a representative of the Institution of Engineers (India), South India Centre, for the Institute of Engineers, India, South India, and Dr.Chacko, B.A., D.Sc., Head of the Department of Engineering and Technology, Annamalai University for Annamalai University. The Board met 13 times during the period under review to consider among other items the results of the examinations held under its auspices. The total number of students examined by the Board during the quinquennium was 1,225 and the number declared to have passed was 678.

Agricultural Schools:- Of the three schools reported at the end of the previous quinquennium only the Servindia Agricultural and Industrial School at Mayanoor, Trichinopoly District, continued to work during the period under review. The agricultural school opened by the Ramnad District Board at Sivaganga in 1939--40 was closed three years later and the C.S.M. Agricultural school at Melrosapuram, Chingleput District, was closed in 1944. Three new schools were opened during the quinquennium. These were the Harijan Industrial School, Conjeevaram, which included Agriculture among its subjects of instruction, the Mangalagiri Rural centre, Tinnevelly District and the U.L.C.M.Rural Reconstruction

Guntur. As all the institutions provided instruction in industrial subjects, they were under the control of the Director of Industries and Commerce. Their total enrolment at the end of 1946--47 was 100.

Farm Schools under the control of the Director of Agriculture:- The number of farm schools intended for agricultural labourers and their children increased from three to four during the first year of the quinquennium by the opening of a school at the Agricultural Research Station at Samalkota. All the four schools were working at the end of the quinquennium. The school at the Sugarcane Research Station, Anakapalle, had an average strength of 33 pupils and 34 adult labourers in 1946--47 as against 29 pupils and 43 adult scholars at the end of the previous quinquennium. The school at the Central Farm, Coimbatore had an average strength of 31 pupils in 1946 as against 36 in 1941. Most of the pupils were part-time scholars and during the last year of the quinquennium the school came under the scheme of compulsory education extended to the area and was therefore expecting to improve its strength The school at the Agricultural Research Station, Polur, improved its strength from 31 in 1941--42 to 43 in 1946-47. The new school at Samalkota was opened on the 1st September 1942 with only three standards and 15 juvenile and 20 adult pupils. The fourth and fifth standards were opened in December 1944 and August 1945 respectively. The school had a strength of 25 in 1946--46. All the four schools were complete lower elementary schools and all were single teacher schools. The pupils worked part of the day on the farms for which they were paid wages at varying rates according to their capacities and the agricultural operations they were employed for, as well as the standards they were reading in.

Certified schools under the control of the Chief Inspector of Certified Schools:- The number of Government and private certified schools formerly under the control of the Inspector-General of Prisons and transferred to the control of the Chief Inspector of Certified Schools, Madras rose from 3 and 2 respectively at the end of the last -- quinquennium to 4 and 3 towards the end of the quinquennium under review, due to the opening of a Junior Certified School by Government at Tanjore in July 1945 to relieve overcrowding in the existing schools at Chingleput and Ranipet and the recognition of the Roman Catholic Girls Higher Elementary Training School, Vellore, as a certified school under section 6(2) of the Madras Children's Act, 1920. The Junior Certified Schools at Bellary and Ranipet and the Senior Certified School at Chingleput had 449, 720 and 675 pupils respectively in 1946--47 as compared with 416, 490 and 569 in 1941--42. The strength of the new school at Tanjore was 496 on 31st March 1947. The rise in numbers is attributed to the deterioration of the economic conditions of most classes of society and a comparatively more intensive working of the Madras Children's Act. General Education up to standard VIII in most of the schools, vocational instruction, ample facilities for sports and games and extracurricular activities like Debating Societies, Scouting and Junior Red Cross work were provided in all the schools. The Chingleput School presented candidates annually for the Government Technical Examinations and the Bellary School for the VIII Standard Public Examination. The cost per head per annum in respect of these schools for 1946 varied from Rs.218/- at Chingleput to Rs.260/- at Tanjore. An interesting fact revealed in the Inspector-General's report is that 12 children were handed over to Col. Ford Thompson, the mind-study expert at Avadi. Of the schools under private -

management, the girls' school maintained by the Madras Children's Aid Society at Kilpauk had an average attendance of 207 daily during 1946, as compared with a strength of 114 returned in 1941--42 and the mixed school maintained by the Madras Society for the Protection of Children at Washermanpet had a strength of 133 (93 boys and 40 girls) at the beginning of 1947, as compared with 131 pupils in 1942. Both these schools were moved to Tanjore in March 1942; and while the latter has been moved back to its own buildings at Madras in July 1946, the former continues at Tanjore. Education is imparted in these institutions on the same lines as in Government Certified schools, but the Madras Children's Aid Society has also been sending up some of its elder girls for teachers' and midwives training. The Roman Catholic Girls' Higher Elementary Training School at Vellore had only one certified pupil who received education along with other pupils in the school. All the certified schools were inspected annually by the inspecting officers of the educational department and by the Adviser to Government on Manual Training. Towards the end of the quinquennium Government passed orders in G.O.No.MS. 873, Home, dated 5th March 1947 separating the control of all certified -- schools from the Jail Department and placing them under a Chief Inspector of Certified Schools.

2. Borstal and Jail Schools:- There were 12 Borstal and Jail Schools in the Presidency at the end of the quinquennium as against 9 such schools at the end of the previous quinquennium in the place of the Borstal School at Tanjore, a home for detenus was run for some time and eventually in July 1946, a new certified school was started. Thus there was only one Borstal School at the end of the quinquennium and it was at Palamcottah. Of the 11 Jail schools, one was attached to the Presidency Jail for Women,

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Vellore. The others were attached to the Central Jails at Bellary, Cannanore, Coimbatore, Madura, Rajahmundry, Salem, Trichinopoly, Vellore and Vizagapatam and the Penitentiary, Madras. The total strength of the Borstal - School, Palamcottah, was 738 and that of the 11 Jail Schools was 1,333 or 2071 in all on the 31st March 1947 as compared with 2,131 in 1941--42. The schools were inspected annually by the officers of the educational department. The jails have well-stocked libraries and the inmates are allowed to make free use of them. There were at the end of the period under review 12,792 volumes in all the jail libraries, including 742 volumes added and excluding 161 wornout by the use and removed during the year 1946--47. Sanction was accorded for the purchase of library books to the value of Rs.7,000/- in all jail and borstal schools during the latter half of the year. Besides secular instruction in the schools, lectures on religious and moral subjects were regularly given by the Honorary Lecturers appointed for the purpose and by the members of the teaching staff.

Schools under the control of the Director of Public Instruction, M a d r a s.

(1) Engineering Schools:- The subordinate engineering class attached to the College of Engineering, Guindy, continued to be the only recognised school of engineering ~~till~~ until it was after the 31st March 1946, the Road Construction and Minor Irrigation Overseers courses opened by the -- Annamalai University in July 1945 being treated as a part of the University and not being separately enumerated as an Engineering School, Subsequent to the end of the quinquennium under review the subordinate engineering classes were -- revived at the College of Engineering, Guindy. The strength of the subordinate engineering classes at the Annamalai University was 136 on the 31st March 1947.

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(2) Schools of Art and Music:- Of the five schools returned under this head at the end of the previous quinquennium and of the year 1946--47, consisting of the School of Arts and Crafts, Madras, reviewed among the schools under the control of the Director of Industries and Commerce, the Art Masters' and the Manual Training Classes attached to the Teachers' College, Saidapet, the Kumbakonam Art School, under Municipal management and the Teachers' College of Music, Madras, under private management and aided by Government, the manual training class at Saidapet was suspended during 1946--47 and the other four were working at the end of the period under review. The respective strength of the institutions on the 31st March 1947 was as follows:

1. School of Arts and Crafts, Egmore, Madras.	106
2. Art Masters' Class, Teachers' College, Saidapet.	7
3. Municipal Art School, Kumbakonam	78
4. Teachers' College of Music, Madras	10

The Teachers' College of Music presented 4 men and 9 women candidates in April 1946 for the examination for teachers' certificates in Indian Music and all of them were declared successful.

3. Schools of Commerce:- The three aided schools of Commerce at Pudupet (Madras), Madura and Mangalore continued to work efficiently and their total strength on the 31st March 1947 was 398 as against 336 at the end of the previous quinquennium.

The total number of commercial schools in the approved list maintained by the Secretary to the Commissioner for Government Examinations was 224 in 1946--47 with a strength of 9397 as compared with 298 in 1941--42 with a strength of 8020 and 233 in 1945--46 with a strength of 8,770.

Government Technical Examinations:- The Government Technical Examinations under the groups of Agriculture, Commerce, Drawing, Dress-Making and Tailoring, Engineering,

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Music, Printing and Textiles continued tobe held annually by the Secretary to the Commissioner for Government Examinations. The examinations were held in 46 subjects in 1946--47 and the total number of subjects - candidates examined and passed that year was 12,584 and 5857 respectively. The largest number of candidates appeared for the examinations in the Commerce, Drawing and Dress-making groups.

Schools for children employed in factories and plantations:- The day and night schools maintained by the B. & C. Mills at Madras for the benefit of their part-time employees, whole time employees and children of the employees, which was the largest institution of the kind in the -- Province, with about 1,400 day scholars and 300 night scholars, was closed in 1942 due to war conditions.

The schools under the control of the Labour Department working at Cinchona Factory, Naduvattam, had a total strength of 88 at the end of the quinquennium. The three labour schools started by the Labour Department in the year 1945-1946 in the Cinchona Plantations, Anamallais, in Coimbatore District worked with a strength of 846 pupils at the end of the quinquennium.

Schools for the Blind, Deaf and Dumb and other Defective children.

Number and Strength of Schools:- Two new schools were opened during the second year of the quinquinnium and the total number of schools of all kinds of defective children thus rose from 12 in 1941--42 to 14 in 1946--47. The new schools were (1) The Leper School at Ramachandrapuram, East Godavari District, and (2) St. Stanislaus Leper School at Kumbakonam, Tanjore District. Of the 14 schools, the Deaf and Dumb Schools at Coimbatore and Karaikudi were under Municipal management and the rest under private --

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management. Four of the schools were for the blind, four for the deaf and dumb, one for the blind as well as the deaf and dumb and five were for leper children. All the schools were mixed schools except the Tinnevelly Diocesan Trust Association's school for Blind Girls' at Palamcottah. The Deaf and Dumb School, Palamcottah, though a mixed school, was treated for purposes of classification as a girls' school. The Victory Memorial Blind School, Poonamallee had besides, the educational section enumerated in this report, an industrial section. Due to war conditions in 1942, the Deaf and Dumb School, Mylapore, was shifted to Tirukoilur in South Arcot District and the Deaf and Dumb and Blind School, Teynampet, was moved to Srivilliputtur in Ramnad District. Both were moved back to Madras during the last year of the quinquennium.

The following statement gives the strength of the schools:

	Strength as on 31st March. 1942. Boys.	1942. Girls.	1946. Boys.	1946. Girls.	1947. Boys.	1947. Girls.
1. The Luthern School for the Blind, formerly known as U.L.C.M.Blind School,Rentachintala.	18	16	15	14	20	17
2. Victory Memorial Blind School, Poonamallee.	23	11	35		36	..
3. T.D.T.A.Blind (Boys) School,Palamcottah.	31	..	28	..	31	..
4. Deaf and Dumb and Blind School, Teynampet.	201		69	101	168	..
5. Municipal Deaf and Dumb School, Coimbatore.	31	9	25	9	34	12
6. Municipal Deaf and Dumb School, Karaikudi.	15	3	17	5	11	4
7. Deaf and Dumb School, Mylapore.	43	48	20	35	58	..
8. Bethesda Leper Hospital School, Narsapur.	33	11	29	12	27	14
9. The Leper School,Dayapuram, Ramnad.	70		31	5	26	4
10. The Leper School, Ramachandrapuram,East Godavari	NEW.		51		35	25
11. St.Stanislaus Leper School,Kumbakonam.	NEW		37		49	..
12. Leper Day School,Bapatla	20		13	11	9	8
13. Deaf and Dumb School, Palamcottah.	69	55	41	54	38	55
14. T.D.T.A.Blind (Girls Palamcottah.	..	28	..	30	..	27

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All the schools provided general education for their pupils atleast upto the V Standard and gave special attention to several small cottage industries like Rattan-work, Weaving, Tape-making, Tailoring, Bee-keeping, Gardening and in the case of girls other than the blind, needle work and dress making, Schools for the blind used the Braile alphabet for reading, the Braille typewriter for writing and the Taylor frame for number work. Music, Kummi and Kolattam were popular in these schools. Articulation and lip - reading were the special methods used in schools for dumb children and their tastes in the direction of drawing, painting, needle-work and embroidery were encouraged. Medical attention formed a chief feature of leper schools. Games, both out-door and in-door, were common curricular activities in all types of these schools and scouting for boys and guiding for girls were provided as extra-curricular activities. Most of the schools were residential ones, where the pupils were given free lodging and boarding. The successful work of the schools has become so well known during recent years that handicapped children from well-to-de homes have been attending some of them.

Teachers:- During the quinquennium, 13 candidates (4 men and 9 women) appeared for the examinations conducted annually by the Secretary to the Commissioner for Government Examinations, Madras for the award of certificates of competency to teach in schools for defective children and 12 of them (4 men and 8 women) were declared successful in these examinations.

Oriental
Indigenous and Private Institutions:- The total number of advanced Sanskrit Schools at the end of the quinquennium was 36 for boys and 3 for girls, the strength in the former being 1658 boys and 533 girls and in the latter 303 girls. There were 4 advanced Tamil schools with 194 boys and 14 girls on rolls on 31.3.1947. The number of elementary sanskrit schools for boys and girls was 24 which had on rolls 648 boys and

377 Girls.

The number of unrecognised private schools returned during 1946--47 was 228 and their strength was 7,810 boys and 739 girls.

I. ADULT EDUCATION, LIBRARIES AND REGISTRATION AND APPROVAL OF BOOKS.

Institutions for Adult Education:- The Adult Education class attached to the Teachers' College, Saidapet, continued to work during the period under review. The classes were held in the evenings. Apart from teaching pupils through books, supplemented by charts and appliances, lecturers on useful general knowledge subjects were also arranged. The classes were conducted by the pupil teachers in the college and they were maintained by voluntary contributions and subscriptions.

The night school run by the Social Service League attached to the Presidency College and the Adult Night School attached to the Government College, Kumbakonam, worked during a part of the quinquennium but were reported to have been closed at the end of the quinquennium due, obviously, to the poor attendance at these classes.

Two Adult Education classes were run during the year 1946--47, one at Kondavaram, Pithapuram Taluk and the other at Samalkota. The classes at Kondavaram were conducted by the Gramabhivrudhini Sangham, Kondavaram and the classes at Samalkota were run by the Adult Labourers' School, Agricultural Research Station, Samalkottah.

Six villages within a radius of 5 miles of Pasumalai had night schools for Adults run by the Pasumalai Training School. There were 132 students of which 18 were women in 1946--47. The night school at Pasumalai received financial aid from the Pasumalai Co-operative Stores and for the support of the other schools, contributions from the Madura District Adult Association, Pasumalai Y.M.C.A. etc. were

These were six adult education centres in Sri Vaikuntam range with a total strength of 200 pupils and there were also two night schools, one in Tiruchendur and one in Koilpatti.

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received.

Adult Education work of the Indian Women's Civic Corps:

By far the most sustained and widespread and therefore the most outstanding work in the field of Adult education in the Presidency was that carried out during the later part of the quinquennium by the Indian Women's Civic Corps. Originally formed as the Women's Branch of voluntary Civil Defence organization during the war, the Corps gradually assumed the character of a peace-time organization working for the education and general welfare of women. Adult education among women thus formed the main part of its work and at its six centres in every town of the 26 towns in the Presidency which had I.W.C.C. Branches, adult education classes were held mostly in the afternoons on specified days of the week. A scheme of instruction on a wide variety of subjects was followed, which included, besides classes for literacy, classes in cooking and practical nuitrition, dietetics, needlework, cutting and embroidery, knitting, basket making and other cottage industries, the making of soaps, perfumery, "kumkum" and other articles of toilet, the making of preserves and pickles, music and other recreative arts, spinning and tape-weaving etc. Almost all the instruction was accompanied by practical demonstrations, the most notable among which were those on cooking of hitherto and unfamiliar foods as substitutes for those of which there was scarcity and on the maintenance of slums in hygenic and sanitary conditions. General knowledge talks, entertainments and excursions also formed occasional variations of the programmes at the centres. Practical guidance in the obtaining of ration cards, propaganda in connection with prohibition and the small savings scheme, the preparation and use of ~~xxxx~~ inexpensive home remedies, firstaid and home nursing, and the care and upbringing

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of children, including pre-school education formed part of the educational work of the centres. The Commandant of the Corps has reported that nearly 1,100 women learnt to read and write in 1946 and that the number attending adult literacy classes in 1947 was estimated tobe about 1,500, while the number of women attending the 220 centres and receiving the benefit of general adult education was nearly 8,000. The corps worked as a Government organization through the agency of a salaried staff and with the co-operation of the several departments of Government and of a large number of honorary workers, the chief of whom were the Branch Leaders. It had a Provincial Executive Committee the successive Presidents of which were the Hon'ble Lady Hope and the Hon'ble Lady Nye and Dr. (Mrs.) Soundaram Ramachandran was appointed Chairman of the Committee for three years from 1946--47. The work of the Corps was noticed with approbation in several quarters and has been recognised as the first effective large scale organised endeavour in Adult Education.

Educational Associations and Reading Rooms:- The number of Educational Associations including the associations of teachers such as the elementary school teachers' association, staff associations in secondary schools, District and Provincial Guilds and Associations, Managers' and Teachers Managers' Associations of Elementary Schools and Unions of Elementary School Teachers was 2,214 with a membership of 94,120 including 18,569 women in 1946--47 compared with 2,208 with 162,995 including 13,957 women members in 1941--42. The number of reading rooms and literary associations both registered and unregistered was 769 with a membership of 846,240 as against 1,636 returned in 1941--42 which had 2,242,218 members.

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2,242,218 members.

Public Libraries:- The total number of Public Libraries under various kinds of managements was 1,544 during 1946-47 as against 1,563 in the previous year and 1,236 in 1941--42 The number of libraries specially intended for women was 8, the same as at the end of the last quinquennium. There were 201 registered libraries under private managements during the year as against 180 in the previous year and 147 in 1941--42. A comparative statement showing the books and number of/journals available, the number of persons who made use of the libraries and the expenditure incurred on these libraries for the years 1941--42, 1945--46 and 1946-47 is furnishedbelow:

1. Number of Libraries under:	1941--42.	1945-46.	1946-47.
i. Government	1	1	1
ii. District Board and Panchayats	905	1122	1159
iii. Municipalities	54	63	102
iv. Co-operative Societies	50	46	47
v. Private Management	226	331	235
	1236	1563	1544
2. Number of books and journals available in these libraries	769522	1050296	1135223
3. Number of persons who made use of these libraries.	2488780	3446331	3766202
4. Total expenditure:	Rs.	Rs.	Rs.
i. From Provincial Funds	26213	65186	76098
ii. From Local Funds	53903	91701	122131
iii. From private funds	74880	145345	626188
Total: ...	155056	302232	824417

The above figures show that, while the number of libraries has slightly fallen during the past year, there is a marked increase in their number for the quinquennium as a whole and in the number of books and journals available in the libraries and the number of persons who made use of these libraries. The Inspection of the libraries was as usual conducted by the officers of the Educational Department.

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Use of School libraries by public:- The number of schools libraries thrown open to the public, in acordance with G.O No.1421, Education and Public Health, dated 22nd June 1939 was 148 during 1946--47 as against 149 in the previous year. There was an increase in the number of volumes used for from 12,542 to 16,162. The number of persons who made use of the libraries also increased from 4,711 in the previous year to 7,405 during the year under report. While the proportion of the number of school libraries thus thrown open to the public was very small in comparison with the number of schools, it was also reported that the scheme was not working satisfactorily even in some of these centres where it was in vogue, for the reason that (i) the books kept in the school libraries were not best suited for the general public, and (ii) there were public libraries in certain localities containing books more suitable to the public.

Government Oriental Manuscripts Library:- The library was shifted for safety to Thirupathi in April 1942 and was housed in the Sri Venkateswara Oriental Institute buildings till the year 1945--46, when it was transferred back to Madras and housed in a portion of the Madras University Library buildings as before. In the place of the part-time Curatorship of the Library held by the Professor of Sanskrit and Comparative Philology, Presidency College, or by the Superintendent of Sanskrit Schools, a full time curator's post was created from the 1st July 1942. The post was held by Dr. A. Sankaran, M.A., Ph.D., and later by Syed Fazhullah Sahib Bahadur, M.A., L.T. A qualified Munshi in Islamich languages was also appointed that year to be in charge of the Islamic section of the library. An Assistant Librarian for the Islamic Section, a Marathi Pandit and a Telugu Pandit were added to the staff in 1943--44.

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The number of visitors during the quinquennium was 14,687 and the number of works consulted by them was 22,982 as against 23,272 visitors and 48,615 works consulted during the previous quinquennium. Although there was a decrease for the whole period the number of visitors for the year 1946--47 was an increase over that of 1945--46 from 2,564 to 2,734 and the number of works consulted also increased slightly from 3532 to 3687

The number of manuscripts issued on loan to institutions and individuals was 88 in 1946--47 as against 68 in the previous year. The chief borrowers were the Professors of the Oriental Research Department of the Madras University, the Gaudiya Math, Rayapettah, Madras, the Professor of Sanskrit and Comparative Philology, Presidency College, Madras and Sri Vridhagiri Sarma, retired Accountant-General Among those to whom transcripts were supplied were Bharatiya Vidya Bhavan of Bombay, the Universities of Calcutta, Lucknow and Travancore, the Curator, Bhandarkar Oriental Research Institute, Allahabad, the Principal, Government Sanskrit College, Banares and many private individuals. The total number of transcripts supplied was 26, of which 25 were in Sanskrit and one was in Kannada, the number of granthas copied and supplied being 45,615 in 1946--47 as against 19,806 in 1945--46.

Several manuscripts were added by one or other of the three traditional methods of presentation, purchase and transcription. Sixty-eight manuscripts were acquired by presentation, 1946 by purchase, including a book of rate value purchased in 1944--45, and 11 by transcription from manuscripts lent among others by the Librarians. The India Office Library, London, and the Secretary, Royal Asiatic Society of Bengal, Calcutta, Restoration of injured manuscripts by copying on good paper formed another important

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part of the work of the library and 381 manuscripts were thus restored during the quinquennium, the largest number in any year being 209 in 1946--47. Mending and repair work was considerably held up for want of facilities and non-availability of Chiffon and only 9 manuscripts were got mended in 1946--47 by the Madras Record Office at Chiffon as against 39 in 1945-46, while out of 1,000 volumes which require to be bound, arrangements could be made for the binding of only about 500 volumes at the Central Jail, Vellore, the rest remaining to be bound. In the preservation of manuscripts from decay, the chemicals recommended by the Keeper of the Research Laboratory of the British Museum were purchased and applied to the manuscripts and printed books in the library, besides the periodical dusting of the manuscripts by the dusting coolies, changing of labels and renewing thread thabalack, placing of Para-Dichlor Benzene on racks and spraying manuscripts and books with para-nitrophenol. Financial limitations precluded the use of such methods as air conditioning, fumigation and lamination for the preservation of the originals and of photo-stat, micro-filming and such, mechanical devices for the making of copies.

Cataloguing of the manuscripts was in different stages of progress in the different languages and cataloguing of the printed books on the lines of the India Office Library, London, was undertaken and was in progress at the end of the quinquennium.

With the resumption of the work of the library under normal conditions at Madras, the Advisory Committee was revived in G.O. No. 1750, Education, dated 11th September 1946 with Dr. S.R.U.Savoor, M.A.(Cantab), D.Sc.(Lond), Bar-at-law, I.E.S., Director of Public Instruction, as the ex-officio Chairman and the Curator as the Ex-officio convenor. The first meeting of the committee was held on 16th December 1946.

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The Connemara Public Library:- The total number of books added to the Library during the quinquennium was 3,046 including 619 added in 1946--47, and the number of new periodicals subscribed for was 17, including 3 subscribed for in 1946--47. From the funds provided for by the Dhanakoti Mudaliar Endowment, 23 costly books on Fine Arts were purchased during this period, as against 10 such books purchased during the previous quinquennium.

The average number of readers during the year of the period under review was 45,817 as against 47,916 for the previous quinquennium. The number of readers who visited the library in 1946--47 was 59,515 as compared with 52,289 of the previous year; and the number of volumes consulted was 178,545 as against 157,140 in 1945--46. For the quinquennium as a whole, the annual average number of volumes consulted was 116,304 and the annual average number of volumes lent was 40,936 for the quinquennium and 50,074 for 1946--47. The daily average number of depositors on the books for a year was 1,098 for the quinquennium and 1,626 for 1946--47. The number of volumes lent to mofussil libraries in that year was 32 as against 28 in the previous year. Two new mofussil libraries were affiliated to this library during this period. From the year 1945--46, the Government permitted the working of the Library from 8 A.M. to 5.30 P.M. through/the year.

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Registration of Books:- There was a steep fall in the total number of publications registered by the Registrar of books from 14,386 books and 4,631 periodicals for the previous quinquennium to 9,438 books and 3,318 periodicals for the period under review, due obviously to the paper scarcity during the years of the war. The number of books varied from year to year, being the lowest in 1943--44 with

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1,657 and the highest in 1945--46 with 2,134, which fell to 2,072 in 1946--47; the annual average was 1,888. The number of periodicals remained nearly the same with only small variations ranging between 688, the figure for 1942--43, and 631 that for 1943--44; the number efor 1946--47 was 660 and the annual average was 664. Among the 12,756 books and periodicals there were 9,678 publications returned as original works, 2,658 as re-editions and 420 as translations; of the 2,732 publications of 1946--47, there were 1,975 original works, 670 re-editions and 420 translations. The percentage of the number of books intended for educational purposes to the total number of books registered in the successive years of the quinquennium were 41, 31, 27, 34 and 34 and the average percentage for the whole period was 32. The volume of literary output varied from district to district, according to the degree of enterprise, printing facilities and reading demands in the respective districts, but Madras held the leading position throughout, with one or more among the districts of Kistna, Guntur, Madura, Tanjore and Trichinopoly coming next in particular years. In G.O. No. MS. 1030Ø Education, dated 10th July 1944, Government approved the proposal for the payment of remuneration at fixed rates to outside persons employed in the office of the Registrar of Books in connection with the work of reviewing books in languages. Necessary action was taken in respect of cases of default on the part of the keepers of printing presses who failed to comply with the provisions of the Press and Registration of Books Act. The tone and content of most of the books registered during the period under review were unobjectionable.

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The Madras Textbook Committee:- The Madras Textbook Committee continued to work under the rules laid down in G.O.No. 1694, Education and Public Health, dated 2nd September 1940, with the Director of Public Instruction, Madras as its

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President. In G.O.No. MS. 1383, Education, dated 14th October 1943, the Government accepted the recommendation of the Director of Public Instruction that the term of office of the members nominated in 1941 be extended upto the 31st March 1944. The first triennial report of the Committee was presented in 1944 and was recorded in G.O.No.MS. 1156, Education, dated the 7th August 1944. The Government in their order No. MS. 529, Education and Public Health, dated 10th April 1944, nominated 40 members to the committee to hold office for a period of three years from 1st April 1944.

Consequent on the re-introduction of textbook for non-detailed study in English and other language, the provision of an additional classification, namely, Class use Non-detailed study, was approved by Government in their order No. MS. 717, Education, dated 4th May 1945. Due to the difficulties in obtaining white printing paper for ~~text~~ books during the war years, publishers were permitted, as a temporary measure, to use newsprint for the printing of books to be approved by the Committee for use in schools.

Five meetings of the committee for the consideration of textbooks for elementary schools and six meetings for the same purpose for secondary schools were held during the quinquennium. In all 6,802 books were reviewed by the committee during the quinquennium and 2,863 of them were approved under the several classifications, as compared with 16,138 and 12,808 respectively during the previous quinquennium. Thus in spite of the relaxation in respect of the quality of paper, the scarcity even of newsprint was responsible for a large fall in book production. The smaller proportion of approved books to the total number of reviewed indicated the progressive rise in the standards of content and presentation demanded in books for use in schools. Of the 6,802 books considered and 2,803 approved, 2,476 and 1,003 respectively were intended for elementary schools.

The number of registered publishers increased from ~~124~~ 142 to 215. A sum of Rs.19,200/- was realised as registration fees as against Rs.32,800/- during the previous quinquennium. Scrutiny fees amounted to Rs.48,236/- as compared with Rs.30,837/- in 1940--41 and 1941--42. These receipts left a surplus of Rs.28,682/- over the expenditure during theperiod under review.

At the instance of the Postmaster-General, Madras, registered publishers were advised to include a lesson on "The Journey of a letter" in the text-books published by them and copy of the lesson as furnished by the Director-General, Posts and Telegraphs, was supplied to the Publishers. Publishers were also advised to avoid certain controversial topics or references in the text books offered by them. In all cases where text-books were not approved the reasons were furnished in detail to the publishers to enable them to rectify the defects if they intended to submit the books again for approval.

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IX. BOYS SCOUTS.

During the five years under review the Boy Scouts Association, Madras Presidency made a slow but steady progress both in number and efficiency in spite of the Great World War. The strength rose from 16,526 in 1942 to 26,727 at the end of March 1947. The technical efficiency of Scouts was equally satisfactory as may be seen from the First Class, King's Scout and Proficiency Badges earned by the Scouts. District and Local Associations continued to carry on their voluntary service and made no little contribution towards the progress of the movement. During the period under review the association reached a high water mark of 124 Training courses in which were trained 6,219 scouters and almost all the Training Schools in the Presidency availed themselves of the training and helped to spread the knowledge of scouting through their pupil teachers. Two Scout Wood Badge courses and one Cub Wood Badge Course and one Commissioners' course were also conducted during the period. The Teachers' College at Saidapet and the Weston College at Royapettah held special training courses for the L.T. students. The Scouts rendered yeoman service to pilgrims at different festivals, and the invaluable help at the "Mahamakam Festival" at Kumbakonam and Krishna and Godavari "Pushkaram Festival" at Bezwada and Rajahmundry have been most appreciated both by the Public and the Government authorities. Several of the scouts and scouters rendered very useful service as members of the Civil Defence Service and A.R.P. Organizations and some of them have actually joined Military Service. Their help at the Evacuee Camps, War Exhibitions, Military Tattoos and other war-time activities call for special mention. A most noteworthy part was played by the Scouts in the relief work at the

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tragic railway accident at Ongole in October 1946. The Central Camp conducted by the Madras Divisional Scout Council in 1945 went very far to encourage Scouting in the City, and the Silver Jubilee celebrations of the same -- Council and the Vizagapatam Council contributed much towards the creation of a new popular interest and enthusiasm for our scout work. Individual Scout Groups had their own annual meetings and rallies and particularly the Silver Jubilee Celebrations of the Dhanwantri Scout Group was presided over by Dr. S.R.U. Savoor, Director of Public Instruction, on the final day. The permanent training centres at the Stanley Park, Coonoor and at Evans Park, Tuticorin, were very well used by the scouts. The South India Boys Scout Magazine established in 1921 continued to help in disseminating new and up to date ideas of scouting and educating the public in general.

In response to the invitation issued by the Hon'ble Minister for Education, Sri T.S.Avinashilingam Chettiar, the representatives of the Roman Catholic Scout Federation, the Girl Guides Association and the Boy Scouts Association, Madras Presidency, met him at the Madras Secretariat on the 27th November 1946 to explore the possibilities of achieving unity in the Scout movement.

The Hindustan Scout Association:- The Hindustan Scout Association, which was started in the year 1938 and which had both Boy Scout and Girl Scout Sections, achieved much popularity during the quinquennium. Although the strength fell from 19,443 of all ranks in 1941--42 to 16,507 in 1942--43, the figure rose to 25,152 consisting of 20,560 boys and 4,592 girls in 1946--47. The Government sanctioned a grant of Rs.3,750/- and later on raised it to Rs.7,500/- during the period under report. A contribution of Rs.40,170 was received from the public. In all 1,683 workers were trained during the five years under report. The Association

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had undertaken large scale scout service during (1) The Mahamakam at Kumbakonam in February 1945, (2) The Godavari Pushkaram in June 1944 and (3) The Krishna Pushkaram in July 1945, at which over 1000 scouts and scout leaders chosen for the purpose rendered sebvice to the many thousands of pilgrims attending these bathing festivals. Several publications were undertaken during the period besides themonthly publication of the Hindustan Scout Bulletin in English.

The Girl Guide Movement:- During the year 1946--47 the Girl Guides Association, Madras Presidency and States, has had a very active and useful time. Much effort has been put into Guiders' Training. The association was fortunate in a long visit from the All India Trainer, as well as being able to secure the services of a full-time Provincial Local Adviser. New companies and flocks have started up and, but for lack of trained Guiders, many more might be functioning. The Provincial Commissioner, Mr.M.N.Clubwala, has played a leading part in the Education Minister's efforts to bring together all Scout and Guide Associations in the Province, and it speaks well for the future of the Scout and Guide Movement that the first meeting of the Joint Board was called in April 1947. The years 1942--47 were greatly overshadowed by war. Training was carried on with great difficulty. Much good work was done quietly in the way of knitting, hospitality, first-aid and general usefulness by the Guides and Guiders.

The Catholic Scout andGuide Federation:- The Catholic Scout and Guide Federation of India was founded by the late Rev.Fr. Thomas Gaven Duffy of the Foreign Mission of Paris of the Archdiocese of Pondicherry, who was its first general Chaplain. In 1934, while in Australia duringthe World Scout Jamboree, Father Gaven Duffy discussed with the late Lord Baden Powell proposals for Catholicising the movement in India so that the Catholic Institutions in India could

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be made to see the useful lever that ~~scouting~~ scouting was in Education and make use of it. In 1937 the Catholic Educational - Council of South India set up, with the approvalof almost all the Bishops of India, a Board of Cathelic Scout Control. Provisional regulations and a skeleton constitution were drawn up in 1938 and on 9th February 1939, the Federation came into existence to co-ordinate, under Catholic auspices and in conformity with Catholic Educational Ideals, the efforts of Catholic Parishes and Catholic institutions in India, as is the practice abroad, in the use of those methods, principles and exercises which are usually associated with "Scouting" in the education of boys and girls. The creation of the Federation was really an answer by a true Educationist to the challenge of Scouting. "We think we have something to offer you. Here is a programme that we feel is based on a sound psychology of adolescence. But in itself it is incomplete. We have dealt only with the natural side of the boy. We do not presume to go further. That is your field. If you think that what we have to offer will help you in your youth programme, take it and use it as you will. Build upon it, supernatural on natural as house upon foundation. We will be happy if we have made even a minor contribution in your work for the boy of today upon whom both State and Church must rely to-morrow." Among those first realised the possibilities of the movement were His Grace the Most Rev. Dr. L. Mathias, S.C., Archibishop of Madras, and the Brothers of St. Gabriel of Montfort School, Yercaud; and Catholic Scouting was first started at Tindivanam of the Archdiocese of Pondicherry under the personal supervision of Father Gavan Duffy and at Yercaud under Brother Eleazar. Catholic Scout Units of the Federation were formed in almost all the Dioceses of South India. The Girl Guide section progressed alongside being first started in the Presentation Convent of Madras. After

the death of its Founder in 1941 organization efforts continued and with the support of the Management of Tindivanam school and later of prominent members of the Hierarchy of South India, progress was made. On 1st October 1945, His Grace the Archibishop of Madras formally became its President in his capacity as National Director of the Committee of Catholic Action of the Catholic Bishops conference ~~in~~ of India. He declared the particular aim of the movement to be: To help the boys and girls of the Catholic Institutions of India, irrespective of caste, creed or race, to become trustworthy citizens of India, reverencing God, living His Laws and subordinating personal interests to the welfare of others. Beginning with 11 units and 15 officers in 1938, the movement grew to a strength of 179 units and 295 officers in 1942. The strength in 1947 consisted of Bluebirds 566, Cubs 1802, Girl Guides 864, Boy Scouts 2,998, Rangers 175, Rovers 80, Guiders 149, Scouters 236 - Total 1,754 girls and women and 5,116 boys and men.

The public activities included a rally at Tindivanam on the 9th September 1942 with an attendance of 600 and a rally and inter-unit competitions at the same place from the 16th to the 19th September, attended by 800 members of all ranks. Eight training courses were held in 1945 and 10 in 1946.

Junior Red Cross:- The number of groups increased from 1,033 at the end of 1941 as recorded in the previous quinquennium report to, 3,545 at the end of 1946. The Juniors all over the Presidency played a commendable part in relieving suffering and collected money for Red Cross Work among the wounded, air-raid victims and refugees. Many groups in girls' schools made blouses, skirts and frocks for refugee children arriving in Madras. They raised funds for the

feeding, clothing and education of the poorer school children for work in the cheries, for gifts, to the sick in hospitals and numerous other activities. Fairs and festivals have provided opportunities for services on a large scale, and health exhibitions and demonstrations at such gatherings were organized. Contemporary movements such as grow more food campaigns were included in many junior programmes. In 1942 picture albums could not be exchanged with foreign groups, but were exchanged with groups in the Madras Presidency and in other provinces and States of India. In 1943, famine, floods, epidemics, the rising cost of living all provided Juniors with opportunities of service to which they responded nobly. Money and gifts in kind were sent for Bengal, Malabar and the Ceded Districts; money was raised and service was offered to the sufferers from floods; teaching and assistance were given during epidemics. Gardens sprang into existence to "Grow more food" and the produce went to hospitals, poor school fellows and the like. Some groups organised reading circles and libraries for the spread of general information and knowledge among the public, others did the same in hospitals and gave entertainments to the patients. Personal and group health activities were more popular than ever and a number of exchange albums, fostering friendliness, passed between Madras Juniors and groups in other parts of India. Work for war victims consisted in raising money in a variety of ways, for prisoners of war, military hospitals and Chinese Greek and Polish refugee children. A special feature of the activity in 1944 was the introduction of the Stamp Card Scheme for raising money for the wounded and prisoners of war and in 1945, the Juniors collected a sum of Rs.2587/11/- through this scheme; in addition they gave about Rs.100/-

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for the relief of prisoners of war. The Juniors also raised money for various kinds of Red Cross work by other means and the contribution of many girl juniors in making garments for refugee children in Burma was very commendable. Altogether 1967 garments ranging from frocks for 8 year olds and shirts for small boys to blouses and skirts for elder girls were made for by the girls. Famine conditions in the Province and special appeals for relief of distress called forth immediate response from Juniors. An appeal through the League of Red Cross Societies for destitute French children was answered by donations from Madas Juniors of nearly Rs.3,000/- in a few months, while 6 the Disaster Relief Fund the groups gave over Rs.400/- in small sums throughout the year. The next year, 1946, revealed all round development and progress in Junior Red Cross activities in schools. A considerable improvement was found in the quality of work turned out. There was an apparent decrease in membership between 1945 and 1946 due to groups failing to re-register, although the majority of them submitted their annual reports showing that they were carrying out their activities.

District conferences were held in Madras, Ramnad, Tinnevelly, Bellary, Karaikudi, Kurnool, Salem, Coonoor and Ketty under the auspices of our District Branches. A Provincial Junior Red Cross Counsellors' Training conference, the first of its kind in India, was held in Madras from 24th April to 1st May 1947. Lectures on prevention of blindness were held in many of our districts for school children. The activities of groups are also encouraged through All India and Provincial Essay competitions. Two prizes in the All India Essay competition were won by groups of this Presidency. The Madras Provincial Branch paid three subscriptions of Rs.50/- each to Headquarters Film Circulating Library for supply of monthly films (Health and Red Cross) to District Branches, for the benefit of the Juniors.

X. EXPERIMENTS IN EDUCATION.

Major J. Ford Thompson's experiment in Character Training:- A unique and pioneer experiment in the character training of twelve delinquent boys, which should be of particular interest to all educationists, was conducted by Major J. Ford Thomson, Adviser to Government in Child Psychology, at Avadi during the last year of the quinquennium.

The material:- The twelve boys, aged from eleven to fourteen, typical inmates of the Madras Children's Aid Society's Ramnad Home, were placed in Major Ford Thomson's custody, by the Juvenile court. They were all undisciplined and lying, cheating, bullying, lack of self-control, disobedience and bad language were only a few of their faults. Most of them had got into trouble at home and were not on good terms with their people.

The Principles of Training:- Of the principles, Major Ford Thomson writes: "While we did a great deal for these boys in the shape of feeding and clothing them well, and providing good accommodation for them, that in itself is of little value in character training. After a time the pleasure and newness wear off and all these things become normality; a good physical environment is very desirable, but will not of itself turn bad boys into good ones.

"The first of these (principles) is that to influence a child adequately there must be a stage of mutual affection between child and educator. The child must not feel shy and scared in the presence of the adult, but must feel free to talk naturally. We achieve this by behaving towards them like a big brother; indeed, "Periannan" is the name the children know me by.

"Next, it is necessary to explain and discuss the ideals of conduct which it is desired to inculcate, so that the children come freely to accept them. If it is attempted to impose an ideal on an individual, he will resent it. The child must walk the road to good character side by side with

the adult, and not be dragged unwillingly along it. If this should happen, he is very liable, the moment he can achieve his freedom, to run back the way be came.

"Once the children have accepted a code of conduct as correct one can consider discipline. Children will always admit that knowing a thing is wrong will not keep them from doingit, if they feel an urge to offend against their accepted ideals. They will also invariably give-as their considered views, the opinion that fear of punishment is necessary to help them to do the right thing. When one discusses with children the nature of the punishment which they think they should receive for offences against their code - it being pointed out to them that punishment must be effective or it is useless in achieving its end - the effective punishments to their minds always boil down to two types; mental and corporal. I have never yet met a children who chose mental punishment in the shape of disgrace, tongue-lashing, humiliation or ostracism, in preference to corporal punishment without any concommitant mental element. So it was with the "Young Hopefuls"; one hundred percent of them voted for corporal punishment."

The Boys' Law:- The boys had a law period every day, and discussed which laws it was desirable to make. They had a law book in which they entered the laws they made, together with the appropriate punishment for infringement. No law could be written in the law book unless three quarters of the boys voted for it. No boy could be punished by any one unless he had broken the written law, and no boy was excused punishment if he broke the law. No boy could be given more punishment for an offence than that laid down by the law.

Boys were expected to own at the daily law period if they broke the law, and take their punishment. No one was

was allowed to report an offence until the boys concerned had had a chance to own up but if the boy did not own up when the law was read out, then it became a duty for any one who knew of an offence to report it.

Rewards were employed for special efforts and praise was liberally given whenever it was due.

The results: - Using thismethod the boys had a firm basis for their lives. They knew that they would never be punished for anything they did unless they had offended against known laws which they had had a hand in making; they knew that they would quite definitely be punished if they broke the law, but they also know that it was a limited punishment with a limited fear. They never knew the terrible haunting fear of mental punishment which tortures so many children. They felt secure and as a result, they were happy. When they were punished they felt no resentment, because the adult had no option but to carry out the law - the boys' own law.

The twelve delinquent boys were changed in a few months into most delightful children who were very popular wherever they went. In the place of the cringing, lying, foul-mouthed begger children stood real boys of spirit. The boys who had run away several times from their homes and were under lock and key in remand homes had no locks to keep them in at Avadi, but no boy ever tridd to run away, although it would have been the easiest thing in the world to do so.

There was only five percent of undetected offences with this group as opposed to ninety five percent in the normal school. From an average boy's incidence of punishment once in six days during the first three weeks, offences fell during the next three weeks to an average interval of thirteen days; and during the next fifteen weeks, the average interval was twenty nine days. Thereafter the punishment rate became stable with forty days as the average -

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interval. The boys were sent to their homes and the letters received from them indicate that all is well with them after two months at home.

The Project Method at St. Joseph's Training College for Women, Guntur:- To rouse enthusiasm and create variety in the mode of presentation, every class from Form I to Form VI was permitted to work out a project. All availed themselves of the permission and put forth their best efforts spontaneously. Some of the things, models, charts, and maps produced in the course of the project were quite creditable. The subject was chosen from the prescribed syllabus. It was a fortnight's project. The middle school worked out projects which were related one to another, namely Form I Means of communication: Form II: Postal System: and Form III: Exports and Imports of India. The high school worked out individual projects: Form IV: Paper Making, Form V: Bee-Keeping: and Form VI: History of Guntur District. The method produced the desirable effects, namely, thorough knowledge of the subject according to the required standard great zest for learning and for crafts; discipline during the period was good with less strain to the teachers and the taught.

The Use of Radiosets in Schools and Colleges: Due to war conditions, the increase in the number of educational institutions making use of radio sets for educational purposes was not as large as it could otherwise have been, but it was nevertheless sufficiently marked to indicate the tendency towards a large use of this educative aid to supplement class room instruction. Forty one of the 79 arts and professional colleges, 99 among the secondary and elementary schools for boys and the training schools for men and 20 among the secondary schools for girls in the Province had radio sets in use for a major part of the quinquennium under review, as against 21 sets in colleges, 82 in other institutions for boys and 11 in other institutions for girls during the

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previous quinquennium. Some of these sets were in use throughout the period, others were from time to time out of action due to the non-availability of spare parts for replacing worn out or damaged ones and a few were recently installed ones. Besides the Madras City, the districts which led the others in the use of radio sets in secondary schools were Ramnad, Coimbatore, South Malabar, Tanjore and Trichinopoly. Among all the European Schools in the -- Province as many as 20 sets were in use.

Only a small proportion of the schools attempted to co-ordinate the programmes with instructions and to provide the pupils with directions to benefit by the programmes. In the case of other schools the listening-in- was mainly for amusement. There were, however, instances of individual schools which co-ordinated the listening-in with preliminary instructions and post programme discussions; a few schools chose particular programmes like "Learn to sing". The pupils from a few secondary schools and colleges in the Madras City and in the mofussil themselves participated in some of the educational broadcasts. A few schools reported that the hours of the programmes were not suitable in relation to their own working hours, but the majority agreed that the hours were suitable, although no school provided specific weekly listening-in hours with its time table for a whole year.

Towards the end of the quinquennium a consultative committee for Educational Broadcasts was formed by the Madras Station of the All India Radio on which the Director of Public Instruction, Educational Officers and heads of educational institutions were represented and the programmes during 1946--47 were planned after consultation with this committee.

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Visual Education through Lantern Slides and Cinema Films:- War propaganda gave an impetus to the use of the magic lantern in many places and the cinemotograph in some places as the media to convey information. But these media were used much more outside schools and among the general public than within schools and for pupils. Actually many of the Magic Lanterns in schools were lent to the National War Front as the War Publicity Department was called. In a general way pupils of educational institutions benefitted by the use of these media. Educational institutions, particularly rural elementary schools, also benefitted by magic lantern lectures arranged by the Public Health Department in rural areas. In the Madras City and in a few municipal areas, the local Society for the Prevention of Cruelty to animals, occasionally arranged for magic lantern lectures on the Society's subjects. The use of the Cinemotograph was practically confined to the Madras city.

Both sub-standard (16 mm. non inflamable) and standard (35 mm. inflamable) films were used. The former were organised by a few private exhibitors in the school premises but outside school hours. Attendance was optional and a gate fee was collected. The films were ~~xixnenk~~ silent ones and a running commentary in Tamil or Telugu was given by the exhibitor himself. There was no introduction or follow-up by the teachers. Four schools in the city had their own projectors and they appear to have occasionally used them. Standard size films were exhibited by arrangements with local picture houses in different parts of the city under the auspices of an adhoc committee for visual education constituted by the Madras City Headmasters' Association in 1945. The films consisted of educational "Shorts" distributed by the Information Films of India through the Madras Branch. Many of the pictures were produced by the Information and Publicity Department of the Government of India but the

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the programme, included also some British and American productions. Except for an occasional Cartoon for variety the subjects were wholly educational.

The ad hoc committee arranged for the grouping of the schools, according to their strength and location and the capacity of the picture house serving, the area, the announcing of the dates and hours and the conduct and judging of an essay competition among the pupils to judge their reactions to the films exhibited. No admission fee was charged, but admissions were regulated under the supervision of the teachers of the respective schools. For the purpose of the competition, however, a fee of one or two annas was charged and the collections were held in deposit by the head-teachers for the award of prizes for the best essay efforts from the respective schools. The scheme was inaugurated by Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, at the Casino, Madras, in October 1945, and continued till the early months of 1946 when the local branch of the Information Films of India was closed.

Educational and school exhibitions:- Apart from the exhibitions organised by Elementary School Teachers' Associations, mentioned elsewhere in the report, several secondary schools organised educational exhibitions annually or occasionally in connection with school days, parents' days and the annual Education Week Celebrations. The exhibitions gave some scope for the expression of the talents of students and teachers alike and, besides being well-attended, proved to be of considerable educational value to parents, children and teachers. Such exhibitions were held annually also by the Madras District Teachers' Guild, but the most outstanding among all of them organised during the quinquennium was the one arranged in connection with the All India Educational Conference held at the Pachaiyappas'

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College, Madras, in December 1945. Apart from this the War Services Exhibition held at Madras in August 1943 was attended by several thousands of school children from the Madras City and from the Chingleput District, under special arrangements by which the mornings were wholly reserved for them and closed to the general public.

School excursions and camps:- Conditions of travel and of food rationing during the years of the war practically put an end to school excursions in the period under review, but a few enterprising institutions substituted short-distance excursions and kept the activity alive. One secondary school in the Madras city arranged an inexpensive excursion to Mahabalipuram by country boats along the Buckingham Canal. A committee of the Madras District Teachers' Guild arranged an annual camp for the students of Madras Schools in 1943, 1944 and 1945 and for the teachers on two occasions. The South Madras Range Elementary School Teachers Association organised annual camps at Mahabalipuram in February 1945 and at Walajahbad in February 1946. In spite of adverse conditions school camps attained a certain degree of popularity xx during the quinquennium.

Oratorical and other contests:- Schools in the metropolis enjoyed the advantage of oratorical contests and recitation and singing competitions organised on inter-school basis by public bodies like the Y.M.C.A., Y.M.I.A., etc. The most conspicuous of these were the annual contests held by the Madras Central Y.M.C.A. in connection with its annual boys' and Girls' Week and the oratorical contests promoted by the National War Front at the War Services Exhibition of 1943 in which both schools and colleges took part under separate classifications.

Students' Co-operative Stores:- Students' Co-operative Stores for the sale of text-books, note-books and stationery have been functioning in many colleges and secondary schools.

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These stores did much useful work during the war, when there was tendency to a large rise in the prices of stationery articles, by supplying the articles at controlled or otherwise reasonable prices.

XI. A. EDUCATION OF EUROPEANS AND ANGLO-INDIANS.

Number of Schools:- The following table shows the number of schools on the 31st March 1942 and 1947:

	For Boys.	For Girls.	Total.	For Boys.	For Girls.	Total.
High	13	20	33	16	21	37
Middle	11	12	23	14	8	22
Primary	9	8	17	5	7	12
Special	..	4	4	..	3	3
Total:	33	44	77	35	39	74

Four Middle schools were raised into high schools: these were (1) St. George's Homes Middle School, Ketti, (2) Christ Church Middle School, Mount Road, Madras (3) St. Antony's School, Pudupet, Madras and (4) Infant Jesus School, Tangasseri. St. Antony's Middle School, Bellary, was amalgamated with St. Philomena's Girls High School, Bellary. Three primary schools,namely, St. Francis Xavier's School, Broadway, Madras: South Indian Railway School, Golden Rock: and St. John De Britto School, British Cochin were raised into middle schools and a new middle school, the Sacred Heart Convent Middle School, Villupuram, was opened during the period under review. Among theprimary schools, the Government House Band School and St.Joseph's School, Donakonda, were closed, but the former was reopened subsequently to the end of the quinquennium. The closure of the Needlework and Dressmaking School, New Town, Madras, reduced the number of special schools from 4 to 3. St.Joseph's Industrial School, Bellary, which is not enumerated among the above schools, continued to work under the control of the Director of Industries and Commerce.

Strength:- The strength of the schools which had decreased from 12,486 to 11,771 in the last year of the previous quinquennium increased during the first four years

of the quinquennium under review, but decreased during the last year, but the number of non-European pupils which was 1,987 in 1942, continued to increase steadily, as shown in the following table:

Year.	Strength.	No.of Non-Europeans.
1943	12,628	2,326
1944	13,186	2,534
1945	13,500	2,712
1946	13,749	2,917
1947	13,238	3,295

Of the 13,238 pupils, 6,965 were boys and 6,273 were girls, including 13 male pupils and 63 female pupils in training schools. There were 4,541 boys and 4,270 girls in high schools; 1,972 boys and 1,573 girls in middle schools and 452 boys and 430 girls inprimary schools. Of the 3,295 Non-Europeans, 1,028 were Indian Christians, 350 Brahmans, 1,352 Non-Brahmans, 373 Muslims, 48 Parsis and 144 of other communities, the corresponding figures at the end of the previous quinquennium being 601, 293, 881, 146, 36 and 28 respectively. The number under "other communities" included 15 belonging to scheduled classes, 37 belonging to aboriginal and criminal tribes, 14 Buddhists and 11 Sikhs.

There was an increasing demand for the admission of Indian pupils in European Schools since the change was made in the medium of instruction in Indian High Schools from English to the mother-tongue and since the closure of the private sections attached to European schools in which the medium of instruction was English. The demand came chiefly on behalf of children of officials who were subject to transfers between different language regions and of children whose mother-tongue was not one of the languages of the Presidency e.g. Parsis, Bengalis, Gujarathis, Malaya and Burma evacuees. The Primary Section of European Schools received up to 39 per cent Non-European, but the percentage for the whole school was kept up at 33 1/3 in the most of

of the schools.

The number of Anglo-Indian and European scholars in institutions for Indians at the end of the quinquennium was 1,093 as compared with 1,081 at the end of the previous quinquennium. Of this number 258 (186 male scholars and 72 female scholars) were in Arts and Professional colleges, 248 (178 boys and 70 girls) in secondary schools, 267 (129 boys and 138 girls) in elementary schools and 320 (248 male scholars and 72 female scholars) were in training and other special schools.

The total number of Anglo-Indian and European Scholars reading in European and Non-European institutions on the 31st March 1947 was 11,913 (6,054 male scholars and 5,859 female scholars) against 10,918 (5,222 male scholars and 5,696 female scholars) on the 31st March 1942. The percentage of male pupils to the male population and that of female pupils to the female populations of the Europeans in the Presidency were 31.8 and 29.8 as against 22.9 and 24.1 respectively in the previous quinquennium.

S t a f f:- The proportion of trained teachers which improved to 712 out of a total of 837 teachers in 1942 decreased during the quinquennium due to the obvious cause of the attraction of the several branches of women's services during the war. Nevertheless, the decrease in the proportion was very small, being 717 trained teachers out of a total of 859 teachers and it is gratifying that there was no fall in the actual number of trained teachers. Of the 717 trained teachers 198 (103 men and 95 women) were L.Ts., 34 (9 men and 25 women) were High Grade, 410 (100 men and 310 women) were middle grade and 75 (16 men and 59 women) were primary grade. It is also to be observed that a considerable number among the untrained teachers consisted of specialists and that some among the others were graduates of Indian, British or Continental Universities.

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The second Conference of Teachers in European Schools in the Presidency was held in January 1943. A Refresher Course in Physical Education was conducted by Mrs.Weston White the same year and 20 teachers attended the course.

Accommodation and equipment:- The amount of building and equipment grants paid during each of the five years is given in the statement below:

Year.	Building Grant.	Equipment Grant.
1942--43	47,194	7,665
1943--44	31,001	2,932
1944--45	825	4,701
1945--46	20,115	8,656
1946--47	17,436	5,824
	1,16,571	29,778

These figures represent a decrease from the figures of the previous quinquennium which were Rs.1,48,467/- for building grant and Rs.42,399/- for equipment grant. The accommodation and equipment in schools were reported to be on the whole adequate and suitable.

Music:- Besides the curricular subjects, singing was taught in almost every school and in some schools, the training given produced excellent results. There were percussions bands in a few schools for the younger children.

Manual Training:- The two Manual Training centres at Madras and Ootacamund continued to provide instruction during the quinquennium. The total number of pupils that received instruction at the Madras centre during 1946--47 was 431 as against 211 in 1941--42. The Assistant Instructor at Madras continued to hold classes twice a week in the Civil Orphan Asylums, Kilpauk, and once a week in St.Patrick's High School, Adyar. The Assistant Instructor at Ootacamund, continued to hold classes in the Breeks Memorial School, Ootacamund and St.George's Homes, Ketti. The number of students that received instructions in 1946--47 was 127 as against 133 in 1941--42.

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Domestic Science classes:- Miss W. Park was in charge of the Domestic Science centre till January 1945 when she retired from service. For want of a substitute the centre remained closed till June 1946, when Mrs. Mary Jacob joined duty. As it was then the middle of the year, the centre was started again on from January 1947. The strength of the classes on the 31st March 1947 was 51 each for Needle Work and Dress-Making and for Domestic Science as compared with 31 and 34 respectively on the 31st March 1942.

Special Schools:- The three training schools continued to work during the quinquennium, St.Teresa's Training School, Cannanore, which was opened in 1941--42 was admitted to Government Grant-in-Aid during the quinquennium and has made great progress. The number of teachers trained during the successive years of the quinquennium were 76, 64, 43, 56 and 43 or 282 in all, as compared with 381 in the five years from 1937 to 1942.

Games:- There was no qualified Physical Instructresses for the two training schools in Madras. Steps were being taken to depute teachers for training in the Y.M.C.A.College of Physical Education at Saidapet.

Education in Cantonment areas:- St. Dominic's Convent School, St.Thomas Mount and St. Stephen's Church School, Pallavaram, were the only institutions in Cantonment areas. The first had 7 teachers and 125 pupils (32 boys and 93 girls) and the latter had 3 teachers and 33 pupils (17 boys and 16 girls) durihg 1946--47. The Lawrence Memorial Royal Military School, Lovedale, was in the course of revising its constitution, as the military grant received from the Central Government had been reduced and was expected to be reduced still further in future years. Among the changes proposed in the constitution, the admission of Indian Children in the school was an important one.

Boarding Homes:- The boarding homes attached to schools were run efficiently in spite of the high cost of living. The supply of a free midday meal and clothing to poor pupils in the city schools was greatly appreciated and had improved the health of the children. Consequent on the rise in the prices of articles, the rate of boarding grant under article 156, per mensem per pupil in the mofussil was raised from Rs.12/- to Rs.15/- from the 1st July 1942 to make it equal to the rate granted to pupils in the city. For the same reason a further increase in the rate from Rs.15/- to Rs.18/- per mensem in the case of pupils both in the mofussil and in the city was ordered from the 1st January 1945. Similarly the rate per meal per pupil under Food and clothing grant under Article 164 was raised from one anna six pies to two annas from the 1st January 1944 and further enhanced to three annas from the 1st January 1945.

Medical attention:- Many boarding homes have each a small dispensary and a sick room and a consulting doctor who visited the boarders frequently and advised the nurse in charge about the treatment to be given to sick children.

Examinations - (a) The European School-Leaving Certificate Examinations:- The pupils of the European schools continued to take the departmental examinations, namely, the European High and Middle School Examinations. A small number took the Cambridge School Certificate and Junior examinations. No provision has yet been made for technical or industrial courses. The table furnished below shows the number of candidates that appeared for and passed the European Schools Examinations during the quinquennium.

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	Middle Schools.				High Schools.			
	Appeared.		Passed.		Appeared.		Passed.	
Year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1942	223	223	183	185	163	126	131	98
1943	245	238	215	212	177	144	145	111
1944	272	276	235	253	182	123	147	113
1945	293	290	232	258	175	129	158	112
1946	299	298	242	238	174	186	171	138

(b) The examinations for Teachers' Certificates: were conducted as usual, but the examinations for Needlework and Dress-making were not held in 1945 and 1946 as the post of Lecturer in Domestic Science for European Schools was vacant.

(c) Cambridge Examinations: The Cambridge examinations were being taken by the students of the high schools at Coonoor, Ootacamund, Yercaud and Kodaikanal and also by some students from Madras and Coimbatore. As the standard of English is high and the choice of subjects is wide, many students prefer the Cambridge examinations to the examinations of the Province. A second language is not compulsory in the Cambridge Examinations. This is beneficial to students who have not studied the regional language up to examination standards owing to the frequent transfers of parents or other causes. The Cambridge certificates are accepted in other Provinces of India as well as overseas. It is suitable for European and Anglo-Indian boys and girls for admission into institutions for higher education in any part of India, as all the Universities accept the Cambridge School Certificate for entrance into the first University class.

The European School-Leaving Certificate Board was reconstituted twice during the quinquennium, once in 1944 and again in 1947. As usual the Board appointed examiners for the several subjects, scrutinised question papers and answer books and gave suggestions for the selection of

text-books and other connected matters.

Provincial Board and Inter-Provincial Board for Anglo-Indian and European Education:- The Provincial Board met twice during each of theyears of the quinquennium. The present Board was reconstituted in January 1946. The Board considered the annual budget allotments and questions relating to grants, examinations and subjects referred to it by Government or the Inter-Provincial Board. The report of the Commission appointed by the Inter-Provincial Board to survey Anglo-Indian Education in India was discussed at a special meeting of the Board. The Very Rev.A.F. Mr. Theodore of the Sacred Heart Church, Egmore, was renominated as a member of the Inter-Provincial Board. The Inter-Provincial Board met twice during the quinquennium one in 1943--44 and again in 1945--46.

Teachers' Provident Fund:- The Provident Fund Scheme, which was optional in the case of teachers of European Schools during the previous quinquennium, was made compulsory during the quinquennium for the teachers in non-pensionable service in the European Schools also. In consequence all the schools participated in the scheme as against only 30 schools at the end of the previous quinquennium and the number of subscribers increased from 159 on 31st March 1942 to 261 at the end of the period under review.

B. EDUCATION OF THE MUSLIMS.

Collegiate Education:- There was a further increase in the number of muslim students reading in arts colleges from 876 to 1,311 and in professional colleges in a very marked degree from 137 to 316. There was also a gratifying increase in the number of muslim women in these colleges from 39 in arts colleges and 15 in professional colleges in 1941--42 to 80 and 25 respectively in 1946--47. What had been recorded as the noteworthy feature of the last quinquennium in respect of collegiate education for the muslims thus continued to be maintained during the period under review. But the most important event of the quinquennium in the advancement of the muslim education was the opening of ~~the a muslim~~ a Government College for Muslim Women at Madras in 1946--47. The strength in the Government Muslim College for men at Madras was 460 compared with 239 in 1941--42, while the Islamia College at Vaniyambadi had 178 pupils on rolls. The newly opened College for Muslim Women had a total strength of 79 pupils.

Secondary Education:- As against 18 secondary schools for Muslim boys and 3 for Muslim girls in 1941--42, there were at the end of the quinquennium 21 and 10 secondary schools respectively. The boys schools had a total enrolment of 6,705 (6,580 boys and 125 girls) and the girls schools 1,480 girls on rolls at the end of the period under report. The number of muslim boys and girls reading in all secondary schools increased from 15,659 and 1,226 in 1941--42 to 24,628 and 2,401 respectively in 1946--47, While in the preceeding quinquennium the percentages of increase in the number of muslim boys and girls in secondary schools was 28 and 54, the period under review showed the remarkably high percentages of 57 and 96 respectively.

Elementary Schools:- The total number of elementary schools specially intended for Muslims was 3,164 as against 3,136 in 1942. There was an increase in the number of schools under Municipal management from 386 to 345, under District Board management from 1,495 to 1,639 and Panchayat management from 7 to 8, while the number of Government Schools and of those under private management schools fell from 19 and 1,279 to 11 and 1,161 respectively. The strength in all these schools rose from 284,654 to 325,555 or by 14.4 per cent as against 12.6 per cent recorded in 1941--42 The number of muslim scholars reading in Standards IV and V of all Indian Elementary Schools was 89,402 compared with 81,335 at the end of the last quinquennium and the number of muslim girls alone in those standards was 29,190 as against 22,311 in 1941--42. The number of muslims reading in all Indian Elementary Schools increased from 349,889 (226,318 boys and 123,576 girls) in 1941--42 to 390,237 (242,373 boys and 147,364 girls) in 1946--47.

Special Schools:- The number of training schools for Muslim men and women was 6 and 7 in 1946--47 as against 5 and 6 respectively in 1941--42. The number of muslim men and women under training in all the training schools was 526 and 164 respectively in 1946--47 as compared with 837 and 271 respectively in 1941--42. The fall in strength in the schools was due to the general deterioration in the strength of training schools brought about by the offer of more lucrative jobs during war time referred to elsewhere in this report.

Education of the Mappillas:- As against the secondary schools for boys reported in the last quinquennial report as working specially for the benefit of Mappilla boys in Malabar namely, Government Muslim High School at Malappuram, Mayyalavia

Madrasa High School at Mahe and Muhammadiya Middle School at Calicut, there was an increase by one in the number of such schools during the quinquennium due to the opening of a high school in 1946--47, called Veeran Haji Memorial School at Morayar. There was an increase in the number of Mappillas reading in all secondary schools in Malabar from 1,873 boys and 289 girls to 2,904 and 339 respectively in 1946--47.

The Government High School for Mappilla Girls, at Pudiyangadi, Tirur continued to make good progress during the quinquennium and the number on rolls in 1946--47 was 206 girls of whom 173 were Mappillas. A Government Middle School for Muslim Girls was opened at Mangalore in 1943--44 which developed into a complete high school by the end of 1946--47. This school had 72 girls on rolls at the end of the period under report.

Elementary Schools:- The total number of elementary schools specially intended for Mappillas in Malabar and South Kanara districts taken together was 1,294 for boys and 155 girls as against 1,381 and 129 respectively. The number of mappilla pupils reading in all elementary schools including in those intended for them was 92,637 boys and 63,040 girls as against 95,052 and 57,379 respectively in 1941--42. The fall in strength in the number of mappilla boys was due to the closure of ill-working elementary schools which had falled by 87 in number during the period under report. The number of mappilla boys and girls reading in Standard V of all elementary schools in Malabar and South Kanara Districts rose from 11,684 and 4,822 to 13,346 and 7,671 respectively in 1946--47. This steep rise in the number of pupils at literacy point was a satisfactory feature of the quinquennium.

The number of trained teachers in public schools in Malabar also increased from 2178 including 135 women in

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in 1942 to 2,573 including 224 women in 1947.

Training of Mappilla teachers:- The provisioh of a separate mappilla section attached to Government Training School, Cannanore for training 40 candidates of higher elementary grade continued to work during the quinquennium. The number of mappillas who underwent training in the school in the last year of the quinquennium was 90. The Government Training School for Mappillas at Malappuram also worked during the quinquennium. This school worked with 8 sections - 4 seniors and 4 juniors classes. One emergency secondary training section was also opened in the school in 1946--47 to which 9 mappilla pupils were admitted. The Training School had in all 186 pupils on rolls at the end of the quinquennium under report. A secondary training class was opened in the Government Girls High School for Mappillas at Tirur in 1943--44. Twenty three mappilla girls were under training in that class in the year 1946-47 On account of the special facilities afforded to the pupils of this community, the period under review recorded a considerable increase inthe number of trained teachers belonging to the community employed in public schools in Malabar referred to earlier in this chapter.

Scholarships:- In addition special facilities shown to the mappillas in the matter of provision of schools both secondary and elementary specially for men, certain special scholarships were awarded to the pupils of the community reading in elementary and secondary schools. The number of pupils enjoying free places at the Government High School at Malappuram under G.O.No.MS. 179, Education, dated 14th September 1940 and G.O. No. MIS. 1079, Education, dated 11th July 1941 further increased in 1946--47 to 86 from 71. There were also 22 Government scholarship holders, besides 31 pupils enjoying military concessions at the above school, in 1946--47. Special scholarships numbering 31 were

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sanctioned in 1946--47 to mappilla pupils reading in secondary schools in the Malabar District. In South Kanara District, six general scholarships, nine special scholarships and one widow scholarship were awarded to muslim girls in secondary schools. In elementary schools, two scholarships of the value of Rs.8/- each per mensem and 6 other Government scholarships were also granted to muslim girls in this district. The number of residential scholarships sanctioned specially for award in the Government secondary and training school for mappilla women, Tirur was 150. One hundred and thirtynine pupils were awarded this scholarship in 1946--47. Fifty six special scholarships intended for mappilla girls reading in elementary schools in Malabar were sanctioned in 1946--47, in addition to ~~the~~ 14 scholarships sanctioned to these pupils in these schools. Nine scholarships of the value of Rs.8/- each were also awarded to mappilla girls in higher elementary schools. Eight other scholarships for girls in secondary schools were also sanctioned inaddition to one special scholarship of the value of Rs.10/- per mensem to a pupil in the Training School at Tirur.

The special concessions contributed in a large measure to the rapid advance of the pupils of this community in education.

Expenditure on Muslim Education:- The expenditure on muslim schools including those for mappillas increased from Rs.30.93 lakhs in 1941--42 to Rs.64.08 lakhs or by 107% in 1946--47 against which public funds contributed Rs.53.38 lakhs or 83.4 percent, fees Rs.2.30 lakhs or 3.6 per cent and other sources Rs.8.40 lakhs or 4.0 per cent as against 85.09 per cent, 3.42 per cent and 11.49 percent respectively in 1941--42.

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C. EDUCATION OF THE HARIJANSH AND OTHER SPECIAL CLASSES

Collegiate and Secondary:- There was a further increase in the number of Harijan pupils reading in arts colleges from 251 (including 23 women) in 1942 to 398 (including 31 women) in 1947.. As against 14 pupils in professional colleges in 1942 which consisted of 2 for teaching, 2 for law, 3 for Engineering, 2 for Agriculture and 5 for Medicine, ~~xxxxxx~~ there were 96 pupils of this community in all professional colleges at the end of 1947 consisting of 27 in Medical colleges, 1 in Training College, 28 in Agricultural colleges, 24 in Engineering and Technological colleges and 16 in Law Colleges. Five women of this community were in medical colleges in 1946--47. In the last quinquennial report the progress made in the collegiate education of the pupils of this community was recorded as one of the outstanding features of that quinquennium. That record has been more than kept up during the period under review. The number of Harijans in Sanskrit Colleges was 4 in 1947 as against 3 in 1942.

The progress of this community in secondary education was also equally marked. The number of Harijans in the Boys' and the girls' secondary schools in 1947 was 14,000 and 1,763 respectively compared with 8,119 and 971 in 1942. The total number of boysof this community receiving secondary education was 13,177 as against 7,748 and the number of girls was 2,586 as against 1,342 at the end of the previous quinquennium. The number of boys and girls of this community at the high school stage i.e. in Forms IV to VI was 3,361 and 314 in1947 compared with 1,957 and 176 respectively in 1942. The number of Harijans who completed their -- Secondary School Leaving Certificates rose from 381 in 1942 to 1,070 in 1947.

14000
1763
15763

8119
971
9090

475 (37)

Elementary:- The total number of elementary schools mainly intended for Harijans decreased from 6,706 to 4,873 and their strength from 360,381 to 321,522. The total number of elementary schools under public management specially intended for Harijans was 1,241 in 1947 compared with 1,715 in 1942. The number of Government elementary schools fell from 1,122 to 835 and schools under local bodies from 593 to 406. The number of elementary schools under private management specially intended for Harijans also decreased from 4,991 to 3,632. These decreases were due to the policy of discouraging separate schools for the community except where such schools were found to be absolutely essential and of admitting the pupils in general schools. Hence despite the decrease in the number of schools, the number of Harijan pupils in all elementary schools for Indians increased to 417,349 including 141,986 girls in 1947 from 350,733 including 110,966 in 1942 i.e. there was actually an increase of 66,616 pupils of the community over the figure recorded in 1941--42. The number of boys and girls at V Standard stage was 26,634 and 8,607 respectively as against 25,234 and 5,549 at the end of the last quinquennium. There has thus been a steady increase in the number of pupils of this community reaching Standard V and thereby attaining permanent literacy.

The number of schools in the plains under public management not specially intended for Harijans and into which the pupils of this community were freely admitted was 12,210 in 1946--47 as against 17,257 in 1941--42. The decrease was due to the general reduction in the number of elementary schools mentioned, elsewhere in this report ~~and~~ and not due to the number of such schools becoming inaccessible to Harijans as the decrease would likely to be taken to mean. As against 117 schools in 1941--42 reported as nominally accessible to Harijans, ~~the number of~~ no such school

had been reported at the end of the quinquennium under review. The total number of schools in the plains under - public management not specially intended for Harijans during 1946--47 was 16,463. There were thus 4,253 such schools in which no Harijan pupil was admitted. The reasons adduced for the existence of such schools were (1) proximity of schools intended for Harijans to which the pupils obviously prefer to go (2) non-existence of Harijan pupils in areas where the above schools are situated and (3) existence of some schools specially intended for muslims where Urdu was themedium of instruction.

Teachers:- There was an increase in the number of Harijans undergoing training in training schools during the quinquennium. As against 724 men and 230 women of this community under training in training schools in 1941-42 there were 748 men and 349 women in 1946--47. The number of candidates who passed the training school leving certificate examinations was 387 including 94 women as against 528 including 64 women in 1942.

The number of teachers of the Harijan community employed in elementary schools under public management not specially intended for them rose from 1,300 in 1941--42 to 1,704 in 1946--47.

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Activities of the Labour Department:- The work on behalf of the eligible communities in the field of education was continued during the quinquennium on the usual lines and consisted of (i) opening and maintenance of schools, (ii) provision of scholarships, stipends, boarding grants, grants for purchase of books and payment of fees, (iii) maintenance of free hostels at important centres, and (iv) grant of financial assistance to private associations engaged in maintaining hostels, boarding homes, schools etc., for the benefit of the eligible communities.

Labour Schools:- There was no change in the policy pursued by the Labour Department in connection with the starting and maintaing of separate schools for the communities eligible for help by the department. Separate schools were, however, opened only in places where there were no facilities for the education of the eligible communities. Efforts were made to make the existing schools more efficient and to utilise the finances of the Government to greater advantage by closing inefficient schools and starting new schools in places where they were needed. The number of schools which worked during the period, the number of pupils who received instruction in them and the number of teachers employed were as follows:

Year.	Number of schools	Number of pupils			No. of teachers.		
		Boys.	Girls.	Total.	Trained	Un trained	Total
1941--42	1,125	37,652	18,518	56,170	1,699	1	1,700
1942--43	1,101	36,002	18,534	54,536	1,755	1	1,756
1943--44	1,035	34,044	17,488	51,532	1,770	2	1,772
1944--45	1,082	36,578	18,732	55,310	1,824	2	1,826
1945--46	1,112	43,447	25,398	68,845	2,025	2	2,027
1946--47	1,148	50,538	27,136	77,674	2,205	2	2,207

There was a small increase in the number of schools unlike the previous quinquennium in which the number decreased. The increase in the number of pupils and the number of teachers was more marked and definitely satisfactory. Pupils of the eligible communities in the Labour schools continued to be supplied, free of cost, books, slates, pencils etc. The system of supply

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of free midday meals to the pupils of the eligible communities in the Labour Schools was first introduced ineight schools in 1941--42. It was extended to all the Labour Schools from the year 1945--46. The expenditure incurred for the Supply of the free meals during 1946-47 was about Rs.10½ lakhs. As a result of supply of the midday meals, the health of the pupils and the strength and attendance in the schools improved considerably.

Though the Labour Schools are started for the benefit of the eligible communities, admissions in them is open to pupils of other communities also. The Labour schools, when they are sufficiently developed are ordinarily to be handed over to the local bodies for maintenance, giving them a subsidy. In some districts (e.g. South Arcot, East Godavari and Guntur) the schools so transferred to the Local Bodies had to be re-transferred to the Department by the Government as the management of the schools under the local bodies was found to be unsatisfactory.

In February 1946, the Government ordered that 50 per cent of the labour school teachers in each grade in each district should be made permanent and that the question of making teachers with less than 10 years of service permanent should not be considered till all those with service of 10 years and more had been considered. These orders were given effect to.

As the teaching of prevocational subjects in the higher elementary schools is compulsory, prevocational instructors have been appointed in all the nine labour higher elementary schools. Subjects such as weaving, spinning, carpentry, tape-weaving, etc. are taught in those schools.

Besides the Labour Schools, the higher elementary school at Masulipatam, Kistna District, and the two higher elementary schools for boys and girls at Chidambaram, South Arcot District continued to be maintained under the control of the Collectors of the districts concerned. The Government Nandanar Higher

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Elementary School for Boys, Chidambaram, was converted into a middle school during the year 1946--47.

The schools maintained specially for the education of Criminal tribes and Sugalis and which are under the management of the District Superintendents of Police concerned, were transferred to the control of the Deputy Inspector-General, C.I.D. Madras, during 1944--45.

Scholarships and Stipends:- The grant of scholarships stipends etc., to the pupils of the communities eligible for help by the Labour Department continued as usual. During the quinquennium there was a progressive increase in all classes of scholarships and a greater number of students of the eligible communities came forward to take up collegiate and other professional courses of studies. The budget allotment for the scholarships etc., was also increased from Rs.1,13,500/- in 1941--42 to Rs.2,19,000/- in 1946--47. These scholarships included 32,653 non-residential scholarships and 887 residential scholarships in schools and colleges for general education, 548 plus 9 (apprentice) industrial scholarships, 41 commercial scholarships and 260 professional scholarships in 1946--47, as against 23,409; 403; 621 47; and 73 respectively in 1941--42. Besides these, stipends for 35 students for physical education, 45 special residential scholarships in Madras Seva Sadan, 9 stipends for Koya boys and 1,779 exemptions from payment of examination fees were sanctioned in 1946--47. Industrial bonus was paid to 3 scholars. A sum of Rs.28,745/- was paid as non-recurring grant for the purchase of books and clothing to pupils. Scholarships and stipends for the following courses were also sanctioned by the Labour Department for Post-Graduate studies, M.A., or M.Sc., B.Sc., B.T., or B.Ed., Law, Compounders Training and Training in Sericulture.

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Boarding Grants:- Boarding grants continued to be granted to enable deserving pupils of the eligible communities to prosecute their studies in schools and colleges and to pursue industrial courses of study. The rate of boarding grants was raised from Rs.6--8--0 to Rs.10/- per month with effect from the 1st April 1943. During 1944--45 and 1945--46, the rate was raised from Rs.10/- to Rs.12/- per month in deserving cases on account of the rise in the cost of living. In G.O. No. MS. 102, Education Development, dated 9th January 1947, the rate of all boarding grants sanctioned by the Labour Department was increased to Rs.15/- per month with effect from the school year 1946--47. The Government sanctioned a scheme of special boarding grants to college students who were formerly boarders of the Government Depressed Classes Hostel, Masulipatam, at rates not greater than the actual charges incurred in the respective college hostels. The scheme has been given effect to from 1944--45. In G.O. No. MS. 850, P.W.D., dated the 22nd May 1943, the Government sanctioned 20 special boarding grants for providing boarding and lodging facilities to deserving pupils of the eligible communities studying in high schools and whose parents or guardians were residents of the Madras City, The grants were awarded with effect from 1943--44..

The total expenditure incurred on boarding grants during 1946--47 was Rs.3,43,113.

Maintenance of Hostels by the Labour Department:- Of the nine hostels mentioned in the report for the previous quinquennium, the Paddison Hostel, Madras, was abolished in 1942 and the boarders were transferred to the respective hostels of their colleges and they were granted special boarding grants to meet the cost of their boarding and lodging in these hostels. The Slater Hostel, Madras, was under the management of the Harijan Sevak Sangh, Madras City Branch, till 30th September 1943.

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the entire cost being borne by the Government. The Harijan Sevak Sangh gave up the management with effect from the 1st October 1943 as a protest against admission of Christian converts into the hostel. The hostel was taken back under the control of this Department from that date. The other seven hostels continued to work during the period under report. They were: Slater Hostel, Madras: Sundaracharlu Hostel, Salem: Government Depressed Classes Hostel, Masulipatam: Government Depressed Classes Hostel, Calicut: Government Nandanar Hostel for boys, Chidambaram: Government Nandanar Hostel for Girls, Chidambaram: Labour Hostel, Ootacamund: and Labour Hostel, Hubbathalai. In G.O.No. 3950, Development, dated the 19th October 1946, the Government issued orders that future admissions to all hostels maintained by the labour department should be restricted to Hindu members of the eligible communities.

Grants to Private Associations: - The policy of granting financial assistance to private associations towards the cost of maintenance of the hostels and boarding homes run by them for the eligible communities was continued during the quinquennium. Various associations received grants from labour department and in some cases, increased grants were sanctioned to enable the associations concerned, to maintain an additional number of pupils in the hostels and boarding homes. The most important of the institutions to receive financial help under this head are the Tamilnad, Andhra and Madras city branches of the Harijan Sevak Sangh. About 50 institutions of the Harijan Sevak Sangh and 21 other private associations were in receipt of financial aid from the Labour Department during the last year of the ~~financial~~ quinquennium.

Grants-in-aid were given by the Labour Department to various institutions for the construction, repairs and maintenance of reading rooms, school buildings, hostelsbuildings, etc. for the benefit of the eligible communities. The institutions which received grants during the quinquennium were in the Madras city.

The Madras Rational Society, Stanley Natar, Washermanpet, Arul Jothi Ilava Kalvi Kazagam, Kasimodu, Mutho Social and Literary Institute, Washermanpet, Ganesapuram Progressive Youth's Association, Vysarpadi, Rao Sahib V.Dharmalingam Pillai Sangam, George Town: Oriental Comrades Guild, Kalyana Maistry Garden, Perambur; Harijan National Sevak Sangam, Royapuram; Kannappa Nayanar Kazhagam, Royapuram: Harijan Welfare Committee, Natesanagar: ~~Harijan Welfare Committee~~ Recreation Club, Flowers Road, Vepery: Nanmai Naduvar Kazhagam, Chintadripet: St.Mary's Union, Halls Garden, Royapettah: Gokulam Method Village Welfare Association, Chunnambukalvai, Mylapore; and The Madras Scheduled Castes Welfare Association, Mackay's Garden, Royapettah and Adyar and in the mofussil, the Nehru Library, Chiluvuru, Guntur District and Young Men's Association, Manidam Village, Chingleput District. The associations which were given grants-in-aid for the construction or repairs to the reading rooms were Young Men's Association, Manidam Village Chingleput District; Adi Andhra Young Men's Association, Krishnampet, Madras, Kalvi Abivirthi Nanavar Kazagam, Venkatesapuram, Vysarpadi: Ramakrishna Thondar Sangham, Gurupuram, Mylapore, Madras: Y.R.C.A. Grayanagar, Pulianthope, Madras: and P.T.Kumaraswami Chettiar Reading Room, Washermanpet, Madras. The institutions which were given grants-in-aid for the construction of and repairs of school buildings, hostel buildings etc. were The Dravida Free School, Nungambakkam, Madras: Adi Dravida Improvement Society, Sivarajapuram, Pulianthope, Madras: South Indian Gurukula Trust Industrial School, Walajabad, Chingleput District: Adi Dravida Elementary School, Poonamallee, Chingleput District: Adi Dravida Elementary School, Kilachery, Poonamallee, Chingleput District: Subbarayan Elementary School, Washermanpet, Madras: Kannappanayanar Kazagam, Royapuram, Madras: Adi-Dravida Samooha Sevakar Sangham, Washermanpet, Madras: and Depressed Classes Mission, Mangalore.

Charitable Endowments:- Critchley Salmonson Prize Fund and Gray Memorial Prize Endowment Fund were as usual utilised in awarding prizes to deserving students of the eligible communities.

Education of Criminal Tribes - (1) Kallars of Madura and Ramnad Districts:- The work on behalf of the ~~Rri Rirx~~ Piramalai Kallars in the field of Education was pursued in accordance with the usual policy adopted hitherto and consisted of (1) maintenance of schools and (2) the provision of scholarships, boarding grants and grants for the supply of free clothing to orphans and other deserving Piramalai Kallar students reading in District Board schools and in other institutions run by the Missions and other local bodies. There were 256 Kallar elementary schools in Madura North and South Districts and two schools in Ramnad District (at Mangapuram and Chatrapatti) in 1942 and the same number of schools continued in 1947. A large number of schools are located in buildings provided by Kallar Panchayatdars and no rent is paid for them. The total strength of Kallars and Non Kallars in the schools was 18,672 in 1946 as against 15,537 in 1942 in Madura District and 159 in 1946 as against 166 in 1942 in Ramnad District. Night classes were held in certain schools in Madura South and North districts to impart education to Kallar adults and with a view to prevent Kallar pupils who pass out from schools from lapsing into illiteracy. The holding of these ~~xxx~~ schools was suspended temporarily owing to the scarcity of kerosene from September 1943.

Boarding Homes and Boarding Grants:- The Kallar boarding homes at Usilampatti and Uthamapalayam continued to be under departmental control, the entire charges being met from the

Labour budget. Boarding grants at fixed monthly rates were also sanctioned for Kallar pupils admitted in similar institutions maintained by Mission and other agencies. The number of Kallar pupils who received boarding grants increased from 1,334 in 1942 to 1,423 in 1946.

Scholarships and Stipends:- Scholarships for students of elementary and high schools and colleges and stipends for Kallar undergoing teachers training and other vocational training were also granted in deserving cases. Scholarships for college courses have become almost a regular feature during recent years.

Instruction:- Kallar pupils were sent up for the following vocational training courses:- General mechanism, cabinet making, electrical wiring, carpentry, printing etc. For girls training in midwifery and nursing, etc. was given. They were also taught sewing, knitting, gardening and house-keeping. The boy pupils were taught weaving, rope-making, basket-weaving etc. An instructor in bee-keeping and jaggery making was appointed in 1940. He visits villages in both the Police districts of Madura and instructs villagers and Kallar pupils on bee-keeping as a profitable cottage industry. Particular attention is paid to the formation of scout groups in the schools. Junior Red Cross groups was also started in some schools.

(2) Koravars of Salem District:- The reclamation work in this district consists of (1) maintenance of two reclamation schools, (2) award of boarding grants, scholarships, clothing, books and slates to Korava pupils and (3) grants of financial help to private agencies engaged in maintaining schools and homes for the benefit of the Korava community. There are two separate boarding homes at Attur, one for the Korava boys and the other for Korava girls managed by the London Mission. In the spare hours, the boarders work in the agricultural farm attached to these institutions and learn farming. The strength

of the boys home is 90 and that of the girls home is 50. The two schools attached to these boarding homes are attractive and are functioning satisfactorily.

(3) Yenadis of Chittoor District:-There are 11 schools for Yenadis and 3 schools for Sugalis in Chittoor District as against 6 for Yenadis and 2 for Sugalis in 1942. The school children are supplied with mid-day meals books and slates and clothing at Government costs

(4) Criminal tribes settlement:- The following continue to be the criminal tribes settlements centres:- (1) Bitragunta Reformatory Settlement, (2) Siddhapuram Settlement, (3) Sitanagaram Settlement, (4) Azizznagar Settlement, (5) Stuartpuram settlement and (6) Chintaladevi Settlement. In each of the above settlements, there is a school for both boys and girls except in Aziznagara settlement, where there are separate schools for boys and girls. At Aziznagar, Stuartpuram and Chintaladevi, there are complete elementary schools with eight standards. Those at Sitanagaram and Bitragunta Reformatory Settlement have six standards, while the one at Siddha puram have five standards. Midday meals are supplied to the pupils in all the settlement schools. Scouting was popular among settlement pupils. Deserving pupils who complete their training in the settlement schools are encouraged to continue their studies elsewhere and some are sent for Industrial - training. About 10 girls are sent up for Midwifery training from the settlement every year.

(5) Sugalis of Chittoor and the ~~Distri~~ Ceded Districts:- There are three schools in Chittoor District,one school in Kurnool District and four schools in Anantapur District. All are elementary schools catering upto fifth standard. The schools in Anantapur were opened only in the year 1946 and the total strength is 192. All the children in the above schools are supplied with midday meals, clothing, books and slates. The schools are working satisfactorily.

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THE ABORIGINAL AND HILL TRIBES.

The steps taken to improve the literacy among the aboriginal and hill tribes were (1) the working of schools specially for the benefit of these tribes and (2) the award of special scholarships for the pupils of these tribes reading in schools and colleges.

The total number of pupils belonging to these tribes reading in all public institutions at the end of the period under report was 13,381 boys and 5,131 girls consisting of 1 boy in Arts college, 781 boys and 60 girls in Indian Secondary Schools, 12,561 boys and 5,049 girls in Indian Elementary Schools and the rest in other schools compared with 12,184 boys and 4,535 girls comprising of 2 boys in arts colleges, 292 boys and 22 girls in Indian Secondary Schools, 11,811 boys and 4,493 girls in Indian Elementary Schools and the rest in other schools in the year 1941--42.

In the District of the Nilgiris where these tribes are found in large numbers, such as the Kotas, Irulas, Kurumbas, and Badagas, there were 60 District Board Elementary Schools specially working for the benefit of the children of these tribes, in 1946--47 with an enrolment of 3,433 boys and 1,219 girls under instruction, while in the last year of the preceeding quinquennium, there were 52 board and 15 aided elementary schools for the Badagas with a total strength of 4,792, excluding 4 Board elementary schools for the Kotas, one Board school for the Irulas and one aided school for the Kurumbas.

The number of schools working for the benefit of the Chenchu children in the Kurnool District in 1946--47 was 22 as against 23 in 1941--42. The strength of these schools was 696 including 309 girls as against 730 including 285 girls. The schools continued to be under the control of the Collector of Kurnool and the special measures which were taken in the past to ensure regular attendance such as the supply of free mid-day meals, free supply of clothese, books and slates and

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provision of free medical relief were continued during the quinquennium under review.

In the Agency areas where the aboriginal and hill tribes live in large numbers and among whom the chief tribes were Koyas and Konda Reddies in East and West Godavari Agency areas and Jatapas, Gadabas and Valmikis in Vizagapatam Agency area all the elementary schools under the control of the Agent to Government of Madras worked solely for the benefit of these tribes. In the East Godavary Agency there were 94 schools with total enrolment of 2,850 pupils as against 99 schools with 3,113 pupils in 1941--42. In the Vizagapatam Agency area there were 97 schools with 4,391 pupils compared with 109 schools with 4,722 pupils in the last year of the previous - quinquennium. In the West Godavari Agency area, 23 schools with 554 pupils worked for these tribes in 1946--47. The number of pupils belonging to the Aboriginal and Hill tribes reading in all Elementary Schools in these areas during 1946-1947 was 5,485 including 1,447 girls.

In the Vizagapatam district, as against 8 schools for these tribes with 220 boys and 102 girls in 1941--42, there were 4 with 137 boys and 83 girls on rolls in 1946--47. As against 2 schools with 59 boys and 44 girls which worked for the benefit of Koyas and Konda Reddies in 1941--42, only one school was returned in 1946--47 as specially intended for these tribes in East Godavari District. The school had on rolls 46 boys and 29 girls. The single Board school for Koyas in West Godavari District continued to work during the period with a strength of 30 boys and 16 girls in 1947 as against 20 boys and 16 girls in 1942. The number of schools for Lambadies or Sugalis in Bellary and Anantapur Districts during 1946--47 was 12 and 5 respectively as against 15 and 1 in 1941--42. The schools in the former had 429 boys and 213 girls on rolls on 31--3--1947 and the schools in the latter 154 boys and 79 girls. The corresponding strength on 31.3.1942

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was 780 including 194 girls and 40 including 11 girls. For the aboriginal and hill tribes known as the Malayalees in Trichinopoly and Salem Districts, there were 2 schools with 55 pupils including 23 girls in the former and 6 schools with 239 pupils including 66 girls in the latter in the last year of the quinquennium under review, while in the last year of the preceeding quinquennium, Trichinopoly had 5 schools and Salem 9 schools working exclusively for the benefit of the tribes. Four schools had been returned during 1946--47 as working specially for the benefit of Aboriginal and Hill Tribes in South Malabar District with 200 boys and 41 girls. In other districts no school of the kind were in existence in the last year of the quinquennium. But the pupils of these tribes were returned as reading in other elementary schools in the districts.

D. EDUCATION OF MINOR ZAMINDARS IN CHARGE OF THE COURT OF WARDS.

The minor Zamindars under the Court of Wards have in most cases been receiving education in the local schools or colleges. The Salur Ward left the Rajkumar College at Raipur and is residing at Bimlipatam receiving further education under a part time tutor appointed for him. The Kadavur ward was studying in the V Form at St. Joseph's College High School,Trichinopoly. The Doddappanaickanur wards continued their studies at St. Mary's School, Madura, the senior in V Form and the Junior in I Form. The Singampatti ward was reading in II Form at Trinity College, Kandy, Ceylon. The second son of the Sivagiri ward was admitted in the IV Standard in St.Antony's School at Palamcottah.

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XII. HOSTELS AND ORPHANAGES.

Hostels:- During 1946--47, there were 479 hostels or boarding houses for boys and 332 for girls as against 477 and 267 respectively in 1941--42. The number of hostels for boys for Europeans remained the same as at the end of the last quinquennium, while there was a decrease in the number intended for Indian Christians and Muslims and an increase in those intended for Harijans and Hindus. There was a decrease in the number of hostels for girls of European community, Indian Christian, Harijan and Muslim and an increase in the number intended for Hindus.

The strength of boarders in hostels and boarding homes for boys increased from 35,406 in 1941--42 to 40,342 in 1946--47, while in those for girls, the strength increased from 19,124 to 25,135. The increase was shared by all communities except the Brahmans in boys' hostels and the -- Aboriginal, the Criminal and Muslims in girls hostels.

Of the 50 Arts Colleges for men and women 40 had hostels attached to them. Six of the seven Arts Colleges for women had hostels attached to them. Among secondary schools, 157 schools for boys and 60 schools for girls had hostels attached to them out of 720 and 181 schools respectively. Two hundred and twenty nine hostels for boys and 169 hostels for girls were returned in 1946--47 as having been attached to elementary schools. Of the 78 training schools for men and 82 for women, 24 of the former and 57 of the latter were returned to have hostels attached at the end of the period under review. Among the schools for Europeans and Anglo-Indians 21 for boys and 31 for girls were having hostels attached to them in 1946--47.

There was no progress in the matter of construction of new hostels during the period under review nor was any grant paid from provincial funds towards alterations or additions to the existing hostels, except the grant of Rs.12,421 paid towards the construction of hostel for women for the American College, Madura during 1943--44 and Rs.4,167 in 1946--47 for the Harijan hostel, Tenkasi, Tinnevelly District.

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Expenditure on relating to Hostels:- Out of Rs.115.93 lakhs spent on the maintenance of hostels including charges for boarding, Rs.79.55 lakhs related to hostels for Indians of which a sum of Rs.39.46 was spent by students by way of boarding fees. The amount spent from public funds was Rs.15.22 lakhs.

As worked out on the basis of the figures for the pre-Province, the average monthly cost per boarder was Rs.22/- in a college hostel, Rs.10/- in a Secondary School hostel, Rs.9/- in an elementary school hostel and Rs.8/- in a training school -- hostel. These averages do not represent the actual charges incurred in a big cities like the city,of Madras where a higher rate was charges from boarders.

The expenditure on hostels attached to European schools was Rs.36.38 lakhs towards which fees contributed Rs.5.00 lakhs and Provincial Funds Rs.25.34 lakhs while the rest was borne by private sources. The average cost of living in a hostel for Europeans was Rs.96/- in a month.

XII. ORPHANAGES FOR INDIAN PUPILS.

The number of aided orphanages and boarding homes increased from 257 in 1941--42 to 313 in 1946--47. The Boys' Orphanages increased from 140 to 169 and the Girls' Orphanages from 117 to 144. The number of orphanages for which grant was sanctioned was 231 and 283 in 1941--42 and 1946--47 respectively. The number of inmates in orphanages and the number for whom grants were sanctioned in 1946--47 were 26,214 and 23,918 respectively. The annual expenditure under boarding grants rose from Rs.3,95,457 in 1941--42 to Rs.10,14,827 in 1946-47.

During the quinquennium, the flat rate of Rs.3/- was gradually increased to Rs.8/- and the upper age limit of boys was also raised to 18 years from 16.

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Government continued to sanction payment of the net boarding charges of the Orphanages in full upto a maximum of Rs.8/- per mensem to certain Mission Orphanages which were deprived of their income from abroad owing to the outbreak of hostilities, to the end of 1946--47 and discontinued thereafter.

XIII. MISCELLANEOUS.

A. Scholarships.

The total number of ~~general scholarships~~ Government scholarships tenable in all classes of institutions excluding European and Agency schools in 1946--47 was 8,002 as against 3,762 in 1941--42. There were 3,174 scholarships as against 1,010 at the end of the quinquennium intended exclusively for girls and women reading in colleges, secondary schools and elementary schools, which included scholarships for Hindu and Muslim ~~Mmmm~~ Widows, residential scholarships for unmarried girls and scholarships for Mappilla girls in Malabar. Besides these there were special scholarships tenable in elementary schools and incomplete secondary schools of the aggregate value of Rs.10,000/-, scholarships for Koyas in the Agency tracts of the value of Rs.5,000/-, scholarships to Marava boys and girls of Tinnevelly amounting to Rs.17,000/- and scholarships to children and dependants of deceased ~~mm~~ and incapacitated soldiers amounting to Rs.45,500/-.

The total expenditure on scholarships in 1946--47 was Rs.2.97 lakhs compared with 1.85 lakhs in 1941--42.

Provident Fund for Teachers in Non-Pensionable service: Among the important changes which were made during the quinquennium in the rules relating to Teachers' Provident fund were (1) the rule relating to the admission was more liberalised. The scheme was made compulsory for all trained and certificated teachers, clerks, librarians, attenders and others not belonging to the menial staff

irrespective of the fact they were acting in a temporary or permanent vacancy and of their pay, (2) the minimum age limit was fixed at 18, (3) subscribers were also permitted to utilise the amounts at their credit in the Post Office Savings Bank account in purchasing Defence Savings Certificates and National Savings Certificates, (4) the controlling officers have been empowered to condone delays in deposit of contributions upto 3 years and to condone break in contributions at any time, (5) subscribers who proceeded on war services were permitted to continue to subscribe to the fund for the period of such service, their subscription being based on the salary they were receiving on thedate of their leaving educational ~~institution~~ service provided they have a lien on their posts in the schools.

C. Employment of Teachers as Postmasters:

Teachers in local board and Government schools wontinued to be employed as Postmasters in extra-departmental sub and branch offices. There were 620 offices in charge of schoolmasters during 1946--47, as compared with 637 such offices in 1945--46 and 488 in 1941--42. The average monthly allowances paid for the work varied from Rs.6/- to Rs.18/- according to the volume of work in the offices. The Director of Public Instruction in his Proceedings RC.No.2423/B/43 dated the 7th March 1944, ordered that, in the case in which the dearness allowance paid by the postal department to teachers working as Branch Postmasters was ~~xxx~~ less than the allowance sanctioned by the educational department, the difference may be sanctioned to such teachers by the latter department. The percentage of branch offices in charge of teachers to the total number of extra-departmental offices was 14.6 as against 15.1 in the previous year and 11.8 in 1942.

D. Service Registers and Inventries of Valuable Stock.

Service registers and certified copies of them and

inventries of valuable stock were maintained in accordance with the rules during the quinquennium.

Inventories of valuable stock were maintained in accordance with the rules during the quinquennium.

C.F. 304.

OFFICE OF THE 5/2

Date ..... 194 .

Hours ..... Minutes 346

TELEPHONIC MESSAGE.

From: Hm. D.P.I. | To: The Asst. Secy.

Subj. Public Instructions Report — 1946-47.
Ref. Your DO of D.P.I. dated 10-9-48.

The figures 55 and 30 given on page 271 of the typed copy and page 67 of the Printed copy of the report relates to boys in the primary Std. 2nd. and less than 2nd

Please write on both sides.

C.F. 304

OFFICE OF THE

Date —194 .

Hours Minutes

TELEPHONIC MESSAGE.

From | To

and Shamed need 500 and less.

Please write on both sides

-:SPECIAL:-

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POST COPY OF THE TELEPHONIC MESSAGE DATED 11--9--1948.

***

From

THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS.

ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
14 SEP 1948

To

THE ASSISTANT SECRETARY TO GOVERNMENT,
EDUCATION AND PUBLIC HEALTH DEPARTMENT,
FORT SAINT GEORGE., MADRAS.

***

Sub: PUBLIC INSTRUCTION REPORT - 1946-1947.

Ref: Your Telephonic Message (Post copy)
dated the 10th September 1948.

***

6831

The figures 55 and 30 given on page 27 of the typed copy and page 67 of the Printed copy of the report relate to both the groups "500-200" and less than 200" and ~~it~~ should read "500 and less".

D. V. Sankaralingam
13.9.48
FOR DIRECTOR OF PUBLIC INSTRUCTION.

SNS/1 2.9/

13/9.

Education and Public Health Dept. (A)

Report on Public Instruction for the quinquennium ending 31--3--1947 - Recorded.

ORDER (PRESS) NO. 25/14 EDN., DT 4-10-48

R e c o r d e d.

2. The quinquennium under review was, for the most part, a period of war; the closing years of it, besides being a period of transition to peace, witnessed far-reaching political changes. The advance in the educational field in the Province should nevertheless, be considered satisfactory, both in quality and quantity. The popular Ministry took over office in April 1946. Before the end of the quinquennium and since, they have effected some useful reforms. Many other schemes are under their consideration.

During the quinquennium, there was a substantial increase in the number of students in elementary and secondary schools and in colleges, as the following figures will show:-

		1941-42	1946-47
Arts Colleges -			
Men	...	...16,606	27,089
Women	...	1,761	3,276
Professional Colleges -			
Men	...	2,812	5,188
Women	...	349	688
Secondary Schools -			
Boys	...	2,19,592	3,61,022
Girls	...	44,245	80,403
Elementary Schools -			
Boys	...	19,67,569	21,22,698
Girls	...	11,51,186	13,33,387

3. Elementary Education:- The progress noticed in the enrolment of pupils in elementary schools was, however, unsatisfactory ~~is only~~ slight. Various reasons --

elimination of inefficient and uneconomic schools, conversion of many higher elementary schools into middle schools or in complete high schools, etc. should be attributed to this. In each of the first two years of the quinquennium, there was a fall in the number of children on rolls. The number in 1943-44 was 2,980,743 as against 3,044,013 in 1942-43 and 3,18,755 in 1941-42. In the subsequent years, however, the number rose -- the increase in the last two years being marked. The pupils admitted in 1946-47 numbered 3,456,085.

The condition of accommodation of elementary schools was not satisfactory.

The report of the D.P.I. on a scheme of post-war development of education formed the basis of discussion of the Educational Sub-Committee of the Post-War Reconstruction Committee appointed in 1944. In accordance with the recommendation of the Sub-Committee, as approved by the main Committee, a general ten-year plan of educational expansion in the Province, and also a plan for the first 5 years, were drawn up by Government. The five-year plan provided, among others, for the introduction of compulsory elementary education up to the V Standard in the first instance and up to the VIII Standard ultimately; and

The scheme of compulsion envisaged bringing under instruction 13.9 lakhs of children within the 5 years 1945-46 to 1950-51. The number of boys and girls estimated, under the post-war plan as a whole, to be brought newly to school was 40 lakhs. During 1945-6, the Government introduced a limited scheme of compulsion with the aim of enrolling immediately 1.20 lakhs of children..

The scheme was extended in each of the subsequent 2 years. The number of pupils actually admitted under the scheme was 113,320 at the end of February 1946 and 169,078 at the end of the quinquennium.

As an inducement to poor children to attend schools under the compulsory elementary education scheme, the provision for them at Government cost, of midday meals and books and slates was sanctioned. These facilities, however, were withdrawn from April 1947 since the Government found that it would not be possible to continue them, having regard to their finances.

In the last year of the period under review, the Government accepted the craft-centred Basic Education as the method of instruction first in importance. The Basic Training School conducted by the Sri Ramakrishna Mission at Periyanaickenpalayam (Coimbatore District) was taken over by Government and another basic training school was started by them at Vinayashram (Guntur District). The Government also deputed a batch of officers and teachers to Wardha to undergo the course in Basic Education organised by the Hindustani Talimi Sangh. The policy decided on by Government after the close of the quinquennium is to convert ordinary elementary schools into basic schools as and when sufficient number of teachers trained in Basic Education becomes available.

The VIII Standard Public Examination was first held during the quinquennium, in April 1942.

The employment of women teachers in boys' schools was widespread.

4. Secondary Education:- The number of secondary schools for boys increased from 588 in 1942 to 720 in 1947 and of secondary schools for girls from 103 to 181. That was an unprecedently large increase. The strength in the schools ascended even in a larger proportion with many of the old schools opening additional sections and the department's raising the maximum number of pupils that could be admitted -- cf. the figures in para 2 above. There was no corresponding improvement in the matter of accommodation of the schools and of equipment for them due mainly to the scarcity of building and other materials.

The scheme of re-organisation of secondary education that had been drawn up with the aim of providing a larger variety of courses of study, popularly known as the "bifurcated courses", was not implemented during the quinquennium due to practical difficulties although a considerable amount of preliminary work in respect of it was covered. The scheme was introduced after the close of the quinquennium, i.e. during 1948-49.

The use of the mother-tongue of the majority of pupils as the medium of instruction generally in all schools was insisted on. ~~and an endeavour to eliminate the need for using English as the medium was made.~~ To promote the publication of text-books in the regional languages, standard lists of scientific terms in the languages were issued by Government in January 1947.

Early in 1947, the Provincial Advisory Board of Education, a Board of experts in all branches of education was constituted to advise Government.

5. Collegiate Education:- The number of Arts colleges for men and women ~~and the number of Professional colleges for them~~, which were 43 and 13 at the

beginning of the quinquennium, rose to 50 and 26 respectively at the close of it. In the last years, there was an unprecedented rush for admissions in the case of all institutions. An idea of the increase in the strength of the colleges can be had on a perusal of the figures in para 2 above. The shift system was adopted by many colleges ~~imparting instruction in Arts~~ for classes in Science subjects.

The Government opened 3 Engineering Colleges one at Coimbatore, the second at Kakinada and the third for Anantapur at Guindy. The College of Engineering, Anantapur, has since been shifted from Guindy to Anantapur itself. The Government Arts College, Coimbatore, was raised to the I Grade. Degree courses in Highway Engineering and Tele-Communications Engineering were instituted in the College of Engineering, Guindy in 1945. The University of Madras established in 1944 a college of Technology with the aid of a munificent contribution from Dr.K.V.Al.Rm. Alagappa Chettiar and the Annamalai University in the next year opened an Engineering College at Annamalainagar.

6. Training of teachers:- The attraction of lucrative employment in connection with the war and the economic conditions after the war brought about a big fall in the strength of the training schools for men during the quinquennium The following are the relevant figures:--

	Number of pupil teachers		Number of Schools
	Ele.	Secy.	
1941-2	8,141	1,793	73
1945-6	7,318	1,533	75

With the introduction of compulsory education

the shortage of teachers was felt in a more acute form. An emergency course of training of the secondary grade of one year's duration was therefore conducted in July 1946--June 1947 and 990 men and 189 women were got trained. Payment of stipends for secondary grade training was completely restored for both men and women. The rates of stipends paid to candidates undergoing elementary grade training and secondary grade training were also raised from Rs.8 to Rs.12 and from Rs.12 to Rs.18 respectively. These measures led to an increase in the strength of training schools for men - to 11,236 (2,542 secondary grade and 8,694 elementary grade) in 1946-47. In the case of women, there was a steady increase in the strength of pupil teachers as well as in the number of training schools.

7. Muslim Education:- The number of Muslim students reading in Arts colleges rose from 876 to 1,311 and in Professional colleges from 137 to 316. The number of women among them also showed a substantial increase. Muslim women were for the first time admitted into the Government Muslim College(for men) during the quinquennium. Natural Science courses in the Intermediate classes and the Honours course in Islamic History were opened in that college during the period. The number of Muslim boys and girls in secondary schools rose from 15,659 and 1,226 in 1941-42 to 24,628 and 2,401 respectively in 1946-47. The number of Muslim pupils in elementary schools increased from 284,654 to 335,535. Special consessions were continued for Mappillas and there was a further advancement in their education.

8. Harijan Education:- The progress of the Harijan community in the ~~matter~~ spheres of collegiate education and secondary education was outstanding, as had been the case in the previous quinquennium also. The number of Harijan boys & girls in Arts colleges rose from 251 in 1942 to

398 in 1947 and their number in Professional colleges from 14 in 1942 to 96 in 1947. 15,763 Harijan pupils were reading in secondary schools in 1947 as against 9,090 in 1942. The number of Harijans in elementary schools showed an increase of 66,616, over the figures recorded in 1941-2.

9. Physical Education:- The arrangement under which the Principal of the Y.M.C.A. College was part-time Adviser to Government on Physical Education was terminated and a full-time Adviser, who was later designated "Chief Inspector of Physical Education", was appointed in 1945. In February 1947, the Government appointed a Committee to revise the syllabus for Physical Education for secondary schools and ~~they are awaiting~~ a report ~~of its work.~~ Since recd., is under consideration.

10. ~~Scholarships.~~ The ~~rates and~~ number of scholarships for studies in schools and colleges ~~were~~ was largely increased. ~~Various~~ Many educational concessions were granted to ex-service men and women. A scheme for the further education of demobilised personnel was sanctioned.

11. Conditions of service of teachers:- ~~In the~~ Various measures were put into effect to ameliorate the conditions of teachers in general and of elementary school teachers under local bodies and private managements in particular. In the last year of the period under review, the Government ordered that the entire assessed grant, instead of 85 per cent of it, should be disbursed to the teachers in aided schools and that the school-managements might be paid separately a grant equal to 15 per cent of the assessed

grant towards the up-keep of school buildings, etc. Aided elementary school teachers were paid dearness allowance, the rate of which was enhanced from Rs.2 in 1942 to Rs.16 p.m. in 1946. Teachers in local ~~body~~ and Panchayat schools also were paid dearness allowance at the Government rates. Alogg with the general revision of salaries of employees in all departments of Government, the question of improving the pay of teachers in schools under local bodies and private managements was considered, and revised scales of pay for teachers in elementary and secondary schools under local bodies and those in secondary schools under private managements, and revised scales of grants for teachers in elementary schools under private managements, were laid down by Government. The revision entailed an addl. expenditure of about Rs.256 lakhs. Of this, Rs.134 lakhs ~~will be~~ is met from Provl. funds as indicated below:--

Schools	Total cost Rs.	Cost to Govt. Rs.
i. Government Schools	8 lakhs	8 lakhs
ii. Elementary Schools under local bodies	92 lakhs	Nil.
iii. Secondary schools under lofal bodies	30 lakhs	15 lakhs
Iv. Elementary schools under private managements	82 lakhs	82 lakhs
V. Secondary schools under private management	44 lakhs	29 lakhs
Total	256 lakhs	134 lakhs

The Teachers' Provident Fund Scheme was made compulsory and some other important changes in the scheme were ordered.

12. Scouts ~~Movements~~ Organizations:- Efforts were made by Government to achieve unity among all the Scout and Guide Associations in the Province. The first meeting of the Joint Board of the associations was held in

April 1947.

13. Adult Education:- The Indian Women's Civic Corps turned out good work in this field among women. The activities of the othr organizations are not worth of special mention.

14. The review cannot be closed without a reference being made to the valuable service rendered to the cause of education in the Province by the late Sir Meverel Statham. Sir Meverel served in various capacities for 32 years and he ~~was~~ occupied the post of D.P.I. in this Province from April 1936 until his death in ~~April~~ Dec. 1944. The department sustained a great loss by his death.

To
the D.P.I.
Public (Poll) Deptt
P.W. (I & P) Deptt
Guard.

Bmu

161-3

3/1/49

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Edn and S. Deptt

Report on Public Instruction for the quinquennium 1942-47.

The D.P.I. has forwarded a signed copy of the Report. A draft review is sent for consideration.

18/8/48

30/8/48 S

This is a huge file with 511 pages. I would like to know whether anybody has gone through it in the office and found them correct. It will be difficult for me to go through them myself and it is difficult to sign my approval unless I have that assurance from somebody in the office. I do so.

ISA
2.9.48

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