

E.P.H. (1949) Department.

SERIES.

G.O. NO. 1375 Edn.

Dated 3-5-49.

(79)

Encl. P

23-26 of

SI Shank

[Despatch Abstract.]

University - Madras - Fourth Quinquennial Report
on the condition of affiliated Colleges etc.

Order PP 23

Sheet No 12

Order PP 23.

It is requested that all communications should be addressed to the Registrar, University of Madras, Triplicane P. O., Madras, and not to any person by name.



UNIVERSITY OF MADRAS.

UNIVERSITY BUILDINGS,
CHEPAUK, MADRAS.

No. A 1311 19 MAR 1948

Enclosures - 3
Report



FROM

THE REGISTRAR,

University of Madras.

To

The Secretary to the Government of Madras,
Education and Public Health Department,
Fort St. George, Madras.

Sir,

Sub: Fourth Quinquennial Report on the condition of
affiliated Colleges and of establishing other
Universities - Section 53 of the Madras Uni-
versity Act 1923, as amended in 1929.

In continuation of this Office letter No. A. 1307 dated
the 25th April 1944 forwarding the Fourth Quinquennial report on the
condition of affiliated Colleges in this University and G.O. No. 775
Edn., dated the 18th May 1944, I have the honour to inform you that
after the termination of the war the question was taken up and the
Syndicate in March 1945, recommended to the Senate the proposal for an
Inspection Commission to be sent to the Colleges and the Senate approved
this recommendation.

The Syndicate thereupon appointed an Inspection Commission
which conducted a detailed inspection of all the Constituent and Affiliated
Colleges in Arts and Science in the University area during 1946-47 and
submitted its report to the Senate, in November 1947. At its special
Meeting held on the 19th February 1948, the Senate resolved that the report
be adopted and forwarded to Government.

In forwarding the report as approved by the Senate, I am
to invite the attention of the Government to the General recommenda-
tions contained therein and to the specific recommendations concerning
Government Colleges.

I request that the Government may be pleased to inform the
University of the action proposed to be taken thereon.

I have the honour to be,
Sir,
Your most obedient servant

R. R. Ardavan
Ag. REGISTRAR.

mks/17/3.

E & P.H. (G3)

G.O. No 138 Edndt - 26/4/40 recording the 4th
Quinquennial Report for (1934-1939) reviewed
for reference in this case has been called
for from the M.R.O. chitron. Its receipt
may be awaited till 30/3/48

25/3/48

1/25-3 ur

The following further G.O's referred in the previous
papers, which are also required for reference have been
called for from the M.R.O. Their receipt may be awaited till
12/4/48

(1) 1316 Edndt - 28/4/29, (2) 1037 Edndt - 24/4/34,
(3) 2035 - 20.7.34, 70 Edndt - 16.1.40, 2187 Edndt
5.10.39,

25/3/48

6.6.48

From

The Assist. Secy. to Govt., E & P.H. Deptt.

To

The Registrar, University of Madras.

Sub: University - Madras - Fourth Quinquennial
Report on the condition of affiliated
Colleges and of establishing other Univer-
sities - Section 53 of the Madras University
Act, 1923, as amended in 1929.

Ref: Your letter No.A.1311 dated 19-3-48.

Please furnish a statement showing clearly
(1) the General recommendations and (2) the specific
recommendations concerning Government Colleges, made
by the General Inspection Commission of the Univer-

P.T.O.

It is requested that all communications should be addressed to The Registrar, University of Madras, Madras, and not to any person by name.



UNIVERSITY OF MADRAS.

UNIVERSITY BUILDINGS,
CHEPAUK, MADRAS.

17 MAY 1948

Enclosures.

FROM

THE REGISTRAR,

University of Madras.

To

The Secretary to Government,
Education and Public Health Department,
Fort St. George, Madras.

Sir,

Sub: University of Madras - Fourth Quinquennial
report on condition of affiliated Colleges
and of establishing other Universities.

Ref: Your Telephone message (By post) dated the
8th May 1948 from the Assistant Secretary
to Government.

I have the honour to inform you that the statements of recommendations required in your letter under reference are not available in a summarised form. I may, however, state that Chapter IV (pages 15-18) of the Report of the General Inspection Commission, 1946-47, deals with Government Colleges (Provincial) in the University area. I am also forwarding a copy of the letter which has been sent to the Director of Public Instruction, Madras in this connection (A.1498 dated the 2nd April 1948). Reports on individual Colleges are not yet ready.

R. R. S. D. Arundel
Ag. REGISTRAR.

mks/14/5.

4
- 2 -
situation sity of Madras. If one is ready
available. It is summarised for.

P.C. to go.

7.5.48

Copy of letter No.A.1498, dated the 2nd April 1948 addressed to the Director of Public Instruction, Madras.

In forwarding herewith copy of the General Inspection Commission Report, I am to request you to kindly note in particular the recommendations as approved by the Senate regarding the Government Colleges. The position of Government Colleges has been stressed, but a subject like this being a matter for the Director of Public Instruction and the Government, I think it will be desirable if you will kindly take note of these recommendations and see how far they can be implemented from the beginning of the next academic year. A copy of the report has been forwarded to the Government with the request that they may give due consideration to the recommendations contained therein.

I am to invite your attention in particular to the suggestions regarding frequent transfers, filling up of vacant positions in Colleges, improvement of scales of salaries, recruitment to higher positions, and relieving principals of routine financial responsibilities by delegating such financial responsibilities as may be necessary to a separate officer so that Principals may have a definitely academic work and the appreciation of the teaching work of the College.

I am to request you to kindly let me know what steps you propose to take in regard to the several suggestions contained therein. I am also to invite your attention to the Chapter on Physical Education and Medical Inspection. It is the hope of the University that every College will have on its staff permanently a Medical Officer who will perform the duties mentioned in detail in the Inspection Commission report.

The need for hostels need hardly be emphasised, and it is the hope of the University that Government Colleges will provide hostel accommodation for the majority of the students and thus set an example to other Colleges so that the University may be able from time to time to improve upon other managements the need for adequate hostel provision. The Inspection Commission was very disappointed that in several Government Colleges at present, hostel accommodation did not exist or was found inadequate. In view of the number of students that come from distant mofussil centres to Government Colleges, it is the hope and expectation of the University that early steps will be taken by your Department to plan a method of increased hostel accommodation for all Government Colleges and that these will obtain high priority as well in the interests of the students as for the maintenance of standards of higher education.

I am also to invite attention to the general recommendations in regard to women's education and to the need for encouraging extra-curricular activities, particularly social service activities, in Colleges. The University is writing to all Colleges to take immediate steps to have a planned method of social service. I am to express the hope that your Department and Government will circularise Principals of Government Colleges on similar lines, so that a planned method of social service activities may be forthcoming from the beginning of the next academic year.

~~Special~~

For perusal
in
ccs
3/7

Letter No. 21327/43/48-1.

69
Edu. d. 3-7-48.

To
The Registrar, University of Madras

Sir,
University - Madras. Fourth Biennial
Report on the condition of affiliated colleges
etc.
your letter No. A.1311 & 4.3.48

The above report sent forwarded by
you with your letter cited above has to
be placed before the Legislature under section
53 of the Madras University Act, 1923. Hence
I request you to arrange to send me ²⁷⁵ 267
copies of the report for the purpose
yours faithfully

ccs
2/7/48

in
3/7/48

MLA 212
MLA 55
267

21327/48

48
27/7

11
E.P.H.
27/8.
Let. Ref. No. 21327/43/48-2 Edu. d. 27/7/48

To: The Registrar, Madras University, Madras.

Sir,

Sub: University - Madras - Fourth
Quinquennial report.

Ref. letter. Ref. No. 21327/43/48-1. Edu. d. 3.7.48.

I am to request You to send the
Copies of the report called for in the letter
cited above, at a very early date.

Y. F.

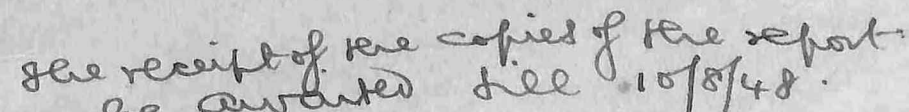
26/7/48

26/7/48

Note: In Let. Ref. No. 21327/43/48-1 d. 3.7.48, in the main
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31/7/2008

21848

PC to be sent
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From

Genl Asst. Secy, E.H.H. Dehlt

To

The Registrar, University of Madras

Sub: - University - Madras -
Fourth quinquennial Report

Ref: - Your letter no. A 32862
30/7/48

P3 of

Please arrange to supply copies
of the Report at an early date

17/8/48

10/8/48

18848

9

TM

9

E.H.H. Dehlt

Go 17
All communications should be addressed to the Registrar, University of Madras, Triplicane P.O., Madras, and not to any person by name.

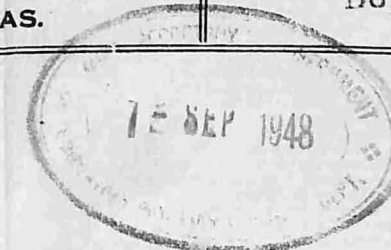
From
THE REGISTRAR,
UNIVERSITY OF MADRAS.

To The Secretary to Govt.,
Education & Public Health
Department, Madras.

No. A-3881

Enclosures

Sir, 66311



UNIVERSITY BUILDINGS,
CHEPAUK, TRIPPLICANE P. O.,
MADRAS.

Dated, 7 SEP 1948

Sub: Fourth Quinquennial Report- Your letter
No. 21327/G.3/48-1 Edn. dated the 3rd
July 1948;

I have the honour to inform you that the required
number (275) of copies of the report with appendices
are sent separately for your information and necessary
action, the receipt of which may kindly be acknowledged.

Yours faithfully,

R.R. Ramesh
AG. REGISTRAR.

ssg/4/9/

18

TO THE REGISTRAR, UNIVERSITY OF MADRAS,
MADRAS.

FROM THE REGISTRAR, UNIVERSITY OF MADRAS,
MADRAS.

I have the honor to inform you that the Registrar,
University of Madras, has received from the
Registrar, University of Madras, a copy of the
Fourth Annual Report of the University of Madras,
MADRAS.

29/9
22/9

11- E & H (G3)

Dr. Ry No. 213270/48-3 Dndl-22/9/48

Dr. Ry
29/9
22/9

To
The Registrar, University of Madras,
MADRAS.

Sub:- University - Madras.
Inspection Commission -
Fourth Annual Report

Ref:- your letter No. A 3881
dt- 7.9.48

I am to acknowledge the
receipt of ~~the~~ 275 copies of the
Report.
yours faithfully,

21/9/48
22/9/48

204

The main file with sectional notes
it was sub to Secy and it was returned
by Secy with certain remarks to CI Section
re: medical inspection of students.
~~It is under~~ That Section has resubmitted
the file. This ~~will~~ be added to the
main file when it returns to the Section.

21/9/48
21/9/48
21/9/48

2 drafts

II Draft

21 12

E.& P.H.(G.2)

University - Madras - Report of the General Inspection
Commission, 1946-47.

U.O.No. 2132792/48-1 Edn., dated 2/5/48

267 copies of the Report of the General Inspection
Commission of the Madras University are forwarded to the
Secretariat of the Madras Legislature with the request that
the report may be laid on the table of the Madras Legis-
lature.

To
The Sectt. of the
Madras Legislature-
(with encl -
267 copies of the
Report.)

21/9/48

25448

21/9/48

Frequent transfers of staff in Govt. colleges: Officers who are due to retire in the middle of an academic year are retained in service till the close of the year. Transfers are affected only where absolutely essential and cannot be avoided. Instrns. to the effect that all likely retirements in the course of an academic year shd. be taken into account in the beginning of the year itself and advance postings orderd, have been issued by Govt. The question of appointing supernumerary officers in the Collegiate Section of the dept. will be pursued too.

Recruitment to collegiate posts: The two methods of appt. suggested by the Commission, viz., direct recruitment on the results of a competitive examination and promotion on the basis of merit, are already being adopted in respect of posts in the Govt. colleges. The Govt. have also accepted the views of the V.C. of the Unty. that for direct recruitment to the posts of Profs. and Lecturers in the M.E.S. persons already in service shd. be made eligible to compete along with non-deptl. men and have issued orders accordingly.

Presidency College: The Govt. are considering proposals for the re-organization of the college. The Expert Committee constituted by Govt. for the purpose under the Chairmanship of Sri C.V.Raman has forwarded its report and the report is under consideration.

The conversion of some posts of Professors in the college into posts of Chief Professors on Rs.300-1,000 has been sanctd. by Govt. But that sanction has not been put into effect since the qualifns. for the Ch.Profs. and the method by which they shd. be recruited and similar other points have not been settled.

Transfers of Collegiate officers to the inspectorate: Under the Govt. statutory service rules, transfers from the collegiate side to the inspectorate or the administrative side are not ordinarily admissible and can be ordered by the Govt. only when the public interests necessitate them.

Appointment of Assistants to Principals of Govt. colleges to discharge administrative routine work: The proposal was considered by the Govt. in connection with the Part II of their budget for 1949-50 but owing to financial stringency it was deferred. The matter will be taken up again when the finances of the Province improve.

Accommodation in Govt. colleges with particular refes. to laboratories. Wherever possible, additional buildings have been put up. Owing to high cost of building materials and sk labour, many works could not be taken up in the past few years. The Govt. have recently sanctioned the construction of additional buildings for the Govt. Victoria College, Palghat, and the Govt. College, Kumbakonam, at a cost of Rs.2.65 lakhs and Rs.2.80 lakhs respectively.

Non-Govt. Colleges at Tirupati and Bellary: The sanctioned as a special case a half-grant subject to a maximum of Rs.50,000/- to be paid during the year 1948-49 for the construction of the Buildings for the Veerasaiva College, Bellary. In the meantime,

as a sequel to Govt's refusal to increase the grant sanctioned.

separate file not built

P4948 (5)
90 5772a, 2/49.

P19 of
should we
(dropped)
for the present

P21 - do -

P23 - do -

P26 (b) - do -

P27 - do -

P32 - do -

the management of this College decided to close down the institution. The Govt. have offered to increase the building grant for the scheme to one-half of the estimated cost of the work and have asked the management whether they will run the College. The scheme for the construction of buildings for the Venkateswara College, Tirupati has been included in the approved list of buildings for a half-grant, not exceeding Rs.75,000/-, and the Govt. have sanctioned the payment of a grant of Rs.10,000/- to this college during 1948-49.

Colleges - Accommodation - Improvements. It is hoped that the Non-Govt. colleges will remedy the defects pointed out by the Commission. As for as Govt. colleges are concerned, the provision of hostels will be considered as and when funds permit.

Libraries in Colleges - The D.P.I. will doubtless take necessary action in respect of Govt. Colleges, and the managements of Non-Govt. Colleges also will take suitable action in respect of their colleges, in this regard.

University Officers' Training Corps. - From 15.7.48, the U.O.T.Cs have ceased to exist and in their place the National Cadet Corps will come into existence, and the existing U.O.T.C. battalions will be absorbed into the Senior Division of the National Cadet Corps. The scheme which has been accepted by Govt. provides for the recruitment of cadets from all the Colleges for the Senior Division.

Medical inspection - The question of taking up a scheme of medical inspection for Govt. colleges in advance of a general scheme is under consideration.

New colleges and courses of instruction. - The Commission's suggestions in this respect are already under consideration.

Women's education. - Govt. presume that the University authorities will take suitable action in regard to improved facilities for women's education and will address Govt. in respect of any matter on which their help is needed.

Extra curricular activities. The question of providing extra curricular activities to students, e.g. and service at

vice ^{look} etc. is for the Universities, the D.P.I. and the
managements of colleges to consider in collaboration with
another.

Yours faithfully,

Copy to the
Registrar, Andhra
University with
encl - 1 copy of
the Report.

Registrar, Anna
malai University,
with encl - 1 copy of
the Report.

The D.P.I. - do -
Copy to A section.
3 spare copies.

22/11/49

From
J.N. Lobo Prabhu Esq., I.C.S.,
Joint Secretary to Government,

To
The Registrar, University of Madras,
MADRAS.

Sir,

Sub: University - Madras - Fourth triennial Report on the con-
dition of affiliated Colleges etc.
Ref: Your letter No. A.1311 dated 19-3-49.
Enclosed are the following documents:-

The report has been examined and the following remarks are offered:-

Grants to Non-Government Colleges:- I am desired to state that, as the University may be aware, the Government have ever been generous in aiding colleges providing studies in sciences and technology. In December 1941, however, the Government passed orders imposing restrictions on the payment of building grants to non-Government Arts Colleges and Secondary schools for boys, with a view to releasing funds for the expansion of elementary education. Again in 1945 the Government imposed a ban on building and equipment grants for new Arts Colleges for boys. These restrictions do not hold good any longer and colleges including newly started institutions, are now eligible for building grants at one half of the cost subject to a maximum of Rs. 50,000/- in the case of Second Grade Colleges, and Rs. 75,000/- in the case of First Grade Colleges. They are also eligible for grants for equipment, but the maximum limit in this case is Rs. 10,000/-. I am to add that for meeting this additional expenditure, the Government made a special allotment of Rs. 10 lakhs during 1948-49 out of which amount a sum of Rs. 1 lakh was intended for Colleges. A similar provision has been made in the estimates for 1949-50 also. It will be seen that the Government are doing their utmost in respect of financial aid to non-Government Colleges.

Scales of pay of staff in Government Colleges:- With regard to the Commission's observations in this regard, the Government wish to state that the scales of pay of the staff in Government Colleges are higher than those obtaining in non-Government Colleges and those fixed by the University itself for new colleges.

Frequent transfers of staff in Government Colleges:- Officers who are due to retire in the middle of an academic year are retained in service till the close of the year. Transfers are effected only where they are absolutely essential and cannot be avoided. Instructions to the effect that all likely retirements in the course of an academic year should be taken into account in the beginning of the year itself and advance postings ordered, have been issued by Government. The question of appointing supernumerary officers in the Collegiate Section of the department will be pursued too.

Recruitment to collegiate posts:- The two methods of appointment suggested by the Commission, viz., direct recruitment on the basis of a competitive examination and promotion on the basis of merit, are already being adopted in respect of posts in the Government colleges. The Government have also accepted the view of the Vice Chancellor of the University that for direct recruitment to the posts of Professors and Lecturers in the Madras Educational Service persons already in service should be made eligible to compete along with non-departmental men, and have issued orders accordingly.

Presidency College:- The Government are considering proposals for the re-organisation of the college. The expert Committee constituted by Government for the purpose under the Chairmanship of Sri C.V. Raman has forwarded its report and the report is under consideration.

The conversion of some posts of Professors in the college into posts of Chief Professors on Rs. 300-1,000 has been sanctioned by Government. But that sanction has not been put into effect since the qualifications for the Chief Professors and the method by which they should be recruited and similar other points have not been settled.

16
Transfers of Collegiate officers to the Inspectorate:- Under the Government statutory service rules, transfers from the collegiate side to the Inspectorate or the administrative side are not ordinarily admissible and can be ordered by the Government only when the public interests necessitate them.

Appointment of Assistants to Principals of Government colleges to discharge administrative routine work:- The proposal was considered by the Government in connection with Part II of their budget for 1949-50 and owing to financial stringency it was deferred. The matter will be taken up again when the finances of the Province improve.

Accommodation in Government colleges with particular reference to laboratories:- Wherever possible, additional buildings have been put up. Owing to high cost of building materials and labour, many works could not be taken up in the past few years. The Government have recently sanctioned the construction of additional buildings for the Government Victoria College, Palghat, and the Government College, Mambalam, at a cost of Rs.2.85 lakhs and Rs.2.80 lakhs respectively.

Non-Government Colleges at Tirupati and Bellary:- The Government sanctioned as a special case a half-grant subject to a maximum of Rs.50,000/- to be paid during the year 1948-49 for the construction of buildings for the Venkateswara College, Bellary. In the meantime, the management of this College decided to close down the institution, as a sequel to the Government's refusal to increase the grant sanctioned. The Government have now offered to increase the grant for the building scheme of this college to one-half of the estimated cost of the work and have asked the management whether they will continue to run the College. The scheme for the construction of buildings for the Venkateswara College, Tirupati has been included in the approved list of buildings for a half-grant, not exceeding Rs.75,000/-.

Colleges - Accommodation - Improvements:- It is hoped that the Non-Government colleges will remedy the defects pointed out by the Commission. As far as Government colleges are concerned, the provision of hostels will be considered as and when funds permit.

Libraries in Colleges:- The Director of Public Instruction will doubtless take necessary action in respect of Government Colleges, and the managements of Non-Government Colleges also will no doubt take suitable action in respect of their colleges, in this regard.

University Officers' Training Corps:- From 15-7-48, the U.O.T.C. has ceased to exist and in its place, the National Cadet Corps has come into existence. The scheme which has been accepted by Government provides for the recruitment of cadets in colleges for the Senior Division.

Medical Inspection:- The question of taking up a scheme of medical inspection in Government colleges in advance of a general scheme is under consideration.

New Colleges and courses of instruction:- The Commission's suggestions in this respect are already under consideration.

Women's education:- Government presume that the University authorities will take suitable action in regard to improved facilities for women's education and will address Government in respect of any matter on which Government help is needed.

Extra Curricular activities:- The question of providing facilities for extra curricular activities to students, e.g., social service work is for the Universities and the managements of colleges to consider.

Yours faithfully,

J. N. LAKSHMI PRASAD,

JOINT SECRETARY TO GOVERNMENT.

To the Director of Public Instruction,
A. Sections.

Forwarded/By Order

1994 1995 1996 1997

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P 125 of the
H. A. S. Library
Calendar, Vol. I,
Part I
P 152 of the Book

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came ~~for~~ up for consideration, the Syndicate suggested to the Senate that though there was need for the appointment of an Inspection Commission, the inspection be postponed in view of the war situation, till conditions permitted of an inspection being made under normal circumstances. Based on the reports of the Inspection Commission which had visited some of the colleges during the quinquennium in connection with their affiliation, the report was prepared by the University and submitted to Govt. by the University in April 1944. The Report was recorded in G.O.No.775 Edn., dated 18-5-44, at (A). The question of appointing a University commission for the inspection of the various colleges was taken up by the University in 1945 and a Committee was appointed and it conducted the inspection during 1946-47 and submitted its report in Nov. 1947 to the University. The report was approved by the University and it has now been forwarded to Govt.

3. The Report of the Commission consists of Parts I and II and Appendices - Part I being an introduction, Part II dealing with the various aspects of the Colleges within the jurisdiction of the Madras University, and Appendices giving statements of information etc. on the various points mentioned in the main report.

4. The suggestions for the improvement of affiliated colleges are primarily for consideration by the managements concerned and the University. So far as Govt. Colleges are concerned the D.P.I. will now doubt address Govt. on specific suggestions which are practicable of adoption by Govt. As regards the question of establishment of other Universities outside the limits of Madras, see the concluding paragraph of the report on the condition of education already submitted by the University to Govt. in 1944, wherein it is stated that the question of the possibility of establishing any other University outside the limits of the Madras University and in the area covered by that university is not likely to

arise for some years to come. Proposals have now been made to Govt. for the establishment of Kerala and Karnataka Universities and they are under consideration separately.

5. The report may be sent to the D.P.I. u.o. for any remarks he may have to offer.

Copy of Secretary's remarks.--

A reply is due to the University.

The report has to be laid on the floor of the

Legislature.

For both these purposes, it is necessary that the various points in the report on which action by Government is required should be picked out and we should decide what action is necessary - 'general' points as well as those relating to Government Colleges.

The points should be picked out and noted on.

M.V.S.
24-5-48.

The points on which action by Govt. is required are noted in the sectional notes below.

Section 53 of the Madras University Act requires that the report should be laid before the Legislature. For this purpose, a copy of the report should be called for from the Registrar. There will be no discussion on the report - Cf. page 1042 of Govt. 1037 Edn. 24-4-48. The subsequent reports were forwarded to the members of the Legislature as it had been prorogued.

As ordered by Secretary, the points are examined in the sectional notes below.



ASTI

Shankar file

Through 'A' section (re. Govt. Colleges)

20/4/48

20/4/48

20/4/48

5/8/48

A (11.7.9.11) 3/7/48

13.15.48

B1 (p. 25) 11/7/48

B2 (p. 28) 11/7/48

B2 (p. 34) 11/7/48

B2 (p. 36) 11/7/48

B2 (p. 38) 11/7/48

B2 (p. 40) 11/7/48

B2 (p. 42) 11/7/48

B2 (p. 44) 11/7/48

B2 (p. 46) 11/7/48

B2 (p. 48) 11/7/48

B2 (p. 50) 11/7/48

A Section may take necessary extracts and return this file to G3 Section for taking further action.

6/11/48

A.I.

Necessary extracts have been taken
the file may now be returned to G3 section

1/11/48

EXH (G3)

The papers may be recorded
and copies of the Report sent to the
Legislature Sect (Assembly) Section
for laying them before the Assembly
and the Council. A draft order
and a draft res. are subd for
approval.

1/12/48

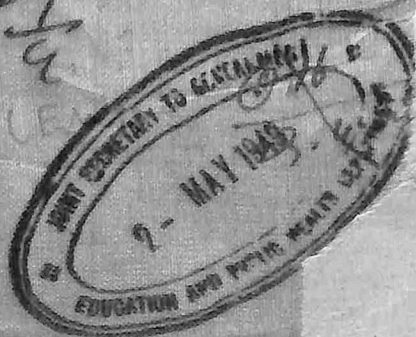
We have to send a reply to the University.
A draft letter may be put up.

2/12/48

In view of Secretary's remarks in the routine note, an amplified
draft letter to the University explaining in detail the action taken
or proposed to be taken by Govt. on the various points mentioned in the
Report of the ~~University~~ Inspection Commission is submitted for approval.
A copy of U.O. note to the Legislature Sectt. is also submitted for approval.

2/4/49

14.7 (Edn)



Sectional notes

[Despatch Abstract.]

Grants to non-
Govt. colleges.

Extract of paras 3 and 5 on pp. 9-10 and sub-para 2 of para 10 on p. 23. (M)

The Commission noted that the Grant-in-Aid Code so far as the Province of Madras was concerned did not now give that amount of help that the colleges at one time were getting. Various restrictions have been introduced: the scale of building and equipment grants has been lowered and during certain periods entirely withheld. In consequence the general feeling among most managements and Principals was that unless there was a liberalisation of the Grant-in-Aid Code it would not be possible for them to cope with the mounting cost of running colleges. The curtailments referred to above were drastic during the period of the war. On the other hand while Government rightly encouraged liberal concessions to various categories of students, the compensation given by Government under this head was neither timely nor adequate. In some cases it was stated that even the normal teaching grant that might have been anticipated before the war was not forthcoming.

Though some of the older colleges have moderate capital endowments, the majority of them have not succeeded in establishing endowment funds. The Commission would therefore recommend that all colleges should strive to collect donations to make up a fund equal to that which is now demanded of new colleges. The increasing cost of maintaining colleges effectively and the constant need for improvement and expansion make such a capital endowment essential. At the same time the Commission feels strongly that the Grant-in-Aid Code should be revised and liberalised so that private managements, which bear such a great part of the burden of higher education, may not be subjected to a strain beyond their capacity.

In this connexion the Commission wish to point out that most colleges have not been able to secure grants from Government for the construction of college buildings, laboratories, hostels, playgrounds, etc. The Commission wish to emphasise that unless proportionate grants are given by Government for such purposes, managements will find it difficult to satisfy the requirements of the University.

E p. 14 (p. 3)

The restriction regarding grants to educational institutions for building purposes has since been modified but the strain on the provincial finances continues to be the limiting factor. The Govt. have nevertheless provided for a grant of Rs 10 lakhs for the current year for building purposes of the institutions affected by the laws imposed regarding grants. As applications for grants are ~~receiving~~ examined on the merits of each case and grants sanctioned subject to the funds availability of funds no action seems called for on the para extracted above with a view to provide for the

Copy of Memo (B)
27/2/36/1/47-17
Out of this provision
a sum of Rs 1 1/2 lakhs
is intended for colleges.
in 1936/37

ces
T.H.

expansion of elementary education, a ban was placed in December 1941 on the payment of ^{building} grants to non Govt. colleges and secondary schools ^{for boys.} This ban has recently been lifted in Memo No 27236 B-1-47-17 Edn. of 15-6-48. Colleges ^{other than those mentioned in the next para,} are ^{now} eligible for building grants at one half of the cost subject to a maximum of Rs 50,000 in the case of a II grade college and Rs 75,000 in the case of a I grade college.

In a Press Communiqué issued in July 1945, the Govt. announced that arts colleges (except those situated in backward areas or are intended for women) opened after that date, would not be eligible for any grant ^{- teaching, building or equipment.} Such colleges have, by an order issued in Nov. 1946, been made eligible for teaching grants. The question of lifting the ban so far as the payment of equipment grant is concerned, is under separate consideration.

No further action seems called for.

26/8/48

S 'P' or for late
This is too vague for
when to be taken up.

No revision of grant is as possible in the present circumstances

18A

2-11-48

Extract of paragraph 5 on pp.12-13.

It should also be mentioned that colleges which have ~~the~~ Honours courses have necessarily to attract Professors with special qualifications and experience both in teaching and in research if Honours teaching is to be kept at a fairly high level and if Honours Colleges are to be centres of research in the particular subjects. The University has laid down the minimum qualifications required for teachers in the various grades of instruction, but it not unfrequently happens that managements content themselves with securing persons with only the minimum qualifications and do not devise means for getting teachers with higher qualifications. It is necessary that there should be a change of outlook on the part of all managements, State as well as private, and that teachers with high qualifications and experience and a flair for research should be attracted to the higher grades of teaching, so as to infuse a new spirit in such departments of study. The Syndicate has in regard to new colleges affiliated within the last three years, fixed the following scales of pay for the different grades of teachers.

Principal	...	Rs.300-15-450-20-550-25-600
Professors		Rs.200-15-350-20-450-25-500
Lecturers (including those in Languages)	-	Rs.100-10-250
Tutors and Demonstrators	-	Rs.75-5-100
Lecturers in Languages holding Oriental Titles	-	Rs.75-5-125
Physical Directors	-	Rs.100-10-200

These scales of salaries have been insisted upon as a condition of affiliation in all new colleges. The Commission feels that older institutions should, as soon as possible, revise the scales of pay so as to bring them at least to the standards laid down by the Syndicate in regard to new institutions. The Commission hopes that all managements will take steps to see that these or equally satisfactory scales are given effect to in the case of all teachers employed in these colleges, before the beginning of the academic year 1948-49. As the Syndicate has insisted on the revised scales of pay being given effect to even by older institutions in departments newly affiliated, managements will have to face the anomaly of having two sets of teachers, one with the old scales of pay but with longer teaching experience, and another set of teachers newly recruited on the revised scale of pay. It is the expectation of the Commission that in revising the scales of pay of teachers and fitting them into the scales of pay now insisted upon, the managements will take due note of the length of service of each teacher in their institutions and fix their salary at the proper stage in the new scales of pay.

E.P.D. (43)

No action seems called for on this so far as colleges under private managements are concerned.

ces
4/1

In para 4, the Inspn. Commn. conveys indirectly

that in the matter of salaries of staff the Govt. colleges

no longer remain as model institutions for the other colleges

to be followed. The scale is quite correct. No doubt the

scales of pay of the I.E.S. (which was service was abolished) are

in the early 1920's) were very attractive. But, even the existing scales of pay for Principals of the Presy. and the Teachers' Colleges, Principals of other colleges, Profs. and Lecturers, who are borne on the Madras Edl. Service, can be said to be far higher than the scales obtaining in the non-Govt. colleges and ~~also~~ those fixed by the Unty. itself for new colleges. The scale of pay of Asst. Profs. and Asst. Lecturer has recently been further raised from Rs. 125-245 to Rs. 150-250. *plus Rs 5 for d.T.s.*

8/11/28
30/8/28
15/11/28
2-11-28

Frequent transfers

The returns of staffs submitted by the different Government Colleges during the last five years have been examined and the Commission is of opinion that the attention of the Government should be invited to the fact that there have been far too frequent transfers of staff from one College to another in the midst of an academic session. This has led to deterioration in the standard of teaching. Sometimes teaching in the subjects involved has been suspended for periods varying from one month to one term and more. It is in this respect more than in others that the Government Colleges compare very unfavourably with aided institutions, where there are of course no transfers but only casual vacancies which are unavoidable. The Commission realises that it is impossible to avoid the need for replacing a teacher because of sickness or other reasons: but it is not necessary that it should lead to transfers in half a dozen colleges. Similarly when a person retires, the consequent arrangements and promotions involve a series of changes and transfers from one college to another. While this may not be a matter for concern in other departments of Government, it certainly interferes with the efficiency of teaching in colleges, and as has been stated already it leads to fairly long intervals before the vacancy is filled up. The statement shown in Appendix F gives the number of transfers in the Government Colleges during the five-year period. If, as has happened frequently, in a small college there should be five or ten transfers among the teaching staff in the course of a single academic year, it is obvious that the whole tone of the college must necessarily suffer, that discipline is weakened, that proper standards in teaching cannot be maintained and that contact between teachers and students will be very much less than what it ought to be. Another serious drawback is that such continuous influx of new teachers into a college weakens its stability and the continuity of traditions. It is the senior teachers who have been long in a college that come to know the locality and earn the regard and trust of the parents of students. Under present day conditions particularly, it seems very desirable that members of the teaching staff should have opportunities to know each individual student, to understand him, and to guide him in the college and outside in such a way that he may be protected from the dangers which beset him. The Commission would therefore suggest that vacancies arising in Government Colleges where a member of the teaching staff is due to retire in the middle of an academic year, should be dealt with in the following way:-

- (a) He may be retained till the end of the academic year:
or
- (b) He may be given leave from the beginning of the academic year preparatory to retirement, if that is possible;
or
- (c) He may be treated as a supernumerary, a successor being appointed from the beginning of the academic year in the same institution.

The principles stated above are applicable to non-Government institutions also.

Filling up of vacancies

One of the reasons why the replacement of a single teacher involves many transfers is the connection between the transfer and promotion to a higher grade. It is necessary to frame new rules for members of the Collegiate services in the Education Department, by which they may earn their promotion to a higher grade while continuing to work in the same place for the rest of the academic year. This expedient may be adopted for filling up foreseen vacancies as well as those arising from

retirements for which provision may not have been made on lines suggested in the previous paragraph.

In this connection, the Commission is of opinion that the Government should consider the need for the creation of a few supernumerary posts of officers in the Education Department, who may fill in short-term vacancies without disturbing the teaching staffs in several Colleges. Such persons may be attached to one or two of the bigger Government Colleges, where they will not only receive useful training for themselves, but will also relieve heads of departments of part of their routine teaching. This will have the advantage of giving the Heads of Departments the much-needed time for the organization of the departments and promotion of research.

The Commission understands that, in the Medical Department, the Head of the Department is empowered to have a number of supernumerary Assistants in the Provincial Medical Service attached to big teaching hospitals for short periods, who can be sent to fill any emergency vacancy that may occur anywhere in the Presidency. This is to prevent any of the Hospitals in the mofussil being closed down for lack of a Doctor in charge; and it seems reasonable to explore the possibility of adopting such a system in the case of the Education Department also.

F.P.H. (43)-

We have recently noted that transfers in all departments should, as far as possible, be made only during the summer vacation. This will not fully meet the needs of the educational institutions. Most of the transfers follow some sort of promotion or vacancy. In such cases it may be necessary to have recourse to some of the expedients enumerated in the report. The D.P.'s remarks may be invited to the suggestions of the Commission.

That there should not be frequent transfers of staff in their colleges in the middle of an academic year, has already been recognized by Govt. In fact, in Jan'y. 1947 itself, they issued instructions that in future such transfers should be restricted to the minimum. The principle followed is that transfers during the middle of a year should, as far as possible, be avoided without detriment to the interests of the institutions concerned.

The paragraphs/extracts on pp.3-4 above is only a reproduction of a letter/recd. by the Govt. (on the subject) in Sept. 1945 from

(There is a sanctioned leave reserve)

Dep. Secy, P.H. (Secy)
2.3.48

Thro' D.I.

re. the last para in the extract above.

more or less

of the Univ. 23
the V.C. The suggestions have already been examined, in consultation with the D.P.I. Officers retiring in the middle of an academic year are being retained in service until the close of that college year, by re-employing them. This year, ~~sanctions of re-employment~~ ^{many} of retiring officers have already been given in advance. The Dir. has already been asked to make advance postings in the beginning of the year, taking into account all likely retirements in the course of the year. The ^{other} suggestions for having reserve Lecturers and Asst. Lecturers as supernumeraries, and for enabling officers to 'earn' their promotions to a higher grade, while they continue to work in the lower posts, in the course of an academic year; have been considered and not found feasible of adoption at least for the Edn. Dept. - in view of the prohibitive extra cost that will have to be incurred having regard to the no. of subjects & the no. of colleges spread over the entire Presy. and in view of the utter undesirability of paying a man higher while he does the work of a lower post.

(Papers are in a file dealing with an Assembly Am.)

P.P. 12.7.48/14
23/7/48

31/8/48

f.b. and

In the Medical Dept the head of the dept. has not been empowered to have a number of supernumerary Assistants in the Provincial Medical Service for filling up short term vacancies. But in the Medical Service there is a leave reserve of 24 officers for Civil Surgeons and Civil S.D. Surgeons and officers in this reserve are intended to fill leave or other ~~vacancies~~ short vacancies.

Pon p.5 ante is a matter for decision by the management of non-govt. colleges.

4/1/48
31/7/48

26-8-48

4/9/48

In view of the above the Director of the Medical Service is asked to consider the matter and report to the Govt. by 31/8/48

It is true that in spite of our orders that in many colleges are suffering from transfers. The transfer may be either due to the leave taken by the individual concerned or due to his promotion. In such circumstances the University takes a long time to get the post filled. Giving extension or reappointment at the end of the term has solved the problem. But it can be solved effectively only by having reserve Lecturers and Asst. Lecturers as supernumeraries. The matter of having supernumerary officers in the Collegiate services of the Education Dept. may be examined.

1 SA
5-11-48

Extract
following
letter
with
in
the

It is true that in spite of our orders that in many colleges are suffering from transfers. The transfer may be either due to the leave taken by the individual concerned or due to his promotion. In such circumstances the University takes a long time to get the post filled. Giving extension or reappointment at the end of the term has solved the problem. But it can be solved effectively only by having reserve Lecturers and Asst. Lecturers as supernumeraries. The matter of having supernumerary officers in the Collegiate services of the Education Dept. may be examined.

11/11/48

Extract of para 8 on p.17

Govt. Colleges - Professors -
Pay and conditions of
service.

Reference has already been made to the abolition of the Indian Educational Service and the cuts in the scales of salaries of members of the Education Department made by the Government from time to time since 1930. The improvement of scales of salaries of teachers in the Government Colleges is a matter that deserves the immediate attention of the Government: the existing grades require to be revised. Teachers with ripe experience and high academic qualification and a flair for research are not likely to be attracted if salaries do not go beyond the maximum of the ordinary grade. There should be created some higher posts to attract such persons. For these higher posts there should be two alternative methods of recruitment (a) direct recruitment for which, however, in variation of normal Government rules regarding direct recruitment the teaching staff in Government Colleges should be equally eligible to apply; and (b) promotion of a certain proportion of well-qualified persons who have done good work in their subjects.

E.F.R. (Q 3)

The D.P.D. remarks may be invited on the above suggestions of the Commission

Thro' 'A'

CCS
4/7/48

Attention is invited to the notes at p. 3-4 ante. The scales of salaries of staff in Govt. Colleges cannot obviously be further bettered. The maximum of the Lecturers' and Professors' scale is at the proper level - Rs.700.

The conversion of some of the posts of Profs. in the Presy. College, Madras, into posts of Chief Professors on the scale of pay of Rs.300-1000 is under separate consideration and orders are likely to be issued shortly.

on the results of a competitive exam.

The two methods of recruitments suggested by the Commn. (direct recruitment and promotion on the basis of merit) are already being adopted for Collegiate posts under Govt. The Govt. have recently also accepted the views of the V.C. of the Madras Unty. that qualified departmental men should be made eligible to compete for 'direct recruitment' to the posts of Professors and Lecturers, along with outsiders; action to amend the statutory service rules has been taken separately.

P.T. 18/11/48
D.P. 24/7/48

31/11/48

25-11-48

Presidency College

Extract of para 9 on p.17

23

It has been stated that the Presidency College is one of the foremost institutions in the University area, affiliated to the University in the largest number of subjects both for the Pass and Honours courses. If this College is to continue to be what it was originally intended to be, it should fulfil three conditions:-

- (a) It should aim at a higher level of teaching in Honours subjects;
- (b) It should have the widest facilities for research work; Honours Departments should have sections for post-graduate research;
- (c) It should be a centre where teachers newly recruited for service in all Government Colleges may acquire their initial experience; members of the Educational Service should have opportunities of serving here for some time and under experienced departmental heads before they are posted to Government Colleges in the mofussil.

It is necessary to emphasise that in recruiting the chief men for Honours teaching, every effort should be made to secure persons with high academic qualifications, experience in teaching and a record of research. While men with adequate qualifications and experience, who have been long connected with the Education Department and have had previous experience of teaching up to Honours standard should be entitled to consideration, the import of fresh talent also seems desirable. It was also noted that when persons ~~are~~ with adequate qualifications and experience were promoted and given the responsible work of being Heads of Honours Departments, salaries suited to their long service and well-merited promotion were not given to them.

Extract of para 10 on p.17

It seems therefore very necessary that besides the ordinary scales of pay in the Education Department, a separate cadre should be created for those engaged in Honours teaching, particularly for Heads of Departments, and on much higher scales of salary. Unless this is done and direct recruitment encouraged on the lines already suggested, the standards of Honours teaching may not be kept at that high level at which it is so desirable and necessary. This aspect of the question is also applicable to private managements who have Honours courses in their Colleges, and should therefore be taken note of by such managements.

E.P. 12 (83)

The D.P.'s views may be indicated

the suggestion

The re question of

Shro. A. P.

CCS
27/11/48 re-
organization of the Presy. College has been engaging the attention of Govt. for a long time. In order that ~~the college might~~ become primarily a research institution; ~~as a first step,~~ intermediate classes therein have been transferred to the Govt. Muslim College, from the beginning.

of the current academic year. Further, as adverted to
 ante, the sanction of a new cadre of Chief Professors
 on a scale of pay higher than the scale ~~now~~ applicable to
 ordinary Profs. and Lecturers, ^{is} under the active consideration of
 Govt. Orders will be issued shortly. High academic/qualfns,
 teaching expce. and overseas training, are proposed to be prescribed
 for the posts. Appts. are to be made by the method of direct
 recruitment, departmental men also being allowed to compete,
 thro' a special committee consisting of the V C. of the Unty.,
 the D.P.I., the Chairman of the M.P.S.C. and some other experts
 in the subjects concerned. When ~~xxxx~~ that scheme is introduced,
 it will go a long way to achieve the ends indicated ~~xxx~~ in
 the Commission's report.

We have appointed a Committee to go into the matter of the
 reorganisation of the Presidency College. The work of that
 Committee may be expedited. I am anxious that we should get
 their report before the end of this year, if possible, so that
 it may be examined and put into effect before the next school year.

Principals of Govt
 Colleges - Administrative
 Duties - Relief

Extract of para 11 on p.17-18. (M) 24 11

There is another matter connected with Government
 Colleges which needs consideration. The work of the
 Principal in a Government College is much more onerous
 than in many other institutions. He is responsible in
 addition to the usual statements and returns to the Univer-
 sity, for all the financial transactions, administrative
 details, the indents for supplies that have to be prepared
 and for continuous correspondence either with the Director
 of Public Instruction or with Government. The result has
 been, as Principals have frankly admitted, that administra-
 tive routine takes up the bulk of the Principal's time and
 leaves him too little time to go into the academic activi-
 ties of the college as thoroughly as he would like.
 In fact once a senior Professor is promoted as principal,
 he ceases to be effective on the academic side, and can
 have but few classes under his charge. It seems unfortu-
 nate that at a time when a particular officer has dis-
 tinguished himself as a very competent Professor and his
 services are greatly appreciated by the students, he should
 be burdened with administrative and financial responsibil-
 ities which from the academic point of view are less
 important. In some Government Colleges, the Principal is
 given a Junior assistant in the particular Department
 of which he is the Head, but this does not compensate for
 the loss to the Department of a fair portion of the
 services of the Principal. The Commission is convinced
 of the need for relieving the Principal of much of the
 routine and financial responsibilities and delegating
 them to a separate officer, such as a Secretary or Office
 Manager, who may be of the grade of a Superintendent.
 He should be responsible for these particular duties and
 in general act under the direction of the Principal in
 matters pertaining to the general administrative work of the
 College Office. Such a person should have no part in the
 academic work of the college, nor control over the teach-
 ing staff, the Principal being entirely responsible for the
 internal discipline and welfare of the college. The
 Commission feels that this will be an efficient method
 and in the long run also economical: it would make it
 possible to utilise the services of experienced teachers on
 the academic side much more than at present.

The views of the D.P.I. may be
 invited on the suggestion

CCS
 2/2/48

The need for giving relief to Principals
 of big colleges in the matter of administration, has
 been recognized by the D.P.I. and ~~xxxxxxx~~ he has subd.
 proposals on the subject separately. ^{These are under} H.W. (Edn.) has
~~minuted that the proposals shd. be accepted. The file~~
~~concerned has to be further circd. and orders approving~~
~~the proposals are likely to be xxx passed in the near~~
 future.

Extracts taken
 and separate
 file started
 10/11/48
 8/11/48

Thru A.
 ES
 5/11/48

No
 separate
 admin
 section
 yet

P.S.
 11.1.48
 28/7/48

CCS
 31/8/48
 2/11/48

12
This matter has been under examination for quite a long time. I remember I had put up a note that Principals may be relieved of the administrative work and delegating the work to a separate Officer when the matter of the re-organisation of the Presidency College was considered. Even ^{it was noted} then the note put up was that the matter was separately under consideration. I wonder how long it will take to consider the matter. The matter may be put up soon.

ISA
5-11-48

Ex back
taken for
Septemb
Arch

Transfer of Professors
to the Inspectorate

Thos. A.

Bx-113

(papers not
put up)

It also happens that experienced Professors are sometimes transferred to the Inspectorate or the administrative side of the Education Department to give them the benefit of higher salaries available. This loss to the teaching side can be avoided if there are equally attractive prospects there.

21
E.P. 14 (G3)

Mr D.P. D's remarks may be invited

ces
2/7/48

as if
It is not to give ~~the benefit~~ to collegiate officers the benefit of higher salaries that they are sometimes ^{transferred} sent to the Inspectorate or the Directorate. Under ~~the~~ Rule 2(c) of the Special Rules for the M.E.S., only when it is considered necessary in the public interest, a transfers between the Administrative and Collegiate Secns. can be effected by Govt. Last year, ^{also} instructions were issued to the D.P.I. explaining the circs. in which that rule could be invoked and also explaining that ~~for a reason such as is now alleged in the Commission's report~~ an inter-sectional transfers shd. ~~be~~ not be proposed to better the prospects of individual officers.

pg
17.7.48
28/7/48

DM
31/8/48

no action
by
3/9/48

I think we have made the staff of the Arts Colleges into a separate cadre from the Inspectorate and the Training Colleges which will form into a separate cadre. In view of that, it is not necessary to take any action on this matter.

ISA
5-11-48

Some colleges -
Accommodation with
particular reference
to laboratories

Though building accommodation in general was satisfactory until recently it can no longer be said that it continues to be so owing to the sudden increase in the number of admissions to almost every college within the University. With the increase in numbers the accommodation available has become too limited, particularly in the laboratories, since the majority of the students admitted into these colleges have taken to the science courses. It was noted that laboratories which were originally well-planned have become cramped and unhygienic owing to the installation of additional or improvised work-benches to accommodate larger numbers. Even verandhas have been enclosed and converted into laboratories with the result that in some of these rooms there is neither free ventilation nor sufficient light. The Government Victoria College, Palghat, was perhaps the most extreme case in this respect.

Para

Generally the laboratories for the main standard in the B.A. and B.Sc. are fairly well provided for in most colleges. There is however one point to be noted. Some colleges have only two laboratories, one for the main standard and one for the Intermediate and Subsidiary standard. In other cases, the subsidiary and main are conducted in the same laboratory and the Intermediate in a separate laboratory. In a few colleges, however, the increased admissions have resulted in Intermediate students working not only in the subsidiary and Intermediate laboratories but sometimes in a portion of the main laboratory also. The Government Victoria College, Palghat has perhaps the most crowded laboratories in the entire University area; the Commission however, was informed that it is proposed to building an additional laboratory for this College.

E. J. B. (1928)

Para B

The remarks of D. P. S. may be called for. Whenever possible additional buildings have been put up. Owing to high cost of building materials and labour many works cannot be taken up. Now that building materials and labour are becoming available it may be hoped that more buildings will be put up. The question of constructing additional buildings for the Victoria College is under active consideration.

COO
4/7/48

1/11/48
28/7/48

31/3/48

to admin
person
y
Hm

TSA
2-11-48

Non-Grant colleges
at Tirupathi and
Bellary.

Among the new colleges which have been planned on a fair scale to meet the requirements of the University may be mentioned the Sacred Heart College, Thevara and St. Mary's College, Trichur. Among the Colleges which have to move from their temporary premises and which urgently require increased accommodation may be mentioned the Sri Venkateswara College, Tirupathi, and the Veerasaiva College, Bellary. ~~The Carmel College, Trichur, was recognised during the war and was in fact started to accommodate the students of St. Teresa's College at Ernakulam, whose college buildings had been taken over by the Army authorities. This college has been given temporary affiliation and it is expected it will close down within a period of three years. The Commission is of the opinion that the best manner in which the management can utilise their resources would be to expand the intensify the activities of St. Teresa's College at Ernakulam, which is also under the same management.~~

E.P.W. (g 3)

Veerasaiva College, Bellary applied for a grant for the construction of a building. A grant of Rs 50,000 has been sanctioned in G.O. 1631, Edu & 25.6.48. No application for grant has been received from Sri Venkateswara College, Tirupathi. No action seems called for.

p 33, 34 (C)

cc
2/7/48

m
26-8-48

by S
Jhr

Colleges -
Accommodation -
Improvements.

Notwithstanding these additions and improvements already made, the Commission is of the view that if the large numbers now being admitted are to be adequately accommodated it is necessary:--

- (1) to have more and larger lecture halls;
- (2) to expand the laboratories properly and where verandhas have been enclosed to restore them to their normal use;
- (3) to increase the number of books and provide better facilities for library work;
- (4) to provide more extensive playing fields and more abundant equipment to enable larger numbers to take part in games at the same time;
- (5) to provide adequate and suitable accommodation for the women students admitted in men's colleges in particular
 - (a) retiring rooms and sanitary arrangement
 - (b) separate playing fields screened off from the rest of the college grounds;
- (6) to offer increased hostel accommodation in most colleges in the manner to be suggested later;
- (7) to provide amenities for the students and staff in colleges such as common rooms, tiffin rooms, sanitary conveniences and rooms where members of the staff may study, correct exercises and meet students.

E. J. P. (R. 3)

These suggestions will be considered by the D.P.I. (to whom a copy of the report has been sent by the university) when proposals for improvements are examined by him.

It is presumed that management of non-Govt colleges will also remedy the defects.

Action seems called for.

Ces 27/1/48 m 26-8-48

by S
Jhr

The matter of hostels is very important. I think the D.P.I. may be asked to consider this matter and put up proposals wherever hostels are necessary. It may be difficult for us to find funds for all of them, but still we may try to construct one by one.

Extract
taken for
report etc
Action in
A section
by

TSA
5-11-48

26

Librarians in
colleges

Mr. C. P. S.
2/9/48

Extract of para 10 on p.27

29

31
M
29
TRAINED LIBRARIANS:- The General Inspection Commission of 1928 recommended that trained librarians should be appointed to staff all college libraries. In spite of this recommendation made almost twenty years ago, the Commission regret to note that there were only a few colleges employing qualified librarians; in several institutions libraries are in charge of lower division clerks. The University cannot approve of this; in the case of new applications the University has insisted on the employment of trained librarians. It will be short-sighted economy to spend a large amount of money on equipping a library, if the person in charge does not know how to help students to make the best use of it. The ideal that the Commission would suggest for all colleges is to have properly trained librarians who are graduates and who are well versed in two or three languages. Such persons should be placed on a par with the lecturers of the college.

E. P. S. (2,3)

The D.P.S.'s remarks may be

obtained
ccs
2/9/48
In 1933 and 1934, librarians employed in Govt. colleges were deputed to undergo the ~~librarian~~ diploma course for librarians instituted by the University, for a period of two to three months. The ideal now suggested by the Commission, will entail considerable additional expenditure. It may be left to the D.P.S. to examine and submit necessary proposals. It does not seem necessary to consult him as suggested above. Managements of non-Govt colleges will no doubt take suitable action.

in
26-8-48

by
S. P. S.

W.O.T.C

There are at present two battalions of the University Officers' Training Corps, one with the head quarters at Madras and another at Trichinopoly. In recent years, the total number of cadets has increased and attempts have been made to secure the starting of U.O.T.C. Companies in more colleges. Thus within the last five years, the Stanley Medical College and outside Madras the Kumbakonam and Anantapur Colleges have been included in the scheme and the number of cadets allotted to the colleges has also been increased. Proposals for the formation of an additional battalion so that the second battalion could cover colleges in the South, and the third the colleges on the West Coast, have been submitted to the authorities concerned. The Commission understands that the University has more than once urged Government to carry out the suggested expansion of the U.O.T.C. It is to be hoped that ere long every college will have one platoon or two of the U.O.T.C. and this in addition to the special advantage of such training will be an important supplement to the physical training activities of the college.

E. J. 18

Thro' Bl.

In order to provide military training to students in high schools & colleges, the Govt of India (Ministry of Defence) have passed the National Cadet Corps Act under which a Senior Division to which recruitment should be made from the male students in colleges should be formed. The existing U.O.T.C battalions have been ordered to be disbanded from 15.7.48 and battalions of the Senior Division of the N.C.C. have to be raised instead. The question of accepting the new scheme is under consideration and it will shortly be discussed at an informal meeting of the Honble Ministers. Pending the acceptance of the scheme action has been taken to convert the existing battalions of the U.O.T.C into Infantry battalions of the Senior Division of the N.C.C. The scheme provides for recruitment of Cadets from all the colleges for the Senior Div. no action is called for on the suggestion for expansion of the U.O.T.C, which has ceased to exist from 15/7/48

since accepted
in
26/8/48

187
29-7-48

26-8-48

S
by
N.W.

Medical inspection

The General Inspection Commission, after a careful scrutiny of the reports of Medical Inspection and after interviewing a good many of the Medical Officers of colleges has come to the conclusion that the medical inspection of students, as at present conducted, has not produced the results that were expected. The 1928 Commission reported, "it is obvious that a great deal of the value of medical inspection must be lost if there is no proper follow-up work at home. It may be hoped, however, that when Physical Instructors are appointed, they will work in close co-operation with Medical Officers and make it a part of their duty that as far as possible the treatment suggested by the Doctor is carried out in each case." This hope has unfortunately not materialised even though in some colleges a good deal of attention is paid to the medical inspection and the reports. There is no follow-up of defective cases; they are not periodically re-examined, nor are effective steps taken to cure them. Under the circumstances, the Commission has regretfully come to the conclusion that such a system of medical inspection will yield no substantial benefits.

In view of the continuous and detailed work necessary for effective medical inspection and the large numbers now in colleges, the time has come when there should be permanent ~~and full-time~~ Medical Officer on the staffs of colleges. In co-educational institutions there should be an additional part-time woman Medical Officer to look after the women students.

The permanent Medical Officer should be a medical graduate whose duty will be not only to look after the welfare of the students but also to see that proper sanitary conditions are maintained in the college and the hostels. There should be a uniform system of medical inspection in all colleges, periodical inspection (at least twice in the year) of all students both senior and junior, co-ordination between the work of the Physical Director and the Medical Officer, careful maintenance of records of height, weight, chest measurements, and particulars of the health of each student according to a well thought out form. The duties of the Medical Officer attached to a college should:-

(a) To conduct a thorough examination of every student at the beginning of every academic year, and to record its results;

(b) To watch and note his progress at least once during the academic year, preferably at the end of the second term;

(c) In cases where any defects have been brought to light to follow them up so that remedial measures may be taken either by the parents or by admission into a hospital;

(d) To inspect the college and its surroundings and to see that proper standards of sanitation are maintained; that where canteens are provided, the kitchens and water supply are kept in proper condition;

(e) To attend on resident students and staff in case of illness;

(f) To look after the sanitation of the hostels, and particularly the kitchens, bathrooms and sanitary conveniences;

(g) To be present in the college every day during a fixed period either in the afternoon or forenoon, in order that students may easily consult him;

(h) To advise the Physical Director in regard to the exercises suitable for different students and where necessary to recommend exemptions;

(i) To arrange for admission to a hospital in cases of serious illness of students and to see that they are properly looked after;

(j) To maintain a dispensary wherever feasible and to secure medical stores for students on a co-operative basis.

(k) To conduct classes in First aid and Ambulance Work, and where necessary to teach subjects such as Physiology and Hygiene either as part of the curriculum of studies in the College or as an extra-curricular activity for such students as wish to learn them.

Thus the duties proposed for a full time Medical Officer are so many and of such importance that he should be considered one of the important members of the staff; hence it should not be considered excessive to offer him the grade and salary of a professor.

The Medical Officer may be allowed to have consultative practice mainly to keep himself in touch with all aspects of medical work; but it should be clearly understood that his main duty is to the college, the associated hostels and the staff and students. The financial burden on the college will not be heavy if a reasonable fee is collected from students and an additional fee from members of the hostel. In view of the great advantages that are likely to accrue from such a scheme, it is hoped that the Government will see its way to include this item also in its scheme of grant-in-aid.

E. H. 10 (21)

The scheme for a school medical service has been deferred for the present.

11/9/48

A copy of a note prepared on the scheme is put up at (A). It will be seen from 'P' at p. 1 of the note that the scheme for a 'school medical service' was it was enthusiastically called was intended to apply to Govt. colleges also. With regard to private colleges, Mr. (B. S.) mentioned in connection with this scheme, that it should left to be done by the management concerned and that for some time to come the Govt. should not accept any responsibility in the matter. In the circumstances stated,

Thrs. S. C. C.

But this
relates to
Colleges.

by
the

no action is called for now, on the ~~recomm~~ recommendations of the Commission. Perhaps the recommendations may be taken into account, when next the scheme for the medical inspection of students of colleges and schools is revised.

18/11/48 21. Mr. Varghese

4/9/48

The existing arrangements for medical inspection in colleges; according to Section 18 of XXVI of the laws of the university, every first or second grade should have attached to it a medical officer of the qualifications prescribed by the Syndicate in order to conduct the medical inspection of students of the college. With reference to this provision, there is a scheme of compulsory medical inspection in all Arts colleges for men and women situated within the Madras university area. A fee of Rs. 1/- for each medical inspection is collected from each student in the junior intermediate or in the Junior B.A. class for this purpose.

14/11/48

Eng: colleges - No regular medical inspection of students is conducted, but the following are the fees

(1) Eng: college, Gundry

No medical inspection fee is levied. Provision is made for medical attendance by a sub. Asst. Surgeon who resides in the college compound. There is a dispensary and inpatient ward to accommodate 4 beds in cases of serious illness.

(2) Eng: college, Coimbatore.

No medical inspection fee is levied. A sub. Asst. Surgeon and a dispensary with

New colleges and
courses of instruction

The Commission has noted with satisfaction that almost all colleges affiliated to the University have progressed. This is indicated not merely by the large number of students that have sought admission to the colleges by even more by the diversified courses of instruction that are now available in most colleges. The Commission has been continually referring to the increased numbers seeking admission into colleges, and a good proportion of these were from sections of the population that had hitherto not thought of University education. Concentration of colleges in a few big towns not the best method of providing higher education for these increasing numbers. Educational facilities should be spread out more widely, so that students are not compelled to flock to the larger towns for the purpose of ordinary graduation. There should be one or more colleges in every district, the number depending upon the number of high schools and the number of students seeking admission to colleges. There should be a planned method of expansion intergrating the preliminary stage with the highest stage of educational development; and it should be the duty of educational authorities to keep note of the number of students passing out of High Schools every year and plan facilities for their further education in the University and in suitable alternative institutions. The opening of every new High School should be followed up by a scheme to provide further education for some of those passing out of it. When it is remembered that the school course could be completed at the age of 14 plus, the need for further education and the danger of allowing a boy at that age to remain idle and fall into evil ways, can be seen easily. This matter deserves careful consideration by the Government, the university and the public.

E. P. H. (23)

The points referred to are already before the Govt. No special action ^{plans} called for.

cc
27/1/48

26/1/48

by S
Bhr

26(b)

been sanctioned for the College.

(3) Eng. College, Bodanada

A part-time Doctor (M.B.B.S.) on

an honorarium of Rs 120 p.m. has been

sanctioned. It has been reported that an

annual medical inspection of the students

also will be conducted by this part-time Doctor.

No medical inspection fee is levied

(4) Eng. College, Arantapur.

The opening of a dispensary and the

appointment of a Sub. Dist. Surgeon have been

sanctioned. No medical inspection fee is levied

(This is under the
Bodanada limits)
(This is not part of
the college)

(has been
sanctioned)

By 17/9/48 We by letter in
to the Govt. for his views
on the subject of the proposed
dispensary at Bodanada. The
Govt. has been asked to
consider the proposal and
report back. The Govt. has
been asked to consider the
proposal and report back.
The Govt. has been asked to
consider the proposal and
report back. The Govt. has
been asked to consider the
proposal and report back.

Ex. Secy
Balakrishna
Srinivas
Acharya
M. C.

*Women's
education*

Notwithstanding these additions to the number of women's colleges, they have been unable to accommodate the rapidly increasing number of applicants seeking collegiate education in every branch. More and more of the men's colleges, therefore, started admitting women students and thus suddenly became co-educational institutions without making the arrangements necessary for this change. It is obvious that co-educational institutions must be organised differently from those meant exclusively for men. As several of the men's colleges did not appear to have realised this and were admitting an ever increasing number of women students, the Syndicate in 1943 issued the following circular regarding the conditions under which women students could be admitted to men's colleges:-

"(1) Admission of women students could only be made with the prior sanction of the Syndicate and the number to be admitted would depend upon the amenities available.

This does not apply to colleges where women students had already been admitted (Vide also 7 below).

(2) Separate hostel provision should be made for women students and under the charge of a woman Warden.

(3) There should be adequate playing fields and playgrounds and provision should be made for physical exercises and games under the supervision of a Physical Training Directress, or where the number of women students is not sufficient to warrant the appointment of a Directress, the woman member of the staff should be in charge of the games and the welfare of the women students.

(4) If there are twenty women students or more in a college there should be at least one woman member of the staff, preferably on the English staff.

(5) There should be a separate lady physician for women students who could be a common doctor for the hostel and the medical inspection of women students.

(6) Where there are the same courses in women's colleges as available in men's colleges, such colleges should have the preference for admitting women students, and admission should be made into men's colleges only when the numbers are in excess of those that can be admitted into women's colleges or where there are courses in the men's colleges not provided for in the women's colleges. It may, however, be open to the Principal to make an exception, as admitting a brother and a sister for instance in the same college.

(7) The maximum number of women students that can be admitted into a men's college will be fixed by the Syndicate on the basis of the amenities and facilities reported to be available for women students in the college. In the case of colleges which have already admitted women students, the number ~~of~~ admitted next year (1943-44) should not be in excess of that admitted last year, pending an inspection, unless the college can satisfy the Syndicate that a larger number can be admitted and all amenities required are provided.

(8) There should be a woman member of the staff as liaison officer between the Principal and the women students admitted into a College".

3. Most colleges have not attempted anything more than a nominal compliance with the conditions imposed by the University with regard to common rooms, recreational facilities etc.; a very few colleges have made a more generous provision. But nowhere has attention been directed to the solution of problems arising from the change over of men's colleges to co-educational ones. Beyond listening to lectures seated

in the part of the class room assigned to them, the women students in these colleges had no real share in college life. Reference has already been made to the valuable personal and social virtues which college students ought to acquire by association with one another and with the staff. Women students have opportunities of getting these larger benefits of collegiate life in a purely women's college. It is true that in co-educational institutions women have been elected to offices in various college associations and have acquitted themselves creditably; but the majority of women students are unable to participate freely in these extra-curricular activities which are part and parcel of college life; even those women students who are elected to offices would probably not have been chosen for those positions in a women's college and such artificial importance is psychologically injurious.

4. On the whole the life of women students in these colleges is handicapped; the atmosphere of freedom necessary for their natural development is lacking as the bulk of the students and almost the whole of the staff are men. In addition to this it becomes necessary to impose many restraints for the sake of discipline. It is the unanimous opinion of the Commission that men's colleges should be precluded from admitting women to the Intermediate classes. The difficulties of women students at this stage are much greater because of their age and the time required to get accustomed to the change from school to college conditions of life and instruction. To achieve this very desirable objection it is necessary that more women's colleges with the necessary hostel accommodation; should be established. For the degree courses also as for the Intermediate, it is desirable as far as possible, for women students to read in women's college; but it is not expedient to restrict them to women's colleges only at this stage. Their capacity for greater responsibility coupled with the arrangements that colleges are expected to make, may minimise the disadvantages; the necessity for women to join men's colleges for the degree courses is unavoidable as women's colleges cannot be expected to provide instruction in all the branches of the degree course. For Honours courses and research work the probability of separate institutions being established for women is even more remote.

5. It must, however, be emphasised that even if women are admitted only to the degree and higher classes in men's colleges there must be adequate provision for sanitary conveniences, playing fields, and particularly separate hostels where they can have freedom for extra-curricular activities. Moreover there should be ~~more women's colleges~~ a fair number of women on the teaching staff in the junior as well as senior grades. The University has laid down that where any college admits 20 or more women students, there must be at least one woman member on the staff. This is one of the conditions only nominally fulfilled by most colleges; rarely has a management appointed more than one woman and that too almost invariably only as a tutor or demonstrator. It is obvious that if there are both junior and senior women members of the teaching staff proportionate to the number of women admitted to co-educational institutions, it would be advantageous not only to the women students but to the college as a whole.

6. In a few of these co-educational colleges fairly adequate special provision has been made on a fairly satisfactory scale for the physical activities of women students. In many, however, there is only an apology for such physical activities, and in the absence of a sufficient number of women teachers or a Physical Directress on the staff there is little or no co-ordinated effort to regulate the ~~physical~~ physical activities.

7. There appear to be two ways of solving the present pressing ~~problem~~ problem of providing places for all the women who seek higher education and both these must be pursued side by side. The first is the establishment of more women's colleges affiliated to the University; the second is the devising of new attractive courses of instruction for women

to be pursued in institutions which need not be affiliated to the University. More colleges for women are needed not only to satisfy the increasing demand but also to save the existing colleges from the damage incidental to overcrowding. One of the pleasing characteristics of these comparatively small women's colleges has been the close contact between the staff and the students; college life for the students in these colleges has meant much more than periodic cramming for examinations. It is unfortunate that the present pressure for admissions should have in a large measure made it necessary for these colleges to increase their numbers. But this should not be permitted to proceed further; the right way of providing collegiate education for more women students is by establishing more women's colleges; the existing women's colleges should not be permitted to admit more students than at present. That colleges should provide the conditions suitable for social training of its students applies with equal, if not with greater, force to women's colleges. It has been stated before that unmanageable members is one of the obstacles to right conditions prevailing in a college.

8. At the present time no difference is made between collegiate education for men and that for women. That some courses and subjects (such as Home Science, Nursing, Music and Household Art) have found a place in the Regulations of the University as they were considered specially suitable for women, does not detract from the generality of this statement. The vast majority of women students study the same subjects as men and qualify for University degrees. It has been said from time to time that it is not only unnecessary for women to have the same type of education as that for men but also that such education is socially harmful. Except by the addition of special subjects of the kind stated above, no definite picture of a distinct type of University education for women has been put forward. Nevertheless, it is a matter for careful consideration by persons experienced in women's education, whether it is possible to establish some institutions outside the University, which women could choose as an alternative to University education. The Commission would like to make it perfectly clear that they are not suggesting that there should be a bar against women taking up any of the University courses: they should have complete freedom to do so. For professions and occupations, which require a specific quantum of knowledge of a particular subject, there can be no question of difference between the education of men and women.

9. The vast majority of women students who join the Intermediate class, have no intention of preparing for a profession or a calling. They go to the colleges to satisfy a legitimate desire to have higher education till such time as their parents withdraw them from college. It appears not desirable to divert some of these to other institutions where the course will be shorter, less exacting and more directly and immediately useful. The need for diverting from the University some of the men who now join it, is generally accepted: it seems to be equally necessary to divert some of the women students, though for somewhat different reasons.

10. These alternative institutions may be in the nature of finishing schools. The preliminary qualification for admission to these need not be quite as rigid as for the University. The course might provide for a wide choice from subjects connected with home-making, Art, Music, Philosophy, Literature etc. Students, who so wish, might sit for an examination conducted by the Education Department; but preparation for such an examination should not be the normal purpose of these institutions. In fact, University examinations and the need for avoiding the physical and nervous strain caused by them is one of the reasons for suggesting that an alternative type of education must be available for women. While

many things have been said against examinations, it is well-known that no real substitute for them is available. Men who, for many purposes, need evidence of the standard of proficiency attained by them cannot escape examinations: most women who now come to the college do not need this.

E J P 12 (Q 2)

The remarks of the D.P. may be invited with special reference to 'A' J P on the previous page.

ces
12/12

The observations ^{at pages 29-32 ante} seem to be generally No specific action on the part of the D.P. seems called for. It may be left to him to take ^{any} suitable action if necessary. He is an ex-officio member of the Senate, the Syndicate and the Academic Council.

26-8-48

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The University authorities are competent suitable action.

Extra-curricular activities

Almost every college has to some extent provided for extra curricular activities for the students and some students take part in them. In every college, there are College Associations and in several colleges there are Old Boys' Associations as well. The Commission, however, notes that in a large number of colleges there exist associations based upon regional, linguistic, communal or political or socio-political considerations. They bring together sections of students in a way not ultimately calculated to promote that feeling of unity and solidarity that must be promoted by college activities. Fissiparous tendencies have increased in recent years, and in some cases they have been actively encouraged by outside bodies either political or socio-political. In the opinion of the Commission, there should be a single College Association in which all students should participate and the activities of sectional associations must be limited to the cultural and academic aspects of the department of study with which they are associated. If the present tendency referred to is not discouraged, it will result in serious deterioration of the harmonious atmosphere that ought to prevail in a college. The Commission also noted that not infrequently the elections to College Associations were conducted in imitation of political ones and sometimes created a great deal of heat. This sometimes resulted in a cleavage among the students not only for that year but over a prolonged period. These associations are intended to familiarise students with the machinery of democracy and its functioning according to high standards. It seems desirable that college authorities, in consultation with the students for whose sake these associations exist, should find ways by which the acerbities are minimised and a calm atmosphere secured.

Social-service activities:- Excepting in a very few colleges there was no organization for social service by students and staffs. Among the colleges that have for some time taken active interest in such social service are Queen Mary's College, Women's Christian College, Madras Christian College and American College, Madura. It is desirable to encourage students to take part in social service during their college days and for this purpose the active cooperation of some of the teaching personnel of the colleges is required. There is great scope for such social service; the lessons that can be learnt therefrom and the contacts that will be established between the people and the students will be of great advantage. The following are some of the well-known modes of social service suitable for students:--~~The following are some of the well-known modes of social service suitable for students:--~~ Adult Education, Dissemination of current knowledge, maintenance of Night Schools, improvement of sanitation, encouragement of Cottage Industries, popularising games among the children of the locality, Magic lantern lectures, Economic surveys of villages or small suburbs. An hour or two spent every week in such work will enable the students to realise the needs of the rural population and put to practical use the academic knowledge acquired in the College. It is to be hoped that in future every college will have as one of its main extra-curricular activities some form of social service to which students will be voluntarily attracted.

E.P.H. (93)

It seems advisable to issue instructions to college authorities to discourage forming of linguistic, regional & communal associations in colleges.

The University authorities are competent to take ~~action~~ ^{some} ~~action~~ ^{circles}.

As regards social service activities there is a proposal to prescribe a period of social service before a degree is granted after the college course. The suggestion of the Commission is to encourage students to take part in social service during their college days. Certain proposals ~~may be~~ ^{have to be} framed by the managements of colleges.

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UNIVERSITY OF MADRAS

REPORT

OF THE

GENERAL INSPECTION COMMISSION



1946-47

MADRAS

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1947

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REPORT OF THE
GENERAL INSPECTION COMMISSION

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UNIVERSITY OF MADRAS

REPORT OF THE
GENERAL INSPECTION COMMISSION
1946-47

PART I INTRODUCTORY

CHAPTER I

*Pr 28 of Be
Madras
Colleges
Vol. I,
Part I*

The Senate of the University of Madras resolved at its meeting held in March 1945 that a General Inspection of the affiliated and constituent colleges of the University should be held in accordance with Section 16 (12) of the Act. Accordingly the Syndicate appointed a Commission to inspect and report in the first instance on all the Arts and Science Colleges within the University area. The University was divided into four Zones, the Southern, the Western, the North-Western and the Central Zones. The Commission was divided into four groups, one for each Zone, with a few members common to all the four. The colleges comprised in the four zones were as follows:—

1. *Southern Zone* : Colleges in Kumbakonam, Trichinopoly, Pudukkottai, Madura, Tinnevely and Palamcottah.
2. *Western Zone* : Colleges in Mangalore, Calicut, Tellicherry, Trichur and Ernakulam.
3. *North-Western Zone* : Colleges in Palghat, Coimbatore, Salem, Vellore, Vaniyambadi, Bangalore, Tirupati, Madanapalle, Anantapur, Bellary and Hyderabad.
4. *Central Zone* : Colleges in the City of Madras, and in Tambaram.

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Madras
Colleges
Vol. I,
Part I*

The names of the members of the Commission who visited these zones and the itinerary of the tours and the dates of inspection of the several colleges are given in Appendix A.

Historical Survey

After the passing of the Madras University Act of 1904, the first Commission to inspect and report on the colleges was appointed in the year 1905. This Commission reported that it was inadvisable to place too much reliance on mere annual returns and recommended periodical inspections as a means of ascertaining facts which indicated progress and efficiency or the reverse in each college.

2. In 1909, the Syndicate considered the advisability of inspecting the colleges on lines similar to those followed in 1905 in order to obtain information both as to the extent to which the recommendations of the previous Commission had been carried out, and as to the manner in which the subjects for the Intermediate Examination under the New Regulations of 1909 were being taught. An Inspection Commission was therefore appointed in 1910, but the inspection was restricted to such colleges as seemed by reason of distance from Madras, or other causes to be in more urgent need of experienced advice and authoritative support to aid them in meeting the new requirements and in carrying out the recommendations of the previous Inspection Commission.

3. This Commission made the following general observations:—

“(a) The visit of an Inspection Commission is of great value not only in obtaining an accurate and detailed statement of the condition of each college for the information of the Syndicate, but also in according the college

authorities the opportunity of receiving the advice and support of the Commission on the defects which still remain and of discussing the difficulties peculiar to each institution yet to be overcome."

- (b) The Commission recommended "that the Syndicate should arrange for the inspection of the remaining colleges, or of the larger number of them, at an early date" and also stated "that the Commission was able in many institutions where attempts at improvements were being made to correct ill-advised and inadequate alterations, and to direct the expenditure of the funds available to much better advantage than was being proposed."

4. The next Inspection Commission was appointed in 1917. It inspected all the colleges during the year 1917—18, Sir Mark Hunter was the Chairman of the Commission that inspected the North-Eastern group of colleges and the colleges in Madras; Sir K. Ramunni Menon was the Chairman of the Commission, that inspected the colleges in the South and in Travancore and Cochin.

5. Sometime after this report, the University Act of 1904 was amended by the Madras University Act, 1923 (Act VII of 1923), wherein it was provided under Section 53 of the Act that a report should be made once in five years on (1) the condition of affiliated colleges and (2) on the desirability or otherwise of establishing other Universities outside the limits of the Madras University.

6. A Commission was appointed in April 1928, and the inspection covered all the colleges in the University area. In 1933 and 1938 the Syndicate decided, with the approval of the Senate that, in view of the detailed inspection that had been carried out in 1928 and taking into consideration the time needed for implementing the recommendations of the Commission in the different colleges, it was not necessary to send out a Commission in those years. Reports based on such information as was available with the University were prepared and submitted to the Senate, and after approval, transmitted to the Government. In 1938 although a regular Inspection Commission was not sent out, the then Vice-Chancellor, Sir Samuel Runganadhan together with the Registrar, Mr. W. McLean, inspected all the colleges except those in the Malabar and South Kanara Districts and presented a report to the Syndicate on the condition of the colleges so inspected.

7. The Syndicate again considered the question of an Inspection Commission in 1943 but decided in view of the unsettled conditions consequent upon the World War to defer recommending to the Senate the appointment of an Inspection Commission till more normal conditions prevailed. In March 1945 the Syndicate recommended to the Senate the appointment of an Inspection Commission in 1946 and the Senate approved of this recommendation.

CHAPTER II

Progress of the University

After the last general inspection several changes took place in regard to the constitution and jurisdiction of the Madras University. Even prior to the inspection of 1928, certain of the colleges which at one time had been affiliated to the Madras University ceased to be so on the formation of new Universities. Thus the Mysore University was founded in 1916 and the Central College, Bangalore, and the Maharaja's College, Mysore, were affiliated to it. The Osmania University was founded in 1918, but the Nizam College, Hyderabad, continued to be affiliated to the Madras University. The inauguration of the Andhra University in 1926 resulted in the colleges in the North-east Coast and the Ceded Districts being affiliated to the Andhra University. Subsequent to the General Inspection Commission of 1928—29 the Annamalai University was founded as a residential University at Chidambaram became the nucleus of the new residential University. In 1930, owing to the amendment of the Andhra University Act, the colleges in the Ceded Districts and Chittoor District were re-affiliated to the Madras University. The inauguration of the Travancore University in 1937 resulted in the colleges in the Travancore State becoming affiliated to the University of Travancore.

2. The following statement gives the number of colleges and the number of student on the rolls of the University at the time of the establishment of the new Universities referred to above :—

to above :—

New Universities and the number of colleges which ceased to be affiliated.	Year.	Number of students.	Number of Colleges							Total number of Colls.
			Arts and Science.	Training.	Law.	Medicine.	Engi- neering.	Agricul- ture.	Veteri- nary.	
Mysore (3)	1916—17 1917—18	11,511 11,506	45 42	2 2	2 2	1 1	1 1	...	...	51 48
Andhra (12)	1925 1926	17,127 16,108	58 47	4 4	2 2	2 1	1 1	1 1	...	68 56
Annamalai (1)	1928 1929	16,931 16,286	47 47	4 4	2 2	1 1	1 1	1 1	...	56 56
Travancore (9)	1937 1938	16,907 15,826	44 38	5 4	2 1	1 2	1 1	1 1	1 1	55 48

The two colleges in the Ceded Districts and Chittoor District became re-affiliated to the Madras University in 1930.

3. Subsequently to the inspection of 1928—29, the following colleges were closed down :—

- (1) National Theosophical College, Adyar, Madras.
- (2) Wesley College, Royapettah, Madras.
- (3) Bishop Heber College, Trichinopoly.
- (4) Findlay College, Mannargudi.
- (5) Sacred Heart College for Women, Bangalore.

The Madras Christian College which was formerly a constituent college became an affiliated institution on its shifting to Tambaram in 1937. The Sarah Tucker College, Palamcottah, was raised to a First Grade College in 1939. The following new colleges were opened subsequent to 1942—43 :—

- (1) Sacred Heart College, Thevara, Ernakulam.
- (2) Sri Venkateswara College, Tirupati.
- (3) Veerasaiva College, Bellary.
- (4) Carmel College, Trichur.
- (5) St. Mary's College, Trichur.
- (6) St. Albert's College, Ernakulam.
- (7) Vivekananda College, Mylapore, Madras.
- (8) Government College for Muslim Women, Royapettah, Madras.
- (9) Osmania College, Kurnool.

The following Second-grade Colleges have been raised to the First grade since 1942-43 :—

- (1) Municipal College, Salem.
- (2) Government College, Coimbatore.
- (3) Islamiah College, Vaniyambadi.
- (4) St. John's College, Palamcottah.
- (5) Madura College, Madura.
- (6) H. H. The Raja's College, Pudukkottai.
- (7) Government Brennen College, Tellicherry.

The following new professional Colleges were opened :—

- (1) Meston Training College, Madras.
- (2) St. Ann's Training College, Mangalore.

- (3) Government Training College, Trichur.
- (4) Missionary Medical College and School of Nursing, Vellore.
- (5) Stanley Medical College, Madras.
- (6) Arthur Hope College of Technology, Coimbatore.
- (7) University Alagappa Chettiar College of Technology, Guindy.

4. The number of colleges exclusive of Oriental Institutions attached to the University of Madras at the time of this inspection was as follows;—

A. (1) Arts and Science including 6 Colleges offering B. Com. and 1 offering B. O. L. (Hons.) ...	45*
(2) Training Colleges ...	6
(3) Law College ...	1
(4) Medical Colleges (including one for Nursing) .	3
(5) Engineering Colleges ...	2
(6) Agriculture ...	1
(7) Veterinary Science ...	1
(8) Technology ...	1
	<u>60</u>

* Including Colleges started in July 1946.

B. Oriental Title Institutions ...	27
Sangitha Siromani ...	1

5. The number of students on the rolls of the University in October 1946 was as follows:—

Faculty	Men	Women students		Total.
		In Women's Colleges.	In co-educational Institutions.	
Arts and Science including B. Com., and B. O. L. ...	22,040	2,250	1,500	25,790
Medicine ...	1,161	115	320	1,596
Law ...	606	...	3	609
Engineering ...	685	...	3	688
Teaching ...	249	136	34	419
Veterinary Science ...	180	...	...	180
Agriculture ...	274	...	2	276
Technology ...	58	...	...	58
Nursing ...	...	15	...	15
				<u>29,631</u>

The above does not include Diploma Students and those for higher degrees, including research students.

6. Subsequent to the inspection report of 1928-29, the following Degrees and Diplomas were instituted by the University, and instruction was provided for them:—

Degrees:

- B.Sc. Home Science,
- B. O. L. and B. O. L. Honours.
- B.Com.
- M. Ed.
- B.Sc. Pharmacy.
- M. D.—Special subjects.
- M. S.—Special subjects.

- B.Sc. Nursing.
- B.Sc. Technology—in (a) Chemical Engineering.
- (b) Textile Technology.
- (c) Leather Technology.
- B.E. Communication Engineering
- „ Highway Engineering.

Diplomas and Titles:

- Diploma in Politics and Public Administration.
- Diploma in Statistics.
- Diplomas and Certificates in German and French.
- Diploma in Librarianship.
- Diploma in Geography.
- Diploma in Indian Music.
- Diploma and Certificate in Anthropology.
- Diploma in Journalism.
- Titles in Oriental Learning.
- Sangitha Siromani in Music.
- Post-Graduate Diplomas in Medicine.
- Post-Graduate Degrees in Arts and Science—the Ph.D. and M.Sc., and M.Sc. by Examination.

7. The following Departments of teaching and research were established in the University subsequently to 1928:—

- Statistics.
- Music.
- Zoology.
- Botany.
- Biochemistry.
- Geography.
- Anthropology.
- French.
- German.
- Politics and Public Administration.
- Technology.
- Psychology.
- Journalism.

CHAPTER III

Procedure at Inspection.

Previous to the inspection of colleges, a detailed questionnaire seeking information on all important matters had been sent by the Syndicate to all Principals. A copy of the questionnaire is printed in Appendix B.

2. The replies to the questionnaire were carefully scrutinised and where necessary supplemental information was sought. The colleges were informed of the date and time of inspection and the Principals were requested to meet the members of the Commission and to give them every facility to inspect the colleges. The Commission is glad to report that the Principals and staffs of the colleges gave every assistance to the members in the performance of their responsible task. The Commission desires to express its sincere thanks to the Principals and the members of the staffs and to Managements of Colleges for the readiness with which they complied with all their requests and the uniform courtesy and kindness shown to the members of the Commission.

3. The Commission on arrival at a college met the Principal and discussed general matters concerning the college as a preliminary to detailed inspection. The Principal then took the whole Commission round the buildings, the classrooms, the laboratories, libraries, the hostels attached to the College, and the playgrounds. After this the Commission broke up and each member proceeded to inspect the particular department allotted to him. Opportunity was also given to individual members of the teaching staff to meet the Chairman or the

Vice-Chairman if they desired to do so. At the conclusion of these interviews, the Commission as a whole met the Principal once again when the Chairman requested each member of the Commission to present his report. Thereafter the Commission discussed the salient points of the reports with the Principal and where necessary with the Head of the Department concerned. Finally the Commission reviewed the entire inspection of each college and recorded the conclusions arrived at.

4. At some of the centres the Commission met in conference representatives of Old Boys' Associations, leading citizens of the locality and such others as desired to express their views regarding the educational facilities needed at that centre.

5. The Commission had a full and frank discussion with the Managements of colleges wherever possible, in regard to the present condition of the college, improvements needed in general, and future lines of progress, as also in regard to conditions of service, pay, Pensionary or Provident Fund contributions, security of tenure and other matters pertaining to the staff of the college concerned.

PART II—REPORT

CHAPTER I

Constitution, Management and College Council.

The colleges inspected by the University Commission may be grouped under the following heads:

- (1) Government Colleges—Men and Women.
- (2) State Colleges—Men and Women.
- (3) Municipal College.
- (4) Missionary Institutions—Men and Women.
- (5) Trust Board Institutions.
- (6) Colleges under the management of registered bodies.

(i) Managements of Colleges

There is great variety in the constitution of the bodies that are responsible for the management of colleges. Under the Laws of the University, every college shall be managed by a regularly constituted Managing Body on which the teaching staff shall be represented by at least the Principal; but in the case of a Government College or a College owned and managed by an Indian State, the Syndicate may waive this condition. It is also laid down that any change in the constitution of the Managing Body shall be reported forthwith to the Syndicate.

2. An examination of the Managing Boards of the different colleges shows that technically the colleges have complied with this condition. There is, however, wide diversity in regard to the nature of the Managing Boards of the different institutions. Till now the Syndicate has not laid down that the Principal should be represented on the Managing Boards of Government or State Colleges. In fact there is no Managing Board for these colleges. They are generally under the control of the Director of Public Instruction, who acts in accordance with the rules of the Government of the Province or the State concerned.

3. The Salem College, Salem, is the only college under the management of a Municipal Council. Proposals for constituting a Managing Body and delegating the powers of management to such a body are under consideration.

4. In the case of certain Missionary institutions, there is a Governing Board in Great Britain or America, and there is a Local Board to administer the college and to meet its immediate requirements. Thus in the case of the Women's Christian College, Madras, and the American College, Madras, there is a Governing Board in Great Britain or America as the case may be, while for the management of the colleges here, local Councils have been constituted. In these Local Councils, the Principal, the Vice-Principal and certain of the Heads of Departments are also members. In the case of the Madras Christian College the local Council is the

supreme authority and there is also a Senatus which consists of the Principal, the Bursar, Professors who are Wardens of the Halls and others who are Professors or Associate Professors.

5. Similarly the Loyola College, Madras, St. Joseph's College, Trichinopoly, St. Xavier's College, Palamcottah, St. Aloysius' College, Mangalore, and St. Joseph's College Bangalore, are subject to the general control of the provincial body governing their mission. But the direct administration of the colleges is vested in councils consisting of the Rector, the Principal and some senior Heads of Departments.

6. The Pachaiyappa's College, Madras, is managed by a Board of Trustees constituted under a decree of the High Court of Judicature at Madras. The Principal is not a member of the Trust Board, but there is a separate Committee called the Education Committee of which the Principal is *ex-officio* a member. The M.D.T. Hindu College, Tinnevely, is managed by an Educational Society which consists of 300 members. There is an Executive Committee for the management of the Society consisting of 6 ordinary elected members, one hereditary member, two nominated members and the Principal (*ex-officio*). The Governing Body of the National College, Trichinopoly, is the National College Council, and the Managing Committee of the college consists of life members, the Principal, certain family representatives, representatives of the Old Boys Association and 8 other members of the National College Council, in all about 16 members. The Madura College, Madura, has got similarly a larger body and an Executive Committee which consists of the President, Secretary, Treasurer, the Principal (*ex-officio*) and three other members.

In some cases there is a large body which may be called an Educational Society and this body elects a smaller executive for the management of the college. The Managing Boards are generally registered bodies.

7. It seems desirable on the whole that a certain amount of uniformity in regard to the constitutions of the management of colleges should be aimed at. The first principle should be that all such bodies should be registered; secondly, the larger body (which may be called the Education Society or by any other name) may consist of members who are enrolled under various qualifications. Whatever be the constitution of this General Body, the actual management of the college must be vested in a smaller body consisting of about 9 members of whom the Principal should be one. In the case of all new colleges affiliated since 1943, other than Government of State colleges a nominee of the Syndicate, generally an educationist, has been included in the Managing Committee. It is important to stress that the General Body should confine its authority to the passing of the budget and the general direction of policy; it may be an appellate authority under certain circumstances. But the actual administration of the college should vest in the smaller body, the Managing Committee. Thus the recruitment of the teaching staff, the preliminary passing of the budget, the fixing of the salaries of the teachers and their promotion, the sanctioning of larger items of expenditure provided for in the budget, consideration in general of proposals for the expansion of college activities and all questions pertaining to the construction of additional buildings, should form part of the functions of the Managing Committee; and correspondence in this respect with the University and other outside agencies should be transacted through the Managing Committee. The day to day work of the college in regard to academic, disciplinary and similar matters which are the primary concern of the Principal or the College Council should not come within the purview of the Managing Committee. The functions of the College Council will be indicated under that heading later.

8. There have been instances where individual members of the Managing Committee or of the General Body have directly intervened in the working of the college and have even inspected in some cases the college, its office and the classes in session. It must be made clear that the Managing Committee and the General Body can exercise their functions only in their collective capacity and that members of neither body should intervene individually. It may, however, be open to the President of the Managing Committee to get into touch with the Principal on any matter pertaining to the welfare of the college.

9. It has been brought to the notice of the General Inspection Commission that in some cases, the Managing Committee is so constituted as to lead to friction in actual working, leading to a deterioration of internal discipline. While the Commission is not prepared to lay down a general rule, it recommends to the Syndicate to keep a careful watch over the working

of managements so constituted. When friction does arise, immediate steps should be taken to overcome such tendentious trends in college administration. In particular, it has occurred in the past that unsettled political conditions led to serious differences among members of Managing Committees and such differences have led to deterioration of discipline both among students and staff. Though conditions have changed, the possibility of the recurrence of such differences should be borne in mind and the Syndicate should exercise its influence to prevent unpleasant developments. It need hardly be emphasised that while the Managements of Colleges may well be composed of persons of diverse views in other fields, it is the hope of the Commission that in matters pertaining to colleges, the academic spirit will prevail.

10. It was noticed that in certain cases, the Managing Committee had no regular record of its proceedings. It is recommended that authenticated records of the proceedings should be maintained. The Commission would also suggest that the Managing Committee meet at least twice a year to discuss the budget and deal with other business pertaining to it. The General Body, should there be such a body, may meet annually to approve the budget and consider the annual report presented by the Managing Committee.

(ii) College Council

It is laid down in the Laws of the University that every college shall have a duly constituted College Council properly representative of the teaching staff to advise the Principal in the internal affairs of the college.

2. The Commission noted that all colleges had a College Council with the exception of the following:—

- Women's Christian College, Madras.
- Holy Cross College, Trichinopoly.
- Government Brennen College, Tellicherry.
- Zamorin's College, Calicut.
- Islamiah College, Vaniyambadi.
- Voorhees College, Vellore.

3. The composition of the College Council varies in different institutions. It is composed in some cases of the Principal and all Heads of Departments; in other cases of the Principal, Heads of Departments and Senior Lecturers. In the American College, Madura, the Senatus consists of 15 members of whom 11 are members of the staff and 4 are non-staff members. There is a Committee consisting of the Principal, Vice-Principal and Heads of Departments which considers appointments to the staff. The recommendations of this Committee are subject to approval by the Senatus. In the Madura College, Madura, the Council consists of the Principal and the members of the teaching staff and there are separate departmental Committees. In St. John's College, Palamcottah, the Principal and all the members of the staff are members of the College Council.

4. It is not desirable to have an unwieldy number on the College Council. The Commission considers that the College Council should ordinarily be composed of the Principal and Heads of Departments of studies affiliated up to the degree standard and a few representative members from the rest of the staff.

5. The duties of such a Council vary from college to college. The College Council should be considered as an important academic and advisory body whose function should largely be to assist the Principal in the proper working of the college. At the same time, it should be clearly understood that the College Council, except in certain limited spheres of activity, is only an advisory body and that ultimate responsibility should rest on the Principal for the discipline of the students, for the efficient functioning of the departments and the proper working of the institution as a whole. The role of the College Council thus set out has not always been correctly understood. It is not desirable that the Council should concern itself with appointments to the staff, much less with questions of their promotions. This will prove to be one of the most fruitful causes for friction and division in the ranks of the Council. The Commission therefore suggests the following definite functions for College Councils:—

- (1) To advise the Principal about the allotment of teaching work and the framing of the time-table

- (2) To recommend to the Principal the arrangements to be made for the college examinations;
- (3) To consider the results of college examinations, to frame rules for promotion and to advise the Principal on all matters connected with the promotion of students;
- (4) To make recommendations for the award of merit scholarships, if any, and prizes;
- (5) To advise the Principal in regard to the opening of new courses of study or the seeking of new affiliations in the college;
- (6) To offer suggestions in regard to the draft budget that is to be sent up to the Managing Committee of the college;
- (7) To advise the Principal regarding the distribution of available funds for library books and laboratory equipment;
- (8) To advise on matters of discipline and any other matter that may be specifically referred to the Council by the Principal.

6. The College Council should ordinarily meet once every term, and there should be a Secretary of the Council who should be elected at the first meeting held during the academic year. The minutes of the meeting of the College Council should be carefully recorded and where any resolution has been passed which is to be conveyed to the Managing Committee, it will be the duty of the Principal to forward such resolution, provided it falls within the functions of the College Council; and in so doing he may offer such remarks as he may deem necessary and proper.

CHAPTER II

Finance

1. A statement showing the financial position of each of the colleges separately is appended (Vide Appendix C).

2. It will be noticed that the financial position of several colleges is not quite satisfactory, and nearly twenty colleges have worked with deficits, smaller or larger, during the year 1944-45. A few colleges have shown surpluses. The year 1944-45 should not be taken as a typical year, as owing to various circumstances colleges could not spend as much as they ought to have spent on laboratories and libraries. The salaries of teachers in many cases need to be revised and expenditure under this head is bound to increase. Similarly the cost of scientific apparatus, chemicals, appliances, library books, furniture, maintenance of buildings and other contingent items has considerably increased and is perhaps likely to increase further. On the other hand for efficiency and for improvement of standards more abundant equipment in all departments is necessary.

3. The Commission noted that the Grant-in-Aid Code so far as the Province of Madras was concerned did not now give that amount of help that the colleges at one time were getting. Various restrictions have been introduced; the scale of building and equipment grants has been lowered and during certain periods entirely withheld. In consequence the general feeling among most managements and Principals was that unless there was a liberalisation of the Grant-in-Aid Code it would not be possible for them to cope with the mounting cost of running colleges. The curtailments referred to above were drastic during the period of the war. On the other hand while Government rightly encouraged liberal concessions to various categories of students, the compensation given by Government under this head was neither timely nor adequate. In some cases it was stated that even the normal teaching grant that might have been anticipated before the war was not forthcoming.

4. It is known that the Syndicate during the past has been asking every new college that seeks affiliation to the degree standard to show an endowment of Rs. 5 lakhs yielding an annual income of Rs. 15,000/-. The endowment may be in the form of cash, securities or in the form of immovable properties which will give a net annual income of Rs. 15,000/-. This move will save the colleges to a certain extent from the worry of having to find ways for meeting annual deficits; if there should be no deficits the income would accumulate and be available for future developments.

5. Though some of the older colleges have moderate capital endowments, the majority of them have not succeeded in establishing endowment funds. The Commission would therefore recommend that all colleges should strive to collect donations to make up a fund equal to that which is now demanded of new colleges. The increasing cost of maintaining colleges effectively and the constant need for improvement and expansion make such a capital endowment essential. At the same time the Commission feels strongly that the Grant-in-Aid Code should be revised and liberalised so that private managements, which bear such a great part of the burden of higher education, may not be subjected to a strain beyond their capacity.

6. In this connection the following remarks made by the last Inspection Commission are worth noting:—

"The question of endowment deserves notice. The University has in certain cases made the grant of affiliation conditional on the Managements providing an initial endowment for the maintenance of the college. But the practice has not been continuous; nor has the University laid down any definite policy in this matter. But it is worthy of careful consideration, whether a policy of insisting upon endowments or other guarantees for the proper maintenance of the college to the satisfaction of the Syndicate, should not be laid down now not only in the case of new colleges, but also in this case of existing colleges. In any case, a college should never be allowed to embark upon fresh activities until it has made liberal financial provision for the work it has already undertaken."

7. It is necessary to bear this suggestion in mind. The Syndicate would be justified in asking for definite endowments not only from all new colleges on the lines already adopted but also from old colleges which wish to expand their activities and to open out new courses of study.

8. The scale of fees laid down in colleges varies in different localities. It will be seen from Appendix D that they range from Rs. 21/- to Rs. 42/- in the Intermediate, from Rs. 24/- to Rs. 54/- in the B.A. or B.Sc., and from Rs. 36/- to Rs. 64/- in the Honours per term. Apart from these variations in regard to the tuition fees, there are differences in what are called special fees, namely, laboratory, library and games and miscellaneous stationery, Union, calender, magazine fees. With regard to the special fees the Commission feels that a uniform policy may be followed, and a uniform scale of fee levied for the more important among them. The fees thus collected however should be set apart for the particular objects for which they are intended, and not merged in the general fee income of the College: thus the laboratory fees, games fees and the library fees must be spent for the purposes for which they are collected. The Commission found that in not a few colleges such fees were credited to the general revenues of the college and were not fully utilised for the special purposes. While the Commission would not absolve the Managements of their responsibility for finding such amounts as may be necessary from the general funds or from the endowments for the efficient working of the departments, it desires that all amounts received from the students for the departmental expenses should in no way be diverted to other uses. The Commission will at a later stage indicate the minimum expenditure per student to be incurred for the different departments.

9. *Proper maintenance of accounts*—It was noticed during the course of inspection that certain colleges were not aware of the proper form in which accounts should be maintained. In this matter there is room for considerable improvement. Where Managements have colleges as well as schools under their jurisdiction, in some cases the accounts of the colleges and schools were not well differentiated. The Commission would insist upon accounts being maintained separately for the college and for the schools and a separate treasurer or bursar being in charge of the college department. In regard to endowments two defects were noticed. The income arising from endowments was not always credited to the college account with the result that it is not clear whether the sum so accumulated is available for college expansion and if so how much it amounts to. The Syndicate will do well to see that the endowments of the college are shown in the accounts and that the income from endowments is credited to the funds of the College. Another defect noticed was that if there was a surplus at the end of a year, this was not carried forward to the credit of the college in the following year. It is obvious that any surplus resulting from the working of a college should not be used for any purpose other than that of the college. The annual financial

statement of the college should, among other things, show what the endowment of the college is, and that the income derived from it and any surplus from the previous year have been credited to the college account.

10. In the case of some managements, the endowment for the maintenance of schools, colleges and other educational institutions are shown together and it is left to the management to decide in what manner the income should be distributed to the various institutions each year. The Commission feels that it is high time that such endowments are split up and a definite portion be set apart for the college concerned and that the income from this should under no circumstances be diverted to other educational purposes. Recommendations will be made in detail with regard to each college. Among managements which are maintaining large high schools along with colleges are the Management of Pachaiyappa's Educational Charities, the National College, Trichinopoly, St. Joseph College, Trichinopoly, the Madura College, Madura and Voorhees College, Vellore. These managements should take early steps to apportion their endowments between the colleges and other institutions.

11. The Commission regrets to note that, in spite of previous promises made, the Veerasaiva College, Bellary, has not so far collected the endowment that was originally promised. It will be for the Syndicate to decide the desirability or otherwise of the continuance of this College if the conditions accepted by the Management are not subsequently complied with.

CHAPTER III

Staff, Scales of Salaries, Conditions of Service.

The Commission noted that there was wide variation in the number of grades, the number of teachers in each grade, in the scales of salaries*, and even in regard to conditions of service in different colleges. The Inspection Commission of 1928 referred to the fact that the conditions of service in some of the private colleges were unfortunately not calculated to promote either contentment or efficiency among the members of the staff, that there was no uniform scale of pay for lecturers and that their tenure of office was uncertain and that in some cases there was no provision for a retiring fund.

2. At one time, particularly after the economic crisis of 1930-31 and the difficult conditions created by it, there was in some of the institutions a practice of collecting what was known as 'voluntary donations' from members of the staff. As this led to serious complaints from members of the teaching staff and was likely to give rise to abuse on various grounds, the Syndicate took steps to see that no such 'voluntary contributions' were taken from any members of the teaching staff. In regard to pay, adequate salary and conditions of service, the University has taken the view that the teaching personnel may be divided into two categories: (a) members of a religious order or members or teachers who have voluntarily become members of a Society or Fellowship involving an obligation to accept only a limited remuneration, and (b) all other teachers; religious or lay. The members of the Society of Jesus do not receive any monthly salary, and similarly an Educational Fellowship may make it a condition of its membership that only a limited salary with such other conditions as may be laid down for the Fellowship, may be claimed by anybody who belongs to the Fellowship. It is not the intention of the Commission to take into account this category of persons in fixing the scales of pay, etc.

3. So far as the second category is concerned, it was obvious that when changes in the staff occurred they were due to insecurity of service and low salaries that were paid. It was on a consideration of these factors that the Inspection Commission of 1928 recommended the following scales of salaries as generally suitable for adoption in First Grade Colleges under non-Governmental managements:—

Professors or Senior Lecturers	...	Rs. 250—15—400
Lecturers	...	" 150—10—250
Assistant Lecturers	...	" 100—10—150
Senior Pandits	...	" 75—5—100
Junior Pandits	...	" 60—5—75

It was unfortunate that these scales though recommended were not rigidly enforced.

* Vide Appendix E for scales of salaries in different colleges as in the year 1945-46.

4. The position with regard to Government institutions is some what different. At the time of the last Inspection Commission the scales of salaries for teachers in Government Colleges compared very favourably with those of other institutions. Government Colleges were in fact model institutions, as they were intended to be, for the other colleges to follow. But subsequent to 1931 on more than one occasion the scales of pay of teachers were reduced. With the abolition of what was known as the Indian Educational Service, recruitment to the Madras Educational Service is made under conditions which do not always attract or retain well qualified teachers with high academic qualifications. The following statement shows the successive changes in the scales of salaries of the members of the Educational Department in Government Colleges:—

Indian Educational Service (1920-30)

Ordinary Grade	...	Rs. 400—50—600; 600—50—1000; 1000—50—1250
Junior Selection Grade	...	„ 1250—50—1500
Senior Selection Grade	...	„ 1550—100—1750

The post of Principal of the Presidency College, Madras, carried a duty allowance of Rs. 250/- p.m. while the principals of all other colleges were given a duty allowance of Rs. 150/- p.m. Recruitment to this Service was stopped in the year 1923.

Madras Educational Service (MEN'S BRANCH).

Professors and Lecturers.		
1929-30	...	Rs. 250—25—500 (E.B.)— 50—800
1933	...	„ 200—30/2—260—40/2 500—50/2—700
1938	...	„ 190—25/2—240—30/2— 480—40/2—560
1943	...	„ 200—30/2—250—40/2—500— 50/2—700
1947	...	„ 230—700

The Principal of the Presidency College, Madras, is now in the scale of Rs. 800—100/2—1000. Principals of other First Grade colleges are given duty allowance of Rs. 50/- p.m. while being in the pay admissible to Lecturers in M. E. S.

M. E. S. (WOMEN'S BRANCH)

Professors and Lecturers.		
Prior to 1933	...	Rs. 200—20—400 (E.B.)—25—500
1933-46	...	„ 200—30/2—500
From 1st April 1946	...	„ Same as for Men's Branch.

Subordinate Educational Service

Assistant Lecturers and Assistant Professors.		
1929-30	...	Rs. 125—5—175—7½—250
1933	...	„ 100—10/2—200
1937	...	„ 100—8/2—140—10/2—190
1947	...	„ 120—5—170—7—240 (Plus Rs. 5/- for L.Ts.)

5. It should also be mentioned that colleges which have Honours courses have necessarily to attract Professors with special qualifications and experience both in teaching and in research if Honours teaching is to be kept at a fairly high level and if Honours Colleges are to be centres of research in the particular subjects. The University has laid down the minimum qualifications required for teachers in the various grades of instruction, but it not unfrequently happens that managements content themselves with securing persons with qualifications. It is necessary that there should be a change of outlook on the part of all managements, State as well as private, and that teachers with high qualifications and experience and a flair for research should be attracted to the higher grades of teaching, so as to infuse a new spirit in such departments of study. The Syndicate has in regard to new colleges affiliated within the last three years, fixed the following scales of pay for the different grades of teachers:—

Principal	...	Rs. 300—15—450—20—550—25—600*
Professors	...	„ 200—15—350—20—450—25—500

* When a Professor is promoted as Principal he should get an increment of Rs. 100/- and be fitted into the Principal's grade.

Lecturers (including those in Languages)	...	100—10—250
Tutors and Demonstrators	...	„ 75—5—100
Lecturers in Languages holding Oriental Titles	...	„ 75—5—125
Physical Directors	...	„ 100—10—200

These scales of salaries have been insisted upon as a condition of affiliation in all new colleges. The Commission feels that older institutions should, as soon as possible, revise the scales of pay so as to bring them at least to the standards laid down by the Syndicate in regard to new institutions. The Commission hopes that all managements will take steps to see that these or equally satisfactory scales are given effect to in the case of all teachers employed in these colleges, before the beginning of the academic year 1948-49. As the Syndicate has insisted on the revised scales of pay being given effect to even by older institutions in departments newly affiliated, managements will have to face the anomaly of having two sets of teachers, one with the old scales of pay but with longer teaching experience, and another set of teachers newly recruited on the revised scale of pay. It is the expectation of the Commission that in revising the scales of pay of teachers and fitting them into the scales of pay now insisted upon, the managements will take due note of the length of service of each teacher in their institutions and fix their salary at the proper stage in the new scales of pay.

6. *Provident Fund and Pension.*—In all Government Colleges and in State Colleges, service is pensionable after retirement and voluntary contributions to the Provident Fund are also permitted. The Commission was glad to note that every college inspected had a Provident Fund scheme with the exception of St. Thomas' College, Trichur. The Commission in the course of its inspection insisted upon the management of this college immediately starting a Provident Fund, and it would appear that such a provision has since been made. Contribution to the Provident Fund in St. Agnes College, Mangalore, St. Teresa's College, Ernakulam, and Carmel College, Trichur, is not compulsory. The Commission desires that it should be made compulsory.

7. *Conditions of service.*—The Commission was glad to note that in most of the colleges there was continuity of service of the teachers, although in some of the colleges there was no specific agreement to this effect. It is desirable that the conditions of service should be definitely stated in writing by all managements. In a few colleges, however, temporary appointments were made for periods ranging from one to five years, and the members so recruited were given notice of discharge, their services being terminated three to six months after notice. The period of probation in most colleges varies from 1 to 2 years. The Commission desires that the following conditions of service should be uniformly observed in all colleges:—

Probation for one or at the most for two years may be fixed for teachers newly appointed by colleges, but there should be no period of probation when a person who has already been in the service of the college is promoted from one grade to another. After the satisfactory completion of the period of probation, a teacher should be confirmed and should continue in the service of the college till he reaches the age of retirement which should ordinarily be 55. Short-term vacancies may be provided for, but such short-term appointments should be for a maximum of two years. If there should be any serious disagreement between a teacher and the management, the usual procedure adopted in Government service should be followed before the teacher's service is terminated. In all cases where a management finds it necessary to terminate the service of a permanent member for misconduct or gross neglect of duty, a report should be sent to the University giving a detailed statement of the reasons necessitating such termination. The Commission would suggest that management enter into agreements of service, binding on both parties, with all teachers on first recruitment. It is not easy for the Commission to enter into a detailed consideration of the right relationship that should exist between the management and the teachers; this is a unique relationship very different from that of the normal employer and employee. The Commission would stress the need to consider the teaching profession as one which requires a great deal of consideration at the hands of the managements if the teacher is to have the needed influence over the students entrusted to his care and the right status in society.

8. While the rightful status of the teacher should be recognised by the management, the Commission also desires to make it clear that the obligations of the teacher to the

management are no less important. A teacher's first duty is to the college; any work or activity inconsistent with this duty or which interferes with the efficient discharge of it must be avoided. Undoubtedly activities connected with the social welfare of the people may be legitimately undertaken by teachers within the limits indicated. But it is clear that active participation by teachers in general in the current politics of the country would injuriously affect the work and atmosphere of colleges.

9. *Nomenclature.*—Considerable variation exists in regard to the nomenclature of teachers; this is partly due to the unnecessary multiplicity of grade among them. While the Inspection Commission is not prepared to suggest a uniform nomenclature for all colleges, it strongly recommends a reduction in the number of grades. In particular the grade of an assistant lecturer for qualified persons doing normal lecturing work should not be permitted. They would insist on the following general principles being followed:—The Heads of Departments in all First Grade and Honours Colleges should be professors drawing the scales of pay fixed for them. For Intermediate Colleges or in First Grade Colleges where there are only Intermediate sections in certain subjects, the scales of pay may be those laid down for lecturers, but even there the Departmental Head may well be a professor when the number of students is large and the responsibility heavy. Where a subject is taught for the Degree class, the Head of the Department should be of the grade of Professor. In Honours courses whether they be in languages or other subjects the departmental head must be a professor. In other degree courses the head of each language department should be at least of the lecturer's grade as a first step; if however the language is taught for the B.O.L. course or Part III of the B.A. course the head must be a professor.

10. *Hours of work.*—The Syndicate laid down several years ago that the maximum number of hours of lecturing for each teacher should not exceed 14 per week. It is unfortunate that in some institutions the maximum fixed has become the obligatory minimum. Obviously, subject to the maximum fixed by the University the number of hours of lecturing work to be given to a teacher must depend upon the quality of the work he has to do; the size and the standard of the classes taught are relevant factors in deciding this. A lecturer cannot be expected to do more than 10 hours of lecturing for Honours in the Humanities and the maximum hours of teaching in all classes may be limited to 12 provided there is a proportionate reduction in Honours teaching.

11. Besides the lecturing work, the teaching staff have to correct written exercises in the languages and in some of the humanities, and to supervise the practical classes in the science subjects and correct the laboratory note-books. Considerable variation exists as to the number of note-books assigned to each teacher in addition to the lecturing work that has to be done by him. In some cases, the number of note-books assigned is so large that a proper valuation of the composition exercises is hardly possible if we take into account the strain of the lecturing work that is at the same time allotted to him. In some colleges, the composition exercises are not given at proper intervals but are spread out in order to minimise the number of exercises to be corrected by the staff. This aspect of the question will be dealt with under the appropriate subjects later in the report. For determining the number of exercises that may be given to a teacher for correction, a working rule that the Syndicate has been following is that any teacher who has 10 to 12 hours of lecturing work may not have more than 50 exercise books for correction in a week. Similarly a teacher in a science subject may be assigned 16 to 18 hours of work in all per week, six to eight of these being devoted to laboratory work or the supervision of practical classes. A science teacher in Honours course only may be assigned 15 hours of work of which not more than 6 hours shall be for lecturing. In general, it is suggested that correction of 15 exercise books may be considered equivalent to the work involved in giving an hour's lecture. A full-time Tutor who has no teaching work may be assigned about 150 exercise books for valuation per week besides the supervision of composition classes.

12. As regards the Indian languages there has been some variation in the past as to the number of hours of lecturing that can be expected of a teacher; most often this was the result of a college having only one teacher for a given language. The Commission recommends that in every college where the language is taught upto the degree classes, there should be a minimum of two members on the staff for each language. One of them should be a B.O.L. or M.A. or B.A. in Group (v), and he alone can deal with Translation work; the other may be an Oriental Title Holder. If the total number of students taking a language is large, additional tutors or lecturers in proportion to the total number should be appointed.

13. The Commission noted that in some cases colleges carried on their teaching work with less than the full complement of lecturers by holding combined classes for students of different courses or for Junior and Senior students of the same course. The Commission is of opinion that in the case of subsidiary subjects for the B. A. or B. Sc. Pass and Honours courses, the classes may be combined, as the standards of instruction are the same. Similarly in cases where the same standard has been prescribed in a subject common to more than one degree course, there may not be any serious objection to combined classes, provided the total number of students does not exceed a particular limit. Combined classes for subjects in the main course should not be held nor should there be any combined classes for the Junior and Senior students whether for the pass or Honours courses of study except it be in rare instances where a special subject prescribed for the Honours may be taught for the III and IV or IV and V year students and where such course of instruction is expected to be completed in one year. In the opinion of the commission no combined classes should be held for Pass and Honours together except in rare cases where foundation subjects may be taught for the III year Pass and III Honours year together. The Syndicate has recently circularised all colleges informing the Principals that combined classes should not be held except under the special conditions stated above and that a report on any such proposal for combined classes should be sent to the Syndicate for prior approval.

CHAPTER IV

Government Colleges (Provincial) In The University Area.

There are in the University area ten Government Colleges in Arts and Science. The Inspection Commission feels that mention should be made of these Government Colleges separately, in view of certain special features. The Government Colleges referred to are:

1. Presidency College, Madras.
2. Queen Mary's College, Madras.
3. Government Muslim College, Madras.
4. Government College for Muslim Women, Madras.
5. Government College, Kumbakonam.
6. Government College, Coimbatore.
7. Government Victoria College, Palghat.
8. Government Brennen College, Tellicherry.
9. Government College, Mangalore.
10. Government Arts College, Anantapur.

Of these, the Presidency College is one of the biggest institutions in the University, offering instruction in the Honours standard in a larger number of subjects than any other college.

2. One of the purposes for which colleges were established by the State was that they may be worked as model institutions to serve as examples for aided institutions in general. Though the policy of the Government was to encourage the establishment of aided institutions by affording liberal grants for buildings, laboratories, libraries etc., and for recurring expenses under the Grant-in-Aid Code, the financial resources of these institutions were limited. It was for this reason that it was felt that Government Colleges should be model institutions run on a more generous scale; the greater resources of Government enabled them to offer instruction in more subjects and maintain a larger and better paid staff.

3. Within the last twenty years, however, there has been a change in the system of managing Government Colleges and today it cannot be claimed that colleges run by the State are superior in all respects to those under private managements; there has been a falling off in their standard of efficiency. It is not suggested that there are not able teachers available in these colleges, who compare favourably with the best in other institutions, but their numbers are fewer proportionately and the conditions of service less attractive.

4. The returns of staffs submitted by the different Government Colleges during the past five years have been examined and the Commission is of opinion that the attention of the Government should be invited to the fact that there have been far too frequent transfers of staff from one College to another in the midst of an academic session. This has led to

desterioration in the standard of teaching. Sometimes teaching in the subjects involved has been suspended for periods varying from one month to one term and more. It is in this respect more than in others that the Government Colleges compare very unfavourably with aided institutions, where there are of course no transfers but only casual vacancies which are unavoidable. The Commission realises that it is impossible to avoid the need for replacing a teacher because of sickness or other reasons; but it is not necessary that it should lead to transfers in half a dozen colleges. Similarly when a person retires, the consequent arrangements and promotions involve a series of changes and transfers from one college to another. While this may not be a matter for concern in other departments of Government, it certainly interferes with the efficiency of teaching in colleges, and as has been stated already, it leads to fairly long intervals before the vacancy is filled up. The statement shown in Appendix F gives the number of transfers in the Government Colleges during the five-year period. If, as has happened frequently, in a small college there should be five or ten transfers among the teaching staff in the course of a single academic year, it is obvious that the whole tone of the college must necessarily suffer, that discipline is weakened, that proper standards in teaching cannot be maintained and that contact between teachers and students will be very much less than what it ought to be. Another serious drawback is that such continuous influx of new teachers into a college weakens its stability and the continuity of traditions. It is the senior teachers who have been long in a college that come to know the locality and earn the regard and trust of the parents of students. Under present day conditions particularly, it seems very desirable that members of the teaching staff should have opportunities to know each individual student, to understand him, and to guide him in the college and outside in such a way that he may be protected from the dangers which beset him. The Commission would therefore suggest that vacancies arising in Government Colleges where a member of the teaching staff is due to retire in the middle of an academic year, should be dealt with in the following way:—

(a) He may be retained till the end of the academic year;

or

(b) He may be given leave from the beginning of the academic year preparatory to retirement, if that is possible;

or

(c) He may be treated as a supernumerary, a successor being appointed from the beginning of the academic year in the same institution.

The principles stated above are applicable to non-Government institutions also.

5. One of the reasons why the replacement of a single teacher involves many transfers is the connection between the transfer and promotion to a higher grade. It is necessary to frame new rules for members of the Collegiate services in the Education Department, by which they may earn their promotion to a higher grade while continuing to work in the same place for the rest of the academic year. This expedient may be adopted for filling unforeseen vacancies as well as those arising from retirements for which provision may not have been made on lines suggested in the previous paragraph.

6. In this connection, the Commission is of opinion that the Government should consider the need for the creation of a few supernumerary posts of officers in the Education Department, who may fill in short-term vacancies without disturbing the teaching staffs in several Colleges. Such persons may be attached to one or two of the bigger Government Colleges, where they will not only receive useful training for themselves, but will also relieve heads of departments of part of their routine teaching. This will have the advantage of giving the Heads of Departments the much-needed time for the organization of the departments and promotion of research.

7. The Commission understands that, in the Medical Department, the Head of the Department is empowered to have a number of supernumerary Assistants in the Provincial Medical Service attached to big teaching hospitals for short periods, who can be sent to fill any emergency vacancy that may occur anywhere in the Presidency. This is to prevent any of the Hospitals in the mofussil being closed down for lack of a Doctor in charge; and it seems reasonable to explore the possibility of adopting such a system in the case of the Education Department also.

8. Reference has already been made to the abolition of the Indian Educational Service and the cuts in the scales of salaries of members of the Education Department made by the Government from time to time since 1930. The improvement of scales of salaries of teachers in the Government Colleges is a matter that deserves the immediate attention of the Government; the existing grades require to be revised. Teachers with ripe experience and high academic qualification and a flair for research are not likely to be attracted if salaries do not go beyond the maximum of the ordinary grade. There should be created some higher posts to attract such persons. For these higher posts there should be two alternative methods of recruitment (a) direct recruitment for which, however, in variation of normal Government rules regarding direct recruitment the teaching staff in Government Colleges should be equally eligible to apply; and (b) Promotion of a certain proportion of well-qualified persons who have done good work in their subjects.

9. It has been stated that the Presidency College is one of the foremost institutions in the University area, affiliated to the University in the largest number of subjects both for the Pass and Honours courses. If this College is to continue to be what it was originally intended to be, it should fulfil three conditions:—

(a) It should aim at a higher level of teaching in Honours subjects;

(b) It should have the widest facilities for research work; Honours Departments should have sections for post-graduate research;

(c) It should be a centre where teachers newly recruited for service in all Government Colleges may acquire their initial experience; members of the Educational Service should have opportunities of serving here for some time and under experienced departmental heads before they are posted to Government Colleges in the mofussil.

It is necessary to emphasise that in recruiting the chief men for Honours teaching, every effort should be made to secure persons with high academic qualifications, experience in teaching and a record of research. While men with adequate qualifications and experience, who have been long connected with the Education Department and have had previous experience of teaching up to Honours standard should be entitled to consideration, the import of fresh talent also seems desirable. It was also noted that when persons with adequate qualifications and experience were promoted and given the responsible work of being Heads of Honours Departments, salaries suited to their long service and well-merited promotion were not given to them.

10. It seems therefore very necessary that besides the ordinary scales of pay in the Education Department, a separate cadre should be created for those engaged in Honours teaching, particularly for Heads of Departments, and on much higher scales of salary. Unless this is done, and direct recruitment encouraged on the lines already suggested, the standards of Honours teaching may not be kept at that high level at which it is so desirable and necessary. This aspect of the question is also applicable to private managements who have Honours courses in their Colleges, and should therefore be taken note of by such managements.

11. There is another matter connected with Government Colleges which needs consideration. The work of the Principal in a Government College is much more onerous than in many other institutions. He is responsible in addition to the usual statements and returns to the University, for all the financial transactions, administrative details, the indents for supplies that have to be prepared and for continuous correspondence either with the Director of Public Instruction or with Government. The result has been, as Principals have frankly admitted, that administrative routine takes up the bulk of the Principal's time and leaves him too little time to go into the academic activities of the college as thoroughly as he would like. In fact once a senior Professor is promoted as principal, he ceases to be effective on the academic side, and can have but few classes under his charge. It seems unfortunate that at a time when a particular officer has distinguished himself as a very competent Professor and his services are greatly appreciated by the students, he should be burdened with administrative and financial responsibilities which from the academic point of view are less important. In some Government Colleges, the Principal is given a junior assistant in the particular Department of which he is the Head, but this does not compensate for the loss to the

Department of a fair portion of the services of the Principal. The Commission is convinced of the need for relieving the Principal of much of the routine and financial responsibilities and delegating them to a separate officer, such as a Secretary, or Office Manager, who may be of the grade of a Superintendent. He should be responsible for these particular duties and in general act under the direction of the Principal in matters pertaining to the general administrative work of the College Office. Such a person should have no part in the academic work of the college, nor control over the teaching staff, the Principal being entirely responsible for the internal discipline and welfare of the college. The Commission feels that this will be an efficient method and in the long run also economical; it would make it possible to utilise the services of experienced teachers on the academic side much more than at present.

12. It also happens that experienced Professors are sometimes transferred to the Inspectorate or the administrative side of the Education Department to give them the benefit of higher salaries available. This loss to the teaching side can be avoided if there are equally attractive prospects there.

CHAPTER V

Strength of Colleges

The total number of students in the colleges varies considerably. Twenty colleges have a strength of less than 520, nine colleges a strength of 500 to 750, five colleges 750 to 1000, two colleges 1000 to 1250, one college 1250 to 1500 and three colleges have a strength of over 1500. The following statement gives the details of the strength of these colleges during the academic year 1945-46:—

Colleges with a strength of less than 500 students (20 Colleges)

College	Total strength in 1945-46
1. Government Muslim College, Madras	360
2. Queen Mary's College, Madras	344
3. Women's Christian College, Madras	209
4. Veerasaiva College, Bellary	76
5. Malabar Christian College, Calicut	245
6. Zamorin's College, Calicut	364
7. Government College, Coimbatore	392
8. St. Teresa's College, Ernakulam	194
9. Besant Theosophical College, Madanapalle	323
10. Government College, Mangalore	236
11. St. Agnes College, Mangalore	306
12. St. John's College, Palamcottah	319
13. Sarah Tacker College, Palamcottah	107
14. H. H. The Raja's College, Pudukkottai	249
15. Government Brennen College, Tellicherry	269
16. Sri Venkateswara College, Tirupati	104
17. Holy Cross College, Trichinopoly	397
18. Carmel College, Trichur	233
19. Islamiah College, Vaniyambadi	150
20. Voorhees College, Vellore	431

Colleges with a strength of 500 to 750 students (9 Colleges)

1. Government Arts College, Anantapur	524
2. St. Joseph's College, Bangalore	599
3. Nizam College, Hyderabad	560
4. Government College, Kumbakonam	548
5. Madura College, Madura	534
6. St. Xavier's College, Palamcottah	665
7. Salem College, Salem	530
8. Sacred Heart College, Thevara	617
9. The M.J.D. T. Hindu, College, Tinnevely	582

Colleges with a strength of 750 to 1000 students (5 Colleges)

1. Maharaja's College, Ernakulam	836
2. St. Aloysius' College, Mangalore	785
3. Government Victoria College, Palghat	887
4. National College, Trichinopoly	759
5. St. Thomas' College, Trichur	770

Colleges with a strength of 1000 to 1250 students (2 Colleges)

1. American College, Madura	1006
2. Madras Christian College, Tambaram	1010

College with a strength of 1250 to 1500 students (1 College)

Presidency College, Madras	1323
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Colleges with a strength of 1500 and above (3 Colleges)

1. Loyola College, Madras	1518
2. Pachaiyappa's College, Madras	1837
3. St. Joseph's College, Trichinopoly	1666

2. During the course of the inspection, the Commission noted that in a number of colleges the strength in certain grades of instruction was too large and out of proportion to the total strength of the college; and in some colleges the total was far in excess of the numbers that could be adequately looked after.

3. In regard to strength in general, the following questions have to be decided:—

- (1) What is the maximum number desirable in any College?
- (2) What should be the maximum number admitted to any grade of instruction?
- (3) What should be the maximum number that should be taught in a class (a) for the Humanities, (b) for Science subjects and (c) for practical classes in any of the science subjects?

4. The previous Inspection Commissions were not called upon to deal with these questions as the colleges then were not crowded. In recent years, however, the problem of overcrowding has called for increasing attention. One aspect of this overcrowding is the swelling of numbers in the Intermediate which has resulted in decreasing the importance of the degree classes in the institution as a whole. The Commission has no hesitation in emphasising that efficient instruction and proper care for the welfare of the students is possible only if the strength of a college is kept within reasonable limits. The object of education is not merely to impart instruction in certain prescribed subjects and to prepare the students for examination but to guide them throughout their scholastic careers in a manner that will foster in them the qualities essential for a good citizen. A student's life in college should enable him to acquire uprightness, tolerance and self-control; to develop common interests and associations with his fellow students; to learn the spirit of harmonious living and working for the common good. This ideal can be achieved only if there is a close contact between the teachers and the taught; but the large increase of numbers in recent years must necessarily diminish the chances of such a contact. While it may be admitted that circumstances beyond the control of the managements have made it necessary for them in the recent past to admit large numbers the ideal to be kept in view is the establishment of many more colleges better distributed throughout the University area; each college can then admit a smaller number than at present. The general view of the Commission is that First Grade Colleges should keep to the maximum of 1000 and that in exceptional cases where a large number and variety of subjects are offered in the different grades of Intermediate, B.A., B.Sc., and Honours, the numbers may be increased. A college of the latter category which has more than 1250 would run the risk of being unwieldy.

5. The large numbers in some of the colleges is due to the disproportionate strength of the Intermediate classes. The following comparative table for the year 1946-47 will make this clear;—

Name of College	Strength in Intermediate	Total Strength
Loyola College, Madras	798	1536
Pachaiyappa's College, Madras	975	1688
Presidency College, Madras	682	1449
Maharaja's College, Ernakulam	620	934
American College, Madura	675	988
St. Aloysius' College, Mangalore	580	868
St. Xavier's College, Palamcottah	565	703
Government Victoria College, Palghat	735	1065
Sacred Heart College, Thevara	574	749
National College, Trichinopoly	703	854
St. Joseph's College, Trichinopoly	849	1615
St. Thomas' College, Trichur	621	816
Government Muslim College, Madras	362	476
Government College, Coimbatore	456	539
St. Teresa's College, Ernakulam	187	251
Government College, Kumbakonam	438	578
Besant Theosophical College, Madanapalle	258	326
Municipal College, Salem	426	509
The M.D.T. Hindu College, Tinnevely	474	634
Sri Venkateswara College, Tirupati	229	251
Holy Cross College, Trichinopoly	349	450

6. It is obvious that there is need for an increase in facilities for higher education for students who have earned their School Leaving Certificate. These facilities must be by an increase in the number of colleges providing for University courses of study as well as of Polytechnics and other institutions which need not be affiliated to the University and which will give the much needed diversified courses of training for students at this stage. The desire of a School-Leaving Certificate holder of the age of 15 or thereabouts to have further education is natural and facility should be given to him to satisfy it. In view of this and in the absence of an adequate number of Polytechnics etc. it seems necessary as a temporary measure to permit the opening of Intermediate Colleges in select centres; one of the conditions however of the affiliation should be that managements should convert them into First Grade colleges within a period of five years. Care must therefore be taken to see that these Second Grade colleges begin with the distinct college atmosphere and are not merely expansions of well-organised high schools.

7. It is true that after the Intermediate stage, a number of professional courses are open to students, such as Engineering, Agriculture, Veterinary Science, Medicine etc. but it should be realised that the total number of students who can find admission to these professional colleges will necessarily be small compared with the total number who pass the Intermediate. If the starting of Intermediate Colleges is not followed by efforts to provide further courses of instruction for a fair percentage of these Intermediate students, the difficulties that have now arisen at the Intermediate stage will arise also at the degree classes. Until therefore more abundant provision is made for professional courses it seems undesirable to have a large number of Intermediate Colleges springing up without there being at the same time provision for degree courses in Arts and Sciences.

8. There is one other aspect of the question which required attention. In First Grade Colleges, Heads of Departments are persons with experience and high academic qualifications; and contact with professors of such standings is desirable for students in the Intermediate class. It should, however, be mentioned that the Commission noted with regret that because of the large numbers admitted to the Intermediate class, and the consequent need for dividing them into several sections, the bulk of the Intermediate work was assigned to the junior members of the staff, and senior members had very little part in it. This is a state of affairs that should be quickly altered. The junior students need the attention of the senior members of the staff even more than the senior students. The proper presentation of a new subject to those who are just beginning it, is best done by experienced teachers and students at the Intermediate stage stand to gain by coming under

the influence of the senior members of the staff. The Syndicate has already decided that a Demonstrator or Tutor should be given not more than two hours of lecturing in a week and the total number of hours so assigned to Tutors and Demonstrators in any particular Department should not exceed 6 hours. Likewise in the practical classes, senior members of the staff should be present along with Demonstrators and that the ratio of 1 member of the staff to 20 students prescribed for the practical classes is not to be interpreted as one teaching staff to 20 students but should include also lecturers and senior members of the staff. Demonstrator for 20 students but should include also lecturers and senior members of the staff who should be present to supervise the work of both the Demonstrators and the students. Apart from this diminution of teaching by Tutors it is necessary that a good part of the Intermediate teaching should be carried out by senior members who conduct the degree classes also.

9. The Commission also considered the maximum number of students that should be taught in a class at the Intermediate stage in the Humanities and the Science subjects. It has been laid down by the University that the maximum number should not exceed 150, in a class in any of the Humanities or 120 in the Science subjects. This in itself is a large number and if it could be reduced to 120 and 100 the students would profit more. At the same time it has to be emphasised that the number of sections in each of the theoretical classes should also be limited. When there are several sections and the lectures are given by the same person they tend to become stereo-typed; the lecturer has not infrequently to repeat the same lecture two or three times a week and consequently can put in little enthusiasm in expounding his subject and in keeping the attention of the students. It would seem undesirable, except in a few subjects, to have more than two sections in any of the theory classes.

10. For practical work in science subjects at present, most of the colleges have four batches in the Intermediate. In Physics and Chemistry the strength of each of the batches varies from 15 to 96 or a little more. Large numbers in practical classes must of necessity create difficult conditions for personal supervision of the students and it is desirable in the case of new laboratories to restrict these numbers in Physics and Chemistry to 48 and in Natural Science to not more than 30 in a batch.

11. In the degree classes the numbers have not so far been excessive, but the numbers admitted in science classes had necessarily to be limited. In the science course, subjects are taught to both the main and subsidiary standards. While in the subsidiary a certain amount of latitude may be allowed to have the practical classes in batches, the main subject ought to be taught in one batch. It has generally been accepted that the number to be admitted to the junior degree class for a science subject of the main standard should not exceed 48.

CHAPTER VI.

Buildings and Accommodation.

Since the last General Inspection, there has been a noticeable improvement in regard to college buildings. More particularly the newly affiliated colleges have taken advantage of the report of the General Inspection and of such advice as was made available from the University from time to time to plan out their buildings carefully and on a scale which provided sufficient accommodation for classrooms, laboratories, libraries etc. Furthermore, the newer colleges had as part of the conditions of affiliation to provide playgrounds and hostels; these however have not always been adequate for the needs of the college.

2. Though building accommodation in general was satisfactory until recently it can no longer be said that it continues to be so owing to the sudden increase in the number of admissions to almost every college within the University. With the increase in numbers the accommodation available has become too limited, particularly in the laboratories, since the majority of the students admitted into these colleges have taken to the science courses. It was noted that laboratories which were originally well-planned have become cramped and unhygienic owing to the installation of additional or improvised work-benches to accommodate larger numbers. Even verandahs have been enclosed and converted into laboratories with the result that in some of these rooms there is neither free ventilation nor sufficient light. The Government Victoria College, Palghat, was perhaps the most extreme case in this respect.

3. Most of the colleges are now running their practical classes in batches, four batches being allowed for each of the Intermediate classes. The Syndicate permitted these four batches with great reluctance and only because of the phenomenal rush of students for whom adequate provision was not made in other ways.

8 sq. ft. per student and where there is no gallery 10 sq. ft. It is very essential that the galleries should be constructed with proper attention to light, ventilation and the acoustics of the hall; the passages should be such that students can get to their places easily. The Commission saw in some colleges masonry galleries which had the advantage of preventing noise and providing storage space underneath. The Commission would suggest that in future in planning college buildings, halls in general should have a width of 30 feet. This would suit the requirements of large and big lecture halls and would also be found very convenient for the fixing up of work-benches etc., in the laboratories. As regards the length of the halls it is desirable that it should be capable of being altered according to requirements. This is best achieved by avoiding partition walls which cannot be easily demolished without danger to the building. A thin partition wall is all that is required between one lecture hall and another. In placing the blackboard and in the case of science classes the demonstration table, care should be taken to ensure that they are easily visible to all the students. Care should also be taken to see that the seating arrangements of tables or desks and benches conforms to hygienic standards and provides some degree of comfort. This is particularly important in the case of women's colleges. The Commission noticed with interest in the American College, Madura, a type of chair different from the conventional college desk. More attention should also be paid to ventilation which in necessary cases may be improved by electric ventilators or fans.

15. Few colleges provide cloak rooms for students. Cloak rooms where students can leave umbrellas, rain-coats, hats and other things which cannot be taken to class-rooms would be a great convenience besides promoting cleanliness and order. Suitable arrangements should be made to prevent the encumbering of verandahs and passages with bicycles. Every college should also provide accommodation for a Co-operative Society, a games room, Medical Officers inspection room and consultation room, a Physical Director's room, besides satisfactory arrangements for the Office of the Principal and Vice-Principal, for visitors, and for the College Office. Where a University Officers Training Corps is attached to the college, separate accommodation should be made available for an Armoury, for Officers, for the Sergeants and the cadets of the U.O.T.C. As it is likely that efforts will be made to secure a platoon or two for every college in the University, it is desirable that both existing colleges and future colleges should think of providing such accommodation. A shooting range should also be made available at a suitable place.

CHAPTER VII

Laboratories

There has been a heavy rush for admission to the science courses in almost every college so much so that all colleges now have opened courses for two or more of the science subjects in the Intermediate and several colleges have opened science courses in the degree classes. Physics and Chemistry are taught at the Intermediate stage in all colleges, except in two women's colleges, one of which has since secured affiliation in these subjects. The Sarah Tucker College, Palamcottah, as already stated, although affiliated in Physics and Chemistry in the Intermediate stage, has no laboratories of its own, its students having to work in the laboratories of St. John's College, Palamcottah. In the degree courses, Chemistry as a main subject is taught in Loyola College, Pachaiyappa's College, Presidency College, Queen Mary's College, Government Muslim College, Madras Christian College, Tambaram, Government College, Kumbakonam, St. Joseph's College, Trichinopoly, American College, Madura, St. Aloysius' College, Mangalore, Sacred Heart College, Thevara, Maharaja's College, Ernakulam, Government Victoria College, Palghat, and the Ceded Districts College (now Government Arts College), Anantapur. Physics and Natural Science, and Physics and Zoology or Botany are taught in some colleges up to the main standard and in several colleges up to the subsidiary standard.

2. Within the last six years several of the colleges which had been affiliated in these science subjects for the B.A. Degree have changed over to the B.Sc. to meet the preference shown by students. This preference is no doubt due to their desire to have a more specialised course in science, but probably it is also because the compulsory study of languages is very much less in the B. Sc. Degree course than in the B.A. where the standard of English is very

much higher and another language compulsory. The only colleges which at present are affiliated in some of the science subjects for the B.A. Degree course are [the Women's Christian College, Queen Mary's College, Holy Cross College, Trichinopoly, American College, Madura, St. Joseph's College, Trichinopoly.

3. It is unfortunate that this change should have occurred in most colleges, since the B.A. course is a much wider one than the mainly scientific B. Sc. course. In certain professions, and particularly in teaching, the wider cultural content of the B.A. course has a distinct advantage over a specialised science course. The great rush for the science courses has obliged colleges to conduct their theory classes in science subjects for the Intermediate in two or occasionally three sections and their practicals in four batches. This has resulted in the laboratories being put to such continuous use as to hamper the proper cleaning up of the laboratories or the proper preparation of these laboratories for fresh batches to carry on the experiments. It has also resulted in several colleges working on six days in the week instead of five. This by itself may not be a serious disadvantage; but certain other methods adopted for accommodating larger numbers are definitely harmful—the addition of improvised work-benches in the laboratories and the enclosing of verandahs adjacent to the laboratories. This is not only unhygienic but leads to a certain amount of deterioration in the proper supervision of the practical classes and in the assistance given to students in their practical work. The Commission feels that this method of extending laboratory accommodation should stop; colleges wishing to admit large numbers must construct new laboratories.

4. In connection with this it is necessary to consider what is the maximum number that can be admitted into a practical class consistently with effective supervision and training. This question will be dealt with when the individual subjects are considered.

5. Generally the laboratories for the main standard in the B.A. and B. Sc. are fairly well provided for in most colleges. There is however one point to be noted. Some colleges have only two laboratories, one for the main standard and one for the Intermediate and Subsidiary standard. In other cases, the subsidiary and main are conducted in the same laboratory and the Intermediate in a separate laboratory. In a few colleges, however, the increased admissions have resulted in Intermediate students working not only in the subsidiary and Intermediate laboratories but sometimes in a portion of the main laboratory also. The Government Victoria College, Palghat, has perhaps the most crowded laboratories in the entire University area; the Commission however, was informed that it is proposed to build an additional laboratory for this college.

6. The ideal course is to have separate laboratories for the main, subsidiary and Intermediate standards. It will then help students to work for longer hours in these laboratories, particularly those who are studying in the degree classes. If three separate laboratories are not possible, there must be at least two separate laboratories, one preferably for the main standard, the other for the Intermediate and subsidiary standard provided the laboratory is not utilised simultaneously for the two. It is futile to expect students of the main standard to develop the special aptitudes that they may have in the subject unless they spend far more time in the laboratories than is required by the regular time-table.

7. During the past seven years owing to conditions created by the War, many of the laboratories have had to work under difficulties. It was not possible to equip the laboratories and secure material to the same extent as good colleges managed in the past. Moreover, the price of such material as was available had increased considerably. The Commission found that in most cases, the amount spent on laboratories was far below what should have been spent in a normal academic year, and the impression was that with a few exceptions, laboratories needed considerable additions to bring them up to the required standards. Suggestions will be made later regarding the scale of expenditure to be incurred by managements for the proper upkeep of the laboratories in the different subjects.

8. The individual Commissioners who carried out the detailed inspection of the laboratories felt that the practical classes in the Intermediate had not been conducted with that thoroughness which was expected by the University. It even seemed that in some colleges practicals were limited to a few demonstration experiments and a good many students had no opportunity to do practical work by themselves. Another defect in Intermediate practical work is the system by which two students work together at the same experiment; this results in one of them merely watching the work of the other. While in the majority of

the colleges laboratories were properly looked after, a few gave the impression that they were negligently cared for. Verdigris, dirt and dust were much in evidence both on the laboratory benches and on the shelves; the fume cupboards contained material which had very little to do with the purposes for which they were designed; the drains did not appear to have been cleaned for a long time. It was clear that in these places the practical work was not receiving the attention which the course demanded.

9. The Commission is aware that the University has now introduced practical examinations for the Intermediate students. It is certain that in view of the practical test, greater attention will be paid both by the students and by the colleges to regular practical classes and exercises for every single student of the Intermediate class.

CHAPTER VIII

Library

The importance of giving every facility for proper library work to college students needs hardly any emphasis today. There are four aspects to be borne in mind in regard to the provision of libraries:

- (1) Adequate number of books and periodicals for the use of the students and the staff;
- (2) The proper cataloguing of these books by trained Librarians so that the staff and the students are helped to note and choose the books they need; arrangements for easy issue and return of books;
- (3) Sufficiency of accommodation in the library itself to enable students to work there in their spare hours and facilities for those who wish to engage in special studies;
- (4) Particular care to keep the library upto date by the acquisition of the most recent books and periodicals year after year;

2. Examined from these points of view, few college libraries can be said to be satisfactory. In many colleges it was stated that owing to the War additions to the Library could not be made on the scale on which they should have been, and in some colleges the amounts spent on books for several years was much less than could be explained by pleading war conditions; but there are a few commendable exceptions where, notwithstanding the difficulties, libraries have been well stocked and kept up-to-date.

3. Naturally college libraries vary in size. The total number of volumes in a college library would depend upon the total number of subjects in which the college is affiliated and the standards upto which these subjects are taught. But speaking as a general rule, a First Grade college with even a small number of subjects should not have less than 10,000 volumes. Colleges which are affiliated in Honours courses and which have also research sections must necessarily provide a much larger variety of books, and what is more important, a large number of reviews and periodicals. The importance of these both for the students and staff in, all colleges hardly needs to be emphasised. In the individual reports on colleges the Commission has suggested wherever necessary an increase of the library in particular subjects and has given detailed recommendations regarding the amounts that should be spent to bring these libraries up to the normal standards.

4. It is certain that the usefulness of a library can be increased if the library staff has enthusiasm and energy; proper cataloguing, easy distribution of books and a careful study of the requirements of those who use the library will promote interest in library work among college students. Obviously college lecturers must periodically direct the attention of students to books in the library which they may read with profit and to good articles in any of the scientific periodicals or literary magazines, and thus create in the student-mind at an early stage a desire to read current literature.

5. It is clear that college libraries exist for the use of both students and staff. The staff will require the use of certain books in the library more than the students. A teacher should know his subject thoroughly and for this he should be acquainted with the latest

information or research in his subject. To secure this he needs access to a good library in his college. This, however, does not mean that a personal library for the teacher is not essential. In fact every teacher should have a private library of his own on however modest a scale, and the college library should provide the rest. On the other hand it should not happen, as in some colleges, that all the latest books are available only to the staff and find no place in the students' library. Important works may have to be duplicated: a wise selection of books separately for the students and for the staff on the basis of a definite allotment of the expenditure for each would perhaps work satisfactorily.

6. In Colleges affiliated to the Honours standard and also in some Pass Degree colleges there are sectional libraries in charge of the Heads of the Departments concerned. Such a system has its advantages and disadvantages; the advantage consists in the fact that the sectional library is more easily accessible to the students of the particular subject and to the Head of the Department who can more easily encourage and control the library work of the students of his department. On the other hand the Commission has noted that in some colleges these sectional libraries are in the Professor's room and are hardly used by the students concerned. It seems therefore desirable that while sectional libraries may continue to exist, all the books on the subject should not be concentrated there; the departmental head should therefore see from time to time which of the books in the sectional library may be usefully transferred to the general library. In this way the number of books in the sectional library will be kept within bounds.

7. As to the number of books that can be taken out by a student, definite rules have been laid down in most libraries. In some it was noted that a larger number of students were availing themselves of these facilities than in others. An examination of library records showed that only a small proportion of students took out library books habitually; even when a large number of books was issued in the course of a year, it is the same small section of students who took books repeatedly; the bulk of the students seemed to make no effort to use the library. Such a state of affairs may be prevented if the Heads of Departments keep an eye on the library work of their students and acquaint themselves with the lists of books issued to their students and frequently refer in their lectures to the books available in the library.

8. The criticism has been frequently made that students nowadays make no attempt to build up a small library of their own; this is on the whole true. The Inspection Commission visited many hostels and went into the rooms of students; it was noted that few students possessed more than the few text-books prescribed for their study. The Commission is aware that in most cases students are too poor to collect a library worth mentioning. The need therefore is all the greater for the staff of every college to encourage the library habit in the students and to see to it that the facilities of the college library are better utilised.

9. In certain educational institutions, the library is open under certain conditions to the public of the city. While the Commission does not desire to restrict the use of the library, it should be made clear that students and staff have first claim on a college library. Moreover, if as we hope students in future use the library much more than they do at present, the use of the library by the public will have necessarily to be restricted unless there are resources for expanding the library specially for the public.

10. **Trained Librarians:**—The General Inspection Commission of 1928 recommended that trained librarians should be appointed to staff all college libraries. In spite of this recommendation made almost twenty years ago, the Commission regret to note that there were only a few colleges employing qualified librarians; in several institutions libraries are in charge of lower division clerks. The University cannot approve of this; in the case of new applications the University has insisted on the employment of trained librarians. It will be short-sighted economy to spend a large amount of money on equipping a library, if the person in charge does not know how to help students to make the best use of it. The ideal that the Commission would suggest for all colleges is to have properly trained librarians who are graduates and who are well versed in two or three languages. Such persons should be placed on a par with the lecturers of the college.

11. Adequate space for students to sit down and read in or adjacent to the library is available in only a few of the Colleges. It should be the endeavour of all managements to provide a large room in which about a hundred students can be properly seated. If this is not possible in the library itself, the room should be in close proximity to the library.

CHAPTER IX.

Hostels.

The general impression left after an inspection of all the colleges is that notwithstanding the additions and improvements made by some colleges, residential facilities for the students are inadequate particularly so in recent years owing to the large numbers admitted into the colleges. It is specifically provided in the Act that every student of the University shall reside in a Hostel or under such other conditions as may be prescribed.

2. It has been stated above that improvements and additions to hostels have been made by some colleges. Among them may be mentioned St. Joseph's College, Trichinopoly, Madras Christian College, Tambaram, and Loyola College, Madras. The St. Joseph's College, Trichinopoly, has within the past few years constructed hostels to accommodate about 400 bringing the total of hostel residents to 800. The hostels provided by the Madras Christian College, Tambaram, are divided into three independent halls of residence in each of which arrangements are made for conducting tutorial classes by the staff of the College. There are in each hall several resident members of the teaching staff. These halls besides giving the usual residential facilities provide also social amenities and a corporate life for students. This is a noteworthy departure from the conventional type of hostels and if they continue to work on the lines on which they are planned, there is no doubt that they will produce very beneficial results.

3. The following colleges have made some provision for hostel accommodation though in some cases it is not adequate:—The Women's Christian College, Madras, Queen Mary's College, Madras, Pachaiyappa's College, Madras, Government Muslim College for Men, Madras, American College, Madura, Government Victoria College, Palghat, Malabar Christian College, Calicut, Zamorin's College, Calicut, Sacred Heart College, Thevara, St. Aloysius' College, Mangalore, Government Arts College, Anantapur, and St. Xavier's College, Palamcottah.

4. There are some colleges where the hostel accommodation available does not come up to the minimum standard expected of college hostels. In certain other colleges no provision has been made for the residence of their students in hostels. Among these may be mentioned the M. D. T. Hindu College, Tinnevely, Government Brennen College, Tellicherry, and the Government College, Coimbatore.

5. In a few colleges, there is what may be called the study-hall and dormitory system, that is, large halls where students work and sleep in common. This is found particularly in Catholic institutions. It seems to have started from the desire to provide a cheaper system of living and at the same time a stricter supervision for the younger section of college students.

6. But the most important aspect of the question is that even in these colleges where proper hostels have been constructed the phenomenal increase in the number of admissions to the college has resulted in the overcrowding of existing hostels and in a lack of accommodation for a good number of students. The conditions under which students have to live, particularly in the larger cities, have become exceedingly difficult within the last two or three years, and one of the most urgent problems that the University and the managements of colleges will have to tackle is how best to meet the needs of the students in the way of adequate accommodation with at least the minimum standards of comfort. The position has become most acute in the city of Madras as also in larger towns like Trichinopoly, Madura, Coimbatore, Ernakulam and Mangalore. Even in places like Anantapur, Tirupati, Bellary and Salem, etc., the problem of accommodating students is a pressing one as there are few residential buildings to be let. Everywhere the large influx of students from areas outside the towns where the colleges are situated, renders it imperative that managements should provide either their own hostels or rented hostels under the control of the colleges for the residence of their students.

7. In planning hostels, it seems desirable to build smaller blocks which can accommodate thirty to forty students. Such buildings may be spread out within convenient distance of one another and of the college. If it is possible to have playgrounds in association with hostels, sporting activities will be promoted among students all the more easily. Indoor games and social activities should also be encouraged and for this purpose it is necessary to provide a common room. Every hostel should have a room or rooms according to its size, for the sick. A small library will add to the hostel's amenities.

8. The accommodation provided per student in a hostel should be such as to give him a reasonable amount of space with sufficient light and ventilation. The rooms must be designed for the use of either a single student or three students. For a single room, it is suggested that the minimum area should be 80 square feet, while for a treble room it should not be less than 200 square feet. Each student must be provided with the following furniture:—a table, a chair, a book-shelf, an almirah in the wall space if possible and a bedstead.

9. Neatly maintained kitchens and dining halls and sanitary arrangements are not only necessary but also help students to appreciate clean and attractive conditions of living. At the same time care should be taken to see that hostel life is not too expensive for students of ordinary means. In some hostels, it was noted that for boarding purposes a number of sections were run for different groups of students. The trend should be, as it is in several colleges, to limit the sections to two—a vegetarian and a non-vegetarian section. Habitual participation in common dinners is a well-known means for developing a cosmopolitan outlook.

10. It has been stated in another chapter that college education aims at something far more valuable than mere coaching for examinations; it seeks to develop in students valuable personal and social values. For this purpose the hostel is far more important than the class-room. Bringing together a number of students under a common roof, provides conditions for rubbing off angularities, for realising that one cannot be happy unless one pays attention to the needs and conveniences of others and for effectively learning that in society rights cannot be exercised without corresponding obligations—lessons not always learnt in a sheltered home. All this contributes to the formation of habits of self-restraint. Among those who join college hostels there are few who have been trained in such ways during their school career; hence it becomes necessary in a college hostel to guide them consciously and help them to acquire these virtues. With a few exceptions like the Madras Christian College, few hostels have the necessary staff for this work of guidance and supervision. All that most hostels have is a Warden who is a member of the college teaching staff; or where the Principal is nominally the Warden, there is a deputy-warden. The rest of the staff consists of employees exclusively concerned with the boarding arrangements; even the Wardens themselves are largely occupied with this work. It is surprising that even big colleges with fifty or more members on the staff should be content with the part-time services of one of them for looking after the hostels. To bring large numbers of young men together without providing an adequate staff to guide them would be to place them in conditions where great benefit is not likely to result. The Commission is of opinion that in order to meet effectively current criticisms on University education in the matter of character-building, colleges must consider the training to be given in hostels to be as important as the lecturing in the class-room. This would require the constant and devoted services of many members of the staff. In addition to the Warden it is necessary that some more members of the staff should reside in the hostel or at least participate in its life. Where a hostel is divided into a number of blocks, each block should have a resident assistant warden. It must, however, be clearly understood that this proposed increase of supervision is not intended to subject the members of a hostel to a regimented life. It will be the duty of those entrusted with the care of these young men to train them to habits of individual self-reliance as well as conscientious management of their common affairs. But it must not be forgotten that everything in the hostel as in the college is subject to the ultimate authority of the Principal.

CHAPTER X

Physical Education.

Physical training for students in the Intermediate classes is compulsory according to the Regulations of the University; and in all colleges there is a Physical Director to look after the physical training of the college students. These Physical Directors are graduates who have had their training at the Y. M. C. A. College of Physical Education in Madras, and some of them besides their normal work have also a small amount of teaching allotted to them on the academic side. The Physical Directors are considered to be a part of the normal teaching staff of a college with the status and salary akin to that of a lecturer.

2. Although every college has a Physical Director, and steps are being taken to see that every Intermediate student gets some physical exercise, it cannot be said that the

physical welfare of students is looked after as well as it ought to be. Two serious difficulties have been felt particularly in recent years. (1) The increased numbers admitted into colleges have naturally led to a diminution of the supervision of and enforcement of attendance at physical training classes. (2) The lack of necessary playgrounds in some colleges and in others the inadequacy of them resulting from the increased numbers. Nevertheless a great deal of encouragement has been given to athletic activities by most colleges. The Inter-Collegiate sports conducted by the University and the system of competitions arranged by the Inter-University Board have undoubtedly aroused greater interest in athletics and in sports generally. It must, however, be confessed that the desire to participate in these is limited to a small number of students; only those who have hopes of being selected for college teams habitually take part in college games and sports.

3. The problem resolves itself into meeting two equally important needs:—

- (a) to promote the physical welfare of all the students by giving every one an opportunity to take part in one or more games, irrespective of the standard he is likely to attain;
- (b) to secure effective participation in Inter-collegiate and Inter-University competitions by giving special encouragement and continuous practice to the best sporting talent in the college.

College authorities must devise means for securing effectively this double objective.

4. The Commission would, however, like to stress the need for every college student to have opportunities to participate in some game or other every day for at least a limited period. As this period must naturally be in the evenings between the hours of 4 and 6, it is obvious that in order to give such opportunities to students two things are necessary: (1) a very much more systematic programme of athletic activities for college students must be prepared by the Department of Physical Education of the college; and (2) the playgrounds must be more extensive and must be so laid out as to engage simultaneously the largest number possible. It is also desirable to have as much co-operation as possible from members of the teaching staff and to enlist the services of student-leaders in the conduct of games.

5. A further question to be considered is the number of Physical Directors necessary for a college. Heretofore a college was required by the University to employ only one Physical Director. It is now necessary to increase their number because of the increased admissions. It is not possible for a single Physical Director to cope with a college having a strength of 1000 or 1500 and to arrange for the physical activities of all these students. Though compulsory physical exercises are limited to the Intermediate students, all students of the college should be encouraged to participate in games or athletics. The Commission would therefore suggest the necessity of having one Chief Physical Director and assistants, the total number being in the proportion of one for every 500 students.

6. As noted elsewhere playgrounds attached to hostels would help to solve part of this problem and promote interest in games.

University Officers' Training Corps.

There are at present two battalions of the University Officers' Training Corps, one with the head quarters at Madras and another at Trichinopoly. In recent years, the total number of cadets has increased and attempts have been made to secure the starting of U. O. T. C. Companies in more colleges. Thus within the last five years, the Stanley Medical College and outside Madras the Kumbakonam and Anantapur Colleges have been included in the scheme and the number of cadets allotted to the colleges has also been increased. Proposals for the formation of an additional battalion so that the second battalion could cover colleges in the South, and the third the colleges on the West Coast, have been submitted to the authorities concerned. The Commission understands that the University has more than once urged Government to carry out the suggested expansion of the U.O.T.C. It is to be hoped that ere long every college will have one platoon or two of the U.O.T.C. It is to addition to the special advantage of such training will be an important supplement to the physical training activities of the college.

2. A noteworthy development of the U.O.T.C. during the war years was the introduction of training for the "A" and "B" military certificates. This was in response to the urgent request of the military authorities to afford them special facilities to recruit suitable officers from among University men. It was understood that those who had qualified for these certificates would have special advantages at the time of selection and their period of training in the U.O.T.C. would be taken into account in fixing their seniority in the service. The request of the army authorities fitted in with the desire of the University to enlarge the scope of military studies in colleges. The laws of the University accordingly provided that those who secured these certificates could be exempted, if they so desired, from one or other of the subjects of the Intermediate or degree courses. In preparing cadets for these certificates the colleges concerned have not received the help expected from the military authorities and have had to bear the greater part of the burden themselves. The Commission hopes that in future at least there will be a greater amount of co-operation vouchsafed from the military authorities for the training and expansion of the U.O.T.C. and as in the opinion of the Commission this will serve a very useful purpose both in the interests of the University and in the interests of the country.

CHAPTER XI

Medical Inspection

In the year 1927-28, the University introduced the practice of Medical Inspection for students of the first and third year classes. To-day all colleges have one or more Medical Officers who examine the students in the first and third year of studies, and to note such common physical defects as may be ascertained after a general examination. The reports of the Medical Officers are forwarded to the parents by the Principals of Colleges, whenever the nature of the report renders it necessary.

2. The General Inspection Commission, after a careful scrutiny of the reports of Medical Inspection and after interviewing a good many of the Medical Officers of colleges has come to the conclusion that the medical inspection of students, as at present conducted, has not produced the results that were expected. The 1928 Commission reported, "It is obvious that a great deal of the value of medical inspection must be lost if there is no proper follow-up work at home. It may be hoped, however, that when Physical Instructors are appointed, they will work in close co-operation with Medical Officers and make it a part of their duty that as far as possible the treatment suggested by the Doctor is carried out in each case." This hope has unfortunately not materialised even though in some colleges a good deal of attention is paid to the medical inspection and the reports. There is no follow-up of defective cases; they are not periodically re-examined, nor are effective steps taken to cure them. Under the circumstances, the Commission has regretfully come to the conclusion that such a system of medical inspection will yield no substantial benefits.

3. In view of the continuous and detailed work necessary for effective medical inspection and the large numbers now in colleges, the time has come when there should be a permanent and full-timed Medical Officer on the staffs of colleges. In co-educational institutions there should be an additional part-time woman Medical Officer to look after the women students.

4. The permanent Medical Officer should be a medical graduate whose duty will be not only to look after the welfare of the students but also to see that proper sanitary conditions are maintained in the college and the hostels. There should be a uniform system of medical inspection in all colleges, periodical inspection (at least twice in the year) of all students both senior and junior, co-ordination between the work of the Physical Director and the Medical Officer, careful maintenance of records of height, weight, chest measurements, and particulars of the health of each student according to a well thought out form. The duties of the Medical Officer attached to a college should be—

- (a) To conduct a thorough examination of every student at the beginning of every academic year, and to record its results;
- (b) To watch and note his progress at least once during the academic year, preferably at the end of the second term;

*Separate
proposals
with regard
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- (c) In cases where any defects have been brought to light to follow them up so that remedial measures may be taken either by the parents or by admission into a hospital;
- (d) To inspect the college and its surroundings and to see that proper standards of sanitation are maintained; that where canteens are provided, the kitchens and water-supply are kept in proper condition;
- (e) To attend on resident students and staff in case of illness;
- (f) To look after the sanitation of the hostels, and particularly the kitchens, bathrooms and sanitary conveniences;
- (g) To be present in the college every day during a fixed period either in the afternoon or forenoon, in order that students may easily consult him;
- (h) To advise the Physical Director in regard to the exercises suitable for different students and where necessary to recommend exemptions;
- (i) To arrange for admission to a hospital in cases of serious illness of students, and to see that they are properly looked after;
- (j) To maintain a dispensary wherever feasible and to secure medical stores for students on a co-operative basis;
- (k) To conduct classes in First Aid and Ambulance work, and where necessary to teach subjects such as Physiology and Hygiene either as part of the curriculum of studies in the college or as an extra-curricular activity for such students as wish to learn them.

5. Thus the duties proposed for a full time Medical Officer are so many and of such importance that he should be considered one of the important members of the staff; hence it should not be considered excessive to offer him the grade and salary of a professor.

6. The Medical Officer may be allowed to have consultative practice mainly to keep himself in touch with all aspects of medical work; but it should be clearly understood that his main duty is to the college, the associated hostels and the staff and students. The financial burden on the college will not be heavy if a reasonable fee is collected from all students, and an additional fee from members of the hostel. In view of the great advantages that are likely to accrue from such a scheme, it is hoped that the Government will see its way to include this item also in its scheme of grant-in-aid.

CHAPTER XII

COURSES OF STUDY

1. English

There are three factors to be taken into consideration regarding the teaching of English. It is well-known that at present the majority of students who join the college classes have not the same knowledge of English as students had some twenty-five years ago. This is not surprising since the mother tongue has naturally replaced English as the medium of instruction in the school classes. Moreover the teaching of English in the school is not always entrusted to those well-qualified for this task. A second factor to be taken into account is the increase in the number of sections of the Intermediate class and the consequent employment of a bigger English staff, the bulk of whom are young and inexperienced; another result of multiplying sections is the necessity of a teacher having to repeat his lecture to different sections. Moreover the valuing of Composition exercises which has an important place in the teaching of English as of all languages, is often relegated to the tutor and junior members of the staff; this prevents senior members from following their student's progress closely and guiding them effectively. Unfortunately, however, the large numbers in the Intermediate classes make it impossible for the lecturers themselves to do the greater part of the correction. The third factor is a decline in the reading habit owing partly to lack of adequate library facilities and partly to failure to appreciate literature for its own sake and the importance of literary expression. This is probably a part of the general decline of the position of the humanities.

2. The position which English held in the scheme of Indian education has been steadily changing and is likely to change still further. The position it holds is attributable

to three main causes: First, it opened the door to what is called modern knowledge; Secondly, it kept the advanced scientific worker and the professional man informed of the latest discoveries and trends of thought. Thirdly, it gave all the advantages which knowledge of the State language inevitably does. It is probable that English will no longer be the State language and therefore one of the incentives for its study will cease to be operative. Similarly modern knowledge of a general kind is becoming increasingly available through Indian languages and a judicious scheme of translations would increase this facility. But for the advanced student and the research worker a sound knowledge of a modern European language is indispensable if our country is not to lag behind others in the pursuit of knowledge. It is obvious that for India with the range and standard of English already acquired, there is no question of choosing another European language for this purpose. Therefore, while the impetus given to the study of Indian languages should be maintained and increased, neglect of English which would prevent a University student from having a sound knowledge of English would be a national disaster.

3. In view of these considerations, the study of English may have to be planned differently; firstly for the generality of students who need the language as a means to knowledge and for access to the whole range of modern thought; Secondly as literature to be studied and appreciated for its own sake. These two aspects of the question will doubtless receive the attention of the University authorities concerned in the planning of English studies in future. The Commission would like to emphasise that the study of English, from whatever point of view, should lead to a sound and accurate knowledge of the language. If this is to be secured it is obvious that the staff needed for the teaching of English should be selected with care. They should not only possess the academic qualifications prescribed but should also have some interest and enthusiasm for the subject itself. As has been stated already, a disproportionately large number of junior men are entrusted with this work. At one time in some colleges the greater part of the lecturing work of the Intermediate classes was entrusted to junior tutors who had passed out of college one or two years previously. The Syndicate has now restricted the practice by limiting the lecturing work of a tutor to two hours and by not permitting the total hours of lecturing by tutors in any one department to exceed six. Notwithstanding this the bulk of the written exercises in most colleges has still to be corrected by tutors; Heads of English departments must devise ways of minimising the disadvantages of this by allotting some part of the valuation to senior men and by careful control and supervision of the work of tutors. Suggestions regarding the number of exercises that may be allotted for correction to lecturers and tutors have already been made earlier. It will be clear from these that lecturers having 10 or 12 hours of teaching work in a college should not be required to correct more than 50 exercise books a week.

4. As already stated, the work of the tutors must be reviewed by senior members of the teaching staff; this will ensure not only more efficient correction by the tutors but also the maintaining of uniformity in the correction of the exercises of a large class where several tutors are engaged in the work. Meetings of tutors and lecturers from time to time when the work can be reviewed will certainly improve the quality of the correction and stimulate interest all round.

5. A particularly important part of the work of the English department in all colleges is the maintenance of a high standard in the B. A. classes. It is from among the B. A.'s that efficient teachers of English for the high school classes must be recruited. Entrusting the teaching of English in the high school to B.Sc.'s with their lower standard of English has been unfortunate. It is certain that if the teaching of English in schools is done by B. A.'s a much better standard would be maintained.

6. Mention may be made here of the variations in different colleges in the number of hours allotted to this subject in the Intermediate, B.A. and B. Sc. classes. It is generally recognised that in the Intermediate classes the hours per week should be divided in the following manner:—

Part I	— English	— 8 hours.
Part II	— Second Language	— 4 hours.
Part III	— Optional subjects	— 12 hours.

While a certain amount of latitude must be given to college authorities in following this general scheme, to allow of the addition or reduction of an hour or so in any part, it is clear

qualifications which teachers of every language have, there seems to be no further need for a special Superintendent over the teachers of all the Indian languages. Each language should be a self-dependent unit and the teachers of that language should be able to arrange their time-table and distribute and co-ordinate their work. The University authorities have recently suggested that the pay of the teachers in the languages concerned should be improved and have fixed tentatively two grades—for those who have Oriental Titles, Rs. 75—125; and for those who have a degree in the language concerned, the same scales of pay as for lecturers in other subjects.

3. Mathematics.

All colleges except the Carmel College, Trichur, are affiliated in Mathematics up to the Intermediate stage, while many of them offer Mathematics for the B.A. or B.Sc. Degree courses. Mathematics is offered up to the Honours standard in the Presidency College, Pachaiyappa's College, Loyola College, Madras Christian College, Tambaram, and St. Joseph's College, Trichinopoly. The staff in the different colleges is on the whole adequate, and possess the qualifications required by the University. The inclusion of Differential Calculus as a subject of study in the Intermediate course has enlarged the scope of work in these classes.

2. There are few colleges which have any planned method of instruction in practical mathematics. A notable exception is the Maharaja's College, Ernakulam. It is desirable that practical exercise would form a definite part of the training at the Intermediate stage. A room should be set apart for this purpose; it should be furnished with strong flat tables and adequate sets of drawing instruments owned by the students or supplied by the colleges.

3. In recent years, the University has made provision for the intensive study of special aspects of Mathematics. Thus the introduction of Statistics as a special branch in the degree course has led to a wider study of this subject which is considered to be of great importance at the present time. Courses of study for the Honours Degree have also been revised and their scope enlarged. For the proper teaching of these new subjects, it will be necessary to secure men who have received special training.

4. Chemistry.

This subject has assumed great importance and in practically every college provision has had to be made to meet the very large demand for it. At the beginning of the academic year 1946-47, all colleges except Carmel College, Trichur, and St. Teresa's College, Ernakulam, were affiliated in Chemistry at the Intermediate stage. St. Teresa's College also has obtained affiliation in this subject from the beginning of this academic year (1947-48). There are 14 colleges affiliated for B.Sc. with Chemistry Main, while the only college offering Chemistry for the B.A. Degree is the Queen Mary's College, Madras. Presidency College and Loyola College, Madras, are the only colleges which offer Chemistry in the Honours.

2. There has been considerable improvement in the accommodation available for the practical classes in Chemistry; some of the newly constructed laboratories have been fitted with properly made laboratory benches and equipped on the lines required by the University. However, there are still defects due mainly to the following causes:—

- (1) the attempt to increase accommodation by fitting improvised work benches into every bit of space in the laboratories or the adjacent rooms or verandahs;
- (2) the working of the laboratories in four batches, making it almost impossible for all students to have separate cupboards for their apparatus;
- (3) the almost continuous use of laboratories for successive batches in different grades leaving little time for proper preparations or cleaning in the intervals.

3. There is no uniformity in regard to the floor space allowed for each student in the Intermediate or B.A. or B.Sc. Degree laboratories. In the Intermediate laboratories, it varies from 21 sq. ft. to 40 sq. ft., while in the B.A. or B.Sc. laboratories from 27 sq. ft. to 60 sq. ft. In many colleges, the space originally allotted has been unduly restricted by the placing of additional work benches. The 1928 Inspection Commission prescribed a minimum of 44 sq. ft. for each Intermediate student and 50 sq. ft. for a B.A. student. They have pointed out that if this floor space is allotted, there should be no difficulty in arranging each

working place so as to have a length of 4 feet for Intermediate students and 5 feet for B.A. students. For various reasons mentioned above, this condition is not satisfied by most colleges. In other respects there has been considerable improvement. Every laboratory is now fitted up with gas and water pipes, and each student has access to them without moving from his working place; a sink also is provided in close proximity. The lay-out of the pipes and drains, however, has not always been satisfactory. The balances supplied are not everywhere sufficiently numerous and they are generally placed in a small adjacent room with a single entrance. Considerable noise and confusion must necessarily prevail in laboratories, where the students have to be frequently moving about either to get special reagents or to go to the balance room at the end of the laboratory.

4. It seems desirable to lay down certain definite standards as regards construction, equipment and working in the laboratories. The suggestions made in the report of the General Inspection Commission of 1929 seem well worth adoption. It is therefore suggested that—

- (1) The floor space required for an Intermediate student should be 36 sq. ft. and for B.A. or B.Sc. 50 sq. ft., the length of the working place being for Intermediate student 4 feet, and that for B.A. or B.Sc. student 5 feet; the length of work-benches should therefore be such as to accommodate one or more students on this basis.
- (2) It is not economic to build a laboratory with fewer than 24 working places.
- (3) Each student should have access to gas, water and a sink without moving from his working place.
- (4) The lay-out of the pipes and drains should be well thought out; and water and gas pipes should be completely visible and nowhere buried in walls or floors or passed underneath or through pieces of furniture.
- (5) For every three Intermediate students in a batch, there should be a balance; and one for every two B.A. students; each balance should be given a space length of three feet.
- (6) One fume-cupboard 5 or 6 feet long is needed for every 8 students. A vertical flue in the wall line with a 6" or 8" stoneware pipe is the best and cheapest way of securing a draught.
- (7) The lecture room should adjoin the preparation room and the store room would naturally be close to this.

5. The inspection of the laboratories of the various colleges left the Commission with the impression that the practical work at the Intermediate stage was not in all places conducted in a satisfactory manner. There was reason to believe that not all students working in practical classes had the opportunity of personally conducting the prescribed experiments. In some cases, it would appear that there were more demonstration classes than practical exercises carried out by the students themselves. The expenditure incurred on chemicals, etc., confirms this.

6. The Commission is happy to note that a practical test will be part of the Intermediate Examination from March 1948. This will naturally rouse the colleges which have not been properly conducting these practical classes to more systematic effort. As noted already, the Commission found that some laboratories were not well looked after. It should be the duty of the Head of the Department to see that the attenders and others attached to the laboratory keep it clean and in good order; this would not only be economical in the long run, but will produce habits of cleanliness and care in the handling of apparatus among students themselves.

7. The lecture rooms where classes were conducted were not always satisfactory; suggestions regarding their size and the manner of their arrangement have been already given. At the Intermediate stage, there should be a carefully thought-out series of lecture demonstrations and the apparatus needed for them should be kept assembled in sets in shelves close by; the programme of practical work with details of apparatus and chemicals needed should be prepared in advance. With the exception of one, no college had a complete set of demonstrations apparatus assembled and ready for use. Such an arrangement will avoid delay in making the demonstration, it will spare the staff time and trouble involved in assembling

them from day to day; it may also avoid the risk of the demonstrations being given up for want of the time required for assembling the apparatus. Theoretical lectures in science subjects are almost valueless unless they are accompanied by demonstrations. From the records of the students the Commission came to the conclusion that in not a few cases lectures even in science subjects took the form of dictation of notes without demonstration. This defect is particularly harmful in the theoretical lectures to the Degree classes. As one of the experienced members of the Commission stated: "the necessity to produce results has lowered the efficiency of teaching beyond comprehension. Lectures are usually note-dictation. Lecture demonstration seems to be non-existent in many institutions. In the Intermediate classes, this should be more important than asking questions. The teacher should plan out his lectures, discuss them with his colleagues and arrange everything before-hand. He should first explain to the class every piece of apparatus assembled and also draw a sketch on the board so that the students can make a copy easily. During the course of the demonstration, the peculiarity should be emphasised. Thus if a reaction should tend to become catalytic, the student should know to control the reaction that shows a tendency to become auto-catalytic. The students should be told at the very outset that control of experimental condition is a part of a reaction."

8. The teaching of Chemistry in the Degree classes in many institutions suffers when one person teaches all the three branches of the subject. This practice denies to the teacher the leisure to specialise and not infrequently his classes are a mere repetition of the text book he follows in the subject. If three different persons are responsible for the three branches of Chemistry—Physical, Organic and Inorganic—then each one will have time to read widely and keep abreast of the latest developments in his subject thereby raising the level of instruction.

Colleges should encourage members of their staff to engage in some original investigation in the subject which they are teaching.

9. There are only two colleges now affiliated up to the Honours standard in Chemistry. It is very necessary to insist that Honours teaching should be conducted by persons who have not merely a higher academic qualification but have shown that they are capable of and have contributed in some measure at least to original research. Honours teaching at least should be freed from the pre-occupation of producing mere examination results. The study of the subject for its own sake should be encouraged, the student should be guided along stimulating lines of thought so that he may not only master the fundamentals of his subject but be directed at the end of the course to lines of original work. This bias towards original research will be entirely in keeping with the Honours course, which provides the highest standard of instruction to under graduates. The Honours student should be encouraged to choose a problem that interests him, to consult the authorities as well as current literature on the subject and to present the results of his work in a concise and readable form. Work of this kind will produce that wider outlook and give that method of approach which is so necessary for an Honours graduate whatever be the career he will choose—industrial, research or teaching. Other aspects of Honours teaching in general will be referred to in a separate chapter.

10. All colleges collect special laboratory fees for each of the laboratory subjects. These fees are to be utilised for the day to day maintenance of the laboratories including the price of chemicals, replacement of apparatus and other contingencies. The remarks by the 1928 Inspection Commission still hold good, namely that colleges were receiving more from the students by way of laboratory fees than they were spending on replacements and chemicals. It is true that in view of the large increase in the number of students, the average cost per student may be less now than it was at the time of the last Inspection Commission. The last Inspection Commission had indicated that the expenditure per Intermediate student per annum required for apparatus, chemicals, gas-making and the preparation of distilled water, if practical work was to be done on a liberal scale, would be between Rs. 20 and Rs. 25. After a careful review of the question and in the light of practical considerations, the Commission is of opinion that for Chemistry a minimum of Rs. 10 per annum per Intermediate student should be spent for practical work; for the B.Sc. Subsidiary the amount required is Rs. 15 and for B.Sc. Main Rs. 20. This is the absolute minimum but colleges wishing to maintain the best standards should be ready to spend more. Recommendations regarding the numbers permitted to work at a time for practical classes have been made earlier.

5. Physics.

Most of what was said about Chemistry applies also to Physics. Practically all the colleges in the University area offer Physics at the Intermediate stage with the exception of Carmel College, Trichur. Physics is taught up to the B.A., standard only in Queen Mary's College, while it is taught up to the B.Sc. standard in 13 colleges. The Madras Christian College, Tambaram, the Presidency College, Madras, and the St. Joseph's College, Trichinopoly, are affiliated up to the Honours standard.

2. The remarks with regard to cramped accommodation and the utilization of all available space for fitting up new work-benches apply also to Physics. There is only one college which utilises the same laboratory both for the school and the college, namely the Theosophical College, Madanapalle. The Commission desires to state that such an arrangement is extremely unsatisfactory and that it should be terminated without delay. It is understood that the management has been asked to provide a separate laboratory for the school from at least the second term of the academic year 1947-48.

3. The practical classes for Intermediate Physics are conducted in four batches in most colleges. As a result of the increased numbers in each of these batches the sets of apparatus provided are no longer sufficient. It is not desirable in a practical class in Physics for the Intermediate to arrange for more than four sets of experiments, if careful supervision is to be maintained. In some colleges, it was found that six, eight or even ten different experiments were given to a single practical batch. This renders the task of helping to set up the apparatus and to supervise extremely difficult. Where large numbers in a batch cannot be avoided, the college should duplicate or quadruplicate the sets of apparatus required so that ordinarily only four experiments are given to any particular batch in the practical classes. The deficiency of apparatus caused in recent years by war conditions already referred to, should be made good as quickly as possible.

4. As in the case of Chemistry, it is suggested that a minimum scale of expenditure on practical work in Physics should be fixed. On the understanding that expenditure on gas and water is not incurred in the department of Physics, the Commission recommends that the minimum expenditure per student at the Intermediate stage should be Rs. 5; for the subsidiary Physics, B.A. or B.Sc. Rs. 10; and for the main standard Rs. 15 to Rs. 20. It is not necessary for the Commission to suggest the scale of expenditure in the Honours courses.

6. Natural Science

There is a considerable increase in the number of colleges affiliated in Natural Science for the Intermediate and the degree courses. At present there are 30 colleges affiliated for the Intermediate, 2 for B.A. Botany Main and 2 for Zoology Main, and 4 for the B.Sc. Botany Main and 4 for Zoology Main. Colleges affiliated for Honours are Presidency College and Madras Christian College in Zoology and Presidency College in Botany. The only college that is teaching Geology for B.Sc. Pass and Honours is the Presidency College, Madras. It is a matter for regret that there is no college affiliated in Physiology Main for the B.A. or B.Sc. while it is taught as subsidiary only in one college, the Madras Christian College, Tambaram.

2. Laboratory accommodation is generally satisfactory. As in Chemistry and Physics, so in Natural Science also, the increase in the number of students taking the subject has created difficulties. It is now usual to have practical classes in Natural Science conducted in two or three batches. Far less students can conveniently be taken at any one time in Natural Science than in Physics and Chemistry. This is due to considerations of the lighting, equipment required and the greater supervision needed in practical work. The Commission is of the opinion that for practical work in the Intermediate 24 may be considered a fair figure and in no case should it exceed 30. The number of microscopes, dissecting microscopes and other apparatus required for practical classes must be adequate for the numbers taken in each batch. For the degree stage, it is necessary that every student in the practical class should have a microscope.

3. It has been noted that at the Intermediate stage, both Zoology and Botany are sometimes taught either by a Zoology graduate or a Botany graduate. The Commission is of opinion that there should be two persons, one qualified in Zoology or Botany up to the Honours standard and one in Botany or Zoology at least up to the B.Sc. Pass standard. For

the practical classes one lecturer or demonstrator is expected to be present for every 20 students in Physics or Chemistry. In Natural Science, it is considered desirable to have one teacher for every 15 students. There should always be a senior lecturer present in every practical class besides the demonstrators needed.

4. A few colleges have well-equipped Museums and Herbariums in Natural Science but the bulk of the colleges have not taken sufficient pains to equip their museums, nor are there proper exhibition cases or catalogues to attract the students to the Museum or the Herbarium.

5. The scale of expenditure for the Intermediate standard should be Rs. 6 per annum per student, while for the B.A. or B.Sc., it may be Rs. 15.

Demonstration Excursions for Science Students

It is very necessary that in science subjects in general there should be excursions conducted by the staff to enable the students to gain first hand knowledge of their subject, in workshops, electric plants, factories, mines and forests. It is regrettable that only a few colleges undertake these conducted excursions. It is necessary that students of Physics should have opportunities of visiting for example some of the observatories; for Chemistry, it would be of the greatest advantage to students to visit some of the large chemical works and see manufacturing processes. Students of Natural Science should have opportunities to go out on excursions to collect specimens and study life in its natural state; while Geology students, at least of the Honours classes should be attached to the Geological Survey for sometime in order to make them conversant with field work in Geology. The custom by which colleges bear a part of the expenses of such excursions is praiseworthy.

7. Philosophy.

At the time of the last General Inspection, 8 colleges provided instruction in B.A. Group (iv), Philosophy, while 3 colleges were affiliated up to the Honours standard. It is unfortunate that this subject has become less popular and many colleges have now ceased to give instruction in Philosophy for the B.A. Degree course. There are now only two colleges, Pachaiyappa's College and the Madras Christian College, which offer instruction in Philosophy for Honours; in the Pass Degree course, Philosophy is taught in only 4 of the colleges, namely Pachaiyappa's College, Madras, Women's Christian College, Madras, Sri Venkateswara College, Tirupati, and National College, Trichinopoly.

2. As has been already pointed out owing to the prestige and importance of scientific studies, the Humanities have ceased to attract students in large numbers; because of this trend Philosophy seems to have suffered more heavily than any other subject. Attempts have been made to popularise the study of Philosophy by combining it with other optional subjects in the B.A. course, but so far with little success. In the Intermediate course, however, Logic is taught as one of the subjects under Part III in all colleges. The Commission feels that a subject of such cultural value as Philosophy should be more widely studied and that colleges should afford opportunities for it to a larger extent in the degree classes.

3. Recently the study of Psychology has also been introduced in the Intermediate and 4 colleges have sought and obtained affiliation in the subject. It is understood that provision is being made for a Degree and an Honours course in Psychology. The opening of a Department of Psychology in the University has no doubt given an impetus to the appreciation and study of this subject. This Department is also responsible for the teaching of the subject to the students of the M. Ed. course in the Training Colleges.

4. Recently, two of the colleges, the Government College, Coimbatore, and the Municipal College, Salem, have started teaching Logic in the Intermediate classes through Tamil. The Inspection Commission made enquiries regarding the success of this experiment and was actually present at lectures given to students in both the colleges; and the teachers stated that the lectures in Tamil were appreciated by the students. The Commission, however, noted that even in these two colleges, the scientific terms used were dissimilar. Confusion is bound to arise both in teaching the subject and in examining the candidates if there is no uniformity in the use of these terms. The Commission was of opinion that though the students are taught and will answer in Tamil, they should be familiar with the equivalent international terms used in English. This will diminish the chances of confusion and will facilitate the students' further study of the subject.

8. History and Economics.

Economics is being taught in the degree classes, while History is taught both in the Intermediate and degree courses. The study of History, however, has not found favour with students in recent years. In the Intermediate the general preference is for Mathematics and the Sciences; and in the B.A. those who have to take Branch IV prefer Economics (iv-b) to History (iv-a). This decline in popularity is particularly regrettable as this involves a neglect of the advanced study of the history of our own country. The number of colleges that are affiliated for B.A. Economics (iv-b) is 37, while in History (iv-a) the number teaching the subject is only 10. History Honours is being taught in the following colleges:—Pachaiyappa's College, Madras, Presidency College, Madras, and Madras Christian College, Tambaram; and Economics Honours in Loyola College, Madras, Pachaiyappa's College, Madras, Presidency College, Madras, Vivekananda College, Madras, Madras Christian College, Tambaram, St. Joseph's College, Trichinopoly, and Government Muslim College, Madras (Branch XIII).

2. At the time of the last Inspection Commission, it was noted that "sufficient attention was not always paid to the qualifications of teachers who are working the new Economics courses with special subjects like Public Finance, Rural Economics, etc." The Commission continued "It is essential to check this tendency before it becomes too late. Lastly, the device of combined classes for reducing the number of hours in the time-table and *pro-rata* the number of teachers employed has gone much further than should be allowed. This takes many forms. Sometimes the two Intermediate classes are combined, sometimes two B.A.'s; elsewhere the regular B.A. classes are combined with bye-term classes where they are worked or with Honours classes. History and Economics groups are usually combined for some purposes. It is true that some of these combinations are quite permissible and legitimate, but the majority of the devices employed lead to crowded classes and a bad distribution from the pupils point of view of the subject of study."

3. The Commission is glad to note that many of these defects have since been rectified. Junior and Senior classes in the Intermediate stage are never combined for purposes of instruction. For the degree courses (Pass and Honours), however, there were combinations of classes which could not be approved. The Syndicate has now indicated clearly the very few cases where combined classes are permissible and colleges in general have carried out this ruling. In regard to special subjects, however, the criticism of the last Commission that lecturers with special qualifications for particular subjects are not always available, retains some of its force. In fact colleges are unable to offer, for want of qualified personnel, some of the special subjects which they might have usefully chosen.

4. Economics is a growing science, and it is necessary that more attention should be paid to the modern developments in the subject. The importance of Statistics and higher Mathematics in the study of Economics should be noted. In general the Economics Departments in the colleges are efficiently run and students evince interest in the subject.

5. Most of the libraries in colleges are well equipped with books on History and Economics; useful journals and reviews are also available. In many colleges there are sectional libraries in charge of the Heads of the Departments. Though students of History and Economics have necessarily a wider range of reading than others, it still remains true that most students even in the degree classes confine themselves to prescribed texts. The general remarks regarding methods of popularising library work made elsewhere are specially relevant to the study of Economics and History; it is only by this means that students will be kept in touch with the latest ideas in economic theory and the most recent results of historical research.

6. At present in teaching a subject the requirements of the examinations seem to overshadow everything else; the need to memorise dry details of history for examinations tends to obscure the deeper and more valuable purposes of the study of history. In particular the study of Indian History can be made more attractive and fruitful by attention to these aspects. The teaching of History has not always shown a proper appreciation of Geography as a useful aid. Few colleges have adequate stocks of maps and fewer still utilise them as they should.

7. Two colleges, the Government College, Coimbatore, and the Municipal College, Salem, are teaching the Histories in the Intermediate classes in Tamil. Happily, the

difficulties in the way of teaching through the mother tongue are fewer in the case of Histories than in logic.

8. The University has recently instituted an Honours degree in Politics, and Presidency College is the only one so far affiliated in this group. Even this affiliation was rendered possible by the understanding that the University would co-operate in the required teaching through its department of Politics and Public Administration.

9. In meeting the demand for increased accommodation in other departments, managements have sometimes sacrificed the interests of the History and Economics Departments. Class-rooms and staff-rooms specially set apart for them have been taken away and alternative arrangements have been made in a haphazard manner. Such a procedure not only causes inconvenience but lowers the prestige of the subject in the students' mind. It is necessary that colleges should provide separate class-rooms for every main department of study along with a staff-room and space for a sectional library.

9. Commerce.

The degree in Commerce requiring a three years' course was instituted by the University several years ago but no college sought affiliation in it. The regulations were later modified and the course reduced to two years. In 1943 Pachaiyappa's College obtained affiliation under the revised scheme, being the first college to do so. The course has now become very popular and at present nine colleges are affiliated for the B. Com. Degree. The Syndicate has restricted the number of admissions to 60 in the case of colleges in the metropolis and to 50 in the case of colleges in the mofussil. This is justified since it is necessary to give these students the close personal attention necessary for professional training; it must be clearly understood that the B. Com. Degree is not a general qualification similar to the B.A. with the additional attraction of novelty; if this is forgotten the efficiency of teaching and practical training will suffer and the degree will lose the value which it was intended to have in the world of commerce.

2. The question of apprentice training in business houses for B. Com. students is engaging the attention of the University authorities concerned. As stated above, the B. Com. course is primarily a professional one intended to enable the graduate to be absorbed into commerce and organizations, where technical knowledge of business and accountancy is essential. The emphasis should therefore be on the teaching of these subjects in a practical way so as to equip these students for these roles. The Commission noted with satisfaction that this has been borne in mind in the appointment of lecturers for this course and persons not only with the necessary academic qualifications but having practical contact with the subjects in the day-to-day business life, have been chosen as part-time teachers. However, it is not intended that all the teachers should be on a part-time basis; there should be some full-time teachers to organise the department and be in charge of the teaching as a whole.

3. Many colleges are desirous of securing affiliation for the B. Com. course. They must, however, realise that it is the duty of the University to see that the following essential conditions are satisfied:—

(a) The classes must necessarily consist of a small number so that personal attention may be given to every one of the students and facilities might later be available to them to secure practical training in well organized business concerns conducted on modern lines.

(b) It is of the utmost importance to secure the services of well-qualified teachers. Even as things are, it cannot be said that experienced teachers are available for all the colleges. The mere possession of an academic qualification will not justify the appointment of a person as a teacher of many of the subjects of this course; there are colleges in many places where it will be very difficult to secure the services of really competent lecturers for this course. The treatment of such subjects as Business Organization, Mercantile Law, Accountancy, Insurance and other special subjects will need the services of persons with practical knowledge and day-to-day contacts with the particular subjects. Moreover since the University may have to revise and readjust the details of the course in the light of experience in order to maintain its technical character,

managements should be prepared for additional demands in regard to staff and equipment.

(c) Securing opportunities for apprenticeship in well organized commercial concerns should be a responsibility of the college concerned.

10. Newer courses of study.

The Commission is glad to note that a number of new courses of study have been instituted in the University in recent years. Geography in the Intermediate and at the Degree stage, Home Science as a B.Sc., Degree course, Household Art as an optional subject in the Intermediate, Music for the Intermediate and Degree courses of study, Elements of Commerce and Accountancy at the Intermediate stage, the study of the Indian Languages upto a higher standard in the Intermediate leading to the B.O.L. Pass and B.O.L. Honours courses, Military Science as a subject of study in the Intermediate and Degree courses, Nursing as a subject of study for the B.Sc. Degree, have all been introduced, and colleges have taken to them eagerly. It is certain that these varied courses and others which are sure to claim a place in the University courses in the near future will enlist all types of ability for the expansion of knowledge and promotion of research.

11. Honours Courses.

Madras was the first among the Indian Universities to revise its methods and start the experiment of organising Honours courses broadly on the model of Cambridge and Oxford. These courses of study were intended to be taken up by institutions where there were exceptional advantages in regard to well-equipped libraries and laboratories and teachers of high academic qualifications and experience in research. In the beginning the numbers admitted were very small but subsequently more colleges sought affiliation in Honours and in recent years a larger number of students has been admitted. The possibility of the standard of Honours teaching being lowered if colleges were allowed to start these courses without restriction was noted by the last Inspection Commission. A survey of the Honours Colleges affiliated to the University has given to the Commission the impression that while these colleges possess a certain number of able and reputed teachers in the subjects, their number is insufficient; nor are the general facilities for personal work by the students such as they should be. The Commission is convinced that the best way of improving Honours teaching in the University is to concentrate it mainly within the City of Madras and to encourage and facilitate cooperative teaching between the colleges themselves and the colleges and the University. This would enable colleges to specialise in particular subjects and would make available to the students of Honours classes a higher standard of teaching and a greater choice of special subjects. The Commission is glad to note that cooperative teaching on this basis has been organised among some of the city colleges from the beginning of the academic year 1947-48. Despite the difficulties which are inevitable in the beginning it is hoped that every effort will be made to continue the arrangement and enlarge its scope.

2. The Commission is not therefore in favour of new Honours affiliation being granted to colleges outside Madras except to those colleges in the centres of linguistic areas which seek affiliation in the language of the area concerned. One other possible exception may be with regard to applications by a State which may need a larger number of Honours graduates than would be available for it under present conditions. It would be for the State to satisfy the Syndicate that it can ensure the fulfilment of all the financial and other conditions necessary for the running of an efficient Honours college.

3. There is another observation that the Commission would like to make in regard to teaching in the Honours courses. There is a tendency to stereotype teaching in these courses and to conduct it on lines very similar to that of the Pass classes where detailed lectures covering the prescribed portion have necessarily to be given to students. This was not the intention when Honours courses of study were introduced, nor is it the practice in the older Universities in the West where such courses of study are in vogue. While a certain amount of instruction is necessary, the student should be made to study the subject under guidance and master the details by himself. This is particularly true of the Humanities. In the science subjects, greater time should be devoted to practical work and the efficient use of the laboratory under general directions. In the Honours courses personal work is of the utmost importance; the appreciation and assimilation of knowledge acquired

by individual effort is bound to be deeper and more lasting. This will naturally lead to interest in research for which there should always be provision in an Honours college. Facility for research will be even more valuable for the staff since they will be unable to maintain the standard of Honours lecturing unless they take keen interest in original work.

4. While the Commission is not prepared to fix definite numbers for admission to Honours courses of study since this must vary with the nature of the subject, it feels that the tendency to take in increasingly large numbers some of whom are unsuited for such courses should be controlled. Honours students must necessarily be a chosen few; when making admissions to the first year of the course some places must be reserved to post-graduate students who join at a later stage.

5. In an Honours college, it is desirable in the case of some subjects to have two persons in the Professorial grade for teaching the Honours course; one of them will be the Head of the Department. These teachers should be offered scales of pay which will attract the right men, that is men possessing the required academic qualifications with teaching and research experience. It is necessary that the Head of the Department of an Honours course should be selected with great care; since promotion by seniority may not always meet the requirements, provision must be made for direct recruitment as explained earlier. The number of hours of teaching for an Honours professor must obviously be much less than for one who teaches only the Intermediate or Pass degree classes. The preparation of a special lecture for Honours requires much greater effort. The Commission feels that 8 hours of teaching per week in Honours classes together with the correction of exercises, arrangement and supervision of laboratory work, the conducting of seminars, and the giving of personal instruction and guidance to the students should be deemed sufficient work for a Professor.

6. Reference has already been made to cooperative teaching for the Honours courses. To secure this more effectively it was suggested by some members of the Commission that Honours students though belonging to different colleges should be considered to be directly under the University and arrangements for their teaching should be made by the University through the colleges and the University Departments. The University should see that all the optional subjects provided by the Regulations are taught in one or other of the colleges and that Honours students are permitted to follow the classes in the special subjects in every college. It is desirable that all new affiliations to Honours courses limited as they will be to the city and Tambaram should be on the basis of Inter-Collegiate and University cooperative teaching, the two exceptions being those already indicated.

12 Combination of subjects at the Intermediate and Degree stages.

The Commission noted that at the Intermediate stage a very large variety of combinations of subjects under Part III was permitted by different colleges. If the Intermediate course of study is regarded as the finishing stage of general education, it would perhaps not matter what combination of optionals are permitted; but as the name Intermediate indicates, it is a stage leading to higher courses for the majority of students. For this reason the combinations allowed in many colleges have created difficulties for students when they seek to enter the Degree classes. It has been suggested that culturally it would be good if students were permitted to combine Humanities and Science under Part III; but in practice such students after passing the Intermediate would find it difficult to choose a suitable main subject of study in the degree stage which generally requires a more homogeneous combination in the Intermediate. While it is difficult to limit rigidly the choice of subjects at the Intermediate stage, the Commission would recommend to the Principals of colleges the desirability of providing for combinations which will lead to one or other of the degree courses or at the least consist of subjects having a bearing on one another. The combinations at the degree stage are not so ill-assorted as they are sometimes in the Intermediate stage. But even here it is desirable that there should be a better appreciation of the correlation between the subjects chosen. The Boards of Studies themselves have often restricted the combinations.

2. At present, several colleges do not notify all the combinations of subjects which they are prepared to permit students to choose from. In fact some of these combinations arise out of the desire of the managements to make the widest distribution of places in science subjects available in the college. The result has been difficulty in the framing of time-tables, dislocation in the ordered method of treating the subjects and naturally increased trouble for the Heads of Departments concerned. The Commission would therefore suggest that in every college, the combinations should be announced in the prospectus sent out in advance and only such students as wish to take one or other of the given combinations should be admitted. This will lead to a better organization of the entire course of study in the Intermediate.

CHAPTER XIII

Women's Education

It is gratifying to note that the education of women has advanced rapidly in recent years. In 1928 there were 6 colleges for women and very few colleges for men admitted women students. Now there are 8 colleges exclusively for women and 21 of the other colleges admit women students also. In October 1946 the total number of women students exclusive of those in professional colleges was 3,750, of whom 2,250 were in women's colleges and 1,500 in co-educational institutions. The demand for admission of women students into colleges has been on the increase, and subsequent to 1942-43, three women's college have been opened viz. St. Mary's College, Trichur, Carmel College, Trichur, Government College for Muslim Women, Madras.

2. Notwithstanding these additions to the number of women's colleges, they have been unable to accommodate the rapidly increasing number of applicants seeking collegiate education in every branch. More and more of the men's colleges, therefore, started admitting women students and thus suddenly became co-educational institutions without making the arrangements necessary for this change. It is obvious that co-educational institutions must be organised differently from those meant exclusively for men. As several of the men's colleges did not appear to have realised this and were admitting an ever increasing number of women students, the Syndicate in 1943 issued the following circular regarding the conditions under which women students could be admitted to men's colleges:—

“(1) Admission of women students could only be made with the prior sanction of the Syndicate and the number to be admitted would depend upon the amenities available.

This does not apply to colleges where women students had already been admitted (Vide also 7 below).

- (2) Separate hostel provision should be made for women students and under the charge of a woman Warden.
- (3) There should be adequate playing fields and playgrounds and provision should be made for physical exercises and games under the supervision of a Physical Training Directress, or where the number of women students is not sufficient to warrant the appointment of a Directress, the woman member of the staff should be in charge of the games and the welfare of the women students.
- (4) If there are twenty women students or more in a college, there should be at least one woman member of the staff, preferably on the English staff.
- (5) There should be a separate lady physician for women students who could be a common doctor for the hostel and the medical inspection of women students.
- (6) Where there are the same courses in women's colleges as available in men's colleges, such colleges should have the preference for admitting women students, and admission should be made into men's colleges only when the numbers are in excess of those that can be admitted into women's colleges or where there are courses in the men's colleges not provided for in the women's colleges. It may, however, be open to the Principal to make an exception, as admitting a brother and a sister for instance in the same college.
- (7) The maximum number of women students that can be admitted into a men's college will be fixed by the Syndicate on the basis of the amenities and facilities reported to be available for women students in the college. In the case of colleges which have already admitted women students, the number admitted next year (1943-44) should not be in excess of that admitted last year, pending an inspection, unless the college can satisfy the Syndicate that a larger number can be admitted and all amenities required are provided.
- (8) There should be a woman member of the staff as *liaison officer* between the Principal and the women students admitted into a college.”

3. Most colleges have not attempted anything more than a nominal compliance with the conditions imposed by the University with regard to common rooms, recreational facilities

etc.; a very few colleges have made a more generous provision. But nowhere has attention been directed to the solution of problems arising from the change over of men's colleges to co-educational ones. Beyond listening to lectures seated in the part of the class room assigned to them, the women students in these colleges had no real share in college life. Reference has already been made to the valuable personal and social virtues which college students ought to acquire by association with one another and with the staff. Women students have opportunities of getting these larger benefits of collegiate life in a purely women's college. It is true that in co-educational institutions women have been elected to offices in various college associations and have acquitted themselves creditably; but the majority of women students are unable to participate freely in these extra-curricular activities which are part and parcel of college life; even those women students who are elected to offices would probably not have been chosen for those positions in a women's college and such artificial importance is psychologically injurious.

4. On the whole the life of women students in these colleges is handicapped; the atmosphere of freedom necessary for their natural development is lacking as the bulk of the students and almost the whole of the staff are men. In addition to this it becomes necessary to impose many restraints for the sake of discipline. It is the unanimous opinion of the Commission that men's colleges should be precluded from admitting women to the Intermediate classes. The difficulties of women students at this stage are much greater because of their age and the time required to get accustomed to the change from school to college conditions of life and instruction. To achieve this very desirable object it is necessary that more women's colleges with the necessary hostel accommodation; should be established. For the degree courses also as for the Intermediate, it is desirable as far as possible, for women students to read in women's colleges; but it is not expedient to restrict them to women's colleges only at this stage. Their capacity for greater responsibility coupled with the arrangements that colleges are expected to make, may minimise the disadvantages: the necessity for women to join men's colleges for the degree courses is unavoidable as women's colleges cannot be expected to provide instruction in all the branches of the degree course. For Honours courses and research work the probability of separate institutions being established for women is even more remote.

5. It must, however, be emphasised that even if women are admitted only to the degree and higher classes in men's colleges there must be adequate provision for sanitary conveniences, playing fields, and particularly separate hostels where they can have freedom for extra-curricular activities. Moreover there should be a fair number of women on the teaching staff in the junior as well as senior grades. The University has laid down that where any college admits 20 or more women students, there must be at least one woman member on the staff. This is one of the conditions only nominally fulfilled by most colleges; rarely has a management appointed more than one woman and that too almost invariably only as a tutor or demonstrator. It is obvious that if there are both junior and senior women members of the teaching staff *proportionate* to the number of women admitted to co-educational institutions, it would be advantageous not only to the women students but to the college as a whole.

6. In a few of these co-educational colleges fairly adequate special provision has been made on a fairly satisfactory scale for the physical activities of women students. In many, however, there is only an apology for such physical activities, and in the absence of a sufficient number of women teachers or a Physical Directress on the staff there is little or no coordinated effort to regulate the physical activities.

7. There appear to be two ways of solving the present pressing problem of providing places for all the women who seek higher education and both these must be pursued side by side. The first is the establishment of more women's colleges affiliated to the University; the second is the devising of new attractive courses of instruction for women to be pursued in institutions which need not be affiliated to the University. More colleges for women are needed not only to satisfy the increasing demand but also to save the existing colleges from the damage incidental to overcrowding. One of the pleasing characteristics of these comparatively small women's colleges has been the close contact between the staff and the students; college life for the students in these colleges has meant much more than periodic cramming for examinations. It is unfortunate that the present pressure for admissions should have in a large measure made it necessary for these colleges to increase their numbers. But this should not be permitted to proceed further; the right way of providing collegiate education for more

women students is by establishing more women's colleges; the existing women's colleges should not be permitted to admit more students than at present. That colleges should provide the conditions suitable for social training of its students applies with equal, if not with greater, force to women's colleges. It has been stated before that unmanageable numbers is one of the obstacles to right conditions prevailing in a college.

8. At the present time no difference is made between collegiate education for men and that for women. That some courses and subjects (such as Home Science, Nursing, Music and Household Art) have found a place in the Regulations of the University as they were considered specially suitable for women, does not detract from the generality of this statement. The vast majority of women students study the same subjects as men and qualify for University degrees. It has been said from time to time that it is not only unnecessary for women to have the same type of education as that for men but also that such education is socially harmful. Except by the addition of special subjects of the kind stated above, no definite picture of a distinct type of University education for women has been put forward. Nevertheless, it is a matter for careful consideration by persons experienced in women's education, whether it is possible to establish some institutions outside the University, which women could choose as an alternative to University education. The Commission would like to make it perfectly clear that they are not suggesting that there should be a bar against women taking up any of the University courses: they should have complete freedom to do so. For professions and occupations, which require a specific quantum of knowledge of a particular subject, there can be no question of difference between the education of men and women.

9. The vast majority of women students who join the Intermediate class, have no intention of preparing for a profession or a calling. They go to the colleges to satisfy a legitimate desire to have higher education till such time as their parents withdraw them from college. It appears most desirable to divert some of these to other institutions where the course will be shorter, less exacting and more directly and immediately useful. The need for diverting from the University some of the men who now join it, is generally accepted: it seems to be equally necessary to divert some of the women students, though for somewhat different reasons.

10. These alternative institutions may be in the nature of finishing schools. The preliminary qualification for admission to these need not be quite as rigid as for the University. The course might provide for a wide choice from subjects connected with home-making, Art, Music, Philosophy, Literature etc. Students, who so wish, might sit for an examination conducted by the Education Department; but preparation for such an examination should not be the normal purpose of these institutions. In fact, University examinations and the need for avoiding the physical and nervous strain caused by them is one of the reasons for suggesting that an alternative type of education must be available for women. While many things have been said against examinations, it is well-known that no real substitute for them is available. Men who, for many purposes, need evidence of the standard of proficiency attained by them cannot escape examinations: most women who now come to the college do not need this.

CHAPTER XIV

Extra-curricular activities

Almost every college has to some extent provided for extra curricular activities for the students and some students take part in them. In every college, there are College Associations and in several colleges there are Old Boys' Associations as well. The Commission, however, notes that in a large number of colleges there exist associations based upon regional, linguistic, communal or political or socio-political considerations. They bring together sections of students in a way not ultimately calculated to promote that feeling of unity and solidarity that must be promoted by college activities. Fissiparous tendencies have increased in recent years, and in some cases they have been actively encouraged by outside bodies, either political or socio-political. In the opinion of the Commission, there should be a single College Association in which all students should participate and the activities of sectional associations must be limited to the cultural and academic aspects of the department of study with which they are associated. If the present tendency referred to is not discouraged, it will result in serious deterioration of the harmonious atmosphere that ought to prevail in a college. The Commission also noted that not infrequently the elections to College

Associations were conducted in imitation of political ones and sometimes created a great deal of heat. This sometimes resulted in a cleavage among the students not only for that year but over a prolonged period. These associations are intended to familiarise students with the machinery of democracy and its functioning according to high standards. It seems desirable that college authorities, in consultation with the students for whose sake these associations exist, should find ways by which the acerbities are minimised and a calm atmosphere secured.

Social-service activities—Excepting in a very few colleges there was no organization for social service by students and staffs. Among the colleges that have for some time taken active interest in such social service are Queen Mary's College, Women's Christian College, Madras Christian College, and American College, Madras. It is desirable to encourage students to take part in social service during their college days and for this purpose the active cooperation of some of the teaching personnel of the colleges is required. There is great scope for such social service; the lessons that can be learnt therefrom and the contacts that will be established between the people and the students will be of great advantage. The following are some of the well-known modes of social service suitable for students:—Adult Education, Dissemination of current knowledge, maintenance of Night Schools, improvement of sanitation, encouragement of Cottage Industries, popularising games among the children of the locality, Magic lantern lectures, Economic surveys of villages or small suburbs. An hour or two spent every week in such work will enable the students to realise the needs of the rural population and put to practical use the academic knowledge acquired in the college. It is to be hoped that in future every college will have as one of its main extra-curricular activities some form of social service to which students will be voluntarily attracted.

CHAPTER XV

Discipline and welfare of students

The Commission was glad to note that the majority of the colleges reported that on the whole the discipline of the students was good. It is true that, on a few occasions students were drawn into several of the activities of political organizations and this produced repercussions in the colleges. Apart from such temporary excitements, it is reported that the discipline in colleges was generally good. The Commission hopes that in view of recent political changes and responsibility for good and orderly government having devolved on the people of the country, there will not be in future occasions for excitement among the students and that every one will agree in theory and practice that, for the progress of the country, students in their college days should be fully trained in ways of ordered life and discipline so that they may undertake the arduous task of citizenship in a better and more responsible way after leaving college.

The Commission has already stated that this will depend upon the existence of such a relationship between the staff and the students as will produce on the part of students whole-hearted response to the guidance of the teachers. The teachers themselves, it is certain, will do nothing to impair this relationship. The statements, made by prominent leaders about the importance of this relationship is an encouraging augury for the future.

CHAPTER XVI

New Colleges and Courses of Instruction.

The Commission has noted with satisfaction that almost all colleges affiliated to the University have progressed. This is indicated not merely by the large number of students that have sought admission to the colleges by even more by the diversified courses of instruction that are now available in most colleges. The Commission has been continually referring to the increased numbers seeking admission into colleges, and a good proportion of these were from sections of the population that had hitherto not thought of University education. Concentration of colleges in a few big towns is not the best method of providing higher education for these increasing numbers. Educational facilities should be spread out more widely, so that students are not compelled to flock to the larger towns for the purpose of ordinary graduation. There should be one or more colleges in every district, the number depending upon the number of high schools and the number of students seeking admission to colleges. There should be a planned method of expansion integrating the preliminary stage with the highest stage of educational development; and it should be the duty of educational

authorities to keep note of the number of students passing out of High Schools every year and plan facilities for their further education in the University and in suitable alternative institutions. The opening of every new High School should be followed up by a scheme to provide further education for some of those passing out of it. When it is remembered that the school course could be completed at the age of 14 *plus*, the need for further education and the danger of allowing a boy at that age to remain idle and fall into evil ways, can be seen easily. This matter deserves careful consideration by the Government, the University and the public.

2. In regard, however, to specialised courses of instruction, and particularly Honours courses, the Commission agrees entirely with the previous Commission that these should, as far as possible, be concentrated in one centre; and for the University of Madras, Madras, which has the largest number of educational institutions besides other facilities is undoubtedly the proper centre where such Honours and higher educational courses should be concentrated. The Commission also accepts the view that there should be no unnecessary duplication of courses of study. From time to time, a particular course or a few courses attract a very large number of students and this must be taken into account in determining the number of colleges to be affiliated in that subject or subjects. While there has been a great improvement in the variety of courses available, the Commission would suggest that periodically the need for instituting new courses should be examined; these new courses of study should take into account any new trends in this and other countries and the requirements of the country in the sphere of industrial expansion, trade and commerce, administration and scientific advancement. Multiplication of the same courses in every college and the following of these courses by the bulk of the students without any definite aim results in colleges producing large numbers of graduates with almost similar qualification; a number of these cannot find openings worthy of their academic achievements and this is a loss both to the individuals concerned and to the country in general. The Commission hopes that the proposed diversification of courses of study in the school stage and the greater emphasis now being laid by the University on the study of practical subjects will result in a great improvement.

3. While the Commission is fully aware of the need for University education to keep pace with modern trends and to meet the essential requirements of the State, it has to be emphasised that University education has a purpose which transcends both the economic and the commercial aspects of life. There has been a great deal of emphasis in recent years on the utilitarian value of University education. But too great stress here will take us to the other extreme and will tend to make University education a mere handmaid for employment and exploitation. It may be difficult to determine the extent to which the utilitarian purpose of education should be kept in view; but even in the twentieth century the University cannot forget that knowledge must be pursued for its own sake. The Commission feels that the study of the classics in all languages, a better study of the Humanities, of Philosophy and the cultural aspects of the life of the Nation in its historical background would still give the average University graduate a better appreciation of the life he has to face and the burdens of citizenship that he has to shoulder. It is to be hoped that simultaneously with the expansion of scientific, technical and technological studies, the cultural value of University education will not be lost sight of.

University Buildings,
Chepauk, Madras,
28th October, 1947.

A. L. MUDALIAR,
VICE-CHANCELLOR
and
CHAIRMAN, GENERAL INSPECTION COMMISSION.

The above Report was considered by the Commission at its meetings held on the 27th and 28th October 1947 in the University Buildings, Chepauk, Madras, and it resolved unanimously, while approving the Report, that the following be recorded:—

“The Members of the Commission have been unanimous and insistent that an opportunity should be given them to record their deep appreciation of the masterly way in which the Vice-Chancellor, as Chairman of the Commission, has conducted the Inspection. His wide knowledge of every department of Collegiate and University life, his striking ability to penetrate to the core of the many problems that arose for discussion and the sureness of touch with which he singled out many a solution were in daily evidence and constantly at the help of all concerned. Amongst us the Members of the Commission there grew up an affectionate regard, inspired by his more human gifts of sympathetic understanding and the large-hearted generosity so conspicuous in all his contacts with those who approached him. The Commission was faced with very arduous work, but none worked harder than our Chairman and throughout with unruffled courtesy. The Commission desires to have the pleasure of assuring the Vice-Chancellor of our sincere and heart-felt esteem and paying him the tribute of our lasting gratitude for his unbounded devotion to the true interests of the University and the inspiration of his solicitous guidance”.

APPENDIX A

MEMBERS OF THE COMMISSION FOR THE SEVERAL ZONES.

1. Southern Zone:

1. Lt.-Col. Diwan Bahadur Sir A. Lakshmanaswami Mudaliar, B.A., M.D., D.Sc., LL.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, (Chairman)
2. Sri S. Govindarajulu Nayudu, B.A., B.L., LL.B., Barrister-at-Law (Vice-Chairman).
3. The Rev. Jerome D'Souza, S.J., B.A. (Hons.)
4. Khan Bahadur Muhammad Abdul Haq Sahib Bahadur, M.A., D. Phil.
5. K. L. Moudgill, Esq., M.A., D.Sc., F. I. C.
6. Sri Rao Bahadur B. V. Narayanaswami Nayudu, M.A., Ph.D., B. Com., Barrister-at-Law.
7. Sri Rao Sahib S. G. Manavalaramanujam, M.A., Ph.D., D. I. C.
8. Sri T. Suryanarayana, B.A. (Cantab.)
9. Miss Eleanor H. Rivett, M.A.

2. Western Zone:

1. Lt.-Col. Diwan Bahadur Sir A. Lakshmanaswami Mudaliar, B.A., M.D., D.Sc., LL.D., F.R.C.O.G., F.A.C.S. (Chairman)
2. Sri S. Govindarajulu Nayudu, B.A., B.L., LL.B., Barrister-at-Law (Vice-Chairman).
3. The Rev. Jerome D'Souza, S. J., B.A. (Hons.)
4. Khan Bahadur Muhammad Abdul Haq Sahib Bahadur, M.A., D. Phil.
5. The Rev. L. D. Murphy, S.J., M.A.
6. Sri Rao Bahadur B. V. Narayanaswami Nayudu, M.A., Ph.D., B. Com., Barrister-at-Law.
7. Mrs. Mona Hensman, M.B.E., B.A. (Hons.)
8. The Rev. T. G. Platten, M.A.
9. Sri C. P. Gnanamuthu, M.A., D.Sc.
10. Rai Bahadur B. B. Dey, M.Sc., D.Sc., F.R.I.C. I.E.S (Retd.)
11. Miss J. M. Gerrard, M.A.

3. North-Western Zone:

1. Lt.-Col. Diwan Bahadur Sir A. Lakshmanaswami Mudaliar, B.A., M.D., D.Sc., LL.D., F.R.C.O.G., F.A.C.S. (Chairman).
2. Sri S. Govindarajulu Nayudu, B.A., B.L., LL.B., Barrister-at-Law (Vice-Chairman)
3. The Rev. Jerome D'Souza, S.J., B.A. (Hons.)
4. Khan Bahadur Muhammad Abdul Haq Sahib Bahadur, M.A., D. Phil.
5. Sri K. Bhashyam, B.A., B.L. (Bangalore only)
6. Abdul Hameed Khan Sahib Bahadur, M.L.A.
7. Basheer Ahmed Sayeed Sahib Bahadur, M.A., B.L.
8. Sri A. Gopala Menon, M.A., B. Com.
9. Sri K. N. Menon, M.Sc., Ph.D., A.I.C., A.I.I.Sc.
10. Sri T. K. Koshy, M.A., Ph.D., F.R.M.S., F.L.S.
11. Sri Rao Sahib Alexander Gnanamuttu, M.A.
12. Sri D. Ramalinga Reddi, M.A., B.L. (for Colleges in Palghat, Coimbatore and Salem).

Central Zone: (Colleges in Madras and Tambaram).

1. Lt.-Col. Diwan Bahadur Sir A. Lakshmanaswami Mudaliar, B.A., M.D., D.Sc., LL.D., F.R.C.O.G., F.A.C.S. (Chairman).
2. Sri S. Govindarajulu Nayudu, B.A., B.L., LL.B., Barrister-at-Law (Vice-Chairman)
- *3. The Rev. Jerome D'Souza, S. J., B.A. (Hons.)
- *4. Khan Bahadur Muhammad Abdul Haq Sahib Bahadur, M.A., D. Phil.
- *5. The Rev. A. J. Boyd, M.A., D.D.
6. Sri S. Ramachandra Rao, M.A., Ph.D., D.Sc.
7. Prof. P. K. Parija, M.A., I.E.S. (Retd.)
8. Sri T. R. Seshadri, M.A., Ph.D.
9. Sri Rao Bahadur A. Chakravarthi, M.A., I.E.S. (Retd.)
10. Sri V. S. Krishna, B.A. (Oxon), Ph.D.
11. Sri Rao Bahadur T. S. Tirumurthi, B.A., M.B.C.M., D.T.M. & H.
12. Miss J. M. Gerrard M.A. (for Women's Christian College & Queen Mary's College).

* Not a member of the Commission for inspection of the College of which he was Principal.

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APPENDIX A—(Continued)
ITINERARY OF THE TOURS AND DATES OF INSPECTION

Date of Inspection	Name of College
Southern Zone :	
Monday, 18th February 1946	... Government College, Kumbakonam.
Tuesday, 19th February 1946	National College, Trichinopoly. Holy Cross College, Trichinopoly.
Wednesday, 20th February 1946	Do. Do.
Thursday, 21st February 1946	... St. Joseph's College, Trichinopoly.
Friday, 22nd February 1946	... H. H. The Raja's College, Pudukkottai.
Saturday, 23rd February 1946	... American College, Madura.
Monday, 25th February 1946	... Madura College, Madura.
Tuesday, 26th February 1946	... The M.D.T. Hindu College, Tinnevely.
Wednesday, 27th February 1946,	... St. Xavier's College, Palamcottah.
Thursday, 28th February 1946	St. John's College, Palamcottah. Sarah Tucker College, Palamcottah.
Western Zone :	
Monday, 11th March 1946	... Do. Do.
Tuesday, 12th March 1946	... St. Aloysius' College, Mangalore. St. Ann's Training College, Mangalore.
Wednesday, 13th March 1946	... Government College, Mangalore. St. Agnes College, Mangalore.
Thursday, 14th March 1946	... Government Brennen College, Tellicherry.
Friday, 15th March 1946	... Malabar Christian College, Calicut. Zamorin's College, Calicut.
Saturday, 16th March 1946	... St. Thomas' College, Trichur. Government Training College, Trichur.
Monday, 18th March 1946	... St. Mary's College, Trichur (New College). Carmel College, Trichur.
Tuesday, 19th March 1946	... St. Albert's College, Ernakulam (New College).
Wednesday, 20th March 1946	... St. Teresa's College, Ernakulam. Maharaja's College, Ernakulam. Sacred Heart College, Thevara, Ernakulam.
North-Western Zone :	
Tour (a)	
Tuesday, 8th October 1946	... Voorhees College, Vellore.
Wednesday, 9th October 1946	... Islamiah College, Vaniyambadi.
Thursday, 10th October 1946	... St. Joseph's College, Bangalore.
Tour (b)	
Monday, 11th November 1946	... Sri Venkateswara College, Tirupati.
Tuesday, 12th November 1946	... Theosophical College, Madanapalle.
Wednesday, 13th November 1946	... Government Arts College, Anantapur.
Thursday, 14th November 1946	... Veerasaiva College, Bellary.
Saturday, 16th November 1946	... Nizam College, Hyderabad.
Tour (c)	
Monday, 3rd March 1947	... Government Arts College, Coimbatore.
Wednesday, 5th March 1947	... Government Victoria College, Palghat.
Thursday, 6th March 1947	... Salem College, Salem.
Central Zone (Madras & Tambaram)	
Monday, 2nd September 1946	... Presidency College, Madras.
Tuesday, 3rd September 1946	... Pachaiyappa's College, Madras.
Wednesday, 4th September 1946	... Loyola College, Madras.
Thursday, 5th September 1946	... Madras Christian College, Tambaram.
Friday, 6th September 1946	... Queen Mary's College, Madras.
Saturday, 7th September 1946	... Government Muslim College, Madras.
Monday, 9th September 1946	... Women's Christian College, Madras.

53 67 65
APPENDIX B (referred to on page 5 ante)

UNIVERSITY OF MADRAS

GENERAL INSPECTION COMMISSION
1945-46

QUESTIONNAIRE.

- I. A brief *history* of the progress of the institution since 1928, with the different subjects in which affiliation or recognition was sought from time to time and the conditions under which these affiliations were granted.
Note :—This history should be concise and should not exceed one typed page.
- II. (i) Constitution of the *Managing Body*.
(ii) Changes in the constitution of the *Managing Body* from time to time since the last general Inspection Commission, if any changes have been introduced.
(iii) Present personnel of the *Managing Body*.
(iv) Rules for the conduct of business of the *Managing Body*.
(v) Whether record of the proceedings is maintained.
- III. (i) Constitution of the *College Council*.
(ii) Present personnel of the *College Council*.
(iii) Rules for the working of the *College Council*.
(iv) Whether record of the proceedings is maintained.
- IV. *Staff* :—
(i) Composition of staff (Professors, Lecturers, etc.)
Sanctioned strength of staff of each department.
Present strength of staff of each department.
(ii) Scales of pay for the different grades of teachers.
(iii) Whether there is
(a) Provident Fund, and/or
(b) Pension, and/or
(c) Common Good Fund or Benefit Fund, introduced for the benefit of the members of the staff, and if so give details of the working of the scheme.
(iv) List of the teachers appointed for each of the Departments, particularly posts they held, for what periods, the pay drawn by them, circumstances if any under which the teachers left the service of the College. This must be furnished for 15 years from the academic year 1930-31 to 1945-46.
(v) The present staff of the College; scales of pay; present pay of the incumbent; conditions of service; the classes taught; the number of hours of work—lecture work, tutorial, correction of compositions or note-books etc., giving the numbers.

(vi) A history of the educational service of each member of the staff giving a short resume may be obtained from each member of the staff and forwarded. This history should refer to their educational service from the beginning of their entering into any College or School, on the model of the History of Gazetted Officers in Government Service. Services rendered to the University as Examiners, Assistant Examiners, etc. or Members of Boards of Studies may be included. This statement should be signed by each individual teacher, and countersigned by the principal.

(vii) Research and extra-curricular activities participated by the members of the staff:—

- (a) Research works pursued by any members of the staff and original works if any published by them;
- (b) University lectures, if any, delivered by members of the staff with the subject of the lectures, and whether they were published.
- (c) Physical activities such as Sports, Games, U.O.T.C, etc. This should pertain to the college.

V. *Accommodation*:—Detailed accommodation with plans, as in 1928, 1938 and now and if possible, photographs of the existing buildings may also be included. Rooms may be numbered serially in the plans and allotment shown against each room numbered.

(i) Accommodation provided for members of the staff.

(ii) Accommodation for Library.

(iii) Common room, tiffin and dining room for day scholars, assembly halls for students' gatherings.

(iv) In the case of co-educational institutions, the accommodation provided for women students and the amenities provided for them should be separately given.

(v) Sanitary conveniences for staff and students.—The number and nature of the conveniences provided may be given.

(vi) *Lecture room and laboratory accommodation*:—The plans should show in detail, laboratory accommodation with the number of seats provided, and the lecture rooms.

Accommodation per student in the different laboratories for each of the laboratory subjects, and in the lecture room for the maximum number of students allowed should be calculated in the shape of *square feet per student* and furnished.

(vii) Whether there is available provision of a hall or halls for the holding of University examinations, if so the dimensions, seating capacity and type of furniture.

VI. *Courses of study, admissions, strength of the College, promotions, etc.*

(i) Courses of study.

(a) Subjects in which affiliated with years of affiliation:

(b) Subjects now actually taught.

(ii) The mode of selection and admission of candidates to colleges, whether this is done by the Principal or some other person or Body.

(iii) Strength of the college in each of the classes and groups may be given for the 4 quinquenniums—1930, 1935, 1940, 1945. Besides this the actual number

of students admitted for the different subjects should be given for the last 5 years 1940—45. Details must be shown as regards the men students and women students.

A copy of the statement as given to the Director of Public Instruction—of the numbers of different communities admitted to the College, as also statement of income may be furnished.

(iv) Number of students sent up for the University examinations in March-April of each year with results.

(v) Combinations offered by the College in the Intermediate, B.A., B.Sc., and Honours, with the number of students in each combination, for the year 1945—46.

(vi) Number of divisions in each of the subjects taught in the Intermediate, B.A., B.Sc., etc. should be given, with the numbers in each such division.

(vii) If combined classes are held in the B.A., B.Sc., or Honours courses, details as to how the combination of classes are made should be given for each of the subjects of study.

(viii) Principles of promotion, authority responsible for promotion from one class to another. Returns for the last five years of promotions to be sent.

VII. *Time-table*—A time-table and the class rooms concerned for the purpose should be furnished.

VIII. *Tutorial system, if any*—Whether the College conducts any tutorial classes for students or ex-students of the College, outside class hours or whether such tutorial classes are conducted in the premises of the College or whether any of the members of the teaching staff are in any way connected with such tutorial work and if so to what extent.

IX. *Laboratories and equipment*—

(i) Whether there are separate laboratories in each of the science subjects affiliated for—

- (a) Intermediate
- (b) B.A. or B.Sc. (Main)
- (c) B.A. (Hons.) or B.Sc. (Hons.) Main
- (d) B.A. or B.Sc. (Subsidiary).

(ii) Whether there are separate lockers for each student in each of the laboratories; if not have many students share a locker.

(iii) List of the items of apparatus, chemicals, etc., provided for each student in the lockers.

(iv) Number of essential apparatus provided in the laboratories, such as

- (a) Balances
- (b) Microscopes
- (c) Epidiascope

Their make and details should be furnished.

(v) Whether the laboratories are provided with

- (a) Gas
- (b) Water supply
- (c) Electricity—both D.C. and A.C.

(vi) Whether there is any workshop, dark room, animal house, etc., attached to the laboratories.

(vii) The recurring charges incurred on each of the laboratories, and if possible, for each of the classes separately in the current and preceding 5 years may be furnished.

X. Library :—

- (i) Number of volumes in the Library as in 1928, 1938 and now.
- (ii) The number of volumes as distributed among the various subjects ;
- (iii) Whether there are sectional libraries and if so give details ;
- (iv) The amount spent on the Library and the number of books added to the Library within the last five years showing separately under each of the major departments of study.

A list of the books purchased within the last five years may kindly be enclosed as well as a copy of the Library Catalogue of the whole College.

- (v) Rules with regard to the Library may also be enclosed.
- (vi) Staff of the Library—Whether there is a qualified Librarian or whether the Library is in charge of any member of the staff.

XI. Hostels :—as in 1928, 1938 and now.

- (i) The number of places provided in the hostels ; single rooms, double rooms or large rooms accommodating more numbers.
- (ii) Arrangements in the hostel ; if a co-educational institution, whether separate hostels are provided for women students.
- (iii) Control and supervision of hostels ;
- (iv) Whether there is any common room, reading room, library, playgrounds and provision for indoor games attached to the hostels ;
- (v) Rules regarding hostels ;
- (vi) Number of students actually residing in the hostels ;
- (vii) Average cost per student—(a) room rent ; (b) contingencies such as electric light, and water (c) establishment ; (d) mess charges, per month.

XII. Approved Lodgings :—

- (i) Whether the College has any approved lodgings, if so, how many students are accommodated in such lodgings.
- (ii) What supervision is exercised over approved lodgings ;
- (iii) Whether there are any students lodged in private buildings ;
- (iv) Whether the College exercises any supervision in regard to students who are lodged in private buildings ;
- (v) A detailed statement of the number of students residing (a) in Hostels ; (b) in approved lodgings ; (c) in private buildings, and (d) with parents or guardians should be furnished. (Separately for men and women).

XIII. Play grounds :—

- (i) A sketch of the playgrounds should be given showing the details of the measurements and the area in acres and cents or sq. ft., as in 1928, 1938 and now.
- (ii) The staff responsible for physical activities.
- (iii) A detailed report about the manner in which such physical activities are attended to by the students.
- (iv) The part played by the College in Inter-University or Inter-Collegiate teams or in zonal tournaments.
- (v) The trophies if any won by the College within the last five years.
- (vi) If a co-educational institution, whether separate playgrounds have been provided for women students, and if so, the extent of the playgrounds and the nature of

physical activities and the persons responsible for physical activities for women students.

- (vi) Details of the games provided.

XIV. Medical Inspection :—

- (i) Arrangements made for medical inspection.
- (ii) Names of the Medical Officer or Officers who have been responsible for medical inspection for the last 5 years :
- (iii) The manner in which such inspection is done.
- (iv) Whether there is a Medical Officer attached to the hostels, and if so, the lines on which such medical care is undertaken ;
- (v) Whether there is a dispensary available for the sick students ;
- (vi) What further facilities the College has been able to provide in the case of students with serious illness ;
- (vii) If a co-educational institution, whether for women students there is a separate medical inspection, and if so how and by whom it is carried out ;
- (viii) Whether there are continuous records of the medical inspection of students during their career in the College ;
- (ix) Whether there is any co-operative medical store for purposes of helping students with medical appliances and medicines when necessary.

XV. Scale of fees—Scholarships and fee concessions.—(i) Scales of fees charged for the students under the following heads for a term and for the whole year—

- (a) General tuition fee.
- (b) Laboratory fee—for each laboratory subject and class.
- (c) Library fee.
- (d) Games fee.
- (e) Medical Inspection fee.
- (f) College Magazine fee.
- (g) Any other special fee charged by the College should be given separately for each class of students.

- (ii) Scholarships and fee concessions available in the College and the extent to which such concessions are given and the conditions under which they are given. Details for the last 3 years may be provided under these heads.

XVI. Finance—(i) Income—The financial statements in 1928 and 1938 and for the last five years should be provided. This statement should show separately—

- (a) Fee income from students under the different heads as in XIV above.
- (b) Income from endowments ;
- (c) Donations or contributions from the management ;
- (d) Government grant, if any.
- (e) Any other source of revenue.

- (ii) *Expenditure*—A detailed statement of the expenditure together with the audited statements of account for the last five years should be furnished as also a statement of the position in 1928 and 1938. The expenditure should be shown under the following heads—

- (a) Capital expenditure, if any, incurred during the year—
 - (i) Lands and buildings :
 - (ii) Laboratory :

- (iii) Playgrounds;
 (iv) Other equipment.
- (b) Recurring expenditure—
 (i) Salaries of teachers;
 (ii) Salaries of clerical and menial establishment other than the laboratory and library establishment;
 (iii) Salaries of laboratory attenders and other laboratory servants;
 (iv) Salaries of librarian and library assistants and attenders, if any;
 (v) Expenditure under each of the different science subjects, showing purchase of scientific apparatus and chemicals and recurring contingent expenditure for running the laboratories;
 (vi) Library—Actual expenditure on books purchased showing figures separately under each of the major departments of study;
 (vii) Expenditure on games and sports incurred each year with details of expenditure;
 (viii) Medical Inspector's fee and incidental charges;
 (ix) Expenditure under other items, such as publication of magazines and calendars etc.
- (iii) Financial administration—Authority responsible for it.
 (a) Whether there is a Bank account, all income being remitted, and expenditure being met by drawing cheques.
 (b) What is the general arrangement with regard to disbursement of salaries, by what date the monthly salaries are generally disbursed; whether any voluntary contributions are made by the teachers towards the funds of the College.

XVII. Registers and Records—Nature and number of registers and records maintained by the College may be given.

XVIII. Extra-curricular activities—
 College Associations.
 Social Service Activities.
 U. O. T. C.
 First Aid Classes.
 Any other activities conducted through the College.

XIX. (a) A report on the general discipline and welfare of the students and the tone of the College and the general manner in which the staff is co-operating in the various collegiate activities with the Principal and with the students in general may be furnished.

(b) Whether there has been any serious breach of discipline during the last five years, and if so the nature of such disturbance.

(c) Particulars of any religious or moral instruction given and in what manner.

(d) Whether the College is maintaining a record of its past students and their positions in life. Whether there is an Old Boys' Association.

APPENDIX C. *(referred to on page 9 and 10)*
 Financial statements of Colleges for the academic year 1944-45.

GOVERNMENT MUSLIM COLLEGE, MADRAS.

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fees and Fines	16313	10 0	Pay of Officers	27482	0 0
Admission fees	708	0 0	Pay of Establishment	4187	0 0
Reading Room fees	619	0 0	Permanent	29267	0 0
Laboratory Fees	1910	0 0	Temporary	4187	0 0
Medical Inspection	182	0 0	House allowance	2957	0 0
Sale of Library Catalogues	63	6 0	Presidency „	548	0 0
Miscellaneous fines	163	14 6	Dearness „	3623	0 0
Receipts from Provincial Funds	68572	1 6	War allowance	3229	0 0
			Rates & Taxes	2229	0 0
			Purchase & repair of Furniture	2166	0 0
			Pay of menials	214	0 0
			Cleaning charges	605	0 0
			Miscellaneous	412	0 0
			Service postage	80	0 0
			Telephone charges	191	0 0
			Laboratory charges	4910	0 0
			Books & Periodicals	3156	0 0
			Games Grant	1064	0 0
			Electric Current	325	0 0
			Gardening charges	300	0 0
			Petty construction & repairs	123	0 0
			Dearness Allowance to menials	953	0 0
			Affiliation fees	100	0 0
			Book allowance	360	0 0
			Repairs to Fire Extinguisher	51	0 0
Total	88532	0 0	Total	88532	0 0

LOYOLA COLLEGE, MADRAS

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Income from Endowments	543	0 0	Teaching staff:		
Ordinary Tuition Fee	188668	8 0	Lay staff	108067	3 1
Arrears of previous years	128	0 0	Religious	76500	0 0
Special fees	54063	4 0	Servants & Writer	18602	15 1
Grants-in-Aid:			Prov. Fund Contribution		
Teaching	18578	0 0	by Management	3101	10 0
Science apparatus	2981	0 0	Taxes	4582	9 11
Miscellaneous receipts	10391	7 7	Ordinary Repairs & upkeep	2107	14 0
Amount contributed by the Management	9985	4 3	Contingencies	3288	11 3
			Scholarships	8367	8 0
			Prizes	1019	13 6
			New Buildings	261	0 0
			Furniture	5076	8 0
			Science Apparatus & materials	5971	5 5
			Medical Inspection etc.	850	0 0
			Library	3645	0 0
			Application Expenses	4087	0 0
			Gymnasium & Games	7422	3 4
			Outlay not falling under above heads	6716	10 3
			Science apparatus		
			grant for 1943-44	2981	0 0
			Amount carried over to next year balance on special Fees.	22,789	7 8
Total	285338	7 10	Total	285338	7 10

PACHAIYAPPA'S COLLEGE, MADRAS

Receipts			Expenditure		
	Rs.	A. P.		Rs.	As. P.
Fees	206173	8 0	Teaching Staff	131227	10 9
Registration fees	5717	0 0	Servants & Writer	22667	14 2
T.C. and A.C. Fees	62	0 0	P. F. Contribution	3567	5 6
Athletic fees	15004	0 0	Contingent & Stationery.	5109	14 4
Science Fees	13874	6 0	Advertisement charges	1593	2 6
Library	4886	0 0	Library & Class books	4339	13 2
Medical	992	0 0	Reading Room charges	642	4 0
Calendar	954	0 0	Science apparatus & Contingent charges	18099	2 6
Society	901	0 0	Electrical charges	736	2 9
Stationery	3444	0 0	Taxes & Insurance	4610	13 4
Magazine	2581	8 0	Athletic charges	7728	11 6
Fee Fines	516	10 3	Medical Inspection	823	4 0
Library Fees	64	5 0	Magazine charges	102	3 0
Miscellaneous	922	14 6	Literary Society	509	14 6
Govt. Teaching Grant	21936	0 0	Rover charges	196	3 8
			Annual Sports	3133	10 6
			U. O. T. C.	399	6 6
			Geography appliances	622	5 6
			Repairs & upkeep	1444	15 0
			Telephone charges	416	5 0
			Graduates Entertainment and Old Boys' Day Celebrations	300	0 0
			Allowance to Women Students' Hostel	1425	0 0
			Redemption of Mortgage loan	10000	0 0
			Prize books	228	6 0
			Stipendiary Scholarships	4374	4 0
			Backward Concessions	24749	12 0
			Miscellaneous	83	15 6
			Administration charges	9850	0 0
			Military Scholarships	6542	8 0
			Balance	12509	11 10
Total	278034	11 6	Total	278034	11 6

PRESIDENCY COLLEGE, MADRAS

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fees	170594	2 0	Pay of Officers charged	37753	4 0
Miscellaneous	14463	9 4	Do. authorised	94077	12 0
			Pay of Establishment : Authorised	98730	10 0
			Temporary	7865	14 0
			Allowance & Honoraria charged	408	11 0
			Do. authorised	43794	6 0
			Rates & taxes	20016	8 0
			Books and Maps	3928	8 4
			Laboratory charges	34334	12 5
			Other contingencies	23114	8 6
Total	185057	11 4	Total	362094	14 3

QUEEN MARY'S COLLEGE, MADRAS

Receipts			Expenditure		
	Rs.	A. P.		R.	A. P.
Fees	31119	8 0	Pay of Officers-charged	15600	0 0
Registration fees	1169	0 0	Do.-Authorised	44107	0 0
Medical fees including medical attendance	635	0 0	Pay of Estab.-Permanent	43863	13 0
Science fees	1898	0 0	Do. Temp.	6097	5 0
Reading Room fees	323	0 0	Allowances-Authorised Other	4006	14 0
Hostel Room rent	2840	0 0	compensatory Allowance	3169	13 0
Laboratory, Library & miscellaneous fines	347	9 0	War allowance		
Penalty for late issue of transfer certificates.	36	0 0	Dearness Allow. for Govt. Servants	6401	14 0
Sale proceeds of unserviceable articles	11	4 0	Dearness Allowance for menials paid from contingencies	2368	13 0
			Other Charges : Laboratory	10650	15 0
			Books & Periodicals	2296	11 10
			Petty Construction and repairs	249	8 3
			Electric current	1068	1 6
			Rates & Taxes	16749	14 0
			Petty supplies & Services	1983	7 1
			Telephone charges	129	13 0
			Pay of menials	1162	6 0
			Other Contingencies	4244	14 0
Total	38379	5 0	Total	164151	2 8

WOMEN'S CHRISTIAN COLLEGE, MADRAS

Receipts			Expenditure		
	Rs.	A. P.		R.	A. P.
Income from Endowments	1548	11 0	Teaching staff	73822	3 0
Receipts by fees :—	20176	0 0	Servants & Writer	7762	0 0
(a) Ordinary	2680	0 0	Taxes	4327	1 6
(b) Special			Ordinary repairs & upkeep	837	10 6
Grants-in-aid :	19809	0 0	Contingencies	4721	8 4
(a) Teaching	331	0 0	Scholarships :		
(b) Building	2944	0 0	(a) College	3770	0 0
(c) Furniture & Apparatus	1185	4 0	(b) Government	1185	4 0
(d) Government Scholarships	2420	3 3	Prizes	129	7 3
Miscellaneous receipts	60096	13 9	Science apparatus & material	3374	0 3
Amount contributed by the Management			Library	1664	15 5
			Gymnasium & Games	966	5 3
			Outlay not falling under the above heads	8630	8 6
Total	111191	0 0	Total	111191	0 0

GOVERNMENT ARTS COLLEGE, ANANTAPUR

Receipts			Expenditure		
	R.	A. P.		Rs.	A. P.
Tuition fee	36874	0 0	Salaries of teachers	64777	0 0
Laboratory fee	2762	0 0	Salaries of Clerks	4205	0 0
Library fee	934	0 0	Laboratory Attenders	4686	0 0
Games fee	3696	0 0	Librarian etc.	992	0 0
Medical Inspection fee	239	0 0	Science—Physics	3680	0 0
Literary Union and College Magazine	918	0 0	Chemistry	5797	0 0
College Associations	457	0 0	Nat. Science	521	0 0
College Day	692	0 0	Library	2100	0 0
Coop. Stores Society membership	191	4 0	Medical Inspection	156	6 0
Registration fee	1389	0 0	Magazine Publication	351	12 0
			Sports materials	2010	0 0
			Repairs, upkeep etc.	213	0 0
			Salaries of Establishment	724	0 0
			Tours & Tournaments	795	0 0
			Prizes	353	0 0
			U. O. T. C. & Ambulance	55	0 0
Total	48152	4 0	Total	91416	2 0

ST. JOSEPH'S COLLEGE, BANGALORE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fees—Ordinary	54874	0 0	Teaching staff	62,060	7 4
„ Special	13885	12 9	Servants	3497	0 0
Teaching Grant	15000	0 0	Taxes	258	7 0
Furniture „ etc.	1000	0 0	Repairs	930	8 0
Miscellaneous receipts	1,113	6 0	Contingencies	1,289	9 6
Management's Contribution	5,517	11 3	Furniture	2,292	0 0
			Science apparatus	5,508	10 6
			Library	1,239	5 6
			Games	1,729	13 6
			Outlay not falling under above heads	12,714	15 11
Total	91590	13 3	Total	91,590	13 3

GOVERNMENT COLLEGE, COIMBATORE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fee from students	38,996	12 6	Total expenditure	71,059	15 9
Government grant	12,610	0 0			
Total	51,606	12 6	Total	71,059	15 9

MAHARAJA'S COLLEGE, ERNAKULAM

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
General tuition fees	56,054	0 0	Capital Expenditure :		
Laboratory fees	4330	0 0	Laboratory	3500	0 0
Library fees	1,544	0 0	Library	1000	0 0
Games fees	1930	0 0	Recurring Expenditure :		
Medical Inspection fee	444	0 0	Salaries of teachers	110832	0 0
Magazine fees	1345	0 0	Chemical and Mineral Estab-		
Stationery fees	1544	0 0	lishment	6,228	0 0
Admission fee	1170	0 0	Laboratory Attenders etc.	5,976	0 0
College Calendar	211	0 0	Librarian etc.	1,320	0 0
Library Catalogue	130	0 0	Science materials	12,000	0 0
Fines	353	0 0	Library books	1949	0 0
Miscellaneous fees	1517	0 0	Games and sports	5310	0 0
Miscellaneous	1842	0 0	Magazine	691	0 0
			Class books and Maps	140	0 0
			Subscriptions to Periodicals	687	0 0
			Gas plant	8498	0 0
			College garden	200	0 0
			Miscellaneous	2642	0 0
Total	72,414	0 0	Total	156473	0 0

ST. TERESA'S COLLEGE, ERNAKULAM

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Regular fees	9260	14 0	Salary of Lay staff	7252	0 0
Admission fees	308	0 0	Estimated salary of Religious Staff	9560	0 0
Library fees	462	0 0	Salary of peon	144	0 0
Sports fees	308	0 0	Books	334	6 10
Stationery fees	147	0 0	Contingencies	1030	6 5
Donation from Manager	6,834	15 3			
Government Grant	1000	0 0			
Total	18320	13 3	Total	18320	13 3

NIZAM COLLEGE, HYDERABAD

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Tuition and Laboratory fees	35887	0 0	Land and Buildings	5911	8 0
Hostel fees	377	0 0	Laboratory	6499	15 4
Fines and Miscellaneous	387	10 4	Playgrounds	2,000	0 0
Government grants	250227	0 0	Other equipments	31029	14 11
			Salaries of teachers	210326	14 4
			Clerical and Menial Establish-		
			ment	26723	10 0
			Laboratory servants	4004	11 0
			Library	2257	0 0
			Chemicals and Apparatus	6499	15 4
			Library books	4303	0 0
			Games and Sports	3000	0 0
			Medical Inspection	300	0 0
			Magazines	4035	8 0
Total	286878	10 4	Total	314195	0 11

GOVERNMENT COLLEGE, KUMBAKONAM

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fees and Fee fines	49,224	8 0	Pay of Officers	19800	0 0
Reading room fees	952	0 0	Do. voted	24,095	3 0
Government regn.	939	0 0	Pay of Establishment	29565	7 0
Science fees	3,080	0 0	Do. Temporary	1472	9 0
Medical fees	278	0 0	T.A. charged	436	2 0
Penal fee for Certificates	140	8 0	T.A. voted	134	5 0
Miscellaneous receipts	460	13 0	Medical fee to Doctor	175	2 0
			Pay of Menials	426	0 0
			Repairs	500	4 0
			Office expenses	3163	1 0
			Furniture and Bicycle	499	14 0
			Games	1111	0 0
			Gardening charges	383	5 9
			Laboratory charges	5,960	6 0
			Books	997	2 0
			Dearness allowances	2189	12 0
Total	55,074	13 3	Total	98192	8 9

BESANT THEOSOPHICAL COLLEGE, MADANAPALLE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Tuition fees	26669	0 0	Teaching staff	27883	8 6
Laboratory fees	1780	0 0	Servants including writer	3473	3 4
Library fees	1756	0 0	Taxes	15	7 0
Games Fees	1756	0 0	Ordinary repairs and upkeep	2023	13 6
Medical Inspection fees	183	0 0	Contingencies	902	5 11
Fines etc.	63	12 0	Scholarships	1,192	4 0
Entrance fees	352	0 0	Furniture	358	11 2
Income from Endowments	2250	0 0	Science apparatus	2171	14 11
Contribution from Management	1746	11 8	Library	1400	5 0
Government Grant	4809	0 0	Gymnasium and Games	1762	13 9
Miscellaneous	1432	4 0	Outlay not falling under above heads	526	14 7
			Provident Fund	915	6 0
			Medical	176	0 0
Total	42,797	11 8	Total	42802	11 8

AMERICAN COLLEGE, MADURA

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Income from endowments (for Scholarships only)	1570	0 0	New Buildings	65661	0 0
Actual receipts by—			Furniture	5766	0 0
(a) Ordinary fees	81763	0 0	Science equipment—		
(b) Special fees			Physics	3156	0 0
Library and Games	6682	0 0	Chemistry	7879	0 0
Laboratory	7350	0 0	Natural Science	1847	0 0
Grants-in-aid :			Library	2348	0 0
Teaching	12209	0 0	Gymnasium and Games	4149	0 0
Miscellaneous	216	0 0	Grounds	706	0 0
Management's contribution	66,693	0 0	Teachers' salaries	68270	0 0
			Dearness allowance	3002	0 0
			Clerical and menial staff	6378	0 0
			Laboratory Attenders	3350	0 0
			Library staff	1494	0 0
			Dearness allowance	2588	0 0
			Provident Fund	1627	0 0
			Repairs and Upkeep	441	0 0
			Contingencies	2227	0 0
			Endowment and Scholarships	5369	0 0
			Prizes	225	0 0
Total	176483	0 0	Total	176483	0 0

MADURA COLLEGE, MADURA

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Amount brought forward from last year account	30975	2 7	Teaching staff	17765	1 0
Income from Endowments	5656	6 0	Dearness allowance	2833	10 0
Subscriptions and Donations	300	0 0	Servants and Writer	3254	8 0
Actual Receipts by fees :			Dearness allowance	1686	4 0
(a) Ordinary	36616	8 0	Management's contribution to Prov. Fund	506	8 0
(b) Special	7209	8 0	Tax	144	0 0
(c) Other Collections	1197	6 9	Ordinary repairs and upkeep	129	13 0
(d) Games	2940	0 0	Contingencies	534	15 0
Grants-in-aid :			Scholarships	3867	0 0
(a) Teaching grant	2153	0 0	Prizes	17	8 0
(b) Scholarships	3867	0 0	New Buildings	48724	5 0
Miscellaneous receipts	14824	4 3	Science apparatus	2967	12 0
			Library books	582	1 0
			Gymnastics and Games	1780	2 0
			Outlay not falling under the above heads	6588	8 0
			Amount carried over to next year	13356	13 7
Total	104739	3 7	Total	104739	3 7

ST. AGNES COLLEGE, MANGALORE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
General tuition fees	18675	0 0	Salaries of teachers	37875	0 0
Laboratory fees	1685	0 0	Clerks and Menials	2487	0 0
Library fees	1552	0 0	Lab. Attenders and Servants	684	0 0
Games fees	516	0 0	Librarian and Assts.	945	0 0
Medical Inspection fees	160	0 0	Provident Fund	14	11 0
College Magazine fees	259	0 0	Ordinary repairs and upkeep	608	4 11
Union fees	544	0 0	Contingencies	961	3 4
Admission fees	429	0 0	Scholarships	1218	0 0
Income from Endowments	435	0 0	Buildings	2583	10 1
Government Grants :			Furniture	1429	2 4
Teaching	6848	0 0	Science Apparatus and material	705	4 8
Equipment	613	0 0	Other appliances for teaching	60	2 0
Scholarships	783	0 0	Library	1792	1 8
Contribution from Management	58854	12 5	Gymnasium and Games	37087	12 7
			Medical Inspection fees	169	0 0
			Magazines	259	0 0
			Union Expenditure	544	0 0
			Outlay not falling under the above heads	1939	7 10
Total	91362	12 5	Total	91362	12 5

ST. ALOYSIUS' COLLEGE, MANGALORE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Tuition fees	58218	0 0	Lands and Buildings	12432	2 0
Laboratory fee	5370	0 0	Laboratory	6725	14 6
Library fee	2816	0 0	Other equipment	3663	14 8
Games fee	3184	0 0	Salaries to staff	75705	14 0
Medical Inspection fee	394	0 0	Clerical and menial Establ.	3313	0 0
Admission Fee	846	0 0	Lab. Attenders	3756	14 0
Fines	201	12 0	Library staff	1176	0 0
Stationery fees	1251	0 0	Laboratory: Physics	* 3000	0 0
Sale of Calendars	172	12 0	Chemistry	* 6000	0 0
College Annual	722	0 0	Library	3774	12 6
Income from Endowments	1402	9 6	Games and Sports	2757	14 4
Contribution from Management	44636	7 9	Medical Inspection	379	0 0
Govt. Grant	9145	0 0	Calendars	141	11 0
			College Annual	398	8 0
Total	128359	9 3	Total	123225	6 0

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SARAH TUCKER COLLEGE, PALAMCOTTAH

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
General Tuition fee	6226	0 0	Teaching staff	16792	13 0
Fine	1	11 0	Do Dearness Allowance	694	0 0
Physics and Chemistry	297	0 0	Clerical staff and servants	1453	13 0
Natural Science	168	0 0	Do Dearness Allowance	150	0 0
Library	581	12 0	Repairs and upkeep	58	4 0
Games fee	67	12 0	Contingencies	307	14 4
Medical Inspection	62	0 0	Government Scholarships	288	0 0
Term Examination	212	0 0	Term Examination Charges	212	3 3
Government Grant	7345	0 0	Science Apparatus and Materials	436	2 9
Government Scholarships	288	0 0	Library	513	2 11
Miscellaneous	4	8 0	Gymnasium and Games	50	10 0
Allowance to Military children	448	2 0	Outlay not falling under above heads	246	9 6
Labour scholarship	397	0 0	Do Provident Fund	79	0 0
Net cost	6175	13 9	Other items	448	2 0
			Military concessions	148	0 0
			Do refund		
			Advance refunded to Malaya and Burma Student Labour Sch'ship	323	0 0
			Labour Scholarship—fee remission	74	0 0
Total	22274	10 9	Total	22274	10 9

ST. JOHN'S COLLEGE, PALAMCOTTAH

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Opening balance	144	4 1	Lands & Buildings	2500	0 0
Fees: Ordinary	22086	8 0	Salaries of teachers & Dearness Allowance	22397	10 0
Special: Laboratory	1,931	8 0	Clerical & menial staff	1015	0 0
Library	841	0 0	Laboratory Attenders & servants	672	0 0
Games	1,726	0 0	Library staff	540	8 0
Medical Inspection	198	0 0	Expenditure on Physics	635	11 0
Examns.	742	8 0	Chemistry	635	11 0
Mis. Fines	176	13 0	Library	981	7 10
Closure of T. P. F.	73	13 0	Games	1870	4 1
Grants-in-aid: Teaching	4,000	0 0	Medical Inspection	193	0 0
Furniture	1,665	0 0	Taxes	170	5 2
Advance by Management	1,048	9 1	Repairs	33	7 0
			Contingencies	577	0 0
			Scholarships	2272	0 0
			Furniture	720	0 0
			Provident Fund	440	3 0
			Miscellaneous	675	12 1
Total	34633	15 2	Total	36329	15 2

ST. XAVIER'S COLLEGE, PALAMCOTTAH

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fee income	55672	14 0	Lands, buildings & laboratories	1773	0 0
Special fees	11897	8 0	Recurring expenditure	1057	12 0
Admission fee	354	0 0	Salaries of teachers	70146	13 4
Contribution from Management	17019	13 6	Salaries of staff, clerical & menial establishment	2172	0 0
Govt. Grant	5153	0 0	Laboratory attenders	1088	10 8
			Librarian & Attenders	738	0 0
			Expenditure on Physics	61	15 10
			Expenditure on Chemistry	349	2 6
			Expenditure Natural Science	33	3 6
			Library	1806	13 3
			Other subjects and Miscellaneous	110	3 0
			Games	3618	8 6
			Playground	600	0 0
			Tournaments	120	0 0
			Annual sports & prizes	269	7 6
			Medical Inspection	343	0 0
			Other items Magazine etc.	5268	15 5
Total	90097	3 6	Total	89547	9 6

GOVERNMENT VICTORIA COLLEGE, PALGHAT

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fees: Ordinary	90722	8 0	Pay of officers; Charged	17298	6 0
Registration	1764	0 0	" voted	24281	3 0
Admission	5	0 0	Pay of establishment voted	34803	1 0
Fines	126	8 0	" Temporary	21212	5 0
Miscellaneous;			Dearness & War Allowance	12731	9 0
Reading Room	1712	0 0	Travelling Allowance charged	117	0 0
Laboratory	7260	0 0	" voted	560	15 0
Medical Inspection	467	0 0	Medical Inspection	292	8 0
Late fee for Transfer	119	0 0	Contingencies;		
Certificate	144	5 0	Laboratory charges	24658	6 9
Miscellaneous			Books & Periodicals	2000	1 1
			Petty construction and repairs	1905	6 9
			Furniture	1558	5 6
			Pay of menials	468	0 0
			Miscellaneous	2060	12 9
			Dearness Allowance to menials	2187	14 0
			Gardening charges	414	10 1
			Games	1762	0 0
			Allowance for books to children of military people	2745	14 0
Total	102320	5 0	Total	152008	5 11

H. H. THE RAJA'S COLLEGE, PUDUKKOTTAI

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Tuition fees	12746	4 0	Teachers	19728	0 0
Other fees	1557	2 0	Clerical & Menial establishment	1843	0 0
Fines	90	12 0	Laboratory Attenders and servants	372	0 0
Sports	595	0 0	Librarian & Assistants	372	0 0
Reading Room	200	0 0	Science apparatus	2076	0 0
Magazine	204	0 0	Purchase of books	353	0 0
Medical inspection	102	0 0	Games & Sports	1840	0 0
			Medical Officer	200	0 0
			Magazine	613	10 4
			Calendar	237	0 6
Total	15495	2 0	Total	27634	10 10

SALEM COLLEGE, SALEM

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fee income	36561	0 0	Salaries to teachers	25728	0 0
Income from Endowments	48	0 0	Do. Lab. Attenders	1188	0 0
Government Grant	7665	0 0	Do. Library	420	0 0
Other receipts	54	0 0	Clerks & Servants	2048	0 0
Contribution from the Management	2540	0 0	Furniture, Science App. & Chemicals	5353	0 0
			Library	216	0 0
			Games & Sports	390	0 0
			Medical Inspection	248	0 0
			P. F. Contribution	1162	0 0
			Repayment of debts	9187	0 0
			Other items	1318	0 0
Total	46868	0 0	Total	47258	0 0

MADRAS CHRISTIAN COLLEGE, TAMBARAM

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Income from endowments	9220	8 0	Teaching staff	152707	15 2
Ordinary fees	112344	13 0	Profs. Retiring Fund	2000	0 0
Special fees	34733	8 0	Teachers do.	4755	8 0
Grants-in-aid:			Servants & Writer	21954	8 0
Teaching	26508	0 0	do. Retiring Fund	677	0 0
Furniture & Apparatus	1742	0 0	Dearness Allowance to teachers	1750	12 0
Miscellaneous receipts	6835	5 6	do. Clerks & servants	3500	14 0
Amount contributed by Management	49815	11 11	Taxes & Insurances	937	0 0
			Repairs & upkeep	2499	13 0
			Contingencies	17937	12 7
			Scholarships	7700	0 0
			Prizes	642	1 6
			Science Apparatus	7764	3 0
			Chemicals	1030	12 0
			Payments to Magazines	1010	1 0
			Library	3307	15 9
			Gymnasium & Games	4040	0 0
			Outlay not falling under above heads	6983	10 5
Total	241199	14 5	Total	241199	14 5

GOVERNMENT BRENNEN COLLEGE, TELLICHERRY

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
College Dept:			Total expenditure for College and School	69713	0 0
Fees	17164	0 0	Govt. Scholarships	774	0 0
Fines	49	12 0	Expenditure under Endowment	70	0 0
Miscellaneous	2756	0 0			
High School Dept:					
Fees	7110	0 0			
Fines	52	0 0			
Miscellaneous	509	0 0			
Branch School:					
Fees	3696	0 0			
Fines	17	0 0			
Miscellaneous	2	0 0			
Total	31356	12 0	Total	70557	0 0

SACRED HEART COLLEGE, THEVARA

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
General tuition fee	32054	0 0	Capital Expenditure:		
Laboratory fee	1440	0 0	Lands & buildings	591770	0 0
Library fee	954	0 0	Laboratory	48430	0 0
Games fee	1870	0 0	Playgrounds	51730	0 0
Medical Inspection Fee	268	0 0	Other equipments	93200	0 0
Union & Magazine fee	954	0 0	Recurring Expenditure:		
Calendar, Catalogue etc.	954	0 0	Salaries to teachers	44589	0 0
Admission fee	954	0 0	Salaries of clerical & menial staff	1492	0 0
Recognition fee	825	0 0	Salaries of Laboratory Attenders	1345	0 0
Matriculation fee	556	0 0	Library staff	1380	0 0
Contribution from the Management	201907	13 0	Chemistry Laboratory	6570	1 4
			Physics Laboratory	6000	12 0
			Library	711	0 0
			Games & sports	1944	5 0
			Medical Inspection fee	1084	0 0
			Calendar & Catalogue	500	0 0
Total	242736	13 0	Total	850746	2 0

THE M.D.T. HINDU COLLEGE, TINNEVELLY

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
General Tuition fee	46122	3 0	Salary: Teaching staff	36298	7 4
Laboratory fee	3361	10 0	Clerks & Menials	4328	14 3
Library fee	1339	0 6	Dearness Allowance to Staff	2630	7 0
Games fee	3310	0 0	Clerks & Menials	1301	5 0
Medical fee	377	0 0	Taxes	14	9 0
Stationery fee	2733	14 3	Repairs & upkeep	532	12 0
Admission fee	572	0 0	Contingencies	241	11 3
Fines	196	8 0	Govt. Scholarship	747	0 0
Income from Endowments	60	0 0	S. & K. Pillai Scholarship	60	0 0
Teaching Grant by Govt.	5902	0 0	E. Muthiah Pillai Scholarship	100	0 0
Govt. Scholarship	747	0 0	Furniture	1069	0 0
Miscellaneous receipts	530	5 7	Science Apparatus	2841	9 3
Public Donations & Subscription	100	0 0	Laboratory Contingencies	266	9 11
Reservation fee	454	0 0	Library books	1359	14 10
Amount brought forward from the previous year	1228	3 10	Reading Room	406	2 6
			Sports	3183	14 7
			Medical Inspection	347	0 0
			Management's Contribution to Prov. Fund Staff	896	7 0
			Clerks	57	12 0
			Peons	19	14 0
			Stationery & Printing	2290	15 3
			Other than Contingencies	282	8 0
			Celebration expenses	287	9 6
			Surplus: Special fees savings	925	6 5
			General Funds	7044	0 1
Total	67533	13 2	Total	67533	13 2

HOLY CROSS COLLEGE, TRICHINOPOLY

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Opening Balance	37556	0 0	Teaching staff	27889	0 0
Actual receipts by fees:			Servants (including Writer).	1944	0 0
(a) Ordinary	32,194	0 0	War allowance to teaching staff	905	0 0
(b) Special	5141	0 0	Contribution to Prov. Fund	223	2 0
Grants-in-aid:			Taxes	7	13 0
Teaching	3957	0 0	Ordinary repairs and upkeep	1016	0 6
Govt. Scholarships	792	0 0	Contingencies	302	6 10
Book allowance for children and dependents of soldiers	580	10 0	Govt. Scholarships	792	0 0
Amount contributed by Management for upkeep of the College	27721	14 1	Furniture	1961	4 10
			Science Apparatus and Materials	765	1 2
			Library	1631	15 3
			Gymnasium and Games	32208	6 6
			Outlay not falling on the above heads	159	12 0
			Book allowance for children and dependents of soldiers	580	10 0
Total	70386	8 1	Total	70386	8 1

NATIONAL COLLEGE, TRICHINOPOLY

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Amount brought forward from last year's account.	36316	14 0	Teaching staff	44937	8 8
Actual receipts by fees :			Servants including Writer	5774	4 11
(a) Ordinary	57882	0 0	Provident Fund Bonus	1279	3 6
(b) Special	11203	0 0	Rent (Playground)	325	0 0
(c) Arrears received	100	0 0	Repairs and Upkeep	703	3 4
Grants-in-aid:			Contingencies	1205	10 1
Teaching	5465	0 0	Scholarships—Govt.	260	0 0
Govt. Scholarships	260	0 0	New Buildings	3406	0 0
Miscellaneous receipts	1816	1 1	Furniture	4221	0 0
			Science apparatus and materials	9372	0 8
			Other appliances for teaching,		
			Reading Room	179	6 9
			Library	937	8 6
			Medical Inspection	453	0 0
			Gymnasium and Games	3090	10 0
			Outlay not falling under above heads	1735	11 0
			Amount carried over to next year's account	35162	11 8
Total	113042	15 1	Total	113042	15 1

ST. JOSEPH'S COLLEGE, TRICHINOPOLY

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Income from endowments	327	0 0	Teaching staff	77363	11 0
Actual receipts by fees :			Estimated salary of members of Society of Jesus.	112800	0 0
(a) Ordinary	162076	0 0	Dearness allowance	2284	14 0
(b) Special	38421	8 0	Servants including writer	15787	6 8
Grants-in-aid			Dearness allowance	3130	0 0
Teaching	12980	0 0	Contribution to General Provident Fund	2261	5 6
Scholarships	5366	13 0	Do. Lower Grade do.	243	6 0
Miscellaneous receipts: Penal fees	280	14 0	Ordinary repairs and upkeep	4561	8 6
Amount contributed by management for the upkeep of the College during the year	47984	11 11	Contingencies	11619	7 10
			Scholarships	5366	13 0
			Prizes	327	0 0
			Refund of 43-44 Military Concession	183	0 0
			Science apparatus and Materials	11010	1 6
			Library	7511	3 7
			Gymnasium and Games	11647	15 4
			Outlay not falling under the above heads	1339	2 0
Total	267436	14 11	Total	267436	14 11

CARMEL COLLEGE, TRICHUR

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Fee income	16087	11 0	Lands and Buildings	2130	0 0
Management's contribution	47628	13 0	Laboratories	40420	0 0
Govt. Grant	1000	0 0	Playgrounds	205	0 0
			Other equipment	2934	0 0
			Salaries of teachers	19787	8 0
			Library	1575	0 0
			Games and sports	81	10 0
			Medical Inspection	155	0 0
			Magazine	497	8 0
Total	64716	8 0	Total	67785	10 0

ST. THOMAS' COLLEGE, TRICHUR

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
General tuition fees	70614	6 0	Salary to teachers	42501	7 9
Laboratory—Physics	577	0 0	Clerical & servants	2670	0 0
Chemistry	944	0 0	Laboratory Attenders	648	0 0
Library	1484	0 0	Librarian & Attenders	870	0 0
Games	1669	8 0	Physics—Apparatus	2202	3 3
Medical Inspection fee	431	0 0	Recurring	56	6 0
Magazine	742	0 0	Chemistry—Apparatus	1934	12 0
Reading Room	1113	0 0	Recurring	323	12 0
Stationery	1669	8 0	Library	1025	11 9
Literary Union	742	0 0	Games and sports	1175	4 6
Fine	466	2 3	Medical Inspection fees	382	0 0
Hostel Rent	1622	6 0	Magazines	573	5 0
Admission fees	922	8 0			
Certificate fee	126	0 0			
Library Catalogue & Calendar	259	12 0			
Interest from Banks	748	2 0			
Total	84131	4 3	Total	54362	14 3

ISLAMIAH COLLEGE, VANIYAMBADI

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Ordinary fees	7611	8 0	Teaching staff	10329	8 4
Special fees	1456	0 0	Dearness Allowance	672	15 6
Income from Endowments	7892	14 7	Servants P. F.	248	3 0
Miscellaneous receipts	172	15 6	Servants including writer	1864	8 11
Medical Inspection	75	0 0	Dearness Allowance	351	0 0
			Provident Fund	16	14 0
			Taxes	49	7 0
			Ordinary repairs & upkeep	445	14 2
			Contingencies	632	10 5
			Library	100	3 9
			Gymnasium & Games	131	0 0
			Outlay not falling under the above heads	2069	15 1
			Medical Inspection	78	0 0
			Closing balance	218	1 11
Total	17208	6 1	Total	17208	6 1

MALABAR CHRISTIAN COLLEGE, CALICUT

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Subscriptions and donations	75	0 0	Teaching staff	13372	4 1
Ordinary fees	16783	8 0	Dearness Allowance	1150	7 3
Arrears	48	0 0	Clerical and Menial Establishment	1638	0 0
Special Fees:			Dearness Allowance	987	0 0
Stationery	328	8 0	Provident Fund Contribution	224	5 6
Games	823	8 0	Taxes	79	7 8
Library	823	8 0	Repairs and upkeep	374	15 5
Laboratory	1158	0 0	Contingencies	629	6 10
Medical Inspection	104	0 0	Government Scholarships	81	0 0
Calendar, Magazines	555	0 0	Labour	26	0 0
Arrears of special fees	9	0 0	Railway	48	0 0
Grant-in-aid:			Book allowance to children of soldiers	1120	0 0
Teaching	3452	0 0	Stationery	258	11 5
Government Scholarships	81	0 0	Prizes	115	0 0
Labour	26	0 0	Medical Inspection	125	0 0
Railway	48	0 0	Furniture	281	7 0
Book allowance to children of soldiers	1120	0 0	Science apparatus and materials	1140	9 0
Miscellaneous receipts	367	4 0	College Calendar etc.	523	14 8
			Library and Reading Room	829	15 4
			Gymnasium and Games	1117	7 6
			Outlay not falling under the above heads	345	2 6
			Amount carried forward to next year's account	1334	1 10
Total	25802	4 0	Total	25802	4 0

ZAMORIN'S COLLEGE, CALICUT

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Amount brought forward from last year's account	15887	12 7	Teaching staff	23537	1 0
Ordinary fees	20874	0 0	Servants including writer	3151	11 0
Special	4989	12 0	Ordinary repairs and upkeep	341	6 6
Reading Room	214	0 0	Contingencies	1489	8 5
Library	289	0 0	Prizes	150	0 0
Stationery	598	8 0	New Buildings	304	0 0
Laboratory	2076	8 0	Furniture	140	0 0
Medical	290	8 0	Science Apparatus and materials	2955	0 10
Games	1146	0 0	Other appliances for teaching	6	14 0
Magazine	375	4 0	Library	403	2 6
Teaching grant	2917	0 0	Gymnasium and Games	1480	9 1
Miscellaneous receipts	4058	1 11	Outlay not falling under the above heads	3898	15 3
Management's contribution	4676	8 0	Amount carried over to next year's account	15544	13 11
Total	53403	2 6	Total	53403	2 6

GOVERNMENT COLLEGE, MANGALORE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
College Fee	20783	0 0	Pay of Officers	9600	0 0
Registration Fee	546	0 0	Pay of Establishment	31349	0 0
School Fee	3637	0 0	Travelling allowance	83	0 0
Additional Fee	26	0 0	Allowances	1005	0 0
Other receipts	3763	0 0	Cost of living Allowance	5442	0 0
			Laboratory charge	2404	0 0
			Books and Periodicals	485	0 0
			Petty construction and repairs	£ 26	0 0
			Furniture	758	0 0
			Games	725	0 0
			Pay of menials	806	0 0
			Miscellaneous	261	0 0
			Medical Inspection	2371	0 0
			Gardening	101	0 0
			Cost of living allowance to menials	223	0 0
				909	0 0
Total	28755	0 0	Total	56522	0 0
			£	26	0 0

VOORHEES COLLEGE, VELLORE

Receipts			Expenditure		
	Rs.	A. P.		Rs.	A. P.
Tuition fees	22155	8 0	Salaries to Teaching staff	21583	0 0
Laboratory fees	2392	0 0	Do Clerical and Menial staff	2249	3 9
Library fees	832	0 0	Laboratory Attenders	356	0 0
Games fees	1666	0 0	Librarian	606	0 0
Medical Inspection fee	166	0 0	Contribution to Prov. Fund	624	13 0
Stationery fee	947	0 0	Taxes etc.	185	2 0
Entrance fee	978	0 0	Repair and upkeep	208	1 6
Income from Endowment	3260	9 5	Prizes	11	5 0
Government Grants	6843	0 0	Furniture	350	0 0
Miscellaneous	72	4 0	Science Apparatus and materials	2543	1 8
			Library	2181	6 1
			Gymnasium and Games	1523	1 6
			Medical Inspection	189	0 0
			Contingencies	1024	11 0
			Class Books	43	6 0
			Private Prov. Fund	38	12 0
			Miscellaneous	1052	13 11
Total	38672	5 5	Total	34770	9 5

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APPENDIX D (referred to on page 10 ante)
COMPARATIVE STATEMENT OF THE SCALE OF FEES—1945-46

No.	Name of College.	Tuition fee per term.							Special fee per year.			Remarks.
		Int.	B.A.	B.Sc.	Hons.	BOL.	BCom.	Post Grad.	Lib.	Lab.	Games.	
1	Govt. Muslim College for Men., Madras.	Rs. 30	Rs. 40	Rs. ...	Rs. 55	Rs. ...	Rs. ...	Rs. ...	Rs. 2(I) 3(B)	Rs. 10(I)	Rs. 8	
2	Loyola College, Madras	40	50	50	60	60	...	...	...	15(I) 30(B)	...	Rs. 24 special fee for Lib. games etc.
3	Pachaiyappa's College	36	47	47	58	26½	...	...	3	15(I) 20(B)	9	
4	Presidency College ...	42	54	54	64	...	46	...	2	10(I) 12(B) 15(H)	8	
5	Queen Mary's College	38	49	49	...	...	...	...	1	10(I) 12(B)	6	
6	Women's Christian College, Madras	30	40	40	...	...	...	...	2	9(I) 12(B)	4½	
7	Madras Christian College, Tambaram	35	45	45	52	...	...	...	3	30 (Home Science) 15(I) 30(B) 30(H)	6	
8	Govt. College, Kumbakonam	38	49	49	...	...	...	...	2	10(I) 12(B)	6	
9	National College, Trichy	36	46	...	...	...	...	...	3(I) 4(B)	12(I)	6	
10	St. Joseph's College, Trichy	36	46	46	50	...	...	...	6	12(I) 18(B) 24(H)	6	
11	Holy Cross College, Trichy	32	42	...	...	...	...	...	6	6(I) each subject 12(B)	3	
12	American College, Madura	30	40	40	...	...	...	...	1½	7½(I-P) 9 (I-C) 7½(I-N) 15 (Main-B) 12 (Sub-B)	6	
13	Madura College	30	...	...	...	...	...	...	3	12(I)	6	
14	Rajah's College, Pudukottah.	25	...	...	...	...	...	...	2	10(I)	5	
15	St. Xavier's College, Palamcottah.	(J) 33 (S) 30 30	40	...	...	...	...	...	4	9(I)	6	
16	St. John's College, Palamcottah.	30	...	...	...	...	...	...	(I)	9 (I-P & C) 13½ (I-N)	6	
17	Sarah Tucker College, Palamcottah.	30	40	...	...	...	...	...	53	15½(I-P&C) 6 (B)	0/6/0	
18	M.D.T Hindu College, Tinnevely.	(J) 33 (S) 30 30	40	...	...	...	...	...	3(I) 4/2(B)	12 (I-N) 10/2-(I)	-6	
19	Govt. College, Mangalore.	38	...	...	...	...	...	...	2/8/-	10(I-)	6	
20	St. Agnes College, Mangalore.	32	42	...	...	...	...	...	6	10 (I-one Sc.) 15 (1-2 Scs.) 20 (I-3 Scs.)	2	

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APPENDIX D—(Continued)

No.	Name of College.	Tuition fee per term.							Special fee per year.			Remarks.
		Int.	B.A.	B.Sc.	Hons.	BOL.	BCom.	Post Grad.	Lib.	Lab.	Games.	
21	St. Aloysius' College, Mangalore.	Rs. 34	Rs. 40	Rs. 40	...	Rs. 44	...	...	3(I) 4(B)	12(I) 24(B-Phy) 36 (B-Che.) 10(I)	6	
22	Govt. Brennen College, Tellicherry.	38	...	...	...	...	...	...	3	9(I)	6	
23	Malabar Xian College, Calicut	34	...	...	...	...	...	...	1	10(I)	4½	
24	Zamorin's College, Calicut	32	...	...	...	...	...	...	3	...	2	
25	Carmel College, Trichur.	21	27	...	...	...	...	...	2	6(I) 5(B)	2/4/-	
26	St. Thomas' College, Trichur.	86 (yr)	114 (yr)	...	...	...	...	...	3	...	2	
27	St. Teresa's College, Ernakulam.	21	27	...	...	...	...	...	4	10(I)	6	
28	Sacred Heart College, Thevara.	30	42	...	...	...	...	...	2	5(I) 5(B)	2½	
29	Maharaja's College, Ernakulam.	31½	42	42	...	...	...	...	2	10(I) 12(B)	6	
30	Govt. Arts. College, Anantapur.	30	40	40	...	...	...	...	4	15(I) 18(B)	4/8/-	
31	St. Joseph's College, Bangalore.	30	38	38	...	...	...	...	5	15(I)	9	
32	Veerasaiva College, Bellary.	35	...	...	...	...	...	...	1/8	10(I)	6	
33	Govt. College, Coimbatore.	38	...	...	...	...	...	...	...	10(I) 12(B)	9	
34	Nizam College, Hyderabad.	28	36	36	36	...	...	...	6	18(I)	6	
35	Theosophical College, Madanapalle.	32	42	...	...	...	...	...	2	10(I)	6	
36	Govt. Victoria College, Palghat.	38	49	49	...	...	...	...	9	12(B)	6	
37	Sri Venkateswara College, Tirupati.	32	42	...	...	...	...	...	...	1/8 (I) 3/- (B)	12 (MPC-I) 18 (NPC-I)	6
38	Salem College	...	30	40	...	...	...	...	3/-	4/8 (I-each subject)	6	
39	Islamiah College, Vaniyambadi	32	...	...	...	...	...	...	6 (Sc.) 3 (Arts)	10(I) 15(I)	6	
40	Voorhees College, Vellore	33	...	...	...	...	...	...	...	...	...	

I = Intermediate.
B = B.A. or B.Sc.
H = Honours.

P = Physics.
C = Chemistry.
N = Natural Science.
M = Mathematics

J = Junior
S = Senior

APPENDIX E *(referred to on page 11 ante)*
 SCALES OF SALARY FOR STAFF IN COLLEGES—1945-46

College.	Principal	Professor Head of Dept.	Additional Professor.	Assistant Professor.	Lecturer	Assistant Lecturer.	Pandit	Tutor and Demonstra- tor.	Physical Director.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Loyola College, Madras ...	...	...	200—20—500	250—10—300	100—10—200	75—5—125	...	60—5—100	...
Pachaiyappa's College, Madras ...	500—25—600	300—20—400	200—300	125—15/2—200	75—5—125	60—5—100	...	60—5—75	75—5—125
Women's Christian College, Madras.	281—4—0	181—4—0 * 20—0—0	...	...	100—5/2—150	...	65—100	50	100—5—150
Madras Christian College, Tam- baram	600	300—450 (for Indian) 400—600	200—300 (Assoc. Profs.)	...	(A) 115—200 (B) 100—160	...	...	50—65	...
National College, Trichinopoly ...	300—25—400	...	...	...	Senior 150—10—250 100—10—200	60—5—100	50—5—80	45—5—80	...
St. Joseph's College, Trichinopoly .	600—50—800	350	250—300	200—250	Senior 150—10—200 Junior 100—10—150 80—5—120	...	80—5—150	60—5—100	...
Holy Cross College, Trichinopoly ...	...	...	...	...	80—5—120	60—5—100	...	40—5—60	...
American College, Madura ...	500	500	...	...	150—250	100—5—150	75—5—125	50	100—5—150
Madura College, Madura ...	175—10—250	...	...	...	100—5—200	75—5—150	50—5—100	50	75—5—150
Raja's College, Pudukkottai ...	200—250	...	...	...	100—200	70—5—120	50—3—65	Tut. 50—100 Dem. 35—50	70—5—140
St. Xavier's College, Palamcottah...	400—50—800	200—25—400 (Vice-Pl.) Professor 300—25—500	200—25—400 (Chief Lect.)	...	100—5—200	100—5—150	80—5—125	60—2½—100	75—5—150

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St. John's College, Palamcottah ...	200	...	...	...	100-5/2-125 10/2-185	80-5/2-120	50-5/2-90 B. O. L. 60-5/2-100 60-5/2-100	60	60-5/2-115
Sarah Tucker College, Palamcottah ...	150	...	...	...	90-5/2-140	75-5/2-125 70-5/2-115 70-5-140	...	45	65-5/2-100 70-5-140
M.D.T. Hindu College, Tinnevely...	300-25-500	...	...	...	Senior 180-10-250 Junior 75-5-170 Permanent 250-25-500 150-15-250 Temporary 100-5/2-150	Temporary 80-5/2-120	...	Permanent 60-5-80 Temporary 55-5/2-80 35-5/2-60 50-5-75	...
St. Agnes College, Mangalore ...	...	...	...	...	Senior 140-10-250 100-10/2-200	100-5-150	M. A. 70-5-125 Vid. 65-5-100 40-75	40-60	100-5-150 65-120 60-150
St. Aloysius College, Mangalore ...	...	...	...	...	100-150	80-120	75-5-125	Tut. 50/- Dem. 40-2/8-65	...
Malabar Christian College, Calicut.	200-300	...	...	...	Senior 125-5-150 10-200 Others 100-5-125- 10-175	100-5-125 10-150 (Languages)	60-4-80	60-4-80	...
Zamorin's College, Calicut ...	300-50/ 2-400	...	...	...	Senior 120-8-200 Junior 100-6-160 100-200 (Hd. of Dept. 150-250) 100-150 (Hd. of Dept. 150-200) Chief 150-250 Others 100-5-170	80-5-120 80-5-100 75-150	...	60-100	...
St. Thomas' College, Trichur ...	Vice.Pl. 250-300	200-10-250	...	...	...	...	...	60-100	...
Carmel College, Trichur ...	...	...	...	...	...	75-125	...	60-100	...
St. Teresa's College, Ernakulam ...	250-400	...	...	...	...	100-5-150 Languages 70-5-100 80-5-120	60-5-80	65-5-90	80-5-120
Sacred Heart College, Thevara ...	250-15-350	...	...	...	...	...	...	...	...

* Conveyance allowance.

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SCALES OF SALARY FOR STAFF IN COLLEGES—1945-46 (Contd.)

College.	Principal.	Professor Head of Department.	Additional Professor.	Assistant Professor.	Lecturer.	Assistant Lecturer.	Pandit.	Tutor and Demonstra- tor.	Physical Director.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Maharaja's College, Ernakulam ...	400—500	I 400—20—500 II 250—15—400	...	80—200	80—4—120	60—3—90	...	40	80—4½—125
St. Joseph's College, Bangalore ...	600 (Vice-Pl. 400)	...	...	...	Chief 200—10—250 Others 100—5—150 100—10—250	...	50—5—80	60—5—80	100—5—150
Veerasaiva College, Bellary ...	300	...	...	...	125—200	...	...	...	...
Nizam College, Hyderabad ...	...	500—1000	350—600	250—400	80—5—100	50—5—80	...	40—2½—65	...
Theosophical College, Madanapalle ...	...	100—5—150	...	...	100—10—250	...	...	60—5—75	100—10—200
S. V. College, Tirupati ...	200—25—500	200—500	...	...	100—10/2—180	60—10/2—120	...	40—5/2—55	70—10—120
Salem College, Salem ...	200—20/2—300 250	...	...	...	100—5—125	75	62—2½—75	50—2½—75	100
Islamiah College, Vaniyambadi ...	275—15/2—300	...	...	...	90—10/2—190	70—10/2—130	Paid differ- ently.	45—5/2—60	70—10/2—130
Voorhees College, Vellore ...	...	...	...	...	...	...	...	...	...

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APPENDIX F

Statement showing the number of changes in the teaching staff of Government Colleges (Provincial) from July 1940 to April 1945.

Presidency College, Madras.

Department	Number of changes.
English	... 18
Mathematics	... 9
Physics	... 24
Chemistry	... 24
Botany	... 13
Zoology	... 10
Geology	... 12
History & Politics	... 9
Economics	... 3
Sanskrit	... 7
Tamil	... 2
Telugu	... 2
Urdu	... 6

Government Muslim College, Madras.

English	... 8
History & Economics	... 16
Logic	... 5
Islamic Languages & History	... 14
Tamil	... 2
Mathematics	... 1
Physics	... 3
Natural Science	... 1

Government Arts College, Anantapur

English	... 13
Mathematics	... 8
Physics	... 9
Chemistry	... 7
Natural Science	... 10
History	... 13
Logic	... 5
Telugu	... 8
Sanskrit	... 1
Kannada	... 1
Urdu	... 1

Government College, Kumbakonam

English	... 5
Mathematics	... 3
Physics	... 3
Chemistry	... 5
History	... 8
Logic	... 3
Sanskrit	... 2
Tamil	... 3
Physical Director	... 2

Government Victoria College, Palghat.

Department	Number of changes
English	... 5
Mathematics	... 6
Physics	... 11
Chemistry	... 8
Natural Science	... 4
History	... 8
Sanskrit	... 2
Tamil	... 5
Malayalam	... 5

Government College, Coimbatore.

English	... 5
Mathematics	... 3
Physics	... 6
Natural Science	... 6
History	... 7
Logic	... 2
Sanskrit	... 4
Tamil	... 4

Government Brennen College, Tellicherry.

English	... 3
Mathematics	... 2
Physics	... 2
Chemistry	... 6
History	... 1
Logic	... 4
Malayalam	... 2
Sanskrit	... 1
Urdu	... 2
Arabic	... 1

Government College, Mangalore.

English	... 6
Mathematics	... 3
Physics	... 1
Chemistry	... 6
Natural Science	... 3
Malayalam	... 1
Kannada	... 1
Sanskrit	... 5
Hindi	... 1
Physical Director	... 1

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 * செ. சுவாமிநாதன் *
 * செப்பவிருவதற்காக எடுத்தது *
 * கொள்ளப்பட்ட *
 * செ மாதம் வருடம் 1983 *
 * செப்பவிரு முடிந்த *
 * செ மாதம் வருடம் 1983 *
 * ஆராய்ச்சி உதவியாளரின் *
 * கையொப்பம். *
