Educational (1895) Department.

ORDINARY MS.

G.O., No. 311

Dated 24th Apr. 1895.

INDEXED.

[Despatch Abstract.]

PUBLIC INSTRUCTION REPORT, 1893-94.

Recording, with remarks, letter from the Director of Public Instruc-
-tion submitting certain remarks and explanations on the review by
Government of the -- .

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

OFFICE OF THE DIRECTOR,
PUBLIC INSTRUCTION,
Madras, 11 *March* 189

No. 2755

From

THE HONORABLE MR. D. DUNCAN, M.A., D.Sc.,
DIRECTOR OF PUBLIC INSTRUCTION,
Madras,

To

THE HONORABLE THE CHIEF SECRETARY TO GOVERNMENT,
FORT ST. GEORGE.

SIR,

With reference to G.O. Educational, No. 852 dated 7th November last, reviewing the report on Public Instruction for 1893-94, I have the honour to offer the following remarks.

Para 2 of the Order. The decrease in the number of pupils in the Cuddapah district was comparatively small, and this is probably why no explanation was given. This decrease, which was almost wholly confined to private and unaided schools, is attributed by the Inspector to imperfect collection of statistics. Two of the Inspecting schoolmasters of the Cuddapah range died of fever during the year. One place was not filled up for six months, while the other remained vacant for nearly ten months, and so statistics were not, it appears, collected from a number of private and unaided schools. In Tanjore the decrease was wholly confined to private schools and

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lowing extract from the Assistant Inspector's report
s it.

vate institutions alone decreased in number and
tendance, owing to the scarcity that prevailed in
the district during the first half of the year, and the
appearance of Cholera of a very severe type during
the months of November, December, January and February,
which carried off, according to official reports, more than
20,000 souls. The unprecedented severity of the epidemic
may be judged from the fact that in the month of
December alone 10,000 people died of Cholera in the
district. Owing to Cholera and extraordinarily heavy rain in
November and December — the months in which most
schools are examined for grant — many a school was closed
and the others dragged on a precarious existence with poor
or nominal attendance, and schools that sent up a large
number of pupils for examination in former years either sent
up much fewer pupils or none at all. Even Board schools
had to be temporarily closed as the parents would not
send their children to school . . . . "

Para 3 of the Order. (i) The increase in the expenditure
on Professional Colleges was due to increased expenditure
on the Law and Medical Colleges and to the expenditure
on the Rajahmundry Training College, which was opened
during the year under review. The revised scale of salaries
sanctioned in G.O. No. 146, Educational dated 8th February
1893, for the Professors, Assistant Professors, and Special
Lecturers of the Law College, and the appointment of
additional Assistant Professors for the Pleadership Classes
contributed to the increased expenditure under the
Law College. In the case of the Medical Co
the increased expenditure was explained by the Ac
Principal in para 27 of his report on the College for 1893-
which was reviewed by Government in its order No. 615, Ed
dated 18th August 1894. The chief causes therein mentioned
are: the addition of exchange compensation allowance
to the pay of the Professors, the provision for the pay of
each incumbent of every acting appointment during the
absence of the permanent holder on privilege leave, and
the greater cost of European stores supplied to the College
during the year.

(ii) As surmised by Government, the increase in the fee
income under "Professional Colleges" was almost entirely due
to the large accession to the strength of the Law College,
and the tendency advance shown by secondary schools to a growth
in the strength of the upper secondary departments. The
increased fee income in the School of Arts, the Kellore
Medical School, the school department of the Medical
College, and the Presentation Convent Music class, Vepery,
chiefly contributed to the increase under fee receipts of
special schools. Moreover, the Albert Victor Technical
Institute, Trichinopoly, and the Technical Class, St. Aloysius
College, Mangalore, newly came into existence during
the year, and Cheng'alvaroya Nayakar's Commercial
School shewed a portion of its fee receipts under "Special
schools."

(iii) I fully agree with Government in the view that
the present Fee Notification has, to a certain extent,
been counteracted by the operation of the Educational Rev

During

to the difficulty of obtaining recognition under the
of only was the establishment of adventure schools
ctually checked, but also several such schools opened
fore the promulgation of the Rules ceased to exist and
not a few reduced their standard.

(IV) I do not think that it will ever be expedient or
desirable to restore the old Fee Notification or to relax
the conditions of recognition except temporarily and in
special Circumstances. Great inconvenience and
annoyance were caused to managers of aided and
unaided schools under the old Fee Notification, which
imposed a rigid scale of fees for aided and unaided
hools alike and gave rise to unhealthy rivalry between
chools in close proximity, and led to falsification of
egisters, accounts, and returns. The present Fee Notification
as intended to get rid of all this and, in my opinion,
has to a great extent had the desired effect. The decline
in the fee income during 1893-94 appears to me to be only of a
mporary character. The Educational Rules had been in
peration for three years on the 31st March last, and many
managers have ~~required~~ needed a reasonable time to satisfy substantially the requirements. Once a school has been recognized
permanently, the Manager will take care to levy a reasonable
ate of fees, for it will be to his interests to do so. For,
on the one hand, the standard rates of fees are taken as
he basis of calculation of fee income in fixing the salary
results grants for any school; and on the other hand,
owing to want of funds no new or increased grants are
given and the managers must rely more than ever on
the

the fee receipts.

(V) The cost of educating each pupil in Arts Colleges
highest in Government institutions and lowest in those
managed by Boards for the reason that the few Government
Colleges now existing are maintained as model institutions
and three out of the four Colleges are of the first grade, and
are, therefore, Costly; while the Board Colleges which are
but three in number and are all of the second grade
are less Costly than aided Colleges of which several are
of the first grade. With regard to the disparity noticeable
in the cost of educating each pupil in secondary schools,
I beg to observe that most of the Government secondary
schools are situated in the Agency tracts and are
secondary only in name. These are virtually Upper
Primary schools, and Fifth standards were opened in
them only tentatively. Though, on this account, they were
classed as secondary schools, they worked with the establishment
sanctioned for Primary schools. This for the most part
accounts for the Comparatively small cost of Government
secondary schools. Again, Government Primary schools are
Comparatively few in number; they are mostly situated
in the Agency tracts of the Northern Circars; and are
provided with a fairly liberal scale of establishment; while
in most of the results schools returned as aided, the
grants-in-aid and fees, if any, are returned as the
entire expenditure. This explains the difference in the
Cost of Government and aided Primary schools.

(VI) When preparing the Departmental budgets the
amount of building grants that will be applied for

and

ken up by Board schools cannot be foreseen. It therefore, been the practice of this office for many years to allot one lump sum for "Building grants" to all classes of institutions and to meet grants required for Municipal and Local Fund schools from that allotment. I do not see my way to follow a different arrangement. But in future reports, the expenditure on building grants in Board schools will be entered as the budget grant for the year for such schools, and the balance of the allotment as the allotment for building grants to schools under private management.

unnecessary; a trifling alteration in the heading will suffice

(vii) The outstandings at the end of 1893-94 of results grants payable from Local and Municipal funds are shewn in the Concluding portion of para 166 of the report regarding the working of the Results system.

In previous reports they were given in Chapter I

(viii). With regard to the discrepancy observed by Government in the outlay from Municipal funds on results and other grants, I beg to point out that one set of figures was arrived at from the annual returns furnished by the Inspecting officers and the other from the statements furnished by the Chairmen direct. The total being the same, the difference was due to a difference in the classification of expenditure.

Para 4 of the Order (i) The Matriculation Examination held in 1891 was the last examination held under the old rules and there was, therefore, a large rush of Candidates for the examination. Knowing that it was their last Chance under the old and easier Conditions, the Candidates may have made more strenuous efforts. ~~It is also possible that~~

It is also possible that, in Consideration of the fact that the examination was the last under the old rule the examiners were somewhat more lenient. The F. A. classes formed early in 1892 would thus be composed of students, not a few of whom would fall below the average. I cannot, otherwise, account fully for the marked fall in the percentage of passes at the F. A. Examination of 1893-94 Compared with the percentages in the preceding two years.

(ii) The second statement on page 30 of the report Compares the percentages of examinees and passes and not the number of examinees and passes. The second and fourth Columns exhibit the percentages which the number of examinees from Government or aided Colleges bears to the total number of examinees, and the third and fifth Columns shew the percentages which the number of passes from Government or aided Colleges bears to the total number of passes.

Para 5 of the order. With regard to the observations of Government in the Concluding portion of para 5 of the review, I beg to point out that in para 57 of the report, the total strength of the different forms of public Upper Secondary schools for boys was shewn as in the margin. The several forms were thus fairly graduated in numbers, with the exception of the Sixth Form, which was unduly large owing to the presence of a number of pupils who failed to matriculate or who were kept back from appearing for that examination. In the same way, the strength of the Lower Secondary forms of Public Lower Secondary schools for boys was also graduated.

Sixth Form	4,187
Fifth "	3,020
Fourth "	3,593
Third "	3,869
Second "	4,026
First "	4,471

Third Form	2,965
Second "	3,480
First "	4,612

It

...be seen that against a total number of 6,834
...s in the Third Form there were 3,593 pupils in the
...rth Form. But as against 37,910 pupils in the upper primary
...ses of public
...rimary schools for boys there were only 9083 in the First Form.
From the above figures it may fairly be inferred that the
proportion of pupils passing from the lower secondary to
the upper secondary stage is quite in keeping with the number
passing from the upper primary to the lower secondary stage.
Taking into account the fact that education is sought after
less from a love of knowledge and culture than as a means of
worldly advancement, I am inclined to think that no rapid
and substantial improvement will be effected in the
number of pupils in the upper secondary stage so long as
the demand for young men who have completed the
upper secondary or the Collegiate Course continues to be so
limited as it is at present, most parents being unwilling
to spend money on higher education when they are not sure
of a fair return by way of salaries or emoluments for the
money they have to lay out.

Para 6 of the order (i) I am inclined to think with Government
that the decline in the number of candidates for the lower
secondary examination was mainly due to a change in the
scheme of the examination. For the examination of 1893, the
first examination under the present scheme, 4248 Candidates
appeared as against 6,410 in the previous year. But I may
here note that for the examination of December last the
number of Candidates rose to 6,626.

(ii) Full information will be given in future reports as to
the number of pupils tested for the Seventh standard by
the

by the Lower Secondary Examination and the Inspectors
officers' examination respectively. The returns submitted for
1893-94 did not furnish Complete information in this respect.

(iii) The decline in the number of public lower secondary
schools for boys was entirely due to the operation of the
Educational Rules. The rules were sanctioned early in
1891 but it was sometime before they were fully known. As
all schools could not be expected to fulfil Completely the
Conditions of recognition, many schools which satisfied
the majority of the Conditions —— those relating to staff
and accommodation excepted, had to be recognized and
entered in the Temporary section of the general school list.
In sanctioning the new Fee Notification of 1892, Government
directed that the rules of recognition be rigidly enforced.
Schools which were recognised and entered in the Temporary
section as well as those which were not recognised were
accordingly required to satisfy all the Conditions forthwith.
This has resulted in the reduction of many weak lower
secondary schools to the Primary standard during 1893-94.

(iv) Mr. Monro's explanation in para 64 of his report about
the difference in the classification of passed candidates
in 1892-93 and 1893-94 was intended to apply to the Lower
Secondary Examination. In the return for 1893-94, only
such pupils as passed Completely at the Lower Secondary
Examination were treated as having passed the examination
while, in those of the previous years, Candidates who
passed in the Compulsory subjects only or in the optional
subjects only or in the Compulsory subject and one optional subject only
were all shewn as having passed the examination.

Para

the Order. (ii) The results of the Second-grade Collegiate
s' Certificate Examination have been referred to in
ras 52 & 53 of the report under Professional Colleges, as they
eemed to Mr. Mowra, as they seem to me also, to be out of
place in the portion relating to Training schools.
(iii) Five Candidates qualified for Technical teachers' Certificates
as noted in the margin. The practical test
of the Candidates was conducted by the
Board of Examiners for Teachers' Certificates
with the assistance of experts. The
Candidates were required to give lessons
on the subjects selected in the presence of the Board.

Book-Keeping & Commercial Correspondence 2
Commercial Correspondence . . . 1
Mensuration, Surveying & Levelling, Drawing and Agriculture . . . 1
Free-hand Drawing . . . 1

(iv) The Educational Rules do not require that all teachers in
recognized schools should be trained men. In the first
place only one-half of the teachers, excluding the Head-
masters and Pandits, Gymnastic teachers and writing-
masters, are required to be qualified men and in the
next place, a teacher, with an untrained teachers' certificate,
who has had two years' approved service in recognised
schools, or a teacher, who, though unpassed and uncertificated,
has had five years' approved service in recognised schools,
is considered qualified under the rules. It is not, therefore,
easy to form even an approximate estimate of the time
by which, at the present rate of supply of trained teachers,
all the schools will be supplied with trained teachers so
as to satisfy the Conditions of recognition as to staff.
Fuller details as to the qualification of staff will be
obtained and submitted to Government in connection
with the report for the current year. I beg, however,
to

to assure Government here that Rules 2 & 3 of Section II
Educational Rules are strictly applied before the privi
of recognition and a place in the permanent section of th
General School List are accorded to any school.
(vi) With regard to the apparent excess of supply of trained
mistresses over effective demand noticed by Government, I
would observe that there is really no such excess. Student
are admitted into Training schools in the beginning of a
Calendar year and are discharged at the end of the
year. The written examination for Teachers' Certificates
is held towards the close of November and the results
are published in January. The students have after-
wards to pass the Practical Test to qualify for Certificates.
It is only after qualifying for Certificates that many of
them are able to secure appointments. The students
remaining unemployed on 31st March will all or m
of them have secured appointments before the close
of the year. I shall see that in future reports, fuller
information is given on the subject.
(vii) In future reports the heading of appendix I will be altere
so as to shew all institutions in which any industrial or
technical instruction is imparted and thus to include the
Albert Victor Technical Institute, Triplicane, and the
Lawrence Asylum, Coonoor. The discrepancies
in the number of pupils noticed by Government in the
concluding portion of para 8 of its review were due to a
want of uniformity in the preparation of the appendices
concerned. When, as proposed above, the heading of

the

endix is altered so as to include all the industrial
technical schools and pupils, similar variations will
occur.

Para 9 of the order. Unaided schools of one year will not necessarily appear as such in the returns of the following year. There was, therefore, nothing inconsistent in the unaided Secondary schools of 1892-93, reduced to the primary grade under the operation of the Educational Rules, having been returned as aided Primary schools in the report for 1893-94.

Schools under private management are shewn as aided or unaided schools according as they have or have not received aid during the year in question, and as a matter of fact several results schools are shewn in alternate years as aided or unaided schools. The increase in aided schools was due partly to this cause and partly to a large number of schools having drawn grant before the close of the year. There was an increase of 17 Government Upper Primary schools; the opening of Upper Primary classes in 16 Lower Primary schools almost wholly accounts for the above increase.

Para 11 of the Order (i) Only 14 sessional schools were at work at the close of the year and these were entered in appendix J. But 67 such schools had been carried on during the year and had finished and been closed by the 31st March. The three Board Training schools are different from sessional schools in this respect, viz, that they are maintained all through the year to give Mappilla students instruction in the Primary standards; while sessional schools work for three or four months only.

Information about closed sessional schools will be en in the appendix in future reports, though closed schools not exhibited in the returns separately. Properly speaking these are not closed schools, but schools which have completed their session or sessions.

(ii) I do not see the appropriateness to the state of things in the schools of this Presidency of Mr. Elliot's remarks regarding the teaching of elementary science in the vernacular languages, though with some of his views in themselves I agree. "Object lessons or elementary science" is one of the optional subjects laid down in Section V of the Madras Educational Rules in all the standards from the Infant to the Seventh inclusive. When the subject is taken up as an optional subject in Vernacular primary and lower secondary schools, the teaching of it is carried on in a vernacular language; and even in English primary and lower secondary schools the subject may be taught through the medium of the pupil's vernacular language. There is thus absolute liberty allowed to teachers to use the vernacular language instead of English in teaching this subject; and, in point of fact, when the subject is taken up in primary schools the teaching and examining are in the majority of cases conducted in the vernacular language of the pupils.

In regard to the upper secondary classes, up to the Matriculation class, there is absolutely nothing in the rules of the Department to restrict the liberty of teachers in the use of the vernacular language in teaching the Physics and Chemistry entering into the curriculum of High-

&c

contrary, in High school classes, in which the
ng is carried on mainly in English, Inspecting officers
careful to note, among other things, whether the teacher
while teaching in English makes a full and judicious use
of the pupil's vernacular with a view to elucidate the
subject. Moreover, supposing Government were to rule
that all the science teaching in High schools should be
carried on in the vernacular language of the pupils, the
University would not consent to hold the examination
in Physics and Chemistry in any other than the English
language. One reason why the University would not
consent to this is that which Government has alluded to,
and in which I fully concur, namely, the impossibility of
translating certain abstract and technical terms into
the languages of Southern India.

I was Mr. Moore's remarks in para 69 of the report have my
general approval. For want of funds, new and increased
necessary grants are not now given, especially for schools in
districts which are educationally in an advanced condition.
In allocating the budget allotment for results grants this
principle is steadily kept in view.

(V) Appendix I will be curtailed. It was at the suggestion of Government that this appendix has been prepared in its present elaborate form. Appendix R has been prescribed by the Government of India and is printed in extenso in the Presidency Administration Report. I have no objection to reduce the size of this Appendix also, if Government should decide

in

Cannot be traced

Public GO 151
3-2-79

in favour of its Curtailment in any particular.

I have the honour to be,
Sir,
Your most obedient Servant,
D Brunton
Director of Public Instruction.

No 302

Edn

The Hon'ble the Chief Secretary to Govt.
Fort St. George.

H.M.

Order 24 April 1895. No. 311. JG 22/4
Recorded.

CHIEF SECRETARY
11 MAR. 1895
GOVERNMENT OF MADRAS
DESPATCH
11 MAR. 95

No. 2755.
Rec'd 11
Repd 12/3
dated 11th March 1895
Despatched Do
Enclosures 4

2. With regard to para sub-para. (vi) of the Director's letter under the head "Para. 3 of the Order", it does not seem necessary to show a fictitious budget allotment for Building Grants in Board Schools; it will suffice if it is made clear by means of a foot-note that the figures relate to Board Schools as well as to Schools under private management.

3. Statement R is not appended to the annual reports on Public Instruction in other Provinces; but as the information which it contains is not altogether valueless, the Director does not seem to favor its discontinuance on the ground that its preparation gives an undue amount of labour to as the G. of I. would apparently have to be addressed before any change could be made, the Statement will be submitted in future as in the past.

Dispd 3/4

W Ap 55

15/4/55

Public Instruction Report for 1893-94 -
Sundry remarks and explanations in connection with the G.O. reviewing the ——.

When given for copying ____
When copied ____
When examined ____
When signed ____
} 189.

READ AGAIN G.O., No. 189, DATED

CURRENT No.

ENCLOSURES TO C. No

ORDER OF GOVERNMENT	A	A	A	A	A	A	A
LETTER OF GOVERNMENT.							
STATEMENT WITH DITTO.							
PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH IN ORIGINAL.							

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